Periodicity and Its Use in Language Teaching

Yupaporn Piriyasilpa
Rajamangala University of Technology Isan
Khon Kaen Campus, Thailand
<ypiriyasilpa@gmail.com>

Abstract

Writing in English is often a problem for EFL learners in part because students may translate literally from their L1, and also because they may organise their writing by focusing on the grammatical structure at the level of clause or sentence. However, many studies argue that language is meaningful at a unit larger than a clause or sentence (e.g., Halliday, 1994; Ravelli, 2005; Martin & Rose, 2003). To write successfully, students need to be trained to take broader perspectives and learn how to organise the text as a whole. Given that text unity can be created through hierarchies of waves of information ("periodicity"-- see Martin & Rose, 2003), this article argues that discourse organisation and grammatical structure are systematically related, and that it is useful for the language teacher to consider both levels when investigating students' use of language, and teaching language in the classroom. Using systemic functional linguistics (SFL), I discuss the relationship of discourse and grammar and examine the implications for the language classroom.

Introduction

Many EFL students find writing the most difficult area of language learning (Chinnawongs, 2001; Syananondh & Padgate, 2005). In the meantime, teachers also find it hard to assist students in producing pieces of quality academic writing (Synanondh & Padgate, 2005). The underlying reasons can be drawn from a number of factors, for instance, the inherent complexity of the skill, students' limited knowledge of the topic, insufficient practice, or inadequate feedback (see, for example, Chinnawongs, 2001). Additionally, studies of language teaching tend to focus mainly on accuracy and correctness of grammar and writing mechanics (see, for example, Myles, 2002; Farrell & Lim, 2005). Students may also focus on surface level of grammatical structure and literally translate their thoughts into English when writing.

While the teaching and learning of writing skill in many contexts has been focused on the communication of accurate grammatical structure, other studies argue that writing should be seen as a recursive activity in which students attempt to create meaning to serve the purpose of writing and to meet the reader's expectation (e.g., Chinnawongs, 2001; Martin & Rose, 2003; Leeds, 2003; Ravelli, 2005). To enable students to write effectively, Leeds (2003, p. 81) claims that there is a correlation between 'idea' and 'form' in the writing process. However, according to Leeds, it is also often that students may have difficulties in finding expressions to communicate their ideas or vice versa. The correlation of 'idea' and 'form' reflects a significant relationship between two levels of language: discourse semantic and grammar (see Halliday, 1994), and suggests that to enable students to write effectively it is important for the language teacher to focus on both levels. In so doing, students should be trained to construct language at sentence level to meet the goal of discourse and create a unified text at discourse level. One important way to create a unified whole in a text is through the construction of cohesion and coherence (Halliday & Hasan, 1976; Butt et al., 2000; Martin & Rose, 2003) as the text unfolds, and this can be done through different strategies, for instance, the use of reference, conjunction, lexical cohesion, and through the relationship of Theme and Rheme (to be discussed later--Halliday & Hasan, 1976).

Using *systemic functional linguistics* (SFL), this article examines how the two levels of language (discourse and grammar) are related and work together to create unity as the text unfolds. In this study, I take both discourse and grammar perspectives and explain in particular how cohesion and coherence can be created through the hierarchical structure of hyperTheme and Theme. Based on the findings, this article also provides some guidelines of how these hierarchies of language can be taught in language classrooms.

The Study

This article is developed from a previous study (Piriyasilpa, 2007) in which online discussion was employed as part of the writing curriculum in a university in Thailand for students to practice writing out of the classroom. In that study, I investigate the generic structure of students' online discussion postings, and argue that online discussion posting is a macro-genre organised to communicate two meanings: interpersonal and experiential. Interpersonal meaning is foregrounded mainly at the beginning and the end of the postings, while experiential meaning is negotiated in the middle parts, where students discuss the tasks assigned by the teacher. Based on these social purposes, the parts that communicate interpersonal meaning contain speech-like features and the parts which discuss the tasks are writing-like (see Piriyasilpa, 2007). This research further develops and focuses on the parts of students' texts where the language is more writing-like (see Appendices A and B for full texts of students' postings). In this article, I begin by demonstrating how textual meaning is organised in these writing-like parts of students' texts by taking the lens of hyperTheme, hyperNew, Theme, and Rheme in SFL. Based on the findings, I draw some conclusions of how

the notion of Theme and Rheme can be taught in the language classroom to support students to better write their essays.
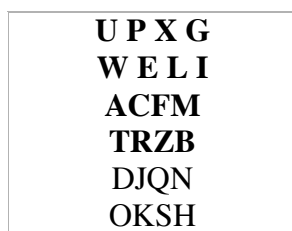
The Framework

Systemic functional linguistics (SFL) is used as a framework for the analysis. Language in terms of SFL is described as functional and is adaptable to social context. The theory emphasises that language is used to communicate three meanings:

1. the experience of the world (ideational)
2. the relationship between the interlocutors (interpersonal)
3. the way that the two previous meanings are communicated in a coherent way (textual)

To build up the three meanings, language is explained as being organised in semantic units beyond words and sentences (e.g., Halliday, 1994; Halliday & Hasan, 1985; Martin & Rose, 2003). That is, the process of making meaning begins from the grammatical form of language being chosen according to the social context of where language is used to construct a meaningful text. This means that in terms of SFL, language and social context interact interdependently in the process of making meaning . While context provides an environment for a text, within the realm of language, there is a relationship of text and grammar. In other words, a meaningful text is built up from the grammatical structure that is selected in accordance with the nature of social context (Halliday, 1978; Halliday & Hasan, 1985; Martin, 2001; Eggins, 2004). This study focuses on the realm of language only, looking more closely at two levels: text and grammar.

What is Text?

"Text is language that is functional" (Halliday & Hasan, 1985, p. 10). It includes the "instances of linguistic evidence in which people actually engage: whatever is said, or written in an operational context, as distinct from a citational context like that of words listed in a dictionary" (Halliday, 1978, pp. 108-109). To exemplify this, Figure 1 below is not a text.

<div align="center">

U P X G
W E L I
ACFM
TRZB
DJQN
OKSH

</div>

Figure 1. Language Not Counted as Text (Eggins, 2004, p. 24)

The language presented in Figure 1 is not read as a text because "the sounds or letters do not in sequence combine to give us words of English language" Eggins (2004, p.

24). What is presented in the figure are only alphabetic or sound units at the lowest level of language, which are not meaningful. A text therefore has to be glossed as authentic products of social interaction (Eggins, 1994, p. 23). Butt et al. explain:

> Texture comes from the way the meanings in the text fit coherently with each other--in much the same way as the threads of a piece of fabric or carpet are woven together to make a whole. Structure refers to the way that most pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context. (1985, p. 3)

The nature of texture and structure signifies two main components of a text: coherence and cohesion (Halliday & Hasan, 1976; Eggins, 1994). Coherence includes the text's relationship to its extra-textual context (the social and cultural context of its occurrence--cf. Eggins, 1994, p. 24) and cohesion involves the way the elements within a text bind it together as a unified whole. In this way, cohesion includes the use of linguistic resources to combine the text as a whole and coherence is concerned with the meaningful way of how a text unfolds within particular social setting. In this section, how texture (coherence) and structure (cohesion) are organised in a text to create a text unity is presented.

Unity in a Text: Texture and Structure

A text's texture can be created through a coherent, whole organisation. To create such a text effectively, writers and speakers need to keep their readers and listeners well informed about (a) where they are, and (b) where they are going. In other words, in order to create a meaningful text, the writer must construct the text with clear organisation by creating "explicit signal[s] of abstraction and theorisation in some overt framework" (Ravelli, 2005, p. 104). In this sense, successful writing requires the writer's ability in creating relations of the whole discourse other than the ability in composing grammatically correct sentences in isolation.

Martin and Rose (2003) explain that a meaningful text is created from periodical waves of information flow: "Periodicity is concerned with information flow: with the way in which meanings are packaged to make it easier for us to take them in...giving readers some idea about what to expect, fulfilling those expectations, and then reviewing them" (p. 175). This means that the writer's ability in creating relations within the text is one of the crucial factors in organising cohesive ties within the discourse. To indicate the periodic flow of information in a text as explained by Martin and Rose (2003), an extract from one student's composition from the online discussion is discussed (Text 1).

Text 1: Extract from Surin's Writing

```
I didn't know why Nual become to be the prostitute. I
know that work is not good but I agree with her. Because
I think she have to has a necessity to be like that.Maybe
she want a money to do something but nobody know. Nual's
life is very pitiful, she has to do something that she
doesn't like. I saw she feel sad everytime she do her
job. The other people should understand and forgive her.
Everyone can not choose to born. If she can choose, I
think she have to choose better than she was.
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Text 1 presents extract from a student's writing (Surin is a pseudonym) in an online discussion. For this discussion, students watched a movie about prostitution and the teacher posted a question asking whether students agreed or disagreed with the character's career. The argument made here is that Text 1 contains numerous errors in grammatical form, for example misspelling, word form, tense error or punctuation. Despite these mistakes, however, the text is meaningful and also shows some strength, pointed out as follows.

The text is organised to meet the discourse goal

As previously mentioned, the topic for this discussion assigns students to share their opinions about the character's career of prostitution. It is clear from Text 1 that Surin organises his discourse to meet the set goal of a discourse by discussing his opinion of this career, and the details are relevant to the topic.

The text is organised in a periodical way

Text 1 shows that the arguments are relatively easy to follow due to a cohesive relation created in his text through different strategies at the level of discourse, for example, the use of conjunction ('*and*', '*but*', '*although*') or reference ('*she*', '*her*') and importantly, this phase of his text is organised cohesively through hierarchy of waves of information, called 'periodicity' (Martin & Rose, 2003). In the following sections, I will examine in detail how periodicity is created in this student's text. The ways that other types of cohesive resources (e.g., conjunction or reference) are used to create a cohesive text will not be discussed.

To indicate the periodic flow of information in a text as explained by Martin and Rose (2003), Text 1 can be reformatted diagrammatically as shown in Figure 2.
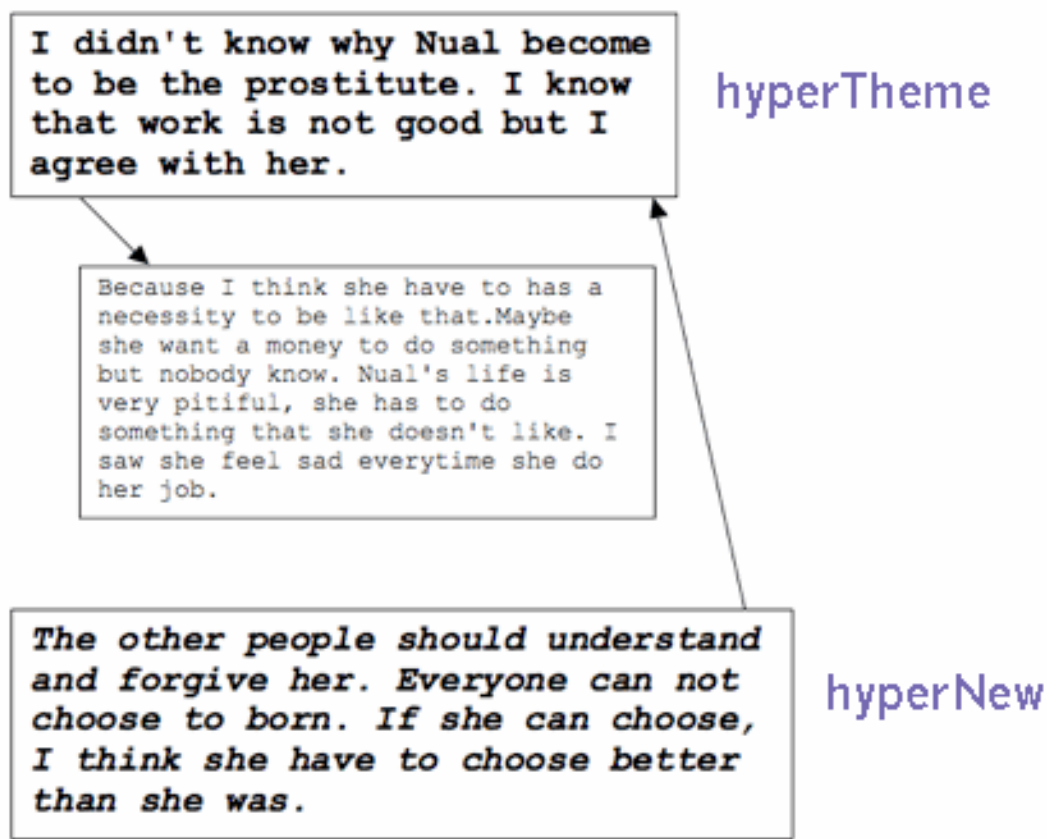
Figure 2. Periodicity in a Text

Figure 2 shows that Surin begins by indicating clearly his opinion about the character's career ("*I didn't know why Nual become to be the prostitute. I know that work is not good but I agree with her*"). The second sentence in this phase signals the concern of the writer in this phase and functions as a *hyperTheme* (Martin & Rose, 2003, p. 181). HyperTheme serves to predict what follows in a discourse. In Figure 2, the reader can predict from the hyperTheme that Surin will discuss the supporting reasons for his agreement in this part. HyperTheme is similar to a topic sentence, although with some differences. While a topic sentence is normally located either at the beginning or the end of paragraph, hyperTheme exists at any level of the discourse.

After predicting what follows a hyperTheme, the second phase in Surin's text (the body of the text) reveals relevant information supporting his opinion. In the final phase of the discourse, the discussed ideas are accumulated *("The other people should understand and forgive her. Everyone can not choose to born. If she can choose, I think she have to choose better than she was")* to reflect the point made by the writer; this phase of a discourse is named "hyperNew."According to Martin and Rose (2003), a hyperNew is not a summary of the discussion; it applies a new point to the text, which we could only get to by "surfing through the waves." In other words, a hyperNew makes point of the text from, which the discussion in the following phase

of a discourse can be further built up . From the example, we can see that the extract from Surin's posting is organised periodically as waves of hyperTheme and hyperNew. These waves are constructed in a "sandwich" structure, having a hyperTheme predicting what is to come, the body unfolding relevant information, and a hyperNew distilling what has been said (Martin & Rose, 2003.).

The hyperTheme in Figure 2 is an example of student writing in which hyperTheme is organised at the level of the paragraph. However, hyperThemes can also be organised at a level beyond the paragraph, resulting in hierachical waves of information flow. Figure 3 demonstrates the structure of an extract from Surapol's text about the same topic. This extract is organised from different levels of hyperThemes (see Appendix B for full text of Surapol's posting).

About the topic " Do you agree or disagree whit Nual that she work as prostitute? " I disagree whit her because this job is not accepted in Thai society, there are a lot of better works that she can do and the job may make her having many diseases from having sexes.

hyperTheme Level A

First of all, the job is not accepted in Thai society.

hyperTheme Level B

Many people think that the job in not good job to do. It is a job for people do not have any abilities to do others works. But Nual have an ability about decorateness bride's dress. I think, she should this work. Although, the recorater get not much of money but if she keep your money all time she will have a lot of money to her family.

Your family will be proud with you if you do the good work.

hyperNew Level B

Second, there are a lot of better work s that she can do and should do such as selling clothes, server and other jobs.

hyperTheme Level B

She also can study a special skill before go to work. This way she may get more money. She can go to a place, where people go to ask jobs to do, and ask them about an available job that they want people to work.
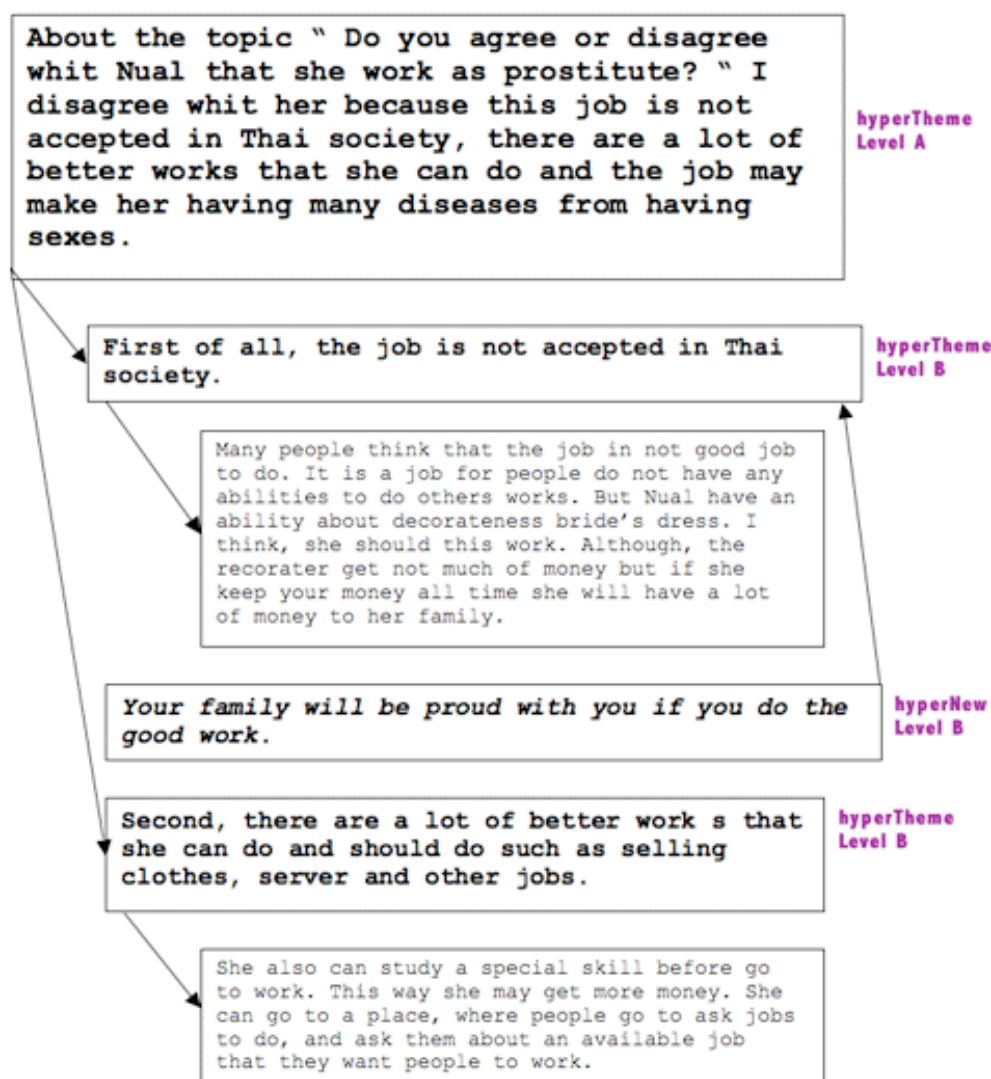
Figure 3. Periodical Waves in Extract from Surapol's Text

In Martin and Rose (2003), the highest level of hyperTheme in a discourse is called the 'macroTheme.' In this study, the different levels of hyperThemes are called 'hyperTheme, 'level A,' 'level B,' and so forth for explicitness and convenience. HyperTheme and hyperNew create a cohesive tie of a text at a broad structure, at a lower level, there is a manifestation of cohesive devices to build a meaningful text.

What is Grammar?

Grammar in terms of SFL is not rigid; it is functional, flexible, based on the notion of 'resource', semantic in focus, and oriented towards the text (Martin & Rothery, 1993, p. 144). This means that in the SFL perspective, a text is made up of grammar, and it is grammar that makes meaning in a text. For this reason, the selection of different kinds of grammatical structure influences the meaning communicated in a text, and as a text is a product of human activity within a social context, the selection of grammatical structure is related to the nature of the social context. In other words, if we know something about the text's context, we can make predictions about its grammar; and conversely, if we analyse a text's grammar, we can recover information about its context (Martin & Rothery, 1993, p. 144). One aspect of grammar which organises the clause in such a way that it fits into its environment is the system of 'Theme' (Martin & Rothery, 1993, p. 124). To examine how Theme constitutes a meaningful text, the lower structure of Surin's text (see Text 1) is analysed and discussed further.

The Theme System at the Clause Level

In accordance with the clear organisation in the level of discourse, there are also other devices which enable text unity at the clause level. That is, after creating expectations in the hyperTheme, vocabulary or pronouns relevant to the hyperThemes are chosen to begin each clause and to clarify the writer's point. The first element that orients the clause and serves as the point of departure is called Theme and the remainder is Rheme (Halliday & Matthiessen, 2004, p. 64). Theme and Rheme map out in the system of Given and New information. In other words, Theme contains given information from previous clause and Rheme contains new information available to be selected as Themes of the following clauses. Table 1 demonstrates the structure of hyperTheme and Themes in extract from Surin's text.

Table 1. HyperTheme, Theme, and Rheme in Extract from Surin's Text

cl.	Theme	Rheme	HyperTheme
1	I	didn't know	
2	why Nual	become to be the prostitute.	
3	I	know	hyperTheme
4	that work	is not good	
5	but I	agree with her.	
6	Because I	think	
7	she	have to has a necessity	
8		to be like that.	
9	Maybe she	want a money	
10		to do something	
11	but nobody	know.	
12	Nual's life	is very pitiful,	
13	she	has to do something that she doesn't like.	
14	I	saw	
15	she	feel sad everytime she do her job.	
16	The other people	should understand	
17	and^ THE OTHER PEOPLE	^SHOULD forgive her.	
18	Everyone	can not choose to born.	
19	If she	can choose,	hyperNew
20	I	think	
21	she	have to choose better than she was.	

Table 1 shows that at the clause level, Themes relevant to the predictions are used to discuss experiential meaning, and the clauses are related with a conjunction ('*if*', '*and*', '*but*', '*because*'), which is also part of the Theme. The relationship of Themes from clause to clause is called '*thematic development*.' In this phase of Surin's posting, Themes are developed in two significant ways: by placing the elements from the Rheme of the previous clause in the Theme of the following clause (zigzag pattern--clauses 2 to 4, 5 to 7 and 17 to 19) and by repeating elements from the Theme of the previous clause in the Theme of the subsequent clause (linear pattern--clauses 1 to 3, 3 to 5, 5 to 6, 6 to 14, 7 to 9, 9 to 13, 13 to 15, 14 to 20, and 19 to 21--see Butt et al., 2000). The development of Themes at the clause level construes the meaning of the whole text and enhances the coherent flow of meaning. The pattern of thematic development in Surin's posting is demonstrated diagrammatically in Figure 4.
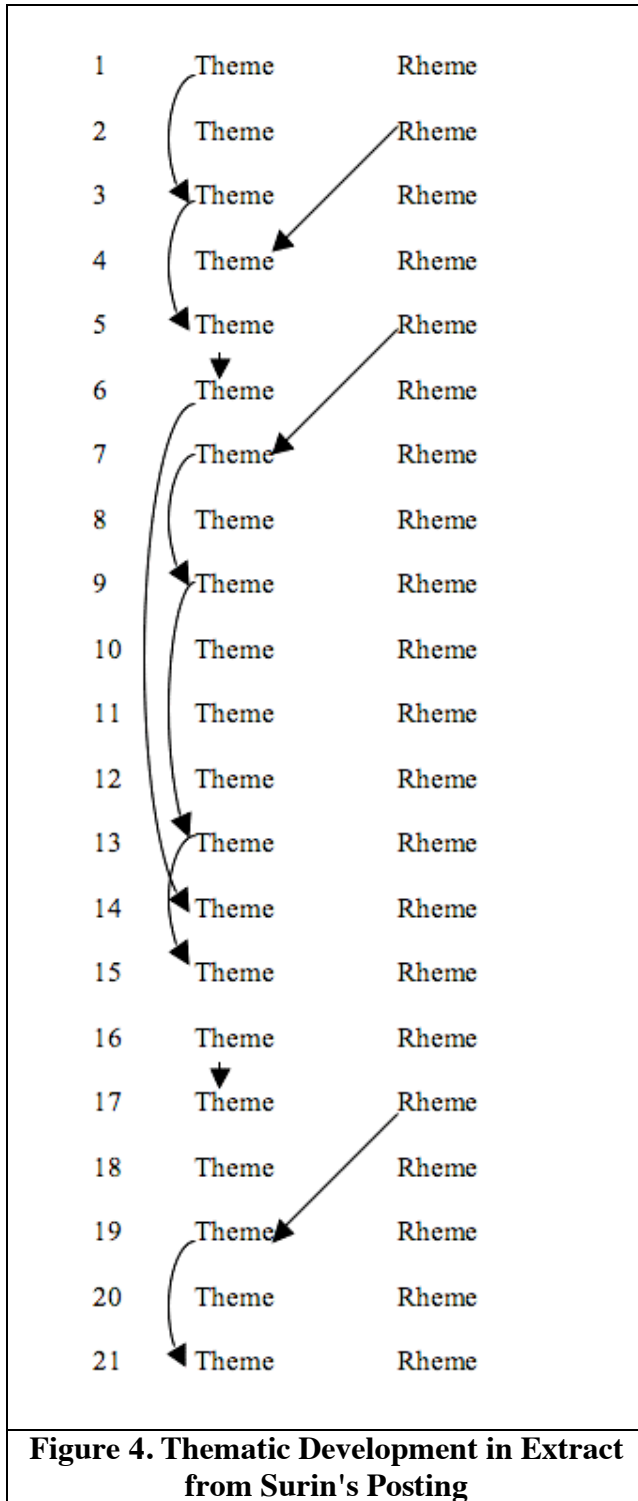
1	Theme	Rheme
2	Theme	Rheme
3	Theme	Rheme
4	Theme	Rheme
5	Theme	Rheme
6	Theme	Rheme
7	Theme	Rheme
8	Theme	Rheme
9	Theme	Rheme
10	Theme	Rheme
11	Theme	Rheme
12	Theme	Rheme
13	Theme	Rheme
14	Theme	Rheme
15	Theme	Rheme
16	Theme	Rheme
17	Theme	Rheme
18	Theme	Rheme
19	Theme	Rheme
20	Theme	Rheme
21	Theme	Rheme

Figure 4. Thematic Development in Extract from Surin's Posting

Figure 4 shows that when the main concern is the career of prostitution, the vocabulary and third person pronouns relevant to the concern (for example, '*that work*', '*Nual*', '*she, 'other people*') are mainly selected as Themes to orient the clauses, and these Themes are developed in zigzag or linear patterns. This shows that though mistakes are made at word level, the discourse in this part of Surin's text is organised in a periodic way and Themes at the clause level match the purpose of the discourse. This suggests that discourse goal and grammatical structure at clause level work together to build up a unity whole at discourse level, and that the two levels of language are related. This relationship is important for the language teacher to take into account and implies that it is important to train students to consider both level of language when writing.

Teaching Periodicity in the Language Classroom

The prior discussion implies that periodicity is important for student writing, and that it is important to practice creating periodicity in their unfolding text in order to compose effectively. In this section, I propose some guidelines for teaching periodicity in the language classroom. To raise students' awareness of periodicity, the teacher needs to plan well and create logical learning activities. In so doing, the teacher may organise the learning activity into three main stages, that is, whole class teaching, group writing, and individual writing.

Whole Class Teaching

The first stage includes the teacher providing clear conceptual knowledge of what periodicity is and how it can be organised in discourse. To do this, a model text can be chosen and then the teacher can discuss with the whole class the text's structure (that is, hyperTheme, hyperNew, Theme, and Rheme), and the way these textual resources are organised in a text. The teacher may encourage students to analyse the text by asking the following questions:

1. What do you think the purpose of this text is?
2. Does the writer set up a hyperTheme of the whole text? If so, what is it? (HypeTheme: Level A)
3. How many arguments are made in this text?
4. What are the hyperThemes of these arguments? (HyperThemes: Level B)
5. How is each argument construed at the clause level? Identify the structure of Theme and Rheme within each argument.
6. Does the writer make a point after the discussion of each argument? (HyperNew: Level B)
7. Does the writer make a point of the whole text? (HyperNew: Level A)

Figure 5. Guideline Questions for Analysing Text Structure

The guideline questions in Figure 5 are proposed for a broad structure, for the cases in which hyperThemes can be set up at different levels in longer text. To construct a text containing only one hyperTheme, students can skip the questions 4, 5 and 6 of hyperThemes at this lower level.

Group Writing

After students have a clear understanding of how periodicity is organised in a text, they can practice writing their own texts. To raise students' confidence, the teacher may begin with group writing. In this way, they have a chance to brainstorm and discuss how to organise their group writing prior to conducting their own independent writing (Leeds, 2003, p. 99). Students' group writing can follow the guidelines in Figure 6.

1. Consider the goal of discourse and set up a hyperTheme of the whole text (HyperTheme: Level A)
2. Outline the arguments to be made and set up a hyperTheme of each argument (HyperTheme: Level B)
3. List all supporting details of each argument and use relevant vocabulary or pronouns in Themes to construct a cohesive discussion under each argument
4. Make points of the argument where necessary by setting up a hyperNew of each argument (HyperNew: Level B-optional)
5. Make a point of the whole text by setting up a hyperNew: Level A
6. Construct a coherent whole text

Figure 6. Guidelines for Creating Periodicity in a Text

Independent Writing

When students understand clearly, they can finally begin to do their own writing. To construct their own texts, students may follow the guidelines given in a group-writing stage, and organise their writing as shown below.

Sample Writing

In this section, I will demonstrate how a text can be organised, following the guidelines given in Figure 6. The topic for this sample text can be drawn consistently from the topic of students' discussion, that is, 'should prostitution be made illegal?'

1. Consider the goal of discourse and set up a hyperTheme of the whole text. (HyperTheme: level A)

The writer has to set up the goal of the discourse in the beginning by deciding what the main goal of the discourse will be. In so doing, the writer may begin by considering the answer to the topic. In the context under discussion, the topic is 'should prostitution be made illegal?' If the answer is 'yes', for instance, then the overall goal for the discourse is to argue that 'prostitution should be made illegal', and the writer can set up the main hyperTheme of the discourse from this discourse goal (or macroTheme according to Martin & Rose, 2003).

2. Outline the arguments to be made and set up a hyperTheme of each argument. (HyperTheme: Level B)

The next step is to outline the arguments to support the discourse concern. To support the main hyperTheme, the possible supporting arguments of why prostitution should be made illegal may include the reasons: health problems, family problems, and/or social problems. The hyperTheme for each argument can then be set up.

3. List all supporting details of each argument and use relevant vocabulary or pronouns in Themes to construct a cohesive discussion under each argument.

At this stage, the writer can list some details or examples to clarify each argument, and the point can be made after individual arguments where necessary. The writer may also consider locating relevant vocabulary or pronouns in Themes in order to construct cohesive ties at the clause level.

4. Make the point of the argument where necessary by setting a hyperNew of each argument. (HyperNew: Level B-optional)

5. Make the point of the whole text by setting up a hyperNew: Level A.

A hyperNew of the whole text can be made at the end to accumulate the whole discussion. An example of the outline of a text is presented in Figure 7.

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1. Consider the goal of the discourse and set up a hyper Theme of the whole text

HyperTheme Level A: Prostitution should be made illegal

2. Outline the arguments to be made and set up a hyper Theme of each argument

Argument1: Health Problems
HyperTheme 1 Level B: Prostitution may lead to health problems.
Argument 2: Family Problems
HyperTheme 2 Level B: Prostitution can cause many family problems.
Argument 3: Social Problems
HyperTheme 3 Level B: Prostitution causes problems to the society.

3. List all supporting details of each argument and use relevant vocabulary or pronouns in
Themes to construct a cohesive discussion under each argument

HyperTheme 1 Level B: Prostitution may lead to health problems.
- It leads to sexually transmitted disease (e.g. hepatitis, HIV)
- HIV can not be cured
HyperTheme 2 Level B: Prostitution can cause many family problems.
- It is morally wrong (disloyal to partner, child and woman abuse)
- It spreads disease to the family member
- It leads to other problems: divorce, broken family, orphanage, etc.
HyperTheme 3 Level B: Prostitution causes problems to the society.
- All of the above problems lead to social problem for the government to solve
- Government spends a lot of money to solve the problem
- When working aged citizens die, it places financial burden on the rest of the population

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- The remaining family members can cause other problems

4. Make point of the whole text (optional) by setting up a hyperNew of the whole text

- Because of all the above reasons, prostitution should be made illegal
- The government should issue a law against this kind of business and provide alternative employment. Most importantly, people should stop supporting this kind of paid sexual contact. If there is no customer, the business would not exist.

Figure 7. Outline of a Text

6. Construct a coherent whole text.

After constructing the discussion outline, students can start writing, and the full text can be organised as shown in Text 2.

Text 2. Full Text Organised According to the Guidelines

Prostitution should be made illegal
Prostitution can be considered as a normal job for some people who feel comfortable doing it, but in my opinion it should be made illegal.

First of all, prostitution may lead to health problems. It leads to sexually transmitted diseases, for example hepatitis or HIV. Especially, if the clients are infected with HIV, because there is no effective medical treatment for this disease. Once they are infected, it will destroy the immune system and will weaken the body's ability to fight disease. Specifically, it takes time for the virus to be detectable. So, the patient may spread the disease to others unintentionally.

Secondly, prostitution can cause many family problems. It is morally wrong and destroys the institution of the family. If one of the family members is infected from a sexually transmitted disease, the partner may also be infected. Importantly, paid sexual contact reflects a disloyalty to partner, and this is a fundamental problem leading to other kinds of family problems, for instance, divorce, broken family, orphanage, etc.

Finally, prostitution causes problems to the society. All of the above mentioned problems lead to social problems for the government to solve. That is, when the citizens are infected with HIV, the government spends a lot of money to provide treatment. And when they can not work, the government has to support financially. The sexually transmitted disease also affects the country's citizens. When working-aged citizens die, it places financial burden on the rest of the population. This might lead to a number of disadvantages to the remaining family members, for example, uneducated children and poverty. If proper help is not provided, the remaining family members may in turn cause other problems to the society, such as, crimes or drug

smuggling.

Because of all the above reasons, prostitution should be made illegal. The government should issue a law against this kind of business and provide alternative employment. Most importantly, everyone should stop supporting this kind of paid sexual contact. If there is no client, the business will not exist.

Text 2 shows a sample text the writer might construct after making decisiosn about hyperTheme, hyperNew, and Themes. In this text, hyperThemes are organised as hierarchical waves of information which create periodicity in a discourse. To ensure that the text unfolds cohesively, the periodical waves of hyperThemes and hyperNews in Figure 7 are demonstrated in Figure 8.
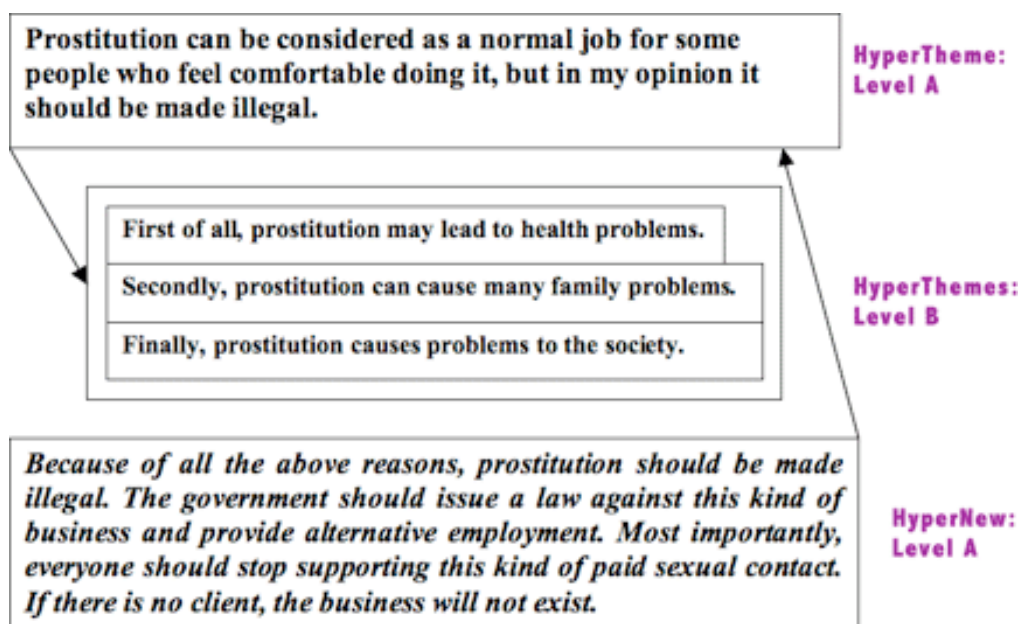

Figure 8. HyperThemes and HyperNew in Sample Text

At the clause structure, Text 2 unfolds relevant details to support each argument and to build up the whole text. To do this, vocabulary relevant to the argument is used in Themes. Evidence of this can be seen in the pattern of thematic development in the final argument as shown in Table 2.

Table 2. The Pattern of Theme and Rheme in Argument Three of the Sample Text

cl.	Theme	Rheme
1	Finally, prostitution	causes problems to the society.
2	All of the above mentioned problems	lead to social problems for the government to solve.
3	That is, when the citizens	are infected with HIV,
4	the government	spends a lot of money
5		to provide treatment.
6	And when they	can not work,
7	the government	has to support financially.
8	The sexually transmitted disease	also affects the country's citizens
9	When working-aged citizens	die
10	it	Places financial burden on the rest of the population
11	this	might lead to a number of disadvantages to the remaining family members, for example, uneducated children and poverty.
12	If proper help	is not be provided,
13	The remaining family members	may in turn cause other problems to the society, such as, crimes or drug smuggling.

Figure 9 presents the pattern of thematic development in Argument Three.

Figure 9. Thematic Development in Argument Three of the Sample Text
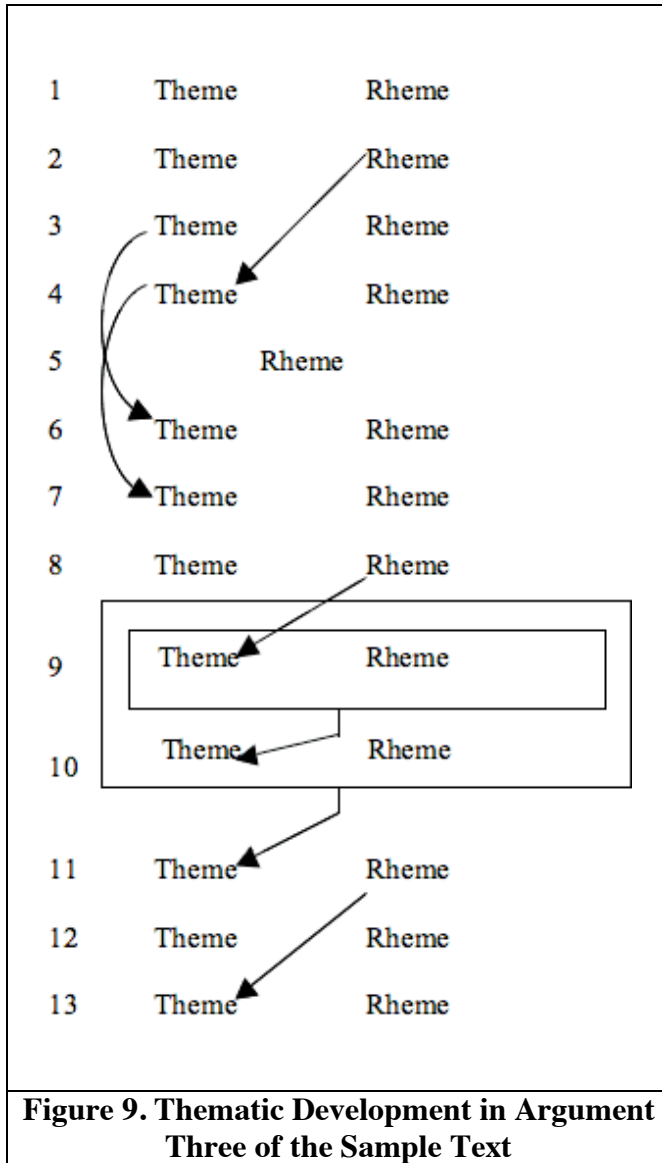
Figures 8 and 9 illustrate cohesion and coherence of the model text at different levels through the structure of hyperTheme, hyperNew, and thematic development.

Conclusion

The identification of periodical waves of information flow after writing can be useful for students in that it can help them to self-check periodicity in their own texts prior to submitting the work to the teacher. It is also important to mention here that this article demonstrates how periodicity is made in students' texts and how it can be taught in a writing class. However, to create cohesive ties in a text, there are other devices which work together with periodicity, and which have not been discussed in this study, for example, conjunction, reference, and lexical cohesion (Halliday & Hasan, 1976). Further study may investigate how these cohesive devices work together with the system of Theme and Rheme and how their relationship can be applied in the teaching of writing in the language classroom.

About the Author

Yupaporn Piriyasilpa teaches English at Rajamangala University of Technology Isan, Khon Kaen Campus, Thailand. She completed her PhD in Linguistics at Macquarie University, Sydney, Australia. Her research interest is genre and discourse in online communication.

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Appendix A: Surin's Text

Good morming everyone, now I am checking a football match's result on the Internet.And I discover that my favorite team (Liverpool FC) can't beat the competitor. But I still happy because the important competitor such as Man U, Arsenal, Totenham are lost their match. Last night match of Liverpool is a special for me because Liverpool would opening the new players. There are three new players such as Fowler, Khomkamp, Hagger. I never watch them play before but I think they are a professional. I think watching football match is amusing than watching the movies "Cherm" . (5555+)

About "Cherm", after I watched it, I recieve a lot of information that I didn't know before. Such as a prostitute's work, it's interest. I didn't know why Nual become to be the prostitute. I know that work is not good but I agree with her. Because I think she have to has a necessity to be like that. Maybe she want a money to do something but nobody know. Nual's life is very pitiful, she has to do something that she doesn't like. I saw she feel sad everytime she do her job.

The other people should understand and forgive her. Everyone can not choose to born. If she can choose, I think she have to choose better than she was.

Appendix B: Surapol's Text

Hello everyone. I have not discussed with whit you for a long time. About the topic " Do you agree or disagree whit Nual that she work as prostitute?"

I disagree whit her because this job is not accepted in Thai society, there are a lot of better works that she can do and the job may make her having many diseases from having sexes.

First of all, the job is not accepted in Thai society. Many people think that the job in not good job to do. It is a job for people do not have any abilities to do others works. But Nual have an ability about decorateness bride's dress. I think, she should this work. Although, the recorater get not much of money but if she keep your money all time she will have a lot of money to her family. Your family will be proud with you if you do the good work.

Second, there are a lot of better work s that she can do and should do such as selling clothes, server and other jobs. She also can study a special skill before go to work. This way she may get more money. She can go to a place, where people go to ask jobs to do, and ask them about an available job that they want people to work.

Finally, the job may make her having many diseases from having sexes especlally ADS. If she get some of the diseases she has to use a lot of money to heal the diseases. If she get ADS she must pay money to treat her for a long time. She may not be employed in meny works.

Some people argue that they can do every job that they like to do because it is a human right. However, nowadays, the job has still had a lot of problems.

Nual should not do the work because the job is not accepted in Thai society, there are many jobs that she can do and the job may make her having many diseases from having sexes.

I think Nual is a very good devoted person that she sacrifice to do hard work and give the money to her family. Nevertheless, she should find other good new job that the society accepted. Although, the new job give her not much of money she must tell her family that she can send only the money to her family. I think, her family will understand and use the money carefully.