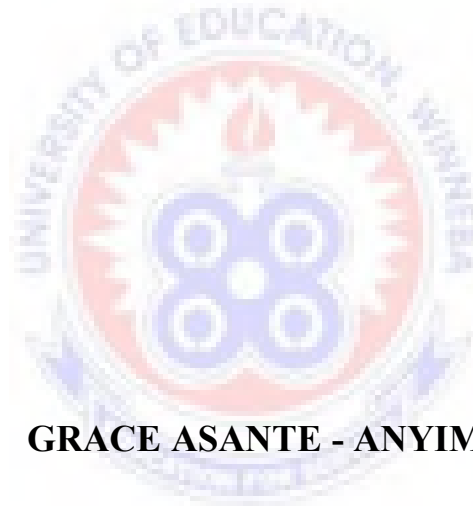


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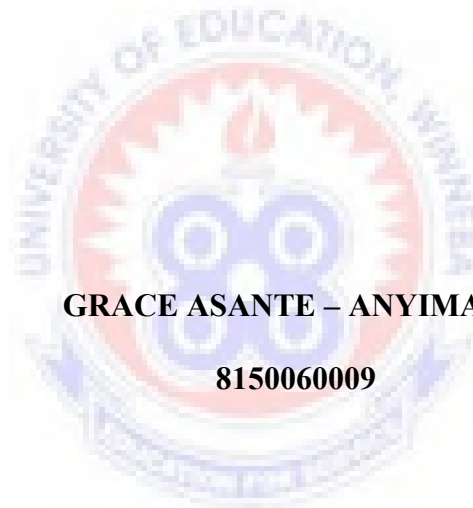
**THEME IN SELECTED CONGREGATION SPEECHES OF THE
UNIVERSITY OF EDUCATION, WINNEBA**



GRACE ASANTE - ANYIMADU

UNIVERSITY OF EDUCATION, WINNEBA

**THEME IN SELECTED CONGREGATION SPEECHES OF THE
UNIVERSITY OF EDUCATION, WINNEBA**



GRACE ASANTE – ANYIMADU

8150060009

**A THESIS IN THE DEPARTMENT OF ENGLISH EDUCATION, FACULTY OF
FOREIGN LANGUAGES EDUCATION AND COMMUNICATION, SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION,
WINNEBA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF PHILOSOPHY (ENGLISH LANGUAGE) DEGREE.**

OCTOBER, 2017

DECLARATION

STUDENT'S DECLARATION

I, Grace Asante - Anyimadu, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Professor Yaw Sekyi - Baidoo

SIGNATURE:

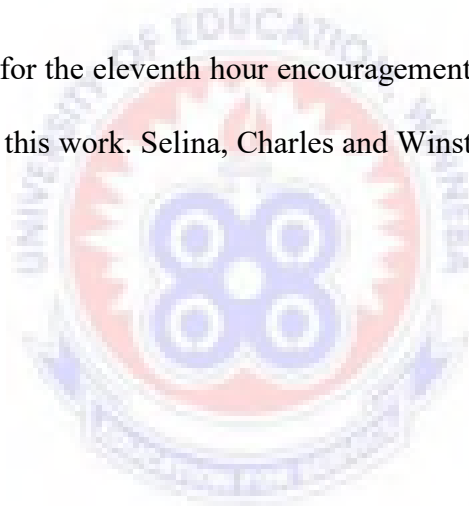
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ACKNOWLEDGEMENTS

The Almighty God granted me the gift of life to be able to complete this work, He is my stone of help and I will proclaim His goodness always. My heartfelt gratitude goes to my supervisor, Professor Yaw Sekyi – Baidoo, for his immense support, advice and contribution towards the completion of this work. Prof, despite your busy schedule, you guided me to write this work and I cannot thank you enough.

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I am again thankful for the eleventh hour encouragement from the new friends I made at the completion of this work. Selina, Charles and Winston, I am glad I met you.



DEDICATION

This work is dedicated to my parents, Mr. and Mrs Yaw Asante - Anyimadu for giving me the best of education and upbringing. You believed in me and you supported me spiritually and financially. I also dedicate this work to my sister Abigail, and her husband, Mr Emmanuel Opoku for their support throughout my years of study.



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ABSTRACT

The study examines the use of language in institutional discourse by discussing the types of Theme used in three selected Congregation speeches of the University of Education, Winneba, the experiential functions Theme manifests as well as the communicative roles it establishes. Using the concept of the clause as message in the Systemic Functional Grammar theory by Halliday and Matthiessen (2014) the findings of the study indicate that the most frequent types of Theme are the Topical Themes which present the core content of the message by indicating participants in the process (action), circumstantial factors in the process as well as the process itself. The results of the study indicate that knowing the direction/angle from which a speaker makes the focus/core of a message is of importance in the understanding of the message through Theme. Theme also facilitates cohesion and coherence in texts. As indicated by Brown & Yule (1983), thematic development is important because

what appears in the initial position in a text influences the understanding of everything that comes afterwards, and this is confirmed by the study.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses the background of the study, the statement of the research problem, the purpose of the study, the research objectives and questions of the study. The chapter also discusses the significance and delimitation of the study, and concludes with a chapter synopsis.

1.1 Institutional Discourse

Institutions are guided by a set of principles to which participants adhere to. This is what Bourdieu (1982), in Perais (2013, p. 2) confirms that ‘an institution is a symbolic order legitimized by the ones who are in it, participate in it or wanting to have access to it’. Again, Gunnarsson (2009) refers to institution as a community of practice. This implies that in institutions, individuals work together to achieve a common goal, guided by set standards. Institutions have impact on the actions of people who belong to them because deviating from them “are counteracted in a regulated fashion, by repetitively activated, socially constructed, controls” (Jepperson, 1991, p. 145). This implies that not conforming to the principles related to an institution, puts the activities of individuals in disarray. This is because these individuals cannot belong to the institution and be part of its activities.

Discourse is a form of communication that reflects a particular social practice or ideological position. It has to do with how language is used in both written and spoken domains. Discourse refers to the use of language in social situations. To Bhatia (2015), Discourse involves the way a text is used and interpreted to achieve specific purposes in specific contexts such as institutional, social or professional

settings. Philip et al (2004, p. 637) assert that analysts ‘explore how socially produced ideas that comprise organisation and institutions and the social world in general are created and maintained through the relationship among discourse, text and action’. There are variations of discourse, that is, language use in academic, professional or institution contexts.

Institutional discourse are forms of discourse that are used by individuals in institutional contexts which include job interviews, churches, homes, universities, prisons, media, law courts etc. to achieve their respective goals. Drew and Heritage (1992) in Heritage (1998, p. 2) assert that the emergence of institutional talk ‘focused on more restricted environments in which the goals of the participants are institution-specific’. The discourse used in institutions are strictly guided by principles which the institutions create. Habermas (1984) describes institutional discourse as goal-directed. This implies that there are always objectives to be accomplished when an institutional discourse takes place. Also, Sarangi & Roberts (1999, p. 15) refer to institutional discourse as ‘discourse which contains features which are attributed to institutional practices, either manifestly or covertly, by professionals, and is characterized by rational, legitimate practices which are authoritatively backed up by a set of rules and regulations governing an institution’. In all contexts including institutional contexts, linguistic choices made by participants are influenced by the context of the communication. Mayr (2008) is of the view that institutions have the capacity to produce and disseminate discourse which portray institutional values, meanings and positions. The speeches used in universities, as institutions, seek to address the vision and expectations of the universities as well as to motivate students etc. These speeches have different goals they intend to accomplish in particular contexts.

Although the position/office of the Vice Chancellor (VC henceforth) is administrative in nature, it is in an academic setting, and so all communications that take place can be said to constitute institutional discourse. Drew (1991) is of the view that, with the distribution of communicative resources in institutional settings, institutional discourse has a possibility of striking inequalities / differences. This is why the VC, as the 'chief executive', is given the lead communicative role to address the congregation in an institution.

The VC's speeches basically touch on issues relating to the vision, achievements, challenges etc. of the university.

1.1.1 Types of Institutional Discourse

Institutional discourse is influenced by varieties of institutional settings. According to Arminen (2005) in Hutchby (2007, p. 19), conversation analysts 'have analysed a wide range of forms of talk in what are broadly referred to as 'institutional settings'. These institutional settings have participants who assume particular roles in context.

Heritage & Greatbatch (1991), as cited in Hutchby (2007, p. 33), identify two basic types of institutional discourse, which are 'informal and formal'.

Informal institutional discourse types include discourse used in health sectors, social services and business related environments (Heritage & Greatbatch ,1991). The interaction involves performing tasks such as informing clients about the products and services of a business company etc.

Formal institutional discourse types, on the other hand, refer to discourse types at law courts, interviews, certain kinds of classroom environments, and various ceremonial occasions (Heritage & Greatbatch ,1991). The speeches by the VC can be considered

as part of formal institutional discourse types because they are delivered during various ceremonial occasions such as matriculations, congregations, investitures etc.

1.1.2 Types of VCs' Speeches in the University of Education, Winneba

The speeches delivered by the VC of the University of Education, Winneba (UEW henceforth) are made up of a wide range of genres such as: Congregation speeches, Matriculation speeches, Inaugural addresses, Convocation speeches, Special Congregation speeches, Interdenominational speeches, Public addresses / speeches. They are discussed briefly below.

Congregation speeches are delivered during congregation ceremonies. These ceremonies mark the successful completion of the University programme by students. During the ceremony, the graduands may be recognized individually, or as a group. The speeches delivered by the VCs are basically to congratulate the graduands and advise them as they prepare to face the world, especially with job market as an important topic. The speeches also give a report on the growth and achievements of the university.

Avoke et al (2012, p.1) refer to 'Matriculation as a term used to describe students' formal entry into the university'. It is during matriculation ceremonies that matriculation speeches are delivered. It is required of any student enrolled in the university for the first time to be matriculated. The speeches are basically to welcome students to their respective programmes of study, educate them on the vision of the university. Lastly, the matriculation pronouncements are made after the matriculation speech is delivered.

Investiture / Inaugural addresses are delivered during investitures or inaugural ceremonies. Avoke et al (2012, p.3) consider 'investiture as a grand celebration in

honour of the installation of a new Chancellor/ Vice Chancellor (C/VC henceforth). The inaugural address delivered is an opportunity for the new C/VC to publicly declare his/her vision to the university community.

Convocation speeches are delivered during convocation ceremonies. Convocation is an assembly of persons called together to a meeting. Issues relating to the university's growth, projects /infrastructure, student admissions and programmes of study, staff etc., are delivered in the convocation speeches.

Special Congregation speeches are delivered during special congregation ceremonies. It is an occasion to commend individuals who have contributed to the development and growth of the university. While congregation speeches honour students for academic achievements, special congregation speeches honour individuals and groups for their immense efforts and dedication. These speeches touch on the growth of the university as well as the individuals /groups and their contributions to the success of the university.

Public addresses/speeches are delivered during public /general gatherings. These speeches basically touch on general issues which may in one way or the other reflect the university or not.

Interdenominational speeches /Messages at the Church are delivered during interdenominational ceremonies. These speeches basically deliver sermons to the audience. Students are also advised to lead exemplary lives as they represent the university.

1.2 Statement of the Problem

The inability to identify the angle from which a message is presented through Theme makes it difficult for one to understand the focus of the intended message in speeches. This makes it important to study the use Theme in speeches. The study of Theme has been vastly conducted across various genres. Studies on Theme concentrated on newspapers (Adjei, 2010; Hawes, 2010; Marfuaty & Wahyudi, 2015; Sharndama & Panamah, 2013). Other scholars such as (Ebrahimi & Ebrahimi, 2012; Hawes, 2015; Herriman, 2011; Njobvu, 2010; Rakhman, 2013; Soepriatmadji, 2009) investigated Theme in students' academic discourse. In literary discourse, (Abed, 2010) examined Theme in a novel. On the other hand, some studies on Theme concentrated generally on political discourse (Kuswoyo, 2016; Martinková, (n. d.); Nguyễn, 2012; Oktaviani, 2013). From the literature gathered, minimal research has been conducted on the speeches of VCs, as institutional discourse, except for (Gyasi, 2017) who concentrated on the speeches of the VC of University of Cape Coast. Even that, his study investigated a theory of readability in the annual reports of the VC and not Theme. It is evident from the above, that research directed toward Theme in VCs speeches, especially from the Ghanaian perspective is minimal. This study therefore seeks to use the Systemic Functional Grammar (SFG henceforth), which sees language as fundamental for understanding human experiences, to analyse Theme in the selected VC speeches of UEW.

1.3 Purpose of Study

The purpose of the study is to examine the types of Theme employed in the selected Congregation speeches of UEW. It also seeks to analyze the experiential functions these types of Theme manifest and the communicative implications of the choice of Theme in the selected speeches.

1.4 Research Objectives

The objectives of the study are to:

1. Investigate the types of Theme employed in the selected Congregation speeches
2. Examine the experiential functions manifested by Theme
3. Discuss the communicative implications of Theme employed in the selected Congregation speeches.

1.5 Research Questions

The research answers the following questions:

1. Which types of Theme are employed in the selected Congregation speeches?
2. What experiential functions are manifested by Theme?
3. What are the communicative implications of Theme employed in the selected Congregation speeches?

1.6 Significance of the Study

Theme plays an essential role in discourse by aiding in the flow of information. The findings of this study will indicate how Theme, as a linguistic feature helps in emphasizing relevant information, connecting and developing ideas in the selected Congregation speeches of UEW.

Again, the findings of the study will confirm the significance of the concept of the clause as message in the SFG theory by Halliday & Matthiessen (2014), which will be discussed in the subsequent chapter. The study employs this concept to analyse language use in the selected Congregation speeches of UEW.

The findings of the study will also add to literature on speeches of VCs as institutional discourse, to aid researchers who intend to analyse speeches from a variety of perspectives. In addition, the results of this study will be beneficial in the teaching and learning of English language. The study will provide information on thematic choices and coherence to help students in academic writing.

1.7 Delimitation of the Study

The study is centred on the analysis of types of Theme used in three (3) selected Congregation speeches of UEW. It employs the idea of the clause as message in the SFG theory by Halliday & Matthiessen (2014) to analyse the types of Theme and the communicative implications they create in making the speeches meaningful. Other concepts apart from the clause as message will not be discussed.

Lastly, the Congregation speeches delivered by the VC from 2007 to 2014 are selected for the study.

1.8 Chapter Synopsis

This introductory chapter has discussed the background of the study, the statement of the research problem, the purpose of the study, the research objectives and questions for the study. The chapter again discussed the significance, delimitation of the study and concluded with a summary. The second chapter reviews literature related to the topic of study and discusses the theoretical framework for the study. The third chapter discusses the methodology used for the study. The fourth chapter discusses the results and findings from the analysis of the selected speeches. The final chapter summarizes the major aspects of the study and draws conclusions and implications from the research findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews related literature on the topic of the study. It discusses the theoretical framework of the study, which is the clause as message in the SFG theory by Halliday and Matthiessen (2014). Also, the chapter reviews studies that have applied Theme in various types of discourse.

2.1 The Systemic Functional Grammar Theory

There are several theories of grammar in language such as traditional grammar, formal grammar, transformational grammar, functional grammar, etc. The study employs the SFG theory by Halliday & Matthiessen (2014). According to Bloor & Bloor (2004, p. 2), this theory of grammar is the grammar of the Systemic Functional Linguistics, a branch of linguistics which sees language as a system of meaning making. Also, 'SFG is increasingly recognized as a very useful, descriptive and interpretive framework for viewing language as a strategic, meaning-making resource', (Eggins, 2004, p. 2). Tawfiq & Najim (2009) assert that SFG aims at describing the meaningful choices made by a speaker when putting thoughts into words and sentences. The choices made, shape the meaning of our words and sentences. 'Functional Grammar sets out to investigate what the range of relevant choices are, both in the kinds of meanings that we might want to express (or functions that we might want to perform) and in the kinds of wordings that we can use to express these meanings; and to match these two sets of choices', (Thompson, 2014, p. 9). The speaker of a language is offered indefinite ways of creating meaning through these linguistic choices. These choices enable speakers to ask questions, express commands or emotions, give different meanings to words and sentences. Speakers use

languages, which are influenced by aspects of situations, to make meanings through choice of words as well as grammar in those specific situations. As such, different varieties of languages are used in different situations which include speaking to traders in the market, students in the classroom, chiefs and elders at a particular gathering, as well as educated people in a seminar /conference and so forth. SFG, thus, suggests an important characteristic known as “context of situation”. Halliday (1989) in Consorte (1999) states that the context of situation consists of three components which serve to interpret the social context in which meanings are exchanged. The three components are *the Field*, *the Tenor* and *the Mode* of discourse. These three components are called *Register variables*. Halliday is of the view that, with language use in a situation, these three variables have a direct and significant influence on the type of language that is produced.

Field can be referred to as ‘the situational variable that has to do with the focus of the activity in which we are engaged’ (Eggins, 2004, p. 103). It is the focus or topic of a situation. Field is realized through the patterns of processes (verbs), participants (nouns & pronouns) and circumstances (prepositional phrases of time, manner, place, etc.). These types of grammatical patterns, expressing 'who is doing what to whom, why, where, when and how', can be collectively described as the *Transitivity system* in language. In addition, Schleppegrell (2004, p. 54) posits that ‘another important *Field* variable is the realization of logical relationships within texts. The kinds of logical meanings that contribute to the realization of field include relationships of time, consequence, comparison, and addition’.

Tenor can be referred to as ‘the social role relationships played by interactants’, (Eggins, 2004, p. 99). The role relationships may include student/lecturer,

customer/salesperson, friend/ friend relationships and so on. According to Halliday & Matthiessen (2014), *Tenor* is considered in terms of the various activities in relation to various role combinations of participants in the activity. *Tenor* presents two situation types, *the informal situation* where, interactants are of equal power, see each other frequently and are affectively involved (e.g. close friends), and *the formal situation* where power between interactants are unequal, the contact is infrequent and the affective involvement is low. Schleppegrell (2004, p. 58) says that ‘Mood is a major resource for establishing *Tenor*’. Mood involves the choice of clause structure (imperative, interrogative, declarative) and modality (degrees of probability, certainty, necessity)’. The dimension of *Tenor* has an impact on language use in several significant ways. *Tenor* influences language use in terms of participants involved in the action, their statuses and roles, the choice of vocatives to use and the politeness phenomena.

Mode refers to how language is used in a situation. Eggins (2004, p. 9) considers mode as ‘the role language is playing in an interaction’. The choices for *Mode* reflect the different ways that a text is presented and organized, related to the role that language plays in the realization of the context of situation. *Mode* is characterized by two basic situations of language use, *spoken and written situations*. With language use in spoken situations, there is immediate face-to-face contact among interactants, accompanied by actions which are dynamic. Also, when recorded, spoken language is spontaneous, includes hesitations, interruptions and repetitions among others. Language use in written situations on the other hand has no actions and face to face interactions. It mostly involves rehearsal for a perfect outcome which includes drafting, editing and rewriting. According to Eggins (2004), there are two more linguistic features that are delicate to *Mode* variation. They are the degrees of

grammatical complexity, which analyses the number of clauses in relation to the number of sentences in a text, and *lexical density* which expresses the number of content carrying words (nouns, main verbs, adjectives, adverbs) in relation to all the other words in a text of the language chosen. According to Halliday (1994) in Schleppegrell (2004), lexical density is a measure of the number of content words per non-embedded clauses in a text. Resources for realizing Mode include cohesive devices, especially conjunctions, and their role in clause structuring, as well as thematic development and other resources for structuring information, (Schleppegrell, 2004). In addition, 'Mode variables include channel, division of labour and rhetorical mode', (Halliday & Matthiessen, 2014, p. 38)

The grammar in SFG is semantic (concerned with meaning) and functional (concerned with how the language is used). The notion of Function in grammar has two different uses. They are *grammatical function and communicative function* (Bloor & Bloor, 2004).

2.1.1 Grammatical Function

The grammatical function has to do with the role a word or group of words perform in relation to other elements in a clause. Some of the grammatical functions include subject, verb, object, adjunct, complement among others. Therefore, we might say that in the clause- *The boys swept the room*, 'The boys' functions as subject, 'swept' as verb and 'the room' as the object.

2.1.2 Communicative Function

The communicative function has to do with particular uses of language in different contexts or situations. A word or a group of words may communicate different functions in different contexts. Bloor & Bloor (2004, p. 10) state that 'in language

teaching and applied linguistics nowadays, many people equate the term function with 'situational use'. For instance, a speaker might say the words, 'Thank you' when a form of help/assistance is offered to him/her. The communicative function of 'thank you' can therefore be said to mean showing gratitude or appreciation in one context. However, in a different context, the same words 'thank you' can be said when someone is disappointed or hurt by another person's actions. The communicative function of 'thank you' in this context therefore can indicate disappointment or betrayal.

In SFG, the key unit of grammatical analysis is the clause which performs the function of talking about how people feel and interpret the world around us, how people use language to interact with others as well as how our ideas are structured and organized to help the flow of information. 'Instead of simply uttering sounds or single words, we can construct complex ideas and show how one idea relates to another' (Bloor & Bloor, 2004, p. 8).

The clause is considered as an amalgamated unit, consisting of three dimensions which construe meaning. They are referred to in systemic accounts of grammar as Metafunctions.

2.2 Metafunctions in Systemic Functional Grammar

Bloor & Bloor (2004) argue that the ways in which people use language are classified into three. Language is used to express our perceptions of the world and of our consciousness, to enable us to participate in communicative acts with other people and to relate what is said (written) to the rest of the text and to other linguistic events. These ways in which language is used above is what Halliday & Matthiessen (2014) refer to as *Metafunctions*. They are given the collective name metafunction because

‘the functionality is intrinsic to language’ (Halliday & Matthiessen ,2014, p. 31). The whole concept of language, used by humans is built on these metafunctions. They include ideational, interpersonal and textual metafunctions. These metafunctions, when connected in the lexicogrammar of the clause present the meaning of the text as an act of communication.

They can be analyzed to reveal how language realizes different contexts with the field of discourse realized in ideational resources, the tenor of discourse realized in interpersonal resources, and the mode of discourse realized in textual resources (Schleppegrell, 2004). In most cases of language use, all three metafunctions operate simultaneously in the establishment of meaning in relation to the context. The ideational, interpersonal and textual metafunctions can be realized through Transitivity, Mood and Theme respectively. Halliday (2007) in Bilal (2012) refers to ideational metafunction, interpersonal and textual metafunction as the content function, the participatory function and the enabling function of the language respectively. These metafunctions will be discussed in the sections below.

2.2.1 Ideational Metafunction

The Ideational Metafunction sees the clause as representation. It builds and maintains a theory of reality through experience. *It shows the way language is involved in experience, thought and feelings.* According to Halliday & Matthiessen (2014, p.30) the ideational metafunction ‘construes human experience’ using language.

Again, Fowler (1986) as cited in Haratyan (2011, p. 261) refers to ideational metafunction as a ‘semantic system to analyze representations of reality in a linguistic text and create the same experience through various lexico-grammatical options influenced by different mind styles or authorial ideology’. The speaker expresses his

experience of the world, his reactions, cognitions and perceptions using language. According to Thompson (2004, p. 86) language is used to 'reflect our view of goings-on (verbs), involving things (noun) which may have attributes (adjectives) and which go on against background details of place, time, manner, and so forth (adverbials).

The ideational metafunction of the clause represents actions, events, processes and relations.

It mainly consists of Transitivity and voice. The transitivity of a clause consists of three components realized by *processes, participants and circumstances*. Processes in Transitivity include material, mental, relational, behavioural, verbal and existential processes. 'These linguistic "processes" as the products of our perception of the world, are socially and culturally constructed with participants, any animate or inanimate noun phrase in circumstances expressed by adverbial and prepositional phrases' (Halliday, 1985, p. 101-102).

As stated earlier, this study examines the experiential roles / transitivity contents such as *participants, processes or circumstantials*, manifested by Theme in the thematic position. This section therefore discusses briefly *the participant content* realized by transitivity. According to Halliday & Matthiessen (2014), the participants in a clause are made up of a nominal group and they differ according to the types of processes represented.

The material process involves happenings or doings. It has two most frequent participants which are *Actor(key)* and *Goal(optional)*. Other participants in the material process include scope, attribute, client, recipient. The participants in the material process may be human or non-human participants.

- Actor –the one performing the action (doer)
- Goal- that which is affected by the action
- Scope – that which remains unaffected by the action
- Attribute- a quality ascribed to an entity
- Client- for whom/which the action occurs
- Recipient – the receiver of goods or services.

Example

Eben wrote the letter for his father yesterday

Actor material pr. goal client

The mental process has to do with affection, perception, cognition etc. in the clause.

The participants are Senser and Phenomenon. Participants in the mental process may be human or non-human.

- Senser- the one who feels, perceives or thinks
- Phenomenon- that which is felt, perceived or thought about

Example

Lincoln likes ice cream

Senser mental pr. phenomenon

The verbal process includes saying, expressing or indicating. The participants are Sayer, Target/Receiver and Verbiage. Participants in the verbal process may be human or non-human.

- Sayer – the addresser
- Target/receiver- the addressee
- Verbiage- that which is said

Example

The teacher narrated a story to the students.

Sayer verbal pr. Verbiage Target/ receiver

The relational process includes being, becoming or possessing something. It further has two processes, *the attributive and identifying relational* processes. The participants in relational process may be human or non-human.

Attributive relational process expresses what attribute an entity has. The participants are Carrier and Attribute

- Carrier- the participant
- Attribute- the attributive adjective.

Example

Mr. Opoku has a magnificent building.

Carrier attributive rel. attributive

Identifying relational process expresses the identical properties of two entities. The participants are Token and Value

- Token - a holder or an occupant that stands to be defined
- Value - defines the token by giving it meaning, status, or role (Halliday, 1994).

Example

Fiifi is the organizer

Token identifying rel. value

The existential process has to do with processes of existing. The only participant is the Existent.

- Existent- that which is understood to exist.

Example

There was flood in Accra

Existential pr. Existent

The behavioral process is clearly psychological and physiological. The key participant is Behaver and the second participant, if any, is the Behaviour.

- Behavior- the agent who behaves

Example

Selina smiled at her

Behavior behavioural pr. Behaviour

In sum, the ideational metafunction of a clause is the semantic role of that clause.

This metafunction has two sub-categories, *the experiential function and the logical function*. The experiential function describes language as a representation of experiences. These experiences may be reflected through happenings such as states, actions. They may also be reflected through the participants such as human, non-human, that occur in those happenings as well as the circumstances surrounding the happening such as time, condition, manner among others. (Halliday, 1971). It enables speakers to make meaning from the world around us. The logical function on the other hand describes the logical relations that exist within structural units of language such as subordination, coordination, apposition and modification (Halliday, 1971). The logical function represents experience indirectly in terms of certain logical relations in natural language such as 'and', 'namely', 'says', 'is subcategorized as', among others (Halliday, 1971). It sets up logico-semantic relations between clauses. It

is also influenced by recursive structures which are defined by *taxis* and *logico-semantic types*. The *taxis* describe whether a clause complex consists of clauses of equal (parataxis) or unequal (hypotaxis) status. The logico-semantic types describe the expansion and projection of clause complexes.

2.2.2 Interpersonal Metafunction

The Interpersonal Metafunction sees the clause as an exchange. It indicates a form of action, enabling the speaker to interact with the listener by means of language. Halliday & Matthiessen (2014, p.30) assert that the interpersonal metafunction sees language as always ‘enacting our personal and social relationships with the other people around us’. This metafunction of the clause determines the clause’s communicative status, expressed by means of statements, questions, offers and commands. It allows for expression of attitudes and evaluations etc. Kamilah (2014) explains that there are three different uses of language in communication with others. That is, language is used to share knowledge, to exchange actions, services or goods, and to establish and maintain relations.

Interpersonal metafunctions are often expressed by *modality* and *mood*. Mood shows speakers’ roles in a speech and the roles assigned to the addressees. Modality on the other hand indicates the point of view or judgements of both speaker and listener in an interaction.

2.2.3 Textual Metafunction

The Textual Metafunction sees the clause as a message. It is responsible for managing the flow of discourse by creating coherence. Textual metafunction creates relevance to the context: the preceding and the following text, as well as the situational context. Halliday & Matthiessen (2014, p.31) explain that the textual metafunction enables

language to build up sequences of discourse by ‘organizing the discursive flow, and creating cohesion and continuity as it moves along’. Thus, the textual metafunction of language is concerned with the creation of text through internal organisation of information in it, to make it interpretable to the audience.

As Eggins (2004) points out, textual metafunction enables texts to be negotiated by involving the elements of Theme and Rheme. This metafunction has grammatical systems which include *information structure* such as theme, rheme, given and new, as well as *systems of cohesion*, such as reference, substitution, and ellipsis.

In conclusion, SFG establishes that these metafunctions are systemic clusters, that make meaning of a related kind. They are built on the basis of interdependency and equal relevance and not independence and hierarchy. In sum, talking or writing about something (experience), establishing a social relationship with the listener or reader, and creating a context for the information said to be presented as message are often simultaneously done by a speaker/ writer.

2.3 Theme and Rheme

In English, the clause is organized as a message by being divided into two parts, one part which presents the message (Theme) and the remaining part (Rheme). The notion of Theme has been vastly studied by several scholars (Halliday & Matthiessen, 2004, 2014; Bloor & Bloor (2004); Eggins, 2004; Downing & Locke, 2006; Schleppegrell, 2004). In speaking or writing English, we indicate that an item has thematic status by putting it first.

With the terminology given by the Prague School of Linguists (e.g. Firbas, 1992), we shall use the term Theme as the label for this function. Halliday & Matthiessen (2014, p. 89) refer to the Theme as ‘the element that serves as the point of departure of the

message; it is that which locates and orients the clause within its context'. The Theme is chosen as a point of departure by the speaker to aid the hearer to interpret the message. Eggins (2004) considers the Theme as the element which comes at the first part of the clause. It contains information that is 'given' or familiar, thus, has been mentioned already in the text or context. Bloor & Bloor (2004, p. 71) consider the Theme in English as 'the idea represented by the constituent at the starting point of the clause'. Erdmann (1990) in Marfuaty & Wahyudi (2015, p. 111) defines Theme as "what is known or given in the text". Taiwo (2001) in Sharndama & Panamah (2013) considers the Theme to be what the speaker/writer chooses as the starting point of a message. Downing & Locke (2002, p. 223) state that the choice of Theme represents the angle from which the speaker projects his/her message. Salih (2008) in Marfuaty & Wahyudi (2015, p. 111) describes Theme as "what is known or grasped from the context". The Theme of the message chosen is considered prominent as it enables the hearer to process the message by the speaker. In effect, the Theme plays a crucial role in focusing and organizing the message which contributes to its coherence and success.

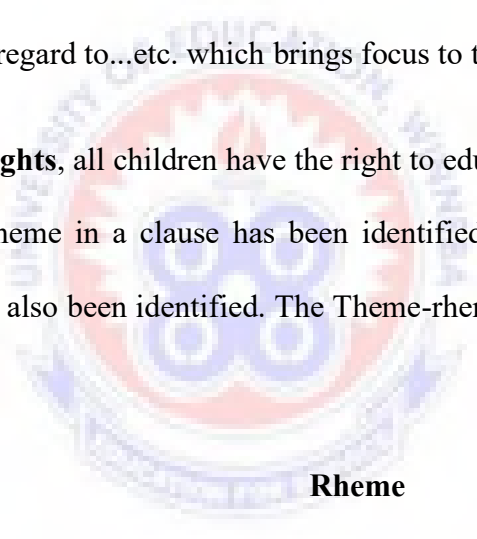
As Halliday & Matthiessen (2014, p. 89) put it, 'the remainder of the message which develops the Theme is called in Prague School terminology as Rheme. Eggins (2004, p. 300) reiterates the Rheme as 'the part of the clause in which the Theme is developed'. It contains information that is 'new' or unfamiliar, thus, has not been mentioned yet in the text. Bloor & Bloor (2004, p. 71) consider the rheme in English as 'the rest of the message'. Paltridge (2006, p.146) defines rheme as "what the clause has to say about the Theme'. Erdmann (1990) in Marfuaty & Wahyudi (2015) defines rheme as "the unknown or new". Taiwo (2001) in Sharndama & Panamah (2013)

consider rheme to be the part in which everything about the clause is explained or described. Simply put, all constituents in the clause that is not Theme is Rheme.

This implies that the structure of the message in a clause is made up of a Theme together with a Rheme. The message therefore reveals the thematic prominence first, then the thematic non-prominence follows. There can be variation in the thematic element chosen in the clause. The thematic element is the first group/ phrase which functions experientially as participant, process, circumstance, with the participant as the most common type of Theme. The participant which is Theme is realized by a nominal group and may be announced by expressions such as 'in respect of, as for..., about..., with regard to...etc. which brings focus to the Theme. For example

In respect of civil rights, all children have the right to education

In sum, once the Theme in a clause has been identified, the Rheme, which is just 'everything else' will also been identified. The Theme-rheme boundary is illustrated in the examples below



Theme	Rheme
The capital of Canada	is Ottawa
In the classrooms	students are required to be attentive
Very slowly	the boys walked home
Understanding	is key in most marriages
Can you	help with that bag?

According to Halliday & Matthiessen (2014), the textual component within the grammar of a text is the resource for creating discourse. Two related systems are realized when the grammar manages discourse flow structurally. One system deals

with the clause, thus *Theme-rheme system* and the other system considers the information unit, thus *system of Information (Given & New)*. Theme- rheme system has already been discussed above. In the section below, the system of Information is discussed.

Given, is the information that is presented by the speaker. It may be recoverable, thus, has been mentioned before to the listener and so not considered news. On the other hand, *New*, is the information that is not recoverable, thus, has not been mentioned before to the listener and so considered news.

The ordering of Given + New means that the Theme coincides with Given, while the Rheme coincides with New. Halliday & Matthiessen (2014) add that Given + New and Theme + Rheme, however, are not the same thing. The Theme is what the speaker chooses as his point of departure while the Given is what the listener, already knows about or has access to. Theme + Rheme is speaker-oriented, while Given + New is listener-oriented, although both are speaker-selected. Martin (1992a, p. 452) adds that ‘Theme realizes the ‘angle’ of the story and the New elaborates the field, developing it in experiential terms. In any case, the speaker may use both thematic and information structures to produce rhetorical effects’. For instance

Table 2.1 Theme and Rheme

I	couldn't visit	you last year
Theme	Rheme	
New		Given

The types of Theme are realised according to Metafunctions, Structure and Markedness. They are discussed below.

2.3.1 Theme by Metafunctions

This section basically presents the types of Theme by Halliday & Matthiessen (2014), according to the metafunctions in SFG. They are Topical (or experiential) Theme, Interpersonal Theme and Textual Theme.

2.3.1.1 Topical Theme

The topical Theme basically performs an experiential function, as *participant*, *process* or *circumstance* in the Theme of a clause structure. The topical Theme may occur alone as Theme in the clause or can be preceded by other elements, textual and interpersonal Themes, which perform no experiential function in the clause. If all three Themes appear in a clause, they follow the textual, interpersonal and topical order. As Halliday & Matthiessen (2014) put it, the topical Theme is the only experiential element which ends the Theme of a clause, functioning either as a participant, process or circumstance. ‘When an element of the clause to which a transitivity function can be assigned occurs in first position in a clause, we describe it as a topical Theme’, (Eggins, 2004, p. 301).

In Bloor & Bloor (2004, p. 72), the topical Theme in any clause is ‘the first constituent that is part of the meaningful structure of the clause’. It always represents a participant, circumstance or process, presented by a nominal group, prepositional phrase or an adverbial group.

The topical Theme helps to determine the Theme/Rheme distinction in a clause since it is always the final element in the Theme position so all other elements after it constitute the rheme. The topical Theme takes a transitivity role such as actor, carrier, sayers, behavior, sensor or circumstance etc. The topical Theme is always realized by

one of the following elements: subject, predicator, complement, or circumstantial adjunct. For example, in the sentence below

The woman held him by the neck

Actor

Topical theme

Theme

Rheme

The woman in the theme position is a topical Theme. It appeared as the only element which takes the transitivity role as the actor in the clause.

2.3.1.2 Interpersonal Theme

The interpersonal Theme basically performs an interpersonal function by creating interactions among speakers. According to Halliday and Matthiessen (2014, p. 109), ‘the interpersonal Theme enables a speaker to project his/her own angle on the value of what the clause is saying’. The speaker expresses his/her views through language use. ‘When a constituent to which we would assign a mood label (but not a Transitivity label) occurs at the beginning of a clause, we call it an interpersonal Theme’, (Eggins, 2004, p. 302). Paltridge (2006) argues that the interpersonal Theme indicates the point of view being taken in the clause. According to Halliday and Matthiessen (2014), interpersonal Themes may be realized by vocatives, modal /comment adjuncts and finite verbal operators.

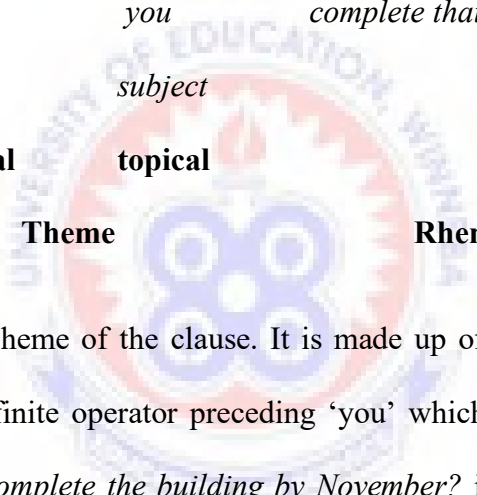
The *vocatives* are terms, which are not necessarily personal names, used to address. They may be used to prompt a listener and they occur anywhere in the clause, often marking the beginning of the interpersonal Theme. A vocative in a clause may be thematic if it precedes a topical Theme, e.g. your majesty, distinguished people, officer etc. *The modal/comment adjuncts* are used to express the speaker’s judgment

on, or attitude to the content of the message. They appear before the topical Theme, e.g. certainly, possibly, maybe, just etc.

Lastly, *the finite verbal operators* also precede the topical Theme. They are sets of finite auxiliary verbs including primary tense (am, is, are) or modality (can, will), and their negatives (aren't, don't, can't), a WH- interrogative (why) or imperative (let's/let me) and the unmarked Theme of yes/ no interrogatives which Eggins (2004, p. 305) refers to as 'polarity adjuncts'.

For example, in the sentence below

<i>Can't</i>	<i>you</i>	<i>complete that building by November?</i>
<i>Finite</i>	<i>subject</i>	
Interpersonal	topical	
Theme		Rheme



'*Can't you*' is the Theme of the clause. It is made up of 'can't' as an interpersonal Theme, which is a finite operator preceding 'you' which is the topical Theme. The rest of the clause '*complete the building by November?*' is the rheme. Vocatives and Modal/ Comment adjuncts are characteristics of dialogue and so they indicate interactive meanings. Finite operators on the other hand indicate modality.

2.3.1.3 Textual Theme

The textual Theme basically constructs the message in a clause by organizing its contents. Halliday & Matthiessen (2014) assert that a speaker or writer makes use of a textual Theme if he makes explicit the way a clause relates to the surrounding discourse. Eggins (2004, p. 305) states that the elements in the textual Theme 'do important cohesive work in relating the clause to its context'.

According to Halliday and Matthiessen (2014), textual Themes include continuatives, conjunctions, conjunctive adjuncts.

Continuatives, as Halliday and Matthiessen (2014) describe, are small sets of words that signal a move in the discourse, which can be a response in dialogue etc. Examples are yes, no, well, oh, now. *Conjunctions* are words or groups of words that either link (paratactic) or bind (hypotactic) a clause to another clause in the same structure. Examples include (paratactic) and, or, nor, either, but, yet, so, for (hypotactic) when, while, before, after, although among others.

Lastly, *Conjunctive /discourse adjuncts* are adverbial groups or prepositional phrases that relate the clause to the preceding text. Like conjunctions, they set up a semantic relationship with what precedes them. Examples include nevertheless, then, also and so on. The textual Theme precedes the interpersonal Theme (if present) and the topical Theme in a clause. For example, in the sentence below



<i>And</i>	<i>he</i>	<i>proposed marriage to her.</i>
Textual	topical	
Theme		Rheme

'*And he*' is the theme of the clause. It is made up of 'and' as textual Theme, which is a conjunction preceding 'he' which is the topical Theme. The rest of the clause '*proposed marriage to her*' is the rheme.

However, all three aspects of Theme may appear in a clause, and they follow the textual, interpersonal and topical order to indicate the thematic structure of that clause.

For example

Well, possibly, the student can pass all the exams.

textual interpersonal topical

Theme

Rheme

(all three aspects of Theme)

'*Well, possibly, the student*' is the Theme of the clause. It is made up of 'well' as textual Theme, which is a continuative, followed by 'possibly' as interpersonal Theme which is a modal adjunct and 'the student' as topical Theme which is a nominal group. The rest of the clause '*can pass all the exams*' is the rheme.

2.3.2 Theme by Structure

The main types of Theme in a clause, according to Halliday & Matthiessen (2014), may be *simple* or *multiple*, based on its structure in a clause. Other types of Theme are also derived based on their structure or appearance in clauses. They include Theme realized by group or phrase complexes, predicated Theme etc. For Halliday, a simple Theme is "without any further internal structure" (1985, p. 53) while in multiple Theme, "the part of the clause functioning as Theme has a further internal structure of its own".

2.3.2.1 Simple Theme

A simple Theme is made up of a topical Theme only, which relates to the experiential function. Halliday & Matthiessen (2014) state that the simple Theme of a clause consists of just one structural element, which is represented by just one unit. Halliday in Ren et al (2009) considers the simple Theme to consist of an independent unit that cannot be split. The element can be realized by one nominal group ("the tallest

building”), adverbial group (“very slowly”), or prepositional phrase (“on Tuesday”).

Below are examples

Table 2.2 Simple Theme

Theme	Rheme
Those boys	represented the school during the competition
More often	Kojo has been found drunk
At the train station	he was found dead

It is possible for a simple Theme to consist of two or more phrases or group complexes which form a single structural element. The elements of the group complexes which make up the simple Theme may be two nominal groups, joined by ‘*and, or*’, constituting a nominal group complex. Examples can be found below

The table and chair belong to me.
Men or women can be pastors.

Nominal group complex

Simple theme **Rheme**

Also, the simple Theme may consist of two prepositional phrases constituting a prepositional phrase complex. Examples can be found below

In an envelope under the bed Fiifi found a huge sum of money.
On the vehicle near the bar lied a baby.

Prepositional phrase complex

Simple Theme **Rheme**

In addition, a simple Theme may consist of two nominal groups in apposition, where one nominal group is in apposition to the other. The nominal group in apposition to the other is underlined. Examples are below

Prof. Yaw Sekyi-Baidoo, the Director for IRPAD-UEW was present at the meeting.

English, an official language is spoken in Ghana.

Nominal group in apposition

Simple Theme

Rheme

It can be concluded from the examples above that, ‘any group complex or phrase complex may constitute a single element within the clause’ (Halliday & Matthiessen (2014, p. 93)

2.3.2.2 Thematic Equative

Halliday & Matthiessen (2014, p. 95) refer to a thematic equative as ‘an identifying clause which has a thematic nominalization in it’. They also argue that the thematic equative helps to identify and specify the Theme and equate it to the Rheme after being identified too. It sets up the Theme + Rheme structure in the form of an equation, where Theme = Rheme. The ‘equals sign’ is expressed by some form of the verb be (is, was). The thematic equative has nominalization in it because the elements are made to function as a nominal group in the clause. This nominal group consists of a Head and a post-modifying relative clause such as what (that which), how (the way in which), when (the time at which) and where (the place at which). As Eggins (2004) puts it, a simple Theme makes it possible for a clause to realize only one thematic element (in which case it must be a topical Theme). The thematic equative, as ‘a special thematic resource’ is realized when two or more separate elements are put together so that they form a single constituent of the Theme + Rheme structure (Halliday & Matthiessen ,2014). Since the separate elements form a single constituent, a thematic equative is also considered a simple Theme.

Examples of thematic equatives are found below

Theme		Rheme
<i>The time at which Nii took the medication</i>	was	inappropriate
<i>What the lecturer tells his students</i>	is	motivational
<i>Where clothes are kept in the house</i>	are	six in number

The thematic equative pattern allows for all possible distributions of the parts of the clause into Theme and Rheme as posited by Halliday & Matthiessen (2014). Thematic equatives produce variant positions of the Theme and Rheme in the clause. For instance, *what is inappropriate* is the time Yaw took the medication.

2.3.2.3 Multiple Theme

When the Theme of a clause has its own internal structure, Halliday (1985) refers to it as a multiple Theme. The internal structure of a multiple Theme is based on the principle that a clause is simultaneously a representation of experience, an interactive exchange and a message. Halliday & Matthiessen (2014) introduced three metafunctions. The various Themes in a clause, realized by these strands of meaning are textual, interpersonal and topical Themes. Eggins (2004) reiterates that it is very common for clauses to contain a sequence of Theme, with often several textual and/or interpersonal Themes occurring before the obligatory topical Theme in the thematic position. Examples of multiple Theme are below

1. <i>In addition,</i>	<i>the president</i>	<i>provided</i>	new buses for the school
Conjunctive adjunct	vocative	process	
Textual	interpersonal	topical	
(Multiple) Theme			Rheme

2. <i>So</i>	<i>will</i>	<i>those boys</i>	go to church today?
Conjunction	modal	participant	
Textual	Interpersonal	topical	
(Multiple) Theme			Rheme

2.3.2.4 Predicated Theme

A combination of thematic and informational choices is made when a Theme is predicated. To Halliday & Matthiessen (2014), a predicated Theme identifies one element as being exclusive at a point in the clause. The predicated Theme retains its thematic structure and also carries the information focus without additional foregrounding. Eggins (2004) asserts that it is possible to change the status of ‘given’ and ‘new’ information through Theme predication. When a constituent in the clause is ‘given’, it is in the beginning of the clause and already being talked about. When it is moved away from the beginning of the clause in order to carry intonation choice, its ‘new’. Eggins (2004, p. 316) is of the view that ‘this process is used when the speaker/writer wishes to give emphasis to a constituent that would otherwise be unemphasized, while maintaining the ‘real’ news, which is in the Rheme of the original clause’

In the predicated Theme structure, there is mostly an explicit formulation of contrast (Halliday & Matthiessen ,2014). Examples are italicized below

Was it Accra that they travelled to?

It isn't his doctor who saved his life.

It was last week that the auditors came here.

It was the boat which could fly in the sky.

2.3.2.5 Theme in Dependent Bound Clauses

Just as Theme occurs in free clauses, it may occur in clauses that are not free too. As Halliday & Matthiessen (2014, p. 125) put it, ‘there is thematic structure, in fact, in all major clause types: that is, all clauses expressing mood and transitivity, whether independent or not’. As stated earlier, the Theme of a clause extends to the first element that has an experiential function (topical Theme). This may occur in dependent clauses too, where one part of the clause is Theme and may have an experiential function (transitivity role).

When dependent bound clauses are

- Finite, they usually have a structural Theme which is a conjunction such as *since, after, because, that*, followed by a topical Theme. The finite verb is underlined. Examples are below

Table 2.3 Theme in Finite Bound Clauses (with Conjunctions)

Main clause	dependent bound clause		
Annie died	because	she	<u>was</u> ill
They arrived	after	lunch	<u>had been served</u>
	structural T	topical T	
	Theme		rheme

The dependent bound clause which is finite may also begin with a WH element, which constitutes the topical Theme. Examples are below

Table 2.4 Theme in Finite Bound Clauses (with WH- elements)

Independent clause	Dependent bound clause	
They don't know	why	Jeff left
Kaserm admitted	what	he had done yesterday
Mimon remembered	who	he saw at the bank
	topical T	
	Theme	Rheme

- (ii) Non-finite, the structural Theme may be a conjunction or preposition which may be followed by a Subject as topical Theme. However, most non-finite clauses have neither, and they consist of Rheme only.

Table 2.5 Theme in Non-finite Dependent Clauses

Dependent	bound	clause	Independent clause
For	you	to pass the exam	you need to study hard
With	the dog	stealing the meat	Kofi was furious
While		swimming in the pool	Winston missed the call
structural T	topical T		
Theme		Rheme	

2.3.2.6 Theme in Embedded clauses

Embedded clauses occur within the structure of a nominal group, as defining relative clauses. They have minimal thematic contribution to a sentence although they function as dependent clauses. Examples are below. The embedded clauses which serve as Theme have been underlined. They are of less thematic importance to clauses but help to organize texts.

Example:

The girl who won the lottery is my niece

The boy covered by a blanket was rushed to the hospital

The workers issuing receipts closed on time

2.3.2.7 Theme in Minor clauses

Minor clauses are clauses which have no mood or transitivity structure. They function usually as exclamations, greetings, calls and alarms. These clauses have no thematic structure. Examples are below.

Welcome

Thank you

Grace!

Good day

2.3.2.8 Theme in Elliptical clauses.

These clauses may be anaphoric or exophoric.

- Anaphoric ellipsis: With this clause, some part of the clause presupposes what has been mentioned already. They have no thematic structure since the whole preceding clause is presupposed. However, some may have their own thematic structure since only part of the preceding clause is presupposed. As such, they result in various forms. They may be in response to questions. Some of these clauses are not different from minor clauses, e.g. yes, no, all right. Examples are below.

(They came here) when?

(Where did they go?) through that door

- Exophoric ellipsis: This clause does not presuppose what has been mentioned already. It simply makes use of the context, typically the roles of speaker and learner. As such, the Subject, and the finite verb are often ‘understood’ from the context. These clauses have a thematic structure being part of rheme alone.

The theme is omitted in the ellipsis. The full sentences are in the brackets, with the omitted theme in the ellipsis underlined. Examples are below

asleep? (are you asleep?),

lunch? (should we have lunch?),

seat please! (have a seat please!)

2.3.3 Theme by Markedness

Markedness indicates usuality, where the role of an element in a clause may be expected or not. Theme is marked when an element apart from the subject, occupies the Theme position in a clause. Theme is unmarked when the subject is usually in the first position.

2.3.3.1 Marked Theme

This section discusses the marked Theme. The term ‘marked simply means atypical, unusual’ (Eggins, 2004, p. 318). A Theme is marked where an element apart from the subject occupies the Theme position of the clause. It is formed by moving a circumstantial element to the first position in a clause. Halliday & Matthiessen (2014) refer to a marked Theme as a constituent, other than the Subject, in a declarative clause. As Eggins (2004, p. 318) puts it, a marked Theme, is ‘when Theme conflates with any other constituent from the Mood system’. The mood system of the clause includes declarative, interrogative, exclamative or imperative clauses.

Halliday & Matthiessen (2014) posit that the commonest form of a marked Theme is *an adverbial group*, e.g. last Sunday, there, hastily, quite often or *prepositional phrase*, e.g. behind the wall, on the shelves, with a stick etc., functioning as *Adjunct* in the clause. An element which is least likely to be thematic in the clause is a

Complement. This is because the complement is realized by a nominal group already, and does not function as Subject.

Marked adjuncts and Complement Theme are followed by the Subject in Modern English. When a speaker/ writer makes a marked choice, he/she implies that all things are not equal, something in the context requires a different meaning to be made (Eggins, 2004). A marked Theme may include participants that are not subjects as well as circumstantial elements such as time or place. A marked Theme can be produced by moving a circumstantial element to Thematic position (Eggins, 2004). In sum, a clause which has chosen a marked Theme will have adjunct or complement in the first position in the clause. Examples of marked Themes in clauses are italicized below.

Skillfully, Lincoln played the football (marked Theme in declarative clause)

In December, harmattan sets in (marked Theme in declarative clause)

Read the newspapers in the bag (marked Theme in imperative clause)

In these circumstances, what can be done to keep us lively? (marked Theme in interrogative clause)

2.3.3.1 Unmarked Theme

The term 'unmarked simply means most typical/usual' (Eggins, 2004, p. 318). A Theme is unmarked where an element which is the grammatical subject occupies the Theme position of the clause. Halliday & Matthiessen (2014) refer to an unmarked Theme as the Subject in a declarative clause. As Eggins (2004, p. 318) puts it, unmarked Theme is 'when Theme conflates with the Mood structure constituent that typically occurs in first position in clauses of that Mood class'.

Halliday & Matthiessen (2014) posit that the common forms of an unmarked Theme are personal pronouns (you, we, he, she, it, they), impersonal pronouns (it, there) as well as nominalizations and other nominal groups with common noun or proper noun as Head. The identification of an unmarked Theme is determined by the mood of the clause, whether the clause is declarative, interrogative or imperative. Eggins (2004, p. 318) states that an unmarked Theme may function as subject (in a declarative clause), finite (in an interrogative), predicator (in an imperative), WH element (in a WH-interrogative). In sum, a clause which has chosen an unmarked Theme will have subject in the first place in the clause. Examples of unmarked Themes in clauses are italicized below.

We will visit the zoo soon (unmarked Theme in declarative clause)

That's how it happened (unmarked Theme in declarative clause)

Let's visit granny next weekend (unmarked Theme in imperative clause)

Have they published the article? (unmarked Theme in interrogative clause)

To sum up, the analysis of Theme which is realized by the textual metafunction of the SFG contributes to the organisation of message in a discourse. Analyzing the Congregation speeches of the VC, using Theme will help one to figure out the notion of Theme which helps in the flow of information. The section below reviews existing literature on the studies of Theme.

2.4 Literature Review

This section discusses briefly writings of people who have applied Theme by Halliday & Matthiessen in a variety of discourses. They are discussed in terms of their orientations and relationship to the present study.

2.4. 1 Theme and Academic Discourse

Studies that have used Theme in analyzing academic discourse are reviewed in this section. Ebrahimi & Ebrahimi (2012) analyse the use of textual Theme and its types in the writings of students. In the study, they observe that, among the three elements which constitute the textual Theme, the structural elements (subordinates & coordinates) highly dominate the writings followed by the conjunctive adjuncts, while continuatives were neglected by the students. The results suggest that textual Theme and its types are highly effective in writing since they enhance connectivity between ideas and so will benefit the Iranian EFL students and English language instructors in general. In addition, Shieh & Lin (2011) conduct a study to analyse Theme and Thematic Progression (TP, henceforth) patterns taken from eight selected writings of students. The results of the study show that unmarked Theme and constant TP patterns occurred most.

Another study by Herriman (2011) investigates Theme and TP patterns in sixteen (16) essays written by Swedish university students to contribute to the development of texts. Again, Hawes (2015) in a study investigates the development of Theme into TP patterns, in eighteen (18) university students' essays and compares them with essays written by professional journalists of British newspapers, *The Sun* and *The Times*. Soepriatmadji (2009) also examines the patterns of TP in the abstracts of theses, written by students of English in a university. Njobvu (2010) discusses the relationship between TP patterns and discourse coherence in writings of university students. Rakhman's analysis (2013) is on the TP patterns used by high school students in writing exposition essays. Using the concept of Theme, the study by Ebrahimi & Ebrahimi (2012) is more related to the present study since they analyse Theme and its types. Even though the discourse is different, the types of Theme in

relation to metafunctions employed in analyzing the texts are also employed in the present study. The main focus of the remaining studies (Shieh & Lin, 2011; Soepriatmadji, 2009; Njobvu, 2010; Rakhman, 2013; Hawes, 2015; Herriman, 2011) is TP patterns, but they touch slightly on Theme, because TP is based on the identification of Theme and Rheme in a clause.

2.4.2 Theme and Media Discourse

This section discusses the analysis of Theme in media discourse. To begin with, Rashidifar & Ebrahimi (2015) conduct a study to examine Theme and TP patterns in a political interview. The study employs Halliday's (1994) SFG model and McCabe's (1999) TP model. The results indicate that different types of Theme (textual, interpersonal, simple, multiple, marked, and unmarked) and patterns of thematic progression with the exception of split Theme (linear, constant, and split rheme) are used in the interviews. Another study by Marfuaty & Wahyudi (2015) analyzes TP patterns of the Opinion section texts of *The Jakarta Post* newspaper. The data comprises of five issues/texts from the newspaper, categorised based on Halliday's types of Theme. The findings reveal that the most dominant Theme in all five texts is the topical Theme, followed by textual Theme and the interpersonal Theme. With the TP patterns, the most dominant is the simple linear TP pattern. Hawes (2010) in a study compares the editorial columns of two newspapers, *The Sun* and *The Times* are the most dominant TP patterns which occurred. Sharndama & Panamah (2013) in a study also investigate Theme and TP patterns in business news reports of selected Nigerian newspapers, *Daily Trust*, *The Punch*, *The Nation* and *Leadership*. The study uses Halliday & Matthiessen's (2004) theory of SFG to examine Theme and Danes (1974) theory of TP to examine TP patterns in the texts. The results of the analysis reveal that multiple Themes are mostly used in the newspapers. These themes are

mostly unmarked too. Also, the constant TP and linear TP patterns were predominantly used. Adjei (2010) in a study compares Theme and TP patterns in two columns of the *Daily Graphic* newspaper, the Lead Story and the Editorial columns. The theories used are the Theme approach in Halliday's SFG (1985, 1994, 2004) and the TP patterns approach by Danes (1974), Cloran (1995), Nwogu & Bloor (1991). The findings reveal that more complex structures in nominal groups dominated as well as multiple Themes in the editorial columns. While simple Theme dominated in the lead stories. The dominant TP pattern in the editorial was the derived TP pattern. All the studies in this section are relevant to the present study because they discuss Theme and its types, though the discourse types are different. This study analyses Theme in institutional discourse.

2.4.3 Theme and Translation Studies

It is possible to conduct thematic analysis in translation studies too. This is what Tawfiq & Najim (2009) do by comparing Theme in English and Arabic subordinated clauses by using the SFG model by Halliday (1994). One of the findings in the study is that the topical Theme in English subordinated clauses is overt while that of Arabic is sometimes covert or hidden. Alekseyenko (2013) also does a comparative study to investigate Theme and TP patterns in English and Russian texts. The results of the study reveal that investigating Theme in a study helps translators and translation students in their efforts to ensure information in texts flow naturally. The study of Theme in this section is relevant because Theme is investigated in the present study too. All two studies discuss the types of Theme which occurred in the texts, translation texts.

2.4.4 Theme and Literary Studies

Theme has been used to analyse literary discourse also. Abed (2010) examines 16 chapters of Charles Dickens' *A Tale of Two Cities* by identifying the TP patterns. The TP model used is adopted by Danes (1974). The results of the study reveal that the constant TP pattern is dominant in the novel. In another study by Bilal (2012), he examines the three metafunctions of SFG by Halliday in the story, 'Thank You Ma'am' by Langston Hughes. The three metafunctions are the ideational, interpersonal and textual metafunctions. The study confirms that linguistics features of a text helps in understanding the text. Again, Kamilah (2014) analyses a poem 'Invictus' by William Ernest Henley, using Halliday's metafunctions in SFG. The findings show that the mental, relational and material processes in the ideational metafunction are used, in the interpersonal function, and the textual metafunction characterizes the pronoun 'I' by the statements in the poem. The studies by Kamilah (2014) and Bilal (2012) add to literature on SGF by Halliday & Matthiessen and so relevant to the present study. That of Abed (2010) studies TP patterns without touching on Theme and so it's also relevant to the study.

2.4.5 Theme and Political Discourse

The use of Theme in political discourse is discussed here. Nguyễn (2012) conducts a study to compare Theme in English and Vietnamese political speeches in relation to their types, semantic and pragmatic aspects. The findings of the study indicate that some types of Theme in English do not exist in Vietnamese, such as predicated Theme. Again, Kuswoyo (2016) analyzes Theme and TP patterns employed in two selected press conference speeches of President Barack Obama, based on the Halliday's SFG. The findings show that Obama uses all elements of the topical /ideational Theme (subject, complement, or circumstantial adjunct), except the

predicator element which functions to be marked and unmarked Themes. Also, he uses only one element of the interpersonal Theme which is the modal adjunct as well as two elements of textual Theme, structural conjunction and continuatives. The combination of constant and linear TP pattern is used most in both press conferences. The study reveals that thematic structure is used to develop a text to enhance communication effectively. Lastly, Oktaviani (2013) investigates Theme and TP patterns in a speech delivered by Barrack Obama in an Indonesian university. The speech is analyzed in the source language (English) and the target language (Indonesian). The studies in political discourse conducted by Nguyễn, 2012; Kuswoyo, 2016 and Oktaviani, 2013 discuss the types of Theme in addition to TP patterns, however, they are different from the present study which is an institutional discourse.

2.4.6 Readability and Speeches of VCs

As mentioned earlier, speeches delivered by VCs are part of institutional discourse. That is why the study by Gyasi (2017) is relevant here because the data for this present study is institutional discourse. He examines readability in the annual reports delivered by VC's of UCC, using the Flesch Reading Ease formula theory while this study analyses Theme in the congregation studies of the VC of UEW using the SFG theory of the clause as message.

In conclusion, the review of existing literature above indicates that there are several studies on Theme in different discourses. They have focused on political discourse, academic discourse, literary discourse, media discourse etc. Only one study on institutional discourse was obtained. However, that study analyzed readability and not Theme in the selected speeches. This makes it obvious that the analysis of Theme in

institutional discourse has not received much attention, and that is what this present study seeks to do. It contributes to knowledge on Theme in institutional discourse, most especially speeches delivered during ceremonial occasions.

2.5 Summary of Chapter

This chapter has discussed the notion of Theme and the SFG theory as the theoretical framework by Halliday & Matthiessen (2014). Also, literature related to the study of Theme and their findings have been discussed briefly. The review points to the fact that Theme can be applied in several fields of study. Again, it is evident from the review that minor attention has been given to institutional discourse and the analysis of Theme. All the aspects of methodology used for the study are discussed in the next chapter.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology for this study has eight categories. They are research approach, research design, data collection methods, population, sampling, sampling procedure, unit of analysis and data analysis procedure.

3.1 Research Approach

The research approach chosen for this study is the *Qualitative research approach*. Guest et al (2013) are of the view that this approach answers the *whys* and *hows* of the behaviours, judgements, and experiences of humans. Creswell (2007) asserts that in the qualitative approach, there is the collection of data in a natural setting sensitive to the people under study, and data analysis that is inductive and establishes patterns or forms. Thus, the data is originally made available for analysis to be made and conclusions to be drawn from the findings. Also, the behaviours and experiences of the university are revealed through the delivery of the congregation speeches. They include commendations and expectations to the graduands who are the focus of the message and the state of the university (growth and challenges) are also revealed. In addition, the study uses the concept of the clause as message in SFG to establish types of Theme that make the message in the selected speeches meaningful. Conclusions are drawn from the findings discovered through the investigation of Theme in the speeches.

The concerns raised in the literature are enough to justify the qualitative approach as being an appropriate approach for this study.

3.2 Research Design

Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results. The research design for this study is termed *Textual analysis*. According to McKee (2003), textual analysis is a way for researchers to gather information about how other human beings make sense of the world. In carrying out textual analysis, researchers gather information about texts, which are meaningful. This, Vanderstoep & Johnston (2009, p. 211) emphasize that ‘meaning is at the heart of textual analysis’. The meaning from these texts may be examined from the speaker’s perspective or the context in which the texts were produced or experienced. Significant considerations in textual analysis are to select the types of texts to study, obtain the appropriate text and determine which specific approach to employ in order to analyze them (Frey et al, 1999). The textual analysis design is suitable for this study because the types of texts to be selected are the congregation speeches of UEW. The structure and content of the message in the speeches are made meaningful through the textual analysis of Theme in them. Also, the types of texts selected are the Congregation speeches. They are particular speeches chosen from Winneba, Kumasi and Mampong campuses, in line with what Frey et al suggest. Textual analysis is suitable for this study because it helps to analyse the congregation speeches to basically interpret the meaning the speeches intend to provide.

3.3 Data Collection Methods

Data serves as evidence of a study which determines the accuracy of the results of the study so data is needed in conducting research (Perry, 2005). In every study, it is important to collect data that would be analyzed through a phenomenon / framework chosen. The data collection instrument / tool used for the study is Documentation /

Document analysis. Corbin & Strauss (2008) assert that document analysis is an analytical method in qualitative research which requires data which is examined and interpreted to produce meaning and develop empirical knowledge. As Bowen (2009, p. 27) puts it, ‘Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic materials’. With documentation, the documents which serve as data are then analyzed into major themes and categories. This type of instrument is chosen because the selected congregation speeches delivered by the VC are obtained from written texts. They are the congregation speeches by Prof Akwasi Asabere- Ameyaw, the second VC of UEW. Furthermore, the congregation speeches of the VC are chosen based on their easy accessibility at the time of the study. The various congregation speeches of the second VC were easily accessed as compared to the speeches of the first as well as the third (current) VCs of UEW. The speeches by the second VC have been compiled in a book entitled *The Oration, A Collection of Speeches by Vice Chancellor of the University of Education, Winneba, Vol 2*. Copies of the book are available at the Osagyefo Library, UEW- Winneba Campus. Through documentation, all speeches delivered by the second VC were obtained from the university library. In all, forty-five speeches were obtained from *The Oration, Vol. 2*. Out of the forty-five speeches, three congregation speeches are sampled. These congregation speeches are a representation of the three ‘satellite’ campuses of UEW, the Winneba, Kumasi and Mampong campuses.

3.4 Population

All participants, human or non-human used to accomplish objectives of a study make up a population. Given (2008) indicates that population as a concept in research methodology refers to every individual who fits the criteria (broad or narrow) that the researcher has laid out for research participants. Kusi (2012, p. 80) describes

population as “a group of individuals that a researcher generalizes findings to”. It is possible to generate findings from the population chosen for a study. In this study, the population includes all the Congregation speeches of the second VC of UEW from the year 2007 to 2014 that are compiled in the collection. The content of these speeches can be analysed based on Theme so they form the population.

3.5 Sampling

Sampling according to Polit & Hungler (1999) is the process of selecting a portion of the population to represent the entire population. They also assert that sampling is relevant because it is more economical instead of studying a large population. It is important to select a portion of an entire population so as to conduct a better analysis rather than the entire population. Sampling to select a portion of data is crucial in qualitative analysis as Mason (2010) points out, more data does not necessarily lead to more information.

3.5.1 Sample Size

A sample according to Given (2008, p. 797) is ‘the set of actual data sources that are drawn from a larger population of potential data sources’. Fink, (2003, p. 1) also states that ‘a good sample is a miniature version of the population of which it is a part – just like it, only smaller’. From the total population, a number of data sources are selected which constitute the sample size. A sample size of three (3) congregation speeches delivered by the second VC of UEW are obtained for the study. The period from which the texts are sampled are in eight years. The selected speeches are delivered from 2007 to 2014. They are studied in relation to Theme and their contribution to the organization of information in texts. This sample size is to help the

researcher to conveniently handle data. For Baxter & Jack (2008) have indicated that, convenience is at the core of qualitative research.

3.6 Sampling procedure

According to Palys (2008), the nature of the research objectives of a study are influenced by a particular sampling technique. As a result of the objectives of the study, the Purposive sampling technique is used in selecting the samples for the data which according to Palys is “virtually synonymous with qualitative research (Palys, 2008, p. 697)”. Creswell and Plano Clark (2011) also assert that purposeful sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. Purposive sampling also known as Relevance sampling according to Krippendorff (2004) aims at selecting all textual units that contribute to answering given research questions.

This means that the researcher selects individuals and sites for the study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. Since there are forty – five congregation speeches delivered by the second VC in the collection, it is therefore crucial to use an appropriate sampling technique to choose. The congregation speeches of the VC can be used when analyzing types of Theme, the experiential functions they manifest as well as the communicative implications they carry.

The sampled speeches include three (3) congregation speeches of the second VC of UEW out of forty- five (45).

3.6.1 Choice of Speeches

Congregation speeches delivered by VCs address the staff, students, entire university community as well as individuals interested in the affairs of the university. Precisely, the congregation speeches by the second VC of UEW are chosen for this study because a VC, as the ‘chief executive, principal academic and administrative officer’ of the university is the main public voice who commits the university locally and globally with his pronouncements. Again, the congregation speeches are chosen because they touch on the state of the university, policy issues, the mission, achievements and challenges of the university as they receive a wider attention from the public etc.

In the foreword of *The Oration*, Dr. C. Y Akwaa- Mensah refers to the VC as ‘one of the most adept at wielding spoken words as an administrative tool’. At the blurb of the book too, Kutorglo & Agyin- Birikorang (2015) write that during various moments in the VC’s tenure, his ‘voices highlight the evolution of philosophical and practical thoughts in education and leadership spanning a little over eight years and at the same time marks the milestones that span the development of the University of Education, Winneba’. All these imply that the choice of congregation speeches by the second VC is adequate for the study since the speeches are delivered through the use of language, which is a meaning making resource. As such, the researcher analyzes the congregation speeches to find out how the notion of Theme has been used to create meaningful message to the audience.

3.7 Unit of Analysis

The unit of analysis is defined by Zhang & Wildermuth (2009) as the basic unit of a text which is classified during a document or content analysis. A single word, a

symbol, a story or an entire article may serve as the unit of analysis for a study. The unit of analysis for this study which focuses on Theme is *the clause* as emphasized by Halliday (1994).

3.8 Data Analysis Procedure

A fundamental aspect of a qualitative study is the data analysis. It creates the basis for gathering data and relating the findings of a study to established concepts. The choice of selecting from the various ways of analyzing qualitative data depends on the framework/theory selected, in relation to the questions and methodology of the study that are employed.

In the study, the data is analyzed using the clause as message in the SFG theory by Halliday and Matthiessen (2014). How the theory will be used to analyse the data is discussed below

The clauses in the selected congregation speeches are analyzed using the concept of the clause as message in SFG theory by Halliday and Matthiessen (2014).

This concept demonstrates how Theme is used in language. It specifies the different types of Theme that are recognized in the language and the structures by which they are presented.

In the analysis, the selected speeches are coded into sentences using fullstops as sentence boundaries to indicate the sentences. The Congregation speeches delivered in the Winneba campus, Kumasi Campus and Mampong campus are identified as **Speech 1**, **Speech 2** and **Speech 3** respectively

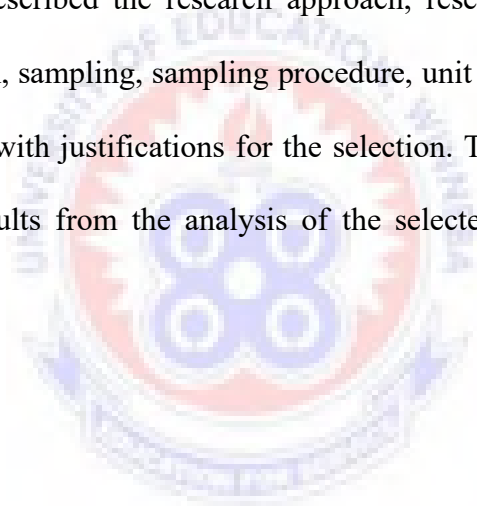
Since the study is centred on Theme, the various types of Theme and their entries are analyzed according to metafunctions (topical, interpersonal and textual Themes),

according to structure (simple, multiple, predicative etc.) and according to markedness (marked, unmarked) in all clauses of each speech.

The types of Theme are further analyzed to indicate the experiential functions they manifest in the thematic position in the clauses, as participants (actor, sayers, sensors, existents) or circumstantial (location, reason, manner) or process. The choices and occurrences of the Theme types are also discussed, in terms of the plenitude and scarcity of the various types and what accounts for each of them.

3.9 Summary of Chapter

This chapter has described the research approach, research design, data collection methods, population, sampling, sampling procedure, unit of analysis and data analysis procedure together with justifications for the selection. The next chapter will present and discuss the results from the analysis of the selected congregation speeches of UEW.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results from the analysis of Theme in the three selected Congregation speeches of UEW in three folds. First, it discusses the types of Theme employed in the selected Congregation speeches. The results obtained from the findings of the analysis of the selected speeches are discussed too. The chapter also discusses the experiential functions manifested by Theme in the selected Congregation speeches. In addition, the chapter discusses the communicative implications of the use of the types of Theme in the speeches. Thus, it explains how the choice of types of Theme aid in interpreting texts.

4.1 Analysis of Types of Theme

The types of Theme will be analysed according to *Metafunction*, *Structure* and *Markedness*. The frequency distribution of these types of Theme are discussed too. Also, the communicative implications of their use are discussed.

4.1.1 Theme by Metafunctions

The various types of Theme that are analysed by Metafunctions are Topical Theme, Interpersonal Theme and Textual Theme. The distribution of these types of Theme are summarised in the table below.

Table 4.1 Frequency Distribution of Theme by Metafunctions `

Theme type	Frequency	Percentage (%)
Topical Themes	202	71.13
Interpersonal Themes	70	24.65
Textual Themes	12	4.22
Total	284	100

From the table above, it can be seen that the Theme type that is used predominantly in the speeches is the topical Theme. This indicates that the speaker concentrates more on the experiential functions of the clause. He uses topical Themes to let the audience know who/what is being talked about, how an action happens and the surrounding factors that lead to the action. He uses some number of interpersonal Themes to interact with the audience and express his judgements on the actions that happen. Textual Themes have the least occurrence because they plan the points in the message and that is not the focus of the speaker. The results confirm that more topical Themes are used in the speeches because the speaker focuses more on the core content of the message. Also, the thematic structure of every clause contains one topical Theme, (Halliday & Matthiessen, 2014) that is why they have the highest occurrence in the speeches analysed.

4.1.1.1 Topical Theme

This section discusses topical Themes. Topical Themes basically show how language is used to reflect our experiences, ideas and feelings. According to Halliday & Matthiessen (2014), topical Themes have experiential or transitivity content as participants, circumstantials or processes. Participants are realised by nominal groups, circumstantials are realised by adverbial groups and processes are realised by verbal groups. These grammatical contents are distributed below.

Table 4.2 Frequency Distribution of Topical Themes

Topical Theme	Frequency	Percentage%
Nominal groups	134	66.34%
Circumstantials	46	22.77%
Processes	22	10.89%
Total	202	100

As seen from the table, nominal groups are predominantly used in the speeches. This indicates that the speaker refers more to who /what performs an action or what is being talked about in the clause which is the nominal. He pays a bit more attention to the circumstantial factors such as time and place, surrounding the action. On the other hand, he pays less attention to the action (process) of the clause itself which is the verbal group.

Some examples of the topical Theme used in the speeches are discussed below in bold fonts.

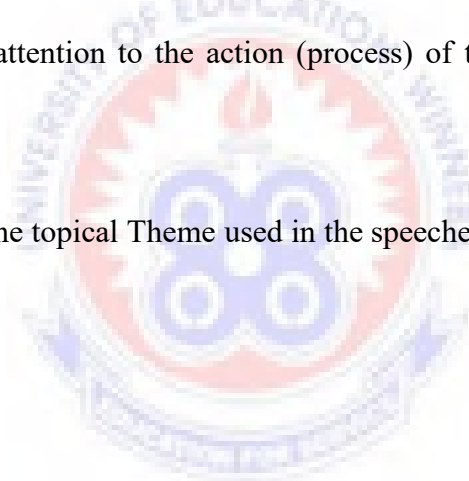


Table 4.3 Topical Theme

THEME		RHEME
Theme	Aspect of Transitivity	
Mr. Chairman, Congregation	Participant	is a very special activity on the calendar of every University. (Speech 1)
I	Participant	wish you the best of God's protection and blessings in all that you do (Speech 1)
Over the years,	Circumstantial	our University has shown much interest and concern with staff development and training and therefore continues to pursue vigorously its staff development policy (Speech 2)
In a very special way,	Circumstantial	I welcome the representative of the Republic of Ghana to this occasion (Speech 3)
Accept	Process	our gratitude and endeavour to complete this much – cherished project (Speech 2)
Submit	Process	yourself to mentoring if you get the opportunity because most great men and women were mentored (Speech 1)

As stated earlier, participants are realized by nominal groups. In the speeches, '**Congregation**' and '**I**' are some examples of nominal groups used by the VC to reveal the core of the message, what / who is being talked about. A topical Theme may be joined by other types of Theme in a thematic structure, but they still stand out as the focus of the message. Example one has a topical Theme 'Congregation' and an interpersonal theme, 'Mr. Chairman. The VC uses more participants because they are the core of the message.

Circumstantials are used as topical Theme to reveal the background associated with a message put forth. The use of the examples '**Over the years**' and '**In a very special way**' indicate the time / period an action occurs and the means by which the action in the message takes place respectively. The VC uses these circumstances in the thematic position to enable the audience know when and how the action in the

message happens. He does not hide the situations surrounding the message from his audience.

Lastly, when a process is used as the topical Theme, it reveals what is happening or what is being done in the message put across. Some examples of processes as topical Theme are '*Accept*' and '*Submit*' used in the speeches. They indicate what is being done in the clause. The VC shows gratitude as well as advises the audience using these processes.

It can be concluded that the speeches delivered by the VC are basically informative, that is they convey information, so he uses more participants to project the core of the action, that is, who / what is being talked about or performs the action. Also, he gives some attention to the background that influences the action in the message so he uses some circumstantials. On the other hand, he uses only a few processes (action) because these processes used in the speeches require attention or action as imperatives. The processes used in the speech basically give advice, show command or offer well wishes to the audience.

4.1.1.2 Interpersonal Theme

This section discusses the interpersonal Theme. Interpersonal Themes create interactions among speakers. Interaction and Modality are aspects used to indicate interpersonal Theme. Interpersonal Themes that indicate interaction are Vocatives while Modal/ Comment adjuncts and Finite verbal operators show Modality /tense. They have been discussed already in chapter two. These aspects of interpersonal Theme are distributed below.

Table 4.4 Frequency Distribution of Interpersonal Theme

Interpersonal Theme	Frequency	Percentage%
Vocatives	38	54.29%
Modal/ Comment Adjuncts	17	24.28%
Finite Operators	15	21.43%
Total	70	100

From the table, vocatives are predominantly used in the speeches. They are personal names, used to address participants. They are used to call the attention of the listener and they occur anywhere in the clause, often marking the beginning of the interpersonal Theme. This indicates that the speaker uses more personal names to address the audience in order to seek their attention. He uses a number of modal/ comment adjunct to show his angle or judgement on the core of the message he delivers. Also, he uses a few finite operators to indicate the way in which something exists or is done.

Some examples of the interpersonal Theme used in the speeches are discussed below.

Table 4.5 Interpersonal Theme

THEME			RHEME
Interpersonal themes	Meaning	Topical themes	
Mr. Chairman,	Vocative Interaction-	Congregation	is a very special activity on the calendar of the university(text 1)
Distinguished ladies and gentlemen,	Vocative Interaction	at this graduation	726 deserving students will be awarded either bachelor's degree or a Diploma in Education (Speech 2)
Never	Vocative Interaction	allow	yourself to be used by unscrupulous individuals at work place or in your community (Speech 2)
Occasionally,	Modality	renowned individuals or deserving individuals within the society	could also be awarded honorary degrees (Speech 3)
Let us	Modality	commit	our energies and other resources to the development of a university that has a potential of being among the topmost (Speech 3)
Do not	Modality	rush	at anything (Speech 1)

From the examples above, the VC uses vocatives such as *'Mr. Chairman'* and *'Distinguished ladies and gentlemen'*, to address and call the attention of the audience before he states the core of the message. He also uses vocatives to show politeness/ courtesy to the audience.

Some of the modal adjuncts used are *'Never'* and *'Occasionally'*. The former is used to indicate the usuality of an action, that is, how often the audience should reject some offers while the latter is used to indicate the typicality of an action, how regular some

individuals are awarded. The VC uses these modal adjuncts to indicate the occurrence of actions in the message.

Lastly, '*Let us*' and '*do not*' are some examples of finite operators used in the speeches. The VC uses 'let us' from his view point to appeal to the audience to perform a task, of which he is no exception.

As stated earlier the speeches are informative, and so the VC uses more vocatives to address and create interaction with the audience as he presents his message. Also, he uses a number of modal/ comment adjunct to indicate his attitude or point of view towards the message. On the other hand, the VC's position allows him to offer command but he uses a few finite operators to require / command the audience to perform an action.

4.1.1.3 Textual Theme

Textual Theme basically illustrates the way a clause connects or relates to the surrounding discourse. A textual Theme precedes both the interpersonal Theme (if present) and the topical Theme in a clause. According to Halliday & Matthiessen (2014), textual Themes includes continuatives, conjunctions, conjunctive adjuncts.

Conjunctive adjuncts are the only textual Themes used in the speeches. They are twelve (12) in number. There are no occurrences of continuatives or conjunctions as textual Theme in the speeches. Some examples of the textual Themes have been illustrated below in bold.

Table 4.6 Analysis of Textual Theme

Theme	Rheme
Let me therefore also	congratulate all lecturers, administrative and supporting staff for this success too (Speech 2)
Similarly , we	continue to encourage staff to pursue professional development programmes through conferences, seminars and workshops to enhance their skills (Speech 2)
Again , our educational system	seem to be failing us because a number of us Ghanaians are well educated but nothing works to expectation (Speech 2)
In other words , whilst congratulating our graduands,	It is worthy to remind them that the world of work may not be as smooth as you may wish (Speech 2)
Finally ,	wherever you find yourself, make things better and at least give as much as you take (Speech 3)

Some of the examples of textual Themes used in the speeches are '*Again, Finally, In other words, Therefore, also*' as illustrated above. The VC uses them to make the speeches appear in a coherent manner rather than being delivered haphazardly. On the other hand, the VC delivers a formal speech which conveys information so continuatives which show reactions towards something are not used. Also, conjunctions link clauses together but the VC does not use them because he is interested in the way the various points in the speeches are structured for delivery.

4.1.2 Theme by Structure

The various types of Theme that are analysed by structure are Simple Theme, Multiple Theme, Predicated Theme, Thematic equatives, Theme in Bound, Embedded, Minor and Elliptical clauses. The distribution of these types of Theme and their percentages are summarised in the table below.

Table 4.7 Frequency Distribution of Theme by Structure

Theme type	Frequency	Percentage (%)
Simple	148	69.48%
Multiple	56	26.29%
Predicated Themes	2	0.94%
Dependent Bound Clauses	2	0.94%
Minor clauses	5	2.35%
Total	213	100

From the table above, it can be seen that simple Themes are predominantly used in the speeches. The VC uses simple Themes to refer to one structural unit with an experiential function. He uses simple Themes to talk about participants (what / who performs the action), processes (action) and circumstantials (context of the action). He uses a bit more multiple Themes to indicate the different directions in which he presents the focus of the message but their occurrence isn't compared to the simple Theme. Theme in minor clauses have a very few occurrences because the VC does not pay much attention to exclamations or greetings which this Theme indicates. The predicated Theme has the least occurrence because the VC focuses on the core of the message and not on elements which indicate contrast and do not deserve to be emphasized but are emphasized. Also, Theme in bound clauses have the same least occurrences as predicated Theme because this Theme only indicates a basis for the focus of the message to be delivered.

The other types of Theme by structure which are thematic equatives, Theme in embedded and elliptical clauses have no occurrence in the speeches. The results confirm that simple Themes are used more in the speeches because the speaker

concentrates on the core of the clause, which is the experiential function as participant, circumstantial or process in the clause.

4.1.2.1 Simple Theme

Simple Theme consists of one structural unit which relates to experiential function or transitivity content as participant, circumstantial or process. Participants are realised by nominal groups, circumstantials are realised by adverbial groups and processes are realised by verbal groups.

Some of the examples of simple Themes have been illustrated below in bold.

Table 4.8 Analysis of Simple Theme

	THEME	RHEME
Simple Theme	Aspect of Transitivity	
I	Participant	wish you the best of God's protection and blessings in all that you do (Speech 1)
The occasion	Participant	equally provides an opportunity for self-assessment, self – evaluation and self-renewal (Speech 2)
Over the years,	Circumstantial	our University has shown much interest and concern with staff development and training and therefore continues to pursue vigorously its staff development policy(Speech 2)
In our expansion and development programme,	Circumstantial	the University in the very near future will introduce more relevant programmes (in ICT Education, Chemistry and Physics Education, Natural Resource Management, etc.) (Speech 3)
Live	Process	above reproach and be shining examples to the good training you have acquired now and always (Speech 2)
Take	Process	your time at taking every major decision in life and be responsible for such decisions. (Speech 1)

The examples of simple Themes in the speeches are illustrated above. The VC uses *'I, The occasion, Over the years, In our expansion and development programme, Live, Take'* to indicate that he is disposed to present facts as they are. He presents the focus of the message as they are, without additional elements. This reveals that simple Themes shows details which are prominent and so should be presented straight to the point. The VC uses more simple Themes to indicate that his interest is for the audience to grasp the message easily.

Simple Themes may be grouped into two. They are Single and Compound. The single group has just been discussed above as having one structural unit.

On the other hand, the Compound groups as simple Theme are eleven (11) in number. They are realised by Noun + Noun group, Noun + Appositive group and Noun + Complement group combinations which are distributed below.

Table 4.9 Frequency Distribution of Compound Groups

Compound group	Frequency	Percentage
Noun + Noun group	4	36.36%
Noun + Appositive group	1	9.1%
Noun + Complement group	6	54.54%
Total	11	100

From the table, noun groups with complements are used most in the speeches. The VC uses them to add to the meaning of the noun groups for clarification. Two or more noun groups are used a bit more to reveal how two or more noun groups can refer to the same thing or idea. Nouns with apposition have the least occurrence. This

indicates that he pays less attention to the details of participants. Some of the examples are illustrated below in bold fonts.

Table 4.10 Analysis of Compound Groups as Simple Theme

THEME	RHEME
Theme	Compound Group
Many workshops and training programmes	Noun + Noun were organized for staff within the year (Speech 1)
Ms. Esther Adwubi, level 300 Basic Education student of Simpa Hall	Noun + Appositive group came first while Mr. Gyabaa Boadi, level 100 ICT student of Atwima Hall was first in the men’s race (Speech 3)
Some of the beautiful structures you see around	Noun + Complement group are as a result of the good and prudent management of our internally generated incomes (Speech 2)

The examples of simple Themes in the speeches are illustrated above. The VC uses **‘Many workshops and training programmes’** as the focus of the message to present two groups which express the same idea. They are both programmes which are of importance to him.

He uses **‘Ms. Esther Adwubi, level 300 Basic Education student of Simpa Hall’** as a compound group, where, **‘Ms. Esther Adwubi’** is the noun and **‘level 300 Basic Education student of Simpa Hall’** is the appositive group that gives details about the noun. He provides details about the noun to make her identity known because of the role she has performed in the action.

In the last example, he uses the compound group, **‘Some of the beautiful structures you see around’** where **‘Some of the beautiful structures’** is the noun group and **‘you**

see around' completes the meaning of the noun. He adds the complement to provide a clear meaning to the noun without any uncertainties.

It can be concluded that the VC uses more noun groups with complements because he wants his audience to grasp the message he puts across as he provides meanings to them. He uses two or more noun groups as Theme a bit more to indicate how they can represent one idea. On the other hand, he uses only one noun with appositive group to indicate that he pays attention to only people with extraordinary achievements.

4.1.2.2 Multiple Theme

This section discusses multiple Themes. Multiple Themes are realized by a combination of the three Themes by the metafunctions in SFG, that is, textual[^] interpersonal[^] topical Themes. Also, there are instances where the multiple Theme consists of interpersonal[^] topical Theme combination as well as textual [^] topical Theme combination. These groups are distributed below.

Table 4.11 Distribution of Occurrence of Multiple Theme

Multiple Theme	Frequency	Percentage %
Textual [^] Interpersonal [^] Topical	1	1.79 %
Interpersonal [^] Topical	41	73.21%
Textual [^] Topical	14	25.0%
Total	56	100

From the table, Interpersonal [^] Topical Theme combinations are predominantly used in the speeches. The VC uses more of this combination because they create interaction and modality with the core of the message, that is the experiential function as participant, circumstantial or process. He uses a few of the Textual [^] Topical Theme

combination because they help to structure the points in the message with the core of the message too. He uses only one Textual^ Interpersonal^ Topical Theme combination, because it creates interaction, structures the points and refers to the core of the message which makes the focus of the message complex. Some examples of the combinations used in the speeches are discussed below.

Table 4.12 Multiple Theme

THEME			RHEME
Interpersonal	Textual	Topical	
Once	Again	at UMaT, Tarkwa on Saturday, November, 5, 2011	you made us proud by winning the women's inter-university cross country (Speech 3)
Mr. Chairman,		Congregation	is a very special activity on the calendar of every university (text 1)
Please		avoid	unnecessary criticism else people will shun your company (Speech 1)
	Similarly,	we	continue to encourage staff to pursue professional development programmes through conferences, seminars and workshops to enhance their skills (Speech 2)
	Again,	our educational system	seems to be failing us because a number of us Ghanaians are well educated but nothing works to expectation (Speech 2)

Multiple Themes are used by writers to project the direction from which Theme occurs in clauses. They clearly indicate the different entries from which a speaker presents the message in the Theme position to the audience. In the speeches analyzed, some examples of multiple Themes used by the VC are illustrated above.

'Once, again, at UMaT, Tarkwa on Saturday, November, 5, 2011' is the only instance of multiple Theme where all three Theme types occur. This indicates that the VC as part of the background to the message, decides to provide accurate details by

indicating usuality, time and place. They belong to Textual[^] Interpersonal[^] Topical Theme combination.

Also the use of '*Mr. Chairman, Congregation*' and '*Please, avoid*' as multiple Theme make the VC call the attention of the audience as well as show politeness as he presents the focus of the message. They belong to the Interpersonal[^] Topical Theme combination.

Lastly, he uses '*Similarly, we*' and '*Again, our educational system*' as multiple Theme to structure the direction of his points in the message. They belong to the Textual[^] Topical Theme combination.

He uses '*Please, avoid*' as multiple Theme to entreat the graduands, though with a commanding voice to neglect some bad practices. The VC's ability to connect ideas in a multiple way, denotes maturity, such that, he uses different points of entries to make the message meaningful.

It can be concluded that the interest of the VC is to call for the attention of the audience throughout the delivery that is why he uses more Interpersonal[^] Topical Theme combinations than the Textual[^] Topical Theme combinations which only structure the points in a coherent manner. On the other hand, the Textual[^] Interpersonal[^] Topical makes the focus of the message complex that is why he uses only one example.

4.1.2.3 Predicated Theme

Predicated Theme basically considers an element in a clause as prominent and gives emphasis to it, when in actual fact, it shouldn't have been emphasized. It indicates an

obvious form of contrast. There are only two (2) examples of predicated Theme used in the speeches. They are shown below in bold fonts.

It is an occasion where graduands are awarded their certificates, diplomas or degrees (Speech 1).

It is an occasion where deserving students are awarded their certificates, diplomas or degrees (Speech 2)

In the example above, the Theme is '*It is an occasion*'. The contrast here is between the occasion and what happens there. In that, the graduands are awarded their certificates, diplomas or degrees during that occasion and not that they write exams or read books. Both examples are similar clauses with the same message put forth.

The VC uses the predicated Theme in the speeches to reiterate realistic situations. The audience already know that the main reason for congregations are to award various certificates to graduands so there is no need to be informed. The VC's use of two instances of predicated Theme reveal that he emphasizes relevant pieces of information and not what is already known. He believes in prioritization.

4.1.2.4 Theme in Minor Clauses

Minor clauses are clauses that have less thematic structure and usually function as greetings, alarms and exclamations. They reveal the emotions attached to an idea expressed. Some examples are illustrated below in italics.

1. *Thank you (Speech 2)*
2. *Well done and thumbs up for you! (Speech 3)*
3. *Congrats (Speech 2)*

From the examples above, the VC uses Theme in minor clauses to indicate that he attaches emotions of pleasure or joy because of the students' achievements. He sees the need to commend people for their hardwork. This reveals the VC is appreciative of the efforts of the audience.

4.1.2.5 Theme in Dependent Bound Clauses

Theme that occurs in dependent bound clauses may be finite, (structural Theme + WH element + topical Theme) or non-finite (a structural Theme + topical Theme). However, most non-finite clauses have neither, and they consist of rheme only.

Some examples are illustrated below in bold

Table 4.13 Analysis of Non-finite Dependent Clauses

THEME		RHEME	
Dependent Clause			Independent Clause
Textual	Topical		
Meanwhile		To make the programme not unduly long and boring	we have put the details of our achievements in a document we have labelled the Vice – Chancellor's Annual Report..
Still	under construction		the Faculty building, consisting of 30 lecture halls and 90 Offices for Lecturers, which when completed will greatly ease the pressure on lecture halls and also provide office accommodation (90 offices), this is about 90 % complete

The examples of Theme in non-finite bound clauses above serve as a basis to deliver the core of the message. The VC uses '*Still under construction*' and '*Meanwhile to make the programme not unduly long and boring*' as a context to understand the main action in the clause. He uses only a few of them since they have less thematic importance.

4.1.3 Theme by Markedness

Markedness indicates usuality, where the role of an element in a clause may be expected or not. Theme may be marked when an element apart from the subject, occupies the Theme position in a clause. Theme may be unmarked when the subject is more usual in the first position. They are discussed below.

4.1.3.1 Marked Theme

The commonest forms of marked Theme are adverbial groups and prepositional phrases which function as adjuncts to occupy the Theme position. The choice of a marked Theme made by a speaker in a clause suggests that, there is an element in the context that is the subject of the message and not the element (adjunct) in the Theme position.

Marked Themes have forty-six (46) occurrences in the texts analyzed

Some examples of marked Themes have been illustrated below in italics.

1. *In a very special way*, I welcome you (Speech1)
2. *On behalf of the University Council*, I wish to congratulate our graduands and staff for working so hard during the years. (Speech 2)
3. Finally, *wherever you find yourself*, make things better and at least give as much as you take (Speech 3)
4. Mr. Chairman, *even though recruitment is a challenge*, we are privileged to note that we have been able to recruit more staff this year (Speech 2)

The above are some examples of marked Themes used in the selected speeches. The VC uses the marked Theme, '*In a very special way*', to indicate the means by which he welcomes the audience. This shows that he sees the audience as worthy. Again, he uses '*wherever you find yourself*' to indicate where the focus of the message is

directed at. The audience get to understand that they should be positive at any place they find themselves.

The use of marked Themes adds emphasis and coherence to the message delivered to help the audience get a better interpretation of the circumstance surrounding the message. These Themes indicate the circumstances of time, place, manner, condition, concession etc.

4.1.3.2 Unmarked Themes

An unmarked Theme is an element which is the grammatical subject that occupies the Theme position of the clause.

The common forms of unmarked Themes are elements such as nominal groups with common noun or proper noun as Head, personal pronouns, impersonal pronouns as well as nominalizations as discussed in Chapter 2. Unmarked Themes may function as predicator (in an imperative subject), subject (in a declarative clause), finite (in an interrogative), WH element (in a WH-interrogative). The unmarked Themes in the texts are one hundred and fifty –six (156). Some examples of unmarked Themes are below in bold fonts.

1. **The university** has acknowledged your achievements as students of this great institution (Speech 1)
2. **You** are warmly welcome to the University of Excellence- UEW (Speech 2)
3. **Take** your time at taking every major decision in life and be responsible for such decisions (Speech 1)
4. **The various campuses of the university** are integral components of a single institution and it is our desire to make each really functional as centres for effective learning and research (Speech 3)

5. **It** is a happy and merry-making occasion, especially for graduands and their relatives (Speech 2)

Unmarked Themes employed in the speeches serve as the subjects in the first position of the clause. Some examples of unmarked Themes are '*the university, you, it*' etc. They serve as the core of the message in the clauses. Most unmarked Themes are topical, and so the idea of simplicity occurs here. The VC refers just to the subjects that are being talked about in the clauses. There is precision in the presentation of the message in the clauses. The minds of the audience are not confused in identifying what is being described.

4.2 Theme and Experiential Function

One other important consideration in the discussion of topical Theme is their experiential function, or their place in the transitivity structure upon which the clause manifests. By this, we are able to discuss a speaker's choice of theme in respect of which aspects of the ideation are selected as points of orientation for the sentences. Here, we discuss the following in accordance with Halliday & Matthiessen's (2014) ideas of the constituent aspects of the topical Theme:

- Circumstantial Theme
- Process Theme
- Participant Theme

4.2.1 Circumstantial Theme

Circumstantial Themes play different roles in thematic position in clauses. These Themes provide the context for the action (process) in the message. Forty-six (46) instances of circumstantial Themes are found in the texts studied. The distribution of the various types of circumstantial Themes are in the table below

Table 4.14 Distribution of Circumstantial Theme

Circumstantial Theme	Freq.	%
Location (time / place)	18	39.13%
Manner	4	8.7%
Cause (reason / purpose)	8	17.4%
Condition	1	2.17%
Concession	1	2.17%
Situation	14	30.43%
Total	46	100

4.2.1.1 Location

The circumstantial Theme of **Location** indicates setting, that is, **time** (when) or **place** (where) an action (process) occurs. The circumstantials which indicate location in the speeches analyzed are eighteen (18), out of which fifteen (15) indicate time and three (3) indicate place. First, the circumstantial Themes of location that indicate time are discussed below in bold fonts.

1. Distinguished Ladies and Gentlemen, **by the end of today's ceremony and that of May 2,2015**, University of Education, Winneba would have graduated a total of 15,611 teaches and other professionals at the 19th Congregation of the University; of this number, 8,518 were graduated in the sessions organized in November 2014 (Speech 1)
2. **In seven years**, we are among the best on the African Continent (Speech 3)
3. **Over the years**, our University has shown much interest and concern with staff development and training and therefore continues to pursue vigorously its staff development policy (Speech 2)
4. **In the days ahead of your life**, I will urge you to make judicious use of your ability, energy and time (Speech 2)

5. **For the year under review**, four lecturers of the College have been awarded scholarships to pursue doctoral programmes to enhance their knowledge and skills (Speech 2)

The circumstantial Themes of Location have been put in thematic position to indicate their importance. These Themes provide the background to interpret the period or time the message is put across. The VC wants the attention of the audience to be drawn more to the period by which the information in the message occurs, and not just the information. He chooses the circumstances of Time here as his point of entry to interpret the message and the need to make the time known to the audience. The VC uses the circumstances of time to present the message with some level of accurateness to indicate the particular period in which the action in the message occurs. *'In seven years'* and *'by the end of today's ceremony and that of May 2,2015'* indicate the accurate period of the message and the value attached to them.

On the other hand, circumstantial Themes of location that indicate Place are discussed. Some examples are given below in bold fonts.

1. **With Kumasi Campus alone**, I am proud to announce that about thirteen members of staff have commenced various degree programmes to the PHD level (Speech 2)
2. In the sessions which are being held today here and May, 2 2015 **at the College of Technology Education, Kumasi**, we would graduate 7,093 made up of 6,866 undergraduate Distance Education students and 227 graduate/graduate students (Speech 1)

The circumstantial Themes of Place in the examples above are fronted in the clause to indicate the prominence attached to the place of an activity. The VC chooses these

circumstantials to help the audience to know the exact place in which the action occurs. They provide evidence of happenings in the message. This enables the audience to imagine where an action occurred. The VC uses circumstances of place such as '*at UMaT, Tarkwa,*' and '*at the College of Technology Education, Kumasi*' to give accurate details of the place an action occurs

The VC uses more circumstantial Themes of time than place. This is because the occasion is a congregation so he pays more attention to periods and moments which have made the congregation a success and not places.

4.2.1.2 Manner

The circumstantial Theme of **Manner** indicates the means by which an action (process) takes place as well as the quality associated with that process. There are four (4) occurrences of circumstances of manner in the selected Congregation speeches. Some examples are provided below in bold fonts.

1. **In a very special way**, I welcome you (Speech 1)
2. **By dint of hardwork, dedication and furtherance on the part of these students and support and encouragement from our dedicated and able lecturers, administrative and support staff**, 2,485 out of 3,50 students who enrolled in this College in the 2009/10 academic year, have successfully completed their programmes and would be awarded their degrees and diplomas soon (Speech 2)

Prominence is also given to the way the information in a message occurs and that is why the circumstantial Themes of manner above have been fronted. Out of the four (4) occurrences of manner, three (3) indicate the means by which an action takes place while one (1) indicates the quality that is associated with the action.

In the example '*In a very special way*', the VC expresses the means by which the action takes place. He uses this circumstantial Theme to reveal the emotions he attaches to the message.

On the other hand, the VC mentions '*By dint of hardwork, dedication and furtherance on the part of these students and support and encouragement from our dedicated and able lecturers, administrative and support staff*' in his speech to indicate the quality that is associated with the action (process). He uses this circumstantial Theme to indicate the standard by which the action in the message occurs.

It can be concluded that the VC pays more attention to the way in which an action is performed willingly rather than being done because they have to be measured or assessed.

4.2.1.3 Cause

The circumstantial Theme that indicates **Cause** shows the reasons why an action (process) takes place as well as the intention behind the action/happening. There are eight (8) occurrences of circumstances of Cause in the selected Congregation speeches. Some examples are provided below in bold fonts.

1. **In our expansion and development programme**, the University in the very near future will introduce more relevant programmes (in ICT Education, Chemistry and Physics Education, Natural Resource Management, etc.)
(Speech 3)
2. **As we graduate you into the world of work**, decide what you really want and go for it (Speech 3)

3. Similarly, **as part of our continuous generosity and commitment to education and development, and through placement of our students on the internship programme**, the University provides a free half year teaching spot to the Ghanaian community in most places of our educational facets in the country (Speech 2)

4. **With the unique component of Education Modules**, many organisations, including the National Board for Small Scale Industries, require the services of our product to help bridge the middle level manpower gap of our country (Speech 2)

Out of the eight (8) instances of circumstantial Themes indicating Cause, five (5) of them point out the intention (purpose) by which an action occurs, while the other three (3) point out the reason why an action occurs. The first two examples indicate the intention (purpose) of the action in the message. The VC uses them to give details about what causes the university to perform the actions. He uses the last two examples also to tell the audience the reason why some actions occur.

It can be concluded that the VC uses more circumstantials that indicate the purpose of an action than the reason because he wants all and sundry to know the plans and vision the of the university or what the university intends to do rather than present why something is still being done or has been done already.

4.2.1.4 Condition

The circumstantial Theme of **Condition** describes situations that must exist or occur for an action to take place. There is only one instance of the circumstantial Theme that indicates condition. It is discussed below in italics.

Depending on your choice of life and how you conduct yourself in life, you could become a blessing or burden, could taste sweet or sour
(Speech 2)

In this example, the VC uses this circumstantial to indicate that some actions need to be taken for something to happen. He uses this example to indicate that the world is sometimes bound by conditions for existence and so graduands should be ready to go by them. He advises them to face the world.

4.2.1.5 Concession

The circumstantial Theme of **Concession** is used to indicate unexpected results or happenings. A single occurrence of concession is used in the speeches analyzed. This is underlined in the example below.

Mr. Chairman, even though recruitment is a challenge, we are privileged to note that we have been able to recruit more staff this year
(Speech 2)

This circumstantial Theme indicates an unexpected result. The VC uses this example to indicate that in spite of challenges, the university achieved a purpose. There is only one occurrence of this type of circumstantial Theme of condition and he uses it to indicate that bad circumstances occur unexpectedly but the audience should be prepared to face them.

4.2.1.6 Situation / Circumstance

On the other hand, circumstances can be described using **Situational factors**. These circumstances represent psychological situations by which some actions occur. They don't have explicit representations like circumstances of time, place, condition, concession etc. There are sixteen (16) occurrences of this type. Examples are discussed below in bold fonts.

1. **As a human**, you are bound to commit errors- don't worry too much when you commit errors- it is normal but avoid committing too many avoidable errors to avoid society losing confidence in you (Speech 1)
2. **In all things**, remember that the interest of the country should override all other considerations (Speech 2)
3. **On behalf of the management of the University**, I wish to commend all members of staff for their hardwork and commitment to the realization of the vision of the College (Speech 3)
4. **As university graduates**, you also have a choice, to misapply your knowledge and skills and end up as family and social liabilities (Speech 2)

The examples above indicate situations by which some actions take place. They are understood psychologically. The VC uses circumstances that indicate situations like '*As a human, In all things, On behalf of the management of the University and As university graduates*' talk about psychological happenings. These examples refer to instances in the lives of individuals which serve as background to understand the focus of a message. They have no explicit representations.

It can be concluded that the circumstantial Themes that indicate location are used frequently. The VC uses more of these circumstantials to give exact representations of when and where an action in the message occurs. He uses a bit more of the circumstantial Themes that reveal psychological situations or instances. The circumstantial Themes that show cause have the third occurrence. He uses them to indicate the reasons why some actions happen in the message. The VC uses a few of the circumstantial Themes of manner that show the way an action occurs. Lastly, the

circumstantial Themes that indicate condition and concession have the least occurrence.

On the other hand, circumstantials that indicate Comparison, Angle, Matter (Projection) are not used by the VC. It can be concluded that the VC pays more attention to the location (setting) of events because he wants the audience to grasp when and where actions happen.

4.2.2 Process Theme

Process Themes are part of the experiential functions and they are realised by verbal groups. The verbal groups are given Thematic importance to indicate the action in a clause.

According to Halliday & Matthiessen (2014), Processes are made up of three components, the process itself, the participants in that process and any circumstantial factors such as time, reason or condition. There are twenty (22) verbal groups in the speeches analysed.

Some examples are illustrated below in bold fonts.

Table 4.15 Analysis of Process Theme

THEME	TOPICAL		RHEME
Always	listen	carefully and talk only when what you say will make an impact.(Speech 1)	
	Take	your time at taking every major decision in life and be responsible for such decisions (Speech 1)	
	Live	above reproach and be shining examples to the good training you have acquired now and always (Speech 2)	
Never	allow	yourself to be used by unscrupulous individuals at work place or in your community (Speech 2)	

Processes are used to indicate the action in a clause. The analysis indicates that all the verbal groups which functioned as processes are imperatives. This explains why they have the least occurrence in the speeches of the VC. The VC conveys information in the speeches delivered so he pays less attention to processes which require an action from the audience. These process types offer command or give advice.

4.2.3 Participant Theme

Participant choices indicate who or what is given a role in a text. They reveal how people, objects, animals and abstract things perform certain roles in language. Participants may be human or non-human. The human participants are the people or groups of people who are given roles to perform while the non-human participants are the ideas or objects etc. All actions (processes) are actualized by participants who may perform an action or have experiences relating to their senses etc.

They are the core of the message that is why they have greater number of occurrences in thematic positions than other elements. Participants and their transitivity roles are discussed to show the contributions they make to the interpretation of texts. The distribution of the main types of participants in the three selected Congregation speeches are displayed below.

Table 4.16 Participant Theme

Participant	Frequency	Percentage
Human	78	58.20%
Non- human	56	41.8%
Total	134	100

The table above indicates that more human participants are used. The speaker is appreciative of the roles performed by human participants including because the graduands and the management of the university. The non- human participants have the least occurrence.

Types of participants and their various categories are discussed in the subsequent sections.

4.2.3.1. Human Participants

Human participants include names of people, pronouns, titles etc. that are used in clauses. Information on human participants such as the management of the university, graduands and audience are delivered in the speeches of the VC. Human participants are grouped into various categories. Their distribution is indicated in the table below.

Table 4.17 Human Participant Themes

Participant type	Frequency	Percentage
Named Participants	7	9.0%
Titled Participants	3	3.85%
Pronoun Participants	26	33.33%
Institution Participants	11	14.10%
Discourse Participants	31	39.74%
Total	78	100

The table above indicates that the VC uses more discourse participants in his message to indicate that he takes part in the actions in the message. He uses a bit more pronoun participants which he uses in place of other participants or to avoid repetition. Also, he uses a number of institution participants to talk about groups who perform an action in the message. A few named participants are used by the VC to refer to specific people or objects. The least number of participants the VC uses are titled

participants which indicate the place of people / objects. These participant types and their examples are discussed in the sections below.

4.2.3.1 Discourse Participants

Discourse participants are realised by some elements with grammatical content. In the thematic position, they are mostly realized by the first person plural subject pronoun, ‘*We*’, object personal pronoun ‘*Us*’ and the personal pronoun ‘*Our*’ plus a nominal. They are distributed in the table below.

Table 4.18 Distribution of Discourse Participants

Grammatical Content	Frequency	Percentage
We	21	68%
Our + Nominal	9	29.0%
Us	1	3.2%
Total	31	100

Discourse participants create an interaction where the speaker is actively involved in the action (process) together with the audience. Some examples are illustrated below in bold prints.

1. **We** are delighted to have you, our graduating students back to the University of Excellence, where at every second of the clock something remarkable happens (Speech 1)
2. **We** believe that staff training, both locally and abroad, will in the long term, be more tuned with the challenges of providing quality education in our institution (Speech 2)
3. **Most of us** have bad attitudes and demonstrate absenteeism, lateness to work and to every forum (Speech 2)

4. **We** should however resolve to work even harder in the years ahead to improve upon our efficiencies and ensure peace and discipline on the campus (Speech 3)
5. **Our men** were second in the men's race (Speech 3).
6. **Our achievements** have been tremendous (Speech 3)

It is evident from the examples that the VC as the speaker is involved in the processes (action) of the clauses. The VC, together with the management of the university, graduands and the rest of the audience perform the action in the message. The VC uses these discourse participants to indicate that he doesn't focus his message on issues of his personal interest but he believes in unity of purpose where the whole university community work together for a common goal.

4.2.3.2 Pronoun Participants

Pronoun participants are part of the categories of human participants. The pronouns that are used in the speeches mostly perform the role of subject of the action. They may also be used to refer to an element mentioned in the preceding clauses. A few examples are illustrated below in bold fonts.

1. **I** add my voice to that of the Chairman of the Governing council of the University of Education, Winneba to extend a very warm welcome to everyone here present at this ceremony (Speech 1)
2. **I** wish you a very successful career (Speech 3)
3. **You** will soon be awarded certificates in various professional disciplines to signify your preparedness to apply your knowledge and skills to serve Ghana (Speech 2)

4. **You** are among the most well behaved and disciplined students, committed to becoming relevant to yourselves and to society (Speech 3)

The VC uses pronoun participants to indicate an action he performs alone or the actions performed by other people. This indicates that the actions performed by the VC or other participants are of importance to him so he makes them the focus of his message.

4.2.3.3 Institution Participants

Participants are categorised as institutions if they are classified as one group with a common goal. These institution participants are recognized when they are referred to as a collective group rather than as individuals. They are identified by the group and the actions they perform. Some examples are illustrated below in bold fonts.

1. **The University** has acknowledged your achievements as students of this great institution (Speech 1)
2. **Management** recognizes your efforts in our desire to build a world class University. (Speech 3)
3. **A total of 100 staff** were appointed this year made up of 17 teaching staff, 83 supporting staff were recruited in the 2012/2013 academic year to support the increasing numbers of students and the expansion of programmes (Speech 2)
4. **Other NGO's** are sending their staff for further training in an attempt to develop their capacity in Management and Consultancy in future to help meet our contemporary needs in Commerce and Industry (Speech 2)

In examples above, the institution participants, '*the university*', '*management*', '*A total of 100 staff*' and '*other NGO's*' are used to refer to a group of people who perform actions in the message. The VC uses these institution participants above to

confirm that he believes in team work rather than individualism. This is because several ideas are connected to make the goals of an institution successful. He recognizes actions performed by a group more than individuals.

4.2.3.4 Named Participants

Named participants indicate names of participants in the actions (processes). The names given to human participants who are used in the congregation speeches studied are discussed. Some examples of named participants have been underlined below.

1. The Honourable, Minister of Education, Professor Naana Opoku – Agyemang, representing His Excellency the President of the Republic of Ghana, you are warmly welcome to the only University of Education in Ghana, the first in the Sub- Region, University of Excellence- Naana, I am simply saying, I welcome you to the University of Education, Winneba. (Speech 1)
2. Ms. Esther Adwubi, level 300 Basic Education student of Simpa Hall came first while Mr. Gyabaa Boadi, level100 ICT student of Atwima Hall was first in the men’s race (Speech 3)
3. May God bless you and keep you; may His face shine upon you; and be gracious unto you; may He open the doors of success to you (Speech 3)

Some of the named participants used in the speeches are ‘*Professor Naana Opoku-Agyemang*’, ‘*Ms. Esther Adwubi*’ and ‘*God*’. The VC uses these named participants to give exact details about the identity of the persons who perform the action in thematic position. The VC uses these participant types to indicate that he acknowledges the participants who perform actions or are being talked about in the message. It also reveals the importance he attaches to giving details to aid interpretation.

4.2.3.5 Titled Participants

Titled participants indicate the place/ position of participants in the contexts they find themselves. When fronted, titled participants indicate the importance attached to the positions the participants hold. Some examples are illustrated below in bold fonts.

1. Nana Mamponghe, **the occupant of the silver stool of the Ashanti Kingdom** and your entourage, you are most welcome (Speech 3)
2. The Honourable, **Minister of Education**, Professor Naana Opoku-Agyemang, representing His Excellency the President of the Republic of Ghana, you are warmly welcome to the only University of Education in Ghana, the first in the Sub- Region, University of Excellence- Naana, I am simply saying, I welcome you to the University of Education, Winneba (Speech 1)

In the examples above, '*the occupant of the silver stool of Ashanti Kingdom*' and '*Minister of Education*' are titles used in the speeches. These titled participants indicate that the VC is informed about the positions of the elements being talked about. The VC uses titled participants to indicate that he recognizes the position of the participants at the congregation, even though he is 'chief executive' of the university.

The section below discusses the transitivity roles of human participants in used in the speeches.

4.2.4 Transitivity Roles of Human Participant Themes

The categories of human participants discussed in the above sections have transitivity roles they perform in clauses. They may perform the role of Actor (Goal), Senser, Sayer, Carrier (Token), Behavior. The transitivity roles help us to know the processes (action) that the participants are involved in. They are discussed in this section. Their distribution is illustrated in the table below

Table 4.19 Distribution of Transitivity roles of Human Participant Themes

Transitivity Role	Frequency	Percentage
Actor (Goal)	20	25.64%
Senser	29	37.17%
Sayer (Target)	10	12.82%
Carrier (Token)	18	23.07%
Behaver	1	1.3%
Total	78	100

4.2.4.1 Participants as Actors / Goals

Human participants perform roles as actors or goals in various clauses. They carry out the process in the clause so they are put in thematic positions. When human participants function as **Actors**, they perform the action in the clause. The audience get to know what the human participants do in the clause. On the other hand, when human participants function as **Goals**, they are the ones affected or influenced by the actions of the actors. The audience get to know the impact of the actors' actions on them. Some examples of human participants as actors/goals are illustrated below.

1. **Other NGO's** are sending their staff for further training in an attempt to develop their capacity in Management and Consultancy in future to help meet our contemporary needs in Commerce and Industry (Speech 2)
2. Mr. Chairman, Ladies and gentlemen, **we** have also bought - off a three storey block building of 72 bed capacity from a private developer (Speech 2)
3. **We** are also expanding and renovating our FM Station to meet the increasing need for integrated radio lecture presentation (Speech 2)
4. **The first batch of 29 students** was matriculated in October 15, 2011 (Speech 3)

5. Occasionally, **renowned individuals or deserving individuals within the society** could also be awarded honorary degrees (Speech 3)
6. **The then Faculty of Technical and Vocational Education** has been split into two: Faculty of Technical Education and Faculty of Vocational Education; bringing the total number of faculties in the College to four (Speech 2).

In the first three examples, the participants take the role of actor in the information. The audience get to know what these participants do in the message put across by the VC. This indicates that the actions in the message are performed by the VC and other human participants. The VC considers the actions of humans as important because of the role they take as actors.

In the last three examples, the participants are given the role as goals. These participants are affected by the actions of the actors who may appear explicitly or not. The VC uses these participants as Themes to help the audience to know who performs or is affected by an action.

4.2.4.2 Participants as Sensers

Human participants can be given roles as **Sensers**. These participants perform roles relating to affection, cognition and perception. They are participants who feel, think about or perceive. A few examples of participants as sensers are indicated below in bold fonts.

1. **I** am equally delighted and wish to congratulate our graduands for their hard work for which I believe, has come about through the collaboration and efforts of staff (Speech 2)

2. **The University** has acknowledged your achievements as students of this great institution (Speech 1)
3. **Management** recognizes your efforts in our desire to build a world class University (Speech 3)
4. **We** need to reflect on the way we think and talk, the way we do things, our values and our attitudes (Speech 2)

In the examples above, the participants in thematic position attach emotions to the actions in the message. The VC uses them to express feelings of excitement and perception of an action. Participants as sensors have the highest number of occurrence in the speeches. This indicates that the VC uses them to arouse the emotions of the audience as he attaches emotions too.

4.2.4.3 Participants as Sayers/ Targets

When a participant is the **Sayer** in a clause, it performs the action of saying, expressing or indicating. These participants are given thematic importance to help us know who said or uttered the information in the message. The role of the **Sayer** is to express an idea while the **Target** is the one addressed. There are nine (9) participants who perform the role of sayer, while only one participant performs the role as target. Below are a few examples of participants as sayer/target in bold fonts.

1. **I** add my voice to that of the Chairman of the Governing council of the University of Education, Winneba to extend a very warm welcome to everyone here present at this ceremony (Speech 1)
2. **We** wish to report that the Department of Animal Education of the College has entered into collaboration with Egerton University (Kenya), Obefemi Awolowo University (Nigeria) and University of Khartoum (Sudan) under the

auspices of DFID to embark on a project – ‘Valley Chains for Poverty Reduction in the Dairy Sector; Problem Based Learning in Higher Education’ (Speech 3)

3. **No one** needs to be told that these negative practices we see in our society are due to the values that have been inculcated in the youth, either in the classroom or the way adults present themselves to the youth (Speech 2)

From the examples above, the VC uses ‘*I*’ and ‘*We*’ as participants who express or say something. On the other hand, he uses ‘*no one*’ as a participant to perform the role as target of the clause. It is the one that is affected by the action. The VC gives participants role as sayer/target to indicate who says what or to whom something is told. The VC’s use of participants as Sayers/targets disclose that he is interested in presenting facts the way they are said or expressed.

4.2.4.4 Participant as Carriers /Tokens

Participants may be given the role as **Carrier/ Token** in a clause. The role of a **Carrier** is to express what attribute an entity has while **Token** expresses the identical properties of two entities. There are twelve (12) participants who perform the role as token while seven (7) perform the role as carrier. Below are some examples of participants as token/carrier in bold fonts.

1. Mr. Chairman, **Congregation** is a very special activity on the calendar of every University (Speech 1)
2. **We** are the only university in the country that remains wholly committed to the training of the man power needs of our educational set up (Speech 3)
3. **Graduate school** has a total number of 71 students to graduate in various programmes leading to the awards of M Tech, MBA and MA (Speech 2)

4. **We** have good links and work in collaboration with other universities, both in Ghana and abroad, in attempt to make our campus an international centre of excellence for learning and research (Speech 2)

In the first two sentences, the VC uses '**Congregation**' and '**We**' as participants who perform the role as Token. These participants as token have identical connections with the action in the clause. 'The congregation' is connected with becoming a special activity on the university's calendar. Also, 'We' as token is connected with the university becoming the nation's source of a better educational set up.

In the last two sentences, '**Graduate School**' and '**We**' perform the role as Carrier. This indicates what graduate school has or its state of being, that is, having 71 students in various programmes. Also, the VC indicates the good links with other activities that the participant '**We**' (university) have. The VC uses more participants as tokens than as carriers because he is interested in letting the audience know what the participants talked about have or their state rather than the relationships they have. This indicates that the VC is appreciative of the achievements of the university.

4.2.4.5 Participants as Behavers

The **Behaver** performs functions that are psychological in nature. This role, given to human participants combines cognition / emotions with actions. Participants perform actions psychologically. There is a single occurrence of behavior in the speeches which is illustrated below in bold prints.

Our university has gone far to chalk some successes but at the same time, it faces some challenges.

Here, '**our university**', which refers to a group of people, performs the role of behavior to indicate a psychological action of achievement. The VC, using only one participant

to perform the role as behavior indicates that he wants the focus of his message to be made evident to the audience for easy interpretation rather than being interpreted psychologically.

4.2.5 Non-Human Participant Themes

The number of non-human participants used is few as compared to human participants. This indicates that the message in the speeches focuses on humans than non-humans. These non-human participants and their smaller categories are discussed to find out objects, ideas etc., through which the actions (processes) are achieved.

Their distribution is indicated in the table below

Table 4. 20 Non-Human Participant Themes

Participant type	Frequency	Percentage (%)
Nominalised Participants	1	1.8%
Abstract Entities as Participants	23	41.07%
Noun (things) Participants	11	19.64%
It as Participants	14	25%
There as Participants	2	3.57%
Demonstratives as Participants	5	8.92%
Total	56	100

As seen from the table above, the abstract non- human participants are predominantly used in the speeches. ‘It’ as participants are also used a bit more in the speeches. ‘Nouns/things’ have few occurrences too. ‘Demonstratives’ have a few occurrences followed by ‘There’ as participants. Nominalised participants have the least occurrence of one. These non- human participants are discussed in the sections below.

4.2.5.1 Abstract Entities as Participants

Abstract properties are non-human participants that have no physical representations. They cannot be seen or touched. To make meaning of abstract entities, they have to be perceived psychologically. Abstract entities are part of our daily lives that is why they are being talked about and put in thematic positions. Some examples of these abstract entities are discussed below in bold fonts.

1. **The occasion** equally provides the University the opportunity for self-assessment/ self- evaluation and self- renewal (Speech 1)
2. **Your academic success** has been acknowledged by the University- we congratulate you (Speech 1)
3. Again, **our educational system** seems to be failing us because a number of us Ghanaians are well educated but nothing works to expectation (Speech 2)
4. **Their unflinching partnership in this direction** should enable us increase the intake of students significantly in future (Speech 2)
5. **Our output in year under review** has crowned a four-year period of dedication to duty, selflessness and commitment to quality and excellence (Speech 3)
6. **Our achievements** have been tremendous (Speech 3)

In the examples above, the abstract entities used are *'The occasion, Your academic success, Our output in year under review, Our achievements, Their unflinching partnership in this direction'* and *'our educational system'*. These entities cannot be represented physically but are given animate roles in clauses. The VC uses these abstract entities to give prominence to what cannot be seen or touched but have influences on our lives and are part of our experiences.

4.2.5.2 'It' as Participants

The element 'It', is considered as a non-human participant which can be thematised. **It – Themes** may appear in several directions when acting as the element being talked about in clauses. They may appear as *a substituted reference*, as *an empty subject* or as *a predicated Theme* in thematic position. There are fourteen (14) occurrences of **It –Themes** in the speeches analyzed. Out of this, **It as predicated Theme** has two (2) occurrences, **It as substituted reference** has twelve (12) occurrences and **It as empty subject** has no occurrence. Each of the categories of the **It -Theme** are discussed briefly below.

'**It as Predicated Theme**' is the first category of the It-Theme used as non-human participants. This Theme is emphasized to indicate the focus of the message without additional foregrounding. Being placed in thematic position, it indicates a level of contrast in the information laid. Examples are illustrated below in bold fonts.

1. **It is an occasion** where deserving students are awarded their certificates, diplomas or degrees (Speech 2)
2. **It is an occasion** where graduands are awarded their certificates, diplomas or degrees (Speech 1)

In the examples above, the Theme is 'It', which introduces the predication in '**It is an occasion**'. The VC lays emphasis on the occasion to provide evidence of what happens there, that is, graduands are awarded certificates. The two occurrences of 'It as predicated Theme' are similar in the speeches delivered. They indicate contrast by being emphasized to inform the audience that the occasion referred to is a congregation and not an investiture. The VC uses this type of It- Theme to reveal that he has the ability to prioritize information.

The second category of It- Theme is the '**It as Substituted Reference**'. It may be used to refer to elements in Theme position as well as in rheme position. It appears in clauses to ensure flow of information from the preceding texts. It can also be used as a way of avoiding repetition of the elements being talked about in the preceding contexts. Some examples are illustrated below, with the preceding clauses to explicitly illustrate their function in the speeches.



Table 4.21 It as Substituted Reference

Theme	Rheme
Ladies and Gentlemen, our university	has gone far to chalk some successes but at the same time, it faces some challenges
It	is significant to note that the 2013 ceremony, is the 18th Congregation in the life of the University of Education, Winneba, and 8th Congregation on Kumasi Campus (speech 2)
In our expansion and development programme,	the University in the very near future will introduce more relevant programmes (in ICT Education, Chemistry and Physics Education, Natural Resource Management, etc.).
It	is worth noting that the Academic Board of the University has approved for the running of various PhD programmes in Animal and Crop Sciences in addition to the MPhil programmes run by the College. (Speech 3)
Ladies and Gentlemen, this Congregation, like any other congregation,	is a very special activity on the University calendar
It	is a happy and merry-making occasion, especially for graduands and their relatives (Speech2)

The table above illustrates the occurrences of ‘It-Theme as substituted reference’. It is realised that this type of Theme refers to elements both in theme and rheme position. The It -Theme used in clauses is substituted to elements in the preceding clauses which may be in the Theme position or rheme position.

In the first example, ‘**It**’ is substituted to ‘*has gone far to chalk some successes but at the same time, it faces some challenges*’ which is in the rheme position. The success the university has achieved, that is being talked about in the rheme position of the preceding clause is ‘... *the 2013 ceremony, is the 18th Congregation in the life of the University of Education, Winneba, and 8th Congregation on Kumasi Campus*’.

In the second example, 'It' is substituted to '*In our expansion and development programme*', in the Theme position of the preceding clause. Thus, by talking about the expansion and development programme, 'It' refers to '*...the Academic Board of the University has approved for the running of various PhD programmes in Animal and Crop Sciences in addition to the MPhil programmes run by the College*'.

Lastly, he mentions '*...this Congregation, like any other congregation*' in the Theme position in the preceding clause is being referred to in the subsequent clause as '*a happy and merry-making occasion, especially for graduands and their relatives*', using 'It' as substituted reference.

The last category of It- Theme is '**It as Empty Subject**'. Here, '**It**' appears as subject in thematic position where it does not refer to any element in the preceding clause. There is no occurrence of this type of It – Theme.

The VC uses more It-Themes as substituted references in the speeches to avoid repetition of elements mentioned. This makes the presentation of the message flow and it is simple too. He uses a very few 'It' as predicated Theme to show contrast. Lastly, he does not use 'It' as empty subject because he is not interested in presenting any information that will divert the attention of the audience.

4.2.5.3 Noun (Things) Participants

Nouns (things) include concrete entities which are being talked about in clauses. These nouns have physical representations so they can be seen or touched. They are mostly common nouns which are given prominence by being put in thematic position. A few are illustrated below in bold fonts.

1. **This facility** is currently housing 72 students of our College (Speech 2)

2. **Our 3000 seat capacity convention/multi-purpose Conference Hall** is now 60% complete (Speech 2)
3. Currently, **our library** is opened to people in and around Kumasi for use in their academic work and research (Speech 2)
4. **The various campuses of the university** are integral components of a single institution and it is our desire to make each really functional as centers for effective teaching learning and research (Speech 3)

The noun participants in the examples above are used to refer to entities that have physical representations. The VC uses them in the speeches to help the audience get clear images of what the focus of the message is. The audience can relate with the nouns, '*This facility, Our library, Our 3000 seat capacity convention/multi-purpose Conference Hall*' and '*The various campuses of the university*' and understand the contributions these nouns make to the message. That is why the VC uses them as the focus of the speeches.

4.2.5.4 Demonstratives as Participants

Demonstratives which include '*This, That, These, Those*' may occur as subjects in sentences. They mostly have a connection with the information in the preceding context. Some demonstratives used as Theme are discussed below in bold prints. The preceding clauses are presented too to show how they connect with the information in them.

1. Graduating our students at the respective campuses where they pursued their programme of study is to ensure that we give equal prominence to all our campuses. **This** also enables us to offer the opportunity to invite the general

public to have access to our various campuses to witness our achievements.

(Speech 3)

2. Note that there are so many other graduates out there who are also seeking the non-existing employment. **That** is why I will urge you to accept postings or be ready to serve in any rural community in any part of this country, no matter the challenges it may come with (Speech 2)
3. The various campuses of the university are integral components of a single institution and it is our desire to make each really functional as centers for effective teaching learning and research. **This** is a daunting task that my administration is confronted (Speech 3)
4. Mr. Chairman, the number of graduands who are graduating today constitute 71.3% of the students who enrolled in our College of Technology Education, Kumasi during the 2009/10 academic year. **This** is by no means a small achievement (Speech 2)

From the examples above, four occurrences of '*This*' as demonstrative participant appeared. There is a single occurrence of '*that*' as a demonstrative participant. The other two, '**These**' and '**Those**' have no occurrences. The VC uses these demonstratives to give more details or emphasize the information in the preceding clauses and this is aimed at making the messages meaningful. He pays attention to details to aid in interpretation.

4.2.5.5 There as Participants

The existential '*There*' can be used to introduce the information in a clause. They prepare grounds to introduce the focus of the message. When they occur in thematic positions, they serve as participants with no physical representations. They relate with

the information in the preceding clauses too. ‘There’ participants used in the speeches are indicated below in bold prints.

1. Mr. Chairman, Ladies and Gentlemen, in the area of our staff development and training, we wish to appreciate the support of the African Development Bank and Government of Ghana for granting scholarship to five of our staff to study outside the country in various programmes for the Faculty of Technical Education and Faculty of Vocational Education. **There** are plans for the Bank (African Development Bank) to provide funding for the training of twenty members of staff at the Masters level
2. Mr. Chairman, Nananom, Ladies and Gentlemen, while we continue to call for support from government, it should be noted that with all these developmental projects, social responsibilities, institutional collaboration coupled with our vision, we cannot rely solely on government. **There** is therefore the need for both individuals and institutions to volunteer resources to support government.

In the two examples above, ‘**There**’ participant introduces the effect or result of the information in the preceding clauses. It is used to indicate the occurrence or existence of an action. In the first sentence, the VC appreciates the support from two institutions for granting scholarship for some of the staff. In effect, he mentions that other funds are going to be provided as plans are being taken. In the second example too, the VC mentions that the support from government alone is not enough. This implies that there is a call on individuals and institutions to also support. The VC uses these participants to indicate his intentions about an action in his message and to plead for support.

4.2.5.6 Nominalized Participants

It is possible to make processes and events function as nominal groups in clauses. This implies that the action (process) is given much prominence for the interpretation of a message and not the person who performs the action. They are therefore put in thematic positions to confirm their relevance. There is a single occurrence of a process serving as nominalised participant in the speeches studied. This is illustrated below in bold fonts.

Graduating our students at the respective campuses where they pursued their programme of study is to ensure that we give equal prominence to all our campuses.

The process (action) of graduating the students is the focus of the VC's message and not the people who graduated them or the place they graduated. The processes that are nominalized are long and so they don't make their interpretation easy that is why the VC uses only one instance in his speeches.

The different categories of non-human participants have been discussed. The participants are given thematic status because they perform important functions to aid in interpretation of texts. The main transitivity roles are Actor (Goal), Senser, Sayer, Carrier (Attribute), Behaver, Existent.

4.2.6 Transitivity Roles of Non- Human Participant Themes

Transitivity roles are the numerous roles participants play. This section indicates that non-human entities can also perform these roles for better interpretation of messages. The main transitivity roles are Actor (Goal), Senser, Sayer, Carrier (Attribute), Behaver, Existent. What functions these roles perform have been discussed in the above sections on human-participants.

Table 4.22 Distribution of Transitivity roles of Non-Human Participant Themes

Transitivity Role	Frequency	Percentage%
Actor (Goal)	8	14.29%
Senser	5	8.93%
Carrier (Token)	35	62.5%
Behaver	6	10.71%
Existent	2	3.57%
Total	56	100

As seen from the table, non-human participants as carriers/tokens are the most frequently used in the speeches. They indicate relationships between participants. Participants as actors have few occurrences in the speeches. They perform the action in the speeches. Participants that perform the role of behaver and senser follow with a very few occurrences too. The existent has the least occurrence. On the other hand, there is no occurrence of the sayer in the speeches.

4.2.6.1 Participants as Actors / Goals

Non-Human participants also perform role as **Actor** or **Goal** in various clauses. When they function as actors, they perform the action in the clause and when they function as goals, they are the ones affected or influenced by the actions of the actors. These participants are eight (8) in all. A few examples are illustrated below.

1. **The necessary paper work** has been done and we hope to commence the project soon (Speech 2)
2. **Many workshops and training programmes** were organized for staff within the year (Speech 2)

These examples are non- human participants that are given the role as **goals**. These participants are affected by the actions of the actors who may appear explicitly or not.

'The necessary paper work' in sentence one is the product of what has been done. In sentence two too, *'Many workshops and training programmes'* is affected by the people who organized it. The VC uses these participants as Themes to help the audience to know what has benefited or been influenced by the actions of other entities.

4.2.6.2 Participants as Sensors

Non - human participants are given roles as **Sensors**. Though inanimate, these participants are made to feel, think about or perceive. A few examples are indicated below in bold fonts.

1. **It** will interest you to know that our University continues to expand not only in terms of student numbers but also expansion of programmes and Faculties (Speech 2)
2. Again, **our educational system** seems to be failing us because a number of us Ghanaians are well educated but nothing works to expectation (Speech 2)
3. **Our achievements** have been tremendous (Speech 3)

In the examples above, the participants in thematic position attach emotions to the action in the messages. In example one, the participant influences the audience to perceive the achievements of the university by using *'It'*. *'Our educational system'* also performs the role of sensor to draw the minds of the audience to its falling standard. In the last example, *'Our achievements'* expresses extraordinary feelings of the university. All these examples reveal the VC as someone who attaches emotions to actions by what he feels or perceives. They also indicate that the VC considers the

achievements of the university not as a result of an individual's effort but a collective effort.

4.2.6.3 Participants as Carriers /Tokens

Participants perform the role as **Carrier / Token** in a clause. The role of a carrier is to express what attribute an entity has while token expresses the identical properties of two entities. Out of thirty-five (35) participants as attributive, thirty-two (32) participants play the role as token while three (3) play the role as carrier. This is illustrated in bold fonts below.

1. **This facility** is currently housing 72 students of our College (Speech 2)
2. **The various campuses of the university** are integral components of a single institution and it is our desire to make each really functional as centers for effective teaching learning and research (Speech 3)
3. **It** is a happy and merry-making occasion, especially for graduands and their relatives (Speech 2)
4. **Today** is your day (Speech 3)
5. **Total disregard for authority, selfishness, greed** are some of those challenges; and all that starts from here, (our schools)! (Speech 2)

The participant in the first sentence performs the role of Carrier. It indicates that '***This facility***' is attributed to making provisions for students. In sentence two, '***The various campuses of the university***' constitute a single university and this indicates the state of the campuses.

On the other hand, the participant in sentence three is an example of token. '***It***', which is the congregation has an identical connection of becoming an occasion for the graduands.

‘We’ is connected with becoming the nations source of a better educational set up as token.

In sentence four, ‘*Today*’ has an identical connection as the day or period for the graduands because they are celebrating their success. In the last sentence, there is an identical connection. ‘*Total disregard for authority, selfishness, greed*’ is connected with becoming negative attitudes. The VC uses these participants as carriers to indicate that the university which is supposed to be an institution for training students, on the contrary becomes a place where various negative attitudes are put up by students. The VC uses more participants as carriers because he is interested in what the participants in the action have that makes them the focus of the message.

4.2.6.4 Participants as Behavers

The **Behaver** performs functions that are psychological in nature. This role given to human participants combines cognition / emotions with actions. Participants play the role of performing an action mentally. Some examples are illustrated below in bold prints.

1. **The occasion** equally provides the University, an opportunity for assessment, self- evaluation and self- renewal (Speech 1)
2. **These years of success** also manifest the good and strong relationship among our campus especially the College of Technology Education, Kumasi and the University of Education, Winneba as a whole (Speech 2)
3. **Such a facility** will ease the pressure of lecture accommodation on campus when completed (Speech 3)

Here, the participant in sentence one, ‘*The occasion*’ performs the role of behavior to reveal the psychological actions of providing opportunities. In sentence two, the good

relationship that is shown by '*These years of success*' is construed mentally. In the last sentence, '*Such a facility*' reveals the comfortability of lectures since provisions are made available. The audience cast their minds to the performance of these actions to make meaning.

The VC makes these participants perform these roles in his message to awaken the audience's sense of thoughts and to draw their attention to the fact that the university is being transformed and developed as the years go by.

4.2.6.5 Participants as Existents

Existential constructions are introduced by the dummy subject, '*There*', mostly in subject positions. They are used to introduce what exists or a state of being. They are illustrated below.

1. **There** are plans for the Bank (African Development Bank) to provide funding for the training of twenty members of staff at the Masters level (Speech 2).
2. **There** is therefore the need for both individuals and institutions to volunteer resources to support government (Speech 2).

These participants refer to the existence of something, or the presence of something in a particular place or time. In sentence one, the VC makes reference to the plans they are making at that particular time. In sentence two also, the VC makes a call to duty on all to provide resources to support the government. The VC therefore uses this participant to indicate the obligations on the part of the government, institutions and individuals in the development of the university.

4.3 Summary of Chapter

This chapter has presented the results from the three sections of the analysis of Theme in the selected Congregation speeches. The first section examined the various types of Theme used in the speeches. The second section analyzed the experiential functions associated with Theme. The communicative implications of the use of the Theme in the selected speeches were discussed while analysing the first two sections.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the previous chapters of the study and draws conclusions and implications from their findings. Also, it discusses the summary of the aims, methods and approaches used in the study and further presents the main findings of the study. The chapter ends with conclusions, implications and recommendations for further research.

5.2 Summary of Aims and Methods

The general objective of the study was to investigate the types of Theme used in the selected Congregation speeches of UEW, focusing on the way these types of Theme are communicatively implied. To achieve these objectives, the study identified and analyzed various types of Theme employed, how these types of Theme are made to function using the experiential or transitivity content and the communicative implications of their use.

The study employed The Systemic Functional Grammar Theory by Halliday and Matthiessen (2014) which focuses on the clause as message. First, this theory used language to present the clause as a resource for making meaning through the types of Theme. The types of Theme were presented according to Metafunction, Structure and Markedness in the clauses.

Again, the clause was presented as message through the experiential functions the types of Theme manifest. Theme functions experientially as circumstantials, processes and participants.

The study is descriptive and exploratory in nature so it used the qualitative research approach as well as the textual analysis design. In the qualitative research approach, the behaviours and experiences of humans are analyzed to make them meaningful. The textual analysis design gathers information about data such as texts, images or social occurrences. This is why it was adopted as the design for the study. Thematic analysis is the method used to examine and interpret the Theme in the selected speeches using Halliday and Matthiessen's' SFG (2014). This method of analyzing the Theme identified the various types of Theme according to metafunctions (topical, interpersonal, textual), according to structure (simple, multiple, predicated, bound etc.) and according to markedness (marked and unmarked). The types of Theme in terms of the experiential functions were also identified (circumstantial, process, participants). Frequencies and distribution of these types of Theme were presented too.

The methods and procedures presented above were used to answer the three research questions for the study. The research questions are: "Which types of Theme are employed in the selected Congregation speeches?" "What experiential functions are manifested by Theme?" and "What are the communicative implications of Theme employed in the selected Congregation speeches?". The data used for the study were three sampled Congregation speeches of UEW, delivered by the second VC, Prof. Akwasi Asabere - Ameyaw. These sampled speeches are a representation of the three 'satellite' campuses of UEW, the Winneba, Kumasi and Mampong campuses which are identified as Speech 1, Speech 2 and speech 3 respectively. The data analysis procedure consisted of three stages.

The first stage of the analysis involved coding the clauses in the speeches using fullstops as sentence boundaries. The identification and quantification of the types of Theme used in the selected congregation speeches into their frequencies and percentages, based on the framework by Halliday and Matthiessen (2014) followed.

The second stage of the analysis involved giving experiential roles/ functions to the types of Theme identified in accordance with Halliday & Matthiessen's (2014) ideas of the constituent aspects of the topical theme. This stage investigated circumstantial Themes, process Themes and participant Themes.

The inherent communicative functions of the choices of the Theme types which were employed in the selected Congregation speeches were presented while discussing the two stages above.

5.2 Summary of Findings

The purpose of the study was to identify the types of Theme used in the selected Congregation speeches of UEW, investigate their experiential functions and examine their communicative implications. The summary of the types of Theme according to metafunctions, structure and markedness were discussed first, followed by the experiential functions they manifest. Then the communicative implications were discussed.

The results of the types of Theme according to Metafunctions indicate that the VC concentrates more on topical Themes because they have transitivity contents in the clause. Also, Halliday & Matthiessen (2014) state that the thematic structure of every clause contains one topical Theme so they are used more. The topical Themes have the highest frequency represented by 71.13%. He uses them to let the audience know who/what is being talked about, how an action happens and the surrounding factors

that lead to the action. The second most frequently used Themes are the interpersonal Themes represented by 24.65%. He uses these interpersonal Themes to create interaction with the audience and express his judgments on the actions that happen. This is in line with the findings of Adjei (2010) in editorials that the use of interpersonal Themes presents the writers 'intervention' as important. Textual Themes have the least occurrence represented by 4.22%. The VC uses a few of these textual Themes because they plan/structure the points in the message to be presented in a coherent manner but that is not the focus of the speaker.

Again, the analysis of Theme by Structure indicates that simple Themes are the most predominantly used in the speeches represented by 69.48%. They are used to refer to one structural unit with experiential function which is the core of the message. He uses these Themes to talk about participants (what / who performs the action), processes (action) and circumstantials (context of the action). The second most frequently used Themes are multiple Themes represented by 26.29 %. The VC uses these Themes to indicate different directions in which he presents the focus of the message. Themes in minor clauses have the third occurrence represented by 2.35%. A few of these Themes are used to indicate that he does not pay much attention to exclamations or greetings which these Themes indicate. The predicated Themes and Theme in bound clauses have the least occurrence, both represented by 0.94%. This indicates that the VC does not focus on elements which indicate contrast or indicate a basis for the focus of the message to be delivered.

The other types of Theme by structure which are thematic equatives, Theme in embedded and elliptical clauses have no occurrence in the speeches.

In the analysis of Theme by markedness, unmarked Themes are the most used Themes. They indicate the subjects that are being talked about in the clauses. He uses unmarked Themes to make the presentation of his message simple since these Themes are subjects of the sentence. On the other hand, marked Themes are not used more as compared to unmarked Themes. Marked Themes are used to present the background surrounding the focus of the message and not the focus which unmarked Themes present.

In the analysis of the experiential functions, the participant Themes occur predominantly with a frequency of 66.33 %. This indicates that the speaker refers more to who /what performs an action or what is being talked about in the clause which is the nominal. The circumstantial Themes are the second most frequently used Themes represented by 22.77%. This indicates that the VC pays a bit more attention to the circumstantial factors such as time and place, surrounding the action. The Process Themes have the least occurrence represented by 10.9 %. This indicates that he pays less attention to the action (process) of the clause itself.

These experiential functions are categorised into various types, except for the Process Themes. Circumstantial Themes are discussed first followed by Participant Themes.

The analysis of circumstantial Themes indicates that the circumstantial Themes of Location are the most predominantly used with a frequency of 39.13%. The VC uses these Themes to indicate the time and place the action in the message occur. The second most frequently used circumstantial Themes indicate Situation, and they are represented by 30.43%. These Themes are used to indicate backgrounds that have psychological representations. The circumstantial Themes which show Cause have the third highest occurrence and are represented by 17.4%. The use of these Themes

indicates the purpose or reason why an action happens in the message. The circumstantial Themes of Manner have the fourth occurrence represented by 8.7%. These Themes indicate how something happens. Both circumstantials of Condition and Concession have the least occurrence represented by 2.17 %. Circumstantials of condition are used to indicate situations that must exist for an action to take place while he uses circumstantials of concession to indicate unexpected results.

The analysis of Participant Themes reveal that human and non-human participants are used as well as the transitivity roles they perform. Human participants have the highest occurrence represented by 58.20% while Non-human participants used are represented by 41.8%.

The analysis of human participants shows that Discourse participants are the most frequently used participants with an occurrence of 39.74%. This indicates that the VC takes part in the actions of the message. The second most frequently used human participants are Pronoun participants represented by 33.33%. He uses a bit more pronoun participants in place of other participants. The participants with the third highest occurrence are the Institution participants represented by 14.10%. A number of institution participants are used to indicate groups who perform an action in the message. A few Named participants are used to refer to specific people or objects represented by 9.0%. The least number of participants used are Titled participants which indicate the place of people / objects represented by 3.85%. The transitivity roles of these human participants are discussed. Sensors are the most dominantly used transitivity roles by human participants, represented by 37.17%. They indicate processes of emotions, cognition and perception. They reveal the emotions and intentions attached to the actualization of a process. Adjei (2010) indicates in her

findings that writers in presenting their views use sensors which are concerned with the thoughts, perception and feelings of the writer. The second most frequently used roles human participants play are the roles of Actors/ Goals represented by 25.64%. He presents the participants who perform the actions or are affected by the actions in his message when he uses them. Carriers / Tokens are the third most frequently used transitivity roles played by participants representing 23.07%. They are used to express relationship between entities. Transitivity roles as Sayers are the fourth most frequently used human participants representing 12.82 %. The VC uses them to indicate who says, expresses or indicates an action. Behavers have the least occurrence represented by 1.3%. They indicate actions that are realized mentally. He is not concerned about actions which have psychological representations that is why there is a single occurrence in the speeches.

The analysis of non-human participants reveals that Abstract entities are the most predominantly used in the speeches, representing 41.07%. These entities cannot be represented physically but are given animate roles in clauses. These abstract entities give prominence to what cannot be seen or touched but have influences on our lives and are part of our experiences. The second most frequently used non-human participants are the 'It' as participants representing 25%. The VC indicates these participants to avoid repetition. 'Demonstratives' have a few occurrences representing 8.92 %. These demonstratives give more details or emphasize the information in the preceding clauses to aid interpretation. 'There' participants have a very few occurrences represented by 3.57 %. They prepare grounds to convey information. Nominalised participants have the least occurrence represented by 1.8%. He indicates only one instance because he wants the focus of his message to be simply understood as he gives prominence to the action, and not complex.

The transitivity roles of these non-human participants are discussed. Carriers / Tokens as transitivity roles performed by non-human participants have the highest occurrence representing 62.5%. They are used to express relationships between entities. Carriers indicate what attribute an entity has while tokens indicate the identical properties of two entities. Actors/ Goals as participants perform an action or are affected by the action and are the second most frequently used, representing 14.29%. He uses these non- human participants to indicate elements that the affected (goals) in the message. The third transitivity roles used frequently are Behavers who indicate actions that represent psychological actions. They are represented by 10.71%. The VC assigns roles as behavers to them because they can be interpreted psychologically. Sensors as transitivity roles are given to non -human participants too. They indicate processes of emotions, cognition and perception representing 8.93 %. They reveal the emotions and intentions attached to the actualization of a process. They show how non- human participants appeal to our emotions. The VC does not give any role to non-human participants to express or say something as sayers. He focuses on humans and their actions, that is why they have no occurrence.

5.3 Implications of the Study

The research findings and the conclusions established above have varied implications. First, the study confirms SFG's assertion that users of language systematically organize language by making systematic choices in order to realize desired meanings (Halliday & Matthiessen, 2014). In this direction, the study has illustrated how the VC has presented his commendation to the graduands and reported on the growth of the university to the audience through the use of Theme. In addition, the study makes a contribution to the development of institutional discourse analysis. It has contributed

to the explorations on the connection between language and institutions. The study employs the notion of the clause as message to analyse how Theme types are used to present information in institutional discourse. The SFG theory by Halliday and Matthiessen (2014) which was employed to analyse the speeches will contribute to knowledge on Theme and language use in analyzing discourse. With pedagogy too, the findings of the study presents knowledge about the clause as message.

5.4 Conclusions of the Study

It can be concluded that there are several ways in which a writer can use the resources of language to express experiences or events in a text.

The study affirms that language can be analyzed from various levels using the concept of the Clause as message which is realized by Theme in Halliday & Matthiessen's (2014) SFG. This concept presents the various elements that are worth analyzing in texts.

The study also confirms that by indicating frequencies and percentages, as well as stating the communicative implications of linguistic items used to analyse a text, it produces results that are valid.

It can be concluded that the analysis of types of Theme enables the reader to know the communicative implications encoded in the use of such types of Theme in texts to make them comprehensible.

5.5 Recommendations for Further Research

This study has been limited to language use in three selected speeches. It focuses on the clause as message by using the SFG theory by Halliday and Matthiessen (2014).

Also, it touches slightly on the clause as representation to analyse the experiential functions of Theme.

Apart from the analysis of Theme, other linguistic resources such as Transitivity, Modality, Clause Complexing which fall under Halliday's SFG can be analyzed using institutional discourse types.

Again, this study analyzed Theme in Congregation speeches of the VC of UEW. The analysis of Theme can be extended to other types of speeches delivered by the VC such as matriculation speeches, special congregation speeches, convocation speeches, inaugural speeches, interdenominational speeches among others.

Moreover, speeches of VCs can be analysed using other categories of language use such as lexical categories and figures of speech categories in order to confirm or challenge the findings of this study which sees the clause as message.

Furthermore, teachers should be educated on the various experiential functions in the English language clause. This will make them help students to gain knowledge on the relevance of the clause

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APPENDICES

