LET: Linguistics, Literature and English Teaching Journal

||Volume||7||Issue||2||Pages||120-133 ||2017||

|P-ISSN: 20869606 ; E-ISSN: 25492454|

Available online at: http://jurnal.uin-antasari.ac.id/index.php

THE ANALYSIS OF CLAUSE COMPLEX IN THE STUDENTS' CASUAL CONVERSATION

Nur Ifadloh[⊠]

nur_ifadloh@yahoo.co.id

English Language Education, Pascasarjana, Universitas Negeri Semarang **Petompon, Gajah mungkur, Semarang, Jawa Tengah, Indonesia**

Zahratun Nufus

zahratunnufus129@yahoo.co.id

Faculty of Languages and Communications, Universiti Pendidikan Sultan Idris Tanjong Malim, Perak, Malaysia

Article History: Received: 9 th Nov 2017 Accepted: 30 th Nov 2017	Abstract: This study reported on an analysis of the transcript of the students' conversation. It highlighted the way in which the transcript was analyzed qualitatively on the issue of clause complexity based on the perspective of Systemic Functional Linguistics (SFL). In detail, this study demonstrated the clause complexity of the transcript of the
Corresponding Author: Tel.: <u>zahratunnufus129@yahoo.</u> <u>co.id</u>	students' conversation which was related to, for example, inter-clausal relations (logico-semantic relation), coordination (parataxis) and subordination (hypotaxis) as mainly outlined by Halliday (1994), Halliday & Matthiessen (2004) and Eggins (2004). The results of the analyses indicated that the students showed a positive trend of developments in the use of semantic relations in their conversation. The students produced clause complexes (37.71%) less than clause
Keywords: SFL, clause complex, Taxis, Logico-semantic relation	simplexes (62.29%), In the syntactic dimension, the students produced hypotaxis (50.65%) more than parataxis (49.35%). In hypotaxis, the students produced expansion (92.31%) more than projection (7.69%). It also occurred in parataxis where students also produced expansion (92.11%) more than projection (7.89%). In the logico-semantic dimension, students produced expansion (92.47%) more than projection (7.53%). In the case of projection, locution (57.14%) was produced more than idea (42.86%). In addition, in the case of expansion, elaboration (40.70%) was the most frequently used by the students rather than both of extension (34.88%) and enhancement (24.42%).

INTRODUCTION

Nowadays, Linguists and language researchers have been interested in investigating clause complex. It has been a major topic in English education that an ability to write complex clauses is required for language learners or EFL and ESL writers. In current context, there are many studies involved with this issue. As proposed by Halliday (1994) a sentence can be interpreted as a clause complex: a Head clause together with other clauses that modify it. He further states that a combination of clauses related paratactically or hypotactically but not through embedding; the mode of combination is the mode of organization of the logical subtype of the ideational metafunction. In this regard, he attests that for example, clauses complex' thus enables us to account in full for the functional organization of sentences (p. 216). Further, Eggins (2004) defines that the term "clause" itself is called clause complex. Based on this notion, clause is considered as a complex equals simple sentence in formal grammar and clause complex equals complex sentences" (p. 1).

According to Halliday (1994) the interrelation between constituent clauses in clause complexes can be interpreted in terms of logical components of the linguistics system: the functional-semantic relations that make up the logic of natural language. There are two systemic dimensions in the organization of the clause complex: one is in the syntactic dimension – the system of interdependency, or taxis system which is general to all complexes, and the other is the semantic dimension – the logico-semantic system, specifically an inter-clausal relationship. These two together provide the functional framework for describing the organization of clause complex.

The Syntactic Dimension – the Taxis System

The syntactic properties of clause complexes are realized through the interdependency relations between element clauses in the clause complexes, which consist of independency (paratactic) and dependency (hypotactic). Parataxis relationship in clause complex is the linking of clauses of equal status. Both the initiating and the continuing clauses are free, in the sense that each could stand as a functioning whole. Hypotactic relationship is the binding of clauses of unequal status, the dominant clause is free, but the dependent clause is not.

Taxis works on a univariate principle: the reiteration of units of the same functional role. Taxis thus contrasts with embedding, also called rank-shift. In embedding phenomenon, the embedded clause functions as immediate constituents of what is called the superordinate clause. The embedded clause is a rank-shifted clause, which means it operates in the whole as though they were member of the lower rank. Therefore, embedding relation seems to relate more to complementation, not complexion, so it is not considered an interdependency relation. In principle, the paratactic relationship is logically (i) symmetrical and "non-transitive".

The Semantic Dimension – the Logicosemantic Relations

The system of logico-semantic relationship specifies what its name suggests: the particular kind of logical interconnection. This is, of course, the ultimate source of logic in its formal and symbolic sense; but since such systems of logic are derived from natural language, not the other way round, it is not very profitable to try and interpret natural-language logic as an imperfect copy of a logic that has been designed. The basic distinction in the language system, in the logical-semantic relationship in the clause complex, is between the two types: expansion and projection, which function in very different ways. Both these types of relationship can be construed between equal and unequal clauses.

The nature of projection is quite simple: we use language to talk about phenomena in the world, but one group of phenomena that can be talked about is stretches of language. If we include in our message the wording or the meaning of the original language event, we are not directly representing non-linguistic experience but giving a representation of a linguistic interpretation. The two modes of projection are quoting and reporting.

The system of expansion allows us to develop on the experiential meanings of a clause in three main ways: through elaboration, extension and enhancement of its meaning. In clause combining by elaboration, one clause expands another by elaborating on it in greater detail, by exemplifying it or by clarifying it in other words. In clause combining by extension one clause expands another by adding something new, giving an alternative or an exception. In clause combining by enhancement, clauses of time, place, condition, purpose, cause or concession expand the primary clause by contributing these circumstantial features.

The relationships of projection and expansion are different in that projection is an essential part of the meaning of the projected clause and therefore the meaning of the

projected clause will change radically if the projection is taken away, whereas typically an expanded clause would not change its meaning radically if the expansion were taken away. Therefore, expansion is a macrophenomenon and projection is a metaphenomenon (Halliday, 1994, p. 395).

This study focuses on the analysis of clause complex in syntactic dimension (parataxis and hypotaxis) and the semantic dimension (logical relations between clauses and between clause complexes – relations) in a transcript of the students' conversation. In this regard, a research question was set up to meet the purpose of the study which was to observe the analysis clause complex in syntactic dimension and the semantic dimension of in the transcript of the students' conversation.

METHOD

The data of this study is the transcript of the students' conversation during three minutes. The analysis of this data was developed in order to provide for the possibility of findings relating to developments in the students' language in spoken style at a more micro level – at the level of the clause and of clause connections. Any number of areas of meaning making might usefully and revealingly have been made the focus of analytical attention. It was decided, therefore, to focus on the resources by which speakers establish clause simplex and clause complex, taxis (hypotaxis and parataxis) and "logical" relations between clauses and between clause complexes – relations which Halliday has broadly divided into those of "projection" and "expansion", and, within "expansion", into "extension", "elaboration" and "enhancement" (Halliday & Matthiessen, 2004, chapter 7). More specifically:

- 1. "projection" (where one clause "projects" another as reported speech or thought),
- 2. "extension" (where one clause adds to another or provides alternation or a replacement),
- 3. "elaboration" (where one clause elaborates another via exemplifying or specifying the other clause),
- 4. "enhancement" (where one clause enhances another by indicating, for example when the process presented in the other clause occurred, or what caused the process, or what its purpose was, and so on.).

FINDINGS AND DISCUSSIONS

Information of the Conversation		
Number of words in the conversation	1492	
Number of sentences in the conversation	175	
Number of clause simplexes	109 (62.29%)	
Number of clause complexes	66 (37.71%)	
Number of clause complexes of 2 clauses	54 (81.81%)	
Number of clause complexes of 3 clauses	7 (10.61%)	
Number of clause complexes of 4 clauses	2 (3.03%)	
Number of clause complexes of >4 clauses	3 (4.55%)	

The result of the clause complex analysis is shown in the table below:

Figure 1 Clause complex summary of the transcript

The table displays that the students produced 1.492 words in three minutes. They also produced 175 sentences which consisted of 109 (62.29%) clause simplexes and 66 (37.71%) clause complexes. From data above, it can be stated that those students produced clause simplex more than clause complex. It was due to the students' intention to maintain the conversation run smoothly. Since this was casual conversation, maintaining the conversation was very important to create a good conversation. However, the students also tried to develop and explain the conversation in order to make their interlocutors understand their utterances. The deviation between the production of clause simplex (62.29%) and clause complex (37.71%) was high enough. It was due to the students gave short responses to their interlocutors. They often used minor clause to respond their friends' speaking. Most of clause complexes were created in three (10.61%), four (3.03%) and more than four sentences (4.55%). It indicated that students tried to explain their interlocutors accessed and the students tried to explain their interlocutors.

The system of taxis captures the dependency, or independency, relationship between adjacent clauses. There are two options: parataxis and hypotaxis (Eggins, 2004, p. 263). In parataxis, clauses relate to each as equals while in hypotaxis, clauses relate to each other in a modifying or dependency relationship. Based on the data above, the taxis found in the conversation can be seen below:

	Taxis	Conversation
Hypotaxis	Projection	3 (7.69%)
	Expansion	36 (92.31%)
	Total	39 (50.65%)
Parataxis	Projection	3 (7.89%)
	Expansion	35 (92.11%)
	Total	38 (49.35%)

Figure 2 Taxis in the transcript

Based on the result, hypotaxis (50.65%) was produced more than parataxis (49.35%). However, the difference between the number of hypotaxis and the number of parataxis are very low. They produced hypotaxis more since they tried to provide their interlocutors with the central topics of the event. It regards to its use of more hypotaxis than closely to the main sense without much more details. Halliday and Matthiessen (2014) mention the functions of tactic relations as saying "But the idealized function of the paratactic structure is to represent the wording; whereas with hypotaxis the idealized function is to represent the sense or gist". Hypotaxis requires the interlocutors to pay more attention to comprehend the meaning of the utterances than parataxis. However, the students also produced a lot of parataxis since they wanted to explain their utterances by giving a lot of additional information in order to make their interlocutors understand what they were talking about. Regarding the projection and expansion case, both clauses were mostly connected in expansion since the students tried to declare the statements rather than to declare their ideas.

The system of logico-semantic relations describes the semantic relations, the ways in which clauses that are either independent or dependent build on the experiential meanings of the clauses they relate to (Eggins, 2004, p. 270). The data about the logico-semantic relations in the conversation can be seen in the table below:

Logi	co-semantic relations	Conversation	
Projection	Locution	4 (57.14%)	
	Idea	3 (42.86%)	
	Total: projection	7 (7.53%)	
Expansion	Elaboration	35 (40.70%)	
	Extension	30 (34.88%)	
	Enhancement	21 (24.42%)	
	Total: expansion	86 (92.47%)	

Figure 3 Logico-semantic relations in the transcript

Regarding the sub-categories of projections and expansions, students mostly produced expansion relations (92.47%) rather than projection relation (7.53%). The students produced expansion relation more since they tried to provide the additional information to their interlocutors. In the case of projections, the students produced more locution (57.14%) rather than idea (42.86%). This tendency was used to tell the interlocutors exactly who says to whom to the interlocutors (quoting) and to explain what others say (reporting). In the case of expansion, elaboration (40.70%) was the most frequently used to give additional information. They did it by specifying in greater detail, restatement, exemplification and giving comment to their statements. However, the extension (34.88%) and enhancement (24.42%) were also

used by the students to highlight the sequential and causal relations in the occurrence of the conversation.

CONCLUSIONS AND SUGGESTIONS

This study investigated the transcript of the students' conversation during three minutes. In this transcript, the clause complex became the main topic which was investigated. As can be seen in the analysis, the students produced clause complexes (37.71%) less than clause simplexes (62.29%). However, regarding the clause complexes, the students produced all subcategories of clause complex in the syntactic dimension (the taxis system) and the semantic dimension (the logico-semantic relations). In the syntactic dimension, the students produced hypotaxis (50.65%) more than parataxis (49.35%) since they tried to provide their interlocutors with the central topics of the event. In hypotaxis, the students produced expansion (92.31%) more than projection (7.69%). It also occurred in parataxis where students also produced expansion (92.11%) more than projection (7.89%). In the logicosemantic dimension, students produced expansion (92.47%) more than projection (7.53%). In the case of projection, locution (57.14%) was produced more than idea (42.86%). Further, in the case of expansion, elaboration (40.70%) was the most frequently used by the students. Both of extension (34.88%) and enhancement (24.42%) were slightly lower used by the students. It indicated that the students tried to explain deeper information so they used elaboration more in their speaking.

Based on the result above, the suggestion that can be given is is for future researchers who will take the similar topic to this study. They should be more accurate in evaluating clause complexes broadly because evaluation will be very useful for readers. They may also add some other variables to be compared such as different nationality and educational background. Since the current research corpus is relatively small, it does not allow for broad generalisations. Thus, it is also suggested for future researchers who are interested in similar topic to analyze deeper and broader in academic context.

REFERENCES

Eggins, S. (2004). An Introduction to SystemicFunctional Linguistics (2nd Edition). London: Continuum.

Halliday, M. A. K. (1994). Introduction to Functional Grammar. London: Arnold.

- Halliday, M. A. K. and C. Matthiessen. (2004). *An introduction to functional grammar*. New York: Arnold.
- Setia, E., G. M. Sutjaja, et al. (2011). Clause complex and experiential realization in court texts (Bali Bomb Case I): A systematic Functional Linguistics study. Retrieved from http://ejournal.unud.ac.id/abstrak/eddy%20setia%20pdf.pdf.

APPENDIX

The Analysis of Cause Complex in the Students' Casual Conversation

I Clause simplex (1)Hi Pras! P Clause simplex (2)What are you doing here? I Clause simplex (3)I am Clause simplex (3)I am expecting for the lecturerjust like the others. I Clause simplex (4)Okay, have you done Your assignment? P Clause simplex (6)I's about um Elena, Evita. Clause simplex (6)I mean Evita, Evita Peron. P Clause simplex (7)Yeah, good. I Clause simplex (7)Yeah, good. Clause simplex (9)Have you done it? H Clause simplex (10) Yeah, Clause simplex (11) Have you done it +2 (12) I don't get an idea. P 1 (13) Actually I have done it +2 (13) Attart Have not completed it I A (14) Okay, someone tells me "\$\beta\$ \alpha\$ (140) The movic (is) about Evita Peron. P <th></th> <th>Analysis</th> <th>Text</th>		Analysis	Text
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	Ι	Clause Simplex	(1)Hi Pras!
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	Р	Clause simplex	(2) What are you doing here?
IOthers.1Clause simplex(a)Okay, have you done Your assignment?PClause simplex(a)Okay, have you done Your assignment?1Clause simplex(a)I mean Evita, Evita Peron.PClause simplex(b)What about you Hanhan?Clause simplex(a)What about you Hanhan?Clause simplex(b)What about you Hanhan?Clause simplex(b)What about you Hanhan?Clause simplex(c)Wata,Clause simplex(c)Wata,Clause simplex(c)Wata,Clause simplex(c)Wata,(clause simple	Ι	Clause simplex	
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		Clause simplex	(3ii) I am expecting for the lecturer just like the
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		-	others.
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Ι	Clause simplex	(4)Okay, have you done Your assignment?
$\begin{tabular}{ c c c c c } \hline Clause simplex & $(a) Imean Evita, Evita Peron. \\ \hline Clause simplex & $(b) What about you Hanhan? \\ \hline Clause simplex & $(a) What about you Hanhan? \\ \hline Clause simplex & $(a) What about you Hanhan? \\ \hline Clause simplex & $(a) What about you done it? \\ \hline H Clause simplex & $(a) Yeah, \\ \hline Clause simplex & $(a) What about you done it Hanhan, by the way? \\ \hline A Clause simplex & $(a) Wat about you done it Hanhan, by the way? \\ \hline A Clause simplex & $(a) Wat about you done it Hanhan, by the way? \\ \hline A Clause simplex & $(a) Wat about you done it Hanhan, by the way? \\ \hline A Clause simplex & $(a) Wat about Yeah about Y$	Р	Clause simplex	
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Ι	Clause simplex	(6i)It's about um Elena, Evita.
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $		Clause simplex	(6ii)I mean Evita, Evita Peron.
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Р	Clause simplex	(7)Yeah, good.
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Ι	Clause simplex	(8) What about you Hanhan?
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		Clause simplex	(9)Have you done it?
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Η	Clause simplex	(10i)Yeah,
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		Clause simplex	(10iii) analysis of context I mean context of
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Р	Clause simplex	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		Clause simplex	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Р	1	(13i)Actually I have done it
$\begin{array}{ c c c c c c } & & & & & & & & & & & & & & & & & & &$		+2	(13ii) but I have not completed it
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Ι		
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		"β α	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		Error	(14iii)who have
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		-	(14iv) who has um the movie.
I Clause simplex (16)Have you watched it? P 1 (16)Yes, I have watched it. +2 (17)And I have thisthis movie from Najib actually. I Clause simplex (18)Okay, good. Clause simplex (19)Can you tell me about the story? P Clause simplex (20i)So, actually Evita is Clause simplex (20i)So, actually Evita is Clause simplex (20ii)the full name is um 1 (20iii)this girl is Evita Peron. =2 α (21i)Evita Peron is a second wife of Argentina presiden 'β (21ii)which is um Juan Peron. +3 α (22ii)which is er Error (22ii)which is er =β (22ii)who were live in a very poor country or in hill.			$_{(14v)}$ The movie (is) about Evita Peron.
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Р	Clause simplex	(15)Ooh.
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Ι	Clause simplex	(16)Have you watched it?
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Р		
IClause simplex(18)Okay, good.Clause simplex(19)Can you tell me about the story?PClause simplex(20ii)So, actually Evita isClause simplex(20ii)the full name is um1(20iii)this girl is Evita Peron.=2 α (21ii)Evita Peron is a second wife of Argentina presiden* β (21ii)which is um Juan Peron.+3 α (22i)And Evita Peron was a very poor girlError(22ii)which is er= β (22ii)who were live in a very poor country or in hill.		+2	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{array}{ c c c c c c c c } P & Clause simplex & (20ii)So, actually Evita is & (20ii)the full name is um & (20ii)the full name is um & (20ii)the full name is um & (20iii)this girl is Evita Peron. & (20iii)this girl is Evita Peron & (20iii)this girl is Evita Peron. & (21ii)Evita Peron is a second wife of Argentina presiden & (21ii)which is um Juan Peron. & (21ii)which is um Juan Peron. & (21ii)which is er & (22ii)And Evita Peron was a very poor girl & (22iii)which is er & (22iii)which is er & (22iii)which is er & (22iii)who were live in a very poor country or in hill. & (22iii)who were live in a very poor country or in hill. & (22iii)who were live in a very poor country or in hill. & (22iii)who were live in a very poor country or in hill. & (22iii)who were live in a very poor country or in hill. & (22iii)who were live in a very poor country or in hill. & (22ii)who were live in a very poor country or in hill. & (22ii)who were live in a very poor country or in hill. & (22ii)who were live in a very poor country or in hill. & (22ii)who were live in a very poor country or in hill. & (22ii)who were live in a very poor country or in hill. & (22ii)who were live in a very poor country or in hill. & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)who were live in a very poor country or in hill & (22ii)wh$	Ι		
$ \begin{array}{ c c c c c c c } \hline Clause simplex & (20ii) the full name is um \\ \hline 1 & (20iii) this girl is Evita Peron. \\ \hline =2 & \alpha & (21i) Evita Peron is a second wife of Argentina presiden \\ \hline & ^{\circ}\beta & (21ii) which is um Juan Peron. \\ \hline +3 & \alpha & (22i) And Evita Peron was a very poor girl \\ \hline Error & (22ii) which is er \\ \hline Error & (22ii) who is er \\ \hline & =\beta & (22iv) who were live in a very poor country or in hill. \\ \hline \end{array} $			
1(20iii)this girl is Evita Peron.=2 α (21ii)Evita Peron is a second wife of Argentina presiden' β (21ii)Which is um Juan Peron.+3 α (22i)And Evita Peron was a very poor girlError(22ii)Which is erError(22iii)Which is er= β (22iii)Who were live in a very poor country or in hill.	Р		
=2 α (21i)Evita Peron is a second wife of Argentina presiden' β (21ii)which is um Juan Peron.+3 α (22i)And Evita Peron was a very poor girlError(22ii)which is erError(22iii)who is er= β (22iii)who were live in a very poor country or in hill.			
$\begin{array}{ c c c c c c } & & & & & & & & & & & & & & & & & & &$			
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		=2 α	
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		(0	presiden
Error $(22ii)$ which is erError $(22ii)$ who is er $=\beta$ $(22iv)$ who were live in a very poor country or in hill.		·β	(21ii) which is um Juan Peron.
Error $(22iii)$ who is er= β $(22iv)$ who were live in a very poor country or in hill.		+3 α	
$=\beta$ (22iv) who were live in a very poor country or in hill.		Error	(22ii) which is er
hill.			
+4 (23)And he in short he married Juan Peron.		=β	
		+4	(23)And he in short he married Juan Peron.
+5 (24)And Juan Peron became um president.		+5	
+6 (25)And after that what um Evita became very		+6	(25)And after that what um Evita became very
popular and very powerful girl in the country.			popular and very powerful girl in the country
12800tball woman in the country.			12800tball woman in the country.

P Clause simplex $_{(27)}$ Yeah. 1 1 $_{(28)}$ guess 2 $_{(29)}$ Evita has a main role in Juan Peron's achievement to be president, right? P Clause simplex $_{(30)}$ Yeah. 1 1 $_{(30)}$ So OKay, back to our assignment. X2 $_{(32)}$ Maybe we must write the content um the context of situation and the contextcontex of 1 Clause simplex $_{(33)}$ Context of 1 Clause simplex $_{(34)}$ Culture. 1 Clause simplex $_{(35)}$ Context of situation and mode o 1 $_{(35)}$ Context of situation. 0 1 $_{(35)}$ Context of situation. 1 1 $_{(35)}$ Context of situation. 1 2 $_{(30)}$ Context of situation. 1 1 $_{(35)}$ Context of situation. 1	т	Classes and the	
I 1 (2_{3}) Evita has a main role in Juan Peron': achievement to be president, right? P Clause simplex (3_{3}) So Okay, back to our assignment. X2 (3_{3}) So Okay, back to our assignment. X2 (3_{3}) So Okay, back to our assignment. X2 (3_{3}) So Okay, back to our assignment. X1 I Clause simplex (3_{3}) Context of I Clause simplex Clause simplex (3_{3}) Context of I Clause simplex (3_{3})Clause in plex (3_{3}) Clause in plex (3_{3})Chay, in the context of situation what elements do we should analyze? P Clause simplex (3_{3})There are three elements in a context o situation as like field, tenor and mode o communication. I 1 P Clause simplex (4_{3})Chart of the situation. I (4_{3})Context of situation. I 1 Clause simplex (4_{3})Context of situation. I (4_{4})First of all is the field. Clause simplex (4_{3})Veah I (4_{4})The field is X2 a		Clause simplex	(26) That's beautiful story, yeah?
'2 (2)Evita has a main role in Juan Peron's achievement to be president, right? P Clause simplex (30)Yeah. 1 (31)So Okay, back to our assignment. X2 (32)So, we must um take =3 (32)maybe we must write the content um the context of situation and the contextcontex of H Clause simplex (33)Context of I Clause simplex (33)Context of Clause simplex (33)Chay, in the context of situation what elements do we should analyze? P Clause simplex (35)Chay, in the context of situation what elements do we should analyze? P Clause simplex (35)Chay, actually, I'm so interesting with the Pras's explanation about the movie. +2 (39)And then, er, may be you can describe about the context of situation. 1 (43)About the field. H Clause simplex (43)About the field. H Clause simplex (43)About the field. 1 (43)About the field is 1 1 (44)The field is 1 1 (44)The field is about Evita's feeling. 1 (44)The field is about Evita's feeling. 1 (45)I don't know <tr< th=""><th>_</th><th>Clause simplex</th><th></th></tr<>	_	Clause simplex	
PClause simplex(a) Yeah.I1(a) So Okay, back to our assignment.X2(a) So Okay, back to our assignment.X2(a) So ow must um take=3(a) maybe we must write the content um the context of situation and the contextcontex ofHClause simplexClause simplex(a) Context ofClause simplex(a) Context ofClause simplex(a) Context ofClause simplex(a) Situation?PClause simplex(a) Situation?(a) Context of situation what elements do we should analyze?PClause simplex(a) Situation?1(a) Er, actually, I'm so interesting with the Pras's explanation about the movie.+2(a) Context of the situation.1(a) First of all is the field.1(a) First of all is the field.1(a) First of all is the field.1(a) First of all is correct or not.1(a) Context of not mistakenXβ(a) Whether it is correct or not.1(a) Error(a) Error(a) Error(a) Error(a) Error(a) Error(a) Chause simplex(a) Error(a) She.2(a) Error(a) Error(a) She.2(a) Error(a) Error(a) She.1(a) Error <tr< th=""><th>1</th><th>1</th><th></th></tr<>	1	1	
P Clause simplex cut Yeah. I 1 (a) So Okay, back to our assignment. X2 (a) Maybe we must write the context un the context of situation and the contextcontex of I Clause simplex (a) Okay, in the context of situation what elements do we should analyze? P Clause simplex (a) Situation? I (a) Situation? (a) Situation and the context of situation and mode o communication. I 1 (a) Part are three elements in a context o situation about the movie. +2 (a) OAnd then, er, may be you can describe abou the context of situation. P Clause simplex (a) Context of the situation. I (a) Context of the situation. P 1 (a) Context of the situation. I (a) Context of situation. I (a) Context of the situation. I (a) First of all is the field. H Clause simplex (a) Yeah P 1 (a) Context of the situation. I		.2	
I 1 (3), So Okay, back to our assignment. X2 (3), So, we must um take =3 (3) maybe we must write the content um the context of situation and the contextcontex of H Clause simplex (3), Context of I Clause simplex (3), Context of I Clause simplex (3), Context of I Clause simplex (3), Situation? 1 (3), There are three elements in a context of situation? 1 (3), There are three elements in a context or situation as like field, tenor and mode or communication. 1 (3), Fir, actually, I'm so interesting with the Pras's explanation about the movie. +2 (3), And then, er, may be you can describe about the context of situation. 1 (4), Context of the situation. 1 (4), The field is x2 (4), Context of the situation. 1 (4), Context of not. 1 (4), Context of the s		~	
X2 (320) So, we must um take=3 (320) maybe we must write the content um the context of situation and the contextcontex ofHClause simplex (33) Context of.IClause simplex (33) Context of.Clause simplex (35) Colay, in the context of situation wha elements do we should analyze?PClause simplex (35) Situation?1 (37) There are three elements in a context o situation as like field, tenor and mode o communication.I1 (38) Er, actually, I'm so interesting with the Pras's explanation about the movie.+2 (39) And then, er, may be you can describe abou the context of situation.PClause simplex (40) Context of the situation.I1 (49) First of all is the field.HClause simplex (42) About the field is x2 α χ^2 (440) The field is (440)The field is χ^2 (440) First of all is the field.P1 (440) First of all is about Evita's feeling. χ^2 (440) He field is about Evita's feeling. χ^2 (440) He field is about Evita's feeling. χ^2 (440) He field worry $=2$ (440) He field worry $=2$ (440) He field worry $=2$ (440) He field worry $=3$ (59) He filled worry $=4$ (530) And he felt.1Clause simplex (20) He field worry $=2$ (30) He field worry $=3$ (59) She felt worry $=4$ (530) And he felt. <th></th> <th>-</th> <th></th>		-	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	I		
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		=3	
H Clause simplex (33)Context of I Clause simplex (34)Culture. Clause simplex (35)Okay, in the context of situation wha elements do we should analyze? P Clause simplex (35)Chay, in the context of situation wha elements do we should analyze? P Clause simplex (35)Chay, in the context of situation wha elements do we should analyze? P Clause simplex (35)Chay, in the context of situation. I 1 (35)Chay, in the context of situation. P Clause simplex (30)And then, er, may be you can describe abou the context of situation. P Clause simplex (40)Context of the situation. I 1 (40)Context of the situation. Clause simplex (42)About the field. (43)Yeah P 1 (440)The field is x2 α (440)The field is (450) Hon't know 'β (450) Hon't know (450) Hon't know 'β (450) Hon't know (450) He field Error (40)Che field owrry (450) He field Error (40)Fhe field worry (440)Fhe field Error (40)He feels. (440)Fhe field			
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Ι		
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		Clause simplex	(35)Okay, in the context of situation what
$\begin{tabular}{ c c c c c c } \hline 1 & ($$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$			· · ·
$\begin{tabular}{ c c c c c c } \hline Situation as like field, tenor and mode or communication. \end{tabular} ta$	Р	Clause simplex	(1.0)
$\begin{tabular}{ c c c c c } \hline communication. \\ \hline communication. \\ \hline l & 1 & (38)Er, actually, I'm so interesting with the Pras's explanation about the movie. \\ +2 & (39)And then, er, may be you can describe about the context of situation. \\ \hline l & (40)Context of the situation. \\ \hline l & (41)First of all is the field. \\ \hline l & Clause simplex & (42)About the field. \\ \hline Clause simplex & (43)Yeah \\ P & 1 & (44i)The field is \\ x2 & \alpha & (44ii)because it's my own understanding. \\ \hline P & (44ii)because it's my own understanding. \\ \hline P & (44ii)because it's my own understanding. \\ \hline P & (44ii)because it's my own understanding. \\ \hline P & (45i)I don't know & (35i)I don't know & (45i)I don't know & (56i)I don't know & (45i)I don't know & (45i)I don't know & (45i)I don't know & (45i)I don't know & (56i)I don't$		1	
$\begin{tabular}{ c c c c c c } \hline I & $$$ 1$$ 1$$ $$$$$$$$$$$$$$$$$$$$$$$$			
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
+2(39)And then, er, may be you can describe about the context of situation.PClause simplex(40)Context of the situation.1(41)First of all is the field.HClause simplex(42)About the field.Clause simplex(43)YeahP1(440)The field is $\chi^2 \alpha$ (440)The field is $\chi^2 \beta$ (440)WeahP1 α (440)Weah χ^{β} (440)WeahP α χ^{β} (440)Weah χ^{γ} (440)Weah χ^{γ} (500)Weah <t< th=""><th>Ι</th><th>1</th><th></th></t<>	Ι	1	
$\begin{array}{c c c c c c c c c c c c c c c c c c c $			1 1
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		+2	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Р	Clause simplex	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		1	()
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Η		· · /
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		Clause simplex	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Р	-	
P a (45i) I don't know'β(45i) whether it is correct or not.1(46) Um, the field is about Evita's feeling.Error(47) So, Evita try to.=2(48) Evita tried to express his feeling to the people.Error(49) He feels.Error(50i) He filled worryError(50i) He filled worryError(50ii) and he feltError(50ii) and he felt.IClause simplex(51) She.(51) She.PClause simplex(53) She is a woman right?=3(54i) She felt worry+4(54ii) and she felt many things.+21(55) And in term of mode I think'2(56) it is obvious.'3(57) it is spoken language.IαIαIαIαIαIαIαIαI(58i) yeah in my opinion, maybe the field of this			
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		Χβ	
$\begin{array}{ c c c c c c }\hline I & (46) Um, the field is about Evita's feeling.\\ \hline Error & (47) So, Evita try to.\\ \hline =2 & (48) Evita tried to express his feeling to the people.\\ \hline Error & (49) He feels.\\ \hline Error & (500) He filled worry\\ \hline Error & (500) He felt\\ \hline Error & (500) He felt.\\ \hline I & Clause simplex & (51) She.\\ \hline P & Clause simplex & (52) Oh she, sorry sorry sorry.\\ \hline Clause Simplex & (53) She is a woman right?\\ \hline =3 & (540) She felt worry\\ \hline +4 & (540) She felt worry\\ \hline +4 & (540) She felt worry\\ \hline +2 & 1 & (55) And in term of mode I think\\ \hline & (2 & (56) it is obvious.\\ \hline & (580) What what is your opinion about the mode?\\ \hline I & \alpha & 1 & (580) yeah in my opinion, maybe the field of this$	Р		
Error (47) So, Evita try to.=2 (48) Evita tried to express his feeling to the people.Error (49) He feels.Error $(50i)$ He filled worryError $(50ii)$ and he feltError $(50ii)$ and he feltError $(50ii)$ and he felt.IClause simplex(51)She.PClause simplex(52)Oh she, sorry sorry sorry.Clause Simplex(53)She is a woman right?=3 $(54i)$ She felt worry+4(55)And in term of mode I think'2(56)it is obvious.'3(57)it is spoken language.Clause simplex(58i)What what is your opinion about the mode?I α 1 α		ʿβ	
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		1	
Errorpeople.Error(49) He feels.Error(50ii) He filled worryError(50iii) um he feltError(50iii) um he felt worryError(50iii) um he felt.IClause simplexPClause simplex(53) She.(52) Oh she, sorry sorry sorry.Clause Simplex(53) She is a woman right?=3(54i) She felt worry+4(54ii) and she felt many things.+21(56) it is obvious.'3(57) it is spoken language.Clause simplex(58i) What what is your opinion about the mode?I α 1		Error	
Error (49) He feels.Error $(50i)$ He filled worryError $(50ii)$ and he feltError $(50ii)$ and he feltError $(50ii)$ and he felt.IClause simplex(51)She.PClause simplex(52)Oh she, sorry sorry sorry.Clause Simplex(53)She is a woman right?=3(54ii)She felt worry+4(54ii)and she felt many things.+2(56)it is obvious.'2(56)it is spoken language.Clause simplex(58i)What what is your opinion about the mode?I α 1 α		=2	
Error $(50i)$ He filled worryError $(50i)$ He filled worryError $(50ii)$ and he feltError $(50ii)$ um he felt worryError $(50iv)$ and he felt.IClause simplex(51)She.PClause simplex(52)Oh she, sorry sorry sorry.Clause Simplex(53)She is a woman right?=3(54ii)She felt worry+4(54ii)and she felt many things.+2(56)it is obvious.'2(56)it is spoken language.Clause simplex(58i)What what is your opinion about the mode?I α 1			
Error(50ii)and he feltError(50iii)um he felt worryError(50iii)um he felt worryError(50ii)and he felt.IClause simplexPClause simplex(51)She.PClause simplex(52)Oh she, sorry sorry sorry.Clause Simplex(53)She is a woman right?=3(54i)She felt worry+4(54ii)and she felt many things.+2(55)And in term of mode I think'2(56)it is obvious.'3(57)it is spoken language.Clause simplex(58i)What what is your opinion about the mode?I α 1		Error	(49)He feels.
Error $(50iii)$ um he felt worryError $(50ii)$ and he felt.IClause simplex (51) She.PClause simplex (52) Oh she, sorry sorry sorry.Clause Simplex (52) Oh she, sorry sorry sorry.Clause Simplex (53) She is a woman right?=3 $(54i)$ She felt worry+4 $(54ii)$ and she felt many things. $+2$ 1 (55) And in term of mode I think (2) (56) it is obvious. (57) it is spoken language.Clause simplex $(58i)$ What what is your opinion about the mode?I α 1			
Error $(50m)$ and he felt.IClause simplex (51) She.PClause simplex (52) Oh she, sorry sorry sorry.Clause Simplex (52) Oh she, sorry sorry sorry.Clause Simplex (53) She is a woman right?=3 $(54i)$ She felt worry+4 $(54ii)$ and she felt many things.+21 (55) And in term of mode I think (2) (56) it is obvious. (57) it is spoken language.Clause simplex $(58i)$ What what is your opinion about the mode?I α 1			
IClause simplex (51) She.PClause simplex (52) Oh she, sorry sorry sorry.Clause Simplex (53) She is a woman right?=3 $(54i)$ She felt worry+4 $(54ii)$ and she felt many things.+21 (55) And in term of mode I think'2 (56) it is obvious.'3 (57) it is spoken language.Clause simplex $(58i)$ What what is your opinion about the mode?I α 1			
PClause simplex (52) Oh she, sorry sorry sorry.Clause Simplex (53) She is a woman right?=3 $(54i)$ She felt worry+4 $(54ii)$ and she felt many things.+21 (55) And in term of mode I think (2) (56) it is obvious. (57) it is spoken language.Clause simplex $(58i)$ What what is your opinion about the mode?I α 1	<u> </u>		
Clause Simplex(53)She is a woman right?=3(54ii)She felt worry+4(54ii)and she felt many things.+21(55)And in term of mode I think'2(56)it is obvious.'3(57)it is spoken language.Clause simplex(58ii)What what is your opinion about the mode?I α 1			
=3 $(54i)$ She felt worry+4 $(54ii)$ and she felt many things.+21 (55) And in term of mode I think'2 (56) it is obvious.'3 (57) it is spoken language.Clause simplex $(58i)$ What what is your opinion about the mode?I α 1	P	*	
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$			
'2 (56) it is obvious. '3 (57) it is spoken language. Clause simplex (58i) What what is your opinion about the mode? I α 1 (58ii) weak in my opinion, maybe the field of this		+4	
'3 (50) Clause simplex (57) I α I α			(==)
Clause simplex (5) What what is your opinion about the mode?I α 1 $(58i)$ What what is your opinion, maybe the field of this			· · /
I α 1 (58ii) yeah in my opinion, maybe the field of this			
		Clause simplex	
text, maybe this is about Evita Peron's feeling,	Ι	α 1	
			text, maybe this is about Evita Peron's feeling,
$=\beta$ (58iii) that um loves Argentines people much.		=β	(58iii)that um loves Argentines people much.

$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	e free, freedom,
$\begin{array}{c c} & \text{and then welfare, and etc.} \\ \hline x3 & x\beta & \\ \hline & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & & \\ & \\ & & \\$	e mee, meedom,
$\begin{array}{c cccc} x3 & x\beta & \\ \hline & & \\ & & \\ & & \\ & & \\ & & \\ & \\$	
	because this is a
$X4 \alpha$ (61)So maybe we can know about the still show the same "Decision of the still show the same "Decision of the same states are structure states are structure structures are struc	
the title of the song "Don Argonting!"	nt cry for me
Argentina!"	acentance
α (62i) The maybe use imperative = β 1 α (62ii) that means there are people	
$=\beta$ 1 α (62ii) that means there are people =2 (62iii) or maybe want to tell some	
Error (62iii) maybe want to ten some	
$\begin{array}{c} \hline H = \beta \\ \hline (621v) \text{ indy be don't to} \\ \hline (621v) i$	er the context of
situation may be the first one,	i the context of
α 1 (64i)actually I I'm still confus	ed
$=2 1 \qquad \qquad$,ou
$+2 \qquad \qquad$	de itself.
I Clause simplex (65)Um	
H Clause simplex (66)May be you can er tell me al	bout it.
I Clause simplex (60)Filly 55 year can be for an area I Clause simplex (67)Yeah.	
Clause simplex (67) (68)In my understanding mood,	it is
H Clause simplex (69) Yeah.	
P Clause simplex (70)Mode Mode	
I Clause simplex (71)Mode?	
Clause simplex (72)Mode or mood?	
P Clause simplex (73)Mode.	
Clause simplex (74) M O D E.	
I α (75i)In my opinion mode is	
Xβ _(75ii) how language is used.	
Xβ (73i)Maybe in this text, um beca	
α (73ii)so the language style, it's	s used umspoken
style.	
$=\beta$ (74i) Talking about tenor, (74ii) actually I'm still confused a	ah aut um tanar
	about uni tenor.
Clause simplex (75) Can you explain it to us?P1 α $(76i)$ Tenor is is talking about v	who
$\begin{array}{ c c c c c } P & I & \alpha & & & \\ \hline & Error & & & \\ \hline & & & & \\ \hline & & & & \\ \hline & & & &$	WIIO
$=\beta$ $(76ii) \text{ who s}$ $(76ii) \text{ who speaks to whom.}$	
Repeated (76iii) who speaks to whom.	
$=2 \qquad (77) In this case um evita speaks$	to the people
$X_3 \alpha$ (78) So um it is actually unequal	
$x\beta$ 1 (79) because Evita at that time as	
"2 1 (9)Evita was very powerful ve	
um famous.	,
+2 (81)And he was first lady of Arg	gentina.
+3 (82) And and she talked to Argen	
=4 (83) It means um the power is un	
+5 (84)And it is.	
$=6 \alpha$ (85i) It is proved from the left	yric the lyric um
"Don't cry for me Argentina"	
Error (85ii)because "Don't" Don't mea	
$x\beta$ 1 (85iii) because that sentence u	sing imperative,
right?	

$\begin{array}{c c c c c c c c c c c c c c c c c c c $	I	Clause simplex	(86)Yeah.
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	P		
1 Clause simplex (as)Higher power? P Clause simplex (as)So it means -2 (abi)Dim Okay. H Clause simplex (abi)Dim Okay. I (abi)Dim Okay. (abi)Dim Okay. Clause simplex (abi)Maybe you watch the movie. (abi)Dim Okay. Clause simplex (abi)Dim Okay. (abi)Dim Okay. (abi)Dim Okay. Clause simplex (abi)Maybe you can er tell us about it. (abi)Dim Okay. (abi)Dim Okay. Clause simplex (abi)Maybe Pras, Pras have, (abi)Dim Okay. (abi)Dim Okay. Clause simplex (abi)Dim Okay. (abi)Dim Okay. (abi)Dim Okay. (abi)Dim Okay. P Clause simplex (abi)Dim Okay. (abi)Dim			
P Clause simplex (as) Yeah. X7 1 (ou) Dm Okay. I Clause simplex (ou) Dm Okay. H Clause simplex (oz) Um Okay. H Clause simplex (oz) Um Okay. H Clause simplex (oz) Um Okay. H Clause simplex (oz) What is about the movie and the lyric itself? Clause simplex (oz) May be set (oz) May be fal I Clause simplex (oz) May be fal I Clause simplex (oz) Any be fras, Pras have, Clause simplex (oz) May be Pras, Pras have, Clause simplex Clause simplex (oz) May be Pras, Pras have, Clause simplex Clause simplex (oz) May be Pras, Pras have, Clause simplex Clause simplex (oz) May be Pras, Pras have, Clause simplex Clause simplex (oz) May be about the context of culture? P Clause simplex (oz) May tabout the context of culture? I Clause simplex (oz) May tabout the context of culture? I Clause simplex (oz) May tabout the context of culture? I Clause simplex	Ι	· · · · · · · · · · · · · · · · · · ·	
X71 $_{(00)}$ So it means $_{(01)}$ Um Okay.IClause simplex $_{(01)}$ Um Okay.HClause simplex $_{(02)}$ What is about the movie and the lyric itself?Clause simplex $_{(02)}$ What is about the movie and the lyric itself?Clause simplex $_{(02)}$ What is equal or same er $=2$ α (02) When you watch the movie.Clause simplex $_{(02)}$ May be you can er tell us about it.Clause simplex $_{(02)}$ May be fralIClause simplex (02) Was simplex $_{(02)}$ May be Pras. pras have.Clause simplex $_{(00)}$ Pras has um done, right?PClause simplex(102)Not all of.Clause simplex $_{(103)}$ Nat about the context of culture?Clause simplex $_{(105)}$ I haven't completed it but some part of it.Clause simplex $_{(105)}$ I haven't done that about the context of culture?PClause simplex $_{(105)}$ I haven't done that about the context of culture?PClause simplex $_{(105)}$ I haven't done that apart $=\beta$ $_{(105)}$ Mat do yut dink?Clause simplex $_{(105)}$ I have to fulure?IClause simplex(105)Context of un actually I haven't done that apart $=2$ $_{(105)}$ Mat do yut dink?Clause $_{(115)}$ I have fit is so interesting about the talking about the context of song?H1 $_{(125)}$ Ooh, yeah, umactually I don't get the idea (110) What is the kind of song Evita song?H1 $_{(125)}$ Ooh, yeah, umactually I don't get the idea<	Р		
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
I Clause simplex (a)Um Okay. H Clause simplex (a)Um Okay. I (a)Um Okay. Clause simplex (a)Um Okay. I (a)Um Okay. I Clause simplex (a)D (a)Dm Okay. Clause simplex (a)Dm Okay. Clause simplex (a)Dm Okay. I Clause simplex (a)DM Tas has um done, right? P Clause simplex (a)Dm Okay. (a)Dm Okay. I Clause simplex (a)Dm Okay. (a)Dm Okay. P Clause simplex (a)Dm Okay. (a)Dm Okay. I (a)Dm Okay. I (a)Dm Okay.			
H Clause simplex (a) 1 (a) (a) 2 α (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a) (a)	Ι		
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Н	·	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		·	
Xβ (94iv)When you watch the movie. Clause simplex (95)May be you can er tell us about it. Clause simplex (97)Actually, I do the assignment from the story. Clause simplex (99)I an searching in Google right now. Clause simplex (99)I'm still processing to do my assignment. Clause simplex (100)Maybe Pras, Pras have, Clause simplex (101)Pras has um done, right? P Clause simplex (102)Not all of. Clause simplex (103)I haven't completed it but some part of it. I Clause simplex (106)Wat about the context of culture? P Clause simplex (106)Have you done? P 1 (107)Context of um actually I haven't done tha part +2 (106)But in my understanding it is about the generic structure or the genre. +3 α (109)But I don't know =β (109)What genre it is. Clause simplex Clause simplex (110)What do you think? Clause Clause simplex (110)What do you think? Clause Clause simplex (110)What do you think? Clause Clause simplex			
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$			
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			
$\begin{array}{c c} Clause simplex & (98) I am searching in Google right now. \\ Clause simplex & (99) I'm still processing to do my assignment. \\ Clause simplex & (100) Pras has um done, right? \\ P Clause simplex & (102) Not all of. \\ Clause simplex & (102) Not all of. \\ Clause simplex & (103) I haven't completed it but some part of it. \\ I Clause simplex & (104) What about the context of culture? \\ P Clause simplex & (106) Context of culture? \\ I Clause simplex & (106) Have you done? \\ P I & (107) Context of um actually I haven't done that part \\ +2 & (107) but in my understanding it is about the generic structure or the genre. \\ I & (108) It is song \\ +2 & (108) But I don't know \\ =\beta & (109) But I don't know \\ =\beta & (109) But I don't know \\ (109) But I don't know \\ (109) But I don't know \\ (101) What genre it is. \\ Clause simplex & (110) What genre it is so interesting about the talking about Argentina itself. \\ I Clause simplex & (113) Yeah, \\ H & Clause simplex & (113) Imean the football player for Argentina \\ +2 & (1150) Tain The anthat has many \\ Clause simplex & (116) Imean that has many \\ Error & (116) Imean that has many achievements especially in football a slike Messi. \\ I & Clause simplex & (117) Okay, forget it about our assignment first! \\ \end{array}$	I		
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		*	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
P Clause simplex (102) Not all of. Clause simplex (103) I haven't completed it but some part of it. I Clause simplex (104) What about the context of culture? P Clause simplex (105) Context of culture? I Clause simplex (106) Have you done? P 1 (107) Context of um actually I haven't done that part +2 (107) Dott is song (106) But I don't know +2 (108) But I don't know = +3 α (109) But I don't know = =β (109) What genre it is. Clause Clause (110) What do you think? Clause Clause (110) What is the kind of song Evita song? 1 +1 (112) Ooh, yeah, um, actually I don't get the idea + +2 (1130) What is yeah, um, actually I don't get the idea + (112) Ooh, yeah, um, actually I don't get the idea + 1 (121) Obt er it is so interesting about the talking about Argentina itself. 1 1 I Clause simplex (113) Yeah, 1 H Clause simplex (1130) Coh, way be you can 1		*	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	Р	1	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	-		
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Ι	·	
IClause simplex (106) Have you done?P1 $(107i)$ Context of um actually I haven't done that part+2 $(107i)$ but in my understanding it is about the generic structure or the genre.1 $(108i)$ It is song+2 $(108i)$ and it should have a genre.+3 α $(109i)$ But I don't know= β $(109i)$ What genre it is.Clause simplex (110) What do you think?Clause (111) What is the kind of song Evita song?H11 (1120) Ooh, yeah, um, actually I don't get the idea+2 $(113i)$ What genre it is so interesting about the talking about Argentina itself.IClause simplex $(113i)$ Yeah,HClause simplex $(114i)$ I mean that football player for Argentina+2 $(116i)$ I mean that has many α $(116i)$ I mean that has many $=\beta$ $(116i)$ that have many, $=\beta$ $(116ii)$ that has many achievements especially in football as like Messi.IClause simplex $(116ii)$ That has many achievements especially in football as like Messi.			
P1(107i)Context of um actually I haven't done tha part+2(107ii)but in my understanding it is about the generic structure or the genre.1(108i)It is song+2(108ii)and it should have a genre.+3 α (109b)But I don't know= β (109ii)what genre it is.Clause simplex(110)What do you think?Clause(111)What is the kind of song Evita song?H11(112i)Ooh, yeah, um, actually I don't get the idea+2(113ii)What genre it is so interesting about the talking about Argentina itself.IClause simplex(113ii)Um, may be you canClause simplex(113ii)Um, may be you can1(115i)I mean the football player for Argentina+2(116ii)I mean that has many= β (116ii)I mean that has many achievements especially in football as like Messi.IClause simplex(116iii)That has many achievements especially in football as like Messi.	Ι		
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	P	*	
+2 $(107ii)$ but in my understanding it is about the generic structure or the genre.1 $(108i)$ It is song+2 $(108ii)$ and it should have a genre.+3 α $(109i)$ But I don't know= β $(109ii)$ What genre it is.Clause simplex (110) What do you think?Clause (111) What is the kind of song Evita song?H11 $(112i)$ Ooh, yeah, um, actually I don't get the idea+2 $(112ii)$ Dut er it is so interesting about the talking about Argentina itself.IClause simplex(113ii)Yeah,HClause simplex(114)I mean discuss about the1 $(116i)I$ mean the football player forArgentina+2 $(116i)I$ mean that has manyError $(116i)I$ mean that has many α $(116i)I$ that have many,= β $(116ii)$ that has many achievements especially in football as like Messi.IClause simplex (117) Okay, forget it about our assignment first!			
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$		+2	
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$			
+3 α (109i)But I don't know= β (109ii)What genre it is.Clause simplex(110)What do you think?Clause(111)What is the kind of song Evita song?H1+2(112i)Ooh, yeah, um, actually I don't get the idea+2(112ii)but er it is so interesting about the talking about Argentina itself.IClause simplexHClause simplex(113i)Yeah,HClause simplex(115i)I mean discuss about the1(115i)I mean the football player forArgentina+2(116ii)I mean that has manyError(116ii)I mean that has manyError(116ii)I that have many,= β (116ii)that has many achievements especially in football as like Messi.IClause simplex(117)Okay, forget it about our assignment first!		1	
+3 α (109i)But I don't know= β (109ii)What genre it is.Clause simplex(110)What do you think?Clause(111)What is the kind of song Evita song?H1+2(112i)Ooh, yeah, um, actually I don't get the idea+2(112ii)but er it is so interesting about the talking about Argentina itself.IClause simplexHClause simplex(113i)Yeah,HClause simplex(115i)I mean discuss about the1(115i)I mean the football player forArgentina+2(116ii)I mean that has manyError(116ii)I mean that has manyError(116ii)I that have many,= β (116ii)that has many achievements especially in football as like Messi.IClause simplex(117)Okay, forget it about our assignment first!		+2	
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		+3 α	
$\begin{tabular}{ c c c c c c } \hline Clause simplex & (110) What do you think? \\ \hline Clause & (111) What is the kind of song Evita song? \\ \hline H & 1 & (112i) Ooh, yeah, um, actually I don't get the idea \\ +2 & (112ii) but er it is so interesting about the talking about Argentina itself. \\ \hline I & Clause simplex & (113i) Yeah, \\ \hline H & Clause simplex & (113ii) Um, may be you can \\ \hline Clause simplex & (114) I mean discuss about the \\ \hline 1 & (115i) I mean the football player for Argentina \\ +2 & (115ii) I mean that has many \\ \hline \alpha & (116i) I mean that has many \\ \hline Error & (116ii) that have many, \\ \hline =\beta & (116iii) that has many achievements especially in football as like Messi. \\ \hline I & Clause simplex & (117) Okay, forget it about our assignment first! \\ \hline \end{tabular}$		=β	
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		Clause simplex	
H1(112i)Ooh, yeah, um, actually I don't get the idea+2(112ii)but er it is so interesting about the talking about Argentina itself.IClause simplex(113i)Yeah,HClause simplex(113ii)Um, may be you canClause simplex(114)I mean discuss about the1(115i)I mean the football player forArgentina+2(115ii)May be asum like the I mean yeah the biggest α (116i)I mean that has manyError(116ii)that have many,= β (116iii)that has many achievements especially in football as like Messi.IClause simplex(117)Okay, forget it about our assignment first!			
+2(112ii1) but er it is so interesting about the talking about Argentina itself.IClause simplex(113i) Yeah,HClause simplex(113ii) Um, may be you can (114) I mean discuss about the1(115i) I mean the football player for Argentina (115i) I mean the football player for Argentina (115ii) may be asum like the I mean yeah the biggest α (116ii) I mean that has many (116ii) that have many, $=\beta$ (116iii) that have many, (116iii) that has many achievements especially in football as like Messi.IClause simplexIClause simplex	Η	1	
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		+2	(112) but er it is so interesting about the talking
IClause simplex $(113i)$ Yeah,HClause simplex $(113i)$ Um, may be you canClause simplex (114) I mean discuss about the1 $(115i)$ I mean the football player forArgentina+2 $(115i)$ I mean the football player forArgentina α $(115i)$ I mean that has manyError $(116i)$ I mean that has many $=\beta$ $(116ii)$ that have many, $=\beta$ $(116ii)$ that has many achievements especially in football as like Messi.IClause simplex			
Clause simplex(114)I mean discuss about the1(115)I mean the football player forArgentina+2(115)I mean the football player forArgentina α (115)I mean the football player forArgentina α (115)I mean the football player forArgentina α (116)I mean that has manyError(116)I mean that has many, $=\beta$ (116)I that have many, $=\beta$ (116)I that has many achievements especially in football as like Messi.IClause simplex(117)Okay, forget it about our assignment first!	Ι	Clause simplex	
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$	Η	Clause simplex	(113ii)Um, may be you can
+2(115ii)may be asum like the I mean yeah the biggest α (116i)I mean that has manyError(116ii)that have many, $=\beta$ (116iii)that has many achievements especially in football as like Messi.IClause simplex(117)Okay, forget it about our assignment first!		Clause simplex	(114) I mean discuss about the
α β α β α β β β α β α β		1	(115i)I mean the football player for Argentina
α (116i) I mean that has manyError(116ii) that have many, $=\beta$ (116ii) that have many achievements especially in football as like Messi.IClause simplex(117) Okay, forget it about our assignment first!		+2	(115ii)may be asum like the I mean yeah the
Error (116ii) that have many, =β (116iii) that has many achievements especially in football as like Messi. I Clause simplex (117) Okay, forget it about our assignment first!			biggest
=β (116iii) (116iii) (116iii) (116iii) (116iii) (116iii) (116iii) (116iii) (116iii) (117)		α	(116i)I mean that has many
football as like Messi. I Clause simplex (117)Okay, forget it about our assignment first!		Error	(116ii)that have many,
I Clause simplex (117)Okay, forget it about our assignment first!		=β	(116iii) that has many achievements especially in
			football as like Messi.
	Ι		
		Clause simplex	(118)Now, it's time to talk about football.
Clause simplex (119)So if we are talking about Argentina.		Clause simplex	
P $X\beta$ (120i)If we are talking about Argentina	Р	Хβ	(120i)If we are talking about Argentina

	α	(120ii)directly we related to the to the football
1		and the best playerfootball player from
		Argentina.
	Clause simplex	(121)One of the best football player from
L	_	Argentina is Messi right?
Ι	Clause simplex	(122)Um yeah, Messi.
Н	Clause simplex	(123)Messi and Maradona.
	1	(124)Maradona is also a wonderful
	Clause simplex	(124i) I mean
	+2	(124ii) (he) is also famous and very very good
		player.
Р	α	(125i) Yeah there are many people
	=β	(125ii) that make them be equal.
	=γ	(126i) That have same,
	1	(126ii) (126ii)I mean same achievement
	+2	(126iii) but Messi er cannot bring his national team
	· -	to be champion.
Ι	α 1	(127)But, actually Messi and Maradone, maybe
1		Messi is better than Maradona.
	Χβ 1	(127)Because you know.
Н		(12) Because you know: (128) Really?
I	Χβ	(128)Recause Messi plays 132 ootball in the
1	хр	modern era.
	"2 α	(130)It is different, very very different with
	2 û	Maradona
	Error	(130ii)who play
	=β	(130ii) who played in the old era.
	p	(130iii) who prayed in the old era. (131i) Maybe there are not many people could
	1	play football in um Maradona's era,
	$+2 \alpha 1$	(131ii)but right now there are many people
	$=\beta$	(131iii)out right now there are many people (132iii)who played well,
	12	(132in) who played wen, (132iv) but Messi can show
	$+2 \alpha$ = β	(132vi)that um he becomes one of the best players
	-b	in the world.
Р	x2 1	(133i)So, actually when we are talking about
-	<u> </u>	Messi
	$+2 \alpha x\beta$	(133ii)and when we say
	$=\beta$	(133))difference of the start o
	1	(134in)some people may not agree about our
	α	argument.
	$+2 \alpha$	(135i)And in my own um I believe
	$=\beta$	(135ii) that Messi is the best player nowadays.
	Clause simplex	(135)))that Wessi is the best player nowadays. (136)What do you think about um Ronaldo or
		another group player?
Н	Clause simplex	(137)Yeah, um, talking about Ronaldo and
		Messi, um
Р	Clause simplex	(138) Which one is better in your opinion?
H	1	(136) (Think and the second in your opinion)
	··2	(139ij)Ronaldo is better [[than Messi]].
Р	Clause simplex	(139)[]rtonardo is cetter [[than messi]].
H	Clause simplex	(140) really: (141) Yeah.
I	Clause simplex	(141) Fear. (142i)Oh, yes,
1	Clause simplex	(142i) On, yes, (142ii) that's good.
L	Chaube Bhilpien	(14211)mar 5 500a.

	Clause simplex	(143)Okay, okay, Why? Why?
	A	(144i)Can you give me a reason
	xβ 1	(144ii)why you umlike Ronaldo
	+2	(144iii)and why you like Messi?
Η	Clause simplex	_(145i) Um yeah.
	Clause simplex	(145ii)what um actually er my point of view um
		Ronaldo and Messi itself er I I see from
		thethe characteristic.
	1	(146)I mean the personality er in er.in er, in a
		stadium or in ain a out of stadium.
	$=2$ 1 α	(147)As like Ronaldo thatthat who cares er
		toto many people
	=2	(148)As like er in a the mathe people that
	_	bethe be thethat are be the victim
	x3 xβ	(149)And then, although er Messi have good
	AS AP	achievements especially the Ballon D'or.
	Clause simplex	(150)Um what is about Pras?
Р	Clause simplex	(150) Um what is about 1 fas? (151) Um it's very obvious.
		(151) Off it's very obvious. (152) Messi is the best player in the world.
	+2 1	(152) And Messi is better than
	Clause simplex	(153ii)And Messi is better than Ronaldo.
	^ 1	
	$=2 \alpha 1$	(154)First, Messi has more Ballon D'Or.
	=2	(155)Ballon D'Or is an achievement.
	=3	(156i)It's a world for the best player in the world.
T	Χβ	(156ii)while Ronaldo has only three.
Ι	Clause simplex	(157i)Five,
-	Clause simplex	(157ii)Messi has five.
P	Clause simplex	(158)Oh, really five?
I	Clause simplex	(159)Yes, five.
Р	Clause simplex	(160)Yeah five.
	+4	(161)And Ronaldo has only three, right?
	+5 1	(162)And Messi has brought his team
	α cities in the second	
	Clause simplex	(163i)What is it?
		(163ii) Barcelona to to win treble winner
	=β	
	+2	(163iii)but Ronaldo hasn't ever been done the
		same thing.
Ι	Clause simplex	(164)Okay, actually you know right.
L	Clause simplex	(165)We have class right now.
Р	Clause simplex	(166)Oh really?
	Clause simplex	(167)What time is it actually?
Ι	Clause simplex	(168It is three ten.
Р	Clause simplex	(167)Oh yeah?
	Clause simplex	(168)Okay.
Ι	Clause simplex	(169)So? so?
Р	α	(170)So we have to.
	Χβ	(171)Because the lecturer will come to the class.
Ι	Clause simplex	(171)Okay, yes.
	Clause simplex	(172)May be um we can go right now.
Р	Clause simplex	(173)Yeah let's go.
Ι	Clause simplex	(174)Yeah.
Н	Clause simplex	(175)Okay.
		· · · •