THEMATIC PROGRESSION IN HUMANITIES-BASED POSTGRADUATE THESES ABSTRACTS IN SELECTED UNIVERSITIES IN SOUTH WESTERN NIGERIA

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ABSTRACT

The paper identified and analysed patterns of thematic progression (TP) in Humanities-Based postgraduate theses abstracts in selected universities in Southwestern Nigeria. It described the linguistic realization of TPs across the identified four motifs of text such as introduction, methodology, findings and conclusion and also discussed the content of texts via the functional categories of texts. One hundred and fifty PhD theses abstracts out of six hundred and three abstracts produced in the Humanities of the Obafemi Awolowo University, Ile-Ife, University of Ibadan and University of Lagos were selected through simple random sampling. An analysis of progression of theme and rheme was done on the selected abstracts by adopting the framework of the functional sentence perspective as propounded by Dane's (1970 and 1974) and the systemic linguistic approach. The theme-rheme analysis of texts and their linguistic realization across the identified motifs was done to unravel the content of the abstracts. The findings showed that all TP patterns (Constant TP, Simple Linear TP, Derived TP and Split Rheme TP) featured in the text. The Constant TP predominates the text motifs of texts. These linguistics features largely associated with the Constant TP were the nominal phrases, noun, pronoun, cleft among others. The study concluded that text content, thematic patterns and linguistic features integrate to create meaning in text and one way to understand texts better is to unravel their patterns in texts.

KEYWORKS: Thematic Progression, Motifs, Text Contents, Linguistic Realization, Functional Categories, Functional Sentence Perspective, Systemic Linguistics

INTRODUCTION

The concept of thematic progression is very relevant in giving account of the structural patterns and features of texts in general. It does justice to texts not only on structural configuration alone but also on the semantic relations of texts, and connectivity underlying the texts. This confirms what Halliday (1985:227) says that the success of a text does not lie in the grammatical correctness of its individual sentences, but in the multiple relations established among them. Thematic progression accounts for the multiple relations that exist in the textural structures and materials.

Danes (1974:114) defines thematic progression as 'the choice of ordering the utterance theme, their mutual-concatenation and hierarchy, as their relationship to the hyper-themes of the superior text units (such as paragraphs, chapter…) to the whole text and to the situation'. He stresses further that the organization of information in texts is determined by the progression in the ordering of utterance themes and their rhemes. Danes (1974), in line with some other scholars of the Prague schools of Linguistics (e.g. Mathesius 1938; Firbas 1964. 1974; etc), further recognizes two parts of the organization of information in an utterance as 'theme' (topic) and 'rheme' (comment).

It is relevant here to explain the concept of theme and rheme. The theme-rheme concept is the brain child of both Prague scholars and Halliday's systemic scholars. We shall be considering some of the definitions from both schools of thought. Halliday (1985:39) also defines them as 'the starting point for the message, it is what the clause is going to be about'. Halliday (1967) describes theme in terms of its position in the clause structure as 'what comes first in the clause', 'what is being talked about" and 'the point of departure for the clause as a message'. Rheme is described as the other part of the clause that is not the theme. The above definitions of theme have generated a lot of controversies from scholars like Fries (1984). Fries (1984:4) attaches importance to the semanticity of theme rather than its syntactic position in the clause structure. He points out that if the issue of meaning is considered, theme, in the real sense, might not mean the points or departure for the clause as a message.' Fries (2002:1) then defines theme in two ways by giving both technical and functional definitions of it. The technical definition, according to him, is 'the experiential element in (process, participant, or circumstance) plus any element(s) proceeding it.' By functional definition, he says it is 'the peg on which the message is hung,' 'the orientation…'

Furthermore, Fries (1983":116) postulates what is called 'the combining approach' that equates theme with given or 'the separating approach,' disentangling the two. The supporters of the former include Firbas, van Dijk and some other scholars, whereas the latter is propounded by Halliday and the Systemic School, who separate information structure (Given-New) from thematic structure (theme-rheme). Fries (2001) is of the opinion that the separating of the two approaches appears to be useful for English because theme typically concides with 'given' while 'new' tends to go along with rheme.

The progression of themes and rhemes (thematic progression) is given consideration in this work because of its usefulness in revealing the structural patterning of text and the connectivity underlying the surface texts. Two basic types of topical development have been identified viz: thematic and rhematic progression (e.g. Danes, 1974; Leinonen-Davies 1984). Leinonen-Davies (1984) states that when the theme of an utterance corresponds with the rheme of the preious utterance, topical development is said to be rhematic. He stresses further that if a text exhibits excessive thematic progression, it is likely to bring about rhetorical coherence in the text, but if a text exhibits excessive rhematic progression, it brings about rhetorical incoherence in texts.

However, Downing (2001) claims that thematic progression is closely connected with discourse coherence or text connexity. She explains further that a text is defined largely in trms of its semantic coherence. Wales' (1991) definition of a text buttresses Downing's point by saying that a text is 'a sequential collection of sentences or utterances, which form a unity by reason of their linguistic cohesion and semantic coherence.'

Definition and Scope of the Abstract

The American National Standard Institute (ANSI) defines an abstract as 'an abbreviated, accurate representation of the contents of a document, preferably prepared by its author for publication with it' (ANSI, 1979:1). From the definition above, an abstract in a thesis is a summary of the thesis itself, written separately at the initial part of the body of the thesis where other 'front and summary matters' are grouped. Swales (1990) calls abstracts and the titles in published papers 'front and summary matters'. This may be as a result of their position in the structure of the thesis. Swales (1990), van Dijk (1980) and Bazerman (1984) says that the reading of an abstract of a research article is reading the entire work itself. van Dijk (1980) is of the opinion that an abstract is an independent discourse and that it is an advanced indicator of

the content and structure of the following text, while Bazerman (1984) sees the detached status of an abstract as a representation by saying that 'an abstract considers the article as a whole and then makes a representation of it.'

Adegbite (2007:3) classified an abstract into the informative and indicative/descriptive types. He describes informative abstracts as salient data from the original, while indicative abstracts indicate what data or information can be found in the original. Citing the Encyclopedia of Library and Information Science Vol.1 (Kent and Lancoureds 1968) on the rules of abstracts. Adegbite (Ibid.) makes these following statements:

- Materials that are novels, emphasized by the author or extensively reviewed need to be represented in the abstract; conversely, materials that are old or well-known to the reader(s) of the abstract should be omitted.

- Generally, subjects on which authors have invested efforts should be saved in abstracts; subjects copied by the author from earlier work can be omitted.

- The lengths of abstracts are extremely variable; limitation of the length of an abstract to 150 words or to a certain part of page may force an abstractor to generalize.

- Redundancy, repetition and circumlocution are avoided.

- Abstract should be clear and unambiguous.

- Criticism is normally avoided in an abstract.

- A fairly common rule for abstracting is that abstracts be signed.

Furthermore, Graetz (1985:125) considers some rules of abstraction specifically on the language expected in abstract piece. Graetz suites that:

> *The abstract is characterized by the use of past tense, third person, passive and the non-use of negatives. It avoids subordinate clauses, uses phrases instead of clauses, words instead of phrases. It avoids abbreviations, jargon, symbols and other language shortants which might lead to confusion. It is written in tightly worded sentences, which avoid repetition, meaningless expressions, superlatives, adjectives, illustrations, preliminaries, descriptive details, examples and footnotes. In short, it eliminates the redundancy which the skilled reader counts on findings in written language and which usually facilities comprehension.*

Swales (1990) states categorically that most of the opinions of Graetz (1985) about abstracts are not true. For instance, the use of 'past tense', 'abbreviations,' 'phrases instead of clauses' etc. Most abstracts use these linguistic elements, especially past tense and abbreviations. But some of the Graetz suppositions on abstract are relevant and supportive of what an abstract should contain.

Talking about the organizational structure of the abstract, Bhatia (1993:79) comes up with these four moves, following Swales' (1990) moves patterns.

- Introducing purpose

- Describing methodology

- Summarizing results

- Presenting conclusions.

  As reported by Adegbite (2007), the format below is observed by most postgraduate schools/colleges in Nigeria.

- Aim and Objectives

- Methodology or Research Procedure

- Findings or Result of Study

- Conclusion

Meanwhile, Bhatia (1993, 1999) call the moves pattern the 'genetic integrity.' Halliday and Hassan (1989) refer to it as the 'Generic structure potential' (GSP) of a genre. Some genre based studies have employed Swales' (1990) move analytic models of text-analysis to know whether or not the generic prototypical rhetorical patterns that he has introduced exist universally. The present study by contrast, adopts the Functional Sentence Perspective or thematic progression as an analytic tool to explore the realization of the structure of theses abstracts. It also accounts for the linguistic features of this academic genre.

STUDIES ON THEMATIC PROGRESSION TEXTS

Some scholars have analyzed thematic progression of different texts. Among these scholars are Nwogu and Bloor 1991; Dubois 1983; Adegbite and Ajayi; 1995; Adegbite 2007; Olagunju 2004, 2007, etc.

Dubois (1987) and Nwogu and Bloor (1991) have analyzed thematic progression pattern of scientific texts and both studies have found that the Simple Linear pattern and the Constant TP pattern to be frequent, while the occurrence of the Derived Theme pattern make the work different. Nwogu and Bloor (1991) find out that the 'derived themes' are represented in their research article data but not in the more popular medical texts.

Adegbite and Ajayi (1995) have analyzed thematic progression of divinatory and incantatory poetry and they have found that the Constant TP pattern predominate the texts. Olagunju (2004) utilizes thematic progression to analyse two novels of Femi Ojo Ade. The study found that the Constant TP predimonates the text despite the featuring of all other types of TP patterns.

Osianwo (2002) also considered thematic progression of newspaper reports. He deviated from Danes' (1970, 1974) in his identification of TP patterns. Osianwo identified five types of thematic progression as Linear Progression pattern, Constant Topic pattern, Hypertheme pattern, Mixed pattern and No pattern. Although, all these pattern resolve around Danes' own by findings, the Constant Topic Progression pattern is more frequent than the others.

Downing (2001) has also analysed thematic progression of journalese. She found that all TP patterns as identified by Danes (1974) featured with the exception of the Derived TP pattern. The Constant TP is most frequent in the journalese. Downing (2001:1) stresses that.

> *Familiarity with a variety of genres might lead to predications that particular text-type would display sequences of choices as regards thematic progression.*

Fries (2001:3) also hypothesizes that:

Different pattern of thematic progression correlate with different genres, i.e. patterns of thematic progression do not occur randomly but are sensitive to genres...

Furthermore, the assertion of Downing (2001) and Fries (2001) need further investigations because if thematic progression of a text is genre sensitive, it must be fully confirmed and well established.

Moreover, Ortega (2001) considered thematic progression of a story. His work which he called *Extended Thematic Progression* is a deviation from Dane's theory. He follows Scinto's (1983, 1986) notional system whose main purpose is the graphic representation of the passage analysed through a limited number of abbreviations and symbols. His work is relevant to this study because of the recognition of Danes' work on thematic progression and also, he sees other work on TP as emerging from Danes' initial conception of the theory as a pillar of textual organization.

Lastly, some of the existing literature on thematic progression in text have been reviewed and their relationship with Danes' TP model have been considered. The present study explores the concept of thematic progression in postgraduate theses abstracts.

RESEARCH METHODOLOGY

Ph.D theses' abstracts produced in the Humanities of some Federal Universities in Southwestern Nigeria in the period between 2000 and 2005 were collected. These universities were ObafemiAwolowo University, Ile-Ife, University of Ibadan and University of Lagos. It is necessary to state here that we also have state-owned universities in Southwestern Nigeria but the researcher has purposively selected only the Federal University of Universities. This selection is based on the fact that these are first generation universities in Nigeria.

In all, out of 603 theses' abstracts that were available between 2000 and 2005, being a relatively recent period, 150 or (25%) were selected through simple random sampling. The type of simple random sampling employed for the study is called 'the use of table or random digits (Nworgu, 1991). This method means a continuous sequence of numbers not appearing in any particular order. The numbering of this nature may be in ascending or descending order. We decided to use the ascending order numbering and picked on every 4th abstract.

The selected abstracts were analysed and described adopting the framework of the Functional Perspective (FSP) and the Systemic Linguistic approach.

Danes TP Model

Danes (1974) defines thematic progression as 'the choice and ordering of utterance theme, their mutual concatenation and hierarchy, as well as their relationship to the hyperthemes of the superior text unit such as paragraph, chapter…), to the whole text and the situation'. Danes (1974) postulates four main types of thematic progression thus:

- **Simple Linear TP Pattern**

Each rheme becomes the theme of the next utterance. Danes (1974; 18) considered this pattern as the most elementary or basic TP. It is represented thus:
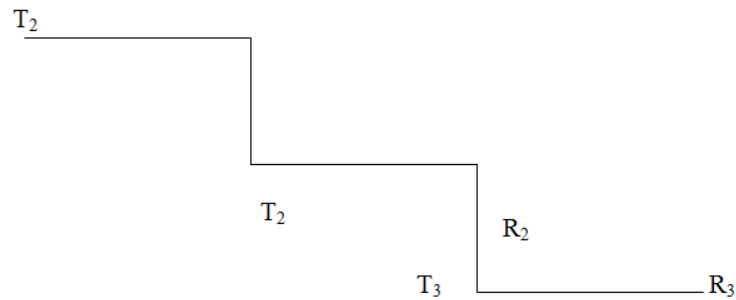
T₂ [diagram with stepped lines connecting T₂, T₂, T₃, R₂, R₃]

Figure 1

Example 1

T_1 R_1

Infrared spectroscopy method of analysis/was employed in characterizing some vegetable seed oil namely; palm kernel, akeeaple, pumpkin, soyabean and

T_2 R_2

Gourd seed oil. Some physic-chemical properties of these oil samples/were determined, which include the acid value, saponification value and iodine value.

T_3 R_3

The iodine value of soyabean, gourd and pumpkin seed oils/have a close range (137.4, 134.5 and 131.0mgVg respectively).

- **TP with Constant (continuous) Theme:** This is the pattern of TP in which the same theme appears in sequence in a series of utterances, though not necessarily making use of identical wording. Fries (2001) describes this as a topically linked TP pattern, Danes (1974) represents it thus:
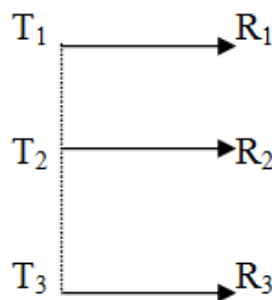
[Figure: T₁ → R₁, T₂ → R₂, T₃ → R₃ with dotted vertical connecting line]

Figure 2

Example 2

T_1 R_1

The occurrence of asymptomatic significant bacleriuria during pregnancy/is of

T_2

increasing concern due to attendant risks. Asymptomatic significant bacteriuria

R_2

/was investigated in 502 apparently healthy pregnant women attending antenatal

T_3

Clinics in Ado Ekiti. The types of bacteria associated with asymptomatic bacteriuria

R_3

/were identified.

- **Tp with Derived Theme**

Themes are derived from a hypertheme. Fries (2001) describes a hypertheme as the superordinate term to which all the themes relate. Danes (1974: 114) represents it thus:

$$T_1 \longrightarrow R_1 \quad T_2 \longrightarrow R_2 \quad T_1 \longrightarrow R_1$$

Example 3

T_1 R_1

A critical analysis of the traditional African theatre forms/ suggests that they are suitable sources for evolving television drama, since the traditional theatre presents a unique aesthetic principle for the demonstration of theatre forms

T_2 R_2

In Nigeria This/ means an examination of the concept of aesthetic in general and how aesthetic quantities re-define the traditional theatre in particular because

T_3

These quantities exert full impact on Televisions drama. The history of Television

R_3

drama in Nigeria, which a close look at its form and content/ was investigated and predicated on those productions that had already been done on the Nigeria Television screen.

- **The Split Rheme TP Pattern**

Danes (1974: 120) ascertained that the combination of patterns 1 – 3 gave birth to the forth one, which is called the Split Rheme TP. It is illustrated thus:

$$T_1 \longrightarrow R_1 \qquad\qquad (R_1 \qquad R_{11})$$

$$T_2 \longrightarrow R_2 \qquad\qquad T_3 \longrightarrow R_3$$
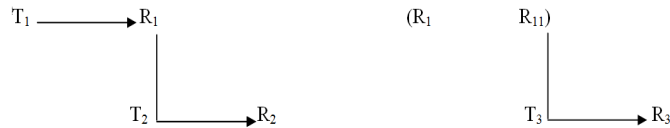
Example 4

$$T_1 \qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad R_1$$

All substance/ can be divided into two classes, elementary substances and

$$T_2 \qquad\qquad\qquad\qquad\qquad R_2$$

compounds. An elementary substance/ is a substance which consists of atoms of only one

$$T_1 \qquad\qquad\qquad\qquad\qquad R_3$$

Kind A compound/ is a substance which consists of atom of two or more different kinds

ANALYSIS AND FINDINGS

In the Humanities abstracts studied, the Constant TP predominates. Next to it is Simple Linear Tp. The Derived TP also featured and the Split Rheme pattern have the lowest degree of occurrence. We shall explain the findings of the TP based on their different locations with the structure of the abstract in the next sections.

Pattern in the Introduction Motif

Example 5

Clause	Theme	Rheme
1.	The thesis	examined the significance of faith healing in Yoruba land with particular reference to the activities of seven healer prophets.
2.	The study	sought to find out the religious, socio-economic and political impact of the activities of healer prophets on the society.

The nominal phrase is used to realize the themes of the two clauses. The theme of Clause 1 is referred to in Clause 2 without the use of identical wordings. The introduction states the aim and objectives of the research and this is achieved via the Constant TP.

Example 6

Clause	Theme	Rheme
1.	Aje, the Yoruba term describing the Africana women's spiritual power myriad potentialities.	examined the significance of faith healing in Yoruba land with particular reference to the activities of seven healer prophets.
2.	The study	sought to find out the religious, socio-economic and political impact of the activities of healer prophets on the society.
3.	This study	employed the percepts and paramount figures of Aje's in the analysis of African literature.

The Constant TP in the introduction here is realized by noun and nominal phrases. The theme of Clause 1 is realized by a proper noun 'Aje' and it is also referred to in Clause 2. The themes of the clauses maintain one another. The writer tends to provide information about the concept of Aje in Africa socio-cultural and spiritual milieu via the introduction.

TP Patterns in Methodology Motif

In the methodology motif of the Humanities abstracts, all TP types featured. The Constant TP has the highest degree of frequency and this is followed by the Derived TP pattern. The Simple Linear pattern is next to the Derived TP while the Split Rheme pattern has the lowest degree of occurrence. The realization of all the TP patterns may be as a result of the elaborate or lengthy nature of the methodology motif. This may account for the various TP realizations. The methodology of Humanities abstract is unlike the introduction where the Constant TP features solely in all the abstracts.

Example 7

Clause	Theme	Rheme
1.	The sample	was 300 randomly selected teachers from fifteen (15) secondary schools in ten (10) randomly selected Local Education District in Lagos State
2.	A booklet of questionnaires comprising Teacher Occupational Stress Measures, Teacher's Stress Inventory, Perceived Job Characteristic Scale and Teacher's Retention Scale	was used
3.	The statistical analyses of the survey reports	were descriptive and inferential

The Constant TP is used in the methodology motif above. The nominal phrases realize the themes of the clauses. The writer presents the information on the methodology adopted for the study by using the Constant TP pattern.

Example 8

Clause	Theme	Rheme
1.	The study	utilized the feminist hermeneutic method, which is a feminist emancipatory proclamation that asserts the authority of women to interpret the Bible for Themselves
2.	It	interprets biblical texts in the light of oppressive structures of partriarchal societies.
3.	This method	was supplemented with questionnaire, interviews and participant observation in six churches purposively selected.

The text above is projected by the Simple Linear TP. The theme of Clauses 2-3 bring out the Simple Linear pattern. If one looks at the pattern without having the deep knowledge of thematic patterns, one may initially say it is the Constant TP but the theme of Clause 3 brings out the pattern. The theme of Clause 1 is referred to in Clause 2 by the use of pronoun 'it'. In Clause 3 The theme refers to the rheme of Clauses 1 and 2.

Example 9

Clause	Theme	Rheme
1.	Two different samples	were used for the study
2.	The first sample	consisted of 10 lecturers Department of…
3.	The second sample	consisted of 685 students or…

The methodology of the Humanities abstract above is projected by the Derived TP pattern. The theme of Clause 1 'two different samples' serves as hypertheme for other themes in the text. The themes of Clause 1 - 3 are realized by the nominal phrases.

Example 10

Clause	Theme	Rheme
1.	Three	were two experimental groups
2.	Group 1	was taught algebraic equation using PS1 with
		teaching assistants as proctors
3.	Group II	was taught by the conventional method of teaching

The methodology motif above is projected by the Split Rheme TP. The theme of Clause 1 is realized by the existential 'there' while the content of the rheme of Clause 1 serves as the theme for the other clauses in the text. The 'two experimental group' mentioned in the rheme of Clause 1 now realized the themes of Clauses 2-3. The nominal phrases are used to realized the themes of Clauses 2-3.

TP Patterns in the Findings Motif

The findings motif of the Humanities abstract is characterized by all TP types. This is like the methodology where we also have the realization of all the TP types. Based on our findings, the methodology and findings motifs of the abstracts have the most elaborate structure. We shall consider examples of the different realization of TP types in this section. The Constant TP has the highest frequency of occurrence and next to it is the Simple Linear. This is followed by the Derived TP and the Split Rheme has the lowest degree of occurrence.

Example 11

Clause	Theme	Rheme
1.	Older adolescents	were found to be significantly higher in sexual behaviours than younger adolescents (F(1,181 1) = 25,.825; P=0.0001).
2.	Male adolescents	exhibited significantly more sexual behavior than female adolescents (F(1,181 1) = 59.597; P<0.0001).
3.	Also, adolescents from parents with low educational status	were more sexually experienced and more active than other adolescents from parent with higher educational status.
4.	The study	further showed that adolescents' knowledge, attitude and beliefs about HIV/AIDs were positively influenced by their exposure to HIV/AIDs public enlightenment campaigns (F(1,1787) = 3.891; P=0.049) and parental educational status (F 1787) 0 2.452; P=0.0001).

The text above represents the Constant TP in the Findings motif of Humanities abstracts. The nominal phrases realized the themes of Clause 1-4. The word 'adolescents' is referred to in Clause 1-3 while in Clause 4, it is not so. Clause 4 also has a link with the other clauses by its rheme.

Example 12

Clause	Theme	Rheme
1.	Traditional rulers	were highly effective in socio-political development activities but less effective in economic development projects.
2.	Traditional rulers	were found to be 97.5% strongly involved; 2.5% partially involved and 0% non-involved in some political development activities.
3.	They	were found to be 33.7% strongly involved; 42.3% partially involved and 24% non-involved in economic development activities.

The excerpt above is another instance of the constant TP in finding motif of Humanities abstracts. The nominal phrases realized the themes of Clauses 1-2. In Clause 3, the writer used the third person plural pronoun to refer to the 'traditional rulers'. The themes of Clauses 1-2 used identical wordings. The themes are sequentially arranged.

The simple Linear TP featured in the findings of the Humanities abstracts and it shall be exemplified in the section below.

Example 13

Clause	Theme	Rheme
1.	The study	found that idea Nigeria's power and destiny emerged in the late 1930s when the 'native Nigerians' of the Nigerian Youth Movement fought to detach an exclusive Nigerian identity from the emotive but unwidely African collective identity.
2.	Its platform of Nigeria for Nigerians' and the politics erected on it	were the earlier signs of the emergence of a Nigerian consciousness.
3.	This consciousness	was later fed by an awareness of the resources to those other African states and their possible deployment is Africa,
4.	From this awareness	arose the idea of Nigeria's destiny.

In the example above, we observed that the writer used the nominal phrases in Clauses 1-3. In Clause 3, the rheme of Clause 2 serves as the themes and thus the realization of the Simple Linear TP. The theme of Clause 4 also has a link with the rheme of Clause 3. This can be described as a rankshifted clause with a prepositional phrase starting off.

Example 14

Clause	Theme	Rheme
1.	The result of data analysis	indicated that 54% of the student had steady boy/girl friends.
2.	Sixty three percent	had had sexual intercourse
3.	Eighty one percent	believed AIDs exists.
4.	Eighty two percent	were of the view that AIDs is a disease associated with sexual intercourse.
5.	Andy forty eight	believed AIDs could be cured.

The finding motif above is projected by the Derived TP pattern. The motif presents multiple results. The theme of Clause 1'the results of data' serves as hyper theme for other themes in this section of the abstract. The themes of the clauses are realized by the nominal phrases. In Clause 5, the writer uses the 'and coordinator' to start off. This is an indication that the additive is employed for the purpose of linking the clauses together.

The example of Split Rheme TP that are realized in the findings motif of the Humanities abstracts are given below.

Example 15

Clause	Theme	Rheme
1.	The study	found that there were two kinds of
2.	These	are political power (or authority) and international power.
3.	International power	was then defined as the aggregate to the means at the disposal of a state for the future preservation and projection of its sovereignty.

The example above represents the Split Rheme TP in the findings motif of the Humanities abstracts. The linguistic features of nominal phrase and the demonstrative 'these (plural)' realized the themes of the clauses. Clauses 1 and 3 start with nominal phrases while that of Clause 2 starts with the demonstrative 'these'. In rheme 1, 'two kind of power' was mentioned without naming them and these are stated in rheme 2. The author makes the TP pattern to be clearer in Clause 3 by trying to define the 'international power'.

TP Pattern in Conclusion Motif

The conclusion motif of the Humanities abstract is characterized by two types of TP patterns unlike the methodology and findings motif where we have the realization of all TP types. The TP types that featured are the Constant TP and the Simple Linear TP. It is also important to note that the conclusion of an abstract is observed either as a result of findings in a research or as a suggestion or recommendation based on the findings. In terms of the frequency of occurrence of TP, the Constant TP predominates. We shall exemplify each of these TP types in this section.

Example 16

Clause	Theme	Rheme
1.	Study	concluded that the society upheaval in contemporary Nigeria and the lack of appropriate remedies form the government have made healing prominent among religions groups.
2.	The study	has thus establish faith healing as one of the functional independent churches in Yoruba land.

The conclusion of the abstract above is projected by the Constant TP pattern. The nominal phrases realized the themes of the two clauses while the themes are presented with identical wordings 'the study'.

Example 17

Clause	Theme	Rheme
1.	Aje's cultural import	is abundantly evident in contemporary Africana literature.
2.	Many modern authors	are influenced by Aje and use the force to motivate their inter and extra-textual communities.
3.	Therefore, it	is necessary that Aje takes a prominent position in the realm of Africana literary theory.

The Constant TP is used to project the conclusion motif above. The nominal phrases and the cleft 'it' realize the themes of these clauses. In Clauses 1-2, the nominal phrases realized the theme. These themes are presented without identical wordings. In Clause 3, the author uses the adverbial before the cleft that realize the theme. Therefore, Clause 3 is a marked clause.

Example 18

Clause	Theme	Rheme
1.	Based on the findings, these recommendation	were madeamong others.
2.	Teachers	should teach students the cognitive and metacognitive aspects of writing which include brainstorming, planning, writing, rewriting, revising editing and polishing.
3.	Students	should be given explicit instructing about the different rhetorical structures if they are expected to use these structures in their writings.

The example above represents the Simple Linear TP in the conclusion motif of the Humanities abstracts. In Clause 1, the writer uses the nominal phrase to realize the theme and this is preceded by the adverbial phrase. In Clause 2, common noun 'teacher' is used to realize the theme and the rheme of Clause 2 becomes the theme of Clause 3. Thus, we have the Simple Linear TP in the conclusion of the abstract.

TP Realization across Motifs of the Humanities Based Abstracts

The Tables below represents the various realization of all the TP types in the motifs of the Humanities based abstracts selected for the study.

Table 1: TP Pattern across Motif of Humanities Abstracts

TP Patterns	Introduction	%	Methodology	%	Findings	%	Conclusion	%	Total
Constant TP	816	24.5	840	25.3	990	29.8	680	20.4	3326
Simple Linear TP	0		150	20.8	40	66.7	90	12.5	720
Derived TP	0		270	49.8	272	50.2	0		542
Split Rheme TP	0		120	30.8	270	69.2	0		390

We have been able to account for the various TP realization across the motif of the abstracts from the Humanities in this section.

IMPLICATION OF STUDY

The work has a pedagogical implication. The study will be very useful for the teaching of abstract in thesis at the tertiary level. The knowledge of how to write abstracts of theses, dissertations and long essays can be enhanced if learners can understand the pattern of abstract writing. The presentation below represents our own contributions and suggestion of a pattern.

- Introduction
    - o TP: Constant
    - o LR: Nominal phrases, nouns and pronouns

- Methodology
    - o TP: All
    - o LR: Nominal phrases, nouns, pronouns, demonstrative

- findings
    - o TP: All
    - o LR: Nominal phrases, existential, cleft, cardinal and ordinal numbers, enumerative

- Conclusions
    - o TP: Constant and Simple Linear
    - o LR: Summary, nominal phrases, cleft, neuter pronoun.

The presentation above indicates that the introduction motif should be constructed the Constant TP pattern. The methodology motif should be constructed by employing all TP pattern. The findings motif should be written by employing all TP pattern. The conclusion motif should be projected by the use of the Constant TP and Simple Linear TP. In addition, teachers in tertiary institutions should have adequate knowledge of theme and rheme because it is very crucial to the organization of information in texts. They should also have explicit knowledge of the concept of thematic progression and

their functional categories, how to identify them in the motifs of texts and how they ca explore the concept to teach how to write effectively. The knowledge of the clause types (main and surbordinate, marked and unmarked) is very essential to the construction of a well-formed abstract.

CONCLUSIONS

Since a text encode meaning at several levels, a comprehensive analysis of texts or genres has to be at multiple levels in order to efficiently and effectively understand their meanings. Text content, thematic patterns and linguistic features integrate to create meaning in texts and one way to understand texts better is to unravel their patterns in the texts.

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