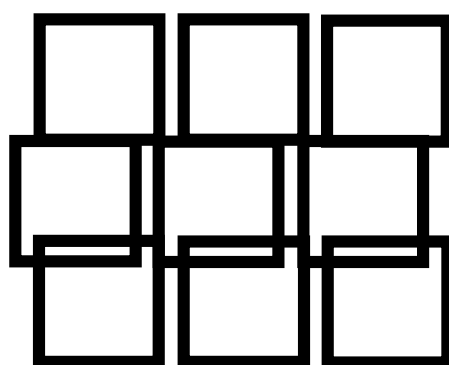


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The Genre(s) and Generic Structuring of Obama's Radio Address



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Dipartimento di Studi Linguistici e Culturali
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For my parents

Jan and Sirkka-Liisa (Jussila)

Kunst

My 'pop', who finished his formal education at age 12, has consistently been an example of plain hard work and perseverance who continually encouraged me to pursue higher education. My 'äiti' unknowingly taught me the importance of culture through her own unwavering cultural convictions and introduced me to travel at a young age. It is these components: perseverance, education, culture and travel that define who I am today.

In remembrance of my big and only brother, John, who suddenly left this world while I was nearing the end of this research. He will forever be in my heart and will always remain irreplaceable.

Lastly, to a distinct few who has shown love, support, guidance and belief in me, be it from Italy, Finland, Germany or the United States.

"Zerstörung ohne Wert"

Abstract

This thesis aims to expand understanding of how language varies according to context by investigating the written-to-be-spoken language of political discourse (Wilson 1990; Chilton and Schaffner 2002; Wodak and Chilton 2005; Fairclough 2003; van Dijk 2008; Cap et al 2013). Specifically, the study demonstrates the existence of sub-genres in varying contexts of situation within the genre of political discourse by investigating the generic structure of political speeches of similar registers, thus a 'repertoire of registers' (Bakhtin 1986; Martin 1992). This study views genre as being sociocultural with specific goals in mind. It is sociocultural because it usually involves other people with the same cultural 'norms' and it has specific goals in mind to accomplish which require different stages to go through in order to reach the specific goal (Martin & Rose 2007: 8). Therefore, to reveal the genre, it examines the generic structure (Christie and Martin 1997; Martin and Rose 2007; Coffin et al 2009) of similar registers. To reveal the generic structure, the study proposes Theme/Rheme, part of the textual metafunction of systemic functional linguistics (SFL) (Halliday 1994; Halliday and Matthiessen 2004; Eggins 2004; Thompson 2004), as a means of identifying generic moves within text.

Since there seems to be a gap of linguistic research within the genre of the American Presidential radio address, this thesis linguistically investigated the radio addresses of Barack Obama during his first term as President, 2009-2012. It focused on four diverse 'repertoires of registers', with each repertoire comprising of four radio address topics: (1) the economy, (2) healthcare, (3) man-inflicted tragedy and (4) Christmas. Each address within each repertoire was analysed for Theme/Rheme to determine its generic structure and then was compared and contrasted to the other addresses within that topic to investigate the hypothesis that they are similar in generic structure, thus a potential sub-genre. Further, to highlight the possible sub-genre of one repertoire of registers, the generic structures of each repertoire of registers were then contrasted with the other repertoires to reveal how they unfold differently when compared to the others. Overall, the study, first, contributed linguistic analysis to the genre of the radio address. Secondly, it demonstrated that Theme/Rheme is an effective tool for revealing generic structure. Thirdly, the findings showed that each repertoire of topics were similar in the following ways: the generic structure, the common thread found in the motif, and the types of theme that indicated a generic move. This concluded that they then may be seen as a sub-genre within an already established genre of the radio address. The benefits from the analysis showed that language does function and unfold within specific contexts in which it is constructed and produced, and therefore, the research stresses the importance of context of situation when analysing text.

Abstract (Italiano)

La presente tesi è stata realizzata con lo scopo di comprendere il modo in cui la lingua varia secondo il contesto, tramite l'analisi dei discorsi politici che nascono come lingua scritta che dovrà poi essere esposta oralmente (Wilson 1990; Chilton and Schaffner 2002; Wodak and Chilton 2005; Fairclough 2003; van Dijk 2008; Cap et al 2013).

Nello specifico, lo studio, analizzando la struttura generica dei discorsi politici di registri simili, definibili pertanto come un "repertorio di registri", dimostra la presenza di sottogeneri in contesti situazionali variabili all'interno del genere del discorso politico (Bakhtin 1986; Martin 1992). In questo studio il genere è considerato socioculturale e con scopi specifici. È ritenuto socioculturale poiché generalmente coinvolge altre persone con le stesse "norme" culturali e possiede scopi specifici da raggiungere che devono attraversare diverse fasi a tale obiettivo (Martin & Rose 2007:8). Per questo motivo, per rivelare il genere, lo studio esamina la struttura generica (Christie and Martin 1997; Martin and Rose 2007; Coffin et al 2009) dei registri simili. Per mostrare lo studio generico, la presente analisi propone Tema/Rema, parte della metafunzione testuale della linguistica sistemico-funzionale (SFL) (Halliday 1994; Halliday and Matthiessen 2004; Eggins 2004; Thompson 2004) come mezzi per identificare le mosse generiche all'interno del testo.

Poiché sembra esserci una mancanza di ricerca linguistica all'interno del genere del radio address dei Presidenti Americani, la presente tesi ha analizzato a livello linguistico i suddetti discorsi di Barack Obama durante il suo primo mandato come Presidente, 2009-2012. Lo studio si concentra su quattro diversi repertori, ognuno dei quali comprende quattro argomenti del radio address: (1) economia, (2) sanità, (3) atrocità inflitte dall'uomo e (4) Natale.

Ciascun discorso all'interno di ogni repertorio è stato analizzato per quanto riguarda Tema/Rema per determinarne la struttura generica. In seguito, è stato eseguito un confronto e sono state evidenziate le differenze con gli altri discorsi all'interno di quell'argomento per analizzare l'ipotesi secondo la quale i discorsi sono simili nella struttura generica e costituiscono pertanto un potenziale sottogenere.

Inoltre, per sottolineare il possibile sottogenere di un repertorio di registri, sono state evidenziate le differenze delle strutture generiche di ogni repertorio di registri rispetto ad altri repertori per mostrare il modo diverso in cui si rivelano quando comparati agli altri.

Infine, lo studio ha in primo luogo contribuito all'analisi linguistica del genere del radio address. Secondo, ha dimostrato che Tema/Rema costituiscono uno strumento effettivo per rivelare la struttura generica. Terzo, le scoperte hanno mostrato che ogni repertorio dei vari argomenti era simile nei modi seguenti: la struttura generica, il filo comune trovato nel tema dominante e i tipi di tema che indicano una mossa generica.

Questo ci porta alla conclusione secondo la quale essi possono essere visti come un sottogenere all'interno di un genere già stabilito del radio address. I risultati dell'analisi hanno mostrato che la lingua funziona e si rivela all'interno di contesti specifici in cui essa è costruita e prodotta, e pertanto, la ricerca evidenzia l'importanza del contesto situazionale quando ci si approccia ad analizzare un testo.

Table of Contents

1. Introduction.....	1
1.1 Establishing the Study	1
1.2 The Function of Language, Politics, and Discourse	3
1.2.1 Why Study the Grammar of Political discourse?.....	5
1.3 The Overall Study: Mapping the Research	6
1.3.1 Overall Research objective and Research Questions	10
1.3.2 Data and Methods Summary.....	10
1.3.3 Research Parameters	12
1.3.4 Importance of Study and Prospective Results	13
1.4 Structure of Thesis	13
2. The Language of Political Discourse	15
2.1 Introduction	15
2.2. Ideology of Power and Political Discourse	17
2.3 Prominent Features of Political Discourse	18
2.3.1 Recent Studies on Genre and Political Discourse	22
2.4 Conclusion	24
3. Genre, Generic Structuring and Theme/Rheme.....	25
3.1 Introduction	25
3.2 Genre.....	27
3.3 Genre and SFL.....	29
3.4 From Genre to Generic Staging	32
3.5 Theme/Rheme.....	35
3.5.1 The Ideational and Interpersonal Metafunctions.....	35
3.5.2 The Textual Metafunction: Theme/Rheme	36
3.5.2.1 The Theme System	36
3.5.2.2 What is Theme and Rheme?	37
3.5.2.3 Theme as a tool to reveal generic structure.....	38
3.5.2.4 Unmarked and Marked Themes	39
3.6 Ideational, Interpersonal and Textual expressed as Theme.....	41
3.6.1 Theme expressing Experiential as Topical Theme	41
3.6.2 Theme expressing Interpersonal Theme	43
3.6.2.1 Mood Adjuncts	43
3.6.2.2 Vocative Adjuncts	44
3.6.2.3 Comment Adjuncts	45
3.6.3 Theme expressing Textual Theme	46
3.6.4 Multiple Theme.....	48
3.6.5 Other types of Theme.....	49
3.6.5.1 Thematized Equative.....	49
3.6.5.2 WH-questions	49
3.6.5.3 Yes/No interrogatives.....	50
3.6.5.4 Imperatives.....	50
3.6.5.5 Exclamatives	51
3.6.5.6 Existential Theme	51
3.6.5.7 Demonstratives.....	51
3.7 Conclusion	51

4. Data and Methods	53
4.1 Introduction	53
4.2 Data	53
4.2.1 Brief History and Justification of data	54
4.2.2 The Economy, Healthcare, Man-inflicted Tragedy and Christmas	55
4.3. The Genre and Register of the Data	55
4.3.1 Generic Structure, Theme/Rheme and Steps of the Analysis	57
5. The Economy	63
5.1 Introduction	63
5.2 “President Obama Delivers Your Weekly Radio Address”	64
5.2.1 The Thematic Analysis	65
5.2.2 The Findings of First Address	70
5.3 “Moving Forward”	72
5.3.1 The Thematic Analysis	72
5.3.2 The Findings of Second Address	79
5.4 “Compromise”	81
5.4.1 The Thematic Analysis	82
5.4.2 The Findings of Third Address	86
5.5 “A Major Milestone”	89
5.5.1 The Thematic Analysis	89
5.5.2 The Findings of Fourth Address	94
5.6 Findings and Discussion	97
6. Healthcare	105
6.1 Introduction	105
6.2 “President Obama Calls for Real Healthcare Reform”	106
6.2.1 The Thematic Analysis	107
6.2.2 The Findings of First Address	112
6.3 “Healthcare Reform as the Key to Our Fiscal Future”	115
6.3.1 The Thematic Analysis	115
6.3.2 The Findings of Second Address	121
6.4 “Healthcare Reform Cannot Wait”	124
6.4.1 The Thematic Analysis	124
6.4.2 The Findings of Third Address	131
6.5 “Health Insurance Reform, Small Businesses and Your Questions”	134
6.5.1 The Thematic Analysis	134
6.5.2 The Findings of Fourth Address	140
6.6 Findings and Discussion	143
7. Man – Inflicted Tragedies	151
7.1 Introduction	151
7.2 “Tragedy at Fort Hood”	152
7.2.1 The Thematic Analysis	154
7.2.2 The Findings of First Address	159
7.3 “Before We are Democrats or Republicans, We are Americans”	162
7.3.1 The Thematic Analysis	163
7.3.2 The Findings of Second Address	166
7.4 “Remembering the Victims of the Aurora, Colorado Shooting”	168
7.4.1 The Thematic Analysis	169
7.4.2 The Findings of Third Address	173
7.5 “Nation Grieves for those killed in Tragic Shooting in Newtown, CT”	176
7.5.1 The Thematic Analysis	176
7.5.2 The Findings of Fourth Address	180
7.6 Findings and Discussion	182
8. Christmas	191

8.1 Introduction	191
8.2 “Celebrating Christmas and Honoring Those Who Serve”	192
8.2.1 The Thematic Analysis	193
8.2.2 The Findings of First Address	199
8.3 “Merry Christmas from the President and the First Lady”	202
8.3.1 The Thematic Analysis	202
8.3.2 The Findings of Second Address	209
8.4 “The President and First Lady Thank our Troops for their Service as We Celebrate this Holiday Season”	212
8.4.1 The Thematic Analysis	212
8.4.2 The Findings of Third Address	217
8.5 “The President and First Lady Extend a Holiday Greeting and Thank our Troops for their Service”	220
8.5.1 The Thematic Analysis	220
8.5.2 The Findings of Fourth Address	227
8.6 Findings and Discussion	229
9. Discussion and Conclusion	239
9.1 Introduction	239
9.2 Summary: Instance of Text to Sub-genre	241
9.2.1 The Repertoires: Convergences and Divergences	241
9.2.2 Summary of the Study	244
9.3 Conclusion	246
9.3.1 Limitations and Further Research	247
Appendix	249
Appendix A	251
Appendix B	305
Appendix C	315
Bibliography	321

List of Figures

Figure 1.1: Demonstrating Genre to Sub-genre	3
Figure 1.2: Connecting social activity to grammar.....	4
Figure 1.3: Mapping the Research	7
Figure 2.1: Political Fields that could be studied	16
Figure 2.2: Shift in the use of pronouns	20
Figure 2.3: Example of the ‘rule of three’	20
Figure 2.4: Example of the ‘rule of three’	21
Figure 3.1: The System of SFL	27
Figure 3.2: From genre to metafunctions.....	30
Figure 3.3 Adjuncts in relation to metafunctions	41
Figure 4.1: The overall data and how it connects up	56
Figure 5.1: The Economic Addresses	64
Figure 6.1: The Health Care Addresses	106
Figure 7.1: The Man-Inflicted Tragedy Addresses	152
Figure 8.1: The Christmas Addresses.....	192
Figure 9.1: Connecting social activity to grammar.....	239
Figure 9.2: From text to genre.....	240

List of Tables

Table 5.1: The seven generic moves of the first address on the economy.....	71
Table 5.2: Type of Theme in the first economic address.....	71
Table 5.3: The eight generic moves of the second address on the economy	80
Table 5.4: Type of Theme in the second economic address.....	80
Table 5.5: The seven generic moves of the third address on the economy.....	87
Table 5.6: Type of Theme in the third economic address	88
Table 5.7: The eight generic moves of the fourth address on the economy.....	95
Table 5.8: Type of Theme in the fourth economic address	96
Table 5.9: Type of Theme in the set of economic addresses.....	97
Table 5.10: Comparing and contrasting the economic addresses.....	99
Table 5.11: Types of theme that indicated a move in the economic addresses.....	102

Table 6.1: The seven generic moves of the first address on health care	113
Table 6.2: Type of Theme in the first address on health care	114
Table 6.3: The 12 generic moves of the second address on health care	122
Table 6.4: Type of Theme in the second address on health care	123
Table 6.5: The 11 generic moves of the third address on health care	132
Table 6.6: Type of Theme in the third address on health care.....	133
Table 6.7: The 9 generic moves of the fourth address on health care	141
Table 6.8: Type of Theme in the third address on health care.....	142
Table 6.9: Type of Theme in the set of health care addresses.....	144
Table 6.10: Comparing and contrasting the health care addresses.....	146
Table 6.11: Types of theme that indicated a move in the health care addresses	149
Table 7.1: The 11 generic moves of the first address on man-inflicted tragedy	160
Table 7.2: Type of Theme in the first address on health care	161
Table 7.3: The six generic moves of the second address on man-inflicted tragedy.....	167
Table 7.4: Type of Theme in the first address on health care	167
Table 7.5: The eight generic moves of the third address on man-inflicted tragedy	174
Table 7.6: Type of Theme in the first address on health care	175
Table 7.7: The eight generic moves of the fourth address on man-inflicted tragedy	181
Table 7.8: Type of Theme in the first address on health care	181
Table 7.9: Type of Theme in the set of man-inflicted tragedy addresses.....	183
Table 7.10: Comparing and contrasting the man-inflicted tragedy addresses	185
Table 7.11: Types of theme that indicated a move in the man-inflicted tragedy addresses.....	188
Table 8.1: The 11 generic moves of the first address on Christmas	200
Table 8.2: Type of Theme in the first address on Christmas	201
Table 8.3: The ten generic moves of the second address on Christmas	210
Table 8.4: Type of Theme in the second address on Christmas	211
Table 8.5: The nine generic moves of the third address on Christmas	218
Table 8.6: Type of Theme in the third address on Christmas.....	219
Table 8.7: The twelve generic moves of the fourth address on Christmas.....	228
Table 8.8: Type of Theme in the fourth address on Christmas.....	228
Table 8.9: Type of Theme in the set of Christmas addresses.....	230
Table 8.10: Comparing and contrasting the Christmas addresses.....	233
Table 8.11: Types of theme that indicated a move in the Christmas addresses	236
Table 9.1: Type of Theme in all the addresses	246

List of Abbreviations and Acronyms

SFL	Systemic Functional Linguistics
F	Field
T	Tenor
M	Mode
FDR	Franklin Delano Roosevelt
CDA	Critical Discourse Analysis
PDA	Political Discourse Analysis
PDA	Positive Discourse Analysis
ARRA	American Recovery and Reinvestment Act
RST	Rhetorical Structure Theory
R>	Register and Genre Theory
E1	First Economic Address
E2	Second Economic Address
E3	Third Economic Address
E4	Fourth Economic Address
H1	First Health Care Address
H2	Second Health Care Address
H3	Third Health Care Address
H4	Fourth Health Care Address
MIT1	First Man-Inflicted Tragedy Address
MIT2	Second Man-Inflicted Tragedy Address
MIT3	Third Man-Inflicted Tragedy Address
MIT4	Fourth Man-Inflicted Tragedy Address
C1	First Christmas Address
C2	Second Christmas Address
C3	First Christmas Address
C4	Fourth Christmas Address

Chapter 1

Introduction

“To a grammarian, text is a rich, many-faceted phenomenon that ‘means’ in many different ways. It can be explored from many different points of view. But we can distinguish two main angles of vision: one, focus on the text as an object in its own right; two, focus on the text as an instrument for finding out about something else. Focusing on text as an object, a grammarian will be asking questions such as: Why is it valued as it is? Focusing on text as instrument, the grammarian will be asking what the text reveals about the system of the language in which it is spoken or written.”
Halliday and Matthiessen (2004: 3)

1. Establishing the Study

Halliday and Matthiessen above state that “text is a rich, many-faceted phenomenon that ‘means’ in different ways” and this study adopts the same viewpoint: language is rich and it is full of meaning. This thesis focuses on ‘text as an instrument’ and aims to reveal the generic structure of written-to-be-spoken language within the discourse of politics. The study postulates that sub-genres exist within the genre of political discourse and can be revealed by investigating the generic structure of political speeches.

This study takes the standpoint that genre is “a staged, goal oriented, purposeful activity in which speakers engage as members of our culture” (Martin 1984: 25). It is further elaborated as “a staged, goal-oriented social process. Social, because we participate in genres with other people; goal-oriented, because we use genres to get things done; staged, because it usually takes us a few steps to reach our goals” (Martin & Rose 2007: 8). Sub-genre is interpreted as a genre belonging to an already established genre. And this study sees this corpus, the American presidential radio addresses, as a genre within political discourse and the data of this study as possible sub-genres of the radio address. In order to illustrate genre, the research examines the generic structure of such speeches and proposes a functional approach of analysing the thematic structure by way of Theme and Rheme, which is part of the textual metafunction of systemic functional linguistics (SFL) (Halliday 1994; Halliday and Matthiessen 2004; Eggins 2004; Thompson 2004).

In order to study the goal, social purpose and generic structure of written-to-be-spoken language of political discourse, study investigates the genre of the American Presidential radio address by way of a Thematic structure analysis. The radio address is its own genre within political discourse and it is embedded in the context of American culture. Scacci (2011) states, “genres exist in relation to certain situational constraints, the weekly address is unique in its routine response to the week’s events packaged for both public and press consumption”. The radio address thus is realised, operates and has expected functions within the context of an American president and Americans are familiar with the radio address due to its long history and tradition.

There has been research on the presidential weekly radio address, but there is a gap of linguistic investigation of this genre. Martin (1984) researched Reagan’s return to the radio address, he revealed that Reagan felt other forms of communication, such as news conferences, were more restrictive and thus Reagan felt he was able to speak freely and be publically more present. Horvit, Schiffer, and Wright (2008) investigated the Sunday press coverage of the radio address from 1982 to 2005. Since the address is delivered on Saturdays, they found that the Sunday press coverage diminished over this time period including the number of paragraphs citing the president. Meernik and Ault (2013) researched the radio address from the perspective of foreign policy. They argued presidents have the ability to manipulate the agenda of foreign policy and make more tactical choices by placing more attention on domestic issues within the radio address. Han (2006) looked into the radio address as an old medium combined with new strategies, thus comparing the addresses of Reagan and Clinton. Jones and Rowland (2009) analysed the thematic overviews of Reagan’s addresses and researched his rhetorical strategies and ideology. Research more from a language perspective, Oddo (2011) investigated ‘us’ versus ‘them’ through critical intertextual analysis (Thibault 1991), and compared the addresses of F.D. Roosevelt and G.W. Bush through their legitimization strategies, thus establishing that Bush was among many who misled the public into war. Oddo delved into the language of the addresses but did not contain any linguistic analysis especially not to mention from an SFL perspective. Moreover, Scacco (2011) analysed Obama’s radio address, but from a ritualistic rhetoric standpoint, and compared Obama’s addresses to that of Clinton’s to understand how they both projected their presidencies onto the public, again, not from a perspective of linguistics. Thus, there has been research on the radio address, but none from a strictly functional linguistic perspective. The present study aims to fill this gap within studies of this particular genre.

The present study focusses on the Radio Addresses of President Barack Obama during his first term as President, 2009-2012. It concentrates on 4 different contexts of situations (repertoires) of the radio in order to investigate the possibility of sub-genres within this genre: the economy (4 addresses);

healthcare (4 addresses); man-inflicted tragedies (4 addresses); and Christmas (4 addresses). Ultimately, the study demonstrates that the generic structures of these addresses do vary according to context of situation and that it is possible to establish a sub-genre within the Radio Address. Below, Figure 1.1 visualises this:

Genre: American Presidential Radio Address			
Sub-Genres of the American Presidential Radio Address:			
The Economy	Health Care	Man-Inflicted Tragedy	Christmas

Figure 1.1: Demonstrating Genre to Sub-genre

This introductory chapter will first explain the functions of language, politics and discourse. Secondly, it will state reasons for studying the grammar of political discourse. Next, the main theoretical concepts of the study will be mapped out, from genre, cline of instantiation to context of situation. Fourth, the overall research objective will be addressed. This includes the research questions, the data, the analytical tool, the prospective results and the importance of the study. Finally, the structure of the overall thesis will be explained.

1.2 The Function of Language, Politics, and Discourse

The function and connection between language and any social activity is inherent, since “the nature of language has to be functional since language grows out of languaging and languaging itself is a form of social life” (Hasan 2001: 4). Social activities encompass many diverse events both written and spoken, such as greetings, cards, service encounters, casual conversations, arguments, telephone enquiries, instructions, lectures, debates, plays, jokes, or games (Martin and Rose 2007: 8). All types of social activities are related to different contexts of situations, and language is needed to communicate according to the various contexts. Thus, the construction of language is dependent on the context in which it was produced. Halliday (2009:56) explains that language provides the means by which we act as well as reflect on the environment. Further, Hasan (2001: 8) maintains that context (of situation) is important in two ways, first in shaping language as a system and then highlighting language as a process.

This study stresses the importance of language, grammar, and the construction thereof within the context of political discourse. The term discourse may be described as “anything beyond a clause” (Schiffrin *et al* 2001:1). De Beaugrande (Rankema 2004: 49-50) has identified seven criteria for textuality: (1) *cohesion*, (2) *coherence*, (3) *intentionality*, (4) *acceptability*, (5) *informativeness*, (6)

situationailty, (7) intertextuality. Further, political discourse can be defined as discourse produced by actors or authors that commonly include politicians or political institutions (van Dijk 1997: 12). According to van Dijk (2008: 90), political discourse includes “members of more powerful social groups and institutions, and especially their leaders, have more or less exclusive access to and control over, one or more types of public discourse”.

This functional connection between the social activity of politics and discourse is seen in Figure 1.2 below (Miller 2005: 4). The outer circle shows the social activity of politics and is then realised (and dependent) on the language of political discourse in the second circle. The second circle shows the dependent link that discourse has on the context in which it is produced. Further, in order for political discourse to be realized in the second circle, it has a dependency on language and its grammar, noted in the third most inner circle. Thus, the discourse is dependent on the language and grammar and its variable options offered for the discourse to be constructed and produced within a ‘political’ context.

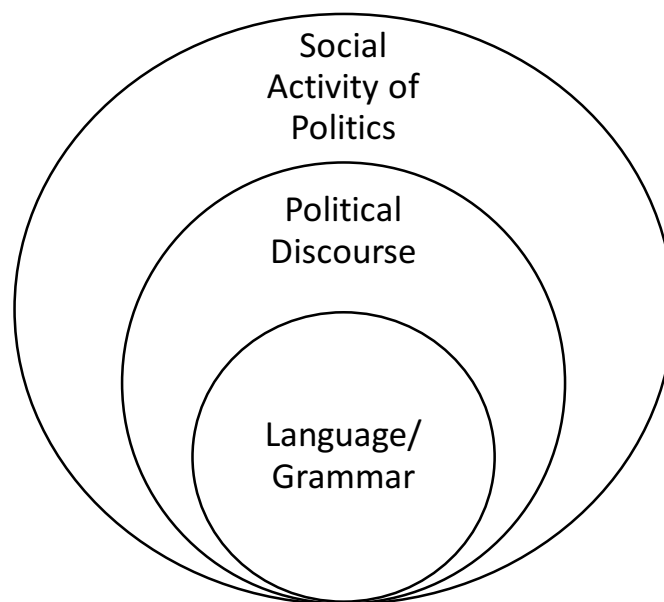


Figure 1.2: connecting social activity to grammar adapted from Miller (2005: 4)

The third and innermost circle of language and grammar is explained according to the systemic functional perspective (Halliday 2009: 341) as “that level of linguistic form at which operates closed systems”, and includes four underlying categories: unit, structure, class, and system. Eggin and Slade (2005: 48) state:

one of the most powerful aspects of the systemic approach is that language is viewed as a resource for making not just one meaning at a time but several strands of meaning simultaneously. The simultaneous layers of meaning can be identified in linguistic units of all sizes: in the word, phrase, clause, sentence, and text.

The thesis investigates the layers of meaning in the grammatical unit of the clause of each radio address. The following section will highlight some reasons for studying the grammar of political discourse.

1.2.1 Why Study the Grammar of Political discourse?

The study of grammar is important. Halliday (2009: 51) poses the question: “what are the enabling factors of grammar that make grammar such an enticing field to explore?” And he (ibid: 51-52) immediately responds and sums up the answer in six concise salient points:

- (1) They are **comprehensive**: they can ‘mean’ anything we want.
- (2) They are **extravagant**: they always pack extra power.
- (3) They are **telescopic**: they carry their history with them.
- (4) They are **non-autonomous**: they interact with their environment.
- (5) They are **variable**: they change under differing conditions.
- (6) They are **indeterminate**: they work with approximations and tendencies.

Incorporating Halliday’s summation with the study of political discourse, the following six points are directly connected to political discourse. First, “*they are comprehensive: they can ‘mean’ anything we want*”. Within political discourse control is a prominent feature and, van Dijk (2008: 90) notes that public leaders are able to access and control one or more variations of public discourse. In its potential for meaning ‘anything we want’, the grammar of language can be manipulated by politicians in such a way to make it mean exactly how they want it to mean. Thus, they have control over the production of the discourse they produce.

Secondly, Halliday says “*they are extravagant: they always pack extra power*”. Power is a strong feature of political discourse. Chilton (2004: 3) views politics as a ‘struggle for power’ between those who are in a position of authority and ‘those who seek to resist it’. To reiterate van Dijk’s (2008: 90) point, “members of more powerful social groups and institutions” are the ones that have the power to produce political discourse. They are able to embed power into discourse, for example, by the use of evaluative language, pronouns, metaphors and modality. Thus, this second point connects to the notion of power and political discourse because grammar has an extravagant way of packing power within the production of language.

Third, he states “*they are telescopic: they carry their history with them*”. Political discourse has a long history, it traces back to Aristotle’s ethos, pathos and logos: ethos pertaining to persuasion, pathos

appealing to the audience's emotions, and logos presenting ideas logically (Campbell 1998; Miller 1993). Throughout time, political discourse has continuously perfected itself in its production and construction, including the opportunity for politicians to have learned from others' examples of effective or of not so effective ways of communicating. As an example, the data of this study, the radio address was first delivered in 1933 and every president since then has delivered a radio address, including Obama. Therefore, it has had eighty-two years (as of 2017) to be continuously perfected throughout the last 14 presidents (including the current President).

Points four and five are here explained concurrently, (4) *"they are non-autonomous: they interact with their environment"* and (5) *"they are variable: they change under differing conditions"*. As mentioned, language is produced out of given contexts, Thompson (2004: 10) believes that we are able to tell a great deal about the context in which language was produced, why it was produced, and the reasons it was expressed in a particular way. However, the contexts of politics are always changing and language changes according to various situations, for example it may be a campaign speech, an inaugural speech to begin a new administration or a radio address wishing the American people a merry Christmas. Thus, Halliday's points four and five are applicable to political discourse, for political discourse does both *"interact with their environment"* and *"change under differing conditions"*.

The last and final point offered by Halliday is grammar *"(is) indeterminate: it work(s) with approximations and tendencies"*. As grammar is indeterminate, so is political discourse: text is constructed differently depending on the context. As mentioned above, it may be a campaign speech, an inaugural address or a radio address. Thus, approximations and tendencies are found in political discourse. These approximations and tendencies can be seen through common patterning: metaphors (Beard 2000; Chilton 2004; Lakoff 1991), metaphor of war (Lakoff 2000), pronouns (Brown and Gilman 1960), rule of 3 (Thomas et al 2004) and metonymy (Beard 2000; Chilton 2004) (discussed in chapter two). The following section maps out the main theoretical concepts of the thesis.

1.3 The Overall Study: Mapping the Research

While the previous section explained the function of language and political discourse, this section maps out the overall structure of this study and addresses the important notions that are discussed throughout the thesis. Figure 1.2 demonstrated the dependency between the social activity of politics, the discourse of politics and the language/grammar produced as a result of political discourse; this section delves into these notions on a functional theoretical level. Figure 1.3 above visually demonstrates the study by mapping out the discussions that will sequentially be developed throughout the following chapters. The following four points on the graph are discussed by walking one through

the study and demonstrate how they are theoretically linked: (1) *Genre and Generic Structuring (Context of Culture)*; (2) *The Cline of Instantiation*; (3) *Instances of Text (Register/Context of Situation)*; (4) *Then the data, different contexts of situation, economy, healthcare, man-inflicted tragedies, Christmas, which are analysed in this study.*

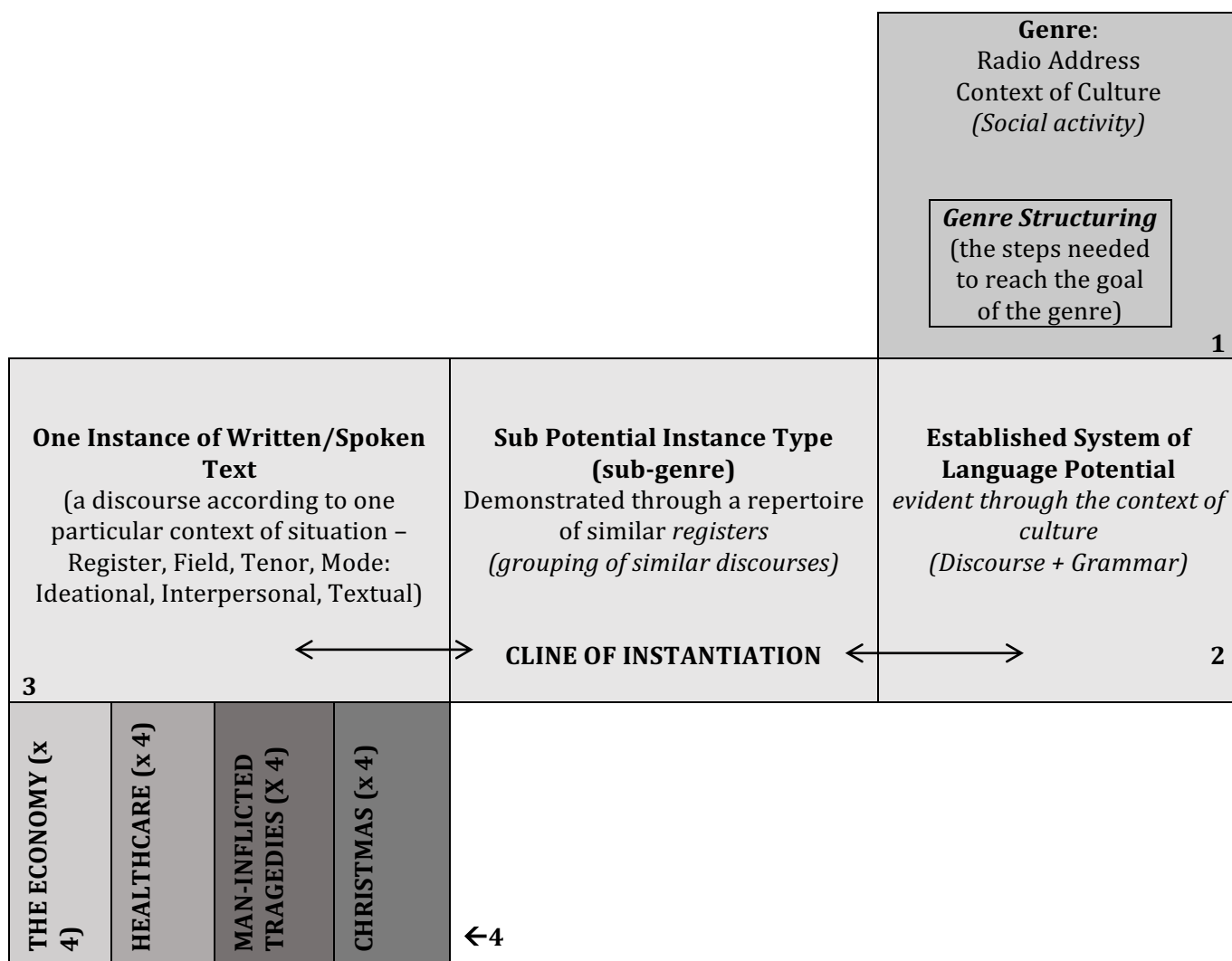


Figure 1.3: Mapping the Research adapted from Halliday and Matthiessen (2004: 27)

Genre and Generic Structuring

First, the study begins with the notion of genre (box 1), genre was referred to as a ‘social activity’ in figure 1.2; for the rest of this study the notion of social activity within language will be referred to as genre. As mentioned, this study refers to genre as a staged, goal-oriented and a social process (Martin & Rose 2007: 8). It can be identified as part of the context of culture that it is realized, for culture is embedded within genre. Culture can be viewed as a social-semiotic system which includes features that constitute the systems and processes of an established culture (Halliday 2009: 243). Further, discourse

(text) in relation to context is an interaction that sets out to achieve a particular goal within culture, thus initiating a text of a particular genre. And text will then most probably unfold in a certain way (Eggins and Martin 1997: 236).

Within box number 1 in Figure 1.3 is genre and the embedded box of 'generic structuring'. Generic structuring inherently connects to genre, for it demonstrates the necessary stages needed in order to reach the goal of any given genre. Coffin *et al* (2010:252) define generic structuring as the following:

[...] its unfolding organization (that) can be more usefully viewed from a functional perspective. (This) provides insight into how different genres enable language users to achieve their social purposes by moving through distinct functional stages.

The written-to-be spoken discourse that occurs within this specific genre has an expected structure, in other words, it has its own generic structure, it follows in order to reach the goal of any particular radio address. An example of a general generic structure may be as follows: *introduction + the most current event of the week or the most urgent matter needing to be addressed to the nation + conclusion*. These notions of genre and generic structuring are further explained in chapter three.

Cline of Instantiation

Directly beneath box number one of 'genre and generic structuring', is box number two, the 'Established System of Language Potential'. This box connects to the other two boxes, (from readers right to left) 'Sub Potential Instance type' and 'One instance of written/spoken text' (box 3). These three boxes are sequentially connected and are known as the *cline of instantiation*. Halliday (2009: 162) generally interprets a cline as graduations and continuities and does not view them as discrete classes but as a continuous scale. Further, Halliday and Matthiessen (2004: 27) explain the cline of instantiation as follows:

Patterns (that) can be viewed either from the system pole as sub-systems (right), or from the instance pole, as instance types (left). If we start at the instance pole, we can study a single text and then look for other texts that are like it according to certain criteria. When we study this sample of texts, we can identify patterns that they all share, and describe these in terms of text type. By identifying a text type, we are moving along the cline of instantiation away from the text pole towards the system pole.

This study applies Halliday's notion of *cline of instantiation* for the purpose of investigating the possibility of sub-genres within the radio address. Indicated in the box on the right, is the established system of language potential, which this study connects and argues is inherently connected to the notion of genre and generic structure. And, as is being here discussed, one example of an established

genre is the radio address. The study begins from the notion of genre, from varying situations within this already established genre, because particular contexts of situation, with both general and specific purposes within language, functions within 'typical conglomerations of linguistic resources' (Miller 2017: 16). The study discusses how a cluster of singular texts, as seen on the left, '*One instance of written/spoken text*', may have the potential to move towards the right of the cline to '*sub potential type*' and finally to the '*established system of language potential*' which could then lead to a potential sub-genre within an established genre.

Instances of Text and the Analysis

In box number three, *one instance of written or spoken text*, is 'text' (language) seen from a close point of view, showing instances taken from the potential of a particular text (Halliday 2009: 236). This step of the study brings an instance of text to the level of context of situation. Context of situation can be recognised by working bottom-up through text, such as that of a single radio address. A single radio address can then be grouped together according to similar contexts of situations. Box number four demonstrates the varying contexts of situation analysed in this study (economy, healthcare, man-inflicted tragedies, Christmas) to determine the potential of sub-genres within these varying contexts.

Genre is inherently connected to context as mentioned, Eggins and Martin (1997: 236) state it is "an interactant setting out to achieve a particular cultural goal (that) is most likely to initiate a text of a particular genre, and that text is most likely to unfold in a particular way". Here to reiterate, they state that a particular genre will most likely unfold in a certain way. They (ibid) continue to say, "but the potential for alternatives is inherent in the dialogic relationship between language and context." Thus, there is a possibility for alternatives within an established genre, and this study aims to investigate the possibilities of alternatives within a genre.

Linked to the level of context of situation is the notion of *register* (Halliday 1979; Halliday and Matthiessen 2004; Eggins and Martin 1997; Thompson 2004; Lukin 2008; Miller 2017) and its three variables: field, tenor, and mode (discussed in chapter three). For the moment, one can state that Halliday (1979: 201) defines register as "relevant features of a situation in which language has some place are the field of social process, the tenor of social relationships and the mode of discourse itself": that is (i) what is going on, (ii) who are involved, and (iii) what part the text is playing – whether written or spoken, in what rhetorical mode and so on; *field* answers: what is the text about, *tenor* answers: who is taking part in the discourse, and *mode* answers: how is the language being used, what realization resources are being used (written, spoken, visual resources, multimodal).

The *field*, *tenor*, and *mode* of the data are the following: *field* is President Obama speaking to the nation regarding the most current events of the week; *tenor* is the US president speaking to the American people (including Congress or his administration); and *mode* is written-to-be-spoken discourse, presented in multimodal ways (the radio, video, internet, written transcripts). At this level of genre, it does not reveal much about specific contexts of situation. Thus, by emphasizing register, the study will investigate varying contexts of situation, to understand if sub-genres will emerge. For example, what is the register when President Obama specifically speaks about the economy? Or what is the register when he wishes the nation a happy holiday for Christmas?

1.3.1 Overall Research objective and Research Questions

To recapitulate, this study postulates that sub-genres exist within diverse contexts of situation within the same genre of American radio address. The overall objective is concerned with the functional perspective of genre in regards to the data. The aim is to reveal possible sub genres of political discourse in varying contexts within this discourse by investigating the generic structure of the radio address. Theme and Rheme, the strand of textual meaning of SFL, is proposed as an effective tool to reveal the generic structures of the data.

The research questions of the study are as follows:

1. Are there potential sub-genres within the genre of the American presidential radio address?
2. Does the context of situation play a vital role in determining the possibility of sub-genres? If so, to what extent does the stability of a contextual situation influence the stability of a possible sub-genre and/or vice versa?
3. How then to reveal sub-genres within a genre? Would an analysis of the generic structure of the addresses be a viable option?
4. Further, to investigate the generic structure, would Theme/Rheme analysis be an effective method in determining the generic structure?

1.3.2 Data and Methods Summary

Data

In order to investigate the above theoretical questions, this study analysed the American Presidential Radio Address. It is a weekly radio address of the President of America to keep the American people informed of the current events of the week. It began with President Franklin D. Roosevelt, and since

him, every U.S. president has used this form of communication, including Barack Obama. The study analysed the radio addresses of President Obama during his first term as President, 2009-2012. Obama delivered a total of 205 addresses (see appendix for list of all 205) during his first term. In this research, there are four different groupings of the radio address delivered by Obama: *the economy* (4 addresses); *health care* (4 addresses); *man-inflicted tragedies* (4 addresses); and *Christmas* (4 addresses). The data has been systematically chosen, for example *the economy* comprises his first 4 addresses delivered on the economy; *health care* includes his first 4 addresses delivered on this topic; *man-inflicted tragedies* covers his only 4 addresses delivered on these type of tragedies during his first term; and Christmas comprises his only 4 addresses delivered on Christmas during his first term. Thus, the study focuses on 4 varying contexts of situation to investigate the possibility of sub-genres within this genre. This will be further discussed in detail in chapter four.

Methods

SFL concerns itself with revealing 'how the organization of language' is related to function. It models "language and social context as a semiotic system in relationship to realization with one another" (Martin 1997: 4). It is elaborated by a social context model and "language metarepresentation" (Lemke 1995), meaning "social context comprises patterns of language patterns" (Martin 1997: 4). SFL investigates patterning of language. As Eggins and Slade (2006: 48) state, "the systemic model is rich in analytical techniques, allowing the analyst to focus on those patterns which are most relevant to specific data and research interests."

The above paragraphs explained the functional perspective of genre and generic structuring. Cline of instantiation was introduced to visually demonstrate how an instance of text can move up the cline and become a recognizable system of language, genre. Register, context of situation (Field, Tenor, Mode), was introduced as a way to reveal texts in specific contexts.

The three variables of register (*field, tenor, mode*) are linguistically realized through the metafunctions of SFL: ideational, interpersonal, and textual. Each of which are explained in brief simplistic terms: *Ideational* is how one views the world and is linguistically realised through verbal processes (transitivity), the *Interpersonal* relates to social interaction and is linguistically realised via the mood system (subject and finite), modality, and the appraisal system (the language of evaluation). And last, the Ideational and Interpersonal metafunctions are held together by the *Textual* metafunction, for one "negotiate(s) ways of talking about that world: what kind of texts we can construct to represent ideational and interpersonal meaning" (Eggins and Slade 2006: 50-51). The textual metafunction is

realised through cohesive devices such as conjunctions, and reference as well as the thematic structure (Theme and Rheme).

Part of the textual metafunction of SFL is Theme/Rheme. It is used as the analytical tool to reveal the generic structure of the data. It is used to answer if similar types of addresses can be identified as a sub-genre. Theme is the 'starting-point' of the message; thus it determines what the clause is going to be about (Halliday 1994: 38). Lipson (2006:147) explains that "it is part of the clause that is given special textual status; Theme is what I, the speaker, have chosen for the message." Theme gives the clause its character as a message, it reveals the flow of the message and what the speaker or the writer decides to place in the beginning of a clause in order to gain particular emphasis (Halliday 1994: 38). This study argues that Theme/Rheme is the most effective tool to use to determine the generic structure of the data; to determine if patternings are similar with other patternings which may then result in a possible sub-genre. These methods are further explained in chapter three.

1.3.3 Research Parameters

The study focuses on the notion of genre and generic structuring of political discourse from a systemic functional linguistic perspective by using Theme/Rheme of the textual metafunction. This work does not include such fields of study as American Presidential Rhetoric (Campbell & Jamieson 1990; Hart 1984; Snyder & Higgins 1990; Stuckey 1989; Windt 1983), which is a vast field of its own. However, the study recognises previous research on political discourse, for example, the use of pronouns (Wilson 1990; Chilton & Schaffner 1997; Fairclough 2003; Chilton 2004), common patternings found in political speeches (Hart 1986), such as metaphors, metaphor of war (Lakoff 2000), and rule of 3 (Jones and Peccei 2004). The study further recognises the importance of understanding the notion of power within political discourse from the fields of critical discourse analysis (CDA) and political discourse analysis (PDA). Power plays a large part in the content of these addresses, but it does not play a vital role within the analysis of the generic structure of each individual address. Political discourse will be discussed in chapter two. Specifically, this research focuses on four diverse 'repertoires of registers', with each repertoire comprising of four radio address topics: (1) the economy, (2) healthcare, (3) man-inflicted tragedy and (4) Christmas. Each address within each repertoire was analysed for Theme/Rheme to determine its generic structure and then was compared and contrasted to the other addresses within that topic to investigate the hypothesis that they are similar in generic structure, thus a potential sub-genre. Further, to highlight the possible sub-genre of one repertoire of registers, the generic structures of each repertoire of registers were then contrasted with the other repertoires to reveal how they unfold differently when compared to the others.

1.3.4 Importance of Study and Prospective Results

The importance of this study is threefold. First, it reveals the generic structure of political speeches by demonstrating the effectiveness of Theme/Rheme within SFL as an analytical tool. Secondly, it highlights the notion of context of situation within political discourse, it establishes the importance of register and its three variables (*field, tenor, mode*) according to different 'contexts of political situations' within discourse. And thirdly, the study shows how the structure of political speeches changes according to the context in which speeches are given, thus establishing the notion of sub-genres.

The analysis reveals, from the four different categories that the more stable the situation was, the more stable the generic structure was for that group of addresses. For example, the Christmas addresses resulted in a very stable and expected generic structure, as the register of the context of situation for Christmas does not change. Another somewhat stable situation was the register on the economy, where President Obama persistently fought for the passing of the American Recovery and Reinvestment Act (ARRA). These addresses had a somewhat stable generic structure since the register of them were similar.

1.4 Structure of the Thesis

This thesis is divided into the following nine chapters. Chapter two will review previous research on political discourse, such as the ideology of power (CDA, PDA), common patternings found in political speeches and the most recent research on the notion of genre and political discourse. Chapter three will discuss genre and the notion of context of culture. It will explain generic structuring and its inherent relation to genre within relation to SFL. Then, the three metafunctions of SFL, *Ideational, Interpersonal, Textual*, will be discussed. The Textual metafunction will be strongly emphasized because the system of Theme/Rheme was determined the most beneficial to analyse the generic structures of the data. Chapter four will introduce the data and methods. It will discuss the history of the radio address, including an interesting parallel between Franklin Delano Roosevelt (FDR), the first president to begin the radio address, and President Barack Obama. It will discuss the specific data (addresses on the economy, healthcare, man-inflicted tragedies, Christmas) and why this particular set of data was selected. Further, the methods used for the analysis will be explained. Chapters five to eight will be the analytical chapters: chapter five will investigate the genre and generic structuring of the 4 addresses on the economy, chapter six examines the genre and generic structuring of 4 addresses where Obama discusses problems of the healthcare system in the United States. Chapter seven explores how he responded to man-inflicted tragedies by examining the genre and generic structuring of those 4 addresses. Finally, chapter eight investigates the genre and generic structuring of the 4 Christmas

addresses delivered during his first term. The thesis will then conclude with chapter nine, where it will discuss the main findings, as well as its relevance. The study will also be evaluated with its implications and possibilities for further research.

Chapter 2

The Language of Political Discourse

2.1 Introduction

The previous chapter introduced the overall aim and goals of this study. And, since this study's primary focus is the genre and generic structuring of political discourse, this chapter will introduce some research within this field. Political discourse is a vast field that covers a wide range of discourse and analytical methods (Wilson 2008: 398), it pertains to any political activity, where power and persuasion are at play and decisions are made, where one has a particular goal and is in pursuit of reaching that goal. The rhetoric of political discourse has been studied as far back as to the Greek and Roman empires and its persuasive influence has been a topic of research with many scholars (Chaffee, 1975; Nimmo and Sanders, 1981; Partington, 2010; Seidel, 1985).

It is through language that politicians, including presidents, communicate and influence their ideas onto listeners. As Beard (2000: 18) expresses that language is a way to present and shape political argument and contains one's ideas. Thus within language, political discourse itself reflects the '*ideological position*' of the speaker. Chilton (2004: 6) believes that 'political activity' exists only with the use of language. He (ibid.: 14) states that "political actors recognise the role of language because its use has effects." One such example most commonly connected to this ideology is Aristotle's *ethos*, *pathos* and *logos*. Ethos pertains to persuasion, pathos engages the audience through emotional appeal and logos presents ideas in a logical manner. Miller (1993: 161) explains "it is a basic component of what (Aristotle) called the 'ethical' argument (through which the speaker attempts to establish his or her good sense, good will and good moral character) and oftentimes works hand-in-hand with the emotional 'pathetic' argument. [...] (which is) taken together with the glossing of (a) logical connection [...]". This rhetoric then influences political discourse, for a good political speaker should contain all three elements (ethos, pathos and logos) in order to connect with members of the audience/community and in order to persuade them through the use of language. So, discourse inherently has power and influence.

Furthermore, as mentioned, political discourse is a vast field that covers a wide range of discourse, so language and persuasion are used for many different purposes. Reisigl (2008: 247), in his article *Rhetoric of political speeches*, proposes at least eight different political fields of language that could be studied, as seen in Figure 2.1:

#	Political Fields that could be studied
1	The law making procedure
2	The formation of public attitudes, opinions and will
3	The party-internal formation of attitudes, opinions and will
4	The inter-party formation of attitudes, opinions and will
5	The organisation of international and interstate relations
6	Political advertising
7	The Political executive and administration
8	The various forms of political control

Figure 2.1: Political Fields that could be studied taken from Reisigl (2008: 247)

First, he proposes *the law making procedure*, then *the formation of public attitudes, opinions and will*, thirdly, *the party-internal formation of attitudes, opinions and will*, fourthly, *the inter-party formation of attitudes, opinions and will*, followed by *the organisation of international and interstate relations*, sixthly, *political advertising*, seventh, *the political executive and administration*, and finally, *various forms of political control*. This study's focus of political discourse is strictly from a presidential context, the political discourse of the American radio address, the political field researched, according to Reisigl's breakdown above, would be placed on number seven, *the political executive and administration*.

The chapter's aim is to review some literature within this field and bring some understanding as to how language and politics are inherently connected. This field of study could include, for example: American Presidential Rhetoric (Campbell & Jamieson 1990; Hart 1984; Snyder & Higgins 1990; Stuckey 1989; Windt 1983); US Presidential debates (Myers 2008; Airne & Benoit 2005); election posters (Richardson & Wodak 2009); and policy papers (Muntigl et al. 2000; Krzyzanowski & Wodak 2010). But, this chapter primarily focuses on three aspects. First, it will introduce the notion of power and political discourse, particularly in relation to the fields of critical discourse analysis (CDA) and political discourse analysis (PDA). Within SFL, PDA is known as Positive Discourse Analysis (Martin 2004). This chapter will only focus on PDA from CDA perspective and not Positive Discourse Analysis by Martin (to understand better Martin's concepts please see his article on *Positive Discourse Analysis* (2004) or

Miller and Turci's article on *Construing the 'Social Gospel' of Martin Luther King, Jr.: a corpus assisted study of free* (2006)). Secondly, it highlights prominent features commonly associated within this discourse. And thirdly, it presents some of the most recent research within the field of genre and political discourse. The following section will discuss the ideology of power and political discourse.

2.2. Ideology of Power and Political Discourse

The ideology of power within discourse from a political perspective has been widely researched by both political discourse analysts (PDA) and critical discourse analysts (CDA) (Chilton 1985; Geis 1987; Wodak 1989; Wilson 1990, Wodak & Menz 1990; Chilton and Schaffner 2002; Fairclough 2003; Wodak and Chilton 2005; van Dijk 2008) as a way to recognise how power is established and maintained through discourse. Within political discourse, Chilton (2004: 3) identifies two broad views. First, he views it as a struggle for power from two perspectives, either from those who aim to maintain and assert their power, or from those who want to resist power, and this can be observed with governments of various states. Secondly, he (ibid) views politics as "cooperation, as the practices and institutions that a society has for resolving clashes of interest over money, influence and liberty." Thus, political discourse can be recognised either by the assertion of power or the resistance of power, or, on the other hand, as a way to work together to resolve issues.

Moreover, there are groups or those at a higher social level that do have more control over public discourse, including public leaders. van Dijk (2008: 90) recognises that "members of more powerful social groups and institutions, and especially their leaders, have more or less exclusive access to and control over, one or more types of public discourse". Thus, it is more or less inherent that presidents have control over their discourse as well as assert their power within the discourse. At times, this power can be explicitly observed, and at other times it is implicitly embedded within language. CDA, according to Wodak (1989: xiv), "wants to uncover and de-mystify certain social processes in this and other societies, to make mechanisms of manipulation, discrimination, demagoguery and propaganda explicit and transparent". So, CDA is concerned with the notion that power of political language could be both explicit and/or implicit. Explicit power can be recognised quite easily with commands, with the use of imperatives, for example, by directly telling one or a group what they need to do. However, this is more likely to be associated with dictatorships rather than democracies within the western world. Within the western world, power is much more implicitly placed within language and CDA researches this type of power that is not easily recognisable. Some examples, may be the use of metaphors or the 'rule of three' which will be further discussed in the following section.

Fairclough supports this notion, he (2003: 9) states that CDA is concerned with ideologies that "are representations of aspects of the world which can be shown to contribute to establishing, maintaining

and changing social relations of power domination and exploitation". Therefore, it is through language that politicians subtly demonstrate the social power relations within a community while maintaining their political power and aim. CDA is beneficial in analysing political discourse in order to attempt to uncover these power relations through the use of language. van Dijk (1997: 11) states "political discourse analysis is both about political discourse, and it is also a critical enterprise. In the spirit of contemporary approaches in CDA this would mean that critical-political discourse analysis deals especially with the reproduction of political power, power abuse or domination through political discourse." And he (1997: 33) further explains that this is accomplished through the manipulation of the syntactic style of the language, such as the use of pronouns and word order. As previously stated, political discourse can be recognised either by the assertion of power, the resistance of power, or, on the other hand, as a way to work together and resolve issues. The second notion, as a way to work together to resolve issues, may seem to be more present within American political discourse, but power is still present even if it is delivered in a way that a politician is trying to befriend the public. They often use their political language in way that is trying to solve the nation's problems (or whatever current issue may be at hand) including all the while subtly maintaining their power through their use of language.

This study aims to demonstrate this notion of ideology of power within the generic structuring of these addresses, however, it is not the study's main focus. The study recognises that power is present in the addresses delivered by Obama. He is in a position of high social and political status and this automatically places him in a position of authority, therefore, language is beneficial for him in highlighting his causes, interests or ideas. Even though, this study recognises that power is present within the addresses, the main focus is to demonstrate a functional approach to how meaning is made within political discourse through the generic structure of the radio address. This research adds to the previous work on power relations within political discourse through the lens of the functional linguistic perspective by analysing the generic structures. The following section introduces some prominent language features of political discourse.

2.3 Prominent Features of Political Discourse

There are many prominent features associated with political discourse. As mentioned, power in language may be implicit and this section reviews some features that attribute to this implicit use of power within the language of political discourse. A very prominent feature are metaphors (Partington 2003, 2006). Metaphors normally function when a word or a phrase is used as a comparison between two ideas (Beard 2000: 19). Lakoff (1991: 1) states that "metaphorical thought is neither good nor bad; it is simply commonplace and inescapable. Abstractions and enormously complex situations are

routinely understood via metaphor". Specifically, regarding political discourse, Chilton (2004: 203) says that metaphors of political discourse are not only 'embellishments of literal propositions' but ways of reasoning, for instance, in regards to new policies or about the future. Thus, in one way metaphors can be seen as a way to make complex ideas simpler for the listener, helping him/her understand ideas in an easier way. Obama's addresses regarding the economy or the health care were often broken down in simplistic terms in order for the listener to understand the complex systems of both. As Chilton states, it can be about new policies or the future and this is noted on the economy and health care as Obama spoke about the new plans that he was trying to pass. An example of a metaphor is found in his first sentence in his very first address as president in regards to the economy. He states: "We begin this year and this Administration in the midst of an *unprecedented crisis that calls for unprecedented action*". Here he states the crisis is calling for unprecedented action: this is a metaphor because a crisis cannot 'call' for action. A crisis is not a human agent that calls people to act.

Also, metaphors associated to war (Lakoff 2000) are often found in political discourse. For example, the usage of such phrases as: '*we will win the war on the economic crisis*', or '*we will fight to bring jobs back to the U.S.*'. Metaphors of war bring a strong image within language by placing strong emphasis on what one in power is trying to say. In addition, metaphors of war could be very provocative and could stir listeners' emotions. And, when emotions are stirred, people may then act or react in the way a politician would like them to.

In addition to metaphors, pronouns are common in political discourse. Brown and Gilman (1960) first showed how the use of pronouns affects the relationship between speaker and listener, and it can shift the power to solidarity between two or more people (ibid. 1ff; Sornig 1989: 103). Pronouns may be used to either foreground or to obscure the responsibility by demonstrating or not demonstrating the social actor within a clause (Jones and Peccei 2004: 52). Social actors are participants in the clause, usually the subject, and they can often be realised by pronouns ('I', 'he', 'we', 'you', etc) or also by nouns (Fairclough 2003: 145).

Within political discourse, the pronoun 'I' realises a personal level, it may show authority, personal commitment, and/or involvement. This pronoun brings distance between the speaker and audience (Karapetjana 2011: 43; Bramley 2001: 259). The pronoun 'We' may be used for social collective responsibility or a controversy. It may also be used to create a separation between 'us' and 'them' or show unity of a particular group represented (Karapetjana 2011: 43; Bramley 2001: 260; De Fina 1995: 24). The pronoun 'you' is generic and may refer to anyone while '*they*' may be used in political discourse to divide people into particular groups (Bramley 2001: 261 -62). Below, in Figure 2.2, is an example from Obama's second address on health care and shows a shift in the use of pronouns in just six sentences. By this constant switch of pronouns, he was able to strengthen his argument.

Meanwhile, Medicare and Medicaid	pose one of the greatest threats to our federal deficit, and could leave our children with a mountain of debt that they cannot pay.
We	cannot continue down this path.
I	do not accept a future where Americans forego health care because they can't pay for it, and more and more families go without coverage at all.
And I	don't accept a future where American business is hurt and our government goes broke.
We	have a responsibility to act, and to act now.
That is why I	'm working with Congress to pass reform that lowers costs, improves quality and coverage, and protects consumer health care choices.

Figure 2.2: Shift in the use of pronouns, 2nd health care address, sentences 9 - 14

In Figure 2.2, he begins with proper nouns as the subject, '*Medicare and Medicaid*', which would be '*they*' as a pronoun (3rd person plural), and he places them and divides them into groups and criticises them. This is followed by the pronoun, '*we*' (1st person plural), showing a social collective responsibility by telling them not to continue this way. The next and the following clauses begin with '*I*' (1st person singular), where he is showing authority in asserting what he does not accept as well as a commitment to American businesses. The next clause switches back to the pronoun '*we*', showing social collective responsibility for everyone to act (most likely meaning congress because of the following clause). In the next clause, one again finds the pronoun '*I*', where Obama is demonstrating his personal commitment and involvement by working with congress.

Another device found in political discourse is the 'rule of three' (Jones and Peccei 2004). This is when political speakers repeat themselves three times in order to place emphasis on the topic at hand. Often, it usually appears as the subject within a clause, the Thematic position (explained in chapter three). Two examples are offered below in Figure 2.3, Obama's third economic address (taken from the data):

Jobs	that upgrade classrooms and laboratories in 10,000 schools nationwide – at least 485 in Florida alone – and train an army of teachers in math and science.
Jobs	that modernize our health care system, not only saving us billions of dollars, but countless lives.
Jobs	that construct a smart electric grid, connect every corner of the country to the information superhighway, double our capacity to generate renewable energy, and grow the economy of tomorrow.
Jobs	that rebuild our crumbling roads, bridges and levees and dams, so that the tragedies of New Orleans and Minneapolis never happen again.

Figure 2.3: Example of the 'rule of three', from the 3rd economic address, sentences 25 - 28

In the figure, Obama uses the subject 'Jobs' four times to stress the fact of what these jobs will do. This is in reference to ARRA, his recovery plan. These jobs will be the positive result of the plan, they will be able to upgrade classrooms and laboratories, modernize the health care system, bring renewable energy, and to rebuild crumbling roads, bridges and levees and dams. This can also be observed as a metaphor for it is not a human agent that will bring about the changes, but it is the 'jobs' that will.

Immediately following this, in Figure 2.4, Obama uses the pronoun substitute 'it' three times with a conjunction 'and' before the third 'it'. By using 'it' three times, he places importance on the plan and emphasises what the plan will do. He discusses that it brings tax relief, protects health insurance and maintains jobs for teachers and nurses. Thus, the rule of three functions as a device for political speakers to rely on by placing emphasis on issues that are of high priority to them. It is also a device as a way for listeners to remember the most important points of a discourse.

It	includes immediate tax relief for our struggling middle class in places like Ohio, where 4.5 million workers will receive a tax cut of up to \$1,000.
It	protects health insurance and provides unemployment insurance for those who've lost their jobs.
And it	helps our states and communities avoid painful tax hikes or layoffs for our teachers, nurses, and first responders.

Figure 2.4: Example of the 'rule of three' from the 3rd economic address, sentences 29 – 31

One more prominent feature typically found in political discourse which expresses implicit meaning is metonymy. Speakers can choose to make their meaning more explicit or more implicit. It is through these choices that speakers "have to some degree (a) choice in how exactly they prompt their hearers to construct the mental representations they would like (the listeners) to construct" (Chilton 2004: 61). Metonymy is a notion of indirectly saying something connected to a certain lexical word, without actually directly saying it; by choosing to do so, it affects the audience's perception or attitude (Beard 2000:26). An example is the following: (a) 'Buckingham Palace today denied claims that the royal family is out of touch with the people'. Or (b) 'The royal family today denied claims that they are out of touch with the people'. The first example, (a), is the original and contains metonymy by replacing the 'royal family' with 'Buckingham Palace'. By using Buckingham Palace in the subject position, it does not place the responsibility directly on the 'royal family' and thus keeps them indirectly out of the discussion. Implicitly they are Buckingham Palace, but by doing this the reader/listener creates a different mental picture (Beard 2000: 25). This is seen as well throughout the addresses of Obama. He often indirectly places the blame on the republicans in Congress, since he is a democratic president. The following is from his first address regarding the economic crisis, where he states:

Instead of politicians doling out money behind a veil of secrecy, decisions about where we invest will be made public, and informed by independent experts whenever possible.

In the above example, he does not use any specific names nor any political affiliations, but instead uses the broad term 'politicians' to get his idea across without directly pointing a finger, thus politicians being the whole and republicans being a part of them. Another example is from his third address regarding the reform of the health care, where he states:

[...] the same folks who controlled the White House and Congress for the past eight years as we ran up record deficits will argue – believe it or not – that health reform will lead to record deficits.

In this example above, he uses '*the same folks*' instead of saying the name of the president nor the administration that controlled the White House during the eight years prior to his administration. It is quite explicit, but nonetheless implicit for it does not explicitly state any names. These two examples demonstrated metonymy and it is found in many types of political discourse. It creates another image in the listener's mind by not directly stating 'names' nor directly pinpointing specifics, but rather makes general types of statements with implied meaning. The following section discusses some recent research on genre and political discourse.

2.3.1 Recent Studies on Genre and Political Discourse

The previous sections discussed power and some features found within political discourse. This section reviews some of the most recent works on the notion of genre and Political Discourse since this study focuses on political discourse and the notion of genre. It reviews the genres of the following: political interviews, campaigning on late night TV talk shows, blogging and an inaugural speech.

First, within the genre of political interviews, Fetzer & Bull (2013) research the broadcast of the political interview. They combine a series of theories from ethnomethodological conversation analysis, critical discourse analysis, social psychology and media studies. The study proposes that within political interviews there are the default and non-default political interview. The default interview is the typical interview: journalist asking political questions to a politician answering with political answers. Instead, the non-default interview becomes blurred and draws on different semiotic codes and socio-cultural codes as well as social-cultural practices. Their research suggests that political interviews can be

considered a 'hybrid genre' which may include both media communication and professional discourse, in addition to the typical interview.

Secondly, Molek-Kozakowska (2013) investigates the genre of campaigning. She researches campaigning on late night TV shows in the United States and how TV shows can accommodate to a politician while s/he's campaigning for the Presidency, such as Clinton and McCain. Examples of 'accommodating' techniques found included the talk shows' tendency to use conventions that are suitable for political aims of the candidate. Meaning, the talk show allows the candidate to combine the interview with campaign strategies. She proposes that the late night talk show can be used in a manipulative way by the campaigner through discursive practices for his or her own personal and professional gains.

Thirdly, Kopytowska (2013) researches the structure and function of the genre of political blogs. She defines this a somewhat new form of genre as "a meta-process transforming the relationship between media, society and politics" by creating a common spatiotemporal, cognitive and axiological sphere of experiences that are shared, and this is supplemented with social activities with virtual interaction that were only previously possible in face to face communication (ibid: 379). In this research, she offers that the genre of the political blog reduces the temporal, spatial, axiological, cognitive and emotional distance between the blogger and his/her audience and creates this 'mediation' of experience by creating a virtual world of communication. She offers a new combined theoretical approach to the discourse of political blogospheres by combining pragmatic and cognitive linguistics with social semiotics and media studies.

The three studies above research genre and political discourse, first from a political interview perspective, from the perspective of genre and campaigning on late night talk shows, to finally the genre of the blog. This final study of genre and political discourse is the only one that takes into consideration the context of situation as well as the notion of generic structure as does this study, albeit slightly. Gruber (2013) argues that genre analysis must investigate registers and discourse, thus, he analyses the genre of inaugural speeches and presents some common features of generic definitions that provide the basis for his theoretical investigation. He analyses the inaugural speeches of three Austrian chancellors within the period of ten years and finds that the speeches did have similar contextual features and somewhat similar generic structures even though the speakers came from different political parties. However, he criticizes the work of Martin and Rose (2008) on genre from an SFL point of view (2013: 34), stating "there is thus a sizable gap between situational context and cultural context with no theoretical notion". This thesis does not agree with his critique and argues that the SFL perspective of genre does connect context and situation as well as viewing discourse in its

cultural context. This research demonstrates and argues that the SFL perspective of genre is an effective tool to determine the generic structure of text in particular contexts of situation. This will be demonstrated in the analysis of the four repertoires of Obama's addresses and it will show that specific contexts of situation are integral to understanding genre and generic structure (see chapters 5 -8).

2.4 Conclusion

This chapter introduced the notion of power and political discourse, particularly in relation to the fields of critical discourse analysis (CDA) and political discourse analysis (PDA). It also highlighted prominent features associated to political discourse such as metaphors, metaphor of war, pronouns, the rule of three and metonymy. Thirdly, this chapter presented some of the most recent research in the field of genre and political discourse from political interviews, campaigning on late night talk shows, and to the genre of the blog. It also presented research by Gruber where he took into consideration context of situation and the notion of generic structure, but not to the depth that this research investigates context of situation and generic structure because he criticized the SFL perspective of genre. The following chapter will discuss genre and the generic structure from the SFL perspective and introduce the system of Theme/Rheme which is used as the tool to determine the generic structures.

Chapter 3

Genre, Generic Structuring and Theme/Rheme

3.1 Introduction

The previous chapter discussed studies within the field of political discourse. This chapter introduces *systemic functional linguistics* (SFL), and then discuss *genre*, *generic staging* and Theme/Rheme. This study finds that Theme/Rheme, part of the textual metafunction of SFL offers the most fruitful tool in demonstrating the link between language and context and can reach the goals and the aims of this research. Martin (1997: 4) explains SFL “is centrally concerned with showing how the organization of language is related to its use. In SFL this concern is pursued by modelling both language and social context as a semiotic system in relationship to realization with one another [...], which is to say that social context comprises patterns of language patterns.” Since this study has researched patterns within the generic structures of Obama’s radio addresses, SFL deemed to be the most beneficial.

SFL is concerned with language and context of situation. This notion was developed by Firth (1957), and SFL places itself strongly in this tradition (Bloor and Bloor 2004: 13). Context of situation is revealed through the notion of register and its three variables: *field*, *tenor*, and *mode*. Martin (1997:10 - 12) states the following regarding *field*, *tenor* and *mode*:

“Field is concerned with systems of activity, including descriptions of the participants, processes, and circumstances these activities involve. [...] Tenor is concerned with social relations, as these are the enacted through the dimensions of power and solidarity. [...] (and) Mode is concerned with semiotic distance, as this is affected by the various channels of communication through which we undertake activity (field) and simultaneously enact social relations (tenor)”.

Field is what the text is about, *tenor* is who is taking part, and *mode* shows how the language is being used. Context of situation, for example, could be a conversation between a professor and a student speaking about an upcoming exam; a conversation between a mother and child, where the mother is

telling the child to clean her room; an email to a friend about concert tickets; or the context of situation could be Presidential American Radio Address, where the President is speaking to the American people. The last example could possibly be:

Context of Situation:

Field: what is going on? →

A president speaking to the American people

Tenor: Who is taking part? →

A president and American people

Mode: How is the language being used? →

The language is written-to-be-spoken discourse

Figure 3.1 below (Miller 2017: 113) demonstrates the complex system of SFL from *left to right*. The column on the reader's left is the *context of situation*, which answers the questions of *field*, *tenor*, and *mode*. Then this can be recognised in the semantics, middle column, by three different strands of meaning through the metafunctions of SFL: *field* is realised by the ideational metafunction, *tenor* is realized by the Interpersonal metafunction and *mode* is realised by the textual metafunction. Moreover, each metafunction is realised at the lexico-grammar level, column on the right. At the lexico-grammar level, the ideational metafunction is recognised as 'Clause as Representation' which involves transitivity, the interpersonal metafunction is recognised as 'Clause as Exchange' which includes mood (subject + finite) and modality and the textual metafunction is recognised as 'Clause as Message', which includes the cohesion and textual structure of text. This study focuses on the textual metafunction, for it was found to be beneficial to analyse language structure. Specifically, Theme/Rheme at the lexico-grammar level because this metafunction focusses primarily on text structure.

<u>Context of Situation</u> <i>activates</i> →	<u>Semantics</u> (meanings) <i>is realised in +</i> <i>by</i> →	<u>Lexico-Grammar</u> (wordings)
FIELD answers: <i>What is going on?</i>	IDEATIONAL METAFUNCTION Speaker/writer as the observer Experiential meanings → Logical meanings →	CLAUSE as REPRESENTATION Transitivity Structure Clause Interdependency Logico-semantic relations
TENOR answers: <i>Who is taking part?</i>	INTERPERSONAL METAFUNCTION Speaker/writer as Participant/intruder	CLAUSE as EXCHANGE MOOD, MODALITY, The APPRAISAL SYSTEM
MODE answers:	TEXTUAL METAFUNCTION Speaker/writer as Text-maker	CLAUSE as MESSAGE

How are the meanings being exchanged?		Theme + Info structure, grammatical parallelism, non-cohesive devices, discourse structure
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Figure 3.1: The System of SFL taken from Miller 2017 pp.113

This chapter focuses on Theme/Rheme within the textual metafunction of SFL, however before this, the chapter discusses some slightly different perspectives on genre. It then discusses the SFL approach to genre and register as well as the differing opinions regarding register and genre within the SFL community. It then explains how genre is linked to the generic staging of a text and how then this can be realized at the lexico-grammar level of Theme/Rheme:

Genre → Generic Staging → Theme/Rheme (lexico-grammar)

The following section discusses genre, SFL and genre, generic structuring and then Theme/Rheme is explained in the final section.

3.2 Genre

Genre is a notion that has been widely researched and is interpreted in slightly different ways. Generally, linguists may define genre as functioning according to social purpose, thus genre uses language to meet different cultural tasks, and various genres are texts achieving various purposes within a culture (Egins and Martin 1997: 236). Many notions of genre draw from the work of Russian literary theorist Bakhtin's (1986) speech genres, where he established that utterances are individual but each language develops its own 'stable type' of these utterances, which he called speech genres (1986: 60). Each utterance that a person utters is connected to the (culture of) language in which one speaks and in turn has its own expectations. Speaking of speech genre, Verschueren (2003: 49) believes that according to this theory every human activity includes every aspect of communication "from an intimate tete-à-tete to a battle field - shows essential links with wide range of utterances types". He further sees utterance types as "diverse as PARAPHRASE (which may go from simple turns in a conversation to a fat book [...]), which are relatively stable in terms of thematic content, linguistic style, and compositional structure." Genre can thus be viewed as "conventionalised or institutionalised textual artefacts" that help one understand how members of certain discourse communities "construct, interpret and use these genres to achieve their community goals" (Bhatia 2002: 6).

So, genre can be viewed as a communicative purpose within a certain context; as Swales (1990: 58) states, it is comprised of:

class of communicative events, (that) the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre.

Within genre there are expected norms in which one speaks/writes/communicates within a certain community, thus connecting to a certain type of genre within that community is vital in order to be understood or accepted. Bondi (1999: 12) further explains that genres are “identified by their communicative purpose, but they are also characterized by the structures that are conventionally adopted by the specialist members of the professional or academic community”. This leads to the notion of discourse community by Swales (1990). He states that that discourse communities share discursive patterns and expectations to the extent that they “utilize one or more genre” (1990: 26). Such genres (communicative events) are instrumental in furthering the goals of the communities.

There are many diverse discourse communities that have certain expectations and patterns that are recognised genres within that community. Ventola (2000) has researched various types, such as legal communities or bureaucratic communities. Interviews can be seen as a specific genre which is spoken discourse, but then it may become a report which turns into written discourse, a different genre, which has different expectations of the spoken interview. Another discourse community with a variety of diverse expectations is the academic community. One example is academic writing, known as scientific writing, and “it has a specific purpose and an ultimate goal [...], the purpose may be to complete a Master’s thesis, a Doctoral thesis, present a conference paper or an article for publication” (Kunst 2012: 222). So, in the academic discourse community alone there are various types of genres: theses, abstracts, conference presentations, journal articles. Regarding academic writing, Gillet (2012) states that it “is a social practice”; he explains it is social because one does not do it alone in the sense that the author always needs to consider the audience/reader. Swales and Feat (2009: 7) explain that the academic writer always needs to consider the audience that will read the text, the purpose of the text, the organization as well as the style, flow and presentation. There has been much research done in this area, such as the research article and scientific discourse (Ventola 1991, Duszak 1997, Bondi 1999), as well as cultural differences when it comes to certain genres (Mauranen 1994). Thus, academic writing is one example of a discourse community, however there are many more and they all have expectations within their community which includes: the style, the flow, and the organisation.

There are different and slight variations on the notion of genre in general. For instance, there is the new rhetoric understanding of genre in North America (Bazerman 1988; Berkenkotter and Huckin 1995; Freedman and Medway 1994). They originated their work by combining research from classical rhetoric, literary studies, and communication studies, and view genre as purposeful and ‘typified’ social actions (Gruber 2013: 31). Cap and Okulska (2013: 1) explain genre similarly, stating genre is an “intuitive notion” that involves common sense where utterances are quite stable within groupings and that they follow “patterns” in order to accomplish specific goals. Fairclough (2003: 65) views genre as “discoursal aspect of ways of acting and interacting” within different social events. Further, he adopts the notion of three metafunctions from SFL, but changes the name for his own research; he states (2003: 66), “I shall also view texts as multi-functional in this sort of sense, though in a rather different way, in accordance with the distinction between genres, discourse and styles as the three main ways in which discourse figure as a part of social practice – ways of acting, ways of representing, ways of being”. The next section discusses genre and SFL.

3.3. Genre and Systemic Functional Linguistics

This study takes the viewpoint that genre and register are inherently connected. However, there are differing perspectives in SFL when it comes to the notion of register (*field, tenor, mode*) and genre. Halliday’s theory on register is ‘register minus genre’ (Lukin 2008; Miller 2017). Halliday, MacIntosh and Stevens (1964) first understood register as a variety of choices that each speaker has to choose from at various times. Register is then defined by Halliday (Halliday and Hasan 1985/89) as “variation according to use”. Thompson (2004: 40) further explains it as “certain recognizable configurations of linguistic resources in certain texts”. Miller (2017: 16) explains register as being “a typical conglomeration in speakers selections in meanings/wordings due to a typical combination of contextual variables”. Register then can be viewed as capturing perspectives of language defined by different situations in which the speaker/writer chooses (Taboada 2011: 247). Halliday (2009: 243) expresses that culture is also a central part of these choices, for they are a “social-semiotic system: network of social semiotic features constituting the systems and processes of the cultures, defined as potential clusters of values of *field, tenor, mode*”. The context of culture plays a large role in the variation of register that is produced; Miller (2017: 17) states that “even a slight fine-tuning to any relevant contextual variable in a CC (context of culture) will make a difference to the concrete text being produced”. Both context of situation and context of culture play a vital role within register. As mentioned, there are differing opinions in SFL regarding the connection between register and genre. This study adopts the view from the Sydney School of SFL, explained below, that genre is on a higher level of register which was developed by Martin. Martin viewed Halliday’s model as limited, thus added the higher plane of genre above register, however some disagree with this approach and see Halliday’s

model as quite satisfactory (Miller 2017). This study's aim is not to further discuss the details of the debate, but suggest to see Miller 2017 for a clearer understanding regarding these differences.

To briefly mention, there are a couple of genre theories that are somewhat connected to SFL that this study decided not to use. First, rhetorical structure theory (RST), developed in 1983 by Mann, Thompson and Matthiessen¹, offers to explain the coherence and description of texts rather than creating or understanding them. The author found that this theory did not offer the tools necessary for the analysis of this study and also found it to be a bit complex. The second theory, register and genre theory (R>), was developed by Eggins and Martin (1997). They developed a three-step analysis of genre and register which included: 1) textual formality, 2) expression of attitude, and 3) assumed knowledge. Again, the author found that this theory investigated more than just the generic structure, thus did not offer the tools required for this study's aims and purposes.

Thompson (2004: 42 – 43) views genre as register plus genre and creates an image to express the connection; he states (ibid: 43):

the difference between register and genre is to see register as cloth and genre as garment: the garment is made of an appropriate type of cloth or cloths, cut and shaped in conventional ways to suit particular purposes. Similarly, a genre deploys the resources of register [...] in particular patterns to achieve certain communicative goals.

This study then views genre as being connected to register on a higher level, then below register is *field*, *tenor* and *mode*, and below each the corresponding metafunction, as seen in Figure 3.2:

Genre		
Register		
<i>field</i>	<i>tenor</i>	<i>mode</i>
ideational	interpersonal	textual

Figure 3.2: From genre to metafunctions adopted from Taboada (2011: 250)

Research is drawn from Martin (1992; 2002), Christie and Martin (1997), Eggins and Martin (1997), Eggins (2004), Eggins and Slade (2006), Martin and Rose (2007; 2008), Coffin et al (2009). Where, within their understanding of SFL, genre is viewed at a higher level than the metafunctions (ideational,

¹Retrieved on 10 November 2014: Introduction to Rhetorical Structural Theory (RST)
<http://www.sfu.ca/rst/01intro/intro.html>

interpersonal, textual). It is seen as the social process in more holistic terms. Martin (1997: 6) explains genre as:

a special focus on the stages through which most texts unfold. The relation of genre to register (context of situation) as complementary perspectives on the social 'content' of language (i.e. context) is thus comparable in some respects to the relation of discourse semantics to lexico-grammar as complementary perspectives on language's own content plane.

Genre is directly related to the staging and the lexico-grammar within the cultural context of situation in which it is produced. And this study investigates the notion of the sub-genre within an established genre, it can be recognised as part of an overall genre, but functions with a more specific goal and purpose.

As stated previously, there are many different types of genre: greetings, cards, service encounters, casual conversations, arguments, telephone enquiries, instructions, lectures, debates, plays, jokes, games (Martin and Rose 2007: 8). The academic discourse community alone includes different types of genres: journal articles, conference presentations, or theses. In each various type of genre, there is an expected cultural formula to follow to reach the expected end result. As mentioned, this study interprets genre as sociocultural because it usually involves other people with the same cultural 'norms' and it has specific goals in mind to accomplish which require different stages to go through in order to reach the specific goal (Martin 1984: 25). Genre can be further elaborated as "a staged, goal-oriented social process. Social because we participate in genres with other people; goal-oriented because we use genres to get things done; staged because it usually takes us a few steps to reach our goals" (Martin & Rose 2007: 8). Eggins and Slade (2006: 56) further elaborate on Martin's explanation of genre as the following:

Social process: genres are negotiated interactively and are realization of a social purpose

Goal oriented: a genre is goal oriented in that texts typically move through stages to a point of closure, and are considered incomplete if the culmination is not reached.

Staged: a genre is staged as the meanings are made in steps; it usually takes more than one step for participants to achieve their goals.

Genre involves a social process, that both involves interactivity and a social purpose. It is realized within the social and cultural context in which it is produced. For example, a speech given by President Obama is produced for the social purposes within the context of American society, and this would not function in another context, for example, the genre of American presidential speeches would not fit into the social context of an Italian presidential speech for an Italian audience. Further, within the social purpose, there are specific goals of each speech. Every text produced intends to reach a specific goal, be

it a text message, a phone call, an email or a speech given by a president. Within presidential speeches, the goal varies according to the speech given. As was mentioned, there are four different repertoires of the radio address delivered by Obama, and within each grouping the goal of the radio address was different. He had a different goal for the addresses on the economy when compared to the goal of his Christmas addresses or to that of health care. Thus, with each of these varied goals and specific purposes in these different addresses can be observed as a sub-genre under the umbrella genre of the radio address. The last feature of genre is staging: in order for the goal to be achieved, the text needs to take steps in order to reach the goal. A simplistic example of staging of a speech would be: introduction, body, conclusion (this will be discussed further in the section on generic staging).

This is the notion of genre used in this research. The genre of this study is the presidential American radio address within the context of American culture, see below. Furthermore, the social process is Obama interactively negotiating through this genre with the American people or Congress. Each of his addresses were goal oriented, meaning that there was a specific goal that he wants to reach through any address delivered. It could either be asking the American people to help the military and their families or asking them to pray for those affected by a tragedy. There may also be multiple goals within an address, for example, he may want to wish the American public a Merry Christmas, while asking them to help the military. Or he may be asking the public to pray for those affected by a tragedy, while informing them of the events that transpired. These goals are reached in each address by stages it moves through in order to reach the intended outcome. The following section will discuss generic structuring.

Genre: American Presidential Radio Address

Social process: Obama is negotiating interactively through this genre with the American people, as well as with a social purpose

Goal oriented: Each of his addresses is goal oriented, meaning that there is a specific goal that he wants to reach through any specific address delivered

Staged: Each address has stages that it moves through in order for the intended goal to be reached.

3.4 From Genre to Generic Staging

A very basic perspective of generic structuring is texts as having a beginning, middle and an end (Eggins 1994; Stenström 1994). Martin (1992: 500) explains that it is “the way texts typically move through stages to a point of closure.” Further, Coffin *et al* (2010: 252) state:

its unfolding organization can be more usefully viewed from a functional perspective. (This) provides insight into how different genres enable language users to achieve their social purposes by moving through distinct functional stages. For example, the beginning stage of a narrative provides orientation to a time and place, while the beginning of a discussion genre sets out a controversial issue.

Some types of genre were already mentioned and each uniquely unfold in order to reach their goal. For example, a basic greeting may be:

(1) *Opening salutation* → (2) *inquiring how the person is* → (3) *Closing salutation*

The study uses the term '*moves*' for connecting the various stages that are involved in a generic structure. As Coffin et al (2010: 259) say, "we have examined eight different genres and examined some of the stages that language users *move* through in pursuit of their social purposes" and, as Martin (1992: 500) stated above, generic structure is "the way texts typically *move* through stages to a point of closure" (italics by author).

The notion of *generic moves* within spoken/written genre was demonstrated above with three possible moves of a greeting. It can also be compared to a theatrical play. The actors literally do *move* through the acts in order to reach the end and the final act, which is the ultimate goal of a play. As the audience is watching, they witness the play unfold as the actors *move* through the various acts and thus are able to coherently understand the social purpose and goal of the play. For example, Shakespeare's *Romeo and Juliet* (Shakespeare/Holderness 1990) has five acts and within each act there are different scenes. In the first act, scene one begins in a public place in Verona, Italy, and in the last scene, act 5 ends in the house of the Capulets. Thus, the plays progresses and unfolds until the final scene and the final act, scene 5, in a tomb at a graveyard of a church. In order to get from the beginning of the play in a public place in Verona to the final scene in a tomb, the actors need to go through each of the scenes within each act, and physically act and move through the scenes to achieve the final purpose and goal.

Within generic moves of written/spoken genres, a rhetorical pattern may be found in order to help the text reach its intended goal. Some generic moves within a text may be a description, definition, exemplification, classification, comparison, contrast, cause & effect, amongst others (Hoey 1983). Martin & Rose (2007: 10) explain that "The stages of genre are *relatively* stable components of its organization, that we can recognize in some form in instance after instance of the genre [...]." Some examples of generic moves, demonstrating the 'unfolding of organization' are: an abstract (Swales and Peak 2009) indicating 11 moves beginning with a *reference to established knowledge* and the final move

ending with *prompting further research*, or a service encounter, which Ventola (1987) shows can be accomplished in five moves:

(1) opening greeting → (2) customer asking for goods → (3) the salesperson giving the customer the goods → (4) the customer paying → (5) closing greeting

More examples can be observed in a biographical recount, a narrative and a procedure (Coffin et al 2010: 260). First, a biographical recount serves the purpose of retelling the events of a person's life and according to Coffin et al can be accomplished in three general moves:

(1) orientation → (2) record of events → (3) evaluation of person

Further, a narrative has the aim of telling a story and can be accomplished in the following four general moves:

(1) orientation → (2) complication → (3) evaluation → (4) resolution

And finally, a procedure serves the purpose of giving instructions, such as with a recipe and can be observed in three general possible moves:

(1) goal → (2) material → (3) steps

Therefore, this study analysed possible generic moves to reveal how Obama moved through the stages of the various repertoires to achieve said purpose and said goal. The study aimed to move away from the more general moves and reveal moves in a more specified way according to context of situation. For example, below are the generic moves of his first address regarding the economy. There were seven generic stages that he 'moved' through in order to reach his goal and purpose. First, there was the introduction, then Obama spoke about his recovery plan to stimulate the economy (ARRA), in the third move, he continued to speak about the recovery plan, in the fourth move he spoke about the opposition of the plan, in the fifth move, he introduced a website for Americans to find out more information about ARRA, in the sixth move, he stressed the urgency to act now, and the seventh move, was the conclusion:

(1) Introduction → (2) Economic recovery plan → (3) Economic recovery plan → (4) The Opposition against plan → (5) A new website for more information about the plan → (6) Need to act now → (7) Conclusion

The following section discusses Theme/Rheme, part of the textual metafunction of SFL, which was used to determine the generic moves of the data.

3.5 Theme/Rheme

The previous sections introduced SFL as well as genre and generic structure. It was established that it is through three different strands of meaning, the three metafunctions of SFL, that the lexico-grammar is realized. The ideational metafunction is recognised as 'Clause as Representation' which involves transitivity, the interpersonal metafunction is recognised as 'Clause as Exchange' which includes mood (subject + finite) and modality and the textual metafunction is recognised as 'Clause as Message', which involves the cohesion and textual structure of text. It is through these three strands of meaning that the richness of language is revealed, as Eggins and Slade (2006: 48) state:

The systemic model is rich in analytical techniques, allowing the analyst to focus on those patterns which are most relevant to specific data and research interests. [...] The richness of the model, however, necessitates a careful delimiting of analytical focus. One of the most powerful aspects of the systemic approach is that language is viewed as a resource for making not just one meaning at a time but several strands of meaning simultaneously. The simultaneous layers of meaning can be identified in linguistic units of all sizes: in the word, phrase, clause, sentence, and text.

This section first briefly explains the ideational and interpersonal metafunctions. Then, the remainder of this section discusses Theme/Rheme, part of the textual metafunction, which plays an integral role in this work.

3.5.1 The Ideational and Interpersonal Metafunctions

The ideational and interpersonal metafunction are both represented in the Theme/Rheme. They will be only briefly introduced here to establish an understanding of each for they are rich and complex systems in themselves. First, the ideational metafunction, 'clause as representation', answers the question 'what is going on?', this is seen at the experiential level, basically how one is experiencing the world and the context of situation that they are involved in. Thompson states (2004: 86), "language reflects our view of the world as consisting of 'going-ons' (verbs) involving things (nouns) which may have attributes (adjectives) and which go on against background details of place, time, manner, etc. (adverbials)". Within this metafunction, it is comprised of the verbs (transitivity) as well as the participants that are involved with the verbal processes, as well as circumstance. Eggins (2004:206) states that "transitivity (relates) to the dimensions of Field, with the choice process types and participant roles seen as realizing interactants' encoding of their experiential reality: the world of

actions, relations, participants, and circumstances that give content to their talk.” This metafunction is a complex system and Transitivity involves many different process types such as material, mental, verbal, behavioral, relational and existential. Furthermore, circumstance involves the circumstantial elements that one realizes, such as time, manner, location, agent and extent. This is further explained in the Theme/Rheme section.

The Interpersonal Metafunction, ‘clause as exchange’, answers the question ‘who is taking part?’ This metafunction is concerned with the interaction of the participants involved in a discourse, therefore the grammar of the clauses is attributed to the exchange of the interactants (Thompson 2004: 45). The lexico-grammar of the interpersonal metafunction is realized through mood, modality and adjuncts. First, mood involves the subject and the finite, and the subject + finite attributes to the ‘mood’ created in a discourse, especially conversational discourse. It is what one chooses as the subject and the finite that will then have an influence of how a conversation unfolds. Secondly, modality has two different types, modalization (information) and modulation (goods-and-services). Modalization involves ‘probability’ or ‘usuality’; Thompson states (2004: 67), “the modality relates to how valid the information is being presented as in terms of probability (how likely it is to be true) or usuality (how frequently it is true).” Modulation involves ‘obligation’ or ‘inclination’, such as in commands, how much is one obligated to follow through with the command, and inclination has to do with how much one is inclined with offers. The interpersonal metafunction contains adjuncts, mood adjuncts, comment adjuncts and vocative adjuncts, they are “clause constituents (that) add interpersonal meaning to the clause” (Eggins and Slade 2006: 160). Mood adjuncts are for example: *probably, maybe, usually, always* and *sometimes*; comment adjuncts are for example: *frankly, unfortunately, honestly* and *understandably*; vocative adjuncts are recognised by a name, proper nouns. These adjuncts play an important role in Thematic analysis and is further explained below in the section of Theme/Rheme.

3.5.2 The Textual Metafunction: Theme/Rheme

As previously introduced, the ideational metafunction answers the question ‘what is going on?’, the interpersonal metafunction answers the question ‘who is taking part?’, thus the textual metafunction, ‘clause as message’ answers the question ‘how is the language being used?’. The textual metafunction is concerned at the lexico-grammar level on how a text is organized, structured and ‘held’ together. This metafunction involves reference, conjunctions, cohesiveness as well as Thematic structure.

3.5.2.1 The Theme System

The previous sections introduced genre and generic structure from a systemic functional perspective. They are important notions in this study, for this study focuses on the genre of the radio address and the four various repertoires of registers within this genre. Each of the three metafunctions (three strands of meaning), ideational, interpersonal and textual, were briefly introduced; it is through these metafunctions that genre and register are realized at the lexico-grammar level. This section focuses then on the system of Theme/Rheme (part of the textual strand of meaning). It is important to understand the notion of Theme and Rheme, as it was used as the analytical tool to determine the generic structures.

This section explains Theme/Rheme and why it is a beneficial tool to determine generic structure. Secondly, Theme as it is expressed through the metafunctions is introduced. For instance, Topical Theme expresses the ideational/experiential metafunction, the interpersonal Theme expresses the interpersonal metafunction, and the textual Theme expresses the textual metafunction as Theme. Additionally, multiple Theme is discussed: it is when more than one Theme is expressed within a clause, for example one clause may contain a textual Theme, an interpersonal Theme and a Topical Theme. Finally, other types of Theme are introduced that are not directly connected to the metafunctions: interrogatives, including Yes/No, WH questions, and elliptical interrogatives, imperatives, exclamatives, existential process, demonstratives and predicated Theme.

3.5.2.2 What is Theme and Rheme?

Theme and Rheme is part of the textual metafunction of SFL, which the textual metafunction (clause a message) is concerned about the overall organization of the text (cohesion, coherence, and texture). Simply, Theme is the first part of a clause, everything that precedes the process of a clause (Eggins 2004: 324). An example can be seen below in the clause “*We begin this year and this Administration in the midst of an unprecedented crisis.*” (E1:1):

We	begin this year and this Administration in the midst of an unprecedented crisis.
<i>Theme (Topical/unmarked)</i>	<i>Rheme</i>

In this very first sentence of Obama’s very first radio address regarding the economy, the Theme is ‘**We**’ (Topical unmarked Theme), followed by the verb ‘begin’ and the rest of the clause which is then considered to be Rheme. Whereas there are varying viewpoints within the field of SFL on whether or not the Subject should be included as part of Theme, this study takes the stance that it should be included, for it believes the subject is quite significant in terms of its relevance within the Thematic structure.

Therefore, Theme is what the speaker chooses as the start of a message or clause (Lipson 2006: 147), and Bloor and Bloor (2004: 71) support this by saying that Theme is “the idea represented by the constituent at the starting point of the clause”. In the above example, Obama chose to begin the clause with ‘we’ as the starting point of his first address. By choosing this as Theme, he is including everyone, ‘we’, it could possibly be ‘we’ as ‘the administration’, the ‘the government’, or ‘we’ as ‘the nation’, but in any case it is an inclusive subject that has a powerful impact as a start of his discourse, for no one is excluded. Thus, Theme is defined as the “element which serves the starting point for the message: it is what the clause is going to be about” (Halliday 1994: 38; Halliday and Matthiessen 2004: 64). In the above example, the clause is about ‘we’, ‘we the people of the nation’ or ‘we the government’. Theme is what is chosen by the writer/speaker as the point of departure for a clause; “clause begins with the realization of the Theme” (Bloor and Bloor 2004: 71), and then Rheme is the rest of the clause, “this is followed by the realization of the Rheme” (ibid). Thompson (2004: 165) clearly expresses the Rheme as “provid(ing) the content, the main information that the writer or speaker wants the addressee to know”. In the above example, the Rheme is: *begin this year and this Administration in the midst of an unprecedented crisis*. Obama thus wanted to inform the American people about the condition he was beginning his administration. Halliday (2009: 167) sums up the Theme system in the following way: the “Theme system is a system of the clause, where it sets up a structural pattern that we can interpret as a configuration of the functions Theme and Rheme”. Thus, the Theme of a clause is the point of departure that the speaker/writer chooses to orient the listener/speaker within its specific context and the rest of the message is then developed in and known as the Rheme (Halliday and Matthiessen 2004: 64).

3.5.2.3 Theme as a tool to reveal generic structure

Theme contributes to the flow of text, Eggins (2004: 324) states: “Theme makes to the cohesion, and coherence of a text has to do with how Thematic elements succeed each other”, thus Theme demonstrates the connectedness of text (or lack thereof). This was seen with the data. Each address demonstrated connectedness, or the lack of connectedness, which in turn showed a new starting point within Obama’s address. This then signaled a change and a new generic move. Theme gives the clause its character as a message, it reveals the flow of the message and what the speaker/writer decides to place at the beginning, and by doing so places particular emphasis on it. So, “the Thematic organization of the clauses [...] is the most significant factor in the development of text” (Halliday & Matthiessen 2004: 105). This is further supported by Eggins (2004: 320), who says that “Thematic choices realize meanings about the organization of the communicative event”. Moreover, Thompson (2004: 165) clearly explains why Theme/Rheme analysis is beneficial to this research by explaining the four functions of Theme:

"I generally find that Theme starts to make sense once you examine it in terms of how Theme choices work together through a text to signal its underlying coherence, and to signal its 'method of development', in Fries' term. Very broadly, it is possible to identify four main, related functions:

- 1) Signalling the maintenance or progression of 'what the text is about' at that point. This is especially done through the choice of subject as unmarked Theme: maintenance is conducted by keeping to the same Theme as the preceding clause, progression often by selecting a constituent from the proceeding Rheme.
- 2) Specifying or changing the framework for the interpretation of the following clause (or clauses) – wording here is taken from Fries (1995). This is mostly carried out by the choice of marked Theme, especially adjunct or clause, or by including textual or interpersonal elements in Theme. A 'heavy' Subject Theme, giving a large amount of information, can also be used for this purpose.
- 3) Signalling the boundaries of the sections in the text. This is often effected by changing from one type of Theme choice to another. In many cases, there may be a number of successive Themes (typically three – a 'thematic triplet') of different types: for example, a summative Theme (e.g. 'All this'), followed by one that signals a change of framework, followed by one which signals the start of a new framework.
- 4) Signalling what the speaker thinks is viable/useful/important starting point. This is done by repeatedly choosing the same element to appear in Theme (a particular participant, the speaker's evaluation, elements which signal interaction with the hearer, etc)."

So, from the point of view of generic moves, this study found that Thematic analysis was the most useful in determining the changes between moves of the radio addresses, for Thematic analysis can signal the maintenance or progression of a text, it is able to specify or change the framework within a text, it signals the boundaries of sections within a text, and it is also able to demonstrate what the speaker thinks is important by showing what he/she places in the Thematic position. The following section discusses unmarked and marked Themes.

3.5.2.4 Unmarked and Marked Themes

Within Theme and Rheme analysis there are two significant Theme types that need to be understood, unmarked Theme and marked Theme. This section discusses and defines unmarked and marked Themes as well as gives examples. It is important to differentiate between these at this point so that when the other types of Theme are discussed later in this chapter, the reader will already be aware of this distinction between these Theme types as well as its significance. First, unmarked Theme is defined, then marked Theme is discussed, and finally the importance of understanding unmarked and marked Theme is explained.

First, an **un-marked Theme** is when the subject and the Theme conflate, which means that the actual subject of a clause is functioning as the Theme. Below are some examples that show this:

<i>un-Marked Theme in Declarative Clauses:</i>	
We	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action (E1A,1S)
They	don't expect Democratic solutions or Republican solutions – they expect American solutions. (E3,20S)
Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it. (E4A,7S)
THEME	RHEME

Within unmarked Theme, they also, of course, include nominal groups as subject, as Halliday and Matthiessen (2004: 73) state, “then comes other nominal groups – those with a common noun or proper as Head – and nominalizations. Providing these are functioning as a subject, then having them as Theme still the unmarked choice.” This is demonstrated with the examples below:

<i>unmarked Theme with nominal groups</i>	
No one bill, no matter how comprehensive	can cure what ails our economy. (E2A,25S)
The road to recovery	demands that we will act responsibly, from Main Street to Washington to Wall Street.
Theme	Rheme

Secondly, **marked Theme** is when the subject and the Theme in a clause do not conflate, in other words the actual subject of a clause does not come first in the Thematic structure. The “Theme (may) conflate with any other constituent from the Mood system” (Egins 2004: 318) or another common type is an adjunct such as a conjunction or a comment adjunct. Halliday and Matthiessen (2004: 73) state that “the most usual form of marked Theme is an adverbial group, such as *today*, *suddenly*, *somewhat distractedly*, or a prepositional phrase, for example *at night*, *in the corner*, *without any warning* functioning as Adjunct in the clause.” Using the same examples above, but now they are demonstrated as marked Theme: the first example: *In America* – circumstance of location followed by the subject *we*; the second example, *And* - a paratactic conjunction followed by the subject *they*; the third example, *Fortunately* – a comment adjunct followed by the subject *Congress*:

<i>Marked Theme in Declarative Clauses:</i>	
In America, We	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action (E1A,1S)
And, they	don't expect Democratic solutions or Republican solutions – they expect American solutions. (E3,20S)
Fortunately, Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it. (E4A,7S)
THEME	RHEME

The following sections show how Theme is expressed through the three metafunctions of SFL, the ideational, interpersonal and textual.

3.6 Ideational, Interpersonal and Textual expressed as Theme

This section discusses how Theme is expressed through the three strands of meaning expressed through the three metafunctions of SFL: Ideational also recognised as experiential, interpersonal, and textual. Theme is analysed as expressing experiential meaning, interpersonal meaning and textual meaning, and this system is a complex system, thus this section will demonstrate the types of Theme that was most commonly found in the analysis. First, the *Ideational/Experiential* metafunction is expressed as Topical Theme. The *Interpersonal* metafunction can function as Theme via the following three ways: (1) Mood Adjuncts, (2) Vocative Adjuncts; (3) Comment Adjuncts. There are other types of adjuncts within the interpersonal Theme, however, these are the three that were found as the result of the analysis, and they are the most common types. The *Textual* metafunction functions as Theme in the two following ways: (1) Continuity Adjuncts and (2) Conjunctive Adjuncts. Figure 3.3, shows the adjuncts in relation to each metafunction.

METAFUNCTION	(ADJUNCTS) ANALYSED IN THEME
Experiential -> Topical Theme	Participants, Processes, Circumstantial adjuncts (Time; Cause; Matter; Agent)
Interpersonal (Modal Adjuncts)	Mood Adjuncts
	Polarity Adjuncts
	Comment Adjuncts
	Vocative Adjuncts
	Comment Adjunct
Textual	Conjunctive Adjunct
	Continuity Adjuncts

Figure 3.3 Adjuncts in relation to metafunctions (adapted from HM 2004: 79)

3.6.1 Theme expressing Experiential as Topical Theme

The ideational/experiential metafunction is expressed as Topical Theme in the Thematic structure. Topical theme is determined when “an element of the clause to which a Transitivity function can be assigned occurs in the first position in a clause” (Egins 2004:301). It involves participants (normally the Subject), circumstances and processes. Once the topical theme has been determined, the rest of the clause remains in the Rheme (Egins 2004: 302), and this study includes the subject as part of the Theme as was mentioned above.

Therefore, topical Theme is either recognised as the subject, seen in the previous examples, or unmarked Theme as now seen here. These examples can be recognised as Topical unmarked Theme:

<i>Topical un-Marked Theme</i>	
We	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action (E1A,1S)
They	don't expect Democratic solutions or Republican solutions – they expect American solutions. (E3,20S)
Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it. (E4A,7S)
THEME	RHEME

Topical Theme becomes marked Theme when a circumstantial adjunct comes before the subject, and the subject follows the circumstantial adjunct or any of the other adjuncts that will be introduced in this section. Egins says (2004: 159), “Circumstantial Adjuncts add ideational content to the clause, by expressing some circumstance relating to the process represented in the clause”. Thus, circumstance is expressed through circumstance of time, location (where), cause (why), matter (about what), agent (by whom) (Halliday and Matthiessen 2004: 355). Some examples are demonstrated below that show Topical Marked Theme: the first shows circumstance of time: *Today*; the second shows circumstance of matter: *About the crisis*; and the last shows circumstance of location: *In Washington*:

<i>Topical Marked Theme</i>		
Today,	We	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action (E1A,1S)
Circumstance of time		
About the crisis,	They	don't expect Democratic solutions or Republican solutions – they expect American solutions. (E3,20S)
Circumstance of matter		

In Washington,	Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it. (E4A,7S)
Circumstance of location		
THEME		RHEME

Therefore, the ideational metafunction expresses Topical Theme and it is most commonly expressed by a participant, a subject, which is then a topical unmarked Theme, or by a circumstantial element, which it is then topical marked Theme.

3.6.2 Theme expressing as Interpersonal Theme

The Interpersonal metafunction establishes a relationship between the speaker and the listener, it is very important in this study because it demonstrated when Obama was trying to connect to the American people through interpersonal Theme. In the Thematic analysis, interpersonal Theme is expressed through mood adjuncts, vocative adjuncts, and comment adjuncts (discussed below). There are other types of adjuncts within the interpersonal Theme, however, these are the three that were found as the result of the analysis, and are the most common types. Eggins states (2004: 302) that “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 interpersonal Theme.” Moreover, she states (ibid: 160) that interpersonal Themes are:

clause constituents which add interpersonal meaning to the clause. That is, they add meanings which are somehow connected to the creation and maintenance of the dialogue. They can do this either by impacting directly on the Mood element or indirectly, by merely adding an expression of attitude or making an attempt to direct the interaction itself.

Interpersonal Theme can be identified as a Thematic element through the following types of adjuncts.

3.6.2.1 Mood Adjuncts

Mood adjuncts are related to the modal operators, what they add to the Thematic structure is the ability to add some judgment or the likelihood or probability to a proposition. And when they appear before the subject, they are then part of the Thematic structure. The Theme will then be considered marked Theme for the subject would not conflate with the Theme. The following are the most common expressions of mood (Eggins 2004: 160):

- i) expressions of probability: perhaps, maybe, probably
- ii) expressions of usuality: sometimes, usually

- iii) expressions of intensification or minimization: really, absolutely, just, somewhat
- iv) expressions of presumption: evidently, presumably, obviously
- v) expressions of inclination: happily, willingly

The examples below demonstrate how adjuncts of mood could be placed in the Thematic structure. The first example shows the expression of intensification or minimization with *absolutely*; the second example shows the Expression of probability with *probably*; and the third example shows the expression of presumption with *evidently*:

<i>Marked Theme with Mood adjuncts: Interpersonal Theme</i>		
Absolutely,	We	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action (E1A,1S)
Expression of intensification or minimization		
Probably,	They	don't expect Democratic solutions or Republican solutions – they expect American solutions. (E3,20S)
Expression of probability		
Evidently,	Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it. (E4A,7S)
Expression of presumption		
THEME		RHEME

3.6.2.2 Vocative Adjuncts

A vocative Adjunct is usually a proper noun, using someone's name or the name of a country, for example, in the thematic structure. When they appear before the first topical Theme in a clause, they are considered to be interpersonal Theme for they contribute interpersonal meaning into the clause (Eggs 2004: 304). Moreover, Eggs explains (ibid: 162) them as the following:

vocative Adjuncts function to control the discourse by designating a likely 'next speaker'. They are identifiable as names, where the names are not functioning as Subjects or Complements, but are used to directly address the person named. [...] They typically occur either initially or finally, although they may occur as a variety different constituent boundaries in the clause.

Below are two possible types of vocative adjunct, the first example shows *America* functioning as the interpersonal Theme with a vocative adjunct in the Thematic position and the second one demonstrates a person's name, *John*.

<i>Marked Theme with Vocative adjuncts: Interpersonal Theme</i>		
America,	We	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Vocative Adjunct		
John,	They	don't expect Democratic solutions or Republican solutions – they expect American solutions.
Vocative adjunct		
THEME		RHEME

3.6.2.3 Comment Adjuncts

Comment adjuncts in the Thematic structure are a comment that is stated within the Interpersonal thematic structure preceding the subject of the clause. They are an integral part of interpersonal Theme, since they explicitly expresses one's opinion within a text and are recognised as interpersonal, inserting one's voice within the text. Comment Adjuncts are not as closely connected to mood, they function in propositions, and they tend to express one's opinion to the whole proposition. According to Eggins (2004: 161), "comment Adjuncts function to express an assessment about the clause as a whole. (They) typically occur in clause initial position, or directly after the Subject, and are realized by adverbs. (They) are considered interpersonal elements in the clause, since they add an expression of attitude and evaluation." Therefore, when there is a comment adjunct before the topical Theme, it is then analysed as an interpersonal Theme and is considered marked Theme.

A list of common comment adjuncts is the following (Halliday 1994: 49), and are identified in the following distinctions: admission, assertion, how desirable, how constant, how valid, how sensible or how expected:

- admission: *frankly*
- assertion: *honestly, really*
- how desirable: *luckily, hopefully*
- how constant: *tentatively, provisionally*
- how valid: *broadly speaking, generally*
- how sensible: *understandably, wisely*
- how expected: *as expected, amazingly*

The three examples below demonstrate comment adjuncts in the Thematic position, the first, *frankly*, demonstrating admission; the second, *broadly speaking*, demonstrating how valid; and the third, *luckily*, demonstrating how desirable:

<i>Marked Theme with comment adjuncts: Interpersonal theme</i>		
Frankly,	we	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Comment Adjunct		
Broadly speaking,	they	don't expect Democratic solutions or Republican solutions – they expect American solutions.
Comment Adjunct		
Luckily,	Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it.
Comment Adjunct		
THEME		RHEME

3.6.3 Theme expressing Textual Theme

Textual Theme does not express experiential meaning, nor does it express interpersonal meaning, but instead it functions as a cohesive element in relation to the content of the text. It works as a way to connect meanings within text, and to connect previously stated clauses. Textual Theme helps create unity within text and helps with the overall structure. This type of Theme has very limited choice in the position in the text, meaning they usually will be found in the first position of a clause. Eggins explains (2004: 305) that “these are elements which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its context”. Textual Theme is analysed in the following two ways: (1) Continuity Adjuncts and (2) Conjunctive Adjuncts; each will be briefly described below.

Continuity Adjuncts are one type of Textual Adjuncts, they include continuative and continuity items, often they are found in casual talk, thus they do not have a frequent occurrence in the data analysed. They have no strong logical connection, just simply as a way to continue with what has been stated previously. They show that the speaker will continue on the topic that he/she has been discussing, a response or a possible new move in the discourse (Eggins 2004: 164). The most common types of continuative adjuncts are the following: *yes, no, well, oh, now*. Below are examples demonstrating continuative adjuncts which demonstrate some kind of continuation of what may have been stated previously, the first *well*, the second, *now*, and the third, *yes*:

<i>Marked Theme with continuative adjuncts: Textual Theme</i>		
Well,	we	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Continuative Adjunct		
Now,	they	don't expect Democratic solutions or Republican solutions – they expect American solutions.
Continuative Adjunct		
Yes,	Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it.
Continuative Adjunct		
THEME		RHEME

Moreover, *Conjunctive adjuncts* are adverbial groups or prepositional phrases which creates a relation to the text that came before it, they link relations between one sentence to another. They mostly take place at the beginning of a clause, but they can be found at other parts of a clause as well (Halliday and Matthiesen 2004: 83). Conjunctive adjuncts can function as paratactic or hypotactic. Paratactic clauses connect two independent clauses that relate to each other as equals, and they usually could stand alone as a sentence (Eggins 2004: 263). Whereas, hypotactic clauses are related through a dependent relationship (ibid: 266). In the analysis, both types of conjunctive adjuncts were very common, paratactic and hypotactic. First, paratactic adjunct conjunctions will be presented.

Paratactic adjunct conjunctions examples include some of the following: *and, or, nor, either...or, neither...nor, but, yet, so, then, for*

The two examples below demonstrate possible textual Theme with paratactic conjunctive adjuncts, the first with *but*, and the second with *and*:

<i>Marked Theme with paratactic conjunctive adjuncts: Textual Theme</i>		
But,	they	don't expect Democratic solutions or Republican solutions – they expect American solutions.
Paratactic Conjunctive Adjunct		
And,	Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it.
Paratactic Conjunctive Adjunct		
THEME		RHEME

Hypotactic conjunctive adjunct examples include some of the following: *when, while, before, after, until, because, if, although, unless, since, that, whether, by, with, despite, as*

As mentioned, hypotactic conjunctive adjuncts involve dependent clauses, thus the following examples demonstrate this. The first example shows the hypotactic conjunctive adjunct *because* followed by *of the previous years*, followed by the subject *we*. The second example shows the hypotactic conjunctive adjunct *despite* followed by *your party affiliation* followed by the subject *they*. And the third example shows the hypotactic conjunctive adjunct *while* followed by *I was in California* followed by the subject *Congress*:

Marked Theme with hypotactic conjunctive adjunct: Textual Theme		
Because of the previous years,	we	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Hypotactic conjunctive adjunct		
Despite your party affiliation,	they	don't expect Democratic solutions or Republican solutions – they expect American solutions.
Hypotactic conjunctive adjunct		
While I was in California,	Congress	had passed my economic recovery plan – an ambitious plan at a time we badly need it.
Hypotactic conjunctive adjunct		
THEME		RHEME

3.6.4 Multiple Theme

Above Theme was demonstrated and how it can be expressed through the metafunctions (ideational, interpersonal and textual) all three types of Theme can also be present in the Thematic structure at the same time: topical, interpersonal and textual. This is known as multiple Theme. The example below demonstrates how this is possible. It begins with textual Theme with a conjunctive adjunct, *and*, followed by another Textual Theme, a continuative adjunct, *well*, followed by interpersonal theme, a vocative adjunct, *America*, then followed by topical Theme with the participant, *we*:

Multiple Theme				
And	well	America,	we	begin this year and this administration in the midst of an unprecedented crisis that calls for unprecedented action
Conjunctive Adjunct	Continuative Adjunct	Vocative Adjunct	Topical: participant	

Textual Theme	Textual Theme	Interpersonal Theme	Topical Theme	
THEME				RHEME

3.6.5 Other types of Theme

This last section reviews other types of Theme that may be found in the analysis and simply demonstrate how they are analysed for Theme. They include the following: Thematized equatives, WH-questions, Yes/No interrogatives, imperatives, exclamatives, existential Theme and demonstratives.

3.6.5.1 Thematized Equative

It is very common throughout the addresses that Obama states '*that is why*' in the beginning of the Thematic structure, this is followed by a subject, and he then completes the sentence by answering why he has done this or why he has proposed that. This study placed '*That is why*' under the Theme of Thematic equative. Thematic equative is used when the speaker answers the question him/herself or as a way to complete the message he/she wants to specifically deliver. He/She divides the message into two pieces so that the listener will be able to understand in a clear way and he/she will be able to make his/her point (Thompson 2004: 150). In reference to '*that is why*', this study understands '*that*' refers back to what has been said and '*is why*' answers the question proposed by the speaker him/herself and thus it has been analysed as a Thematic equative. The example below is from the fourth Christmas address (sentence 25). In this example Michelle Obama is speaking and she uses '*That is why*' in the Thematic structure followed by the subject *Dr. Jill Biden and I*, and she completes the sentence with the Rheme. It is a strategy used as a way to specifically point out what she wants to say already within the Thematic structure, which in this case was to say that she has begun working with Dr. Jill Biden to help support veterans and military families.

<i>Thematic Equative</i>	<i>Rheme</i>
That's why Dr. Jill Biden and I	started Joining Forces – an effort to rally all Americans to honor and support our veterans and military families.

3.6.5.2 WH-questions

Theme in WH-questions are *unmarked*, the WH-question serves as the Theme for the question and the remaining is considered the Rheme:

<i>Theme</i>	<i>Rheme</i>
What	happened to dinner?
Why	are you calling?

3.6.5.3 Yes/No interrogatives

The yes/no interrogatives, different from the WH-questions, include the subject in the Theme, and the remaining is considered the Rheme:

<i>Theme</i>	<i>Rheme</i>
Have we	had enough of the crisis?
Did you	see the fall of the market?

3.6.5.4 Imperatives

An imperative, a non-declarative clause, usually functions to get another person to do something or to carry out an action (Thompson 2004: 147), and a clause of an imperative usually begins with the verb/process. When imperatives are in the Thematic position, they are considered unmarked and the Predicator is the Theme. Below are examples:

Unmarked Theme of Imperative clauses:

<i>Theme</i>	<i>Rheme</i>
Let	the government work for you.
Don't worry	about your current health care plan.
Let's*	pray as a nation.

The last example 'Let's' is an important and prominent feature in the data. 'Let's' is not the subject such as 'you' but it includes 'you and me', it is an all-inclusive type of imperative. Therefore, 'let's' is an example of the involvement of both the speaker and the person spoken to (Halliday and Matthiessen 2004: 139; Thompson 2004: 148). It is an important aspect in Obama's addresses for this is how he includes the American people in his discourse when he chose to do so.

3.6.5.5 Exclamatives

Exclamatory clauses can also be analysed for Theme. They are a bit similar to WH-questions in that the WH is part of the Theme. This is how they are analysed (samples from Thompson 2004: 148):

<i>Theme</i>	<i>Rheme</i>
What a nice plant	you've got!
How absolutely lovely	she looks tonight!

3.6.5.6 Existential Theme

Existential Theme is when the existential process of 'there' is used in the subject position. In this study, 'there' is analysed as the Theme and the rest is considered Rheme:

<i>Theme</i>	<i>Rheme</i>
There	are many opposed to the plan.
There	are many people suffering.

3.6.5.7 Demonstratives

When demonstratives (this, that, these, those) are in the Thematic position, the demonstratives are then analysed as Theme. This is how they are analysed:

<i>Theme</i>	<i>Rheme</i>
These	are the possibilities for the future.
Those	are the ones against the program.

3.7 Conclusion

This chapter discussed some slightly different perspectives on genre, but mainly from the perspective offered by the Sydney School of SFL, which views genre as a staged, goal oriented social process. This then led to the discussion of generic structuring, for a genre is realized through various stages in order to reach the intended goal of a discourse, and it is these stages that generic structure is recognised. Further, in order to determine how to recognise the stages at the lexico-grammar level, Theme/Rheme was introduced, the textual metafunction of SFL. Theme/Rheme is what the writer/speaker chooses as the point of departure of his/her message, and this study views Theme as everything that comes before the verbal process. Theme/Rheme is a rather complex system and various types of Theme were

introduced, i.e. topical Theme, interpersonal theme, Textual Theme as well as Thematized equatives, WH-questions, Yes/No interrogatives, imperatives, exclamatives, existential Theme and demonstratives. The following chapter discusses the data and methods used for the analysis.

Chapter 4

Data and Methods

4.1 Introduction

The previous chapter discussed genre, generic staging and Theme/Rheme. This chapter will discuss the data and methods used for the research. It first discusses the data, including the history of the radio address and its justification for its use. It explains how the data was chosen, from the economy, health care, man-inflicted tragedy to Christmas. Secondly, in order to answer the following research questions:

5. Are there potential sub-genres within the genre of the American radio address?
6. Does context of situation play a vital role in determining the possibility of sub-genres? If so, to what extent does the stability of a contextual situation influence the stability of a possible sub-genre and/or vice versa?
7. How then to reveal sub-genres within a genre? Would an analysis of the generic structure of the addresses be a viable option?
8. Further, in order to investigate the generic structure, would Theme/Rheme be an effective method in determining the generic structure?

The chapter discusses how the notion of genre was used to reveal the social purpose and social aim. Theme/Rheme will be explained, along with how it was used as an analytical tool to reveal the generic structure of each address. Then, the reader will be walked through the four steps that were used in the analysis. Next, the data will be discussed.

4.2 Data

This section first briefly discusses the history of the American Presidential Radio Address, including the justification for the data, by addressing the similar economic situation that both FDR and Obama found

themselves in at the start of their administrations. Then it will explain how each of the selected data was systematically chosen from the topics on the economy, through health care, man-inflicted tragedy and Christmas

4.2.1 Brief History and Justification of data

The U.S. Presidential Address is a weekly radio address of the President of America to keep the American people informed of the on-goings of the current administration. Franklin D. Roosevelt was the first President to utilise this form of communication, first as Governor of the state of New York, then as President beginning in 1933. The first radio addresses by Roosevelt were known as the 'Fireside chats' for "he understood [...] that from time to time another mode of speaking to the public could even be more effective - brief, friendly, informal talk delivered as if the president were sitting next to a fireplace, visiting a typical American family in their own home" (Hamby 2004:124). Since Roosevelt, every US president has taken advantage of this form of public communication, including President Barack Obama.

The interesting parallel between these two presidents is that they both began their presidential career in the context of great economic crisis in the U.S.A. – two crises that are also explicitly compared. In a 2013 article, *Forbes Magazine*² wrote, in reference to the 2008 crisis, that America experienced "the worst downturn since the Great Depression" and American Economist, Paul Krugman³ stated in 2009 "we're probably facing the worst slump since the Great Depression." Furthermore, each president used the radio as a mode of interaction with the American people to introduce their economic '*rescue plans*'. In March of 1933, the immediate issue for newly elected President Roosevelt was the banking crisis, so he proposed the Emergency Banking Bill (EBB). Roosevelt used the radio for the first time as President on Sunday 12th March, to inform the American people that his plan, EBB, had been approved and passed by Congress. Interestingly, Obama used his first weekly radio address as President, on Saturday 24th January 2009, to introduce to the American people his economic rescue plan, the American Recovery and Reinvestment Act (ARRA), which was developed to help stimulate the U.S. economy during the recent period of economic crisis.

Martin and Rose (2007: 1) say that "interaction is an instance of the speakers' culture; we can also use the text to interpret aspects of the culture it manifests". The contexts of these two addresses are similar

² Retrieved on 5 April 2013 from *Forbes Magazine*: <http://www.forbes.com/sites/briandomitrovic/2013/02/05/the-worst-economic-crisis-since-when/#768809af34a7>

³ Retrieved on 10 January 2011 from the *New York Times*: <http://www.nytimes.com/2009/02/13/news/13iht-edkrugman.1.20172911.html>

in terms of an American president addressing the people during a period of great economic crisis as well as using the radio to introduce their economic recovery plans to aid such a crisis. However, while comparing FDR with Obama, the context of American culture has evolved over seventy-six years - there having been major changes in American politics, and more even specifically in political discourse, and most relevant for this study's purposes, changes in the generic structure of the discourse of the radio address.

For example, FDR's first address is structured into 12 generic stages (see Appendix C), where he 'educates' the American public on how a bank functions and then explicitly instructs them on what to do (Kunst: forthcoming). However, Obama addresses the nation by discussing the gravity of the crisis, and this has repercussions on how his addresses are generically structured. And as mentioned, the thesis also researched how his addresses are generically structured in different context, such as healthcare, man-inflicted tragedies, and Christmas. The following section discusses the data and how it was selected.

4.2.2 The Economy, Healthcare, Man-inflicted Tragedy and Christmas

The data used for this study are the Presidential Radio Addresses of President Obama's first term as President (2009-2012), broken down into 4 topics: The Economy (4 addresses); Healthcare (4 addresses); Man-inflicted Tragedies (4 addresses); and Christmas (4 addresses). After, the author of this study noticed the sequence in the four addresses on the economy and how Obama delivered them in chronological order, he began to search the second most spoken topic in 2009 and discovered it was health care. Health care also had a similar pattern to the topic of the economy, in terms of following in close sequence one after the other. So, the first four addresses on health care were chosen in chronological order. The study searched for other topics that were completely different in nature. The study found that by chance Obama delivered only four addresses on the topic of man-inflicted tragedy during his entire term of his first presidency and they are in chronological order as well. Finally, Christmas was chosen, there are only four and are in chronological order (2009, 2010, 2011, 2012). Moreover, the topic was completely different from the other three. The number 'four' then became the trend in the number of addresses analysed per repertoire. This pattern can be observed in Appendix B, where it lists all of the addresses that Obama delivered in his first term by date, topic and title; the addresses selected for this study are marked and highlighted.

4.3 The Genre and Register of the Data

As discussed in chapter three, genre maps the cultural conventions on the level of context of culture. Context of culture can be defined as the ways our societies map social, institutionalized practices and actions into typical, predictable patterns of unfolding generic structures. These generic structures can then be considered ‘*relatively* stable components’ and are organized in a way that can be recognized in some type of form, instance after instance (Martin & Rose 2007: 10). And the radio address is then a genre within the cultural conventions of an American president with institutionalized practices and social expectations within the context of American culture.

Genre: The Radio Address																
Register:																
F	<i>Obama speaking to the nation regarding the most current event of the week</i>															
T	<i>Obama and the American people</i>															
M	<i>written-to-be-spoken discourse, presented in multimodal ways</i>															
(Potential) Sub-Genres																
'Repertoire of Registers'																
	Economy				Healthcare				Man-Inflicted Tragedies				Christmas			
F	<i>Economic crisis and ARRA</i>				<i>The need to reform the health care system</i>				<i>Man-inflicted tragedies (various shooting sprees)</i>				<i>The season of Christmas</i>			
T	<i>Obama and the American people</i>				<i>Obama and the American people</i>				<i>Obama and the American people</i>				<i>Obama and the American people</i>			
M	<i>written-to-be-spoken</i>				<i>written-to-be-spoken</i>				<i>written-to-be-spoken</i>				<i>written-to-be-spoken</i>			
	4 Addresses				4 Addresses				4 Addresses				4 Addresses			
Sub Register	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
F																
T																
M																

Figure 4.1: The overall data and how it connects up

Figure 4.1 above visually exhibits the overall data and how it connects. The top tier is the over-arching genre, *the radio address* and on the left are the register and its variables concerning this ‘umbrella’ genre: ‘F’, *field* (what is going on?), ‘T’, *tenor* (what participants are involved?), ‘M’, *mode* (How the language is being used?). The *field* is Obama speaking to the nation regarding the most current event of the week, the *tenor* is Obama and the American people, and finally, the *mode* is the written-to-be-spoken (political) discourse, presented in multimodal ways (the radio, video, internet, written transcripts). Below, the overarching genre is divided into the potential sub-genres within the same

genre of the radio address. This is represented by a 'repertoire of registers', which are addresses having similar register variables (field, tenor, mode).

These repertoires are divided, into the four previously mentioned topics from left to right: *the economy*, *healthcare*, *man-inflicted tragedies*, and *Christmas*. To the left, below these divisions are the *field*, *tenor* and *mode* pertaining to each of the aforementioned repertoires. For the economy, the field is Obama discussing the economic crisis and the American Recovery Reinvestment Act (ARRA), the tenor is Obama and the American people, and mode is the written-to-be-spoken (political) discourse; for health care, the field is Obama discussing an urgent need to reform the health care system in the United States, and again the tenor is Obama and the American people, and the mode is the written-to-be-spoken (political) discourse. For man-inflicted tragedies, the field is Obama addressing a man-inflicted tragedy that has recently occurred in the U.S. at the time the address was delivered (shooting at military base, shooting at a political event, shooting at a cinema, shooting at an elementary school), the tenor and the mode same as before; for Christmas, the field is Obama and the First Lady, Michelle Obama, wishing the American people a Merry Christmas, and again, the tenor and the mode are the same as the others. Below the general field, tenor, and mode of the four different repertoires is the sub-register. The sub-register contains the four addresses that belong to each of the four repertoires, they are represented by the numbers one to four, each address has its field, tenor and mode, and then each address will be specifically discussed in the coinciding analytical chapters (chapters five to eight). The next section discusses the methods used to determine the generic structure of each address and the proposed steps used in the analysis by the author.

4.3.1 Generic Structure, Theme/Rheme and Steps of the Analysis

In order to find the typical, predictable patterns of unfolding generic structures of the addresses in each repertoire, the thematic progression of the addresses has been analysed by way of identifying Thematic Structure. Again (discussed in chapter three), the generic structure can be seen as providing "insight into how different genres enable language users to achieve their social purposes by moving through distinct functional stages" (Coffin et al 2009: 252). As mentioned, this study aimed to realise here the different stages of the addresses by Obama. Theme/Rheme was chosen as the effective tool to use because it is the point of departure that the speaker/writer chooses to orient the listener/speaker within its specific context, the rest of the message is then developed in the Rheme (Halliday and Matthiesen 2004: 64). Theme also contributes to the flow of discourse, for it demonstrates the connectedness within each address, or, also, the lack of connectedness, which in turn will demonstrate a new starting point within Obama's message, thus signaling a change and a new move (refer back to chapter three for more about Theme). The thematic structure specifically shows what Obama chose to

talk about, what topics he decided to highlight, and how the topics changed throughout one address. Thus, analysing the thematic structure of Obama’s addresses deemed beneficial in revealing how the generic structure of the addresses unfolds. The author developed four precise steps to reveal the potential generic moves of the data. They are as follows:

The analysis of the data in the following 4 steps:

Step One:

Each sentence of each address was analysed by way of Theme/Rheme. This study considered analysing the clauses of a clause complex sentence, but found that subsequent clauses within a sentence were connected to the same topic of the first clause of the sentence, for example:

		Theme	Rheme
1	1a	We	begin this year and this Administration in the midst of an unprecedented crisis
	1b	that	calls for unprecedented action.


In the example above, sentence 1 has two clauses, 1a and 1b, the second clause has the Theme as a demonstrative, **that**, and clearly connects to the Theme/Rheme of the previous clause: that the “*unprecedented crisis*” needs “*unprecedented action*”, thus the topic of the sentence is the same (see example below). Even though there may be more than one clause in a sentence, the study normally found that it pertained to the same topic that was introduced in the first clause. Further, the study is concerned about the generic structure of the entire address as a whole, thus focused on only analyzing the sentences of each address. However, with this being said, many single clause sentences were present and analysed throughout the data.

	Theme	Rheme
1	We	begin this year and this Administration in the midst of an unprecedented crisis that calls for unprecedented action.

In **step one**, the Theme/Rheme analysis determined the generic moves within an address and divided them into ‘sections’. The study analysed the Theme/Rheme at the sentence level and found that through the Theme (with Rheme as well) the generic moves of an address were able to be determined.



Further, the Theme was divided into the four categories of Textual, Interpersonal, Topical: marked, and Topical: unmarked (as explained in chapter three).

The example below demonstrates the first generic move of the first address from the repertoire on the economy (E1:1 – 5). This move included five sentences and shows the Theme on the left (***We; Just this week, we; Our economy; And we; In short, if, we do not act boldly and swiftly, a bad situation***) and on the right is a summary of what was stated in the Rheme (*Obama begins by talking about the dark condition of the economy and the need to react in order to get something done*). Each individual analytical chapter will detail each generic move.

	STEP ONE 				
Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1				We	He begins by talking about the dark condition of the economy and the need to react in order to get something done.
2			Just this week, we		
3				Our economy	
4	And		we		
5	In short, if		we do not act boldly and swiftly, a bad situation		


Steps Two and Three:

Then after step one, the Thematic analysis, the author divided and demonstrated the moves from each address and this included a summary of each individual move, **step two**. The example below shows that a total of seven generic moves were identified in E1, the column on the reader's left. Next to each numbered generic move of the first column is the summary of the move, the center column. For example, generic move two, the summary is: *Obama introduced his plan to help the economy and he explained that it is now in Congress and what it will do*. Further, **step three** then took the summary and simplified the move into a few words (the column on the reader's right), for example, in sentence two again where he introduced his plan, this was simplified into "*His plan*". Or generic move five, where he discussed not wasting money and introduced a new website, this was simplified into "*a new website*".

	STEP TWO 	STEP THREE 
Generic Move	E1	Generic Moves
1	He begins by talking about the dark condition of the economy and the need to react in order to get something done.	Introduction: Dark Situation
2	He introduces his plan to help the economy, he explains it is now in congress and what it will do.	His plan
3	He explains what his economic plan will do, in all aspects from the climate, education to technology.	His Plan
4	He addresses the skepticism regarding the plan and shows how he will prove against it.	The Opposition/proves against it
5	He discusses not wasting money and introduces a new website	A new website
6	He recognises the fact that not one program will be the total solution, but he offers his encouragement that the country needs to act.	Need to act
7	Conclusion: <i>Thanks for listening</i>	Conclusion

Step Four:

After step three, **step four** collected the generic moves that were determined in step three and combined them with the results of the analysis in all the addresses from one repertoire. This enabled the comparison and contrast of the findings of all the addresses within that repertoire into a chart. The example below demonstrates this, it comprises all four addresses from the repertoire on the economy. The addresses are identified as follows: E1 = Economy, first address; E2 = Economy, second address; E3 = Economy, third address; E4 = Economy, fourth address. The same practice allows us to compare and contrast all of the findings from all four repertoires (economy, health care, man-inflicted tragedies, and Christmas).

STEP FOUR 				
	Generic Moves E1	Generic Moves E2	Generic Moves E3	Generic Moves E4
1	Introduction: Dark Situation	Introduction: Good news and Bad news/Economic crisis	Introduction: Good news and bad news	Introduction: Americans struggle
2	His plan	Bad news	Good news and bad news/bipartisanship	Plan has passed Congress
3	His Plan	Narrative	Need to act now	How to get America on back track
4	The Opposition/proves against it	House passed his bill	Message to congress/bipartisanship	Skepticism/accountable, responsible, and transparent

5	A new website	Call for bipartisanship	Plan/American dream	Website for transparency
6	Need to act	Americans suffer financially	Message to Congress	Historic step/damage repair
7	Conclusion	Plan	Conclusion	Quote by J.F. Kennedy
8		Conclusion: Patriotism/call for bipartisanship		

After the above steps and determining the generic moves, the study will be able to compare and contrast the generic moves and the structure as a result of the analysis as well as specify the convergences and divergences first as one repertoire and then comparing/contrasting with the others. Moreover, the overall types of Theme found in the analysis will be calculated and compared and contrasted with one another. Also, the major trends found in terms of motif will be revealed. Finally, the types of Theme that indicated a move will be discussed. The following chapter is the first analytical chapter, dealing with the grouping on the economy.

Chapter 5

The Economy

5.1 Introduction

This first chapter of the analysis begins by investigating the repertoire of *registers* that focus on the economy. The context of the situation is the economic recession of 2009 and Obama's economic plan, the American Recovery Act (ARRA). This chapter analyses the generic structure of the very first four radio addresses ever delivered by Obama as President in chronological order. Figure 5.1 below demonstrates the context of situation through field, tenor and mode. The top tier is the over-arching genre, *the radio address* and on the left are the register and its variables concerning this sub-genre of the economy: *field*, answering what is going on, is Obama speaking about the economic crisis field and ARRA; *'T', tenor*, answering what participants are involved, includes: Obama, his administration, Congress and the American people; *'M', mode*, answering how the language is being used, is written-to-be-spoken (political) discourse, presented in multimodal ways via the radio, video, internet and written transcripts.

The first address, delivered on 24 January 2009, is titled "President Obama Delivers Your Weekly Radio Address"; the specific field is President Obama introducing the ARRP to the American people (by this time the plan had already been introduced to the House of Representatives, one part of congress, the Senate being the other part). The second address, delivered on 31 January 2009, is titled "Moving Forward", the specific field is Obama informing the American public that the United States House of Representatives has passed his plan, and is now moving to the second part of congress, the Senate, for approval. The third address, delivered on 2 February 2009, is titled "Compromise", the specific field is Obama stressing the importance of his plan and the fight to pass this plan in the Senate. Then, in the fourth and last address, delivered on 14 February 2009, titled "A Major Milestone", the specific field is Obama triumphantly telling the American people that ARRP has been passed by Congress. He says that he will be signing it into law shortly, just as he had promised in the first address. The following section

will begin to discuss and Thematically analyse the generic structure of Obama’s very first Radio Address as President of the United States.

Genre: The Radio Address				
Potential Sub-Genre: ‘The Economy’				
‘Repertoire of Registers’:				
Field:	<i>Obama speaking about the economic crisis and his plan, ARRP</i>			
Tenor:	<i>Obama, his administration, Congress and the American people</i>			
Mode:	<i>written-to-be-spoken discourse, presented in multimodal ways</i>			
	Economy: “President Obama Delivers Your Weekly Radio Address”	Economy: “Moving Forward”	Economy: “Compromise”	Economy: “A Major Milestone”
Date:	24 January 2009	31 January 2009	2 February 2009	14 February 2009
Field:	Obama introduces ARRP to the American people and has been introduced to the H of R	Obama informs the American public that the H of R has passed his plan, and now it is moving to the Senate	Obama stresses the importance of his plan and the fight to pass this plan in the Senate	Obama tells the American people that ARRP has passed, he says he will sign it into law shortly
Tenor:	Obama, his administration, American public, Congress	Obama, his administration, American public, Congress	Obama, his administration, American public, Congress	Obama, his administration, American public, Congress
Mode:	multimodal	multimodal	multimodal	multimodal

Figure 5.1: The Economic Addresses

5.2 “President Obama Delivers Your Weekly Radio Address”

This section introduces and briefly summarizes the address. This is the first address that Obama delivered as President, it pertained to the economic crisis and was delivered on January 24, 2009 (33 sentences). This address begins with Obama talking about the dark condition of the economy and the need to react in order to get something done. He then introduces his plan to help the economy, ARRA, he further explains that the plan is now with Congress and they are discussing, debating, while Obama is hoping that they pass it. Moreover, he talks about how the plan will help the economic crisis within America. He then goes into more specifics about ARRA, and how exactly it will help, for example with education, with health care, it will help with the climate change as well as with technology. This address then moves into the skepticism and those that they oppose it, but he demonstrates how he will prove against the skepticism. Before the conclusion, Obama states that he does recognise the fact that not one program will be the total solution for the serious economic crisis, however, he offers his encouragement and states that the country needs to act in order to overcome difficult financial times. The following section will then demonstrate the Thematic analysis of this address.

5.2.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this address, which can then lead to the generic structure of this first address. The first generic move below is the introduction of this address, in which Obama discusses the dark state of the economy and that something needs to be done.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1				We	He begins by talking about the dark condition of the economy and the need to react in order to get something done.
2			Just this week, we		
3				Our economy	
4	And		we		
5	In short, if		we do not act boldly and swiftly, a bad situation		

The first generic move begins with a topical unmarked Theme, the subject, **We**, first person plural pronoun, where Obama states that they begin the year and their administration “*in the midst of an unprecedented crisis that calls for unprecedented action*”. This is followed by a topical marked Theme, **Just this week**, circumstance of time, indicating when it took place, followed again by the subject, **we**, in which he states they have seen a high increase in the percentage of unemployment in the last 26 years. The next generic move is a topical unmarked Theme, **Our economy**, the subject, which Obama states that it “*could fall one trillion short of its full capacity*”. The previous statement is connected by textual Theme, **And**, a paratactic conjunction, followed by the subject, **we**, where Obama claims that they can lose a “*generation of potential*” due to the economic crisis. This is followed by summative conjunction, **In short**, followed by **if**, a hypotactic conjunction followed then by a hypotactic clause, **we do not act boldly and swiftly**: he has placed in the Thematic structure the point that he wanted to place the emphasis, this is then followed by the subject, **a bad situation**, in which he states could become worse. The following generic move changes with a Thematic equative, where the topic

changes from the current state of the economic crisis to the economic plan he wants to introduce to the American people.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
6			That is why I		He introduces his plan to help the economy, he explains it is now in congress and what it will do.
7			I am pleased to say		
8			It's a plan		
9			That's why this		
10			It's one		

This generic move begins with a Thematic equative, ***That is why I***, a topical marked Theme, where he uses this Thematic structure to introduce his economic plan, with a personal pronoun, *I*, the American Recovery and Reinvestment Plan, in order to boost economic growth. This is followed by a Thematic comment, also with the personal pronoun *I*, ***I am pleased to say***, a topical marked Theme, by using a Thematic comment, he places special emphasis on how he feels in the Thematic structure, and states that both parts of Congress are already working on this new plan. This is followed by a predicated Theme, ***It's a plan***, and by using predicated Theme, he is placing special emphasis on the '*plan*' in the Thematic structure, further stating what the plan will aim to accomplish. This is then connected to another Thematic equative with a demonstrative indicating a link to the previous sentence, ***That's why this***, a topical marked Theme, in which he states that it is not a '*short-term plan*', implying that it is a long-term plan. The last move is again a predicated Theme, ***It's one***, thus he places special emphasis on the '*plan*' in the Thematic structure, and again he states what the plan will aim to accomplish. The following generic move changes with circumstance of time, where the topic changes from the introduction of his plan to an explanation of what it will do.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
11			Today I		
12			To accelerate the creation of a		

			clean energy economy, we		He explains what his economic plan will do, in all aspects from the climate, education to technology.
13				We	
14				We	
15			To lower health care cost, cut medical errors, and improve care, we		
16	And		we		
17			To ensure our children can compete and succeed in this new economy, we		
18				We	
19	Finally,		we		
20			That		
21			It		
22	And		it		

This generic move starts with a topical marked Theme, ***Today***, circumstance of time, followed by the subject, ***I***, first person singular, where he states what progress he expects to make with the new economic legislation. It is followed by a topical marked Theme, ***To accelerate the creation of a clean energy economy***, a hypotactic clause where he uses the Thematic structure to say exactly what he wants to talk about, followed by the subject, ***we***, switching from first person singular to first person plural, and he talks about clean energy through wind, solar, and biofuels sources. The next Theme is topical unmarked Theme, ***We***, again first person plural, in which he states they will build new electricity grids. This is followed again by a topical unmarked Theme, ***We***, and Obama says he will “*save taxpayers \$2 billion a year by making 75% of federal buildings more energy efficient*”. The next sentence returns to a hypotactic clause, topical marked Theme, in which he chooses to state what he wants to discuss in the Thematic structure, ***To lower health care cost, cut medical errors, and improve care***, followed by the subject, ***we***, he continues to state that he plans to computerize the health records. This is connected by textual Theme, ***And***, a paratactic conjunction, indicating a link

with the previous clause, followed by the subject, **we**, and he states he will protect health insurance for Americans. The next is also a hypotactic clause, topical marked Theme, **To ensure our children can compete and succeed in this new economy**, followed by the subject, **we**, and he states that he will improve and modernize schools for the students. This is then connected to a topical unmarked Theme, **We**, and he says they will invest money in the education system. The next is textual Theme, **Finally**, a continuative conjunction, linking the previous ideas, followed by the subject, **we**, in which he generally says that they will rebuild and “retrofit” America. It is linked to a topical marked Theme, **That**, a demonstrative as the subject, in which it means improving the transportation system. Then followed by a topical marked Theme, **It**, a pronoun substitute, where he explains that he will “protect America by securing 90 major ports and creating a better communications network for local law enforcement and public safety officials in the event of an emergency”. The last Thematic structure for this generic move is linked by textual Theme, **And**, a paratactic conjunction, followed by a pronoun substitute as the subject, **it**, and Obama says he will expand broadband access for everyone. In the following generic move, five, he returns to himself, first person singular pronoun, and he addresses the skepticism regarding this new plan.

Generic move four:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
23				I	He addresses the skepticism regarding the plan and shows how he will prove against it.
24				I	
25				We	
26	Instead		of politicians doling out money behind a veil of secrecy, decisions about where we invest		

This generic move begins with a topical unmarked Theme, **I**, first person singular, and he states that he knows that there are some who are skeptical. This is followed by the same topical unmarked Theme, **I**, where he says he understands the skepticism and thus everything done will be transparent by his administration. This then changes to the first person plural pronoun, topical unmarked Theme **We**, and he says they will not throw money away but they will invest. This is connected to the last sentence for this generic move by textual Theme, **Instead**, a conjunction followed by a hypotactic clause in which he again chooses to state what he wants to discuss in the Thematic structure, **of politicians**

doing out money behind a veil of secrecy, followed by the subject, ***decisions about where we invest***, Obama states that what actions they take will be made available for the public. The next generic move changes to ‘we’ and he introduces a new website for the American people.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
27				We	He introduces a new website

In this generic move, the Thematic structure is a topical unmarked, **We**, first person personal pronoun, and he says that they will make an “*unprecedented effort to root out waste*” and introduces a new website where Americans can go for information. In the following move, Obama suggests that it is the time to act and make changes.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
28				No one policy or program	He recognises the fact that not one program will be the total solution, but he offers his encouragement that the country needs to act.
29	But if		we act now and act boldly;		
30	if		we start rewarding hard work and responsibility once more;		
31	if		we act as citizens and not partisans and begin again the work of remaking America,		
32	then		I		

This move begins with a topical unmarked Theme, ***No one policy or program***, where he chooses as the subject a ‘*policy*’ or ‘*program*’ and he states that will not solve the economic problems. This is connected to textual Theme, ***But***, a paratactic conjunction indicating contrast, followed by another textual element, ***if***, a hypotactic conjunction. The textual element, ***if***, also occurs in the following two sentences. Therefore, sentences 29, 30, and 31 are all hypotactic clauses with no Rheme. They state the following three hypotactic clauses: (29) ***if, we act now and act boldly***; (30) ***if we start rewarding hard work and responsibility once more***; (31) ***if, we act as citizens and not partisans and begin again the work of remaking America***. These clauses are all connected to the last Thematic structure of this move, textual Theme, ***Then***, an enhancing conjunction, followed by the first person singular pronoun as the subject, ***I***, and he states he has faith that they will survive the crisis and “*become stronger and more prosperous than before*”. The next generic move is the conclusion of this first address.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
33					<i>“Thanks for listening”.</i>

In this last generic move on the economy there is no Theme, just the conclusion, by stating ‘*Thanks for listening*’. The following section will discuss the potential generic structure of this address.

5.2.2 The Findings in the First Address

The previous section discussed the seven generic moves of this address that were realized by way of the Thematic analysis; this section discusses the potential generic structure of the address as a result of the analysis. As stated, there are seven generic moves in the address (see Table 5.1). The first was the introduction and he began by talking about the dark condition of the economy and the need to react in order to get something done, thus simply the (1) *Introduction: Dark Situation*. In the second move he introduced his plan to help the economy, he explained it is now in congress and what it will do, (2) *his plan*. In the third move he explained what his economic plan will do, in all aspects from the climate, education to technology, (3) *his plan*. In the fourth move He addressed the skepticism regarding the plan and showed how he will prove against it, (4) *The Opposition*. In the fifth move he discusses not wasting money and introduces a new website for the American people, (5) *a new website*. In the sixth move he recognised the fact that not one program will be the total solution, but he offers his encouragement that the country needs to act, (6) *need to act*. The seventh and final move for this address is the conclusion and he ends by saying ‘*Thanks for listening*’, (7) *conclusion*.

Generic Move	E1	Generic Moves
1	He begins by talking about the dark condition of the economy and the need to react in order to get something done.	Introduction: Dark Situation
2	He introduces his plan to help the economy , he explains it is now in congress and what it will do.	His plan
3	He explains what his economic plan will do, in all aspects from the climate, education to technology.	His Plan
4	He addresses the skepticism regarding the plan and shows how he will prove against it.	The Opposition/proves against it
5	He discusses not wasting money and introduces a new website	A new website
6	He recognises the fact that not one program will be the total solution, but he offers his encouragement that the country needs to act.	Need to act
7	Conclusion: <i>Thanks for listening</i>	Conclusion

Table 5.1: The seven generic moves of the first address on the economy

The trends viewed in these generic moves are a negative comment, followed by two moves about his plan, this continues with the opposition of the plan, then with a new website to find out more information regarding the plan and the urgency to act. The major theme of this address is the plan.

The trends in the types of Theme in this address are as follows: there are nine textual Themes (27%), no interpersonal Themes, 13 topical marked Themes (39%), ten topical unmarked Themes (30%) and one with no Theme (3%), as can be seen in Table 5.2:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
9 (27%)	0	13 (39%)	10 (30%)	1 (3%)

Table 5.2: Type of Theme in the first economic address

Out of the nine instances of textual Theme, three were instances of the paratactic conjunction ‘and’; four were instances of hypotactic conjunctions, one with a summative conjunction ‘in short, if’, and the other with a contrastive paratactic conjunction, ‘but if’; two instances of ‘if’ alone; and one instance of a continuative conjunction, ‘finally’ and an enhancing conjunction ‘then’. Out of the 13 topical marked Themes, four are marked because of hypotactic clauses, two are marked because of circumstance of time, one is marked because it is a demonstrative, ‘that’; another is marked for it is a pronoun substitute, ‘it’; and finally one is marked for it is a thematised comment. The ten topical unmarked

Themes include six subjects of '*we*', two subjects of '*I*', one subject of '*our economy*' and one of '*no one policy or program*'.

Further, the seven generic moves in this address began with the following types of Theme:

1. The first move began with topical unmarked: '*We*'
2. The second move began with topical marked Theme, a thematic equative: '*That is why*'
3. The third move began with topical marked Theme, circumstance of time: '*Today, I*'
4. The fourth move began with topical unmarked: '*We*'
5. The fifth move began with topical unmarked: '*We*'
6. The sixth move began with topical unmarked Theme: '*No one policy or program*'
7. The seventh move, no Theme: '*Thanks for listening*'

The following section will continue with the analysis of the second address that Obama delivered regarding the economy.

5.3 “Moving Forward”

This section introduces and briefly summarizes the second address that Obama delivered as President. The address also pertained to the economic crisis and was given on January 31, 2009 (42 sentences). This address will be explained in greater detail as it analysed Thematically in the following section. This address begins with stating that he wants to talk about some good and bad news pertaining to the economic crisis, for example the economy shrank and there were more jobs lost, thus unemployment rose. He then goes into how Americans are being specifically affected by the economic crisis, from families to parents, from patients to students. After the bad news, he states the good news in which the House of Representatives has passed his bill, ARRA. He then speaks to Congress to ask them to pass the bill as well and tells them to avoid partisanship, but rather there should be bipartisanship during the difficult time of the economic crisis. He then returns to discuss how many Americans are financially struggling, from homeowners to students and to small businesses, this plea is most likely directed to Congress, to encourage them to pass the reform. He then discusses the plan and how it will revive the financial system. This address ends with Obama stating that Congress must work together for the benefit of all Americans. The following section will demonstrate the Thematic analysis and potential generic structure of the address.

5.3.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this second address pertaining to the economy, which then leads to the generic structure of this address. The first generic move below is the introduction of this address, in which Obama says he wants to talk about some good and bad news.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			This morning I		He wants to talk about good and some bad news regarding the economic crisis.

The first Thematic structure of this generic move of the introduction is topical marked Theme, ***This morning***, circumstance of time, followed by the subject, ***I***, first person singular pronoun, and Obama states that he wants to talk about good and bad news. In the next generic move, the subject changes and he discusses the bad news.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2				The bad news	He discusses the bad news of the downturn in the economy.
3			Yesterday we		
4			That decline		
5	Already		the slowdown		
6	And		the picture		

In the first sentence, the Theme is topical unmarked, ***The bad news***, where Obama has chosen as the subject exactly what he wants to speak about; he continues to say the economic crisis is well known and speaks of “*unprecedented economic turmoil*”. This is followed by a topical marked Theme, ***Yesterday***, circumstance of time with the subject, ***we***, third person pronoun, in which he states that the economy shrank. This changes to a topical marked Theme, ***That decline***, using a demonstrative referring back to what he stated before, in which he says it was the largest economic downturn that has happened in over 25 years. This topic continues with textual Theme, ***Already***, a verifactive

conjunction with the subject, ***the slowdown***, Obama says as a result many people have lost their jobs. This is followed by a textual Theme, ***And***, a paratactic conjunction, and the subject, ***the picture***, the picture meaning the situation of the economic crisis, which he states is probably going to worsen before improving. The next generic move changes with a Thematized comment and he gives a narrative of how Americans are struggling.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
7			Make no mistake, these		He illustrates how many Americans (Families, Parents, Patients, Students) are being affected by this downturn.
8			Behind every statistic there		
9				Many Americans	
10				Families	
11				Parents	
12				Patients	
13				Students	
14	And		workers		

The following Theme begins with a topical marked Theme, ***Make no mistake***, even though it begins with an imperative, it is not functioning as an imperative; but rather as a way for Obama to make a comment regarding the effects of the economic crisis, it could be considered a thematic comment, this is then followed by the demonstrative, ***these***, where he says “these are not just numbers”. This is connected by a Topical marked Theme, ***Behind every statistic***, a hypotactic clause by an existential subject, ***there***, and he states that there is a “story”. Then, this generic moves into a series of topical unmarked Themes: ***Many Americans, Families, Parents, Patients, Students***, and the last Theme is textual, ***And***, paratactic conjunction, connecting it to the topical unmarked Themes, followed by the subject, ***workers***. In these sentences he states that American lives have “*turned upside down*” as a result of the economic crisis, for example they are struggling to pay bills, they can’t afford health care, students cannot pay for their schooling and workers do not have the security of retirement. The next generic move changes from the struggles of Americans to the good news.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
15				The good news	He informs the American people that the House has passed his bill.
16			This week the House		
17			It		

This move begins with a topical unmarked Theme, **The good news**, and here Obama states that they are moving forward with the plan. It continues with a topical marked Theme, **This week**, circumstance of time, followed by the subject, **the house**, and he says that the House of Representatives passed ARRA, his plan for economic reform. The generic move continues with the last Theme for this generic move, topical marked, **It**, a pronoun substitute, and Obama states that the plan is a “down payment” for America’s future, in many different areas. Now that he has stated that the house passed the plan, the next move, generic move five, he discusses bipartisanship within congress.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
18	Now		this recovery plan		He is calling on congress to work together and to avoid partisanship so that the plan can pass.
19				I	
20			With the stakes so high we		
21			It		
22				Americans	
23	But		they		
24			That's why I		

This generic move begins with Textual Theme, **Now**, continuative conjunction that demonstrates as well a change; this is followed by the subject, **this recovery plan**, and he states that it is now going to

the Senate for them to review. The next Theme is a topical unmarked Theme, **I**, a first person pronoun, and he explains that he will work with both political parties to try to pass this plan. This then moves to a Topical marked Theme, **With the stakes so high**, a hypotactic clause where it is extra information and he places this in the Theme to reveal its importance, followed by the subject, **we**, first person plural, where he says the plan cannot be blocked by political party divisions. The next is a Topical marked Theme, **It**, pronoun substitute, and he says it is time to move into a “*new direction*”. This changes with subject, **Americans**, a topical unmarked Theme, and he says they (Americans) know it will take a long time to recover from the crisis, this continues with a topical marked Theme, **But**, a contrastive paratactic conjunction and the subject, **they**, third person plural, in reference to the previous sentence, and he states that will not have much patience if politics hinders the process. The last Theme for this generic move is a Thematic equative, **That’s why I**, topical marked Theme, where he asks the Senate to approve the plan. In this section he has discussed bipartisanship and asked the Senate to pass the plan; in the next generic move, six, he talks again of how Americans suffer financially.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
25				No one bill, no matter how comprehensive	He makes an appeal to think of all the Americans that have financially suffered, from homeowners, students and small businesses, most likely directed to Congress.
26	So		just as we jumpstart job creation, we		
27			Last year Congress		
28	While		the package helped avoid a financial collapse, many		
29			Too often taxpayer dollars		
30				Banks	

31	And		adding to this outrage, we		
32	While		I'm committed to doing what it takes to maintain the flow of credit, the American people		
33				The road to recovery	

This generic move begins with a topical unmarked Theme, ***No one bill, no matter how comprehensive***, it is a quite large nominal group and here he explains that it cannot fix the crisis. It continues with a textual Theme, ***So***, a paratactic conjunction, followed by a hypotactic clause, ***just as we jumpstart job creation***, where he places emphasis in the Thematic structure on what he wants to speak about, followed by the subject, ***we***, in which he states they “*must also ensure that markets are stable, credit is flowing, and families can stay in their homes*”. This is followed by a topical marked Theme, ***Last year***, circumstance of time, followed by the subject, ***Congress***, and he states that they passed a plan last year to help the financial system. The next Theme is textual, ***While***, a hypotactic conjunction, followed by a hypotactic clause, ***the package helped avoid a financial collapse***, followed by the subject, ***many***, Obama states that many people are frustrated in response to the previous sentence about last year’s plan. This is followed by a topical marked theme, ***Too often***, circumstance of time, followed by the subject, ***taxpayers dollars***, he says have been spent without “*accountability and transparency*”. This then moves to a Topical unmarked Theme, ***Banks***, where Obama states that banks have received help financially, but that homeowners, students, and small businesses have not received any help. This is continued by textual Theme, ***And***, a paratactic conjunction connecting the idea from the previous sentence, followed by ***adding to this outrage***, a hypotactic clause, in which Obama chose to emphasize in the Thematic structure the ‘outrage’, followed by the subject, ***we***, first person plural, he then says that they discovered that people on Wall Street were paid bonuses (even though there is an economic crisis). This is then followed by textual Theme, ***While***, a hypotactic conjunction followed by a hypotactic clause, ***I’m committed to doing what it takes to maintain the flow of credit***, followed by the subject, ***the American people***, here he uses the American people to state that they will not tolerate “*arrogance and greed*”. The last Thematic structure for this generic move is topical unmarked Theme, ***The road to recovery***, and he states: “*the road to recovery demands that we all act responsibly, from Main Street to Washington to Wall Street*”. In the next generic move, he speaks about a new financial strategy.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
34			Soon my Treasury Secretary, Tim Geithner,		He speaks about a new strategy that will revive the financial system and what they will do.
35				We	
36				We	
37	And		we		

This generic move begins with a topical marked, **Soon**, circumstance of time, followed by circumstance of agent, **my Treasury Secretary**, followed by the subject, **Tim Geithner**: he says that Tim Geithner will announce a new financial strategy for businesses and American families. This is then followed by a topical unmarked Theme, **We**, first person plural pronoun, and Obama states that they will lower mortgages and give loans to small businesses. This continues with a topical unmarked Theme, **We**, and continues to say that they will not allow CEO's to take all the money. The last Theme of this generic move continues with textual Theme, **And**, a paratactic conjunction, followed again by the subject, **we**, where Obama states they will insist on transparency so taxpayers know how their money is being spent. The final generic move, eight, ends with the conclusion where he discusses bipartisanship.

Generic Move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
38				Rarely in history	He ends with encouragement that the congress must come and work together for the American people.
39	But		the strength of the American people		
40				The road ahead	
41				You	
42			Now		

This last generic move of the second address, the conclusion, begins with a topical unmarked Theme, ***Rarely in history***, and Obama states that rarely has America suffered such an economic crisis. It is followed by a textual Theme, ***But***, a contrasting paratactic conjunction, followed by the subject, ***the strength of the American people***, and he continues to say that Americans should come together during these times. The next is a topical unmarked Theme, ***The road ahead***, he states that it will be a long road but he will be working hard for the American people. This is followed by a topical unmarked Theme, ***You***, second person singular pronoun, and he says that this person, most likely indicating the average American, is “*calling for action*”. It ends with a topical marked Theme, ***Now***, circumstance of time, highlighting the urgency in the Thematic structure, he places the responsibility on those in Washington to make it happen. There is no formal conclusion in this address, such as “*thank you*”. The following section will discuss the potential generic structure.

5.3.2 The Findings in the Second Address

The previous section discussed the eight generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are eight generic moves in the address, see Table 5.3. The first was the introduction and included what he wanted to talk about, good and some bad news regarding the economic crisis, thus simply, (1) *Introduction: Economic crisis*. In the second move, he discussed the bad news of the downturn in the economy, (2) *bad news*. In the third move, Obama illustrated how many Americans (Families, Parents, Patients, Students) are being affected by this downturn, (3) *narrative*. In the fourth move, he informed the American people that the House of Representatives has passed his bill, (4) *House passed his bill*. The following move, five, he called on congress to work together and to avoid partisanship so that the plan can pass, (5) *call for bipartisanship*. The next move, six, he made an appeal to think of all the Americans that have financially suffered, from homeowners, students and small businesses, (6) *American suffer financially*. In the following move, seven, he speaks about a new strategy that will revive the financial system and what they will do, (7) *the plan*. In the following generic move, eight, he concluded the second address by encouraging Congress to come and work together for the American people, (8) *conclusion: call for bipartisanship*.

Generic Move	E2	Generic Moves
1	Introduction: He wants to talk about good and some bad news regarding the economic crisis.	Introduction: Good news and Bad news/Economic crisis

2	He discusses the bad news of the downturn in the economy.	Bad news
3	He illustrates how many Americans (Families, Parents, Patients, Students) are being affected by this downturn.	Narrative
4	He informs the American people that the House has passed his bill.	House passed his bill
5	He is calling on congress to work together and to avoid partisanship so that the plan can pass.	Call for bipartisanship
6	He makes an appeal to think of all the Americans that have financially suffered, from homeowners, students and small businesses, most likely directed to Congress.	Americans suffer financially
7	He speaks about a new strategy that will revive the financial system and what they will do.	Plan
8	He ends with encouragement that the congress must come and work together for the American people.	Conclusion: Patriotism/call for bipartisanship

Table 5.3: The eight generic moves of the second address on the economy

The trends viewed in these generic moves are negative and positive comments, the address continues with a move that negatively illustrates how Americans are suffering, the next move is regarding his plan, followed by a call for bipartisanship regarding his plan, the next move again is a negative illustration of Americans, followed by the plan again, and ending with encouraging remarks of working together. The major theme of this address is the plan and negative illustrations of the economic crisis.

The trends in the types of Theme in this address are as follows: there are 11 textual Themes (26%), no interpersonal Themes, 14 topical marked Themes (33%), 17 topical unmarked Themes (67%) and zero clauses without Theme, as can be seen in Table 5.4:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
11 (26%)	0	14 (33%)	17 (67%)	0

Table 5.4: Type of Theme in the second economic address

Out of the 11 instances of textual Theme, there is one verifative conjunction, '*already*'; four were instances of the paratactic conjunction '*and*'; two were instances of the contrastive paratactic conjunction '*but*'; two instances of '*while*', a hypotactic conjunction; one instance of '*so*', a paratactic conjunction and one instance of a continuative conjunction '*now*'. Out of the 14 topical marked Themes, six are marked because of circumstance of time; one is marked because it is a demonstrative, '*that*'; two are marked for a pronoun substitute, '*it*'; four are marked because they are hypotactic clauses; and finally one is marked for it is a thematised comment. The 17 topical unmarked Themes include 17 subjects that are quite diverse with only one subject that repeated itself twice, '*we*'; the others were: '*The bad news*', '*Many Americans*', '*Families*', '*Parents*', '*Patients*', '*Students*', '*The good news*', '*I*', '*Americans*', '*No one bill, no matter how comprehensive*', '*Banks*', '*The road to recovery*', '*Rarely in our history*', '*The road ahead*', and '*You*'.

Further, the eight generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, circumstance of time: '*This morning, I*'
2. The second move began with topical unmarked Theme: '*The bad news*'
3. The third move began with topical marked Theme: '*Make no mistake, these*'
4. The fourth move began with topical unmarked Theme: '*The good news*'
5. The fifth move began with a textual Theme: '*Now*'
6. The sixth move began with topical unmarked Theme: '*No one bill, no matter how comprehensive*'
7. The seventh move began with topical marked Theme, circumstance of time and agent: '*Soon my Treasury Secretary*'
8. The eighth move began with topical unmarked Theme: '*Rarely in history*'

The following section will continue with the analysis of the third address that Obama delivered regarding the economy.

5.4 "Compromise"

This section introduces and briefly summarizes this address. This is the third address that Obama delivered as President, it also pertained to the economic crisis as well as ARRA. It was delivered on February 2, 2009 (35 sentences). It will only be briefly summarised here, for this address will be explained in greater detail as it was analysed Thematically in the following section. Thus, Obama begins by introducing that there is good news and there is bad news. He then states that there have been more jobs that have been lost, thus further affecting the unemployment. He then explains the

good news that there is bipartisanship in Congress, that both political parties are working together to solve the problem of the economic crisis. He then discusses the scrutiny of the legislation, but he also focuses on the idea that too much time cannot be spent on scrutinizing the reform for there is a sense of urgency to act in order to improve the financial crisis. He thus speaks directly to Congress and tells them that they cannot rely on old theories from the past, he asks them not be partisan but to rather think of the needs of the American people. After this, he discusses the plan and goes into some details of what it will aim to accomplish. He then again speaks to Congress, basically urging them to pass the economic plan, ARRA, and this is followed by the conclusion. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

5.4.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this third address pertaining to the economy, which can then lead to the generic structure of this address. The first generic move below is the introduction, in which Obama says he wants to talk about some good and bad news.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			Yesterday		Intro: he begins by stating that there is bad news and good news
2	But		I		

This generic move begins with Topical marked, **Yesterday**, circumstance of time, even though the subject conflates, it is still functioning as a circumstance of time thus is considered to be marked. He then states that he received bad news in regards to the economic crisis. This is followed by textual Theme, **But**, a contrastive paratactic conjunction, followed by the subject, **I**, a first person singular pronoun, Obama, and he says that he has good news as well. In the following generic move, two, he speaks about the bad and the good news.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
3			In the morning, we		He begins with bad news that more jobs were lost, but ends by saying the good news is that both parties are coming to work together.
4				Another 600,000 jobs	

5				We	
6	But		by the evening, Democrats and Republicans		

The first generic move begins with topical marked Theme, ***In the morning***, circumstance of time, followed by the subject, ***we***, first person plural pronoun, he says that the employment rate has increased. This is connected with the subject in the next generic move, topical unmarked Theme, ***Another 600,000 jobs***, that he says were lost. The next Theme is a topical unmarked Theme, ***We***, first person plural pronoun, and he restates how many jobs have now been lost. In this generic move, he switches to the good news by a textual marked Theme, ***But***, a contrastive paratactic conjunction, followed by circumstance of time, ***by the evening***, with the subject, ***Democrats and Republicans***, and states that they are coming together to work on the ‘urgency’ of the economic crisis. In the following generic move he discusses the scrutiny of the new economic legislation, and the need to act.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
7			In the midst of our greatest economic crisis since the Great Depression, the American people		He talks about the scrutiny of the new legislation but it cannot be afforded. The time to act is now so that more Americans will not be affected.
8			That		
9				Legislation of such magnitude	
10	But		we		
11				The scale and scope of this plan	
12	And		the time for action		
13	Because if		we don't move swiftly to put this plan in motion, our		

			economic crisis		
14				Millions of Americans	
15				Millions more	

This generic move begins with topical marked Theme, ***In the midst of our greatest economic crisis since the Great Depression***, circumstance of matter, indicating the current economic situation, followed by the subject, ***the American people***; Obama states that they are hoping that Congress will do what they can to help the current situation. This is followed by a topical marked Theme, ***That***, a demonstrative in reference to what was stated before, and he states ‘*that*’ was what the recent Presidential election was all about. This is continued by a topical unmarked Theme, ***Legislation of such magnitude***, in reference to ARRA, and he says that it deserves to be scrutinized. This is connected to textual Theme, ***But***, a contrastive paratactic conjunction, followed by the subject, ***we***, first person plural pronoun, in which he states “*we can't afford to make perfect the enemy of the absolutely necessary*”. This continues with a topical unmarked Theme, ***The scale of this plan***, where here the plan itself is the subject, and he states that it is right. He continues with a textual Theme, ***And***, a paratactic conjunction linking the idea to the previous sentence, followed by the subject, ***the time for action***, and he says “*is now*”. He explains this by a textual Theme, ***Because***, a hypotactic conjunction, followed by another hypotactic conjunction, ***if***, followed by a hypotactic clause, ***we don't move swiftly to put this plan in motion***, then the subject, ***our economic crisis***, this has much packed information in the Thematic structure, where he continues to state “*could become a catastrophe*”. The following two themes are topical unmarked Themes, ***Millions of Americans***, and ***Millions more***, in which he states that they are losing their homes, jobs, health care and “*putting dreams on hold*”. In the next generic move Obama speaks to Congress.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
16			Let's		He speaks to congress that the government cannot rely on old theories and that Americans are looking for American solutions, not partisan solutions.
17				We	
18				We	
19				The American people	
20				They	
21				they	

In this generic move, it begins with a topical marked Theme, ***Let's***, an all-inclusive imperative, and Obama says “*let's be clear*”. He continues this discussion with a topical unmarked Theme, ***We***, first

person plural pronoun, and states they cannot depend on old theories and makes a negative reference to the previous eight years in Washington. He then continues with the same topical unmarked Theme, **We**, and says they cannot use the same “*losing formula*”, and he address such topics as the health care, schools, foreign oil, roads, bridges, and levees. This continues with a topical unmarked Theme, **The American people**, and he says that they understand the problems are big. It continues with Americans as the same subject with the next Theme as a third person plural pronoun, topical unmarked Theme, **They**, and they say don’t expect partisan solutions, this continues next with a topical unmarked Theme, **They**, and Obama states they expect “*American solutions*”. After the message to Congress, Obama changes to the topic of the plan in the following generic move.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
22			From the beginning , this recovery plan		He discusses the plan again, and all the things that it will accomplish, and that this plan is needed for the dreams of the future generations.
23			Let’s		
24			It		
25				Jobs	
26				Jobs	
27				Jobs	
28				Jobs	
29			It		
30			It		
31	And		it		
32			That		

This move begins with a topical marked Theme, **From the beginning**, circumstance of time and the subject, **this recovery plan**, Obama says that it is a simple idea. The next Theme is a topical marked Theme, **Let’s**, an imperative that is all inclusive, and says to put Americans back to work again. This is followed by a topical marked Theme, **It**, a pronoun substitute placing emphasis on the plan as he states it will save or create more than three million jobs in the next two years. The discussion of jobs continues in the next four Themes, where Obama places much emphasis on jobs by using it as the same topical unmarked Theme, **Jobs**, in the following four sentences. In these sentences Obama says the jobs will upgrade classrooms, modernize health care, construct smart grids and rebuild crumbling roads. The topic of the plan continues as the subject as a topical marked Theme, **It**, a pronoun substitute in sentences 29 and 30, as well as in sentence 31 as a textual Theme, **And**, a paratactic conjunction linking the ideas to the previous sentence, followed again by **It**. In these three sentences Obama states that the plan will include tax relief, it will protect health insurance, it will avoid tax

increases and try to avoid further job loss, such as for teachers or nurses. The last Thematic structure for this generic move is a topical marked Theme, ***That***, a demonstrative in reference to what was stated before and he says this is what the plan is all about. After discussing the plan of ARRA, he moves to address Congress once again in the following generic move, six.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
33				Americans across this country	He challenges congress by telling them let us show Americans that we will do the right thing.
34			Let's		
35	And		let's		

This generic move begins with a topical unmarked Theme, ***Americans across this country***, in which Obama chooses this as the Theme, in order to state that they are financially struggling and looking to see if the government can help. It moves to a topical marked Theme, ***Let's***, an imperative that is all inclusive, and says “let’s show them we are”, basically asking Congress to take action for the sake of the American people. This is followed by a textual Theme, ***And***, a paratactic conjunction linking the previous sentence, followed by the same imperative from above, ***let's*** and he states to congress: “*do whatever it takes to keep the promise of America alive in our time*”. After this message to Congress, the next move is the conclusion of this address.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
36					Thank you.

In the conclusion, there is no Theme, just a conclusion by stating ‘*Thank you*’. The following section will discuss the potential generic structure.

5.4.2 The Findings in the Third Address

The previous section discussed the seven generic moves of this address that were realized by way of the Thematic analysis; this section will then discuss the potential generic structure of the address. As stated, there are seven generic moves in the address (see Table 5.5). The first was the introduction and

he began by stating that there is bad news and good news, thus simply, (1) *Introduction: good and bad news*. In the second generic move, he spoke about the bad news that more jobs were lost, but he ended with good news that both parties are coming to work together, (2) *Good news and bad news/bipartisanship*. In the third move, he talked about the scrutiny of the new legislation but this cannot be afforded, he stated that the time to act is now so that more Americans will not be affected by the financial crisis, (3) *Need to act now*. In the following move, four, he spoke directly to congress that the government cannot rely on old theories and that Americans are looking for American solutions, not partisan solutions, thus (4) *Message to congress/bipartisanship*. In the next generic move, five, he again discussed the plan, and all the things that it will accomplish, and that this plan is needed for the dreams of future generations, (5) *plan/American dream*. Following is generic move six, where he again spoke to Congress and challenged them by telling them to show Americans that we will do the right thing, therefore, (6) *message to Congress*. The final move of this address, seven, is the conclusion, (7) *Conclusion*.

Generic Move	E3	Generic Moves
1	Intro: he begins by stating that there is bad news and good news	Introduction: Good news and bad news
2	He begins with bad news that more jobs were lost, but ends by saying the good news is that both parties are coming to work together.	Good news and bad news/bipartisanship
3	He talks about the scrutiny of the new legislation but it cannot be afforded. The time to act is now so that more Americans will not be affected.	Need to act now
4	He speaks to congress that the government cannot rely on old theories and that Americans are looking for American solutions, not partisan solutions.	Message to Congress/bipartisanship
5	He discusses the plan again, and all the things that it will accomplish, and that this plan is need for the dreams of future generations.	Plan/American dream
6	He challenges congress by telling them let us show Americans that we will do the right thing.	Message to Congress
7	Conclusion: Thank you.	Conclusion

Table 5.5: The seven generic moves of the third address on the economy

The trends viewed in these generic moves are negative and positive comments, they continues with negative and positive comments; the next move is regarding his plan and the need to act, followed by a message to Congress, and the next move again is about the plan, followed by another message to

Congress to pass the plan. The major theme of this address is his plan, messages to Congress and negative and positive comments.

The trends in the types of Theme in this address are as follows: there are seven textual Themes (19%), no interpersonal Themes, 12 topical marked Themes (33%), 16 topical unmarked Themes (44%) and one with no Theme (3%), as can be seen in Table 5.6:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
7 (19%)	0	12 (33%)	16 (44%)	1 (3%)

Table 5.6: Type of Theme in the third economic address

Out of the seven instances of textual Theme, there are three contrastive paratactic conjunctions, *'but'*; three paratactic conjunctions, *'And'*; and two hypotactic conjunctions together, *'because if'*. Out of the 12 topical marked Themes, three are marked because of circumstance of time; one is marked because it is a hypotactic clause; two are marked because they are demonstratives, *'that'*; three are marked for an all-inclusive imperative, *'let's'*; and three are marked for a pronoun substitute, *'it'*. The 16 topical unmarked Themes include 16 subjects that are somewhat diverse. The subject *'jobs'* was repeated four times; the first person plural, *'we'*, was repeated thrice; and the third person pronoun plural, *'they'*, was repeated twice; the others were: *'Another 600,000 jobs'*, *'Legislation of such magnitude'*, *'The scale and scope of this plan'*, *'Millions of Americans'*, *'Millions more'*, *'The American people'*, and *'Americans across this country'*.

Further, the seven generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, circumstance of time: *'Yesterday'*
2. The second move began with topical marked Theme, circumstance of time: *'In the morning'*
3. The third move began with topical marked Theme, a hypotactic clause: *'In the midst of our great economic crisis since the Great Depression, the American people'*
4. The fourth move began with topical marked Theme, an all-inclusive imperative: *'Let's'*
5. The fifth move began with a topical marked Theme, circumstance of time: *'From the beginning'*
6. The sixth move began with topical unmarked Theme: *'Americans across this country'*
7. The seventh move had no Theme: *'Thank you'*

The following section will continue with the analysis of the fourth address that Obama delivered regarding the economy.

5.5 “A Major Milestone”

This section introduces and briefly summarizes the fourth and final address of this repertoire. This is the fourth address that Obama delivered as President, it also pertained to the economic crisis as well as ARRA, his economic plan. It was delivered on February 14, 2009 (38 sentences). To summarise, this address begins with Obama talking about the financial struggles that Americans are going through as a result of the economic crisis. He states that they are looking towards the government for help in regards to this situation. He then tells the people that Congress has passed ARRA, his economic plan. He says this is a major milestone and it will help Americans get back to work again and help stimulate the economy. He then goes into somewhat detail about the work that will be done in order to get America on the right financial path. He also says that he does understand that there is some skepticism regarding this but he claims that there will be accountability, responsibility and transparency. And in order to be as transparent as possible he introduces a new website where Americans can go to leave comments and to ask questions. He then discusses that this is an historic step for America, but there is a lot of work still to be done, in which he specifies, in order to repair the damage that has caused the economic crisis including the doubling of debt and an increase in deficit as a result of the previous eight years. He then begins to conclude this address with a quote by President Kennedy that is connected to the idea of uncertain times as well as with words of encouragement, reinforcing the idea to the American people that improving the situation is possible. The address ends with “*thank you*”.

5.5.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this last address of this chapter pertaining to the economy, which can then lead to the generic structure of this address. The first generic move below is the introduction of this address, in which Obama speaks about the struggle of Americans.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			This week, I		He begins talking about the struggles of Americans and they
2				People	
3				Families	
4				Folks	

5				They	are looking for help to the government.
---	--	--	--	-------------	---

The first generic move in the introduction of the fourth address begins with topical marked Theme, ***This week***, circumstance of time, indicating this past week, followed by the subject, ***I***, first person singular pronoun, Obama, in which he says he has spent time with Americans who are financially struggling due to the economic crisis. This idea is then further connected by the following topical unmarked Themes of this generic move, first, ***People***, he states are closing businesses, then followed by another topical unmarked Theme, ***Families***, and he says that they are losing their homes as well as “*their stake in the American Dream*”. This is followed by topical unmarked Theme, ***Folks***, and he says that they are giving up on trying to advance in life, and this is connected to the next Theme, a topical unmarked Theme, ***They***, and he uses them as the subject to state that they are searching for help from the government. After this generic move regarding the struggles of Americans, the following generic move changes as Obama states that Congress has passed his plan.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
6			This morning, I		He explains the Congress has passed his plan, and that this is a major milestone and it will help America to get back to work.
7				Congress	
8			It		
9			This		
10	Because		they did, I		

This generic move begins with a topical marked Theme, ***This morning***, circumstance of time, followed by the subject, ***I***, first person pronoun singular, Obama, and he states that he is happy to say they have delivered progress for America. This is connected by the following Theme, a topical unmarked Theme, ***Congress***, in which Obama states that they have passed his plan. It is connected to the next Theme, topical marked, ***It***, a pronoun substitute used in order to discuss the plan, in which he says it will save or create 3.5 million jobs and stimulate the economy. This is followed by a topical marked Theme, ***This***, a demonstrative referring to what was previously said regarding the passage of ARRA, and he states that it is a ‘major milestone’. It is followed by textual Theme, ***Because***, a hypotactic conjunction, followed by a hypotactic clause, ***they did***, referring to Congress, followed by the subject, ***I***, first person pronoun singular, Obama, he states he will sign the new plan soon and aims to put Americans back to work again. Now, after discussing the passage of ARRA, he moves to talk about the work that will be done to help America in the next generic move.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
11				The work of	He talks about the work that will be done to get America back on the right financial path.
12				The work of	
13				The work of	
14	And		we		

This generic move begins with a topical unmarked Theme, ***The work of***, which he uses three times as Theme in sentences 11, 12, and 13, to place detailed emphasis on what the new economic reform of ARRA will aim to do; Obama states the following: “*The work of modernizing our health care system, saving billions of dollars and countless lives; and upgrading classrooms, libraries, and labs in our children’s schools across America. The work of building wind turbines and solar panels and the smart grid necessary to transport the clean energy they create; and laying broadband internet lines to connect rural homes, schools, and businesses to the information superhighway. The work of repairing our crumbling roads and bridges, and our dangerously deficient dams and levees.*” After this in-depth description of the plan of ARRA, the next generic move is a textual Theme, ***And***, paratactic conjunction to continue with the previous sentence, with the subject, ***we***, first person plural pronoun, and he states they will help people who have lost their jobs, including with health care coverage. In this generic move he spoke about what the plan will do, the next generic move, four, where he addresses the skepticism in regards to the reform.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
15	Now,		some fear we		He addresses the skepticism and reveals that there will be accountability, responsibility and transparency on a new website.
16				Washington	
17	And		with so much on the line, it		
18			That’s why our goal		
19				I	

The first Theme in this generic move is Textual, ***Now***, a continuative conjunction followed by an adjunct, circumstance of matter, ***some fear***: here Obama places this in the Thematic structure to indicate exactly what he will speaking about, *there are those that fear*, this is followed by the subject, ***we***, first person plural, and he states that there are those that do not think a plan this size would be possible, so therefore he addresses the skepticism. This is followed by topical unmarked Theme, ***Washington***, where he clearly states that they have not “*set a very good example in recent years*”. This

is connected by textual Theme, **And**, a paratactic conjunction, used to connect to what was previously said, followed by circumstance of matter, **with so much on the line**: here he stresses that there is so much to sacrifice, **it**, a pronoun substitute to indicate that the time is now to do things in a different way. This is followed by a Thematic equative, **That's why our goal**, where he places in the Thematic structure the main reason for the clause, the goal of his plan is to be accountable, responsible, and transparent with ARRA. This generic move ends with a topical unmarked Theme, **I**, first person singular pronoun of President Obama in which he states that he, with his administration, will set up a plan to keep the transparency. In the next generic move, five, he moves on to introduce a website.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
20			Once the plan is put into action, a new website – Recovery DOT gov		– will allow any American to watch where the money goes and weigh in with comments and questions – and I encourage every American to do so.
21	Ultimately,		this		is your money, and you deserve to know where it's going and how it's spent.

This generic move begins with a topical marked Theme, **Once the plan is put into action**, a hypotactic clause used to emphasize his introduction of a new website, which is the subject of the clause, **a new website – Recovery DOT gov**, where he encourages Americans to go to with their questions or comments. The next Theme is textual Theme, **Ultimately**, a continuative conjunction, connecting the following sentences, followed by a demonstrative as a subject, **this**, referring back to what was said before, he states that the American people deserve to know how their money is being used. In the next generic move, Obama moves to discuss the need to repair the damage that has caused the crisis.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
22				This historic step	He discusses that this is an historic step, but there is a lot of work to be done, in which he specifies, in order to repair the damage that has caused the crisis including the doubling of the deficit within the last 8 years.
23				The problems that led us into this crisis	
24				Our response	

25			For our plan to succeed, we		
26				We	
27				We	
28	And		in the weeks ahead, I		
29				Our debt	
30	But		our long-term economic growth		
31			that we		
32			This		

This generic move begins with a topical unmarked Theme, ***This historic step***: with this subject Obama places emphasis on what has taken place in the Thematic structure, and he continues to say that it is the beginning. It continues with a topical unmarked Theme, ***The problems that led us into this crisis***, a packed nominal group that he has chosen in order to put the emphasis in the Thematic structure, and he states that the problems are 'deep'. This is followed by ***Our response***, a topical unmarked Theme, he says must be 'equal to the task'. This is followed by a topical marked Theme, ***For our plan to succeed***, a hypotactic clause followed by the subject, ***we***, first person plural pronoun, he states they must fix the bank and credit system. The following two Themes, sentences 26 and 27, are both topical unmarked Theme, ***We***, again first person plural pronoun, in which he states that they must write new rules and they need to work on the foreclosures of homes. This is connected to textual Theme, ***And***, a paratactic conjunction, followed by circumstance of time, ***in the weeks ahead***, and the subject, ***I***, first person singular pronoun, Obama states he will work on a proposal in order to enforce the changes. The Theme changes to, ***Our debt***, topical unmarked theme, and Obama says it has doubled in the last eight years and they have a trillion dollar deficit. It is followed by textual Theme, ***But***, a paratactic conjunction, indicating contrast followed by the subject, ***our long-term economic growth***, in which he says they need to work on improving the deficit. This continues by a topical marked Theme, ***that we***, and he says, invest only in what they need, as well remove the things they don't. The final Theme in this generic move is a topical marked Theme, ***This***, a demonstrative referring back to what was discussed before, in which he states it is challenging but they will achieve it. In the next generic move he nears the conclusion and quotes President John F. Kennedy.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
33			This morning, I		

34	(quote)				He ends with a quote by President Kennedy with also words of encouragement, reinforcing the idea to the American people that this can be accomplished.
35		America,	we		
36			It		
37			After a week spent with the fundamental ly decent men and women of this nation, I		

This generic move begins with a topical marked Theme, ***This morning***, circumstance of time, followed by the subject, ***I***, first person singular pronoun, Obama says he is reminded of words spoken by President Kennedy in times of ‘uncertainty’. This then follows with the quote (thus no Theme): "*Do not pray for easy lives. Pray to be stronger men. Do not pray for tasks equal to your powers. Pray for powers equal to your tasks.*" The quote is followed by interpersonal Theme, ***America***, a vocative, followed by the subject, ***we***, first person plural pronoun, in which he states that they will live up to the task. It is followed by a topical marked Theme, ***It***, a pronoun substitute, and Obama points out that it may take time and work but things will get better. This idea continues with a topical marked Theme, ***After a week spent with the fundamentally decent men and women of this nation***, circumstance of time as well as circumstance of matter, stating that he met Americans and this is followed by the subject, ***I***, first person singular pronoun, Obama states that he is certain that things will improve. The following generic structure is the conclusion of the address.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
36					Thank you.

In the conclusion of this address there is no theme, just a conclusion by stating "*Thank you*". The following section will discuss the potential generic structure for this last address of the chapter on the economy.

5.5.2 The Findings in the Fourth Address

The previous section discussed the eight generic moves of this fourth address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are eight generic moves in this address (see Table 5.7). The first was the introduction and he talked about the struggles of Americans and that they are looking to the

government for help, thus simply, (1) *Introduction: Americans struggle*. In the next generic move, two, he explains that Congress has passed his plan, and that this is a major milestone and it will help America to get back to work, therefore, (2) *Plan has passed Congress*. In the following generic move, three, he spoke about the work that will be done to get America back on the right financial path, (3) *How to get America on back track*. In the next generic move, four, he addressed the skepticism and revealed that there will be accountability, responsibility and transparency on a new website, thus (4) *Skepticism/accountability, responsibility, and transparency*. In the next generic move, five, he introduced a website for transparency, thus (5) *website for transparency*. In generic move six, he discussed that this is an historic step, but there is a lot of work to be done, in which he specifies, in order to repair the damage that has caused the crisis including the doubling of the deficit within the previous 8 years, (6) *Historic step*. In the following move, seven, he began to conclude the address with a quote by President Kennedy and words of encouragement, reinforcing the idea to the American people that this can be accomplished, thus, (7) *Quote by J.F. Kennedy*. In the last generic move of this fourth address, eight, he concluded with a “*Thank you*”, (8) *conclusion*.

Generic Move	E4	Generic Moves
1	He begins talking about the struggles of Americans and they are looking to the government for help.	Introduction: Americans struggle
2	He explains the Congress has passed his plan, and that this is a major milestone and it will help America to get back to work.	Plan has passed Congress
3	He talks about the work that will be done to get America back on the right financial path.	How to get America back on track
4	He addresses the skepticism and reveals that there will be accountability, responsibility and transparency.	Skepticism/accountable, responsible, and transparent
5	He introduces a website for transparency	Website for transparency
6	He discusses that this is an historic step, but there is a lot of work to be done, in which he specifies, in order to repair the damage that has caused the crisis including the doubling of the deficit within the previous 8 years.	Historic step/damage repair
7	He begins to conclude with a quote by President Kennedy and with words of encouragement, reinforcing the idea to the American people that this can be accomplished.	Quote by J.F. Kennedy
8	Conclusion: Thank you.	Conclusion

Table 5.7: The eight generic moves of the fourth address on the economy

The trends viewed in these generic moves are first negative comments, the next move is regarding his plan and that it was passed, the next move again is about the plan, followed by being responsible and transparent, the next move is regarding a website, the following move is negative comments again and conclusion. The major theme of this address is his plan, negative comments and a new website for transparency.

The trends in the types of Theme in this address are as follows: there are seven textual Themes (18%), one interpersonal Theme (3%), 12 topical marked Themes (4%), 16 topical unmarked Themes (42%) and two without Theme (5%), as can be seen in Table 5.8:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
7 (18%)	1 (3%)	12 (4%)	16 (42%)	2 (5%)

Table 5.8: Type of Theme in the fourth economic address

Out of the seven instances of textual Theme, there are three paratactic conjunctions, ‘And’; one contrastive paratactic conjunction, ‘but’; one hypotactic conjunction, ‘because’; and two continuative conjunctions, ‘now’ and ‘ultimately’. Out of the 12 topical marked Themes, three are marked because of circumstance of time; three are marked because they are hypotactic clauses; three are marked because they are demonstratives, ‘this’, ‘that’; two are marked for a pronoun substitute, ‘it’; and one is marked for a thematic equative, ‘that is why’. The 16 topical unmarked Themes include 16 subjects that are also somewhat diverse. The subject ‘work of’ was repeated three times; the first person plural, ‘we’, was repeated twice; the others were: ‘People’, ‘Families’, ‘Folks’, ‘They’, ‘Congress’, ‘Washington’, ‘I’, ‘This historic step’, ‘The problems that led us into this crisis’, ‘Our response’, and ‘Our debt’.

Further, the eight generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, circumstance of time: ‘This week’
2. The second move began with topical marked Theme, circumstance of time: ‘This morning’
3. The third move began with topical unmarked Theme: ‘The work of’
4. The fourth move began with textual Theme, a continuative conjunction: ‘Now’
5. The fifth move began with a topical marked Theme, a hypotactic clause: ‘Once the plan is put into action, a new website recovery dot gov’
6. The sixth move began with topical unmarked Theme: ‘This historic step’

7. The seventh move began with topical marked Theme, circumstance of time: '*This morning*'
8. The eighth move had no Theme: 'Thank you'

The following section will compare and contrast the generic structure of all four addresses that were analysed in this chapter.

5.6 Findings and Discussion

This section will first reveal the overall types of Theme found in the analysis, then it will discuss as well as compare and contrast the generic moves and the structure as a result of the analysis. And, finally, it will discuss the major trends found and demonstrate the types of Theme that indicated a move. This first chapter of the analysis investigated the repertoire of *registers* focusing on the economy. The *field* for this repertoire was the economic recession of 2009 which includes Obama's bill and the American Recovery Act. The first address analysed was titled "*President Obama Delivers Your Weekly Radio Address*", delivered on 24 January 2009. The specific field was President Obama's introduction of ARRP to the American people. The second address analysed was titled "Moving Forward", delivered on 31 January 2009. The specific field was Obama informing Americans that the United States House of Representatives has passed his plan, and was now moving to the second part of congress, the Senate, for approval. The third address analysed was titled "Compromise", delivered on 2 February 2009. The specific field was Obama stressing the importance of his plan and the fight to pass his plan in the Senate. The fourth and last address analysed in this chapter was titled "A Major Milestone", delivered on 14 February 2009. The specific field was Obama telling Americans that ARRP was passed by Congress.

The overall types of Theme found in the addresses

Addresses	Number of sentences	Textual	Inter-personal	Topical: Marked	Topical: Unmarked	No Theme
E1	33	9	0	13	10	1
E2	42	11	0	14	17	1
E3	36	7	0	12	16	0
E4	38	7	1	12	16	2
Total	149	34 (23%)	1 (1%)	51 (34%)	59 (40%)	4 (3%)

Table 5.9: Type of Theme in the set of economic addresses

This section simply observes the total amount of Themes found in each sentence of all the economic addresses, see Table 5.9 (to review the exact types of Theme found, please refer back to the summary

of each individual address). The aim is to ultimately reveal the trend in the types of Theme discovered when compared to the other registers, which will be discussed in the final chapter. Thus, at this moment, within the analysis of the register on the economy, there was a total of 149 sentences, 34 textual Theme (34%), there was one interpersonal Theme (1%), 51 topical marked Theme (34%), 59 topical unmarked Theme (40%), and there were a total of four sentences without Theme (3%).

The Generic Moves

The first, “*President Obama Delivers Your Weekly Radio Address*”, revealed seven generic moves. The first was the introduction and he began by talking about the dark economic crisis and the need to react in order to get something done, (1) *Introduction: Dark Situation*. In the second move he introduced his plan to help the economy, he explained it is now in congress, (2) *his plan*. In the third move he explained what his economic plan will do (from the climate, education to technology), (3) *his plan*. In the fourth move he addressed the skepticism regarding the plan and how he will prove against it, (4) *The Opposition*. In the fifth move, he discussed not wasting money and introduced a new website for the American people, (5) *a new website*. In the sixth move, he recognised the fact that not one program will be the total solution, but he encouraged that the country act, (6) *need to act*. The seventh and final move was the conclusion and he ended by saying ‘*Thanks for listening*’, (7) *conclusion*.

The second address analysed, “*Moving Forward*”, revealed eight generic moves. The first was the introduction and included good and bad news regarding the crisis, (1) *Introduction: Economic crisis*. The second move, he discussed the bad news of the downturn in the economy, (2) *bad news*. The third move, Obama illustrated how many Americans (Families, Parents, Patients, Students) are suffering by the downturn, (3) *narrative*. In the fourth move, he informed the American people that the House of Representatives have passed his bill, (4) *House passed his bill*. In the fifth move, he called on Congress to work together and to avoid partisanship so that the plan can pass, (5) *call for bipartisanship*. In the sixth move, he made an appeal to think of all the Americans that have financially suffered, (6) *American suffer financially*. The following move, seven, he spoke about a new strategy that would revive the financial system and what they would do, (7) *the plan*. In the eighth generic move, he concluded the second address by encouraging Congress to come and work together for the American people, (8) *conclusion: call for bipartisanship*.

The third address analysed, “*Compromise*”, revealed seven generic moves. The first was the introduction and he began with bad news and good news, (1) *Introduction: good and bad news*. The second generic move, he spoke about the bad news, but he ended with good news, (2) *Good news and bad news/bipartisanship*. In the third move, he stated that the time to act is now so that more

Americans would not be affected by the financial crisis, (3) *Need to act now*. The following move, four, he spoke directly to Congress about bipartisanship, (4) *Message to Congress/bipartisanship*. The next generic move, five, he again discussed the plan, and that it would be needed for the dreams of future generations, (5) *plan/American dream*. Following is generic move six, he again spoke to Congress and challenged them (6) *message to Congress*. The final move of this address, seven, was the conclusion, (7) *Conclusion*.

The fourth and final address analysed, “*A Major Milestone*”, revealed eight generic moves. The first was the introduction, Obama talked about the struggles of Americans, (1) *Introduction: Americans struggle*. The next generic move, two, he explained that Congress has passed his plan, that this was a major milestone, (2) *Plan has passed Congress*. The following generic move, three, he spoke about the work that would be done to get America back on the right financial path, (3) *How to get America on back track*. The next generic move, four, he addressed the skepticism and revealed that there would be accountability, responsibility and transparency on a new website, (4) *Skepticism/accountability, responsibility, and transparency*. The next generic move, five, he introduced a website for transparency, (5) *website for transparency*. In generic move six, he discussed that this was an historic step, but there would be a lot of work to be done, (6) *Historic step*. The following move, seven, he began to conclude the address with a quote by President Kennedy and words of encouragement, reinforcing the idea to the American people that this can be accomplished, thus, (7) *Quote by J.F. Kennedy*. The last generic move of this fourth address, eight, he concluded with a “*Thank you*”, (8) *conclusion*.

	Generic Moves E1	Generic Moves E2	Generic Moves E3	Generic Moves E4
1	Introduction: Dark Situation	Introduction: Good news and Bad news/Economic crisis	Introduction: Good news and bad news	Introduction: Americans struggle
2	His plan	Bad news	Good news and bad news/bipartisanship	Plan has passed Congress
3	His Plan	Narrative	Need to act now	How to get America on back track
4	The Opposition/proves against it	House passed his bill	Message to congress/bipartisanship	Skepticism/accountable, responsible, and transparent
5	A new website	Call for bipartisanship	Plan/American dream	Website for transparency
6	Need to act	Americans suffer financially	Message to Congress	Historic step/damage repair
7	Conclusion	Plan	Conclusion	Quote by J.F. Kennedy
8		Conclusion: Patriotism/call for bipartisanship		Conclusion

Table 5.10: Comparing and contrasting the economic addresses

Comparing and contrasting these four addresses within the register on the economy, there are many similar generic moves within the generic structure of these addresses, see Table 5.10. But, they did contrast slightly in terms of topic. In E1, President Obama introduced his economic plan, ARRP, to the American people and announced the plan had already been introduced to the House of Representatives. E2, he informed the American public that the United States House of Representatives has passed his plan, and is now moving to the second part of congress, the Senate, for approval. Then in E3, he stressed the importance of his plan and the fight to pass this plan in the Senate. And in E4, he told the American people that the plan had passed and it would become law.

Within this topic, there are many comparable similarities. In all four addresses, the introduction was negative at least partly. In E1 he began by speaking about the dark situation, in E2 and E3, he began by introducing good news and bad news. In E4, the introduction dealt with the struggles of Americans, thus the introductions are quite similar by beginning with a negative aspect. In terms of the plan, E1 is the only address where there are generic moves that dealt with the actual plan, this is appropriate though, since all these addresses discussed the plan and so the first introduced it, while the other three Obama focused on passing it through congress. There is a generic move regarding the plan in E2 as well as in E3, which includes the mention of the 'American Dream'. There are as well, similar moves addressing the subject of the opposition. In E1, he discussed the opposition and he wanted to prove against, there is a similar move where he addressed the skepticism after it was passed. Here he discussed accountability, responsibility and transparency. And with the new transparency he mentioned in E4, he introduced a website where Americans could be updated as well as see what the administration is doing regarding the economic plan. This was also seen in E1, there was a generic move regarding an introduction of a website. There were also many moves regarding the call for bipartisanship, at least four moves, which one included a clear message to Congress about passing the bill and to not let the notion of political parties interfere with the bill's passage. Furthermore, before the plan was passed, there were generic moves regarding the 'need to act now', a sense of urgency. This was first seen in E1, and then in E2, there was a generic move where he informed the people that it has been passed by the House of Representatives. Then again, in E3, there was a generic move regarding the 'need to act now', and then in E4, he announced in a generic move that the Senate had passed the plan, thus there was a 'cause and effect' between these moves, the need to act and then it was passed by the House, again the need to act and then it was passed by the Senate. The conclusion with the last address, E4, he ended in quite formally and much different than the first three conclusions, he ended it with a quote by John F. Kennedy, as if bringing the group of these four addresses to a formal conclusion.

The Trends found in the Economic Addresses

This section will briefly view the trends found in the addresses in very simplistic terms to understand the major thread that connected them. The trends observed in the first address was a negative comment, followed by two moves about his plan, this continued with the opposition of the plan, then with a new website to find out more information regarding the plan and the urgency to act. The major motif of this address was the **plan** and **website**. The trends observed in the second address was negative and positive comments, it continued with a move that negatively illustrates how Americans were suffering, the next move was regarding his plan, followed by a call for bipartisanship regarding his plan, the next move again was a negative illustration of Americans, followed by the plan again, and ending with encouraging remarks. The major motif of this address was the **plan, negative comments** and **bipartisanship**. The trends seen in the third address were negative and positive comments, it continued with negative and positive comments, the next move was regarding his plan and the need to act, followed by a message to Congress, a call for bipartisanship, the next move again was about the plan, followed by another message to Congress to pass the plan, call for bipartisanship. The major themes of this address were his **plan, messages to Congress, bipartisanship, negative** and **positive comments**. The trends viewed in the fourth address were first negative comments, the next move was regarding his plan and that it was passed, the next move again was about the plan, followed by being responsible and transparent, the next move was regarding a website, the following move was negative comments again and conclusion. The major themes of this address were his **plan, negative comments** and a **website for transparency**.

The major threads in these addresses were the following: the **plan, negative comments, bipartisanship** and a **website**. In every address he spoke of the plan in one way or another, in an effort to try to 'sell' it to the American people, and to Congress, speaking of all the major benefits that would come from it. A strong component of bipartisanship was present since Obama was trying to win over the Republicans in Congress. This was the beginning of his term as a Democratic President, after an eight-year Republican administration, and it was a challenge for him to win over the support that he needed. Negativity played a role in this repertoire. This was identified from the standpoint of the economic crisis or from speaking about the administration that preceded him. Negativity was an important element because making the economic situation as bleak as possible, thus making his plan even more appealing to the general public. If one is trying to sell something, negativity is an aspect beneficial in order to show the positive that is needed. The final strong motif was Obama providing a website for the American people in order to find out more information about ARRA. At the time this was a novelty with an American President, it showed the modernity of his Presidency, and how a

business style of communication was utilised by making the American public feel as though they were part of the conversation.

Types of theme that indicated a move

TYPES OF THEME THAT INDICATED A MOVE: ECONOMY				
GENERIC MOVE	E1	E2	E3	E4
1	topical unmarked	topical marked, circumstance of time	topical marked, circumstance of time	topical marked, circumstance of time
2	topical marked , a thematic equative	topical unmarked	topical marked, circumstance of time:	topical marked, circumstance of time
3	topical marked, circumstance of time	topical marked thematic comment	topical marked, a hypotactic clause	topical unmarked
4	topical unmarked	topical unmarked	topical marked, an all-inclusive imperative	textual, a continuative conjunction
5	topical unmarked:	textual: a continuative conjunction	topical marked, circumstance of time	topical marked, a hypotactic clause
6	topical unmarked:	topical unmarked	topical unmarked	topical unmarked
7	no Theme	topical marked, circumstance of time and agent	no Theme	topical marked, circumstance of time
8		topical unmarked		no Theme

Table 5.11: Types of theme that indicated a move in the economic addresses

This section compares the types of Themes that were observed within all four address when a new generic move began, see Table 5.11. Each summary of an individual address demonstrates what the Theme was (please refer back to that section), this section will investigate any type of patterns or common threads found among them. These addresses were quite similar in length and had on average seven to eight generic moves. First in E1, there were four unmarked Themes, one Thematic equative, one circumstance of time, and one without Theme. In E2, there were four unmarked Themes, two circumstance of time, one Thematic comment, and one textual Theme. In E3, there was one unmarked Theme, three circumstance of Time, one hypotactic clause, one all-inclusive imperative, and one with no Theme. In E4, there were two unmarked Themes, three circumstance of Time, one textual Theme, one hypotactic clause and one with no Theme.

To review the types of Theme that indicated a move in these addresses, Theme as circumstance of time strongly emerged at a total of nine times. It was fitting for these addresses because time was of the essence, first with the economic crisis that was occurring and the urgency that Obama had trying to pass ARRA. Unmarked Theme was another common thread indicating a move at a total of eleven times. The only pattern emerged was in E1, where Obama used the third person plural pronoun, 'we', this functioned well in the first address because he was discussing how they needed to act quickly because of the crisis, and by Obama using 'we', everyone was placed in the situation. The unmarked Themes in the rest of the addresses were quite random and did not contain any other personal pronouns nor any particular pattern, such subjects as, '*the bad news*', '*the good news*', or '*this historic step*'.

Another common thread that emerged was the placement of types of Theme used at the beginning of a generic move, particularly, in the first and the last generic moves. The use of circumstance of time as Theme in the first generic move was used three out of the four addresses. Obama began these addresses with: '*this morning*', '*yesterday*' or '*last week*'. This demonstrated how current the issue was regarding the economy, it was an issue that he felt needed immediate attention and he was determined to pass ARRA. In the last generic move, there was no Theme in three out of the four address, he ended with a simple '*thank you*' in most.

The following chapter, the second analytical chapter, will analyse the repertoire of registers regarding health care. The chapter will observe how different or similar they are according to their register and generic structure.

Chapter 6

Health Care

6.1 Introduction

Moving away from the repertoire of register on the Economy, this chapter investigates the first four radio addresses concerning the healthcare reform in the United States, where he begins to discuss the need to re-structure the whole healthcare system of the country. This repertoire of register (see Figure 6.1) is all from his first year as President in 2009. The general *field* is Obama speaking about reforming the American healthcare system, this does change between each address. The *tenor* includes Obama, his administration, Congress and the American people, and the *mode* is multimodal. They are in sequential order, meaning they are the first four radio addresses that he delivered on the topic of healthcare reform, similarly how the addresses on the economy were his first addresses ever delivered on that topic. There are gaps in dates among these addresses, this is because he discussed other topics within those gaps. Therefore, this chapter will analyse the generic structure of the radio address regarding the healthcare in chronological order.

First, it begins with his address delivered on June 6, 2009, titled “President Obama Calls for Real Healthcare Reform”, and the specific *field* of this address is Obama discussing the high cost of health care, and the need to change it. Following, his second address from June 13, 2009 is titled “Healthcare Reform as the Key to Our Fiscal Future”, the specific *field* of this address is Obama talking about health care and the fiscal responsibility for the future of America. The third address analysed, from July 18, 2009, is titled “Health care Reform Cannot Wait”, the specific *field* is Obama addressing the opposition and the supporters of the plan. Finally, the last address analysed in this chapter was delivered on July 25, 2009 and is titled “Health Insurance Reform, Small Businesses and Your Questions”, the specific *field* is the narrative of small business owners who struggle in America in regards to the costs of health insurance. The next section will move to discuss and analyse the first address for this register.

Genre: The Radio Address				
Potential Sub-Genre: 'Healthcare'				
'Repertoire of Registers':				
Field:	<i>Obama speaking about reforming the American healthcare system</i>			
Tenor:	<i>Obama, his administration, Congress and the American people</i>			
Mode:	<i>written-to-be-spoken discourse, presented in multimodal ways</i>			
	"President Obama Calls for Real Healthcare Reform"	"Healthcare Reform as the Key to Our Fiscal Future"	"Healthcare Reform Cannot Wait"	"Health Insurance Reform, Small Businesses and Your Questions"
Date delivered:	6 June 2009	13 June 2009	18 July 2009	25 July 2009
Field:	The high cost of health care, and the introduction and need to change it.	Health care and the fiscal responsibility for the future of America	The opposition and the supporters of the plan.	The struggle of small business owners and health insurance.
Tenor:	Obama, his administration, American public, Congress	Obama, his administration, American public, Congress	Obama, his administration, American public, Congress	Obama, his administration, American public, Congress
Mode:	multimodal	multimodal	multimodal	multimodal

Figure 6.1: The Health Care Addresses

7.2 "President Obama Calls for Real Healthcare Reform"

This section introduces and briefly summarizes the address. This is the first address as President that Obama delivered regarding reforming the nation's healthcare. It was delivered on June 6, 2009, and contained 39 sentences. To summarise, this address begins with Obama by telling the people that he has been travelling in the Middle East and in Europe, but even though he is abroad, his thoughts has been focused on the need for healthcare reform in the United States. He says Congress is preparing to debate health reform legislation, and believes that everyone who is concerned about this topic will be paying close attention, this issue concerns both Business owners and families alike. He states that the rising costs of healthcare cannot continue for it will put Americans' healthcare into 'jeopardy'. It is something that cannot be postponed any longer and this is why an 'unprecedented coalition' has come together for change. The most 'improbable allies' has come together (including patient's advocates and health insurers, business and labor, and Democrats and Republicans) to cut two trillion dollars in healthcare, and this is something that would not have happened before. He claims that lively debate is welcome but focus needs to be on real change regarding health care spending. The costs of healthcare have been the result of 'profiteering', but there are some institutions that offer high quality services at low costs and the nation should learn from them. Then he discusses his expectations from Congress, which included "lower costs, improve quality and coverage, and also protect consumer choice", he

further mentions that Americans could be able to keep their current doctor, they should only expect lower costs. He states that he wants to “eliminate waste, fraud, and abuse” in the system. He concludes by stating that Congress needs to make the right choices for the American people, and that we need to work together. American people’s interests need to be place above special interests. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

7.2.1 The Thematic Analysis

This section reveals the Thematic Analysis and the demonstrates where potential generic moves are within this address, which then can lead to the generic structure of this first address. The first generic move, one, is the introduction and he introduces that he is thinking about the American health care system.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			Over the past few days, I		Intro: even though he has been travelling his focus is with America’s struggles, in particular the health care system.
2	But		even as I’m abroad, I’		

This first generic move begins with an introduction that includes two sentences. The Theme in the first sentence is a topical marked Theme with the circumstance of time, **Over the past few days**, followed by a first person singular pronoun, **I**. Here he is orientating the listener to what he has been doing, which is travelling abroad, the second Theme is a multiple Theme, beginning with a textual Theme, **But**, a paratactic conjunction indicating a contrast, followed by **even as I’m abroad**, the circumstance of location followed by again by a first person singular pronoun, **I**, indicating that while he is travelling outside of the States, he is still focused on concerns in America, such as the health care system. Thus, the main Thematic element in this move is the circumstance of time orientating the listener. The next generic move, two, he states that Congress is preparing new legislation for new health care reform.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	

3			Even as we speak, Congress		He discusses that Congress is preparing new health reform legislation, and that many Americans have been struggling because the costs of health insurance.
4	And if		you're like any of the Americans I've met across this country who know all too well that the soaring costs of health care make our current course unsustainable, I		
5				I	
6			Business owners		
7			Americans		
8	Simply put,		the status quo		

After the first generic move of the introduction, the Theme changes, topical marked, it begins with ***Even as we speak***, circumstance of time, indicating that another action is occurring while he is speaking, which is ***Congress***, the subject of the clause, is preparing new health care legislation. In this generic move, the subject changed from ***I***, Obama, in the previous generic move to ***Congress*** as the subject in sentence three. The following Theme is textual, ***And***, a conjunction connecting the ideas from the previous sentence, followed by another textual element, ***if***, demonstrating a conditional with a hypotactic conjunction followed by a hypotactic clause before the main clause, ***you're like any of the Americans I've met across this country who know all too well that the soaring costs of health care make our current course unsustainable***, here Obama is including all the Americans that struggle with the costs of health care within the thematic structure in order to put emphasis on this topic, and it follows with the first person singular pronoun, ***I***, Obama. The following Theme continues with ***I***, Obama, topical unmarked where he continues to speak about the families he met that are suffering financially, the following two Themes are topical marked, ***Business owners***, ***Americans***, for they are not functioning as the actual subject and he uses these as an example to support his previous statement by saying they have fear and worry caused by health care. This second generic move ends with textual Theme, ***Simply put***, a summative conjunction that is summing up what he addressed followed by the subject ***the status quo***, meaning the current state of affairs, where he emphasizes that the system is broken. This generic move in particular focused on that Congress is preparing new health care reform and that it is needed because so many Americans suffer from the costs under the current system. The following generic move, three, he moves to discuss the high costs.

The generic move **three**:

Sent #	THEME	
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	Textual	Inter-personal	Topical: marked	Topical: unmarked	Summary
9				We	He stresses the point that it cannot continue this way with high costs.
10	If		we do nothing, everyone's health care		
11			Within a decade, we		
12				That's why fixing what's wrong with our health care system	
13			it's a necessity we		cannot postpone any longer.

In the third generic move, Obama continues by stressing the point that the cost of the current health care is too high, the first Theme is topical unmarked with the subject, **We**, first person singular pronoun, including all Americans, and stating that we cannot continue this way. The following Theme begins textually with, **If**, a hypotactic conjunction, followed by a hypotactic clause, **we do nothing**, and the subject **everyone's health care**, by placing this in the Thematic position, he is emphasizing the point that something needs to be done. The following Theme is topical marked with the circumstance of time, **Within a decade**, followed by the subject **we**, first person plural pronoun, continuing to place emphasis that Americans will continue losing money well into the future, again the subject **we**, demonstrates that he is including all Americans as well as himself in the Theme. The next generic move is a Thematic equative which Obama is exclusively expressing as the Theme that **That's why fixing what's wrong with our health care system**, placing specific emphasis that the health care system needs to be fixed. To sum up this generic move, he then uses a Thematic comment in the following sentence as well as the all-inclusive 'we' as the subject, **it's a necessity we**, to make clear that something must be done to fix it in relation to the previous Thematic equative. The following generic move, four, he moves to address the notion of bipartisanship.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
14				The growing consensus around that reality	He stresses the point that everyone is coming together to work on it, both parties.

15			Unlike past attempts at reforming our health care system, everyone		
16			A few weeks ago, some of these improbable allies		
17			What makes this so remarkable		
18	But		today, at this historic juncture, even old adversaries		

In the previous generic move Obama stressed the point that something must be done, in this generic move, he focusses on the importance of coming together to work on this issue, in other words bipartisanship. The first Theme is Topical unmarked, *The growing consensus around that reality*, which he discusses everyone is coming together, the following Theme, *Unlike past attempts at reforming our health care system, everyone*, he uses circumstance of matter of the past to emphasize the contrast that everyone is at the 'table' discussing the reform. The following Theme begins with circumstance of time, *A few weeks ago*, to indicate that the subject, *some of these improbable allies*, has promised to make cuts in the costs. The next Theme, Obama uses a Thematic equative, *What makes this so remarkable*, in response to the previous sentence that people are coming together. This generic move regarding bipartisanship ends with textual Theme, *But*, a paratactic conjunction indicating a contrast, followed by *today*, the circumstance of time and circumstance of matter, *at this historic juncture*, with the subject of *even old adversaries*, Obama emphasizes that everyone agrees change does need to occur with the American health care system. The following generic move, five, changes with the first person singular pronoun, I, and he talks about the debate of the reform.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
19	Now,		I		He addresses the fact that there will be a debate over costs, however the government must not throw money away, for example, for profiting another, but there is a need to change the root causes.
20	And		that'		
21	But		what we can't welcome		
22				We	
23				Some of these costs	
24	And yet		we		
25				We	

26			That's how we		
----	--	--	----------------------	--	--

Form the generic move above regarding bipartisanship, in this move Obama addresses the issue regarding the debate, thus the argument changes with a textual Theme **Now**, indicating a change and a continuative adjunct, followed by the subject **I**, first person pronoun singular, Obama, highlighting there will be some debate regarding changes. The next them is textual, **And**, a paratactic conjunctive adjunct linking the previous sentence, followed by a demonstrative subject, **that**, where he welcomes the debate. The next theme is textual, **But**, a paratactic conjunction, followed by a thematic equative, **what we can't welcome**, showing contrast as well as placing in the thematic position that what is not welcome is bad habits and throwing good money away. The next Theme is topical unmarked, **Some of these costs**, where Obama is continuing to discuss the high costs of current health care. The same generic move continues with textual Theme, **And yet**, both paratactic conjunctions connecting the same ideas followed by the subject **we**, first person plural pronoun, where he continues to address the idea that something can be done by offering examples of some institutions in America that offer quality health care at good prices. The following Theme is topical marked, **We**, first person plural pronoun, indicating they should learn from the examples. This generic move regarding the costs of health care ends with a thematic equative, **That's how we**, to sum up what he has discussed and what they shall do. The next generic move, six, he discusses the plan.

Generic move six:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
27			This week, I		He discusses a bit about what the plan will be about, the budget, and that fraud will be eliminated.
28			That		
29	If		you like the doctor you have, you		
30			The only change you'll see		
31				I	
32				My budget	
33				We	

Generic move six begins with circumstance of time as Theme, **This week**, followed by the subject **I**, first person singular pronoun, Obama now discusses what he spoke to Congress about regarding health care reform. Sentence 28 is a topical marked Theme, a demonstrative, **That**, where he expands the previous sentence that Americans will be able to keep their current plan. The next Theme is textual, **If**, a hypotactic conjunction, indicating a conditional followed by a dependent clause, **you like the doctor you have** followed by the subject **you**, second person singular pronoun, is directed to the American population, in which he tells them they can maintain the same doctor under the new plan.

The next Theme is topical unmarked, Thematic equative, ***The only change you'll see***, this Theme is quite blatant, He tells Americans they will only see a change in costs. The next Theme is also Topical unmarked, ***I***, first person singular pronoun, where Obama clearly addresses what he told Congress regarding his plan that it will not add to the deficit. This is clearly connected to the next topical unmarked Theme, ***My budget***, where he discusses the budget of his plan. This generic move regarding Obama's plan for health care reform ends with a topical unmarked subject, ***We***, Obama uses the first person plural pronoun 'we', most likely connected to his administration, to state what the plan will or will not do. The following generic move, the seventh and the last move of this address, Obama concludes by calling again for bipartisanship regarding health care reform.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
34			All across America, our families		He concludes by saying it is time for the government to come together and work for the American people and fix the broken health care system.
35	Now,		it		
36			It		
37	And			I	
38	if		we		
39				we	

The first move begins with topical marked Theme with the circumstance of location, ***All across America***, followed by the subject, ***our families***, thus an obvious change from the previous move. Here Obama addresses that families are making hard choices. The following Theme is a textual Theme ***Now***, indicating a change and a continuative adjunct, followed by the subject, ***it***, a pronoun substitute, he states it is time for Congress to act, this is followed again by the subject, ***It***, where he emphasizes the need to act a second time. The next Theme is textual, ***And***, a paratactic conjunction showing a continuation, followed by the first person singular pronoun, ***I***, where he stresses that everyone needs to work together. It is followed by another textual Theme, ***If***, a hypotactic conjunction demonstrating a dependent clause and subject, ***we***, first person plural pronoun, where Obama talks about placing Americans interest above everything else, thus a plea for bipartisanship. This generic move as well as the address ends with a topical unmarked Theme, ***We***, connected to the previous dependent clause, where he states that if 'we' do take this opportunity the America will be strengthened along with the economy for the future. There is no formal conclusion for this first address on health care reform. The following section will discuss the potential generic structure of this address.

7.2.2 The Findings in the First Address

The previous section discussed the seven generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are seven generic moves in the address, see Table 6.1. The first was the introduction and is about that even though he has been travelling his focus is with America's struggles, in particular the health care system, thus simply the *(1) health care system*. The second move was about Congress preparing new health reform legislation, and that many Americans have been struggling because the costs of health insurance, therefore it is in regards to *(2) the health care legislation*. The third move was about *(3) the high costs of healthcare*. The fourth move, Obama calls everyone to work together, thus it was about *(4) bipartisanship*. The fifth move Obama discusses the debate regarding the new plan, but emphasis the fact that the government cannot throw money away, thus simply *(5) Debate about costs*. The sixth move, he discusses *(6) the plan*. And finally the generic structure concludes with the seventh move where Obama concludes by saying it is time for the government to come together and work for the sake of the American people and fix the broken health care system, thus *(7) a call for bipartisanship*.

Generic Move	H1: Summary	Generic Moves
1	Intro: even though he has been travelling his focus is with America's struggles, in particular the health care system.	Introduction: The HC system
2	He discusses that Congress is preparing new health reform legislation, and that many Americans have been struggling because the costs of health insurance.	HC legislation
3	He stresses the point that it cannot continue this way with high costs.	High costs of HC
4	He stresses the point that everyone is coming together to work on it, both parties.	Call for bipartisanship
5	He addresses the fact that there will be a debate over costs, however the government must not throw money away, for example, for profiting another, but there is a need to change the root causes.	Debate about costs
6	He discusses a bit about what the plan will be about, the budget, and that fraud will be eliminated.	The plan
7	He concludes by saying it is time for the government to come together and work for the American people and fix the broken health care system.	Conclusion: calls for bipartisanship

Table 6.1: The seven generic moves of the first address on health care

The trends viewed in these generic moves are first negative comments, the next move is regarding a new reform for new health care legislation, the next move again is negative about the high costs, followed by a call for bipartisanship, the next move is regarding a debate about costs, the following move is about the reform, and concludes calling for bipartisanship. The major theme of this address is his new reform, negative comments, and bipartisanship.

The trends in the types of Theme in this address are as follows: there are 13 textual Themes (33%), no interpersonal Theme, 16 topical marked Themes (41%), ten topical unmarked Themes (26%) and zero clauses without Theme, this can be seen in Table 6.2:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
13 (33%)	0	16 (41%)	10 (26%)	0

Table 6.2: Type of Theme in the first address on health care

Out of the 13 instances of textual Theme, there are four paratactic conjunctions, ‘And’ one followed by ‘if’ another by ‘yet’; three contrastive paratactic conjunctions, ‘but’; three hypotactic conjunctions, ‘if’; two continuative conjunctions, ‘now’; and one summative conjunction, ‘simply put’. Out of the 16 topical marked Themes, five are marked because of circumstance of time; one is marked for circumstance of location; four are marked for Thematic equatives; One for Thematic comment; one is marked because it is a hypotactic clause; one is a demonstrative, ‘that’; one marked for a pronoun substitute, ‘it’; and two are marked for not functioning as the subject. The ten topical unmarked Themes included five subjects of the first person plural, ‘we’, two subjects of the first person pronoun, ‘I’, followed by the following three: ‘The growing consensus around that reality’, ‘Some of these costs’, and ‘My budget’.

Further, the seven generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, circumstance of time: ‘Over the past few days’
2. The second move began with topical marked Theme, hypotactic clause: ‘Even as we speak’
3. The third move began with topical unmarked Theme: ‘We’
4. The fourth move began with topical unmarked Theme: ‘The growing consensus around that reality’
5. The fifth move began with textual Theme, a continuative conjunction: ‘Now’
6. The sixth move began with topical marked Theme, circumstance of time: ‘This week’
7. The seventh move began with topical marked Theme, circumstance of location: ‘All across America’

The following section will continue with the analysis of the second address that Obama delivered regarding health care reform.

7.3 “Healthcare Reform as the Key to Our Fiscal Future”

This is the second address that Obama delivered regarding the nation’s health care, the second after the first address in chronological order. This address was delivered on June 13, 2009, two weeks after the first one, and it contains 39 sentences. It pertained solely to health care reform. Obama begins this address by telling the people that last week he spoke about passing health care reform in this year, and today he states that it is essential that it gets done to restore fiscal responsibility in the United States. He then continues by discussing the high costs of healthcare, and the fact that *“America spends nearly 50 percent more per person on healthcare than in any other country”*. The costs are not only hurting individuals, it is also hurting businesses, even to the point that they have to lay off workers. He then discusses that Medicare and Medicaid *“pose one of the greatest threats”* to federal deficit and it cannot continue this way because Americans need to be able to afford healthcare in the future. Thus, he claims that we must act now, and that is why he is working on this issue with Congress. He continues by discussing that the reform is a responsible action to take in order to reduce the budget and to improve the fiscal future of the government. He follows by introducing how his administration will pay for the reform and states that there may be additional costs, but this is expected in order to save more money in the long term. He then gives examples of future savings, as well as introduces a website where Americans can go to find more information regarding all the possible savings. He again stresses the importance of acting now and concludes the address with a simple *“thank you”*. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

7.3.1 The Thematic Analysis

This section reveals the Thematic Analysis and demonstrates where potential generic moves are within this address, which then can lead to the generic structure of this second address. The first generic move, one, is the introduction and he introduces that he wants to discuss health care and fiscal responsibility.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			Last week, I		He introduces this address by saying he wants to discuss how fiscal
2			Today, I		

					responsibility is connected to the health care reform.
--	--	--	--	--	--

This first generic move begins with the introduction, it begins with a topical marked theme, circumstance of time, ***Last week***, followed by the subject, ***I***, first person singular pronoun, where Obama states that he spoke with Americans about his aim to pass health care reform and to work with congress. The following sentence, is also topical marked Theme, circumstance of time, ***Today***, followed also by the subject, ***I***, where he says he would like to talk about the fiscal responsibility. The next generic move, two, he moves on to discuss the costs of health care and how Americans spend too much and moves away from the first person singular pronoun, I.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
3			When it comes to the cost of health care, this		He addresses the issue that Americans spend too much on health care, these costs are hurting businesses and there may be debt for the next generation to pay.
4				the status quo	
5				America	
6				Health care premiums	
7				More and more, Americans	
8				These costs	
9	Meanwhile,		Medicare and Medicaid		

The first generic move begins with topical marked Theme, a hypotactic clause, ***When it comes to the cost of health care***, followed by a demonstrative as the subject, ***this***, where Obama has chosen the cost of health care as the thematic structure, which is exactly what the sentence is about. It is followed by a topical unmarked Theme, ***The status quo***, meaning the current state of affairs in which Obama explains that it is not financially sustainable for American families regarding their finances and the current state of health care. It is followed by another topical unmarked Theme, ***America***, where he states how much America spends on health care. He continues regarding the costs with the following topical unmarked Theme, ***Health care premiums***, and how they have doubled, followed by another topical unmarked Theme, ***More and more Americans***, in which he states are being 'priced out' of

health care. The next Theme, topical unmarked, the word costs are actually chosen as the Theme, **These costs**, where he states are hurting businesses. The last generic move in this section, ends with a textual Theme, **Meanwhile**, a hypotactic conjunction with the subject **Medicare and Medicaid**, where he states will leave a large amount of debt for the future. The next generic move, three, he moves on to discuss the need to act now, which there is a switch to personal pronouns, I and we.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
10				We	He talks about the responsibility of acting now to make the future better.
11				I	
12	And		I		
13				We	

In generic move three, he begins with a topical unmarked Theme, **We**, first person plural pronoun, where he states they cannot continue this way. Next is another topical unmarked Theme, **I**, first person singular pronoun, changing the subject from we to I and he discusses that he won't accept in the future Americans living without health insurance because they cannot afford it. This is followed by textual Theme **And**, a paratactic conjunction followed again by the subject **I**, where he states that he will not accept businesses that suffer and a government that loses money. The last Theme in this generic move is a topical unmarked Theme **We**, and Obama states that they must act now. The next generic move, four, he moves to state he is working with Congress.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
14			That is why I'		He is working with Congress to pass health care reform.

The next generic move is a Thematic equative which Obama expresses 'why' he is doing what he is doing, as the Theme, **That's why I**, which Obama is working with Congress to lower costs and improve health care choices for Americans. The next generic move, five, moves away to discuss health care and the fiscal future for the country.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
15				I	

16	But		the unmistakable truth		Health care reform is an responsible act in order to reduce the budget and improve the fiscal future.
17				We	
18			With each passing year, health care costs		
19	So		let me		
20				health care reform	
21				Real reform	
22	And		I		

This generic move begins with a topical unmarked Theme **I**, Obama acknowledges the questions regarding the affordability of the reform. It is followed by textual Theme **But**, a paratactic conjunction followed by the subject, **the unmistakable truth**, where he states it is irresponsible not to act. The next Theme is topical unmarked Theme, **We**, first person plural pronoun, and he says it cannot be left for future generations. This is linked to the next Theme, a topical marked Theme, **With each passing year**, a circumstance of time, followed by the subject, **health care costs**, where he states the health care spending grows. The following Theme is textual, **So**, a paratactic conjunction followed by an imperative, **let me**, where he stress to be clear in what he is saying. This is followed by topical unmarked Theme, **Health care reform**, and he says the it is part of the solution. The next Theme is topical unmarked, **Real reform**, where he states will result in reductions in the long term. The last Theme is textual, **And**, a paratactic conjunction, followed by the subject, **I**, first person singular pronoun, where he states he is committed to not to add to the federal deficit. The next generic move, six, he then introduces how it will be paid.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
23			To keep that commitment , my Administration		He introduces how his administration will pay for this reform.
24			This		

The first move is a topical marked Theme, **To keep that commitment**, a hypotactic clause followed by the subject, **my administration**, and he talks about how they 'identified' to pay for the new reform. The next Theme is a topical marked Theme as well, **This**, a demonstrative, where he introduces what the savings will include, such as trying to end wasting money in Medicare and Medicaid. The next generic

move, seven, he states that there will be additional costs in order to save in the long term, and it begins specifically with '*however*' to indicate the move.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
25	However,		any honest accounting		He states that there will be additional costs in order to ensure long term savings.
26	So		today, I		
27				These savings	

Thus, it begins with textual Theme, ***However***, a paratactic conjunction, followed by the subject, ***any honest accounting***, and he states that there will be additional costs in the 'short term'. This is followed by another textual Theme, ***So***, a paratactic conjunction followed by a circumstance of time, ***today***, and the subject ***I***, first person singular pronoun, and he announces more savings. This is followed by a topical unmarked Theme, ***These savings***, and he states these will come from '*changes*'. The next generic move, eight, he gives examples of how these savings can happen.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
28	For example - if		more Americans are insured, we		He gives examples of how savings can happen from Americans to drug makers to doctors.
29	If		the drug makers pay their fair share, we		
30	And if		doctors have incentives to provide the best care instead of more care, we		

This eighth move begins with a textual Theme, ***For example***, a coordinating conjunction, as well as ***if***, a hypotactic conjunction followed by a dependent clause, ***more Americans are insured***, and the subject ***we***, first person plural pronoun. In this sentence, Obama discusses about cutting payments to help hospitals that treat patients without health insurance. The next Theme is also textual, ***If***, a hypotactic conjunction followed by a dependent clause, ***the drug makers pay their fair share***, and the subject

we, where he suggests to cut spending on prescription drugs. And the last Theme for this generic move is textual again, **And**, a paratactic conjunction, followed by **if**, a hypotactic conjunction followed by a dependent clause **doctors have incentives to provide the best care instead of more care** and the subject **we**. Obama gives examples how hospitals can save spending. The next generic move, nine, changes by Obama introducing a website for more information in regards to the savings.

Generic move **nine**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
31			For more details about these and other savings, you		He introduces the website for more information and regarding the savings, and discusses the savings.

This generic move is a topical marked Theme, **For more details about these and other savings**, a dependent clause and the subject **you**, second person singular pronoun, and then he gives the website for more information. The next generic move, ten, he continues to discuss the savings and fiscal responsibilities.

Generic move **ten**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
32				These savings	he discusses the savings and fiscal responsibilities
33	And			these savings	

The Theme for this generic move is a topical marked Theme, **These savings**, followed by a textual Theme, **And**, a paratactic conjunction, and again the same subject, **these savings**. Here he discusses that savings are connected to fiscal responsibilities and this is part of the general approach to the reform. The next generic move, eleven, he says that he will keep what is working but fix what is broken, and stresses it is time to act. Thus the subject switches from 'these savings' to 'we'.

Generic move **eleven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
34				we	

35	If		you like your plan and your doctor, you		He says that they will keep what is working but fix what is broken, and now is the now to do it.
36			For too long, we		
37	While		there has been excuse after excuse to delay reform, the price of care		
38				This time	
39			This		

This generic move begins with a topical unmarked Theme, **We**, first person plural pronoun, and he states they ‘*will fix what’s broken, while building upon what works*’. This is followed by a textual Theme, **If**, a hypotactic conjunction, followed by a hypotactic clause **you like your plan and your doctor** and the subject **you**, second person singular pronoun, where he states you can keep both their doctor and their plan. The next Theme is topical marked with the circumstance of time, **For too long**, and then the subject **we**, here he states nothing has changed for too long and the health care system has gotten worse. The following Theme is textual, **While**, a hypotactic conjunction followed by a hypotactic clause, **there has been excuse after excuse to delay reform**, and the subject, **the price of care**, in this thematic structure he chose the word ‘*delay*’ in the Theme which is linked to the next Theme and discusses that the price is rising. The following Theme is topical unmarked **This time**, where he states it is the moment, the next Theme is topical marked, **This**, a carrier from the last sentence, as well as a demonstrative, and he declares that this is the time to reform health care for the people, the economy and the country. The next generic move, twelve, will conclude this address.

Generic move **twelve**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
36					Thank you.

This last generic move is the conclusion, there is no Theme, he just states, **Thank you**. The following section will discuss the potential generic structure of this address.

7.3.2 The Findings in the Second Address

The previous section discussed the twelve generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As

stated there are twelve generic moves in the address, see Table 6.3. The first was the introduction and where Obama introduced this address by saying he wants to discuss how fiscal responsibility is connected to the health care reform, thus simply the (1) *health care and fiscal responsibility*. The second move, he addressed the issue that Americans spend too much on health care, these costs are hurting businesses and there may be debt for the next generation to pay, therefore (2) *costs of health care*. The third move, he talked about the responsibility of acting now to make the future better, (3) *need to act now*. The fourth move he stated that that he is working with Congress to pass the reform, (4) *Congress and the reform*. The fifth move, he said that health care reform is a responsible act in order to reduce the budget and improve the fiscal future, thus (5) *health care and the fiscal future*. The sixth move, he introduced how his administration will pay for this reform, (6) *payment of the reform*. The seventh move, he stated that there will be additional costs in order to ensure long term savings, (7) *the costs*. The eighth move, he gave examples of how savings can happen from Americans to drug makers to doctors, (8) *How to save money*. The ninth move he introduced a website where Americans can find more information, (9) *website for more info*. The tenth move he discussed the savings and fiscal responsibility, (10) *the savings*. The eleventh move, he stressed the importance of acting now, (11) *need to act*. And twelve and final move he concluded with a (12) *thank you*. The following section will continue with the analysis of the third address that Obama delivered regarding health care reform.

Generic Move	H2: Summary	Generic Moves
1	He introduces this address by saying he wants to discuss how fiscal responsibility is connected to the health care reform.	Introduction: HC and fiscal responsibility
2	He addresses the issue that Americans spend too much on health care, these costs are hurting businesses and there may be debt for the next generation to pay.	Costs of HC
3	He talks about the responsibility of acting now to make the future better.	Need to act now
4	He is working with Congress to pass health care reform.	Congress and the reform
5	Health care reform is a responsible act in order to reduce the budget and improve the fiscal future.	HC and the fiscal future
6	He introduces how his administration will pay for this reform.	Payment of the reform
7	He states that there will be additional costs in order to ensure long term savings.	The costs
8	He gives examples of how savings can happen from Americans to drug makers to doctors.	How to save money
9	He introduces the website for more information and regarding the savings, and discusses the savings.	Website for more info
10	He discusses the savings and fiscal responsibility	Savings
11	He says that they will keep what is working but fix what is broken, and now is the now to do it.	Need to act now
12	Conclusion: Thank you.	Conclusion

Table 6.3: The 12 generic moves of the second address on health care

The trends viewed in these generic moves are first his reform, the next move is regarding money (high costs), the next move is about the need to act, followed by the reform, the next two moves are about money and the reform, the following move is about money, the next move is how to save money, followed by introducing a website, then again about money and concluding by need to act. The major theme of this address is his reform, money, needing to act and a new website.

The trends in the types of Theme in this address are as follows: there are 13 textual Themes (33%), no interpersonal Theme, ten topical marked Themes (25%), 16 topical unmarked Themes (40%) and one without Theme (3%), this can be seen in Table 6.4:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
13 (33%)	0	10 (25%)	16 (40%)	1 (3%)

Table 6.4: Type of Theme in the second address on health care

Out of the 13 instances of textual Theme, there are four paratactic conjunctions, ‘And’ one followed by ‘if’; four hypotactic conjunctions, ‘if’, ‘while’ and ‘meanwhile’; two paratactic conjunctions, ‘so’; two contrastive paratactic conjunctions, ‘but’ and ‘however’; and one coordinating conjunction, ‘for example’, followed by ‘if’. Out of the ten topical marked Themes, four are marked because of circumstance of time; three are marked because of hypotactic clauses; two are demonstratives, ‘this’; and one is a Thematic equative, ‘that is why’. The 16 topical unmarked Themes included four subjects of the first person plural, ‘we’, three subjects of ‘these savings’, and two subjects of the first person pronoun, ‘I’. Followed by the following seven: ‘The status quo’, ‘America’, ‘Healthcare premiums’, ‘More and more Americans’, ‘Health care reform’, ‘Real reform’, and ‘This time’.

Further, the 12 generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, circumstance of time: ‘Last week’
2. The second move began with topical marked Theme, hypotactic clause: ‘When it comes to the cost of health care, this’
3. The third move began with topical unmarked Theme: ‘We’
4. The fourth move began with topical marked Theme, a Thematic equative: ‘That is why’
5. The fifth move began with topical unmarked Theme: ‘I’

6. The sixth move began with topical marked Theme, hypotactic clause: *'To keep that commitment, my administration'*
7. The seventh move began with textual Theme, a contrastive paratactic conjunction: *'however'*
8. The eighth move began with textual theme, a coordinating conjunction: *'For example'*
9. The ninth move began with topical marked Theme, hypotactic clause: *'For more details about these and other savings, you'*
10. The tenth move began with topical unmarked Theme: *'These savings'*
11. The eleventh move began with topical unmarked Theme: *'We'*
12. The twelfth move had no Theme: *'Thank you'*

The following section will continue with the analysis of the third address that Obama delivered regarding health care reform.

7.4 “Healthcare Reform Cannot Wait”

This is the third address that Obama delivered regarding the nation’s health care. Again, it pertained solely to healthcare reform and was delivered on July 18, 2009 with 55 sentences. To summarise, this address begins with Obama stating that he wants to talk about the debate of the health care reform. He states that the system needs to be changed and that the reform will financially help every American. He addresses the opposition opposed to the reform, and the arguments that some are using against it. He then specifically gives examples of things that will not change with the new reform, such as keeping the same doctor and that the plan will be socialized medicine. He emphasizes that the health insurance practices should be improved. In contrast to the opposition, he also mentions two associations that support the plan, the American Nurses Association and the American Medical Association. He then asks Congress to pass the plan and concludes the address with *'thanks'*. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

7.4.1 The Thematic Analysis

This section reveals the Thematic Analysis and the demonstrates where potential generic moves are within this address, which then can lead to the generic structure of this third address. The first generic move, one, he introduces the address by stating that he wants to discuss the debate regarding the reform.

Generic move **one**:

	THEME	
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Sent #	Textual	Inter-personal	Topical: marked	Topical: unmarked	Summary
1			Right now in Washington, our Senate and House of Representatives		He states that he wants to talk about the debate of health insurance reform.
2			Today, I		

The first Theme is topical marked Theme, ***Right now in Washington***, circumstance of time and location, with the subject, ***our Senate and House of Representatives***, and he states they are both debating the health reform. The second Theme is also topical marked, ***Today***, circumstance of time, and the subject, ***I***, first person singular pronoun, where Obama states he wants to speak about the debate. The next generic move, two, he discusses how the debate of health reform affects the health and financial well-being of every American.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
3			This		He discusses how the debate of health reform affects the health and financial well-being of every American and the system needs to change.
4			It		
5				Every worker	
6			Everyone		
7			It's about a woman in Colorado		
8				She	
9			It's about a man from Maryland		
10			During that time, he		
11			It		
12			It		
13			This		
14			This		
15			This		
16	Whether		we		
17	Or whether		we		

The first Theme is topical marked, ***This***, a carrier and demonstrative where he states that the issue of health care affects everyone as well as the stability of the economy. This is followed by a topical marked Theme, ***It***, pronoun substitute, where it singles out an example of families struggling to pay for health care. The following Theme is topical unmarked Theme, ***Every worker***, and Obama states that

every worker is afraid of losing health care if they lose their job, this is followed by another topical unmarked Theme, **Everyone**, he points out those that have a 'pre-existing' condition have fear of not getting health insurance. This is then followed by a topical marked Theme, **It's about a woman in Colorado**, predicated Theme where he narrates a story about a woman in Colorado with cancer in which her insurance company refused to cover the costs. This is followed by a topical unmarked Theme, **She**, third person singular pronoun, directly connecting the last sentence, and he discusses how she used her retirement money to pay for treatment. This is followed by another predicated Theme, **It's about a man from Maryland**, where is introduces this man and the following narrative. The following sentence is connected by a marked topical Theme, **During that time**, circumstance of time followed by the subject, **he**, third person singular pronoun, and Obama continues to tell that this man ended in debt because he needed an emergency surgery. The next two Themes are topical marked, **It**, a pronoun substitute, and Obama points out that business are 'forced' to close due to costs and that the government is '*overwhelmed with costs*'. This is followed by the next three topical marked Themes, **This**, a carrier and a demonstrative, where he addresses that this is the status quo, that this is the current system and what Congress needs to debate about. The next two are textual Themes, **Whether**, a hypotactic conjunction with, **we**, first person plural pronoun, as the subject, and, **Or whether**, a paratactic conjunction followed by a hypotactic conjunction, also with, **we**, as the subject. Here Obama states that they either continue to do nothing to improve the system or they can take action now to make changes. The next generic move, three, he moves away from discussing how it affects Americans to talk about those who are opposed to the reform.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
18	Now		we		He addresses that there are people that will oppose this plan, and Americans may wonder if what they are saying is truth.
19				We	
20	And		I		

This generic moves begins with textual Theme, **Now**, a continuative, which here demonstrates a new move, followed by the subject, **we**, where Obama says that they know there will be opposition. The next Theme continues with, **We**, first person plural pronoun, topical unmarked, and he states that they know that they will hear the same '*old arguments*' from Congress and special interest groups. This is connected by **And**, textual Theme, a paratactic conjunction, followed by **I**, first person singular pronoun, as the subject, a change from we to I, and he addresses that Americans might be influenced by what they hear and see on television. The next generic move, four, he continues to discuss the arguments against the reform.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
21	So		let me		He begins to talk about the arguments against the reform, specifically here about creating more deficits.
22	First,		the same folks who controlled the White House and Congress for the past eight years as we ran up record deficits		
23			That		
24				Our proposals	
25				They	
26	And		we		
27				I	
28				I	
29	And		by helping improve quality and efficiency, the reforms we make		

This generic move begins with textual Theme, **So**, a paratactic conjunction and then an imperative, **let me**, and he says he will address the arguments against the reform. The following theme is textual Theme, **First**, a continuative followed by the subject, **the same folks who controlled the White House and Congress for the past eight years as we ran up record deficits**, in this Thematic structure, he is making clear who he is referring and placing blame and continues to say they will claim the reform will create more deficit. The next Theme is topical marked Theme, **That**, a demonstrative referring back to what was stated previously, and he says this is untrue. The following Theme is topical unmarked Theme, **Our proposals**, where he says their proposals will cut spending. This is then followed by a topical unmarked Theme, **They**, that he states that the changes will improve patient care while lowering costs. This is connected to the next Theme, a textual Theme, **And**, a paratactic conjunction, followed by the subject, **we**, first person plural pronoun, he states: “*have urged Congress to include a proposal for a standing commission of doctors and medical experts to oversee cost-saving measures*”. The next two Themes are both topical unmarked Theme, **I**, first person singular pronoun, where he stresses he will be clear that he won’t sign a bill that will add to the deficit. And, the last Thematic structure for this generic move ends with textual Theme, **And**, a paratactic conjunction, followed by a hypotactic clause, **by helping improve quality and efficiency**, and the subject, **the**

reforms we make, and Obama proclaims that the reform will keep deficits under control. The next generic move, five, he states what will not change with the new reform.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
30			Those		He states you can keep your same doctor and insurance under the new reform, even some say you will not be able to.
31			That		
32				Michelle and I	
33			Under our proposals, if you		
34	If		you		
35					

In this generic move, the first Theme is topical marked, **Those**, a demonstrative where he talks about people who are against state they will not be able to choose their own doctor. The next Theme is topical marked Theme, **That**, a demonstrative referring back to what was stated previously, he states that it is not true in reference to the previous clause. The next Theme is topical unmarked Theme, **Michelle and I**, where he reinforces his previous statements by stating they want to choose their own doctor as well. This is followed by a topical marked Theme, **Under our proposals**, a hypotactic clauses followed by, **if**, a hypotactic conjunction, and the subject, **you**, second person singular pronoun, where he says they can keep their doctor. This is followed by the last Thematic structure for this generic move, textual Theme, **If**, a hypotactic conjunction and again the subject, **you**, where he continues to say they can also keep their health insurance. In the last sentence, 35, there is no Theme, only Rheme, where Obama emphasizes what he has said by: “*Period, end of story*”. The next generic move, six, he states it will not be socialized medicine.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
36	Finally,		opponents of health reform		He states that this plan will not be socialized medicine.
37			That		
38				I	

It begins with a textual Theme, **Finally**, a continuative, followed by the subject, **opponents of health reform**, he states that the opponents say the result of the reform will end in socialized medicine, this is followed by a topical marked Theme, **That**, a demonstrative referring back to what was stated

previously, and he declares that it is not true. The last move for this generic move ends with a topical unmarked Theme, *I*, first person singular pronoun, where he states his belief that the government should not run health care. The next generic move, seven, he continues to discuss the topic of health insurance.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
39	But		I		He discusses health insurance practices and how they should be improved.
40			That's why any plan I		
41			a one-stop shopping marketplace where you		
42	And		that's why we		
43				no more	
44				no more	
45	and			no more	
46				No longer	

This generic move begins with textual Theme, **But**, a paratactic conjunction showing a contrast from the previous generic move, with the subject, *I*, and he states he believes insurance companies should not be free to do what they want. The next generic move is a Thematic equative which Obama is exclusively expressing as the Theme, **That's why any plan I**, and he states any plan he signs must have an exchange with insurance. This is continued with a topical marked Theme, **a one-stop shopping marketplace where you**, a circumstance of location with the subject, *you*, where Americans can shop for various types of insurance plans. It continues with textual Theme, **And**, a paratactic conjunction, connecting to the previous clause, followed by, **that's why we**, and he states he will end 'bad insurance practices'. The next four Themes in this move: topical unmarked, **No more**, topical unmarked, **No more**, textual Theme, **And**, a paratactic conjunction, the subject, **no more**, and finally topical unmarked, **No longer**, Obama discusses what will be no longer regarding health insurance such as no more yearly caps, denying Americans coverage, or stating that Americans will still be covered even if they lose their job. The next generic move, eight, he goes from the opposition to those that support the new reform.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	

47				The good news	He talks about two associations, the American Nurses Association and the American Medical Association, that support the health reform.
48			Just this past week, the American Nurses Association, representing millions of nurses across America, and the American Medical Association, representing doctors across our nation,		
49			They		
50			They		

This generic move begins with topical unmarked Theme, ***The good news***, where he states that some support the new reform. The next Theme is, ***Just this past week***, circumstance of time, followed by the subject, ***the American Nurses Association, representing millions of nurses across America, and the American Medical Association, representing doctors across our nation***, and he states these two associations support his plan. This is then followed by two topical unmarked Themes, ***They***, and he states that they understand that health industry practices cannot continue this way as well a special interest groups cannot block the reform. The next generic move, nine, he then moves to discuss the opposition again of this new reform.

Generic move **nine**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
51				The opponents of health insurance reform	He talks about the opponents of the reform.
52	But		think		

The Theme begins with a topical unmarked Theme, ***The opponents of health insurance reform***, Obama states that they do not want anything to change. This is followed by textual Theme, ***But***, a paratactic conjunction, followed by an imperative, ***think***, in which Obama tells the American people that doing nothing will lead to increasing costs. The following generic move, ten, when he speaks directly to congress to tell them to vote for this health care reform bill.

Generic move **ten**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
53	So		today, I		He is asking congress to vote for the reform.
54			that		

The first generic move is textual, **So**, paratactic conjunction followed by circumstance of time, **today**, and the subject, **I**, first person singular pronoun. Here Obama 'urges' Congress to vote in favour of the bill. This is followed by a topical marked Theme, **That**, a demonstrative referring back to what was stated previously, in which Obama states that the reform will '*strengthen*' business and give families more '*security*'. The next move, eleven, is the conclusion of this address.

Generic move **eleven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
36					Thanks.

In this last move, there is no Theme, just a conclusion where it ends by saying '*Thanks*'. The following section will discuss the potential generic structure of this address.

7.4.2 The Findings in the Third Address

The previous section discussed the eleven generic moves of this address that were realized by way of the thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are eleven generic moves in the address, see Table 6.5. The first was the introduction and where Obama stated that he wants to talk about the debate of health insurance reform, thus simply the (1) *introduction: the debate of health care reform*. The second move, he discussed how the debate of health reform affects the health and financial well-being of every American and the system needs to change, (2) *the debate with a narrative*. The third move, He addressed that there are people that will oppose this plan, and Americans may wonder if what they are saying is truth, thus (3) *the opposition*. The fourth move, he addressed the arguments against the reform, specifically here about creating more deficits, (4) *the opposition*. The fifth move, he gave examples such as Americans will be able to keep the same doctor, (5) *what won't change*. The sixth move, he stated that it won't be socialized medicine, (6) *not socialized medicine*. The seventh move, he discussed health insurance practices and how they should be improved, (7) *improvement of health insurance*. The eighth move, he talked about

two associations, the American Nurses Association and the American Medical Association, that support the health reform, (8) *the supporters*. The ninth move, he discussed the opponents to the plan again, (9) *the opposition*. In the tenth move, he directly asked congress for their support and pass the reform, (10) *Calls congress to pass it*. The final move, eleventh, he concluded with ‘*thanks*’, (11) *conclusion*. The following section will continue with the analysis of the fourth address that Obama delivered regarding health care reform.

Generic Move	H3: Summary	Generic Moves
1	He states that he wants to talk about the debate of health insurance reform.	Introduction: The debate of HC reform
2	He discusses how the debate of health reform affects the health and financial well-being of every American and the system needs to change.	The debate/narrative
3	He addresses that there are people that will oppose this plan, and Americans may wonder if what they are saying is truth.	The opposition
4	He begins to talk about the arguments against the reform, specifically here about creating more deficits.	The opposition
5	He states you can keep your same doctor and insurance under the new reform, even some say you will not be able to.	What won't change
6	He states that this plan will not be socialized medicine.	Not socialized medicine
7	He discusses health insurance practices and how they should be improved.	Improvement of health insurance
8	He talks about two associations, the American Nurses Association and the American Medical Association, that support the health reform.	Supporters
9	He talks about the opponents	The opposition
10	He is asking congress to vote for the reform.	Calls congress to pass it
11	Conclusion: Thanks	Conclusion

Table 6.5: The 11 generic moves of the third address on health care

The trends viewed in these generic moves are first the debate of the reform, the next move continues with the debate of the reform, the next move is about the opposition and the reform, followed again by the opposition and the reform, the next three moves is about the reform, then it moves to the supporters of the reform, then back to the opposition of the reform, and concludes by asking Congress to pass it. The major theme of this address is his reform, the opposition and supporters.

The trends in the types of Theme in this address are as follows: there are 15 textual Themes (27%), no interpersonal Theme, 21 topical marked Themes (38%), 17 topical unmarked Themes (30%) and two without Theme (4%), this can be seen in Table 6.6:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No theme
15 (27%)	0	21 (38%)	17 (30%)	2 (4%)

Table 6.6: Type of Theme in the third address on health care

Out of the 15 instances of textual Theme, there are five paratactic conjunctions, 'And'; three continuative conjunctions, 'now', 'first', and 'now'; two paratactic conjunctions, 'so'; two contrastive paratactic conjunctions, 'but'; two hypotactic conjunctions of 'whether', but the second was preceded by a paratactic conjunction, 'or'; and one hypotactic conjunction of, 'if'. Out of the 21 topical marked Themes, nine were marked as demonstratives, 'this', 'that', 'those'; four are marked because of circumstance of time; three were marked as pronoun substitutes, 'it'; two were predicated Themes; one was marked as a hypotactic clause; one was marked as circumstance of location; and one was marked as a Thematic equative, 'that's why any plan, I'. The 17 topical unmarked Themes included three subjects of the third person plural, 'they'; three subjects of the first person pronoun, 'I'; two subjects of 'No more'. Followed by the following nine subjects: 'Every worker', 'Everyone', 'She', 'We', 'Our proposals', 'Michelle and I', 'No longer', 'The good news' and 'The opponents of health insurance reform'.

Further, the 11 generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, circumstance of time: 'Right now in Washington'
2. The second move began with topical marked Theme, a demonstrative: 'This'
3. The third move began with textual Theme, a continuative conjunction: 'Now'
4. The fourth move began with textual Theme, a paratactic conjunction: 'So'
5. The fifth move began with topical marked Theme, a demonstrative: 'Those'
6. The sixth move began with textual Theme, a continuative conjunction: 'Finally'
7. The seventh move began with textual Theme, a contrastive paratactic conjunction: 'but'
8. The eighth move began with topical unmarked Theme: 'The good news'
9. The ninth move began with topical unmarked Theme: 'The opponents of health insurance reform'
10. The tenth move began with textual Theme, a paratactic conjunction: 'So'
11. The eleventh move had no Theme: 'Thanks'

The following section will continue with the analysis of the fourth address that Obama delivered regarding health care reform.

7.5 “Health Insurance Reform, Small Businesses and Your Questions”

This is the fourth address, last for this chapter, that Obama delivered regarding the reform of the nation’s health care reform. As the addresses above, it also pertained solely to health care reform and was delivered on July 25, 2009 containing 42 sentences. To summarise, this address begins with Obama giving a narrative regarding a small business owner, he then moves on to other examples of Americans who are struggling because of health insurance, such as workers, families and other small business owners. He then addresses that the reform of the health care will improve health insurance for the small businesses in America. He then introduces a website during his address where Americans are able to go to seek more information, write comments as well as to ask questions. After, introducing the website, he states that Congress is getting close to passing the reform, and he address the opposition of the reform, specifically those that are trying to delay or even stop the reform from passing. He then talks about the concerns he has for all Americans who are struggling, the hard-working, the businesses, children, and that they deserve the change in the health care system. The following section will then demonstrate the Thematic analysis and potential generic structure of this fourth address.

7.5.1 The Thematic Analysis

This section reveals the Thematic Analysis and the demonstrates where potential generic moves are within this address, which then can lead to the generic structure of this fourth address. The first move, one, is the introduction of this address and Obama begins with a narrative.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1				I	He begins with a narrative about a small business owner.
2	But		his policy		
3				He	
4				He	

This first generic move begins with a topical marked Theme, **I**, first person singular pronoun, Obama says he heard about a small business owner that pays for all of his employees’ health insurance. It is followed by a textual Theme, **But**, a paratactic conjunction, followed by the subject, **his policy**, where

Obama states that the owner's policy increases each year by 20%. The final two Themes are topical unmarked, **He**, second person singular pronoun, referring to the business owner, that he had to fire two employees due to the expenses of health care and that he is simply looking for affordable insurance. The second generic move, two, Obama gives other examples Americans who struggle due to health care system.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
5			Day after day, I		He goes into other examples of workers, families and small business owners that struggle because of health insurance.
6				Workers	
7				Families	
8	And		small business owners		

The first generic move begins with a topical marked Theme, **Day after day**, circumstance of time, followed by the subject, **I**, first person pronoun, Obama states he hears from many people like the above example he gave. The next three Themes, topical unmarked, **Workers**, topical unmarked, **Families**, and the third, textual Theme, **And**, a paratactic conjunction connecting the same idea with the previous two Themes, followed by the subject, **small business owners**, in which Obama continues to give examples of Americans worried about losing their health care insurance, or worried about finding coverage, or businesses that are trying to do the 'right thing' to provide health insurance to their employees. The third generic move, two, Obama gives other examples Americans who struggle due to health care system.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
9			These		He discusses that small business are being hurt the most because of health insurance.
10				They	
11	And,		as shown in a new report released today by the White House Council of Economic Advisers, right now they		
12	Because		they lack the bargaining power that large		

			businesses have and face higher administrative costs per person, small businesses		
13	As a result,		small businesses		
14			Those		
15			In a recent survey, one third of small businesses		
16				Many	
17	And		many		

This generic move begins with a topical marked Theme, **These**, a demonstrative, where Obama explains that these are the small businesses that support American ‘communities’. The next Theme is a topical unmarked Theme, **They**, third person plural pronoun, in reference to the previous sentence, he states that they are small business hoping to become ‘bigger’. The next Theme is textual, **And**, a paratactic conjunction followed by a hypotactic clause, **as shown in a new report released today by the White House Council of Economic Advisers**, then a circumstance of time, **right now**, indicating it is happening as he is speaking, followed by the subject, **they**, that small businesses are getting hit financially hard by the costs of health insurance. The following Theme is a textual Theme, **Because**, a hypotactic clause, connecting the ideas from the previous sentence, followed by a hypotactic clause where Obama has chosen to place the answer in the Thematic structure, **they lack the bargaining power that large businesses have and face higher administrative costs per person**, followed by the subject, **small businesses**, stating how much more they need to pay for health care. The next Theme is textual, **As a result**, a conjunction connecting the previous sentence and the subject, **small businesses**, stating they, small businesses, will be more likely not have health insurance for its employees. Then by the next marked Topical Theme, **Those**, a demonstrative, he continues by saying the small business that do have less appealing health care plans. The idea continues in the next Theme, it is topical marked, **In a recent survey**, circumstance of matter, **one third of small businesses**, he states have reported to cut benefits. It continues with the next Theme, topical unmarked, **Many**, small businesses, have no longer health insurance for their employees. And it is continued by textual Theme, **And**, a paratactic conjunction, with the same subject, **Many**, small businesses, stating they have closed their business because of the issue of health care. The next generic move, four, he then discusses how the reform will help improve the situation with small businesses.

Generic move **four**:

	THEME	
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Sent #	Textual	Inter-personal	Topical: marked	Topical: unmarked	Summary
18			This		He discusses how the reform will improve health insurance for small businesses.
19			Under the reform plans in Congress, small businesses		
20				They	
21				Small businesses that choose to insure their employees	
22	If		a small business chooses not to provide coverage, its employees		
23				Low-income workers – folks who are more likely to be working at small businesses	
24	And		no matter how you get your insurance, insurance companies		
25				They	
26	And		we		

The first Theme is topical marked, ***This***, a demonstrative, and he states that the situation with the small business is going to change under the new reform. The next Theme is topical marked, ***Under the reform plans in Congress***, a hypotactic clause, indicating clearly in the Thematic structure what he will talk about, followed by the subject, ***small businesses***, that they will have a ‘market place’ where they will be able to select the best insurance coverage for their business. It continues with topical unmarked Theme, ***They***, and says they can select the best one that works for them. The next is also topical unmarked Theme, ***Small businesses that choose to insure their employees***, and they will be able to receive a tax credit by choosing to offer health insurance to their employees. This is followed by a textual Theme, ***If***, a hypotactic conjunction, followed by a hypotactic clause ***a small business chooses not to provide coverage***, then the subject, ***its employees***, will be able to choose their own health coverage. This is followed by topical unmarked Theme, ***Low-income workers – folks who are more likely to be***

working at small businesses he states that they will be qualified to receive financial help to pay for insurance coverage. This is followed by textual Theme, **And**, a paratactic conjunction followed by a hypotactic clause, **no matter how you get your insurance**, followed by the subject, **insurance companies**, he states that they will have to provide insurance, this continues with a topical unmarked Theme, **They**, and he says that they won't be allowed to 'drop' people from their insurance plans. The final thematic structure for this move is a textual Theme, **And**, a paratactic conjunction, **we**, first person plural pronoun, here he switches to 'we' and states that they will control the insurance companies how much they can make people pay for insurance. The next generic move, five, he introduces a website for more information.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
27			To view the new report and learn more about how health insurance reform will help small businesses, go		He introduces the website to learn more about the health reform and to send questions or comments.

This single Theme in this generic move is topical marked, **To view the new report and learn more about how health insurance reform will help small businesses**, a hypotactic clause, followed by an imperative, **go**, and Obama offers the website where Americans can send their questions and comments. The next generic move, six, he says that Congress is getting close to passing the health reform bill.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
28			Over the past few months, I		He states that it is getting close to being passed by Congress.
29	And		today, after a lot of hard work in Congress, we		
30			It		
31			That is why I		

Generic move six, begins with a topical marked Theme, *Over the past few months*, circumstance of time, followed by the subject, *I*, first person singular pronoun, Obama states that he has been working hard for this health care reform. The next is textual Theme, *And*, paratactic conjunction, showing a connection to the previous sentence followed by circumstance of time, *today*, then a circumstance of matter, *after a lot of hard work in Congress*, and the subject, *we*, first person plural pronoun, stating the they (government) are getting close to passing this reform. The following Theme is topical marked, *It*, a pronoun substitute, where is says that it has taken a long time to reach this point. This is followed by a topical marked Theme, *That is why I*, a Thematic equative, where he explains he would like to proceed quickly with passing the reform. The next generic move, seven, changes to his discussion regarding the opposition of the plan.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
32	Now		I		He talks about the opposition against the reform.
33	And		some of them		
34				Some have even suggested that, regardless of its merits, health care reform	
35				I	

This generic moves begins with textual Theme, *Now*, a continuative, which here demonstrates a new move, followed by the subject, *I*, first person singular pronoun, Obama states that some are trying to postpone the bill. It continues with textual Theme, *And*, paratactic conjunction, followed by the subject, *some of them*, where he indicates in the subject the opponents 'some' and states that they are aware of what they are doing. It is followed by the same subject, *Some have even suggested that, regardless of its merits, health care reform*, a topical unmarked Theme, where Obama states that theses opponents want to cause harm to his administration. This generic move ends with a topical unmarked Theme, *I*, switching from them back to Obama as the subject, and he states he will '*let them explain*' the situation to the public. Now, the next generic move he moves to discuss his concerns for the American people.

Generic move **eight**:

	THEME	
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Sent #	Textual	Inter-personal	Topical: marked	Topical: unmarked	Summary
36			What I'm concerned about		He talks about his concern for the American people (workers, small businesses, and children) and that they deserve this reform.
37				I	
38				I	
39				I	
40				This debate	
41				We	

The first generic move changes with a Thematic equative, ***What I'm concerned about***, where it clearly states in the Theme what he will speak about and he continues to say that he is concerned about *"health of our families, the success of our businesses, and the long-term fiscal stability of our government"*. This continues with the following three Themes, Topical unmarked, ***I***, first person singular pronoun, and Obama states what he is concerned about, hard-working Americans, small businesses, and the children and the grand-children. This is followed by a topical unmarked Theme, ***This debate***, where it states it is not a game, it is followed by another topical unmarked Theme, ***We***, first person plural pronoun, and Obama states that they owe it to them (previously mentioned) to pass the reform. The next generic move, nine, is the conclusion of this address.

Generic move **nine**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
36					Thank you.

This final generic move is the conclusion of the address, there is no Theme, just a conclusion by Obama stating *'Thank you'*. The following section will discuss the potential generic structure of this address.

7.5.2 The Findings in the Fourth Address

The previous section discussed the nine generic moves of this address that were realized by way of the thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are nine generic moves in the address, see Table 6.7. The first was the introduction and where Obama began with a narrative about a small business owner, thus simply the *(1) introduction: narrative*. The second move, he demonstrated other examples of workers, families and small business owners that struggle because of health insurance, *(2) struggle of Americans and healthcare*. The third move, he discussed that small business are being hurt the most because of health insurance, *(3) Small businesses suffer*. The fourth move, he then discussed how the reform will improve health insurance for small businesses, *(4) improvement for small businesses*. The fifth move, he introduced a website to

learn more about the health reform and to send questions or comments, (5) *website for more info*. The sixth move, he said that the reform is getting close to being passed by Congress, (6) *Congress close to passing it*. The seventh move, he spoke about those trying to delay or stop it, (7) *the opposition*. The eighth move, he discussed his concern for the American people (workers, small businesses, and children) and that they deserve this reform, (8) *Americans deserve it*. In generic move nine it concluded with 'thanks', (9) *conclusion*.

Generic Move	H4: Summary	Generic Moves
1	He begins with a narrative about a small business owner.	Introduction: narrative
2	He goes into other examples of workers, families and small business owners that struggle because of health insurance.	Struggle of Americans and healthcare
3	He discusses that small business are being hurt the most because of health insurance.	Small businesses suffer
4	He discusses how the reform will improve health insurance for small businesses.	Improvement for small businesses
5	He introduces a website to learn more about the health reform and to send questions or comments.	Website for more info
6	He states that it is getting close to being passed by Congress.	Congress close to passing it
7	He talks about the opposition against the reform.	The opposition
8	He talks about his concern for the American people (workers, small businesses, and children) and that they deserve this reform.	Americans deserve it
9	Conclusion: Thank you	Conclusion

Table 6.7: The 9 generic moves of the fourth address on health care

The trends viewed in these generic moves are first a narrative, the next move continues with negative comments, it continues with negative comments, the next move is about how the reform will help, followed by a website for the reform, the next move is an introduction of website for the reform, the next move is that Congress may pass it and it concludes with America deserves the reform. The major theme of this address is his reform, negativity, the opposition and Congress.

The trends in the types of Theme in this address are as follows: there are 12 textual Themes (29%), no interpersonal Theme, 11 topical marked Themes (26%), 18 topical unmarked Themes (43%) and one without Theme (2%), this can be seen in Table 6.8:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
12 (29%)	0	11 (26%)	18 (43%)	1 (2%)

Table 6.8: Type of Theme in the fourth address on health care

Out of the 12 instances of textual Theme, there are seven paratactic conjunctions, ‘*And*’; one contrastive paratactic conjunction, ‘*but*’; two hypotactic conjunctions, ‘*because*’ and ‘*if*’; one connecting conjunction, ‘*as a result*’; and one continuative conjunction, ‘*now*’. Out of the 11 topical marked Themes, three were marked as demonstratives, ‘*this*’, ‘*that*’, ‘*those*’; three were marked as hypotactic clauses; two were marked as circumstance of time, ‘*Day after day, I*’, ‘*Over the past few months, I*’; two were marked as Thematic equatives, ‘*that’s why any plan, I*’, ‘*What I’m concerned about*’; and one was marked as a pronoun substitute, ‘*it*’. The 18 topical unmarked Themes included five subjects of the first person pronoun, ‘*I*’; three subjects of the third person plural, ‘*they*’; two subjects of the third person singular, ‘*he*’. Followed by the following eight subjects: ‘*Workers*’, ‘*Families*’, ‘*Many*’, ‘*Small businesses that choose to insure their employees*’; ‘*Low-income workers – folks who are more likely to be working at small businesses*’; ‘*Some have even suggested that, regardless of its merits, health care reform*’; ‘*This debt*’; and the subject ‘*We*’.

Further, the nine generic moves in this address began with the following types of Theme:

1. The first move began with topical unmarked Theme: ‘*I*’
2. The second move began with topical marked Theme, circumstance of time: ‘*Day after day, I*’
3. The third move began with topical marked Theme, a demonstrative: ‘*These*’
4. The fourth move began with topical marked Theme, a demonstrative: ‘*This*’
5. The fifth move began with topical marked Theme, a hypotactic clause: ‘*To view the new report and learn more about how health insurance reform will help small businesses, go*’
6. The sixth move began with topical marked Theme, circumstance of time: ‘*Over the past few months, I*’
7. The seventh move began with textual Theme, a continuative conjunction: ‘*Now, I*’
8. The eighth move began with topical marked Theme, a thematic equative: ‘*What I’m concerned about*’
9. The ninth move had no Theme: ‘*Thank you*’

The following section will compare and contrast the generic structure of all four addresses that were analysed in this chapter.

7.6 Findings and Discussion

As a result of the analysis of this repertoire of register on health care reform, this section will first reveal the overall types of Theme found in the analysis, then it will discuss as well as compare and contrast the generic moves and the structure as a result of the analysis. And, finally, it will discuss the major trends found and demonstrate the types of Theme that indicated a move. This, second chapter of the analysis, investigated the repertoire of registers concerning the health care reform in the United States. The field for this repertoire discussed the need to re-structure the health care system within the United States. These four addresses were all from his first year as President in 2009 and were in sequential order. The first address analysed was titled *“President Obama Calls for Real Healthcare Reform”*, delivered on May 30, 2009. The specific *field* of this address was Obama discussing the high cost of health care, and the need to change it. The second address analysed was titled *“Healthcare Reform as the Key to Our Fiscal Future”*, delivered on June 13, 2009. The specific *field* of this address was Obama talking about health care and the fiscal responsibility for the future of America. The third address analysed was titled *“Health care Reform Cannot Wait”*, delivered on July 18, 2009. The specific *field* was Obama addressing the opposition and the supporters of the plan. The fourth and last address analysed in this chapter was titled *“Health Insurance Reform, Small Businesses and Your Questions”*, delivered on July 25, 2009. The specific *field* was a narrative of small business owners who struggle in America because of the costs health insurance.

The overall types of Theme found in the addresses

This section simply observes the total amount of Themes found in each sentence of all the health care addresses (to review the exact types of Theme found, please refer back to the summary of each individual address). The aim is to ultimately reveal the trend in the types of Theme discovered when compared to the other registers, which will be discussed in the final chapter. Thus, at this moment, within the analysis of the register on the health care, there were a total of 176 sentences, 53 textual theme (30%), there was no interpersonal Theme, 58 Topical marked Theme (33%), 61 topical unmarked Theme (35%), and four sentences without Theme (2%), see Table 6.9.

Addresses	Number of sentences	Textual	Inter-personal	Topical: Marked	Topical: Unmarked	No Theme
H1	39	13	0	16	10	0

H2	40	13	0	10	16	1
H3	55	15	0	21	17	2
H4	42	12	0	11	18	1
Total	176	53 (30%)	0	58 (33%)	61 (35%)	4 (2%)

Table 6.9: Type of Theme in the set of health care addresses

The Generic Moves

The first address analysed, “*President Obama Calls for Real Healthcare Reform*”, revealed seven generic moves. The first was the introduction, he said his focus was with America’s struggles, in particular the health care system, (1) *health care system*. The second move was about Congress preparing new health reform legislation, and that many Americans have been struggling because the costs of health insurance, (2) *the health care legislation*. The third move was about (3) *the high costs of healthcare*. The fourth move, Obama called everyone to work together, (4) *bipartisanship*. The fifth move Obama discussed the debate regarding the new plan, but emphasised the fact that the government cannot throw money away, (5) *Debate about costs*. The sixth move, he discussed (6) *the plan*. And finally, Obama concluded by saying it was time for the government to come together and work for the sake of the American people, (7) *a call for bipartisanship*.

The second address analysed, “*Healthcare Reform as the Key to Our Fiscal Future*”, revealed twelve generic moves. The first was the introduction, Obama introduced this address by saying he wanted to discuss how fiscal responsibility is connected to the health care reform, (1) *health care and fiscal responsibility*. The second move, he addressed the issue that Americans spend too much on health care, these costs are hurting businesses, (2) *costs of health care*. The third move, he talked about the responsibility of acting now to make the future better, (3) *need to act now*. The fourth move he stated that that he is working with Congress to pass the reform, (4) *Congress and the reform*. The fifth move, he said that health care reform is a responsible act in order to reduce the budget and improve the fiscal future, (5) *health care and the fiscal future*. The sixth move, he introduced how his administration would pay for this reform, (6) *payment of the reform*. The seventh move, he stated that there would be additional costs in order to ensure long term savings, (7) *the costs*. The eighth move, he gave examples of how savings could happen (from Americans to drug makers to doctors), (8) *How to save money*. The ninth move, he introduced a website where Americans could find information, (9) *website for more info*. The tenth move he discussed the savings and fiscal responsibility, (10) *the savings*. The eleventh move, he stressed the importance of acting now, (11) *need to act*. And twelve and final move he concluded with ‘thank you’, (12) *conclusion*.

The third address analysed, *“Health care Reform Cannot Wait”*, revealed eleven generic moves in this address. The first was the introduction, where Obama stated that he wants to talk about the debate of health insurance reform, *(1) introduction: the debate of health care reform*. The second move, he discussed how the debate of health reform affects the health and financial well-being of every American and the system needs to change, *(2) the debate with a narrative*. The third move, He addressed that there are people that would oppose this plan, *(3) the opposition*. The fourth move, he addressed the arguments against the reform, *(4) the opposition*. The fifth move, he gave examples of what would not change (Americans would be able to keep the same doctor), *(5) what won’t change*. The sixth move, he stated that it would not be socialized medicine, *(6) not socialized medicine*. The seventh move, he discussed health insurance practices and how they should be improved, *(7) improvement of health insurance*. The eighth move, he spoke about two associations (the American Nurses Association and the American Medical Association) that support the health reform, *(8) the supporters*. The ninth move, he discussed the opponents of the plan, *(9) the opposition*. In the tenth move, he directly asked Congress for their support and to pass the reform, *(10) Calls congress to pass it*. The final move, eleventh, he concluded with ‘thanks’, *(11) conclusion*.

The fourth address analysed, *“Health Insurance Reform, Small Businesses and Your Questions”*, revealed nine generic moves. The first was the introduction, Obama began with a narrative about a small business owner, *(1) introduction: narrative*. The second move, he demonstrated other examples of how Americans struggle because of health insurance, *(2) struggle of Americans and healthcare*. The third move, he discussed that small businesses are being hurt the most, *(3) Small businesses suffer*. The fourth move, he discussed how the reform would improve health insurance for small businesses, *(4) improvement for small businesses*. The fifth move, he introduced a website for more information and to send questions or comments, *(5) website for more info*. The sixth move, he stated that the reform was getting close to being passed by Congress, *(6) Congress close to passing it*. The seventh move, he spoke about those trying to delay or stop it, *(7) the opposition*. The eighth move, he discussed his concern for the American people (workers, small businesses, and children) and that they deserve the reform, *(8) Americans deserve it*. In generic move nine, it concluded with ‘thanks’, *(9) conclusion*.

	Generic Moves H1	Generic Moves H2	Generic Moves H3	Generic Moves H4
1	Introduction: Focus on HC system	Introduction: HC and fiscal responsibility	Introduction: The debate of HC reform	Introduction: narrative
2	HC legislation	Costs of HC	The debate/narrative	Struggle of Americans and healthcare
3	High costs of HC	Need to act now	The opposition	Small businesses suffer
4	Call for bipartisanship	Congress and the reform	The opposition	Improvement for small businesses

5	Debate about costs	HC and the fiscal future	What won't change	Website for more info
6	The plan	Payment of the reform	Not socialized medicine	Congress close to passing it
7	Conclusion: calls for bipartisanship	The costs	Improvement of health insurance	The opposition
8		How to save money	Supporters	Americans deserve it
9		Website for more info	The opposition	Conclusion
10		Savings	Calls congress to pass it	
11		Need to act now	Conclusion	
12		Conclusion		

Table 6.10: Comparing and contrasting the health care addresses

Comparing and contrasting these four addresses within the register of health care reform (see Table 6.10), there are many similar generic moves within the generic structure of these addresses. They do contrast very slightly in some topics. In HC1, it is more the general introduction to the new reform and he does address the costs of health care in America. In HC2, he addresses more the idea of health care and fiscal responsibility, which includes topics such as payment of the reform and the costs of health care. Then in HC3, he discusses more the debate of the plan, which includes its opposition as well as its supporters. The last address, HC4, he primarily focuses on small businesses and thus uses narrative.

Within the topic of health care, there are many comparisons within the generic moves. Health care is mentioned in all the addresses, also Congress has a generic move in all of the addresses, where Obama called on them to pass it, or called on them to be bipartisan, or even stressed the need to act now. Another generic move represented in all addresses is associated to finances. Obama spoke about the costs of health care; he discussed the costs of the current health insurance. He discussed how the new reform would help them save money. Obama mentioned how they would pay for the new reform. Another common thread in them is how much Americans are financially struggling due to the current health insurance system. In this case, he often used narratives to make a point stronger by illustrating how much Americans are hurting: from small business owners to families to students. He emphasized, for example, how businesses need to let employees go because they simply cannot afford to pay their health insurance for them. Another often repeated generic move is the opposition, where he spoke about those that oppose the plan and then he attempted to address the concerns regarding the opposition. Furthermore, connected to the opposition, debate over the reform played a prominent role in all the address. Also, a website is introduced in two of the addresses, a website where Americans would be able to find more information, to ask questions or to leave comments. Thus, the generic moves in this register of these four addresses of healthcare are similar even if the registers may differ ever so slightly within each addresses, but overall the registers are quite alike. They follow a similar

pattern and Obama clearly uses a structure to try to convince the American people of the importance of the new health care reform that he was offering.

The Trends found in these Health Care Addresses

This section will briefly view the trends found in the addresses in very simplistic terms to understand the major thread that connected these four addresses. The trends found in the first address were first negative comments, the next move was regarding new reform for new health care legislation, the next move again was negative, about the high costs of health care, followed by a call for bipartisanship, the next move was regarding a debate about costs, the following move was about the reform, and concluded by calling for bipartisanship. The major themes of this address were his new **reform**, **negative comments**, and **bipartisanship**. The trends viewed in the second address were first his reform, the next move was regarding money (high costs), the next move was about the need to act, followed by the reform, the next two moves were about money and the reform, the following move was about money, the next move was how to save money, followed by introducing a website, then again about money and concluding by the need to act. The major themes of this address were his **reform**, **money**, **needing to act** and a new **website**. The trends observed in his third address were first the debate of the reform, the next move continued with the debate of the reform, the next move was about the opposition and the reform, followed again by the opposition and the reform, the next three moves were about the reform, then it moved to the supporters of the reform, then back to the opposition of the reform, and concluded by asking Congress to pass it. The major themes of this address were his **reform**, the **opposition** and **supporters**. The trends seen in his fourth plan were first a narrative, the next move continued with negative comments, the next move was about how the reform will help, followed by a website for the reform, the next move was an introduction of website for the reform, the next move was that Congress may pass it and it concluded with America deserves the reform. The major themes of this address were his **reform**, **negativity**, **website**, the **opposition** and **Congress**.

The major threads in these addresses were the following: the **reform**, **negativity**, **opposition** and **website**. The threads are similar to that of the addresses on the economy. In every address he spoke of the reform of health care. As with ARRA, he was trying to 'sell' the reform to the American people, including Congress, speaking of all the major benefits that would come from transforming the health care system. As in the economic addresses, negativity was present: speaking about how much the American people were struggling to financially survive with quality health care, or how small businesses were barely surviving trying to provide health care insurance to their employees. As with the addresses on the economy, the negativity was an important aspect as he was trying to make the

situation of health care as bleak as possible in order to demonstrate how badly the reform was needed. The negativity was a beneficial tool to show that something needs to be done and something needs to be improved. Opposition was the next motif found in these addresses. As with the economy, there was a strong component of partisanship in Congress and as a Democratic President, Obama was trying to win over the support needed to pass the reform. In addition, changing the health care system in the United States was a huge challenge (and still is) and was not an easy task; thus the opposition was recognizably present. Providing a website for the American people was the final motif that was relevant in these addresses. Again, this was a novelty with an American President. It showed the modernity of his Presidency, and how a business style of communication was utilised by making the American public feel as though they were a part of the conversation.

Types of theme that indicated a move

This section compares the types of Themes that were observed within all four address when a new generic move began, see Table 6.11. Each summary of an individual address demonstrates what the Theme was (please refer back to that section), this section will investigate any type of patterns or common threads found among them. These addresses varied in length, from seven moves to twelve moves. First in H1, there were two circumstance of time, two unmarked Themes, one circumstance of location, one hypotactic clause, and one textual Theme. In H2, there were four unmarked Themes, three hypotactic clauses, two textual Themes, one circumstance of time, one Thematic equative, and one with no Theme. In H3, there were five textual Themes, two unmarked Themes, two demonstratives, one circumstance of time and one with no Theme. In H4, there were two circumstance of time, two demonstratives, one hypotactic clause, one textual Theme, one unmarked theme, one Thematic equative, and one with no Theme.

TYPES OF THEME THAT INDICATED A MOVE: HEALTH CARE				
GENERIC MOVE	H1	H2	H3	H4
1	topical marked, circumstance of time	topical marked, circumstance of time	topical marked, circumstance of time	topical unmarked
2	topical marked, hypotactic clause	topical marked, hypotactic clause	topical marked, a demonstrative	topical marked, circumstance of time
3	topical unmarked	topical unmarked	textual, a continuative conjunction	topical marked, a demonstrative
4	Topical unmarked	topical marked, a Thematic equative	textual, a paratactic conjunction	topical marked, a demonstrative

5	textual, a continuative conjunction	topical unmarked	topical marked, a demonstrative	topical marked, a hypotactic clause
6	topical marked, circumstance of time	topical marked, hypotactic clause	textual, a continuative conjunction:	topical marked, circumstance of time
7	topical marked, circumstance of location	textual, a contrastive paratactic conjunction	textual, a contrastive paratactic conjunction	textual, a continuative conjunction
8		textual, a coordinating conjunction	topical unmarked:	topical marked, a thematic equative
9		topical marked, hypotactic clause	topical unmarked	no Theme
10		topical unmarked	textual, a paratactic conjunction	
11		topical unmarked	no Theme	
12		no Theme		

Table 6.11: Types of theme that indicated a move in the health care addresses

To review the types of Theme that indicated a move in these addresses, the Themes varied. Each address had varied types of Themes with often one instance of a certain type at the beginning of a move. When combined, however, textual Theme and unmarked Theme were the highest with a total of nine times. Textual Theme would be expected to be high as an indicator of a new generic move and this is demonstrated in these addresses, such textual Themes included ‘now’, ‘finally’, ‘so’, and ‘for example’. The subjects varied with unmarked Theme, for example, the first person plural pronoun only appeared three times in the first two addresses and the first person singular pronoun appeared twice, once in the second address and once in the last address. Therefore, it was difficult to realise a particular pattern. The next highest Theme indicating a move was circumstance of time, it appeared six times which was followed by a hypotactic clause five of the times. There were also a total of four demonstratives that indicated a new move. In these addresses, Obama explained a substantial amount about the health care system and used many narratives, as well as the usage of hypotactic clauses as the indicator of a change. Moreover, these addresses were packed with different types of information: the opponents, the supporters, the health care system, stories he told, people he met which was always under the umbrella of the health care reform. Thus, it is representative of the varied Themes discovered and could be explained as a reason why.

Another common thread that emerged was in the placement of types of Theme used in the beginning of a generic move, particularly, in the first and the last generic moves (similar with the economy). Circumstance of time emerged as a common thread in the first generic move, three out of the four

addresses. Obama began the addresses with: '*over the past few days*, '*last week*' or '*right now*' and this demonstrates how current the issue was regarding his desire to immediately reform the health care. The last generic move, three out of the four addresses, contained no Theme because he ended with a simple '*thank you*' in most cases, again as in the analysis on the economy.

The following chapter, the third analytical chapter, will analyse the repertoire of registers regarding man-inflicted tragedies, thus changing completely the register from that of the economy and health care. The chapter will observe how different or similar they are according to their register and generic structure.

Chapter 7

Man-Inflicted Tragedies

7.1 Introduction

The previous two analytical chapters focused on Obama's addresses concerning the economy and health care. This chapter changes the register completely to a repertoire of registers concerning man-inflicted tragedies, in other terms, mass murders (see Figure 7.1). For example, the shooting at Fort Hood, Texas in November of 2009, where an army major went on a shooting spree on a military base and killed 13 soldiers in training. The tragedy in Arizona in January of 2011, when a gunman opened fire at an event for citizens to meet and speak with their U.S. Representative, Gabrielle Giffords. A shooting at a movie theatre in Aurora, Colorado, when during a midnight premiere screening of *The Dark Knight Rises*, a Batman movie, a young man loaded with artillery weapons shot and killed 12 movie-goers. Then, in December of 2012, another young man entered the campus of Sandy Hook Elementary School in Newtown, Connecticut and shot and killed 28 people, which included 6 educators and 20 young students.

Therefore, this chapter investigates the repertoire of register concerning man-inflicted tragedies. These are the only four radio addresses that Obama delivered concerning this topic during his first term as President. The general *field* is Obama speaking about tragic shootings that occurred during his first term, unlike the other repertoires on the economy and health care, the field does change between each address because the situations vary and therefore changes according to the event that transpired. The *tenor* includes Obama, his administration, Congress and the American people, including soldiers, victims, the families of the victims and parents. The *mode* is multimodal. They are in sequential order, meaning they are the first, and only, four radio addresses that he delivered on the topic of man-inflicted tragedy. Therefore, this chapter will analyse the generic structure by way of Thematic analysis the radio addresses regarding man-inflicted tragedy.

Genre: The Radio Address				
Potential Sub-Genre: 'Man-Inflicted Tragedies'				
'Repertoire of Registers':				
Field:	<i>Obama speaking about man-inflicted tragedies</i>			
Tenor:	<i>Obama, his administration, Congress and the American people, including soldiers, victims, the families of the victims, parents</i>			
Mode:	<i>written-to-be-spoken discourse, presented in multimodal ways</i>			
	<i>"Tragedy at Fort Hood"</i>	<i>"Before We are Democrats or Republicans, We are Americans"</i>	<i>"Remembering the Victims of the Aurora, Colorado Shooting"</i>	<i>"Nation Grieves for those killed in Tragic Shooting in Newton, CT"</i>
Date:	7 November 2009	15 January 2011	21 July 2012	15 December 2012
Field:	Shooting at a military base in Texas	Shooting at a political event in Arizona	Shooting at a movie theatre in Colorado	Shooting at an elementary school in Connecticut
Tenor:	Obama, his administration, Congress and the American people, including soldiers, victims, the families of the victims, parents	Obama, his administration, Congress and the American people, including soldiers, victims, the families of the victims, parents	Obama, his administration, Congress and the American people, including soldiers, victims, the families of the victims, parents	Obama, his administration, Congress and the American people, including soldiers, victims, the families of the victims, parents
Mode:	multimodal	multimodal	multimodal	multimodal

Figure 7.1: The Man-Inflicted Tragedy Addresses

First, it begins with his address delivered on November 7, 2009, titled "Tragedy at Fort Hood", and the specific *field* of this address is an army major who went on a shooting spree on a military base and killed 13 soldiers in training in Texas. Following this is his second address from January 15, 2011, titled "Before We are Democrats or Republicans, We are Americans", the specific *field* of this address is a gunman who opened fire at a political event for citizens to meet and speak with their U.S. Representative in Arizona. The third address analysed, from July 21, 2012, is titled "Remembering the Victims of the Aurora, Colorado Shooting", the specific *field* is Obama addressing a midnight shooting during a movie at a movie theatre in Aurora, Colorado. Finally, the last address analysed in this chapter was delivered on December 15, 2012 and is titled "Nation Grieves for those killed in Tragic Shooting in Newton, CT", the specific *field* is in regards to gunman who entered the campus of Sandy Hook Elementary School in Newtown, Connecticut. The next section will move to discuss and analyse the first address for this register.

7.2 "Tragedy at Fort Hood"

This section investigates the radio address delivered by President Obama regarding the shooting that took place on a military base, Fort Hood, in Texas in November 2009, the first address delivered by

Obama regarding a man-inflicted tragedy. This section will first summarise the events of the shooting, then it will briefly summarise Obama's radio address delivered two days after the shooting, this address pertained solely to the Fort Hood shooting.

The incident occurred on November 5th, 2009, an American army psychiatrist, Major Nadil Mailk Hasan, opened fire at Fort Hood, the largest active duty military base in the U.S., 100 miles south of Dallas in Texas. He killed 13 people, 11 military personal and 2 civilians, and 30 others were wounded. It is considered one of the worst shootings ever on an American military base⁴. The shooting took place inside the Soldier Readiness Processing Center (SRPC), the readiness center is one of the final places a soldier stops before he/she is deployed, and it is also one of the first places they go to when they return to the U.S. from deployment. At the time of the shooting, Senator Hutchison of Texas stated that the soldiers were processing paperwork to be deployed to Iraq or Afghanistan⁵. It is believed that the cause of shooting spree is because Major Hasan did not want to be deployed and he hoped that President Obama would pull the troops out of Iraq and Afghanistan. He had also argued with others who demonstrated support for the war. Furthermore, it was stated that he experienced harassment because of his religious beliefs as a Muslim⁶. The following section will summarise this address regarding this man-inflicted tragedy.

Now, to summarise the address. The address was delivered on November 7, 2009 (32 sentences) and again it pertained solely to the shooting at Fort Hood. To briefly summarise, Obama begins this address by telling the nation what he wants talk about and then briefly describes the events that transpired "on a clear Texas afternoon" on a military base. He then describes how tragic and heartbreaking it is, and even more so since it occurred on military base. He continues by telling where it occurred, and that soldiers all around the world are expressing their "stunned reaction". He explains it is one of the worst events ever to happen on a military base, and how proud he is how everyone responded with bravery, and this makes the "United States military the best the world has ever known". He then states who he has been in contact with to discuss the events, and he then turns to the nations thoughts are with the families who lost someone, as well as all the men and women who are in the 'proud uniform of the United States of America'. He declares that all flags be at half-staff until Veterans Day, a national holiday remembering war veterans, which is approximately 6 days, and then states that Veterans day is an opportunity for us to remember all Americans who have served in the

⁴ Retrieved on 10 August 2013 from New York Times: <http://www.nytimes.com/2009/11/06/us/06forthood.html>

⁵ Retrieved from on 1 August 2013: CNN: <http://edition.cnn.com/2009/US/11/05/texas.fort.hood.shootings/>

⁶ Retrieved on 10 August 2013 from National Public Radio: http://www.npr.org/blogs/thetwo-way/2009/11/ft_hood_shootings_7_dead_12_wo.html

military. He concludes the address by discussing the diversity and bravery of all American soldiers, and how they need to be honored.

8.2.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this address, which can lead to the generic structure of this first address. The first move, one, is the introduction of this address and Obama begins by orientating the listener on what he will speak about.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1				I	Introduction: He orientates the listener: what he is going to speak about the tragedy at Ft. Hood

The first and only Theme in this first generic move, is topical unmarked Theme, **I**, first person pronoun, Obama, in which he states that he wants to talk about the tragedy at Fort Hood. The next generic move, two, he restates the events that took place, thus changes to circumstance of time in the Theme.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2			This past Thursday, on a clear Texas afternoon, an Army psychiatrist		He recaps the events, Army psychiatrist began shooting at SRP/ where and when.

The theme in this generic move is topical marked Theme, ***This past Thursday***, circumstance of time followed by circumstance of location, ***on a clear Texas afternoon***, followed by the subject, an ***Army psychiatrist***, thus here Obama recaps the events of what happened, he is stating when, where and who in the Thematic position. He states that the army psychiatrist began shooting other soldiers. In the following generic structure, he discusses how it was a crime.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
3			It is an act of violence		He discusses it is a crime and worse because of the location (evoking emotion)
4			It is a crime		
5	But		it		

In the generic move, the first Theme changes with a Thematic comment, ***It is an act of violence***, followed by a another Thematic comment, ***It is a crime***. Here the Theme changes from the previous generic move and Obama says that it is a heart-breaking and horrifying event in general. This is then connected to the following Theme, textual Theme, ***But***, a paratactic conjunction indicating contrast, followed by, ***it***, a pronoun substitute to place emphasis, and Obama continues to state that it is worse because of where it occurred and who were the victims, military base and the military. The following generic move he discusses the location of the tragedy.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
6				The SRP	He talks about SRP, the location where it occurred (evoking emotion)
7			It		
8			It		

This generic move begins with a topical unmarked Theme, ***The SRP***, the location where the shooting occurred, the Soldier Readiness Processing Center, and Obama states that this is where soldiers go before getting deployed. The following two Themes, sentences seven and eight, are both topical marked Theme, ***It***, a pronoun substitute, here Obama uses this to emphasize what soldiers do in this location, such as update medical records, and get their teeth checked, he continues to state that it is a place that they should feel safe, for example he states: *“where our soldiers ought to feel most safe, where those brave Americans who are preparing to risk their lives in defense of our nation, lost their lives in a crime against our nation”*. After discussing the location, he moves on in generic five to discuss how soldiers responded.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
9				Soldiers stationed in Iraq, Afghanistan, and around the world	He tells what soldiers around the world did, called and emailed loved ones (evoking emotion)

In this generic move, it begins with a topical unmarked Theme, ***Soldiers stationed in Iraq, Afghanistan, and around the world***, and Obama states how they responded to the event: “(they) called and emailed loved ones at Ft. Hood, all expressing the same stunned reaction: I’m supposed to be the one in harm’s way, not you”. The next generic move, Obama talks about how Americans responded.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
10				Thursday’s shooting	He addresses what Americans collectively saw how everyone responded, also how American soldiers are the best (American patriotism)
11	And yet,		even as we saw the worst of human nature on full display, we		
12				We	
13				We	
14				We	

The first Theme in the generic move is topical unmarked Theme, ***Thursday’s shooting***, Obama states that it was one of the worst that has ever occurred on an American military base. This is followed by textual Theme, ***And yet,*** paratactic conjunctions indicating a connection, followed by a hypotactic clause, ***even as we saw the worst of human nature on full display***, followed by the subject, ***we***, Obama says that they saw the ‘best’ of America. This continues with the following three Themes, they are all topical unmarked Theme, and the subject, ***We***, in which he uses to describe how people responded, helped others, and they saw the best military in the world. The next generic move changes with circumstance of time, and he talks about the government’s response.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
15			On Friday, I		He tells what action he took, such as meeting with FBI, Defence Secretary, and others (Gov. action)
16	And		I		

The first Theme in this generic move is topical marked Theme, **On Friday**, circumstance of time, followed by the subject, **I**, in which Obama says that he met with the FBI Director, the Defense Secretary, and representatives of the relevant agencies in order to discuss the investigation. This is followed by textual Theme, **And**, a paratactic conjunction connecting the ideas from the previous sentence, followed by the same subject, **I**, and he continues to state that he will remain in contact with them. This then changes in the following generic move by the Theme, *We*, in which he discusses America's thoughts.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
17				We	He says that everyone's thoughts are with the families of the victims and who wear the proud uniform (Collective thoughts)
18	But		what we do know		
19				Our thoughts	
20	And		our thoughts		

This first Theme in this generic move is topical unmarked Theme, **We**, in which he states that they cannot fully understand the situation, this continues with textual Theme, **But**, a paratactic conjunction, followed by the subject, **what we do know**, normally a Thematic equative but in this case it is not because of the conjunction that is in the textual position, and he says that all their thoughts are with those in Fort Hood. This same idea continues in the Thematic position, a topical unmarked Theme, **Our thoughts**, in this sentence he says their thoughts are with the families that lost someone. This is then connected by textual Theme, **And**, a paratactic conjunction, **our thoughts**, the same subject from the previous Theme, and he states that their thoughts are with all the military and their families. The next generic move he discusses his actions.

Generic move **nine**:

THEME	
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Sent #	Textual	Inter-personal	Topical: marked	Topical: unmarked	Summary
21			In tribute to those who fell at Ft. Hood, I		He has ordered flags to be lowered (action)

The Theme in this generic move is topical marked Theme, ***In tribute to those who fell at Ft. Hood***, this is circumstance of matter/agent/location, he puts into the Thematic position a quick recap including about what: a tribute, for who: the victims, and location: Fort Hood, followed by the subject, ***I***, first person singular pronoun, Obama, in which a states he has ordered flags at the White House and other federal buildings to half-staff for a few days up until Veteran's Day (a holiday in the United States to remember the veterans of the military). In the next generic move, ten, he discusses Veteran's Day and the military.

Generic move **ten**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
22				Veterans Day	He discusses that soldiers come from many different backgrounds, religions, ethnicity, but what they all have in common such as patriotism.
23				They	
24				They	
25				They	
26				They	
27	But		what they share		
28			What they share		
29			What they share		

This generic move is a topical unmarked Theme, ***Veterans Day***, and Obama continues to say that it is a day to honour all Americans who have served in war. This Theme continues with a topical unmarked Theme, ***They***, third person plural pronoun, referring to all military, this Theme is used for the following three sentences as well, 24, 25, 26, in which he places emphasis on the military and says that they are *"Americans of every race, faith, Christians, Muslims, Jews, Hindus, nonbelievers. They are descendants of immigrants and immigrants themselves and reflect the diversity that makes this America."* This is followed by textual Theme, ***But***, a paratactic conjunction, followed by the subject, ***what they share***, normally a Thematic equative but in this case it is not because of the conjunction that is in the textual position, and he says that they share patriotism, this continues with the following two Themes as well, sentences 28 and 29, with the same subject topical marked Theme, ***What they share***, thematic equative, and he states they share commitment, courage, compassion, and camaraderie. After this

generic move regarding the American military, the next and last generic move is the conclusion of this address.

Generic move **eleven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
30			These		Conclusion: They need to be honoured.
31			These		
32	And		these		

This generic move is the conclusion and the Theme changes to a topical marked Theme, **These**, a demonstrative, this Theme continues throughout this generic move, the following Theme is also, **These**, a demonstrative, followed by textual Theme, **And**, a paratactic conjunction, connecting to the two sentences above, followed again by the demonstrative, **these**. Here Obama concludes this address by stating that they will honor the military, they will also honor them on Veteran's day and they will honor them every day. The following section will discuss the potential structure of this address.

8.2.2 The Findings in the First Address

The previous section discussed the eleven generic moves of this address that were analysed by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are eleven generic moves in the address, see Table 7.1. The first was generic move was the Introduction: He orientated the listener that he is going to speak about the tragedy at Ft. Hood, thus simply, (1) *Introduction: Shooting at Fort Hood*. The second generic move, he recapped the events, an army psychiatrist began shooting at the SRP and where and when, thus (2) *Army psychiatrist shooting at SRP/where and when*. The third generic move he discussed that it is a crime and worse because of the location, SRP (evoking emotion), thus (3) *Location*. In the fourth generic move, he describes further the location, (4) *Location*. Generic move five, he told what soldiers around the world did, called and emailed loved ones (evoking emotion), (5) *How soldiers reacted*. In generic move six, Obama He addressed what Americans collectively saw how everyone responded, also how American soldiers are the best, (6) *Patriotism*. Then in generic move seven, he told what action he took, such as meeting with FBI, Defense Secretary, and others, (7) *Government Action*. In generic move eight he said that everyone's thoughts are with the families of the victims and those who wear the proud uniform, (8) *collective thoughts*. Generic move nine, he has ordered flags to be lowered, (9) *His action*. In generic move ten, he discussed soldiers come from many different backgrounds, religions, ethnicity, but what

they all have in common is patriotism, (10) *Patriotism*. In generic move eleven, it concludes by Obama stating that they need to be honoured, (11) *Conclusion: need to honour*.

Generic Move	MIT 1	Generic Moves
1	Introduction: He orientates the listener: what he is going to speak about the tragedy at Ft. Hood	Introduction: Shooting at Fort Hood
2	He recaps the events, Army psychiatrist began shooting at SRP, where and when.	Army psychiatrist shooting at SRP/where and when
3	He discusses it is a crime and worse because of the location (evoking emotion)	Location
4	He talks about SRP, the location where it occurred (evoking emotion)	Location
5	He tells what soldiers around the world did, called and emailed loved ones (evoking emotion)	How soldiers reacted
6	He addresses what Americans collectively saw how everyone responded, also how American soldiers are the best	Patriotism
7	He tells what action he took, such as meeting with FBI, Defense Secretary, and others	Government Action
8	He says that everyone's thoughts are with the families of the victims and who wear the proud uniform	Collective thoughts
9	He has ordered flags to be lowered	His action
10	He discusses that soldiers come from many different backgrounds, religions, ethnicity, but what they all have in common is patriotism.	patriotism
11	Conclusion: They need to be honoured.	Conclusion: need to honour

Table 7.1: The 11 generic moves of the first address on man-inflicted tragedy

The trends viewed in these generic moves are first orientation, the next move is regarding the events, the next two moves again are about the location, followed by emotions, the next move is regarding patriotism, the following move is about action taken, then a move about emotions again, followed again by action taken, the next move is about patriotism and then concludes regarding honor. The major theme of this address is location, emotions, patriotism, and action.

The trends in the types of Theme in this address are as follows: there are seven textual Themes (22%), no interpersonal Theme, 11 topical marked Themes (34%), 14 topical unmarked Themes (44%) and none without Theme, this can be seen in Table 7.2:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
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7 (22%)	0	11 (34%)	14 (44%)	0
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Table 7.2: Type of Theme in the first address on man-inflicted tragedy

Out of the seven instances of textual Theme, there are four contrastive paratactic conjunctions, '*but*', one followed by '*yet*'; and three paratactic conjunctions, '*And*'. Out of the 11 topical marked Themes, two are marked because of circumstance of time; one is marked for circumstance of matter; two are marked for Thematic equatives; two for Thematic comment; two are demonstratives, '*these*'; and two are marked as pronoun substitutes, '*it*'. The 14 topical unmarked Themes included four subjects of the first person plural, '*we*', four subjects of the third person plural, '*they*'; followed by the following six: the first person pronoun, '*I*', '*the SRP*', '*Soldiers stationed in Iraq, Afghanistan and around the world*'; '*Thursday's shooting*'; '*Our thoughts*'; and '*Veterans Day*'.

Further, the 11 generic moves in this address began with the following types of Theme:

1. The first move began with topical unmarked Theme: '*I*'
2. The second move began with topical marked Theme, circumstance of time: '*This past Thursday, on a clear Texas afternoon, an Army psychiatrist*'
3. The third move began with topical marked Theme, a thematic comment: '*It is an act of violence*'
4. The fourth move began with topical unmarked Theme: '*The SRP*'
5. The fifth move began with topical unmarked Theme: '*Soldiers stationed in Iraq, Afghanistan, and around the world*'
6. The sixth move began with topical unmarked Theme: '*Thursday's shooting*'
7. The seventh move began with topical marked Theme, circumstance of time: '*On Friday, I*'
8. The eighth move began with topical unmarked Theme: '*We*'
9. The ninth move began with topical marked Theme, circumstance of matter/agent/location: '*In tribute to those who fell at Ft. Hood, I*'
10. The Tenth move began with topical unmarked Theme: '*Veterans Day*'
11. The eleventh Theme began with topical marked Theme, a demonstrative: '*These*'

The following section will continue with the analysis of the second address that Obama delivered on Man-inflicted tragedy, a shooting in Tucson, Arizona.

8.3 “Before We are Democrats or Republicans, We are Americans”

This section investigates the radio address delivered by President Obama regarding the shooting that took place at a political event when a gunman opened fire at an event for citizens to meet and speak with their U.S. Representative in Tucson, Arizona in January of 2011, the second address that Obama delivered regarding a man-inflicted tragedy. This section will first summarise the events of the shooting, then it will briefly summarise Obama’s radio address which he delivered exactly a week after the tragedy. This address pertained solely to the shooting in Tucson, Arizona.

This incident occurred, on January 8th, 2011, at an event called “Congress on Your Corner” in front of a supermarket, it was an occasion for the people of Tucson, Arizona to meet and greet their district Representative, Gabrielle Giffords (a United States Representative is from the House of Representatives, which is one part of the U.S. Congress, the Senate makes up the second part). It was the first time she had spoken with her constituents since she was sworn in for her third term as their representative, three days prior. When the shooting occurred, she was speaking with the public and the shooter, Jared Loughner, walked towards the group and began shooting. He killed six people, including John M. Roll, a chief judge for the United States District court for Arizona, and wounded 14 others, and Giffords was among the wounded.

It was mentioned that this tragedy may have been motivated by partisan differences. Arizona is predominately a Republican state, the majority are anti-immigration, they have a low tolerance for illegal residents, the majority support the right to carry arms, and many are against the health care reform by Obama, Obamacare. However, Giffords was a Democrat; she did support Obamacare and opposed a controversial law that involved tougher border control between Arizona and Mexico. As a result, she did receive many threats and her office experienced vandalism⁷. Reports state that the gunman displayed very strange behaviour in the months preceding the event, including the purchasing of guns, a withdrawal from community and psychological problems⁸. Therefore, Obama’s address was delivered within this context and can be noted by the reference to bipartisanship. The following section will summarise this address regarding this man-inflicted tragedy.

⁷ Retrieved on 2 June 2013 from New York Times (*‘In Attacks Wake, Political Repercussions’*):
<http://www.nytimes.com/2011/01/09/us/politics/09giffords.html?ref=arizonashooting2011&r=1&>

⁸ Retrieved on 2 June 2013 from Time Magazine (*‘The Troubled Life of Jared Loughner’*):
<http://content.time.com/time/magazine/article/0,9171,2042358,00.html>

Summarising the address, the address was delivered on January 15, 2011 with 17 sentences and again it pertained solely to the shooting in Tucson. To briefly summarise, Obama begins by restating the incident, he discusses how the whole nation has been mourning the loss of life and as well as remembering them the past week. He then talks about how America is one strong brave family and that there were “stories of heroism and bravery, of courage and community”. He continues by stating that this show of community and support was also seen on the floor of congress, where all the Representatives came to honor and support Giffords and the other victims; he claims that this showed that every American depends upon each other despite political affiliation. He then tells the nation that it needs to carry on; there is still so much work to do in many areas of the nation, including the budget, deficit and jobs. He then speaks of the need to keep the American people safe as well as the need to keep the American dream alive for the future generations to come and he does believe this can be done. He anticipates working together with both Democrats and Republicans towards the same ‘common goal’ for the nation. He concludes the address by saying it is his prayer to stay true and that the examples of heroism and courage will bring out the better in the American people. He ends by stating: “Thanks for listening, and have a great weekend”. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

8.3.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this address, which can lead to the generic structure of this second address regarding a man-inflicted tragedy. The first generic move begins with the introduction.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			It		Introduction: orientating the listener, since one week a tragedy in Tucson (time/place)

This generic move begins with topical marked Theme, **It**, pronoun substitute, here Obama states that a week has passed since the tragedy in Tucson, Arizona. The following generic move Obama addresses the mourning of the nation.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2				We	He talks about America spent the week mourning and remembering the victims (collective mourning)
3				We	

The Theme begins with topical unmarked Theme, **We**, first person plural pronoun, and Obama states that they have spent the past week “mourning and remembering the victims”. This continues with the same subject, **We**, topical unmarked Theme and he continues by saying that they learned of stories and the ‘bravery’, ‘heroism’ and ‘courage’ of Americans. The next generic move continues with an example of where they have seen this bravery in particular.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
4			One of the places we saw that sense of community on display		He states that bravery and heroism were seen, especially with congress (patriotism)
5				One by one, Representatives from all parts of the country and all points of view	
6			As shrill and discordant as our politics can be at times, it		

This generic move begins with a Thematic equative, **One of the places we saw that sense of community on display**, and Obama says that he saw community on the floor of Congress for Gabby Giffords is missed by her colleagues. It continues with topical unmarked Theme, **One by one, Representatives from all parts of the country and all points of view**, and he said they rose in order to pay tribute to Gabby Giffords. This furthers with a topical marked Theme, **As shrill and discordant as our politics can be at times**, a hypotactic clause, followed by the subject, **it**, he stated it was a

reminder of how Americans depend on each other. The next generic move, four, changes to the idea that it is time for America to get back to work.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
7	While		we can't escape our grief for those we've lost, we		He states that now it is time to get back to work specifically indicating his agenda – economy, budget, deficits, and to keep people safe (political agenda)
8				We	
9	After all,		this		
10				We	
11				We	
12				We	
13			These		
14	And		I		

The first Theme is textual, **While**, a hypotactic conjunction followed by a hypotactic clause, **we can't escape our grief for those we've lost**, and then followed the subject, **we**, first person plural pronoun, Obama says it is time for them to “carry on with those mindful truths”. This is followed by the same subject also functioning as a topical unmarked Theme, **We**, again, first person plural pronoun, he states that they have to carry on because they need to. This is followed by a continuative conjunction, **After all**, and then a demonstrative, **this**, referring to what was said previously, Obama says there are still problems to solve. This then continues with the following three Themes (sentences ten, eleven, twelve), they are all topical unmarked, the subject, **We**, and in these three sentences he states that they have to grow jobs faster, become more competitive, bring down the deficits, keep people safe and to keep the American dream alive. This is connected by the next Theme, a demonstrative, **These**, topical marked, indicating a belief that the challenges stated previously can be ‘met’. Further, the next is textual Theme, **And**, a paratactic conjunction connecting the previous sentence followed by the subject, **I**, first person singular pronoun, Obama in which he states he believes that they can do it in “*a way worthy of those who sent us here to serve*”. Generic move five then changes, Obama has a message to Congress and he discusses the idea bipartisanship.

Generic move **five**:

Sent #	THEME	
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	Textual	Inter-personal	Topical: marked	Topical: unmarked	Summary
15	So		as business resumes, I		He says that Congress needs to follow the example of heroism and courage as 'we perform the work of nation' (political agenda)
16	And		as we perform the work of this nation, my prayer		

This generic move begins with textual Theme, **So**, a paratactic conjunction, followed by a hypotactic clause, **as business resumes**, followed by the subject, **I**, first person singular pronoun, Obama says he is looking forward to working together with both parties of Congress "*in that same spirit of common cause*" that he spoke of above, he clearly states that they are Americans, thus signifying the notion of bipartisanship. This continues with textual Theme, **And**, a paratactic conjunction connecting the ideas of the previous sentence, followed by a hypotactic clause, **as we perform the work of this nation**, and the subject, **my prayer**, Obama states "*is that we stay true to our words, and turn to those examples of heroism, and courage, and perseverance, to bring out the better in all of us*". The following generic move is the conclusion of the address.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
17					Thanks for listening, and have a great weekend.

The last generic move is the conclusion and in this move there is no Thematic structure, for it begins with '*Thanks...*'. The following section will discuss the potential generic structure of this address.

8.3.2 The Findings in the Second Address

The previous section discussed the six generic moves of this address that were analysed by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are six generic moves in the address, see Table 7.3. The first was generic move was the Introduction, Obama oriented the listener, he stated it has been one week a tragedy in Tucson, thus simply, (1) *Introduction: Tragedy in Tucson/time and place*. The second move he spoke about how America spent the week mourning and remembering the victims, (2) *Collective mourning*. The third generic move, he stated that bravery and heroism were seen, especially with Congress, thus (3) *Patriotism*. The fourth move, he said that now time to get back to work, specifically indicating his

agenda: economy, budget, deficits, and to keep people safe and he believes that the challenges will be met, (4) *Political agenda*. In the fifth generic move, he stated that Congress needs to follow the example of heroism and courage as ‘we perform the work of nation’ and he expects it from members of congress of both parties, thus (5) *Message to Congress/ Bipartisanship*. In the final move of this address, sixth, he concluded the address with: ‘Thanks for listening, and have a great weekend’.

Generic Move	MIT 2	Generic Moves
1	Introduction: orientating the listener, since one week a tragedy in Tucson (time/place)	Introduction: Tragedy in Tucson/time and place
2	He talks about how America spent the week mourning and remembering the victims	Collective mourning
3	He states that bravery and heroism were seen, especially with congress	Patriotism
4	He states that now it is time to get back to work, specifically indicating his agenda – economy, budget, deficits, and to keep people safe. He believes the challenges will be met.	Political agenda
5	He says that Congress needs to follow the example of heroism and courage as ‘we perform the work of nation’ and expects it from members of congress of both parties	Message to Congress/ Bipartisanship
6	Conclusion: ‘Thanks for listening, and have a great weekend’	Conclusion

Table 7.3: The six generic moves of the second address on man-inflicted tragedy

The trends viewed in these generic moves are first orientation, the next move is regarding emotions, the next move is about patriotism, followed by his political agenda, and the next move is regarding bipartisanship. The major theme of this address is emotions, patriotism, and political agenda.

The trends in the types of Theme in this address are as follows: there are five textual Themes (29%), no interpersonal Theme, four topical marked Themes (24%), seven topical unmarked Themes (41%) and one without Theme (6%), this can be seen in Table 7.4:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
5 (29%)	0	4 (24%)	7 (41%)	1 (6%)

Table 7.4: Type of Theme in the second address on man-inflicted tragedy

Out of the five instances of textual Theme, there are three paratactic conjunctions, ‘And’, ‘so’; one hypotactic conjunction, ‘while’; and one continuative conjunction, ‘after all’. Out of the four topical

marked Themes, one is marked because of a pronoun substitute, *'it'*; one is marked for a thematic equative; one is marked for a hypotactic clause; and one is a demonstrative, *'these'*. The seven topical unmarked Themes included seven subjects of the first person plural, *'we'*; and the subject, *'One by one, Representatives from all parts of the country and all points of view'*.

Further, the six generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, a pronoun substitute: *'It'*
2. The second move began with topical unmarked Theme: *'We'*
3. The third move began with topical marked Theme, a thematic equative: *'One of the places that we saw that sense of community on display'*
4. The fourth move began with textual Theme, a hypotactic conjunction: *'While'*
5. The fifth move began with textual Theme, a hypotactic conjunction: *'So'*
6. The sixth move had no Theme: *'Thanks for listening and have a great weekend'*

The following section will continue with the analysis of the third address that Obama delivered on Man-inflicted tragedy.

8.4 “Remembering the Victims of the Aurora, Colorado Shooting”

This section investigates the radio address delivered by President Obama regarding the shooting that took place at a movie theatre in Aurora, Colorado in July of 2012, the third address that Obama delivered regarding a man-inflicted tragedy. This section will first summarise the events of the shooting, then it will briefly summarise Obama’s radio address which he delivered immediately the following day. This address pertained solely to the shooting in Aurora, Colorado.

The incident occurred, on July 20, 2012 at a cinema in Aurora, Colorado. It was a midnight premiere showing of a Batman film, so there were many fans waiting to see the latest film. The suspect of the shooting entered with the crowd to see the midnight premiere of the newest Batman film, investigators believe. They believe he walked out of the theater's emergency door and allegedly returned through the same door a few minutes later, dressed all in black, and began to fire. He killed twelve people.⁹ The following section will summarise this address regarding this man-inflicted tragedy.

⁹ Retrieved on 2 June 2013 from Denver Post: http://www.denverpost.com/theatershooting/ci_21118201/70-shot-12-killed-at-aurora-movie-theater

Now, to summarise the address, the address was delivered on July 21, 2012 (27 sentences) and again it pertained solely to the shooting at the theatre in Aurora, Colorado. To briefly summarise, this address begins by Obama restating the event that transpired at the movies theatre, he then discusses the victims and how they are being treated for their injuries in local hospitals. He states that they are still gathering the facts regarding the event, and that the Federal government is doing everything they possibly can to bring you whoever is responsible 'for this heinous crime' to justice. He wants the American people to know that the government is ensuring their safety. In the address, he offers support to the people of Colorado and then begins discussing the senseless of evil. He then discusses the victims again, and brings to the listeners attention the brevity of life and the importance of people treating others right as well as loving one another. He then mentions that we must remember the parents that lost their children. He ends the address with asking the people to take time for 'prayer and reflection'. He ends by stating "*And to the people of Aurora, may the Lord bring you comfort and healing in the hard days to come.*" The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

8.4.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this address, which can lead to the generic structure of this third address regarding a man-inflicted tragedy. The first generic move begins with the introduction.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			As many of you know, early on Friday, at least twelve people		Introduction: He orientates the listener and discusses the killings at a movie theatre in Aurora, Colorado, he also talks about the victims. (time/place/evokes emotion)
2				Dozens more	
3				Some of the victims	

The first Theme in this generic move is Topical marked, it begins with a hypotactic clause, ***As many of you know***, followed by, ***early on Friday***, circumstance of time, and the subject, ***at least twelve people***, Here Obama discusses the killings at a movie theatre in Aurora, Colorado. He continues with topical unmarked, ***Dozens more***, and states that many more were injured and are in hospitals. This is

followed by another topical unmarked, ***Some of the victims***, in which Obama states some them are being treated in children hospitals. The next generic move is about Obama gathering all the facts regarding the situation.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
4				We	He is gathering all the facts, and will do anything to help Colorado (Gov. action)
5	And		the federal government		
6				We	
7	And			we	

The first Theme in this generic move is topical unmarked, ***We***, first person plural pronoun, Obama states that they are gathering the facts but do know that one person is in police custody. This is followed by textual Theme, ***And***, a paratactic conjunction connecting the previous statement, followed by the subject, ***the federal government***, in which he says they are ready to do anything possible to find whoever is responsible and bring them to justice. This connected to the next Theme, ***We***, again, first person plural pronoun, topical unmarked, and he states that they will make sure people are safe. This then continues with a paratactic conjunction, ***And***, textual Theme, followed by the subject, ***we***, Obama says that they will be with the people in Colorado during this difficult time. The next generic move, three, he goes into a message regarding the senselessness of evil.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
8			Even as we come to learn how this happened and who's responsible, we		He states evil is senseless, and it can never be completely understood (message)
9				Such evil	
10	But		while we will never know fully what causes someone to take the life of another, we		

This generic move begins with topical marked Theme, ***Even as we come to learn how this happened and who's responsible***, a hypotactic clause, followed by the subject, ***we***, first person plural singular, here he speaks about never understanding how one can terrorize humans. This is continued by a topical unmarked Theme, ***Such evil***, and he continues to state that it is senseless. This is followed by textual Theme, ***But***, a paratactic conjunction indicating a contrast, followed by a hypotactic conjunction, ***while***, with a hypotactic clause, ***we will never know fully what causes someone to take the life of another***, with this Thematic structure Obama places the emphasis of almost entirely what he wants to say in the Theme, this is followed by the subject, ***we***, first person plural pronoun, and he states that they do know that life is worth living. In the next generic move, Obama talks about the victims.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
11				The people we lost in Aurora	He talks about the victims, who they were, their hopes and dreams (evokes emotion)
12				They	
13				They	
14	And if		there's anything to take away from this tragedy, it		

Here the Theme changes from the previous generic move, a topical unmarked Theme, ***The people we lost in Aurora***, followed by another topical unmarked Theme, ***They***, third person plural pronoun, here he is speaking of the victims, he says they “*were mothers and fathers; husbands and wives; sisters and brothers; sons and daughters; friends and neighbours*”. The Theme of victims continues with the same Theme, ***They***, topical unmarked, and he says they still had hopes and dreams for the future. The last Theme for this move is textual, ***And***, a paratactic conjunction indicating a connection with the previous sentence, followed by a hypotactic conjunction, ***if***, that connects to a hypotactic clause, ***there's anything to take away from this tragedy***, again with this Thematic structure Obama places the emphasis of almost entirely what he wants to say in the Theme, this is followed with, ***it***, as the subject, a pronoun substitute, and he says that “*life is fragile*”. In the next generic move he continues by giving a message about how precious life is.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
15				Our time here	He talks about the preciousness, limitedness and meaning of life (message)
16	And		what matters in the end		
17			It		
18			It		
19			That		
20			That's why we		

This generic move begins with a topical unmarked Theme, **Our time here**, Obama continues to say that it is “*limited and precious*”. This is followed by textual Theme, **And**, a paratactic conjunction linking the thoughts from the previous sentence, followed by the subject, **what matters in the end**, and he states: are “*not the small and trivial things which often consume our lives*”. This is followed by a topical marked Theme, **It**, a pronoun substitute, which he uses to point out that it is how we treat one and love one another. This continues with the same subject, **It**, topical marked Theme, and he continues to say it is what people do on a daily basis that matters in life. This is summed up in a demonstrative, **That**, again topical marked Theme, in which he says is what matters. This generic move ends with a Thematic equative, **That's why we**, topical marked, and he ends with: “*That's why we are here*”. In the next generic move, Obama speaks to parents.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
21				I	He speaks to parents, and uses Michelle and himself as an example, they will be hugging their daughters tighter (evokes emotion)
22				what	
23				Michelle and I	
24	But		for those parents who may not be so fortunate, we		

This generic move begins with a topical unmarked Theme, **I**, first person singular pronoun, Obama states that probably other parents had the same thoughts that he had. This continues with topical unmarked Theme, **What**, a question in which he asks: “*What if it had been my daughters at the theater, doing what young children enjoy doing every day?*”. This thought is continued with the following Theme, topical unmarked, **Michelle and I**, and he continues to say that they are fortunate to hug their daughters this weekend, and he is sure other parents will do the same. This generic move continues

with textual Theme, **But**, a paratactic conjunction indicating a contrast, **for those parents who may not be so fortunate**, a hypotactic clause that indicate circumstance of agent and matter, and the subject, **we**, first person plural pronoun, Obama states that they “*need to embrace them and let them know we will be there for them as a nation*”. In the next generic move, seven, he encourages Americans to keep the victims and families in prayer and reflection.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
25			This weekend		He encourages to keep the victims and families and others in prayer and reflection (collective action/thoughts)
26			I		
			Let us		

This generic move begins with a topical marked Theme, **This weekend**, circumstance of time, followed by the subject, **I**, first person singular pronoun, Obama hopes that people will take the time to think of the victims and to pray for them, and he includes all victims. This is followed by a topical marked Theme, **Let us**, and all-inclusive imperative, where he restates to keep ‘all these Americans’ in their prayers. The following generic move is the conclusion of this address.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
27	And		to the people of Aurora, may the Lord		Conclusion: “May the lord bring comfort to Aurora”

The theme of this last generic move is Textual, **And**, a paratactic conjunction, followed by a circumstance of agent, **of to the people of Aurora**, followed by, **may the Lord**, which serves as the subject, Obama says “*May the lord bring you comfort and healing in the hard days to come*”. The following section will discuss the potential generic structure of this address.

8.4.2 The Findings in the Third Address

The previous section discussed the eight generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As

stated there are eight generic moves in the address, see Table 7.5. The first was the introduction, Obama orientated the listener and discussed the killings at a movie theatre in Aurora, Colorado, he also talks about the victims, thus (1) *Introduction: Shooting at a theatre/Time and place*. The second generic move, he stated that he is gathering all the facts and what he will be doing to help Colorado and bring justice, (2) *Government action*. The third generic move, he spoke about that the evil is senseless, and it can never be completely understood, (3) *Message about evil*. The fourth generic move, He spoke about the victims, who they were, their hopes and dreams, (4) *Victims*. In the fifth generic move, he talked about the preciousness, limitedness and meaning of life, (5) *Message about life*. The sixth generic move, he spoke directly to parents, and uses Michelle and himself as an example, they will be hugging tighter their daughters, (6) *Message to parents*. In generic move seven, he asked Americans to keep the victims and families and others in prayer and reflection, (7) *collective thoughts*. The last generic move, eight, was the conclusion with Obama asking the Lord to comfort them, (8) *Conclusion: Religious*.

Generic Move	MIT 3	Generic Moves
1	Introduction: He orientates the listener and discusses the killings at a movie theatre in Aurora, Colorado, he also talks about the victims. (time/place/evokes emotion)	Introduction: Shooting at a theatre/Time and place
2	He is gathering all the facts, and will do anything to help Colorado and bring justice	Government action
3	He states evil is senseless, and it can never be completely understood	Message about evil
4	He talks about the victims, who they were, their hopes and dreams (evokes emotion)	Victims
5	He talks about the preciousness, limitedness and meaning of life	Message about life
6	He speaks to parents, and uses Michelle and himself as an example, they will be hugging tighter their daughters (evokes emotion)	Message to parents
7	He encourages to keep the victims and families and others in prayer and reflection (collective action/thoughts)	Collective thoughts
8	Conclusion: "May the lord bring comfort to Aurora"	Conclusion: Religious

Table 7.5: The eight generic moves of the third address on man-inflicted tragedy

The trends viewed in these generic moves are first orientation, the next move is regarding action, the next move he gives a message, followed by emotions, the next move is another message, the following move is a message again, then a move about emotions again, and it concludes with a religious remark. The major theme of this address is messages given and emotions.

The trends in the types of Theme in this address are as follows: there are seven textual Themes (26%), no interpersonal Theme, eight topical marked Themes (30%), 12 topical unmarked Themes (44%) and none without Theme, this can be seen in Table 7.6:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
7 (26%)	0	8 (30%)	12 (44%)	0

Table 7.6: Type of Theme in the third address on man-inflicted tragedy

Out of the seven instances of textual Theme, there are five paratactic conjunctions, ‘And’ one followed by a hypotactic conjunction, ‘if’; and two contrastive paratactic conjunctions, ‘but’. Out of the eight topical marked Themes, two are marked as hypotactic clauses; two are marked as pronoun substitutes, ‘it’; one is a demonstrative, ‘that’; one is marked as a Thematic equative, ‘that is why’; one is marked as circumstance of time, ‘this weekend’; and one is marked as an all-inclusive imperative, ‘let us’. The 12 topical unmarked Themes included two subjects of the first person plural, ‘we’; two subjects of the third person plural, ‘they’; followed by the following eight: ‘Dozens more’, ‘Some of the victims’, ‘Such evil’, ‘The people we lost in Aurora’, ‘Our time here’, ‘I’, ‘What’, and ‘Michelle and I’.

Further, the eight generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, a hypotactic clause with circumstance of time: ‘As many of you know, early on Friday, at least twelve people’
2. The second move began with topical unmarked Theme: ‘We’
3. The third move began with topical marked Theme, a hypotactic clause: ‘Even as we come to learn how this happened and who’s responsible, we’
4. The fourth move began with topical unmarked Theme: ‘The people we lost in Aurora’
5. The fifth move began with topical unmarked Theme: ‘Our time here’
6. The sixth move began with topical unmarked Theme: ‘I’
7. The seventh move began with topical marked Theme, circumstance of time: ‘This weekend, I’
8. The eighth move began with textual Theme: ‘And, to the people of Aurora, may the Lord’

The following section will continue with the analysis of the fourth address that Obama delivered on Man-inflicted tragedy, a shooting in Newtown, CT, the last for this chapter.

8.5 “Nation Grieves for those killed in Tragic Shooting in Newtown, CT”

This section investigates the radio address delivered by President Obama regarding the shooting that took place at an elementary school in Newtown, Connecticut in December 2012, the fourth address that Obama delivered regarding a man-inflicted tragedy. This section will first summarise the events of the shooting, then it will briefly summarise Obama’s radio address in which he delivered immediately the following day. This address pertained solely to the shooting in Newtown, Connecticut.

The incident occurred on December 14th, 2012 at an elementary school in Newton, Connecticut. On a Friday morning, a 20-year-old man, Adam Lanza, went to Sandy Hook Elementary School, authorities say that he actually broke into the school at 9:30 in the morning by shooting his way through a window near the school’s front office. He entered the school with three weapons and multiple rounds of ammunition. He then opened fire. He killed 20 students and six staff members, including teachers. He also killed his own mother and then himself.¹⁰

Now, to summarise the address. The address was delivered on December 15, 2012, it contained 20 sentences and again it pertained solely to the shooting at the elementary school in Newtown, Connecticut. To briefly summarise, this address begins by Obama restating the event that on a Friday morning, a gunman opened fire at an elementary school, therefore he orientates the listener. He then mentions the victims were children and that because of this American parents are hurting. He also mentions that other victims included teachers, and he then returns to fact the Americans are now grieving and mourning for the families that have lost loved ones. He then moves to speak about coming together, regardless of politics, to help prevent any tragedy like this from ever happening again, he also refers back to other tragedies, including the shooting in Colorado. He then moves to say that as parents, Michelle and he will be holding and loving their children a bit more and he is sure that other parents will be doing the same. He then states that the country needs to take action by extending a hand to the victims and families as well as to pray for them. He then concludes this address. The following section will then demonstrate the Thematic analysis and potential structure of this address.

8.5.1 The Thematic Analysis

This section reveals the Thematic analysis and demonstrates where potential generic moves are within this address, which can lead to the generic structure of this first address. The first generic move begins with the introduction.

¹⁰ Retrieved from: ABC News <http://abcnews.go.com/US/fullpage/newtown-ct-shooting-timeline-sandy-hook-elementary-school-18014080>

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			On Friday, we		Introduction: orientating the listener: on Friday, a gunman opened fire at an elementary school (time/place)

This first generic move, begins with topical marked Theme, **On Friday**, a circumstance of time, followed by the subject, **we**, first person plural pronoun, and Obama speaks about that they have learned about the shooting at an elementary school in Newtown, Connecticut. The next generic move changes with a discussion about the victims.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2				Most of those who died	He discusses the victims of the young children and parents are hurting. (evokes emotion)
3	And		every parent in America		

This generic move begins with a topical unmarked Theme, **Most of those who died**, to indicate the victims of the shooting, and Obama states that they were young children. This is connected by textual Theme, **And**, a paratactic conjunction, followed by the subject, **every parent in America**, and he continues to say that they are hurting. The next generic move changes to discuss the other victims.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
4			Among the fallen		He discusses the teachers that were killed. (evokes emotion)
5				men and women who devoted their lives to helping our children	

This next generic move begins with, ***Among the fallen***, topical marked Theme, a Thematic equative, and states were also teachers. This continues with in the next Theme, topical unmarked, **men and women who devoted their lives to helping our children**, in which he is referring to the teachers, and states “*to fulfill their dreams*”. The Theme changes in the next generic move with, **So**, textual Theme and he discusses the mourning for the families.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
6	So		our hearts		He talks about the mourning for the families that have lost loved ones. (evokes emotion)
7				We	
8	And		we		
9	Because		as blessed as they are to have their children home, they		

As stated, this generic move begins with textual Theme, **So**, a paratactic conjunction, followed by the subject, **our hearts**, and Obama states that their hearts are broken. This is followed by a topical unmarked Theme, **We**, first person plural pronoun connecting to the first person plural possessive, *our*, used above, in which he states that they grieve for the families that lost someone in the tragedy. This is connected to the following Theme by a paratactic conjunction, **And**, followed again by the subject, **we**, and he continues by saying they keep in their prayers the “*parents of those who survived*”. This connects to a hypotactic conjunction, **Because**, textual Theme, followed by a hypotactic clause, **as blessed as they are to have their children home**, followed by the subject, **they**, third person plural pronoun, in which he says that the parents know that their child’s innocence has been taken away. The next generic move changes with circumstance as Theme, and he discusses the other tragedies and they need to come together regardless of politics.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
10			As a nation, we		He speaks about coming together, regardless of politics, from preventing any tragedy like this from happening again (Colorado mentioned), regardless of politics (political agenda, re: gun control – 3 weeks later an address)
11				Any of these neighborhoods	
12	So		we		

The Theme begins with in this generic move with topical marked, **As a nation**, circumstance of agent, followed by the subject, **we**, first person plural pronoun, in which he states there have been too many tragedies in many different locations in America, including the shooting in Colorado as well as a few others. This is followed by the subject, **Any of these neighborhoods**, topical unmarked Theme, in which he says that could be anyone's. This continues with textual Theme, **So**, a paratactic conjunction followed by the subject, **we**, first person plural pronoun, and he says that they need to come together to prevent more tragedies regardless of the politics. The next generic move, he discusses what he and Michelle will do as parents.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
13			This weekend, Michelle and I		He says as parents, Michelle and he will hold and love his children (evokes emotion)

This move contains circumstance of time, **This weekend**, topical marked Theme, followed by, **Michelle and I**, as the subject. Obama says that they will be holding their children close and telling them how much they love them; Obama also says that every other parent will be doing the same. In the following move he asks the nation to take action.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
14			There		He states that the country needs to take action, extend a hand to the victims and families and pray for them. (collective action/thoughts)
15	And		they		
16	Because		while nothing can take the place of a lost child or loved one, all of us		
17			to remind them that we		
18			that		
19	and		that		

This generic move begins with an existential subject as the subject, **There**, topical marked Theme, he states that there are families who cannot do what he stated previously, hug their children. This may seem part of the previous generic move, however, he uses it as a way to go into this generic move regarding talking action. It, thus, continues with a paratactic conjunction linking the thoughts stated

previously, **And**, textual Theme, followed by the subject, **they**, third person singular pronoun, in which he says that they need other Americans. This is connected by a hypotactic conjunction, connecting the ideas to the previous sentence, **Because**, followed by a hypotactic clause, **while nothing can take the place of a lost child or loved one**, followed by the subject, **all of us**, Obama says that they all can do something to help those in need. This is followed by a topical marked Theme, **To remind them that we**, a Thematic comment in order to emphasize what Obama wants to say which is that they as a nation are there for them. This follows a topical marked Theme, **That**, a demonstrative used to indicate that they are praying for them, this continues by a paratactic conjunction, **And**, textual Theme, followed by another demonstrative, **that**, in which Obama says: “*the love they felt for those they lost endures not just in their own memories, but also in their community, and their country*”. The following move is the conclusion of the address.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
20					Thank you.

The last generic move is the conclusion, there is no Theme, he just states, **Thank you**. The following section will discuss the potential generic structure of this address.

8.5.2 The Findings in the Fourth Address

The previous section discussed the eight generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are eight generic moves in the address, see Table 7.7. The first was the introduction, he orientated the listener by saying on Friday, a gunman opened fire at an elementary school thus (1) *Introduction: shooting at elementary school/time and place*. The second generic move, he discussed the victims were young children and parents are hurting, (2) *Victims: children*. The third generic move, he discussed the teachers that were killed, (3) *Victims: teachers*. The fourth generic move, he talks about the mourning for the families that have lost loved ones, (4) *Mourning of the families*. Following is the fifth generic move, he spoke about coming together, regardless of politics, from preventing any tragedy like this from happening again, (5) *Bipartisanship*. The sixth generic move, he said he and Michelle will hold and love their children as other parents will do, (6) *Parents’ action*. The seventh generic move, he stated that the country needs to take action, extend a hand to the victims and families and pray for them, (7) *Collective action and thoughts*. The last generic move, the eighth, he concluded the address, (8) *Conclusion*.

Generic Move	MIT 4	Generic Moves
1	Introduction: orientating the listener: on Friday, a gunman opened fire at an elementary school (time/place)	Introduction: shooting at elementary school/time and place
2	He discusses the victims were young children and parents are hurting. (evokes emotion)	Victims: children
3	He discusses the teachers that were killed. (evokes emotion)	Victims: teachers
4	He talks about the mourning for the families that have lost loved ones. (evokes emotion)	Mourning of the families
5	He speaks about coming together, regardless of politics, from preventing any tragedy like this from happening again (Colorado mentioned), regardless of politics (political agenda, re: gun control – 3 wks later an address)	Bipartisanship
6	He says as parents, Michelle and he will hold and love their children as other parents will do (evokes emotion)	Parents' action
7	He states that the country needs to take action, extend a hand to the victims and families and pray for them.	Collective action and thoughts
8	Formal conclusion: Thank you	Conclusion

Table 7.7: The eight generic moves of the fourth address on man-inflicted tragedy

The trends viewed in these generic moves are first orientation, followed by evoking emotions in the following three moves, the next move is in regards to bipartisanship, then a move about emotions again, and it concludes with coming together to help victims. The major theme of this address is emotions and coming together.

The trends in the types of Theme in this address are as follows: there are eight textual Themes (40%), no interpersonal Theme, seven topical marked Themes (35%), four topical unmarked Themes (20%) and one with no Theme (5%), this can be seen in Table 7.8:

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
8 (40%)	0	7 (35%)	4 (20%)	1 (5%)

Table 7.8: Type of Theme in the fourth address on man-inflicted tragedy

Out of the eight instances of textual Theme, there are six paratactic conjunctions, four as 'And' and two as 'So'; and two hypotactic conjunctions, 'because'. Out of the seven topical marked Themes, one is

marked as a Thematic equative, '*Among the fallen*'; One is circumstance of agent, '*As a nation*'; two marked as circumstance of time, '*On Friday*', '*This weekend*'; one is marked as existential, '*there*'; one is a Thematic comment, '*to remind them*'; and one is marked as a demonstrative, '*that*'. The four topical unmarked Themes included the following: '*Most of those who died*', '*Men and women who devoted their lives to helping our children*', '*We*', and '*Any of these neighborhoods*'.

Further, the eight generic moves in this address began with the following types of Theme:

1. The first move began with topical marked Theme, circumstance of time: '*On Friday, we*'
2. The second move began with topical unmarked Theme: '*Most of those who died*'
3. The third move began with topical marked Theme, a Thematic equative: '*Among the fallen*'
4. The fourth move began with textual Theme, a paratactic conjunction: '*So, our hearts*'
5. The fifth move began with topical marked Theme, circumstance of agent: '*As a nation, we*'
6. The sixth move began with topical marked Theme, circumstance of time: '*This weekend, Michelle and I*'
7. The seventh move began with topical marked Theme, an existential as subject: '*There*'
8. The eighth move had no Theme: '*Thank you*'

The following section will compare and contrast the generic structure of all four addresses that were analysed in this chapter.

8.6 Findings and Discussion

This section will first reveal the overall types of Theme found in the analysis, then it will discuss as well as compare and contrast the generic moves and the structure as a result of the analysis pertaining to man-inflicted tragedies. And, finally, it will discuss the major trends found and demonstrate the types of Theme that indicated a move. As mentioned, these were the only four radio addresses that Obama delivered concerning this topic during his first term as President. The general *field* was Obama speaking about tragic shootings that occurred during his first term, unlike the other repertoires on the economy and health care, the field did change between each address because the situations varied and therefore changed according to the event that transpired. The first address analysed was titled "*Tragedy at Fort Hood*", delivered on November 7, 2009. The specific field of this address was an army major who went on a shooting spree on a military base and killed 13 soldiers in training in Texas. The second address analysed was titled "*Before We are Democrats or Republicans, We are Americans*", delivered on January 15, 2011. The specific field of this address regarded a gunman who opened fire at a political event for citizens to meet and speak with their U.S. Representative in Arizona. The third

address analysed was titled “*Remembering the Victims of the Aurora, Colorado Shooting*”, delivered on July 21, 2012. The specific field was Obama addressing a midnight shooting during a movie at a movie theatre in Aurora, Colorado. The fourth and last address analysed was titled “*Nation Grieves for those killed in Tragic Shooting in Newton, CT*”, delivered on December 15, 2012. The specific field was in regards to a gunman who entered the campus of Sandy Hook Elementary School in Newtown, Connecticut, and began shooting.

The overall types of Theme found in the addresses

Addresses	Number of sentences	Textual	Inter-personal	Topical: Marked	Topical: Unmarked	No Theme
MIT1	32	7	0	11	14	0
MIT2	17	5	0	4	7	1
MIT3	27	7	0	8	12	0
MIT4	20	8	0	6	5	1
Total	96	27 (28%)	0	29 (30%)	38 (40%)	2 (2%)

Table 7.9: Type of Theme in the set of man-inflicted tragedy addresses

This section simply observes the total amount of Themes found in each sentence of all the man-inflicted tragedy addresses, see Table 7.9 (to review the exact types of Theme found, please refer back to the summary of each individual address). The aim is to ultimately reveal the trend in the types of Theme discovered when compared to the other registers, which will be discussed in the final chapter. Thus, at this moment, within the register on the analysis on man-inflicted tragedy, there were a total of 96 sentences, 27 textual Theme (28%), there was no interpersonal Theme, 29 topical marked Theme (30%), 38 topical unmarked Theme (40%) and two without any Theme (2%).

The Generic Moves

The first address analysed, “*Tragedy at Fort Hood*”, revealed eleven generic moves. The first was the Introduction, Obama orientated the listener on what he was going to speak about, (1) *Introduction: Shooting at Fort Hood*. The second generic move, he recapped the events, Army psychiatrist began shooting at the SRP and where and when, (2) *Army psychiatrist shooting at SRP/where and when*. The third generic move he discussed it is a crime and worse because of the location, SRP (evoking emotion), thus (3) *Location*. In the fourth generic move, he described further the location, (4) *Location*. Generic move five, he told what soldiers around the world did (evoking emotion), (5) *How soldiers reacted*. In generic move six, Obama addressed what Americans collectively saw how everyone responded, also how American soldiers are the best, (6) *Patriotism*. In generic move seven, he told

what action he took, (7) *Government Action*. In generic move eight he said that everyone's thoughts are with the families of the victims, (8) *collective thoughts*. Generic move nine, he ordered flags to be lowered, (9) *His action*. In generic move ten, he discussed soldiers come from many different backgrounds, religions, ethnicity, but what they all have in common is patriotism, (10) *Patriotism*. In generic move eleven, it concluded by Obama stating that they need to be honoured, (11) *Conclusion: need to honour*.

The second address analysed, "*Before We are Democrats or Republicans, We are Americans*", revealed six generic moves. The first generic move was the Introduction, Obama oriented the listener, he stated it has been one week a tragedy in Tucson, (1) *Introduction: Tragedy in Tucson/time and place*. The second move he spoke about how America spent the week mourning and remembering the victims, (2) *Collective mourning*. The third generic move, he stated that bravery and heroism were seen, especially with Congress, (3) *Patriotism*. The fourth move, he said that now time to get back to work (economy, budget, deficits, and to keep people safe), (4) *Political agenda*. In the fifth generic move, he stated that Congress needs to follow the example of heroism and courage, (5) *Message to Congress/ Bipartisanship*. In the final move of this address, sixth, he concluded the address with: '*Thanks for listening, and have a great weekend*', (6) *conclusion*.

The third address analysed, "*Remembering the Victims of the Aurora, Colorado Shooting*", revealed eight generic moves. The first was the introduction, Obama orientated the listener and discussed what had happened and also talks about the victims, (1) *Introduction: Shooting at a theatre/Time and place*. The second generic move, he stated that he is gathering all the facts and will bring justice, (2) *Government action*. The third generic move, he spoke about that evil is senseless, and it can never be completely understood, (3) *Message about evil*. The fourth generic move, He spoke about the victims (who they were, their hopes and dreams), (4) *Victims*. In the fifth generic move, he talked about the preciousness, limitedness and meaning of life, (5) *Message about life*. The sixth generic move, he spoke directly to parents, and uses Michelle and himself as an example, (6) *Message to parents*. In generic move seven, he asked Americans to keep the victims and families and others in prayer and reflection, (7) *collective thoughts*. The last generic move, eight, was the conclusion with Obama asking the Lord to comfort them, (8) *Conclusion: Religious*.

The fourth address analysed, "*Nation Grieves for those killed in Tragic Shooting in Newton, CT*", revealed eight generic moves. The first was the introduction, he orientated the listener by saying what had happened, (1) *Introduction: shooting at elementary school/time and place*. The second generic move, he discussed that the victims were young children and parents are hurting, (2) *Victims: children*. The third generic move, he discussed the teachers that were killed, (3) *Victims: teachers*. The fourth

generic move, he spoke about the mourning for the families that have lost loved ones, (4) *Mourning of the families*. In the fifth generic move, he spoke about coming together, regardless of politics, (5) *Bipartisanship*. The sixth generic move, he said he and Michelle would hold and love their children as other parents would do, (6) *Parents' action*. The seventh generic move, he stated that the country needs to take action, extend a hand to the victims and families and pray for them, (7) *Collective action and thoughts*. The last generic move, the eighth, he concluded the address, (8) *Conclusion*.

	Generic Moves MIT1	Generic Moves MIT2	Generic Moves MIT3	Generic Moves MIT4
1	Introduction: Shooting at Fort Hood	Introduction: Tragedy in Tucson/time and place	Introduction: Shooting at a theatre/Time and place	Introduction: shooting at elementary school/time and place
2	Army psychiatrist shooting at SRP/where and when	Collective mourning	Government action	Victims: children
3	Location	Patriotism	Message about evil	Victims: teachers
4	Location	Political agenda	Victims	Mourning of the families
5	How soldiers reacted	Message to Congress/ Bipartisanship	Message about life	Bipartisanship
6	Patriotism	Conclusion	Message to parents	Parents' action
7	Government Action		Collective thoughts	Collective action and thoughts
8	Collective thoughts		Conclusion: Religious	Conclusion
9	His action			
10	patriotism			
11	Conclusion: need to honour			

Table 7.10: Comparing and contrasting the man-inflicted tragedy addresses

Comparing and contrasting these four addresses within the register on man-inflicted tragedy (see Table 7.10), there are similar generic moves within the generic structure of these addresses even though the context of situations were different, again, for example, in MIT1, he addressed the shooting at Fort Hood, Texas where an army major went on a shooting spree. MIT2, he addressed the tragedy in Arizona where a gunman opened fire at an event for citizens to meet and speak with their U.S. Representative. Then in MIT3, he discussed the shooting at a movie theatre in Aurora, Colorado. The last address, MIT4, he focused on the shooting at Sandy Hook Elementary School in Newtown, Connecticut.

They do differ, however there are generic moves that are comparable. For example, in all four addresses, the introductions are similar. He introduces the event that transpired and talked about the time and the place. In all of them he includes a statement regarding collective mourning, and/or collective thoughts, meaning that the entire country is thinking about the event that had happened and that they are in the thoughts of Americans. In MIT 1 and MIT 3, he did speak about government action and what they are doing in response to the specific tragedy. In MIT 2 and MIT 4, there were similar generic moves regarding bipartisanship. In MIT 1, it is much more patriotic because it was a tragedy involving the American army, this is also similar with MIT 2, since the tragedy did involve an American government official. It does begin to contrast though according to the specific context of situation. In MIT 1, he spoke about the location of the tragedy, to emphasize how tragic the event was. He also spoke about the soldiers and how they reacted as well as how they serve the country. He addressed the need that Americans need to honor the servicemen of the country, since they serve on behalf of all Americans, thus patriotic. In MIT 2, this was patriotic as well because it involved a democratic representative from Congress. Moreover, it involved his political agenda as President because of this since Obama was a democratic president, he called as well for bipartisanship in Congress. MIT 3 and MIT 4 were a bit different because both events involved random Americans. Therefore, in both of these, there were generic moves regarding the victims. Then, in MIT 3, he gave a message about the senseless act of evil and he also gave a message regarding life, as well as a message to the parents. This was the only address that ended with a religious generic move in the conclusion. In MIT 4, he spoke more about the victims than in the other addresses, the victims were children and teachers, thus a more emotional appeal. He also spoke about how parents will respond because the tragedy involved children. Thus in these addresses, there were differences in generic moves because of the specific context of situations, however, there were overlapping generic moves within all of them within the repertoire of registers regarding man-Inflicted tragedy.

The Trends found in these Man-Inflicted Tragedy Addresses

This section will briefly view the trends found in the addresses in very simplistic terms to understand the major thread that connected these four addresses. The trends observed in the first address were first orientation, the next move was regarding the events, the next two moves again were about the location, followed by emotions, the next move was regarding patriotism, the following move was about action taken, then a move about emotions again, followed again by action taken, the next move was about patriotism and then concluded regarding honor. The major themes of this address were **orientation, location, emotions, patriotism, and action**. The trends seen in the second address were first orientation, the next move was regarding emotions, the next move was about patriotism, followed by his political agenda, and the next move was regarding bipartisanship. The major themes of this

address were **orientation, emotions, patriotism, and political agenda/bipartisanship**. The trends found in the third address were first orientation, the next move was regarding action, the next move he gave a message, followed by emotions, the next move was another message, the following move was a message again, then a move about emotions again, and it concluded with a religious remark. The major themes of this address were **orientation, messages given and emotions**. The trends viewed in the fourth address were first orientation, followed by evoking emotions in the following three moves, the next move was in regards to bipartisanship, then a move about emotions again, and it concluded with coming together to help victims. The major themes of this address were **orientation, emotions, bipartisanship and coming together**.

The major threads in these addresses were the following: **orientation, emotions, patriotism and bipartisanship**, Obama began by orientating the listener in all addresses, he recapped what had taken place, usually including time and place. This was an important component because he spoke about a particular tragic event, thus he needed to orientate the listener so that the he/she was aware of the topic at hand before he delved further into the address. Of course, a tragedy evokes emotions, and thus another common motif was emotions. Obama evoked emotions in the following ways: by discussing the location in the first address, speaking about how soldiers reacted, speaking about the bravery and heroism seen in the second address, or of speaking of the victims or the family of the victims in the last two addresses. Further, the idea of 'social collectiveness' was also present in the addresses, it was relevant in the following ways: a call for Americans to collectively mourn, to collectively think of the victims or help them in some way. This leads to the motif of patriotism. Patriotism was observed in numerous ways: Americans are there to help fellow Americans, Americans are brave or heroic, or American soldiers are the 'best' in the world. It is expected in addresses of this type of contextual situation to add a positive-ness to a dark situation. It also functions to lift the morale of the American people. This is actually the opposite of what he did with the economic and health care addresses. Bipartisanship was the final motif. This was observed also in the previous two repertoires. The first instance regarding the shooting at the political event (second address), Obama insisted that everyone must work together because Gifford was a democrat, as was Obama and it could be seen as a way of strengthening his leadership as a democratic president. The second instance was in the last address. This was after the shooting at the elementary school. Obama used bipartisanship towards the issue of gun control, which he tried to tackle shortly after this particular incident, thus it was a political aim of his at the time.

Types of theme that indicated a move

TYPES OF THEME THAT INDICATED A MOVE: MAN-INFLICTED TRAGEDY				
GENERIC MOVE	MIT1	MIT2	MIT3	MIT4
1	topical unmarked	topical marked, a pronoun substitute	topical marked, a hypotactic clause with circumstance of time	topical marked, circumstance of time
2	topical marked, circumstance of time	topical unmarked	topical unmarked	topical unmarked
3	topical marked, a thematic comment	topical marked, a thematic equative	topical marked, a hypotactic clause	topical marked, a Thematic equative
4	topical unmarked	textual, a hypotactic conjunction	topical unmarked	textual, a paratactic conjunction
5	topical unmarked	textual, a hypotactic conjunction	topical unmarked	topical marked, circumstance of agent
6	topical unmarked	no Theme	topical unmarked	topical marked, circumstance of time
7	topical marked, circumstance of time		topical marked, circumstance of time	topical marked, an existential as subject
8	topical unmarked Theme		Textual, a paratactic conjunction	no Theme
9	topical marked, circumstance of mater/agent/location			
10	topical unmarked			
11	topical marked, a demonstrative			

Table 7.11: Types of theme that indicated a move in the man-inflicted tragedy addresses

This section compares the types of Themes that were observed within all four addresses when a new generic move began (see Table 7.11). Each summary of an individual address demonstrates what the Theme was (please refer back to that section), this section will investigate any type of patterns or common threads found among them. These addresses varied in length, from six moves to eleven moves. First in MIT1, there were six unmarked themes, two circumstance of time, one Thematic comment, one circumstance of agent with matter and location, and one demonstrative. In MIT2, there were two hypotactic clauses, one unmarked Theme, one pronoun substitute, one Thematic equative, and one with no Theme. In MIT3, there were four unmarked Themes, one hypotactic clause, two circumstance of time (one in a hypotactic clause), and one textual Theme. In MIT4, there were two

circumstance of time, one unmarked, one circumstance of agent, one Thematic equative, one textual Theme, one existential Theme, and one with no Theme.

To review the types of Theme that indicated a move, these Themes varied which could be expected because of the various situation. The most common Themes noted were the following: a total of 12 unmarked Themes, five circumstance of time, and for the first time in this study, there were two circumstances of agent which the previous two analytical chapters did not have at the beginning of a generic move. The unmarked Themes included three first person plural pronouns, '*we*', two first person singular pronouns, '*I*', and one third person plural pronoun, '*they*'. The other unmarked Themes varied according to the address, such as: '*Veteran's Day*', '*any of these neighborhoods*', '*our time here*', and '*soldiers stationed in Iraq, Afghanistan, and around the world*'. This was not surprising since the situation was different in each case, Obama rarely used himself as the subject in these addresses and concentrated more on the event that occurred. Circumstance of time as the beginning generic move was quite low, but, it did occur near the beginning of the address and were used as an orientation for the listener to refer to what had specifically happened, thus this was not surprising. Some that were present were: '*this past Thursday*', '*on Friday*', '*early on Friday morning*', and '*this weekend*'. The two circumstances of agent observed were in MIT1 and MIT 4, they were the following: '*in tribute to those who fell*' and '*as a nation*', the first being used as a remembrance to the victims and the latter as a social collectiveness that the nation has seen too many tragedies.

In terms of the placement of types of Theme used in the generic structures at the beginning of a generic move, the addresses did not follow a typical pattern, there were just two similarities. First, circumstance of time occurred near the beginning of the address, as stated earlier. Second, two addresses ended with no Theme, MIT 2 and MIT 4, they ended with a simple 'thanks for listening' and 'thank you'. Again, the lack of similarities of patterning of the types of Theme indicating a move can be recognised because of the varied context of situations.

The following chapter, the fourth and last analytical chapter of the thesis, will analyse the repertoire of registers regarding Christmas. The chapter will observe how different or similar they are according to their register and generic structure.

Chapter 8

Christmas

8.1 Introduction

This chapter shifts away from the repertoire of register of tragic events that were discussed in the previous chapter and investigates a lighter topic, Christmas. This chapter investigates the thematic and generic structure of all four Christmas addresses that President Obama delivered during his first term as President, 2009 – 2012. It will also conclude the analytical chapters. These addresses are particularly unique with respect to the others, for in these addresses the First Lady, Michelle Obama, joins President Obama in delivering the holiday address to the nation. The general *field* is Obama and Michelle delivering their Christmas greetings to the American people. The *tenor* includes Obama, Michelle, the Military, military families, and the American people, and the *mode* is multimodal, see Figure 8.1. They are in sequential order, meaning they are the first four radio addresses that he delivered on the topic of Christmas. Therefore, this chapter will analyse the generic structure of each Christmas radio address in chronological order, beginning with 2009 and ending in 2012.

First, it begins with their address delivered on December 24, 2009 titled “Celebrating Christmas and Honoring Those Who Serve” and the specific *field* of this address is Obama and Michelle wishing the American people a merry Christmas and revealing how to help the military and their families.

Following is their second address from December 25, 2010 titled “Merry Christmas from the President and the First Lady”, and the specific *field* of this address is Obama and Michelle wishing the American people a merry Christmas and revealing how to help the military and their families. The third address analysed, from December 24, 2011, is titled “The President and First Lady Thank our Troops for their Service as We Celebrate this Holiday Season”, the specific *field* is Obama and Michelle wishing the American people a merry Christmas, Obama states that the war is over and how to help the military and their families. Finally, the last address analysed in this chapter was delivered on December 22, 2012 and is titled “The President and First Lady Extend a Holiday Greeting and Thank our Troops for their Service”, the specific *field* is Obama and Michelle wishing the American people a merry

Christmas, stating again that the war is over and how to help the military and their families. The specific field in these addresses does not change and this plays a significant role when comparing and contrasting these addresses. The next section will discuss and analyse the first address.

Genre: The Radio Address				
Potential Sub-Genre: 'Christmas				
<i>'Repertoire of Registers':</i>				
Field:	<i>Obama speaking about the Christmas</i>			
Tenor:	<i>Obama, Michelle Obama, the Military, Military families and the American people</i>			
Mode:	<i>written-to-be-spoken discourse, presented in multimodal ways</i>			
	Christmas 2009: <i>"Celebrating Christmas and Honoring Those Who Serve"</i>	Christmas 2010: <i>"Merry Christmas from the President and the First Lady"</i>	Christmas 2011: <i>"The President and First Lady Thank our Troops for their Service as We Celebrate this Holiday Season"</i>	Christmas 2012: <i>"The President and First Lady Extend a Holiday Greeting and Thank our Troops for their Service"</i>
Date:	24 December 2009	25 December 2010	24 December 2011	22 December 2012
Field:	Christmas, the military and their families	Christmas, the military and their families	Christmas, the military and their families, war	Christmas, the military and their families, war
Tenor:	Obama, Michelle Obama, the Military, Military families and the American people	Obama, Michelle Obama, the Military, Military families and the American people	Obama, Michelle Obama, the Military, Military families and the American people	Obama, Michelle Obama, the Military, Military families and the American people
Mode:	multimodal	multimodal	multimodal	multimodal

Figure 8.1: The Christmas Addresses

8.2 "Celebrating Christmas and Honoring Those Who Serve"

This section introduces and briefly summarizes the address. This is the first address as President that Obama delivered regarding the holiday of Christmas and it pertained solely this topic. The address was delivered on December 24, 2009 (43 sentences). To summarise, this address begins with Obama and a Christmas greeting, to the nation, it then continues with Obama and he sends another Christmas greeting from his whole family. The address then switches to Michelle, and she speaks about the experience of their first Christmas in the White House. She moves on to discuss the official White House Christmas tree as well as the ornaments on the tree. The address then goes back to Obama and he talks about the economic crisis and how many Americans are struggling financially, he gives examples of unemployment and Americans losing their homes. Obama then moves on to discuss the celebration of Christmas, and how it is a time to be with family and friends, and he discusses as well the bonds both of community and country. The address then changes and both Obama and Michelle speak directly to the military and thank them for their service and their ultimate sacrifice, they also

state that have been humbled and inspired by them. Michelle then speak specifically about military families and how strong they are. They then both discuss ways the American public can give and help military families, Obama also introduces a website for people to learn more ways in which they can help. The address comes to a conclusion by Obama stating that the military is in their thoughts and that the government is doing all they can for them, and it ends with a Christmas greeting by both Michelle and Obama. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

8.2.1 The Thematic Analysis

This section reveals the Thematic Analysis and demonstrates where the potential generic moves are within this address, which then can lead to the generic structure of this first address. The first generic move, one, is the introduction and Obama begins with a Christmas greeting.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1					Introduction: Christmas Greeting

This first generic move is the Introduction, there is no Theme, just a Christmas greeting by Obama in which he says: *"Hello everyone and Merry Christmas"*. The following move continues with a Christmas greeting from his family.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2	As		you and your families gather to celebrate the holidays, we		Obama sends Christmas greetings from the whole family.

The second generic move begins with a hypotactic conjunction, **As**, textual Theme, followed by a hypotactic clause, **you and your families gather to celebrate the holidays**, and the subject, **we**, first person plural pronoun, Obama says he wanted to send greetings from his whole family. The following generic move switches to Michelle and she talks about Christmas in the White House.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
3			This		Michelle speaks about their first Christmas in the White House.
	and		we		

This generic move is topical marked Theme, **This**, a demonstrative, and Michelle says that it is their first Christmas in the White House and followed by a minor clause, textual Theme, **and**, a paratactic conjunction, followed by the subject, **we**, first person plural singular, and she continues to say that they are grateful. The next move continues with Michelle and she talks about the White House Christmas tree.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
4			Not far from here, in the Blue Room,		Michelle discusses the official White House Christmas tree and its ornaments.
5			It		
6				Each one	

In generic move four, Michelle continues with circumstance of location, **Not far from here, in the Blue Room**, topical marked Theme, this could also function as Thematic equative, and she states is the official White House Christmas Tree. This continues with a pronoun substitute, referring to the tree, **It**, topical marked Theme, in which she describes the tree as well as the ornaments. It continues with the subject, **Each one**, topical unmarked Theme, in reference to the ornaments and she states they are a reminder of the traditions and they are thankful for the season of Christmas. The following generic move, changes back to Obama and he talks about the economic crisis.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
7			That		Obama talks about the families struggling because of the economic crisis, i.e. unemployment and foreclosure of homes.
8			parents without a job		
9			families and neighbors		
10				folks	

Generic move five begins with a demonstrative, ***That***, topical marked Theme, in which Obama says she is right and he continues to discuss that many people are hurting because of the crisis. This continues in the following three Themes, ***parents without a job***, topical marked because it is followed by ‘*who*’ in the Rheme, in which he states they struggle to get Christmas presents, this continues with, ***families and neighbors***, also topical marked Theme for the same previous reason, and he says who have lost homes. The last Theme, is topical unmarked, ***folks***, in which he says that they are “*wondering what the new year will bring*”. The next generic move continues with Obama and he discusses the celebration of Christmas.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
11	But		even in these tough times, there		Obama speaks about the celebration of Christmas with friends and family, and the bonds of community and country.
12			A message of peace and brotherhood		
13					
14					
15	And		the character and courage of our men and women in uniform		

This sixth generic move begins with textual Theme, ***But***, a contrasting paratactic conjunction, used to switch the topic from the previous move, followed by circumstance of matter, ***even in these tough times***, and the existential subject, ***there***, Obama states there is much to celebrate during Christmas.

This continues with a topical marked Theme, ***A message of peace and brotherhood***, in which he says continues to inspire 2,000 years later. In sentences 13 and 14, there is no Theme, he states the following:

“*The love of family and friends. The bonds of community and country.*” In sentence 15, Theme continues with textual Theme, ***And***, a paratactic conjunction connecting the ideas previously stated, followed by the subject, ***the character and courage of our men and women in uniform***, this is placed in the Thematic position to put emphasis on the military and he says they are far from home and family, and protecting America. The next move continues with Obama and ends with Michelle, and they discuss the military.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	

16			To all our soldiers, sailors, airmen, Marines and Coast Guardsmen—I		Obama and Michelle directly address the military for their service and their ultimate sacrifice, and they have been humbled and inspired.
17				I	
18				I	
19				Michelle and I	
20	And		I		
21				In flag-draped caskets	
22					
23	And		after years of multiple tours of duty, as you carry on with our missions in Iraq and Afghanistan, your service, your readiness to make that same sacrifice,		
Michelle					
24	And so				

This generic move begins with circumstance of agent, ***To all our soldiers, sailors, airmen, Marines and Coast Guardsmen***, here Obama directly indicates who he is speaking to, this is followed by the subject, ***I***, first person singular pronoun, and he states that it is a honor to serve them, the military. This continues with the same subject, ***I***, topical unmarked, and he says that he has been “*awed by (their) selfless spirit, (their) eagerness to serve*”. This continues with the same subject, ***I***, and says he has been energized by their dedication. The following theme is also topical unmarked, ***Michelle and I***, and says that they have been moved by their determination. This idea continues with, ***And***, a paratactic conjunction, textual Theme, followed with the same subject, ***I***, in which he states that he is humbled by those who make sacrifices for the sake of freedom. This thought continues with examples of the sacrifices, the next Theme is unmarked, ***In flag-draped caskets***, and he states coming home. It is connected with textual Theme, ***And***, followed by a heavily packed Thematic structure with instances of circumstance of time, circumstance of matter, circumstance of location, ***after years of multiple tours of duty, as you carry on with our missions in Iraq and Afghanistan, your service, your readiness to make that same sacrifice***, in which he uses a heavily packed Thematic structure to state is an inspiration to Americans. This is followed by the last Theme of this generic structure and it switches to Michelle, it is textual Theme, ***And so***, paratactic conjunctions linking the previous thoughts, and she says they are an inspiration to their families. The next generic move continues with Michelle, and it begins with circumstance of agent as Theme and she continues by speaking about military families.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
25			As First Lady, one of my greatest privileges		Michelle speaks of the military families and how strong they are.
26				I	
27				I	
28			grandparents and relatives		
29	and		folks		
30	And		through it all, these families somehow still		

This Theme, begins with circumstance of agent, **As First Lady**, topical marked, followed by the subject, **one of my greatest privileges**, in which she states is to visit with military families across the country. This continues with the first person singular pronoun as the subject, **I**, topical unmarked Theme, and she says she has met spouses parenting alone and describes it, then it continues with the same subject, **I**, topical unmarked Theme, and she continues to say that she has met children who wondering when their parents may come home from duty. The following Theme is topical marked, because it is followed by *who*, **grandparents and relatives**, and she says that they take care of their wounded soldiers. This is connected by a paratactic conjunction, **And**, textual Theme, with the subject, **folks**, in which she states who are trying to survive after “*losing the person they loved most in the world*”. This continues by another paratactic conjunction, **And**, textual Theme, followed by, **through it all**, circumstance of matter, about surviving through all these circumstances, followed by the subject, **these families somehow still**, she says that they still find the time to serve their communities. The next generic move continues with Michelle followed by Obama and they discuss how military families need help this season.

Generic move **nine**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
31	But		even these strong military families		Michelle and Obama discuss how the military families need help this season and how Americans can help.
32	If		you live near a military base, you		
33			There		
34	Even if		you don't know a military family nearby, your family		
Obama					
35				You	

36				Kids	
37				Adults	
38				Every American	
39			For more ways to let our troops know you care, go		

Michelle begins this ninth generic move with textual Theme, ***But***, a paratactic conjunction followed by the subject, ***even these strong military families***, and continues to say that they can use help during the holidays. This continues with textual Theme, ***If***, a hypotactic conjunction followed by a hypotactic clause, ***you live near a military base***, followed by the subject, ***you***, second person singular pronoun indicating the listener, and she says that they can help through workplaces, schools and churches. This is continued by an existential subject, ***There***, topical marked Theme, in which she states there are many ways to help and she gives examples. The next Theme is Textual, ***Even if***, a hypotactic conjunction followed by a hypotactic clause, ***you don't know a military family nearby***, with the subject, ***your family***, she states that they can still help military families through donations or volunteering. This generic move then switches to Obama with a topical unmarked Theme, ***You***, second person singular, again indicating the listener, and he says that can contact the soldiers directly around the world. This is followed by examples, a topical unmarked Theme, ***Kids***, in which he says they can make a card. Or, ***Adults***, topical unmarked Theme, he says can send a care package or a pre-paid phone card. This continues with the next Theme, ***Every American***, topical unmarked, and he says every American can do something, even to say thank you. This generic move ends with a topical marked Theme, ***For more ways to let our troops know you care***, a hypotactic clause that clearly states what the sentence is about in the Theme, followed by an imperative as a subject, ***go***, and he gives a website for Americans to find other ways they can help. The next generic move continues with Obama and he talks about the military.

Generic move **ten**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
40	So		to all our men and women in uniform spending the holidays far from home—whether it's at a base here in the states, a mess hall in Iraq or a remote outpost in Afghanistan		Obama states that the military is in their thoughts and that the government is doing all they can for them.

41	And		this holiday season—and every Holiday season—know that we		
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This generic move begins with textual Theme, *So*, a paratactic conjunction, followed by circumstance of agent and circumstance of location, *to all our men and women in uniform spending the holidays far from home—whether it’s at a base here in the states, a mess hall in Iraq or a remote outpost in Afghanistan*, here Obama uses a heavily packed Thematic structure to let soldiers know that they are in their thoughts and prayers. This is followed by textual Theme, *And*, a paratactic conjunction, linking the previous sentence, followed by circumstance of time, *this holiday season and every Holiday season*, followed by a projected clause, *know that we*, with ‘we’, first person plural pronoun, as the subject, he states that they are doing everything for the soldiers to succeed and to come home safely. The next generic move is the conclusion of this address, including both Michelle and Obama.

Generic move **eleven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
Michelle					
42	And		to all Americans, from our family to yours,		Conclusion: Christmas greeting
Obama					
43					

In this last generic move, the eleventh, it switches to Michelle, and she uses a textual Theme, *And*, a paratactic conjunction, which in this case is not precisely linking to the thoughts of the move, but used as a way to conclude the address, this is followed by circumstance of agent, *to all Americans from our family to yours*, and then she wishes them a Merry Christmas. The last sentence of this address switches back to Obama, and there is no Thematic structure, he states: “*Merry Christmas, everybody*”. The following section will discuss the potential generic structure of this address.

8.2.2 Findings in the First Address

The previous section discussed the eleven generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are eleven generic moves in the address, see Table 8.1. The first was the introduction with a Christmas greeting, thus simply the (1) *Introduction: Christmas Greeting*. The second move was **Obama** sent Christmas greetings from the whole family, (2) *Christmas*. The third generic move,

Michelle spoke about their first Christmas in the White House, (3) *Christmas*. The fourth generic move, **Michelle** discussed the official White House Christmas tree and its ornaments, (4) *Christmas*. The fifth generic move, **Obama** talked about the families struggling because of the economic crisis, i.e. unemployment and foreclosure of homes, (5) *Economic crisis*. In the sixth generic move, **Obama** spoke about the celebration of Christmas with friends and family, and the bonds of community and country, (6) *Christmas*. The seventh generic move, they both, **Obama** and **Michelle**, directly address the military for their service and their ultimate sacrifice, and they have been humbled and inspired, (7) *Military*. The eighth generic move, **Michelle** spoke of the military families and how strong they are, (8) *Military families*. In the ninth generic move, both, **Michelle** and **Obama** discussed how the military families need help this season and how Americans can help and introduced a website to learn about more ways to help, (9) *Military families need help and how/website*. The tenth generic move, **Obama** stated that the military is in their thoughts and that the government is doing all they can for them, (10) *Military*. The last generic move, eleven, is the conclusion with a Christmas greeting, (11) *Conclusion: Christmas Greeting*.

Generic Move	C 1: Summary	Generic Moves
1	Introduction: Christmas Greeting (Obama)	Introduction: Christmas Greeting
2	Obama sends Christmas greetings from the whole family.	Christmas
3	Michelle speaks about their first Christmas in the White House.	Christmas
4	Michelle discusses the official White House Christmas tree and its ornaments.	Christmas
5	Obama talks about the families struggling because of the economic crisis, i.e. unemployment and foreclosure of homes.	Economic crisis
6	Obama speaks about the celebration of Christmas with friends and family, and the bonds of community and country.	Christmas
7	Obama and Michelle directly address the military for their service and their ultimate sacrifice, and they have been humbled and inspired.	Military
8	Michelle speaks of the military families and how strong they are.	Military families
9	Michelle and Obama discuss how the military families need help this season and how Americans can help, and introduce a website to learn about more ways to help.	Military families need help and how/website
10	Obama states that the military is in their thoughts and that the government is doing all they can for them.	Military
11	Conclusion: Christmas greeting (Michelle and Obama)	Conclusion: Christmas Greeting

Table 8.1: The 11 generic moves of the first address on Christmas

The trends viewed in these generic moves are about Christmas in the first four moves, then the economic crisis, the next move is about Christmas again, the following four moves are about the military and their families, to give, including a website, and the last move is about Christmas. The major theme of this address is Christmas, to give to the military and their families and a website.

The trends in the types of Theme in this address are as follows: there are 14 textual Themes (25%), no interpersonal Theme, 12 topical marked Themes (22%), 12 topical unmarked Themes (22%) and five with no Theme (9%), this can be seen in Table 8.2.

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
14 (25%)	0	12 (22%)	12 (22%)	5 (9%)

Table 8.2: Type of Theme in the first address on Christmas

Out of the 14 instances of textual Theme, there are nine paratactic conjunctions, ‘And’ one followed by ‘so’; and another one simply, ‘so’; two contrastive paratactic conjunctions, ‘but’; and three hypotactic conjunctions, ‘as’, ‘if’ and ‘even if’. Out of the 12 topical marked Themes, three are marked as circumstance of matter; two are marked as circumstance of agent; one is marked as a hypotactic clause; one is marked as circumstance of location; two are marked as demonstratives, ‘this’, ‘that’; One is marked as a pronoun substitute, ‘it’; one is an existential Theme; and one is marked for not functioning as the subject. The 12 topical unmarked Themes included four subjects of the first person pronoun, ‘I’, followed by the following eight subjects: ‘Each one’, ‘Folks’, ‘Michelle and I’, ‘In flag draped caskets’, ‘You’, ‘Kids’, ‘Adults’, and ‘Every American’.

Further, the eleven generic moves in this address began with the following types of Theme:

1. The first move began with Obama and with no Theme: ‘Hello everyone and merry Christmas’
2. The second move began with Obama with textual Theme, hypotactic conjunction: ‘As’
3. The third move began with Michelle with topical marked Theme, a demonstrative: ‘This’
4. The fourth move began with Michelle with topical marked Theme, circumstance of location: ‘Not far from here in the blue room’
5. The fifth move began with Obama with topical marked Theme, a demonstrative: ‘That’
6. The sixth move began with Obama with Textual Theme, a contrasting paratactic conjunction: ‘But’

7. The seventh move began with Obama with topical marked Theme, circumstance of agent: *'To all our soldiers, sailors, airmen, Marines, and Coast Guardsmen'*
8. The eighth move began with Michelle with topical marked theme, circumstance of agent: *'As First Lady'*
9. The ninth move began with Michelle with Textual Theme, a contrasting paratactic conjunction: *'But'*
10. The tenth move began with Obama with Textual Theme, a paratactic conjunction: *'So'*
11. The eleventh move began with Michelle with Textual Theme, a paratactic conjunction: *'And'*

The following section will continue with the analysis of the second address that Obama and Michelle delivered in regards to Christmas.

9.3 “Merry Christmas from the President and the First Lady”

This section introduces and briefly summarizes the address. This is the second address as President that Obama delivered regarding the holiday of Christmas and again pertained solely to this topic. The address was delivered on December 25, 2010 (*51 sentences*). To summarise, this address begins with Obama with an introduction and his Christmas greetings, the Christmas greetings are then extended from his family to all American families. This, then, switches to Michelle and she discusses that Christmas is her favorite time of year and that the White House is actually the people's house, meaning the house of all Americans and it is open to the public. Michelle continues to talk about how the White House was open for the holiday of Christmas and that many Americans came to visit the White house, she also speaks about the Theme for this year's Christmas. Then, both, Michelle and Obama, give a message in regards to Christmas, in which they both speak that it is a season to love one another. The address switches to Obama and he talks about the military and how they are doing great things for the nation. Then, this moves back to Michelle and she talks about how military families serve America too and it is not only the military that do. After, Michelle and Obama, ask Americans to give back to the military and their families. They then give examples of what they can do, and they even offer a website for more information. It continues with Obama discussing the military and how they have done everything that has been asked of them of their country. The Address concludes with Michelle and Obama sending their Christmas greetings to the American public. The following section will demonstrate the Thematic analysis and potential generic structure of this second address regarding Christmas.

9.3.1 The Thematic Analysis

This section reveals the Thematic Analysis and the demonstrates where potential generic moves are within this address, which then can lead to the generic structure of this first address. The first generic move, one, is the introduction and Obama begins with a Christmas greeting.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1					Introduction: Christmas greeting

This first generic move begins with Obama and there is no Theme. He begins his introduction with a Christmas greeting by stating: “*Merry Christmas, everybody*”. The following generic move has a more formal Christmas greeting.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2				Michelle and I	Obama sends Christmas greetings

This second generic move continues with Obama, and has a topical unmarked Theme, **Michelle and I**, he then says that they wanted to take time to send everyone Christmas greetings. The next move switches to Michelle and she discusses Christmas in the White House.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
The First Lady (Michelle)					
3			This		Michelle discusses that Christmas is the favourite time of year, and the White house is the people’s house.
4	And		we		
5			This		

Michelle begins this generic move with a demonstrative, **This**, a topical marked Theme, and says it is one of their favourite times of year. It is connected then to a textual Theme, **And**, a paratactic conjunction linking the ideas from the previous sentence, followed by the subject, **We**, first person plural pronoun, she states that they are lucky to celebrate in the White house. The following Theme again is a demonstrative, **This**, a topical marked Theme, and she says “it is the people’s House”. The next generic structure, Michelle continues by talking about opening the White House to Americans as well as the Theme of Christmas.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
6	So		Barack and I		Michelle states that the White house was opened up to Americans, and they discuss the theme for this year's Christmas.
7			This month, more than 100,000 Americans		
8	And		the idea behind this year's theme, "Simple Gifts,"		
9					
10				the freedoms we	
11	and		the joy we		

Michelle continues in this generic move with textual Theme, **So**, a paratactic conjunction which is functioning as a transition between generic moves. This is followed by the subject, **Barack and I**, in which she says they try to open the White House to many visitors as possible especially during the holiday season. This idea continues with the next Theme, circumstance of time, **This month**, followed by the subject, **more than 100,000 Americans**, and she continues to say have visited the White house. This is followed by textual Theme, **And**, a paratactic conjunction, linking the thoughts from the previous sentence, **the idea behind this year's theme, "Simple Gifts,"** and she places the Christmas theme of the White House's in the Thematic structure, in which she says: "*Simple Gifts' is that the greatest blessings of all are the ones that don't cost a thing*". This followed by the clause: "*the comfort of spending time with loved ones*", which contains no Theme (sentence 9). This is followed by a topical unmarked Theme, **The freedoms we**, she states that they enjoy as Americans. This is followed by textual Theme, **And**, a paratactic conjunction, linking the thoughts from the previous sentence, followed by, **the joy we**, and she says the joy of giving of themselves. The next generic moves include both Michelle and Obama and they deliver a Christmas message.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
12	So		in this time of family, friends, and good cheer; let's		Michelle and Obama give their message of Christmas, a call to love one another.
Obama					
13	Because		this		
14			the birth of a child		

15			A message		
16				we	

This generic move continues with Michelle, and begins with textual Theme, **So**, a paratactic conjunction, which is functioning as a transition between generic moves, followed by, **in this time of family, friends, and good cheer**;; circumstance of time and circumstance of matter, followed by an all-inclusive imperative, **let's**, she states that they should be aware of those that are less fortunate than them. The next Theme switches to Obama, and is textual Theme, **Because**, a hypotactic clause, connecting the ideas from the previous sentence, followed by a demonstrative, **this**, used to refer back to what was previously mentioned, in which he says: *'is the season when we celebrate the simplest yet most profound gift of all'*. This is directly connected to the following Theme, **The birth of a child**, topical marked Theme, in which he says this child brought a message of peace, love and redemption. The message continues in the next sentence as the Theme, **A message**, topical marked Theme, and he says is a message of loving one another. The last Theme in this generic move ends with a topical unmarked Theme, **We**, first person plural pronoun, in which Obama ends this message with this: *"We are our brother's keeper, we are our sister's keeper, our separate stories in this big and busy world are really one"*. The following generic move changes to a circumstance of Time, continues with Obama and briefly with Michelle, they discuss the military.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
17			Today, we		Obama discusses the military and how they are thinking of them and how they are doing great things for the country.
18	especially		all our courageous countrymen		
19			That's the message I		
20			that while you may be serving far from home, every American		
21				We	
22	And		I		
23				Today's soldiers, sailors, airmen, Marines, and Coast Guardsmen	
24			Just like their predecessors, they		

25			What makes that all the more remarkable is that today's military		
Michelle					
26			That		

This first generic move begins with circumstance of time, **Today**, topical marked Theme, this is followed by the subject, **we**, first person plural, in which he says they are thinking of those who are unable to be home for the holidays. This continues with textual Theme, **especially**, a particularizing conjunction, followed by the subject, **all our courageous countrymen**, here he begins to place special emphasis on the military, he specifies those living overseas. This continues with a demonstrative, **That**, in which he says it was the same message he delivered to the troops in Afghanistan a few weeks ago. And then, the majority of the message is in the Thematic structure of the following sentence, **that while you may be serving far from home, every American**, circumstance of matter, and he finishes that America supports them. This is connected to a first person plural pronoun, **We**, topical unmarked Theme, and he tells the military, they are with them. This is connected to textual Theme, **And**, a paratactic conjunction, followed by the first person singular pronoun, **I**, Obama and he states: he has “no greater honor than serving as your Commander in Chief”. It is followed by, **Today's soldiers, sailors, airmen, Marines, and Coast Guardsmen**, topical unmarked Theme, in which he says they “make up the finest fighting force in the history of the world”. The next Theme continues with circumstance of agent, **Just like their predecessors**, topical marked theme, using past soldiers as an example, followed by the subject, **they**, third person plural pronoun, the military, to say that they do extraordinary things for the country. This continues with a Thematic equative, **What makes that all the more remarkable is that today's military**, topical marked Theme, and Obama states, that they are all volunteers. This generic move briefly switches to Michelle, and she uses a demonstrative, **That**, topical marked Theme, and Michelle states “That's right”, as a way to agree and to link what was previously said by Obama. The next generic move continues with Michelle and she discusses military families.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
27			As First Lady, I		Michelle discusses how military families serve too.
28				I	
29				children	
30				patriots	

31	When		our men and women in uniform answer the call to serve, their families		
32	And		they		

This begins with a circumstance of agent, **As First Lady**, topical marked Theme, followed by the subject, **I**, first person singular pronoun, Michelle, and says she has meet military families all across the country. This continues with a topical unmarked Theme, **I**, continuing with the same subject in which she states that she has met parents doing a job as a single parent as their spouse is serving the country. This is connected to the subject, **Children**, topical unmarked theme, who are working hard but wondering when their parent will return. This is linked to the next subject, **Patriots**, topical unmarked theme, which Michelle states: “*putting their lives on hold to help with a loved one’s recovery...or carry on the memory of a fallen hero*”. The following Theme is textual, **When**, in this case it is placed in the textual position because it is functioning as a hypotactic conjunction to link the following hypotactic clause, **our men and women in uniform answer the call to serve**, in which she places in the Thematic structure what she wants to say and is followed by the subject, **their families**. She says that military families serve too, not just the military themselves. This continues with textual Theme, **And**, a paratactic conjunction, followed by the subject, **they**, third person plural pronoun, and she states they are proud and happy to do it. The next generic move continues with both Michelle and Obama and they discuss how Americans can help the military and their families.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
33	But		as long as that service keeps the rest of us safe, their sacrifice		Michelle and Obama discuss how Americans can help support the military and their families.
34	Even		heroes		
Obama					
35	So		we		
36			For some ideas on how to get started, just visit		
Michelle					
37				You	
38			There		
39	If		you live near a base, you		
40	If		you don't, you		

41	And		anybody		
----	-----	--	---------	--	--

It continues with Michelle with Textual Theme, **But**, a contrastive paratactic conjunction used to change the move, followed by a hypotactic clause, **as long as that service keeps the rest of us safe**, followed by the subject, **their sacrifice**, in which she states that their service “*should also be their own*”. This continues with textual Theme, **Even**, a conjunction that is functioning as a particularizing conjunction, followed by the subject, **heroes**, and she says that heroes can use help, especially during the holiday season. This then switches to Obama, with a textual Theme, **So**, a paratactic conjunction linking the thoughts from the previous sentence, with the subject, **we**, first person plural pronoun, and he says that they are asking Americans to support the military and their families. It continues with topical marked Theme, **For some ideas on how to get started**, a hypotactic clause followed by an adjunct of mood and an imperative, **just visit**, and he gives a website address on how to serve. This generic move then switches back to Michelle, with a topical unmarked Theme, **You**, second person singular pronoun, the average American, and she says they do not need to be a military expert in order to give. This continues with an existential subject, **There**, topical marked Theme, in which she states: “*there are countless ways to contribute by harnessing your unique talents*”. And then the move continues with examples offered by Michelle, with textual Theme, **If**, a hypotactic conjunction, followed by a hypotactic clause, **you live near a base**, with the subject, **you**, she says they can reach out through schools or churches. This continues with textual Theme, **If**, a hypotactic conjunction, again followed by a hypotactic clause, **you don’t**, followed with the subject, **you**, second person singular pronoun, referring to if they do not live near a military base, she states they can volunteer with organizations that help the military. The last Theme for this generic move ends with textual Theme, **And**, a paratactic conjunction linking the previous sentence, followed by the subject, **anybody**, in which she proposes that “*anybody can send a care package or pre-paid calling card to the front lines, or give what’s sometimes the most important gift of all: simply saying ‘thank you.’*” The next generic move switches to Obama, and he continues to talk about the military.

Generic move **nine**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
Obama					
42				America's brave servicemen and women	Obama discusses that the military has done everything that America has asked them to do, so he asks America to think of them.
43	But		they and the families who		

			await their safe return		
44				They	
45				They	
46	And		even as we speak, many		
47	So		let's		

The first generic move begins with topical unmarked theme, *America's brave servicemen and women*, and Obama states that they are a small percentage of the population. This is connected to textual Theme, *But*, a contrasting paratactic conjunction, followed by the subject, *they and the families who await their safe return*, he says carry a heavy burden. This continues with a topical unmarked Theme, *They*, third person plural pronoun, the military and their families, in which he says they have done everything that was asked of them. The same Theme continues, *They*, and Obama states that they have been everything that America has wanted. This is connected by textual Theme, *And*, a paratactic conjunction, followed by circumstance of time, *even as we speak*, with the subject, *many*, and he says are fighting across the world for the nation's children. The last Theme is textual, *So*, a paratactic conjunction linking the above ideas, followed by an all-inclusive imperative, *let's*, and he says to let the military and their families know that they are thinking of them. The next generic move is the last of this address, and includes both Michelle and Obama, they end with Christmas greetings.

Generic move **ten**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
48	And				Conclusion: Christmas greetings (Obama and Michelle)
Michelle					
49	and				
Obama					
50	and				
Michelle					
51	and				

This last generic move ends with all textual Theme, *And*, a paratactic conjunction, in the last four sentences. It is used as a means to connect their Christmas and happy new year greetings from both Michelle and Obama including their daughters and their dog. The following section will discuss the potential generic structure of this address.

9.3.2 Findings in the Second Address

The previous section discussed the ten generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are ten generic moves in the address, see Table 8.3. The first was the introduction with a Christmas greeting, thus simply the (1) *Introduction: Christmas Greeting*. The second move, **Obama** sent Christmas greetings from the whole family, (2) *Christmas*. The third generic move, **Michelle** discussed that Christmas is her favourite time of year, and the White house is the people's house, (3) *Christmas*. The fourth move, **Michelle** stated that the White house was open to Americans, and she discussed the theme for this year's Christmas, (4) *Christmas*. The fifth move, **Michelle** and **Obama** gave their message of Christmas, a call to love one another, (5) *Christmas message*. The sixth move, **Obama** discussed the military and how they are thinking of them and how they are doing great things for the country, (6) *Military*. In the seventh move, Michelle discussed how military families serve too, (7) *Military families*. The eighth move, **Michelle** and **Obama** discussed how Americans can help support the military and their families, (8) *How to give to the Military and families*. The ninth move, **Obama** discussed that the military has done everything that America has asked them to do, so he asks America to think of them, (9) *Military*. In the tenth move, the last of this address, was the conclusion and they both **Obama** and **Michelle** gave Christmas greetings, (10) *Conclusion: Christmas greetings*.

Generic Move	C 2	Generic Moves
1	Introduction: Christmas greeting (Obama)	Introduction: Christmas Greeting
2	Obama sends Christmas greetings.	Christmas
3	Michelle discusses that Christmas is her favourite time of year, and the White house is the people's house.	Christmas
4	Michelle states that the White house was opened up to Americans, and she discusses the theme for this year's Christmas.	Christmas
5	Michelle and Obama give their message of Christmas, a call to love one another.	Christmas Message
6	Obama discusses the military and how they are thinking of them and how they are doing great things for the country.	Military
7	Michelle discusses how military families serve too.	Military families
8	Michelle and Obama discuss how Americans can help support the military and their families.	How to give to the Military and families/website
9	Obama discusses that the military has done everything that America has asked them to do, so he asks America to think of them.	Military
10	Conclusion: Christmas greetings (Obama and Michelle)	Conclusion: Christmas Greeting

Table 8.3: The ten generic moves of the second address on Christmas

The trends viewed in these generic moves are about Christmas in the first five moves, the following four moves are about the military and their families, and to give, including a website, and the last move is about Christmas. The major theme of this address is Christmas, to give to the military and their families and a website.

The trends in the types of Theme in this address are as follows: there are 23 textual Themes (44%), no interpersonal Theme, 14 topical marked Themes (27%), 12 topical unmarked Themes (23%) and two without theme (4%), this can be seen in Table 8.4.

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
23 (44%)	0	14 (27%)	12 (23%)	2 (4%)

Table 8.4: Type of Theme in the second address on Christmas

Out of the 23 instances of textual Theme, there are 15 paratactic conjunctions, '11 as *'and'* and four as *'so'*'; there are four hypotactic conjunctions, two as *'if'*, one as *'because'* and one as *'when'*'; there are two contrastive paratactic conjunctions, *'but'*'; and two particularizing conjunctions, *'especially'* and *'even'*'. Out of the 14 topical marked Themes, three are marked as demonstratives, *'this'*, *'that'*'; two marked as circumstance of time; two marked as circumstance of agent, *'just like their predecessors'*, *'as First Lady'*; one marked as circumstance of matter, *'that while you may be serving far from home'*, two marked as hypotactic clauses; one marked as a Thematic equative; one marked as existential, *'there'*'; and two not functioning as subject. The 12 topical unmarked Themes included two subjects of the first person plural pronoun, *'we'*, followed by two third person plural pronoun, *'they'* and the following eight subjects: *'Michelle and I'*, *'Today's soldiers, sailors, airmen, Marine and Coast Guardsmen'*, *'I'*, *'Children'*, *'Patriots'*, *'You'*, *'America's brave servicemen and women'*, and *'The freedoms we'*.

Further, the ten generic moves in this address began with the following types of Theme:

1. The first move began with Obama and with no Theme: *'Merry Christmas, everybody'*
2. The second move began with Obama with topical unmarked Theme: *'Michelle and I'*
3. The third move began with Michelle with topical marked Theme, a demonstrative: *'This'*
4. The fourth move began with Michelle with textual Theme, a paratactic conjunction: *'So'*
5. The fifth move began with Michelle with textual Theme, a paratactic conjunction: *'So'*
6. The sixth move began with Obama with topical marked Theme, circumstance of time: *'Today'*

7. The seventh move began with Michelle with topical marked Theme, circumstance of agent: '*As First Lady*'
8. The eighth move began with Michelle with textual Theme, a contrasting paratactic conjunction: '*But*'
9. The ninth move began with Obama with topical unmarked Theme: '*America's brave servicemen and women*'
10. The tenth move began with Obama with Textual Theme, a paratactic conjunction: '*So*'
11. The eleventh move began with Obama with Textual Theme, a paratactic conjunction: '*And*'

The following section will continue with the analysis of the third address that Obama and Michelle delivered in regards to Christmas.

9.4 “The President and First Lady Thank our Troops for their Service as We Celebrate this Holiday Season”

This section introduces and briefly summarizes the address. This is the third address as President that Obama delivered regarding the holiday of Christmas and again pertained solely this topic. The address was delivered on December 24, 2011 (*28 sentences*). To summarise, this address begins with Obama and a general greeting in his introduction, followed by a Christmas greeting. Then Michelle speaks about Christmas and how it is a wonderful time of year. They both then continue to talk about the season of Christmas as well as it is a season to show thanks to the military and their families. It then switches to Obama and he states that the war in Iraq is over and thus the troops are coming home. Obama then moves to ask Americans to give thanks and say a prayer for the military as well as their families. The address then switches to Michelle and she talks about how both the military and their families have sacrificed much for their country, so she then asks Americans to give back to them, she also gives a website address, so Americans can find ways of giving back to the military and their families. Obama then gives a brief message about the meaning of Christmas, he says that it is the season of giving and he believes that every American believes this as well. He then suggests that everyone take part in this 'season of giving'. The address then concludes with both Michelle and Obama with a Christmas greeting. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

9.4.1 The Thematic Analysis

This section reveals the Thematic Analysis and demonstrates where potential generic moves are within this second address, which then can lead to the generic structure of this first address. The first generic move, one, is the introduction and Obama begins with a greeting.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
Obama					
1					Introduction

The first generic move, begins with Obama with an introduction, there is no Thematic structure, just a greeting, in which he says, "*Hi Everyone*". The following move, two, continues with Obama and a Christmas greeting.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2	As		you gather with family and friends this weekend, Michelle, Malia, Sasha and I – and of course Bo –		Christmas greetings

This move is textual Theme, **As**, a hypotactic conjunction, followed by a hypotactic clause, **you gather with family and friends this weekend**, here he uses the Thematic structure to emphasize the Christmas holiday, this is followed by the subject, **Michelle, Malia, Sasha and I – and of course Bo**, the first family, and Obama sends his Christmas greetings to Americans. The next move switches to Michelle and she discusses Christmas.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
The First Lady					
3			This		Michelle discusses that Christmas is a wonderful time of year.
4			It		
5					
6	and				

This generic move, Michelle begins with a demonstrative in reference to the Christmas holiday, ***This***, topical marked Theme, and she states it is a “wonderful time of year”. The next Theme is topical marked as well, ***It***, a pronoun substitute, in which says it is a time to honor love and redemption. This is then connected by a paratactic conjunction, ***And***, textual Theme, and she says it is a time to give thanks for their blessings. The next move, includes both Michelle and Obama and they talk about the military and their families.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
7			This holiday season at the White House, we		Michelle and Obama discuss that the season is to show thanks to the military and their families.
Obama					
8			For many military families, the best gift this year		

Michelle continues speaking in generic move four, using circumstance of time and location, ***This holiday season at the White House***, continued by the subject, ***we***, first person plural, and she states that they “*wanted to show our thanks with a special holiday tribute to some of the strongest, bravest, and most resilient members of our American family, the men and women who wear our country’s uniform and the families who support them*”. It then switches to Obama, and he uses circumstance of agent, ***For many military families***, topical marked Theme, directly indicating who he is speaking about, followed by the subject, ***the best gift this year***, in which he states is welcoming home loved ones. The next generic move, five, continues with Obama, and he states that the war is over.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
9	You see,		after nearly nine years, our war in Iraq		Obama says that the war is over and the troops are coming home.
10				Our troops	
11	And		across America, military families		

The Theme, begins with textual Theme, ***You see***, this is noted as a verifative conjunctive adjunct such as *actually*, or as *a matter of fact*, it continues with circumstance of time, ***after nearly nine years***, with

the subject, **our war in Iraq**, and he says that it is over. In this Thematic structure he packs it with most of the information he wants the listener to know. This is followed by a topical unmarked Theme, **Our Troops**, in which he says they are coming home. The last Theme for this move is textual, **And**, a paratactic conjunction, linking the idea from the previous sentence, followed by, **across America**, circumstance of location, and the subject, **military families**, Obama states that they are being reunited. The next generic move continues with Obama, and he asks Americans to give thanks and say a prayer for the military and their families.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
12	So		let's		Obama asks Americans to give thanks and say a prayer for the military and their families.
13	And		let's		

This begins with textual Theme, **So**, a paratactic conjunction, used as a device to separate the last generic move and to a new move, followed by an all-inclusive imperative, **let's**, and Obama asks Americans to take a moment to give thanks to the military and their families. This continues with textual Theme, **And**, a paratactic conjunction linking the idea from the previous sentence, followed by the same all-inclusive imperative, **let's**, and he continues by saying: *"say a prayer for all our troops standing post all over the world, especially our brave men and women in Afghanistan who are serving, even as we speak, in harm's way to protect the freedoms and security we hold dear"*. The following generic move switches to Michelle, and she discusses how the military and their families have sacrificed so much, and asks Americans to give back.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
The First Lady					
14				Our veterans, troops, and military families	Michelle discusses how the military and their families have sacrificed so much, and asks Americans how they can give back.
15	So		this holiday season, let's		
16			Let's		
17			"How		
18			How		

19				One way you can get started	
----	--	--	--	------------------------------------	--

This move begins with a topical unmarked Theme, **Our veterans, troops, and military families**, and Michelle states that they make big sacrifices for all Americans. This connects to textual Theme, **So**, a paratactic conjunction, followed by circumstance of time, **this holiday season**, with an all-inclusive imperative, **let's**, in which she states to make sure that Americans show their appreciation to the military and their families. This continues with the same all-inclusive imperative as a subject, **let's**, and she says to ask themselves a pair of questions. Thus the following are two questions, that are topical marked Theme, **How**, and she asks the following two questions: “*How can I give back?*” and “*How can my family serve them as well as they’ve served us?*” This is then followed by part of the answer in the following Theme, **One way you can get started**, and she offers a website where Americans can find ways to get involved in their community. The following generic move switches again to Obama, and he gives a message about Christmas is the season of giving.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
Obama					
20			Giving of ourselves; service to others – that		Obama talks about the Christmas is the season of giving, every American believes this and each one should do their part.
21			For my family and millions of Americans, that's what Christmas		
22			It reminds us		
23	But		that belief is not just at the center of our Christian faith, It		
24			It's why so many of us, every year,		
25	So		whatever you believe, wherever you're from, let's		
26				Each of us	

Obama begins this generic move with a topical marked theme, **Giving of ourselves; service to others**, circumstance of matter, about giving and servicing, it could also be considered circumstance of agent, of ourselves and to others, this is followed by a demonstrative, **that**, in which he connects the

Thematic to the Rheme, for he say “*that’s what the season is all about*”. It continues with topical marked Theme, **For my family and millions of Americans**, circumstance of agent followed by the subject, which could also have been a Thematic equative if there was no circumstance, **that’s what Christmas**, in which he finishes “*is all about*”. This generic move continues with a predicated Theme, **It reminds us**, topical marked Theme and he states: “*that part of what it means to love God is to love one another, to be our brother’s keeper and our sister’s keeper*”. It follows with textual Theme, **But**, a contrastive paratactic conjunction followed by a hypotactic clause, **that belief is not just at the center of our Christian faith**, in which he uses the Thematic structure to emphasize that it is not just ‘Christian faith’, followed by, **It**, a pronoun substitute to point out that other faiths share the same beliefs. This continues by predicated Theme, **It’s why so many of us, every year**, topical marked Theme, in which he states that many of them volunteer to help those in need. This is followed by textual Theme, **So**, a paratactic conjunction in which he uses here as ‘summing’ up what he previously discussed. Followed by **whatever you believe, wherever you’re from**, with an all-inclusive imperative, **let’s**, and he states: “*(let’s) remember the spirit of service that connects us all this season as Americans*”. The last Theme for this generic move regarding his message of Christmas is a topical unmarked Theme, **Each of us**, and Obama says that each of them can do their part to serve their community and country. The following generic is the conclusion of this address.

Generic move **nine**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
The First Lady					
27	So		from our family to yours,		Conclusion: Christmas greeting (Michelle and Obama)
Obama					
28					

In this generic move, Michelle and Obama both conclude the address, there is only one Theme, textual, **So**, followed by circumstance of agent, **from our family to yours**, and they both wish everyone a “*Merry Christmas*”. The following section will discuss the potential generic structure of this address.

9.4.2 Findings in the Third Address

The previous section discussed the ten generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are ten generic moves in the address, see Table 8.5. The first was the introduction with a general greeting by **Obama**, thus simply the (1) *Introduction*. The second move, **Obama** sent Christmas greetings, (2) *Christmas*. The third generic move, it switched to **Michelle** and she discussed that

Christmas is a wonderful time of year, (3) *Christmas*. The fourth generic move, both **Michelle** and **Obama** discussed that Christmas is the season to show and give thanks to the military and their families, (4) *Military and families*. The fifth generic move, **Obama** states that the war is over and the troops are coming home, (5) *War is over*. In the sixth generic move, Obama asked Americans to give thanks and to say a prayer for the military and their families, (6) *Military and families*. The seventh generic move, **Michelle** discussed how the military and their families have sacrificed so much, and asked Americans how they can give back. She gave a website to learn how to do so, (7) *How to give to the Military and families/website*. The eighth move, **Obama** gave a message about Christmas, it is the season of giving, and every American believes this and each one should do their part, (8) *Christmas message/giving*. The ninth generic move, the last, **Michelle** and **Obama** concluded the address with a Christmas greeting, (9) *Conclusion: Christmas greeting*.

Generic Move	C 3	Generic Moves
1	Introduction (Obama)	Introduction
2	Christmas greetings (Obama)	Christmas
3	Michelle discusses that Christmas is a wonderful time of year.	Christmas
4	Michelle and Obama discuss that the season is to show thanks to the military and their families.	Military and families
5	Obama says that the war is over and the troops are coming home.	War is over
6	Obama asks Americans to give thanks and say a prayer for the military and their families.	Military and families
7	Michelle discusses how the military and their families have sacrificed so much, and asks Americans how they can give back. She gives a website to learn how to do so	How to give to the Military and families/website
8	Obama gives a message about Christmas, it is the season of giving, and every American believes this and each one should do their part.	Christmas message/ giving
9	Conclusion: Christmas greeting (Michelle and Obama)	Conclusion: Christmas Greeting

Table 8.5: The nine generic moves of the third address on Christmas

The trends viewed in these generic moves are first a general introduction, then two moves about Christmas, a move about the military and their families, a move to state the war is over, two moves about the military and their families and how to give, including a website, and the final two moves are about Christmas. The major theme of this address is Christmas, to give to the military and their families, a website and the war is over.

The trends in the types of Theme in this address are as follows: there are 10 textual Themes (36%), no interpersonal Theme, nine topical marked Themes (32%), six topical unmarked Themes (24%) and three clauses with no Theme (11%), this can be seen in Table 8.6.

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
10 (36%)	0	9 (32%)	6 (24%)	3 (11%)

Table 8.6: Type of Theme in the third address on Christmas

Out of the ten instances of textual Theme, there are seven paratactic conjunctions, three as ‘*and*’ and four as ‘*so*’; there is one contrastive paratactic conjunction, ‘*but*’; one hypotactic conjunction, ‘*as*’; and one verifative conjunction, ‘*you see*’. Out of the nine topical marked Themes, two marked as circumstance of agent; one is marked as a demonstrative, ‘*this*’; one is marked as a pronoun substitute, ‘*it*’; one is marked as circumstance of time and location; one is marked as an all-inclusive imperative, ‘*let’s*’; one is marked as a Thematic equative; one as a Thematic comment; and one predicated Theme. The six topical unmarked Themes included two subjects as an interrogative, ‘*How*’, and the following four subjects: ‘*Our troops*’, ‘*Our veterans, troops and military families*’, ‘*One way you can get started*’ and ‘*Each of us*’

Further, the nine generic moves in this address began with the following types of Theme:

1. The first move began with Obama and with no Theme: ‘*Hi everyone*’
2. The second move began with Obama with textual Theme, a hypotactic conjunction: ‘*So I*’
3. The third move began with Michelle with topical marked Theme, a demonstrative: ‘*This*’
4. The fourth move began with Michelle with topical marked Theme, circumstance of time and location: ‘*This holiday season at the White House*’
5. The fifth move began with Obama with textual Theme, a verifative conjunction: ‘*You see*’
6. The sixth move began with Obama with textual Theme, a paratactic conjunction: ‘*So*’
7. The seventh move began with Michelle with topical unmarked Theme: ‘*Our veterans, troops and military families*’
8. The eighth move began with Obama with topical marked Theme, a Thematic equative: ‘*Giving of ourselves, service to others that*’
9. The ninth move began with Michelle with Textual Theme, a paratactic conjunction: ‘*So*’

The following section will continue with the analysis of the fourth and final address of this chapter that Obama and Michelle delivered in regards to Christmas.

9.5 “The President and First Lady Extend a Holiday Greeting and Thank our Troops for their Service”

This section introduces and briefly summarizes the address. This is the fourth address as President that Obama delivered regarding the holiday of Christmas and again pertained solely to this topic. The address was delivered on December 22, 2012 (43 sentences). To summarise, this address begins with Obama giving an introduction with a greeting then it follows with a Christmas greeting by him. The address then switches to Michelle and she talks about spending Christmas in the White House. This then continues with both, Michelle and Obama, and they discuss how many visitors have visited the White House during the Christmas season as well as the White House theme for Christmas. They then speak about that Christmas is a special season when families come together including the military. Obama continues by stating that the war is over and that the military will be coming home, and that they will be reunited with their families. Both, Obama and Michelle, ask Americans to say thanks to the military and their families as well as to offer a prayer for them. Then, Michelle discusses how much military families sacrifice and that Americans should give back by helping them. They ask Americans to give back to the military and their families and explain how they can do it; they also introduce a website. Obama then delivers a brief message about the birth of Christ and that Christmas is the season to help and love each other, and this can be done by Americans taking care of each other. The address then concludes. The following section will then demonstrate the Thematic analysis and potential generic structure of this address.

9.5.1 The Thematic Analysis

This section reveals the Thematic Analysis and the demonstrates where potential generic moves are within this address, which then can lead to the generic structure of this last address for this chapter. The first generic move, one, is the introduction and Obama begins with a greeting.

Generic move **one**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
Obama					
1					Introduction: Greeting (Obama)

In this first generic move of the fourth Christmas address, Obama begins with no Theme just an introduction with a greeting: “*Hi everybody*”. The following Generic move, two, continues with Obama, and he gives a Christmas greeting.

Generic move **two**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
2			This weekend, as you gather with family and friends, Michelle and I		Christmas greeting (Obama)

This generic move is topical marked Theme, ***This weekend***, circumstance of time, ***as you gather with family and friends***, circumstance of agent, followed by the subject, **Michelle and I**, and he wishes the listener a Merry Christmas and a Happy New Year. The next generic move, two, switches to Michelle and she discusses Christmas in the White House.

Generic move **three**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
The First Lady					
3				We both	Michelle talks about Christmas in the White House.
4	And		there		
5			It		

Michelle begins this generic move with a topical unmarked Theme, ***We both***, indicating her and Obama, love the time of the holidays. This thought is connected by textual Theme, ***And***, a paratactic conjunction, followed by an existential subject, ***there***, in which she states “*(there)’s nothing quite like celebrating the holidays at the White House*”. This is followed by a topical marked Theme, ***It***, a pronoun substitute, and she says it is an ‘*incredible experience*’ and they try to share it with many others. The following generic move continues first with Michelle followed by Obama and they discuss the visitors in the White House and this year’s Christmas theme.

Generic move **four**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
The First Lady					
6			This month, more than 90,000 people		Michelle and Obama discuss the visitors in the White House and this year’s theme of Christmas.
7	And		our theme for this year’s holiday season		

8					
Obama					
9			That		

This move continues with Michelle with topical marked Theme, ***This month***, circumstance of time, followed by the subject, ***more than 90,000 people***, in which she indicates in the Thematic structure what she is discussing, and she says that ‘*more than 90,000 people*’ visited the White House during the Christmas season. The following Thematic structure is similar, it is textual Theme, ***And***, a paratactic conjunction, indicating a connection with a paratactic clause, followed by the subject, ***our theme for this year’s holiday season***, in which she says was ‘*Joy to All*’. Sentence eight, there is no Thematic structure and Michelle continues to say: “*a reminder to appreciate the many joys of the holidays: the joy of giving...the joy of service...and, of course, the joy of homecomings*”. This generic structure then switches back to Obama, he uses a demonstrative, ***That***, topical marked Theme, and he says “*that’s right*”, to demonstrate he agrees and is used as a way to sum up this generic move and to move to the next generic move. The next generic move, five, continues again with both Obama and Michelle and they discuss that Christmas is a special season when families come together including the military.

Generic move **five**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
10			This weekend, parents		Obama and Michelle speak about that Christmas is a special season when families come together including the military.
11				Children	
12	And		uncles, aunts and cousins		
Michelle					
13			That		
Obama					
14	And		this year, that		

Obama begins this generic move with topical marked Theme, ***This weekend***, circumstance of time, followed by the subject, ***parents***, in which he says: “*are picking up their kids from college and making room for all that laundry they bring with them*”. This connects to the next subject, ***Children***, topical unmarked Theme, and he states that they are waiting for their grandparents. The same idea continues in the next sentence, connected by, ***And***, a paratactic conjunction, and the subject, ***uncles, aunts and cousins***, and he says: “*are all making their way to join the family and share in the holiday spirit*”. It then switches back to Michelle, she uses a demonstrative, ***That***, topical marked Theme, and she says that is why the season is ‘*special*’ because they can spend time with people they love. This generic move then switches back to Obama and concludes with this last Thematic structure, textual Theme, ***And***, a paratactic conjunction linking the thoughts from the previous sentence, followed by circumstance of

time, **this year**, and a demonstrative, **that**, in which he uses as a transition into the next generic move, six, states that it is “especially true” for military families. The next generic move, Obama states that the war is over.

Generic move **six**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
15	You see,		the war in Iraq		Obama states that the war is over, the military is coming home and families are being united.
16				The transition in Afghanistan	
17			After a decade of war, our heroes		
18	And		all across America, military families		

In generic move six, the Theme, begins with textual Theme, **You see**, this is noted as a verifative conjunctive adjunct such as *actually*, or *as a matter of fact*, this was also seen in the previous address, it continues with the subject, **the war in Iraq**, and he states that it is over. This is followed by a topical unmarked Theme, **The transition in Afghanistan**, in which he says “is underway”. This continues with a topical marked Theme, **After a decade of war**, circumstance of time and can function as circumstance of matter as well, with the subject, **our heroes**, Obama says the “heroes are coming home”. This generic move is then connected by a paratactic conjunction, **And**, textual Theme, followed by circumstance of location, **all across America**, followed by the subject, **military families**, and he says that they are being reunited. This following generic move, continues with both, Obama and Michelle, and they tell Americans to say thanks and offer a prayer to the military and their families.

Generic move **seven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
19	So		this week let's		Obama and Michelle tell Americans to say thanks and offer a prayer to the military and their families.
20	And		let's		
The First Lady					
21	And		remember		

Obama begins this generic move with textual Theme, **So**, a paratactic conjunction used as a function to change the topic, followed by circumstance of time, **this week**, followed by an all-inclusive imperative, **let's**. He then tells Americans to give thanks to the veterans and the military families. This is connected

by a paratactic conjunction, **And**, textual Theme, followed by the same all-inclusive imperative, **let's**, and he tells Americans to “*say a prayer for all our troops, especially those in Afghanistan, who are spending this holiday overseas, risking their lives to defend the freedoms we hold dear*”. This generic move then switches to Michelle and concludes with this last Theme, which is another paratactic conjunction, **And**, textual Theme, and another imperative, **remember**. Michelle tells Americans to remember that “*when our men and women in uniform answer the call to serve, their families serve right along with them*”. The next generic move continues with Michelle and she discusses how military families sacrifice much and now they need to be served now by fellow Americans.

Generic move **eight**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
22			Across this country, military spouses		Michelle discusses how military families sacrifice much and now they need to be served by Americans.
23	And		let's		
24				Our military families	

This generic move begins with circumstance of location, **Across this country**, topical marked Theme, followed by the subject, **military spouses**, in which she states that they have been raising families alone without their spouses. This is connected by textual Theme, **And**, a paratactic conjunction, followed an all-inclusive imperative, **let's**, and she tells Americans to not forget the children of military families, constantly moving, changing schools and helping at home. This is followed by the subject, **Our military families**, a topical unmarked Theme and she concludes this generic move by stating that they sacrifice so much, so thus Americans should do something for them. The next generic move, nine, includes both Michelle and Obama, and they ask Americans to give back to the military and their families.

Generic move **nine**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
25			That's why Dr. Jill Biden and I		Michelle and Obama ask Americans to give back to the military and their families, They discuss how to do it, website introduced.
26		Just	go		
Obama					
27	Because		That		

In this generic move, Michelle begins with a Thematic equative, ***That's why Dr. Jill Biden and I***, and she states that she is now working with Dr. Biden, the wife of the vice-President to get Americans to honor and support veterans and their families. This continues with a modal adjunct, ***Just***, interpersonal Theme, followed by an imperative, ***go***, and she tells them to go to a website, so that Americans can “*find out how (they) can show (their) gratitude for their service*”. It then switches to Obama, and he concludes this generic move with textual Theme, ***Because***, a hypotactic clause, connecting the ideas from the previous sentence, followed by a demonstrative, ***That***, in which he states “*that is what the season is about*”, in reference to what was previously discussed. This next generic move is solely Obama, and he delivers a message in regards to the meaning of Christmas.

Generic move **ten**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
28			For my family and millions of Americans, it		Obama delivers a message that Christmas is about the birth of Christ and it is the season to help and love each other, patriotism.
29					
30			Every year, we		
31					
32					
33					
34	But		those ideas		
35				They	
36	And		they		

Obama begins this generic move with topical marked Theme, ***For my family and millions of Americans***, circumstance of agent, followed by a pronoun substitute as the subject, ***it***, and he says that this is the “*time to celebrate the birth of Christ*”. It continues with no Theme in the following sentence, he states: “*To reflect on His life and learn from His example*”. The following sentence does contain a topical marked Theme, ***Every year***, circumstance of time, followed by the subject, ***we***, and he says that they “*commit to love one another*”. In the following three sentences, 31, 32, 33, there is no Theme and he states the following: “*To give of ourselves. To be our brother's keeper. To be our sister's keeper.*” It is then followed by textual Theme, ***But***, a paratactic conjunction and then the subject, ***those ideas***, including a demonstrative, *those*, to indicate cohesion to what was stated previously. Here Obama says that these ideas are “not just part of our faith”, this continues with the subject, ***They***, topical unmarked Theme, and he continues with “*They're part of all faiths*”. The last Theme is textual, ***And***, a paratactic conjunction linking the previous sentence, with the same subject, ***they***, and Obama states that this unites them as Americans. The next generic move switches to Michelle, but includes Obama as well, and they discuss about taking care of each, and they thank Americans for this.

Generic move **eleven**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
The First Lady					
37			In this country, we		Michelle and Obama discuss that in America they take care of each other, and thanks Americans for this.
38	And		in this season of giving, it		
Obama					
39			That's part of what		
40	And		this year, I know many of you		
The First Lady					
41	So				

This generic move, switches to Michelle, and she begins with a topical marked Theme, ***In this country***, circumstance of location, with the subject, ***we***, first person plural pronoun, and she says that they take care of each other. This is followed by textual Theme, ***And***, a paratactic conjunction linking the thoughts of the previous message, then a circumstance of matter, ***in this season of giving***, with a pronoun substitute functioning as the subject, ***it***, and Michelle says that she is inspired by seeing people help those who are in need. It then switches to Obama, with a Thematic equative, topical marked Theme, ***That's part of what***, in which he states: "*That's part of what makes us such a compassionate nation*". Obama continues with textual Theme, ***And***, a paratactic conjunction linking the thoughts of the previous message, with circumstance of time, ***this year***, followed by the subject, ***I***, first person pronoun, and he states that he knows that many people are being kind "*to the families who are still picking up the pieces from Hurricane Sandy and your prayers to the people of Newtown, Connecticut*". This generic move concludes by switching back to Michelle with textual Theme, ***So***, a paratactic conjunction used to sum up the previous sentences and she thanks Americans for all they do, thus there is no subject. The next generic move concludes the address and includes both, Obama and Michelle.

Generic move **twelve**:

Sent #	THEME				Summary
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
Obama					
42	And				Conclusion: Christmas Greeting (Obama and Michelle)
The First Lady					
43					

In this last generic move of this fourth address, Obama and Michelle both conclude the address, there is only one Theme, textual, **And**, a paratactic conjunction, that is being used as a means to sum up the address, they both wish everyone a “*Merry Christmas*” as well as a “*Happy Holidays*” from their family. The following section will discuss the potential generic structure of this address.

9.5.2 Findings in the Fourth Address

The previous section discussed the twelve generic moves of this address that were realized by way of the Thematic analysis, this section will then discuss the potential generic structure of the address. As stated there are twelve generic moves in the address, see Table 8.7. The first was the introduction with a general greeting by **Obama**, thus simply the (1) *Introduction*. The second move, **Obama** sent Christmas greetings, (2) *Christmas*. The third generic move, it switched to **Michelle** and she talked about Christmas in the White House, (3) *Christmas*. Generic four, both, **Michelle** and **Obama** discussed the visitors in the White House and that this year’s theme of Christmas, (4) *Christmas*. In generic five, **Obama** and **Michelle** spoke about that Christmas is a special season when families come together including the military, (5) *Christmas and military*. Generic six, **Obama** stated that the war is over, and the military is coming home and families are being united, (6) *War*. In generic seven, **Obama** and **Michelle** asked Americans to say thanks and offer a prayer to the military and their families, (7) *Say thanks to and Pray for military and families*. Generic move eight, **Michelle** discussed how military families sacrifice much and now they need to be served by Americans, thus (8) *Military families*. In generic move nine, **Michelle** and **Obama** asked Americans to give back to the military and their families and how they can do it, a website was introduced, (9) *How to give to the Military and families/website*. Generic move ten, **Obama** delivered a message that Christmas is about the birth of Christ and it is the season to help and love each other, there was also indications of patriotism., (10) *Message, the need to help and love one another/patriotism*. Generic move eleven, **Michelle** and **Obama** discussed that in America they take care of each other, and they thank Americans for this, (11) *Patriotism*. The twelve generic move, the last, **Michelle** and **Obama** concluded the address with a Christmas greeting, (12) *Conclusion: Christmas greeting*.

Generic Move	C 4	
1	Introduction: Greeting (Obama)	Introduction
2	Christmas greeting (Obama)	Christmas
3	Michelle talks about Christmas in the White House.	Christmas
4	Michelle and Obama discuss the visitors in the White House and the this year’s theme of Christmas.	Christmas
5	Obama and Michelle speak about that Christmas is a special season when families come together including the military.	Christmas and military

6	Obama states that the war is over, the military is coming home and families are being united.	War is over
7	Obama and Michelle ask Americans to say thanks and offer a prayer to the military and their families.	Say thanks to and Pray for military and families
8	Michelle discusses how military families sacrifice much and now they need to be served by Americans.	Military families
9	Michelle and Obama ask Americans to give back to the military and their families and how they can do it, a website is introduced.	How to give to the Military and families/website
10	Obama delivers a message that Christmas is about the birth of Christ and it is the season to help and love each other, patriotism.	Christmas message, the need to help and love one another/ patriotism
11	Michelle and Obama discuss that in America they take care of each other, and thanks Americans for this.	Patriotism
12	Conclusion: Christmas Greeting (Obama and Michelle)	Conclusion: Christmas Greeting

Table 8.7: The twelve generic moves of the fourth address on Christmas

The trends viewed in these generic moves are first a general introduction, then three moves about Christmas, a move about the military and Christmas, a move to state the war is over, three moves about the military and their families and how to give, including a website, and then a move about Christmas, a move about patriotism and the final moves is about Christmas. The major theme of this address is Christmas, to give to the military and their families, a website and the war is over.

The trends in the types of Theme in this address are as follows: there are 17 textual Themes (40%), one interpersonal Theme (2%), 13 topical marked Themes (30%), 5 topical unmarked Themes (12%) and seven without Theme (16%), this can be seen in Table 8.8.

Textual	Interpersonal	Topical: marked	Topical: unmarked	No Theme
17 (40%)	1 (2%)	13 (30%)	5 (12%)	7 (16%)

Table 8.8: Type of Theme in the fourth address on Christmas

Out of the 17 instances of textual Theme, there are 14 paratactic conjunctions, 12 as ‘and’ and two as, ‘so’; there is one hypotactic conjunction, ‘because’; there is one contrastive paratactic conjunction, ‘but’;

and one verifative conjunction, *'you see'*. The one interpersonal Theme is a modal adjunct, *'just'*. Out of the 13 topical marked Themes, five are marked as circumstance of time; two are marked as circumstance of location; two are marked as demonstratives, *'that'*; two are marked as Thematic equatives; one is marked as a pronoun substitute, *'it'*; and one as circumstance of agent. The 5 topical unmarked Themes are all diverse they are the following: *'We both'*, *'Children'*, *'The transition is Afghanistan'*, *'Our military families'*, and *'They'*.

Further, the twelve generic moves in this address began with the following types of Theme:

1. The first move began with Obama and with no Theme: *'Hi everybody'*
2. The second move began with Obama with topical marked Theme, circumstance of time and agent: *'This weekend, as you gather with family and friends'*
3. The third move began with Michelle with topical unmarked Theme: *'We both'*
4. The fourth move began with Michelle with topical marked Theme, circumstance of time: *'This month'*
5. The fifth move began with Obama with topical marked Theme, circumstance of time: *'This weekend'*
6. The sixth move began with Obama with textual Theme, verifative conjunction: *'You see'*
7. The seventh move began with Obama with textual Theme, a paratactic conjunction: *'So'*
8. The eighth move began with Michelle with topical marked Theme, circumstance of location: *'Across this country'*
9. The ninth move began with Michelle with topical marked Theme, a Thematic equative: *'That's why Dr. Jill Biden and I'*
10. The tenth move began with Obama with topical marked Theme, circumstance of agent: *'For my family and millions of Americans'*
11. The tenth move began with Michelle with topical marked Theme, circumstance of location: *'In this country'*
12. The eleventh move began with Obama with Textual Theme, a paratactic conjunction: *'And'*

The following section will conclude the chapter by Comparing and contrasting the generic structure of all four addresses pertaining to Christmas.

9.6 Findings and Discussion

This section will first reveal the overall types of Theme found in the analysis, then it will discuss as well as compare and contrast the generic moves and the structure as a result of the analysis of these

four addresses pertaining to Christmas. And, finally, it will discuss the major trends found and demonstrate the types of Theme that indicated a move. This last analytical chapter of the thesis investigated the repertoire of registers focusing on Christmas, all four Christmas addresses that President Obama delivered during his first term as President, 2009 – 2012. These addresses were particularly unique because the First Lady, Michelle Obama, joined President Obama in delivering the holiday addresses. The first address analysed was titled, “*Celebrating Christmas and Honoring Those Who Serve*”, delivered on December 24, 2009. The specific *field* of this address was Obama and Michelle wishing the American people a merry Christmas and how to help the military and their families. The second address analysed was titled “*Merry Christmas from the President and the First Lady*”, delivered on December 25, 2010. The specific *field* of this address was Obama and Michelle wishing the American people a merry Christmas and how to help the military and their families. The third address analysed was titled “*The President and First Lady Thank our Troops for their Service as We Celebrate this Holiday Season*”, delivered on December 24, 2011. The specific *field* was Obama and Michelle wishing the American people a merry Christmas, stating that the war is over and how to help the military and their families. The fourth and last address analysed was titled “*The President and First Lady Extend a Holiday Greeting and Thank our Troops for their Service*”, delivered on December 22, 2012. The specific *field* was Obama and Michelle wishing the American people a merry Christmas, stating that the war is over and how to help the military and their families.

The overall types of Theme found in the addresses

Addresses	Number of sentences	Textual	Inter-personal	Topical: Marked	Topical: Unmarked	No Theme
C1	43	14	0	12	12	5
C2	51	23	0	15	11	2
C3	28	10	0	9	6	3
C4	43	17	0	13	5	7
Total	165	64 (39%)	0	49 (30%)	34 (21%)	17 (10%)

Table 8.9: Type of Theme in the set of Christmas addresses

This section simply observes the total amount of Themes found in each sentence of all the Christmas addresses, see Table 8.9 (to review the exact types of Theme found, please refer back to the summary of each individual address). The aim is to ultimately reveal the trend in the types of Theme discovered when compared to the other registers, which will be discussed in the final chapter. Thus, at this moment, within the analysis of the register on Christmas, there were a total of 165 sentences, 64 textual Theme (39%), there was no interpersonal Theme, 49 topical marked Theme (30%), 34 topical unmarked Theme (21%), and 17 found without Theme (10%).

The Generic Moves

The first address analysed, “*Celebrating Christmas and Honoring Those Who Serve*”, revealed eleven generic moves. The first was the introduction with a Christmas greeting, (1) *Introduction: Christmas Greeting*. The second move **Obama** sent Christmas greetings from the whole family, (2) *Christmas*. The third generic move, **Michelle** spoke about their first Christmas in the White House, (3) *Christmas*. The fourth generic move, **Michelle** discussed the official White House Christmas tree and its ornaments, (4) *Christmas*. The fifth generic move, **Obama** talked about the families struggling because of the economic crisis, (5) *Economic crisis*. In the sixth generic move, **Obama** spoke about the celebration of Christmas with friends and family, (6) *Christmas*. The seventh generic move, they both, **Obama** and **Michelle**, directly addressed the military for their service and their ultimate sacrifice, (7) *Military*. The eighth generic move, **Michelle** spoke of the military families and how strong they are, (8) *Military families*. In the ninth generic move, both, **Michelle** and **Obama** discussed how the military families need help this season and how Americans could help and introduced a website to learn about more ways to help, (9) *Military families need help and how/website*. The tenth generic move, **Obama** stated that the military is in their thoughts and that the government is doing all they can for them, (10) *Military*. The last generic move, eleven, was the conclusion with a Christmas greeting, (11) *Conclusion: Christmas Greeting*.

The second address analysed, “*Merry Christmas from the President and the First Lady*”, revealed ten generic moves. The first was the introduction with a Christmas greeting, (1) *Introduction: Christmas Greeting*. The second move, **Obama** sent Christmas greetings from the whole family, (2) *Christmas*. The third generic move, **Michelle** discussed that Christmas is her favourite time of year, and the White house is the people’s house, (3) *Christmas*. The fourth move, **Michelle** stated that the White house was open to Americans, and she discussed the theme for this year’s Christmas, (4) *Christmas*. The fifth move, **Michelle** and **Obama** gave their message of Christmas, (5) *Christmas message*. The sixth move, **Obama** discussed the military, (6) *Military*. In the seventh move, Michelle discussed how military families serve too, (7) *Military families*. The eighth move, **Michelle** and **Obama** discussed how Americans could help support the military and their families, (8) *How to give to the Military and families*. The ninth move, **Obama** discussed that the military had done everything that America had asked them to do, so he asks America to think of them, (9) *Military*. In the tenth move, the last of this address, was the conclusion and they both, **Obama** and **Michelle**, gave Christmas greetings, (10) *Conclusion: Christmas greetings*.

The third address analysed, *"The President and First Lady Thank our Troops for their Service as We Celebrate this Holiday Season"*, revealed ten generic moves. The first was the introduction with a general greeting by **Obama**, (1) *Introduction*. The second move, **Obama** gave Christmas greetings, (2) *Christmas*. The third generic move, it switched to **Michelle** and she discussed that Christmas is a wonderful time of year, (3) *Christmas*. The fourth generic move, both **Michelle** and **Obama** discussed that Christmas is the season to show and give thanks to the military and their families, (4) *Military and families*. The fifth generic move, **Obama** stated that the war was over and the troops would be coming home, (5) *War is over*. In the sixth generic move, Obama asked Americans to give thanks and to say a prayer for the military and their families, (6) *Military and families*. The seventh generic move, **Michelle** discussed how the military and their families have sacrificed so much, and asked Americans how they can give back. She also gave a website, (7) *How to give to the Military and families/website*. The eighth move, **Obama** gave a message about Christmas, it is the season of giving, and every American believes this and each one should do their part, (8) *Christmas message/giving*. The ninth generic move, the last, **Michelle** and **Obama** concluded the address with a Christmas greeting, (9) *Conclusion: Christmas greeting*.

The fourth address analysed, *"The President and First Lady Extend a Holiday Greeting and Thank our Troops for their Service"*, revealed twelve generic moves. The first was the introduction with a general greeting by **Obama**, (1) *Introduction*. The second move, **Obama** gave Christmas greetings, (2) *Christmas*. The third generic move, it switched to **Michelle** and she talked about Christmas in the White House, (3) *Christmas*. Generic move four, both, **Michelle** and **Obama** discussed the visitors in the White House and that this year's theme of Christmas, (4) *Christmas*. In generic five, **Obama** and **Michelle** spoke about that Christmas is a special season when families come together including the military, (5) *Christmas and military*. Generic move six, **Obama** stated that the war was over, and the military was coming home, (6) *War*. In generic seven, **Obama** and **Michelle** asked Americans to say thanks and offer a prayer to the military and their families, (7) *Say thanks to and Pray for military and families*. Generic move eight, **Michelle** discussed how military families sacrifice much and now they need to be served by Americans, thus (8) *Military families*. In generic move nine, **Michelle** and **Obama** asked Americans to give back to the military and their families and how they can do it, a website was introduced, (9) *How to give to the Military and families/website*. Generic move ten, **Obama** delivered a message that Christmas is about the birth of Christ and it is the season to help and love each other, there were also indications of patriotism, (10) *Message, the need to help and love one another/patriotism*. Generic move eleven, **Michelle** and **Obama** discussed that in America they take care of each other, and they thank Americans for this, (11) *Patriotism*. The twelve generic move, **Michelle** and **Obama** concluded the address with a Christmas greeting, (12) *Conclusion: Christmas greeting*.

	Generic Moves C1	Generic Moves C2	Generic Moves C3	Generic Moves C4
1	Introduction: Christmas Greeting	Introduction: Christmas Greeting	Introduction	Introduction
2	Christmas	Christmas	Christmas	Christmas
3	Christmas	Christmas	Christmas	Christmas
4	Christmas	Christmas	Military and families	Christmas
5	Economic crisis	Christmas Message	War is over	Christmas and military
6	Christmas	Military	Military and families	War is over
7	Military	Military families	How to give to the Military and families/website	Say thanks to and Pray for military and families
8	Military families	How to give to the Military and families/website	Christmas message/ giving	Military families
9	Military families need help and how/website	Military	Conclusion: Christmas Greeting	How to give to the Military and families/website
10	Military	Conclusion: Christmas Greeting		Christmas message, the need to help and love one another/ patriotism
11	Conclusion: Christmas Greeting			Patriotism
12				Conclusion: Christmas Greeting

Table 8.10: Comparing and contrasting the Christmas addresses

Comparing and contrasting these four addresses within the register on Christmas (see Table 8.10), there are many similar generic moves within the generic structure of these texts. In terms of topic, for example, in C1, Obama and Michelle wished the American people a merry Christmas and how to help the military and their families. In C2, Obama and Michelle wished the American people a merry Christmas and how to help the military and their families. Then in C3, they again wished the American people a merry Christmas, however, this time mentioned that the war is over and how to help the military and their families. The last address, C4, was the same as C3, they wished the American people a merry Christmas, however, Obama mentioned that the war is over and how to help the military and their families.

These addresses are the most similar in terms of context of situation in comparison to the other three analytical chapters. And this can be seen with the generic moves. All of the introductions are the same with a general Christmas greeting, then they are followed by a generic move with a more specific

Christmas greeting. All of them have generic moves that discuss Christmas, involving Christmas in the White House, that Christmas is their favourite time of year, the Theme of Christmas in the White House, and how the doors of the White House were open to the public. Furthermore, all of the addresses spoke about the military. In fact, they focused primarily on the military. They also spoke about military families and about how much they sacrifice for the country. They ask Americans to say thanks and to offer help to the military and their families. Further, in all of the addresses they gave a website where Americans could find more information as well as discover ways of giving to the military and to their families. The addresses also all end with the same conclusion which is a Christmas greeting. This is how they slightly differ, in C1, they do speak of the economic crisis, and this connects with Obama's first addresses of 2009 that pertained to the economic crisis, and C1 was delivered as well in 2009. In C2, C3 and C4, they give a message about Christmas in which they spoke about giving, helping others and to love one another. And the last difference was in C3 and C4, where Obama stated that the war is over and that the troops are coming home. Thus, these addresses were very similar in generic structure, and the context of situation of this register was the most stable, which was different to the previous three analytical chapters, thus the results of the analysis demonstrated that the generic moves did not change much as the context of situation did not change.

The Trends found in these Christmas Addresses

This section will briefly view the trends found in the addresses in simplistic terms to understand the major thread that connected these four addresses. The trends observed in the first address were about Christmas in the first four moves, then the economic crisis, the next move was about Christmas again, the following four moves were about the military and their families, to give, including a website, and the last move was about Christmas. The major themes of this address were **Christmas, to give to the military and their families** and a **website**. The trends found in the second address was about Christmas in the first five moves, the following four moves was about the military and their families, and to give, including a website, and the last move was about Christmas. The major themes of this address were **Christmas, to give to the military and their families** and a **website**. The trends viewed in the third address was first a general introduction, then two moves about Christmas, a move about the military and their families, a move to state the war is over, two moves about the military and their families and how to give, including a website, and the final two moves were about Christmas. The major themes of this address were **Christmas, to give to the military and their families**, a **website** and the **war is over**. The trends seen in the fourth address was first a general introduction, then three moves about Christmas, a move about the military and Christmas, a move to state the war is over, three moves about the military and their families and how to give, including a website, and then a move about Christmas, a move about patriotism and the final move was about

Christmas. The major themes of this address were **Christmas, to give to the military and their families, a website** and the **war is over**.

The major thread in these addresses are the following: **Christmas, to give to the military and their families, a website** and the **war is over**. These addresses were the most consistent and as a result has the strongest common thread among them. It is obvious that all these addresses would have the motif of Christmas, they were recognised in the following ways: a Christmas greeting, a Christmas message or a description of Christmas in the White House. The second motif was all of the addresses spoke of the military and the military families, Michelle and Obama made it very clear that the season was about giving and they felt that fellow Americans should support the military and their families in one way or another. This connects to the following motif, a website. They offered a website to find out ways of giving, helping and supporting the military and their families (again showing at time the modernity of this presidency). The only change observed was in the last two addresses where Obama announced that the war was over and this then is the final motif.

Types of theme that indicated a move

TYPES OF THEME THAT INDICATED A MOVE: CHRISTMAS				
GENERIC MOVE	C1	C2	C3	C4
1	no Theme (Obama)	no Theme (Obama)	no Theme (Obama)	no Theme (Obama)
2	textual, hypotactic conjunction (Obama)	topical unmarked (Obama)	textual, a hypotactic conjunction (Obama)	topical marked, circumstance of time and agent (Obama)
3	topical marked, a demonstrative (Michelle)	marked, a demonstrative' (Michelle)	topical marked, a demonstrative (Michelle)	topical unmarked (Michelle)
4	topical marked, circumstance of location (Michelle)	textual, a paratactic conjunction (Michelle)	topical marked, circumstance of time and location (Michelle)	topical marked, circumstance of time: (Michelle)
5	topical marked, a demonstrative (Obama)	textual, a paratactic conjunction (Michelle)	textual, a verifative conjunction (Obama)	topical marked, circumstance of time (Obama)
6	Textual, a contrasting paratactic conjunction (Obama)	topical marked, circumstance of time (Obama)	textual, a paratactic conjunction (Obama)	textual, verifative conjunction (Obama)
7	topical marked, circumstance of agent (Obama)	topical marked, circumstance of agent (Michelle)	topical unmarked (Michelle)	textual, a paratactic conjunction (Obama)
8	topical marked, circumstance of agent (Michelle)	textual, a contrasting paratactic conjunction (Michelle)	topical marked, a Thematic equative (Obama)	topical marked, circumstance of location (Michelle)

9	Textual Theme, a contrasting paratactic conjunction (Michelle)	topical unmarked (Obama)	Textual, a paratactic conjunction (Michelle)	topical marked, a Thematic equative (Michelle)
10	Textual, a paratactic conjunction (Obama)	Textual, a paratactic conjunction (Obama)		topical marked, circumstance of agent (Obama)
11	Textual, a paratactic conjunction (Michelle)			topical marked, circumstance of location (Michelle)
12				Textual, a paratactic conjunction (Obama)

Table 8.11: Types of theme that indicated a move in the Christmas addresses

This section compares the types of Themes that were observed within all four address when a new generic move began, see Table 8.11. Each summary of an individual address demonstrates what the Theme was (please refer back to that section), this section will investigate any type of patterns or common threads found among them. These addresses were more or less similar in length, one with nine moves, three with 11 moves and one with 12 moves. First in C1, there are five textual Themes, two demonstratives, two circumstance of agent, one circumstance of location, and one with no Theme. In C2, there were four textual Themes, two unmarked Themes, one demonstrative, one circumstance of agent, one circumstance of time, and one with no Theme. In C3, there were four textual Themes, one demonstrative, one unmarked Theme, one circumstance of time, one Thematic equative, and one with no Theme. In C4, there were three textual Themes, three circumstance of time (one including circumstance of agent), two circumstance of location, one circumstance of agent, one unmarked, one Thematic equative, and one with no Theme.

The types of Theme that indicated a move, the Themes in the position of the generic move were similar and comparable, both in the overall patterning of the generic moves and the usage of types of Theme. There were some random Themes among the addresses. It is because the contextual situation was the same, there was not any variation of the topic as was seen with the other repertoires, thus a pattern emerged. The most revealing was the usage of textual Theme, there was a total of 16 among theme, such as: *'so'*, *'and'*, *'but'*, and *'you see'*. This can be noted by the fact the addresses were delivered by both Obama and Michelle. Throughout the addresses they went back and forth with comments between each other, thus the use of textual Theme was the cohesive link. One textual Theme in particular was repeated twice by Obama in C3 and C4: *'you see'* a verifative conjunction, and in both cases it was followed by him stating *'the war is over'*. Another repeated Theme was circumstance of time, and this was most commonly used as a reference to Christmas: *'today'*, *'this weekend'*, and *'this holiday season'*. Further, this repertoire had the most usage of circumstance of agent, with a total of four, it was mostly used by Michelle Obama when she began a generic move with *'as First Lady'*.

In terms of the placement of types of Theme used in the generic structures at the beginning of a generic move, they all began with no textual Theme. They usually began with: 'Merry Christmas' or 'hi everyone'. Then, three out of the four addresses continued with a textual theme as the second generic move. Further, all addresses ended with a textual Theme followed by Christmas wishes. Thus, they were similar in patterning and this revelation is not surprising because of the consistent contextual situation, there was no variation of situation.

The following chapter will conclude the thesis with the discussion and the conclusion.

Chapter 9

Discussion and Conclusion

9.1 Introduction

The introduction chapter demonstrated the dependency between the social activity of politics, the discourse of politics and the language/grammar produced as a result, see Figure 9.1. The functional connection between all three were discussed as well. To summarise, the outer circle showed the social activity of politics, which is realised (and dependent) on language, thus political discourse. The second circle showed the dependency that discourse has on the context in which it is produced. Further, political discourse is realised through its dependency on language and grammar (third inner circle).

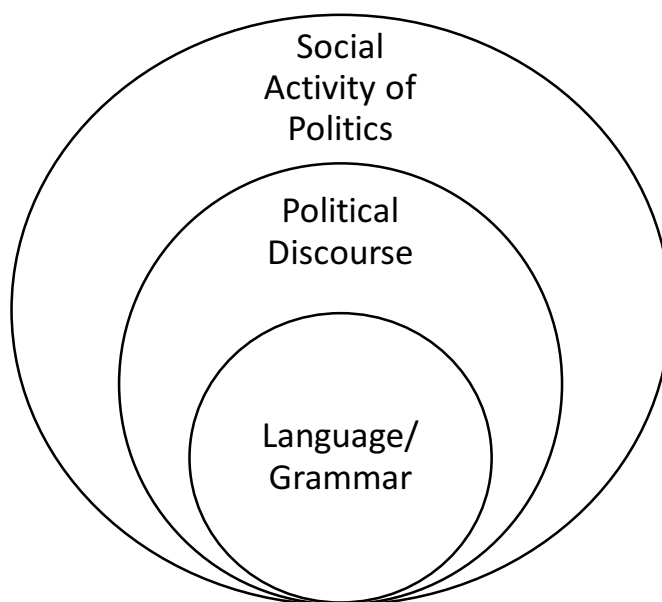


Figure 9.1: connecting social activity to grammar adapted from Miller (2005: 4)

This study realised the *social activity* as being connected to genre, and was represented by the U.S. presidential address. And the *political discourse* were the addresses delivered by Obama. The *language*

of these addresses was analysed at the lexico-grammar level by way of Theme/Rheme (textual metafunction of SFL).

The study understood the notion of genre as a staged, goal orientated process is realised within context of culture. Generic structuring was understood as being inherently connected to genre by realising various stages needed to reach the intended goal. Then, the cline of instantiation demonstrated how an instance of text could possibly be identified as a 'sub-genre' and ultimately to an 'Established System of Language Potential', which would then be considered a genre, see Figure 9.2.

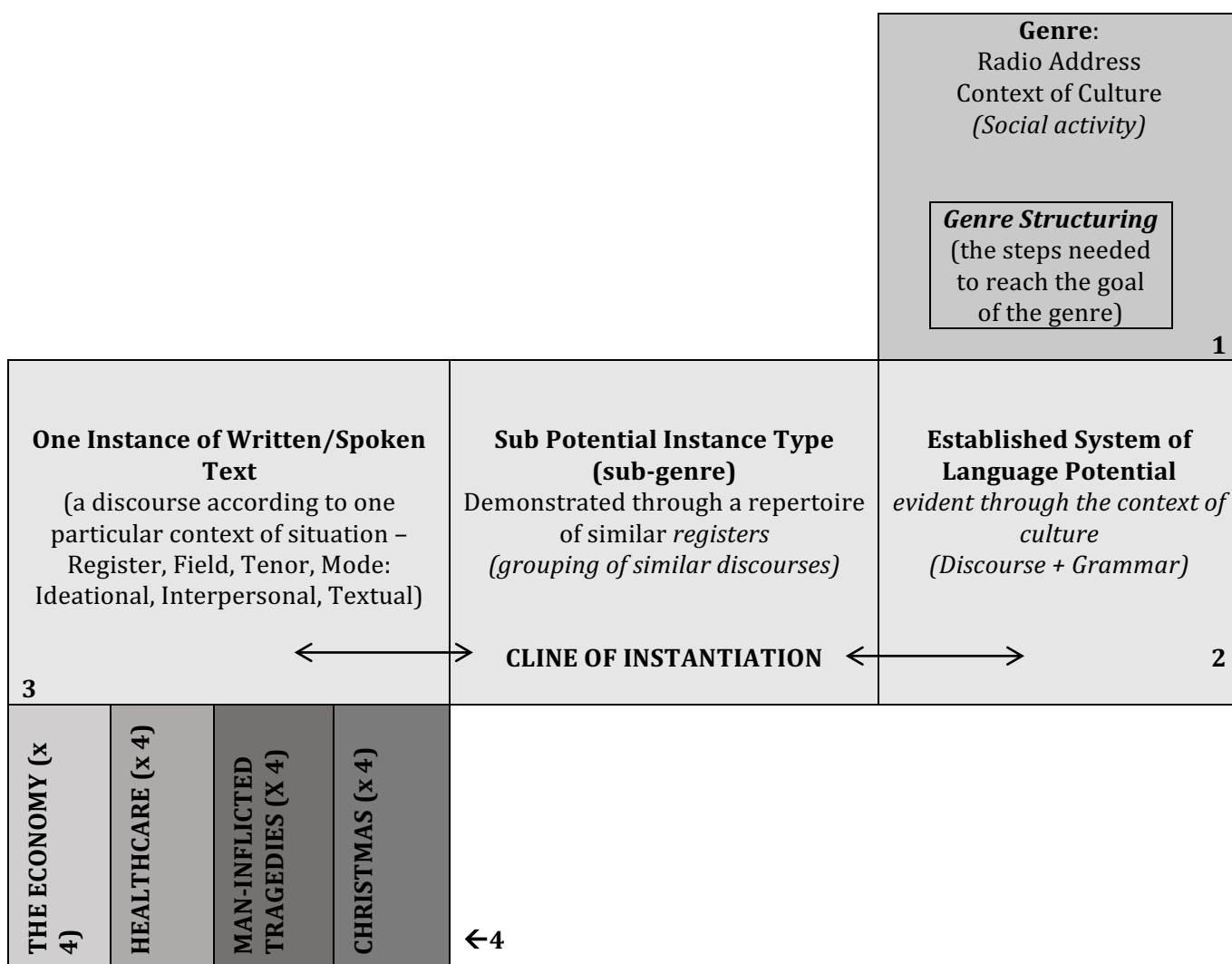


Figure 9.2: From text to genre, adapted from Halliday and Matthiessen (2004: 27)

As stated, Halliday and Matthiessen (2004: 27) view cline of instantiation as:

“patterns (that) can be viewed either from the system pole as sub-systems (right), or from the instance pole, as instance types (left). If we start at the instance pole, we can study a single text and then look for other texts that are like it according to certain criteria. When we study this

sample of texts, we can identify patterns that they all share, and describe these in terms of text type. By identifying a text type, we are moving along the cline of instantiation away from the text pole towards the system pole”.

The study analysed the generic structure of individual addresses of a specific repertoire (economy, health care, man-inflicted tragedies, Christmas) within the established genre of the Radio Address. It investigated if these ‘single texts’ together as a repertoire ‘according to certain criteria’ were able to move up the cline of instantiation to possibly become a sub-genre. To put it simply, identifying a sub-genre means noticing patterns that a collection of text share within an overall genre. The study discovered that these different repertoires had identifying patterning in varying degrees. It identified the trends in generic moves and trends in the overall motif. These will now be summarised.

9.2 Summary: From Instance of Text to Sub-genre

This section summarises the study. The study will first be evaluated by reviewing the convergences and the divergences of the repertoires that were revealed in the analysis. The primary focus is on the divergences since the study’s aim was to highlight the differences between the repertoires to reveal the possibilities of sub-genres. This will be followed by addressing and reviewing each of the primary four research questions presented at the beginning of the study.

9.2.1 The Repertoires: Convergences and Divergences

On the whole, the study focused on the divergences among the repertoires analysed to determine if they were able to be considered a sub-genre. However, since they are all part of the genre of the radio address, they shared some similar features, thus demonstrating a convergence among them. In chapter three, this was generally demonstrated by the register of the data: *field*: Obama speaking to the American people; *tenor*: Obama and Americans; *mode*: written-to-be-spoken discourse in multimodal ways. Some similarities were all repertoires contained an introduction, conclusion, and the most prominent discussion of topic at the time the address was delivered. They all contained a notion of American patriotism, be it implicit or explicit. Further, Obama spoke in a manner in all that made the public seem as though they were part of the conversation, he did not speak ‘to’ but rather he spoke ‘with’ the public. E, HC and MIT included direct messages to Congress regarding political interests. A website was introduced to the public, all except MIT, for people to find out more information. E and H repertoires included negativity, opposition and the struggles of Americans. And MIT and C included ‘sermon style’ messages to the public. Now the divergences will be reviewed among the repertoires by addressing the convergences of each.

The repertoire on the economy revealed convergences as a repertoire in the following ways. The generic move of the introduction in all four addresses were somewhat negative, including: bad news regarding the economy, the dark situation of the economy and the financial struggles of the American people. Secondly, they all included generic moves regarding ARRA, the economic plan. These moves included: the introduction of the plan, the opposition in regards to it, the urge for Congress to pass the plan, the call for bipartisanship and the 'need to act now'. Thirdly, there were similar moves mentioning the notion of the 'American Dream', how the economic crisis is negatively affecting the 'dream' for many Americans. These addresses included the need for transparency, to be transparent in how funds are used. This involved the introduction of a website, where Americans would be able to find more information and to see how the money is being spent. Finally, this repertoire included the announcement of the passage of ARRA, first, in E2, he stated the House of Representatives passed it and in E4 that Congress had passed it. The overall threads in these addresses were: the **plan, negative comments, bipartisanship** and a **website**.

Moreover, the repertoire on health care showed convergences as well. All generic moves referred to healthcare in general. First, in particular, almost all of the generic moves of the introductions began by speaking about health care, including: the overall health care system, the fiscal responsibility of health care or the debate of it. Secondly, they all included a generic move regarding finances. These included: the cost of health care, the costs of health insurance, how the new reform would be paid and that money would be saved as a result of the reform. Which as above, also involved the introduction of a website for Americans to learn more about the reform. Thirdly, each address had a generic move that referred to the struggle of Americans, from families, students to small business. These moves often included narratives. Finally, each had a generic move in reference to Congress: either calling on them to pass it, addressing the opposition, including those who support it, a call for bipartisanship and the urgency to act. The major threads that linked the addresses of this repertoire were: the **reform, negativity, opposition** and **website**.

Now, the contexts of situations varied in the repertoire of MIT and showed more variation when compared to the others, however convergences were found. To begin, the introductions in all four were similar. He introduced the event that occurred as well as the time and the place, he orientated the listener. All included a statement regarding collective mourning, and/or collective thoughts. He emphasised that the entire country was thinking about the tragic event and that the victims and their families were in the thoughts of Americans. In MIT 1 and MIT 3, he spoke about government action and what they were doing in response to the specific tragedy. In MIT 2 and MIT 4, there were similar generic moves regarding bipartisanship. They differed according to the specifics of the situation. MIT 1

involved the American army, and MIT 2 involved an American government official, both of these specifically displayed patriotism. For example, in MIT 1, he spoke and emphasised the location of the tragedy because it occurred on a military base. He also spoke about the soldiers and how they reacted to the event. He stated that the soldiers job is to serve and protect Americans. So, he addressed that Americans should honour the servicemen and servicewomen of the country. MIT 2 was also particularly patriotic because it involved a democratic house of representative from Congress. And Obama, as a democratic president, integrated his political agenda and included his call to Congress to be bipartisan during this time since this tragedy was said to be connected to the political climate of the time. MIT 3 and MIT 4 were different because both events involved 'everyday' Americans. In both of these, there were generic moves regarding the victims and their families. In MIT 3, he gave a message about the senseless act of evil and a message regarding 'life'. He also directed a message to parents. This was the only address that ended with a religious generic move in the conclusion. In MIT 4, he spoke more about the victims than in any other address. This is fitting because the victims were children and teachers, and so he highlighted the innocence of children and teachers who play an important role in society. He also spoke about how parents generally would respond since the tragedy involved children. Thus, these addresses demonstrated differences within the generic moves because of the varied context of situation. However, regardless of this variation, there were overlapping generic moves that were similar among them. To sum up, the major threads that linked this repertoire were: **orientation, emotions, patriotism and bipartisanship.**

Lastly, the repertoire of Christmas was the most similar when compared to the other repertoires because the specific field of these addresses was the same. Thus they showed many convergences of the generic moves. In C1, Obama and Michelle wished the American people a merry Christmas and spoke about how to help the military and their families. In C2, again, Obama and Michelle wished the American people a merry Christmas and told Americans how to help the military and their families. In C3, they again wished the American people a merry Christmas, Obama mentioned that the war is over, followed by how to help the military and their families. The last address, C4, was the same as C3, they wished the American people a merry Christmas and again mentioned that the war is over and how to help the military and their families. The only difference was found in C3 and C4, when he announced that the war was over, otherwise the generic moves were basically the same. The thread connecting the Christmas repertoire were the following: **Christmas, to give to the military and their families, a website and the war is over.**

The outcome of the generic structural analysis of the 16 addresses, 'single texts', understood that as a repertoire, they are able to move up the cline of instantiation. They shared similarities in trends and patterning with generic moves. And even though some context of situations varied, as with MIT, this

study still found that there were strong similarities in trends and patterning with the generic moves, especially when compared in contrast to the other repertoires. The repertoire of Christmas is definitely able to move up the cline of instantiation. This set of addresses were there most similar out of all four. Thus, all individual repertoires could be considered a potential sub-genre within the genre of the radio address. The next section summaries the study.

9.2.2 Summary of the Study

This section summarises the study. Each of the primary four research questions presented at the beginning of the study will be discussed and reviewed. First, the questions on sub-genre and context of situation will be evaluated, followed by the questions concerning generic structure and Theme/Rheme.

Sub-genre and Context of Situation

The study viewed genre as expected norms in which one speaks/writes/communicates within a certain community and is directly related to the staging and lexico-grammar within the cultural context of situation in which it is produced. It investigated sub-genres within an established genre, which were defined as a group of texts with 'identifying patterns shared' within a genre. The first two questions related to this: the first question, (1) are there potential sub-genres within the genre of the American radio address? The study found that there are potential sub-genres in the genre of the radio address and that each repertoire was able to be recognised as a possible sub-genre. Second, (2) does context of situation play a vital role in determining the possibility of sub-genres? If so, to what extent does the stability of a context of situation influence the stability of a possible sub-genre and/or vice versa? The study found that this was true, the stability or lack of stability within a context of situation did affect the outcome of the analysis. The following explains the answer.

The Christmas addresses were more stable because the context of situation did not change and thus moved up the cline of instantiation. Their repertoire was the most similar, they were almost identical because the situation involved no variation. The similarities in trends and patterning thus were very strong, from messages about Christmas, to the military and their families, to asking Americans to help. They also all included a mention of a website, where Americans could find out how to help.

The addresses on the economy and health care moved up the cline of instantiation because of the similarities in trends and patterning with these generic moves. These two repertoires were very similar because in both Obama was trying to pass a bill/reform, hence legislation. They included

mentions of bipartisanship, or messages to Congress, or a lot of negativity because he was trying to strengthen his point why new legislation was necessary. They also both included websites where Americans were able to find out further information about the proposed plan/reform. There was a sense of ‘fight’ in these two repertoires, and as indicated it was most likely due to the fact that he was a democratic president after a long period of a republican administration that preceded him. Out of the four, these two repertoires were the most similar as a pair, and could be considered as a possible sub-genre of ‘*passing legislature*’.

Even though the context of situation varied, the repertoire of man-inflicted tragedy moved up the cline of instantiation and could be considered a possible sub-genre. The differences were demonstrated with the variation in the types of Theme that were found that indicated a move. However, the study found strong similarities in trends and patterning with the generic moves, especially when compared to the trends and the similarities of the other two repertoires, such as: religious comments, American pride, provoked emotions, and a social collectiveness.

The graph below indicates that the most stable context of situation resulted in the most predictable generic structure (GS) among the four repertoires. The most predictable generic structure is first followed by the less predictable.

Stability of Situation	Category	Predictability of GS
A stable situation	Christmas	Most predictable GS
A somewhat stable situation	Economy	Quite predictable GS
A somewhat stable situation	Healthcare	Quite predictable GS
A varied situation	Man-Inflicted Tragedies	Somewhat predictable GS

Generic Structure and Theme/Rheme

Further, simply, the study defined generic structuring as “the way texts typically move through stages to a point of closure” (Martin 1992: 500). Moreover, it explained Theme/Rheme as being concerned with the overall organization of text (cohesion, coherence, and texture). Theme/Rheme is defined as the “element which serves the starting point for the message: it is what the clause is going to be about” (Halliday 1994: 38; Halliday and Matthiessen 2004: 64). Thus, the last two questions were: (3) how to reveal sub-genres within a genre? Would an analysis of the generic structure of the addresses be a viable option? (4) In order to investigate the generic structure, would Theme/Rheme be an effective method in determining it? The study found that analysing the generic structure of each address was a viable option in understanding better the genre. And Theme/Rheme was an effective method for doing so because it was able to reveal the changes in generic moves within the addresses through the Theme found with each sentence of each address.

It is difficult to provide an overview of the types of themes in all the repertoires, as the number of sentences differed. One noticeable point is the use of only one interpersonal Theme in all of them. This was Obama using ‘*America*’ in his economic address (E4 sentence 35) when saying that something needs to be done about the economic crisis. The lack of use of interpersonal Theme is not surprising because these were official presidential radio addresses, they were not of personal nature. Another noticeable difference is the amount of no Theme in the Christmas repertoire, and this was because Christmas greetings or Christmas messages contained no Thematic element. Whereas, within other repertoires, no Theme appeared either in the opening or the closing salutation. The last noticeable difference was in the number of topical marked Themes in the economy and health care repertoires. Most of them prefaced with hypotactic clauses before the main clause because of the ‘selling’ nature of them and he tried to make stronger points (often negative in nature) regarding the need for new legislature. Table 9.1 demonstrates the total types of Theme in the repertoires. This section simply gave a general overview, please refer to the individual analytical chapters for complete analysis.

Addresses	Number of sentences	Textual	Inter-personal	Topical: Marked	Topical: Unmarked	No Theme
<i>E Total</i>	149	34 (23%)	1 (1%)	51 (34%)	59 (40%)	4 (3%)
<i>H Total</i>	176	53 (33%)	0	58 (33%)	61 (35%)	4 (2%)
<i>MIT Total</i>	96	27 (28%)	0	29 (30%)	38 (40%)	2 (2%)
<i>C Total</i>	165	64 (39%)	0	49 (30%)	34 (21%)	17 (10%)

Table 9.1: Type of Theme in all the addresses

9.3 Conclusion

Prior to this study, there has been limited linguistic investigation of this genre. The following two studies are the only ones found somewhat related to language: First, Oddo (2011) investigated ‘us’ versus ‘them’ through critical intertextual analysis (Thibault 1991). The study delved into the language of the addresses but was not a linguistic analysis, especially not to mention from a functional linguistic perspective. Secondly, Jones and Rowland (2009) analysed the thematic overviews of Reagan’s addresses, but only researched the rhetorical strategies of Reagan. The other studies (Scacco 2011; Martin 1984; Horvit, Schiffer, & Wright 2008; Meernik & Ault 2013; Han 2006) did not investigate language (see section 1.1 of chapter one). Therefore, this study filled a gap in the studies on the presidential weekly radio address. It revealed the possibility of sub-genres within a genre, showed that genres can be determined by generic structure and demonstrated the effectiveness of using Theme/Rheme to do so. In addition, it demonstrated how to discover generic moves, reveal overall motifs, and disclose types of Theme used in text.

The main conclusions of the present research can be summarized as follows. First, the notion of context of situation was used to highlight the importance of register within studies on political discourse, with a focus on its three variables (*field, tenor, mode*) according to different 'contexts of political situations' within discourse. Secondly, the study demonstrated how the generic structure of political speeches changes according to the context in which they are given, thus establishing the notion of sub-genres within an established genre. The analysis also revealed that the generic structure was related to Theme/Rheme structures as defined within SFL, thus demonstrating the effectiveness of it as an analytical tool. Lastly, it greatly contributed to linguistic research within the genre of the American presidential radio address, for as mentioned, there is a lack of linguistic research within this particular genre.

9.3.1 Limitations and Further Research

The study has obvious limitations in the choice of the corpus. Because of the intricate Thematic analysis of one address, the analysed corpus contained only 16 address. This was intentionally done in order to reveal how culture and context of situation functions within language at the lexico-grammar level. Thus, the research demonstrated the possibility of a beginning sub-genre in the categories analysed and further research needs to be attained to observe continued trends and patterning. Moreover, the trends and patternings revealed may somewhat be attributable to that of Obama's style as an orator. The style of delivering a radio address may change under a different president, but even if there may be changes, it reinforces how important it is to consider culture and context and how any given person can influence the production of text all the while observing concrete patterning and trends of a genre.

As a result of the limitations, many avenues of further research have opened, both from the perspective of the methods used and the data. First, simply focusing on the data, there are several ways one could continue with research. For example, one could continue to investigate a repertoire directly from this study from his second term, such as Christmas, and see if it continues to follow the same generic structure discovered in this analysis. It could continue as well with E, HC and MIT. Also, other repertoire of topics within this genre could be analysed, such as Obama's addresses concerning the anniversary of September 11th; his addresses regarding appointing people to public office, or other holidays such as the 4th of July (America's independence day), Memorial Day or Easter. In the aforementioned, the trends in generic moves, the overall motifs, and the types of Theme that indicated a move could be compared and contrasted with the analysis of this study. Further, a discussion and an analysis of the types of pronouns used in addresses could be included. This would demonstrate what

pronouns were used in each generic move and to whom the message was referred, such as Congress, the American public, or to one particular group.

Further research possibilities could be an analysis of the language of evaluation using the Appraisal theory (Martin 2002, Martin & Rose 2007). This would help understand how evaluative language influenced the generic staging in each particular move and of an address as a whole. Also, it could compare and expose how evaluative language changes according to a repertoire. Further, since these addresses were delivered in multimodal ways (video, YouTube, White House website, transcript, radio), research could also be done in the area of multimodality (Kress and van Leeuwen 2006; Ventola and Guijaro 2009; Hiippala 2013) of the radio address. A diachronic study could be another possibility of all of Obama's addresses from both terms of his presidency. This analysis could show the differences and similarities with them and to investigate if there were changes in style within the two terms. Lastly, the generic structure could be compared to that of other presidents, such as FDR, Reagan, and Clinton, and compare and contrast these addresses

The study began by stating that "text is a rich, many-faceted phenomenon that 'means' in different ways" (Halliday and Matthiessen 2004: 3). This study adopted the same viewpoint: language is rich and full of meaning. This thesis focused on 'text as an instrument' and aimed to reveal the generic structure of written-to-be-spoken language within the discourse of politics. The study postulated and hopefully demonstrated that sub-genres do exist within the genre of political discourse and that these can be revealed within the generic structures of the data by way of Theme/Rheme analysis. The study recommends that research of this nature continue within the field of political discourse and branch out as well to other discourses of diverse disciplines.

Appendices

Appendix A: Analysed Data Set

[Economy 1] January 24, 2009: "President Obama Delivers Your Weekly Radio Address"

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1				We	begin this year and this Administration in the midst of an unprecedented crisis that calls for unprecedented action.
2			Just this week, we		saw more people file for unemployment than at any time in the last twenty-six years, and experts agree that if nothing is done, the unemployment rate could reach double digits.
3				Our economy	could fall \$1 trillion short of its full capacity, which translates into more than \$12,000 in lost income for a family of four.
4	And		we		could lose a generation of potential, as more young Americans are forced to forgo college dreams or the chance to train for the jobs of the future.
5	In short, if		we do not act boldly and swiftly, a bad situation		could become dramatically worse.
6			That is why I		have proposed an American Recovery and Reinvestment Plan to immediately jumpstart job creation as well as long-term economic growth.
7			I am pleased to say		that both parties in Congress are already hard at work on this plan, and I hope to sign it into law in less than a month.
8			It's a plan		that will save or create three to four million jobs over the next few years, and one that recognizes both the

					paradox and the promise of this moment - the fact that there are millions of Americans trying to find work even as, all around the country, there's so much work to be done.
9			That's why this		is not just a short-term program to boost employment.
10			It's one		that will invest in our most important priorities like energy and education; health care and a new infrastructure that are necessary to keep us strong and competitive in the 21st century.
11			Today I		'd like to talk specifically about the progress we expect to make in each of these areas.
12			To accelerate the creation of a clean energy economy, we		will double our capacity to generate alternative sources of energy like wind, solar, and biofuels over the next three years.
13				We	'll begin to build a new electricity grid that lay down more than 3,000 miles of transmission lines to convey this new energy from coast to coast.
14				We	'll save taxpayers \$2 billion a year by making 75% of federal buildings more energy efficient, and save the average working family \$350 on their energy bills by weatherizing 2.5 million homes.
15			To lower health care cost, cut medical errors, and improve care, we		'll computerize the nation's health record in five years, saving billions of dollars in health care costs and countless lives.
16	And		we		'll protect health insurance for more than 8 million Americans who are in

					danger of losing their coverage during this economic downturn.
17			To ensure our children can compete and succeed in this new economy, we		'll renovate and modernize 10,000 schools, building state-of-the-art classrooms, libraries, and labs to improve learning for over five million students.
18				We	'll invest more in Pell Grants to make college affordable for seven million more students, provide a \$2,500 college tax credit to four million students, and triple the number of fellowships in science to help spur the next generation of innovation.
19	Finally,		we		will rebuild and retrofit America to meet the demands of the 21st century.
20			That		means repairing and modernizing thousands of miles of America's roadways and providing new mass transit options for millions of Americans.
21			It		means protecting America by securing 90 major ports and creating a better communications network for local law enforcement and public safety officials in the event of an emergency.
22	And		it		means expanding broadband access to millions of Americans, so business can compete on a level-playing field, wherever they're located.
23				I	know that some are skeptical about the size and scale of this recovery plan.
24				I	understand that skepticism, which is why this recovery plan must and will include unprecedented measures that will allow the American people

					to hold my Administration accountable for these results.
25				We	won't just throw money at our problems - we'll invest in what works.
26			Instead of politicians doling out money behind a veil of secrecy, decisions about where we invest		will be made public, and informed by independent experts whenever possible.
27				We	'll launch an unprecedented effort to root out waste, inefficiency, and unnecessary spending in our government, and every American will be able to see how and where we spend taxpayer dollars by going to a new website called recovery.gov.
28				No one policy or program	will solve the challenges we face right now, nor will this crisis recede in a short period of time.
29	But if		we act now and act boldly;		
30	if		we start rewarding hard work and responsibility once more;		
31	if		we act as citizens and not partisans and begin again the work of remaking America,		

32	then		I		have faith that we will emerge from this trying time even stronger and more prosperous than we were before.
33					Thanks for listening.

[Economy 2] **January 31, 2009: “Moving Forward”**

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			This morning I		'd like to talk about some good news and some bad news as we confront our economic crisis.
2				The bad news	is well known to Americans across our country as we continue to struggle through unprecedented economic turmoil.
3			Yesterday we		learned that our economy shrank by nearly 4 percent from October through December.
4			That decline		was the largest in over a quarter century, and it underscores the seriousness of the economic crisis that my administration found when we took office.
5	Already		the slowdown		has cost us tens of thousands of jobs in January alone.
6	And		the picture		is likely to get worse before it gets better.
7			Make no mistake, these		are not just numbers.
8			Behind every statistic there		's a story.
9				Many Americans	have seen their lives turned upside down.
10				Families	have been forced to make painful choices.
11				Parents	are struggling to pay the bills.
12				Patients	can't afford care.

13				Students	can't keep pace with tuition.
14	And		workers		don't know whether their retirement will be dignified and secure.
15				The good news	is that we are moving forward with a sense of urgency equal to the challenge.
16			This week the House		passed the American Recovery and Reinvestment Plan, which will save or create more than 3 million jobs over the next few years.
17			It		puts a tax cut into the pockets of working families, and places a down payment on America's future by investing in energy independence and education, affordable health care, and American infrastructure.
18	Now		this recovery plan		moves to the Senate.
19				I	will continue working with both parties so that the strongest possible bill gets to my desk.
20			With the stakes so high we		simply cannot afford the same old gridlock and partisan posturing in Washington.
21			It		's time to move in a new direction.
22				Americans	know that our economic recovery will take years -- not months.
23	But		they		will have little patience if we allow politics to get in the way of action, and our economy continues to slide.
24			That's why I		am calling on the Senate to pass this plan, so that we can put people back to work and begin the long, hard work of lifting our economy out of this crisis.

25				No one bill, no matter how comprehensive	,can cure what ails our economy.
26	So		just as we jumpstart job creation, we		must also ensure that markets are stable, credit is flowing, and families can stay in their homes.
27			Last year Congress		passed a plan to rescue the financial system.
28	While		the package helped avoid a financial collapse, many		are frustrated by the results -- and rightfully so.
29			Too often taxpayer dollars		have been spent without transparency or accountability.
30				Banks	have been extended a hand, but homeowners, students, and small businesses that need loans have been left to fend on their own.
31	And		adding to this outrage, we		learned this week that even as they petitioned for taxpayer assistance, Wall Street firms shamefully paid out nearly \$20 billion in bonuses for 2008.
32	While		I'm committed to doing what it takes to maintain the flow of credit, the American people		will not excuse or tolerate such arrogance and greed.
33				The road to recovery	demand that we all act responsibly, from Main Street to Washington to Wall Street.
34			Soon my Treasury Secretary,		will announce a new strategy for reviving our financial system that

			Tim Geithner,		gets credit flowing to businesses and families.
35				We	'll help lower mortgage costs and extend loans to small businesses so they can create jobs.
36				We	'll ensure that CEOs are not draining funds that should be advancing our recovery.
37	And		we		will insist on unprecedented transparency, rigorous oversight, and clear accountability -- so taxpayers know how their money is being spent and whether it is achieving results.
38				Rarely in history	has our country faced economic problems as devastating as this crisis.
39	But		the strength of the American people		compels us to come together.
40				The road ahead	will be long, but I promise you that every day that I go to work in the Oval Office I carry with me your stories, and my administration is dedicated to alleviating your struggles and advancing your dreams.
41				You	are calling for action.
42			Now		is the time for those of us in Washington to live up to our responsibilities.

[Economy 3] **February 7, 2009: "Compromise"**

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			Yesterday		began with some devastating news with regard to our economic crisis.
2	But		I		'm pleased to say it ended on a more positive note.
3			In the morning, we		received yet another round of alarming employment figures – the worst in more than 30 years.
4				Another 600,000 jobs	were lost in January.
5				We	've now lost more than 3.6 million jobs since this recession began.
6	But		by the evening, Democrats and Republicans		came together in the Senate and responded appropriately to the urgency this moment demands.
7			In the midst of our greatest economic crisis since the Great Depression, the American people		were hoping that Congress would begin to confront the great challenges we face.
8			That		was, after all, what last November's election was all about.
9				Legislation of such magnitude	deserves the scrutiny that it's received over the last month, and it will receive more in the days to come.
10	But		we		can't afford to make perfect the enemy of the absolutely necessary.
11				The scale and scope of this plan	is right.
12	And		the time for action		is now.
13	Because if		we don't move swiftly to put this plan in motion, our economic crisis		could become a national catastrophe.
14				Millions of Americans	will lose their jobs, their homes, and their health care.

15				Millions more	will have to put their dreams on hold.
16			Let's		be clear:
17				We	can't expect relief from the tired old theories that, in eight short years, doubled the national debt, threw our economy into a tailspin, and led us into this mess in the first place.
18				We	can't rely on a losing formula that offers only tax cuts as the answer to all our problems while ignoring our fundamental economic challenges – the crushing cost of health care or the inadequate state of so many schools; our addiction to foreign oil or our crumbling roads, bridges, and levees.
19				The American people	know that our challenges are great.
20				They	don't expect Democratic solutions or Republican solutions –
21				they	expect American solutions.
22			From the beginning, this recovery plan		has had at its core a simple idea:
23			Let's		put Americans to work doing the work America needs done.
24			It		will save or create more than 3 million jobs over the next two years, all across the country – 16,000 in Maine, nearly 80,000 in Indiana – almost all of them in the private sector, and all of them jobs that help us recover today, and prosper tomorrow.
25				Jobs	that upgrade classrooms and laboratories in 10,000 schools nationwide – at least 485 in Florida alone – and train an army of teachers in math and science.
26				Jobs	that modernize our health care system, not only saving us billions of dollars, but countless lives.
27				Jobs	that construct a smart electric grid, connect every corner of the country to the information superhighway, double our capacity to generate renewable energy, and grow the economy of tomorrow.
28				Jobs	that rebuild our crumbling roads, bridges and levees and dams, so that

					the tragedies of New Orleans and Minneapolis never happen again.
29			It		includes immediate tax relief for our struggling middle class in places like Ohio, where 4.5 million workers will receive a tax cut of up to \$1,000.
30			It		protects health insurance and provides unemployment insurance for those who've lost their jobs.
31	And		it		helps our states and communities avoid painful tax hikes or layoffs for our teachers, nurses, and first responders.
32			That		's what is at stake with this plan: putting Americans back to work, creating transformative economic change, and making a down payment on the American Dream that serves our children and our children's children for generations to come.
33				Americans across this country	are struggling, and they are watching to see if we're equal to the task before us.
34			Let's		show them that we are.
35	And		let's		do whatever it takes to keep the promise of America alive in our time.
36					Thank you.

[Economy 4] February 14, 2009: "A Major Milestone"

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			This week, I		spent some time with Americans across the country who are hurting because of our economic crisis.
2				People	closing the businesses they scrimped and saved to start.
3				Families	losing the homes that were their stake in the American Dream.
4				Folks	who have given up trying to get ahead, and given in to the stark reality of just trying to get by.
5				They	've been looking to those they sent to Washington for some hope at a time when they need it most.
6			This morning, I		'm pleased to say that after a lively debate full of healthy difference of opinion, we have delivered real and tangible progress for the American people.
7				Congress	has passed my economic recovery plan – an ambitious plan at a time we badly need it.
8			It		will save or create more than 3.5 million jobs over the next two years, ignite spending by business and consumers alike, and lay a new foundation for our lasting economic growth and prosperity.
9			This		is a major milestone on our road to recovery, and I want to thank the Members of Congress who came together in common purpose to make it happen.
10	Because		they did, I		will sign this legislation into law shortly, and we'll begin making the immediate investments necessary to put people back to work doing the work America needs done.
11				The work of	modernizing our health care system, saving billions of dollars and countless lives; and upgrading classrooms, libraries, and labs in our children's schools across America.
12				The work of	building wind turbines and solar panels and the smart grid necessary to transport the clean energy they create; and laying broadband internet lines to

					connect rural homes, schools, and businesses to the information superhighway.
13				The work of	repairing our crumbling roads and bridges, and our dangerously deficient dams and levees.
14	And		we		'll help folks who've lost their jobs through no fault of their own by providing the unemployment benefits they need and protecting the health care they count on.
15	Now,		some fear we		won't be able to effectively implement a plan of this size and scope, and I understand their skepticism.
16				Washington	hasn't set a very good example in recent years.
17	And		with so much on the line, it		's time to begin doing things differently.
18			That's why our goal		must be to spend these precious dollars with unprecedented accountability, responsibility, and transparency.
19				I	've tasked my cabinet and staff to set up the kind of management, oversight, and disclosure that will help ensure that, and I will challenge state and local governments to do the same.
20			Once the plan is put into action, a new website – Recovery DOT gov		– will allow any American to watch where the money goes and weigh in with comments and questions – and I encourage every American to do so.
21	Ultimately,		this		is your money, and you deserve to know where it's going and how it's spent.
22				This historic step	won't be the end of what we do to turn our economy around, but the beginning.
23				The problems that led us into this crisis	are deep and widespread.
24				Our response	must be equal to the task.
25			For our plan to		must stabilize, repair, and reform our banking system, and get credit

			succeed, we		flowing again to families and businesses.
26				We	must write and enforce new rules of the road, to stop unscrupulous speculators from undermining our economy ever again.
27				We	must stem the spread of foreclosures and do everything we can to help responsible homeowners stay in their homes.
28	And		in the weeks ahead, I		will submit a proposal for the federal budget that will begin to restore the discipline these challenging times demand.
29				Our debt	has doubled over the past eight years, and we've inherited a trillion-dollar deficit – which we must add to in the short term in order to jumpstart our sick economy.
30	But		our long-term economic growth that we		demands that we tame our burgeoning federal deficit;
31					invest in the things we need, and dispense with the things we don't.
32			This		is a challenging agenda, but one we can and will achieve.
33			This morning, I		'm reminded of words President Kennedy spoke in another time of uncertainty.
34					"Do not pray for easy lives. Pray to be stronger men. Do not pray for tasks equal to your powers. Pray for powers equal to your tasks."
35		America,	we		will prove equal to this task.
36			It		will take time, and it will take effort, but working together, we will turn this crisis into opportunity and emerge from our painful present into a brighter future.
37			After a week spent with the fundamentally decent men and women of this nation, I		have never been more certain of that.
38					Thank you.

[Healthcare 1] May 30, 2009(19th address): “President Obama Calls for Real Healthcare Reform”

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			Over the past few days, I		've been traveling through the Middle East and Europe working to renew our alliances, enhance our common security, and propose a new partnership between the United States and the Muslim world.
2	But		even as I'm abroad, I'		m firmly focused on the other pressing challenges we face – including the urgent need to reform our health care system.
3			Even as we speak, Congress		is preparing to introduce and debate health reform legislation that is the product of many months of effort and deliberation.
4	And if		you're like any of the Americans I've met across this country who know all too well that the soaring costs of health care make our current course unsustainable, I		imagine you'll be watching their progress closely.
5				I	'm talking about the families I've met whose spiraling premiums and out-of-pocket expenses are pushing them into bankruptcy or forcing them to go without the check-ups or prescriptions they need.
6			Business owners		who fear they'll be forced to choose between keeping their doors open or covering their workers.
7			Americans		who rightly worry that the ballooning costs of Medicare and Medicaid could lead to fiscal catastrophe down the road.
8	Simply put,		the status quo		is broken.
9				We	cannot continue this way.
10	If		we do nothing,		will be put in jeopardy.

			everyone's health care		
11			Within a decade, we		'll spend one dollar out of every five we earn on health care – and we'll keep getting less for our money.
12			That's why fixing what's wrong with our health care system		is no longer a luxury we hope to achieve –
13			it's a necessity we		cannot postpone any longer.
14				The growing consensus around that reality	has led an unprecedented coalition to come together for change.
15			Unlike past attempts at reforming our health care system, everyone		is at the table – patient's advocates and health insurers; business and labor; Democrats and Republicans alike.
16			A few weeks ago, some of these improbable allies		committed to cut national health care spending by two trillion dollars over the next decade.
17			What makes this so remarkable		is that it probably wouldn't have happened just a few short years ago.
18	But		today, at this historic juncture, even old adversaries		are united around the same goal: quality, affordable health care for all Americans.
19	Now		, I		know that when you bring together disparate groups with differing views, there will be lively debate.
20	And		that'		s a debate I welcome.
21	But		what we can't welcome		is reform that just invests more money in the status quo – reform that throws good money after bad habits.
22				We	must attack the root causes of skyrocketing health care costs.
23				Some of these costs	are the result of unwarranted profiteering that has no place in our health care system, and in too many communities, folks are paying higher costs without receiving better care in return.
24	And yet		we		know, for example, that there are places like the Mayo Clinic in Minnesota, the Cleveland Clinic in

					Ohio, and other institutions that offer some of the highest quality of care in the nation at some of the lowest costs in the nation.
25				We	should learn from their successes and promote the best practices, not the most expensive ones.
26			That's how we		'll achieve reform that fixes what doesn't work, and builds on what does.
27			This week, I		conveyed to Congress my belief that any health care reform must be built around fundamental reforms that lower costs, improve quality and coverage, and also protect consumer choice.
28			That		<u>means if you like the plan you have, you can keep it.</u>
29	If		you like the doctor you have, you		can keep your doctor, too.
30			The only change you'll see		are falling costs as our reforms take hold.
31				I	also made it very clear to Congress that we must develop a plan that doesn't add to our budget deficit.
32				My budget	included an historic down payment on reform, and we'll work with Congress to fully cover the costs through rigorous spending reductions and appropriate additional revenues.
33				We	'll eliminate waste, fraud, and abuse in our health care system, but we'll also take on key causes of rising costs – saving billions while providing better care to the American people.
34			All across America, our families		are making hard choices when it comes to health care.
35	Now,		it		's time for Washington to make the right ones.
36			It		's time to deliver.
37	And			I	am absolutely convinced that if we keep working together and living up to our mutual responsibilities;
38	if		we		place the American people's interests above the special interests; (part of the sentence above?)
39				we	will seize this historic opportunity to finally fix what ails our broken health care system, and strengthen our economy and our country now and for decades to come.

[Healthcare 2] June 13, 2009 (20th Address): "Healthcare Reform as the Key to Our Fiscal Future"

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			Last week, I		spoke to you about my commitment to work with Congress to pass health care reform this year.
2			Today, I		'd like to speak about how that effort is essential to restoring fiscal responsibility.
3			When it comes to the cost of health care, this		much is clear:
4				the status quo	is unsustainable for families, businesses, and government.
5				America	spends nearly 50 percent more per person on health care than any other country.
6				Health care premiums	have doubled over the last decade, deductibles and out-of-pocket costs have skyrocketed, and many with preexisting conditions are denied coverage.
7				More and more, Americans	are being priced out of the care they need.
8				These costs	are also hurting business, as some big businesses are at a competitive disadvantage with their foreign counterparts, and some small businesses are forced to cut benefits, drop coverage, or even lay off workers.
9	Meanwhile,		Medicare and Medicaid		pose one of the greatest threats to our federal deficit, and could leave our children with a mountain of debt that they cannot pay.
10				We	cannot continue down this path.
11				I	do not accept a future where Americans forego health care because they can't pay for it, and more and more families go without coverage at all.
12	And		I		don't accept a future where American business is hurt and our government goes broke.
13				We	have a responsibility to act, and to act now.
14			That is why I'		'm working with Congress to pass reform that lowers costs, improves

					quality and coverage, and protects consumer health care choices.
15				I	know some question whether we can afford to act this year.
16	But		the unmistakable truth		is that it would be irresponsible to not act.
17				We	can't keep shifting a growing burden to future generations.
18			With each passing year, health care costs		consume a larger share of our nation's spending, and contribute to yawning deficits that we cannot control.
19	So		let me		be clear:
20				health care reform	is not part of the problem when it comes to our fiscal future, it is a fundamental part of the solution.
21				Real reform	will mean reductions in our long term budget.
22	And		I		have made a firm commitment that health care reform will not add to the federal deficit over the next decade.
23			To keep that commitment , my Administration		has already identified how to pay for the historic \$635 billion down payment on reform detailed in our budget.
24			This		includes over \$300 billion that we will save through changes like reducing Medicare overpayments to private insurers, and rooting out waste in Medicare and Medicaid.
25	However,		any honest accounting		must prepare for the fact that health care reform will require additional costs in the short term in order to reduce spending in the long-term.
26	So		today, I		am announcing an additional \$313 billion in savings that will rein in unnecessary spending, and increase efficiency and the quality of care – <u>savings that will</u> ensure that we have nearly \$950 billion set aside to offset the cost of health care reform over the next ten years.
27				These savings	will come from commonsense changes.
28	For example - if		more Americans are insured, we		can cut payments that help hospitals treat patients without health insurance.
29	If		the drug makers pay their fair share, we		can cut government spending on prescription drugs.

30	And if		doctors have incentives to provide the best care instead of more care, we		can help Americans avoid the unnecessary hospital stays, treatments, and tests that drive up costs.
31			For more details about these and other savings, you		can visit our website: www.whitehouse.gov .
32				These savings	underscore the fact that securing quality, affordable health care for the American people is tied directly to insisting upon fiscal responsibility.
33	And			these savings	are rooted in the same principle that must guide our broader approach to reform:
34				we	will fix what's broken, while building upon what works.
35	If		you like your plan and your doctor, you		can keep them – the only changes that you'll see are lower costs and better health care.
36			For too long, we		have stood by while our health care system has frayed at the seams.
37	While		there has been excuse after excuse to delay reform, the price of care		has gone up for individuals, for business, and for the government.
38				This time	must be different.
39			This		is the moment when we must reform health care so that we can build a new foundation for our economy to grow; for our people to thrive; and for our country to pursue a responsible and sustainable path.
40					Thank you.

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			Right now in Washington, our Senate and House of Representatives		are both debating proposals for health insurance reform.
2			Today, I		want to speak with you about the stakes of this debate, for our people and for the future of our nation.
3			This		is an issue that affects the health and financial well-being of every single American and the stability of our entire economy.
4			It		's about every family unable to keep up with soaring out of pocket costs and premiums rising three times faster than wages.
5				Every worker	afraid of losing health insurance if they lose their job, or change jobs.
6				Everyone	who's worried that they may not be able to get insurance or change insurance if someone in their family has a pre-existing condition.
7			It's about a woman in Colorado		who told us that when she was diagnosed with breast cancer, her insurance company – the one she'd paid over \$700 a month to – refused to pay for her treatment.
8				She	had to use up her retirement funds to save her own life.
9			It's about a man from Maryland		who sent us his story – a middle class college graduate whose health insurance expired when he changed jobs.
10			During that time, he		needed emergency surgery, and woke up \$10,000 in debt – debt that has left him unable to save, buy a home, or make a career change.
11			It		's about every business forced to shut their doors, or shed jobs, or ship them overseas.
12			It		's about state governments overwhelmed by Medicaid, federal budgets consumed by Medicare, and deficits piling higher year after year.
13			This		is the status quo.
14			This		is the system we have today.
15			This		is what the debate in Congress is all about:

16	Whether		we		'll keep talking and tinkering and letting this problem fester as more families and businesses go under, and more Americans lose their coverage.
17	Or whether		we		'll seize this opportunity – one we might not have again for generations – and finally pass health insurance reform this year, in 2009.
18	Now		we		know there are those who will oppose reform no matter what.
19				We	know the same special interests and their agents in Congress will make the same old arguments, and use the same scare tactics that have stopped reform before because they profit from this relentless escalation in health care costs.
20	And		I		'know that once you've seen enough ads and heard enough people yelling on TV, you might begin to wonder whether there's a grain of truth to what they're saying.
21	So		let me		take a moment to answer a few of their arguments.
22	First,		the same folks who controlled the White House and Congress for the past eight years as we ran up record deficits		will argue – believe it or not – that health reform will lead to record deficits.
23			That		's simply not true.
24				Our proposals	cut hundreds of billions of dollars in unnecessary spending and unwarranted giveaways to insurance companies in Medicare and Medicaid.
25				They	change incentives so providers will give patients the best care, not just the most expensive care, which will mean big savings over time.
26	And		we		have urged Congress to include a proposal for a standing commission of doctors and medical experts to oversee cost-saving measures.
27				I	want to be very clear:
28				I	will not sign on to any health plan that adds to our deficits over the next decade.

29	And		by helping improve quality and efficiency, the reforms we make		will help bring our deficits under control in the long-term.
30			Those		who oppose reform will also tell you that under our plan, you won't get to choose your doctor – that some bureaucrat will choose for you.
31			That		's also not true.
32				Michelle and I	don't want anyone telling us who our family's doctor should be – and no one should decide that for you either.
33			Under our proposals, if you		like your doctor, you keep your doctor.
34	If		you		like your current insurance, you keep that insurance.
35					Period, end of story.
36	Finally,		opponents of health reform		warn that this is all some big plot for socialized medicine or government-run health care with long lines and rationed care.
37			That		's not true either.
38				I	don't believe that government can or should run health care.
39	But		I		also don't think insurance companies should have free reign to do as they please.
40			That's why any plan I		sign must include an insurance exchange:
41			a one-stop shopping marketplace where you		can compare the benefits, cost and track records of a variety of plans – including a public option to increase competition and keep insurance companies honest – and choose what's best for your family.
42	And		that's why we		'll put an end to the worst practices of the insurance industry:
43				no more	yearly caps or lifetime caps;
44				no more	denying people care because of pre-existing conditions;
45	and			no more	dropping people from a plan when they get too sick.
46				No longer	will you be without health insurance, even if you lose your job or change jobs.
47				The good news	is that people who know the system best are rallying to the cause of change.

48			Just this past week, the American Nurses Association, representing millions of nurses across America, and the American Medical Association, representing doctors across our nation,		announced their support because they've seen first-hand the need for health insurance reform.
49				They	know we cannot continue to cling to health industry practices that are bankrupting families, and undermining American businesses, large and small.
50				They	know we cannot let special interests and partisan politics stand in the way of reform – not this time around.
51				The opponents of health insurance reform	would have us do nothing.
52	But		think		about what doing nothing, in the face of ever increasing costs, will do to you and your family.
53	So		today, I		am urging the House and the Senate, Democrats and Republicans, to seize this opportunity, and vote for reform that gives the American people the best care at the lowest cost;
54			that		reins in insurance companies, strengthens businesses and finally gives families the choices they need and the security they deserve.
55					Thanks

[Healthcare 4] July 25, 2009 (26th Address): "Health Insurance Reform, Small Businesses and Your Questions"

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1				I	recently heard from a small business owner from New Jersey who wrote that he employs eight people and provides health insurance for all of them.
2	But		his policy		goes up at least 20 percent each year, and today, it costs almost \$1,400 per family per month – his highest business expense besides his employees' salaries.
3				He	's already had to let two of them go, and he may be forced to eliminate health insurance altogether.
4				He	wrote, simply: "I am not looking for free health care, I would just like to get my premiums reduced enough to be able to afford it."
5			Day after day, I		hear from people just like him.
6				Workers	worried they may lose their coverage if they become too sick, or lose their job, or change jobs.
7				Families	who fear they may not be able to get insurance, or change insurance, if someone in their family has a pre-existing condition.
8	And		small business owners		trying to make a living and do right by the people they employ.
9			These		are the mom and pop stores and restaurants, beauty shops and construction companies that support families and sustain communities.
10				They	're the tiny startups with big ideas, hoping to become the next Google or Apple or HP.
11	And,		as shown in a new report released today by the White House Council of Economic Advisers, right now they		are getting crushed by skyrocketing health care costs.
12	Because		they lack the bargaining		pay up to 18 percent more for the very same health insurance plans – costs

			power that large businesses have and face higher administrative costs per person, small businesses		that eat into their profits and get passed on to their employees.
13	As a result,		small businesses		are much less likely to offer health insurance.
14			Those		that do tend to have less generous plans.
15			In a recent survey, one third of small businesses		reported cutting benefits.
16				Many	have dropped coverage altogether.
17	And		many		have shed jobs, or shut their doors entirely.
18			This		is unsustainable, it's unacceptable, and it's going to change when I sign health insurance reform into law.
19			Under the reform plans in Congress, small businesses		will be able to purchase health insurance through an "insurance exchange," a marketplace where they can compare the price, quality and services of a wide variety of plans, many of which will provide better coverage at lower costs than the plans they have now.
20				They	can then pick the one that works best for them and their employees.
21				Small businesses that choose to insure their employees	will also receive a tax credit to help them pay for it.
22	If		a small business chooses not to provide coverage, its employees		can purchase high quality, affordable coverage through the insurance exchange on their own.
23				Low-income workers – folks who are more likely to be working at small	will qualify for a subsidy to help them cover the costs.

				businesses –	
24	And		no matter how you get your insurance, insurance companies		will no longer be allowed to deny you coverage because of a pre-existing condition.
25				They	won't be able to drop your coverage if you get too sick or lose your job or change jobs.
26	And		we		'll limit the amount your insurance company can force you to pay out of your own pocket.
27			To view the new report and learn more about how health insurance reform will help small businesses, go		to WhiteHouse.gov, and send us your questions and comments – we'll answer as many of them as we can later this week.
28			Over the past few months, I		've been pushing hard to make sure we finally address the need for health insurance reform, which has been deferred year after year, decade after decade.
29	And		today, after a lot of hard work in Congress, we		are closer than ever before to finally passing reform that will <u>reduce</u> costs, <u>expand</u> coverage, and <u>provide</u> more choices for our families and businesses.
30			It		has taken months to reach this point, and once this legislation passes, we'll need to move thoughtfully and deliberately to implement these reforms over a period of several years.
31			That is why I		feel such a sense of urgency about moving this process forward.
32	Now		I		know there are those who are urging us to delay reform.
33	And		some of them		have actually admitted that this is a tactic designed to stop any reform at all.
34				Some have even suggested that, regardless of its merits,	should be stopped as a way to inflict political damage on my Administration.

				health care reform	
35				I	'll leave it to them to explain that to the American people.
36			What I'm concerned about		is the damage that's being done right now to the health of our families, the success of our businesses, and the long-term fiscal stability of our government.
37				I	'm concerned about hard working folks who want nothing more than the security that comes with knowing they can get the care they need, when they need it.
38				I	'm concerned about the small business owners who are asking for nothing more than a chance to seize their piece of the American Dream.
39				I	'm concerned about our children and grandchildren who will be saddled with deficits that will continue piling up year after year unless we pass reform.
40				This debate	is not a political game for these Americans, and they cannot afford to keep waiting for reform.
41				We	owe it to them to finally get it done – and to get it done this year.
42					Thank you.

[Man Inflicted Tragedy 1] DATE NOVEMBER 7 2011 (41ST Address): "Tragedy at Fort Hood"
Fort Hood Shooting

Sent #	THEME				RHEME
	Textual	Interpersonal	Topical: marked	Topical: unmarked	
1				I	'd like to speak with you for a few minutes today about the tragedy that took place at Ft. Hood.
2			This past Thursday, on a clear Texas afternoon, an Army psychiatrist		walked into the Soldier Readiness Processing Center, and began shooting his fellow soldiers.
3			It is an act of violence		that would have been heartbreaking had it occurred anyplace in America.
4			It is a crime		that would have horrified us had its victims been Americans of any background.
5	But		it		's all the more heart-breaking and all the more despicable because of the place where it occurred and the patriots who were its victims.
6				The SRP	is where our men and women in uniform go before getting deployed.
7			It		's where they get their teeth checked and their medical records updated and make sure everything is in order before getting shipped out.
8			It		was in this place, on a base where our soldiers ought to feel most safe, where those brave Americans who are preparing to risk their lives in defense of our nation, lost their lives in a crime against our nation.
9				Soldiers stationed in Iraq, Afghanistan, and around the world	called and emailed loved ones at Ft. Hood, all expressing the same stunned reaction: I'm supposed to be the one in harm's way, not you.
10				Thursday's shooting	was one of the most devastating ever committed on an American military base.
11	And yet,		even as we saw the worst of human nature on full display, we		also saw the best of America.

12				We	saw soldiers and civilians alike rushing to aid fallen comrades; tearing off bullet-riddled clothes to treat the injured; using blouses as tourniquets; taking down the shooter even as they bore wounds themselves.
13				We	saw soldiers bringing to bear on our own soil the skills they had been trained to use abroad, skills that been honed through years of determined effort for one purpose and one purpose only: to protect and defend the United States of America.
14				We	saw the valor, selflessness, and unity of purpose that make our servicemen and women the finest fighting force on Earth; that make the United States military the best the world has ever known; and that make all of us proud to be Americans.
15			On Friday, I		met with FBI Director Mueller, Defense Secretary Gates, and representatives of the relevant agencies to discuss their ongoing investigation into what led to this terrible crime.
16	And		I		'll continue to be in close contact with them as new information comes in.
17				We	cannot fully know what leads a man to do such a thing.
18	But		what we do know		is that our thoughts are with every single one of the men and women who were injured at Ft. Hood.
19				Our thoughts	are with all the families who've lost a loved one in this national tragedy.
20	And		our thoughts		are with all the Americans who wear – or who've worn – the proud uniform of the United States of America; our soldiers, sailors, airmen, Marines, and coast guardsmen, and the military families who love and support them.
21			In tribute to those who fell at Ft. Hood, I		've ordered flags flying over the White House, and other federal buildings to be lowered to half-staff from now until Veterans Day next Wednesday.
22				Veterans Day	is our chance to honor those Americans who've served on battlefields from Lexington to Antietam, Normandy to Manila, Inchon to Khe Sanh, Ramadi to Kandahar.
23				They	are Americans of every race, faith, and station.

24				They	are Christians and Muslims, Jews and Hindus and nonbelievers.
25				They	are descendents of immigrants and immigrants themselves.
26				They	reflect the diversity that makes this America.
27	But		what they share		is a patriotism like no other.
28			What they share		is a commitment to country that has been tested and proved worthy.
29			What they share		is the same unflinching courage, unblinking compassion, and uncommon camaraderie that the soldiers and civilians of Ft. Hood showed America and showed the world.
30			These		are the men and women we honor today
31			These		are the men and women we'll honor on Veterans Day.
32	And		these		are the men and women we shall honor every day, in times of war and times of peace, so long as our nation endures.

[Man Inflicted Tragedy 2] January 15, 2011: "Before We are Democrats or Republicans, We are Americans" (Arizona Tragedy)

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			It		's been one week since tragedy visited Tucson, Arizona.
2				We	properly spent much of the week mourning the victims and remembering their lives.
3				We	also discovered stories that serve to lift us up – stories of heroism and bravery, of courage and community – stories that remind us that we are one American family, 300 million strong.
4			One of the places we saw that sense of community on display		was on the floor of Congress, where Gabby Giffords, who inspires us with her recovery, is deeply missed by her colleagues.
5				One by one, Representatives from all parts of the country and all points of view	rose in common cause to honor Gabby and the other victims, and to reflect on our shared hopes for this country.
6			As shrill and discordant as our politics can be at times, it		was a moment that reminded us of who we really are and how much we depend on one another.
7	While		we can't escape our grief for those we've lost, we		carry on now mindful of those truths.
8				We	carry on because we have to.
9	After all,		this		is still a time of great challenges for us to solve.
10				We	've got to grow jobs faster, and forge a stronger, more competitive economy.
11				We	've got to shore up our budget, and bring down our deficits.
12				We	've got to keep our people safe, and see to it that the American Dream remains vibrant and alive for our children and grandchildren.
13			These		are challenges I believe we can meet.

14	And		I		believe we can do it in a way worthy of those who sent us here to serve.
15	So		as business resumes, I		look forward to working together in that same spirit of common cause with members of Congress from both parties – because before we are Democrats or Republicans, we are Americans.
16	And		as we perform the work of this nation, my prayer		is that we stay true to our words, and turn to those examples of heroism, and courage, and perseverance, to bring out the better in all of us.
17					Thanks for listening, and have a great weekend.

[Man Inflicted Tragedy 3] July 21, 2012: "Remembering the Victims of the Aurora, Colorado Shooting"
Aurora Theatre Shooting Address:

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			As many of you know, early on Friday, at least twelve people		were killed when a gunman opened fire at a movie theater in Aurora, Colorado.
2				Dozens more	are being treated for injuries at local hospitals.
3				Some of the victims	are being treated at a children's hospital.
4				We	are still gathering all the facts about what happened, but we do know that the police have one suspect in custody.
5	And		the federal government		stands ready to do everything necessary to bring whoever's responsible for this heinous crime to justice.
6				We	will take every step possible to ensure the safety of all our people.
7	And		we		will stand by our neighbors in Colorado during this extraordinarily difficult time.
8			Even as we come to learn how this happened and who's responsible, we		may never understand what leads anyone to terrorize their fellow human beings.
9				Such evil	is senseless – beyond reason.
10	But		while we will never know fully what causes someone to take the life of another, we		do know what makes that life worth living.
11				The people we lost in Aurora	loved, and were loved.
12				They	were mothers and fathers; husbands and wives; sisters and brothers; sons and daughters; friends and neighbors.
13				They	had hopes for the future and dreams that were not yet fulfilled.

14	And if		there's anything to take away from this tragedy, it		's a reminder that life is fragile.
15				Our time here	is limited and it is precious.
16	And		what matters in the end		are not the small and trivial things which often consume our lives.
17			It		's how we choose to treat one another, and love one another.
18			It		's what we do on a daily basis to give our lives meaning and to give our lives purpose.
19			That		's what matters.
20			That's why we		're here.
21				I	'm sure many of you who are parents had the same reaction I did when you first heard this news:
22				what	if it had been my daughters at the theater, doing what young children enjoy doing every day?
23				Michelle and I	will be fortunate enough to hug our girls a little tighter this weekend, as I'm sure you will do with your children.
24	But		for those parents who may not be so fortunate, we		need to embrace them and let them know we will be there for them as a nation.
25			This weekend I		hope everyone takes some time for prayer and reflection – for the victims of this terrible tragedy, for the people who knew them and loved them, for those who are still struggling to recover, and for all the victims of the less publicized acts of violence that plague our communities on a daily basis.
26			Let us		keep all these Americans in our prayers.
27	And		to the people of Aurora, may the Lord		bring you comfort and healing in the hard days to come.

[Man Inflicted Tragedy 4] December 15, 2012“Nation Grieves for those killed in Tragic Shooting in Newtown, CT”

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
1			On Friday, we		learned that more than two dozen people were killed when a gunman opened fire in an elementary school in Newtown, Connecticut.
2				Most of those who died	were just young children with their whole lives ahead of them.
3	And		every parent in America		has a heart heavy with hurt.
4				Among the fallen	were also teachers –
5				men and women who devoted their lives to helping our children	fulfill their dreams.
6	<u>So</u>		our hearts		are broken today.
7				We	grieve for the families of those we lost.
8	And		we		keep in our prayers the parents of those who survived.
9	Because		as blessed as they are to have their children home, they		know that their child’s innocence has been torn away far too early.
10			As a nation, we		have endured far too many of these tragedies in the last few years: An elementary school in Newtown. A shopping mall in Oregon. A house of worship in Wisconsin. A movie theater in Colorado. Countless street corners in places like Chicago and Philadelphia.
11				Any of these neighborhoods	could be our own.
12	So		we		have to come together and take meaningful action to prevent more tragedies like this, regardless of the politics.
13			This weekend, Michelle and I		are doing what I know every parent is doing –holding our children as close as we can and reminding them how much we love them.

14			There		are families in Connecticut who can't do that today.
15	And		they		need all of us now.
16	Because		while nothing can take the place of a lost child or loved one, all of us		can extend a hand to those in need –
17			to remind them that we		are there for them;
18			that		we are praying for them;
19	and		that		the love they felt for those they lost endures not just in their own memories, but also in their community, and their country.
20					Thank you.

[Christmas 1] **December 24, 2009 (48th Address): “Celebrating Christmas and Honoring Those Who Serve”**

Sent #	THEME				RHEME
	Textual	Interpersonal	Topical: marked	Topical: unmarked	
Obama					
1					Hello everyone, and Merry Christmas.
2	As		you and your families gather to celebrate the holidays, we		wanted to take a moment to send greetings from our family—from me, from Michelle, from Malia and Sasha—and from Bo.
The First Lady (Michele)					
3			This		is our first Christmas in the White House, and we are so grateful for this extraordinary experience.
4			Not far from here, in the Blue Room,		is the official White House Christmas Tree.
5			It		's an 18-foot tall Douglas-fir from West Virginia and it's decorated with hundreds of ornaments designed by people and children from all over the country.
6				Each one	is a reminder of the traditions we cherish as Americans and the blessings we're thankful for this holiday season.
Obama					
7			That		's right, especially as we continue to recover from an extraordinary recession that still has so many Americans hurting:
8			parents without a job		who struggled to put presents under the Christmas tree;
9			families and neighbors		who 've seen their home foreclosed;
10				folks	wondering what the new year will bring.
11	But		even in these tough times, there		's still so much to celebrate this Christmas.
12			A message of peace and brotherhood		that continues to inspire more than 2,000 after Jesus' birth.
13					The love of family and friends.
14					The bonds of community and country.
15	And		the character and courage of our men		who are far from home for the holidays, away from their

			and women in uniform		families, risking their lives to protect ours.
16			To all our soldiers, sailors, airmen, Marines and Coast Guardsmen—I		have no greater honor than serving as your Commander in Chief.
17				I	've been awed by your selfless spirit, your eagerness to serve—at the Naval Academy and West Point.
18				I	've been energized by your dedication to duty—from Baghdad to the Korean Peninsula.
19				Michelle and I	have been moved by your determination—wounded warriors at Walter Reed and Bethesda, fighting to recover, to get back to your units.
20	And		I		've been humbled, profoundly, by patriots who have made the ultimate sacrifice for our freedom.
21				In flag-draped caskets	coming home at Dover.
22					In the quiet solitude of Arlington.
23	And		after years of multiple tours of duty, as you carry on with our missions in Iraq and Afghanistan, your service, your readiness to make that same sacrifice,		is an inspiration to us and to every American.
Michelle					
24	And so				are your families.
25			As First Lady, one of my greatest privileges		is to visit with military families across the country.
26				I	've met military spouses doing the parenting of two—keeping the household together, juggling

					play dates and soccer games, helping with homework, doing everything they can to make the kids feel OK even as they try to hide their own fears and worries.
27				I	've met kids who wonder when mom or dad is coming home;
28			grandparents and relatives		who step in to care for our wounded warriors;
29	and		folks		trying to carry on after losing the person they loved most in the world.
30	And		through it all, these families somehow still		find the time and energy to serve their communities as well—coaching Little League, running the PTA, raising money to help those less fortunate than they are, and more.
31	But		even these strong military families		can use a hand, especially during the holidays.
32	If		you live near a military base, you		can reach out through your workplaces, your schools, your churches.
33			There		are so many ways to help—with child care, with errands, or by just bringing over a home-cooked meal.
34	Even if		you don't know a military family nearby, your family		can still help by donating or volunteering at organizations that support military families.
Obama					
35				You	can also reach out directly to our forces around the world.
36				Kids	can make a card that will bring a smile to an American far from home.
37				Adults	can send a care package or a pre-paid phone card that makes the tour a little easier.
38				Every American	can do something to support our troops, even if it's as simple as just saying thank you.
39			For more ways to let our troops know you care, go		to www.whitehouse.gov
40	So		to all our men and		, know that you are in our thoughts and our prayers.

			women in uniform spending the holidays far from home—whether it's at a base here in the states, a mess hall in Iraq or a remote outpost in Afghanistan		
41	And		this holiday season—and every Holiday season—know that we		are doing everything in our power to make sure you can succeed in your missions and come home safe to your families.
Michelle					
42	And		to all Americans, from our family to yours,		Merry Christmas.
Obama					
43					Merry Christmas, everybody.

[Christmas 2] **December 25, 2010:** “Merry Christmas from the President and the First Lady”

Sent #	THEME				RHEME
	Textual	Interpersonal	Topical: marked	Topical: unmarked	
Obama					
1					Merry Christmas, everybody.
2				Michelle and I	just wanted to take a moment today to send greetings from our family to yours.
The First Lady (Michelle)					
3			This		is one of our favorite times of year.
4	And		we		're so fortunate to be able to celebrate it together in this wonderful home.
5			This		is the "People's House."
6	So		Barack and I		try to open it to as many people as we can, especially during the holiday season.
7			This month, more than 100,000 Americans		have passed through these halls.
8	And		the idea behind this year's theme, "Simple Gifts,"		is that the greatest blessings of all are the ones that don't cost a thing –
9					the comfort of spending time with loved ones...
10				the freedoms we	enjoy as Americans...
11	and		the joy we		feel upon giving something of ourselves.
12	So		in this time of family, friends, and good cheer; let's		also be sure to look out for those who are less fortunate, who've hit a run of bad luck, or who are hungry and alone this holiday season.
Obama					
13	Because		this		is the season when we celebrate the simplest yet most profound gift of all:
14			the birth of a child		who devoted his life to a message of peace, love, and redemption.
15			A message		that says no matter who we are, we are called to love one another –
16				we	are our brother's keeper, we are our sister's keeper, our

					separate stories in this big and busy world are really one.
17			Today, we		're also thinking of those who can't be home for the holidays
18	especially		all our courageous countrymen		serving overseas.
19			That's the message I		delivered when I visited our troops in Afghanistan a few weeks ago –
20			that while you may be serving far from home, every American		supports you and your families.
21				We	're with you.
22	And		I		have no greater honor than serving as your Commander in Chief.
23				Today's soldiers, sailors, airmen, Marines, and Coast Guardsmen	make up the finest fighting force in the history of the world.
24			Just like their predecessors, they		do extraordinary things in service to their country.
25			What makes that all the more remarkable is that today's military		is an all-volunteer force – a force of mothers and fathers, sons and daughters, husbands and wives.
Michelle					
26			That		's right.
27			As First Lady, I		've had the honor to meet members of our military and their families on bases and in communities all across the country.
28				I	've gotten to know husbands and wives doing the parenting of two while their spouse is on another deployment...
29				children	trying their best in school but always wondering when mom or dad is coming home...
30				patriots	putting their lives on hold to help with a loved one's

					recovery...or carry on the memory of a fallen hero.
31	When		our men and women in uniform answer the call to serve, their families		serve, too.
32	And		they		're proud and glad to do it.
33	But		as long as that service keeps the rest of us safe, their sacrifice		should also be our own.
34	Even		heroes		can use a hand, especially during the holidays.
Obama					
35	So		we		're encouraging Americans to ask what you can do to support our troops and their families in this holiday season.
36			For some ideas on how to get started, just visit		Serve.gov.
Michelle					
37				You	'll see that you don't need to be an expert in military life to give back to those who give so much to us.
38			There		are countless ways to contribute by harnessing your unique talents.
39	If		you live near a base, you		can reach out through your local school or church.
40	If		you don't, you		can volunteer with organizations that support military families.
41	And		anybody		can send a care package or pre-paid calling card to the front lines, or give what's sometimes the most important gift of all: simply saying "thank you."
Obama					
42				America's brave servicemen and women	represent a small fraction of our population.
43	But		they and the families who		carry far more than their fair share of the burden.

			await their safe return		
44				They	've done everything they've been asked to do.
45				They	've been everything we've asked them to be.
46	And		even as we speak, many		are fighting halfway around the globe – in hopes that someday, our children and grandchildren won't have to.
47	So		let's		all remind them this holiday season that we're thinking of them – and that America will forever be here for them, just as they've been there for us.
48	And				on behalf of Michelle, Malia, Sasha...
Michelle					
49	and				Bo...
Obama					
50	and				Bo...have a very Merry Christmas.
Michelle					
51	and				an even happier New Year.

[Christmas 3] **December 24, 2011: “The President and First Lady Thank our Troops for their Service as We Celebrate this Holiday Season”**

Sent #	THEME				RHEME
	Textual	Inter-personal	Topical: marked	Topical: unmarked	
Obama					
1					Hi everyone.
2	As		you gather with family and friends this weekend, Michelle, Malia, Sasha and I – and of course Bo –		want to wish you all Merry Christmas and Happy Holidays.
The First Lady					
3			This		is such a wonderful time of year.
4			It		's a time to honor the story of love and redemption that began 2,000 years ago ...
5					a time to see the world through a child's eyes and rediscover the magic all around us ...
6	and				a time to give thanks for the gifts that bless us every single day.
7			This holiday season at the White House, we		wanted to show our thanks with a special holiday tribute to some of the strongest, bravest, and most resilient members of our American family – the men and women who wear our country's uniform and the families who support them.
Obama					
8			For many military families, the best gift this year		is a simple one – welcoming a loved one back for the holidays.
9	You see,		after nearly nine years, our war in Iraq		is over.
10				Our troops	are coming home.
11	And		across America, military families		are being reunited.
12	So		let's		take a moment to give thanks for their service; for their families' service; for our veterans' service.
13	And		let's		say a prayer for all our troops standing post all over the world,

					especially our brave men and women in Afghanistan who are serving, even as we speak, in harm's way to protect the freedoms and security we hold dear.
The First Lady					
14				Our veterans, troops, and military families	sacrifice so much for us.
15	So		this holiday season, let's		make sure that all of them know just how much we appreciate everything they do.
16			Let's		ask ourselves,
17				"How	can I give back?
18				How	can my family serve them as well as they've served us"
19				One way you can get started	is to visit JoiningForces.gov to find out how you can get involved in your community.
Obama					
20			Giving of ourselves; service to others – that		's what this season is all about.
21			For my family and millions of Americans, that's what Christmas		is all about.
22			It reminds us		that part of what it means to love God is to love one another, to be our brother's keeper and our sister's keeper.
23	But		that belief is not just at the center of our Christian faith, It		's shared by Americans of all faiths and backgrounds.
24			It's why so many of us, every year,		volunteer our time to help those most in need; especially our hungry and our homeless.
25	So		whatever you believe, wherever you're from, let's		remember the spirit of service that connects us all this season – as Americans.
26				Each of us	can do our part to serve our communities and our country, not just today, but every day.
The First Lady					

27	So		from our family to yours,		Merry Christmas.
Obama					
28					Merry Christmas and Happy Holidays, everybody.

[Christmas 4] December 22, 2012: **“The President and First Lady Extend a Holiday Greeting and Thank our Troops for their Service”**

Sent #	THEME				RHEME
	Textual	Interpersonal	Topical: marked	Topical: unmarked	
Obama					
1					Hi everybody.
2			This weekend, as you gather with family and friends, Michelle and I		want to wish you a Merry Christmas and a Happy Holidays.
The First Lady					
3				We both	love this time of year.
4	And		there		's nothing quite like celebrating the holidays at the White House.
5			It		's an incredible experience and one that we try to share with as many folks as possible.
6			This month, more than 90,000 people		have come through the White House to see the holiday decorations.
7	And		our theme for this year's holiday season		was "Joy to All" –
8					a reminder to appreciate the many joys of the holidays: the joy of giving...the joy of service...and, of course, the joy of homecomings.
Obama					
9			That		's right.
10			This weekend, parents		are picking up their kids from college – and making room for all that laundry they bring with them.
11				Children	are counting down the hours until the grandparents arrive.
12	And		uncles, aunts and cousins		are all making their way to join the family and share in the holiday spirit.
Michelle					
13			That		's what makes this season so special – getting to spend time with the people we love most.
Obama					

14	And		this year, that		's especially true for some of our military families.
15	You see,		the war in Iraq		is over.
16				The transition in Afghanistan	is underway.
17			After a decade of war, our heroes		are coming home.
18	And		all across America, military families		are reuniting.
19	So		this week let's		give thanks for our veterans and their families.
20	And		let's		say a prayer for all our troops – especially those in Afghanistan – who are spending this holiday overseas, risking their lives to defend the freedoms we hold dear.
The First Lady					
21	And		remember		, when our men and women in uniform answer the call to serve, their families serve right along with them.
22			Across this country, military spouses		have been raising their families all alone during those long deployments.
23	And		let's		not forget about our military kids, moving from base to base – and school to school – every few years, and stepping up to help out at home when mom or dad is away.
24				Our military families	sacrifice so much on our behalf, and Barack and I believe that we should serve them as well as they serve this country.
25			That's why Dr. Jill Biden and I		started Joining Forces – an effort to rally all Americans to honor and support our veterans and military families.
26		Just	go		to joiningforces.gov to find out how you can show your gratitude for their service.
Obama					
27	Because		That		's what this season is all about.
28			For my family and		's a time to celebrate the birth of Christ.

			millions of Americans, it		
29					To reflect on His life and learn from His example.
30			Every year, we		commit to love one another.
31					To give of ourselves.
32					To be our brother's keeper.
33					To be our sister's keeper.
34	But		those ideas		are not just part of our faith.
35				They	're part of all faiths.
36	And		they		unite us as Americans.
The First Lady					
37			In this country, we		take care of each other.
38	And		in this season of giving, it		's inspiring to see so many people all across America taking the time to help those most in need.
Obama					
39			That's part of what		makes us such a compassionate nation.
40	And		this year, I		know many of you are extending that kindness to the families who are still picking up the pieces from Hurricane Sandy and your prayers to the people of Newtown, Connecticut.
The First Lady					
41	So				thank you for all that you've done this year on behalf of your fellow Americans.
Obama					
42	And				on behalf of my favorite Americans – Michelle, Malia, Sasha and Bo – Merry Christmas, everybody.
The First Lady					
43					Happy holidays.

Appendix B:
List of Addresses Delivered by Obama during First Term
Presidency, 2009-2012

#	DATE	TOPIC	TITLE
2009			
1	24/01/09	Economy*	'President Obama delivers Your Weekly Radio Address'
2	31/01/09	Economy*	'Moving Forward'
3	07/02/09	Economy*	'Compromise'
4	14/02/09	Economy*	'A Major Milestone'
5	21/02/09	Economy	'The quickest and broadest tax cut ever'
6	28/02/09	Federal Budget	'Keeping Promises'
7	07/03/09	Federal Budget	'Toward a Better Day'
8	14/03/09	Food Safety	'Reversing a Troubling Trend in Food Safety'
9	21/03/09	Federal Budget	'A Budget Equal to the Task Before Us'
10	28/03/09	Natural Disaster, Flooding in North and South Dakota and Minnesota	'Crisis and Service' (Red River Flood)
11	04/04/09	Foreign Relations	'The Challenges of our Time'
12	11/04/09	Easter/Passover	'This Time of Renewal'
13	18/04/09	Economy	'Efficient and Accountable'
14	25/04/09	Economy	'To Serve the People'
15	02/05/09	H1N1 Pandemic	'Safety and Security'
16	09/05/09	Economy	'All in this Together'
17	15/05/09	Energy	'This New Foundation'
18	23/05/09	Holiday/Memorial Day	'The Heart of our History'
19	30/05/09	Appointment	'The Experience of Judge Sotomayer'
20	06/06/09	Health care*	'President Obama Call for real Health Care Reform'
21	13/06/09	Health Care*	'Health care reform as the Key to our Fiscal Future'
22	20/06/09	Economy	'Spoiling for a Fight'
23	27/06/09	Energy	'Investing in Clean Energy'
24	04/07/09	Holiday/Independence Day	'Write the Next Chapter'
25	11/07/09	Jobs	'Courage and Determination'

26	18/07/09	Health Care*	'Health Care Reform Cannot Wait'
27	25/07/09	Health Care*	Health Insurance Reform, Small Business and your Questions'
28	01/08/09	Economy	'This Storm will Pass'
29	08/08/09	Health Care	'This isn't about Politics'
30	15/08/09	Health Care	'Our Responsibility in our Time'
31	22/08/09	Health Care	'More Outrageous Myths'
32	29/08/09	Katrina Hurricane Anniversary	'The Chance of Renewal'
33	05/09/09	Jobs	'More Prosperous Times'
34	12/09/09	Health Care	'Put Country before Party'
35	19/09/09	Economy	'The Interest of All of Us'
36	26/09/09	Foreign Relations	'The Community of Nations'
37	03/10/09	Economy/Health Care	'Health Reform Urgent for the Economy'
38	10/10/09	Health Care	'What We are Called to do'
39	17/10/09	Health Care	'Serve the National Interest'
40	24/10/09	Economy	'Make Us who We Are'
41	31/10/09	Economy	'Built on a Solid Foundation'
42	07/11/09	Man-Inflicted Tragedy*	'Tragedy at Fort Hood'
43	14/11/09	Holiday, Veteran's Day	'All who Wear the Uniform'
44	21/11/09	Foreign Relations	'Stronger and More Prosperous'
45	28/11/09	Holiday, Thanksgiving	'Jobs and Opportunitites'
46	05/12/09	Jobs	'The Promise of America'
47	12/12/09	Economy/Jobs	'Responsibility and Accountability'
48	19/12/09	Health Care	'Long and Vigorous Debate'
49	24/12/09	Christmas	'Celebrating Christmas and Honoring Those who Serve'
2010			
50	02/01/10	Terrorism	'Confidence and Optimism'
51	09/01/10	Health Care	'Tremendous Promise'
52	16/01/10	Economy/ Jobs	'Costly and Painful Promise'

53	23/01/10	Legislation	'Washington Belongs to You'
54	30/01/10	Federal Budget	'What We Must Deliver'
55	06/02/10	Economy	'Every Incentive to Help'
56	13/02/10	Economy	'Every Dollar We Spend'
57	20/02/10	Health Care	'To Solve Any Problem'
58	27/02/10	Winter Olympics	'Time for Us to Act'
59	06/03/10	Health Care	'A Long and Hard Road'
60	13/03/10	Education	'Brimming with Promise'
61	20/03/10	Economy	'To Exact a Terrible Toll'
62	27/03/10	Education	'Our Greatest Common Tasks'
63	03/04/10	Holiday, Easter	'This Unity Will Endure'
64	10/04/10	Taxes	'Reach for the American Dream'
65	17/04/10	Economy	'The Costs of Inaction'
66	24/04/10	Economy	'Trust and Confidence'
67	01/05/10	Ethics	'Even More Powerful Weapon'
68	08/05/10	Health Care	'What Change Looks Like'
69	15/05/10	Economy	'To Lay a New Foundation'
70	22/05/10	Deepwater Horizon/Gulf Oil Spill	'What Worked and What Didn't'
71	29/05/10	Holiday, Memorial Day	'To Lay a Few Stems'
72	05/06/10	Deepwater Horizon/Gulf Oil Spill	'In the Face of Adversity'
73	12/06/10	Health Care	'The Responsibility We Have'
74	19/06/10	Partisanship	'Compromise and Cooperation'
75	26/06/10	Economy	'The Verge of Victory'
76	03/07/10	Economy/Energy	'Write our own Destiny'
77	10/07/10	Veterans	'The Character to Serve'
78	17/07/10	Partisanship	'To Come Through this Storm'
79	24/07/10	Economy	'The Character of this Nation'
80	31/07/10	Economy	'How We Deal With Challenge'

81	07/08/10	Medicare	'A Solemn Compact'
82	14/08/10	Social Security	'Today, Tomorrow, and Forever'
83	21/08/10	Ethics	'Of By and For the People'
84	28/08/10	Iraq War	'The Promise Our Nation Makes'
85	04/09/10	Economy/Holiday	'Hard Work and Responsibility'
86	11/09/10	911 Anniversary	'A Day the Tested Our Country'
87	18/09/10	Economy/Ethics	'Our Democracy Itself'
88	25/09/10	Economy	'The Best of Them'
89	02/10/10	Economy/ Energy	'For A Brighter Future'
90	09/10/10	Education	'Playing for First'
91	16/10/10	Economy	'Innovation and Ingenuity'
92	23/10/10	Economy	'A Level Playing Field'
93	30/10/10	Elections	'The Allegiance We Hold'
94	06/11/10	Taxes	'Your Message Was Clear'
95	13/11/10	Economy/Taxes	'Measures of Transparency'
96	20/11/10	New Start	'A Win for America'
97	25/11/10	Holiday, Veterans Day	'The Blessing of One Another'
98	04/12/10	Economy/ Taxes	'Restore the American Dream' (Biden)
99	11/12/10	Economy/ Taxes	'Strengthening the Middle Class'
100	18/12/10	New Start	'Spirit of Common Purpose'
101	25/12/10	Christmas*	'Merry Christmas from the President and the First Lady'
2011			
102	01/01/11	Economy/ Holidays	'A New Year and a New Decade'
103	08/01/11	Economy/ Taxes	'Our Fundamental Mission'
104	15/01/11	Man-Inflicted Tragedy*	'Before We are Democrats or Republicans, We are Americans'
105	22/01/11	Economy	'A New and Challenging Time'
106	29/01/11	Economy/ Education	'The Incredible Promise'
107	05/02/11	Economy	'Our Nation Will Prosper'

108	12/02/11	Economy	‘What We Cannot Do Without’
109	19/02/11	Economy/ Education	‘America Will Win in the Future’
110	26/02/11	Economy/ Energy	‘Our People and Our Economy’
111	05/03/11	Economy/ Education	‘The Future of an Entire Generation’
112	12/03/11	Gender	‘How Far We’ve Come’
113	26/03/11	Military/ Libyan War/ Foreign Relations	‘Our Interests and Our Ideals’
114	02/04/11	Economy/ Energy	‘Keep Up the Momentum’
115	09/04/11	Economy/ Taxes	‘What the American People Deserve’
116	16/04/11	Economy/ Taxes/ Health Care	‘What’s Really at Stake’
117	23/04/11	Economy/ Energy	‘What Our Mission Has to Be’
118	30/04/11	Economy/ Energy	‘Investment in a Better Tomorrow’
119	07/05/11	Economy/ Energy	‘When We Set Our Minds to It’
120	14/05/11	Energy	‘Investments Worth Making’
121	21/05/11	Education	‘Race to the Top’
122	28/05/11	Economy/ Holidays, Memorial Day	‘A Single Act of Kindness’
123	04/06/11	Economy	‘People Who Don’t Give Up’
124	11/06/11	Economy/ Energy	‘Put that Dream in Reach’
125	18/06/11	Family Holidays	‘Those Precious Moments’
126	25/06/11	Economy/ Technology/ Foreign Relations	‘The Challenges of a New Time’
127	02/07/11	Economy/ Holiday, Independence Day	‘For the Sake of Our Country’
128	09/07/11	Economy	‘Rise to the Moment’
129	16/07/11	Economy	‘The Least you Expect From Us’
130	23/07/11	Debt/ Economy	‘What the American People Expect’
131	30/07/11	Debt/ Economy	‘The Time for Compromise’
132	06/08/11	Debt/ Economy	‘Reach a Brighter Day’
133	13/08/11	Economy	‘Putting the American People First’

134	20/08/11	Economy/ Jobs	'Made in America'
135	27/08/11	911	'Character and Compassion'
136	03/09/11	Economy/ Legislation	'Keep Our Country Moving'
137	10/09/11	911 Anniversary/ Family/ Veterans	'Coming Together as One Nation'
138	17/09/11	American Jobs Act	'The Time for Action is Now'
139	24/09/11	Economy/ Education	'Time to Raise Our Standards'
140	01/10/11	American Jobs Act	'Pass This Jobs Bill'
141	08/10/11	Economy	'Making Your Voices Heard'
142	15/10/11	Economy	'Putting People Back to Work'
143	22/10/11	Economy/ Veterans/ Foreign Relations	'Bringing Home Our Troops'
144	29/10/11	Economy	'We Can't Wait to Create Jobs'
145	05/11/11	Economy	'Increase the Pace'
146	12/11/11	Military	'An American Responsibility'
147	19/11/11	Economy	'Three Proud Words'
148	24/11/11	Holiday, Veteran's Day	'We Make Tomorrow Better'
149	03/12/11	Economy/ Taxes	'Stronger Than Before'
150	10/12/11	Economy/ Taxes	'Time to Do What's Right'
151	17/12/11	Military	'When We Stick Together'
152	24/12/11	Christmas*	'The President and the First Lady Thank our Troops for the Their Service as We Celebrate this Holiday Season'
153	31/12/11	Economy/ Holiday, New Year's	'Move This Country Forward'
2012			
154	07/01/12	Economy	'Insourcing American Jobs'
155	14/01/12	Economy	'Part of Hopeful Trend'
156	21/01/12	Economy	'America is Open for Business'
157	28/01/12	Economy	'An Economy Built to Last'
158	04/02/12	Housing	'Fairness and Responsibility'
159	11/02/12	Taxes	'All the Difference in the World'

160	18/02/12	Economy	'We Said We Will Do It'
161	25/02/12	Economy	'All of the Above'
162	03/03/12	Energy	'The Clean Energy Future'
163	10/03/12	Energy	'Right Now and in the Future'
164	17/03/12	Energy	'The Past or the Future'
165	24/03/12	Transportation	'The Greatest Nation on Earth'
166	31/03/12	Economy/ Taxes	'What We Can Do Together'
167	07/04/12	Holiday, Easter	'The Triumph of Hope'
168	14/04/12	Economy/ Taxes	'It Doesn't Make Sense'
169	21/04/12	Economy/ Education	'A Question of Values'
170	28/04/12	Veterans/ Education	'Bravery and Honor'
171	05/05/12	Foreign Relations	'A New Chapter Begins'
172	12/05/12	Economy	'Moving This Country Forward'
173	19/05/12	Economy	'Making This Economy Stronger'
174	26/05/12	Holiday, Memorial Day	'So That We Could Be Free'
175	02/06/12	Economy/ Veterans	'We Will Come Back Stronger'
176	09/06/12	Economy/ Education	'Bigger Than an Election'
177	16/06/12	Economy	'Moving This Country Forward'
178	23/06/12	Economy/ Education	'Keep This Recovery Moving'
179	30/06/12	Natural disasters, Colorado Wildfires	'Lookout For Each Other'
180	07/12/12	Economy/ Education	'Your Voice Will Be Heard'
181	14/07/12	Economy/ Taxes	'What We All Agree On'
182	21/07/12	Man-Inflicted Tragedy*	'Remembering the Victims of the Aurora Colorado Shooting'
183	28/07/12	Economy/ Taxes	'Making Sure That Work Pays Off'
184	04/08/12	Summer Olympics	'Why We Come Together'
185	11/08/12	Natural Disasters, Midwestern Draught	'Come of This Stronger'
186	18/08/12	Economy/ Education	'Teachers Matter'

187	25/08/12	Medicare	'Keeping Our Promises'
188	01/09/12	Veterans	'Every Sense of the Word'
189	08/09/12	911 Anniversary	'Just How Far We've Come'
190	15/09/12	Benghazi Attack	'The Country They Serve'
191	22/09/12	Economy/ Veterans	'There's Been Enough Talk'
192	29/09/12	Economy/ Housing	'Standing in the Way'
193	06/10/12	Economy/ Veterans	'To Keep Moving Forward'
194	13/10/12	Economy	'How Far We've Come Together'
195	20/10/12	Economy/ Housing	'The Progress We've Made'
196	27/10/12	Economy/ Reform	'The Same Set of Rules'
197	03/11/12	Natural Disaster, Hurricane Sandy	'To Recover and Rebuild'
198	10/11/12	Economy/ Jobs	'Balance and Responsible'
199	17/11/12	Economy/ Taxes	'Just Get the Job Done'
200	22/11/12	Holiday, Thanksgiving	'Something to Be Grateful For'
201	01/12/12	Economy/ Taxes	'We All Have a Say'
202	08/12/12	Economy/ Taxes	'A Sense of Security'
203	15/12/12	Man-Inflicted Tragedy*	'Nation Grieves for Those Killed in Tragic Shooting in Newton, CT'
204	22/12/12	Christmas*	'The President and First Lady Extend a Holiday Greeting and Thank Our Troops for Their Service'
205	29/12/12	Economy/Taxes	'To Protect the Middle Class'

Appendix C:

12 Generic Moves of FDR's First Radio Address

12 Generic Moves of FDR's First Radio Address		
Sent #	THEME	RHEME
Generic Move One: Introduction		
1	I	He introduces what he wants to talk about, the banking crisis.
2	I	
3	I	
4	I	
5	I	
Generic Move Two: Depositing Money		
6	First of all, let me	He explains what happens when one deposits money in the bank.
7	It	
8	In other words, the bank	
9	A comparatively small part of the money you	
10	In other words, the total amount of all the currency in the country	
Generic Move Three: Banks Crashed		
11	What, then	It turns with a question, he then tells what happened because of the 'rush' of people to withdraw their money
12	Because of undermined confidence on the part of the public, there	
13	The reason for this	
14	By the afternoon of March 3rd scarcely a bank in the country	
15	Proclamations temporarily closing them in whole or in part	
Generic Move Four: The New Bank Legislation		

16	It	He turns and states that he stepped in issued new legislation, the Bank Holiday; he explains the legislation and what is going to happen.
17	The second step	
18	This law also	
19	I	
20	The third stage	
21	This bank holiday, while resulting in many cases in great inconvenience,	
22	No sound bank	
23	Neither	
24	The new law	
25	The new currency	
26	It	
Generic Move Five: Re-opening of National Banks		
27	A question you	It turns with a question to begin a discussion about when the banks will re-open.
28	The answer	
29	Your government	
30	We	
31	As a result, we	
32	This	
33	That	
34	On Wednesday and succeeding days banks in smaller places all through the country	
35	It is necessary	
36	Let me	
37	A bank that opens on one of the subsequent days	
Generic Move Six: Reopening of the State Banks		

38	I Many people	He turns from a discussion of the National banks to the State banks
39	These banks	
40	These state banks	
41	I The State banking Departments	
42	It is possible	
Generic Move Seven: Money in the Bank		
43	Let me	He emphasizes the importance of keeping money in the bank
44	It	
45	People	
46	I	
Generic Move Eight: Keeping Money in the Bank		
47	The success of our whole great national program	He holds responsibility of the success on the people; he states that the money is secure.
48	Remember that the essential accomplishment of the new legislation	
49	More liberal provision	
50	This currency	
51	It	
Generic Move Nine: Some Banks may not Open		
52	One more point before I	It turns with ‘one more point’, and states that some banks will not open
53	There	
54	The new law	
Generic Move Ten: Recaps the Situation		
55	I You	It turns with the 1 st pronoun, restates the situation, places on those who have showed themselves ‘incompetent or
56	We	

57	Some of our bankers	dishonest’, but the Gov. stepped in to save the situation.
58	They	
59	This	
60	It	
61	And the new job	
62	I Every bank	
63	I	
64	We	
Generic Move Eleven: Confidence		
65	It	He begins by stating it was wonderful to catch up with the people, but then the theme switches to ‘confidence and courage’ and instructs the people on how to feel
66	I	
67	After all, there	
68	Confidence and courage	
69	You people	
70	You	
71	Let us	
Generic Move Twelve: Conclusion		
72	We	He concludes by restating what the gov. has done and it is the people responsibility to make it work.
73	It	
74	Together we	

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