The Overview of Using English Magazines in Upper Secondary EFL Writing Classroom from the Perspective of Sydney School Genre-Based Approach

การอธิบายภาพโดยรวมการใช้นิตยสารภาษาอังกฤษสอนการเขียนภาษาอังกฤษให้กับนักเรียนมัธยมศึกษาตอนปลายที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศโดยใช้วิธีการสอนภาษาเชิงอรรถลักษณ์แนวซิดนีย์สกูล (แนวการวิเคราะห์หน้าที่ทางภาษาเชิงระบบ)

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Abstract

According to the literature review, the current of using English as an international language is spread out all over the world. Sydney School genre-based approach (Systemic Functional Linguistics) is one of the most attractive choices applied to the classroom contexts where English is implemented through various stages and socio-cultural purposes. The classroom would be supported to analyze the meaning of the language in contexts, language use in everyday life, rather than language structure. SFL approach intends to study the language in every part of its system. Thus, the idea is brought to the classroom circumstance where nature of writing is designed based on scaffolding of text in a particular purpose. When regarding to the social purposes of texts types, it could be challenged that how an authentic magazine, namely Bangkok Post Student Week, could deserve particular school genre and macro-genre and provide appropriate scaffolds to facilitate for the secondary school students' reading and writing for communication. This overview is anticipated that researchers would realize to what extent the language from scaffolding macro-genre and SFL approach could develop the learners' communicative skills through authentic contexts of various social purposes.

Keywords: genre; text types; scaffolding; modeling text; school and curriculum genre

บทคัดย่อ

จากการศึกษาด้วยวรรณคดีปริทัศน์พบว่ากระแสการใช้ภาษาอังกฤษเป็นภาษาสากลแพร่หลายไปทั่วโลก วิธีการสอนภาษาเชิงอรรถลักษณ์แนวซิดนีย์สกูล (แนวการวิเคราะห์หน้าที่ทางภาษาเชิงระบบ) เป็นหนึ่งในแนวทางการสอนภาษามากมาย โดยมีนักวิจัยพิจารณาว่าเป็นวิธีการสอนที่น่าสนใจและสามารถนำไปประยุกต์ใช้ในการสอนภาษาอังกฤษในชั้นเรียน ซึ่งจะเห็นได้ว่าภาษาอังกฤษถูกใช้เพื่อสื่อสารแบบมีขั้นตอนและสนองตอบต่อจุดประสงค์การสอนภาษาในเชิงสังคมและวัฒนธรรม ดังนั้นการสอนภาษาอังกฤษในชั้นเรียนควรที่จะเปิดโอกาสให้ผู้เรียนได้วิเคราะห์ทั้งความหมายของภาษาในปริบทต่างๆ ภาษาที่ใช้ในชีวิตประจำวันแทนที่การสอนตามโครงสร้างไวยากรณ์ วิธีการสอนภาษาเชิงอรรถลักษณ์แนวซิดนีย์สกูล (แนวการวิเคราะห์หน้าที่ทางภาษาเชิงระบบ)มุ่งเน้นที่จะสอนภาษาทุกส่วนประกอบตามระบบของการเสนอความหมาย ดังนั้นแนวคิดเกี่ยวกับดังกล่าวถูกนำมาใช้ในปริบทของโรงเรียนซึ่งงานเขียนของนักเรียนได้รับพื้นฐานความหมายมาจากงานเขียนตัวอย่างตามจุดประสงค์ของงานเขียนนั้น เมื่อพิจารณาจุดประสงค์ทางสังคมของงานเขียน นิตยสารภาษาอังกฤษบางกอกโพสต์ฉบับนักเรียนนักศึกษาสามารถนำมาประยุกต์ใช้

สอนในชั้นเรียนโดยสนองตอบต่อความต้องการของหลักสูตรและความสามารถทางภาษาของนักเรียนไทยในด้านการ
อ่านและการเขียนเชิงสื่อสาร การอธิบายภาพโดยรวมครั้งนี้หวังว่าจะช่วยให้นักวิจัยได้ตระหนักระดับของภาษาที่ใช้
เป็นต้นแบบในหลักสูตรและกระบวนการสอนการเขียนภาษาอังกฤษให้กับนักเรียนมัธยมศึกษาตอนปลายที่ใช้ภาษา
อังกฤษในฐานะภาษาต่างประเทศโดยใช้วิธีการสอนภาษาเชิงอรรถลักษณ์แนวชิดนีย์สกูลสามารถพัฒนาทักษะการ
สื่อสารของผู้เรียนจากการเรียนกับปริบทจริงตามจุดประสงค์อันหลากหลายของเนื้อความที่เขียน

คำสำคัญ: อรรถลักษณ์, ชนิดของเนื้อความ, การสอนโครงเรื่อง, เนื้อความตัวอย่าง, เนื้อความตามหลักสูตร
และตามแนวทางของโรงเรียน

Introduction

The Ministry of Education of Thailand has provided a core curriculum for the foreign languages department in each school as a constitution predominant on teaching and learning organization. The curriculum consists of certain ad hoc concepts of the four-main language substances, viz Communication, Connection, Culture and Community. The goal of the curriculum needs all students to expose with language situations insofar they are able to communicate in the world community as the world citizens (e.g. Lillis &Scott, 2008; Thesen & Pletzen, 2006). Essentially, every school has to develop their own curriculum based on the needs of their social environments and changing world situations serving for the 4-main substances described in the core curriculum.

As can be seen, all schools have to conduct their classrooms with using English for communicative purposes and better understanding with people around the world (Chaisiri, 2010)because students are engaged with authentic texts perfectly (Kroll, 2001). Subsequently, various situations were regarded as a goal for communicative writing, nature of writing with social circumstances. This idea focuses on modeling or scaffolding of text written for a particular purpose. This pedagogy, on the other hand, came in the Sydney School genre-based approach (Halliday&Hasan, 1985; Paltridge, 2001; Millar, 2002; Hyland, 2003; Kim, 2006).

For this reason, Hyland (2003) proposes that genre-based pedagogies offer students explicit and systemic explanations through various functions of the language used in social contexts. This is possibly to address that they provide more fruitful and developed responses than process orthodoxies. For example, Kim and Kim (2005) contribute that genre-based approach could develop low achieved university students' writing skill through the stages of de-contextualization such as choosing appropriate vocabulary, organizing the structure properly depending on the topic or the purpose of writing, following the correct grammar rules and integrating ideas. The students are anticipated to be able to resolve the problems in writing tasks because of adequate examples of text analysis, even text and linguistic features before wring the authentic one (e.g. Lee, 2010; Woodward-Kron, 2009; Hood, 2006).

Overview of trends on genre-based approach

Systemic Functional Linguistics of Sydney School defines genre as 'staged, goal-oriented, purposeful social process (Martin, Christie and Rothery, 1987). They also elaborate that genres are staged because they use typical schematic and organizational structure; they are goal-oriented because they are used to get things done, and they are social because members of the culture interact through them. Hyland (2007) also supports this idea in terms of grouping texts together, representing how writers typically use language to respond the recurring situations. Members of a community usually have little difficulty in recognizing similarities in the texts they frequently

use are able to draw on their repeated experiences with such texts to read, understand and perhaps relatively write them easily. In addition, John (2008, p.239) agrees with Martin (1999) on the concepts of genres in the purposeful social processes that they are as socio-cognitive schemas; when looking at a common process or situation, people would have a schema of the steps and language involved in the process.

Therefore, this article has been decided to focus on ideology of Sydney School genre-based approach because it seems to be more beneficial to apply the knowledge into the context of EFL secondary-leveled classroom activities, i.e. curriculum genres; recount, narrative, descriptive and report (Christie & Maton, 2011; Flowerdew, 2005). Fortunately, Bangkok Post Student Weekly is so popular and convenient that teachers can reach such an authentic material providing several kinds of curriculum genre for the EFL classroom contributed by a valuable trend of Sydney School genre-based approach.

Periodicals in an EFL Classroom

It is believed that newspapers and magazines publishers, both local and national, could develop educational programs, constructions and conductions for school circumstance for decades (Cornish, 2004). In Thailand many schools in junior and high levels are encouraged to implement newspapers and magazines written in English in order that the students would be encouraged to have opportunity to expose with the real language used in the diverse society and culture.

Hood (2010) describe that employing periodicals in classroom is the most effective way to provide up-to-date information for the learners who are not native speakers. Hare (1998) also supported the idea that the use of periodical as an authentic material in the foreign language classrooms would allow non-native learners access to genuine information and expose with the real purposes of several types of texts in the real society and cultural circumstance of the native speakers. For example, Sanderson (1999) has shown teachers how to exploit the features and sections of English language newspapers. However, he does not address the components of the language use under the materials such text features, linguistic characteristics, context and even purposes of the texts when teaching students in the classroom.   Long and Harlow (1988) include some guidelines for preparing periodical materials to use in the classroom, but particular elements of language such lexico-grammar and how to understand several types of text are not supported.

For this study, Bangkok Post Student Weekly, an English magazine provided for EFL Thai students in secondary schools across the country, is decided as a main material for developing students' language literacy and communicative competence through genre-based approach. The language and topics used in the magazine are graded as well as the students' language ability and interests. For example, the text types in this magazine particularly appeal students with the adolescence's idols in social situations of day-to-day life such Super Star Singers from a TV program and their album debuts, a popular sport player who gives interesting interviews or even features about science and history.

SFL genre-based approach and implementing English magazines in the EFL writing classroom

The purpose of this article intends to explain how to apply ideologies of Sydney School genre-based approach derived from the suggestion of Halliday (2007), Martin (2011) and Rose (2007) and also other proponents such Derewianka (2003), Gibbons (2002), Feez (2002) and

Christies (2005; 2002), who conduct their classes with the several types of texts. To apply the recommendation of these scholars to the context of the EFL classroom situation at the school genre, a popular English magazine, viz Bangkok Post Student Weekly, is planned as a selected classroom material when conducting reading and writing for the EFL upper-secondary students. Focusing on meaning and context of the language by Systemic Functional Linguistics approach, the concepts of genre analysis have been applied to the non-professional settings such as primary and secondary classroom situation rather than universities or professional fields (Paltridge, 2004; Christie, 2005; Gardner, 2012). They also brought those text types occurred in various purposes of the society, and frequently had the language classroom discussion about those texts in spoken activities as curriculum genre.

According to the background of the genre-based approach elaborated above, thus, this article is schemed to: 1) describe an application of the theory of Systemic Functional Linguistics (Sydney School), 2) explain how to use Bangkok Post Student Weekly as a classroom text for developing EFL students' writing skills at the school by adopting the ideas of Sydney School genre-based approach. It is anticipated that this would be a research gap challenges the researcher to search for more mysterious teaching technology when needing to develop EFL classes' writing achievement through an authentic text derived from a genuine material, providing diverse contexts from several purposive situations in the society.

Background and application of SFL genre-based approach

Systemic Functional Linguistics (SFL) is defined as a framework for describing and modeling texts in functions rather than formal terms. The ideologies come in terms of 'Functional Criteria' because the language is regarded as a resource for meaning making through extensive analyses of written and spoken texts (Halliday, 1978; 1994), which are highlighted the relationship between language, text, context and society's purposes. The first concept is specified to the context of culture, or 'genre,' in which the language used by people from different cultures and particular purposes.   The second one is focused on situational context, related to three features of language use: the topic talked or written about (field), the relationship the speaker and listener, the writer and reader or even the author and audience (tenor) and the channel of communication-spoken or written (mode) (Gibbons, 2007; Paltridge, 2007; Hammond & Gibbons, 2001; Christies, 2005; Burn, 2001;Hyon, 1996). Also, Martin (2009) has recommended an outstanding figure to unify ideas involving the relationship between genre theory and the application of SFL from Sydney school ideology for having better view when teaching writing.
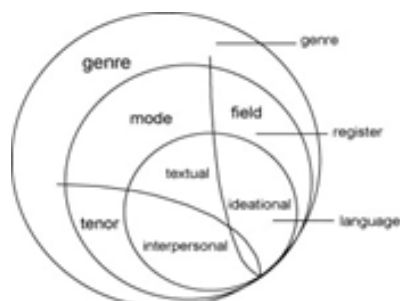

Figure I: Meta–function in relation to language, register and genre Hyland (2003, p.26)

Implementing Sydney School genre-based approach in upper secondary EFL writing classroom through printed media modeling text: Bangkok Post Student

Based on the investigation through BPSW comparing with text types, Paltridge (2004) suggests that classroom genre and language awareness activities specify to the purposes of communication through the ways of different lexico-grammatical structures and patterns. They engage with six contexts of language teaching. The first is to consider and to construe the meaning of an authentic text. The second is to focus and to highlight the numbers of particular part of speech. The third is to discuss the language use. The fourth is to analyze a particular group of audiences to suit their needs and backgrounds. The fifth is to discuss forms of tenses to be used, and the sixth is to regard tense using in the same genre and nominalizations. The example below would be an interesting device based on Sydney School genre-based approach addressing the paradox of 'cycles of teaching and learning' around the use of whole texts in context. The cycle takes students through a wide range of activities which addresses both accuracy and fluency. This method of tuition is often referred to 'genre based tuition' and 'text modeling' presented by Martin (1999).
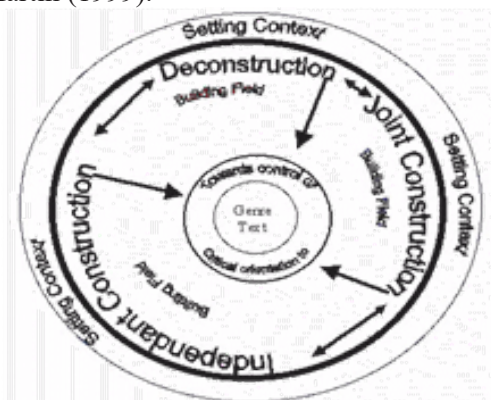

Figure II: A genre-based teaching and learning cycle (Martin, 1999:131)

For example, if the text type of 'local news' from BPSW is chosen as the model text for the class, the circle of tuition will revolve into 5 teaching cycling stages. The first, Building Text is to have the class talk about the news form, purposes of news, writers, audiences, vocabulary concerned, and read for comprehension then discuss about the things which are read. The second, Text Exploration or De-contextualization is to have the class discuss about the language feature used in the news, e.g. what tense is used, what form is presented in the news (active or passive voices), what other world could be used instead of the ones presented in the news. The third, Guided practice or Joint construction is to have the class answer questions about the local news, build sentences together and alone then edit with the whole class and make for the best ones. The fourth, Independent construction is to have the class attempt to build sentences or news alone on which the teacher or peers will give feedback and compare with the model text. The fifth, Linking related construction is to have the class write the news that has the same plot as things they have written in the fourth step (independent construction).

Generic feature of text type in Bangkok Post Student Weekly

According to Sydney School gene-based approach, Halliday (1994) recommends that genre be analyzed in order to understand its outstanding feature before implementing with the students in the classroom. The scheme of recognizing on the purposes and stages of the text could serve the meaning of the language used in a particular context or goal (Martin, 2011; Rose, 2007). It is, thus, apparent that teachers should go beyond the text by selecting a par-

ticular genre described in the curriculum from the selected material and investigating what generic structure and purpose the genre has. This is actually held as a scaffold by teachers and students when duplicating the structure of the stereotype text on 'Joint Construction' stage and developing their writing ability in the 'Independent Construction' so far.

As an above shadowed chart about text types from BPSW and curriculum macro-genre, the following text is an excerpt derived from BPSW published on July 8, 2013, volume 44, on issue number 27 (p. 6), presented on the column of 'Connect-Editor… Note Chat-room.' It seems popular among the secondary-schooled students at the school because they are encouraged to present their ideas via a popular adolescence's English magazine with hope that many teenagers would read and encourage the writer to be well-known in the future. For this volume, the column comes in the topic of 'Letter of the week-SPACE CADET' which provides the genre of 'discussion letter.' The excerpt is presented as follows together with both the analysis of its generic feature and linguistic feature:

Letter of the week: SPACE CADET

I have been studying about space and the universe lately. I find this really interesting because it is something that human cannot see with direct eye from Earth. We have also learned about the **BIG BANG** billions of years ago, when humans were not around.

Studying this topic really drives me crazy, using my imagination to think backwards about how living creatures came to be. Since it is proved that life came from the sea, water is the magic found on Earth in the solar system.

I think we are lucky because Earth is the only planet in the solar system that has life, so we should be more responsible and concerned for our environment!

Teera Siribunsuk, Bangkok

You have been studying one of my favorite topics, Teera. I've been fascinated by **cosmology**since I was a kid. The more I have learned about the **intricacies**of physics and **astronomy** and **evolution**, the more fascinated I've become. Science gives us a glimpse into the mysteries of the **cosmos** and what our place in the universe is. I highly recommended that you stay **inquisitive** and continue your scientific studies. You don't have to become a scientist – I'm certainly not one – but understanding as you can about science will give you an appreciation of the universe that will never, ever prove **detrimental** to you. If you can track down the documentary series Cosmos by astronomer Carl Sagan, I think you will find it really interesting and educational. Have fun. - Editor

As can be seen, a discussion letter, always released as one of the principal popular events, is an outstanding text generally provided in Bangkok Post Student Weekly magazine which presents a problematic and idea-suggestive discourse. The circumstance will be discussed from different viewpoints of audiences or members of the magazine around Thailand. Especially, they are secondary-schooled students who would like to practice and develop their English language skills so that they send their opinion about certain circumstances to the editor of the magazine and exchange idea with other readers. The purpose of the discussion text is to consider a problem or issue from many points of view to assist in gaining a more complete understanding of it, so that decision can be made or a solution devised including explanations and descriptions. According the stereotype of discussion letter from BPSW, the basic generic structure is manifested in the following table:

Table I: The basic generic structure of discussion letter from BPSW

Generic Structure of the Discussion Letter Text	Linguistic Feature and Register of the Discussion Letter Text	Example of the Content from the Authentic Text
1) Title: Opening the discussion with the topic related to adolescence's attraction and	-Using Present Perfect Continuous Tense and Present Perfect Tense to show a period of long interest on the topic being discussed -Using words giving reason, e.g. …find…because…., in some complex sentences -Showing good relationship between the editor and the author (student) by mentioning student's name.	Student's letter: I have been studying about space and the universe lately. I find this really interesting because it is something that human cannot see with direct eye from Earth Editor's letter: You have been studying one of my favorite topics, Teera.
2) Introduction: Introducing with the writer's interesting point of attractive topic mentioned above	Eliciting noun-coin in the field of the topic, e.g. imagination, living creature, solar system, cosmology	- Student's letter:Studying this topic really drives me crazy, using my imagination to think backwards about how living creatures came to be. Editor's letter: I've been fascinated by cosmologysince I was a kid
3) Arguments: Presenting variety of views, supporting points, comparing and contrasting points, or even arguing points	-Using adjectives, adverbs and verbs in Present Simple Tense to insist attraction through the complex sentence in passive voice showing argument, e.g. …really drives me crazy…, Since it is proved that……	Student's letter: …really drives me crazy, …imagination …how living creatures … Since it is proved that……the magic found on Earth…..in the solar system. Editor's letter: The more I have learned… intricacies…. and astronomy and evolution, the more fascinated I've become.
4) Conclusion: Summing up with decision, suggestion, recommendation and/or exclamation accompanied by closing with the name or position of the author	-Using verb showing idea and opinion on the topic such as …think…because…. -Eliciting relating words, e.g. planet, environment -Making decision and giving recommendation with modalities in the compound sentence, e.g. will, can, should,…..so………………our environment!	Student's letter: I think we are lucky because Earth is the only planet in the solar system that has life, so we should be more responsible…..our environment! Editor's letter:…but understanding as you can about science will give you an appreciation of the universe that will never, ever prove detrimental to you. If you can track down the documentary series Cosmos by astronomer Carl Sagan, I think you will find it really interesting and educational.

Using systemic functional linguistics to analyze text

When analyzing texts on the level of clauses and sentences, furthermore, the particular area of interest in SFL for application in text mining is the Lexico-Grammar (LG), as LG categories provide the basis for the 'generic' semantic information that is required for portable and adaptable text mining and classification. SFL has three sets of LG categories, each of

which represent the three kinds of 'generic' semantic information expressed by the lexical and grammatical structures of the clause. These three categories are referred to as meta-functions. In any given clause, one of the strands of meaning present conveys the kind of communicative act that is taking place between the speaker and the addressee, such as a statement, demand, exclamation, question, request and so on (Whitelaw & Argamon, 2004; Whitelaw & Garg, et al., 2005). This is called the interpersonal meta-function. Another strand of meaning in the clause is to do with the construal of states of affairs in the world– the experiential meta-function. Lastly, another strand of meaning in the clause signals how the information in the clause is organized with respect to other clauses in a text– the textual meta-function. In SFL, each meta-function in the LG is considered as an aspect of the total lexis and grammar of the clause, with its own set of categories. In this way, each clause is said to have three strands of meaning operating simultaneously, and each of these strands can be described through a set of grammatical categories (Whitelaw & Herke-Couchman, et al., 2004). Consequently, it may be regarded that the machine of language is related to text and context when people use thelanguage to communicate in order to achieve their purposes of each social activities. When comparing the analysis of linguistic features on both levels (LG and Syntax levels) via SFL theory, text and context in the social purposes could provide a latent relationship stratum between context and meta-function as below manifesting:

CONTEXT (Register and Genre)   META-FUNCTION (Syntax)

FIELD ————————————→ EXPERIENTIAL

TENOR ———————————→ INTERPERSONAL
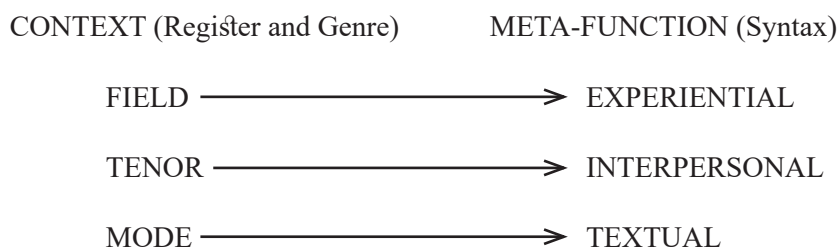
MODE ————————————→ TEXTUAL

Figure III: The relations of context of the language and its functions as a source of meaning (adapted from Halliday, 1994)

Based on the recommendation of SFL, the selected text (a discussion letter–deriving bothfrom audience and editor) from Bangkok Post Student Weekly could be analyzed for teachers to understand the mechanism of the language on the level of context and meta-function.

Table II: The overview analysis of the relation between the generic structure and the language meta-functions of the Student's Discussion Letter in BPSW

Generic Construction of the Student's Discussion Letter	Authentic Text	Register (Word Choice in Context) & Meta-Function (Discourse & Syntax)	Position / View of the Author
Introduction	I have been studying about space and the universe lately. I find this really interesting because it is something that human cannot see with direct eye from Earth. We have also learned about the BIG BANG billions of years ago, when humans were not around.	• The context of this letter describes background of the topic and the circumstance(field) where the author has been exposed (Present Perfect Continuous Tense). He leads into his topic with what he has done (…lately… ago…), then denotes how his topic is important(…interesting…) and gives the reasons why he is involved in that situationwith the formal language (…because……from Earth… Big Bang). • Experiential Meta-function could be found in the introduction of this type of letter (text type) because the author would denote his affair in the world of astronomy and space and also the evidence of the earth origin. • Interpersonal Meta-function is latent that the author (student) directly recounts to the audience (editor) what he has done on a particular topic relevant to the letter. Also, he insists his interest to the editor and begins more details in the next paragraph. • Textual Meta-function is addressed in terms of statement connection, meaningful signal wordsandtheme/ rheme dimensions. The text begins with Present Perfect Continuous Tense in order to show the connection of the situation appeared in the past and continued to the present with a circumstance of time (…..lately…) then the author connects his ideas with the Present Simple Tense to insist how much his topic is so intensive (…interesting… because…). Finally, the author connects his reason by beginning the Theme with 'We' and following byRheme with '… have also learned about the BIG BANG billions of years ago,…' with Present Perfect Tense in order to show that the situation is still in people's interest. Then, thedependent clause was brought to support and conclude his idea about his existing knowledge involving with the history of the earth coming under Past Simple Tense , e.g. …when humans (Theme)…+ were not around (Rheme).	• The author shadows his view in terms of intending to present his interest on the topic and puts an emphasis on his experience about doing a particular activity.

| Body | Studying this topic really drives me crazy, using my imagination to think backwards about how living creatures came to be. Since it is proved that life came from the sea, water is the magic found on Earth in the solar system. | • As can be seen, some words are particularly used to show the connection from the introduction part to the body text and to relate the whole story with 'gerundial phrase' comprising with adverb and adjective, e.g. Studying…. really….crazy.
• The author also manifests his profound background knowledge on the topic he is discussing as Experiential Meta-function (…using my imagination…to think backwards about how living creatures came to be…).
• Particularly, the author may confirm the addressee that he has search for more details about the topic he is discussing by shadowing the knowledge of earth and creatures origin (Interpersonal Meta-function).
• In Textual Meta-function, the sentences used in this part are more complicated by using some nominal phrases such non-finite verbal group, e.g. Gerundial Phrase, Studying this topic…., as the Theme, and …living creatures as the Rheme to show the goal of the sentence. Whilst, the Rheme has been presented at the beginning of the sentence by showing the cause of the circumstance with the dependent clause in passive voice form and following with the result, the Theme, viz independent clause, e.g. Since it is proved that….., water is the magic found…solar system. | In the body of this letter, the author generally describes and insists his reason why he likes to study about space, and show the machine of language by giving the connection of his scientific knowledge and reason organization on the text. |
| Conclusion | I think we are lucky because Earth is the only planet in the solar system that has life, so we should be more responsible and concerned for our environment!

Teera Siribunsuk, Bangkok | • The signal words such …think…because … could show that the author tries to conclude his idea and convince the addressee to believe on what he says. Compound Sentence with conjunction (…,so…) could provide the connection between the topic and the opinion of the writer in the particular situation (Experiential Meta-function). Also, he gives his opinion to the addressee that environment is so important to lives on earth and convinces everyone to concern about it as well (Interpersonal Meta-function). However, suggesting sentence with the Modality (should) can show his target point (particular purpose) of his text where he pinpoints his ideas in the conclusion accompanied by his concern on environment on the earth (Textual Meta-function). Finally, the closing method in this letter seems easy by presenting his name and the place where he lives. | • The author convinces the addressee to be concern with the environment on the earth. This is the main purpose of the discussion where the author would like to persuade not only the editor but also the readers to think much more about the importance of the earth, the main planet of the solar system. |

Absolute Corresponding Paragraph	You have been studying one of my favorite topics, Teera. I've been fascinated by cosmologysince I was a kid. The more I have learned about the intricaciesof physics and astronomy and evolution, the more fascinated I've become. Science gives us a glimpse into the mysteries of the cosmos and what our place in the universe is. I highly recommended that you stay inquisitive and continue your scientific studies. You don't have to become a scientist – I'm certainly not one – but understanding as you can about science will give you an appreciation of the universe that will never, ever prove detrimental to you. If you can track down the documentary series Cosmos by astronomer Carl Sagan, I think you will find it really interesting and ed-ucational. Have fun. - Editor	• The purpose of this letter is to correspond the ideas of the student's letter. The context is tied up with the similar topics, astronomy and cosmology, where the editor was also interested when she/he was a kid (field). The editor denotes the name of the student (Teera) in order to show more acquaintance (tenor). Nominal subject is used when the writer refers to the topic discussed (The more I have learned about the intricacies physics and astronomy and cosmology and evolution, …Science gives us…); whilst, some personal pronouns are even used (I, We) in several sentences. This may reflect to the closer relationship between the addresser and addressee. However, many jargons/technical terms on academic area are occurred in this text type, e.g. intricacies, cosmology, astronomy, inquisitive, scientific studies, certainly, appreciation, detrimental, documentary and so on. This may be because the writer is aware of the text pattern as a written language (mode), so the language use in this register should be more formal. Even though it is just a correspond letter, the writer had better show the power of her/his professional maturity. • When regarding to Experiential Meta-function, it is found that the author could present that she also have more ideas about scientific knowledge in terms of cosmology, astronomy • When regarding to Experiential Meta-function, it is found that the author could present that she also have more ideas about scientific knowledge in terms of cosmology, astronomy and evolution. • For the issue of Interpersonal Meta-function,it is apparent that the author feels so friendly with the audience and encourages him to continue to do more his interest. The author also believes that this idea is exactly fruitful to students' knowledge development. • Regarding to Textual Meta-function, the author always use more 'adverb' to mod-ify the verbs in some sentences in order to show how strongly she/he agrees with students' ideas about the topic they are discussing. Modality such 'can' is used in the view of recommendation together with the 'conditional sentence-if clause' shadowing the cause and effect of deciding to do something, e.g. If you can track down the documentary Cosmos by astronomer	• The author wants to show how much she/he is concerned about the addressee' interest. She/he realizes that scientific knowledge is so integral to audience's life. Encouragement and recommendation are outstanding techniques of the organization of this text. Also, the text was intervened the author's background knowledge and interest about the topic they are discussing though.

		Carl Sagan, I (Theme) think (Rheme-finite verb) you (participant-objective pronoun) will (modal)find (finite verb) it (objective pronoun)really interesting and educational (complement- adverb and adjective). Particularly, some signal words such 'I think… / certainly / I inquisitive / detrimental / highly' are presented on this text to show the author's argumentation on the topic as well. Finally, the imperative sentence with latent encouragement was presented at the end of this text (Have fun.) and followed with the social position reference (Editor) to show how much sincere the author wants to present to the addressee of this letter.	

Discussions

In educational context, printed media are employed as a means of informative communication and literacy engagement. It is also believed that media, especially printed media: viz English magazine, become more important for day-to-days socialization and organization of learners. Particularly, these magazines are constituent parts of all text types, e.g. narratives, recounts, reports, interviews, discussions and expositions (Martin and Rose, 2003; Whitelaw, Herke-Couchman, et al., 2004).

Accordingly, educational printed media, such an English magazine used in communicative classroom activities, are abundant with text types which may elicit student's personal disposition and regard to his/her linguistic abilities. It includes not only the cognitive but also the affective field. It should help the student to rethink his/her own role expectations and recognize his/her own communication needs and deficits (Srinon, 2017). For example, the English magazine, viz Bangkok Post Student Weekly, incorporates various linguistic features for communicative practices and language activities, e.g. reading for gist, discussing, arguing and debating, suggested by the Ministry of Education's curriculum. When considering to the SFL issues (Hallidays, 2007) which recommend language meta-function serving for social dimensions and purposes, Bangkok Post Student Weekly could provide complete items of the meta-functions. For example, a letter to the editor could denote the audience's experience in the world or social situation and reflect his/her thought through the written language shadowing the knowledge of lexico-grammar and linguistic ideology. Simultaneously, the letter could also show the strength of relation between the writer and the editor as well as the context of writing task serving with the social manners and social purposes (Kim, 2006).

Print media in EFL schools, therefore, aim at indirectly affecting not only students' language knowledge development but also communicative competence in the classroom before encountering with the real situations on the world stage. For instance, magazines trends to inform adolescence how to spend life and participate in the society as well, and also how to resolve life from problematic circumstance, i.e. BPSW provides certain day-to-day text types such as entertainment, food, science fictions, education, discussion and local news which the language is graded for EFL secondary school students' language level and perception. Furthermore, some text types engage students' imagination and are designed for diversity of particular groups of students. The media, in conclusion, for school should be able to arouse student's potential for social and intellectual development, affected by which types of texts (Lynn, Patricia &Jerry, 2007).

Conclusions

This article is intended to shadow the issues focused on an application of certain ideologies involving a writing pedagogy based on Sydney School Genre-Based Approach in upper-secondary EFL classroom, in Thailand, where the contexts of school genres are encouraged to occur in English magazines, such Bangkok Post Student Weekly, are analyzed for EFL learners' writing skill development. According to a literature review, several studies mainly focused on the benefits of a genre-based (SFL) pedagogy on students' writing ability in an EFL context (Tracy, 2010; Srinon, 2009;Thesen & Pletzen, 2006; Krisanachinda, 2005; Tafani, 2004; Kongpetch, 2003). However, there is no study focused on how to applied SFL genre-based approach with text types provided in BPSW, a secondary school printed media, though BPSW is convenient for the teacher to grasp it from the library of the school to the class (Renee, 2004). This study, therefore, highlights on the text types, on the analysis scheme of SFL approach, provided in BPSW, as a research gap, for students' communicative competence, especially reading and writing development, where the other research is none focused on the linguistic topics analyzed in the classroom magazine mentioned above. Possibly, it is anticipated that this issue may provide a lens through the perspective of Sydney School Genre-Based Approach. This teaching method would be applicable with various types of texts in social environment, especially in the contexts of EFL secondary school in Thailand. To challenge secondary school English teachers across the country, some possible ideas to implement methods described in the cycle of Sydney School Genre-Based Approach with printed material such an English newspaper grading for the EFL high school level (Martin, 2011; Rose, 2007) may be implemented to expose students' language experiences in different contexts. In addition, this article particularly discusses how the product approach, Systemic Functional Linguistics (SFL) or Sydney School Genre-Based Approach, can cooperate with the language achievement goals established educational circumstance, the school's curriculum and social purposes.

Recommendations

In regard with the phenomena of communicative text types, Bangkok Post Student Weekly, as a means of media education, is regarded as a guide for students to participate with media activities that are both conscious and participatory to the extent possible within the relevant life situation (Richardson, 2007). Media activities require that people are active in any communication situation involving media. This means that they negotiate their own importance in a given interaction during their media use. It should facilitate the student to rethink his/her own role expectations and recognize his/her own communication needs and deficits. Students should also realize and experience that the mass media intentionally arouse the need for consumer-oriented behavior. They should realize that new types of individual and mass communication extend their options for active participation in economic, political and cultural life. Moreover, they should realize and experience that the electronic media have a substantial contributive impact on the personal leisure time organization and behavior. In this respect, reference should be made to the close links between the leisure-time and entertainment industry and the mass media with a view to the development of typical behavioral patterns (Johnstone, 2008).

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