ABSTRACT

This study examines how the Iraqi writers maintain cohesion in the text by analyzing the patterns of thematic progression in various rhetorical moves in an online Iraqi newspaper, Azzaman (Zaman). This study integrates two theoretical frameworks such as the rhetorical movement which was modified by Van Dijk (1993) and later modified by Katajamaki and Kosketa (2006) and the thematic progression theory by Danes (1974). From that perspective, this study aims to examine the rhetorical patterns and the occurrence of thematic progression of Azzaman Iraqi newspaper's opinion articles. To carry out the study, twelve (12) opinion articles from Azzaman's English edition, published from January 2013 to June 2013 were collected and analyzed. The analysis focused on the rhetorical structures and thematic progression. The findings reveal the patterns of rhetorical structure used in Azzaman's opinion articles and the thematic progression patterns used in every rhetorical section. The findings further reveal that the introduction, intermediate (intermediate stage) and coda section (conclusion stage) are commonly used while the used intermediate section (solution stage) and coda section (moral stage) are least used. On the other hand, it is also evident that in every section of the rhetorical structure there is an occurrence of different thematic progressions. The findings show that simple linear theme progression and constant theme progression occur the most. However, there are similarities in the absence of split rheme progression in all texts. The findings further reveal that rhetorical structure section is used in three sections in most articles, but differ greatly in the aspect of solution and moral stage. It turns out that most of the articles that were examined do not have solution and moral stages.

ABSTRAK

Kajian ini meneliti bagaimana penulis-penulis Iraq mengekalkan kepaduan dalam teks dengan menganalisis corak perkembangan tematik dalam pelbagai pergerakan retorik di dalam akhbar dalam talian Iraq, Azzaman (Zaman). Kajian ini mengintegrasikan dua kerangka teori iaitu pergerakan retorik yang telah diubahsuai oleh Van Dijk (1993) dan kemudiannya diubahsuai oleh Katajamaki dan Kosketa (2006) dan teori perkembangan tematik oleh Danes (1974). Dari perspektif itu, kajian ini bertujuan untuk mengkaji corak retorik dan kejadian perkembangan tematik artikel pendapat akhbar Azzaman Iraq. Untuk menjalankan kajian ini, dua belas (12) artikel pendapat edisi Bahasa Inggeris dari Azzaman, yang diterbitkan dari Januari 2013 hingga Jun 2013 telah dikumpulkan dan dianalisa. Analisis ini memberi tumpuan kepada struktur retorik dan perkembangan tematik. Kajian ini mengetengahkan corak struktur retorik yang digunakan dalam artikel-artikel pendapat Azzaman dan corak perkembangan tema yang digunakan dalam setiap bahagian retorik. Penemuan kajian selanjutnya mendedahkan bahawa bahagian pengenalan, pertengahan (peringkat pertengahan) dan seksyen koda (peringkat kesimpulan) sering digunakan sementara itu bahagian pertengahan (peringkat penyelesaian) dan seksyen koda (peringkat moral) kurang digunakan. Sebaliknya, ia juga jelas bahawa di dalam setiap struktur seksyen retorik berlakunya pergerakan tematik yang berbeza. Hasil kajian menunjukkan bahawa perkembangan tema linear mudah dan perkembangan tema yang berterusan paling banyak berlaku. Walau bagaimanapun, terdapat persamaan dalam ketiadaan perkembangan Rheme berpecah di dalam semua teks. Penemuan kajian selanjutnya menunjukkan bahawa struktur seksyen retorik digunakan dalam tiga bahagian bagi kebanyakan artikel tetapi terdapat perbezaan ketara dari segi aspek penyelesaian dan peringkat moral. Ia ternyata bahawa sebahagian

besar artikel yang telah diperiksa tidak mempunyai bahagian penyelesaian dan peringkat moral.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

FSP: Functional Sentence Perspective

CD: Communicative Dynamism

RST: Rhetorical structure theory

TP: Thematic Progression

T: Theme

 R: Rheme

SLP: Simple Linear Progression

CTP: Constant Theme Progression

DTP: Derived Theme Progression

SRP: Split Rheme Progression

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CHAPTER ONE

INTRODUCTION

1.0 Overview of the Chapter

This chapter provides the background of the previous studies which investigates the notions of theme and rheme and thematic progression in different rhetorical structure of texts written in an online opinion articles. This chapter also discusses the problems of the study, objectives and research questions that fulfill the objectives of the study. This study is regarding the significant of the study which fill the gap in the existing literature and referring to the limitation of the study. The definitions of the notion theme, rheme, thematic progression and rhetorical structure will be presented in detail in this chapter. Finally, this section is further presented the organization of the study as a whole.

Background of the study

Newspaper plays an important role in the dissemination of information regarding events in the society, nation, and the world (Hulteng and Nelson, 1983). However, one section of the newspaper that influences the readers' perception and understanding is the opinion section. An opinion reflects a writer's about a specific subject or timely issue confronting the society in general. The language used in an opinion article ignited an interest among some researchers because it is influential in the sense that it can convince readers who might have an otherwise different perspective on a particular issue. It is evident that opinion article writers highlight information that supports their opinions to convince the readers.

Since opinion articles reflect the writer's opinion about facts, it is ideally and generally expected to be fair and free from any bias. In fact, personal biased opinions should not find their way in an opinion article. Having said that however, considering that it is an opinion article, it is very likely that the writers' biases will likely surface on the article as facts can be used in such a way as to convince the readers in a particular point of view or issue. Such manipulation of facts is evident in the Iraqi and American news articles on 'War in Iraq' which were written differently by various writers (Schattle, 2003).

The differences of point of view are influenced by several factors, one being the writer's cultural background. Kaplan (1966) linked his work to the Sapir-Whorf hypothesis which showed the connection between language and thought. Furthermore, Kaplan (1966) argued that the writers' style is influenced by their culture. Similarly, Dumanig and David (2012) argued that people in different cultures may not just differ in their writing style, but they may develop their own strategies of writing. This means that there is a possibility that the Iraqi opinion articles can be influenced by the Iraqi culture.

Newspapers articles from native writers of English may greatly differ from non-native writers for various reasons: one, the English language is not widely spoken and used in Iraq so the non-native writers may follow a very simple rhetorical structure and thematic progression especially in opinion articles. Given this, Iraqi news articles written in English may lose effectiveness in their arguments due to the problems with rhetorical structure selection or thematic progression or both. Fetzer (2008) states that the theme occupies an important role in the discourse of coherence. Butt, D (2000) states that theme is the starting point for a speaker and rheme is a temporary destination.

The interesting message comes in as part of rheme. Usually the clause or complex clause in text contains new meanings; the thematic development for the clauses should be connected to the ideas already presented by theme and rheme in the text. The theme of a clause can be realized as a nominal, adverbial or prepositional phrase, and nominalization. Martin and Rother (2000) explain that the theme of a clause sometimes repeats the meaning from the preceding theme and rheme. This means that the way that clauses are structured in the form of theme and rheme can add new meanings to the text. These successive occurrences of theme and rheme in a text are called thematic progression or TP (Danes, 1974). Danes (1974) defines thematic progression as one which actually refers to a new turn in certain material through repetition or conversion elements in a sentence. Furthermore, Krisnawati (2013) describes the progression of new themes as thematic progression. TP has become inflectional in analyzing the occurrence of organization of theme and rheme in written and spoken discourses (Wang, 2007). Rustipa (2010) argues that readers need to follow logical progression in the text in order to interact with the subject matter in the article.

Studies show that thematic progression varies from one writing to another or from one culture to another. Culture influences the rhetorical structure and the thematic progression of any writing, particularly the news article. The rhetorical strategy of any text, including the opinion newspaper articles, refers to the way that the information is organized through thematization. This means that any clause in any text is structured into two main parts; theme being the first part of a clause and rheme as the remainder. Thematic progression refers to the theme and rheme being linked up with other clauses. The present study intends to shed light on the rhetorical moves and thematic progression of the opinion articles in an online Iraqi newspaper published in English language called Azzaman.

1.2 Problem Statement

Writing an article in the English language is considered a difficult task for foreign language writers. They may have difficulties in producing ideas and organizing them systematically. It is a fact that an organized and systematic writing leads to coherent writing which in turn, leads better understanding of the text. Consequently, written articles particularly, the news articles which are read by the public everyday must be written properly and coherently. However, clear and coherent style of writing seems to be a common issue among foreign language writers. They have difficulties in organizing their ideas systematically. This is common since most foreign language writers translate their ideas from their mother tongue to English (Zainil, 2009). Such problems are seen to be evident in some Iraqi writers of English particularly in the opinion section of the newspaper.

Studies show that one of the effective ways to give feedback and correction to the foreign writers in newspapers is by analyzing the rhetorical structure and thematic progression in their writings (Rosa, 2009). Analyzing the theme and rheme provides a clear description about the pattern of thematic progression. Consequently, [this study focuses on how the Iraqi opinion articles in Azzaman achieve cohesion in writing by analyzing rhetorical structure and the patterns of thematic progression in various rhetorical structure moves.]

1.3 Objectives

This study aims:

1. To examine the rhetorical structure of opinion articles in Azzaman, an Iraqi online newspaper; and

2. To analyze the thematic progression in the rhetorical sections of online opinion articles.

1.4 Research Questions

To fulfill the objectives of the study, this study seeks to answer the following questions:

1. What are the rhetorical structures used in the opinion articles of Azzaman, an Iraqi online newspaper?

2. What are the thematic progression patterns used in each rhetorical section of online opinion articles?

3. What are the similarities and differences in the occurrence of thematic progression in each rhetorical section?

1.5 Significance of the Study

The study is seen to be significant because it explores the rhetorical structure and thematic progression of the online opinion articles, as written in an online Iraqi English newspaper. Consequently, the findings of this study may provide an explanation on how Iraqi English newspaper maintains cohesion in news writings by analyzing the rhetorical structure and thematic progression in an online English newspaper. This study also provides feedback to Iraqi news or opinion writers on how to be coherent in their

writings, especially in the English language. Consequently, this study will fill the gap in the existing literature since there are limited studies conducted on rhetorical moves and thematic progression opinion articles as written in the English edition of an Iraqi newspaper.

This study can also be used as reference for the students and researchers who want to write on thematic progression and rhetorical structure. The analysis of thematic progression and rhetorical structure with the predictable findings of this study are hoped to contribute to the growing body of research on getting an adequate knowledge about thematic progression and rhetorical structure properties in writing newspaper articles.

1.6 Limitations of the Study

Analyzing the theme and rheme provides a clear description about the pattern of thematic progression. Consequently, this study focuses on how the Iraqi writers maintain cohesion in writing by analyzing the patterns of thematic progression in various rhetorical structure moves in an online Iraqi English newspaper, the Azzaman. For the purpose of this research, only 12 opinion articles of Azzaman were selected. This study only selected online opinion articles from Azzaman because this newspaper is written in English and Arabic languages and commonly used by Iraqi readers. The other newspapers are also important, but this study focuses on online Iraqi newspaper written in the English language.

1.7 Definition of Terms

To clear, this section presents the definitions of the theme, rheme, thematic progression and rhetorical structure. These components are the backbone of this study, which serve as a guide in the analysis of the data. :

1.7.1 Theme

This study identifies the theme in each clause in each article. The theme represents the main idea in the clause that the article is talking or writing about and lets the listener or reader know about what is going to be in the clause. Halliday (2004) defines theme as something which represents the starting point to the whole message. There is no universal definition or one procedure by which linguists can identify theme and rheme in a language. The Prague Schools of Linguists define theme and rheme as pragmatic functions of discourse while, Halliday linguists define theme and rheme as textual functions or text-creating elements. For Halliday (2004) theme can convey either *given* or *new information* depending on the speaker's motives and the context of situation. Halliday (2004) also pays equal attention to marked rhemes. This study defines theme and rheme as text-creating elements through thematization to find out how the article manages to maintain cohesion.

1.7.2 Rheme

Rheme presents the rest of the departure point for the message in the clause, specifically, what someone says about the main idea (theme). Mathesius (1939) states that the rheme comes after the theme and conveys *new* or *unknown information* which cannot be recovered or predicted from the context. Following Mathesius' definitions, the Czech system considers the sequence theme-transition-rheme to indicate "objective"

word order, i.e. the normal and unmarked development of information in a sentence, starting from *given* towards *new information*, while the sequence rheme-transition-theme to indicate "subjective" word order, i.e. marked, starting from *new* towards *given information* (Mathesius 1939).

Halliday (2004) defines rheme as what is added to the main point and provides the additional information for the message. Furthermore, Halliday (2004) defines theme and rheme as functional tools and text-creating elements, rather than grammatical or syntactic devices. In other words, theme and rheme are not features of context, but features of a text. Danes (1974) criticizes Halliday's model for paying more attention to theme than rheme. Danes (1974) claims that linguists, like Halliday, frequently use the term "thematization", but rarely use "rhematization", despite the fact that the [rheme usually represents the core of the information] in the message, or what is called in Functional Sentence Perspective (FSP) as *new information*. However, Halliday (1974) points out that the thematic structure which is concerned with theme and rheme is [different] from the information structure which is concerned with *given* and *new information*. This study joins in the claims of Danes (1974) that the theme and rheme in a clause contribute to the message specifically in the direct communicative effect through thematization.

1.7.3. Thematic Progression

The main part of this study is the thematic progression in the text. In fact, [thematic development refers to the way theme and rheme in the clause is developed. Thematic progression pertains to how themes and rhemes are ordered in clauses, their hierarchy and connection to hyper theme of clause unit to whole clause and to the situation

(Danes, 1974).] Studying thematic progression patterns is considered essential to explore the different structures of the English news texts. It also helps to explore and unravel underlying differences regarding the choice of a dominant theme and thematic pattern in news presentation in the English language.

Moreover, [this study adopts thematic progression as a means to a cohesive development of text.] Cohesiveness in text means that the new information is tackled logically and follows a certain pattern (Krisnawati, 2013). The organization of theme-rheme in a clause can be useful for cohesion development (Dumanig f, 2012). The progression in the text can be seen through the organization of theme and rheme information or what is called as thematic progression (Sopyan, 2011). According to Leckie (1991) thematic structure involves the message of the clause, that is, the theme and rheme division of the clause while thematic development or thematic progression, involves the way theme is developed over larger sections of text. In addition, Leckie (1991) states that the thematic structure within the clause, and an extension of thematic structure (thematic development throughout the text) are both constituents of an area where degrees of explicitness are evident over a range of texts. This means that [thematic development stems from the way the themes and rhemes develop the idea in a clause.]

1.7.4 Rhetorical Structure

Rhetorical structure will largely be tackled in this study. The theory on rhetorical structure can define as the strategies that follow some of the ways to make the writing more persuasive. Mann and Thompson (1988) define rhetorical structure as "the art of effective expression (speaking & writing) and the persuasive use of language".

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Valero-G, (1996) Defined rhetoric as strategies that the writer uses in order to convey his readers on his claim, on the other hand Katajamaki (2007) studied the structure of editorials in business newspapers for three languages: English, Swedish and Finnish. Their model consists of three sections: first section is the introduction section that describes an event; second is the intermediate section that the text moves to the consequences of the event, which is further subdivided into two stages: intermediate stage that includes the reasons or examples and solution stage. The last part is the coda section, which is also subdivided to two stages: first, conclusion which ended the text, which can sometimes have the second stage, the moral stage. It is noticeable that the researchers try to find the best way to analyze the text for the best interpretations. This study, however, focuses on the rhetorical moves that play an important role in maintaining the cohesion of a text.

1.8 Organization of the study

This study includes five chapters. Chapter One introduces the background of the study and outlines the problem statement, objectives, research questions, significance of the study and scope of the study. Then chapter Two provides the literature review. This chapter also includes some relevant background knowledge needed to undertake this study. Chapter Three, on the other hand, presents the theoretical framework and methodology components, elaborating on the suitable tools for text analysis. Chapter Four presents the findings and analysis for this study. Chapter Five, which is the conclusion of this study, summarizes the findings and provides suitable recommendation for this study.

1.9 Conclusion

This chapter has presented the problem, objectives, research questions, significance, limitation and definition of terms. Such sections of the chapter provide information that foregrounds the study before moving to the literature review. Moreover, to substantiate and justify the problem, objectives and research questions of the study, the literature is provided in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter synthesizes previous studies which investigates the notions of theme and rheme. More specifically, this chapter discusses the theory of functional grammar's perspective as presented in the works of the Prague School of Linguistics, Mathesius, Firbas and Danes, the Hallidayan approach in English and the works of traditional and modern Arab grammarians and linguists. This chapter is divided into five sections. Section one presents the overview about the news media. Section two specifically focuses on historical overviews of theme and rheme which is subdivided into four units, namely: the Prague School approach to theme-rheme analysis, functional sentence perspective, theme as topic and known information, and the notion of communicative dynamism. Section three presents the approaches to thematic progression and section four provides insights into Rhetorical Structure Theory (RST). This chapter also discusses the importance of news media, introduces a brief historical discussion of the Prague School approach and explains the way theme and rheme are perceived in relation to the theory of Functional Sentence Perspective (FSP).

2.1 The Importance of News Media

News is a means which transfers new information about recent events (Reach, 2002). This concept about the news may lead to some questions whether the news includes everything or it may include and exclude specific news items that interest or it only suits the publisher and the party, political or otherwise that the news publisher supports. So

the concept of news should be narrowed down to "information about recent events that are of interest to a sufficiently large group or that may affect the lives of a sufficiently large group" (Reach 2002: 1).

In order to understand how news is presented, it is necessary to take into account the differences of communities involved in the study of news media. According to Fowler et al. (1979), communities of news are divided into three: (1) communities of telecommunication act which include processes of produced, received and constructed news; (2) implied community which is created, reported and recorded by the news media; in other words, the social relations and events of the people and the world are implied in the content of the news; (3) real-world community which represents the real actions, events and relations involving the people, who are accurately or inaccurately, reported in the news (Fowler, 1979). Readers and listeners do not just read letters, or hear sounds, but they build words, phrases and sentences and then recognize the meanings of what is written and said. This process of discourse comprehension is referred to as "bottom-up" model (Fowler 1996). However, when the audience is not merely restricted to "what is there" in discourse and they are powered by expectations about what they hear or read this process is referred to as "top-down" comprehension and it runs alongside the recognition of smaller units of discourse, i.e. sounds, letters, words, phrases and sentences, in order to construct meanings. Breen (2007) cited that mass media such as television, radio and newspapers attract a large number of audiences; here mass media and mass communication in this sense being unlike face – to- face communication.

The study of news media should also consider the structures of the news, i.e. how news is globally and locally structured and presented in discourse which makes it easily

available and accessible to linguists and analysts (Bell 1991). The language of news is available and accessible to large numbers of readers and hearers. Another advantage of studying news media is its similarity to ordinary speech and everyday use of language (Bell 1991). It also helps to study how media can affect or shape the general opinion of people on relevant matters and issues affecting them.

In news discourse, two types of texts can be distinguished: expository texts such as news reports and argumentative texts such as opinion texts (Hatim and Mason 1997). According to Hatim and Mason (1997: 191), a "context of detachment", which is characterized by the use of formal, non-emotive and non-evaluative diction, predominates in expository texts, or news reports. Argumentative texts, or opinion texts, on the other hand, tend to be less formal and are more emotive and evaluative than expository texts.

An opinion article is an article that reflects the author's opinion about a specific subject and this is usually published in newspapers or magazine. It is featured in several opinion articles from periodicals editorials, columns, op-Eds, etc. Dimitrova & Strömbäck (2005) realized that the newspaper articles in Sweden newspapers and the New York Times (an American newspaper) about the 'War in Iraq' shows that writers differ in their views and political opinions. Dunn, Moore & Nosek (2005) emphasized that the American newspapers used different words to glorify the United States' war on Iraq using some linguistic tools that reflect their political opinion. The linguistic choices and the positions of the theme and rheme in every rhetorical structure are seen to be essential in writing. So, most of the studies agree that there is a specific objective in selecting articles in newspapers and in the selection of theme and rheme which determines the coherence of a text.

The language mirrors the culture, and influences the readers into constructing certain beliefs, attitudes and opinions, i.e. social representations, towards certain events in society. It also helps to study how the news media can affect the opinion of both the readers and hearers. In this sense an opinion presents an effective way to indirectly influence the readers' opinion about a specific subject. The language of the news is largely available and easily accessible by large numbers of audience. The advanced technology of the twenty-first century, including the World Wide Web and the international news broadcasting on television through satellites (what is referred to nowadays as "new media") has made it very easy to access the latest news anywhere in the world and at any time (Breen 2007).

Moreover, news discourse, both written and spoken, provides a good quality of recorded language (Bell 1991). This enables linguists to study and analyse the intended message behind the news without the interference of what Labov (1978) calls the "observer's paradox", i.e. when speakers are aware of their speech being recorded and observed. However, individuals are also social members of society who share collective views, beliefs and opinions. These collective social beliefs are known as "social representations", or "conventional representations". They include shared ideas, beliefs, attitudes and ideologies which are mainly expressed through discourse and language (Fowler 1996).

2.2 Historical Overview of Theme and Rheme

2.2.1 Theme-Rheme according to the Prague School

The Prague school linguists have been given much credit for developing the notions of theme and rheme. The concepts of theme and rheme were first initiated by Weil (1879).

He observes that the distribution of word order in a sentence reflects the development or sequence of ideas in any context. Weil (1879) also distinguishes between the semantic and grammatical structure, i.e. the movement between word order and grammatical elements. Weil (1879) compares two different types of languages on the basis of word order; he studied, for example, English which is characterized by fixed word order and Greek language which is characterized by free word order. Weil (1879) focuses on the position of verbs in these languages. For instance, in the French language the verb is usually the second element while in Turkish language the verb occupies the final element. Weil (1879) analyzes the sentence into two parts consisting theme and rheme, he defines theme as "Le point de depart" or "the point of departure" and rheme as the "goal of discourse" (Weil 1879: 20-21). Weil was able by introducing his theory to move from descriptive grammar to perceptive grammar that both hearer presents in the act of communication (Adjémian 1978). Weil (1879) inspired a whole generation of linguists, especially the Prague scholars Mathesius, Firbas and Danes who are the focus of the next section.

This section will introduce the functional sentence, the two concepts of theme and rheme as presented by the Prague School Linguists. Theme and rheme will be discussed in terms of sentence position, *given* and *new* information and the degrees of communicative dynamism. Additionally, this section introduces the functional sentence perspective approach and the notions of theme and rheme as presented by the Prague school linguists. The definition of theme and rheme are discussed in terms of sentence position, *given* and *new information* and the degrees of communicative dynamism. The organization of theme-rheme and patterns of thematic progression is provided in an attempt to identify a relevant definition for the purposes of the present study and develop a model of theme-rheme analysis in English.

2.2.2 Theory of Functional Sentence Perspective (FSP)

The Prague School Linguists introduced the Functional Sentence Perspective (FSP) theory by Vilém Mathesius (1939). The theory proposes that if the subject is related to the theme and if each sentence of a paragraph presents new information, no theme exists (Mathesius, 1928). The theme has contributed least to the communication function and the information is understood from context, moreover, it possesses given information, with the theme representing the lowest degree of communicative dynamism (Mathesius, 1928). Mathesius states that "the information structure of the sentence refers to the way in which the sentence is related to the factual situation from which it has sprung" (Mathesius 1939: 467). In other words, the structure of the sentence of *given* and *new* terms reflects the situation in the context in which the sentence occurs. FSP is also defined as a level of analysis that "reflects the distribution of elements of the sentence according to the role they play as functional units of discourse" (Adjémian 1978: 265). To put it differently, the organization of the constituents of a sentence, i.e. word order, is determined by the communicative function of these constituents in order to reflect what the speaker/writer has in mind and wishes to communicate in a given context. At FSP, it is what the speaker/writer intends to communicate that is represented in the sentence in terms of theme organization. Three different aspects of theme and rheme have been pointed out in the works dealing with FSP (Functional Sentence Perspective):

- "Theme as the main point of the utterance and rheme as the goal of discourse or comment.

- Theme as known (Given) information and rheme as unknown (New) information

- Theme as communicatively less important than rheme" (Al-Jayrudy, 2011)

The following sections will focus on these different aspects of theme and rheme in the works of some Prague linguists.

2.2.3 Theme as Topic and Known Information

Theme is "the starting point of the utterance" and "that which is known or at least obvious in the given situation and from which the speaker precedes" (Mathesius 1939: 234); while rheme is "the core of the utterance" and "what the speaker states about, or in regard to, the starting point of the utterance" (Mathesius 1939: 234). The previous definition of theme conveys known information (Given) which can easily be recovered from the context while rheme conveys unknown information (New) which cannot be recovered from the context.

The concept of theme and rheme involves both position and recoverability or conveyance of *given* and *new information*. The theme occupies first position in a sentence and conveys *given* or *known information* which can be easily recovered by the hearer and predicted from the immediate context. The rheme comes after the theme and conveys *new* or *unknown information* which cannot be recovered or predicted from the context (Mathesius,1939). Mathesius played a major contribution in Functional Sentence Perspective (FSP) when determining the analysis and word order of theme and rheme (Firbas 1974). Mathesius did not determine the thematic structure, theme as known information and rheme as unknown information. However, Firbas (1966) rejects Mathesius's ideas about theme as known and rheme as unknown saying that some sentences have no theme. There is no distinguishing characteristic between the thematic structure, theme as first initial element followed by rheme, and the informational

structure, the conveyance of known information by theme and unknown information by rheme.

The approach to theme-rheme analysis in FSP fails to account for the most natural and unmarked use of language as Firbas (1974) illustrates in his example "A *girl came into the room*". A Firbas (1974) note that unmarked structures such as "*A girl came into the room*" should represent the sequence theme-transition-rheme, which is not the case if FSP's approach is applied. The known information in such a sentence is conveyed by the setting, i.e. the Adjunct *into the room*, which represents the recoverable or the contextually dependent elements in the text, while the unknown information is conveyed by the Subject, *A girl*. The transition or the verb remains the same.

Following FSP's criterion of recoverability in identifying theme and rheme, the unmarked structure *A girl came into the room* represents the sequence rheme-transition-theme instead of theme-transition-rheme. Therefore, using FSP approach to analyze the above sentence shows that sentences in their "most natural use" are "insusceptible to FSP" (Firbas 1974). In other words, unmarked structures do not always correspond to the sequence theme-transition-rheme. However, Firbas (1966) rejects Mathesius's ideas regarding the possibility that some sentences have no theme. For Firbas (1966), the theme should be defined in a way that can be applicable to all types of sentences, a view shared in this study. Based on the above reasons, Firbas (1966) attempts to develop an FSP approach in the light of what he calls communicative dynamism.

2.2.4 Communicative Dynamism

Firbas (1966) reaffirmed Mathesius theory, but avoided the sense that no theme exists and known information and rheme as unknown information in sentences of a paragraph. He presented that all the subject or topic of the sentence is the same. Firbas endorsed Danes' notion about communicative dynamism that there is a relationship between *given* and *new information* and what the sentence is all about.

Firbas (1966, 1974) develops a communicative dynamism to identify theme and rheme carried by the sentence elements. Firbas (1966:68) states that "by the degree of Communicative Dynamism (CD) carried by a sentence element we understand the extent to which the sentence element contributes to the development of the communication, to which it pushes the communication forward, as it were". Firbas (1966) disagrees with Mathesius's approach to theme as known information and rheme as unknown information. Therefore a new criterion to identify these two concepts, i.e. the degree of communicative dynamism carried by the sentence elements is introduced. Communicative dynamism or Communicative Dynamism (CD) however, highlights the contribution of sentence constituents to the development of the act of communication between participants. The basic distribution of the communicative dynamism to the most "natural" way of developing communication starting with context-dependent elements, Firbas (1966: 270) mean "the capability of sentence positions in gradually raising the degrees of the Communicative Dynamism (CD), in the direction from the beginning towards the end of the sentence".

The semantic structure is another factor in the sentence, where by virtue of the semantic structure one can identify the position of *given* and *new information* in the

sentence. This pertains to whether constituents reveal new information: last or first in the sentence, whether the sequence within a sentence is the theme-transition-rheme or rheme-transition-theme.

Firbas's (1966) model defines theme as an element bearing the lowest degree and contribute the least in the development of the communication of Communicative Dynamism (CD) within the sentence. Meanwhile, he defines rheme as elements which carries the highest degree and contribute most to the development of the act of communication in Communicative Dynamism. For instance, in the following sentence presented by Firbas (1974), *A girl came into the room*, *A girl* is analyzed as the highest degree, so it is the rheme in the clause, while the adverb *into the room* is the theme because it is analyzed as the lowest degree, so it is the theme for the clause. While the notion of appearance represented by the verb *came* is the transition because it ranks between the two. Following these definitions, theme in Firbas's approach, unlike Mathesius's, can convey not only known information but also unknown information. In order to illustrate the difference between the concept of governess, as used in Mathesius's approach to theme-rheme analysis, Firbas (1974) presents the following example: *An unknown man has asked him the way to the railway station.* In this example, *an unknown man* expresses neither known nor obvious information to the hearer. At the same time, the Subject *an unknown man* conveys the lowest degree of Communicative Dynamism in comparison to other sentence elements, thus, functioning as the theme of that sentence.

Danes (1964) proposes that treating a syntactic or grammatical problem such as theme and rheme requires an analysis of the three levels of syntax, such as the grammatical structure, semantic structure and organization of the Functional Sentence

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Perspective FSP in the sentence (Danes, 1964: 225). Therefore, the interaction between the grammatical level and the semantic level helps to give a full account of the overall linguistic system. According to Danes (1964), the organization of the utterance reflects the semantic reality. At the same time, the act of communication is the product of the speaker's perception of the utterance, the content of the situation, message and context. These conditions also contribute to the final outcome regarding the surface structure in the sentence. Thus, the organization of the utterance represents the "functional sentence perspective", or the FSP level as referred to by Firbas (1966), which is the principle of ordering sentence elements according to Communicative Dynamism.

Chafe (1974) noted that judging the degrees of Communicative Dynamism associated with sentence elements is not by any means a "binary choice". In spite of the fact that Firbas's notion of Communicative Dynamism has been criticized by many linguists, the contributions and implications of his approach should not be overlooked. Chafe (1974) criticizes Firbas's notion of transitional elements as lacking a clear and concise definition, noting "in fact, it seems to me that this aspect of the Czech view has resulted from a confusion of various factors, but especially from a failure to distinguish clearly between elements of semantic structure and elements of surface structure" (1974: 120). For instance, finite verbs such as *go*, *goes* and *went* which reflect aspect, person and tense are normally associated with transition according to Firbas's approach. At the surface level, finite verbs are always pronounced with low pitch. At the semantic level, however, finite verbs can convey new information. Hence, there is no means to tell whether an element is partially or completely in the consciousness of the hearer. Therefore, according to Chafe (1974), the notion of communicative dynamism is not supported by linguistic evidence.

Adjémian (1978) criticizes Firbas's innovation" as "an unfortunate move" in linguistics. According to Adjémian (1978), the notion of the Communicative Dynamism seems difficult to define, and that there is no objective means to determine what the speakers assume the hearers to interpret and understand as most or least communicative. Simply put, Adjémian (1978) posits that the notion of Communicative Dynamism seems difficult to define and test in practical terms. Judging the degrees of communicative dynamism carried by sentence elements is not by any means a "binary choice" as noted by Chafe (1974). It is impossible to define exactly the degree of Communicative Dynamism associated with some sentence elements and whether the speaker/writer and hearer/reader associate these elements with exactly the same degree of Communicative Dynamism in the sentence. What is needed for an FSP approach is a practical and objective criterion on which the notions of theme and rheme can be tested and defined rigorously. In spite of the fact that Firbas's notion of Communicative Dynamism has been criticized by many linguists, the contributions and implications of his approach should not be disregarded.

Halliday (1968, 1985) restated Firbas' and other theories about the notion of theme and rheme but this time he presented his new concept that the theme and rheme are separated from a thematic structure in the clause and the information structure of (*given* and *new*).

> *"Although they are related, Given ¨C New and Theme ¨C RhemeAre*
>
> *not the same thing. The Theme is what I, the speaker choose to take as*
>
> *my point of departure. The Given is what you, the listener, already*
>
> *know about or have accessible to you"(Halliday, 1994:299).*

He argued that the theme might contain familiar, given or old information, but the theme is the point of departure that provides settings to the rheme in the sentence which contains new information to the listener or reader's point of view. Halliday asserts that the theme is not necessarily the subject of the clause, even if it is occurring initially in a clause followed by rheme, the remainder:

Table 2.1 Example shows the main clause as the rheme with predicate

"Theme	Rheme
"Viewed from a narrow economic sense, As such, these	needs are necessities include a minimum of food, necessary to sustain life. " (Halliday, 1994:310).

The above example shows the main clause as the rheme with predicate.the main clause as the rheme with predicate, "Viewed from a narrow economic sense" is the main clause while "needs are necessities" is the predicate for the main clause.

Table 2.2 Example shows the subject as the theme of the sentence

"Theme	Rheme
"Milk	is a good example¡ necessity for the baby" (Halliday, 1994:310).

Table 2.2 shows "milk" overlaps as the subject and as the theme of the sentence. Halliday refers to this kind of theme as unmarked theme and repeats the term in unmarked sentences. Halliday states that the subject may or may not be the theme of the sentence, and the same time rheme may not necessarily be equated with the predicate. Also, while marked sentences have theme aside from the subject, the subject may be

pre-posed as adverbial groups, prepositional phrases, verbal group (participial or infinitive phrases, excluding gerunds for they may be the subjects of the sentence) or a dependent clause. In a clause the structures are presented as given information and all the rest of the clause as the rheme. So to achieve coherence in writing, the writers should have the knowledge about the distribution of theme and rheme in each sentence and complex sentence. The theme's position can signal readers about the information that follows. Given this, it is safe to posit that a cohesive writing depends on how the given information follows the progression of an idea from theme to rheme in the text. Thematic progression or thematic organization was established by the Prague school of linguistics. The Prague school of linguists considered that the clause has achieved a communicative dynamism when the information has progressed from older to new information and this is called the functional sentence perspective point of view.

There have been a lot of studies conducted which explore the theme, theme and thematic progression of various genres in English proving a cohesive development at discourse level (Fries, 1981, 1992, 1994, 1995; Martin, 1992, 1995). Abbadi (2005) defined theme as the main idea being talked about while rheme refers to what is said about the main idea. Moreover, Thomas (2012) stated that the theme and rheme provide better understanding of information in a clause. Halliday (1994) argued that there are different kinds of meanings constructed in the language. Thus, any text is the realization of not just one meaning but more than one kind of meanings. Engines (1994) also stated that the realization of the text conveys three kinds of meanings, i.e. ideational, interpersonal, and textual meanings which are called metafunction.

Scholars define theme and rheme differently depending on their understanding of the two concepts. Butt et al.(2001) presented theme as the first element of the

experiential meanings which is classified as the topical theme. On the other hand, the textual theme means the text –creating meaning and maybe a combination of continuatives, conjunctions and conjunctive adjuncts. Moreover, interpersonal theme, which refers to the first element of a clause, indicates an interaction between the speakers. Generally theme position in the sentence represents what the sentence is about which occurs at the initial position of the sentence.

Sopyan (2011) stated that the theme has several types of occurrences. A theme is unmarked when combined with the sentence's subject in a declarative clause. However, when theme sets up a time space when realized by a temporal or spatial adjunct it is called a circumstantial theme. On the other hand, the marked theme happens when another element is brought to initial position. In the thematic structure, theme occupies the first position in the sentence while the rest of the sentence is rheme (Thomas, 2012). Fetzer (2008) distinguished theme from rheme in the position they occupy in a sentence. Theme occupies the first position in the clause and refers to ideational meaning. The theme is connected between what has been written to realize the anaphoric, at the same time expresses connectedness of what is going to be written to indicate the cataphoric. This shows that the theme and rheme positions are very important to determine the meaning and it can be interpreted in many ways depending on their positions.

2.3 Approaches to thematic Progression

The thematic structure of the clause mirrors the semantic structure of language. Therefore, theme occupies an important role in the discourse and its position determines the thematic progression pattern in the entire text. The thematic progression should be connected to the ideas already presented by theme and rheme in the text. Frantisek

Danes' (1964) work on FSP appeared around the same time as Firbas' and are based on the same notion of CD. Dane's major contributions to the study of theme and rheme include the three-level approach to syntax and thematic Progression (TP) for example, in the following sentence presented by Danes (1964: 225) [*John is easy to please*], John, who is the subject of the sentence, is not the doer of the action but the affected participant. Therefore, the interaction between the grammatical level and the semantic level helps to give a full account of the overall linguistic system. However, to ensure such a full account, a third level of grammar needs to be considered, that is the organization of the utterance. According to Danes (1964), the organization of the utterance reflects the semantic reality presented by sentence elements at the surface level. At the same time, the act of communication is the product of the speaker's perception of the utterance, the content of the message and context. These conditions also contribute to the final outcome regarding word order in the surface structure of the sentence (Danes, 1964). Thus, the organization of the utterance represents the "functional perspective", or the FSP level as referred to by Firbas (1966), which is the principle of ordering sentence elements according to CD, starting from the lowest degree, i.e. the thematic elements, towards the highest degree, i.e.the thematic elements. It is, however, at the third level of syntax, i.e. the FSP level that theme and rheme analysis operates and is discussed along with other linguistic devices such as intonation, stress and the order of words and clauses (Danes, 1966). Danes (1974) classified thematic progression into three main types such as *communicative articulation*, which he called theme as the (topic) and rheme as the (comment) for the topic; informational bipartitionand different degrees of communicative dynamism of utterance.

Known	Unknown
old /given	New
contextually bound	non-bound information
starting point	core
basis	nucleus
presupposition	focus of utterance.

Dane's contribution is considered as the extension of the notion of theme as "a point of departure" in the clause and the context represents the thematic progression in the text. In other words, the utterance of themes and their hierarchy, concatenation and their hyperthemes in the situation and text unit to the full text, would be as "the skeleton of the plot" as Danes (1974:79) describes thematic progression in the text.

The definition of theme and rheme according to Halliday (1967) is this: the clause as a message comprises two functional units, theme and rheme. Halliday (1967:212) points out that the theme is "what is being talked about" or "the point of departure for the clause as a message" and defines rheme as the goal of the message that the speaker intends as the theme, i.e. the element which fulfils the communicative purpose of the utterance. Theme and rheme are position-bound elements which are defined according to their positions in the sentence. A theme always occupies the first position in a sentence and is followed and commented on by a rheme. As Halliday (2004:64) notes, "the theme is indicated by position in the clause. In speaking or writing English we signal that an item has thematic status by putting it first". The most common type of theme in English is a nominal group functioning as an agent, or a Subject, such

as "The lecturer" and "the little boy" Halliday (2004:65) states in the following examples:

   - The lecturer *gave a presentation on linguistics.*

   - The little boy *broke the teapot.*

Unlike the Prague School Linguists who analyse verbs as transitional elements, Halliday considers verbs as part of the rhematic element such as *"gave"* and *"broke"* in the last two examples. Having defined theme and rheme according to Halliday's functional model of grammar, the next section will discuss the status of sentence initial-elements in terms of topical, textual and interpersonal themes in Halliday's model.

According to Halliday (1967), the functions of theme and rheme are distinct from those of old and new information. Unlike the Prague school approach, the Halliday approach considers the two structures, the thematic and the information, as separate and hence the term "the splitting approach" is used to describe his method of analysis (Fries 1981). Being at odds with each other, Halliday's approach and the Prague school approach will produce different analyses of the same utterance. Halliday (1967) defines the information structure as a set of information units distributed and organized by the speaker of the utterance.

Fish (1981) also criticizes Halliday and his followers for assigning fixed significances and meanings to their data and bypassing the context in which it actually occurs. Halliday and his followers, according to Fish (1981), do not seem to acknowledge the readers' experience and interpretation of meanings. In other words, Halliday's approach takes into consideration how speakers/writers organize their utterances/texts, while overlooking the listeners/hearer's interpretation of the clause as a message. In order to avoid such criticism, this study will attempt to incorporate aspects

of van Dijk's socio-cognitive theory into Halliday's model of theme-rheme to identify the different social meanings and political interpretations in news discourse. The concepts presented by van Dijk's (1988,1998) such as global theme, macro propositions, presuppositions and implications will help to account for the readers' construction of meanings and interpretation of significance in the social context of discourse.

To sum up, the criticisms addressed above seem to address the functional sentence perspective approach, which considers the information structure and thematic structure as one, rather than the Hallidayan approach. It has been argued that Halliday (2004) offers a comprehensive model of theme-rheme analysis in the sense that he covers all kinds of clauses and moods in his analysis. Unlike FSP where theme and rheme are semantically and syntactically difficult to locate, Halliday's model is simple and easy to apply, especially in noun-initial languages such as English.

Arabic linguistics like Hatim applies the notion of thematic progression (TP) proposed by Danes (1974) in two different text types, namely exposition and argumentation. According to Hatim (1989), the patterns of TP in Arabic suggest that while verbal sentences are frequently used in neutral and non-evaluative texts, such as exposition, nominal sentences are essentially evaluative and are frequently used in argumentation. His findings reveal the verbal sentence as "the basis of expression in Arabic", i.e. the unmarked clause type, and the sequence verb-subject-object as the most common and unmarked form of a sentence.

Although modern Arab scholars attempt a functional analysis of Arabic verbal and nominal sentences, their approach to theme-transition-rheme seems subjective and

inconsistent for a number of reasons. Firstly, identifying theme, transition and rheme in Arabic verbal and nominal sentences by means of the degrees of CD (Communicative Dynamism) relies largely on the interpretations made by the writer, reader or analyst. Even with the presence of the context of situation, drawing a sharp line between sentence elements in terms of the degree of CD (Communicative Dynamism) they carry may be inaccurate as it differs from one interpretation to another. In other words, in order to avoid the subjective and circular analysis of theme, transition and rheme, variable interpretations of text interlocutors, the writer, the reader and the analyst, should be taken into account. What the writer considers as retrievable or old information, i.e. the theme, may not be considered so by the reader or the analyst. In other words, there is no single objective procedure by which modern Arab functional linguists can exactly identify theme, transition and rheme. Generally speaking, although modern Arab linguists have managed to overcome the shortcomings of traditional Arab grammarians, by analyzing theme and rheme in both verbal and nominal sentences, assigning verbs the functions of transition, theme or rheme and accounting for initial complements and adjuncts in nominal and verbal structures, their functional analysis is confusing and inconsistent.

Martin and Rother (2000) emphasized that the theme of a clause sometimes repeats the meaning from the preceding theme and rheme. TP has become inflectional in analyzing the occurrence of organization of theme and rheme in written and spoken discourse (Wang, 2007). Rustipa (2010) argued that readers need to follow progression in the text. However, a cohesive development refers to the thematic progression of text which means the new information of text is distributed logically and follows a certain pattern. Such organization of theme-rheme in a clause can be useful for cohesion

development in the text. According to Krisnawati (2013) the progression of new theme is called thematic progression.

This means the way that the theme and rheme are structured in the clauses will add new meanings to the text. These successive occurrences of themes and rhemes in a text are called thematic progression or (TP) (Danes, 1974). Correspondingly, Danes (1974) defined thematic progression as one which refers to a new turn in certain material through repetition or conversion elements in a sentence. Danes points out three patterns of progression as follows: simple progression, constant progression and derived progression. Then he introduces the fourth type of progression which is split rheme progression which includes two patterns such as constant theme progression and derived theme progression. Bloor and Bloor (2004) integrated Danes' model or thematic progression and developed "the types of thematic progression" to include "Simple linear progression", "Constant theme progression","Derived theme progression", and "Split rheme progression". A brief discussion on each of these follows:

a) *Simple Linear Progression:* Bloor and Bloor (2004) refer to this as basic and the widely used thematic progression pattern. In this type of progression, "the rheme1 becomes the theme 2 of the subsequent clause, as showed in Figure 1" Bloor and Bloor (2004)

"T1 ——→ R 1

T 2——→ R 2

T 3 ——→ R 3" Bloor and Bloor (2004)

Figure 2.1 Simple Linear Progression

B) "*Constant Theme Progression*"*:* In this pattern, theme is stable in all clauses when "the first main idea in the first clause is chosen as the theme of the following clause as illustrated in Figure 2". Bloor and Bloor (2004)

"T1 ——→ R1

↓

T 2——→ R 2

↓

T 3 ——→ R 3"Bloor and Bloor (2004)

Figure 2.2 constant theme progression

C) "*Derived Theme Progression*"*:* This pattern of thematic progression is characterized "as the theme of the first clause careers as a hypertheme for the subsequent clauses as derived from the main hypertheme. It is represented in Figure 3". Bloor and Bloor (2004)

"T 1 → R1+ T 2 → R 2+ T 3 → Rheme 3" Bloor and Bloor (2004)

Figure 2.3 derived theme progression

D) *"Split Rheme Progression":* In this pattern, "the rheme of the first clause is split into two items of rhemes, then each becomes a theme element in subsequent clauses. It is represented in Figure 4. " Bloor and Bloor (2004)

"T 1→ R 1 (=R2 + 1)

T2 → R2

T2 → R2"   Bloor and Bloor (2004)

Figure 2.4 Split Rheme progression

2.4 Rhetorical Structure Theory

Rhetorical Structure Theory (RST) is a descriptive theory and linguistically useful for describing, organizing and characterizing the text structure in terms of relation that hold all parts of natural text (Thompson, 2006). Rhetorical structure theory (RST) has received continuous attention since its inception in the 1980s. RST was conceived in 1980s as a result of the comprehensive analyzes of the texts, described in Mann and Thompson (1988). Since then, RST has been widely used for a coherent analysis of the structure of the texts. The theory's assumption starts with the functions and how words function in the written text (Mann et al., 1992; Matthiessen and Thompson). The theory was defined as something flexible that can adopt to for different applications and linguistic cases (Manni, 2006). Hyland (2000) states that the writers through Rhetorical moves can fulfill the purpose of persuasion. Writing in the target language put a burden on the writers in achieving coherence in the text.

Connor (1996) presents that "the Sapir-Whorf hypothesis of linguistic relativity is basic to contrastive rhetoric because it suggests that different languages affect

perception and thought in different ways" (p. 10). Ying (2000) rejects Sapir-Whorf hypothesis ideas, "the claim that the origin of contrastive rhetoric lies in the Sapir-Whorf hypothesis is untenable because the latter is actually rooted in German ideas on linguistic determinism" (p. 260). Ying argues that Kaplan (1966) viewed language and rhetoric evolves out of a culture, but not as determinative of thought patterns. Moreover Matsuda (2001) concludes that the contrastive rhetoric in the origin was a result of Kaplan's effort to collect three different intellectual traditions: contrastive analysis, the Sapir-Whorf hypothesis, and the emerging.

Kaplan (1966) has emphasized that culture influences the norm of writings. In his article he presented a new type of written language that was not tackled before and it has presented the field of study on culture and writing. The Sapir-Whorf hypothesis espouses that mother tongue affects the manner in which the individual perceives the world and this may affect how that individual learns a second or foreign language (Kaplan, 1966). It is said that, "written texts represent a convergence of different stylistic, cultural, religious, ethical, and social notions, all of which comprise written discourse notions and frameworks" (Hinkel, 1994, p: 353).

Kaplan (1966) describes some of the essays written by foreign language speakers in English language as indirect and included many digressions due to these differences that were induced by culture. But for years he received many criticisms about this suggestion. In 1987 he restated his description about writing style as indirect or interrupted. Accordingly, second language writers have a compounded challenge of producing coherent texts when writing in foreign or second language such as English due to different cultural background (Kaplan, 1987). The writers establish within their culture specific norms of writing in a foreign or second language (Tannen, 1984).

According to Kaplan's suggestion, writing styles differ across cultures. This point of view has been widely supported by linguistic researches paving way to the discovery that there are unique rhetorical traditions. This point supports the fact that "people in different cultures do not only write in contrasting styles, as has been adequately demonstrated in numerous contrastive rhetoric studies, but they also develop other methods of writing because of the difference in world views" Dumanig, et al. (2009:3).

Critics have pointed out some contrastive rhetoric studies conducted with the notion of culture (Lehner 2004, Matsuda & Atkinson, 2008 and Spack, 1997) that the studies often rely of culture that are shared by different groups nationally and geographically from individuals as a comprehensive and coherent patterns of behaviour. The other critics notes about failure respond to "the dynamic nature and hybrid cultures, interaction and integration among them made the speech contrastive studies show that seeks 'style' original cultural "of writing in spare time cultural of disturbed states increasingly by the world powers, and therefore, descriptions are described linguistic and cultural myths best fixed rather than facts"(Abasi, 2012: p196). Conner (2002) states that there has been a shift from contrastive rhetoric to what is referred to as intercultural. Abasi (2012) clarifies that "the approach intercultural advocates sensitivity to the social context and the dynamics of the interactions between readers and writers through texts" (p: 196).

Some contrastive rhetoric studies done by Arabic researcher produced contributions to contrastive like Hatim (1997) has produced contributions to contrastive rhetoric theory. Hatim made a major study of Arabic-English discourse contrasts, [dealing with the typology of argumentation and its implication for contrastive rhetoric.] Hatim (1997) critics previous Arabic contrastive rhetorical research, which he describes

as being "characterized by a general vagueness of thought which stems from over emphasis on the symbol at the expense of the meaning," or as analyzing "Arabic writers as confused, coming to the same point two or three times from different angles, and so on" (Hatim, 1997:161).

Hatim (1989) and Hatim and Mason (1990) also study the relation between text types and textual thematic progression patterns. Hatim and Mason (1990: 218) note that "thematic progression relates the way themes and rhemes concatenate within a text to the hierarchic organization of the text and ultimately to rhetorical purpose". The organization of sentence elements in a text serves an overall rhetorical purpose which can be related to a specific text type. Hatim and Mason (1990) suggest that expository texts are compatible with continuous theme patterns, which relay non-evaluativeness and detachment. Argumentative texts, on the other hand, are compatible with emerging simple linear progression patterns - or what they describe as "zig-zag" patterns - which relay elements of evaluativeness. To put it differently, continuous themes predominate in news reports, whereas "zig-zag" patterns predominate in opinion texts.

Thematizations within the rhetorical moves play an important role in maintaining the cohesion of a text. Valero (1996) pointed out that rhetoric in the text is what the writer uses in order to convey his/her claim or ideas to the readers. Moreover, according to van Dijk (1993), the structures of editorials and opinion articles can be divided into three sections (which contain argument): the introduction, the intermediate section and the coda. The introduction presents the event and its critical state. The intermediate section presents the consequences and analysis of the event and contains reasons, evidence and solutions. The coda presents the conclusion and contains the moral of the argument.

Katajamaki (2007) argued that the opinion articles are structured differently in English compared to the Swedish and Finnish newspapers. Katajamaki and Kosketa (2006) presented their model of analyzing the rhetorical structure in newspapers. The model consists of three sections, the first section is the introduction section that describes an event; the second is the intermediate section that the text moves to the consequences of the event. This section is subdivided into two stages: intermediate stage that includes the reasons and the solution stage. The last part is the coda section, which is also subdivided into two stages: first, conclusion that ended the text; then the second stage is the moral stage. Thematization and rhetorical moves in this sense are considered as macrostructure and micro-structure respectively. In other words, the rhetorical moves in the text refer to larger segments. On the other hand, the thematic structures referred to are essential in the overall construct of clauses.

Moor (1971) pointed out that "both native and non-native writers" have the liability to produce coherent text for their readers to indicate hidden coherent parts in their text. Here, coherence in the text is defined as the rhetorical, which join all the other parts clearly and cohesively to each other (Moore, 1971). Moor states good writing needs logically organized ideas in order to gain coherence in the text, for it to be more readable and understandable to whoever the intended audience may be.

2.5 Conclusion

This chapter has provided the overview about news media and opinion articles .Focus was also given on historical overview of theme and rheme by presenting the Prague school's approach to theme-rheme analysis: theme and rheme as functional sentence perspective; theme as topic as well as known information as the notion of

communicative dynamism. Linguists have defined theme and rheme differently. In Li's view (1976), there is no procedure or universal definition or procedure by which linguists can identify theme and rheme in a language. For instance, theme and rheme have been defined in the Prague School Linguists as pragmatic functions of discourse, whereas theme and rheme have been defined by Hallidayan linguists as text-creating elements or textual functions.

Chapter two also has presented the approach to thematic progression wherein we can recognize the coherence in the text and how the ideas presented by theme and rheme are connected to each other. This study presents Danes'(1974) thematic progression classification. This chapter also provided insights into rhetorical structure theory. Thompson defined a rhetorical structure theory as a method for describing, organizing and characterizing the text structure in terms of relation that hold all parts of natural text. The next chapter will provide the theoretical framework and methodology for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

In the previous chapters, the concepts of theme, rheme, thematic progression and rhetorical structure were discussed. The current chapter highlights the methods and procedures used in analysing the data for this study. This chapter begins with section one, which is the selection of the integrated models for analysis; section two presents rhetorical structure concept; section three discusses the thematic progression and section four presents the methodology of the study. Afterwards, the type of data used in this study is described and procedures of the analysis are explained. Section five is the summary for the chapter.

3.1 Theoretical Framework

This study integrates two theories such as the rhetorical structure, modified by Van Dijk (1993) and later on modified by Katajamaki and Kosketa (2006). Here, they put emphasis in analysing the structure such as the introduction section, intermediate section and coda. A detailed discussion of this model is presented in Section 3.2. On the other hand, the second framework is an integrated thematic progression theory by Danes (1974) and validated by Bloor and Bloor (2004) (See Section 3.3).

The two theoretical models are integrated to come up with a comprehensive methodological and analytical framework of the study. As a result, the analysis of the

study focuses on the rhetorical structure and thematic progression of the text. However, before analysing the thematic progression, it is essential to identify the occurrence of theme and rheme in each clause.

The rhetorical structure will help to identify the various parts of the opinion article. These four types of thematic progression are useful in identifying the content of the opinion articles. The thematic progression starts with the two constituents; the theme which occupies the first part of the clause and the rheme which refers to the rest of the clause.

3.2 Rhetorical structure

The usage of language and its social structure are considered to be factors in identifying rhetorical structure. In a study conducted by Katajamaki and Kosketa (2006) they presented their rhetorical structure model of the editorial news text divided into three sections: the introduction, intermediate and coda section. The intermediate section is subdivided into two stages of rhetorical structure which include the intermediate stage and solution stage. The last section is the coda section which is subdivided into two stages: conclusion stage and amoral stage.

The introduction section describes an event and gives an overview about the events or situation. In opinion writing, at this stage the writer may present the opinion or personal views about the events, issues or situation. On the other hand, the intermediate section provides reasons, examples and suitable solution for the events, issues or situation which eventually moves the text to the consequences of the event/issue. This section is also subdivided into two stages, the intermediate stage and solution stage.

Intermediate stage refers to the reasons or examples of the events or issues while the solution stage gives the suitable solution for the events. Lastly, the coda section gives a conclusion and moral for events or situations. It is also subdivided into two stages: the conclusion and moral stages. Conclusion stage ends the text or events while moral stage is considered as a section of its own.

Such a model of analyzing the opinion articles will help in organizing the writing at the macro level. However, to examine the coherence of writing in each rhetorical move, the thematic progression provides more explanations.

In the analysis of rhetorical structure in news text, it follows Katajamäki and Koskela's (2006) model which consists of three sections:

1. The introduction section that describes an event,
2. The intermediate section that moves the text to the consequences of the event, this section also subdivided to two stages: intermediate and solution stage.
3. Coda section, which are subdivided into two stages: conclusion and moral stage.

3.3 Thematic progression

The information in the text is organized in clauses. Through the organization of these clauses, the coherence of the text can be determined. The theme and rheme in a clause contribute to the message the direct communicative effect.

The present study is based on distinctive analytical framework of Danes (1974) Bloor and Bloor (2004) who stated that thematic progression provides a substantial

contribution on the cohesion of the text. In other words, TP refers to the sequence of themes from one clause to the other and the relation between themes in one paragraph, chapter or text as well as their relation to the overall main theme of the text, or the hypertheme from which all themes are derived.

Danes (1974) and validated by Bloor and Bloor (2004) have contributed to the study of theme and rheme which include the four-level approach to thematic progression (TP) as illustrate below:

3.3.1 Simple Linear Progression

This pattern occurs when the rheme of the first clause becomes the theme for the second clause. The progression in this pattern is based on the second theme which is derived from the first rheme and the third theme is derived from second rheme and so on. Figure 3.1 illustrates how the simple linear progression is structured, followed by an example.

"T 1 ⟶ R1

T 2 ⟶ R 2

T 3 ⟶ R3" (Bloor and Bloor 2004)
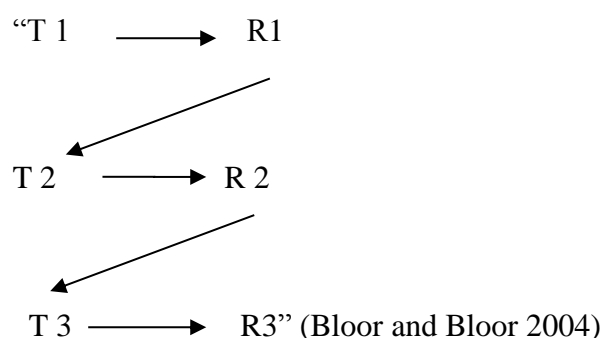
Figure 3.1 Simple Linear Progression

Example:

> "Communication is a process of transmitting a *message* (1). <u>The message</u> can be delivered through oral or *written expression* (2). <u>Through writing</u>, people can communicate without limitation of distance and time (3)" (Rusdi, 2009: 5).

T 1 (Communication) + R 1 (a message);

T 2 (The message) + R 2 (written expression);

T 3 (Writing) + R 3
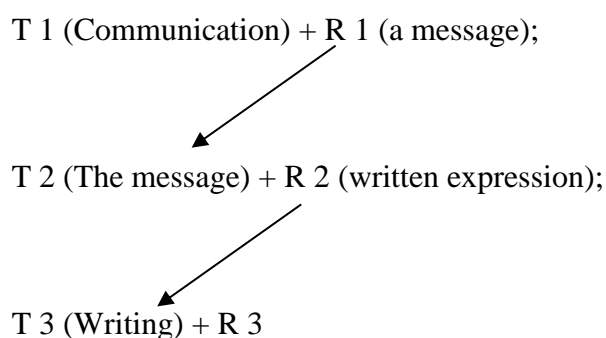
Figure 3.2 Example of Simple Linear Progression

3.3.2 Constant Theme Progression

Constant theme progression means that the developments of the themes are achieved by keeping the same theme in the next clauses. Similar theme occurs and the new information is presented in the rheme in each clause. In other words, the thematic progression consists of a continuous or constant theme. The same theme appears in all sentences, although not necessarily the same wording and is related to different rhemes. An illustration is provided in Figure 3.3, followed by an example.

```
"T1 ──────▶ R 1

   │
   ▼

 T 2 ──────▶ R 2

   │
   ▼

 T 3 ──────▶R 3" (Bloor and Bloor 2004)
```
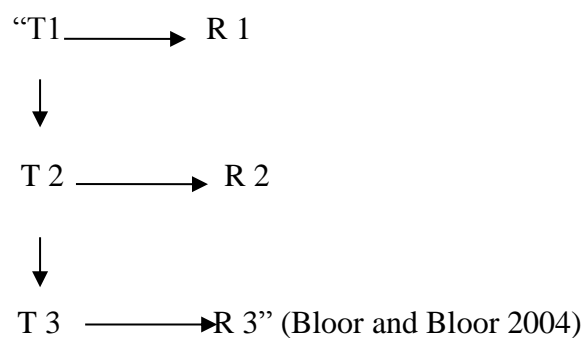
Figure 3.3 Constant Theme Progression

Example:

> "Oprah Winfrey was born in Mississippi on January 29, 1954 (1). When she was 19 years old (2), she became the first African-American news anchor on WTVF-TV in Nashville (3). She began *The Oprah Winfrey Show*, one of the most popular talk shows in the United States (4). She got remarkable success in this program (5). She finally formed a company (6) and bought her own show (7)" (Rusdi, 2009: 6).

```
        T 1 (Oprah Winfrey) + R1;

                 ↓

        T 2 (She) (=Oprah Winfrey) + R2;

                 ↓

        T 3 (She) (=Oprah Winfrey) + R3;
```
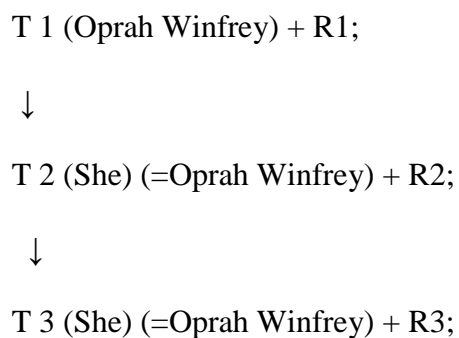
Figure 3.4: Example of Constant Theme Progression

3.3.3. Derived Theme Progression

Derived theme progression shows that the whole text is related to the general theme. The themes are derived from hypertheme. All the subsequent themes in clauses are derived from the general hypertheme but they do not match each other. Danes (1974) refers to this type of thematic progression as a process whereby the themes of particular utterances are derived from a "hypertheme" which is the main theme of the higher unit of discourse, paragraph, chapter or text. An illustration is provided in Section 3.4, followed by an example.

$$\text{``T 1} \quad + \quad \text{R 1;}$$

$$\uparrow$$

$$[\text{Hypertheme}] \rightarrow \text{T 2} \quad + \quad \text{R 2;}$$

$$\downarrow$$

$$\text{T 3} \quad + \quad \text{R 3''} \text{ (Bloor and Bloor, 2004)}$$
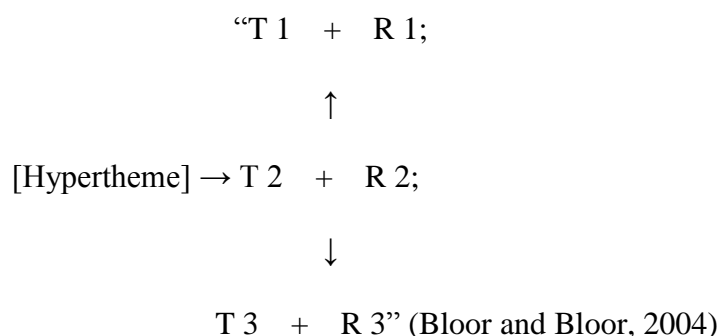
Figure 3.5 Derived Theme Progression

Example:

"Ecuador is situated on the equator in the northwest of South America (1). The economy is based on oil and agricultural products (2). More oil is produced in Ecuador than any other South American country except Venezuela (3). Bananas, coffee, and cocoa are grown there (4). The people are mostly of Indian origin (5). Several Indian languages are spoken there (6). The currency is called the Sucre (7)" (Rusdi, 2009: 7).

T 1 (Ecuador) + R 1;

↑

[Brief description of Ecuador] → T 2 (The economy) + R 2;

↓

T 3 (More oil)   +   R 3;*(Rusdi, 2009:8)*
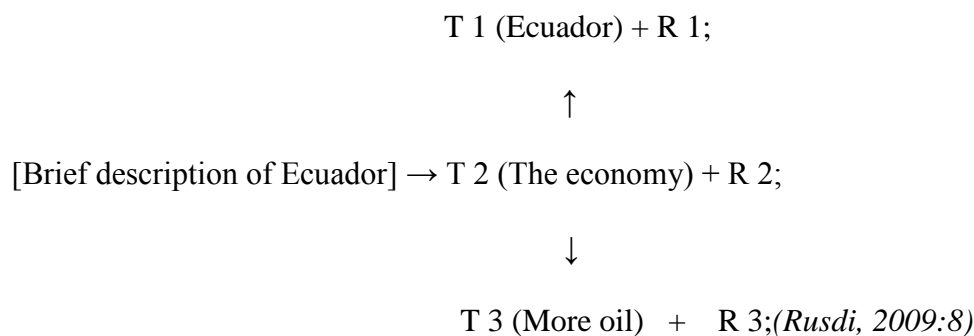
Figure 3.6: Example of Derived Themes Progression

"Text 3 shows the second theme, "the *economy*", the third theme, "More *oil*", the fourth theme, "*Bananas, coffee*, and *cocoa*", the fifth theme, "Several *Indian languages*", and the sixth theme, "*the currency*" give some information concerning *Ecuador*". In this case, they serve as the sub-themes from the hypertheme Brief description of Ecuador". (Rusd, 2009: 8).

3.3.4 Split Rheme Progression

In this pattern, the rheme has two components in the clause and each rheme will be the theme of a subsequent clause. An example and illustration is provided to explain clearly how this thematic progression can be analysed.

   Example:

"The only other considerable region of dense population in the world lies in Japan. This country shows a remarkable fusion of both densely populated rural and urban communities. Japanese peasant farmers, who constitute 45 percent of the total population, practice a typical monsoon Asian subsistence economy, whereas the millions of people living in vast industrial cities such as Tokyo and Osaka have much in common with counterparts in Europe and North America. " (Bloor and Bloor, 2004)

Clause 1.   "*The only other considerable region of dense population in the world* lies in Japan.

Clause 2.   *This country* shows a remarkable fusion of both densely populated rural urban communities.

Clause 3.   *Japanese peasant farmers* practice a typical monsoon Asian subsistence economy

Clause 4.   *Who* constitute 45 percent of the total population

Clause 5.   *Whereas // the millions of people living in vast industrial cities such as*

Tokyo and Osaka have much in common with counterparts in Europe and North America. "

"Clause 1.   T A + [R B + R C]

Clause 2.   ► T B + R

Clause 3.   ► T C + R"
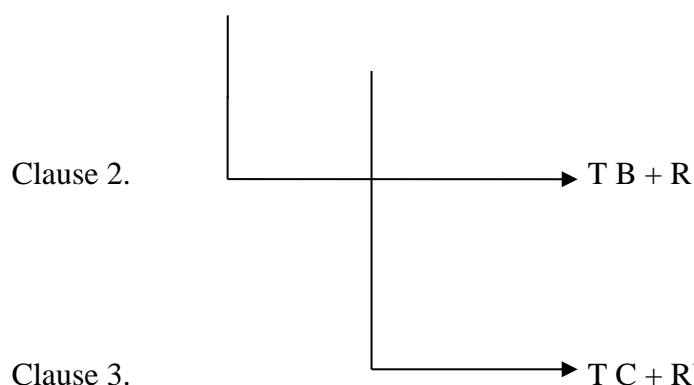
Bloor and Bloor (2004)

Figure 3.7: Example of Split Rheme Progression

3.4 Research Design

This study uses a qualitative research design where the data collected was focused more on the opinion (news) text (See Section 3.4.1). Such use of the qualitative approach is valuable to come up with a more complete understanding of how Iraqi articles achieve

coherence and cohesion. This is done by identifying rhetorical structure and thematic progression in the text.

3.4.1 Data

The data were collected from the online corpus of the website http://www.azzaman.comof Azzaman, an Iraqi newspaper, which publishes daily news in Iraq. This Iraqi news is considered the widely read online news in Iraq and it is published in two languages, in both Arabic and English.

The data for this study were taken from twelve (12) opinion articles from Azzaman. The news used were the English edition. The news articles were collected from January 2013 to June 2013. This means that 2 opinion articles which focused on the most important political issues were taken each month. The issue related to politics was chosen because this is the common topic which columnists write their views and opinions about and are easily accessible online by the public.

3.4.2 Procedure

The data were collected within a period of six (6) months, which started from January 2013 to June 2013. To have a balanced data collection, 2 online opinion articles that talk about the political issues in Iraq were selected. There were a number of opinion articles that dealt with political issues, but the most pressing or controversial issues were chosen because this is considered to be widely read by people. All the collected news articles were grouped according to the month they were published.

3.4.3 Data analysis

The data analysis for this study used three stages; the first stage focused on the rhetorical structure of the news and analysis by classifying the text into three sections: the introduction section, intermediate section and the coda section. The intermediate section was further subdivided into two stages: the intermediate stage and solution stage. The coda was also classified into two stages: the conclusion stage and moral.

After analyzing the rhetorical structure, the second stage of analysis focused on the theme and rheme in each clause. To analyze the theme and rheme, the clauses in each opinion article were identified first. After identifying the clauses then all themes and rhemes in each clause were also identified.

The third stage of the analysis focused on the thematic progression patterns in different rhetorical sections (see Section 3.2). The data analysis in brief is shown in the diagram below:

Rhetorical Structure
-Introduction
-Intermediate
-Coda

Theme and Rheme

Thematic Progression

Figure 3.8 Data analysis procedure

3.5 Conclusion

This chapter has presented the theoretical framework and methodology for the study, followed by the sample for data analysis. Moreover, it provides an explanation on the integration of the two models. The first model is the rhetorical model which helped to identify the structure of the rhetoric which was modified by Van Dijk in 1993 and later modified by Katajamaki and Kosketa in 2006.The second framework is the thematic progression theory by Danes (1974) which was later modified by Bloor and Bloor in 2004. In this model, the four types of thematic progression are used in analyzing the thematic progression. The following chapter (Chapter 4) provides the findings and discussions for the study.

<center>**CHAPTER FOUR**</center>

<center>**ANALYSIS AND DISCUSSION**</center>

4.0. Introduction

This chapter presents the findings of the study, particularly the rhetorical structure and thematic progression in English based on the data from Azzaman, an online newspaper in Iraq. This chapter focuses on the analysis of the rhetorical structure moves and thematic progression in each rhetorical section. All the data are discussed with specific references to the three research questions. The chapter provides the analysis and findings of the rhetorical structures and shows the rhetorical structure moves used in the selected opinion articles. The analysis is focused on each rhetorical section of the online opinion articles.

Moreover, this chapter outlines the thematic progression in each rhetorical is further divided into five subsections: the introduction section, intermediate section (intermediate stage), thematic progression in intermediate section (solution stage), coda section (conclusion stage) and coda section (moral stage). This chapter also outlines the similarities and differences in the occurrence of thematic progression in each rhetorical section.

4.1 Rhetorical structure in Iraqi online opinion articles

This study adopted the rhetorical structure analysis in order to describe the relations between text parts in functional terms. Rhetorical structure consists of sections and stages introduction, intermediate (intermediate stage and solution stage) and coda

section (conclusion stage and moral stage). The use of rhetorical structure provides the macro structure in writing, which helps in making the writing more organized. Consequently, the writing could easily be understood and is reader friendly.

In the study conducted on the Azzaman's opinion articles, it reveals that the occurrence of introduction section, intermediate section and coda are evident. Such occurrences are presented in table 4.1 with the frequency of occurrences of the rhetorical structure found in the 12 articles.

Table 4.1 the frequency of occurrence of the rhetorical structure.

Rhetorical structures Sections	Rhetorical structures occurs in 12 opinion articles	%
Introduction section	12	100%
intermediate stage	12	100%
solution stage	3	25%
Conclusion stage	12	100%
Moral stage	5	41.6%

Table 4.1 illustrates the occurrences of rhetorical structure in Azzaman's opinion articles (online). The structure of opinion articles differ in the intermediate and coda sections. From the table above, one can note that even the opinion articles provide all the sections but their structures differ from one section to another. Particularly, from the 12 articles, the introduction section, intermediate section (intermediate stage) and conclusion sections (conclusion stage) have similar number of occurrences in which there are 12 articles (100%) occurrences in 12 articles. However, other stages have different number of occurrences, for instance, the solution stage and moral stage, which have the less number of occurrences of rhetorical structure. The intermediate section solution stage has 3 articles (25 %) solutions out of 12 opinion articles. In the coda section (moral stage) the opinion articles provide 5 articles (41.6%) morals out of 12 opinion articles.

Kaplan (1966) has emphasized that culture influences the norm of writings. Tannen (1984) the writers establish within their culture specific norms of writing in a foreign or second language, these points of view have been widely supports the results discussed above .This indicates that Iraqi opinion article writers have norms of writing in English language by supplying their readers with three basic rhetorical structures: introduction, intermediate and conclusion and this indicates also that Iraqi opinion article writers haven't a penchant of supplying its reader's suitable solution and moral for the issues being tackled, as evidenced in figure 4.1 below:
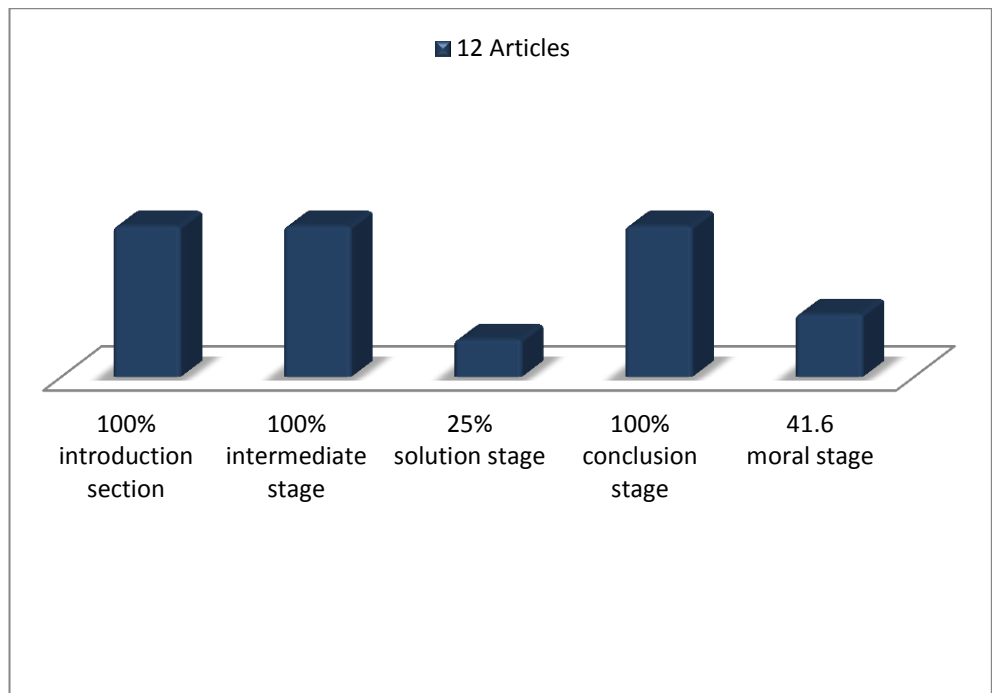
Figure 4.1 Occurrence of the rhetorical parts in 12 articles

Figure 4.1 reveals the commonly used sections in the 12 online opinion articles from Azzaman newspaper. As shown, the introduction section, intermediate section (intermediate stage), coda section (conclusion stage) are widely preferred. On the other hand, the least used rhetorical structures are intermediate section (solution stage) and coda section (moral stage). The opinion articles in the Iraqi newspaper show that the rhetorical pattern focuses on introduction section, intermediate section (intermediate stage), coda section (conclusion stage) in their writing of 12 opinion articles more than other stages (solution and moral stage).

The figure supports the fact that Kaplan (1966) has emphasized culture influences the norm of writings, and the example below shows the norm that Iraqi writers follow in their writings.

Sample analysis of the opinion articles' rhetorical structures is provided below:

"*Azzaman, January 28, 2013:Iraq warns Kurds over oil exports to Turkey. By Shaymaa Adel*"

Introdution section	"*Iraq has issued a stern warning to Kurds over their attempts to export large quantities of crude oil to Turkey.This is a red line,* warned Iraqi Oil Minister Abdulkareem al-Aibi. The warning came as the minister was briefing the local press on the surge in the country's oil output and export capabilities. The Kurdish region, comprising the three northern provinces of Dahouk, Arbil and Sulaimaniya, is embroiled in differences with the central government in Baghdad.The sides do not see many issues eye-to-eye including the fate of the so-called disputed territories among them the oil-rich city of Kirkuk."
Intermediate section Intermediate stage	"*Oil is the bone of contention and the Kurds have angered the central government by proceeding ahead with the development of oil fields and contracts with foreign firms without Baghdad's approval.* But the latest row over oil exports seems to have deepened following reports that the Kurds were exporting oil to Turkey and in large quantities."
Intermediate section solution stage	"**The Kurds are under obligation to ferry all the oil, they produce to the national export systems. But unfortunately this is not the case. Our oil differences are exacerbating.**"
Coda section Conclusion stage	"The Kurds say they can produce up to 200,000 barrels a day **but the disputes over how to export the volume and who will collect the royalties have not made it possible to add the volume to Iraq's surging oil exports.**"
Coda section Moral stage	"There are no confirmed reports of the volume of crude oil the Kurds are shipping to Turkey, **but the minister said the government would not tolerate any action by the Kurds to export their oil to neighbouring states.**"

The facts in the opinion articles are usually presented to propel the readers to the biases presented in the article. "Any new opinion would need to be proven by making a rhetorical argument, in which the writer would weave together what his or her intended audience will accept as 'facts' in a way that supports his or her idea" (http://en.wikipedia.org/wiki/Fact). The above examples show the rhetorical structure in the article on"Iraq warns Kurds over oil exports to Turkey", the fact in the article is that

(Kurds exports oil to Turkey) but the article used several rhetorical structure in introduction section in order to convince readers to the idea that (Kurds don't have right to export oil without agreement of the central government). What these tell us is that Iraqi online opinion writers follow different rhetorical structure to express their opinions on a particular issue. This means that their writings are organized similar to the proposed structure of Katajamaki and Kosketa (2006) which include the introduction section, intermediate section and coda section.

The introduction section in the opinion articles usually provides a general overview about the issue in which specific issues are foregrounded. For example, the introduction section article used rhetorical argument that supports the article idea starting with "*Iraq has issued a stern warning to Kurds over their attempts to export large quantities of crude oil to Turkey…*" As it moves to the intermediate section, it includes the intermediate stage which is common in most writings. Similarly, Iraqi opinion writers provide the reasons about why the central government warns Kurds to not export their oil as highlighted in the introduction section. The readers are made aware about the importance of oil according to Iraq government and how Kurds did not abide with contract held with central government by developing oil fields and contracts with foreign companies and exports oil without the approval of Baghdad for instance, by saying *"Oil is the bone of contention and the Kurds have angered the central government by proceeding ahead with the development of oil fields and contracts with foreign firms without Baghdad's approval."*

After the reason or reasons are highlighted in the intermediate section, the solution is provided. Although Iraqi writers in this stage offer solutions but as we see in this article no solution is offered, rather trying to gain readers to its side about the oil

issue by explaining to readers the disagreements between Baghdad and Kurds government because of reasons already highlighted above.. This is evident in this text, *"The Kurds are under obligation to ferry all the oil, they produce to the national export system, but unfortunately this is not the case. Our oil differences are exacerbating."*

The coda section -conclusion stage in the opinion article is also emphasized by Iraqi writers. The coda focuses more on the concluding statement rather than providing the moral issues related to the problems presented in the introduction section. In conclusion stage the article supplies readers the Kurds' insistence on disagreement with the Baghdad government by increasing the number of barrels of oil production and not by adding to "Iraq's oil exports" as illustrated above in the example "*but the disputes over how to export the volume and who will collect the royalties have not made it possible to add the volume to Iraq's surging oil exports.*"

Lastly, the coda section -moral stage, the article tries to state moral for the issue. From the example above, in this stage the writer presents that if the Kurds export their oil without the central government's approval, the government would not tolerate them. The moral stage in this article tends to be more action-oriented, tangible, and concrete rather than abstract or moral.

Generally, it can be said that the way Iraqi online opinion writes in Azzaman news follow a more structured flow of writing. Such writing is similar to how the western writers write, Dumanig, et al. (2009) American writers tend to follow a more structured flow of writing (evident among Philippine writers). However, it is somehow a bit different, in the way Malaysian writers follow a less structured flow when they write. From the 12 articles examined, one can conclude that the solution stage, if provided in

an article, the solution may just persuade readers about the issues discussed in the article as it usually done so in Malaysian article writers. According to Dumanig and David (2011), Malaysian news writers do not normally include the solution stage in their writings because second language writers tend to write for second language readers providing them with simple rhetorical structure. Apparently, the rhetorical structure in writing the online opinion articles use persuasive techniques in order to influence the readers into adopting the media's political views. The rhetorical structure start in analyzing the occurrence of theme and rheme in each stage and will eventually help in explaining further the thematic progression. The next section highlights the theme and rheme in the online article. The theme and rheme are analysed stage by stage, which include the introduction stage, intermediate stage and coda.

4.2. Theme and Rheme in Online Opinion Articles

In any given language the message in the text is categorized into theme and rheme structure. An article usually begins with information already known by readers and then new information is added. Articles employ several techniques to highlight important information through the use of theme and rheme. The theme in a sentence is what is being talked about while rheme is what is said about the theme (Danes, 1974).

Through the use of theme and rheme, readers can understand how the information is conveyed in the article. The occurrence of the theme in article gives the reader an idea as to what is being communicated, while rheme brings the focus on the message in the clause, and tells the reader new information about the theme. In order to analyze the thematic progression in the text, the article must analyze the clauses particularly the occurrence of the theme and rheme for each clause.

4.2.1 Theme and Rheme in Introduction Section

This section contains the description of events. The choice of theme and rheme in an article in this section makes the introduction interesting to readers, as it is about specific events or situation. The organization of theme and rheme represent how the information is relayed to maintain cohesion of a text. 262 clauses in 12 articles were examined, and it is determined that the themes and rhemes presented in introduction section are about 29% (76 clauses out of 262 clauses) followed by rheme which 29% (76 clauses out of 262 clauses). The occurrence of theme and rheme in the introduction section is illustrated in figure 4.2 below:
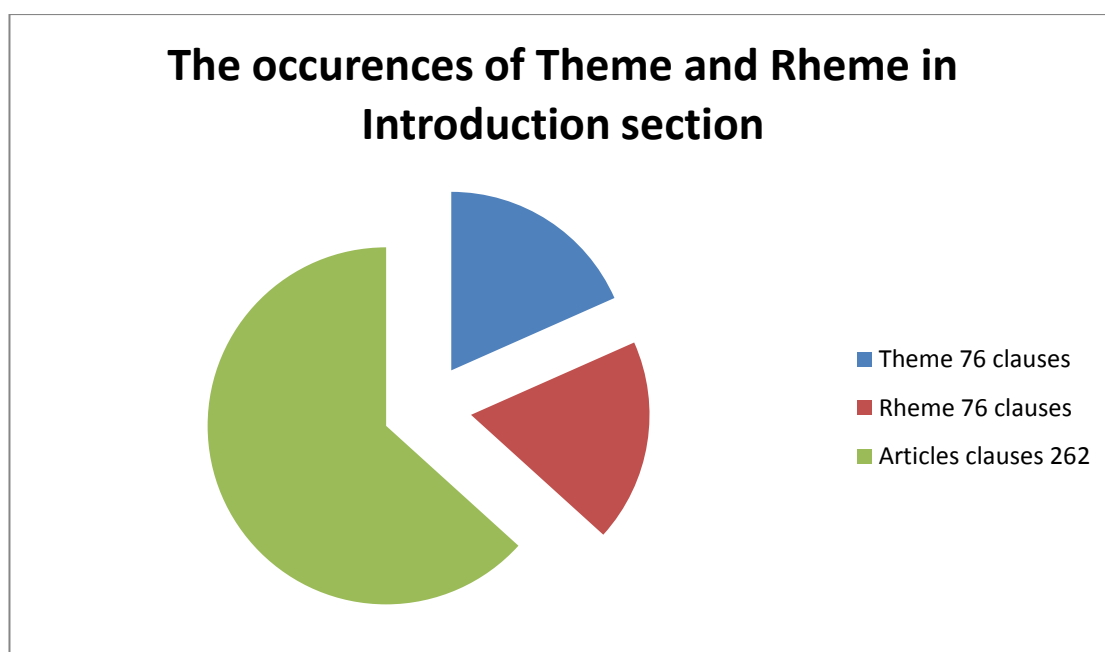

Figure 4.2 Occurrences of Theme and Rheme in Introduction Section

As shown, figure 4.2 shows the occurrences of theme and rheme in the introduction section. The clauses were examined in introduction section for 12 articles, and it is determined that the themes and rhemes presented in this section are about 29% (76

clauses out of 262 clauses) followed by rheme which 29% (76 clauses out of 262 clauses).

The figure above represents Iraqi opinion articles in introduction section wherein in this case; much attention and focus is given to the introduction section for a good opening salvo, to capture and sustain the readers' interest. Here, the theme and rheme enable the readers to notice the important points in the article and makes them read it from its beginning to the end. The introduction section highlights the theme and rheme and they are analysed stage by stage. Below is an example which shows the role of theme and rheme used in the introduction section of Azzaman newspaper which brought coherence to the text.

Table 4.2 Example for the theme and rheme used in introduction section of Azzaman newspaper

"Azzaman, January 11, 2012: U.S. holds 80,000 Iraqi antiquities. By Khayoun Saleh"

	Theme	**Rheme**
Introduction section	*"The U.S. still T1*	*keeps 80,000 Iraqi artifacts R1*
	And T2	*refuses to turn them back to the Iraq Museum R2*
	The official, Hazem al Shammari, said Iraqi authorities T3	*were in touch with their U.S. counterparts R3*
	but the discussion T4	*have so far led to nothing he added."* *R4*

Table 4.2 shows the occurrences of theme and rheme in the introduction section in which the article supplies the readers with the introduction about the events or situation. It is essential to analyze each clause first into theme and rheme as illustrated in table above. The theme occurred in the first part of the clause while rheme is at residual part of the clause. Through the organization of these clauses, coherence is achieved in the text. This means that the way that clauses are structured in the form of theme and rheme can add new meanings to the text.

In the first clause, theme 1 starts with the main idea "*The U.S. still*" then completes what has been presented in theme1 by giving adequate information in rheme1 that US, "*keeps 80,000 Iraqi artefacts*". Information is also added in theme 2 "*And*" which provides more details about the new idea presented in rheme 2 "*refuses to turn them back to the Iraq Museum*". In the example, rheme 2 relates to theme 3 "*The official, Hazem al-Shammari, said*" then gives more information about *al-Shammari* in rheme 3 "*were in touch with their U.S. counterparts*" continuing on to theme 4 "*but the discussion*", then presents what happens in discussion in rheme 4 "*have so far led to nothing he added*". So when there is connection between theme and rheme in article this means the article is coherence. Such coherence which is brought by the occurrence of the theme and rheme in the introduction section makes the text easier to understand and follow. As made apparent, there is ease and clearer description of the online article's introduction. The rhetorical structure moves play the role of indicating main points of the whole article; the example above is logically organized ideas, according to Moor (1971) good writing needs logically organized ideas in order to gain coherence in the text.

4.2.2 Theme and Rheme in Intermediate Section

In this section the article starts by giving more details about the events presented earlier in the introduction section. This was accomplished by presenting theme and rheme in this section; hence the article can maintain coherence in the text. This section is subdivided into two stages: intermediate stage and solution stage.

4.2.2.1 Theme and Rheme in Intermediate stage

The article in intermediate stage tries to convince the readers by giving them more explanation, reasons and examples about the issue at hand. For the 12 articles examined, 101 themes and rhemes were used as illustrated in figure 4.3:
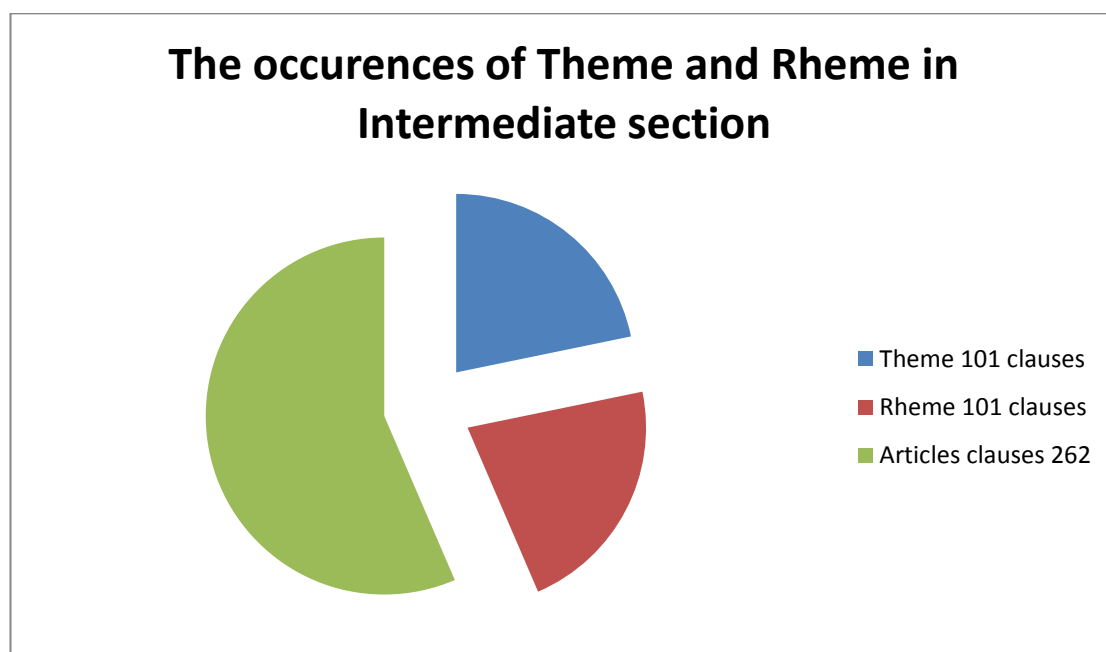

Figure 4.3 Theme and Rheme in Intermediate section (intermediate stage) in Azzaman newspaper

Figure 4.3 shows the occurrences of theme and rheme in the intermediate section (intermediate stage). As indicated above, the clauses were examined in the intermediate section for 12 articles, showing that themes and rhemes are used in the intermediate stage at 38.5% (101 out of 262 clauses) followed by rheme at 38.5% (101out of 262 clauses). From the figure above one can conclude that an Iraqi opinion article writer in the intermediate stage tries to supply its readers with more information and give more details about the events. It appears that the article in the intermediate stage tries to convince the readers by providing arguments through examples and reasons. By so doing, at this stage, the article is able to sustain the interest of the readers.

Table 4.3 Example for the Theme and Rheme in intermediate stage

"Azzaman, February 14, 2013:Iraqi forces storm Qaeda camp in Mosul. By Samer Saaid"

	Theme	**Rheme**
Intermediate section Intermediate stage	"***Mosul**, the capital of the Province of Nineveh, **T1***	***is one of the few remaining major Iraqi** cities lacking normalcy.**R1***
	Qaeda** and other insurgent groups **T2	***are** active in the city and outlying districts.**R2***
	Explosions, assassinations and attacks** on government troops frequently **T3	***occur** in the city, Iraq's second largest. "**R3***

As shown in Table 4.3 the article in intermediate stage tries to convince and win over the readers on the points and arguments presented in the article. Similarly, it can be recalled that the same reasons on the issue highlighted could be found in the introduction section, as a way of grounding the argument that will be covered throughout the article.

In the example above, the article in intermediate stage tries to describe Mosul to the readers. The main issue starts with theme 1, (*Mosul, the capital of the Province of Nineveh*), followed by more detailed description about Mosul in rheme 1 (*is one of the few remaining major Iraqi cities lacking normalcy*)**.**Then theme 2 presents about (*Qaeda and other insurgent groups*) and gives more information in rheme2 about Qaeda (*are active in the city and outlying districts*). In theme 3 the article starts with a new theme about Al- Qaeda (*Explosions, assassinations and attacks on government troops frequently*) and gives the information in rheme 3 where the explosions and attacks happen (*occur in the city, Iraq's second largest*). Such occurrence of themes and rhemes indicates the emergence in intermediate stage where in reasons and examples are presented at an opportune time. Mann and Thompson (1988) define rhetorical structure as "the art of effective expression (speaking & writing) and the persuasive use of language".

Lastly, through the analysis of the articles it turns out that Iraqi opinion article writers focus their efforts at this stage to win readers over: by providing them with the theme and rheme in an effort to make the text more coherent and interesting. This is done by providing sound arguments at this stage. The writers through rhetorical moves can fulfill the purpose of persuasion (Hyland 2000). Writing in the target language puts a burden on the writers in achieving coherence in the text.

The rhetorical structure relations are applied in the text above that all constituents in structures relation are typically represented as trees, Valero (1996) pointed out that rhetoric in the text is what the writer uses in order to convey his/her claim or ideas to the readers.

4.2.2.2 Theme and Rheme in Solution stage

The article in this stage provides the readers with the suitable solution for issue, event or situation being tackled. The occurrences of theme and rheme at this point are shown in figure 4.4 below:
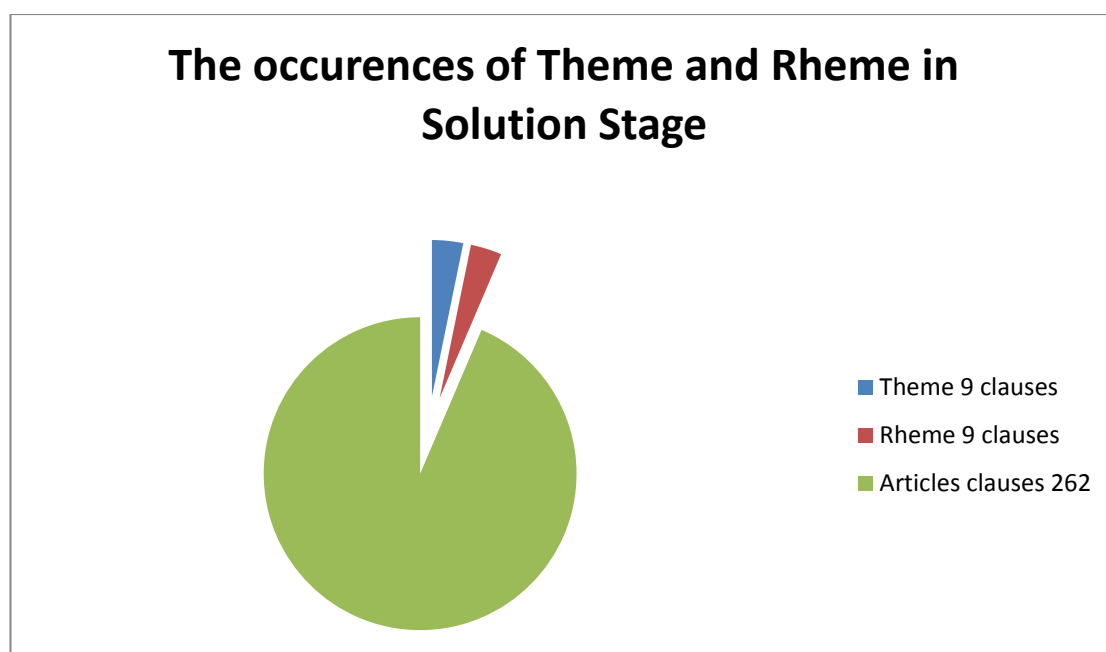

Figure 4.4 Theme and Rheme in Solution stage

Figure 4.4 shows the occurrences of theme and rheme in the intermediate section (solution stage). From the results above, the clauses were examined in the intermediate section for the 12 articles, which show themes and rhemes are being used in the solution

stage at 3.4% (9 out of 262 clauses), followed by rhemes which are at 3.4% (9 out of 262 clauses). From the table above one can conclude that Iraqi opinion articles couldn't supply the readers with the suitable solution for the situation. This finding is consistent in all 12 articles that were examined. Below is an example for the theme and rheme used in solution stage.

Table 4.4 Example for the theme and rheme used in solution stage

"Azzaman, May 2, 2013.Violence destroyed industry in restive province. By Salam al-Shammari"

	Theme	**Rheme**
solutio n stage	"*Shammari urged the government T1*	*to impose tariffs on imported products R1*
	He add the products which T2	*are produced locally to safeguard domestic R2*
	He said low-quality and cheap products T3	*were flooding the country"R3*

Table 4.4 shows the theme and rheme in solution stage. The article in this stage tries to give suitable solution for the events in the article. In the above example the article starts with theme1 "*Shammari urged the government*", then moves to rheme1 that presents the solution "*to impose tariffs on imported products*". The second clause keeps the same theme "*He adds the product which*" then moves to rheme 2 "*are produced locally to safeguard domestic*". Theme3 starts with a new issue "*He said low-quality and cheap*

products". The article then gives the magnitude of influx of "low-quality and cheap products" in rheme3 "*were flooding the country*".

As highlighted, Iraqi writers tend to present suitable solution in the solution stage. An analysis usually built by reading the article sections and constructing the relation between all constituents, the example above provides a systematic way in rhetorical structure relation that all structure unites have a relation with each other. Such occurrence of themes and rhemes in this stage indicates the Iraqi writers' tendency in offering solutions in their articles.

The example above shows the rhetorical moves play an important role in maintaining the cohesion of a text structure, the writer tries to keep same theme to maintain the cohesion in the article this support the explain for Martin and Rother (2000) that the theme of a clause sometimes repeats the meaning from the preceding theme and rheme.

4.2.3 Theme and Rheme in Coda Section

The last section is the coda section. As previously mentioned, this section gives conclusion and moral for events. It is subdivided into two stages: the conclusion and moral stages.

4.2.3.1 Coda section (Conclusion stage)

The article tries to supply its reader at the end of the article some conclusion relative to the situation and events tackled in previous sections. In the 12 articles that were examined, the theme and rheme show in figure 4.5:
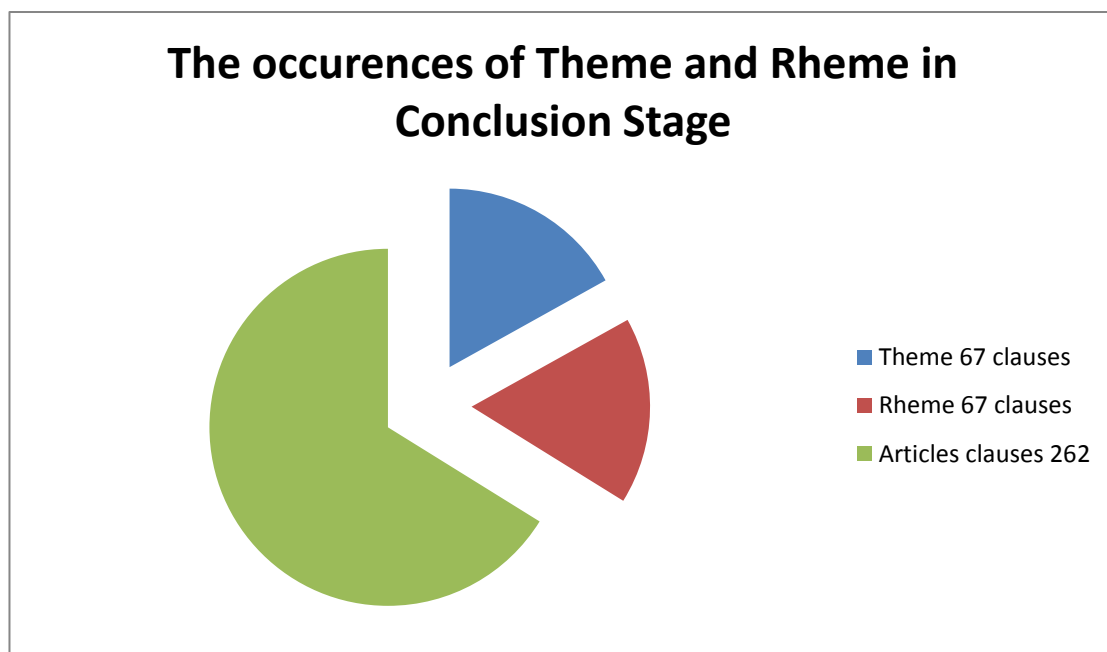
Figure 4.5 Theme and Rheme in Coda section (conclusion stage) of Azzaman newspaper.

Figure 4.5 shows the occurrences of theme and rheme in the coda section -conclusion stage. From the above results, the clauses were examined in the conclusion stage for 12 articles. Here, it shows that themes are used 25.5% (67 out of 262 clauses) followed by rhemes which are 25.5% (67 out of 262 clauses). From the table above, one can also conclude that Iraqi opinion articles managed to supply the readers with conclusion for the events in the 12 articles.

Table 4.5 Example for the theme and rheme used in conclusion stage

"Azzaman, June 24, 2013. Surge in attacks against Turkish ethnic minority in

Iraq. By Marwan al-Ani"

Coda section	Theme	Rheme
Conclusion stage	"*Iraqi Turks T1*	*landed in Iraq in several waves with the first dating back to nearly 1000 years ago R1*
	when thousands of them T2	*were recruited as soldiers for the Abbasid Caliphs in Baghdad.R2*
	But the largest Turks wave T3	*came with the inception of Turkish Ottoman rule of the country*"*R3*

Table 4.5 shows an example of theme and rheme in conclusion stage. In this stage the article gives a conclusion about the situation. From the above example the article in theme1 starts to give conclusion about "*Iraqi Turk*" then gives more information about them in rheme1 "*landed in Iraq in several waves with the first dating back to nearly 1000 years ago*" .Theme2 continues on to present the same issue about Iraqi Turks with "*when thousands of them*" and presents in rheme2"*were recruited as soldiers for the Abbasid Caliphs in Baghdad*". This continued on to theme 3 "*But the largest Turks wave*" then gives more information in rheme2 "*came with the inception of Turkish Ottoman rule of the country*".

The conclusion stage is also emphasized by Iraqi opinion writers. In this section the conclusion stage focuses on the concluding statement to end the events that attract readers more than providing the moral value. Rhetorical and thematization moves in this sense are considered as macrostructure and micro-structure respectively.

4.2.3.2 Coda section (moral stage)

In this stage the article gives a moral about the event or situation to end the article. Table 4.6 below shows the occurrences of theme and rheme as used in the 12 articles that were examined:

The occurences of Theme and Rheme in Moral Stage

- Theme 9 clauses
- Rheme 9 clauses
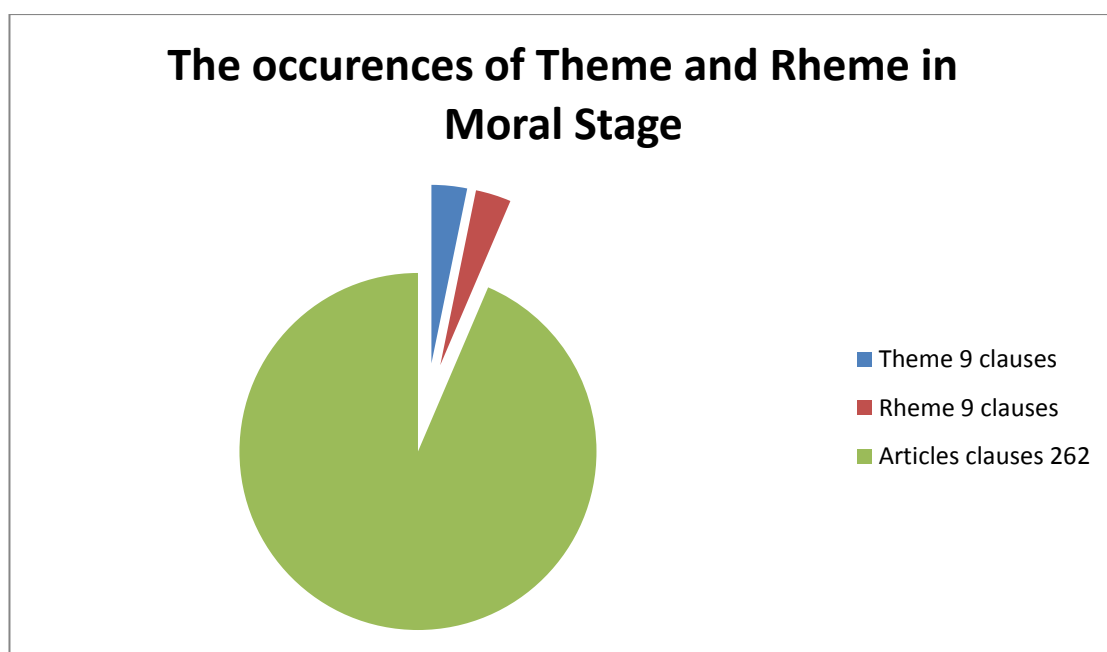- Articles clauses 262

Figure 4.6 Theme and Rheme in Coda section (Moral stage) of Azzaman newspaper.

Based on the figure above, the clauses for the 12 articles show that themes and rhemes are used in the moral stage themes at 3.4% (9 out of 262 clauses) followed by rhemes at 3.4% (9 out of 262 clauses). As evidenced by the figure above, it can be concluded

that Iraqi opinion articles have the tendency not to provide the readers with the moral value for the situation. Below is an example for the theme and rheme used in moral stage.

Table 4.6 Example for the theme and rheme used in moral stage

"Azzaman, May 2, 2013.Violence destroyed industry in restive province. By Salam al-Shammari"

	Theme	Rheme
Moral stage	*"Bringing local industry on stream in the province **T1***	*will absorb the high rate of unemployment he said".**R1***

Table 4.6 shows theme and rheme in moral stage. The article in this stage tries to give moral for the events. In the above example the article starts with the main moral idea in theme1 (*Bringing local industry on stream in the province*), then gives more information about the local industry in rheme1 (*will "absorb the high rate of unemployment" he said).* The Iraqi opinion articles have some sort of weakness in this stage (5 out of 12), as most articles did not offer its readers with any moral at all. Iraqi writers in general abstain from offering any moral at the end of the article due to Iraqi culture that tend to use action; something concrete and tangible, more than something abstract such as moral in their lives. Moore (1971) states that coherence in the text is defined as the rhetorical which join all the other parts clearly and cohesively to each other.

Examining the occurrence of the theme and rheme in the opinion articles could further be analysed particularly on how the theme and rheme progresses in the text. The next section of analysis emphasizes more on the thematic progression of the opinion

articles and analysed based on the three sections such as introduction section, intermediate section and coda.

4.3 Thematic Progression in Online Opinion Articles

The findings here answer the second research question wherein the third stage of the analysis addressed the types of thematic progression in each rhetorical structure. Thematic progression analysis is done for every clause in each rhetorical section of the Azzaman newspaper's opinion articles. Thematization within the rhetorical moves plays an important role in maintaining the cohesion of a text. To tackle the second research question, the occurrence of types of thematic progression in each rhetorical section is presented below.

4.3.1   Thematic Progression in the Introduction Section

This section of the article contains the introduction and description of events using different types of thematic progression. Such variation of thematic progression makes the introduction interesting for readers. Thematic progression helps to bring focus as well as interest on the events or situation in the opinion article and to maintain cohesion of the text. In this section three patterns of thematic progression are used but their occurrences vary. It appears that for 12 articles, the most preferred type of thematic progression is simple linear progression as illustrated in table 4.7 below:

Table 4.7 Thematic Progression in introduction rhetorical section

ARTICLS	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
SLP	5	4	4	5	3	6	6	1	4	4	3	9	54	71%
CTP	-	1	-	7	-	-	-	2	2	2	3	2	19	25%
DTP	3	-	-	-	-	-	-	-	-	-	-	-	3	3.9%
SRP	-	-	-	-	-	-	-	-	-	-	-	-	0	0%

Note:"**SLP** – Simple Linear Progression, **CTP** – Constant Theme Progression, **DTP** - Derived Theme Progression, **SRP** - Split Rheme Progression" (Thirrummurthy. M.2005:58)

Table 4.7 shows the occurrence of thematic progression in the introduction section. The 76 clauses that were examined, specifically the introduction section for 12 articles show that simple linear theme progression is commonly used in the introduction section at 71%(54out of 76 clauses), followed by constant theme progression which is at 25%(19 out of 76 clauses). This is followed by derived theme progression at 3.9% (3 clauses out of 76 clauses) in introduction section. The findings show that the use of simple linear theme progression and constant theme progression in the introduction section are frequently used because this is considered as the easiest pattern in writing foreign language articles because no need from the writer to give a new information [in simple linear theme progression the theme derived from rheme and in constant theme progression the writer keeps same theme these section the writer keep same theme]. The pattern of simple linear progression in each rheme was the preferred theme for the

preceding clause. Below is an example of the patterns used for simple linear thematic progression in introduction section.

Table 4.8 Simple Linear Thematic Progression in introduction rhetorical section

"Azzaman, March 16, 2013:16,000 Iraqis have gone missing since 2003-U.S. invasion. By Ali Latif"

Introduction section	*"More than 16,000 Iraqis have been kidnapped and kidnapped persons still without a trace since the 2003-U.S. invasion, according to statistics after U.S. invasion gathered by the Ministry of Human Rights. It is the first time the ministry reveals official figures about Iraqis .... "*

Table 4.8 shows the occurrences of thematic progression in the introduction section in which the article describes an event, as a means of starting the article. In order to explore the occurrences of thematic progression in the introduction section, it is essential to analyze first each clause into theme and rheme as illustrated in table 4.9 below:

Table 4.9 Example of Theme and Rheme in introduction section

	Theme	*Rheme*
1.Introdution section	" *More than 16,000 Iraqis* **T1**	*have been* **kidnapped R1**
		still without a trace since the 2003-U.S. invasion, **R2**
	And kidnapped *persons* **T2**	*gathered by the Ministry of* **Human Rights.R3**
	according to statistics after **U.S.** *invasion* **T3**	
		is the first time the ministry reveals official figures about Iraqis" **R4**
	It T4	

Table 4.9 shows an example of theme and rheme in introduction section. The theme and rheme in a clause contribute to the communicative efficacy of a message. As previously mentioned, the theme is realized in the first part of the clause while rheme is remaining part of the clause. Through the organization of these clauses, the coherence of the text can be achieved. The main part of this study is the thematic progression in the text, thematic development refers to the way theme and rheme in the clause is developed as illustrate in figure 4.7 below:
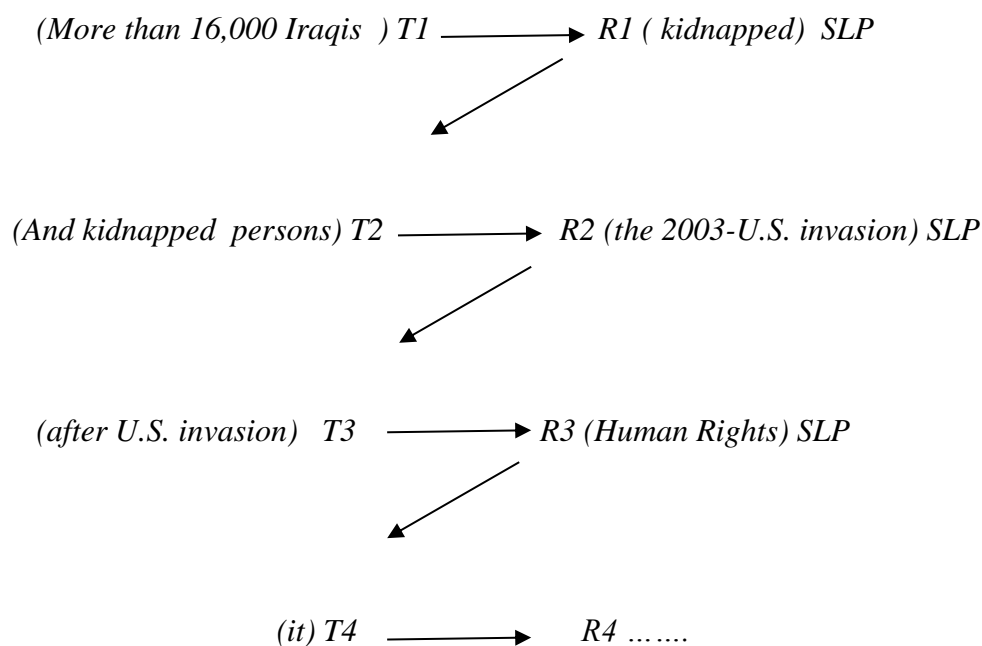
$$(More\ than\ 16,000\ Iraqis\ )\ T1 \longrightarrow R1\ (\ kidnapped)\ SLP$$

$$(And\ kidnapped\ persons)\ T2 \longrightarrow R2\ (the\ 2003\text{-}U.S.\ invasion)\ SLP$$

$$(after\ U.S.\ invasion)\ \ T3 \longrightarrow R3\ (Human\ Rights)\ SLP$$

$$(it)\ T4 \longrightarrow R4\ ....$$

Figure 4.7 Example of Simple Linear Progression in introduction section

Figure 4.7 shows the simple linear thematic progression in introduction section. In the first clause the rheme R1(kidnapped) becomes the theme for T2 (And kidnapped persons), then the article continues presenting this type of progression from R2 (U.S. invasion) to become the theme of the next sentence T3(after U.S. invasion), as well as in R3 (Human Rights); while maintaining the same theme for T4 (it).The article in the example above developed the idea for the rheme into a theme for the succeeding sentence, so the article need not develop a new idea, carrying with it the same idea as in the rheme.

This type of pattern seems widely preferred because theme is stable in all clauses, so it seems to be an easy, yet logical and coherent way of presenting or writing an opinion. Haliday (2004) defines theme as something which represents the starting point to the whole message. The theme in the above example represents the starting point for the article as a whole.

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4.3.2 Thematic Progression in the Intermediate Section

The article in this section gives its readers with examples, justifications and suitable solution using different types of progression to convince the readers on the issue being tackled. This section is subdivided into two stages: the intermediate stage and solution stage.

4.3.2.1 Intermediate Stage

For the 12 articles that were examined, three patterns of thematic progression were used at this stage: "Simple linear thematic progression", "Constant theme progression" and "Derived themes progression" as clarify in table below:

Table 4.10 Thematic progression in Intermediate section (intermediate stage)

of Azzaman newspaper

ARTICLS	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
SLP	-	5	6	-	3	4	6	5	11	-	5	4	49	49%
CTP	-	7	3	-	3	6	5	2	1	5	3	5	40	40%
DTP	5	-	-	3	-	-	3	-	-	-	-	-	11	11%
SRP	-	-	-	-	-	-	-	-	-	-	-	-	0	0%

Note: "**SLP** – Simple Linear Progression, **CTP** – Constant Theme Progression, **DTP** - Derived Theme Progression, **SRP** - Split Rheme Progression" (Thirrummurthy. M.2005:58)

Table 4.10 shows the total clauses examined (100 from 262 clauses) in the intermediate section. The findings show the most pattern of thematic progression that was used is the simple linear thematic progression which is at 49 % (49 from 100 clauses). The second pattern of thematic progression used in intermediate stage is constant theme progression at 40% (40 from 100 clauses), while the least pattern of thematic progression used are derived theme progression 11 %(11 from 100) and the absence of using split rheme progression at 0% (0 from 100).

In this stage the article uses different thematic progression, such as "Simple linear thematic progression", "Constant theme progression" and "Derived themes progression". In intermediate stage the article gives [more explanation, reasons and examples.] From the above result, the article in intermediate stage leans towards convincing the reader about the examples, reasons and arguments presented in the article by [using two patterns: simple linear thematic progression and constant theme progression].

Simple linear thematic progression (this pattern is preferred in writing the article because of the remaining rheme) and constant theme progression (which employs the same theme in all clauses but with different rheme).

Derived theme progression is the least used according to the results as it is considered to be the more difficult type of progression. It could be because with this, the themes in the [clauses are derived from hypertheme.]

Meanwhile, [the fourth pattern, the split rheme progression] was not used at all in the intermediate stage clauses. The absence of the use of the split rheme progression

could be due to the difficulty of having two rhemes in the clause. In this case, [the first rheme becomes the first theme] and the [second rheme becomes the second theme] in the succeeding clauses, so this is considered a difficult pattern, especially in writing an article in a foreign language, because it need to develop a new theme in the article paragraph.

It could also be that such sort of complex progression might make it difficult for readers to comprehend the flow of thought in the article, and might lead to a general disinterest. The example below shows simple linear thematic progression found in the intermediate section (intermediate stage) of the article.

Table 4.**11** Example of simple linear thematic progression in intermediate stage

"*Azzaman, May 19, 2013: Premier orders arrest of security chiefs for failure to thwart attacks. By Salam al-Shammari*"

Intermediate section Intermediate stage	"*In the restive Province of Diyala, specifically targeting Muslim Shiites during their Friday prayers. The bombings in Friday prayers have terrorized Shiites in the Province of which Baaquba is the capital and in Baaqubahave shown the vulnerability of the measures the government has take to protect Iraqis.* "

Table 4.11 shows the occurrences of thematic progression in the intermediate stage in which the article describes an event and gives reasons, justifications and examples about the issue at hand. In order to explore the occurrences of thematic progression in the intermediate stage, the clauses are analysed into theme and rheme as illustrated in table 4.12 below:

Table 4.12 Theme and Rheme of simple linear thematic progression in intermediate stage

	Theme	Rheme
Intermediate Stage	*"specifically targeting Muslim Shiites during their **T1***	***Friday prayers.R1***
	*The bombings in **Friday prayers T2***	*have terrorized Shiites **in the Province R2***
	of which Baaquba T3	*is **the capital R3***
	*and **in Baaquba T4***	*have shown the vulnerability of the measures the government has take to protect Iraqis."**R4***

Table 4.12 shows theme and rheme of simple linear thematic progression in intermediate stage. The theme and rheme in a clause affect the message of the text and lend overall coherence. The theme here is realized in the main part of the clause while the rheme is at remaining part of the clause. Thematic progression pertains to how themes and rhemes are ordered in clauses, their hierarchy and connection between each other this clarifies in the figure 4.8 below:
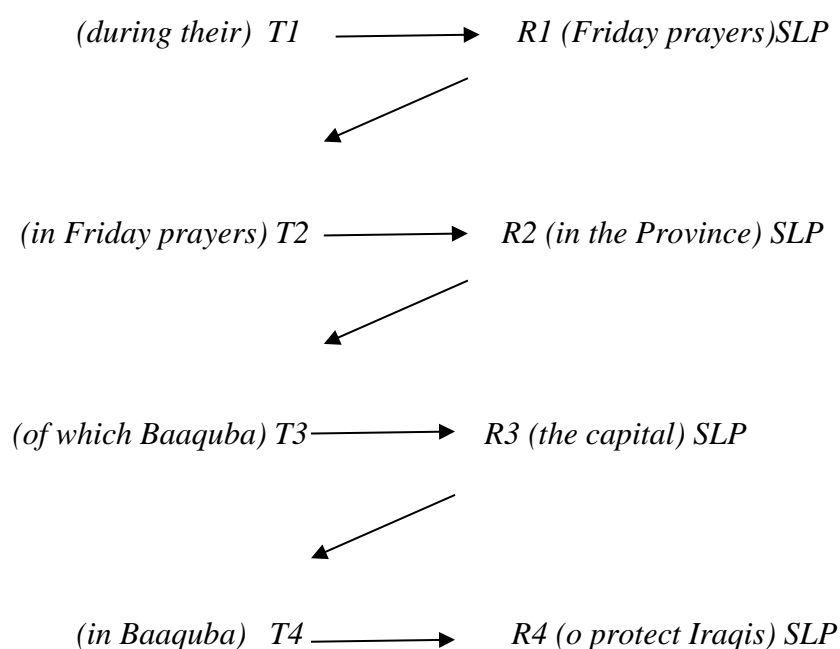
$$(during\ their)\ T1 \longrightarrow R1\ (Friday\ prayers)SLP$$

$$(in\ Friday\ prayers)\ T2 \longrightarrow R2\ (in\ the\ Province)\ SLP$$

$$(of\ which\ Baaquba)\ T3 \longrightarrow R3\ (the\ capital)\ SLP$$

$$(in\ Baaquba)\ T4 \longrightarrow R4\ (o\ protect\ Iraqis)\ SLP$$

Figure 4.8 Example of simple linear thematic progression in intermediate stage

Figure 4.8 shows the rheme 1 (Friday prayers) becoming the theme in the succeeding parts by focusing on theme 2, Friday prayers (The bombings in Friday prayers). Rheme 2 (Shiites in the Province) then moves to become theme 3 by naming the province (of which Baaquba). Rheme 3 (about Baaquba) continues on to become the theme 4 (and in Baaquba). Such occurrence indicates the emergence of [simple linear thematic progression] in intermediate stage this pattern is also preferred because the theme is derived from rheme, which aids in the presentation of arguments. As illustrated in Mathesius (1939), information in a sentence, starting from *given* towards *new information*, while the sequence rheme-transition-theme to indicate "subjective" word order, i.e. marked, starting from *new* towards *given information*.

4.3.2.2 Solution Stage

In this stage the article gives more details about the issue being tackled by using different types of progression, providing readers with the suitable solution afterwards.

The occurrences of thematic progression patterns differ in this stage as indicated in table 4.13 below:

Table 4.13 Thematic progression in Intermediate section (solution stage)

ARTICLS	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
SLP	-	-	-	-	1	-	-	-	-	-	-	-	1	11.1%
CTP	2	-	-	-	-	-	-	-		4	-	-	6	66.6%
DTP	2	-	-	-	-	-	-	-	-	-	-	-	2	22.2%
SRP	-	-	-	-	-	-	-	-	-	-	-	-	0	0%

Note: "SLP – Simple Linear Progression, **CTP** – Constant Theme Progression, **DTP** - Derived Theme Progression, **SRP** - Split Rheme Progression" (Thirrummurthy. M.2005:58)

Table 4.13 presents 262 clauses that were examined. The findings show that in the intermediate section (solution stage) that three thematic progression are used. The most number of thematic progression in intermediate section (solution stage) is constant theme progression at 66.6% (6 from 9 clauses), followed by derived theme at 22.2 % (2 from 9 clauses), simple linear thematic progression at 11.1 % (1 from 9 clauses), while there is a notable absence of the use of split rheme progression pattern.

The findings consistently reveal that the articles did not provide the readers with a suitable solution for the events. This is true for all 12 articles that were examined. The example below shows Constant Theme Progression in solution stage.

Table 4.14 shows an example of Constant Theme Progression in solution stage "***Azzaman, May 2, 2013:Violence destroyed industry in restive province. By Salam al-Shammari***"

Intermediate section solution stage	"Shammari urged the government to impose tariffs on imported products. He add the products which are produced locally to safeguard domestic industry. He said low-quality and cheap products were flooding the country, making it almost impossible for local industry to compete as it struggles with power shortages and violence. "

Table 4.14 shows an example of constant theme progression in solution stage. In this example the article gives more details about the issue "Violence destroyed industry" and provides readers with the suitable solution. Theme represents the main idea in the clause that the article is talking while rheme presents the rest of the departure point for the message in the clause, table 4.15 below shows theme and rheme in solution stage**.**

Table 4.15 shows Theme and Rheme in solution stage

	Theme	Rheme
solution stage	"*Shammari urged the government **T1***	*to impose tariffs on imported products **R1***
	*He add the products which **T2***	*are produced locally to safeguard domestic **R2***
	*He said low-quality and cheap products **T3***	*were flooding the country,........."**R3***

Table 4.15 shows the analysis of theme and rheme in each clause. Thematic progression patterns are considered essential to how themes and rhemes are ordered in clauses, and this will clarify below in figure 4.9:
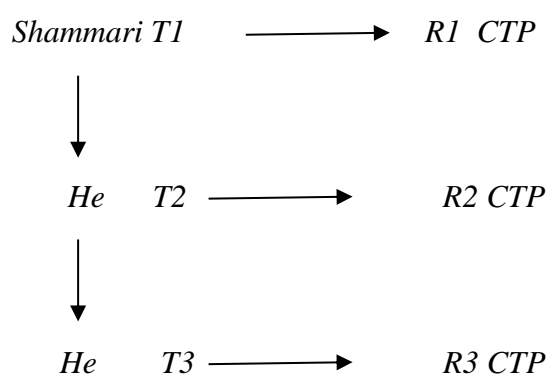
Figure 4.9: Example of constant Theme Progression in solution stage

Figure 4.9 shows that constant theme progression dominantly plays out in solution stage. This pattern is considered as a simple one among the thematic progression patterns. Here the article keeps the same theme to the rest of the clauses, but different information is presented in the rheme. In the example above, the article starts with T1 "*Shammari urged the government*", then moves on to the second clause keeping the same theme. To compensate for the use of the *Shammari's* name, the writer uses the pronoun "he" as in T2 "*He add the products which*". After that, the third theme uses the same theme in clause 1 "*He said low-quality and cheap products*".

A cohesive development refers to the thematic progression of text which means the new information of text is distributed logically and follows a certain pattern. The above example shows there is tendency in using constant theme progression in solution stage and it is distributed logically in order to gain readers attention about the solution that the article provided.

4.3.3 Thematic Progression in Coda Section

 The coda section being the last section gives [the conclusion and moral] for whatever is tackled in the article. It is also subdivided into two stages such as the [conclusion and moral stages.] As previously mentioned, the conclusion stage ends the text or events while moral stage is considered as a section of its own.

4.3.3.1 Coda Section (Conclusion Stage)

In this stage the article tries to bring the readers to the conclusion of what is being tackled in the article. Table 4.16 below shows the three thematic patterns utilized in the coda section of the 12 articles that were examined:

Table 4.16 Thematic progression in Coda section (Conclusion stage) of Azzaman newspaper

ARTICLS	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
SLP	-	10	2	1	-	3	5	3	5	-	-	1	29	42.6%
CTP	-	1	5	4	3	5	3	2	4	2	3	4	36	52.9%
DTP	3	-	-	-	-	-	-	-	-	-	-	-	3	4.4%
SRP	-	-	-	-	-	-	-	-	-	-	-	-	0	0%

Note: "**SLP** – Simple Linear Progression, **CTP** – Constant Theme Progression, **DTP** - Derived Theme Progression, **SRP** - Split Rheme Progression" (Thirrummurthy. M.2005:58)

As shown in table 4.16, in the 68 clauses that were examined, it is revealed that three thematic progression types were utilized. Constant theme progression at 52.9 %(36 out of 68) ranks highest in the preference among writers. Simple linear thematic progression at 42.6 % (29 out of 68 clauses) ranks second, while derived theme progression at 4.4 % (3 from 68 clauses) comes third. Consistently, there is an absence of the use of split rheme progression pattern as in the previous cases.

The findings reveal 36 occurrences of constant theme progression. This type of progression lends the conclusion stage more coherence and cohesiveness, making it possible for the readers of the article to easily grasp the message. It helps that the article ended having a pattern which allows for easy flow of thoughts, hence easier readability. Here, with the simple linear theme progression, the themes are derived from

hypertheme. It is also clear that in this stage, yet again, there is the consistent absence of split theme progression pattern. Evidently the coda sections (conclusion stage) in these opinion articles follow a simple pattern in conveying the message to the readers, avoiding the otherwise more complex pattern, which is the split rheme.

Table 4.17 Example of Constant Theme Progression in conclusion stage
"Azzaman, June 9, 2013:Nine car bombs in six days. By Adbulzahara al Muhammadawi"

Coda section *Conclusion* *stage*	*"Violence hitting the provinces of Nineveh, Anbar and Diyala were massive car bombs with scores of casualties and large damage.* *Violence represented in deadly car bombings is making a comeback in Iraq following nearly four years of relative quiet.* *The upsurge in violence comes as Iraqi political factions grabble fiercely about almost everything, blaming each other for the worsening conditions in the country. "*

Table 4.17 shows an example of constant theme progression in conclusion stage. This stage supplies the readers with the conclusion of the article. In order to explore the occurrences of thematic progression in the conclusion stage, the clauses are analysed into theme and rheme as illustrated in table 4.18:

Table 4.18 Theme and Rheme in conclusion stage

	Theme	**Rheme**
Coda section Conclusion stage	*"Violence hitting the provinces of Nineveh, Anbar and Diyala **T1***	*were massive car bombs with scores of casualties and large damage.**R1***
	*Violence represented in deadly car bombings **T2***	*is making a comeback in Iraq following nearly four years of relative quiet.**R2***
	*The upsurge in violence **T3***	*comes as Iraqi political factions grabble fiercely about almost everything, blaming each other for the worsening conditions in the country."**R3***

Table 4.18 shows the categories based on the example above in order to identify thematic progression, the clauses are analysed into theme and rheme. Thematic progression pertains to how the article coherence through the relation between theme and rheme as shown in the figure 4.10:

(Violence hitting the provinces) T1 $\longrightarrow$ R1 CTP

$\downarrow$

(Violence represented in) T2 $\longrightarrow$ R2 CTP

$\downarrow$

(The upsurge in violence) T3 $\longrightarrow$ R3 CTP
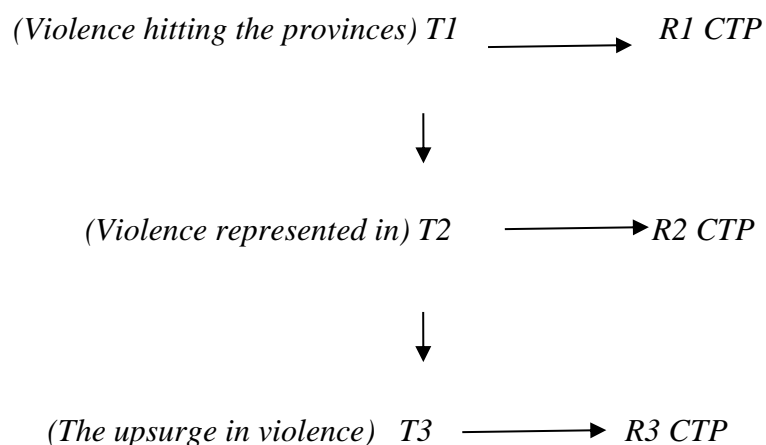
Figure 4.10 Example of Constant Theme Progression in conclusion stage

Figure 4.10 shows that the constant theme progression in conclusion stage is the most preferred pattern. Theme 1 presents the violence which destroyed the industry in restive province "Violence hitting the provinces of Nineveh, Anbar and Diyala", followed by the second theme 2, always the same theme but this time dealing with the representation of the violence in the province "Violence represented in deadly car bombings". The same theme is embodied in theme 3 by presenting the reasons for the upsurge in violence "The upsurge in violence".

In constant theme progression, the writer maintained the same theme while at the same time adding the new information presented in rheme. Danes (1974) that the theme and rheme in a clause contribute to the message specifically in the direct communicative effect through thematization.

4.3.3.2 Moral stage

This stage is considered as a section of its own. As previously cited, at this stage the article gives the moral about the event or situation to end the article.

Table 4.19 Thematic progression in coda section (Moral stage) of Azzaman   newspaper.

ARTICLS	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
SLP	-	1	-	-	-	-	2	-	-	-	-	-	3	33.3%
CTP	-	-	-	-	-	-	-	-	1	1	-	-	2	22.2%
DTP	4	-	-	-	-	-	-	-	-	-	-	-	4	44.4%
SRP	-	-	-	-	-	-	-	-	-	-	-	-	0	0%

Note: "**SLP** – Simple Linear Progression, **CTP** – Constant Theme Progression, **DTP** - Derived Theme Progression, **SRP** - Split Rheme Progression" (Thirrummurthy. M.2005:58)

The findings, as illustrated in Table 4.19 show that in the 12 articles that were examined, derived theme ranks high at 44.4 % (4 from 9clauses), while the remaining clauses utilized simple linear progression, at 33.3 % (3 from 9 clauses) and constant theme progression at 22.2% (2 from 9 clauses).Yet again, there is a consistent absence of the use of split rheme progression pattern because this pattern difficult to foreign writers because it need high quality and master of English language, split rheme progression the rheme has two components in the clause and each rheme will be the

theme of a subsequent clause. The table below shows the example of derived theme progression in moral stage.

Table 4.20 shows an example of derived theme progression in moral stage.

"*Azzaman, January 28, 2013:Iraq warns Kurds over oil exports to Turkey. By Shaymaa Adel*"

Coda section Moral stage	*"There are no confirmed reports of the volume of crude oil the Kurds are shipping to Turkey, but the minister said the government would not tolerate any action by the Kurds to export their oil to neighboring states."*

As indicated above, Table 4.20 shows an example of derived themes progression in moral stage. In order to explore the occurrences of thematic progression in the moral stage, it is essential to analyze first each clause into theme and rheme as illustrated in Table 4.21:

Table 4.21 Theme and Rheme in derived theme progression in moral stage.

Moral stage	Theme	Rheme
	"There **T1**	are no confirmed reports of the volume of Krude oil **R1**
	the Kurds **T2**	are shipping to Turkey,**R2**
	but the minister said the	
	government **T3**	would not tolerate any action **R3**
	by the Kurds **T4**	to export their oil to neighboring states".**R4**

Table 4.21 categorizes the example above into theme and rheme in order to identify thematic progression. The theme is the main part of the clause while the rheme is at remaining part of the clause. Figure 4.11 below shows the derived themes progression in moral stage.

$$T1 + \quad R1 \ \textit{Krude oil (hypertheme)}$$

$$\uparrow$$

$$\textit{(the Kurds) T2} \quad \longrightarrow \textit{R2 DTP}$$

$$\uparrow$$

$$\textit{(but the minister) T3} \longrightarrow \textit{R3 DTP}$$

$$\uparrow$$

$$\textit{(by the Kurds) T4} \longrightarrow \textit{R4 \ DTP}$$
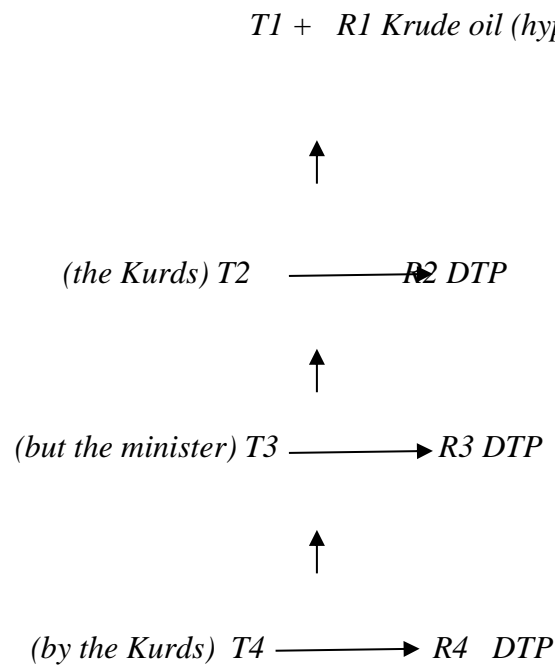
Figure 4.11 shows the derived Themes Progression in moral stage

Figure 4.11 shows the derived themes Progression in moral stage. The article in this stage starts with the hypertheme in T1 "*Krude oil*"then all subsequent clauses related to hypertheme of '*Krude oil*' but in T2 "*the Kurds*" relates to hypertheme in the T1. T3 ["*but the minister said the government*" also relates to the general theme about Krude oil, and T4 "*by the Kurds*"] also relates to the same hypertheme.

4.4 Similarities and differences in the occurrence of thematic progression in each rhetorical section

This section answers the research question number three, by showing the similarity in the occurrence of thematic progression in each rhetorical section. It is determined that each rhetorical section shares some similarities as well as differences. It should be noted that the most preferred thematic progression is simple linear progression in introduction, intermediate section (intermediate stage) and in conclusion section (conclusion stage and moral stage).

Table 4.22 Simple Linear Thematic Progression in different rhetorical structures in Azzaman newspaper

Simple Linear Theme Progression	%
Introduction section	71%
Intermediate section (intermediate stage)	49%
Intermediate section (solution stage)	11.1%
Coda section (Conclusion stage)	42.6%
Coda section (Moral stage)	33.3%
Total	51.9%

From the table above, the similarity in the of simple linear thematic progression is mostly used in introduction section, at 71%, intermediate stage at 49% and Conclusion stage at 42.6%. This means that there is a general attempt among the opinion writers to present issues with the easy thematic progression in order to get more readers to read about a specific issue. While in solution stage is observed at 11.1% and moral stage at 33.3%. This means that in these two stages another technique of thematic progression is preferred to use.

Table 4.23 Constant Theme Progression in different rhetorical structures in Azzaman newspaper

Constant Theme Progression	%
Introduction section	25%
Intermediate section (intermediate stage)	40%
Intermediate section (solution stage)	66.6%
Coda section (Conclusion stage)	52.9%
Coda section (Moral stage)	22.2%
Total	39.3%

From the table above, it can be gleaned that constant theme progression has high occurrence in the solution stage, at 66.6%; conclusion stage at 52.9%; and intermediate stage at 40%. What is apparent is that the articles tend to use constant theme progression in these stages for ease by keeping a constant theme in the clauses all throughout the article. While it can also be observed that this pattern is not proffered by writers in the Introduction section at 25% and moral section at 22.2%.

Table 4.24 Derived theme progression in different rhetorical structures in Azzaman newspaper.

Derived theme progression	%
Introduction section	3.9%
Intermediate section (intermediate stage)	11%
Intermediate section (solution stage)	22.2%
Coda section (Conclusion stage)	4.4%
Coda section (Moral stage)	44.4%
Total	8.7%

It can be said that derived theme progression is considered difficult patterns in thematic progression patterns for foreign writers because the writer in this pattern need to derive themes from hypertheme and this is need fluency in language. For the 12 articles examined, the similarities of using derived theme progression in moral stage is 44.4% as illustrated in the table above; while this pattern is used less in the Introduction section at 3.9%, intermediate stage at 11%, solution stage at 22.2% and conclusion stage at 4.4%.

This means that the article tends to use difficult patterns in moral stage [for 4 articles out of 12 articles] to end the issue presented in the article.

Table 4.25 Split Rheme Progression in different rhetorical structures in Azzaman newspaper

Split Rheme Progression	%
Introduction section	0%
Intermediate section (intermediate stage)	0%
Intermediate section (solution stage)	0%
Coda section (Conclusion stage)	0%
Coda section (Moral stage)	0%
Total	0%

Table 4.25 shows the absence of using split rheme progression because of the difficulties associated with this pattern. As previously highlighted, this pattern calls for a rheme consisting of two parts: R1+R2. The first rheme (R1) becomes the second theme and the second rheme (R2) becomes the third theme. For this reason it is difficult

to write utilizing this pattern especially in a foreign language. This pattern poses an inherent difficulty both to the writer as well as the readers, considering the complexity of the progression.

Having said that, there is a difficulty for an Arabic speaker to communicate in English due to different grammatical systems in both languages. The writers then are confronted with an equally difficult task to write in English in such a way that the readers of foreign or second language could understand the article clearly. The uses of the "Simple linear thematic progression" and "Constant theme progression" aid the readers, making the article easier for them to understand; providing clearer information for foreign language speakers. The case will otherwise be when the writer employs the derived themes progression. The differences in the thematic progression in opinion articles writings in the Azzaman newspaper is a reflection of the challenge being faced by foreign language writers. Probably, this is easier to tackle in the opinion article in terms of introduction, intermediate and conclusion stages as compared to composing the solution and moral stages due to cultural and political nuance differences. Moreover the similarities found in the 12 articles that were examined, specifically the non-utilisation of split rheme progression patterns due to its inherent difficulties further cement this claim here.

The differences are in the occurrence of thematic progression in solution and moral stage in the 12 articles (3 out of 12) is exemplified in the following: solution stage, with constant theme progression at 66.6%. Here the articles tend to use simple thematic progression when giving a suitable solution to the events indicated in figure below:
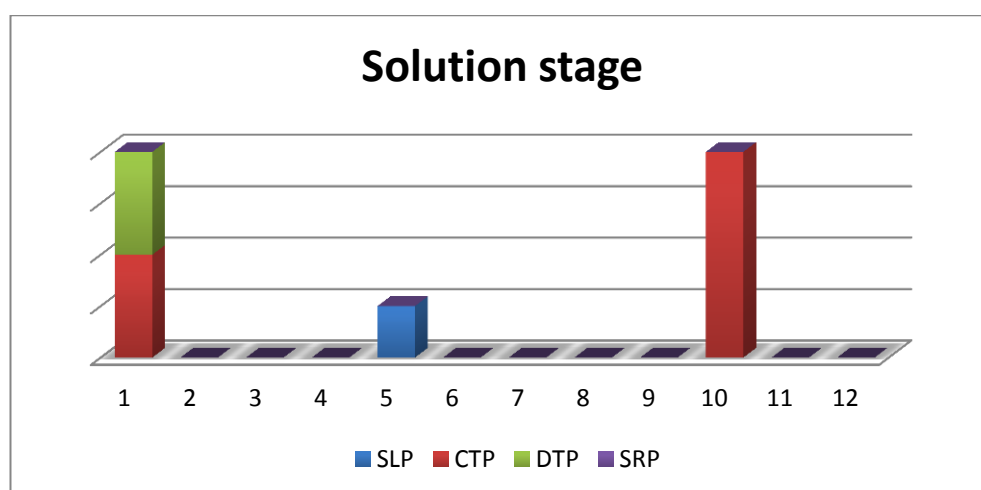
Figure 4.12 Occurrences of thematic progression in solution stage in Azzaman newspaper

In this particular section, 3 articles out of 12 use solution stage. Article number 1 uses two types of thematic progression in solution stage, and they are the constant theme progression and derived theme progression. Article 5 in its solution stage uses simple linear thematic progression pattern while article 10 uses the dominant pattern which is constant theme progression.

In moral stage (5 out of 12 articles), derived Theme progression is the pattern widely used. The writer in this stage tries to use difficult progression when presenting the moral in order to sustain the readers' attention.
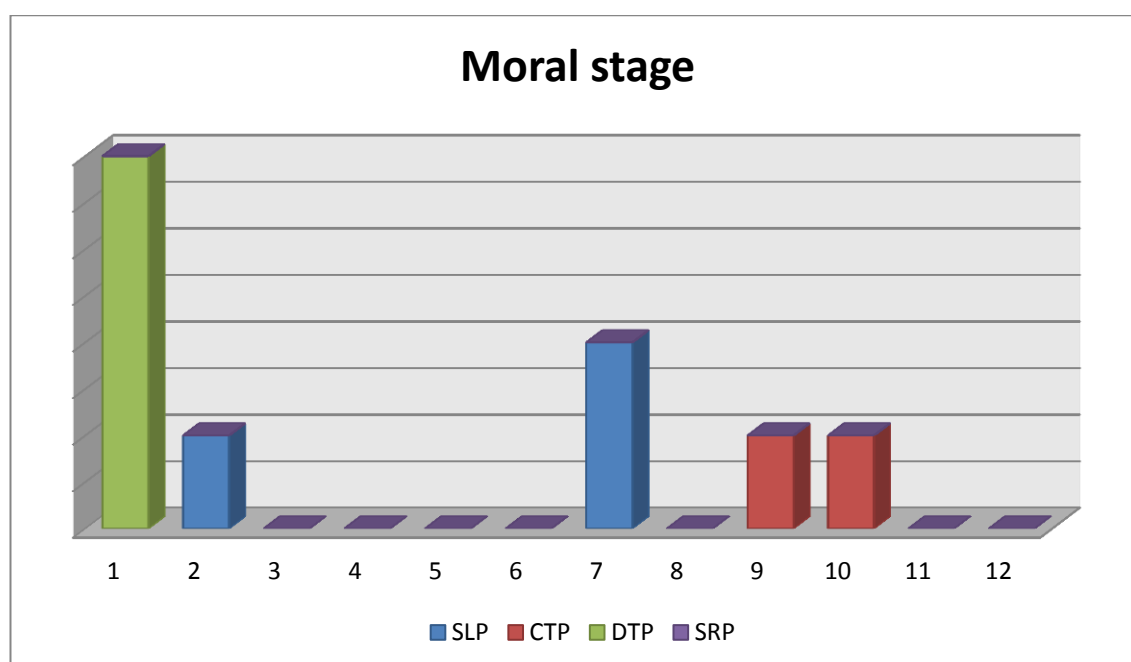
Figure 4.13 Occurrences of thematic progression in moral stage in Azzaman newspaper

As cited, the above figure shows the occurrences of moral stage in different thematic progression. 5 articles out of 12 use moral stage. Article number 1 uses derived theme progression. Article 2 and 7 use simple linear thematic progression pattern while article 9 and 10 use constant theme progression. The dominant thematic progression used in moral stage is the derived theme progression at 44.4%.

The Arabic news written in English focus thematically on different elements and different aspects of presenting their opinions. The organization and selection of themes and rhemes, the focus on information at the local and global levels of opinion articles are indications of the media's exercise of power and the use of persuasive techniques to influence the readers 'opinion.

The analysis of thematic patterns shows that the Azzaman newspaper opinion articles tend to use simple linear progression patterns. Accordingly the relation between

thematic progression patterns and text types in English has been studied by many linguists, including (Hatim, 1989) and (Hatim and Mason, 1990). They (1990: 218) note that "Thematic progression relates the way themes and rhemes concatenate within a text to the hierarchic organization of the text and ultimately to rhetorical purpose". In other words, thematic patterns are always employed to serve an overriding rhetorical purpose. Hatim and Mason (1990) suggest that an emerging simple linear progression pattern, relay an element of evaluative.

The findings also reveal that in rhetorical structure section, the three sections are used in most articles, but they differ in the use of stages especially at the solution and moral stages. Most of the articles do not have solution and moral stages. Solution stage is found (3 articles out of 12 articles) and moral is also determined (5 articles out of 12 articles). This simply means that the writers have lack of providing the readers with suitable solution and moral for the events, owing to some reasons and limitations already highlighted above.

4.5 Conclusion

This chapter has presented the result and analysis. This particular chapter provides information about rhetorical structure and thematic progression as applied in the chosen opinion articles. Moreover, it provides an answer for the research questions that were earlier presented. The findings for the rhetorical structure section reveal that the articles focused on three rhetorical sections such as introduction, intermediate and coda section, but they differ in the use of stages especially at the solution and moral stages. The next chapter will present the conclusion and recommendation for this study**.**

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This study is an investigation regarding the coherence of texts written in an online opinion article published in the English edition of Azzaman, an Iraqi newspaper. Focus was given on thematic progression in different rhetorical structure sections, from the perspective of systemic functional linguistics. This chapter provides the summary of the findings and considers other directions for future, further researches in this area.

5.1 Summary of Findings

This paper highlights the application of the thematic progression in different rhetorical structure in Azzaman's opinion articles. A text needs thematic progression to maintain cohesion . It can be said that cohesion is very basic in order to produce a good text. It can be concluded through this study that the cohesion of an opinion article could be improved by analyzing the thematic progression of the different rhetorical structure in the text.

This study was undertaken cognizant of the nature of texts in published form: texts were structured as messages from the theme- rheme perspective, in particular thematic progression in different rhetorical structure sections. The findings of this study provide a clear explanation with its analysis of the said rhetorical structure and thematic progression which hopefully will help Iraqi writers maintain cohesion in their writings.

This study has also provided a feedback of some sort that the writers can use in capturing more audience, even more interest in the matters that they write on, on a regular basis. Likewise, for readers, this study has highlighted patterns that normally are not readily seen when they read articles. These patterns will most definitely aid the readers to make the most out of English articles that they read, and would eventually affect how they converse or write in English, as a foreign language.

Three research questions were formulated so as to serve as a guide in this study, they are: i) What are the rhetorical structures mostly used in sections in Azzaman's opinion articles? ii) What are the thematic progression patterns commonly used in such rhetorical sections? , and iii) What are the similarities and differences in the occurrence of thematic progression in each rhetorical section?

The data for this study were culled from 12 articles from an online corpus of the website of Azzaman daily. This Iraqi newspaper is considered the most authentic and prestigious newspaper in Iraq and published in two languages; Arabic and English. The data were analyzed in terms of two theoretical frameworks models. The first framework model is the rhetorical structure, modified by Van Dijk (1993) and later modified by (Katajamaki and Kosketa 2006). The second framework is an integrated thematic progression theory by Danes (1974) and integrated by Bloor and Bloor (2004).

Two research objectives have been achieved in this study; when examine the rhetorical structure of opinion articles and analyze the thematic progression in the rhetorical sections in Azzaman, an Iraqi online newspaper.

Opinion articles are one of the most widely read sections in newspapers. It is evident from the findings that minimal differences in the rhetorical structure exist in opinion articles of Iraqi English newspapers. In the rhetorical structure, the difference occurs only in the intermediate section particularly the solution stage and in the coda section specifically in the moral stage. Iraqi opinion articles tend to shy away from giving its readers with suitable solution or moral value. As mentioned earlier, this could be to different factors: linguistic-cultural, even political factors. There might be a gap not only in language, but in writing what is considered culturally or politically correct as well. It can be noted that the articles emphasize more on the action for the event or issue at hand more than giving solution or moral about the situation.

As for the thematic structure, the simple linear progression is commonly used in the writing of the opinion articles. This means that the opinion articles have something in common as far as the thematic structure is concerned. Moreover, in the thematic progression, the simple linear theme progression and constant theme progression are the two types of thematic progression that are frequently used. The 12 articles follow almost similar patterns.

However, all 12 articles did not use split theme progression. The results suggest that thematic progression within rhetorical structure is an effective way and valuable technique in writing opinion articles. The result also suggests that theme and rheme patterning can be effectively applied in writing opinion articles. Theme and rheme enhances the link between ideas in the text. Moreover, they are important in guiding the reader through the logical paths constructed by the article, improving text coherence. On the other hand, writers will know where they are losing their effectiveness in their

arguments due to problems with either thematic progression or rhetorical structure move, or both.

The study concludes that simple linear progression and constant theme progression are extensively used in different rhetorical structure section in the selected data because these two patterns are easiest to use by writers working on second or foreign language. Throughout the clauses in every text, these themes relate to one another mainly through thematic progression: simple linear progression and constant theme progression, so these two patterns are preferred more by Iraqi opinion writers of Azzaman. Although derived theme progression is identified in the texts, it is not as prominent as the former two patterns, probably due to difficulties for this pattern. On the other hand, there is the consistent and notable non- of split rheme progression. Previous studies, as well as this study have shown that second and foreign language writers avoid the use of this pattern because its complexity; which makes it hard for the writer as well as the reader. The three patterns out of four patterns of thematic progression were distributed in combinations of two and three in one text but their frequencies differ. Simple linear progression and constant theme progression ranked at higher frequencies in opinion articles, as determined by this current study.

Moreover, the findings show the similarity in the occurrence of thematic progression in each rhetorical section: that the most occurrences to the four patterns in intermediate section is at the intermediate stage wherein the article tries to provide justification, arguments or examples for the events, issue or situation. On the other hand, there are similarities in the least occurring patterns in intermediate section solution stage when the article tries in this section to give suitable solution for the events, issue or situation.

The methodological approach for theme and rheme analysis in opinion articles written in English language used here also proves in practice the differences in selection of theme and rheme in Arabic opinion articles written in the English language. The findings of the thematic analyses in the data strongly suggest that the Arabic news show [a tendency towards neutralization and presenting their opinion positively] in their articles. Persuasive techniques are used in order to influence the readers into adopting the media's political views. With the writers utilizing a simple linear progression or constant theme progression, the readers could follow the progression of ideas in the text with ease. Furthermore, thematic progression ensures the text has cohesion and coherence. These two elements are very vital to ensure that the message contained in the opinion articles are relayed successfully to the target audience or readers.

The findings of the study reveal that the thematic progression of the opinion articles in the Azzaman newspaper follows similar patterns. Such patterns of progression of opinion articles writing can be used as a tool in providing the writers with a pattern that will enhance their understanding on how an opinion articles should best be organized in order to present the views therein in a clear and concise manner.

5.2 Recommendation

This type of analysis can also be conducted on different news media and outlets, such as regional newspapers, local television, newspaper reports or magazines. These could also be analyzed to check for the cohesion of text using this approach. The probable focus will be to explore whether there is any connection between perceived coherence and thematic progression in different rhetorical structure.

The findings for this study has initiated a local on particular newspaper and may not represent all Iraqi's writers written in English and will hopeful serve as an inspiration for further.

5.3 Chapter Summary

This chapter has provided a conclusion on the coherence of the text written on online opinion articles in Azzaman, an Iraqi English newspaper. As presented, these opinion articles were structured as messages from the rhetorical structure and thematic progression perspective. This study has initiated research on this particular area, and will hopeful serve for further studies in the future. Finally, the richness of analytical toolkits and methods cannot be exhausted. Another way forward would be to further explore the macrostructure and the superstructure of news discourse.

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Appendix A: 12 Articles from Azzaman opinion section

Article 1:

Iraq warns Kurds over oil exports to Turkey

By Shaymaa Adel

Azzaman, January 28, 2013

Iraq has issued a stern warning to Kurds over their attempts to export large quantities of crude oil to Turkey.

"This is a red line," warned Iraqi Oil Minister Abdulkareem al-Aibi.

The warning came as the minister was briefing the local press on the surge in the country's oil output and export capabilities.

The Kurdish region, comprising the three northern provinces of Dahouk, Arbil and Sulaimaniya, is embroiled in differences with the central government in Baghdad.

The sides do not see many issues eye-to-eye including the fate of the so-called disputed territories among them the oil-rich city of Kirkuk.

Oil is the bone of contention and the Kurds have angered the central government by proceeding ahead with the development of oil fields and contracts with foreign firms without Baghdad's approval.

But the latest row over oil exports seems to have deepened following reports that the Kurds were exporting oil to Turkey and in large quantities.

"The Kurds are under obligation to ferry all the oil they produce to the national export systems," said the minister. "But unfortunately this is not the case."

He said: "Our oil differences are exacerbating."

The Kurds say they can produce up to 200,000 barrels a day but the dispute over how to export the volume and who will collect the royalties have not made it possible to add the volume to Iraq's surging oil exports.

There are no confirmed reports of the volume of crude oil the Kurds are shipping to Turkey, but the minister said the government would not tolerate any action by the Kurds to export their oil to neighboring states.

Article 2:U.S. holds 80,000 Iraqi antiquities

By Khayoun Saleh

Azzaman, January 11, 2012

The U.S. still keeps 80,000 Iraqi artifacts and refuses to turn them back to the Iraq Museum, a senior Antiquities Department official has said.

The official, Hazem al-Shammari, said Iraqi authorities were in touch with their U.S. counterparts but the discussion have so far led to nothing he added .

Shammari is the official spokesperson for the Ministry of Antiquities and Tourism of which oversees and administers antiquities, museums and excavations in Iraq.

The U.S. invaded and occupied Iraq in 2003. It had more than 150,.000 troops and tens of thousands of the so-called security guards on the ground in Iraq in the years up to its withdrawal by the end to 2011.

Shammari did not say how the massive volume of antiquities ended up in the U.S. and why the U.S. is refusing to turn it back to Iraq.

The remark by Shammari came amid a wide-ranging interview with Azzaman in which he gave a preview of the state of antiquities in the country.

He also gave no details about the value, type and significance of the artifacts but the figure is massive and points to large-scale looting and removal of heritage without Iraqi consent.

U.S. troops were known to have camped at major Mesopotamian sites in Iraq. Ancient landmarks like Babylon, Ur, Nimrud and others were reported to have been scenes of extensive damage due to the presence of heavy armor and illegal digging by the troops.

On Iraq's richness in ancient heritage, Shammari said the Antiquities Department has been updating its maps which currently include more than 40,000 ancient sites.

"Of these we have at least 10,000 sites which are archaeologically significant," he said.

The phrase "archaeologically significant" alludes to the high possibility of the place containing magnificent and historically very important relics.

Shammari said antiquities experts were studying the other 30,000 sites archaeological and for sure many more will be added to the list of "archaeological significant" list.

The archaeological map of Iraq will see large transformation once "we have the resources to do our job properly," he said.

He said the department was still poorly staffed with the government allocations hardly enough to run basic duties for most sites.

Most of the significant sites remain unexcavated and unprotected, he said.

Article 3:Major Iraqi Shiite group rejects pro-Iran accusations

By Adel Kadhem

Azzaman, February 10, 2013

A senior leader of one of Iraq's largest Shiite political parties has denied accusations that the government has placed the country under Iran's domination he said..

Human Hamoudi said Iraq was not governed by a single group and it was beyond the power of pro-Iran factions in the government to steer the country according to Iran's wishes.

"Iraq is administered by a political coalition which Iraqi coalitionincludes all political forces as well as social groups. It has a parliament with representatives from all these groups," he said.

Hamoudi's remarks came following accusations that the current government of Prime Minister Nouri al-Maliki has placed the country under Iran's control and he is currently working for an axis that will include Syria as well as Iran and Iraq.

"Iraq will not be part of any axis in the region and it is in the interest of the country's political development to be part of such an axis. Iraq is open to all (countries) for equal political, economic and development partnership," he said.

Hamoudi is an influential leader in the Iraqi Shiite faction known as the Islamic Supreme Council of Iraq. In Iraq,the latest elections, it won six out of eight Shiite-majority provinces and came first in Baghdad with nearly 40% of the vote. It has one of the largest blocs in the Iraqi parliament with 52 seats.

The council with its military arm the Badr forces were raised in Iran and it is believed it still maintains close links with Tehran

Article 4:Iraqi forces storm Qaeda camp in Mosul

By Samer Saaid

Azzaman, February 14, 2013

A police force for a camp al-Qaeda has stormed in northern Iraq, where al-Qaeda members had piled weapons, explosives, car bombs and the campalso have fuel trucks.

The camp is located in Jazira, a plateau to the north west of the northern Iraqi city of Mosul.

"The camp was administered by al-Qaeda. It included workshops for the manufacture of explosive belts and car there in the camp were many fuel trucks as well," a police source said.

The source, refusing to be named, said the trucks were used by Qaeda to smuggle fuel abroad. Smuggling is one way of how the group raises money.

At least three truck drivers were arrested by police forcewhen a federal police force stormed the camp, said the source.

Mosul, the capital of the Province of Nineveh, is one of the few remaining major Iraqi cities lacking normalcy.

Qaeda and other insurgent groups are active in the city and outlying districts. Explosions, assassinations and attacks on government troops frequently occur in the city, Iraq's second largest.

The source did not say whether the camp was used for training by Qaeda and whether there had been any arrests apart from the two drivers.

There has been relative lull in violence across the country, particularly in central Iraq, where Qaeda has been most active.

Analysts say many Qaeda operatives have migrated to Syria to join counterparts in the fight against the government of President Bashar al-Assad.

Article 5: Iraq has paid $30 billion to cover fuel imports since 2003-U.S. invasion

Azzaman, March 12, 2013

Ten years after the U.S. invasion, Iraq still spends billions of dollars every year to meet domestic demand for fuel, an oil expert said.

Isam al-Jalabi, a former Iraqi oil minister and a renowned oil analysts, said the country has paid more than $30 billion to meet for fuel imports in the years since the invasion.

"In certain years since the invasion, up to $6 billion have been paid," he added.

Jalabi was an oil minister under the former regime of Saddam Hussein. He was sacked in the run-up to the 1991 Gulf War and others, he addfled the country.

He said Iraqi refineries before the invasion and despite punitive U.N. trade sanctions,, Iraqi refineries met the country's fuel needs with surplus of fuel for exports to neighboring states, especially Turkey, Jordan and Syria and via terminals on the Gulf.

"The money spent on fuel imports would have been enough to build five major refineries in the country," he said.

Jalabi said it took Iraq nine years after the invasion to propel oil output to its pre-war levels.

Iraq has recently signed a contract with Iran for the import of two million liters a day of diesel fuel as well as other Iraqproducts other products like gasoline.

Article 6:16,000 Iraqis have gone missing since 2003-U.S. invasion

By Ali Latif

Azzaman, March 16, 2013

(Azzaman, March 16, 2013:16,000 Iraqis have gone missing since 2003-U.S. invasion. By Ali Latif)

More than 16,000 Iraqis have been kidnapped and kidnapped persons still without a trace since the 2003-U.S. invasion, according to statistics after U.S. invasion gathered by the Ministry of Human Rights.

It is the first time the ministry reveals official figures about Iraqis who had gone missing in the Iraqi wars and Iraq turbulence that followed the country's invasion by a U.S.-led coalition in 2003.

"Our statistics show that after invasion by a U.S there are 16,000 people who have been kidnapped but the figure must be much higher than that since there are certainly cases not yet reported to us," said Arkan Saleh the head of the ministry's Humanitarian Affairs Section.

Saleh said the ministry was trying its best to solve these cases but to no avail.

He said families visit the ministry regularly asking for their beloved ones, he said, adding that there was little he could do.

The issue of missing Iraqis is very sensitive since it adversely affects not only the future of wives and children but it also has legal and religious implications.

Shortly after the U.S. invasion, Iraq witnessed a period of kidnapping for ransom and tens of thousands of Iraqis kidnapping were reported to have been abducted.

But Saleh not all kidnapped were return home.

Asked if he believed any of the 16,000 unaccounted-for Iraqis were still alive, Saleh said: "I do not think so."

He said most of these cases took place at least five to six years ago and the fact that we still have no clue about their whereabouts one could assume that they had been victims of the spiral of violence particularly in the years 2005 to 2008.

Article 7: Will the U.S. apologize to Iraq for its disgraceful 2003 invasion?

By Fatih Abdulsalam

Azzaman, April 12, 2013

March 20 marked the 10th anniversary of the U.S. invasion of Iraq, a country that had not attacked America or posed the slightest threat to it.

It is therefore disgraceful to see some Iraqis celebrating the occupation of the country by U.S..troop under their rubric of ridding the country of dictatorship and the dismantling of its non-existent weapons of mass destruction.

Allegations like these, among them Iraq's connection to 9/11 terrorist attacks, have become a laughingstock even in the U.S.

The decade in which Iraq languished under U.S. military occupation is one of the darkest in its history. It divided the nation, ruined its infrastructure and caused wide-spread suffering and untold pain and misery.

What happened during this decade of darkness was something Iraqis had not seen in the past 200 years of Iraq history.

The politicians running Iraq today were the only ones who clapped for the invading troops.

As the invaders settled down, a terrific campaign to dismember the country and destroy its social fabric started.

Torture, murder, killing, kidnapping, summary executions, ongoing military operations, unprecedented upsurge in violence, summary arrests, destruction and ongoing military campaigns became the major landmarks of the occupation.

Sectarianism, currently the country's number one enemy, surfaced in Iraq with the advent of the invasion. So the invasiondid most of the ills the country now suffers from.

America invasion has not and will not apologize for its disgraceful invasion of Iraq so long as in Iraq there is no one asking it to do so. An account of the decade of U.S. occupation of Iraq will need volumes of writings that will be pregnant with atrocities, which unfortunately did not come to an end with the U.S. withdrawal.

It will take Iraqis ages to put behind them the horrible the crimes the administration of the former U.S. President George W. Bush committed against them.

Bush and his cronies have ruined a country and they destroyed a nation, turning it into a land run by thieves and full of their victims.

Ten years after the ill-fated invasion, the U.S. is required to reconsider its actions, take courage and issue an unequivocal apology to the Iraqi people.

Article 8:Fears of upsurge in violence mount in Iraq as Qaeda strikes with vengeance

By Salam al-Shamari

Azzaman, April 23, 2013

There are signs that the al-Qaeda branch in Iraq is getting stronger amid reports of an influx of operatives from Syria, Iraqi security officials said.

The officials, speaking on conditions of anonymity for fear of reprisals, said large swathes of Diyala Province have been penetrated by the group, with provincial authorities saying they are preparing for the worse.

Qaeda had lost its bastions in central Iraq, including Diyala, but the officials said there was apparently a surplus of foreign fighters in Syria and many of them were being sent to fight in Iraq.

"We are aware of a plan to cause widespread insecurity," one official said.

Another source said "the terrorists" returning to Iraq represented the group's third generation – young people who were originally mobilized to fight in Syria.

He added Iraq has witnessed a surge in attacks such as car bombs and suicide bombings claiming hundreds of lives in the past few weeks in Iraq and causing massive damage.

The upsurge in violence by al-Qaeda took place following reports that groups affiliated to al-Qaeda in Syria have acknowledged the authority of its supreme leader Ayman al-Dhawhiri and al-Qaeda are trying to form a unified leadership of their operations in both Iraq and Syria.

He said Iraqi intelligence was aware of massive foreign support to "the terrorists" from regional countries which he refused to name.

Article 9:Premier orders arrest of security chiefs for failure to thwart attacks

By Salam al-Shammari

Azzaman, May 19, 2013

The latest upsurge in violence that has seen hundreds of fatalities. After this violence events, in the past few days, in the past few days has prompted the Prime Minister Nouri al-Maliki to order the arrest of security chiefs in charge of areas where the explosions and car bombings have taken place.

Maliki is commander-in-chief in Iraq and acting Interior Minister. It is not clear how many senior officers are currently behind bars but the measure of arrested senior officers has been harshly criticized by the parliament.

Maliki's move comes following deadly car bombings and suicide attacks in the restive Province of Diyala, specifically targeting Muslim Shiites during their Friday prayers.

The bombings in Friday prayers have terrorized Shiites in the Province of which Baaquba is the capital and in Baaqubahave shown the vulnerability of the measures the government has take to protect Iraqis.

In Iraq there has been a surge in attacks in the past few weeks and many Iraqis now fear a return of the days of massive bombing attacks by the al-Qaeda branch of Iraq.

Iraq was witnessing a semblance of quiet prior to the start of anti-government demonstrations in the predominately Sunni provinces, protesting what they see as marginalization by the Shiite-dominated government.

The parliamentary Security and Defense Commission in government hit out at Maliki, blaming his government for the latest security failures and the increase in attacks.

for the latest security failures and the increase in attacks.

 "The security situation is very chaotic and it is getting worse with every passing day. The strategy to reinstate security is wrong," said Shwan Taha the commission's head.

He criticized Maliki's order to arrest the security chiefs in charge of areas where the explosions have taken place, saying such moves will lead to nothing.

"The explosions represent a failure in security strategy and not security mishap. The security strategiesare in a quagmire because the whole security apparatus of the country is now politicized.

"The aim of security forces today is the protection of those in power and not safeguarding citizens," he added.

Article 10: Violence destroyed industry in restive province

By Salam al-Shammari

Azzaman, May 2, 2013

The violence that swept Iraq in the aftermath of the 2003-U.S. invasion Iraq has destroyed the industrial base in the Province of Diyala, a senior provincial official has said.

Abdulhusain al-Shammari, head of Diyala's municipality, said there were 85 major factories which were burned, ransacked or looted after the U.S. invasion in Iraq.

He said in Iraq the upsurge in violence that followed the invasion, he added, power shortages and the influx of cheap commodities from abroad have made owners abandon any idea of rehabilitating their businesses.

Diyala, of which Baaquba is the provincial capital, has been one of the country's most violent provinces and it was a bastion for the Iraqi al-Qaeda branch.

In Diyala some semblance of tranquility has returned to the province but in Diyala there are fears that the current sectarian strife in province might lead to a resurgence of al-Qaeda terror.

Shammari urged the government to impose tariffs on imported products . He add the products which are produced locally to safeguard domestic industry.

He said low-quality and cheap products were flooding the country, making it almost impossible for local industry to compete as it struggles with power shortages and violence.

Shammari said Diyala's factory only needed 20 megawatts of electricity to keep the factories rolling, but the Ministry of Electricity in Diyala has failed to make that available.

Bringing local industry on stream in the province will "absorb the high rate of unemployment in the province," he said.

Article 11: Nine car bombs in six days

By Adbulzahara al-Muhammadawi

Azzaman, June 9, 2013

In the six days since the sparring Iraqi politicians reportedly put their differences aside, there have nine major car bombs most of them in the restive provinces of Nineveh and Anbar.

Scores of innocent Iraqis were killed and hundreds of Iraqis injured in one week.

The week when Prime Minister Nouri al-Maliki and parliamentary speaker Usama al-Nujaifi met last week. In the meeting many thought the worse was over.

But it seems the two politicians, representing the country's two major and most powerful sects, Maliki the Shiites and Nujaifi the Sunnis, were not that serious both and that the nice words used to describe their meeting were a camouflage hiding their real differences.

Mosul, the provincial capital of Nineveh, was hit by three car bombs and Ramadi the capital of Anbar by four and the other violent and predominantly Sunni Province of Diyala was the target of one major explosion.

The one which took place in the capital Baghdad was the least ferocious as it killed four Iraqis and injured more than 20.

Violence hitting the provinces of Nineveh, Anbar and Diyala were massive car bombs with scores of casualties and large damage.

Violence represented in deadly car bombings is making a comeback in Iraq following nearly four years of relative quiet.

The upsurge in violence comes as Iraqi political factions grabble fiercely about almost everything, blaming each other for the worsening conditions in the country.

Article 12: Surge in attacks against Turkish ethnic minority in Iraq

By Marwan al-Ani
Azzaman, June 24, 2013

Attacks have increased on the Turkish minority in Iraq with hundreds of Iraqi people killed and injured in the past few weeks, a leading figure in the Turkish community said.

Mohammed Mehdi Bayati who represents the Turkish minority in the ruling coalition of Prime Minister Noori al- Maliki said scores of people were killed and injured last week in a string of car bomb attacks only in one small town inhabited by the members of his community.

Members of the Turkish community in Iraq are known as Turkmen or Turks of Iraq. They are the third largest ethnic group in the country after Arabs and Kurds.

They mainly reside in northern Iraq, particularly in the restive provinces of Nineveh of which the city of Mosul is the capital and the oil rich Province of Kirkuk.

Bayati said hundreds of Turkmen have protested against the attacks over the weekend, blocking a highway from Baghdad to Kirkuk for several hours.

Bayati added,most of the recent attacks target the town of Toozkhormato where at least 28 Iraqi people were killed in a single attack, said Bayati.

Iraqi Turkmen are Muslim Shiites. Bayati said the country's highest ranking Shiite cleric Ayatollah Sistani has sent his representative to inspect damage to their areas and voice his support and sympathies.

Bayati blamed the government .The government not doing enough to protect Turkmen towns and villages. There are no exact figures on the number of Turkmen in Iraq but there are some sources put them at around three million.

Iraqi Turks landed in Iraq in several waves with the first dating back to nearly 1000 years ago when thousands of them were recruited as soldiers for the Abbasid Caliphs in Baghdad.

But the largest Turks wave came with the inception of Turkish Ottoman rule of the country which his rule lasted nearly 400 years and the rule came to an end with the British occupation in the first quarter of the 20th century.

Appendix B: Tables for data collections

Article 1:Iraq warns Kurds over oil exports to Turkey

1. **Rhetorical structure**

Introduction section	*Iraq has issued a stern warning to Kurds over their attempts to export large quantities of crude oil to Turkey.*
	"This is a red line," warned Iraqi Oil Minister Abdulkareem al-Aibi.
	The warning came as the minister was briefing the local press on the surge in the country's oil output and export capabilities.
	The Kurdish region, comprising the three northern provinces of Dahouk, Arbil and Sulaimaniya, is embroiled in differences with the central government in Baghdad.
	The sides do not see many issues eye-to-eye including the fate of the so-called disputed territories among them the oil-rich city of Kirkuk.
Intermediate section Intermediate stage	*Oil is the bone of contention and the Kurds have angered the central government by proceeding ahead with the development of oil fields and contracts with foreign firms without Baghdad's approval.*
	But the latest row over oil exports seems to have deepened following reports that the Kurds were exporting oil to Turkey and in large quantities.
Intermediate	*"The Kurds are under obligation to ferry all the oil,they produce to*

section solution stage	*the national export systems," said the minister. "But unfortunately this is not the case."* *He said: "Our oil differences are exacerbating."*
Coda section Conclusion stage	*The Kurds say they can produce up to 200,000 barrels a day but the dispute over how to export the volume and who will collect the royalties have not made it possible to add the volume to Iraq's surging oil exports.*
Coda section Moral stage	*There are no confirmed reports of the volume of crude oil the Kurds are shipping to Turkey, but the minister said the government would not tolerate any action by the Kurds to export their oil to neighboring states.*

2. THEME AND RHEME IN RHETORICAL STRUCTURE

	Theme	*Rheme*
1. Introdution section	*Iraq* **T1** *over their attempts* **T2** *"This* **T3** *The warning***T4**	*has issued a stern warning to* **KurdsR1** *to export large quantities of crude* **oil to Turkey.R2** *is a red line," Iraqi Oil Minister Abdulkareem al-Aibi* **warned.R3**

		came as the minister was briefing the
	*And**T5***	*local press on the surge in the*
		country's oil output **R4**
	The Kurdish region,	
	comprising the three	*export capabilities.**R5***
	northern provinces	
	of Dahouk, Arbil and	*is embroiled in the differences with the*
	*Sulaimaniya **T6***	*central government in Baghdad.**R6***
	*The sides **T7***	*do not see many issues eye-to-eye **R7***
	including the fate of	*disputed territories among them the*
	*the so-called **T8***	***oil**-rich city of Kirkuk.**R8***
2. ***Intermediate*** ***section*** a. *Intermediate* *stage*	*Oil**T9***	*is the bone of contention **R9***
		have angered the central government
		by proceeding ahead with the
	*and the Kurds **T10***	*development of oil fields**R10***
	*and **T11***	*contracts with foreign firms without*
		*Baghdad's approval.**R11***
	But the latest row	
	*over oil exports **T12***	*seems to have deepened following*
		*reports **R12***
		were exporting oil to Turkey and in
	*that the Kurds**T13***	*large quantities.**R13***

b. solution stage	"The Kurds **T14** They **T15** But unfortunately **this T16** Hesaid: "**Our oil differences T17**	are under obligation to ferry all the oil **R14** ***produce to the national export systems,*** " said the minister. **R15** "is not the case." **T16** are exacerbating."**R17**
3. **Coda section** a. Conclusion stage	The Kurds say they **T18** but the dispute over how **T19** and who **T20**	can produce up to 200,000 barrels a day **R18** to export the volume **R19** will collect the royalties have not made it possible to aadd the volume to Iraq's surging oil exports.**R20**
b. Moral stage	There **T21** the Kurds **T22** but the minister said the government **T23** by the Kurds **T24**	are no confirmed reports of the volume of Krude oil **R21** are shipping to Turkey,**R22** would not tolerate any action **R23** to export their oil to neighboring states.**R24**

3. THEMATIC PROGRESSION
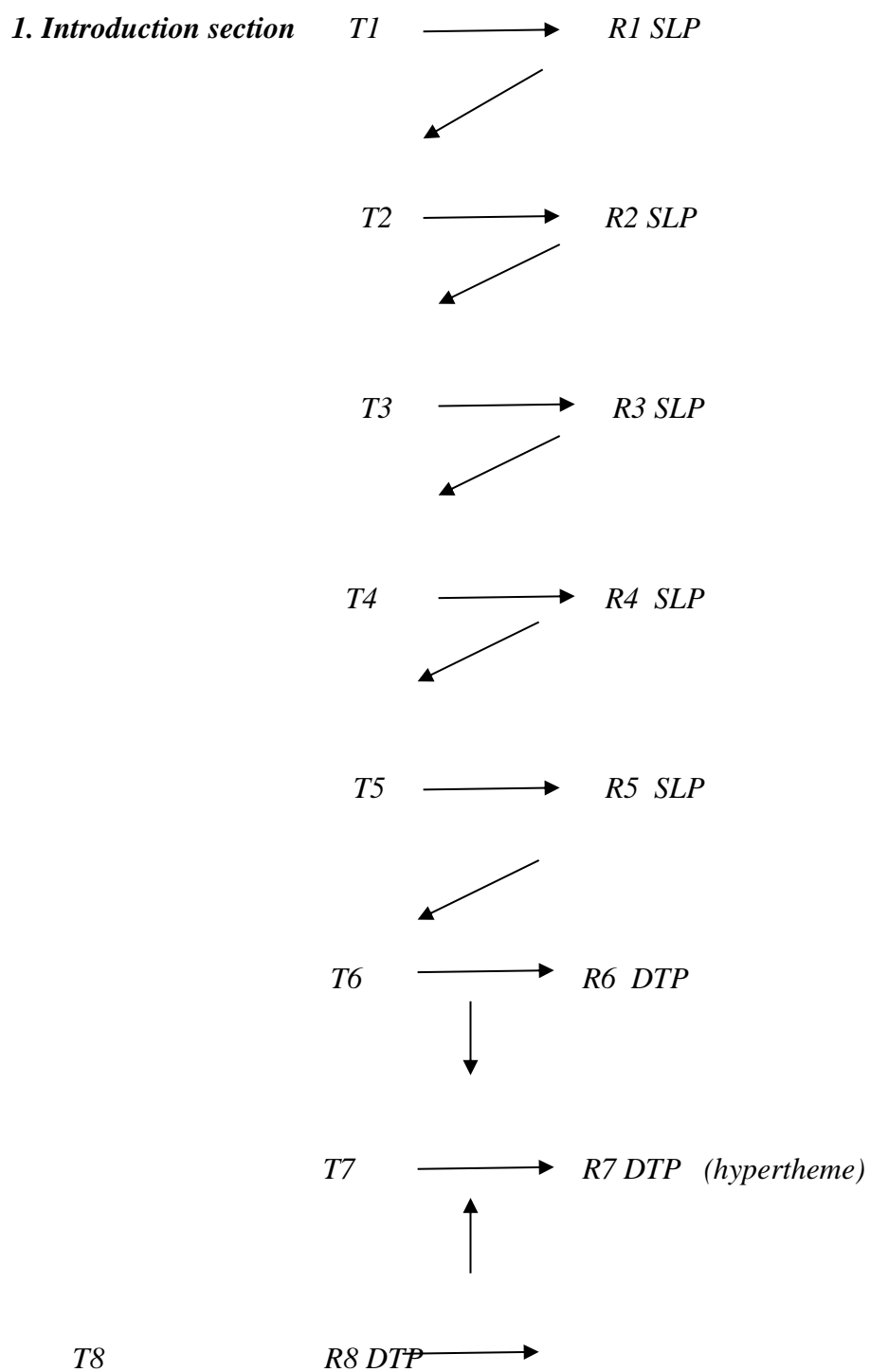
1. Introduction section   *T1* ──────────▶ *R1 SLP*

T2 ──────────▶ *R2 SLP*

T3 ──────────▶ *R3 SLP*

T4 ──────────▶ *R4 SLP*

T5 ──────────▶ *R5 SLP*

T6 ──────────▶ *R6 DTP*

T7 ──────────▶ *R7 DTP   (hypertheme)*

T8   *R8 DTP* ──────────▶

2. Intermediate section

a. Intermediate stage

T9   *R9 DTP (hypertheme) oil*

T10 ⟶ *R10 DTP*

T11 ⟶ *R11 DTP*

T12 ⟶ *R12   DTP*

T13 ⟶ *R13   DTP*

. Solution stage   *T14* ⟶ *R14 CTP*

T15 ⟶ *R15 CTP*

T16 ⟶ *R16 DTP (hypertheme)*

T17 ⟶ *R17 DTP*

Coda section

Conclusion stage   *T18* ⎯⎯⎯⎯▶*R18 DTP (the oil)*

↑

T19 ⎯⎯⎯⎯*R19 DTP*

↑

T20 ⎯⎯⎯⎯▶*R20 DTP*

Moral stage   *T21* ⎯⎯⎯▶*R21DTP (hypertheme)*

↑

T22 ⎯⎯⎯▶*R22 DTP*

↑

T23 ⎯⎯⎯▶   *R23 DTP*

↑

T24 ⎯⎯⎯▶   *R24 DTP*
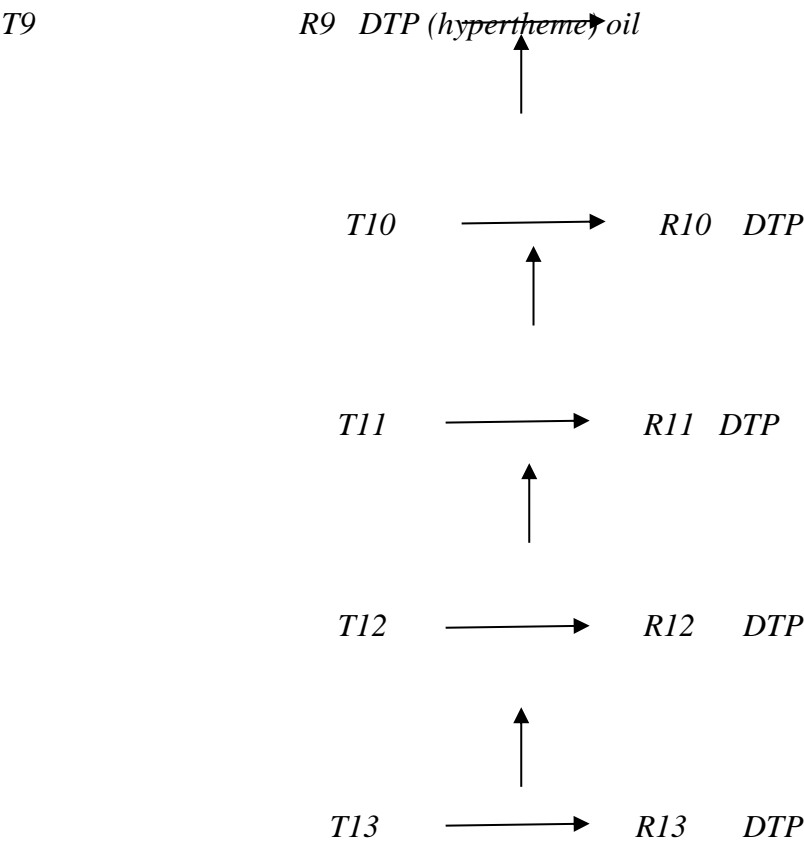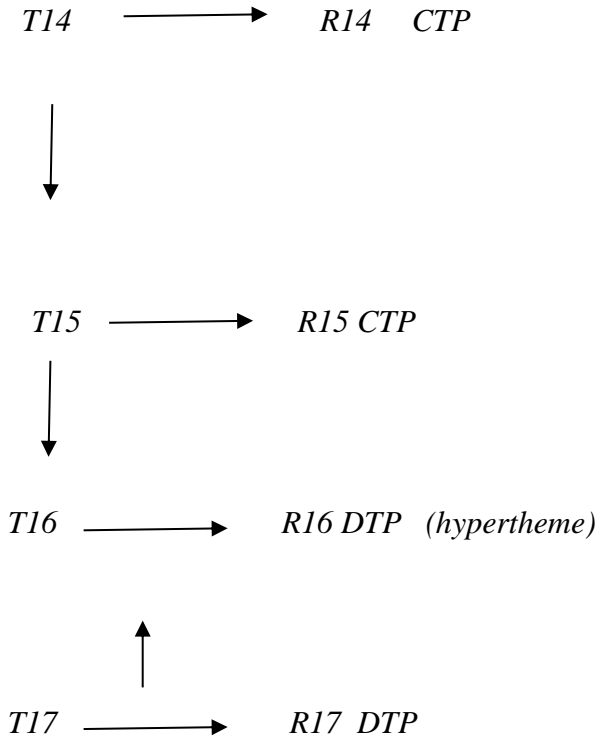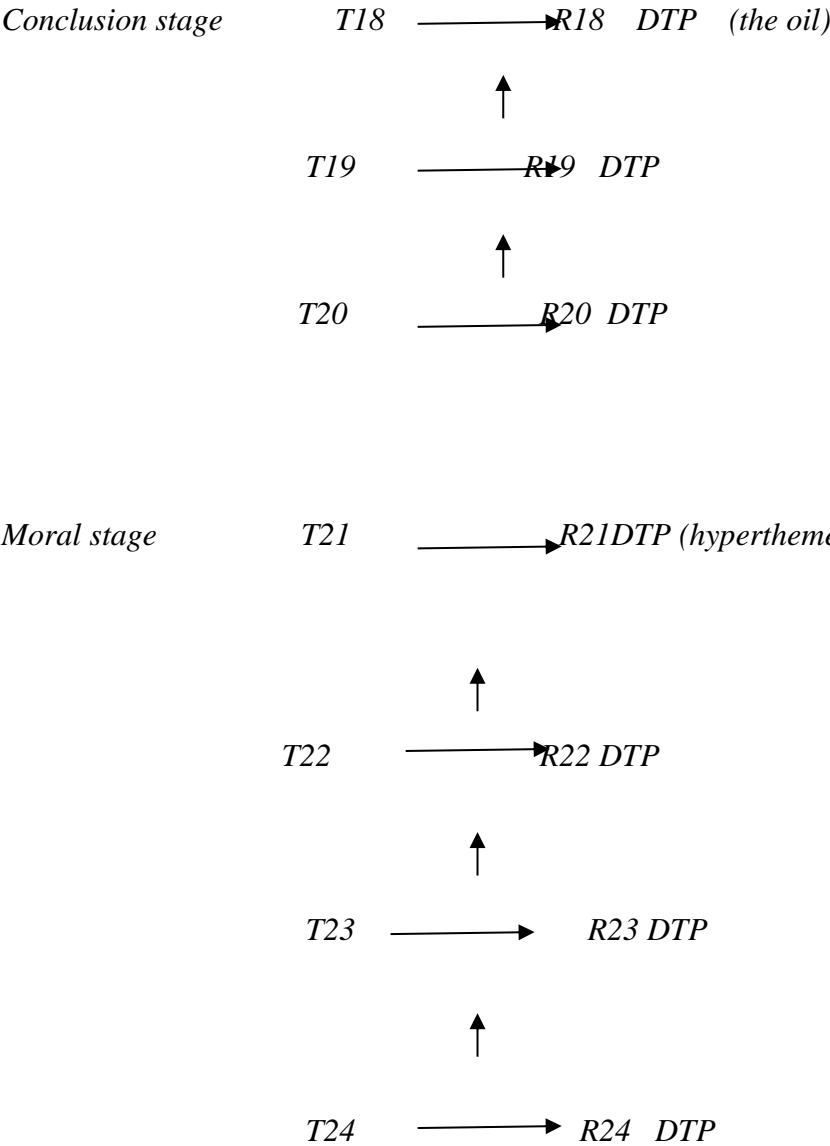
***Article 2:*U.S. holds 80,000 Iraqi antiquities**

1. **Rhetorical structure**

Introdution section	*The U.S. still keeps 80,000 Iraqi artifacts and refuses to turn them back to the Iraq Museum, a senior Antiquities Department*

		official has said.
		The official, Hazem al-Shammari, said Iraqi authorities were in touch with their U.S. counterparts but the discussion have so far led to nothing he added.
		Shammari is the official spokesperson for the Ministry of Antiquities and Tourism of which oversees and administers antiquities, museums and excavations in Iraq.
	Intermediate section *Intermediate stage*	*The U.S. invaded and occupied Iraq in 2003. It had more than 150,.000 troops and tens of thousands of the so-called security guards on the ground in Iraq in the years up to its withdrawal by the end to 2011.*
		Shammari did not say how the massive volume of antiquities ended up in the U.S. and why the U.S. is refusing to turn it back to Iraq.
		The remark by Shammari came amid a wide-ranging interview with Azzaman in which he gave a preview of the state of antiquities in the country.
		He also gave no details about the value, type and significance of the artifacts but the figure is massive and points to large-scale looting and removal of heritage without Iraqi consent.
		U.S. troops were known to have camped at major Mesopotamian sites in Iraq. Ancient landmarks like Babylon, Ur, Nimrud and

	others were reported to have been scenes of extensive damage due to the presence of heavy armor and illegal digging by the troops.
Intermediate section solution stage	///
Coda section Conclusion stage	*On Iraq's richness in ancient heritage, Shammari said the Antiquities Department has been updating its maps which currently include more than 40,000 ancient sites.* *"Of these we have at least 10,000 sites which are archaeologically significant," he said. The phrase "archaeologically significant" alludes to the high possibility of the place containing magnificent and historically very important relics.* *Shammari said antiquities experts were studying the other 30,000 sites archaeological and for sure many more will be added to the list of "archaeological significant" list.* *The archaeological map of Iraq will see large transformation once "we have the resources to do our job properly," he said.* *He said the department was still poorly staffed with the government allocations hardly enough to run basic duties for most sites.*

Coda section *Moral stage*	*Most of the significant sites remain unexcavated and* *unprotected, he said.*	

2. THEME AND RHEME IN RHETORICAL STRUCTURE

	Theme	Rheme
4. Introdution **section**	*The U.S. still **T1***	*keeps 80,000 Iraqi artifacts **R1***
	*And **T2***	*refuses to turn them back to the Iraq Museum, a senior Antiquities Department official has said **R2***
	*The official, Hazem al-Shammari, said **T3***	*were in touch with their U.S. counterparts **R3***
	*but the discussion **T4***	*have so far led to nothing he added.**R4***
	Shammari ***T5***	is the official spokesperson for the Ministry of Antiquities and Tourism of which oversees and administers antiquities, museums and excavations in Iraq.***R5***
Intermediate section c. Intermediate stage	*The U.S.**T6*** It ***T7***	*invaded and occupied Iraq in 2003.* ***R6***

134

		had more than 150,.000 troops **R7**
	and tens of thousands of the **T8**	so-called security guards on the ground in Iraq in the years up to its withdrawal by the end to 2011. **R8**
	Shammari **T9**	did not say how the massive volume of antiquities ended up in the U.S.**R9**
	and why the U.S.**T10**	is refusing to turn it back to Iraq. **R10**
	The remark by Shammari **T11**	came amid a wide-ranging interview with Azzaman **R11**
		gave a preview of the state of antiquities in the country.**R12**
	in which he **T12**	gave no details about the **value, type** and **significance of the artifactsR13**
	He also **T13**	is massive **R14**
	but the figures **T14**	to large-scale looting and removal of heritage without Iraqi consent.**R15**
	and points **T15**	were known to have camped at major **Mesopotamian sites in Iraq.R16**
	U.S. troops **T16**	were reported to have been scenes of extensive damage due to the presence of heavy armor and illegal digging by

		the troops.**R17**
	Ancient landmarks like **Babylon, Ur, Nimrud and others T17**	
d. solution stage	///	///
4. Coda section c. Conclusion stage	*On Iraq's richness in ancient heritage, Shammari said the Antiquities Department T18* *which currently* **T19** *"Of these we* **T20** *Which* **T21** *The phrase* **"archaeologically significant" T22** *Shammari said antiquities experts* **T23** *and for sure many more* **T24** *The archaeological*	*has been updating its maps* **R18** *include more than 40,000* **ancient sites.R19** *have at least 10,000 sites* **R20** *are* **archaeologically significant**,*" he said.***R21** *alludes to the high possibility of the place containing magnificent and historically very important relics.***R22** *were studying the other 30,000 sites archaeological* **R23** *will be added to the list of "archaeological significant" list.***R24**

	map of Iraq **T25**	will see large transformation once **R25**
		have the resources to do our job properly," he said.**R26**
	"we **T26**	
		was still poorly staffed with the government allocations hardly enough to run basic duties for most sites **R27**
	He said the department **T27**	
d. Moral stage	Most of the significant sites **T28**	remain unexcavated and unprotected, he said.**R28**

3. THEMATIC PROGRESSION

1. Introduction section   T1 ⟶ R1 CTP

T2 ⟶ R2 SLP

T3 ⟶ R3 SLP

T4 ⟶ R4 SLP

T5 ⟶ R5 SLP

2. Intermediate section

a. Intermediate stage   *T6* ⟶ *R6 CTP*

T7 ⟶ *R7 SLP*

T8 ⟶ *R8 SLP*

T9   *R9 DTP (hypertheme)* ⟶

T10 ⟶ *R10 DTP*

T11 ⟶ *R11   DTP*

T12 ⟶ *R12   DTP (hypertheme)*

T13 ⟶ *R13 DTP*

T14 ⟶ *R14 DTP*
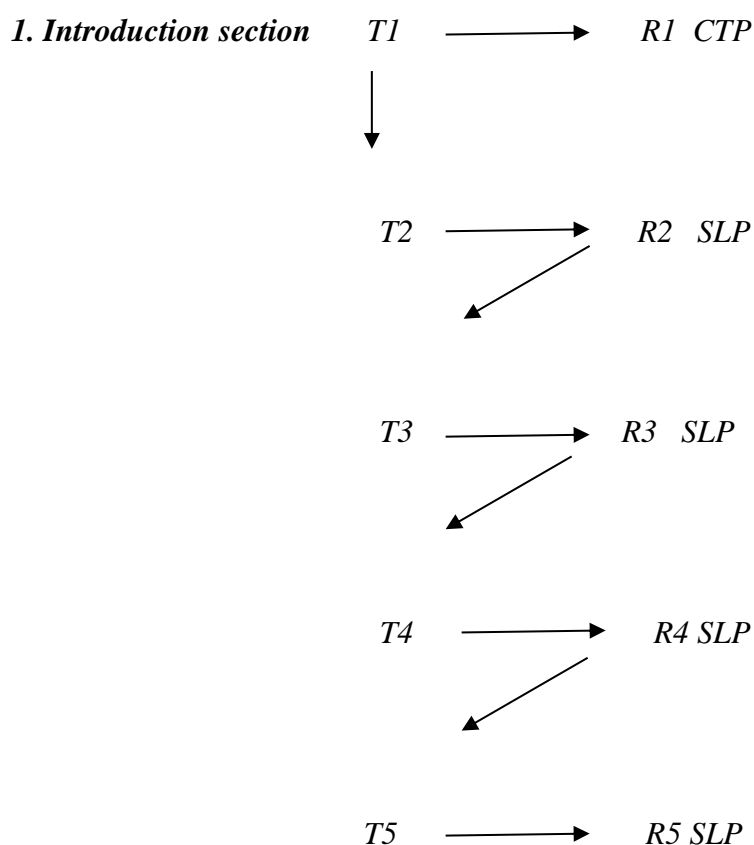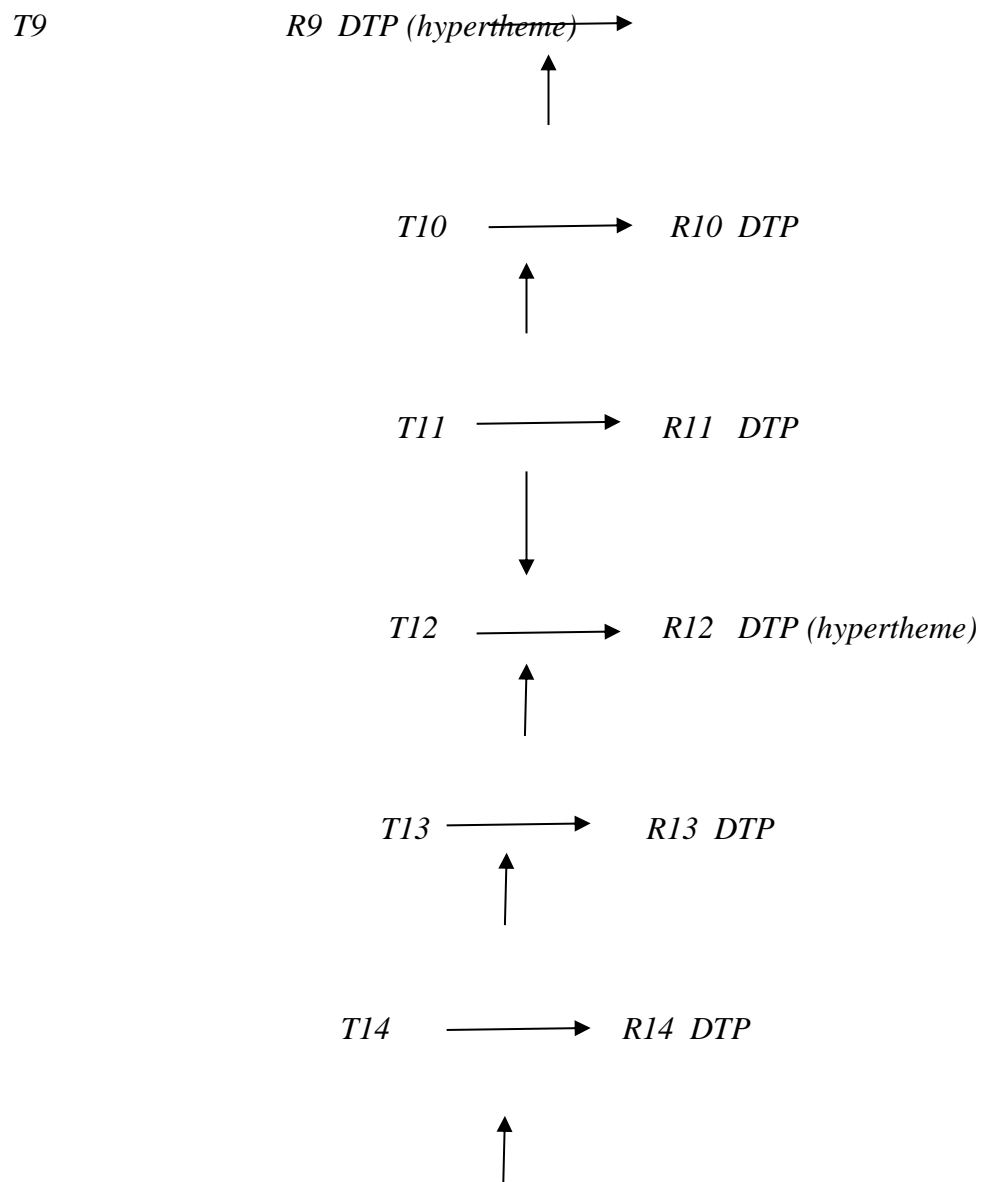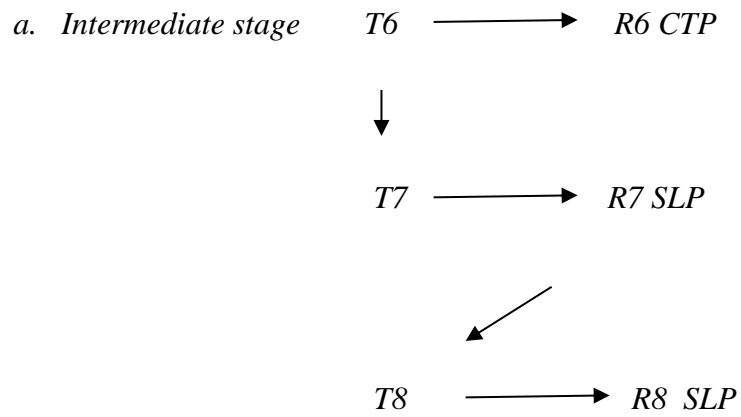
T15 ⟶ *R15 DTP*
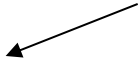
T16 ⟶ *R16 SLP*

T17 ⟶ *R17 SLP*
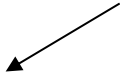
b. Solution stage ///

Coda section

Conclusion stage *T18* ⟶ *R18 SLP*

T19 ⟶ *R19 SLP*

T120 ⟶ *R20 SLP*

T21 ⟶ *R21 SLP*

T22 ⟶ *R22 SLP*

T23 $\longrightarrow$ R23 SLP

T24 $\longrightarrow$ R24 SLP

T25 $\longrightarrow$ R25 SLP

T26 $\longrightarrow$ R26 CTP

T27 $\longrightarrow$ R27 SLP

Moral stage   T28 $\longrightarrow$ R28 SLP
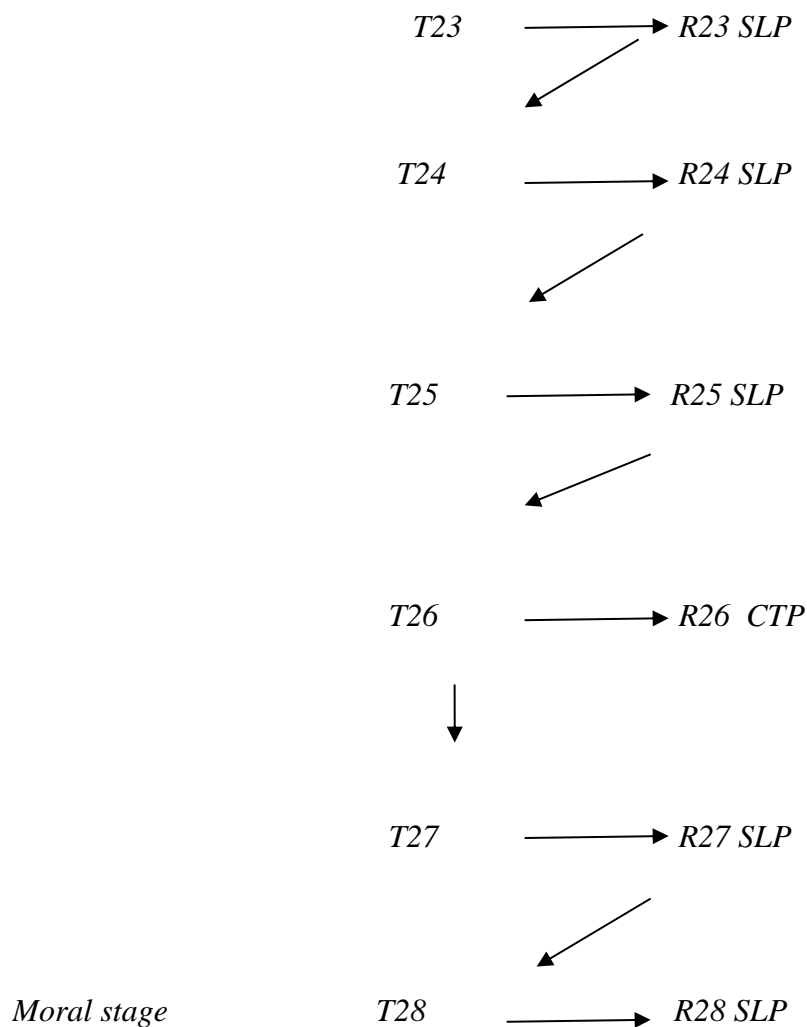
Article 3: **Major Iraqi Shiite group rejects pro-Iran accusations**

1. *RHETORICAL STRUCTURE*

Introduction section	A senior leader of one of Iraq's largest Shiite political parties has denied accusations that the government has placed the country under Iran's domination he said.. Human Hamoudi said Iraq was not governed by a single group

	and it was beyond the power of pro-Iran factions in the government to steer the country according to Iran's wishes.
Intermediate section *Intermediate stage*	*"Iraq is administered by a political coalition which Iraqi coalitionincludes all political forces as well as social groups. It has a parliament with representatives from all these groups," he said.*
	Hamoudi's remarks came following accusations that the current government of Prime Minister Nouri al-Maliki has placed the country under Iran's control and he is currently working for an axis that will include Syria as well as Iran and Iraq.
	"Iraq will not be part of any axis in the region and it is in the interest of the country's political development to be part of such an axis. Iraq is open to all (countries) for equal political, economic and development partnership," he said.
Intermediate section *solution stage*	*///*
Coda section *Conclusion stage*	*Hamoudi is an influential leader in the Iraqi Shiite faction known as the Islamic Supreme Council of Iraq. In Iraq, the latest elections, it won six out of eight Shiite-majority provinces and came first in Baghdad with nearly 40% of the vote. It has one of the largest blocs in the Iraqi parliament with 52 seats.*
	The council with its military arm the Badr forces were raised in

	Iran and it is believed it still maintains close links with Tehran	
Coda section *Moral stage*	*///*	

2. THEME AND RHEME IN RHETORICAL STRUCTUR

	Theme	**Rheme**
5. Introduction section	*A senior leader of one of Iraq's largest Shiite political parties **T1***	*has denied accusations **R1***
	*that the government **T2***	*has placed the country under Iran's domination ,he said.**R2***
		*was not governed by a single group **R3***
	*Human Hamoudi said Iraq **T3***	*was beyond the power of pro-Iran factions in the government to steer the country according to Iran's wishes.**R4***
	*and it **T4***	
6. Intermediate section *e. Intermediate stage*	*"Iraq **T5***	*is administered by a political coalition ,**R5***
	*Which Iraqi coalition **T6***	*includes all political forces as well as social groups.**R6***
		has a parliament with representatives

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	It **T7**	from all these groups," he said.**R7**
		came following accusations **R8**
	Hamoudi's remarks **T8**	has placed the country under **Iran's control R9**
	that the current government of Prime Minister Nouri al-Maliki **T9**	is currently working for an axis **R10**
		will include Syria as well as Iran and Iraq.**R11**
	and he **T10**	will not be part of any axis in the region **R12**
	that **T11**	is in the interest of the country's political development to be part of such an axis.**R13**
	"Iraq **T12**	
	and it **T13**	is open to all (countries) for equal political, economic and development partnership," he said.**R14**
	Iraq **T14**	
f. solution stage	///	///
5. **Coda section**	Hamoudi **T15**	is an influential leader in the Iraqi

e. Conclusion stage		Shiite faction known as the Islamic Supreme Council of Iraq. **R15**
	In Iraq, the latest elections, it **T16**	won six out of eight Shiite-majority provinces **R16**
	And it **T17**	came first in Baghdad with nearly 40% of the vote.**R17**
	It **T18**	
	The council with its military arm the Badr forces **T19**	has one of the largest blocs in the Iraqi parliament with 52 seats.**R18**
		were raised in Iran **R19**
	and it **T20**	is believed it still maintains close links with Tehran **R20**
f. Moral stage	///	///

3. THEMATIC PROGRESSION

1.Introduction section   T1 ⟶ R1 SLP

            T2 ⟶ R2 SLP

T3 $\longrightarrow$ R3 SLP

T4 $\longrightarrow$ R4 SLP

2. Intermediate section

a. Intermediate stage   T5 $\longrightarrow$ R5 SLP

T6 $\longrightarrow$ R6 CTP

T7 $\longrightarrow$ R7 SLP

T8 $\longrightarrow$ R8 SLP

T9 $\longrightarrow$ R9 CTP

T10 $\longrightarrow$ R10 SLP

T11 $\longrightarrow$ R11 SLP

T12 $\longrightarrow$ R12 CTP

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$\downarrow$

T13 $\longrightarrow$ *R13 SLP*

b. Solution stage   *///*

7. Coda section

a. Conclusion stage   *T14* $\longrightarrow$ *R14 SLP*

T15 $\longrightarrow$ *R15 SLP*

T16 $\longrightarrow$ *R16 CTP*

$\downarrow$

T17 $\longrightarrow$ *R17 CTP*

$\downarrow$

T18 $\longrightarrow$ *R18 CTP*

$\downarrow$

T19 $\longrightarrow$ *R19 CTP*

$\downarrow$

T20 $\longrightarrow$ *R20 CTP*
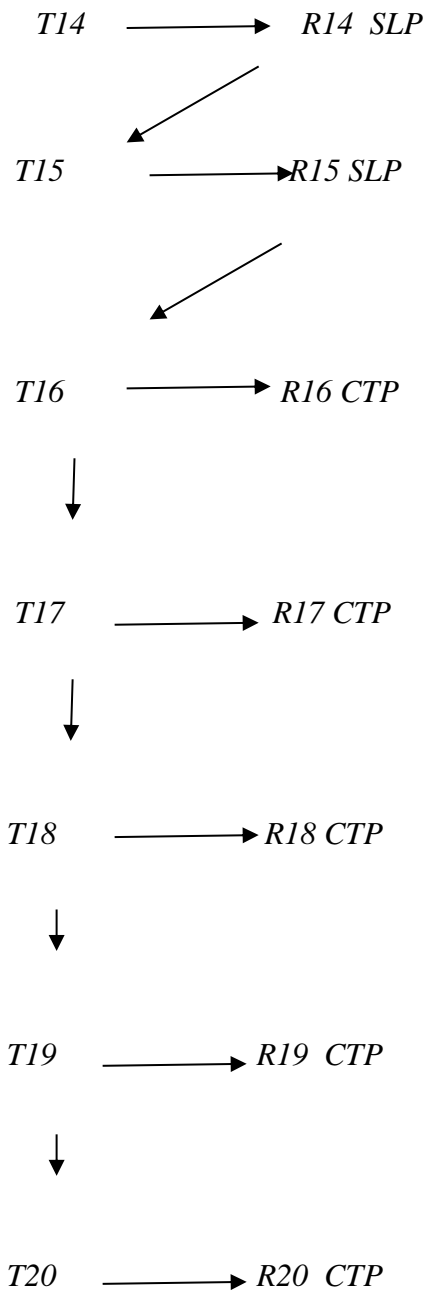
Article 4: **Iraqi forces storm Qaeda camp in Mosul**

1- RHETORICAL STRUCTURE

Introdution section	*A police force for a camp al-Qaeda has stormed in northern Iraq, where al-Qaeda members had piled weapons, explosives, car bombs and the campalso have fuel trucks.* *The camp is located in Jazira, a plateau to the north west of the northern Iraqi city of Mosul.* *"The camp was administered by al-Qaeda. It included workshops for the manufacture of explosive belts and car there in the camp were many fuel trucks as well," a police source said.* *The source, refusing to be named, said the trucks were used by Qaeda to smuggle fuel abroad. Smuggling is one way of how the group raises money.* *At least three truck drivers were arrested by police forcewhen a federal police force stormed the camp, said the source.*
Intermediate section *Intermediate stage*	*Mosul, the capital of the Province of Nineveh, is one of the few remaining major Iraqi cities lacking normalcy.* *Qaeda and other insurgent groups are active in the city and outlying districts. Explosions, assassinations and attacks on government troops frequently occur in the city, Iraq's second largest.*

Intermediate *section* solution stage	///
Coda section Conclusion stage	*The source did not say whether the camp was used for training by* *Qaeda and whether there had been any arrests apart from the two* *drivers.* *There has been relative lull in violence across the country,* *particularly in central Iraq, where Qaeda has been most active.* *Analysts say many Qaeda operatives have migrated to Syria to join* *counterparts in the fight against the government of President Bashar* *al-Assad.*
Coda section Moral stage	///

2. THEME AND RHEME IN RHETORICAL STRUCTURE

	Theme	*Rheme*
Introduction *section*	*A police force for a camp al-* *Qaeda* ***T1*** *where al-Qaeda members* ***T2*** *and the campalso* ***T3***	*has stormed in northern Iraq,****R1*** *had piled weapons, explosives, car* *bombs****R2*** *have fuel trucks.****R3*** *is located in Jazira, a plateau to the* *north west of the northern Iraqi city*

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	The camp **T4**	of Mosul.**R4**
	"The camp **T5**	was administered by al-Qaeda.**R5**
		included workshops for the manufacture of explosive belts **R6**
	It **T6**	
		bombs.**R7**
	and car**T7**	
		were many fuel trucks as well," a police source said.**R8**
	there in the camp **T8**	were used by Qaeda to smuggle fuel abroad.**R9**
	The source, refusing to be named, said the trucks **T9**	is one way of how the group raises money.**R10**
	Smuggling **T10**	were arrested by police force **R11**
	At least three truck drivers **T11**	stormed the camp, said the source.**R12**
	when a federal police force **T12**	
8. ***Intermedia te section*** g. *Intermediat e stage*	Mosul, the capital of the Province of Nineveh, **T13** Qaeda and other insurgent groups **T14**	is one of the few remaining major Iraqi cities lacking normalcy.**R13** are active in the city and outlying districts.**R14**

	*Explosions, assassinations and attacks on government troops frequently **T15***	*occur in the city, Iraq's second largest.**R15***
h. solution stage	*///*	
6. Coda section g. Conclusion stage	*The source did not say whether **T16*** *and whether there **T17*** *There **T18*** *where Qaeda **T19*** *Analysts say many Qaeda operatives**T20***	*the camp was used for training by Qaeda **R16*** *had been any arrests apart from the two drivers.**R17*** *has been relative lull in violence across the country, particularly in central Iraq,**R18*** *has been most active.**R19*** *have migrated to Syria to join counterparts in the fight against the government of President Bashar al-Assad.**R20***
h. Moral stage	*///*	

3. Thematic Progression

1. Introduction section   T1 ⟶ R1   CTP

T2 ⟶ R2   CTP

T3 ⟶ R3   CTP

T4 ⟶ R4 CTP

T5 ⟶ R5   CTP

T6 ⟶ R6   CTP

T7 ⟶ R7 CTP

T8 ⟶ R8   SLP

T9 ⟶ R9   SLP

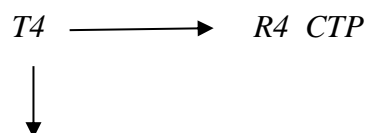T10 ⟶ R10   SLP

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T11 $\longrightarrow$ R11 SLP

T12 $\longrightarrow$ R12 SLP

2.Intermediate section

a. *Intermediate stage*

T13 $\longrightarrow$ R13 DTP

T14 $\longrightarrow$ R14 DTP

T15 $\longrightarrow$ ~~R15 DTP~~

b. Solution stage   *///*

Coda section   T16 $\longrightarrow$ R16 CTP

Conclusion stage   T17 $\longrightarrow$ R17 CTP

T18 $\longrightarrow$ R18 SLP

T19 $\longrightarrow$ R19 CTP

T20 $\longrightarrow$ R20 CTP

*Moral stage /// *

Article 5: Iraq has paid $30 billion to cover fuel imports since 2003-U.S. invasion

1. RHETORICAL STRUCTURE

Introdution section	*Ten years after the U.S. invasion, Iraq still spends billions of dollars every year to meet domestic demand for fuel, an oil expert said.* *Isam al-Jalabi, a former Iraqi oil minister and a renowned oil analysts, said the country has paid more than $30 billion to meet for fuel imports in the years since the invasion.* *"In certain years since the invasion, up to $6 billion have been paid," he added.*
Intermediate section *Intermediate stage*	*Jalabi was an oil minister under the former regime of Saddam Hussein. He was sacked in the run-up to the 1991 Gulf War and others, he add fled the country.* *He said Iraqi refineries before the invasion and despite punitive U.N. trade sanctions,, Iraqi refineries met the country's fuel needs with surplus of fuel for exports to neighboring states, especially Turkey, Jordan and Syria and via terminals on the Gulf.*
Intermediate	*"The money spent on fuel imports would have been enough to build*

section	five major refineries in the country," he said.
solution stage	
Coda section	Jalabi said it took Iraq nine years after the invasion to propel oil output to its pre-war levels.
Conclusion stage	
	Iraq has recently signed a contract with Iran for the import of two million liters a day of diesel fuel as well as other Iraqproductsother products like gasoline.
Coda section	///
Moral stage	

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2. THEME AND RHEME IN RHETORICAL STRUCTURE

	Theme	Rheme
Introduction section	Ten years after the U.S. invasion, Iraq **T1**	still spends billions of dollars every year to meet domestic demand for fuel, an oil expert said.**R1**
	Isam al-Jalabi, a former Iraqi oil minister and a renowned oil analysts, said the country **T2**	has paid more than $30 billion to meet for fuel imports in the years since the invasion.**R2**

	*"In certain years since the invasion, up to $6 billion **T3***	*have been paid," he added.**R3***
9. ***Intermediate section*** i. *Intermediate stage*	*Jalabi **T4*** *He **T5*** *And others, he add **T6*** *He **T7*** *Iraqi refineries **T8*** *with surplus of fuel for **T9***	*was an oil minister under the former regime of Saddam Hussein.**R4*** *was sacked in the run-up to the 1991 Gulf War**R5*** *fled the country.**R6*** *said Iraqi refineries before the invasion and despite punitive U.N. trade sanctions, **R7*** *met the country's fuel needs **R8*** *exports to neighboring states, especially Turkey, Jordan and Syria and via terminals on the Gulf. **R9***
j. *solution stage*	*"The money **T10***	*spent on fuel imports would have been enough to build five major refineries in the country," he said.**R10***
7. ***Coda section*** i. *Conclusion stage*	*Jalabi said it **T11***	*took Iraq nine years after the invasion to propel oil output to its pre-war levels.**R11***

	Iraq **T12**	has recently signed a contract with Iran for the import of two million liters a day of diesel fuel **R12**
	as well as other Iraq products **T13**	like gasoline.**R13**
j. Moral stage	///	

3. Thematic Progression
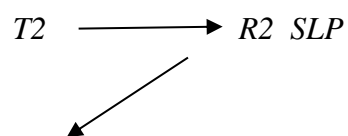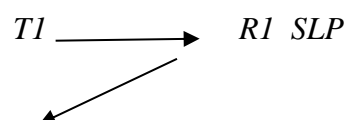
1. Introduction section

T1 ⟶ R1 SLP

T2 ⟶ R2 SLP

T3 ⟶ R3   SLP

2. Intermediate section

a. *Intermediate stage*

T4 ⟶ R4 CTP

T5 ⟶ R5 CTP

T6 ⟶ R6 CTP

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$$T7 \longrightarrow R7\ SLP$$

$$T8 \longrightarrow R8\ SLP$$

$$T9 \longrightarrow T9\ SLP$$

b. Solution stage $\qquad T10 \longrightarrow R10\ SLP$

Coda section

   a. *Conclusion stage*

T11   *R11 CTP* $\longrightarrow$

T12   *R12 CTP* $\longrightarrow$

T13   *R13 CTP* $\longrightarrow$
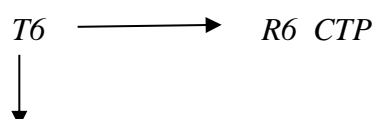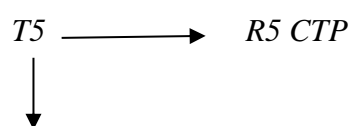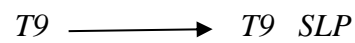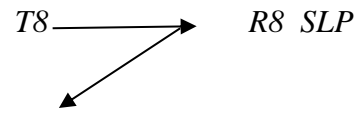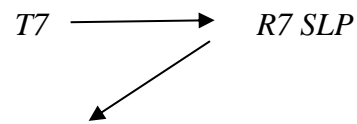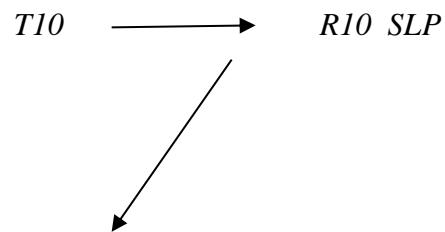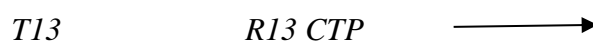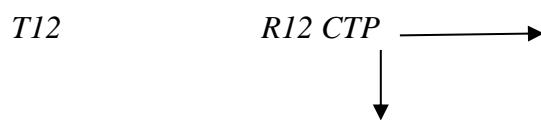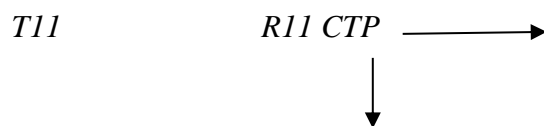
   b. *Moral stage*   *///*

Article 6: 16,000 Iraqis have gone missing since 2003-U.S. invasion

1. RHETORICAL STRUCTURE

Introduction section	*More than 16,000 Iraqis have been kidnapped and kidnapped persons still without a trace since the 2003-U.S. invasion, according to statistics after U.S. invasiongathered by the Ministry of Human Rights.* *It is the first time the ministry reveals official figures about Iraqis who had gone missing in the Iraqi wars and Iraq turbulence that followed the country's invasion by a U.S.-led coalition in 2003.*
Intermediate section *Intermediate stage*	*"Our statistics show that after invasion by a U.S there are 16,000 people who have been kidnapped but the figure must be much higher than that since there are certainly cases not yet reported to us," said Arkan Saleh the head of the ministry's Humanitarian Affairs Section.* *Saleh said the ministry was trying its best to solve these cases but to no avail.* *He said families visit the ministry regularly asking for their beloved ones, he said, adding that there was little he could do.* *The issue of missing Iraqis is very sensitive since it adversely affects not only the future of wives and children but it also has*

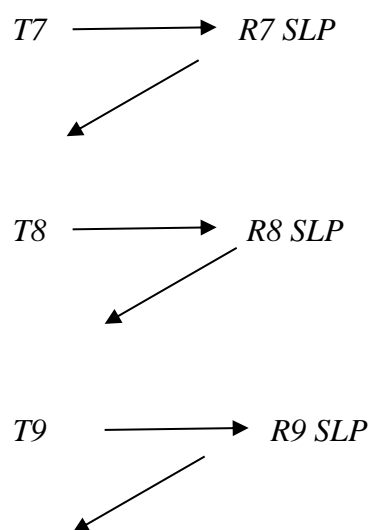|	
	legal and religious implications.
Intermediate ***section*** solution stage	///
Coda section Conclusion stage	Shortly after the U.S. invasion, Iraq witnessed a period of kidnapping for ransom and tens of thousands of Iraqis kidnapping were reported to have been abducted. But Saleh not all kidnapped were return home. Asked if he believed any of the 16,000 unaccounted-for Iraqis were still alive, Saleh said: "I do not think so." He said most of these cases took place at least five to six years ago and the fact that we still have no clue about their whereabouts one could assume that they had been victims of the spiral of violence particularly in the years 2005 to 2008.
Coda section Moral stage	///

2. *THEME AND RHEME IN RHETORICAL STRUCTURE*

	Theme	*Rheme*
1.Introduction **section**	*More than 16,000 Iraqis **T1*** *And kidnapped*	*have been kidnapped **R1*** *still without a trace since the 2003-U.S.*

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	*persons**T2**	*invasion, **R2***
	*according to statistics after U.S. invasion **T3***	*gathered by the Ministry of Human Rights.**R3***
	*It **T4***	*is the first time the ministry reveals official figures about Iraqis **R4***
	*Who **T5***	*had gone missing in the Iraqi wars **R5*** *followed the country's invasion by a U.S.-led coalition in 2003.**R6***
	*And Iraq turbulence that **T6***	
Intermediate section *Intermediate stage*	*"Our statistics show that after invasion by a U.S there **T7***	*are 16,000 people **R7*** *have been kidnapped **R8***
	*Who **T8***	*must be much higher than that **R9***
	*but the figure **T9***	*are certainly cases not yet reported to us," said Arkan Saleh the head of the ministry's Humanitarian Affairs Section.**R10***

	since there **T10**	was trying its best to solve these cases but to no avail.**R11**
		visit the ministry regularly asking for their beloved ones,**R12**
	Saleh said the ministry**T11**	was little he could do.**R13**
	He said, families **T12**	is very sensitive **R14**
		affects not only the future of wives and children **R15**
	he said, adding that there **T13**	has legal and religious implications.**R16**
	The issue of missing Iraqis **T14**	
	since it adversely **T15**	
	but it also **T16**	
k. solution stage	///	///
8. Coda section k. Conclusion stage	Shortly after the U.S. invasion, Iraq **T17**	witnessed a period of kidnappingfor ransom **R17**

	and tens of thousands of Iraqiskidnapping **T18**	*were reported to have been abducted.***R18**
	But Saleh not all kidnapped **T19**	*were return home.***R19** *were still alive,***R20**
	Asked if he believed any of the 16,000 unaccounted-for Iraqis **T20**	*do not think so."***R21** *took place at least five to six years ago* **R22**
	Saleh said: "I **T21**	*still have no clue about their whereabouts one could assume* **R23**
	He said most of these cases **T22** *and the fact that we* **T23**	*had been victims of the spiral of violence particularly in the years 2005 to 2008.* **R24**
	that they **T24**	
l. *Moral stage*	*///*	*///*

3. Thematic Progression

1.Introduction section   *T1* ──────────▶ *R1 SLP*
                                              ╲
                                               ▼

                        T2 ──────────▶ *R2 SLP*
                                              ╲
                                               ▼

                        T3 ──────────▶ *R3 SLP*
                                              ╲
                                               ▼

                        T4 ──────────▶ *R4 SLP*
                                              ╲
                                               ▼

                        T5 ──────────▶ *R5 SLP*
                                              ╲
                                               ▼

                        T6 ──────────▶ *R6 SLP*

2. Intermediate section

a. *Intermediate stage*

                        T7 ──────────▶ *R7 SLP*
                                              ╲
                                               ▼

                        T8 ──────────▶ *R8 SLP*
                                              ╲
                                               ▼

                        T9 ──────────▶ *R9 SLP*
                                              ╲
                                               ▼

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$T10 \longrightarrow R10\ SLP$

$T11 \longrightarrow R11\ CTP$

$T12 \longrightarrow R12\ CTP$

$T13 \longrightarrow R13\ CTP$

$T14 \longrightarrow R14\ CTP$

$T15 \longrightarrow R15\ CTP$

$T16 \longrightarrow R16\ \ CTP$

b. Solution stage   *///*

Coda section

Conclusion stage   *T17* $\longrightarrow$ *R17 SLP*

T18 $\longrightarrow$ R18 SLP

$\downarrow$

T19 $\longrightarrow$ R19 CTP

$\downarrow$

T20 $\longrightarrow$ R20 CTP

$\downarrow$

T21 $\longrightarrow$ R21 CTP

$\downarrow$

T22 $\longrightarrow$ R22 CTP

$\downarrow$

T23 $\longrightarrow$ R23 CTP

T24 $\longrightarrow$ R24 SLP

c. *Moral stage* ///

Article 7: Will the U.S. apologize to Iraq for its disgraceful 2003 invasion?

1. *Rhetorical structrue*

Introdution section	*March 20 marked the 10th anniversary of the U.S. invasion of Iraq, a country that had not attacked America or posed the slightest threat to it.*
	It is therefore disgraceful to see some Iraqis celebrating the occupation of the country by U.S..troop under their rubric of ridding the country of dictatorship and the dismantling of its non-existent weapons of mass destruction.
Intermediate section *Intermediate stage*	*Allegations like these, among them Iraq's connection to 9/11 terrorist attacks, have become a laughingstock even in the U.S.* *The decade in which Iraq languished under U.S. military occupation is one of the darkest in its history. It divided the nation, ruined its infrastructure and caused wide-spread suffering and untold pain and misery.* *What happened during this decade of darkness was something Iraqis had not seen in the past 200 years of Iraq history.* *The politicians running Iraq today were the only ones who clapped for the invading troops.* *As the invaders settled down, a terrific campaign to dismember the country and destroy its social fabric started.* *Torture, murder, killing, kidnapping, summary executions, ongoing military operations, unprecedented upsurge in violence,*

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	summary arrests, destruction and ongoing military campaigns became the major landmarks of the occupation. *Sectarianism, currently the country's number one enemy, surfaced in Iraq with the advent of the invasion. So the invasiondid most of the ills the country now suffers from.* *America invasion has not and will not apologize for its* *disgraceful invasion of Iraq so long as in Iraq there* *is no one asking it to do so.*
Intermediate section *solution stage*	*///*
Coda section *Conclusion stage*	*An account of the decade of U.S. occupation of Iraq will need volumes of writings that will be pregnant with atrocities, which unfortunately did not come to an end with the U.S. withdrawal.* *It will take Iraqis ages to put behind them the horrible the crimes the administration of the former U.S. President George W. Bush committed against them.* *Bush and his cronies have ruined a country and they destroyed a nation, turning it into a land run by thieves and full of their victims.*
Coda section *Moral stage*	*Ten years after the ill-fated invasion, the U.S. is required to reconsider its actions, take courage and issue an unequivocal*

	apology to the Iraqi people.	

2. Theme and Rheme in each rhetorical section

	Theme	*Rheme*
Introdution section	*March 20* *T1*	*marked the 10th anniversary of the U.S. invasion of Iraq,* **R1**
	a country that **T2**	*had not attacked America* **R2**
	or **T3**	*posed the slightest threat to it.* **R3**
	It **T4**	*is therefore disgraceful to see some Iraqis celebrating the occupation of the country by U.S.. troop* **R4**
	Under their rubric **T5**	*of ridding the country of dictatorship* **R5**
	And **T6**	*the dismantling of its non-existent weapons of mass destruction.* **R6**
Intermediate section *Intermediate stage*	*Allegations like these, among them Iraq's connection to 9/11 terrorist attacks,* **T7**	*have become a laughingstock even in the U.S.* **R7**

The decade in which Iraq languished under U.S. military occupation **T8**	*is one of the darkest in its history.* **R8**
	divided the nation, ruined its infrastructure **R9**
It **T9**	*caused wide-spread suffering* **R10**
And it **T10**	*untold pain and misery.* **R11**
And it **T11**	*was something Iraqis had not seen in the past 200 years of Iraq history.* **R12**
What it happened during this decade of darkness **T12**	*were the only ones who clapped for the invading troops.* **R13**
The politicians running Iraq today **T13**	*settled down, a terrific campaign to dismember the country.* **R14**
	destroy its social fabricstarted **R15**
As the invaders **T14**	*became the major landmarks of the occupation.* **R16**
And the invaders **T15**	

	Torture, murder, killing, kidnapping, summary executions, ongoing military operations, unprecedented upsurge in violence, summary arrests, destruction and ongoing military T16	*surfaced in Iraq with the advent of the invasion. R17*
		did most of the ills the country now suffers from.R18
		has not and will not apologize for its disgraceful invasion of Iraq R19
		is no one asking it to do so.R20
	Sectarianism, currently the country's number one enemy,T17	
	So the invasion T18	
	America invasion T19	
	so long as in Iraq there T20	
solution stage	*////*	*////*

9. Coda section		
Conclusion stage	*An account of the decade of U.S. occupation of Iraq T21*	*will need volumes of writingsR21*
		will be pregnant with atrocities, R22
	That T22	*did not come to an end with the U.S. withdrawal. R23*
	This unfortunately T23	*will take Iraqis ages to put behind them T24*
	It T24 *the horrible the crimes the administration of the former U.S. President George W. Bush T25*	*committed against them.R25*
	Bush and his cronies T26	*have ruined a countryR26* *destroyed a nation,R27* *run by thieves and full of their victims.R28*
	And theyT27 *turning it into a land T28*	
m. Moral stage	*Ten years after the ill-fated invasion, the U.S. T29*	*is required to reconsider its actions, T29* *to the Iraqi people.R30*

	*take courage and issue an unequivocal apology **T30***	

3. Thematic Progression in each rhetorical structure

Introdution section

T1 ⟶ R1 SLP

T2 ⟶ R2SLP

T3 ⟶ R3 SLP

T4 ⟶ R4 SLP

T5 ⟶ R5 SLP

T6 ⟶ R6 SLP

intermediate section

- ***Intermediate stage***

$T7 \longrightarrow R7\ SLP$

$T8 \longrightarrow R8\ CTP$

$T9 \longrightarrow R9\ CTP$

$T10 \longrightarrow R10\ CTP$

$T11 \longrightarrow R11\ CTP$

$T12 \longrightarrow R12\ SLP$

$T13 \longrightarrow R13\ \ SLP$

$T14 \longrightarrow R14\ DTP(hypertheme)$

$T15 \longrightarrow R15\ DTP$

$T16 \longrightarrow R16\ DTP$
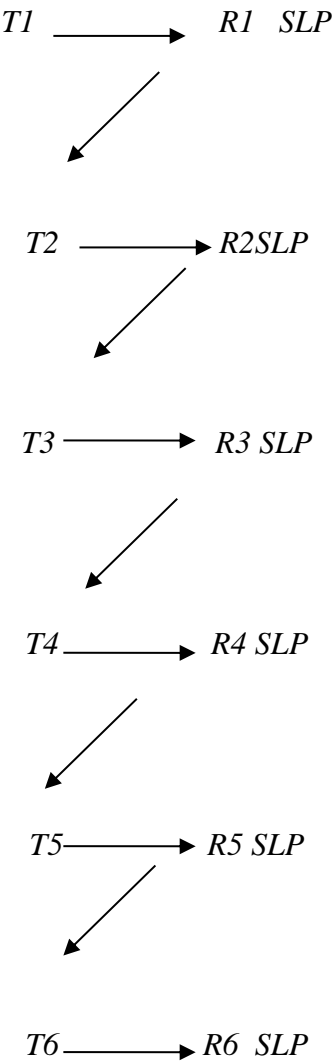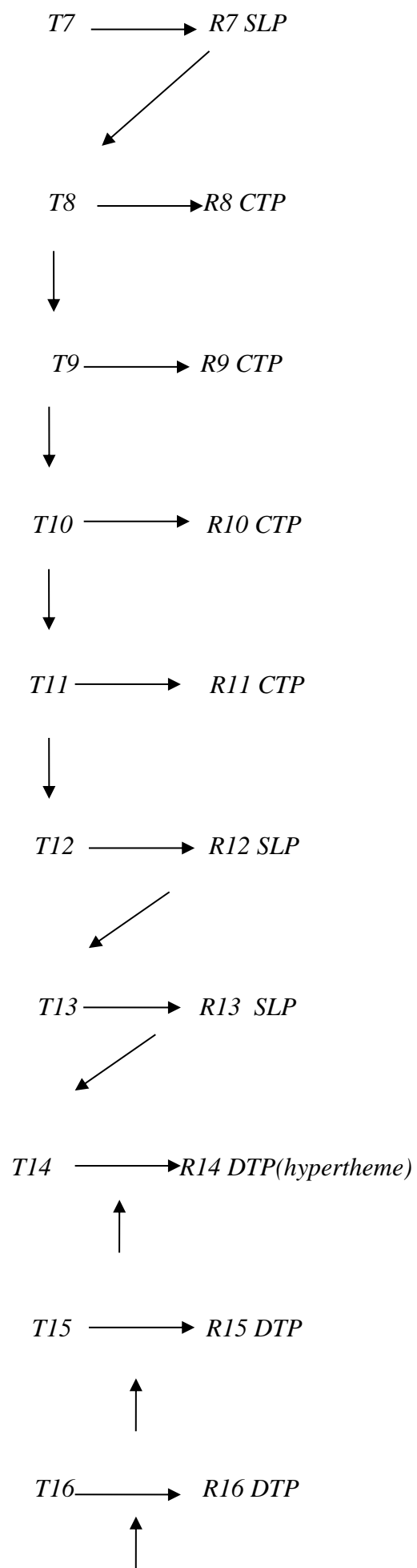
$$T17 \longrightarrow R\ 17\ SLP$$
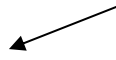
$$T18 \longrightarrow R18\ CTP$$

$$T19 \longrightarrow R19\ SLP$$
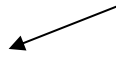
$$T20 \longrightarrow R20\ SLP$$

b. Solution stage   ///

C. Coda

Conclusion

$$T121 \longrightarrow R21\ SLP$$

$$T22 \longrightarrow R22\ SLP$$

$$T23 \longrightarrow R23\ SLP$$

$$T24 \longrightarrow R24\ CTP$$

174

T25 ──────→ R25 SLP

│
↓
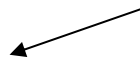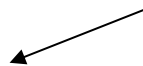
T26 ──────→ R26 CTP

│
↓

T27 ──────→ R27 CTP

↘

T28 ──────→ R28 SLP

↘

Moral

T29 ──────→ R29 SLP

↙

T30 ──────→ R30 SLP

Article 8: **Fears of upsurge in violence mount in Iraq as Qaeda strikes with vengeance**

1. *RHTORICAL STRUCTURE*

Introdution section	*There are signs that the al-Qaeda branch in Iraq is getting stronger amid reports of an influx of operatives from Syria, Iraqi security officials said.*

	The officials, speaking on conditions of anonymity for fear of reprisals, said large swathes of Diyala Province have been penetrated by the group, with provincial authorities saying they are preparing for the worse.
Intermediate section *Intermediate stage*	*Qaeda had lost its bastions in central Iraq, including Diyala, but the officials said there was apparently a surplus of foreign fighters in Syria and many of them were being sent to fight in Iraq.* *"We are aware of a plan to cause widespread insecurity," one official said.* *Another source said "the terrorists" returning to Iraq represented the group's third generation – young people who were originally mobilized to fight in Syria.* *He added Iraq has witnessed a surge in attacks such as car bombs and suicide bombings claiming hundreds of lives in the past few weeks in Iraq and causing massive damage.*
Intermediate section *solution stage*	*///
Coda section *Conclusion stage*	*The upsurge in violence by al-Qaeda took place following reports that groups affiliated to al-Qaeda in Syria have acknowledged the authority of its supreme leader Ayman al-Dhawhiri and al-Qaeda are trying to form a unified*

	leadership of their operations in both Iraq and Syria.
	He said Iraqi intelligence was aware of massive foreign support to "the terrorists" from regional countries which he refused to name.
Coda section *Moral stage*	*///*

2. Theme and Rheme in rhetorical structrure

	Theme	*Rheme*
Introduction section	*There **T1***	*are signs **R1***
	*that the al-Qaeda branch in Iraq **T2***	*is getting stronger amid reports of an influx of operatives from Syria, Iraqi security officials said. **R2***
	*The officials, speaking on conditions of anonymity for fear of reprisals, said large swathes of Diyala Province **T2***	*have been penetrated by the group, **R2***
		*are preparing for the worse.**R3***
	*with provincial authorities saying they **T3***	
Intermediate		*had lost its bastions in central Iraq,*

section	Qaeda **T4**	including Diyala,**R4**
Intermediate stage	but the officials said there **T5**	was apparently a surplus of foreign fighters in Syria **R5**
		were being sent to fight in Iraq.**R6**
	and many of them **T6**	are aware of a plan to cause widespread insecurity," one official said.**R7**
	"We **T7**	were originally mobilized to fight in Syria.**R8**
	Another source said "the terrorists" returning to Iraq represented the group's third generation – young people who **T8**	has witnessed a surge in attacks such as car bombs and suicide bombings claiming hundreds of lives in the past few weeks, **R9**
	He added Iraq **T9**	causing massive damage **R10**
	in Iraq and **T10**	
l. solution stage	///	///
10. Coda section n. Conclusion stage	The upsurge in violence by al-Qaeda **T11** that groups affiliated to al-Qaeda in Syria **T12**	took place following reports **R11** have acknowledged the authority of its supreme leader Ayman al-Dhawhiri **R12**

	*and al-Qaeda **T13***	*are trying to form a unified leadership of their operations in both Iraq and Syria.**R13***
	*He said Iraqi intelligence **T14*** *which **T15***	*was aware of massive foreign support to "the terrorists" from regional countries.**R14*** *he refused to name **R15***
o. Moral stage	///	///

Thematic Progression

1. Introduction section   T1 ──────▶ R1 SLP

                               T2 ──────▶ R2 CTP
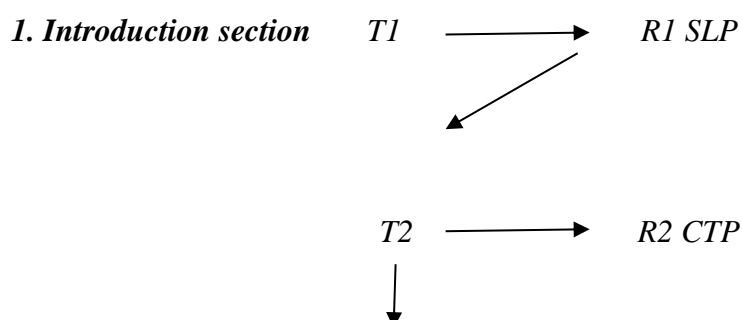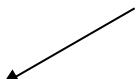
$T3 \longrightarrow R3\ CTP$

2.Intermediate section

a. *Intermediate stage*

$T4 \longrightarrow R4\ SLP$

$T5 \longrightarrow R5\ SLP$

$T6 \longrightarrow R6\ SLP$

$T7 \longrightarrow R7\ SLP$

$T8 \longrightarrow R8\ SLP$

$T9 \longrightarrow R9\ CTP$

$T10 \longrightarrow R10\ CTP$

b. Solution stage ///

Coda section

Conclusion stage

```
T11  ──────────▶  R11 CTP
 │
 ▼
T12  ──────────▶  R12 CTP
 │
 ▼
T13  ──────────▶  R13 SLP
        ◀───
T14  ──────────▶  R14 SLP
              ◀───
T15  ──────────▶  R15  SLP
```
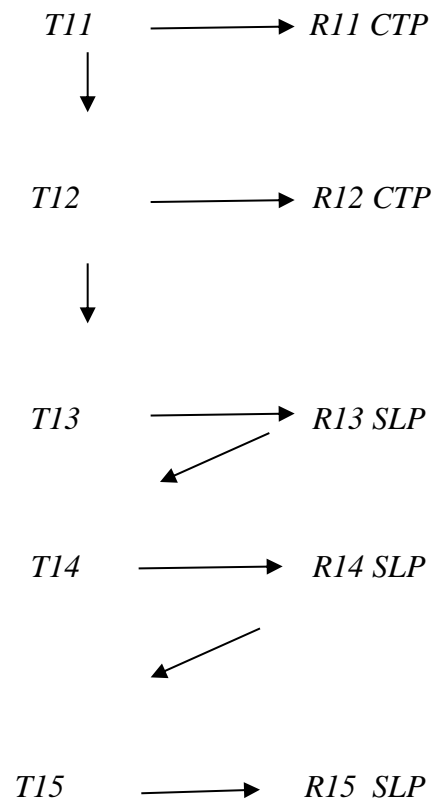
d. *Moral stage*   ///

Article 9: **Premier orders arrest of security chiefs for failure to thwart attacks**

1. **Rhetorical structure.**

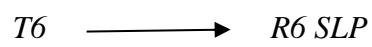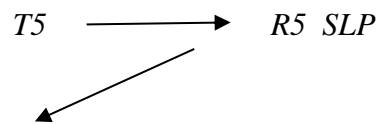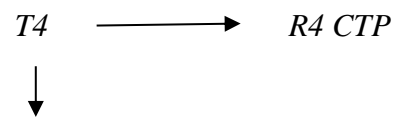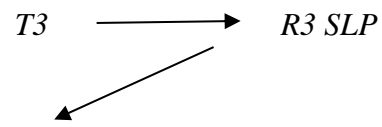| Introduction section	*The latest upsurge in violence that has seen hundreds of fatalities. After this violence events, in the past few days, in the past few days has prompted the Prime Minister Nouri al-Maliki to order the arrest of security chiefs in charge of areas where the explosions and car bombings have taken place.*
	Maliki is commander-in-chief in Iraq and acting Interior Minister. It

	is not clear how many senior officers are currently behind bars but the measure of arrested senior officers has been harshly criticized by the parliament.
Intermediate section *Intermediate stage*	*Maliki's move cames following deadly car bombings and suicide attacks in the restive Province of Diyala, specifically targeting Muslim Shiites during their Friday prayers.* *The bombings in Friday prayers have terrorized Shiites in the Province of which Baaquba is the capital and in Baaqubahave shown the vulnerability of the measures the government has take to protect Iraqis.* *In Iraq there has been a surge in attacks in the past few weeks and many Iraqis now fear a return of the days of massive bombing attacks by the al-Qaeda branch of Iraq.* *Iraq was witnessing a semblance of quiet prior to the start of anti-government demonstrations in the predominately Sunni provinces, protesting what they see as marginalization by the Shiite-dominated government.* *The parliamentary Security and Defense Commission in government hit out at Maliki, blaming his government for the latest security failures and the increase in attacks.* *for the latest security failures and the increase in attacks.*
Intermediate section	*///*

solution stage	
Coda section *Conclusion stage*	*"The security situation is very chaotic and it is getting worse with every passing day. The strategy to reinstate security is wrong," said Shwan Taha the commission's head.He criticized Maliki's order to arrest the security chiefs in charge of areas where the explosions have taken place, saying such moves will lead to nothing.* *"The explosions represent a failure in security strategy and not security mishap. The security strategies are in a quagmire because the whole security apparatus of the country is now politicized.*
Coda section *Moral stage*	*"The aim of security forces today is the protection of those in power and not safeguarding citizens," he added.*

2. ***Theme and Rheme in rhetorical srtucture***

	Theme	**Rheme**
Introductio n section	*The latest upsurge in violence that **T1*** *After this violence events, in the past few days **T2***	*has seen hundreds of fatalities **R1*** *has prompted the Prime Minister Nouri al-Maliki to order the arrest of security chiefs in charge of areas**R2***

		have taken place.**R3**
	where the explosions and car bombings **T3**	
	Maliki **T4**	is commander-in-chief in Iraq and acting Interior Minister.**R4**
		is not clearhow many senior officers are currently behind bars **R5**
	He order to arrest of security chiefs but it **T5**	has been harshly criticized by the parliament.**R6**
	but the measure of arrested senior officers **T6**	
Intermediate section ***Intermediate stage***	Maliki's move **T7**	comes following deadly car bombings **R7**
	And **T8**	suicide attacks in the restive Province of Diyala, **R8**
	specifically targeting Muslim Shiites during their **T9**	Friday prayers.**R9**
		have terrorized Shiites in the Province **R10**
	The bombings in Friday prayers **T10**	is the capital **R11**

	*of which Baaquba **T11***	*have shown the vulnerability of the measures the government has take to protect Iraqis.**R12***
	*and in Baaquba **T12***	*has been a surge in attacks in the past few weeks **R13***
	*in Iraq there **T13***	*fear a return of the days of massive bombing attacks by the al-Qaeda branch of Iraq **R14***
	*and many Iraqis now **T14***	*was witnessing a semblance of quiet prior to the start of anti-government demonstrations in the predominately Sunni provinces, **R15***
	*Iraq **T15***	*see as marginalization by the Shiite-dominated government **T16***
	*protesting what they **T16***	*hit out at Maliki,**R17***
	*The parliamentary Security and Defense Commission in government **T17***	
	*blaming his government for the latest security **T18***	*failures and the increase in attacks. **R18***
solution stage	*///*	*///*
Coda section	*The security situation*	*is very chaotic **R19***

Conclusion stage	T19	is getting worse with every passing day.R20
	and it T20	is wrong" said Shwan Taha the commission's head. R21
	The strategy to reinstate security T21	criticized Maliki's order to arrest the security chiefs in charge of areas R22
	He T22	have taken place,R23
	where the explosions T23	will lead to nothing.R24
	saying such moves T24	represent a failure in security strategy and not security mishap. R25
	"The explosions T25	are in a quagmire R26
	The security strategiesT26	is now politicized.R27
	because the whole security apparatus of the countryT27	
p. Moral stage	"The aim of security forces todayT28	is the protection of those in power and not safeguarding citizens," he added.R28

3.Thematic Progression
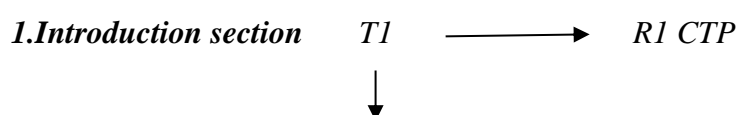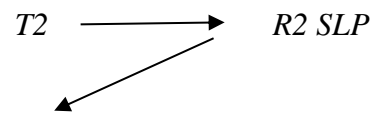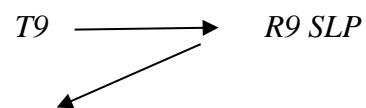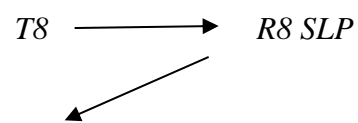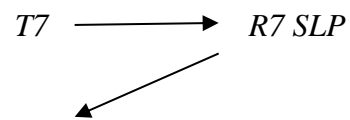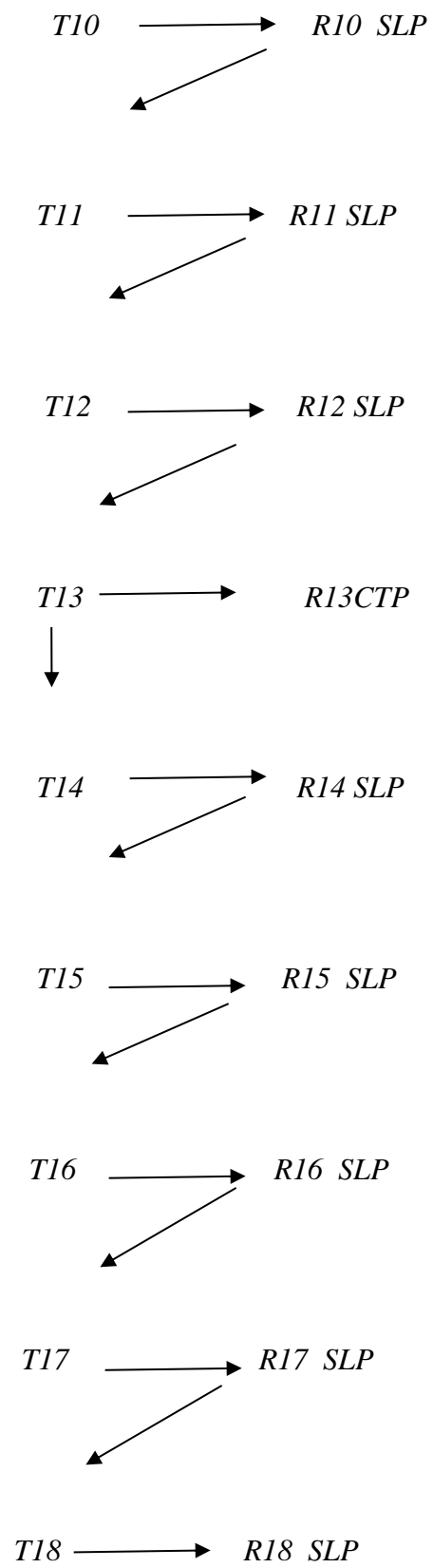
1.Introduction section   T1 ⟶ R1 CTP

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T2 $\longrightarrow$ R2 SLP

T3 $\longrightarrow$ R3 SLP

T4 $\longrightarrow$ R4 CTP

T5 $\longrightarrow$ R5 SLP

T6 $\longrightarrow$ R6 SLP

2. Intermediate section

a. *Intermediate stage*

T7 $\longrightarrow$ R7 SLP

T8 $\longrightarrow$ R8 SLP

T9 $\longrightarrow$ R9 SLP

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T10 ────────────▶ *R10 SLP*

T11 ────────────▶ *R11 SLP*

T12 ────────────▶ *R12 SLP*

T13 ────────────▶ *R13CTP*

T14 ────────────▶ *R14 SLP*

T15 ────────────▶ *R15 SLP*

T16 ────────────▶ *R16 SLP*

T17 ────────────▶ *R17 SLP*

T18 ────────────▶ *R18 SLP*

b. *Solution stage*   *///*

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3.Coda section

Conclusion stage   *T19*   ———————*R19 CTP*

T20   ———————*R20 CTP*

T21   ———————*R21 SLP*

T22   ———————*R22 SLP*

T23   ———————*R23 SLP*

T24   ———————*R24 SLP*

T25   ———————*R25 SLP*

T26   ———————*R26 CTP*

$$\downarrow$$

$$T27 \longrightarrow R27\ CTP$$

$$\downarrow$$

Moral stage $\qquad T28 \longrightarrow R28\ CTP$
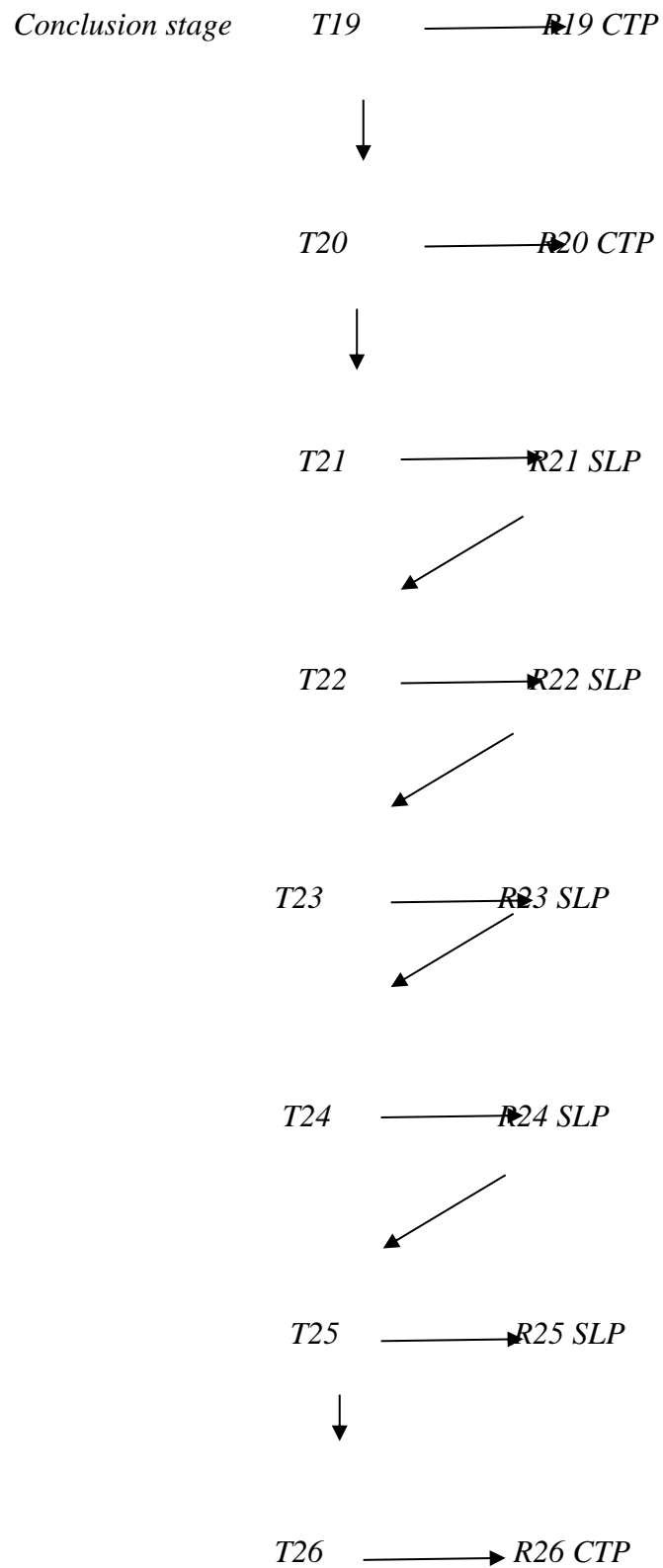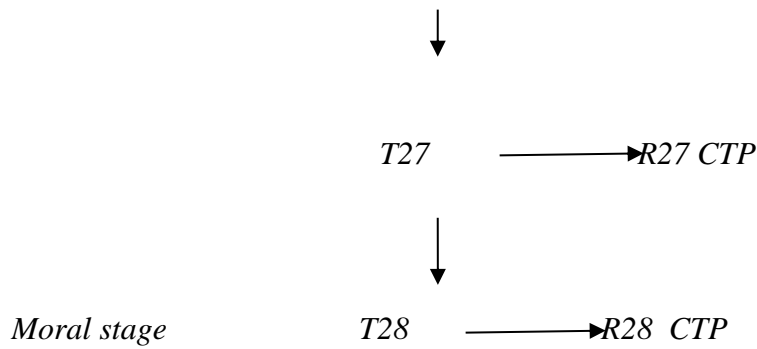
Article 10: **Violence destroyed industry in restive province**

1. RHETORICAL STRUCTURE

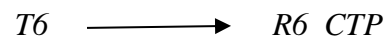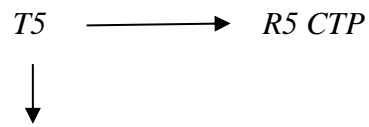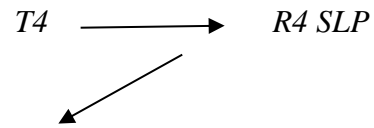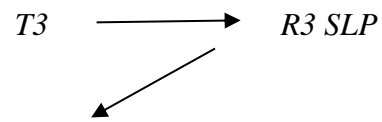| Introduction section	The violence that swept Iraq in the aftermath of the 2003-U.S. invasion Iraq has destroyed the industrial base in the Province of Diyala, a senior provincial official has said.
	Abdulhusain al-Shammari, head of Diyala's municipality, said there were 85 major factories which were burned, ransacked or looted after the U.S. invasion in Iraq.
	He said in Iraq the upsurge in violence that followed the invasion, he added, power shortages and the influx of cheap commodities from abroad have made owners abandon any idea of rehabilitating their businesses.
Intermediate section Intermediate	Diyala, of which Baaquba is the provincial capital, has been one of the country's most violent provinces and it was a bastion for the Iraqi al-Qaeda branch.

stage	_In Diyala some semblance of tranquility has returned to the province but in Diyala there are fears that the current sectarian strife in province might lead to a resurgence of al-Qaeda terror._
Intermediate section solution stage	_Shammari urged the government to impose tariffs on imported products . He add the products which are produced locally to safeguard domestic industry._ _He said low-quality and cheap products were flooding the country, making it almost impossible for local industry to compete as it struggles with power shortages and violence._
Coda section Conclusion stage	_Shammari said Diyala's factory only needed 20 megawatts of electricity to keep the factories rolling, but the Ministry of Electricity in Diyala has failed to make that available._
Coda section Moral stage	_Bringing local industry on stream in the province will "absorb the high rate of unemployment" he said._

2. _Theme and Rheme in retorical structure_

Introduction	_Theme_	_Rheme_
section	_The violence that **T1**_ _in the aftermath of the 2003-U.S. invasion Iraq **T2**_	_swept Iraq **R1**_ _has destroyed the industrial base in the Province of Diyala, a senior provincial official has said.**R2**_

		were 85 major factories *R3*
	Abdulhusain al-Shammari, head of Diyala's municipality, said there T3	*were burned, ransacked or looted after the U.S.invasion in Iraq.R4*
	Which T4	*followed the invasion R5*
	He said in Iraq the upsurge in violence that T5	*have made owners abandon any idea of rehabilitating their businesses.R6*
	He added, power shortages and the influx of cheap commodities from abroad T6	
Intermediate section *Intermediate stage*	*Diyala, of which Baaquba is the provincial capital,T7*	*has been one of the country's most violent provinces R7*
	and itT8	*was a bastion for the Iraqi al-Qaeda branch.R8*
	in Diyala Some semblance of tranquility T9	*has returned to the province R9* *are fears T10*

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	but in Diyala there **T10**	might lead to a resurgence of al-Qaeda terror.**R11**
	that the current sectarian strife in province **T11**	
solution stage	Shammari urged the government **T12**	to impose tariffs on imported products **R12**
	He add the products which **T13**	are produced locally to safeguard domestic
	He said low-quality and cheap products **T14**	were flooding the country,**R14**
	making it almost impossible for local industry **T15**	to compete as it struggles with power shortages andviolence. **R15**
Coda section Conclusion stage	Shammari said Diyala's factory only needed 20 megawatts of electricity **T16**	to keep the factories rolling,**R16**
		has failed to make that available.**R17**
	But in Diyala the Ministry of Electricity	

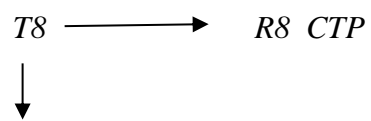|	**T17**	
Moral stage	*Bringing local industry on stream in the province* **T18**	*will "absorb the high rate of unemployment" he said.* **R18**

3. Thematic Progression
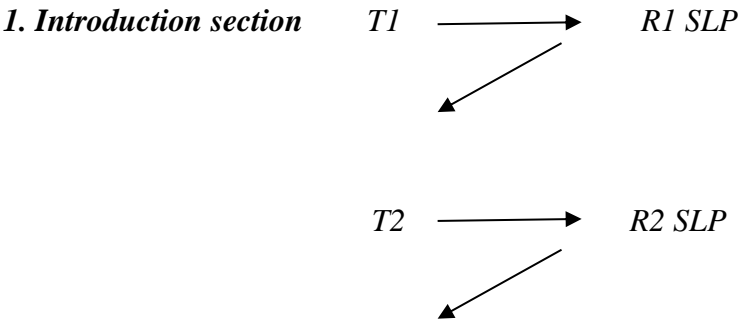
1. Introduction section   *T1* ⟶ *R1 SLP*

T2 ⟶ *R2 SLP*

$$T3 \longrightarrow R3\ SLP$$

$$T4 \longrightarrow R4\ SLP$$

$$T5 \longrightarrow R5\ CTP$$

$$T6 \longrightarrow R6\ CTP$$

2.Intermediate section

a. Intermediate stage

$$T7 \longrightarrow R7\ CTP$$

$$T8 \longrightarrow R8\ CTP$$

$$T9 \longrightarrow R9\ CTP$$

$$T10 \longrightarrow R10\ CTP$$

$$T11 \longrightarrow R11\ CTP$$

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b. Solution stage   *T12* ⟶ *R12 CTP*

                                              ↓

T13   *R13 CTP* ⟶

                                              ↓

T14   *R14 CTP* ⟶

                                              ↓

T15   *R15 CTP* ⟶

Coda section

          Conclusion stage   *T16* ⟶ *R16 CTP*

                                              ↓

          T17   *R17 CTP* ⟶

                                              ↓

          Moral stage   *T18* ⟶ *R18 CTP*
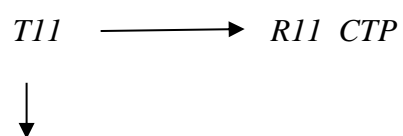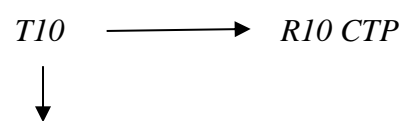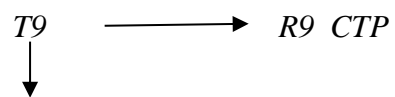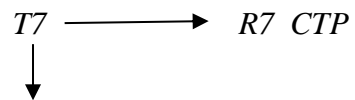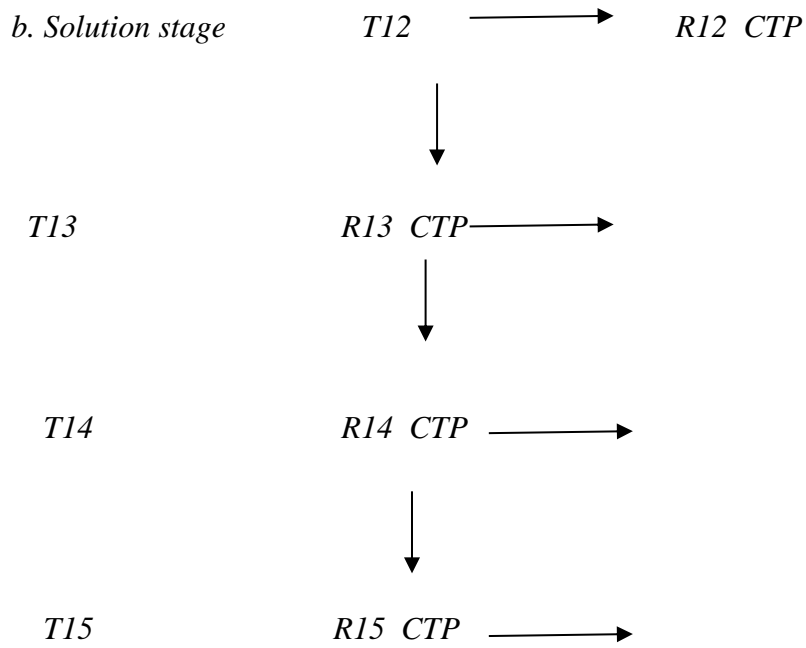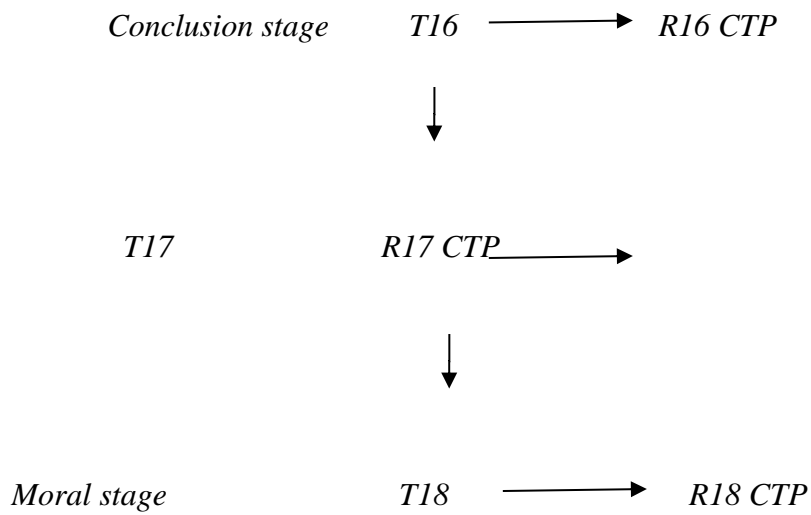
Article 11: **Nine car bombs in six days**

1. Rhetorical structure

Introduction section	*In the six days since the sparring Iraqi politicians reportedly put their differences aside, there have nine major car bombs most of them in the restive provinces of Nineveh and Anbar.* *Scores of innocent Iraqis were killed and hundreds of Iraqis injured in one week.* *The week when Prime Minister Nouri al-Maliki and parliamentary speaker Usama al-Nujaifi met last week. In the meeting many thought the worse was over.*
Intermediate section *Intermediate stage*	*But it seems the two politicians, representing the country's two major and most powerful sects, Maliki the Shiites and Nujaifi the Sunnis, were not that serious both and that the nice words used to describe their meeting were a camouflage hiding their real differences.* *Mosul, the provincial capital of Nineveh, was hit by three car bombs and Ramadi the capital of Anbar by four and the other violent and predominantly Sunni Province of Diyala was the target of one major explosion.* *The one which took place in the capital Baghdad was the least ferocious as it killed four Iraqis and injured more than 20.*

Intermediate section solution stage	///
Coda section Conclusion stage	*Violence hitting the provinces of Nineveh, Anbar and Diyala were* *massive car bombs with scores of casualties and large damage.* *Violence represented in deadly car bombings is making a* *comeback in Iraq following nearly four years of relative quiet.* *The upsurge in violence comes as Iraqi political factions grabble* *fiercely about almost everything, blaming each other for the* *worsening conditions in the country.*
Coda section Moral stage	///

2. Theme and Rheme in rhetorical structure

	Theme	**Rheme**
Introduction section	*In the six days since the sparring Iraqi politicians reportedly* **T1** *there* **T2** *Scores of innocent Iraqis* **T3**	*put their differences aside,* **R1** *have nine major car bombs most of them in the restive provinces of Nineveh and Anbar.* **R2** *were killed* **R3** *injured in one week.* **R4** *met last week* **R5**

	and hundreds of Iraqis **T4**	*was over.* **R6**
	The week when Prime Minister Nouri al-Maliki and parliamentary speaker Usama al-Nujaifi **T5**	
	In the meeting many thought the worse **T6**	
Intermediate section *Intermediate stage*	*But it* **T7**	*seems the two politicians, representing the country's two major and most powerful sects* **R7**
	, Maliki the Shiites and Nujaifi the Sunnis, **T8**	*were not that serious both* **R8** *were a camouflage hiding their real differences* **R9**
	and that the nice words used to describe their meeting **T9**	*was hit by three car bombs* **R10**
	Mosul, the provincial capital of	*was the target of one major explosion.* **R11**

	Nineveh,**T10**	took place **R12**
	and Ramadi the capital of Anbar by four and the other violent and predominantly Sunni Province of Diyala **T11**	was the least ferocious as it killed four Iraqis**R13** injured more than 20. **R14**
	The one which **T12** in the capital Baghdad **T13** and **T14**	
solution stage	///	///
Coda section Conclusion stage	*Violence hitting the provinces of Nineveh, Anbar and Diyala **T15*** *Violence represented in deadly car*	*were massive car bombs with scores of casualties and large damage.**R15*** *is making a comeback in Iraq following nearly four years of relative quiet.**R16*** *comes as Iraqi political factions grabble fiercely about almost everything, blaming each other for*

	bombings **T16** The upsurge in violence **T17**	*the worsening conditions in the country.***R17**
Moral stage	///	///

3. Thematic Progression
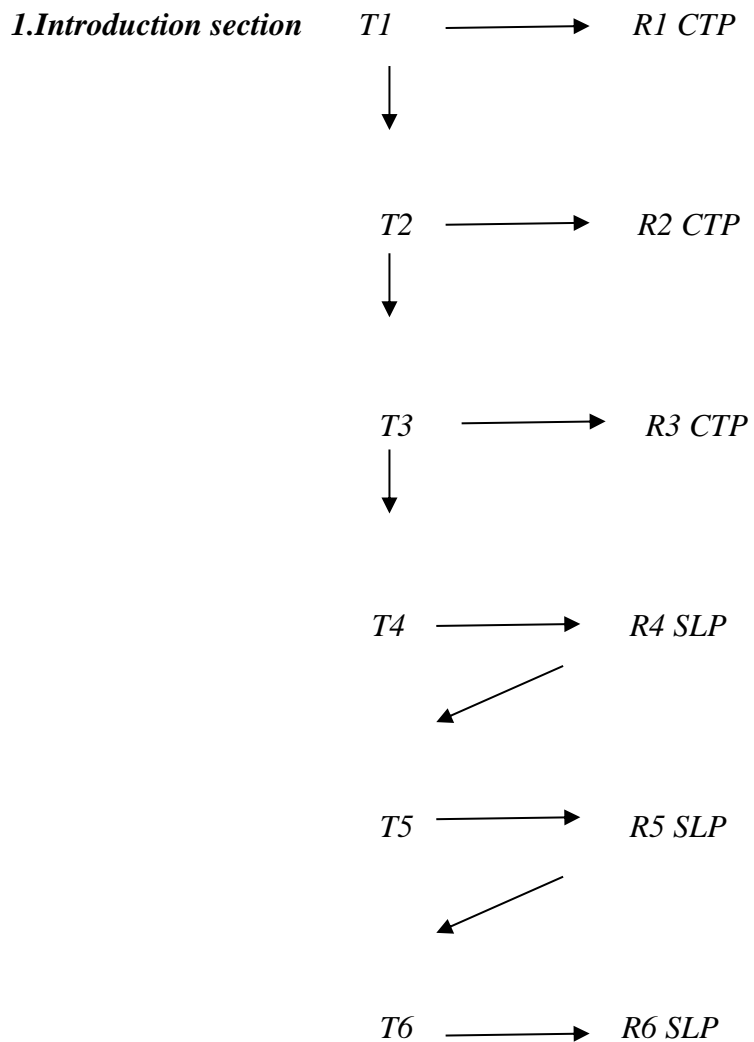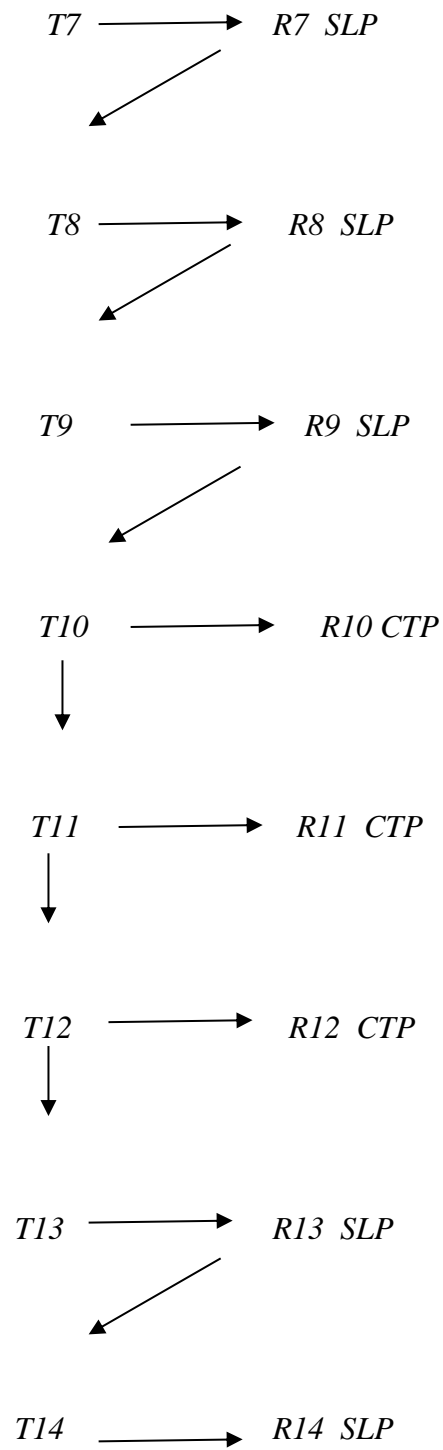
1.Introduction section   *T1* ⟶ *R1 CTP*

                    ⬇

                  T2 ⟶ *R2 CTP*

                    ⬇

                  T3 ⟶ *R3 CTP*

                    ⬇

                T4 ⟶ *R4 SLP*

                ↙

                T5 ⟶ *R5 SLP*

                ↙

                T6 ⟶ *R6 SLP*

2. Intermediate section

a. *Intermediate stage*

T7 $\longrightarrow$ R7 SLP

T8 $\longrightarrow$ R8 SLP

T9 $\longrightarrow$ R9 SLP

T10 $\longrightarrow$ R10 CTP

T11 $\longrightarrow$ R11 CTP

T12 $\longrightarrow$ R12 CTP

T13 $\longrightarrow$ R13 SLP

T14 $\longrightarrow$ R14 SLP

q.   *Solution stage*   ///

Coda section

Conclusion stage   T15 ⟶ R15 CTP

⬇

T16 ⟶ R16 CTP

⬇

T17 ⟶ R17 CTP

e. *Moral stage*   ///
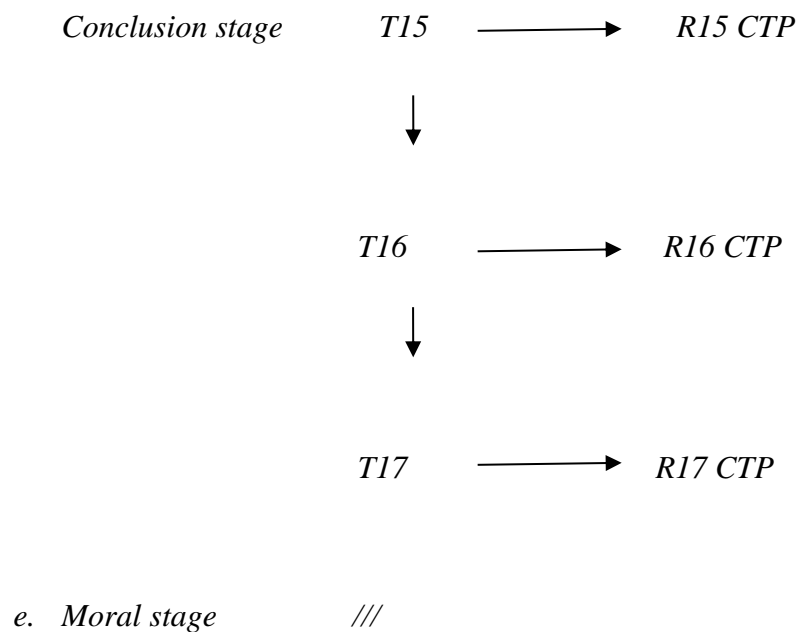
Article 12: **Surge in attacks against Turkish ethnic minority in Iraq**

1. **Rhetorical structure**

| Introduction section | Attacks have increased on the Turkish minority in Iraq with hundreds of Iraqi people killed and injured in the past few weeks, a leading figure in the Turkish community said.

Mohammed Mehdi Bayati who represents the Turkish minority in the ruling coalition of Prime Minister Noori al- Maliki said scores of people were killed and injured last week in a string of car bomb attacks |
|---|---|

	only in one small town inhabited by the members of his community. *Members of the Turkish community in Iraq are known as Turkmen or Turks of Iraq. They are the third largest ethnic group in the country after Arabs and Kurds.* *They mainly reside in northern Iraq, particularly in the restive provinces of Nineveh of which the city of Mosul is the capital and the oil rich Province of Kirkuk.*
Intermediate section *Intermediate stage*	*Bayati said hundreds of Turkmen have protested against the attacks over the weekend, blocking a highway from Baghdad to Kirkuk for several hours.* *Bayati added,most of the recent attacks target the town of Toozkhormato where at least 28 Iraqi people were killed in a single attack, said Bayati.* *Iraqi Turkmen are Muslim Shiites. Bayati said the country's highest ranking Shiite cleric Ayatollah Sistani has sent his representative to inspect damage to their areas and voice his support and sympathies.* *Bayati blamed the government .The government not doing enough to protect Turkmen towns and villages.* *There are no exact figures on the number of Turkmen in Iraq but there are some sources put them at around three million.*
Intermediate section	*///*

solution stage	
Coda section *Conclusion stage*	*Iraqi Turks landed in Iraq in several waves with the first dating back to nearly 1000 years ago when thousands of them were recruited as soldiers for the Abbasid Caliphs in Baghdad.* *But the largest Turks wave came with the inception of Turkish Ottoman rule of the country which his rule lasted nearly 400 years and the rule came to an end with the British occupation in the first quarter of the 20th century.*
Coda section *Moral stage*	*///*

2. Theme and Rheme in retorical structure

	Theme	**Rheme**
1. Introduction section	*Attacks **T1***	*have increased on the Turkish minority in Iraq **R1***
	*with hundreds of Iraqi people **T2***	*killed **R2***
	*and **T3***	*injured in the past few weeks, a leading figure in the Turkish community said.**R3***
		*represents the Turkish minority in the ruling coalition of Prime Minister Noori al-Maliki **R4***
	*Mohammed Mehdi Bayati who **T4***	

	said scores of people ***T5***	*were killed and injured last week in a string of car bomb attacks* ***R5***
	*only in one small town***T6**	*inhabited by the members of his community.***R6**
	Members of the Turkish community in Iraq ***T7***	*are known as Turkmen or Turks of Iraq.***R7**
	They ***T8***	*are the third largest ethnic group in the country***R8**
	*After***T9**	*Arabs and Kurds***R9**
	They mainly ***T10***	*reside in northern Iraq,***R10**
	*particularly in the restive provinces of Nineveh of which the city of Mosul***T11**	*is the capital and the oil rich Province of Kirkuk.***R11**
2.Intermediate section *Intermediate stage*	*Bayati said hundreds of Turkmen* ***T12***	*have protested against the attacks over the weekend, blocking a highway from Baghdad to Kirkuk for several hours.***R12**
	Bayati added,most of the recent ***T13***	*attacks target the town of Toozkhormato* ***T13***
	where at least 28 Iraqi people ***T14***	*were killed in a single attack, said*

	Iraqi Turkmen **T15**	*Bayati.***R14**
	Bayati said the country's highest ranking Shiite cleric Ayatollah Sistani **T16**	*are Muslim Shiites.***R15**
		has sent his representative to inspect damage to their areas and voice his support and sympathies. **T16**
	Bayati **T17**	*blamed the government.* **R17**
	the government not doing enough **T18**	
	*There***T19**	*to protect Turkmen towns and villages.* **R18**
	*but there are some sources***T20**	*are no exact figures on the number of Turkmen in Iraq***R19**
		*put them at around three million.***T20**
solution stage	///	///
3.Coda section *Conclusion stage*		*landed in Iraq in several waves with the first dating back to nearly 1000 years ago* **R21**
	Iraqi Turks **T21**	
	when thousands of them **T22**	*were recruited as soldiers for the Abbasid Caliphs in Baghdad.***R22**
	But the largest Turks wave **T23**	*came with the inception of Turkish Ottoman rule of the country* **R23**
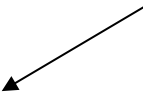
	Which his rule **T24**	
		lasted nearly 400 years **R24**
	And the rule **T25**	
		came to an end with the British occupation in the first quarter of the 20th century.**R25**
Moral stage	///	///

Thematic Progression

1. Introduction section   *T1* ⟶ *R1 SLP*

T2 ⟶ *R2 SLP*

T3 ⟶ *R3   SLP*

T4 ⟶ *R4 SLP*

T5 ⟶ *R5 SLP*

T6 ⟶ *R6   SLP*

T7 ⟶ *R7 CTP*

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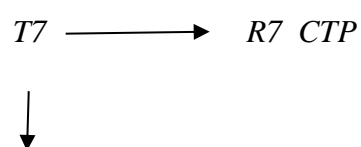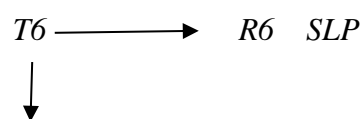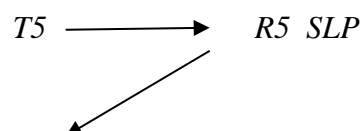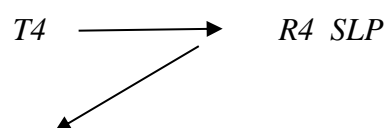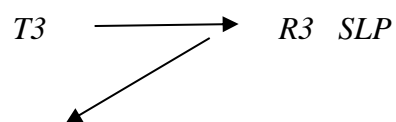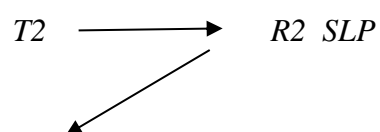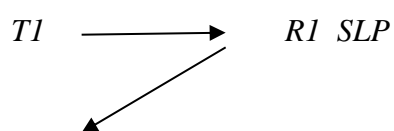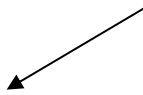
T8 $\longrightarrow$ R8 CTP

T9 $\longrightarrow$ R9 SLP

T10 $\longrightarrow$ R10 SLP

T11 $\longrightarrow$ R11 SLP

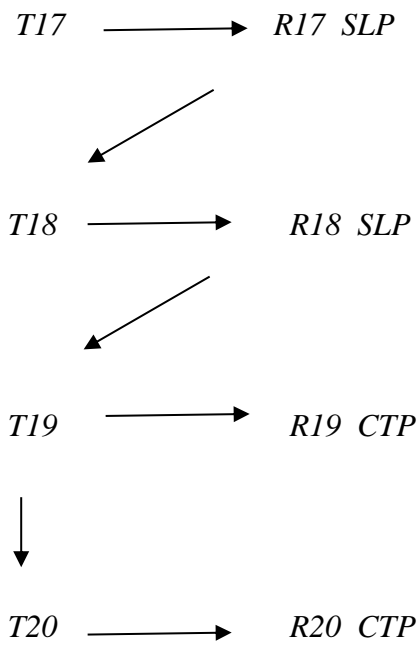## 2. Intermediate section

a. Intermediate stage

T12 $\longrightarrow$ R12 CTP

T13 $\longrightarrow$ R13 SLP

T14 $\longrightarrow$ R14 CTP

T15 $\longrightarrow$ R15 SLP

T16 $\longrightarrow$ R16 CTP

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$$T17 \longrightarrow R17 \ SLP$$

$$T18 \longrightarrow R18 \ SLP$$

$$T19 \longrightarrow R19 \ CTP$$

$$T20 \longrightarrow R20 \ CTP$$

b. Solution stage   ///

Coda section

Conclusion stage

$$T21 \longrightarrow R21 \ CTP$$

$$T22 \longrightarrow R22 \ CTP$$

$$T23 \longrightarrow R23 \ SLP$$

$$T24 \longrightarrow R24 \ CTP$$

$$T25 \longrightarrow R25 \ CTP$$

Moral stage   */// /*