

มุ่มมองด้านวัจนะปฎิบัติศาสตร์ต่อการเคลื่อนตัวของคำนามในโครงสร้างการเลื่อนขึ้น

และโครงสร้างที่ประธานเป็นผู้ถูกกระทำในบทความภาษาศาสตร์ประยุกต์

Pragmatic Perspectives of the Raised DP in Raising and Passive Constructions in Applied Linguistics Articles

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บทคัดย่อ

งานวิจัยนี้ศึกษามุ่มมองวัจนะปฎิบัติศาสตร์ที่มีต่อการเคลื่อนตัวของคำนามในโครงสร้างการเลื่อนขึ้นและโครงสร้างที่ประธานเป็นผู้ถูกกระทำในบทความวิจัยภาษาศาสตร์ประยุกต์ งานก่อนหน้านี้เลือกตัวบทนวนิยายภาษาอังกฤษ หนังสือพิมพ์ภาษาอังกฤษ งานเขียนของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศและคลังข้อมูลนานาชาติ อย่างไรก็ตามงานวิจัยครั้งนี้เลือกตัวบทที่แตกต่างออกไปนั่นคือบทความวิจัยภาษาศาสตร์ประยุกต์ซึ่งประกอบด้วยบทความวิจัยจาก *PASSA Journal* *LEARN Journal* และ *rEFLections* ชุดข้อมูลจำนวนทั้งสิ้น 15 บทความวิจัยประกอบด้วย 74 ประโยคที่มีการใช้การเคลื่อนตัวของคำนามในโครงสร้างการเลื่อนขึ้นและโครงสร้างที่ประธานเป็นผู้ถูกกระทำในบทความวิจัยภาษาศาสตร์ประยุกต์ การเลือกตัวอย่างประโยคเพื่อทำการวิเคราะห์การเคลื่อนตัวของคำนามตามแบบของ Radford (2009) เพื่อให้การวิเคราะห์ข้อมูลเป็นไปอย่างถูกต้องและน่าเชื่อถือ นักภาษาศาสตร์ภาษาอังกฤษที่ไม่ได้ใช้ภาษาอังกฤษเป็นภาษาแม่จำนวนทั้งสิ้นสามท่านดำเนินการตรวจสอบการวิเคราะห์ข้อมูล ผลการศึกษาแสดงให้เห็นว่าร้อยละ 43.24 ของการเคลื่อนตัวของคำนามในโครงสร้างการเลื่อนขึ้น และโครงสร้างที่ประธานเป็นผู้ถูกกระทำถูกใช้เพื่อการแสดงความคิดเห็นเกี่ยวกับประธาน อย่างไรก็ตามผลการศึกษานี้มีความแตกต่างจากงานวิจัยก่อนหน้านี้ซึ่งศึกษาในตัวบทนวนิยายภาษาอังกฤษ ผู้วิจัยหวังเป็นอย่างยิ่งว่าผลการศึกษาของงานวิจัยในครั้งนี้จะเป็นประโยชน์ต่อผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในการใช้คำนามที่เคลื่อนตัวในโครงสร้างการเลื่อนขึ้นและโครงสร้างที่ประธานเป็นผู้ถูกกระทำในบทความวิจัยภาษาศาสตร์ประยุกต์ได้อย่างถูกต้องและเหมาะสม

คำสำคัญ: มุ่มมองด้านวัจนะปฎิบัติศาสตร์ การเคลื่อนตัวของคำนาม โครงสร้างการเลื่อนขึ้น โครงสร้างที่ประธานเป็น

ผู้ถูกกระทำบทความภาษาศาสตร์ประยุกต์

Abstract

This study examined pragmatic perspectives of the raised DP in raising constructions and passive constructions in English applied linguistics articles. Prior studies selected the materials of English novels, writing of EFL learners and international corpora such as British National Corpus (BNC). This study aims to contribute to the field by examining these pragmatic perspectives in journals of English applied linguistics namely, *PASSA Journal*, *LEARN Journal*, and *rEFLections*. In regard to the data collection, a total of 15 articles, which are made up of 5 articles for each journal, contain 74 sentences of the raised DP in both constructions. The data analysis follows Radford (2009) to select the raised DP in raising and passive constructions. After the process of data analysis, three non-native English linguists were asked to validate the data analysis in order to gain validity and reliability. The results in this study show that 43.24 percent of the raised DP in passive constructions and raising constructions are used for the main reason of topic comment. The results of this study oppose the previous studies which examined materials of English novels, the writing of EFL learners and international corpora where the raised DP is used as the given information. It is expected that the results of this study will be practical and useful for learners of English as a Foreign Language (EFL) and learners of English as a Second Language (ESL) to apply the use of the raised DP in writing academic journals in the field of English applied linguistics accurately and appropriately.

Keywords: pragmatic perspectives, the raised DP, raising constructions, passive constructions, applied linguistics articles

Introduction

English has been increasingly used as the most important language of the world. Even though studying the English language requires one to know different linguistic aspects, such as the system of sounds (i.e., /f/ and /s/) and meaning (i.e., *book* and *reserve*), Radford's (2009) perspective is different in that he suggests that to know a language is to know the grammar of a language. Some people might argue that grammar is not everything in studying the English language; however, knowing the grammar of a language helps us increase our *grammatical competence*, influencing our ability to communicate accurately and fluently.

According to Radford (2009), the structure in English is basically known as the merging of subject+verb+object (S+V+O). The subject in English is unavoidably crucial. Despite several exceptions such as imperative, omitting the subject generally results in ungrammaticality of the sentence (Radford, 2009), such as **likes it*. Basically, the subject in English is syntactically abbreviated as DP or a *determiner phrase*, such as (1).

(1) *The cat eats the fish.*

In (1), *the cat* is a DP or a determiner phrase functioning as the subject of the sentence. Syntactically, *the cat* is available in the node of Spec T, referring to the position of subject (Radford, 2009). Omitting *the cat* as in *is eats fish* violates *Extended Projection Principle* or EPP feature where all English clauses require a subject (Radford, 2009). In this case, *the cat* is assigned a theta role of agent, known as the doer, of the finite verb *eats*. In terms of the predicate, the verb phrase or VP *eats* is derivationally suffixed with a present temporality and it is grammatically classified as *transitivity*, where the verb requires an object. Hence, the DP *the fish* is the object of the verb *eat*. Accordingly, *the fish* is assigned the theta role of *patient* or the one who receives an energy from the action.

While the above paragraph provides fundamental information concerning the basic structure in an English sentence, some arguments in the English language are analyzed to have movement to be landed in the subject position of a higher clause. They are merged via derivation, such as raising constructions and passive constructions. In generative grammar, the arguments in these structures are moved from one syntactic position to be landed in another position in a higher clause as in the Spec T. This is analyzed via A-movement where the DP is moved to be landed (Radford, 2009), such as (2).

(2) *Mary seemed to love this cat.*

In (2), the syntacticians in the field of generative grammar call this structure as *raising constructions*, referring to the movement of the DP argument via the chain of A-movement from the lower clause to become the subject in the matrix clause where its derivation is illustrated.

(3) *Mary seemed_t to love this cat.*

Sentence (3) is presented with the symbol _t which is abbreviated from the word *trace*. The syntacticians, like Culicover and Jackendoff (2001) and Radford (2009), analyzed that the DP *Mary* was initially originated as the subject of the *to-* infinitive clause *to love this cat* before moving to be landed as the matrix subject. According to the syntactic analysis of A-movement approach, the

verb *seem* is, therefore, called a *raising verb*, referring to a verb where a theta-role is not assigned (Radford, 2009).

Aside from the raised DP in raising constructions, another DP argument which is analyzed via A-movement in English is passive constructions (Radford, 2009), as in (4).

(4)

- (a) The doctor prescribed *a patient* penicillin 1,000 mg.
- (b) *A patient* was prescribed _t penicillin 1,000 mg.

While the structure (4a) is a ditransitive verb which includes two objects (SVOO), the sentence structure as in (4b) is a passive construction. Although the semantic denotations of the two examples as in (4a) and (4b) are exactly the same, the DP *a patient* between the two sentences is located in different syntactic positions of the sentence. In generative grammar, the DP *a patient* in (4b) is analyzed by the movement parameter via the chain of A-movement where the DP *a patient* was moved to be landed in as the subject of the sentence. With the explanation above, we could see that certain structures such as raising and passive constructions contain the movement of the DP from one position to another position. If one actually believes that the DP subjects in those constructions are the raised subjects, called the raised DP, it is intriguing to examine this principle in authentic texts as to why it is raised to a higher clause to become the subject of the sentence.

Previous studies observed the movement of the raised DP in English novels (Wongkittiporn, 2022). The results in his study show that the raised DP in English novels often comply with the principle of given and new information or providing old information first. The writers raise the subject to link with the old information in the previous sentence. However, this study aims to contribute to the field by examining the pragmatic perspectives of the raised DP in raising constructions and passive constructions in English applied linguistics articles as indexed in the Scopus databases. International journals of English applied linguistics are viewed as sources of reading that contain *authenticity*, referring to actual language used in the real world (Tatsuki, 2006). There are several reasons for positive reviews in using research articles as the data collection. The language that is used in research articles is written carefully as the authors need to ensure that messages are appropriately and correctly sent to the readers. The second reason of studying language from research papers is *consistency*. The language that is used in writing research is systematic because of the existing norms of academic writing. The third reason is

practicality. It is thought that the readers of research articles could apply linguistic patterns and language styles as used in research papers in their own academic writing. This present study selected journals of English applied linguistics namely *PASSA Journal*, *LEARN Journal* and *rEFLections* as they are the well-known journals of English applied linguistics belonging to Thai universities. It is expected that the data in this study could contribute something to young and junior Thai researchers who would like to start getting to publish their researcher papers in SCOPUS database.

The current study provides both theoretical concepts and practical usage of the raised DP via different constructions in English. For example, raising constructions, which might not often be heard of by ESL and EFL learners, will be explained regarding how it works in English theoretically. Moreover, English is canonical structure. It is believed that the raised DP in passive constructions is used for certain reasons. Thus, the passive constructions in English will also be explained theoretically. Once the theories of these constructions in English are addressed, the data from authentic texts, as in journals of English applied linguistics articles, will be used to study via existing real-world examples. It is expected that this current study will be useful for EFL learners in order to apply the raised DP correctly and appropriately. This study would like to encourage English language learners, English instructors and junior researchers to publish their papers, especially in the SCOPUS database in order to contribute new notion to the field of applied linguistics. This information leads to the following research questions.

Research Questions

What are the pragmatic perspectives of the raised DP in raising and passive constructions in English applied linguistics articles?

Objective of the Study

To examine the pragmatic perspectives of the raised DP in raising and passive constructions in English applied linguistics articles

Literature Review

Since this study is based upon generative grammar (Radford, 2009), it is believed that the use of language is systemic. Moreover, different genres or varieties of texts are likely to have their

own preferences of form, meaning and use. Due to this viewpoint, it would be useful to know that what is the preferences of the raised DP in raising and passive constructions in journals of English applied linguistic articles. Accordingly, this section reviews different structures that are analyzed as having the raised DP, including raising and passive constructions. Previous studies relating to these two constructions were reviewed. The reasons why this study uses the data of English applied linguistics will be mentioned subsequently.

Passive Constructions

Based upon generative grammar, passive construction is one of the constructions in English that are syntactically analyzed to have A-movement concerning the raised DP from the object position to become the subject of the sentence (Radford, 2009) as in (5).

(5)

- (a) James bought **the house** two years ago.
- (b) **The house** was bought two years ago.

Even though examples (5a) and (5b) are the same semantically, they are different syntactically. While (5a) is an active voice, where the DP *the house* is the object of transitive verb *bought*, (5b) is passive voice where the DP *the house* was raised to the position of Spec T, referring to the syntactic position of the subject in generative grammar. With the passive construction as presented in (5b), the DP *the house* is analyzed as the raised DP as the object of the transitive verb *bought* to become the subject of the sentence (Radford, 2009).

In regard to *by*-phrase agents, the omission of the *by*- phrase agent could impact the movement of the argument, or A-movement. According to Swan (2016), there are four classifications of the omission of *by*- phrase agents which are: *widely known agents*, *unknown agents*, *concealed agents* and *unimportant agents*. The first one is widely known agents as in (6).

(6) *A patient* was prescribed Penicillin 1,000 milligrams to be taken twice a day for seven days.

The omitted agent as in (6) is widely known as the doctor, so the omission of the agent in this case does not affect the principle of quantity as adequate information is given for the reader to understand. In addition, the second classification of the omission of *by*-phrase agents is unknown agents, as in (7).

(7) *The man* was killed in the market.

The agent or the doer in example (7) is interpreted to be unknown as we don't know who the murderer is. This could be one of the possible reasons that the DP *the man* is raised to the syntactic position of subject via passive constructions.

The third classification of omitting *by-* phrase agents in passive constructions is called concealed agent such as (8).

(8)

(a) GNT company fired **30 employees** last month.

(b) **30 employees** were fired last month.

In (8b), the subject was raised to conceal the company name so as to avoid the bad reputation of the company that may occur. This could be another reason for the raised DP; to keep the good reputation of the company.

The last classification of the omission of the *by-* phrase agent in passive constructions is unimportant agents as in (9).

(9) **My bedroom** was cleaned every week.

The *by-* phrase agent is not spelt out as it does not matter who cleaned the bedroom.

Raising Constructions

In addition to passive constructions, raising construction is another construction that involves the raised DP from the syntactic position of the lower clause to the position of the higher clause (Radford, 2009). An example of raising construction is given in (10).

(10)

(a) Peter seemed to be upset.

(b) Peter seemed *t* to be upset.

Peter seemed to be upset is an example of raising construction in English. The reason why it is analyzed as raising construction is due to the argument *Peter*. The argument *Peter* is the raised DP initially originated in the lower clause before raising to become the subject in the matrix clause. In addition, the verb *seems* is syntactically analyzed as a raising verb where theta-roles, such as agent, patient and instrument, are not assigned (Radford, 2009). The raising verb could be tested by *that-* clause construction as reproduced in (11).

(11)

- (a) Peter seemed to be upset.
- (b) It seemed that Peter was upset.

In (11b), the verb *seem* is used with the extraposition subject *it* and *that*- clause complement. The raising verbs include *seem*, *appear*, *happen*, and *tend*. The raising constructions must follow *Attract Closest Condition ACC* or the movement of argument to attract the nearest constituent of the related categories (Radford, 2009).

Although raising constructions are used with *to*- infinitive clauses, such as (12a), they are not control constructions. The examples (12a) and (12b) are the comparison between raising and control constructions.

(12)

- (a) Peter seemed _t to be upset.
- (b) Peter wanted PRO to purchase a new house.

While (12a) is a raising construction, example (12b) is a control construction. According to Radford (2009), the difference between raising constructions and control constructions is their syntactic analysis. The raising construction is analyzed via the chain of A-movement as mentioned above. However, the *to*- infinitive clause in control constructions is analyzed by PRO or the coreferential subject with the matrix clause. The example of control construction as in (12b) does not involve the syntactic analysis of movement. Therefore, PRO in (12b) is coreferential with the matrix subject *Peter*.

Pragmatic Perspectives

The interpretations of pragmatic perspectives in this study are adopted from Wongkittiporn (2022) who examined the raised DP in raising and passive constructions in English novels. The interpretations of pragmatic perspectives include *pragmatic discourse of given and new information, topic comment, unknown agents, and economy principle*.

Pragmatic Discourse of Given and New Information

Pragmatic discourse of given and new information refers to the order of information in a sentence in relation to a previous sentence in an adjacent area (Clifton & Frazier, 2004). One of the examples as provided in (13) is explained as follows:

(13) Peter bought *this house* two years ago. *The house* seems to be decorated in the antique style. The house is made up of five bedrooms, which are two bedrooms, 1 bathroom, 1 living room and one large kitchen.

The house in bold as presented in (13) is interpreted as the old information linking with *this house* in the previous discourse. It shows the raised DP in passive constructions used according to pragmatic discourse of given and new information.

Unknown Agents

As mentioned earlier, the subject in English is strictly required to comply with EPP features. Sometimes, the subject of the sentence cannot be specified as it is unknown who is the doer. Consequently, the object of the sentence is raised to become the subject of the sentence.

(14)

- (a) Someone killed Peter.
- (b) Someone stole her ring.

When the doers are unknown, forming the sentence using passive construction via raising the DP *Peter* and *her ring* to become the subject of the sentence as in *Peter was killed* and *Her ring was stolen* would make more sense.

Topic Comment

According to Grimm (2010), the raised DP is moved to the subject positions to be commented on. The subjective complements and the raising constructions are taken to be compared in (15).

(15)

- (a) *Mary* is a kind teacher.
- (b) *Mary* seems to be a kind teacher.

When sentence (15a) and (15b) are considered, they are different semantically. A kind teacher is the factual information about the DP *Mary*. In contrast, the DP *Mary* as in (15b) was raised to the Spec T position as the topic of the comment. In addition, as mentioned in Wongkittiporn (2022), the raising verb *seem* was also found to be frequently used as the semantic interpretations of topic comment.

Abstract Nouns

As mentioned by Grimm (2010), the raised DP in the position of subject in raising constructions were usually found to be abstract nouns, referring to intangible objects, such as (16).

(16) *The argument* appeared to make sense.

(Grimm, 2010, p. 89)

Unlike a concrete noun, the word *the argument* in example (16) is interpreted as an abstract noun.

Economy Principle

In terms of production process, the use of the raising construction, such as *seem*, is more economical than the use of the verb *seem* with *it*-extraposition subject and *that*- clause complement. The counterparts below explained the economical aspect as follows:

(17)

(a) Peter seems to hate cats.
(b) It seems that Peter hates cats.

Although examples (17a) and (17b) have the same truth condition, the production process of example (17a) is likely to be more complicated than (17b). In (17b), the subject *it*-extraposition must be additionally produced to satisfy the EPP feature for the matrix clause. The *that*- clause complement needs producing. When comparing the verbs *hate*, the verb *hate* in (18b) requires the inflectional derivation to suffix the present tense.

Previous Studies of the Raised DP

Previous studies applied different materials to study the raised DP in English, such as English novels. One of the distinctive studies was conducted by Wongkittiporn (2022). He studied the raising verb *seem* in English novels. As the raising verb *seem* was frequently found in the group of raising verbs, it is interesting to study this verb specifically. The data of his study was collected from three English novels published between the years 2018 and 2020. There was a total of 43 tokens, referring to sentences, found in his study. The study focused on the semantic interpretation as used with the verb *seem*. The results in his study show that there are three semantic denotations, including subjectivity, comparison and advice, as presented in (18).

(18)

a) My journey seemed tedious-very tedious: fifty miles one day, a night spent at an inn; fifty miles the next day.

(Wongkittiporn, 2022, p. 95)

As explained above, the raised DP *my journey* is moved from the subject of the lower clauses to be landed as the matrix subject. The semantic interpretation of this construction is subjectivity, referring to personal comments and attitudes of the speaker.

Callies (2008) used Polish ICLE (PICLE) to study raising constructions of Polish EFL learners. Polish learner's argumentative essays were taken to study their use of raising constructions in English. From a total of 350 essays, there were 224,000 words to be studied. The results showed that the verbs *believe* and *expect* are frequently used with passive constructions in their essays.

(19) Those Eastern criminals apply very violent means. They attack cars in the highways taking them away from their owners. They demand ransoms from the proprietors of restaurants and hotels. Finally, *they* are considered by the police to set the bombs which have exploded in Warsaw.

(Callies, 2008, p. 219)

The use of the raised DP in example complies with the pragmatic discourse of given and new information. *The police* is new information of the sentence that is placed at the final position.

In addition to Polish EFL learners, Raheem (2021) studied raising constructions as used by Yoruba ESL students of Nigeria.

(20) *Bob* seems to love Sylvia.

(Raheem, 2021, p. 14)

Yoruba ESL learners are faced with the difficulty in using raising constructions due to the interference by their first language. Yoruba does not allow the subject of the lower clauses to raise in the object position of the matrix clause. Therefore, instead of using raising constructions, they are likely to use *that-* clause complements instead.

Aside from EFL learners, Grimm (2010) used the British National Corpus (BNC) to study the raising verbs *seem* and *appear* that are used with *to-* infinitive clauses. Out of 234 tokens, the raised DP of the raising constructions was used with the old information that links with the previous discourse. The raised DP in raising constructions is analyzed as topic comments where the

information as given after the verb *seem* is subjective referring to the speakers' comments or attitude about the topic (Grimm, 2010).

In the same scope of the corpus-based study, Lenardič and Ile (2019) used the historical Brown Corpus and the more contemporary English Web Corpus to compare the structures of raising constructions and *it*-extraposition subjects in English. The raising predicates as in *seem*, *appear* and *be likely to* were used as keys of this study. According to the results in Lenardič and Ile's (2019) study, the raising verb *seem* with raising condition and extraposed condition are 90 percent and 10 percent, respectively. With a similar result, the verb *appears* with a raising condition and *it*- extraposition is 85 percent and 15 percent, respectively. The raising predicate *be likely to* with raising constructions and *it*-extraposed condition are 89 percent and 11 percent, respectively. One of the examples as found in context is given as in (21).

(21)

(a) The first thing that he thought of when he woke up was Marge. *She* wasn't likely to take a taxi to Naples.

(Lenardič & Ile, 2019, p. 40)

In (21), the pronoun *she* was moved from the lower clause as the subject of the to infinitive *to take a taxi to Naples* to be situated as the matrix subject. According to Lenardič and Ile (2019), their results show that the use of raising constructions is increasingly used at the present time when comparing it with *it* extraposed subject.

Based upon previous studies, Wongkittiporn (2022) found that pragmatic discourse of given and old information is frequently used in writing English novels. Similarly, EFL learners usually use this pragmatic account when they use passive constructions. However, it was found in international corpora that topic comment is more prevalent.

Journals of English Applied English Linguistics

While previous studies used English novels (Wongkittiporn, 2022), writing of EFL learners and corpora to study the raised DP, the current study aims to contribute to the field by examining pragmatic perspectives of the raised DP in raising constructions and passive constructions in journals of English applied linguistics for several reasons. The first reason goes along the same lines with the principle of practicality. The results of this research paper could be examples of grammatical use, especially for the raised DP in raising constructions and passive constructions for

those who would like to write an academic paper to be published in the SCOPUS database. The second reason is to learn the norm of academic writing. Writing in research papers is different from other types of writing, such as descriptive writing and narrative writing, and is likely to have its own specific style. Thirdly, it helps people in the field to update and gain insight into the research papers of applied linguistics. In terms of contents, it gains a high level of creditability and believability as the contents and grammar as used in published applied English linguistics articles which have already gone through the process of proofreading and copyediting. To support this, most research papers in the present day have three reviewers with a blind process. With this information, the research methodology is given in the following section.

Methodology

Source of Data

Since this study is interested in journal of English applied linguistics, the source of data in this study were collected from three research articles in the field of English applied linguistics as presented in Table 1.

Table 1 Journals of English Applied Linguistics

Journals of English Applied Linguistics	Online ISSN	SCOPUS
<i>PASAA: Journal of Language Teaching and Learning</i>	2287-0024	Q2
<i>LEARN: Journal of Language Education and Acquisition Research Network</i>	2672-9431	Q2
<i>rEFLection</i>	2651-1479	Q2

PASAA: Journal of Language Teaching and Learning belongs to Chulalongkorn University Language Institute (CULI), Thailand. *Learn Journal* was owned by the Language Institute of Thammasat University (LITU) in Thailand. Aside from that, *rEFLection* is a journal that belongs to King Mongut's University of Technology, Thonburi, Thailand.

Data Collection

The data collection in this study follows a purposive sampling method. According to Sharma (2017), the researcher selects the data that has the specific characteristics that they want

to know. It is suitable when the sample size of the study is rather small. This method can provide the results, especially the pattern that the researcher expects to know. In order to avoid bias that may occur when selection the data to study, the researcher only selected journals of English applied linguistics that are indexed in the Scopus databases. This ensures the quality of data when doing analysis. To ensure the validity of the contents and the reliability of the English language, the data and the language in Scopus database went through the process of checking by editorial teams prior to being published. For the sake of availability, the academic journals gathered to study are online versions and they are accessible for free. From a total of 15 articles, there are five articles for each journal as mentioned above.

To make the data collection equivalent, all of the articles collected to be studied were published in the year of 2022. In order to gain insight into why the raised DP is used, sentences containing passive constructions and raising constructions were collected with their adjacent areas of a previous sentence.

Table 2 Data Collection from *PASAA Journal*

Authors/ Years	Titles
Nipapong (2022)	The effects of online corrective feedback on university students' self-regulation in writing
Kulprasit (2022)	Formative multiple E-feedback in second language writing virtual leaning spaces
Charoenchaihorn (2022)	Effects of post-task anticipation during online collaborative writing in L2
Phoocharoensil (2022)	ELT and AL research trend in Thai SCOPUS-indexed journal
Sukulprasertsri (2022)	Divide ownership, accessibility, and university students' perception of an online foundation course in Thailand

Table 3 Data Collection from *LEARN Journal*

Authors/ Years	Titles
Mongkolhutthi (2022)	Expatriate native English-speaking lecturers in a Thai university context: Privileged or underemployed?

Sumonsriworakun (2022)	A corpus-based investigation of English synonyms: Disadvantage, downside, and drawback
Sitthirak (2022)	Impact of interpersonal relations and positioning of conflicts in the EFL classroom
Vathanalaoha (2022)	Effects of gamification in English language learning: The implementation of Winner English in secondary education in Thailand
Thuratham (2022)	Individual, pair and group EFL activities for aviation students at a Thai university: A closer look at language achievement and attitudes

Table 4 Data Collection from *rEFLections*

Authors/ Years	Titles
Iamsirirak (2022)	The development of English grammar for teacher coursebook
Thienthong (2022)	It looks weird to me: attitudes towards standard usage and variant use in present-Day English
Chinpakdee (2022)	Understanding teacher autonomy through EFL teachers' online teacher experiences
Supanfai (2022)	People or persons?: A corpus-based study
Khamboonruang (2022)	Building an initial validity argument for binary and analytic rating scales for an EFL classroom writing assessment: Evidence from many-facets rasch measurement

Data Analysis

The analysis of movement of the raised DP subject follows Radford's (2009) generative grammar. Syntacticians in generative grammar propose that language is systemic. They seek to understand how language is used, so the patterns of language will be sought so as to use it systematically and consistently (Radford, 2009). The data was gathered by descriptive statistical analysis where frequencies are converted into percentages. The qualitative data were also used to support the data analysis. The criteria of the data analysis were adopted from Wongkittiporn (2022) who applied this pragmatic account in the study of English novels before.

Table 3 Data Analysis

(22)

Pragmatic Perspectives	Examples
Given and New information	(a) The university language institute in this study administered hybrid courses for university students enrolled in foundation English courses in response to the prevailing pandemic situation. One of these focuses on English skills development and the other English communication skills. Both courses were designed to develop English listening, speaking, reading, and writing skills, with an emphasis on the ability to hold a conversation and exchange opinions [...]. (Sakulprasertsri, 2022, p. 126)
Unknown agent	(b) All 27 participants were invited to take part in the semi-structured group interviews, with four to five participants in each group. Each interview lasted approximately one hour. The purpose of the interview was to elicit in-depth data regarding the participants perception of online WCF and how it mediated their use of SRL strategies. Interview questions were adapted from a group interview protocol. (Nipaspong, 2022, p. 31)
Known agent	(c) Data obtained from the pre- and post-questionnaires were analyzed using descriptive statistics and inferential statistics. (Nipaspong, 2022, p. 31-32)
Topic Comments	(d) Teachers should be professionally trained to give this type of feedback; otherwise, students could develop a negative attitude toward it. (Kulprasit 2022, p. 59)

In (21a), the use of *both clauses* is interpreted as the truncation of information in the previous discourse. In (22b), the use of the subject *interview questions* is raised to be the subject of the sentence the agent who initially created the interview questions is unknown. In (22c), the known agent is interpreted as a computer program. After the process of the data analysis, the process of data validation is given as follows:

Data Validation

After the process of data analysis, native English linguists were asked to validate the data analysis to ensure their reliability and validity.

Table 4 Data Validation

(23)

Pragmatic Perspectives	Examples	Linguist 1		Linguist 2		Linguist 3	
		A	D	A	A	A	D
Given and New information	(a) <i>Self-regulated learners</i> use both internal and external feedback, such as teachers' corrective feedback, to monitor how well they are performing to meet the learning goals. Therefore, <i>learners' self-regulation</i> can be affected by a number of interventions such as teachers' constructive feedback on their efforts, explicit teaching of learning processes, effective learning strategies [...] (Nipaspong, 2022, p. 24)	✓		✓		✓	
Unknown agents	(b) All 27 participants were invited to take part in the semi-structured group interviews, with four to five participants in each group. Each interview lasted approximately one hour. The purpose of the interview was to elicit in-depth data regarding the	✓		✓		✓	

participants perception of online WCF and how it mediated their use of SRL strategies. *Interview questions* were adapted from a group interview protocol.

(Nipaspong, 2022, p. 31)

Table 4 reveals the process of data analysis in this current study. Firstly, three native English linguists were asked to read the definition on the raised DP as provided in literature reviews. Then, they were asked to validate the data analysis. A represents agreement, whereas D represents disagreement. If two or more linguists placed a tick in column A, the data gained reliability. On the other hand, if only one or none placed a tick in column A, the data were reanalyzed based upon their suggestions. With this method, the results and discussion of the study are provided in the following section.

Results and Discussion

This section provides the results and discussion of the raised DP in passive constructions and raising constructions from journals of English applied linguistics articles with the frequencies and percentages provided in Table 5.

Table 5 Frequency and Percentage of the Raised DP in Journal of English Applied Linguistics

Pragmatic Perspectives	Frequencies	Percentages
Topic comment	32	43.24
Given and new information	29	39.19
Known agents	12	16.22
Unknown agents	1	1.35
Total	74	100

Table 5 shows the frequencies and percentages of the raised DP in passive constructions and raising constructions in journals of English applied linguistics articles. The highest percentage is used with the reason of topic comment at 43.24 percent. The percentage of given and new

information, known agents and unknown agents are 39.19 percent, 16.22 percent and 1.35 percent, respectively. Basically, the results of this study are contradictory to previous studies, such as Wongkittiporn (2022) who used the data of English novels to study the raised DP in passive construction and raising construction. His study shows that given and new information is preferred in English novels as the authors need to link new information with old information. This help to support cognitive process of the readers when reading narrative writing. Oppositely, in writing a research paper, the writers need to add valuable comment to criticize and evaluate previous study or the results of their own study.

Discussion

The majority of the results of the raised DP in this study comply with the principle of topic comment as subjective additional information was given concerning the topic. The results of the raised DP in this study comply with Grimm (2010) who stressed that the raised DP is used for topic comments. The qualitative data to support this analysis is given as in (24).

(24)

(a) *Teachers* should be professionally trained to give this type of feedback; otherwise, students could develop a negative attitude toward it.

(Kulprasit, 2022, p. 59)

(b) Of all the target language skills, *reading and speaking* were researched with the highest frequency, respectively.

(Phoocharoensil, 2022, p. 166)

(c) [...] *the questionnaire* was found to be reliable according to Cronbach Alpha value (23 items; $\alpha = .715$).

(Sakulprasertsri, 2022, p. 130).

(d) As for online lesson tasks and learning activities, participants agreed that more interactive tasks and activities should be introduced ($M = 4.42$; $SD = 1.24$) even though *they* seemed to find it difficult to complete group tasks ($M = 4.11$; $SD = 1.56$).

(Sakulprasertsri, 2022, p. 132)

In (24a), the researcher made a comment concerning teachers that they ought to be trained professionally. In (24b), the research papers of reading and speaking were found frequently. In (24c), the researcher made a comment on the questionnaire that it was reliable. In (24d), the

researcher found that it is difficult for the participants to complete group tasks. This means the writers are likely to provide old information that was written before in previous discourse before providing a new piece of information (Clifton & Frazier, 2004). The qualitative data in this study could be used to discuss and support this principle.

(25)

(a) Putting together the importance of *self-regulation* in language learning, the growth of online teaching, and the role of corrective feedback in promoting learners' self-monitoring, which is an important component of *self-regulation*, the effects of online corrective feedback on learners' self-regulation should be investigated. In addition, as *self-regulation* is strongly related to language learning achievement, it is interesting to study the extent to which different levels of language proficiency can affect the role of corrective feedback in SRL development.

(Nipaspong, 2022, p. 25)

(b) It is called *e-feedback* or online feedback. *E-feedback* can be delivered synchronously and asynchronously to support learning and skill development.

(Kulprasit 2022, p. 54)

In (25a), the DP *self-regulation* was used as the raised DP in the passive construction as it is an old piece of information that has been used twice in a previous sentence. This pragmatic perspective is also found in the analysis of (25b) where the raised DP *E-feedback* was found once in the previous discourse.

The DP is raised to the subject position when the agent is commonly known, as in (26).

(26)

(a) Furthermore, *participants* were asked to indicate which computer programs and applications from the given list they used for studying and participating in the online foundation English course.

(Sakulprasertsri, 2022, p. 129)

(b) In conventional writing pedagogy, *feedback* can be produced in diverse forms.

(Kulprasit 2022, p. 55)

In (26a), the agent who asks the participants is commonly known as the researcher(s). In (26b), it is commonly known that feedback is usually given by teachers.

The results of the raised DP in applied linguistics articles show differences with previous data that used English novels, writing of EFL learners and international corpora. One of the main different results as compared with Wongkittiporn's (2022) study is that the raised DP in English applied linguistics articles are used for the reason of topic comment and subjectivity, referring to giving personal attitudes and comment concerning the topics. Some examples are reproduced as follows:

(27)

(a) As for online lesson tasks and learning activities, participants agreed that more interactive tasks and activities should be introduced ($M = 4.42$; $SD = 1.24$) even though **they** seemed to find it difficult to complete group tasks ($M = 4.11$; $SD = 1.56$).

(Sakulprasertsri, 2022, p. 132).

(b) **My journey** seemed tedious-very tedious: fifty miles one day, a night spent at an inn; fifty miles the next day.

(Wongkittiporn, 2022, p. 95)

In (27), the raised DPs *they* and *my journey* are moved to the position of the subject to receive comments.

With the high frequency of passive and raising constructions that are used with the reasons of given and new information, the results of the study comply with Callies (2008) who used Polish ICLE (PICLE) to study raising constructions of Polish EFL learners as in (28).

(28) Those Eastern criminals apply very violent means. They attack cars in the highways taking them away from their owners. They demand ransoms from the proprietors of restaurants and hotels. Finally, **they** are considered by the police to set the bombs which have exploded in Warsaw.

(Callies, 2008, p. 219)

This could be a reason to explain why EFL learner widely known how to use the raised DP for giving old information.

Aside from EFL learners, the results of the raised DP as old and new information in passive and raising constructions comply with Grimm's (2010) study in the British National Corpus (BNC) who also found that the raised DP of the raising constructions was used the old information that links with the previous discourse (Grimm, 2010). This could be supported by Lenardić and Ile (2019) who the historical Brown Corpus and the more contemporary English Web Corpus. Their

results of the study reveal that *it*-extraposition subjects in English with the raising predicates as in *seem*, *appear* and *be likely* are less common in the present-day English.

Finally, it can be clearly seen that the results of the raised DP in raising and passive constructions in an academic paper, especially those published papers in the SCOPUS database have its own norms of academic writing in using passive voice to provide topic comment. This is different from descriptive writing and narrative writing, that is likely to use raising and passive constructions for providing given and new information (Wongkittiporn, 2022). In research paper, the feature of topic comment must be outstanding, as the writers must be able to evaluate and criticize their own use of literature review as well as the evaluation of previous study studied effectively and efficiently.

Conclusion

This study selected journals of applied linguistic articles to study the pragmatic perspectives of the raised DP in order to answer the following research question.

What are pragmatic perspectives of the raised DP in raising constructions and passive constructions in English applied linguistics articles?

In terms of pragmatic perspectives, this study allows us to see that the raised DP in passive construction and the raising construction in journals of applied linguistic articles are used for specific reasons. One of the common practices of the raised DP is used for the reason of providing old information. This use occurs when the raised DP has already mentioned in the previous sentence and the author would like to link this existing information with the new information that are provided at the final position. There are at least three ways to provide this raised DP as old information as follows:

(21)

- (a) ***Self-regulated learners*** use both internal and external feedback, such as teachers' corrective feedback, to monitor how well they are performing to meet the learning goals. Therefore, ***learners' self-regulation*** can be affected by a number of interventions such as teachers' constructive feedback on their efforts, explicit teaching of learning processes, effective learning strategies for tackling learning tasks, and active encouragement of self-monitoring.

(Nipaspong, 2022, p. 24)

(b) It is called **e-feedback** or online feedback. **E-feedback** can be delivered synchronously and asynchronously to support learning and skill development.

(Kulprasit 2022, p. 54)

(c) While the control group only performed the main CW task, **participants in the experimental group** also completed a language evaluation post-task. **They** were told, prior to the main task, about the post-task. Moreover, online questionnaires were administered to obtain information about the participants' background information, perception and experience during data collection.

(Charoenchaikorn, 2022, p. 75)

One of them is that the raised DP is paraphrased from the original DP. The second one is that the raised DP is given in the same exact phrase. The third one is that the DP is replaced by pronouns.

The second favorite use of the raise DP is for the sake of topic comment. The authors provide the comment that they gathered from their participants of their own comments (i.e., **the questionnaire** was found to be reliable according to Cronbach Alpha value)

The result of the raised DP in this study is only applicable to the data of journal of English applied linguistic articles. Generalizing the result of this study to other types of data collection may not be applicable to the optimal level. For future research study, it is recommended that study the raised DP of passive constructions and raising constructions in other genres, such as English newspapers with different columns and other types of academic prose would contribute new results to the field.

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