

الباحث

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تطبيق نموذج بهاتيا (٢٠١٧) لتحليل الالتماسات الإنكليزية

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Applying Bhatia's (2017) Model to Analysis English Petitions

عنوان البحث

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الإنكليزية

ملخص البحث

تدرس هذه المقالة الخصائص اللغوية والأساليب البلاغية للالتماسات الإنكليزية من خلال تطبيق نموذج التحليل النقدي للأنواع الخطابية لبهاتيا (٢٠١٧). تُعَدّ الالتماسات كنصوص قائمة على علاقة غير متكافئة بين طرفين أو مجموعتين، حيث يكون أحدهما شخصاً في موقع رسمي قوي يمتلك سلطة سياسية، بينما يكون الآخر مُقَدِّم الالتماس في موقع ضعيف، لا يمتلك ما يكفي من القوة للحصول على حل بنفسه. ورغم أن هذه العلاقة غير متساوية من حيث القوة، إلا أنها تقوم على نوع من التبادلية؛ إذ يعترف مُقَدِّم الالتماس بشرعية السلطة ويُظهر احترامه لها، ويتوقع من المسؤول القوي أن يستخدم سلطته لمساعدته. وعلى الرغم من محدودية الدراسات التي تناولت الخصائص اللغوية والبلاغية للالتماسات ضمن إطار التحليل النقدي للأنواع الخطابية، تهدف هذه الدراسة إلى فحص كيفية توظيف الاستراتيجيات اللغوية في بناء الحجج، وإقناع الجهات الحكومية، والتعبير عن الإلحاح، ومخاطبة الجمهور. وتعتمد الدراسة منهجاً نوعياً لتحليل مجموعة مختارة من الالتماسات من منصات الالتماسات. كما توضح الدراسة كيف تُستخدم الاستراتيجيات البلاغية للتأثير في السلطات، وتشجيع قبول هذه الالتماسات، واستثارة تعاطف الجمهور

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The Title

Applying Bhatia's (2017) Model to Analysis English Petitions

Abstract

This study is concerned with the linguistics and rhetorical devices of English petitions by applying Bhatia's (2017) critical Genre Analysis model. Petitions as texts are based on an unequal relationship between two groups or sides, with one person in a powerful official position having political authority and the other a petitioner in need with a weak position not having enough power to get a solution in themselves. Thus, this relation is not equal in power, but reciprocity the petitioner concedes the legitimacy of the authority and shows respect for it and expects from a powerful official to use authority and help them. Despite the limited analysis of the linguistic and rhetorical characteristics of petitions within Critical Genre Analysis, the study aims to examine how linguistic strategies are employed to construct arguments, persuade governmental authorities, express urgency, and address the public. It adopts a qualitative research framework to analyze selected petitions from petition platforms. The study further illustrates how rhetorical strategies are used to influence authorities, encourage acceptance of these petitions, and evoke public sympathy.

1. Introduction

Petitions represent a significant form of public and institutional communication through which persons and collectives express their requests, concerns, and complaints to authorities. Unlike direct claims of rights, Petitions often serve as persuasive appeals to more powerful institutions, thereby demonstrating an unequal relationship between applicants and decision-makers. From a language-based perspective, petitions are not merely written documents but strategic communicative acts that utilize particular persuasive and linguistic features to affect authorities and obtain support from the public. These features include the use of modality, the pronouns, and persuasive strategies that build immediacy, solidarity, and legitimacy. Despite the significance of petitions as a communicative genre, their linguistic and persuasive characteristics have not been extensively investigated within the framework of Critical Genre Analysis. Consequently, this research seeks to analyze English petitions using Bhatia's (2017) model, which offers a comprehensive method for examining discourse at the textual, socio-cognitive, and critical levels. The importance of this study lies in its contribution to understanding how petitions operate as both linguistic and social practices, uncovering the relationship between language, power, and ideology. By examining the authentic petition data, this study emphasizes how persuasive strategies are formed and how they reflect wider institutional and social settings.

2. Literature Review

This part reviews the key theoretical frameworks and previous studies relevant to the analysis of English petitions. It starts with a summary of the genre theory as a basis for understanding how documents are organized and understood within particular discourse communities. It then investigates Critical Genre Analysis, especially Bhatia's model, which offers a multi - level approach to examining professional discourse. Moreover, this section explains petitions as a communicative genre, emphasizing their linguistic, social, and rhetorical characteristics. This review aims to uncover a theoretical basis for this study.

2.1. Genre Theory

Genre is a Central concept in discourse analysis. Swales (1990) defines genre as category of communicative events, these purposes identified by members of a specific discourse community, that don't need to be explained within the text because their meaning is implicit. The communicative goal is the basic

justification for the existence of the genre, and it is what determines its general structure in terms of language and form. Genre texts are similar because they are all written for the same purpose, and therefore their arrangement, method of writing, content, and the person to whom they are directed are similar and understandable to specialists, and the discursive community has clear knowledge and expectations.

The community that uses the texts has a clear idea of their form and method of writing, and if the text follows these rules, it is considered a clear and ideal example of these texts. **(Swales, 1990 pp.58-59).**

His definition focuses primarily on communicative events and the expectations of the discourse community, indicating that this literary genre is closely linked to the shared goals of its members and the rhetorical functions performed by the text. As Swale explains, a genre is a communicative event that community members and experts can easily identify. Genres often have a tradition structure and regulatory conventions that experts can flexibly use to achieve their own objectives.

According to **(Paltridge, 2013)** Genre is a type of communicative events the notion of genre can occur in academic and professional setting such as seminar presentation, university lectures, academic essay and business reports that genre can occur in all everyday situations.

From a critical discourse perspective, **(Fairclough, 2003)** emphasizes a genre not just written text such as reports but it is the way we use language to perform social interaction and he explained that each type of genre has conventions such as interviews, lectures, petitions, and discussion each of which has a specific style and conventions.

(Hyland, 2018) explains genre as a means for grouping similar texts because there are unlimited number of types each one written with a specific style and specific purpose, each one of these texts belongs to a different category the definition highlights each type of genre that appears and develops because people need to achieve specific purposes.

The Sydney School views genre as a staged, goal-oriented social process in which social activities occur step by step, and each step has a specific function to achieve a communicative goal. For example, a complaint letter typically includes several stages: (1) greeting, (2) explaining the problem, (3) making a request, and (4) closing. Each stage contributes to solving the problem and

achieving the overall purpose (J. R. Martin, 1992, as cited in Ken Hyland, 2018).

(Frow, 2005) approaches genre from a cultural and semiotic perspective. He explains that genre is a key means by which we categorize many forms of literature and culture. However, it is also much more than that, as in talk and writing, music and images, film and television, genres actively generate and shape our knowledge of the world. He further emphasizes that genre should be understood as a dynamic process rather than a set of stable rules.

He further clarifies that “Genre in turn acts as a constraint upon that is, a structuring and shaping of meaning and value at the level of text for certain strategic ends it produces effects of truth and authority that are specific to it and projects a world that is generically specific.” (Frow, Genre, 2006 p. 73)

2.2. Critical Genre Analysis

A genre is a type of communicative event that has specific purposes which identify how the structure of a genre will be in form, content, and style, also purposes are recognized and accepted by experts in discourse community, in additional texts belongs to the same type of genre share some similarities in content, schematic structure, and audience for whom the text is designed. When a text includes the most accepted properties, this text will be viewed as ideal by specialists in this field, and sometimes the name of a genre suggests it is structured, content, and audience but these inadequacies must be analyzed in detail to identify the properties of a genre accurately (Swales, 1990).

This section emphasizes on current linguistic development relevant to studying academic and professional genres in applied linguistics, instead of providing a comprehensive literature review of discourse analysis. It emphasizes on discourse analysis both as a means of language description whether functional, discourse, and formal, and as a tool to explain and interpret, it goes beyond to investigate the established patterns and principles behind genre construction and interpretation to understand why specialist in discourse community used specific structure, content, and style when they are writing. (Bhatia, 1993)

Genre is a type of text that is socially recognized. Through repeated use, they became conventional and reflect the shared expectations of their users and have specific communicative purposes. Genres are not only formed by linguistic feature but also through content, context, and the strategies used. Genre analysis of these dimensions to explain the relationship between language, social

practice, and contextual factors, and specialist used it in various fields includes English for specific purposes, systemic functional Linguistics, and Rhetorical Genre studies (Hyland K. P., 2021)

Traditional genre theory focuses on the study of literary genres themselves, paying little attention to the context in which they were created. This suggests that the production of literary genres is an end in itself rather than a mere means for achieving specific goals. This focus on the genre itself has led to the negligence of the actions and decisions that are achieved through these texts—that is, texts are not ends in themselves, but rather means to achieve practical, academic, and professional outcomes. Critical Genre Analysis primarily shifts from focuses texts in isolation to considering the context in which they are used to deepen understanding because the environment has a crucial role in shaping the meaning. CGA investigates the interplay of multiple genres to present obvious explanations of professional discourse performance in diverse organizational, academic, and institutional communication contexts (Bhatia, 2017)

2.3. Bhatia's (2017) Framework

(Bhatia, Critical genre analysis: Investigating interdiscursive performance in professional practice, 2017) proposes a multiple-perspective framework for genre analysis that examines discourse across three levels. textual analysis, socio- cognitive analysis, and critical analysis. This model enables researchers to discover the socio-ideological context in which the text was generated and understood. not only linguistics features.

At the first level, textual analysis concentrates on examining the inner linguistics structure of texts such as pronouns, rhetoric, and modality. Furthermore, textual analysis examines the move structure of the genre, determining operational stages. such as offering justification, presenting the issue. and making a request or taking an action.

At the second level is cognitive analysis. In this level discover how writers or readers rely on mutual shared genre knowledge and social standards when generating and analyzing texts. This viewpoint takes into account the expectations of the audience, the institutional context, as well as communicative strategies that affect the ability of authorities to expect the petitions.

At the third level is critical analysis, which analyzes issues such as ideology, power, and social relations rooted in discourse. In this level, the analysis

concentrates on how language can justify specific perspectives, construct authority, and indicate an implicit ideological position, often by combining various types of discourse to reinforce the petitions to convince authorities (Vijay K. Bhatia, 2017)

2.4. Petitions

According to (Harper, 1997) petitions as texts are based on an unequal relationship between two groups or sides, with one person in a powerful official position has political authority and the other a petitioner in need and a weak position not having enough power to get a solution in themselves this relation not equal in power but reciprocity the petitioner concedes the legitimacy of the authority and show respect for it and expect from a powerful official use authority and help them.

In a petition the official is not treated as an ordinary person instead they are shown as a strong figure capable of providing assistance which encourages petitioners to trust that their request is likely to be granted. Harper sees the core idea of petitions as a request. A petition mainly written for a formal request to an authority; however, this request is not merely a linguistic expression, but a social action that means petitions function as both linguistic and social action.

Petitions mainly constructed for a request that means each part of it serves to convey the request and convince official authorities. Each petition has a specific structure because clarity is required that means clarity plays a crucial role for convince authorities. The following four structures are for petitions.

1. The opening, including address to the official and name of the petitioner.
2. .The background, including an exposition of the facts of the case, and including introductory sentences.
3. The Request for official intervention, including the expectation of justice, kindness, etc.
4. The Closing. (Harper, 1997).

(Riley, 2009) illustrates that printed petitions play a crucial role in the initial stages of democratic development because people in these stages don't have any other.

means or instruments to express their opinions or requests in public discussion and these petitions give people chances to participate in public debates. This

participation is not just about exchanging ideas but about making an influence and change in laws.

Throughout history petitions have been the most important means used by afflicted people to assert their rights and petitions have significance role in converting individual issues or problems to the public sphere and get appropriate solutions. Petitions were available for all people not to specific group and they served as a strategic means to change laws and influence authorities that is mean petitions function as a political pressure tools. Petitioner in themselves signed on documents and shared to change their grievances to official shareable records, and balancing hiding and showing their identities aims to keep themselves safe and uphold their political status.

Riley (2009), suggests that petitions are not always right-based claims. They often function as humble appeals to those in power with outcomes depending on the authority's discretion instead of entitlement. This view illustrates the unequal relationship among authorities and petitioners and shows how petitioners used praise words to encourage the second group except this request also carpenter highlight that the second group not only necessary to be a formal institution but can also be an individual have financial power or a high position.

2.5. Petitions as Communicative Genre

This section demonstrates petitions not just about written requests but also function as performative actions such as apologizing, negotiating in an unequal relationship with authorities (recipients who make decisions except or reject the requests), and petitioners (who submit the request with pay attention when writing this request, and showing respect). this relation of reciprocity (**Harper, 1997**).

Printed petitions play fundamental role to give a chance for public participation in debates and for lobbying political elites to influence legislative agendas, they enable ordinary people to convey their requirements and voice in public discourse. (**Zaret, 2000**).

Petitions allow an individual to express their requirements and opinions because they were the only means to convey their requirements to authorities aimed to influence on public decisions and changing some laws within hierarchical relations (**Riley, 2009**).

petitions formal instruments used by affected people to powerful officials in formal instruction ,structure and adherence to them **(Hohmann, 2016)**.

Petitioners try to do the most important thing when writing petitions showing humility and politeness and hide their identities submitting the requests with a collective name to protect themselves from dangers **(Carpenter, 2021)**.

3. Methodology

Type of study

This study adopts a qualitative research design, as it focuses on interpreting linguistic features and comprehensively how meaning is formed in context.

Date selection

The date consists of three online petitions collected from official petition platforms.

The selection is purpose-based on the following criteria

Relevance to public issues

Clarity of persuasive purpose

Presence of identifiable linguistic strategies

Data Analysis

The data is analyzed using Bhatia's (2017) model across three levels:

textual analysis (pronouns, modality, rhetorical devices)

socio-cognitive analysis (audience awareness and communicative purpose)

Critical analysis (power relations, ideology, and interdiscursivity)

Data Analysis and Decision

Petition 1: (n.a., 2026) Ban Social Media for Under-16s to Protect Children

Textual Analysis (Lexical and Grammatical Features)

Ban social media access for under-16s. We think this could protect their mental health and childhood. Evidence shows it can cause harm, exposing children to bullying, addiction and inappropriate content. Follow Australia's led to priorities their well-being. Social media can wait—childhood cannot.

We think the government could introduce strict age verification, legislation holding platforms accountable, and promote real-world activities and digital literacy in schools. We believe social media can harm children's development. By acting now, we think the government can protect childhood, encourage healthier habits, and ensure children are ready to navigate social media as adults.

1. Textual Analysis: Lexico-Grammatical Features Modality

The directive expression "Follow Australia's lead" functions as a persuasive suggestion that encourages governmental action. Although it appears less forceful than explicit modal verbs such as must, it still implies obligation.

In addition, the statement "Social media can wait – childhood cannot" reflects a strong sense of moral obligation. The modal verb "can" is used strategically to contrast possibility with urgency, suggesting that delaying social media access is acceptable, whereas protecting childhood is not. This contrast strengthens the persuasive force of the petition by framing the issue as a moral necessity rather than a simple policy choice.

Pronouns

The repeated use of the pronoun "we" (e.g., "we think," "we believe") constructs a collective voice, indicating that the petition represents shared public concern rather than an individual opinion. This inclusive strategy builds solidarity and aligns the petitioners with a wider community, thereby enhancing the credibility and persuasive impact of the message.

Repetition

The repetition of "we" reinforces the sense of unity and collective identity. This rhetorical emphasis strengthens the authority of the petition by presenting it as a unified social voice, making the argument more compelling to decision-makers.

Rhetorical Devices

Binary Opposition

The statement "Social media can wait – childhood cannot" creates a clear binary opposition between delay and urgency. This contrast highlights the importance of prioritizing childhood over digital access, thereby increasing moral pressure on the government to act.

Emotional Appeal

The use of terms such as “protect,” “harm,” and “well-being” appeals to the reader's emotions, particularly concern for children's safety and development. This emotional framing encourages empathy and strengthens the persuasive power of the petition.

Move Structure (Functional Segments).

1. Establishing the Issue

The petition begins with the clear demand “Ban social media access for under-16s”, immediately identifying the issue as a matter of concern related to children's mental health and development. This direct opening establishes urgency and focus.

2. Justifying the Demand

The justification is supported by claims such as “Evidence shows it can cause harm”, referring to risks like bullying, addiction, and exposure to inappropriate content. The reference to “Follow Australia's lead” further strengthens the argument by presenting the proposal as practical and already implemented elsewhere. This combination of evidence and precedent increases the credibility of the petition.

3. Call to Action

The statement “By acting now, we think the government can protect childhood...” functions as a call to action, urging immediate intervention. It emphasizes positive outcomes such as healthier habits and better preparation for adulthood, thereby reinforcing the necessity of the proposed policy

4. Socio-Cognitive Analysis

Genre Knowledge

This petition follows a conventional structure typical of public petitions, presenting a clear problem, supporting justification, and a proposed solution. The use of simple and direct language ensures accessibility to a wide audience. This reflects the socio-cognitive level in Vijay K. Bhatia (2017), where linguistic choices are strategically shaped to achieve a persuasive communicative purpose.

Audience Awareness

The primary audience is the government, which is directly addressed as the authority responsible for implementing the policy. At the same time, the petition targets the general public through inclusive pronouns such as “we”, encouraging shared concern and support. This dual audience strategy helps to mobilize public opinion while applying pressure on decision-makers.

3. Critical Analysis

Power Relations

The petition reflects an unequal power relationship in which the government holds decision-making authority, while children are positioned as vulnerable subjects in need of protection. However, the collective voice (“we”) represents societal pressure, suggesting that public opinion can influence those in power.

Legitimization and Ideology

The petition legitimizes its argument through appeals to social justice and moral responsibility, particularly the need to protect children’s well-being. It promotes an ideology that prioritizes childhood as a critical stage that must be safeguarded from potential harm.

Interdiscursivity

The petition combines multiple discourses, including:

- Social and moral discourse (protection, well-being)
- Psychological discourse (mental health, addiction)
- Policy discourse (government action)

This integration strengthens the argument by providing multiple perspectives, making the petition more persuasive and credible.

2. Petitions (Chapman, 2026)

Make roads outside all schools/nurseries 20mph with metal railings & speed bumps

I think that all roads outside of private and non-private schools and nurseries should have a speed limit of 20mph and also be equipped with metal railings, and speed bumps to slow down traffic near schools.

I believe that all streets outside of educational or childcare facilities, including private day nurseries, should have a 20mph speed limit or less. Additionally, I think that speed bumps and metal railings at entrances are necessary to ensure children's safety. I've noticed that 30mph limits are often ignored, and the lack of railings increases the risk. These measures should be mandatory for all such areas.

1. Textual Analysis: Lexico-Grammatical Features

Modality

The clause “should have a speed limit of 20 mph” contains the modal verb “should,” which expresses obligation and necessity. Although it is less forceful than must, it presents the proposal as a reasonable and expected action. This suggests that the petition frames the policy as a necessary measure to ensure

children's safety, thereby strengthening its persuasive appeal by emphasizing responsibility rather than choice

Pronouns

The use of the pronoun "I" reflects an individual voice, indicating personal involvement and direct concern. Unlike collective pronouns such as "we," this singular form personalizes the issue and presents it as a lived or observed problem. This strategy enhances authenticity and emotional engagement, making the argument more relatable and impactful.

Repetition

The repetition of "I" reinforces the writer's personal commitment and concern. This repeated individual voice highlights the seriousness of the issue from a personal perspective, which can increase the emotional weight of the argument and draw attention to the urgency of the situation

Rhetorical Devices

Emotional Appeal

The statement "the lack of railings increases the risk" appeals to the reader's concern for children's safety. By highlighting potential danger, the petition evokes fear and responsibility, encouraging the audience to support preventive action. This emotional framing strengthens the persuasive force of the petition.

Implicit Urgency

The focus on risk and safety implies urgency without explicitly stating it. The suggestion that children are exposed to potential harm creates a sense of immediate concern, thereby pressuring authorities to act quickly.

2. Socio-Cognitive Analysis

Genre Knowledge

This petition follows a conventional structure typical of public petitions, presenting a clear problem (road safety risks) and a practical solution (reducing speed limits). The use of simple and direct language ensures accessibility to a wide audience. This reflects the socio-cognitive level in Vijay K. Bhatia (2017), where linguistic choices are strategically used to achieve a persuasive communicative purpose.

Audience Awareness

The primary audience is the government, which holds the authority to implement traffic regulations. At the same time, the petition addresses the wider society by emphasizing children's safety, encouraging public concern and support. This dual audience strategy helps to strengthen the petition's impact.

3. Critical Analysis

Power Relations

The petition reflects an unequal power relationship in which the government holds decision-making authority, while citizens—particularly children—are in a vulnerable position affected by policy decisions. However, by presenting the issue as urgent and morally significant, the petition attempts to influence those in power.

Ideology

The text promotes an ideology centered on protecting children's lives and ensuring their safety. It frames road safety as a moral responsibility, emphasizing the importance of preventive measures to secure a safer future.

Legitimization

The petition legitimizes its demand through moral reasoning, particularly by linking higher speed limits to increased danger. This appeal to safety and justice strengthens the argument and justifies the need for immediate action.

Interdiscursivity

The petition integrates multiple discourses, including:

- Safety discourse (risk,)
- Social discourse (protecting)
- Policy discourse (speed)

This combination enhances the strength of the argument by addressing the issue from different perspectives.

Petitions. 3. (Parliament, n.d.)

(Parliament, Introduce UK-led humanitarian aid sea corridor for navy-escorted aid to Gaza, n.d.)

Introduce UK-led humanitarian aid sea corridor for navy-escorted aid to Gaza

We call on the UK Government to lead a Navy-escorted humanitarian sea corridor to deliver food and aid directly to Gaza, where famine is confirmed by the IPC. Britain should act with an international coalition, as we believe history will remember inaction that caused preventable deaths.

Gaza is in famine, confirmed by the IPC, and the ICJ found that Palestinians in Gaza have plausible rights under the Genocide convention, and ordered Israel to ensure and facilitate unimpeded aid. Current routes can fail under Israeli clearance, and we urge Parliament to back a UK Navy-escorted humanitarian sea corridor from Cyprus direct to Gaza, with third-party inspections.

1. Textual Analysis: Lexico-Grammatical Features

Modality

The clause “We call on the UK Government to lead a navy-escorted humanitarian sea corridor” functions as a strong directive speech act. Although it does not contain an explicit modal verb such as *must*, the verb “call on” conveys a high degree of obligation and urgency. This choice suggests that the petitioners position their demand as morally justified rather than optional, thereby increasing pressure on the government and strengthening the persuasive force of the petition.

Pronouns

The repeated use of the pronoun “we” constructs a collective identity, indicating that the issue extends beyond individual concern to represent a broader public voice. This inclusive strategy enhances solidarity and positions the petition as a shared societal demand. As a result, the argument gains legitimacy and becomes more persuasive to both authorities and the wider audience.

Repetition

The repetition of “we” throughout the text creates rhetorical emphasis and reinforces the sense of unity among petitioners. This persistent collective voice strengthens the impact of the message and makes it more difficult for decision-makers to ignore the demand, thereby enhancing its persuasive effectiveness.

Rhetorical Devices

The reference to “famine in Gaza” evokes strong emotional appeal by highlighting human suffering. This strategy activates the reader's empathy and moral responsibility, framing the issue as urgent and ethically significant. Consequently, the petition becomes more compelling and persuasive.

Binary Opposition

The petition constructs an implicit contrast between action and inaction, where action leads to saving lives while inaction results in preventable deaths. This binary opposition intensifies moral pressure on the government and presents the decision as a matter of ethical responsibility rather than political choice.

Move Structure (Functional Segments)

1. Establishing the Problem

The statement “Gaza is in famine” introduces the issue as a humanitarian crisis. This framing emphasizes urgency and creates a strong moral basis for the argument, encouraging immediate attention from authorities.

2. Justifying the Demand

The clause “history will remember inaction that caused preventable deaths” provides moral justification for the petition. It suggests long-term accountability, thereby increasing pressure on decision-makers to act responsibly and urgently.

3. Explicit Policy Demand

The demand for a “Navy-escorted humanitarian sea corridor” clearly assigns responsibility to the UK Government. This explicit formulation strengthens the directive nature of the petition and positions the government as accountable for implementing the solution

4. Socio-Cognitive Analysis

Genre Knowledge

This petition follows a clear and conventional structure typical of public petitions, presenting a problem followed by a proposed solution and supported by moral reasoning. The use of accessible language ensures that the message is understandable to a broad audience. This reflects the socio-cognitive level in Vijay K. Bhatia (2017), where linguistic and structural choices are strategically used to achieve a persuasive communicative purpose.

Audience Awareness

The primary audience is the UK Government, as directly addressed in the petition. At the same time, the petition targets a secondary audience—the general public—by using inclusive language and emotional appeals. This dual audience strategy helps to mobilize public support while simultaneously pressuring decision-makers.

3. Critical Analysis

Power Relations

The petition reflects an unequal power relationship in which the government holds decision-making authority, while petitioners occupy a relatively weaker position. However, through strong directive language and moral framing, the petitioners attempt to challenge this imbalance and influence those in power

Ideology

The text promotes a humanitarian ideology centered on protecting human life and ensuring access to basic needs. It frames the issue as a matter of moral and ethical responsibility, rather than merely political decision-making.

Interdiscursivity

The petition integrates multiple discourses, including humanitarian discourse (“famine,” “preventable deaths”), legal discourse (reference to international rulings), and political discourse (UK government action). This combination

strengthens the argument by providing multiple layers of justification, making the petition more persuasive and credible.

4.2. Discussion

The analysis of these petitions illustrated the use of many rhetorical strategies to persuade government authorities to make decisions immediately. Through all petitions, the use of collective pronouns, modal expression and directive verbs emphasize on necessity as well as urgency, showing intentional effort persuade decision makers respond immediately. At the textual level, petitions employ strong expression or directive language such as “We call on the UK Government “to convey demands.

The pronoun “We” is repeated more than once in petitions to construct shared identity and construct solidarity among the petitioners. presenting their demands as shared concerns instead of personal perspectives. Modal verbs such as should as well as must, emphasize the compulsory aspect of the action requested. emphasizing the ethical urgency of issues presented. At the socio - cognitive level, the petitions illustrated structured approach that facilitates authorities understand the request. The language used in petitions construct relationship in which members of the public address governmental officials, indicating both an awareness of the power hierarchy as well as the distribution of responsibility. References to international organizations, like the IPC and the IC, enhance the credibility of the arguments as well as provide legal and humanitarian legitimacy. At the critical level, the petitions illustrate the power dynamics among officials and citizens, the language has been used professionally and strategically to pressure as well as influence authorities sign on petition. add integrate various types of petitions, urgent appeals, humanitarian framing, and legal petitions to strengthen the persuasive force, these strategies show how much attention must be paid when writing the petitions because the way in which written could affect if this petition is accepted or no.

5. Conclusions

This study has investigated English Petitions using Bhatia's (2017) Critical Genre Analysis model to comprehensively examine how language acts in persuasive discourse. The analysis illustrates that petitions are based on strategic linguistic choices, especially the use of pronouns, rhetorical devices, and modal verbs to build persuasive meaning.

The findings show the petitioner does not merely present a request; instead, strategically frame their demands through building a collective identity,

expressing urgency, and appealing to moral and social responsibility. This highlights the role of language in shaping power relations and influencing institutional decision - making.

Significantly, the study contributes to the understanding of petitions as complicated communicative practices that combine ideological dimensions, social, and linguistic. It also confirms that the critical Genre Analysis is an effective method for examining persuasive discourse in public communication.

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