A Text Analysis of Iranian Ex-President's Response to Trump's Remarks on the Joint Comprehensive of Action

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Abstract

This study made an attempt to analyze the Iranian president's response to the US president regarding Iran's nuclear deal called 'the JCPOA' on the basis of Halliday's Systemic Functional Grammar. This study made an attempt to explore Mr. Rohani's speech and functionally explore what linguistic features he had used to convey his message and impress the audience. This paper intended to analyze the speech from functional perspective and discover how metafunctions were dealt with and what kinds of processes Rohani had employed. This paper also intended to find out points of departures president Rohani had selected as the theme of his utterances. Rohani made an endeavor to remind Trump and also the Iranian nation of all the US hostility towards Iranian nation during forty years. By using very simple sentences and the frequent use of the pronoun 'you', he tried to heavily criticize president Trump and his administration for their alleged and possible exit of JCPOA. His use of modality was intended to challenge the US president's decision about the nuclear deal. He also used modal verb of 'will' to express his threat, promises, and Iranian abidance by the deal. By selecting the expressions of 'the US government', 'Iran', 'you (Trump), 'the deal', and 'the revolutionary guard' as his most frequent themes, he highlighted their prominence as they would play a great role not only in his speech but also in the Persian Gulf area. As an example of discourse analysis, this study may help readers to learn how linguistic factors help develop the textuality of the text, how they serve the political purposes of politicians, and how they enable the speakers to persuade or dissuade the audience and to instill their ideologies into the mind of them.

Key words: Discourse Analysis, Iran, Nuclear deal, Systemic Functional Linguistics, Transitivity

1. Introduction

The joint comprehensive plan of action (JCPOA) is an agreement between Iran and the six powers of US, Russia, China, England, France and Germany, also called (5+1). The aim of this treaty was to restrict Iran's atomic programs and slow down Iranian quest in its nuclear developments, while allowing Iran to return to the world market by lifting the economic sanctions.

While this agreement was highly acclaimed by the international community, the new US administration began to oppose it and the US president kept on saying he would not accept it unless it was amended and new items were added. On the other hand, Iran said it had been respectful to the agreement and the deal was no longer negotiable.

In his speech in White House, Trump accused Iran of its disloyalty to JCPOA again and again and expressed his concerns about Iran's actions in the area. He also made allegations of terrorism against Islamic Revolutionary Guard Corps (IRGC) and claimed Iran had launched war in the area. He stated that he was going to enact tougher sanctions on Iran because of its backing up Assad's regime and supplying arms for its army. He added that his administration would do anything to stop Iran from developing ballistic missile.

Immediately after Trump's speech, President Rohani responded to his allegations and stated his stance on the nuclear deal. Rohani said there was nothing in Trump's speech but a bunch of accusations and mere allegations. He advised Trump to study Geography as well as history. He expressed his absolute surprise at US president's unawareness of the true name of 'Persian Gulf' and advised him to ask his marine officers patrolling in the Persian Gulf. He also reminded him of all the crimes and wrongdoings that the US had ever committed against Iranian nation including its rocketing the Iran Air Airbus, resulting in killing of around 300 passengers, plotting coup in Iran, supporting Saddam's regime during the imposed war, and its overlooking the Baathians' chemical attack on Iranian soldiers and their own people. He also reminded the US president that the nuclear deal was not a bilateral agreement between Iran and the USA but an international one supported by all the international community. He furthered that the US would lose its reputation in the whole world by leaving or annulling the international agreement. Rohani expressed that Iran had abided by the contract. He also mentioned Iran's pursuit of ballistic missiles was just for the defense of its territory. He strongly supported IRGC's actions in the area and asserted that IRGC had been helping the oppressed people of the area to defend themselves against terroristic attacks. He also promised that Iran would not give up its peaceful arm programs under the US pressure. Finally, he reiterated that the nation would always obey its Supreme Leader's orders.

The aim of this article was to explore whether Halliday's Systemic Functional Grammar could successfully analyze texts and how the three factors of experiential, interpersonal, and textual metafunctions could uncover the true intentions behind President Rohani's words. In other words, we meant to show how linguistic factors could reveal non-linguistic thoughts and ideologies.

This study made an attempt to probe into the Iranian president's speech and functionally explore what linguistic features he had used to convey his message and leave a planned impression on the audience. This paper intended to analyze the speech from functional perspective and explore how metafunctions were dealt with and what kinds of processes Rohani had employed. This paper also aimed at discovering points of departures president Rohani had selected as the theme of his utterances. This study intended to answer the following question:

How does Systemic Functional Grammar analyze the ideologically laden speech of the Iranian president?

2. Systemic Functional Linguistics (SFL)

We use language to talk about our experience of the world, including the worlds in our own minds, to describe events and states and the entities involved in them. We also use language to interact with other people, to establish and maintain relations with them, to influence their behavior, to express our own viewpoints on things in the world, and to elicit or change theirs. Finally, in using language, we organize our messages in ways which indicate how they fit in with the other messages around them and with the wider context in which we are talking or writing. And the three categories above are used as the basis for exploring how meanings are created and understood because they allow the matching of particular types of function/meanings with particular types of wording (Thompson, 1996, 2000, p. 28).

2.1 Experiential Metafunction

It incorporates the idea of how we linguistically experience phenomena in the universe OR how linguistically we categorize experiences. It is through this function that the speaker or writer embodies in language his experience of the phenomena of the real world; and this includes his experience of the internal world of his own consciousness: his reactions, cognitions, and perceptions, and also his linguistic acts of speaking and understanding (Halliday, 1971, p. 332). Its components are The Actor (the doer of the action), Process (the verb), and the Goal (the entity affected by the process). Experiential metafunction is mainly represented by the transitivity system in grammar.

Transitivity refers to a system for describing the whole clause, rather than just the Verb and its Object in traditional grammar (Thompson, 1996, 2000, p. 78). It shows how speakers imagine their mental picture of reality in language and how they account for their experience of the world around them. Transitivity focuses on the transmission of ideas, so it has everything to do with the experiential function of language. The way in which transitivity carries out this experiential function is expressed by process. Based on SFG, each process is made up of three components: (i) the process itself; (ii) participants in the process; (iii) circumstances associated with the process (Bloor & Bloor, 1995, 2001, p. 107). According to the types of process in English, the process can be divided into material, relational, mental, behavioural, verbal and existential process. Material, relational, mental are the three main types of processes. They are the "principal" types in that they are the cornerstones of the grammar in its guise as a theory of experience, they present three distinct kinds of structural configuration, and they account for the majority of all clauses in a text. The other three processes are located at each of the boundaries. Behavioural processes share the characteristics of material and mental processes; verbal processes share those of mental and relational processes, while existential processes are between relational and material processes (Halliday, 1994, 2000, p. 138).

Material Clauses

Material clauses are clauses of doing and happening. A material clause "interprets a quantum of change in the flow of events as taking place through some input of energy" (Halliday & Matthiessen, 2004, p. 179). These processes are those in which something is done. Material processes include action verbs as Process such as kill, break, do, and work, Actors (agent of the action or logical subjects), and Goals (nouns affected by the processes or the logical objects).

Material process: **Actor + process + Goal**
                             He   broke   the window

Mental Clauses

While 'material' clauses are concerned with our experience of the material world, 'mental' clauses are concerned with our experience of the world of our own consciousness. They are clauses of sensing. A mental clause "construes a quantum of change in the flow of events taking place in our own consciousness" (Halliday & Matthiessen, 2004, p. 197). Mental clauses include Senser, mental verbs as Processes, and Phenomena (the object of the process). Mental processes could be of different kinds: Perception (see, hear), Cognition (know, realize), Desideration (want, wish), and Emotion (like, love).

Mental process: **Sensor   Process   Phenomena**
                         She   could hear   his voice.

Relational Clauses: Processes of being and having.

Relational clauses serve to characterize and to identify. The English system operates with three main types of relation: 'intensive', 'possessive', and 'circumstantial', and each of these comes in two distinct modes of 'being'- 'attributive' and 'identifying' (Halliday & Matthiessen, 2004, p. 216).

Attributive

The bread	*is*	*stale.*
Carrier	**Process**	**attribute**

She	*was*	*an art student.*
Carrier	**process**	**attribute**

Identifying:

My name	*is*	*Edward.*
Identified	**process**	**identifier**

Behavioural Clauses

These are processes of (typically human) physiological and psychological behavior, like breathing, coughing, smiling, dreaming, and staring. They are partly like the material and partly like the mental. The participants who are behaving are labeled **Behaver**.

Behavoral Process: **behaver + process + (range)**

She	*gave*	*a faint sigh.*
Behavor	**process**	**range = behaviour**

Verbal Clauses

Verbal processes are those which play a role in academic discourse, making it possible to quote and report. They are also used to exchange information. Verbal processes include say, point out, suggest, claim, assert. Somebody who says something is called Sayer (Halliday & Matthiessen, 2004, p. 252).

Verbal process: **Sayer + Process + receiver + verbiage + target**

He	*repeated*	*the warning.*	
Sayer	**process**	**verbiage**	
I	explained	to her	what it meant
Sayer	**process**	**receiver**	**verbiage**
The report	*criticizes*	*John's procedure*	
Sayer	**process**	**target**	

Existential Clauses

These represent that something exists or happens. There is an 'existent' in every existential process:

Existing process: **process + existent + circumstantial adjunct**

There	*are*	*some cars*	*in the street.*
	Process	**existent**	**Circumstance Adjunct**

2.2 Interpersonal Metafunction

The clause can be organized as an interactive event involving speaker, writer, and audience. For example, in asking a question, a speaker is taking on the role of seeker of information and requiring the listener to take on the role of supplier of the information demanded. The most fundamental

types of speech acts are giving and demanding. Either the speaker is giving something to the listener or he is demanding something from him. An act of speaking is interacting: it is an exchange, in which giving implies receiving and demanding implies giving a response.

When language is used to exchange information, the clause takes on the form of a proposition (something that can be argued about), whereas when language is used to offer and command, the clause takes on the form of a **proposal**. They cannot be affirmed or denied (Halliday & Matthiessen, 2004, pp. 106-111).

Zhuanglin (1988, p. 313) mentions, "The interpersonal metafunction embodies all uses of language to express social and personal relations. This includes the various ways the speaker enters a speech situation and performs a speech act." Modality and mood play a role in interpersonal metafunction. Mood is the element that realizes the selection of mood in the clause (modal element). Mood depicts what role the speaker chooses in the speech and what role he assigns to the hearer. Mood consists of two parts: (1) Subject and (2) Finite. Finite element expresses tense, modality, and polarity. Modality construes a region of uncertainty, an assessment of the validity of what is being said. Modality expresses the speaker's judgement towards a proposition. It includes modal verbs (will, must, can) and modal adjuncts including mood adjuncts (temporality [already, once], modality [usually, probably], and intensity [completely, almost, rarely]) and comment adjuncts [unfortunately, hopefully, actually].

The rest of the sentence is called 'residue', including predicator (non-finite verb), complement (the object of the sentence), and circumstantial adjuncts (Adverbs):

Table 1
A sample of interpersonal analysis

Sister Susie	's	sewing	shirts	for soldiers
SUB	F	Predicator	complement	adjunct
Mood		Residue		

2.3 Textual metafunction

It deals with the idea of how a given clause helps develop the textuality of the text. In other words, organizing the sequence of discourse and creating cohesion are accounted for textual metafunction.

In textual metafunction, 'Theme' and 'Rheme' play a great role in the textuality of a text. **Theme** is the element which serves as the point of departure of the message; it is that which locates and orients the clause within its context. The remainder of the message, the part in which the Theme is developed is called **Rheme**.

Table 2
Theme and Rheme Dichotomy

Theme	Rheme
The duke	has given my aunt that teapot

| My aunt | has been given that teapot by the duke |
| That teapot | the duke has given to my aunt |

As Khedri, Ebrahimi and Chan (2013) claim, "the theme helps readers in meaning realization driven by choices and purposes of the writers …". In other words, the points of departure or the starting points also called 'thematic structures' are of great significance, for it highlights the prominence of the Theme, the specific choice among many choices that the writer selects. In this study, topical theme (Theme of a clause ends with the first constituent that belongs to experiential metafunction) was taken into considerations.

3. Review of Literature

Wang (2010) studied Barack Obama's presidential speeches from transitivity and modality perspective. Wang realized that Obama used a language that was easy and colloquial, reaching the conclusion that Obama intends to shorten the social distance between him and the audience. He understood that material process was used most in his two speeches. What seemed was that Obama tried to arouse the confidence of his citizens in his presidency. Intending to deliver his message easier, he used more modality and intended to present his political, economic, and cultural in the following four years.

Kavoosi (2002) in his Ph.D dissertation studied contemporary Persian and having focused on journalistic from Theme and Rheme point of view as well as academic texts, he found out that 55.6 percent of compound themes are placed in the initial part of the clauses, while simple themes were used by 44.1 percent in the studied texts.

Fahimi nia (2009) studied the compositions written by the students of grade four and five primary school bilingual (Armenian and Persian) on the basis of Halliday's SFG. The most used sequences of themes were (textual + experiential themes) and (textual + interpersonal + experiential themes). He also found that monolingual students use compound and complex themes.

In her study titled 'The stylistics study of verbs in Hafiz' sonnets: A functional approach', Amirkhanloo (2016) studied the processes of the sonnets and the confrontation of Hafiz with the inside and the outside worlds. consequenty, he understood that material processes dealt with Hafiz' outer world, while mental processes would relate abstract atmospheres. The behavorial processes were to supplement the interactions of lover-beloved. In his debates verbal processes were utilized and relational processes were used for personification in his odes. At last, in negative forms, exsistential processes were employed to show that present elements did not exist in Hafiz' real world.

A case study of Obama's and Rouhani's speeches at UN', Sharifi far and Rahimi (2015) probed into the linguistic spin in political speeches of Obama and Rouhani at UN. They tended to figure out how two presidents' languages could incorporate both ideology and power on the basis transitivity system and modality.

'A Linguistic Account of the Protagonist's Development in The Grapes of Wrath' was an article studied the language of Tom Joad, the main character of the novel, by Behin and Sadeghi

(2010). Conclusion was that the character used material and mental processes more than the others, displaying his real prison experience and his fear of the life outside the prison respectively.

In his dissertation entitled 'The Analysis of Processes in the Persian Aphasic Patients' Speech on the basis of Functional Approach', Bazyar (2011) dug up the processes used in Aphasic patients' speech. He came to the realization that the aphasic patients' use of material processes were more than that of ordinary people, whereas their use of mental, relational, and behavorial processes was significantly less, abstract concepts were difficult for aphasic parents.

Tohidian, Rezapour, and Bazyar (2014) in a thesis titled " The Analysis of Aphasia on the basis of Interpersonal Metafunction" found out that normal people's use of modal adjuncts and past tenses were more than those of aphasic ones. This research was done from tense and modality perspective.

A novel named "the lights, I turned off" was excavated by Vazir nezhad and Pahlevan nezhad (2009) showed that the processes of material, mental, and verbal had more frequency respectively. the other processes. In addition, modality was seen to be rare, which was a sign representing the writer lack of abilty in order to express his ideas

4. Method

Since Iran's Nuclear Deal was of great significant to Iranian nation as well as the international community, the President Rohani's response to the US allegations was chosen as the sample of this study. The systemic functional analysis of this speech would help researchers to unveil the internal intentions and to disclose the implicitly intended messages to be imprinted upon the minds of the audience.

Prior to the analysis of the functions used in the sample, a review of related literature was provided. Afterwards, owing to the significance of the processes in terms of transitivity, all the processes were enumerated and the percentage of each process was given. The six processes in experiential metafunctions were dealt with respectively and some examples were given and analyzed. From interpersonal metafunction viewpoint, first, the number of tenses (past, present, and future) was calculated. This was followed by the enumeration of modal verbs and the analysis of modality of the sample. The number of pronouns was counted and a number of examples were given and analyzed with respect to interpersonal metafunction. Regarding the textual metafunction, attempts were made to pinpoint the themes of the clauses. Accordingly, the themes (points of departure) were found and some theme-rheme dichotomies were given and analyzed. In the end, a conclusion was provided.

5. The Data Analysis

According to Halliday the experiential metafunction is the interpretation of human experiences. Our experience of reality is taken in terms of processes (happening, doing, sensing, meaning, being, and becoming). These processes account for the transitivity system of language and

transitivity system comprises of six processes (Material, Relational, Mental, Verbal, Behavioral and Existential):

Table 3

Transitivity in Rohani's Speech

Process types	Frequency	Percentage
Material	86	43.5
Mental	24	12
Relational	43	21.5
Verbal	15	8
Behavioural	26	13
Existential	3	2

As it is crystal clear, material processes (the process of doing and happening) reached the highest peak at 86, followed by relational and behavioral processes with the records of 43 and 26 respectively. The least favorable process was existential ones with the figure of 3.

5.1 Experiential Analysis

Below, examples of the six different processes are given:

You	Killed (hit with missile)	The oppressed passenger of Iranian Airbus	In the Persian Gulf
Actor	Material Process	Goal	Circumstantial adjunct

We	Didn't observe	Anything new	In Trump's speech
Senser	Mental process	Phenomenon	Circumstantial adjunct

The joint comprehensive plan of action (JCPOA)	Is	a multilateral treaty
Carrier	Rel. Process	attribute

The US. Government	Is	The creator of ISIS
Identified	Rel. Process	identifier

The Iranian People	Respects and will respect	The American nation

Behaver	Behavioral Process	Behavior

He (Trump)	Talks	against JCPOA
Sayer	Verbal process	Verbiage

There	Were	Nothing but baseless allegations and insults against Iranian people	In his (Trump's) speech
	Existential process	Existent	Circumstantial adjunct

5.2 Interpersonal Analysis

In Interpersonal Metafunction (clause as exchange), the function of language is social interaction. In this regard, a sentence is divided into Mood and Residue. Mood, in turn, is comprised of Subject and Finite. Finite consists of Tense, Modality, and also polarity. Residue is made up of predicator (nonfinite element), complement (the Nominal Group (NG) showing the object of the sentence), and adjuncts which are represented by prepositional phrases (PP) or adverbial group (AG). With respect to the position of Subject and Finite, mood could be declarative (SUB + F), interrogative (F + SUB) or (WH sub + F), or imperative (while both SUB and F are missing).

Tenses

Tense (primary tense) means past, present, or future at the moment of speech. It is time relative to now (Halliday & Matthiessen, 2004, p. 116).

Table 4

Tense of the Sentences

Tenses	Present			Past	Future
	simple		Perfect		
NO.	76		36	50	31
%	40%		18%	26%	16%

With respect to Table 4, the most frequent tense is the present tense, including simple and perfect tenses. The present tense accounts for 58 % of all. By using present tense, Rohani tried to draw attention to to the present state of Iran as well as the world and refer to its current stance and actions. The next frequent used tense is the past tense (26%). By using past tense, Rohani deliberately reported on the US. government position and measures in the area, highlighting how damaging its role was and how its threatening actions, such as bringing down the Iranian Airbus and killing around 300 passengers, against Iranian people had made Iranians united and also more pessimistic about the US. promises. By using future tense, Rohani reacted firmly against Trumps'

threats of abandoning the international agreement. He restated that the Iranian nation would not tolerate US. abjuration. He furthered that Iranian people would keep their promises and abide by their commitment as long as their interests were met. He also threatened that Iran would certainly resist American chaotic actions in the area and would defend its interests and its territory.

Modality

Modality, which refers to speakers' degree of certainty, represents speaker's opinion or judgement regarding a statement. Modalization is when the speaker argues about the probability of propositions and includes both probability and usuality. Modalization refers to the speakers' attitude, certainty, and judgment. It also refers to likelihood, or frequency of something happening. As mentioned above, modality also includes modal adjuncts (mood adjuncts [temporality, modality, and intensity] and comment adjuncts).

Table 5
Modal Verbs

	Low politeness	Median politeness	High politeness
positive	Can. May, could, might, dare	Will, would, should, shall	Must, ought to, need, has/had to
Negative	Needn't, doesn't, didn't have to	Won't, wouldn't, shouldn't, isn't to	Mustn't, oughtn't, can't, couldn't, may not, mightn't,

Table 6
Modality Analysis of Rohani's Speech

	Low politeness		Median politeness		High politeness	
	NO	%	NO	%	NO	%
positive	2	9%	8	37%	7	32%
Negative	4	18%	1	4%	0	0%

As can be seen, modal verbs which are used to express and convey President Rohani's attitudes and judgments are as follows: Low politeness modals amount to 27 percent, Median politeness modals account for 41 percent of all, while high politeness modals comprise 32 percent. By using

high politeness modal of 'must', Rohani urges Trump to study history, Geography, international law, and ethics. His use of median politeness modals of 'will' illustrates his stance and position regarding future issues. His frequent use of 'will' shows his plans, prospects, commitments, and threats. By using the low median modal 'can't', Rohani challenges the US president's decision about leaving or amending the agreement.

Example are:

- *You **must** also study Geography.*
- *We **must** be united more than ever.*
- *They **can't** bring the Iranian nation to their knees.*
- *We **will** stand against terrorists.*
- *Iranian people **won't** bow down to any power.*

They (Americans)	Could not		break	Our nation
SUB	Finite		predicator	complement
Mood			Residue	

US government	Will	Stand against	Nuclear weapons
SUB	Finite	predicator	complement
Mood		Residue	
Can	a president	annul	This [international] document
Finite	SUB	predicator	complement
Mood		Residue	

Table 7

The frequency of pronouns used in Rohani's speech

Sub/Obj Pronouns	No.	Possessive pronouns	No.
I	3	My (mine)	1
you	14	Your (yours)	9

He/she	13	His/her (hers)	1
It	14	its	6
We	14	Our (ours)	14
They	7	Their (theirs)	5

Regarding Table 7, the first person plural 'we' and 'our(s)' hit the record of 28 altogether. By using first person plural, the president deliberately intended to shorten the distance between the speaker and the audience, especially Iranian people, and thus make the audience feel closer to the speaker and his concerns. In addition, by using this pronoun and avoiding the pronoun 'I'/'my', the president intentionally made an endeavor to unify his administration with the Iranian people and show solidarity and people's support of his government. In this case, the Van Leeuven's dichotomy of 'us'/'them' between the government and the people would disappear. The next highly used pronoun was 'you'/'your' with the total record of 23. Rohani repetitively addressed President Trump and reminded him of all the wrongdoings the United States had committed in the area, particularly killing the innocent passengers of the Iran Air Airbus and their creation of ISIS. The third highly used pronoun was 'it/its' with the record of 20. Rohani recurrently referred to 'Iran', 'the deal', 'the Revolutionary Guard', and the 'US government'. 'It(s)' was a substitute for these four terms. By employing the pronoun 'they'/'their'/'them' for 12 times, Rohani pointed out to the Americans (both authorities and the people) and his allies in the area.

5.3 Textual Analysis

"In textual metafunction, a clause is given its character as a message. The structure which carries this line of meaning is known as thematic structure" (Halliday & Matthiessen, 2004, p. 64). As mentioned above, the theme is the element which serves as the point of departure of the message and it is that which locates and orients the clause within its context. It must be emphasized that what we have considered as theme is the same as topical theme- the first group or phrase that has some function in the experiential structure of the clause (participants, process, and circumstantial adjuncts). The theme of a clause is of great importance since it is what the speaker or writer intends to start his/her clause with. It is somehow analogous with the term 'Topic' as Lambrecht refers to. Lambrecht believes that a constituent is topicalized so that the rest of the sentence can be about it. Theme, also called psychological subject, is selected by the speaker or writer to carry the highest prominence and attention on the part of the listeners or readers.

In his speech, President Rohani criticized the United States and Trump's administration severely for their enmity with Iran. He censured President Trump bitterly for ignoring The nuclear deal as an international agreement and his intention of abolishing it. Rohani selected 'the US government' as the themes of his 40 sentences, illustrating the prominence he intended to put on it. The next highly used themes in his speech was 'Iran'/'the Iranian Government'/ 'Iranians' with the record of 24. He also chose 'Trump'/ 'the US president'/ 'you' as the themes of another 20 sentences as he was addressing him in his speech. He also used the pronouns 'we' as the topical theme with the frequency of 13. This was followed by the thematic structure of 'Revolutionary Guard' with the record of 9 and 'the deal' with the frequency of 5, showing how important these two themes were to him. Below, some of the most important theme-rheme dichotomies are shown:

America	Supports a regime who has oppressed people of Palestine and Lebanon and …
Theme	Rheme

The US. government	Is a government against people of the area, Iranians, and the oppressed nations.
Theme	Rheme
Iran	Has always respected all the international agreements
Theme	Rheme

The Revolutionary Guard	Supports people of Iraq, Syria, Yemen, and other nations in the area
Theme	Rheme

JCPOA	Is stronger than what he (Trump) thought during his presidential campaign
Theme	Rheme

JCPOA	Is a multilateral treaty
Theme	Rheme

He (Trump)	Doesn't know that the JCPOA is not a bilateral treaty between Iran and America
Theme	Rheme

He (Trump)	Has not studied international law as well
Theme	Rheme

6. Discussion and Conclusions

Based on Halliday's Systemic Functional Grammar, President Rohani's speech on Iran's nuclear deal or JCPOA was functionally analyzed. With respect to his use of short paragraphs as well as his easy language, Rohani intended to shorten his distance with the audience and make himself understood to the Iranian audience. By using the first person plural 'we', he tried to show how united his administration was with the Iranian people. As far as the transitivity is concerned, material process, the process of doing, reached the highest peak at 43.5 % in comparison to the other processes. By using material processes, President Rohani intended to refer to the actions the US government had done since the advent of the Islamic Republic. Having given president Trump some pieces of advice to study history, Geography, and international laws, Rohani enumerated the US. hostile actions against Iranian people and reiterated that it was the US who had created chaos in the area. The next most used process was relational process with the record of 21.5 %, indicating Rohani's predisposition to attribute some negative qualities to the US administration and illustrate the current state of affairs in Iran and the area. The relational processes were followed by behavioral processes, demonstrating Rohani's references to the cooperative behavior of Iran

towards the international community and the unsympathetic behavior of the US government towards Iranian people. Frequently, he used the pronoun 'we' to ascertain the world and the Iranians that there was a solidarity between people and the government and shorten the distance between them. His use of modality and modal verbs shows that he was trying to convey his message as simply as possible. His modal verbs were of median politeness verbs used to talk to the people of all levels and attitudes. By using 'will', he was trying to announce his future plans and to express his promises and threats. By focusing on the high politeness modal of 'must', he urged the US president to study more and be respectful to the international agreements. He mostly presented his issues in present tense (58 %) to illustrate the current international conditions and the roles that Iran and the US play for the time being. He also used simple past tense to remind Trump of the US destructive and negative role in the past. He used simple future tense to mark his promises that he and his government together with the Iranian People would support the deal and wouldn't allow to be affected by the US incessant threats. By using simple words as well as simple tenses, the president embarked on convincing the Iranian people to be united, to ignore the US threats and pressure, and to become more confidenct. In two sentences, Rohani differentiate between the US government and the American people as he wanted to announce the slogan of 'Death to America' had been used by Iranian to denounce the US. government's hostile actions against Iranian nation. By employing the themes such as 'the US government', 'Iranian nation', 'you the president of the US', and 'the revolutionary Guard', he made an endeavor to make them more prominent. This study can help readers to functionally get into the minds of the authors / speakers to get the ideologies hidden behind the linguistic features of the written/spoken texts. This study illustrates that Halliday's Systemic Functional Grammar can be a helpful device for excavating the texts through the three metafunctions and grasping the beliefs and intentions of the authors.

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