PHÂN HỘI NGHIÊN CỨU VÀ GIẢNG DẠY TIẾNG ANH VIỆT NAM

VIETTESOL INTERNATIONAL CONVENTION 2023
ELT FOR 21ST CENTURY EXCELLENCE

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THE REALIZATION OF THEMATIC PROGRESSION IN ACADEMIC WRITING IN GLOBAL CITIZENSHIP PROGRAM: A CASE STUDY

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Abstract: *This study aims to explore thematic progression (TP) patterns and their effects on the cohesion and coherence of academic essays written by Level 5 Swinburne University of Technology students. Thematic progression is defined as "the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme" (Paltrigde, 2006, p. 148). The five patterns of TP are Simple Linear Progression (SLP), Constant Progression (CP), Split Rheme Progression (SRP), Split Theme Progression (STP), and Derived Hypertheme Progression (DHP), and are studied in the context of a systemic functional approach (McCabe, 1999). Using qualitative methodology with the assistance of the quantitative one, the corpus of 20 sample essays from the Level 5 Global Citizenship Programs (GCED) final assignment was evaluated in this study. According to the study's findings, SLP is the pattern that appears in the corpus the most frequently, followed by CP, SRP, STP, and DHP patterns. The analysis demonstrates that each pattern of effective TP usage has a unique impact on the text's coherence and cohesion.*

Keywords: *thematic progression, academic essay, writing performance, Global citizenship program*

INTRODUCTION

Writing as a primary language skill has gained significant attention as a developing field of study during the latter half of the previous century, as noted by Soleymanzadeh and Gholami (2014). Emphasizing the significance of writing proficiency is crucial as it establishes the basis for creating articles that are easily comprehensible. According to Sharp (2016, as cited in Azizah & Budiman, 2017), the concept is that the production of a textual output is determined by a specific method. In science, a written sequence is commonly known as the cognitive process, as it allows individuals to retrieve, remember, or recognize material they are already familiar with (Brown, 2001). Tardy (2010) argues that the process of organizing an academic paper necessitates the construction of students' thoughts to analyze specific perspectives, in addition to the advancement of writing skills.

Cohesion, theme-rheme, and thematic progression (referred to as TP) are three elements of this skill that have captured the interest of both language scholars and educators (Belmonte & McCabe, 2001; Bloor & Bloor, 2003; Brown & Yule, 1983; Halliday & Matthiessen, 2013; McCabe, 1999).

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At Swinburne Vietnam, every student must complete the Global Citizenship Program (GCED), which consists of 6 levels determined by the students' language proficiency. The GCED by Swinburne Vietnam is an international-standard program aiming at increasing students' language proficiency while equipping them with 21st Century Skills to succeed in a global setting (Swinburne Vietnam, 2022). Entering level 5 of the Global Citizenship education program, students' language proficiency often ranges from Band 5.5 IELTS and above. Level 5 students are required to achieve a B2 level on the Common European Framework of Reference for Languages scale (CEFR). Upon completion of the Level 5 course, students will be required to generate a concise essay consisting of 800 words that critically examines the notion of "Being a Global Citizen".

To understand the realization of TP in academic writing, the research aims to investigate the application of Theme and TP in academic writing.

Therefore, the research question is proposed as below:

What is the realization of TP in academic writing in GCED at Swinburne Vietnam?

LITERATURE REVIEW

Theme & rheme

The theme system in Systemic Functional Linguistics (SFL) serves as a grammatical tool for expressing users' preferences in structuring information. Martin *et al.* (1997) examine the realization of the theme system, which is achieved through a structure consisting of two primary constituents: theme and rheme. According to Le and Wijitsopon (n.d), the Theme-Rheme structure is responsible for conveying a "line of meaning" and assigning a message to a phrase. The structure, referred to as thematic structure, demonstrates the distribution of information within a clause and a sentence. The information of the clause is categorized into two sections: "Theme" and "Rheme".

According to Halliday and Matthiessen (2013), the theme refers to the starting point of communication, whereas the rheme is the remaining part of the message where the theme is further developed. In other words, the rheme refers to the information that follows the topic or the statement made by the speaker about the theme (Wang, 2014). Eggins (1994) defines the rheme as the portion of the phrase that elaborates on the theme, encompassing everything that is not the theme itself. Eggins (1994, p.275) further states that the rheme refers to the remaining part of the phrase after the theme. The theme refers to the provided material, whereas the rheme pertains to the newly introduced information.

The definition of theme and rheme used in this research is based on Halliday's (1994) explanation, where theme refers to the initial point of the message that determines the subject of the clause and rheme, meanwhile, is the "remainder of the message, the part in which the theme is developed". On the other hand, the definition of rheme will follow Halliday and Matthiessen's (2013) explanation, which refers to the remaining part of the message where the theme is further developed.

Thematic progression

Comprehending the organization of information within sentences, along with the many techniques for combining these elements into coherent stretches of speech, is essential for producing cohesive and coherent English writing. The relationship between topic and rheme illustrates how information is presented in a clause, whether it is already known or newly introduced (Rosa, 2018).

Wang (2014) argues that patterns of TP, which involve identifying the Theme and Rheme of each clause, are highly beneficial for text development. These patterns provide insights into the origin of Themes and their relationships with other Themes and Rhemes in the text. Analyzing these patterns allows for a systematic examination of the text, sentence by sentence, as it unfolds. However, this research follows the definition provided by Paltridge (2006), which asserts that TP occurs when the Theme of a phrase "adopts or reiterates a meaning" from a preceding Theme or Rheme. In other words, TP assists in achieving text cohesion and, consequently, coherence by guiding the reader in a logical and coherent manner across the text.

Categorization of thematic progression

This study adopts the model by McCabe (1999), who sorts the TP into 5 types, which are Simple linear progression, Constant progression, Derived theme, Split Rheme progression, and Split Theme Progression.

(i) Simple Linear Progression (SLP): the Rheme segment of each sentence becomes the Theme of the following sentence.

(ii) Constant Progression (CP): successive sentences share the same Theme.

(iii) Split Rheme Progression (SRP): the Rheme of a clause contains two ideas that are developed in subsequent clauses

(iv) Split Theme Progression (STP): A clause's theme is made up of two or more components, each of which constitutes a topic in the sentence that follows.

(v) Derived Hypertheme Progression (DHP): The hypertheme in the preceding clause serves as the basis for the themes in the following clauses.

Analytical framework

The McCabe (1999) model of TP, which suggests five patterns, is used in this study. The following figures serve as illustrations for this model:

Simple linear progression:
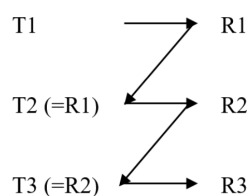
Figure 1. Simple linear progression analytical framework

For example: The rapid advancements in technology have revolutionized various aspects of our daily lives.

SLP Sentence 1 (Rheme becomes Theme): These changes are particularly evident in the way we communicate.

SLP Sentence 2 (Rheme becomes Theme): Communication tools, such as social media and instant messaging, have become integral to modern interaction.

The opening statement regarding technical developments serves as the basis for this example of Simple Linear Progression (SLP). The subsequent sentences enhance this by utilizing the concluding notion (Rheme) of the previous sentence as the initial thought (Theme), resulting in a smooth progression of interconnected ideas. The implementation of this SLP strategy enhances the clarity and organization of the story, hence promoting reader understanding.

Constant progression:
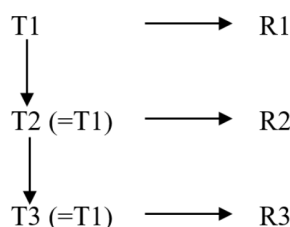
Figure 2. Constant progression analytical framework

For example: The importance of environmental conservation cannot be overstated.

CP Sentence 1 (Same Theme): Environmental awareness is crucial in addressing contemporary challenges.

CP Sentence 2 (Same Theme): Educational programs play a vital role in fostering environmental consciousness.

In this instance of Constant Progression (CP), the introductory sentence emphasizes the importance of environmental preservation. The subsequent sentences, CP Sentence 1 and CP Sentence 2, continuously have the same Theme, which is environmental awareness. This helps to preserve thematic continuity. This cognitive processing strategy guarantees a unified and coherent storyline, strengthening the core concept and its multiple facets in a linked fashion.

Split theme progression:
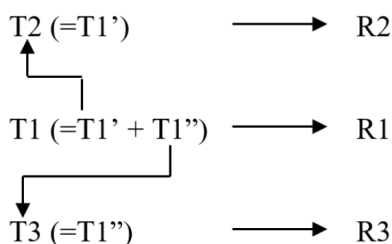
Figure 3. Split theme progression analytical framework

For example: Sustainable practices contribute to both environmental well-being and long-term economic stability.

SRP Sentence 1: These practices foster a healthier planet.

SRP Sentence 2: Simultaneously, they promote resilience in economic systems.

In this particular case of Split Rheme Progression (SRP), the Rheme of the initial sentence encompasses two separate concepts, namely environmental well-being and economic stability. Following that, SRP Sentence 1 and SRP Sentence 2 elaborate on each idea individually. The utilization of this SRP technique enables a meticulous examination of several facets within a unified thematic framework, hence augmenting the profundity and intricacy of the narrative.

Split rheme progression:

```
T1              ───────►   R1 (=R1'+R1")
 │
 ▼
T2 (=R1')                   R2
 │
 ▼
T3 (=R1")  ───────►         R3
```
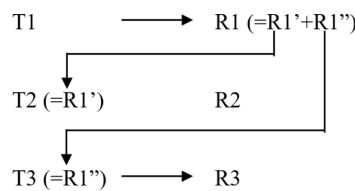
Figure 4. Split rheme progression analytical framework

For example: The intersection of technology and environmentalism presents both challenges and opportunities for sustainable development.

STP Sentence 1: Technology advancements bring forth innovative solutions.

STP Sentence 2: Meanwhile, environmental conservation requires adaptive strategies.

This example of Split Theme Progression (STP) presents the combined theme of technology and environmentalism, which is subsequently divided into two distinct components. The subsequent sentences, namely STP Sentence 1 and STP Sentence 2, individually examine distinct aspects. STP Sentence 1 delves into technology's inventive solutions, while STP Sentence 2 explores the adaptive tactics of environmental conservation. STP increases the intricacy of the narrative by analyzing intricate ideas and separating them into several topics in succeeding sentences.

Derived theme progression:

```
T1        ──────►   R1

(Hypertheme) T2  ──────►  R2

T2        ──────►   R3
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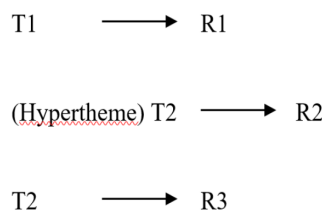
Figure 5. Derived theme progression analytical framework

For example: Biodiversity loss poses a significant threat to ecosystems; consequently, conservation efforts must prioritize habitat restoration, species protection, and sustainable resource management.

DHP Sentence 1: Habitat restoration is a crucial aspect of addressing biodiversity loss.

DHP Sentence 2: Protecting endangered species becomes a key strategy in conservation initiatives.

DHP Sentence 3: Sustainable resource management further contributes to preserving biodiversity.

In this illustration of Derived Hypertheme Progression (DHP), the hypertheme mentioned in the previous phrase, which is biodiversity loss and conservation efforts, acts as the basis for the following themes. The thematic focus of each succeeding sentence (DHP Sentence 1, DHP Sentence 2, and DHP Sentence 3) is derived from the overall theme, enabling a cohesive investigation of habitat restoration, species conservation, and sustainable resource management. The concept of Discourse HyperTheme (DHP) improves the logical flow of a story by creating a thematic structure in which the main subject sets the direction for the development of succeeding themes in a coherent and interconnected way.

Cohesion, coherence, and thematic progression

The presence of cohesion in this paradigm allows for the meaningful organization of grammatical units inside a single text. This has been supported by several studies (Afrianto, 2017; Emilia *et al.*, 2018; Tamunobelema, 2018; Afzal *et al.*, 2019). Furthermore, Halliday & Hasan (1976) categorized cohesive device units into reference, conjunction, ellipsis, and substitution.

As a single text cannot be separated into separate sections, it combines with other textual elements to represent the entire text. The text's value, coherence, and cohesion are interdependent and essential for effectively conveying the intended concept. Trisnaningrum *et al.* (2019) assert that the factual significance of both the coherence and cohesion of a text has an impact on its unity.

Within the current body of research, the overwhelming consensus among researchers is Research shows that effective use of thematic progression (TP) in writing significantly improves text coherence. TP guides the reader through a clear, logical sequence of ideas. Better structured texts with diverse TP patterns are often associated with higher academic grades. Wang's study in 2007 supports this by demonstrating that students with higher essay scores used a wider variety of TP patterns than their peers with lower scores, implying that proficiency in TP contributes to higher quality writing.

Thematic progression and writing performance

In the realm of academic writing, which is pivotal within scholarly circles, students face challenges in crafting assignments that exhibit a high degree of writing proficiency. These difficulties stem from the need to thoughtfully arrange their ideas, judiciously select vocabulary that bolsters text coherence, and meticulously orchestrate grammatical structures. Such precision ensures the relevance and clarity of each sentence component. Thematic Progression (TP) is instrumental in this process, fostering connections between concepts and steering readers along the narrative crafted by the author. Examining TP's deployment is insightful, dissecting textual construction to reveal the inner workings of academic composition. Analysis of TP within students' essays uncovers the influence of strategic TP choices, offering a window into how such tactics

can be harnessed to fortify students' writing capabilities. Thus, studying TP not only elucidates aspects of text creation but also equips students with tangible strategies to enhance their academic compositions for future assignments.

METHODOLOGY

Scope of the research

This research meticulously analyzed a collection of 20 written works created by Level 5 students at Swinburne University. The essays were carefully selected to ensure a diverse range of thematic content and complexity, providing a representative overview of students' proficiency with thematic progression (TP), a key component in writing coherence and cohesion. These essays, constituting 50% of the students' final grades, represent a significant effort from students, thus likely reflecting their highest quality of work. The completion of these assignments was done independently, with students utilizing various resources to assist their writing process—under the strict condition of maintaining academic integrity. The choice of these particular essays was deliberate, aiming to analyze the most diligent expressions of TP. The sample size of 20, which reached the point of data saturation, is justified as no additional essays contributed further unique insights. This number is not only manageable for detailed data analysis but also adheres to the qualitative research principle that prioritizes depth over breadth. According to Creswell (2014), a sample size of 5 to 25 is suitable for case studies, thus situating our research within established methodological frameworks and ensuring a thorough understanding of the TP phenomena.

Research design

The writings were collected in December 2022, the total number is 20. Each writing was randomly numbered from 1 to 20.

The quantitative method was utilized in conjunction with the qualitative methods to address the two research issues. Secondly, a quantitative method was used to calculate the percentage of various TP patterns. A more thorough textual study was then carried out to determine the effects of various TP patterns on essay organization while taking the genre into account.

Data collection

The academic essays were sourced from student submissions for a mandatory assignment, which was the second assignment required for students to pass the Level 5 course at Swinburne University. To ensure a representative sample of the students' writing abilities and thematic progression usage, the essays were specifically chosen from this assignment due to its substantial impact on the students' overall grade. This impact presumably encouraged students to demonstrate their highest level of writing skill. The essays were anonymized and selected based on their thematic variety and alignment with the curriculum's expectations. All students who submitted work agreed to participate in the study, and their submissions were treated confidentially. This approach was intended to provide a broad and authentic insight into the TP patterns employed by students in a high-stakes academic context.

Data analysis procedures

The essays were analyzed the procedures below, following the same steps in Nguyen and Nguyen (2020):

Step 1: "T-units" were recognized in every academic essay

Step 2: The boundary between Theme and Rheme was drawn within each T-unit under Halliday's (2014) model of thematicity.

Step 3: Themes were then classified as Topical, Interpersonal, or Textual.

For example: "Global warming, a pressing issue, necessitates collective immediate action due to its pervasive impacts."

This sentence was dissected into a "T-unit", with the theme being "Global warming, a pressing issue," and the rheme "necessitates collective immediate action due to its pervasive impacts." This unit was categorized as Topical, foregrounding a significant subject of discussion.

Step 4: A diagram illustrating TP for each essay was created based on the previous stage's identification of Theme-Rheme.

Step 5: The total number of TP and each pattern were counted using the diagram.

Step 6: These figures were also converted to percentages.

Step 7: Tables were then created to display the statistics.

In the data analysis process, the researchers commenced by quantitatively charting the frequency of thematic progression (TP) patterns across 20 essays from a Swinburne University class. This involved tallying various TP patterns, including complex ones like Split Rheme and Derived Hyperthemes.

Subsequently, a qualitative assessment was conducted. Here, the researchers interpreted the implications of the presence of these TP patterns for the students' writing abilities. Essays with a frequent use of intricate TP patterns were indicative of more sophisticated writing skills. This qualitative insight, combined with the quantitative data, allowed the researchers to understand the effectiveness of TP in enriching academic writing.

This integrated approach allowed the researchers to not only enumerate the TP patterns but also to contextualize their impact on the students' writing proficiency and overall academic performance

FINDINGS AND DISCUSSION

Responses to the research question: *What is the realization of TP in academic writing in GCED at Swinburne Vietnam?*

20 student papers were investigated, assessed, and thematically analyzed.

Table 1. Frequency of TP patterns in the essays

Patterns	SLP	CP	SRP	STP	DHP	Total
Total	38	29	17	3	1	88
%	43.18%	32.96%	19.32%	3.4%	1.14%	100

Prevalence of Simple Linear Progression (SLP)

The analysis revealed that Simple Linear Progression (SLP) was the most prevalent thematic progression pattern among the student essays, accounting for 43.18% of all patterns observed. Jalilifar (2010) notes that SLP is often strategically used to build upon main ideas expressed in topic sentences, typically within the body of an essay. The frequent use of SLP by students suggests its foundational role in structuring arguments and clarifying information flow.

For example, in essay no.01, the student opens with a critical examination of global citizenship, stating

"Despite the advancement of technology and the expansion of global government, the concept of global citizenship remains puzzlingly absent. Universities that claim to train global citizens have few supporting data (Rhoads & Szelenyi, 2011). Universities frequently fail to clarify how they define what it means to be a global citizen, especially in terms of agency and accountability".

This sentence sets the stage for the ensuing discussion, with SLP employed to methodically address the complexities surrounding the definition and promotion of global citizenship by universities. Subsequent sentences, though not presented here, are expected to delve further into this critique, exemplifying how SLP facilitates a coherent unfolding of the argument.

This use of SLP not only echoes the findings of Jalilifar (2010) but also sheds light on the students' abilities to use this pattern as a tool for coherent academic discourse. It demonstrates a grasp of essential writing mechanics, critical for academic success, and aligns with Nwogu and Bloor's (1991), observations of SLP as a fundamental element in effective essay writing. However, the predominant use of SLP also raises questions about whether students are equally adept at employing other, more complex TP patterns, which are necessary for advanced writing tasks.

The reliance on SLP indicates an area for potential growth in writing instruction (Hawes, 2015). Educators might consider focusing on the diverse application of TP patterns to prepare students for a broader range of writing contexts (Jalilifar, 2010). By introducing students to a variety of TP strategies early on, educators can encourage a more sophisticated writing style, better preparing students for the complexities of academic writing beyond foundational levels

Utilization of Constant Progression (CP)

Following closely, Constant Progression (CP) is also identified in the analysi as a significant thematic progression pattern, evident in 32.96% of the essays. This prevalence counters McCabe's (1999) concerns regarding CP potentially inducing repetitive and underdeveloped discourse. Instead, our study suggests that students adeptly used CP to maintain focus on a central theme without succumbing to redundancy, which points to their intentional and strategic employment of this pattern.

For instance, in essay 04, the student demonstrates CP's effective use, as the student consistently discusses the multifaceted nature of global citizenship.

"The global citizen is a disposition that incorporates an ethical, social, and professional understanding (Barrie, 2004), a global collectivist (Rhoads & Szelenyi, 2011), and dimensions of social responsibility, awareness, and civic engagement (Schattle, 2008; Morais, 2011), environmental attitudes, values, and norms (Tarrant, 2012), as well as developing a sense of "self in the world" (Killick, 2012, p. 13). Global citizens consider themselves to be a part of the expanding global community and whose actions contribute to the advancement of its standards and principles."

The consistent focus provided by CP aligns with the educational principles of critical pedagogy, which advocates for sustained engagement with key themes to enrich discourse. This finding extends McCabe's (1999) discussion by illustrating that, when used judiciously, CP can contribute to a comprehensive exploration of complex topics in academic writing. It also resonates with the insights of contemporary pedagogues who argue for thematic depth to support a holistic understanding of global issues in educational contexts (Nwogu, 1991).

In light of these observations, it appears that CP, as applied by the students, does not detract from the discourse but rather adds a layer of thematic consistency that is crucial for developing a well-rounded argument. This suggests that teaching strategies should reinforce the use of CP as a viable method for students to construct essays with strong thematic continuity, which could enhance their overall academic writing competencies (Soleymanzadeh & Gholami, 2014, p. 3).

Utilization of Split Rheme Progression (SRP)

Split Rheme Progression (SRP) was found to be used with a notable frequency in the essays, ranging from 14% to 33%. This rate of occurrence indicates that students are applying SRP with consistency when developing their essays, suggesting its role in effectively structuring academic writing. The regularity of SRP highlights its utility in distributing complex ideas across multiple clauses, thereby contributing to the clarity and coherence of the text.

Take one sentence from essay no.09 as an example of SRP

"To be a global citizen, people need to have two most important skills. Communication skills consist of oral and written, this includes building to academic writing in the upper levels of the GC program. Communication skills consist of oral proficiency, a vital aspect of effective interaction. Simultaneously, written communication skills are essential for academic writing in the upper levels of the GC program."

In this example, the Rheme "communication skills" is clearly split into two parts: oral proficiency and written communication skills. Each subsequent sentence then delves into these aspects individually, offering a detailed examination of the competencies required for global citizenship.

The effective use of SRP in this essay and others underscores the students' capacity to dissect and present multifaceted ideas in a manner that enhances reader comprehension. It echoes academic assertions about the importance of SRP in constructing sophisticated arguments within

scholarly works (Thompson, 2013). Such findings support the notion that SRP is not only a viable technique in academic writing but also a beneficial practice for students to master as part of their development in effective communication.

The presence of SRP across a significant portion of the student essays encourages a reevaluation of writing instruction practices. It advocates for incorporating training that emphasizes the use of SRP to aid students in achieving greater depth and clarity in their academic discourse (Eggins, 2004, p. 326).

Utilization of Split Theme Progression (STP)

Split Theme Progression (STP) was observed to be quite uncommon, occurring in only 1.14% of the cases examined. This minimal usage may reflect adherence to the "Given-to-New" sequence traditionally favored in academic writing, where authors typically introduce known information before presenting new ideas. The infrequent employment of STP suggests a preference among student writers for maintaining conventional structures in their academic discourse.

In the student's essay no.12, he mentioned

"The intersection of technology and environmentalism presents both challenges and opportunities for sustainable development. Technology advancements bring forth innovative solutions. Meanwhile, environmental conservation requires adaptive strategies."

Here, the introductory statement serves as a dual theme, setting the stage for the subsequent sentences to address each aspect—technology and environmentalism—individually. The deliberate separation and focus provided by STP permit an in-depth exploration of the two intertwined themes, enhancing the complexity and clarity of the discussion.

The rarity of STP in the students' essays is noteworthy as it diverges from the versatility of thematic structures described in advanced academic writing (Ebrahimi and Khedri, 2011). Johnson's work suggests that the effective use of diverse thematic progressions, including STP, is indicative of higher-level writing proficiency. The observed scarcity in our study prompts a consideration of curriculum development that encourages a broader application of TP patterns, including STP, to equip students with the tools necessary for sophisticated thematic exploration and presentation.

The case of Essay no.12 demonstrates that when used, STP can significantly contribute to the nuance of academic analysis, breaking down complex, multifaceted themes for more precise examination. It underscores the potential for STP to add depth to academic argumentation, an area that might be emphasized more strongly in writing pedagogy (Wei, 2016, p. 82).

Rare Occurrence of Derived Hypertheme Progression (DHP)

Derived Hypertheme Progression (DHP), much like Split Theme Progression (STP), was identified in only 1.14% of the analyzed text segments, suggesting that students infrequently use this complex TP pattern. The singular occurrence of DHP across the corpus points to its specialized application, warranting further examination for its role in academic writing.

Only in the student's essay no.15 is DHP used, as follows:

"In contrast, despite a great number of advantages, a global citizen must meet several prerequisites in order to be able to work globally, including the need for hard-to-train abilities like adaptability or problem-solving, as well as communication and collaboration skills. As a result, this essay will focus on three essential factors of becoming a citizen of the world, consisting of communication and teamwork abilities, along with the capacity for critical thought and problem-solving."

DHP Sentence 1: *"While acknowledging the numerous advantages, it's crucial to recognize that becoming a global citizen demands meeting specific prerequisites for global work."*

DHP Sentence 2: *"Among these prerequisites are challenging-to-train abilities such as adaptability, problem-solving, effective communication, and collaboration skills."*

DHP Sentence 3: *"This essay goes into three pivotal factors essential for embracing global citizenship: honing communication and teamwork abilities, and fostering a capacity for critical thought and effective problem-solving."*

Here, the student commences with a broad hypertheme – the multifaceted requirements of global citizenship – which is subsequently dissected into specific, manageable elements. This dissection fosters a hierarchical thematic development, guiding the reader from a general premise to detailed sub-themes.

The skilled use of DHP in this essay encapsulates the synthesis of complex ideas into a coherent narrative structure. Despite its rarity, the effectiveness of DHP in this context underscores the need for its greater incorporation into academic writing instruction, especially for assignments that demand intricate conceptual organization. This progression style enables a layered approach to theme development, facilitating a deep dive into each sub-theme while maintaining a clear connection to the overarching topic. Such technique aligns with advanced academic writing practices where nuanced discussions are paramount (Yang, 2015).

The discovery that DHP is underutilized by students suggests potential areas for curriculum enhancement. By introducing and practicing DHP in writing exercises, educators can nurture students' abilities to articulate complex ideas with clarity and depth, advancing their academic writing skills (Hawes, 2015).

CONCLUSION

The researcher in this part may infer that the exploration of thematic progression patterns in student essays from Swinburne University provides valuable insights into the diverse strategies employed in academic discourse. Simple Linear Progression (SLP) emerges as a prominent organizational tool, frequently utilized by writers to elaborate on key ideas, particularly within the main body of essays (Nguyen & Nguyen, 2020). Constant Progression (CP) also plays a significant role, challenging previous concerns by demonstrating its intentional use to emphasize issues and maintain focus without leading to repetitive discourse.

Split Rheme Progression (SRP) exhibits a stable frequency, indicating its consistent application in developing ideas across subsequent clauses. Conversely, both Split Theme Progression (STP)

and Derived Hypertheme Progression (DHP) appear infrequently, suggesting their limited use among students. STP aligns with conventional academic writing norms, where introducing new information at the beginning is less preferred, while DHP's unique nature prompts further exploration into its applicability.

These findings underscore the importance of guiding students in diversifying their thematic progression strategies. While certain patterns dominate, cultivating an awareness of alternative approaches can contribute to a more nuanced and sophisticated organization of ideas in academic writing (Nguyen & Nguyen, 2020).

In conclusion, thematic progression plays a pivotal role in shaping the coherence and structure of academic writing. The prevalence of certain patterns invites ongoing exploration into the conscious choices made by writers, their awareness of thematic progression nuances, and how these factors contribute to effective communication in academic settings.

IMPLICATION

When examining the investigation of theme progression in academic writing, it is important to acknowledge a significant issue with the possible utilization of assistance tools by students, which can lead to essays that exhibit a high level of professionalism. This work is not exempt from this difficulty, and it is crucial to emphasize the related constraints. The study's reliance on a small sample size of 20 essays from students at Swinburne Vietnam, along with its specificity, may unintentionally magnify the impact of these tools, leading to doubts about the genuineness of the writing.

The use of quantitative analysis, however useful, may unintentionally obscure the subtleties of individual writing styles and the qualitative aspects that are essential for coherence. To fully understand the complex cognitive processes that influence the choice of theme development patterns and determine the impact of external assistance, it is necessary to conduct a detailed qualitative investigation using methods such as discourse analysis or student interviews.

External considerations such as time limitations and precise assignment instructions may have led students to rely on assistance technologies that generate high-quality content to optimize their productivity. Although difficult to manage, it is crucial to take into account these external factors when analyzing the outcomes, particularly about the genuineness and natural progression of the students' work.

Moreover, the study's narrow concentration on written tasks specifically within the framework of the Global Citizenship Program at Swinburne Vietnam gives rise to issues regarding the generalizability of the results. It is important to exercise caution when applying these findings to other academic or cultural contexts, as the high quality of the writings may not accurately reflect the students' true ability.

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