

Text functions: A study in systemic functional linguistics

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Abstract

Systemic Functional Linguistics (SFL) is a theory of language centering on the notion of language function. SFL was founded by the famous scholar M.A.K. Halliday in the sixties during his work on the grammar of the Chinese language. While SFL accounts for the syntactic structure of language, it places the function of language as central. In the present research, the researcher analyses a political speech of the Egyptian president- Abdel Fatah El-Sisi – in the opening ceremony of an Arab Summit number twenty six. The analysis is performed on the textual level according to SFL theory. Significance of the present research originates from a number of objectives: First, to analyse the discourse of the political speech by applying the approach of SFL. Second, to study the results of the analysis and try to link them to the socio-cultural context of their usage. Third, to help writers and translators understand the role of language in connecting parts of the Arab world together to where they belong through discourse. One of the major findings of this research is that the analysed speech has all kinds of Simple Theme (Topical Theme), namely the Participant, Circumstance and Process. All these kinds of Theme exist in Arabic in first position and they are acceptable in this first position according to the Arabic grammar.

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I- General Framework

1.1. Introduction

M.A.K. Halliday's innovative approach of engaging with grammar through discourse has become a worldwide phenomenon in linguistics. Systemic Functional Linguistics (SFL) is a theory that was developed in the sixties during Halliday's work on the grammar of the Chinese language. SFL is important for students and scholars interested in the relation between grammar, meaning and discourse. The researcher chooses to apply this approach to a sample of Arabic discourse to provide further guidance for students, scholars, and researchers about the nature of the Arabic language in relation to the theory of Systemic Functional Linguistics as well as illustrating how each major system serves to realize a semantic system.

1.2. Halliday's Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a theory of language centering on the notion of language function. While SFL accounts for the syntactic structure of language, it places the function of language as central (what language does, and how it does it), in preference to the structural approaches, which place the elements of language and their combinations as central. SFL starts at the social context, and looks at how language acts upon, and is constrained by this social context.

In a close look, discourse is closely related to the functional framework. The functional framework relates the discourse to its context where language is used as a semiotic resource that provides its users with systematic options through which they can accomplish communicative purposes by expressing meanings in specific contexts. There is a number of explanatory themes or 'conceptual tools', which have been especially important in discourse-functional work, and which tend to recur. The largest share of research in studies on discourse and grammar is related to the theme of "information flow", which has to do with the way information is distributed within and across clauses. Increasingly,

however, researchers have realized that information flow does not give the whole story. Quantitative approaches to information flow often treat the *text* as “flat”, an unstructured series of clauses, but in fact, texts are structured and this fact also has consequences for grammatical resources (Berry 1975: 13).

As for the relation between text and grammar, it is as follows: when people speak or write, they produce text; and text is what listeners and readers engage with and interpret. The term ‘text’ refers to any instance of language, in any medium, that makes sense to someone who knows the language; we can characterize text as language functioning in context (Halliday & Hasan 1976: 66-71; Halliday 2010: 65-70). Language is, in the first instance, a resource for making meaning; so text is a process of making meaning in context. (Halliday & Matthiessen 2014: 3 &4)

Halliday's functional grammar (1966) is ‘a theory of meaning as choice’. It is based on the premise that language has two major functions (metafunctions) for its users; it is a means of reflecting things, and a means of acting on things- though the only thing it is possible to act on by means of a symbolic system such as language are humans (and some animals). Halliday calls these two functions the ideational (content) function and the interpersonal function. Both of these functions rely on a third, the textual function, which enables the other two to be realized, and which ensures that the language used is relevant. The textual function represents the language user's text forming potential (Berry 1981: 23).

Two of these metafunctions are concerned with phenomena outside language; i.e. the social world and the natural world; namely the *ideational metafunction* for construing natural world and the *interpersonal metafunction* for construing the social world. In addition, there is a third metafunction, which is oriented towards the phenomena created by language itself, namely the *textual metafunction*. A clause serves the three metafunctions simultaneously, as they manifest themselves as simultaneous strands within the clause (Malmkjær 1991: 142-143).

In detail, the ideational metafunction includes the logical and experiential sub-types. The *logical* sub-type helps in understanding the relationship between one process and another or one participant and another, that share the same position in the text. That is, the logical metafunction serves to construe the links between one piece of the discourse and another, by means of logical relations between one clause and another, or one group or phrase and another. As for the *experiential* metafunction, the term 'experiential' which is used in the descriptions is simply the ideational metafunction minus the abstract logical component. The experiential metafunction has to do with *field* that is concerned with the way language represents reality and people's experience of the world around us and inside us. *Transitivity* is the major grammatical system of experiential meaning. It is the resource for construing our experience, as configurations; of a process, participants involved in it, and circumstances associated with it (Ibid.: 143).

The interpersonal metafunction, which has to do with *tenor*, is concerned with the interaction between language users. It is concerned with the way language establishes interpersonal relations between speaker/writer and listener/reader. It provides the grammatical resources needed for enacting social roles; i.e. for maintaining interpersonal relations. One of its major grammatical systems is *mood* (Halliday & Matthiessen 2001: 50).

The textual metafunction, which has to do with *mode*, is concerned with the overall organization of the clause, and above it, the text. *Theme* is the major textual systems. It is the resource for setting up a local context for a clause by selecting a local point of departure for the clause (Ibid.: 143).

The researcher uses the systemic functional theory in performing the analysis of the present research. The analysis depends on applying one of the major systems of the three metafunctions of language; namely Theme and Rheme to the chosen text (discourse) of the speech of the president of Egypt for the round number twenty six in the Arab Summit in Sharm El-sheikh.

1.3. Context of the Study

There are many books and research papers that dealt with the analysis of political speeches on different occasions. They have focused on many aspects in analysing political speeches such as: language, psychology and culture. Concerning the present research, it is different from the others in various aspects, in spite of the fact that it is concerned with the relationship between Arab political events and culture. Firstly, the present research aims at analysing the way language is used differently to address and target Egyptian and Arab audiences. Secondly, the study involves an analysis of a political speech in Arabic by the Egyptian president. Thirdly, it does not attempt a general linguistic analysis of the speech; but rather it has a special focus on certain levels of linguistic analysis; namely Theme and Rheme level.

1.4. Objectives of the Study

Significance of the present research originates from a number of objectives: First, to analyse the discourse of the political speech by applying the system of Theme and Rheme of the approach of SFL. Second, to study the results of the analysis and try to link them to the socio-cultural context of their usage. Third, to help writers and translators to understand the role of language in connecting parts of the Arab world together to where they belong through discourse.

1.5 Source of linguistic Data

The analysed text is a speech for the Egyptian president – President Abdel Fattah El-Sisi on the occasion of having an Arab summit. The summit was held in Sharm El- Sheikh to discuss ways of cooperation between the Arab countries as well as discussing the threats the Arab nations face today. This meeting is number twenty six in the regular meetings of the Arab countries. The Egyptian president and the Arab countries are attending this conference in Sharm El-sheikh on the third of July in 2015.

II – Theoretical Framework

2.1. Textual Metafunction: Theme

The *textual metafunction* provides the resources for presenting interpersonal and ideational (experiential and logical) metafunctions as information organised into text that can be ongoingly exchanged between speaker and listener. This metafunction gives the clause its character as a message. *Theme* is a resource for organizing the interpersonal and experiential meanings of each clause in the form of a message. Each clause will occur at some particular point in the unfolding of the text; this is its textual environment. The system of Theme sets up a local environment, providing a point of departure by reference to which the listener interprets the message. With this system the speaker specifies the place in the listener's *network of meanings* where the message is to be incorporated as relevant. The local environment, serving as point of departure, is the Theme; what is presented in this local environment is the *Rheme*. The clause as a message is thus a configuration of two thematic statuses, Theme + Rheme (Halliday & Hasan, 1990: 45).

SFL introduces the notion of a clause as a unit in which meanings of three different kinds are combined:

(i) The Theme functions in the structure of the **clause as a message**. A clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for ‘grounding’ what he is going on to say.

(ii) The Subject functions in the structure of the **clause as an exchange**. A clause has meaning as an exchange, a transaction between speaker and listener; the Subject is the warranty of the exchange. It is the element the speaker makes responsible for the validity of what he is saying.

(iii) The Actor functions in the structure of the **clause as representation**. A clause has meaning as a representation of some process in ongoing human experience; the Actor is the

active participant in that process. It is the element the speaker portrays as the one that does the deed. (Halliday & Matthiessen 2014: 83)

(a)

I	caught	the first ball
Theme Subject Actor		

(b)

I	was beaten	by the second
Theme Subject		Actor

(c)

the third	I	stopped
Theme	Subject Actor	

(d)

by the fourth	I	Was knocked out
Theme Actor	Subject	

It is noted from the previous examples that the series of clauses in (a) - (d) forms an entirely natural sequence such as a speaker might use in a personal narrative. In (a), it is noted that the function Theme is assigned the functions of Subject and Actor at the same time. In (b), it is assigned the roles of Theme and Subject while the Actor is assigned to another lexical item. In (c), it is clear that the Subject is assigned the category of Actor while the Theme is a different lexical item. In (d), the Theme and the Actor are the same lexical item while the Subject is a different lexical item (lexical word).

These four examples reveal how the Theme of a given sentence can conflate with other categories at other levels of analysis at the same time and hence the same lexical item performs different functions at the same time.

It is assumed that in all languages the clause has the character of a **message**, or quantum of information in the flow of discourse: it has some form of organization whereby it fits in with, and contributes to, the flow of discourse (Matthiessen 2004b: Section 10.5). But there are different ways in which this may be achieved. In English and Arabic, as in many other languages, the clause is organized as a message by having a distinct **status** assigned to one part of it. One part of the clause is enunciated as the Theme; this then combines with the remainder – the Rheme - so that the two parts together constitute a message (Halliday & Matthiessen 2014: 83- 88).

In other words, in English, thematic status is expressed by position in sequence. *Theme* is one of a pair of textual functions of the clause, the other being Rheme. Theme is usually signaled by its position at the beginning of the clause. It is defined as 'the element which serves as the point of departure of the message; it is that with which the clause is concerned'. It is that which locates and orients the clause within its context. The speaker chooses the Theme as his or her point of departure to guide the addressee in developing an interpretation of the message; by making part of the message prominent as Theme, the speaker enables the addressee to process the message. The remainder of the message, the part in which the Theme is developed, is called the Rheme. As a message structure, therefore, a clause consists of Theme accompanied by Rheme. (Halliday & Matthiessen 2014: 90 - 91).

Theme of a clause is the first group or phrase that has some function in the experiential structure of the clause, i.e. that functions as a participant, a process or a circumstance (circumstantial adjunct) in addition to any element which precedes it. Themes are *topical, interpersonal, or textual* (corresponding to the three metafunctions: Ideational,

Interpersonal, and Textual). Themes may be *simple* or *multiple*; topical themes may be *marked* or *unmarked*. In a clause complex, the entire initial clause can be labelled Theme but it will contain its own theme/rheme structure. *Rheme*, which is the other pair of the textual function of the clause, includes the rest of the message of the clause other than constituents of Theme. It typically carries the new of given-new information, but there are many exceptions (Abdelwahab 2006:75-76).

The functions of *Theme* and *Rheme* are not the same as those of *given* and *new*. 'Given' and 'new' are determined by the speaker not by the textual or the situational environment. 'Given' information is a term that exists in the context of situation. 'New' information is the information that the speaker presents as non-derivable information. 'Given' information is offered and recovered either situationally or anaphorically. 'New' information are revealed and understood either cumulatively or contrastive to what has preceded (Ibid: 75-76).

Theme and Rheme differ from 'given' and 'new' information despite of the fact that they are textual functions. The difference is that 'given' is referring to what you know and is not tied to elements in clause structure, while 'theme' means that 'this is the heading to what I am saying', (Halliday 1973:1650. Given-new information is related to the information unit. They do not depend on the order of elements in a clause but on intonation. Theme-rheme structure is a structure, theme comes first (Ibid: 166). A famous example highlighting such a difference is the following clauses:

1. (Who hit Bill?)
JOHN hit Bill.
2. (What did John do to Bill?)
John HIT Bill.
3. (Who did John hit?)
John hit BILL.

It is noticed that theme in all the answers is John since John is the point of departure of the message. It is also noted that given information is not always corresponding to theme. In sentence (2) and (3) theme *John* corresponds to given information. Thus, the distribution of given-new information depends on the information unit in conveying the speaker's intention, while Theme-Rheme constituents depend on the sequence of elements within any single clause.

Therefore, by moving a constituent away from the beginning of the clause it is possible for it to carry the intonation choice for the clause. It can thus be signaled as *new* information, rather than *given* information.

2.2 Method of Analysis

The researcher chooses SFL approach to carry out the present research because SFL is deemed to be an appropriate approach to carry out the present study, as it reveals the way language functions in specific contexts and links all the aspects to linguistic features of the lexicogrammar.

The analysis follows the following steps:

1. Analysing the discourse of a political speech according to the textual metafunction and its constituents within the framework of the Systemic Functional Approach.
2. Relating the results of the analysis to the context of situation and the context of culture of the Arabic language.

III- Analysis

The researcher in this part of the research applies the concept of Theme with its different types to the Arabic speech to find out how the concept of Theme and Rheme applies to Arabic.

I- Type of Theme

Theme of a clause can be divided into simple theme and multiple theme. *Simple Theme* is a theme which is unaccompanied by any other theme; usually topical theme. It contrasts with multiple theme. *Multiple theme* is a theme made

up of two or more themes; i.e. the *topical theme* in a clause plus any *textual* and *interpersonal themes* preceding it.

A) Simple Theme: (Topical Theme)

The *Topical Theme* is the first experiential element in the clause. It occurs most commonly as a participant in the clause. It usually occurs as the participant or circumstance (circumstantial adjunct), or sometimes as a process that comes first in the clause. When Topical Theme occurs as the participant in the clause it functions as the subject of the clause. A case that is not common is to have an element other than the subject in theme position. When this happens, the topical theme is referred to as a marked topical theme. The most common or "unmarked" case is to have Topical Theme as subjects. This happens when an element of the clause which is assigned a transitivity function occurs in first position in a clause. This is described as Topical Theme, regardless of the number of interpersonal or textual themes preceding it (Matthiessen 1995: 135).

1- Participant

According to Halliday, Participant is the first constituent which functions as a topical theme. An important principle that should be mentioned is that every clause must contain one and only one topical theme (Halliday & Hasan 1990: 8).

• *التحديات التي تواجه الأمن القومي العربي*.¹

The Arabic clause (*التحديات التي تواجه الأمن القومي العربي*) with the English translation (**challenges** which face the Arab national security) has the following analysis:

الأمن القومي العربي	تواجه	التي	التحديات
The Arab national security	face	which	Challenges
Phenomenon	Process: mental	Demonstrative particle	Senser
			Topical
Rheme			Theme

In this example, it is noted that the lexical item *التحديات* is classified as Senser in the experiential metafunction. It is the participant of the mental process: *تواجه*. *التحديات* is also functioning as the Theme of the clause while the rest of the clause is the Rheme. *التحديات* is the topical theme since it is the participant of the experiential component which is the mental process: *تواجه*

التحديات is a single theme because it is one lexical item occupying this position. It is unaccompanied by any other theme, therefore it is assigned the classification single theme.

The choice of this sentence in the speech in this occasion is closely related to the context of situation since the president uses the lexical items *التحديات التي تواجه الأمن القومي العربي* in his speech. These lexical items reflect how the ties of the Arab countries with each other are ancient since hundreds of years. They also reflect the current threats the Arab countries are facing. Therefore, the choice of these lexical items suits the context of situation of the analysed speech.

[¹] (صفحة : ١ ، فقرة : ٤ ، جملة : ٥)

As for the context of culture, the choice of the lexical items suits the context of culture since the gathering countries in that conference are Arab countries having strong ties among each other, hundreds of years ago and face the same threats nowadays. Therefore, it is one culture that is prevailing among the different Arab countries.

2- Circumstance

Halliday claims that Circumstance (circumstantial adjunct) is the second constituent which functions as a topical theme (Ibid: 10).

• وفي هذا الإطار ، أود أن أشير إلى خطر إرهابي جديد غير تقليدي.

The Arabic clause (وفي هذا الإطار ، أود أن أشير إلى خطر إرهابي) جديد غير تقليدي with the English translation (**In this context**, I would like to refer to a new untraditional terrorist threat) has the following analysis:

إلى خطر إرهابي جديد غير تقليدي	أود أن أشير	وفي هذا الإطار
To a new untraditional terrorist threat	I would like to refer	In this context
Circumstance: manner (circumstantial adjunct)	(process: behaviour)	Circumstance: location (circumstantial adjunct)
		Topical
Rheme		Theme

Theme of this clause is the circumstantial adjunct (وفي هذا) which is a circumstance of location. The rest of the sentence is Rheme.

[¹] (صفحة : ٤ ، فقرة : ٣ ، جملة : ١)

Theme (و فى هذا الإطار) is a topical theme since it is a circumstantial adjunct that is placed at the beginning of the clause. It is a single theme since it is a circumstance used in first position of the sentence and there is no other themes preceding it. According to Halliday: The circumstance (circumstantial adjunct) when occurring in first position in a sentence it is considered a marked theme since this is not the usual order of sentences in Arabic. The usual order is to have a nominal phrase or a process at the beginning of the sentence, but rarely to have a circumstantial adjunct at first position. When having a circumstance in theme position this is considered a case of marked theme.

The choice of this sentence in the speech in this occasion is related to the context of situation since the president uses the lexical items *جديد غير تقليدى* and *خطر ارهابى*, *أشير*. These lexical items reflect the threats the Arab world is facing now. The speech attracts the attention of the representatives of the Arab countries to the current threats to urge them to unite and face what they are suffering from now.

By looking at the context of culture, it is clear that all the Arab countries are one entity against any threats facing them. It is a privilege that they are one hand against any threat. Therefore, the choice of the lexical items suit the nature of the Arab relations and urges the Arab countries to be one hand fighting terrorism in all its forms.

3- Process

Following the systemic functional linguistic model, the third type of the constituents which can function as a topical theme is process (Ibid: 12).

• *واستلهمت نخبة من المفكرين و المثقفين العرب تلك الروح.*^٣

[٣] (صفحة : ٤ ، فقرة : ٢ ، جملة : ١)

The Arabic clause (و استلهمت نخبة من المفكرين و المثقفين العرب تلك) with the English translation (That spirit **inspired** a group of Arab intellectuals and thinkers) has the following analysis:

تلك الروح	نخبة من المفكرين و المثقفين العرب	و استلهمت
That spirit	A group of Arab intellectuals and thinkers	inspired
Phenomenon	Senser	Process: mental (cognition)
		Topical
Rheme		Theme

It is clear in this example that the lexical item *استلهمت* is classified as a mental process in the experiential metafunction. It functions as the Topical Theme of the clause while the rest of the clause is the Rheme. *استلهمت* is the topical theme since it is the process of the experiential component.

استلهمت is a single theme because it is one lexical item occupying this position. It is unaccompanied by any other theme. Therefore it is assigned the classification “single theme”.

Choosing the mental process *استلهمت* was a success. It copes with the remaining lexical items of the sentence *نخبة من المفكرين و المثقفين العرب*. These lexical items deals with something mental that uses the mind for thinking and having one spirit *تلك الروح* - the spirit of an Arab who works for the best of the Arab nation and faces any threats threatening that Arab nation. Therefore, it is clear that the choice of the lexical items copes with the context of situation. It also suits the context of culture which deals with one entity which is the Arab nation and its countries.

B) Multiple Theme

1- Textual Theme

A clause constituent that can occur in thematic position is the category of textual elements. 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. The two main types of textual elements which can get to be theme are *continuity adjuncts* and *conjunctive adjuncts*.

a. Continuity Adjuncts

Continuity adjuncts are words which are used in spoken dialogue to indicate that the speaker's contribution is somehow related to (continuous with) what a previous speaker has said in an earlier turn. The commonest continuity items are: *oh, well, yea* and *no*. When these items are not used as stand-ins for clause ellipsis, but as unstressed items in initial position of a clause; i.e. introducing a clause, they are considered textual themes (Bloor & Bloor, 1995: 58- 62).

The researcher did not find any clause in the present data containing a Continuity adjunct in first position to be analysed as textual theme.

b. Conjunctive Adjuncts

Conjunctions represent Conjunctive Adjuncts. Conjunctions signal relationships between clauses most often occur at the beginning of sentences. When they do that, they form a multiple theme. The conjunctions or the Conjunctive Adjuncts form the textual theme. Topical theme is represented by the following element. The presence of textual and interpersonal elements in theme does not exhaust its meaning until a topical/experiential element is included. This is because topical/experiential elements are thematic either obligatory or by default (Bloor & Bloor, 1995: 51-57).

● فإنعقاد قمتنا اليوم، إنما يمثل تعبيراً عن إدراكنا لضرورة أن نتصدى لتلك القضايا.....^٤

The Arabic clause (إنما يمثل تعبيراً عن إدراكنا لضرورة أن نتصدى لتلك القضايا) with the English translation (It **represents** an expression of our awareness of the need to address those issues) has the following analysis:

[٤] (صفحة : ١ ، فقرة : ٤ ، جملة : ٦)

تعبيرا عن إدراكنا لضرورة أن نتصدى لتلك القضايا	هو: ضمير مستتر	يمثل	إنما
an expression of our awareness of the need to address those issues	it	represents	
Phenomenon	Senser	Process: mental	Conjunctive adjunct (conjunction)
		Topical	Textual
Rheme		Theme	

The multiple theme of this sentence is divided into two parts (the Textual Theme manifested in the conjunctive adjunct, i.e. the conjunction *إنما*, and the Topical Theme which is the mental process *يمثل*. Rheme is the rest of the sentence which is the senser: *هو: ضمير مستتر* and the phenomenon *تعبيرا عن إدراكنا لضرورة أن نتصدى لتلك القضايا*.

The choice of the multiple theme for this sentence was a success since it contained the most important part of the message which is *إنما يمثّل تعبيرا* to *انعقاد القمة*. It stresses the fact of the importance for the Arab nations of understanding the problems and issues they currently have.

The textual theme which is the conjunctive adjunct *إنما* and the Topical Theme which is the mental process *يمثّل* are forming a multiple theme. The conjunctive adjunct *إنما* shows that what is following is important and an explanation to what precedes. Therefore, the multiple theme in this sentence suits the context of situation and stresses the conveyed meaning in this speech.

The relation of this sentence to the context of culture is that it reveals the concept of one Arab nation that tries to solve any problems arising in any of the Arab countries forming this one whole nation.

2- Interpersonal Theme: Modal adjunct

Sometimes first position in the clause is occupied by a constituent to which a modal label can be assigned (but not a transitivity label). This constituent is called an interpersonal theme. The constituents which can function as interpersonal themes are: the unfused finite 'in interrogative structures' and all four categories of modal adjuncts: mood, polarity, vocative and comment adjuncts (Egins 1994: 166).

The adjuncts include those elements which do not have the potential of being used as subjects. That is, they are not nominal elements, but are adverbial, or prepositional. Although all adjuncts share these characteristics, they are classified into three broad classes of adjuncts, according to whether their contribution to the clause is principally experiential, interpersonal or textual (Halliday & Matthiessen 2014: 91- 99).

1- *Circumstantial adjuncts*: they add experiential content to the clause, by expressing some circumstance relating to the process represented in the clause. Circumstantial meanings refer to time (probed with 'when'), place 'where', cause 'why', matter 'about what', accompaniment 'with whom', beneficiary 'to whom', agent 'by whom. They do not contribute meaning which is part of the arguable nub of the proposition, although they are always available for querying; they are treated as part of residue of the clause.

2- *Modal adjuncts*: they are clause constituents which add interpersonal meanings to the clause. That is, they add meanings which are somehow connected to the creation and maintenance of the dialogue. Modal adjuncts are of four types:

- *Vocative adjuncts*: they function to control the discourse by designating a likely 'next speaker'. They typically occur either initially or finally. Since their effect is to organise the designation of the clause as a whole, they are shown as belonging in neither to mood nor to residue parts of a clause.
- *Comment adjuncts*: they are those adjuncts which are used to express an assessment about the clause. Some

examples are: frankly, generally, wisely, etc. They typically occur in clauses in initial position or directly after the subject. Since their scope is the entire clause (not just the finite element), they are seen to operate outside the mood/residue structure altogether.

- *Polarity adjuncts*: they are yes/no adjuncts and their common conversational alternatives 'yea, yep, na, nope, etc. They occur in initial position as 'standing in' for an ellipsed clause. They are considered part of mood of the clause.

- *Mood adjuncts*: they are those constituents which provide a 'second chance' for the speaker to add his/her judgment of probability/likelihood to proposition. Some mood adjuncts are: maybe, possibly, perhaps, etc. They are considered part of mood of the clause.

3- *Textual adjuncts*: they are conjunctive adjuncts expressed by conjunctions and continuity adjuncts 'signal that the speaker will be saying more, e.g. well, oh, yea, etc.' They typically occur at the beginning of the clause, but they can occur at other points. They belong neither to mood nor to residue parts of a clause (Halliday & Matthiessen 2014: 107 - 111).

1. Modal Adjuncts

One of the clause constituents which add interpersonal meanings to the clause is Modal Adjuncts. They are somehow connected to the creation and maintenance of the dialogue. In other words, they add meaning to the dialogue.

a) Vocative Adjuncts

They are identifiable as names, where the names are not functioning as subject or complements, but are used to directly address the person named. They occur either initially or finally (Eggins 1994: 169).

• السيدات و السادة ، باتت الأزمة السورية مأساة يتألم لها الضمير العالمي ° .

[5] (صفحة : ٥٠ ، فقرة : ٢ ، جملة : ١)

(السيدات و السادة ، باتت الأزمة السورية مأساة يتألم لها الضمير العالمي) with the English translation (**Ladies and gentlemen**, the tragedy of the Syrian crisis makes the global conscience suffer) has the following analysis:

السيدات و السادة	باتت	الأزمة السورية	مأساة يتألم لها الضمير العالمي
Ladies and gentlemen	makes	The Syrian crisis	the tragedy ...the global conscience suffer
Vocative adjuncts	Process: mental	Sensor	Phenomenon
Interpersonal	Topical		
Theme		Rheme	

The multiple theme of the clause is divided into (Interpersonal Theme which is the vocative adjuncts *السيدات و السادة* and the Topical Theme which is the mental process *باتت*).

The speech used the vocative adjuncts: *السيدات و السادة* to attract the attention of the listeners to what he is saying and relates them to the real world and the threats surrounding the Arab countries.

Referring to the context of situation, there is the vocative adjuncts *السيدات و السادة* representing Interpersonal Theme. The multiple theme consists of the Interpersonal Theme plus a Topical Theme which is the mental process *باتت*. The choice of the multiple theme suits the situation since the president talks to the Arab delegates and he wants to attract their attention by using the interpersonal theme *السيدات و السادة*. The president wants to attract the attention to the importance of the coming words and this suits the context of situation.

As for the context of culture, the Arab countries are facing some problems especially Syria which is an Arab country. Therefore, all the Arab countries should help Syria to overcome what she suffers from. And this is the Arab culture which shows all the Arab countries as one entity.

b) Comment Adjuncts

They typically occur in clause initial position, or directly after the subject, and are realised by adverbs (Halliday & Hasan 1990: 96). Comment Adjuncts are adjuncts that express assessment about the clause as a whole.

The researcher did not find any clause in the present data containing a Comment adjunct in first position to be analysed as interpersonal theme.

c) Polarity Adjuncts

When yes/no are 'standing in' for an omitted clause, they should be analyzed as Polarity Adjuncts (Halliday 1994: 75).

The researcher did not find any clause in the present data containing a Polarity adjunct in first position to be analysed as interpersonal theme.

d) Mood Adjuncts

Mood Adjuncts provide a 'second chance' for the speaker to add his/her judgment of probability, likelihood to proposition. In other words, Mood Adjuncts are that category of items which is used for expressing probability, usuality, intensification, presumption or inclination (Egins 1994: 167).

• إن عدم إيلاء الاهتمام الواجب لتلك المشكلات يضعها حتماً في مصاف التحديات التي تواجه أمننا القومي ، خاصةً و أنها تكتسب أبعاداً إضافية من خلال استغلال آثارها السلبية على المجتمعات العربية من المتربصين بالأمة في الداخل أو الخارج.^٦

^[٦] (صفحة : ٢ ، فقرة : ٤ ، جملة : ١)

The Arabic clause (*خاصة و أنها تكتسب أبعاداً إضافية*) with the English translation (**especially** as it gains additional dimensions) has the following analysis:

أبعاداً إضافية	(هي)	تكتسب	و أنها	خاصة
Additional dimensions	it	gains	as	especially
Phenomenon	Senser	Process: mental	أن: Particle الهاء: Noun of the particle	Mood adjunct- equivalent
			Topical	Interpersonal
Rheme			Theme	

The multiple theme of the Arabic clause is divided into Interpersonal and Topical adjuncts. The Interpersonal Theme is *خاصة* which is mood adjunct-equivalent, while the Topical Theme is *الهاء في (أنها)*. Rheme is the rest of the sentence.

The choice of the multiple theme is successful since it enhances the meaning and reinforces the image of the sufferings some Arab nations have. It goes with the general aim of the speech which is the current threats to the Arab nations and ways to stop them.

As for the context of situation, it is noted that the selected sentence suits the situation of the speech where the speaker urges the Arab countries to have a clear vision of the situation and to be aware of the threats and problems facing the Arab countries. The use of the multiple theme to build a sentence goes with the context of situation and enhances the meaning.

By looking at the context of culture, it is clear that this sentence suits the context of culture since all the Arab countries are one hand in facing any threats threatening them and in solving the problems they have. Therefore, the current sentence suits the context of culture.

2. Finite (Unfused) as Interpersonal Theme

- ولقد رأينا كيف استغل هؤلاء وجود بعض أوجه القصور في عدد من الدول العربية في الوفاء باحتياجات مواطنيها^٧.

The Arabic clause:

(رأينا كيف استغل هؤلاء وجود بعض أوجه القصور في عدد من الدول العربية (We saw how those **took advantage** of the presence of some deficiencies in a number of Arab countries in meeting the needs of their citizens) has the following analysis:

وجود بعض أوجه القصور في عدد من الدول العربية في الوفاء باحتياجات مواطنيها	هؤلاء	استغل	كيف
the presence of some deficiencies in a number of Arab countries in meeting the needs of their citizens	those	Took advantage	How
Range	Subject	Main verb (Behavioural process)	Finite-equivalent
		Topical	Interpersonal
Rheme		Theme	

Theme of the Arabic clause consists of (interpersonal theme) (كيف which is finite-equivalent and Topical Theme (استغل) which is a behavioural process). These two themes together form the multiple theme. As it was mentioned earlier, a multiple theme consists of Interpersonal Theme or Textual Theme plus Topical Theme. Rheme is the rest of the sentence.

^[٧] (صفحة: ٢ ، فقرة : ١ ، جملة: ٣)

The choice of Theme (كيف استغل) shows how enemies to the Arab countries used the current status of some Arab countries to manage and direct revolutions and unstable conditions against these Arab nations and the Arab people. This message goes with the major trend of the speech which is about the threats that threaten the stability of the Arab countries.

Using the behavioural process استغل is suitable for this sentence since the rest of the sentence has the lexical items أوجه and بعض القصور . الوفاء باحتياجات مواطنيها . The use of such lexical items copes with the context of situation since the situation is a criticism for the current state of the Arab countries and how the evil characters exploit the current state of the Arab countries for their benefit.

Concerning the context of culture, the lexical items are suitable for the context of culture where the Arab nation faces a lot of difficulties and the choice of the lexical items suits the current situation and the traditional concepts of this Arab nation.

II- Unmarked and Marked Theme

The textual organization of the clause as Theme and Rheme makes it possible to show how they map on to functional elements within the other metafunctional strands of the clause. *Theme markedness* has to do with the relationship between mood and theme structures of the clause: how the functional roles assigned to constituents in a theme analysis conflate with the functional roles assigned to those same constituents in the mood structure (mood structure is concerned with the clause as exchange; specifically, the grammatical resource that realizes different modes of interaction in discourse), (Halliday & Matthiessen 2014: 111 - 114).

a. Unmarked Theme:

In English, the *unmarked theme* is determined by the mood type played by Theme in any clause, according to the following roles:

- Subject (in a declarative clause) ----- (used as topical theme)

- Finite (in an interrogative)
- Predicator (in an imperative) ----- (used as topical theme)
- Wh- element (in a wh- interrogative), (Eggins 1994: 290-295).

• **التحديات التي تواجه الأمن القومي العربي.**[^]

The Arabic clause (**التحديات التي تواجه الأمن القومي العربي**) with the English translation (**Challenges** which face the Arab national security) has the following analysis:

الأمن القومي العربي	تواجه	التي	التحديات
the Arab national security	face	which	Challenges
Phenomenon	Processes: mental	Demonstrative particle	Senser
			Topical
Rheme			Theme

The Unmarked Theme is when theme conflates with the mood structure constituent that typically occurs in first position in clauses of the mood class. A case in point for the Unmarked Theme is the current example where the Topical Theme is revealed through the participant role. Some elements representing the unmarked theme are topical themes; i.e, (subject) of a given sentence.

The unmarked theme is a Topical Theme in this sentence. The current sentence has the usual order of sentences which form the unmarked theme. Also, the choice of the unmarked theme suits the context of culture in this sentence since it reveals the challenges facing the Arab world and nations nowadays.

b. Marked Theme:

As for the *marked theme*, it is Theme which is conflated with any other constituent (other than the cases stated above) from the

[^A] (صفحة : ١ ، فقرة : ٤ ، جملة : ٥)

mood system (the mood system belongs to the interpersonal metafunction of the language. It is concerned with the clause as exchange; specifically the grammatical resource that realises different modes of interaction in discourse). The commonest type of marked Theme is to have theme conflating with an adjunct: Circumstantial. Markedness is graded: Subject (unmarked)–Circumstantial Adjunct (marked) – Complement (more marked)–Predicator (most marked), (Eggins 1994: 296). Circumstance (circumstantial adjunct) in first position is considered topical theme.

• وفي هذا الإطار ، ترحب مصر بمشروع القرار الذى اعتمده وزراء الخارجية العرب.^٩

The Arabic clause:

وفي هذا الإطار ، ترحب مصر بمشروع القرار الذى اعتمده وزراء الخارجية (العرب) with the English translation (**In this context**, Egypt welcomes the resolution draft adopted by the Arab foreign ministers) has the following analysis:

بمشروع القرار الذى اعتمده وزراء الخارجية العرب	مصر	ترحب	وفي هذا الإطار
<i>the resolution draft adopted by the Arab foreign ministers</i>	<i>Egypt</i>	<i>welcomes</i>	<i>In this context</i>
<i>Range</i>	<i>Behaver</i>	<i>Process: behavioural</i>	<i>Circumstantial adjunct</i>
<i>Complement</i>	<i>Subject</i>	<i>Predicator</i>	<i>Circumstantial adjunct</i>
			<i>Topical</i>
<i>Rheme</i>			<i>Theme</i>

In the Arabic clause, Theme is topical (وفي هذا الإطار). The marked constituent in this clause is the circumstantial adjunct

^[٩] (صفحة : ٣ ، فقرة : ٣ ، جملة : ١)

that is placed in thematic position. It is a common way to create a marked theme by inserting a circumstantial element in thematic position.

In Arabic, the following cases are used to get unmarked theme. They are:

1. A nominal phrase (المبتدأ في بداية الجملة الاسمية) as theme, and
2. A verbal phrase (الفعل في بداية الجملة الفعلية) as theme. While marked theme is identified as: كل عنصر يقدم من (تأخير); it is every lexical item that is originally placed at the middle or the end of the sentence and was moved to the beginning of the sentence. As an example, there is the prepositional phrase that comes at the beginning of the sentence though it is originally comes at the end of the sentence.

Most writers and speakers choose to use marked themes in the text/utterance to add coherence and emphasis to their text. The marked themes indicate that these clauses, together, are doing something significantly different from immediately preceding clauses. The choice of a circumstance (circumstantial adjunct) as marked theme creates links with the very earliest stages of the narrative (Matthiessen 1995: 114).

The use of the circumstantial adjunct suits the context of situation since وفي هذا الإطار refers to the general framework adopted by the Arab nation to face the threats she has now as well as to achieve her wish of being one stable entity.

As for the context of culture, the use of the circumstantial adjunct suits the context of culture where the Arab countries are forming one nation and this nation works as one entity cooperating together to face current threats.

III- Unpredicated and Predicated Theme

a. Unpredicated Theme:

As for the *unpredicated theme*, it is the ordinary theme structure of any clause, whether it is *topical*, *interpersonal* or

textual. It is found in many clauses mentioned above. A case in point is the clause:

(التحديات التي تواجه الأمن القومي العربي) which is analysed in unmarked theme part, mentioned in " p. 24 ".

• التحديات التي تواجه الأمن القومي العربي.^{١٠}

The Arabic clause (التحديات التي تواجه الامن القومي العربي) with the English translation (**Challenges** which face the Arab national security)has the following analysis:

الأمن القومي العربي	تواجه	التي	التحديات
the Arab national security	face	which	Challenges
Phenomenon	Process: mental	Demonstrative particle	Senser
Complement	Predicator	Demonstrative particle	Subject
			Topical
Rheme			Theme

The Topical Theme of this sentence is the Senser *التحديات*. Its use is suitable for the context of situation since it discusses the threats facing the Arab countries nowadays. It is mentioned at the beginning of the sentence to focus the attention of the reader or listener to what is going to be mentioned. Therefore, its use suits the context of situation.

By looking at the context of culture, the use of the Senser *التحديات* at the beginning of this sentence suits the context of culture since it is one culture that links all these countries and these countries, in fact, are facing some threats nowadays. Therefore, they have to unite to get rid of the threats and put an end to them.

b. Predicated Theme:

^[١٠] (صفحة : ١ ، فقرة : ٤ ، جملة : ٥)

Predicated Theme (Theme Predication) involves introducing what is technically a second clause: *it was*. At one level, the structure should be analysed as consisting of two separate clauses; the second is dependent on the first. This process is used when the speaker/writer wishes to give emphasis to a given constituent. That is, predication is another strategy for producing marked themes: all predicated themes are in some sense marked, since the subject of the original clause is made rheme in the predicated version (Thompson 1996: 132).

• إن لدى الأمة العربية من الإمكانيات ما يكفل لها المضي نحو مزيد من التكامل.^{١١}

The Arabic clause

(إن لدى الأمة العربية من الإمكانيات ما يكفل لها المضي نحو مزيد من التكامل)
with the English translation (**The Arab nation** has the potentials which ensure the move towards further integration) has the following analysis:

نحو مزيد من التكامل	المضى	لها	(هو) : ضمير مستتر	يكفل	ما	من الامكانيات	لدى الأمة العربية	إن
Towards further integration	The move			ensure	Which	The potential	The Arab nation	
Complement	Goal	Circumstantial adjunct	Actor	Process: material	Structural theme	Circumstantial Adjunct	Subject	Particle
Complement		Circumstantial adjunct	Subject	Predicator	Structural theme	Circumstantial Adjunct	Subject	Particle
				Topical	Structural Theme		Topical	
Rheme				Theme		Rheme	Theme	
Rheme						Theme		

In the Arabic clause, the predicated clause (إن لدى الأمة العربية) is consisting of two

^[١١] (صفحة : ٣ ، فقرة : ٤ ، جملة : ١)

separate clauses. The

first one has the structure *لدى الأمة العربية* as Topical Theme and *من الإمكانيات* as Rheme. As for the second clause *يكفل لها المضى* *ما نحو مزيد من التكامل* which is dependent on the first clause, there is *ما* which is a Structural Theme, and *يكفل* which is Topical Theme because it is assigned the transitivity function (material process). (*هو لها المضى نحو مزيد من التكامل ...*) is Rheme of the second clause. The predicating clause *إن لدى الأمة العربية من الإمكانيات* is functioning as Theme of the whole predicated clause while Rheme of the predicated clause is the dependant clause *ما يكفل لها المضى نحو مزيد من التكامل*.

The Topical Theme *لدى الأمة العربية* is mentioned at the beginning of the sentence to attract the attention of the listener and reader to what is going to be said. It has the category "subject" of the clause. It suits the context of situation since it attracts the attention of the listener and reader to what the Arab nation has. Rheme of the clause is the rest of it which is the circumstantial adjunct *من الإمكانيات*. Theme of the second clause is *ما يكفل*. Rheme of this second clause is *لها المضى نحو مزيد من* (*لها المضى نحو مزيد من*). Theme and Rheme of the whole sentence, namely *لدى* *ما يكفل لها المضى نحو مزيد من* as Theme, and *إن لدى الأمة العربية من الإمكانيات* as Rheme are forming the message the speech wants to convey. Therefore, the choice of the current Theme and Rheme suits the situation.

As for the context of culture, all the Arab nations are forming one whole entity which has different capabilities. Therefore, the choice of the current clause and sentence suits the context of culture of the united Arab nations representing one whole entity.

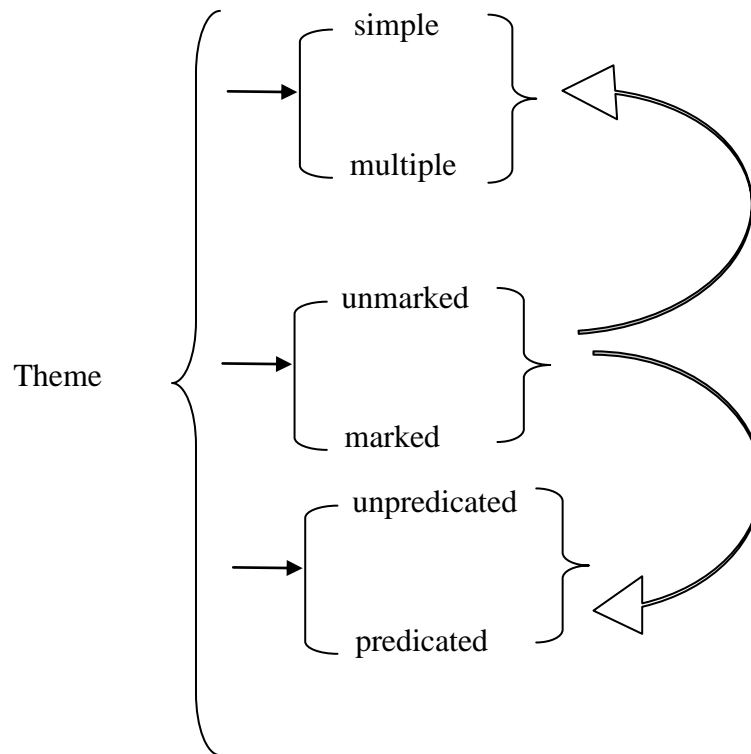
Since theme predication involves introducing what is technically a second clause: the elements (*إن لدى الأمة العربية من* (*الإمكانيات*)) have their own mood structure. The analysis shows that by moving *الإمكانيات* from the second clause *ما يكفل لها المضى نحو* *مزيد من التكامل* allowing it to carry intonation and appear in Rheme of the first clause, *الإمكانيات* is represented as 'news', with the structural Theme *إن لدى الأمة العربية* as the point of departure for the message. But in fact, one of the effects of turning what is

typically expressed as one clause into two is in a sense to set up the predicating clause *إن لدى الأمة العربية من الإمكانيات* as theme of the entire sentence. The point of departure for the message, then, is not just (*إن لدى الأمة العربية*), but 'I'm going to tell you something about [*ما لدى الأمة العربية*] that is 'news'.

Theme predication is used in both spoken and written texts to shift the status of 'given' and 'new' information. This process is used when the speaker/writer wishes to give emphasis to a constituent that would otherwise be unemphasised, while maintaining the 'real' news, which are found in the second predicated clause.

To make theme and its types clear, the researcher inserted the following diagram:

Theme:



The first arrow in the diagram shows that multiple theme and simple theme - which is topical theme - can be unmarked or marked. The second arrow shows that unmarked and marked

themes have a relation with unpredicated and predicated themes. Unpredicated theme is unmarked theme. Predicated theme is marked theme.

The researcher states in the following part the conclusion of the performed analysis of the political speech of president El-Sisi using the systemic functional approach.

IV Conclusion

I- Theme: A- Type of Theme: 1- Simple Theme (Topical Theme)

Concerning the Topical Theme, it is noted that the analysed speech has all kinds of Simple Theme (Topical Theme), namely the Participant, Circumstance and Process. All these kinds of Theme exist in Arabic in first position. They are acceptable in this first position according to the Arabic grammar.

2- Multiple Theme: a- Interpersonal Theme

It is clear that the kinds of Interpersonal Theme in SFL are not all existing in the analysed speech, but they exist in Arabic grammar and syntax. In other words, there are some cases which are not found in the present speech but they do exist in other contexts in the Arabic language.

b-Textual Theme

With regard to the Textual Theme, the speech tends to use Textual Themes due to the style of Arabic which tends to use the conjunctive adjuncts, especially (الواو), very often at the beginning of clauses.

B- Marked and unmarked Theme

The speech uses the marked theme in many sentences. The purpose of using the marked theme in the speech is to attract the attention to the most important part of the clause to follow up the succession of events easily and in the right and required way intended by the speaker and writer.

C- Predicated and Unpredicated Theme

From the current example, it is clear that the unpredicated theme is the ordinary theme in the speech, whether this theme is topical, interpersonal or textual. In other words, the unpredicated theme exists in Arabic with all its types.

As for the Predicated Theme, it also exists in the speech since the mentioned example is a good case in point. Predicated Theme is not a common way to express the message in Arabic but it exists in the Arabic language.

II- Cohesion and coherence

By looking at the textual meaning, the most prominent phenomenon is the use of the cohesive ties (conjunctive and continuity adjuncts) at the sentence level and coherence (the way a group of clauses or sentences relate to the context) at the paragraph and text levels. No one can deny the importance of cohesion and coherence in any text or discourse. Their existence is the element that forms a real text or an understandable discourse.

1. Topical Theme:

As for the type of theme, it is understood that *topical themes are the most common type* because every clause must have a topical element as its main theme. So, topical themes are more common than textual and interpersonal themes. *Within the category of topical themes, the marked option is used more than the unmarked one.* This is due to the fact that marked choices make certain points more prominent than the unmarked option.

2. Textual Theme:

Textual themes are used more than interpersonal ones because of their important cohesive work in relating the clause to its context.

3. Interpersonal Theme:

With regard to the interpersonal themes, they *are not frequently used* because they are associated with personal assessment.

III- Context of situation and context of culture:

During performing the systemic functional analysis of the speech, the researcher finds some phenomena that are related to the context of situation and others related to the context of culture.

a- Context of situation:

It is noted that this speech used some lexical items suitable for the current situation. A case in point is the use of the lexical item *الأزمة السورية مأساة* with the lexical items *يتألم لها الضمير العالمي*. There is also the lexical item *الحكمة* with the lexical item *قيادته*. A third example is the choice of the lexical item *السديدة* with *رؤيته* as well as other examples revealing the cleverness in the choice of the lexical items that collocate together and are suitable for the situation they are used for. There are other collocations and lexical items that are suitable for the current situation such as: *أمالا كبيرة* that goes with *تعلق*, and *بالنجاح و التوفيق* that goes with *يكلل*.

The choice of these lexical items is suitable for the situation they express. They are also suitable for expressing the ties that connect Arabs together and let them use their wisdom and minds for the benefit of the Arab world as a whole.

b- Context of culture:

The whole speech copes with the idea of having a common culture relating the Arab world together. It is clear in this speech that the Arab countries are representing one nation and there are certain threats that threaten the Arab world now. The threats the Arab world is facing now which are existing in different countries are similar to a great extent and they require the Arab nations to stand together and unite to face them firmly.

IV- The stylistic features

After performing the current research applying the SFL approach, the researcher reached some remarks which are related to SFL.

1- Topical Themes are the preferred kind of Themes to be used in speeches as they require a topical (experiential) element in every clause as their main theme.

2- It is preferred to use material and mental processes in speeches because material processes urge the listener and reader to interact with the action and engage in it while the mental processes urge the minds to work and think about what the people imagine or talk about.

3- The language and lexis that are used in writing any piece of discourse for political speeches is a mixture of simple and complicated lexis to let the listener's/ reader's minds think about what they hear.

4- There is the use of some figurative images to let the listener and reader use their minds to think about what they hear and read, and what is meant in this context.

5- A noticeable phenomenon in the *Arabic text* is that it is difficult to know where the clause ends especially that *punctuation is sometimes misused*.

6- It is noted that *Adjectives* follow nouns *in Arabic and agree with them in gender and number*. This may cause beginners who are learning Arabic to make mistakes because there is no such agreement in English and adjectives always precede nouns in sentences.

To sum up, it is clear from the performed analysis that systemic functional linguistics is a theory that have universal rules that are applicable to different languages where Arabic is one of them. The Theme-Rheme structure of clauses according to SFL is applied to the Arabic speech and texts. It enhances the meaning and delivers the message in an easy and enjoyable way. It also attracts the attention of the listener and reader to what is being mentioned and said according to the organization of the message within the clause into Theme-Rheme. In other words, the organization of the sentence into Theme-Rheme affects the delivery of the message as important and unimportant messages.

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وظائف النص. دراسة فى علم اللغة النظامى الوظيفى

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الملخص

يقدم هذا البحث تحليلا تقابليا للخصائص اللغوية للمكون النصى لخطاب سياسى لرئيس جمهورية مصر العربية فى افتتاح مؤتمر القمة العربية رقم (٢٦) الذى عقد بشرم الشيخ ليدعو الأمم العربية للاتحاد و التوحد فى مواجهة التحديات الحالية. و يتناول البحث الحديث عن المكون النصى "للنظرية النظامية الوظيفية" التى وضع أسسها العالم اللغوى هاليداي، حيث أسس هاليداي نظريته على أن اللغة لها وظائف اجتماعية تؤدى من خلالها أثناء تفاعل الأفراد بعضهم مع بعض. و تتناول الباحثة فى تحليل المكون النصى الحديث عن المسند إليه و أنماطه و المستلحات و أنواعها بالإضافة للحديث عن المسند و أنواعه و عن الجمل غير الإسنادية وعن الموضوع و المحمول فى أجزاء الجملة.

و يتكون البحث من ستة أجزاء تتناول مقدمة عن النظرية النظامية و فكرة البحث والخطاب الذى سيتم تحليله ثم التحليل الفعلى للخطاب السياسى ثم جزء عن مناقشة الباحثة لنتائج البحث متبوعا بمسرد خاص بأهم المفاهيم و المصطلحات فى النظرية النظامية الوظيفية ثم قائمة بأهم المصادر والمراجع التى اعتمدت عليها الباحثة فى بحثها.

الكلمات الدالة: وظائف، النص، علم اللغة، النظامى، الوظيفى.

APPENDIX

<http://www.elwatannews.com/news/details/696405>

"الوطن" تنشر نص كلمة السيسي في قمة شرم الشيخ: تحيا الأمة العربية
الرئيس: مصر ترحب بإنشاء قوة عربية مشتركة.. وعلى رجال الفكر والإعلام
والتعليم واجبا عظيما

كتب : هاني الوزيري السبت ٢٨-٠٣-٢٠١٥ ١٣:٠٩

تنشر "الوطن"، النص الكامل لكلمة الرئيس عبدالفتاح السيسي في افتتاح القمة
العربية، في دورتها ٢٦ المنعقدة بمدينة شرم الشيخ.

والى نص الكلمة:

يُسعدني أن أرحب بكم جميعا أخوة أعزاء على أرض مصر.. وأن أنقل إليكم كل
تقدير ومودة الشعب المصري الذي طالما اعتر بانتمائه لأمتة العربية.. التي بذل
المصريون وسيدلون دوما أعلى ما يملكون صونا لاستقلالها وكرامتها.

الرئيس: اهتمام مصر بالقضية الفلسطينية راسخا.. وحلّ هذه القضية أحد مفاتيح
استقرار المنطقة

كما يطيب لي أيضا في افتتاح أعمال اجتماع مجلس جامعة الدول العربية على
مستوى القمة في دورته العادية السادسة والعشرين، أن أعرب باسمي وباسمكم عن كل
الشكر والتقدير لدولة الكويت الشقيقة، ولأخي صاحب السمو الشيخ صباح الأحمد
الجابر الصباح؛ لقيادته الحكيمة ورؤيته السديدة خلال تولي الكويت رئاسة الدورة
الماضية للقمة العربية، والتي أضافت لبنة جديدة إلى بناء العمل العربي المشترك.

ولا يفوتني أن أشيد بالجهود التي بذلتها الأمانة العامة لجامعة الدول العربية وأمينها
العام الدكتور نبيل العربي، طوال الدورة السابقة وللإعداد لاجتماعنا اليوم، والذي أرجو
من الله عزّ وجلّ أن يُكَلِّلَ بالنجاح والتوفيق، وأن ترقى نتائجه إلى تطلعات الأمة

العربية التي تعلق آمالاً كبيرة على جامعتنا، وتنتظر المزيد من تعزيز التضامن والعمل العربي المشترك.

السيدات والسادة، استشعر عِظَم المسؤولية لتزامن مشاركتي الأولى في قمة عربية كرئيس لمصر بيت العرب، مع تشرفها باستضافة ورئاسة الدورة الحالية، فلا يخفى عليكم أن خطورة العديد من القضايا التي تواجهنا في هذه المرحلة في أنحاء الوطن العربي بلغت حداً جسيماً وغير مسبوقة، من حيث عمق بعض الأزمات واتساع نطاقها وسوء العواقب المترتبة عليها في الحاضر والمستقبل، فانعقاد قمنا اليوم تحت عنوان "التحديات التي تواجه الأمن القومي العربي"، إنما يمثل تعبيراً عن إدراكنا لضرورة أن نتصدى لتلك القضايا دون إبطاء أو تأجيل، من خلال منهج يتسم بالتوازن والمصادقية وعبر أدوات ذات تأثير وفاعلية.

السياسي: ليس من المنطقي مطالبة الشعب الليبي العيش تحت نيران الإرهاب لحين التوصل لتسوية سياسية

عانت أمتنا العربية من المحن والنوازل منذ إنشاء جامعتها، ما بين الكفاح من أجل تحرير الإرادة الوطنية أو للتخلص من الاستعمار أو الحروب التي خاضتها دفاعاً عن حقوقها، وبين تداعيات المشكلات الاقتصادية الخارجية والداخلية، لكن هذه الأمة وفي أحلك الظروف، لم يسبق أن استشعرت تحدياً لوجودها وتهديداً لهويتها العربية كالذي تواجهه اليوم، على نحو يستهدف الروابط بين دولها وشعوبها، ويعمل على تفكيك نسيج المجتمعات في داخل هذه الدول ذاتها، والسعي إلى التفرقة ما بين مواطنيها وإلى استقطاب بعضهم وإقصاء البعض الآخر، على أساس من الدين أو المذهب أو الطائفة أو العرق، تلك المجتمعات التي استقرت منذ مئات السنين، وصهرها التاريخ في بوتقته ووحدها الآمال والآلام المشتركة، وسواءً اكتسى ذلك التهديد رداء الطائفة أو الدين أو حتى العرق وسواءً روجت له فئة من داخل الأمة أو أقحمتها عليها أطراف من خارجها بدعاوى مختلفة، فإن انتشاره سوف يكسر شوكة هذه الأمة وسوف يفرق

جمعها، حتى تغدو في أمد قصير متشرذمة فيما بينها ومستضعفة ممن حولها بسبب انهيار دولها وشدة انقسامها على ذاتها.

إن ذلك التحدي الجسيم لهوية الأمة وللاستقرار مجتمعاتها ولطبيعتها العربية الجامعة يجلب معه تحديا آخر لا يقل خطورة، لأنه يمس الأمن المباشر لكل مواطنيها وهو الإرهاب والترويع، الذي يمثل الأداة المثلّية لهؤلاء الذين يروجون لأي فكر متطرف كي يهدم كيان الدول ويعمل على تقويضها، ولقد رأينا كيف استغل هؤلاء وجود بعض أوجه القصور في عدد من الدول العربية في الوفاء باحتياجات مواطنيها، فاستغلوا تطلعات المواطنين المشروعة لاختطاف الأوطان واستغلالها من أجل مآربهم، أو لإعلان الحرب على الشعوب حتى تدعن لسلطانهم الجائر.

كما رأينا أيضا كيف اشتدت شراسة الإرهاب في حربه التي يشنها على الأمنين، والحد الذي بلغته بشاعة الجرائم التي بات الإرهابيون يمارسونها بكل جرأة مستهزئين بأي قيم دينية أو أخلاق إنسانية، بهدف نشر الفرع وبث الرعب ومن أجل إظهار قدرتهم على تحدي سلطات الدول وهز الثقة فيها، كوسيلة للترويع للفكر المتطرف الذي يقف ما وراء الإرهاب ويستغله باسم الدين أو المذهب لتحقيق أهداف سياسية.

ويقتضي الإنصاف منا أن نواجه أيضا وبكل ثقة وإصرار، المشكلات التي يمثل تراكمها تحديا لمجتمعاتنا، على الصعيدين الاقتصادي والاجتماعي، لا سيما في مجالات مثل بطالة الشباب والأمية والفقر وعدم كفاية الخدمات الاجتماعية، وأن نعمل على تعظيم الاستفادة من وعينا بأهمية تلك المشكلات عندما خصصنا قمة عربية دورية للشؤون الاقتصادية والتنموية والاجتماعية.

إن عدم إيلاء الاهتمام الواجب لتلك المشكلات يضعها حتما في مصاف التحديات التي تواجه أمننا القومي، خاصة وأنها تكتسب أبعادا إضافية من خلال استغلال آثارها السلبية على المجتمعات العربية من المتربصين بالأمة في الداخل أو الخارج.

إن بعض الأطراف الخارجية تستغل الظروف التي تمر بها دول عربية للتدخل في شؤونها أو لاستقطاب قسم من مواطنيها بما يهدد أمننا القومي بشكل لا يمكننا إغفال

تبعاته على الهوية العربية وكيان الأمة، فأغرت تلك الظروف أطرافا في الإقليم وفيما وراءه وأثارت مطامعها إزاء دول عربية بعينها، فاستباحت سيادتها واستحلت مواردها واستهدفت شعوبها، وتفاعلت تلك التدخلات مع مؤثرات أخرى كالإرهاب والظروف الاقتصادية والاجتماعية بل وحتى الاحتلال؛ لتزيد من وطأة التحديات وتخدم بذلك أهدافا تضر بمصالح الأمة العربية وتحول دون تحقيق تقدمها.

الرئيس: مصر تتعامل مع الأزمة السورية من زاويتين.. ونعكف على الإعداد لاجتماع أكثر اتساعا للقوى السياسية

السيدات والسادة، إن المسؤولية الملقاة على عاتقنا لمواجهة كل تلك التحديات تتطلب منا، كما ذكرت، منهجا للمعالجة يتميز بالمصداقية والفعالية، الأمر الذي ينبغي أن يدعونا للتفكير في اتخاذ إجراءات عملية جماعية ذات مغزى ومضمون حقيقي، تتسق مع أهدافنا في الحفاظ على الهوية العربية وتدعيمها وصد محاولات التدخل الخارجي في شؤوننا، وردع مساعي الأطراف الأخرى للمساس بسيادة الدول العربية الشقيقة وحياة مواطنيها، وأثق أننا جميعا وأمتنا العربية، نعتقد أن ذلك الصد وهذا الردع هو حق لنا، هو دفاع عن أمننا دون تهديد لشقيق قريب أو لأي جار قريب كان أو بعيد، هو درع لأوطاننا ولأهلنا وليس سيفا مُسلطا على أحد إلا من يبادرنا بالعدوان.

لقد مرت بأمتنا مراحل لم تزد في أخطارها عما نعايشه اليوم، فرأى قادة الأمة العربية معها أنه لا مناص من توحيد الجهود لمواجهةها، وأنه لا بد من أدوات للعمل العربي العسكري المشترك للتغلب عليها، لكنه ومهما كان تقييمنا لمدى نجاح كل تلك الجهود، وإزاء إمكانية تقاوم الأوضاع والتحديات الراهنة من إرهاب يدهم ويروع ومن تدخلات خارجية شرسة، نحتاج إلى التفكير بعمق وبنقطة في النفس، في كيفية الاستعداد للتعامل مع تلك المستجدات من خلال تأسيس "قوة عربية مشتركة"، دونما انتقاصٍ من سيادة أي من الدول العربية واستقلالها، وبما يتسق وأحكام ميثاق الأمم المتحدة وجامعة الدول العربية، وفي إطار من الاحترام الكامل لقواعد القانون الدولي، ودون أدنى تدخل

في الشؤون الداخلية لأي طرف، فبنفس قدر رفضنا لأي تدخل في شؤوننا، لا نسعى للافتتات على حق أية دولة في تقرير مستقبلها وفق الإرادة الحرة لشعبها.

وفي هذا الإطار، ترحب مصر بمشروع القرار الذي اعتمده وزراء الخارجية العرب وتم رفعه للقمة بشأن إنشاء قوة عربية مشتركة؛ لتكون أداة لمواجهة التحديات التي تهدد الأمن القومي العربي.

إن لدى الأمة العربية من الإمكانيات ما يكفل لها المضي نحو مزيد من التكامل الذي لا تقتصر عوائده على الجوانب الاقتصادية فحسب، إنما من الضروري النظر إليه باعتباره إحدى الوسائل الهامة لتثبيت ولتأكيد الهوية العربية، هوية الإقليم العربي الذي باتت حدوده وبعض أبحاثه تتعرض للهجوم والتآكل، ويهمني أن أشيد هنا بالدور البارز الذي يقوم به البرلمان العربي في التعبير عن تطلعات واهتمامات الشعوب العربية، وتجسيد قيمة العمل العربي المشترك.

كما أود أيضا أن أنه بنائج مؤتمر وزراء التنمية والشؤون الاجتماعية العرب في أكتوبر الماضي، والذي اعتمد إعلانا يتضمن أولويات التنمية العربية لما بعد عام ألفين وخمسة عشر، ونسعى إلى تضمينه في أولويات أجندة التنمية المرتقبة، حتى نؤكد حرصنا على مكافحة الفقر بأنواعه وتحقيق العدالة الاجتماعية، وتوفير سبل العيش الكريم للشعوب العربية والارتقاء بمستوى الخدمات، لا سيما الصحية والقضاء على الأمية بحلول عام ٢٠٢٤، وخلق المزيد من فرص العمل للجميع بمن فيهم الشباب من النساء والرجال، وإقامة مجتمعات عربية آمنة مستقرة.

السيدات والسادة، أكدنا مرارا على أهمية دور المؤسسات الدينية في التصدي للفكر المتطرف لأن من يسير في طريقه الوعر سينزلق حتما إلى هاوية الإرهاب، ما لم يجد سبيلا ممهدا لصحيح الدين، إننا في أمس الحاجة إلى تفعيل دور مؤسساتنا الدينية بما يعزز الفهم السليم لمقاصد الدين الحقيقية من سماحة ورحمة، إننا في أمس الحاجة إلى تنقية الخطاب الديني من شوائب التعصب والتطرف والغلو والتشدد؛ لتتضح حقيقة الدين الإسلامي الحنيف واعتداله، والأمل معقود في ذلك على كافة المؤسسات الدينية

في الدول العربية، وكان مؤتمر مواجهة التطرف والإرهاب الذي احتضنه الأزهر الشريف في ديسمبر الماضي نموذجاً عملياً لمثل هذه الجهود التي ننشُد من خلالها تجفيف منابع الفكر المنحرف.

كما أن على رجال الفكر والثقافة والإعلام والتعليم واجبا عظيما تجاه أوطانهم، من خلال تحصين النشء والشباب العربي ضد المعتقدات التي تحض على الكراهية وجمود الفكر ورفض التنوع وإقصاء الآخر، وترسيخ مفهوم الدولة الوطنية الحديثة والحث على حماية النسيج العربي بكامل مكوناته، وعلى إدراك قيمة التراث الحضاري والإنساني ككل، والذي شكلت الحضارتين العربية والإسلامية رافداً أساسياً له، فأثرت مكونه الروحي، كما أطلقت طاقات الفكر والأدب والعلوم والإبداع؛ لتنهل البشرية منها وتتشد مستقبلاً أفضل.

واستلهمت نخبة من المفكرين والمتقنين العرب تلك الروح، فشاركوا في مؤتمر مكتبة الإسكندرية الذي دعت إليه مصر في القمة السابقة؛ لوضع إستراتيجية عربية شاملة لمواجهة الفكر المتطرف، والذي خلص إلى عدد من التوصيات الجديرة بالاهتمام والتطبيق، وأرجو أن يكون ذلك المؤتمر حلقة في سلسلة عمل فكري متواصل.

وفي هذا الإطار، أود أن أشير إلى خطر إرهابي جديد غير تقليدي، يستغل التقنيات الحديثة وعلى رأسها تكنولوجيا المعلومات والاتصالات، ويسيء استخدام شبكة المعلومات والإنترنت بغرض التحريض والترهيب ونشر الفكر المتطرف، وتدعو مصر لتضامير كافة الجهود لوضع مبادئ عامة للاستخدام الآمن لتكنولوجيا المعلومات والاتصالات، وتفعيل الاتفاقات الدولية المنظمة لهذا الشأن.

السيدات والسادة، إن كل تلك التحديات أفرزت أزمات ألقت ومازالت تلقي بظلالها الوخيمة على عالمنا العربي، وليس أكثر إلحاحاً اليوم، ولا أشد تجسيدا للمدى الذي بلغته تلك التحديات من الأوضاع في اليمن، حيث وصلت إلى حد النيل من أمننا المشترك وليس المساس به فحسب، فما بين استقواء فئة بالسلاح وبالترويع لنقض شرعية التوافق والحوار، وبين انتهازية حفنة أخرى طامعة للاستئثار باليمن وإقصاء

باقي أبنائه، وبين تدخلات خارجية تستغل ما أصاب اليمن لنشر عدواها في الجسم العربي، فشلت مساعي استئناف الحوار وذهبت أدراج الرياح كل دعوات تجنب الانزلاق إلى الصراع المسلح، فكان محتملاً أن يكون هناك تحرك عربي حازم تشارك فيه مصر من خلال ائتلاف يجمع بين دول مجلس التعاون الخليجي ودول عربية وأطراف دولية، بهدف الحفاظ على وحدة اليمن وسلامة أراضيها ومصالح شعبه الشقيق ووحدته الوطنية وهويته العربية، وحتى تتمكن الدولة من بسط سيطرتها على كامل الأراضي اليمنية واستعادة أمنها واستقرارها.

السيدت والسادة، إن ما آلت إليه أوضاع ليبيا الشقيقة لا يُمكن السكوت عليه ولا يخفى عليكم أن استعادة الأمن والاستقرار في ليبيا لا يحتل فقط أهمية قصوى بالنسبة لمصر، لاعتبارات الجوار الجغرافي والصلات التاريخية القديمة، ولكن للإقليم والمنطقة العربية ككل على ضوء تشابك التهديدات ووحدة الهدف والمصير، فضلاً عن الاعتبارات المتصلة بصون السلم والأمن الدوليين، الذي بات يتأثر بما تشهده الساحة الليبية من تطورات وتنامي لخطر الإرهاب، وفي الوقت ذاته فإن تأييدنا لمجلس النواب الليبي المنتخب وللحكومة المنبثقة عنه، إنما يرجع بشكل أساسي لاحترامنا التام لإرادة الشعب الليبي ولحقه في تقرير مستقبله بنفسه.

لكن الوضع في ليبيا يزداد خطورة وتعقيدا يوماً بعد يوم في ظل استفحال ووحشية التنظيمات الإرهابية، ما يستلزم تقديم كافة أشكال الدعم والمساندة للحكومة الشرعية دون إبطاء؛ لتمكينها من أداء دورها في بسط الأمن والاستقرار في ربوع ليبيا، وبما يُفعل دورها في مكافحة الإرهاب ويسمح لها بالدفاع عن نفسها ضد التنظيمات الإرهابية، كما ندعم في الوقت ذاته وبكل قوة الحلول السياسية المطروحة من قبل الأمم المتحدة الرامية إلى تحقيق توافق بين أشقائنا في ليبيا، وصولاً إلى تشكيل حكومة وحدة وطنية، إلا أنه وبالنظر إلى التطورات المتسارعة وتمدد تواجد التنظيمات الإرهابية فإنه لم يعد مقبولاً ما يسوقه البعض من ذرائع بشأن الربط بين دعم الحكومة الشرعية وبين الحوار السياسي.

فليس من المنطقي أن نطلب من الشعب الليبي العيش تحت نيران الإرهاب لحين التوصل لتسوية سياسية، وموقفنا واضح جلي في أننا نُدعم المسارين بذات القدر، ومن جانب آخر ندعو المجتمع الدولي للاضطلاع بمسؤولياته، وبلورة رؤية أكثر واقعية ووضوحاً لمحاربة الإرهاب والتعامل مع كافة تنظيماته، وعدم إضاعة المزيد من الوقت؛ لكي لا يتصور من يرفعون السلاح أن هذا هو السبيل لتحقيق مكاسب سياسية.

السيدات والسادة، باتت الأزمة السورية مأساة يتألم لها الضمير العالمي، وإننا ننظر بقلق بالغ حيال استمرار مُعاناة الشعب السوري، فالأوضاع المُتردية هناك تتفاقم يوماً بعد يوم، وشاهدنا ما أدى إليه التدهور من خلق حالة فراغ استغللتها التنظيمات الإرهابية، فصار استمرار هذا الوضع المؤسف يُهدد أمن المنطقة بأسرها، إن الحاجة مُلحة للتعاون والتنسيق لاعتماد تصور عربي يُفضي إلى إجراءات جديّة لإنقاذ سوريا وصون أمن المنطقة، ولا مناص من استمرار الدفع إزاء الحل السياسي لوقف نزيف الدم، وبما يحفظ وحدة الأراضي السورية وثناء نسيجها الوطني بمكوناته المختلفة، تحت مظلة الدولة المدنية الحاضنة لجميع السوريين.

إن مصر لا تزال تتعامل مع الأزمة السورية من زاويتين رئيسيتين، الأولى دعم تطلعات الشعب السوري لبناء دولة مدنية ديمقراطية، والثانية هي التصدي للتنظيمات الإرهابية التي باتت منتشرة، والحيلولة دون انهيار مؤسسات الدولة السورية، وانطلاقاً من مسؤولية مصر التاريخية تجاه سوريا فإن مصر بادرت بدعم من أشقائها العرب إلى العمل مع القوى الوطنية السورية المعارضة المُعتدلة، وصولاً إلى طرح الحل السياسي المنشود، حيث استضافت القاهرة في يناير الماضي اجتماعاً ضم طيفاً عريضاً من قوى المعارضة الوطنية السورية، ونعكف حالياً على الإعداد لاجتماع أكثر اتساعاً لتلك القوى السياسية، إن الدفع بطرح سياسي يتبناه السوريون وتتوافق عليه دول المنطقة والمجتمع الدولي هو خطوة هامة على طريق الوصول لحل سياسي يضع نهاية لمحنة الشعب السوري، ويُحقق آماله وفقاً لإرادته الحرة المستقلة في بناء دولة وطنية ديمقراطية.

السيدات والسادة، إن نجاح العراق الشقيق في إتمام الاستحقاقات الدستورية التي تُوجت بتشكيل الحكومة الجديدة، يستدعي منا تقديم المساندة للخطوات الإيجابية التي شرعت الحكومة في تبنيها لاستعادة الأمن والاستقرار، كما نُرحب بما تنتهجه هذه الحكومة من سياسات مقرونة بالتطبيق؛ لترميم علاقاتها مع دول جوارها العربي، بما يسمح للعراق بممارسة دوره الهام في محيطه العربي.

ونأمل أيضا، أن تتمكن حكومة العراق من الوفاء بمتطلبات الوفاق والمصالحة بين مختلف مكونات الشعب العراقي، وصولا لإحياء مفهوم الدولة الوطنية بعيدا عن أي تمايز عرقي أو طائفي، معولين على جهودها الرامية لاستعادة سيطرتها على كامل ترابها الوطني، بما يُمكنها من دحر التنظيمات الإرهابية المتطرفة، فهذه الجهود لا تصون أمن العراق فقط بل تحفظ الأمن القومي العربي برمته.

كما تُتابع مصر باهتمام التطورات التي تشهدها الساحة اللبنانية في ظل التحديات الكبرى التي تشهدها المنطقة، ولا يفوتني في هذا الصدد أن أعرب عن ترحيب مصر بالحوار القائم بين مختلف القوى السياسية اللبنانية، لاستعادة الاستقرار في هذا البلد الشقيق ووقف حالة الاستقطاب، وتخفيف حدة الانقسام بما يُمكن لبنان من اجتياز هذه المرحلة الدقيقة من تاريخه، ويحفظ مقدرات الشعب اللبناني ومؤسسات دولته، ويُحقق الاستقرار الإقليمي المنشود، ونأمل أن تفضي هذه الجهود إلى انتخاب رئيس الجمهورية اللبنانية دون مزيد من الانتظار.

ولا بد لي أن أنوه أيضا إلى ما يعانیه أشقاؤنا في جمهورية الصومال، من عدم استقرار وتهديدات لحياتهم اليومية منذ أكثر من عقدين، فرغم ما تُلاحظه من تحسن تدريجي في الأوضاع الأمنية والسياسية مؤخرا، بفضل الجهود المضنية التي تقوم بها الحكومة الفيدرالية الصومالية، والدعم العربي والإفريقي والدولي لها، إلا أن الاعتداءات الإرهابية المتكررة ما تزال تُمثل تهديدا مباشرا لأمن واستقرار المنطقة الذي هو جزء لا يتجزأ من الأمن القومي العربي، في ظل الروابط الفكرية والتنظيمية بين التيارات المتطرفة داخل الصومال وبين شبكات الإرهاب الإقليمية والدولية.

وأود في هذا الإطار أن أؤكد على دعم مصر الكامل لجهود الحكومة الصومالية في تنفيذ "رؤية ٢٠١٦"، من أجل استكمال البناء المؤسسي والدستوري في الصومال وتحقيق طموحات شعبه الشقيق.

السيدات والسادة، على الرغم من جسامة التحديات والتهديدات التي تواجهها أمتنا العربية، سيظل اهتمام مصر بالقضية الفلسطينية راسخاً، إدراكاً منها لأن حل هذه القضية هو أحد المفاتيح الرئيسية لاستقرار المنطقة، التي لن تهدأ أبداً طالما ظلت حقوق الشعب الفلسطيني مهددة، على الرغم من اعتراف المجتمع الدولي بحقه في إقامة دولته المستقلة وعاصمتها القدس الشرقية.

إن قلوبنا وعقولنا مفتوحة للسلام العادل والشامل الذي يحقق الأمن والسلام لكل الأطراف والذي يتطلب إنهاء الاحتلال الإسرائيلي لكل الأراضي الفلسطينية، من خلال مفاوضات جادة ومثمرة على أساس القرارات الدولية ومبادرة السلام العربية، مع ضرورة وقف الأنشطة الاستيطانية الإسرائيلية والانتهاكات المستمرة للمقدسات الدينية جميعها.

لا يمكن الحديث عن التحديات التي تواجه الأمن القومي العربي دون التأكيد مجدداً وبقوة على ثوابت الموقف العربي حيال مسألة إخلاء منطقة الشرق الأوسط من السلاح النووي وأسلحة الدمار الشامل، فسوف ينعقد مؤتمر مراجعة معاهدة عدم الانتشار خلال شهري أبريل ومايو المقبلين، ويُمثل انعقاد المؤتمر فرصة حقيقية للدول العربية؛ لمطالبة المجتمع الدولي بتحمل مسؤولياته والإسراع باتخاذ خطوات عملية ومحددة؛ لتنفيذ القرار الصادر عن مؤتمر مراجعة عام ١٩٩٥، حول إنشاء منطقة خالية من الأسلحة النووية وكافة أسلحة الدمار الشامل الأخرى في الشرق الأوسط.

أصحاب الجلالة والفخامة والسمو والمعالي، أختتم كلمتي بالتأكيد على أن مستقبل هذه الأمة مرهون بما نتخذه من قرارات، والمطلوب منا كثير في هذا المنعطف التاريخي الهام، حيث تتزايد تطلعات الشعوب في تحقيق الرخاء وهو حق لها، في ذات الوقت الذي تتعاضد فيه التحديات، إنها مسؤولية جسيمة وأمانة ثقيلة، نرجو من الله

العونَ في أدائها والنهوضِ بها، حتى لا نغدو يوماً مجرد مجموعة من الدول تلتف حول تاريخٍ مجيدٍ جمعها يوماً في الماضي، لكنها عاجزة عن التأثير في حاضرها أو عن صناعة المستقبل، فأمنُّنا تستحق منا الكثير، عزةً وكرامة لها وصونا لقدرها ومقدراتها.

تحيا الأمة العربية.. تحيا الأمة العربية.. تحيا الأمة العربية، والسلام عليكم ورحمة الله وبركاته.