A LONGITUDINAL STUDY OF DEVELOPMENTS IN THE ACADEMIC WRITING OF THAI UNIVERSITY STUDENTS IN THE CONTEXT OF A GENRE BASED PEDAGOGY

Udom Srinon

B.A. (English-Honors) Mahamakut Buddhist University, Thailand
M.Ed. (TEFL) Silapakorn University, Thailand

A thesis submitted in fulfillment of the requirements for the degree of
Doctor of Philosophy

Linguistics
School of Humanities
Faculty of Humanities and Social Sciences
University of Adelaide, Australia

August 2011
TABLE OF CONTENTS

ABSTRACT ........................................................................................................... ix
DECLARATION .......................................................................................................... xi
ACKNOWLEDGEMENTS .......................................................................................... xii
LIST OF TABLES .......................................................................................................... xiv
LIST OF FIGURES ........................................................................................................ xviii
ABBREVIATIONS .......................................................................................................... xix

CHAPTER 1 INTRODUCTION AND BACKGROUND ........................................ 1
  1.1 Introduction and significance of the study ...................................................... 1
  1.2 Social and educational context of literacy ability of Thai students ............. 2
  1.3 Research questions .......................................................................................... 5
  1.4 Objectives of the study .................................................................................... 6
  1.5 Research context and methodology ............................................................... 6
  1.6 Limitations of the study .................................................................................. 7
  1.7 Key findings ..................................................................................................... 8
    1.7.1 Findings with respect to broad generic staging structure ..................... 8
    1.7.2 Findings with respect to the students’ deployment of inter-clausal logical relations .............................................................. 8
  1.8 Content of the thesis ......................................................................................... 9

CHAPTER 2 LITERATURE REVIEW AND THEORETICAL BACKGROUND .................. 11
  2.1 Introduction ..................................................................................................... 11
  2.2 The genre approach ......................................................................................... 13
    2.2.1 The notion of genre .................................................................................. 13
    2.2.2 The Sydney-school taxonomy of genres .................................................. 16
2.2.2.1 Exposition genre ............................................. 17
2.2.2.2 Discussion genre ............................................. 20
2.2.3 Genre-based pedagogy ............................................. 22
2.2.4 Outcomes of genre-based teaching ............................................. 24
2.3 Genre and Systemic Functional Linguistics .......................... 29
   2.3.1 Modes of meaning (metafunctions) .......................... 29
   2.3.2 Register ............................................. 30
   2.3.3 Genre and register ............................................. 32
2.4 Review of the literature on longitudinal case studies of literacy development ............................................. 33
   2.4.1 Overview ............................................. 33
   2.4.2 Definition of, and rationale for, longitudinal case studies .......... 33
      2.4.2.1 The nature of, and rationale for, “case” studies ......... 35
      2.4.2.2 Brief account of longitudinal case studies of language development in ESL and EFL contexts .......... 38
      2.4.2.3 Brief account of longitudinal case studies with an SFL perspective ............................................. 40
   2.4.3 Academic literacy development among Thai students .......... 43
   2.4.4 Academic literacy development among Thai students undertaking genre-based courses within the Thai educational system ............................................. 44

CHAPTER 3 METHODOLOGY ............................................. 46

   3.1 Stage 1: Theoretical framework development and syllabus construction ............................................. 46
   3.2 Stage 2: Teaching and learning cycle ............................................. 48
   3.3 Teaching and learning in more detail ............................................. 50
      3.3.1 Introductory stage ............................................. 50
      3.3.2 Teaching and learning around the Exposition ............................................. 51
      3.3.3 Teaching and learning around the Discussion ............................................. 57
3.4 Stage 3: Data analysis and presentation .............................................. 65
  3.4.1 Analysis of textual structure and generic staging .................. 65
  3.4.2 Analysis of the students’ use of logico-semantic relations ...... 66
    3.4.2.1 Division into clause complexes/sentences .................. 68
    3.4.2.2 Division into clauses, and tracking of logico-
        semantic sub types ........................................ 69
    3.4.2.3 Classification of relations as “attempted” or
        “achieved” .................................................. 74
    3.4.2.4 Statistical tallies ....................................... 80
  3.5 Ethics approval .............................................................................. 86
  3.6 Conclusion .................................................................................... 86

CHAPTER 4 CHANGE AND DEVELOPMENTS OF BROAD SCALE
TEXUAL ORGANIZATION – GENRE STRUCTURE ........................................ 87
  4.1 Introduction .................................................................................. 87
  4.2 Key findings ................................................................................. 89
    4.2.1 In-class exercise (pre-test) .................................................. 89
    4.2.2 Mid-point “Exposition” essay ............................................. 89
    4.2.3 Final essay – “Discussion” exercise .................................... 90
  4.3 Comparisons and contrasts – development of broad-scale staging
      structure from pre-test to “mid-point” Exposition essays .......... 92
    4.3.1 The case of students who produced “conforming” texts
        across both essays .................................................. 92
    4.3.2 From “non conforming” to “conforming” Expositions .......... 97
      4.3.2.1 “Non conforming” case 1: absence of
          Reiteration/Reinforcement stage .................................. 98
      4.3.2.2 “Non conforming” case 2: missing Thesis stage;
          mismatched argumentative support ............................. 100
      4.3.2.3 “Non conforming” case 3: retracting the primary
          position and seeing merit in both sides ....................... 104
4.3.2.4 “Non conforming” case 4: a “middle way” approach 108
essay .................................................................

4.4 The “middle way” approach ................................................................. 112

4.5 Comparisons and contrasts – development of broad-scale staging
structure from pre-test to “discussion” essays ........................................ 116

4.6 Conclusion .................................................................................. 123

CHAPTER 5 DEVELOPMENTS IN THE STUDENTS’ CONSTRUING OF
“LOGICO - SEMANTIC” RELATION .................................................. 124

5.1 Introduction .................................................................................. 124

5.2 Overview of key findings ............................................................... 125

5.2.1 Simple sentences, use of hypotaxis and parataxis, and more
fluent writing ................................................................................. 125

5.2.2 Rate and accuracy of hypotactic relations .................................. 126

5.2.3 Trends in the use of the resources of projection, case-and-effect
(consequentiality) and counter-expectation (adversatives) ............... 126

5.3 Findings in detail .......................................................................... 126

5.3.1 “Simple” sentences and general trends in the use of top-level
inter-clausal hypotactic and paratactic relations ......................... 126

5.3.2 Trends in the use of hypotactic relations .................................. 135

5.3.3 Trends in the use of the relation of projection ......................... 140

5.3.4 Trends in the use of relations of causality – internal and
external ...................................................................................... 144

5.3.4.1 Trends in the deployment of external consequentiality ...... 144

5.3.4.2 Trends in the deployment of internal consequentiality ...... 146

5.3.4.3 Trends in the deployment of relations of counter-
expectation (adversatives) ......................................................... 148

5.3.4.4 Potential counter indicators .............................................. 149

5.4 Conclusion .................................................................................. 151
CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

6.1 Key conclusions

6.2 Recommendations/Limitations of the use of the genre based approach

6.3 Linguistic resources and features

REFERENCES

APPENDICICES

Appendix A Course syllabus and teaching plan

Appendix B Teaching syllabus

Appendix B Part 1 Exposition Text

Appendix B Part 2 Introduction

Appendix B Part 3 Body

Appendix B Part 4 Conclusion

Appendix B Part 5 Writing Discussion Texts

Appendix B Part 6 Discussion Text Example

Appendix B Part 7 Joint Construction Activity

Appendix B Part 8 Discussion Text Analysis

Appendix B Part 9 More examples and analyses of the writing Discussion texts

Appendix B Part 10 Activities

Appendix B Part 11 Language features

Appendix C Essay questions

Appendix C1 Pre-test questions

Appendix C2 Mid-term-Exposition questions

Appendix C3 Final exam-Discussion questions

Appendix D Students’ Written Texts

Appendix D1 Pre-test texts

Appendix D2 Exposition texts

Appendix D3 Discussion texts
Appendix E Genre staging analyses of texts................................. 229
Appendix E1 Pre-test: Conformity texts................................. 229
Appendix E2 Pre-test: Non-conformity texts......................... 230
Appendix E3 Exposition: Conformity texts............................ 233
Appendix E4 Discussion: Conformity texts............................ 240
Appendix E5 Discussion: Non-conformity texts....................... 248
Appendix F Clause complex analyses of three students (HGS1, MGS1 and LGS1) .................................................................................. 250
ABSTRACT

This dissertation reports on a study of developments in key aspects of the English academic writing of Thai students undertaking a writing course in a Thai university in 2006. The course employed the genre-based pedagogy associated with the so-called Sydney genre school (see, for example, Martin and Rose 2008) and focussed on two of the argumentative genres identified in the Sydney genre-school literature, the Exposition and the Discussion. The course was delivered to 72 English majors in two classes over a period of twelve weeks. The writing of six students was selected for close linguistic analysis, with the data set consisting of the three essays which each student produced at the beginning, middle and end of the course (18 texts in total).

The broad objective of the research was to investigate whether any developments could be observed in the student’s writing, as a group, which could be interpreted as positive developments in their academic literacy and which might plausibly be seen as at least in part the result of the teaching and learning opportunities made available by the course.

It was found that a majority of the students produced essays at the commencement of the course, before any teaching, which (1) did not match any of the genre structural prototypes outlined in the literature, and which (2) seemed to be structurally and hence communicatively problematic, possibly on account of this. All students subsequently produced essays which did closely match one or other of the genre prototypes outlined in the literature and which seemed persuasively more coherent and easier to follow than the essays produced initially, before exposure to the genre-based pedagogy employed by the course. It is argued that it is plausible that the teaching and learning opportunities provided by the course played some role in this outcome.

As well, several trends were observed in the student’s writing across the duration of the course by which they substantially increased the frequency with which they deployed the resources for construing inter-clausal relations (logico-semantic relations). In particular trends were observed by which the students, as a group, reduced the proportion of single clause sentences in their writing, increased the frequency of coordination (parataxis) and subordination (hypotaxis), made much greater use of mechanisms for referencing other
sources and voices, and much more frequently construed relations of consequentiality (cause-and-effect) and counter expectation. It is argued that these changes can be interpreted as positive developments in the writing of the students by which they extended their communicative range and by which their writing became more fluent and more nuanced. It is argued that it is plausible to see the course and its pedagogy as having a significant role to play in this outcome.

It is proposed that these findings, based as they are on longitudinal study involving a detailed and systematic analysis of specific linguistic features, lend strong support to claims about the efficacy of this genre-based approach to the teaching of writing.
DECLARATION

This thesis contains no material that has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text of the thesis.

I give consent to this copy of my thesis, when deposited in the University Library, being made available for loan and photocopying, subject to the provisions of the Copyright Act 1968, when it is accepted for the award of the degree.

Signed: ____________________________ Date: ____________________
ACKNOWLEDGEMENTS

This dissertation has been completed with help and support from many people. I would like to express my deep gratitude to the following. Firstly, I particularly thank my supervisors, Dr. Peter White (principal supervisor) and Dr. Peter Mickan (co-supervisor), for their nice and ongoing supervision and detailed attention to all aspects of my work. In this regard, Dr. Peter White patiently helped me through a number of initial difficulties and challenges, and he ensured that I remained focused through to the completion of this thesis. He taught me how to understand the world of Systemic Functional Linguistics, especially genre-based theory and text evaluation using an appraisal framework, an area of enquiry of which he is a leading authority. Dr. White was at all times encouraging, challenging and supportive, particularly when I doubted my ability to go ahead, when a series of unforeseen factors impeded my work, and when communication was difficult during the final stage of my project.

This study was made possible by the generous financial support of the Thai government, the Thai Office of Higher Education, the Office of Civil Commission, and with assistance by the Office of Educational Affairs at the Thai Embassy in Canberra, Australia. Sincere thanks go to the friends that I made during the time (2006-2010) that I studied for my higher degree at the University of Adelaide. Also, I acknowledge with thanks the staff (Dr. Rob Amery and others) in the Discipline of Linguistics at the University of Adelaide for their suggestions and encouraging advice during seminars and discussions. Special mention is made of Dr. John Wash (Postgraduate Coordinator) for his help and organization during the final phase of my annual review and supervision. My thanks are extended to friends; Phi Simmy (now-Dr. Simmy), Sharrif (now-Dr. Sharrif), Josh, Clara, Sulfadi, Hesham, Abdul, and others in Room 915, Napier Building, and I have appreciated the friendship and encouragement of close fellow doctoral students; Hiromi (now-Dr. Hiromi), Duc and Celine (now-Dr. Celine). Our monthly gatherings for lunch and dinner provided much-needed help during periods of difficulty.

I extend my thanks to the staff of the Faculty of Liberal Arts and Science and the Department of English at Kasetsart University, Kamphaeng Saen Campus for their support and for the financial assistance which aided my data collection and thesis completion. Students in classes where I taught my course were central to this research, and heartfelt
gratitude goes to Asst. Prof. Dr. Chanan Sudsukha, Dean of the Faculty of Liberal Arts and Science, for his approval and support for all aspects of my project. Similarly, I thank my colleagues at the Faculty and the English Department for their encouragement. Special thanks go to Assoc. Prof. Bopit Tungwongkit and Assoc. Prof. Dr. Rattana Tungwongkit, Faculty of Agriculture at Kamphaeng Saen Campus for their financial and intellectual support during times of difficulty during my studies. In this regard, my special thanks go to my close and valued friend, Venerable Phramaha Khampoo Khampoon Ravadvorn, for special help and inspiration. Without Khunnai Pranee Vitayapak’s advice about study and life I think that I may not have been able to surmount some of the obstacles I encountered. I thank one couple of my Thai countrymen, Dr. Walapat Soithong and her husband (Golf) for their valued friendship. Other supportive friends who deserve my thanks include workmates at the Para Hills Community Club, especially Daniel Smith (Head Chef), Sean, Jeremy, Jamie, Lisa, Chen, Janelle, Vincent, Mark, Maria, Marie, Mathew, Sonny etc. They all helped me be a part of the Adelaide community and they helped me become familiar with the ways of Australian people. This includes Papa (Mr. Sonfilzt) and Mama (Mrs. Magarette) for their kindness and good taking care during my stay at their granny flat for the last two years of my studies. Special thanks go to Na Daeng, Pa Yupin, Pa Mai, Phi Soda, Michael (Café Michael), Kie (Adelaide Royal Hospital), Phi Tuk and Nong O (Thai Foot Massage Shop, Rundle Mall) for their friendship and support.

Last but not least, the completion and success of this research and this thesis was aided by my teachers at both schools and universities - past and present. I would like to specially thank my wife, Rassamee Srinon, who has patiently and supportively stood by me and cheered me during times of difficulty. Without her I could not have fulfilled my dream of completing a PhD. Finally, particular thanks go to my parents, sisters, brother, parents-in-law, family, and friends who were so supportive. I hope that this thesis will be a starting point for those who are interested in linguistics and those who may use the genre-based approach and SFL (Systemic Functional Linguistics) to develop their students’ literacy abilities in Thailand and other contexts.

Udom Srinon
University of Adelaide
August 2011
LIST OF TABLES

Table 1 Types of genres……………………………………………………………… 16
Table 2 Taxonomy of genres…………………………………………………………. 16
Table 3 Exposition text structure…………………………………………………… 19
Table 4 Stages of Exposition and Discussion essays…………………………. 50
Table 5 Model text of Exposition………………………………………………….. 52
Table 6 Stages of the single-sided Exposition essay……………………………. 55
Table 7 Model text of Discussion ................................................................. 58
Table 8 The structure of Discussion............................................................. 61
Table 9 External conjunctive relations according to Martin’s system (Martin and 
Rose 2003)..................................................................................................... 71
Table 10 Internal conjunctive relations according to Martin’s system (Martin and 
Rose 2003)................................................................................................. 71
Table 11 External consequentials............................................................... 73
Table 12 Internal consequentials............................................................... 73
Table 13 External adversatives (counter expectation).................................. 73
Table 14 Internal adversatives................................................................. 74
Table 15 Analytical tags............................................................................... 76
Table 16 Text analysis: Middle Group Student 1 – pre-test essay................ 78
Table 17 Tallying analysis of pre-test essay by Middle Group Student 1........ 82
Table 18 Conformity and non-conformity of students’ texts........................ 91
Table 19 Pre-test essay by IELTS middle group student 1 (MGS1:Thachaphan)…… 92
Table 20 Mid-point essay by IELTS middle group student 1(MGS1:Thachaphan)…… 94
Table 21 Pre-test essay by IELTS middle group student 2 (MGS2:Thanyamon)…… 95
Table 22 Mid-point essay by IELTS middle group student 2 (MGS2:Thanyamon)…. 96
Table 23 Pre-test essay by IELTS low group student 2 (LGS2:Watsana) .......... 98
Table 24 Mid-point essay by IELTS low group student 2 (LGS2:Watsana) .......... 99
Table 25 Pre-test essay by IELTS low group student 1 (LGS1:Chutamas) .......... 101
Table 26 Mid-point essay by IELTS low group student 1 (LGS1: Chutamas) .......... 103
Table 27 Pre-test essay by IELTS high group student 1 (HGS1: Thitima) .......... 105
Table 28 Mid-point essay by IELTS high group student 1 (HGS1: Thitima) .......... 107
Table 29 Pre-test essay by IELTS high group student 2 (HGS2: Thitinun) .......... 109
Table 30 Midpoint essay by IELTS high group student 2 (HGS2: Thitinun) .......... 111
Table 31 Final essay by IELTS high group student 1 (HGS1: Thitima) .......... 117
Table 32 Final essay by IELTS high group student 2 (HGS2: Thitinun) .......... 119
Table 33 Statistics for simple sentences ......................................................... 127
Table 34 Statistics for paratactic or hypotactic relation ..................................... 128
Table 35 Essay 1 by student LGS1 ................................................................. 129
Table 36 Essay 1 by student MGS1 ................................................................. 131
Table 37 Essay 3 by student LGS1 ................................................................. 134
Table 38 Rates of hypotactic relations ............................................................. 136
Table 39 Instances of inter-clausal hypotaxis in essay 1 by student HGS1 .......... 137
Table 40 Instances of inter-clausal hypotaxis in essay 3 by student HGS1 .......... 138
Table 41 Rates of use of projection ................................................................. 140
Table 42 Student HGS1- deployment of external consequentiality .................... 144
Table 43 Student MGS1- deployment of external consequentiality .................... 145
Table 44 Student LGS1- deployment of external consequentiality .................... 145
Table 45 Student HGS1- deployment of internal consequentiality .................... 147
Table 46 Student LGS1- deployment of internal consequentiality .................... 147
Table 47 Student MGS1- deployment of internal consequentiality .................... 148
Table 48 Student HGS1- deployment of relations of counter-expectation ............ 148
Table 49 Student LGS1- deployment of relations of counter-expectation ............ 149
Table 50 Student MGS1- deployment of relations of counter-expectation ............ 149
Table 51 Student HGS1- potential counter indicators ........................................ 150
Table 52 Student MGS1- potential counter indicators ........................................ 150
Table 53 Student LGS1- potential counter indicators ........................................ 150
Table 54 Teaching plan ................................................................................. 168
Table 55 Stages of exposition and discussion essays ................................. 173
Table 56 Stages of the single-sided Exposition essay ............................... 175
Table 57 The structure of the Discussion .................................................. 192
Table 58 The structure of the introduction of Discussion text ....................... 196
Table 59 Analysis of Introduction 1 ............................................................. 202
Table 60 Introduction 2 ............................................................................. 202
Table 61 Introduction 3 ............................................................................. 203
Table 62 External conjunctions ................................................................. 207
Table 63 Internal conjunctions ................................................................. 207
Table 64 Pre-test essay by IELTS middle group student 1 (MGS1:Thachaphan) ..... 229
Table 65 Pre-test essay by IELTS middle group student 2 (MGS2:Thanyamon) ... 229
Table 66 Pre-test essay by IELTS high group student 1 (HGS 1:Thitima) ........... 230
Table 67 Pre-test essay by IELTS high group student 2 (HGS2:Thitinun) ........... 231
Table 68 Pre-test essay by IELTS low group student 1 (LGS1:Chutamas) ........... 232
Table 69 Pre-test essay by IELTS low group student 2 (LGS2:Watsana) ........... 233
Table 70 Mid-point essay by IELTS high group student 1 (HGS1:Thitima) ........ 233
Table 71 Mid-point essay by IELTS high group student 2 (HGS2:Thitinun) ........ 234
Table 72 Mid-point essay by IELTS middle group student 1(MGS1:Thachaphan) ... 235
Table 73 Mid-point essay by IELTS middle group student 2 (MGS2:Thanyamon) ... 236
Table 74 Mid-point essay by IELTS low group student 1 (LGS1:Chutamas) ........ 237
Table 75 Mid-point essay by IELTS low group student 2 (LGS2:Watsana) ........ 239
Table 76 Final essay by IELTS high group student 1 (HGS1:Thitima) ............... 240
Table 77 Final essay by IELTS high group student 2 (HGS2:Thitinun) ............... 241
Table 78 Final essay by IELTS middle group student 2(MGS 2:Thatchapan) ....... 243
Table 79 Final essay by IELTS low group student 1 (LGS 1:Chutamas) ............. 245
Table 80 Final essay by IELTS low group student 2 (LGS 2:Watsana) ............. 246
Table 81 Final essay by IELTS middle group student 1 (MGS 1:Thatchapan) ...... 248
Table 82 Student 1 (HGS1): Pre-test text ................................................... 250
Table 83 Student 1 (HGS1): Exposition text .............................................. 255
Table 84 Student 1 (HGS1): Discussion text ...................................................... 259
Table 85 Student 1 (LGS1): Pre-test text.......................................................... 267
Table 86 Student 1 (LGS1): Exposition text ..................................................... 269
Table 87 Student 1 (LGS1): Discussion text..................................................... 276
Table 88 Student 1 (MGS1): Pre-test text.......................................................... 279
Table 89 Student 1 (MGS1): Exposition text..................................................... 282
Table 90 Student 1 (MGS1): Discussion text..................................................... 292
Table 91 Comparison of 9 essays of three students (HGS1, MGS1, and LGS1) ...... 304
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Structure of the exposition</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Register</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>Genre and register</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Learning and teaching cycle of the genre based approach</td>
<td>47</td>
</tr>
<tr>
<td>5</td>
<td>Functional Stages of Exposition</td>
<td>54</td>
</tr>
<tr>
<td>6</td>
<td>Functional Stages of Discussion Text</td>
<td>61</td>
</tr>
<tr>
<td>7</td>
<td>Functional Stages of Exposition</td>
<td>176</td>
</tr>
<tr>
<td>8</td>
<td>Functional Stages of Discussion Text</td>
<td>193</td>
</tr>
</tbody>
</table>
ABBREVIATIONS

IELTS  International English Language Testing System
EFL    English as a Foreign Language
ESL    English as a Second Language
EAP    English for Academic Purposes
ESP    English for Specific Purposes
SFL    Systemic Functional Linguistics
HGS1   High group student 1
HGS2   High group student 2
MGS1   Middle group student 1
MGS2   Middle group student 2
LGS1   Low group student 1
LGS2   Low group student 2
para / p  parataxis
pr     projection
ng embeds / n  embedded clause functioning as a complete noun group
Q embeds / q  embedded clause functioning as a Qualifier in a noun group (i.e. part of a noun group)
att   "attempted" (as in attempted parataxis)
ach   "achieved" (as in achieved parataxis)
exI   internal extension (e.g."moreover", "what's more", "also")
exE   external extension (e.g. "and", "or", "instead of")
att exI attempted internal extension; ach exI = achieved internal extension
tI    internal temporal relation (sub type of enhancement) (e.g. "firstly", "secondly", "lastly")
tE    external temporal relation ("when", "next", "until", "while", "then")
cI    internal causative relation (sub type of enhancement) (e.g. "therefore", "thus", "consequently")
cE    external causative relation (e.g. "because", "and so")
pp    purpose relation (sub type of enhancement) (e.g. "in order to")
coI   internal conditional (sub type of enhancement) (e.g. "Dinner is ready, if you are hungry.")
coE   external conditional (e.g. "if", "unless")
counter expectation/concession (e.g. "however", "yet", "although", "but")

hypotactic boundary (i.e. division between clause which there is a hypotactic clause, e.g. a main clause plus a subordinate clause)