

โครงสร้างคุณูประโยคแบบลดรูป : มุมมองผ่านนวนิยายภาษาอังกฤษและบทความ  
วิจัยภาษาศาสตร์ภาษาอังกฤษ

Present Participial Reduced Relative Clauses: Perspectives from English  
Novels and English Applied Linguistics Articles

อภินันท์ วงศ์กิตติพร<sup>1</sup>

Abhinan Wongkittiporn

บทคัดย่อ

งานวิจัยครั้งนี้ศึกษาโครงสร้างประโยคคุณูประโยคแบบลดรูปในนวนิยายภาษาอังกฤษและบทความวิจัยภาษาศาสตร์ประยุกต์ ในด้านการตีความเชิงวากยสัมพันธ์ การตีความเชิงอรรถศาสตร์และด้านวจนปฏิบัติศาสตร์ ในงานวิจัยที่ศึกษาคูณูประโยคที่ลดรูปก่อนหน้านี้ให้ความสำคัญกับตัวบทวิชาการ งานเขียนของนักเรียนผู้เรียนภาษาอังกฤษเป็นภาษาที่ต่างประเทศและคลังข้อมูลนานาชาติ อย่างไรก็ตามงานวิจัยครั้งนี้ให้ความสำคัญกับชุดข้อมูลนวนิยายที่เขียนเป็นภาษาอังกฤษและชุดข้อมูลงานวิจัยภาษาศาสตร์ประยุกต์ ชุดข้อมูลนวนิยายเก็บรวบรวมมาจากนวนิยายจำนวนทั้งสิ้นสามเล่มได้แก่ *Cranford* (Gaskell, 2008), *The Day of the Triffids* (Wyndham, 2016) และ *Mrs. Dalloway* (Woolf, 2020) ซึ่งเป็นนวนิยายขายดี (www.amazon.com) ชุดข้อมูลบทความภาษาศาสตร์ประยุกต์เก็บรวบรวมมาจากบทความวิจัย *English for Specific Purposes* ข้อมูลจำนวนประมาณ 300,000 คำประกอบด้วย 150,000 ในแต่ละชุดข้อมูล การศึกษาคูณูประโยคลดรูปในครั้งนี้ถูกพบเป็นจำนวนทั้งสิ้น 23 ตัวอย่าง การวิเคราะห์เชิงวากยสัมพันธ์ทำตามแบบของ Radford (2009) การวิเคราะห์เชิงอรรถศาสตร์ของโครงสร้างคุณูประโยคแบบลดรูปทำตามแบบของ Kearns (2011) เพื่อให้การวิเคราะห์เป็นไปอย่างถูกต้องและน่าเชื่อถือ นักภาษาศาสตร์จำนวนทั้งสิ้นสามท่านทำการตรวจสอบการวิเคราะห์ข้อมูล ผลการศึกษาแสดงให้เห็นว่าร้อยละ 80 ของโครงสร้างคุณูประโยคแบบลดรูปถูกใช้ในนวนิยายในความหมายเชิงกิจกรรมทั่วไป ความถี่ที่ต่ำของโครงสร้างคุณูประโยคแบบลดรูปในงานวิจัยนี้สามารถอธิบายได้โดยหลักการความซับซ้อน นักวิจัยหวังเป็นอย่างยิ่งว่างานวิจัยครั้งนี้จะเป็น

<sup>1</sup>อาจารย์ ดร. สาขาภาษาอังกฤษ วิทยาลัยศิลปศาสตร์ มหาวิทยาลัยรังสิต

Dr., Full-Time Lecturer, English Language Department, College of Liberal Arts, Rangsit University

Email: [abhinanwong@gmail.com](mailto:abhinanwong@gmail.com)

ประโยชน์ต่อผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในการตอบคำถามว่าเมื่อไรและทำไมผู้เรียนภาษาอังกฤษต้องใช้โครงสร้างคุณูประโยคแบบลดรูปในนวนิยาย

**คำสำคัญ:** โครงสร้างคุณูประโยคแบบลดรูป การตีความเชิงวากยสัมพันธ์ การตีความเชิงอรรถศาสตร์ นวนิยายภาษาอังกฤษ บทความวิจัยภาษาศาสตร์ประยุกต์ภาษาอังกฤษ

### Abstract

This current study examines present participial reduced relative clauses (PPRRC) to answer the question as to why PPRRC are unproductive in English novels and English applied linguistics articles via syntactic and semantic interpretations and pragmatic aspects. Previous studies investigated PPRRC in academic texts, writing of EFL learners and international corpora; however, this study contributes to the view of English novels and journals of English applied linguistics. The data of English novels in this study were *Cranford*, *the Day of the Triffids*, and *Mrs. Dalloway*. They were chosen based upon being considered as best sellers ([www.amazon.com](http://www.amazon.com)). The data of journals of English applied linguistics were derived from *Journal of English for Specific Purposes* as it is a high-quality academic journal as indexed in Scopus Q1. The approximate number of data collection was 300,000 words, divided into 150,000 words for each dataset. They contained 21 tokens of PPRRC, referring to sentences. The syntactic framework to study PPRRC follows Radford (2009). However, the semantic framework follows Kearns (2011). The data analysis was validated by three linguists for the sake of accuracy and reliability. The results show that 80 percent are semantically interpreted as activities in English novels. The low frequency of PPRRC in this study is explained by complexity principle. The semantic interpretations of PPRRC in this study are limited to only activity. The results of this study can be shown by learners of English as a Foreign Language (EFL) and learners of English as a Second Language (ESL) to discover when and why PPRRC are used in English Novels.

**Keywords:** Present Participial Reduced Relative Clauses (PPRRC), Syntactic Interpretations, Semantic Interpretations, English Novels, English Applied Linguistics Articles

## Introduction

The English language is known as a powerful language of the world where it is ranked in the top five regarding the number of speakers (Melchers & Shaw, 2013). Having an understanding of English is a door to accomplishment, such as better careers, promotions and gaining expected salary. Accordingly, a study of the English language is the route to life achievement.

To gain this accomplishment, it is necessary for English language learners to learn various linguistic branches, such as syntax, semantics, and pragmatics in order to improve their own *grammatical competence*, or the ability to communicate wisely and accurately (Radford, 2009).

Wise communication requires English language learners to select the correct grammatical structure to satisfy the correct meaning. As such, to know the English language is to know the grammar of the English language. It is, however, considered that learning only form or grammatical features, such as relative clauses, reduced relative clauses and relativizers can be too far from the accomplishment of gaining communicative competence. Therefore, Ellis (2001) suggested that form should be learned at the same time as meaning for the sake of effective *communicative competence* or the ability to speak English fluently.

This accurate and fluent communication is hindered as English language learners are faced with the problems of using grammatical features in the English language. English language teachers usually suggest that English language learners need to make their writing simple for the sake of accuracy. However, when they climb up the ladder to be advanced English language learners, it is found that English language learners experience difficulty using complex sentences. One of the problematic complex sentence forms that English language learners usually encounter is PPRRC (Noviani & Oktavia, 2021), as in (1).

(1)

(a) Peter *who runs 10 kilometers everyday* looks so healthy.

(b) Peter *running 10 kilometers everyday* looks so healthy.

Where *who runs 10 kilometers everyday* in (1a) represents a relative clause, the relativizer *who* and the present tense in the relative clause are spelled out (Radford 2009). On the other hand, example (1b) represents a PPRRC. *The* relativizer

*who* is omitted and the present tense as in *runs* is modified into present participial. This is called the process of reduction, which leads to many English language learners' confusion (Noviani & Oktavia, 2021).

The confusion is that English language learners know the form of PPRRC as they have been taught since their school years. As well, they are also taught this form when they study fundamental English at university. But once students are asked the similarity and differences between the use of example (1a) and example (1b), it becomes unexplainable. They cannot provide their teachers a clear explanation as to when and why PPRRC should be used over the other. To address this problem, this study will provide both theoretical explanation and practical usage of PPRRC.

While previous studies paid attention to the study of PPRRC in academic texts and EFL writing, this study contributes to the view of English novels and English applied linguistics articles. As mentioned by Hüseyin & Efecioglu (2015), English novels have many advantages for English language learners. Firstly, they can learn form, meaning and use concurrently. Secondly, novels are authentic texts and English language learners can select the level of proficiency that is suitable to them. Thirdly, they motivate English language learners as English novels provide entertainment. Lastly, they improve learners' creativity which is viewed as an important aspect for English language learners to learn language (Radford, 2009). When it comes to English applied linguistics articles, this study selected research articles that are indexed in Scopus Q1 as they could be the best example for new researchers in the field to follow if they would like to publish their research articles in the Scopus publications. This information leads to the following research question.

### **Research Question**

What are the syntactic interpretations, semantic interpretations and pragmatic aspects of present participial reduced relative clauses (PPRRC) in English novels and English applied linguistics articles?

## Research's objective

To examine the syntactic interpretations, semantic interpretations and pragmatic aspects of present participial reduced relative clauses (PPRRC) in English novels and English applied linguistics articles

## Literature Review

This section provides a literature review concerning the theoretical framework of PPRRC which are based upon Radford's (2009) generative grammar. On the other hand, the semantic framework follows Kearns' (2011) aspectual aspects of events. In addition, previous studies of PPRRC in different genres are also reviewed in this section.

## Theoretical Syntax of PPRRC

Present participial reduced relative clauses (PPRRC) are syntactically known as postmodifiers. It is interchangeably known as *reduced relative clauses*. They are used to modify entities, referring to someone or something. As PPRRC function as adjuncts, omitting this piece of information does not impact the grammaticality of a sentence (Radford, 2009). An example of PPRRC is given in (2).

(2) Peter *running everyday* looks so healthy.

In (2), *running everyday* is an example of PPRRC derived from sentence (3).

(3) Peter *who runs everyday* looks so healthy.

*Who runs everyday* is syntactically analyzed as a complementizer phrase (CP). *Run* is a transitive verb where the object of the verb is not required (Radford, 2009). *Everyday* is an adverbial phrase (AdvP).

Based upon this syntactic representation the difference in use of these constructions is that the tense of relative clauses is overt as in the present tense, however, the use of PPRRC does not allow the tense to be overt, which means it is impossible to know the tense as in (4).

(4)

(a) The customer *complaining about the food* is an ambassador.

(b) The customer *who complained about the food* is an ambassador.

(c) The customer *who is now complaining about the food* is an ambassador.

The tense of the PPRRC in (4a) could be interpreted as either the past tense as in (4b) or the present continuous as in (4c). Therefore, the controvertible issue of PPRRC is tense or their temporal issues.

### **Semantic Interpretations**

The semantic interpretations of present participial reduced relative clauses in this study follow Kearns' (2011) framework of aspectual classes of events. Kearns (2011) proposed four aspectual classes of frameworks as in activity, accomplishment, achievement and state. First of all, activity or process refers to ongoing events which are atelic. An example of predicate that is interpreted as process is given as in (5)

(5) Peter runs with Mary.

The predicate *run* is interpreted as an ongoing event. The verb *run* is an activity verb. The activity verb can be tested by the adverbial *intentionally*. When we talk about an activity that has a termination point, it is classed as accomplishment, as in (6).

(6) Peter runs two kilometers.

In (6), the predicate *run two kilometers* has a termination point. With this termination point, accomplishment is telic. Accomplishment can be tested by *in-time* construction as in Peter runs two kilometer in two days. In addition, the semantic interpretation of achievement is telic. It usually occurs with the lexical items like *find* and *win*, as in (7).

(7) Mary found her diamond ring.

The analysis of achievement can be tested by the *take* time construction. For example, *Mary took a year to find her diamond ring*. Finally, state is classified as telic as it contains a finishing point, as in (8).

(8) Peter knew Mary was at his birthday party.

The verb *knew* indicates an end point.

### **Pragmatic Aspects of PPRRC**

This section reviews the pragmatic aspects of present participial reduced relative clauses in English. It is thought that the use of PPRRC could be because of several reasons such as horror aequi principle, end-weight principle and principle of formality.

### Horror aequi principle

*Horror aequi principle* is defined as an avoidance of the same linguistic form in an adjacent area. This is because it is uncommon to repeat the same form in the English language as in (9).

(9)

(a) To stay healthy, many people would like **to** try **to** exercise everyday.

(b) To stay healthy, many people would like to try exercising everyday.

In example (9a), there are two occurrences of infinitival *to* in an adjacent area. Due to the fear of using the same form in an adjacent area, the latter infinitival *to* is changed by its language variant to be *-ing* form as in (9b).

This concept as mentioned in (9) is applicable to PPRRC as in (10).

(10)

(a) John speaks with the girl who is standing with his mother who is talking on her mobile phone.

(b) John speaks with the girl who is standing with his mother talking on her mobile phone.

In (10a), the use of the relative clause with the relativiser *who* occurs twice in an adjacent area. To avoid this repetition, one of the usages of relative clauses is modified into PPRRC as in (10b).

### End-Weight Principle

In addition to horror aequi principle, end-weight principle is defined as putting long and heavier information at the end of the sentence. As mentioned earlier, PPRRC function as adjuncts, or supplementary information of the sentence. Omitting this piece of information does not affect the grammaticality of a sentence. However, an adjunct or additional information is likely to be long with plenty of information. So the language user tends to put them at the end of a sentence as it is unnecessary information.

(11) John speaks with the girl *who is standing with his mother who is talking on her mobile phone*.

It can be seen in example (11) that the main idea in this sentence is only that John speaks with the girl. All of the other information is additional which is placed at the end.

### **Principle of Formality**

Formality of text can be one of the factors for the PPRRC to be used (Kearns, 2011). This point of view could be illustrated through examples (12).

(12)

(a) Add some garlic.

(b) Firstly, some garlic should be added into the pan.

Example (12a) is less formal than example (12b). In other words, example (12a) is likely to be used in a TV cooking show. However, example (12b) has a higher tendency to be used in a cookbook.

### **PPRRC in Different Genres**

#### **PPRRC EFL Writing**

Noviani and Oktavia (2021) investigated PPRRC in EFL writing. Their study divided students into different groups to examine their use of PPRRC. The results show that English language learners with lower proficiency make more grammatical errors when using PPRRC.

#### **PPRRC in Academic Texts**

Škodová (2013) used academic texts, such as social science to investigate the use of present participial reduced relative clauses and past participial reduced relative clauses. The results show that present participial reduced relative clauses are used in academic text at 42.9 percent. the percentage for past participial reduced relative clauses is 57.1 percent This shows that past participial reduced relative clauses are more common in academic texts.

## **Methodology**

### **Data Collection**

From a total of approximately 300,000 words which were divided into 150,000 words for each dataset, there are 21 tokens of present participial reduce relative clauses.

This study applied *purposive sampling method* for the data collection. The advantage of this method is that it is convenient for the researcher to collect the data. The data of English novels in this study were written by British novelists as British literature is widely circulated around the world. The data of English novels in this study



were considered as best sellers (www.amazon.com). The three novels which were written by British novelists are *Cranford* (Gaskell, 2008), *The Day of the Triffids* (Wyndham, 2016) and *Mrs. Dalloway* (Woolf, 2020).

The data of English applied linguistics articles were gathered from Journal of English for Specific Purposes as it is indexed in the Scopus Q1 database. The reason why this journal was selected is because it could be a good example for those new scholars who expect to get publish in the Scopus database. Nine articles were randomly selected as presented in Table 1.

**Table 1** Data Collection from Journals of *English for Specific Purposes*

Authors and Years	Titles
McGrath and Liardet (2023)	Grammatical metaphor across disciplines: Variation, frequency, and dispersion
Ganguly (2022)	Review of the statement of purpose (SP) genre: A shared understanding of rhetorical appeals in technical communication
Parkinson, Watterson and Whitty (2022)	Constructing argument in engineering student case studies
Jurkovic (2022)	Authentic routine ship-shore communication in the Northern Adriatic Sea area – A corpus analysis of discourse features
Danis (2022)	A corpus analysis of disciplinary identity in evaluative journal articles: A systemic functional linguistics approach.
Smit and Finker (2022)	Topicalizing language in CLIL teaching at technical colleges: A micro-level analysis of language-related episodes (LREs)
Lin and Chen (2022)	The more important findings are sustained”: A diachronic perspective on the genre of the retraction notice.

Hong (2022)	A study of language-related episodes in online English-medium instruction classes in high schools in South Korea
Tasker (2022)	A case study of the variety of writing assignments in an undergraduate English department.

### Data Analysis

The data analysis of aspectual class of events is based on Kearns' (2011) where the analysis is given in Table 2.

**Table 2** Semantic Interpretations of Aspectual Classes of Events in PPRC

(13)

Aspectual Class of Events	Examples
Activity	(a) Poor women <i>waiting to see the Queen</i> go past. (Woolf, 2020, p. 21) (b) Behind them followed Josella and San, <i>carrying the children</i> . (Wyndham, 2016, p. 232)
Accomplishment	(c) The sparrows fluttering, <i>rising and falling in jagged fountains</i> were part of the pattern. (Woolf, 2020, p. 21)
Subjectivity	(d) I found him walking up and down, <i>looking very highly displeased</i> . (Gaskell, 2008, p. 66)

In (13a)-(13b), the semantic interpretation of activity is ongoing class of events. The activity is ongoing without a finishing point (Kearns, 2011). Accomplishment, as exemplified in (13b), is defined as an activity with a finishing point (Kearns, 2011). Subjectivity, as shown in (13c), refers to someone's comments or viewpoint toward someone of something.

### Data Validation

Having analyzed the data, the data were taken to be validated by three linguists based upon the following process.

Table 3 Data Validation of PPRRC

(14)

Aspectual Class of Events	Examples	Linguist 1		Linguist 2		Linguist 3	
		A	D	A	D	A	D
Activity	(a) Poor women <i>waiting to see the Queen go past.</i> (Woolf, 2020, p. 21)	✓		✓		✓	
	(b) Behind them followed Josella and San, <i>carrying the children.</i> (Wyndham, 2016, p. 232)						
Accomplishment	(c) The sparrows fluttering, <i>rising and falling in jagged fountains</i> were part of the pattern. (Woolf, 2020, p. 21)	✓		✓		✓	
Subjectivity	(d) I found him walking up and down, <i>looking very highly displeased.</i> (Gaskell, 2008, p. 66)	✓		✓		✓	

Table 3 presents the process of data validation in this study. Firstly, three linguists in the field of the English language were instructed to read the definition of aspectual classes of events as provided in the literature review. After that, there were asked to show their agreement with the data analysis in this study. The letter A is an agreement with the researcher's analysis. On the other hand, placing a tick in the column of the letter D means disagreement. So the researcher in this study needed to ask for their suggestions and reanalyze the data accordingly. With this methodology, the results and discussion of the study is presented in the following section.

### Results and Discussion

This section presents the results of the study. There is a total of 21 tokens, referring to sentences of present participial reduced relative clauses in English novels as written by British novelists and English applied linguistics articles.

The semantic interpretations of activity, accomplishment and subjectivity in English novels are presented into Table 4.

**Table 4** Percentage of Semantic interpretations of PPRRC in Novels

Semantic Interpretations	Frequency	Percentage
Activity	8	80
Accomplishment	1	10
Subjectivity	1	10
Total	10	100

Table 4 presents the semantic interpretations of present participial reduced relative clauses in novels as written by British novelists. The semantic interpretation of activity occurs most at 80 percent. The semantic interpretation of accomplishment occurs the same as subjectivity at 10 percent each. The percentage of aspectual classes of events in English applied linguistics articles appears with activity at 100 percent.

## Semantic Interpretations of PPRRC in English Novels and English Applied

### Linguistics Articles

This section provides examples and explanation of semantic interpretations of present participial reduced relative clauses (PPRRC) in English novels and English applied linguistics articles. As mentioned earlier, activity refers to ongoing events without having a finishing point, such as (15).

Novels by British Novelists

(15)

(a) What a number of books he has! said Miss Pole, *looking around the room*.

(Gaskell, 2008, p. 43)

(b) When I cried, she took hold of my hand to comfort me; and the gentleman *waiting for me all the time*.

(Gaskell, 2008, p. 164)

(c) Poor women *waiting to see the Queen go past*.

(Woolf, 2020, p. 21)

(d) Peter Walsh and Clarissa, *sitting side by side on the blue sofa*, challenged each other.

(Woolf, 2020, p. 48)

(e) Now, for instance, there was a man *writing quite openly about water-closets in a respectable weekly*.

(Woolf, 2020, p. 48)

(f) The only moving things we could see on the broad stretches of grass were two or three little groups of triffids *lurching southwards*.

(Wyndham, 2016, p. 58)

(g) I looked at Susan *sitting up very straight in her blue boiler-suit*.

(Wyndham, 2016, p. 229)

(h) Behind them followed Josella and San, *carrying the children*.

(Wyndham, 2016, p. 232)

Based upon examples (15), it can be seen that the verbs that are used with PPRRC are activity verbs, such as *look, wait, sit, write, lurch, and carry*. According to Kearns (2011), PPRRC are likely to be used with activity verbs. It was not found to be

used with state and accomplishment such as *enjoy, love, like, win* and *found*. This could explain the limited frequency of PPRRC.

In comparison to English novels, the use of PPRRC in English applied linguistics articles is semantically interpreted as activity, such as (16).

(16)

(a) This set includes characteristics includes that were not used in the categorizations of related studies *investigating the writing assignment specifications of syllabi and prompts*.

(Tasker, 2022, p. 39)

(b) [...] *ships entering or leaving ports in the Northern Adriatic Sea area* on the one hand, and shore services providing navigational assistance to these ships on the other.

(Jurkovic, 2022, p. 53)

(c) For example, two of the three case studies with a METHOD section came from the MICUSP corpus and one from the BAWE corpus; it should be noted however that Nathan reports only two sections in a corpus of 69 business case studies, *supporting the optional nature of this section*.

(Parkinson, Watterson, & Whitty, 2022, p. 24)

(d) A few studies have focused on SPs submitted to humanities and social science programs *offering professional degrees*.

(Ganguly, 2022, p. 2)

As illustrated in (16), we can see that the present participial reduced relative clauses in English applied linguistics articles always occur with activity verbs, such as *investigate, enter, support* and *offer*. The semantic interpretation of activity could be tested by imperative (Kearns, 2011).

### **Syntactic Interpretations of PPRRC**

This section provides explanations of syntactic interpretations of present participial reduced relative clauses (PPRRC) in English novels and English applied linguistics articles.

The lower frequency of present participial reduced relative clauses could be explained by the syntactic principle of complexity. The structure itself requires higher effort to use where example (17) can be explained as follows:

(17)

(a) Behind them followed Josella and San, *carrying the children*.

(b) Behind them followed Josella and San *who were carrying the children*.

As demonstrated in (17), the derivation of (17a) comes from (17b). Based upon Radford (2009), the language users need to apply at least two syntactic principles to use this structure. Firstly, it is the syntactic feature of *wh*-deletion. The *wh*-expression *who* needs to be deleted in one's production process. Secondly, the writer needs to modify present progressive into present participle by applying the notion of morphological derivation of *-ing* form. With this syntactic complexity, it could result in the lower frequency of PPRRC in English novels.

### Pragmatic Aspects of PPRRC

This section provides explanations of pragmatic aspects of present participial reduced relative clauses (PPRRC) in English novels and English applied linguistics articles. The question is why relative clauses need to be reduced into present participial reduced relative clauses in English novels. If one looks at this aspect in the perspective of pragmatics, the answer is that it is used to avoid end-weight principle as in (18).

(18)

(a) Now, for instance, there was a man *writing quite openly about water-closets in a respectable weekly*.

(Woolf, 2020, p. 48)

(b) I looked at Susan *sitting up very straight in her blue boiler-suit*.

(Wyndham, 2016, p. 229)

Usually, PPRRC are pragmatically used at the final position in order to add additional information. If the supplementary information seems to be too long, which tends to physiologically affect the action of reading aloud, cutting functional words such as *who*, *which* and *that* does not affect the main idea of the sentence.

Unlike English novels the pragmatic aspects of PPRRC in English applied linguistics articles is to support horror aequi principles where example (19a) is modified into (19b).

(19)

(a) This contrasts with CLIL *theorizing that envisions integration as pedagogically balanced, conceptually dynamic and increasingly complex.*

(Smit & Finker, 2022, p. 103)

(b) This contrasts with CLIL that theorizes that envisions integration as pedagogically balanced, conceptually dynamic and increasingly complex.

In (18b), there are two *that* in an adjacent area. The writers tend to avoid this repetition by modifying the first use of *that* into PPRRC.

### **Text Varieties**

Since this study focuses on the study of present participial reduced relative clauses in English novels and English applied linguistics articles, when comparing to Škodová (2013) who study PPRRC in English academic texts, it seems that PPRRC has a higher tendency to occur in academic texts as this type of text reports facts. However, novels are written in past tense. This factor may affect the low frequency of PPRRC in novels.

### **Pedagogical Implications**

As mentioned earlier, this study will be useful for those learners of English as a Foreign Language (EFL) and learners of English a Second Language (ESL). Although English novels are regarded as good sources to learn language, they are, perhaps, not the best source to use to learn PPRRC. As suggested by the lower frequency in this study, PPRRC were rarely found in English novels. Moreover, the use of PPRRC in English novels is limited syntactically, semantically and pragmatically. This reflects why lower proficiency of English language learners struggle to use this structure in English.

### **Conclusion**

This study examined syntactic, semantic and pragmatic interpretations of present participial reduced relative clauses in English novels as written by British novelists and English applied linguistics articles in order to answer the following research question.

What are the syntactic interpretations, semantic interpretation and pragmatic aspects of present participial reduced relative clauses (PPRRC) in English novels and English applied linguistics articles?



The approximate number of 300,000 words which were divided into 150,000 words for each dataset contain only 21 tokens of PPRC. Despite being authentic texts, this study suggested that English novels and English applied linguistics articles were not good sources to study PPRC. One of the convincing reasons to support this lower frequency is that English novels are narrative genres which usually use past tense. This could be a reason to explain why the present tense form of reduced relative clauses was not commonly found in this type of text. The syntactic interpretation of lower frequency of PPRC in English novels is explained by complexity principle where the feature of deletion of *wh*-expression and the inflectional morphological derivation of *-ing* form are required in our production process. The semantic interpretations of PPRC are quite limited to only activity such as *write*, *sit* and *wait*. Pragmatically, the reduction form is used to avoid the violation of end-weight principle as omitting the functional words like *who*, *which* and *that* does not impact the main idea as conveyed by the authors. The result of this study is limited to only English novels as written by British novelist and English applied linguistics articles. Generalizing the results of the study to other genres, such as magazine and diary, may not be applicable. For future research in the field of PPRC, a comparison of PPRC in different language varieties, such as American English and Australian English, would contribute something new to the field.

## Reference

- Danis, N. (2022). A corpus analysis of disciplinary identity in evaluative journal articles: A systemic functional linguistics approach. **English for Specific Purposes**, 68, 81-101.
- Ellis, R. (2001). Introduction: Investigating form-focused instruction. **Language Learning**. 51(1), 1-46.
- Ganguly, P. (2022). Review of the Statement of purpose (SP) genre: A shared understanding of rhetorical appeals in technical communication. **English for Specific Purposes**, 68, 1-13.
- Gaskell, E. (2008). **Cranford**. UK: Penguin Random House.
- Hong, J. (2022), A study of language-related episodes in online English-medium instructions classes in high schools in South Korea. **English for Specific**

**Purposes**, 67, 65-75.

Hüseyin, Ö. Z., & Efecioglu, E. (2015). Graphic novels: An alternative approach to teach English as a foreign language. **Journal of Language and Linguistic Studies**, 11(1), 75-90.

Jurkovic, V. (2022). Authentic routine ship-shore communication in the Northern Adriatic Sea area – A corpus analysis of discourse features. **English for Specific Purposes**, 68, 47-59.

Kearns, K. (2011). **Semantics**. UK: Bloomsbury Publishing.

Lin, Y., & Chen, M. (2022). The more important findings are sustained”: A diachronic perspective on the genre of the retraction notice. *English for Specific Purposes*, 67, 18-30.

Melchers, G., & Shaw, P. (2013). **World Englishes**. UK: Routledge.

McGrath, D. & Liardet, C. (2023). Grammatical metaphor across disciplines: Variation, frequency, and dispersion, **English for Specific Purposes**, 69, 33-47. (Activity)

Noviani, N. & Oktavia, W. (2021). Reducing adjective clauses into participial phrases: How good are the students. **Journal of English Language Teaching**, 10(4), 599-607.

Parkinson, J., Watterson, C., & Whitty, L. (2022). Constructing arguments in engineering student case studies. **English for Specific Purposes**, 68, 14-30.

Radford, A. (2009). **Introduction to English sentence structure**. Cambridge: Cambridge University Press.

Škodová, K. (2013). **Finite and participial postmodifiers in spoken academic discourse: natural and social sciences**. Doctoral Dissertation, Charles University, The Czech Republic.

Smit, U. & Finker, T. (2022). Topicalizing language in CLIL teaching at technical colleges: A micro-level analysis of language-related episodes (LREs). **English for Specific Purposes**, 68, 102-115.

Tasker, D. G. (2022). A case study of the variety of writing assignments in an undergraduate English department. **English for Specific Purposes**, 66, 33-62.

Woolf, V. (2020). **Mrs. Dalloway**. UK: Penguin Random House.

Wyndham, J. (2016). **The Day of the Triffids**. UK: Penguin Random House.