

Syntactic Variations of the Raised DP in Passive Voice via Pragmatic Discourse of Givenness

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Abstract

This study examines syntactic variations of the raised DP in passive voice via the principle of pragmatic discourse of givenness in English novels and journals of English applied linguistics. Regarding the source of data, a total number of approximately 600,000 words which are equally divided into approximately 300,000 words for each dataset were gathered from 10 English novels and 30 research articles from journals of English applied linguistics. These novels were selected under the criteria of being best-sellers via the website of amazon.com. The journals of English applied linguistics as indexed in the SCOPUS database are PASSA Journal, LEARN Journal and rEFLections, which provided 10 research papers for each. The total number of passive voice tokens in both datasets was 55, which are made up of 21 tokens in English novels and 34 tokens in journals of English applied linguistics. Since only an uneven number of 55 tokens were found, this would be considered as a limitation of the study. The syntactic variations of the raised DP in passive voice follows Radford's (2009) analysis of sentence structure. The results in English novels show that the highest percentage of the raised DP in passive voice are due to the syntactic variation of replacement by pronouns at 57.14 percent. This phenomenon is explained by horror aequi principle. On the other hand, the highest percentage of the raised DP in passive voice in journals of English applied linguistic is the same DP at 64.70 percent. This phenomenon is explained by the academic norm of consistency in writing research papers. It is expected that this study will be beneficial for learners of English as a Foreign Language (EFL) in order to apply the raised DP in passive voice in English novels and journals of English

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applied linguistics accurately and appropriately.

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Introduction

When the English language learners start to know individual grammatical units (i.e., nouns, verbs and adverbs), they learn how to arrange basic syntactic structures via active voice, as in David eats salad. This syntactic arrangement is known by most English language learners. However, they would likely be faced with some difficulty if they were asked to rearrange it into passive voice as in Salad is eaten by David (Batubara & Mahardhika, 2020). The rearrangement of passive voice requires the internal movement of the object to become the subject of the sentence called the raised DP or determiner phrase (Radford, 2009).

Most English language learners understand that passive voice is a counterpart of active voice which can be used interchangeably. This misconception leads one to the paraphrasing of active voice into passive voice without realizing that passive voice should be used for some reasons. To reduce this confusion, this study focuses on the DP movement as the object of the active voice to become the subject of passive voice in different genres of writing.

Most previous studies on passive voice report that over 80 percent of the raised DP is used for the reason of pragmatic discourse of givenness, referring to providing given information, as in (1).

(1) Jacks bought *an ice-cream*. *It* was made from fresh sour raspberry covered with some white chocolate.

Example (1) illustrates the syntactic arrangement of given information or givenness (O'Neill, 2005). The ice-cream in the second sentence is the raised DP, which is pragmatically interpreted as given information. This raised DP is linked with the previous sentence before the new piece of information is then introduced as in fresh sour raspberry and some white chocolate. Both *an ice-cream* and *it* are syntactically analyzed as the replacement by pronoun (Radford, 2009). With this syntactic arrangement, the gap to be explored in the present study was found to be how givenness with the previous discourse is syntactically used, as in (2).

(2)

(a) Jacks bought *an ice-cream*. *The ice-cream* was made from fresh sour raspberry covered with some white chocolate.

(b) Jacks bought *an ice-cream*. *It* was made from fresh sour raspberry covered with some white chocolate.

Examples (2a) and (2b) presents different syntactic variables of how givenness is linked with the previous sentence syntactically. In (2a), the given information is given exactly the same way as the previous sentence called the same DP. In (2b), the replacement of the pronoun it is adapted syntactically. Even though both (2a) and (2b) are the same semantically, it is interesting to study when and why one variant is used over the other.

Previous studies in passive voice focusing on the raised DP usually selected different materials such as English newspapers, applied linguistics journals and international corpora. The productivity of passive voice in English newspapers is because passive voice is a common structure in reporting news as it was often found that the journalists either do not know who the agent is, or they want to conceal the agent in order to avoid being sued. Also, passive voice is frequently used in academic research articles, especially in the section of methodology (Subagio, Prayogo & Iragiliati, 2019). In terms of international corpora, it is productive to study passive voice via a corpus-based study since corpora provide researchers with different registers, such as spoken and written language, to study passive voice at the same time. However, the current study contributes to the view of English novels and journals of English applied linguistics to highlight any similarities or differences between non-academic types and academic types of texts. There are several reasons to support the use of English novels. Linguistically, different levels of English proficiency could be selected by English language learners in order to find the most suitable one to their own ability. In addition, when comparing with other genres, novelist can apply their creativity in writing novels as they are written to entertain readers, so the novelists' creativity in using language allows the researcher to experience various patterns of the DP in passive voice. Non-linguistically, convenience is another reason of using English novels. To explain this, English novels can be carried everywhere in order to read when English language learners have free time. Aside from that, English language learners' cognitive processes, including imagination and creative aspects, are likely to be improved at the same time (Seo & Kim, 2020). In using novels, the linguistic competence, such as the use of the DP, and communicative competence, referring to learners' reading skills could be improved simultaneously. In terms of journals of applied linguistics articles, this study would like to contribute support to the young and junior researchers to



publish their research papers in the field of their interest, so as to get published in the SCOPUS database. In academic research writing, there are norms of writing, specific styles and preferred grammatical features that are necessary for researchers to follow (Basturkmen, 2010). For example, passive voice is preferred in elaborating methods in the section of methodology. The materials of the two text varieties, which are English novels and applied linguistic research papers are absolutely different in that the former requires higher levels of creativity, but the latter requires the writer to stick to certain patterns and academic norms. This study seeks to understand how the same DP in principle of givenness links with the creativity in English novels. On the other hand, this study also seeks to understand how the same DP in principle of givenness links with the formality in applied linguistics research articles. This information leads to the following research objectives.

Objectives of the Study

- (1) To examine the syntactic variations of the raised DP in passive voice via pragmatic discourse of givenness in English novels as to when and why one variant is used over the other
- (2) To examine the syntactic variations of the raised DP in passive voice via pragmatic discourse of givenness in journals of English applied linguistics as to when and why one variant is used over the other

Literature Review

This section provides information about passive voice and the raised DP, semantic interpretations of by- phrase agents, pragmatic discourse of givenness and previous studies concerning the raised DP of passive voice.

Theory of Pragmatic Discourse of Givenness

The theory of pragmatic discourse of givenness, interchangeably known as pragmatic discourse of given and new information was initially introduced by the Prague School before the Second World War. After that, Halliday and Hasan (1976) refined it as pragmatic discourse of given and new information. Pragmatic discourse of givenness refers to the arrangement of information in a sentence to link with previous and next sentences (O'Neill, 2005). While given information linking with the previous sentence is placed at the initial position or a higher clause, the new information that has never been mentioned before will be placed at the final



position. An example to reflect this principle is given as in (3).

(3)

(a) **Mary** stole food in the supermarket. She was caught by a policeman yesterday.

(b) James purchased **a new condominium**. **The condominium** was located on Oxford Road. It has three rooms: one bedroom, one living room and a miniature kitchen.

Example (3) presents samples of passive voice with the theory of pragmatic discourse of givenness. In (3a), the name Mary is a proper noun. In passive voice, the pronoun she was used to replace the proper noun Mary to avoid redundancy. In (3b), the condominium in the second sentence is given information that links with the previous discourse, which is a new condominium. It can be noticed that the given information can be presented in several ways, such as exactly the same information as in (3b), the replacement of the pronoun as in (4a) and rearrangement of information as in (4b).

(4)

(a) James purchased **a new condominium**. **It** was located on Oxford Road. It has three rooms: one bedroom, one living room and miniature kitchen.

(b) English language learners are required to know different productive skills, such as speaking and writing. **The productive skill of writing** is considered as more difficult as it requires English language learners to know various structures and complex grammar.

In (4a), the given information was replaced by the pronoun it. In (4b), the productive skill of writing is reformulated by rephrasing the previous information into a new noun phrase. Since most previous studies only studied the technique of pragmatic discourse of givenness, this study fills the gap by examining how the given information reformulates, such as using exactly the same information, the replacement of pronoun, and a change of part of speech, such as a nominalization (Radford, 2009).

According to O'Neill (2005), the pragmatic discourse of givenness is mentioned in the theory of mind, concerning pragmatic competence. Having only grammatical competence (Radford, 2009), it is difficult for one to reach successful communication. O'Neill (2005) conducted an experiment on the pragmatic discourse of givenness concerning the new information. In his study, the participants were 2 year-old children. The researcher provided the children with information about



toys that were located in containers, and then the children were asked to communicate with their parents about the location of the toys. Although they could use different voice and body gestures, the task of communication was unsuccessful without pragmatic competence to convey given and new information. To be able to lead to successful communication, taxonomies of given and new information were required. Given and new information or the principle of givenness that are predictable and recoverable (O’Neil, 2005) mean that the hearers are able to predict linguistic items that may be likely to be used.

Passive Voice

The theoretical framework of pragmatic discourse of givenness in this study is used to examine the passive voice in English. This analysis of passive voice is based upon the syntactic mechanic of A-movement of the raised DP. The DP as the object of the sentence is raised via ACP, or Attract Closest Principle, to a higher spec T becoming the subject (Radford, 2020). With this approach, it is believed that passive voice is a counterpart of the active voice where example (5) is elaborated as follows:

(5)

- (a) Tom ate an apple.
- (b) An apple was eaten by Tom.

Whilst example (5a) represents active voice, example (5b) represents passive voice. Despite having different voice, the two sentences as in (5a) and (5b) have the same semantic denotation. However, the syntactic structures of the two sentences are different. In (5a), active voice is expressed. Tom is the subject. Ate is the finite verb. An apple is the object of the transitive verb ate. When example (5a) was transformed into passive voice, the object of the active sentences, an apple, was moved to become the subject of the passive sentence. After that the auxiliary be was added as in was due to the singularity of the DP an apple. The finite verb ate was changed into the past participle, eaten. Finally, the by-phrase agent by Tom could be added if needed. According to Radford (2009), there are four steps to transform active voice into passive voice in English. Firstly, the movement of the object in active voice to become the subject in passive voice. The second step is the adding of the auxiliary be such as is, am, are, was or were according to the tense of the finite verb in active voice. The third step is the modification of the main verb in active voice into the past participle. Finally, the last step is to consider



whether a by-phrase agent is required in the sentence or not (Radford, 2009).

Once the object is raised to become the subject of the sentence, there are four ways to omit by-phrase agents in English as in unknown agents, known agents, concealed agents and unimportant agents (Swan, 2016). Some examples are given as follows:

(6)

- (a) President Henry **was killed** in the garage.
- (b) Peter **was prescribed** anti-biotic drugs to take for 7 days.
- (c) 50 employees **were fired** yesterday.
- (d) My bedroom **is cleaned** twice a week.

In (6a), the by- phrases agent is omitted and interpreted as unknown agents as who killed President Henry is unpredictable. In (6b), it is widely known that the only person who can prescribe antibiotic drugs is a doctor. In (6c), the name of the company is concealed due to maintaining a positive reputation. In (6d), it is not necessary to mention the agent, either the maid or the housekeeper, who cleans the bedroom. Once the object is raised into the position of the subject in the Spec T, this is used as given information as explained in the following section.

Syntactic Category

The change of syntactic category is one of the common ways to reformulate pragmatic discourse of givenness. Syntactic category, such as noun, is sometimes known as part of speech as available in a pedagogical term. It also includes verb, adjective, adverb and preposition (Radford, 2009). Syntactic categories can be modified from one category into another, such as verb into noun, called nominalization. For example, the syntactic category of the verb introduce can be nominalized into introduction. The change of syntactic categories is useful when the writers would like to paraphrase grammatically, as in (7).

(7)

- (a) He **presents** a new topic at an international conference.
- (b) His **presentation** on a new topic is given at an international conference.

Example (7) shows the process of nominalization via adding the suffix -ation to the verb present in (7a) to create the noun presentation in (7b).



Determiner Phrase (DP)

The determiner phrase (DP) is classified into four categories (Radford, 2009). The first one is called demonstrative phrase (DP), such as this book, that book, these books and those books. The second one is the determiner phrase including definiteness and indefiniteness, such as a book or the book. The third category is possessive phrase, such as my books and her books. Qualifier phrases include countable nouns and uncountable nouns, such as many books and some salt.

Horror Aequi Principle

Horror aequi principle (Rudanko et al., 2003) refers to avoiding the use of the same lexical items or grammatical items in an adjacent area as in (8).

(8)

- (a) I am *trying practicing speaking* English every day for my great future.
- (b) I am *trying to practice speaking* English every day for my great future.

As illustrated in (8a), there are several -ing inflectional derivation morphemes in an adjacent area. This could affect the cognitive process of horror aequi principle in using language. So, the - ing form in an adjacent area has been changed into to infinitive in (8b) to avoid repetition of form.

Previous Studies on Pragmatic Discourse of Givenness

While the previous section presents how to interpret pragmatic discourse of givenness, this section reviews previous studies of pragmatic discourse of givenness. Previous studies employed various genres of materials, such as different columns of English newspapers and medical texts in order to study pragmatic discourse of given and new information of the raised DP in passive voice.

Wongkittiporn (2022) studied passive voice in business news articles and found that occurrences of passive voice in business news articles are usually used to indicate the factuality of business events relating to project development.

(9)

- (a) *Wellness centers* were being developed.
- (b) *Jaguar I Pace* has been launched to critical acclaim.

(Wongkittiporn, 2022, p. 16)

As presented in (9), exactly the same word is used in the raised DP in order to keep promoting new projects and products. In newspapers, the writers avoid



repeating the name of the competitor's product by using the pronoun *it*. The reason to explain this phenomenon is that seeing the name of a company or their product often psychologically affects consumers' subconscious and recognition toward the product.

Minton (2015) studied the use of active voice and passive voice on medical reports. It was found that passive voice is not commonly used in medical reports because it is claimed that using passive voice makes the writing unclear.

(10)

(a) Something terrible happened to Sally yesterday. A car ran her over while she was crossing the street. An ambulance rushed her to the hospital. The emergency room doctors gave her a blood transfusion, but her death couldn't be prevented.

(b) Something terrible happened to *Sally* yesterday. *She* was run over while crossing the street. She was rushed to the hospital and was given a blood transfusion, but *she* died.

(Minton, 2015, p. 6)

Minton (2015) made a comparison on the use of active voice and passive voice with the same contents as illustrated in (10a) and (10b) and commented that using active voice as in (10a) makes a report clearer for the reader. However, if passive voice is used, the given information indicating a person will be changed into a pronoun as in *she* to avoid repetition. It can be seen from the example of the medical report in (10b) that it shows a similarity to narrative writing or story telling when the doctor reports the case of a patient. Thus, it is likely that the substitution of the pronoun in medical reports would appear to be used in a similar way to the writing in English novels.

English Novels

In the field of English language teaching and linguistics studies, English novels are the materials that have been widely used in the field of linguistics research in recent decades. Not only are English novels used as outside reading materials pedagogically, but also the different linguistic features in English novels are examined as to how they are used, to be given as examples for English language learners. This section points out different reasons that make English novels become appropriate materials for linguistic research studies, such as linguistic development



and cognitive development (Seo & Kim, 2020).

In terms of linguistic development, English novels are reading materials that are suitable for everyone regardless of age, gender or status. English language learners can alternate different genres of English novels, such as adventure, romance and science fiction, that they are interested in. English novels could be chosen to be suitable with English language learners' own level of English proficiency, such as beginner, elementary, intermediate, upper-intermediate and advanced. With this advantage, English language learners do not need to struggle with reading materials that are more difficult than their capability. However, if English language teachers select English novels for their learners as outside reading materials, they could use the strategy called L+1, which is a level of difficulty higher than the learner's English language ability (Shabani, 2016). In applying this method in reading classes, English language learners could be challenged and encouraged to improve their English proficiency, including grammar and vocabulary. Consequently, English language learners could learn the form, meaning and use at the same time.

Aside from linguistic levels, the use of English novels also supports English language learners' cognitive skills, such as creativity, imagination and critical thinking skills. It can be seen that the skills of creativity and imagination could be acquired through literary work (Seo & Kim, 2020). The whole cognitive process of the English language learner could be developed at the same time via reading English novels. Human beings' left hemisphere can be improved via reading and linguistic practice. On the other hand, the right hemisphere could be improved via the practice of imagination and creativity. Therefore, reading English novels stimulates both sides of the brain.

Reading English novels provides both linguistic and non-linguistic advantages. English language learners can keep developing their English skills through using classic and up-to-date English materials. It allows English language learners to be independent learners as they could learn to improve their language ability themselves with less dependence on English language teachers inside the classroom. Because of this, English novels could support English language learners to be autonomous learners throughout their lives.

Journal of English Applied Linguistics

Aside from non-academic texts, the academic texts in this study are articles from journals of English applied linguistics. As indicated by a number of previous

studies, passive voice is the structure that is frequently used in academic journals, especially in the sections of methodology and discussion (Subagio, Prayogo & Iragiliati, 2019). The gap is that most previous studies pay attention to the research studies in the field of science and business administration. Therefore, this study would like to contribute to the field of applied linguistics for the sake of language researchers.

Methodology

Sources of Data

One of the datasets in this study is English novels. The framework to select English novels in the present study are best-sellers over the last five years. All of the English novels in the present study were written by American novelists. As supported by Fowler (2013), novels are the dominant forms of literary and linguistic studies. Annually, there are 2,000 news American novels published. Due to their linguistic dominance in novels, this study selected the best-selling English novels as informed on the website of www.amazon.com. The English novels used in this study are presented in Table 1.

Table 1 List of Novels

Authors/Years	Titles	Tokens found
Alcott (2009)	<i>Little Women</i>	1
Steinbeck (2014)	<i>The Pearl</i>	1
Woolf (2016)	<i>Orlando</i>	6
Burroughs (2016)	<i>Naked Lunch</i>	0
Fitzgerald (2021)	<i>The Great Gatsby</i>	4
James (2021)	<i>The Turn of the Screw</i>	2
Jackson (2022)	<i>The Lottery</i>	1
Kerouac (2022)	<i>On the Road</i>	1
Wharton (2022)	<i>The Age of Innocence</i>	4
Copote (2022)	<i>Breakfast at Tiffany's</i>	1



Ten selected English novels in the present study were written by American novelists. In order to avoid the researcher's subjectivity of the data selection to be studied, all written information in each novel was gathered from the beginning to the end. According to Table 1, the passive voice based upon the framework of pragmatic discourse of givenness occur the most in *Orlando* at six tokens followed by *The Great Gatsby* and *The Age of Innocence* at 4 tokens each. The passive voice in *The Turn of the Screw* was found at 2 tokens.

Journals of English Applied Linguistics

Since this research paper would like to make a contribution to Thai researchers, especially young and junior researchers who would like to publish their research papers in the SCOPUS database, this study selected journals of English applied linguistics belonging to well-known Thai universities. Basturkmen (2010) pointed out that there is certain language usage in different academic research papers. This denotes that we could learn how to follow the norms of these academic research papers as empirical examples for them to study as guidelines for their higher quality publications in the future.

Due to limited numbers of SCOPUS journals of English applied linguistics in Thailand, PASAA Journal, LEARN Journal and rEFLections are the only available journals of applied linguistics from Thailand that are indexed in SCOPUS database, so they were selected to study the pragmatic discourse of givenness of the raised DP in passive voice. PASSA Journal belongs to Chulalongkorn University Language Institute (CULI). LEARN Journal belongs to the Language Institute of Thammasat University (LITU). The journal of rEFLections belongs to the School of Liberal Arts, King Mongkut's University of Technology, Thonburi. In order to avoid bias and prejudice that may occur, the researcher gathered applied linguistics research papers from various topics as published from 2022 to 2023, such as teaching approaches, language use, evaluation and assessment, and technologies in language learning. The selected articles are viewed as the most up-to-date research papers at the time of study.

Data Collection

Random sampling method is one of the practical methods to gather information. It is particularly suitable with small-scale research when the researcher expects to gain specific results or outcomes. It allows the researcher to gather



specific participants or samples that could provide him/her in-depth information. The advantages of the data collection by this approach are that the researcher could gather information qualitatively to increase the number examples of passive voice for those who are interested in studying in more detail.

The non-probability of random sampling method is practical when the researcher's sample to be studied is English novels. This is because the researcher cannot include every novel in the world into their study. Novels which are selected to be studied could be the ones that gain best seller status or that are popular among readers. If they are posted as best-sellers, the stories should be full, well-developed, entertaining and attract the audiences to read from the beginning to the end.

A total of 600,000 words are divided into approximately 300,000 words for each dataset. There are a total of 55 tokens, referring to sentences of passive constructions in both English novel and journals of English applied linguistics. The descriptive statistical data were applied in this study to calculate the frequency into percentage. Qualitative data were used to support the results of the study.

Data Analysis

Aside from data collection, the analysis of passive voice via pragmatic discourse of givenness in English novels and English applied linguistics research articles follows Radford's (2009, 2020) generative grammar. Radford (2020) believed that passive voice in English is formed by head-movement for the sake of givenness. This principle provides different ways of syntactic analysis towards the DP head-movement. Pronouns, such as he, she, and it are used to substitute proper nouns or aforementioned nouns such as Peter, Mary and the cat without repeating the same name (Radford, 2009). Truncation in this study refers to shortening or summarizing information. The same raised DP refers to the use of the same DP that was used in the previous discourse. The method of data analysis of the raised DP in passive voice in this study is given in Table 2.

Table 2 Data Analysis of the Raised DP
(11)

Variations	Examples
Replacement by Pronouns	<p>(a) Superstitious by nature, and his conscience laden with many a crime, the Earl took <i>the couple</i>. <i>They</i> were wrapped in a red cloak. (Woolf, 2016, p. 22)</p> <p>(b) It was through this accident that <i>Orlando and the Princess</i> became acquainted. <i>They</i> were seated opposite to each other at the great table spread under a huge awning for the entertainment of the notables. (Woolf, 2016, p. 27)</p>
Truncation	<p>(c) The person whatever the name or sex, <i>was about middle height, very slenderly fashioned, and dressed entirely in oyster-colored velvet, trimmed with some familiar greenish-coloured fur</i>. But <i>these details</i> were obscured by the extraordinary seductiveness which issued from the whole person. (Woolf, 2016, p. 22) (Summary of Information in a Previous Sentence)</p>
The same raised DP	<p>(d) <i>The CLT</i> approach is considered appropriate for providing fundamental skills that lead to the development of the four competences for successful communication. Moreover, <i>CLT</i> is also considered to be a student-centered approach that promotes student participation in classroom activities. (Thuratham, 2022, p. 894).</p>

In (11a), the given information is replaced by the pronoun they because of the word the couple in the previous sentence. So pronouns are used to replace different entities, referring to something or someone, such as proper nouns in previous sentences or previous clauses (Rossiter, 2022). This is similar to (11b) where the pronoun they as given information replaced Orlando and the Princess. Aside from the replacement by pronoun, these details in (11c) is interpreted as truncation of information in a previous sentence. Truncation is the shortening of the information from previous sentence via the use of determiner, such as this and these (Radford, 2009). In (11d), the given information is the same raised DP with the previous sentence. The same raised DP was usually found with acronyms, such as CLT and

terminologies such as autonomous learners (Wongkittiporn, 2023). Descriptive statistical data analysis via frequencies and percentages are used in this study.

Results

The study compares the use of passive voice between the material of English novels and applied linguistics research articles. The results show that the passive voice in journals of English applied linguistics occur higher than English novels. This statement complies with McEnery & Xiao (2005) who stated that the use of passive voice is more common in academic texts than novels and fiction. Each genre of writing shows preferences and specific use of passive voice. Based upon the theory of pragmatic discourse of givenness, the subject of passive voice in both novels and applied linguistics research articles is preferred to be replaced by pronouns because of the avoidance of the same form in an adjacent area. The examples of this statement are given in the following section.

English Novels

Based upon the methodology, this part provides the qualitative results of the pragmatic discourses of givenness in selected English novels as presented below.

Qualitative Results

Replacement by Pronouns

The replacement by pronoun or pronoun substitution is the strategy that is used most frequently as the given information in the raised DP in English novels, such as (12).

(12)

(a) Superstitious by nature, and his conscience laden with many a crime, the Earl took ***the couple***. ***They*** were wrapped in a red cloak.

(Woolf, 2016, p. 22)

(b) It was through this accident that ***Orlando and the Princess*** became acquainted. ***They*** were seated opposite to each other at the great table spread under a huge awning for the entertainment of the notables.

(Woolf, 2016, p. 27)

(c) Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, just out into the most domesticated



body of salt water in the Western hemisphere, the great wet barnyard of Long Island Sound. They are not perfect **ovals**-like the egg in the Columbus story, **they** are both crushed flat at the contact end.

(Fitzgerald, 2021, p. 15)

(d) **Mrs. Archer** was *a shy woman* and shank from society; but **she** liked to be well-informed as to its doing.

(Wharton, 2022, p. 37)

Examples (12a)-(12d) are passive voice where the raised DP are replaced by pronouns. For example, the pronoun they in (12a) is interpreted as known information and it is used to replace the DP the couple in the previous sentence. In (12b), the pronoun they is also interpreted as given information to replace Orlando and the Princess. In (12d), the pronoun she is interpreted to be coreferential with Mrs. Archer.

The Same DP

Another syntactic strategy that was found to be used as the given information in the raised DP in English novels is exactly the same DP.

(13)

(a) Nobody had ever seen him so animated. In one night, **he** had thrown off his boyish clumsiness. **He** was changed from a sulky stripling, who could not enter a ladies' room without sweeping half the ornaments from a table.

(Woolf, 2016, p. 29)

(b) According to the one play-bill, was represented by a few shrubs in pots, a green baize on the floor, and *a cave* in the distance. **This cave** was made a small with a clothes-horse of the roof, bureau for walls; and in it was a small furnace in full blast with a black pot on it, and an old witch bending over it.

(Alcott, 2009, p. 17)

As provided in example (13), the raised DP he in passive voice is given exactly the same as the pronoun in a provirus sentence. In (13b), a cave is classified as a determiner phrase, whilst this cave is a demonstrative phrase. Both of them are syntactically in the node of DP (Radford, 2020).



Truncation

When the information as written in a previous sentence is long and it is difficult to repeat to be exactly the same, it is likely for the writer to summarize it into a shorter version as in (14).

(14)

(a) The person whatever the name or sex, **was about middle height, very slenderly fashioned, and dressed entirely in oyster-colored velvet, trimmed with some familiar greenish-coloured fur.** But **these details** were obscured by the extraordinary seductiveness which issued from the whole person.

(Woolf, 2016, p. 22)

(b) I am the son of **some wealthy people in the Middle West**-all dead now. I was brought up in America but educated at Oxford, because **my ancestors** have been educated there for many years.

(Fitzgerald, 2021, p. 79)

In (14), the demonstrative phrase **these details** is summarized from its previous long information as in about middle height, very slenderly fashioned, and dressed entirely in oyster-colored velvet, trimmed with some familiar greenish-coloured fur.

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Qualitative Results

The syntactic variations of givenness in passive voice is used with the form of the same DP, replacement by pronouns, truncation and a change of syntactic categories.

The Same DP

One of the distinctive syntactic variations of givenness in passive voice is the same DP as illustrated in (15).

(15)

(a) However, it is interesting to note that personalized **multimodal e-feedback** encourages more engagement from students to polish their writing. **Multimodal e-feedback** can be formatively employed in the writing process of virtual second language writing environments to reach its full potential to develop students' writing performance

(Kulprasit, 2022, p. 63)

(b) However, without any **FMPs**, the formality of an utterance is treated as casual but not informal. **FMPs** are also considered to actively code the speech formality more than personal pronouns because personal pronouns tend to be used less than FMPs in an actual conversation.

(Sukgasi, 2022, p. 481)

(c) However, research on **teacher autonomy** and teacher education shows that teachers do not always have full control over what they do. **Teacher autonomy** can be affected by a variety of personal, interpersonal and contextual factors.

(Chinpakdee, 2022, p. 587)

(d) **The CLT** approach is considered appropriate for providing fundamental skills that lead to the development of the four competences for successful communication. Moreover, **CLT** is also considered to be a student-centered approach that promotes student participation in classroom activities.

(Thuratham, 2022, p. 894)

In journals of applied linguistic articles, the same DP occurs with the highest frequency and they are usually used with specific terms and semi-fixed collocations, such as multimodel e-feedback and test takers. Often, it occurs with acronyms, such as FMPs and CLT.

Replacement by Pronoun

Aside from the same DP, when the writers do not use specific words, specific collocations or specific terms, they terms can be replaced by pronouns, such as in (16).

(16) An intact group of **27 second-year accountancy students** at a public university in Bangkok, Thailand was recruited. **They** were enrolled in a required English correspondence writing course and volunteered to participate in the study.

(Nipaspong, 2022, p. 30)

The pronoun they is the givenness of information in the previous discourse, as in 27 second-year accountancy students. Since this information is rather long and it is not a technical term, it is not necessary to repeat the whole phrase again.

Change of Syntactic Category

Another use of givenness in passive voice is the change of syntactic category, or part of speech, such as noun, verb and adjective.

(17) Some respondents *preferred* both standard and variant features. *This preference* was justified as variation (15.95%), which was more prevalent among the teachers (17.62%) than the students (12.91%).

(Thienthong, 2022 p. 563)

In (17), the syntactic category of the word preferred as a verb in the previous sentence was changed to a noun as in preference as givenness.

Quantitative Results

Approximately 600,000 words taken from the selected English novels and articles from journals of English applied linguistics provide 55 tokens referring to sentences. The frequencies and percentages of the results in the current study are presented in Table 3.

Table 3 Frequencies and Percentages of the Raised DP in English Novels and Applied Linguistics Research articles

Syntactic Variations	Novels Frequency (Tokens) Percentage (%)	Applied Linguistics Research Articles Frequency (Tokens) Percentage (%)
Replacement by Pronouns	12 (57.14)	22 (64.70)
The Same DP	6 (28.57)	8 (23.53)
Truncation	3 (14.29)	3 (8.82)
Changing Syntactic Categories	0 (0.00)	1 (2.94)
Total	21 (100)	34 (100)



Table 3 presents frequencies and percentages of the raised DP as a given information in English novels and applied linguistics research articles. Regarding English novels, the majority of the raised DP in English novels are interpreted as replacement by pronouns at 57.14 percents. The variation of the same DP occurs in second place at 28.57 percent. Summarizing information from a previous sentence occurs in the third place at 14.29 percent. With the use of passive voice in applied linguistics research articles, the highest percentage of givenness of the raised DP in passive voice is syntactically interpreted as the same DP at 64.70 percent. The second place of the givenness in passive voice is syntactically known as replacement by pronouns at 23.53 percent. The third place belongs to truncation, or shortening, at 8.82 percent. However, the change of syntactic categories in givenness in passive voice occurs only at 2.94 percent.

Discussion

This study employed a total of 600,000 words from selected English novels and articles from journals of English applied linguistics in order to investigate the use of the raised DP as given information. To test how the theory of pragmatic discourse of givenness (Halliday & Hasan, 1976), applies in actual use, this study follows Radford's (2009) syntactic structures in order to see the syntactic variables applied to the subject of passive voice between the two genres of written text.

It can be seen that the study of passive voice in English novels allows English language learners to learn different linguistic techniques in writing, such as substitution by pronouns, the same DP and summarizing information in previous sentences or truncation. This explains how linguistic aspects could be supported via learning passive voice in English novels.

The result shows that the highest percentage of the raised DP is replacement by pronouns as reproduced in (18).

(18) It was through this accident that *Orlando and the Princess* became acquainted. **They** were seated opposite to each other at the great table spread under a huge awning for the entertainment of the notables.

(Woolf, 2016, p. 27)

The substitution of pronouns such as they in the next sentence as in (18) would help to avoid the repetition of the same information in and adjacent area again and again as modified in (19).

(19) It was through this accident that *Orlando and the Princess* became acquainted. *Orlando and the Princess* were seated opposite to each other at the great table spread under a huge awning for the entertainment of the notables.

The style of writing as in (18) goes long the same line as horror aequi principle, referring to the avoidance of exactly the same information in an adjacent area (Rudanko, et al., 2003).

In addition, O'Neill (2005) indicated that summarizing information in the previous sentence as the given information in the next sentences, known as truncation, is also used as a common technique to keep linking information together. The information that is summarized as given information into the following sentence needs to comply with the maxim of quantity, containing enough length (O'Neill, 2005). This technique helps support readers' cognitive process in remembering and retrieving information.

(20) Orlando then for the first time noticed *a small cloud* gathered behind the dome of St. Paul's. As the stroke sounded, *the cloud* increased, and she saw it darken and spread with extraordinary speed. At the same time a *light breeze* rose and by the time the sixth stroke of midnight had struck, *the whole of the eastern sky* was covered with an irregular moving darkness, to the sky to the west and north stayed clear and ever. Please check

(Woolf, 2016, p. 156)

As illustrated in (20), when the writer talks about the whole of the eastern sky, the readers can use their right hemisphere to imagine a small cloud and a light breeze.

As mentioned by Paquot (2005), it is likely that the writers of academic research articles tend to employ numerous technical terms in their writing and make them exactly the same throughout their research papers. Based upon the givenness of the raised DP in passive voice in applied linguistic articles, the same DP is likely to be used with technical terms and acronyms. This is regarded as consistency for academic research papers where a lot of specific words and terminologies are likely to be repeated. The use of technical terms is regarded as fixed and semi-fixed collocation which are required to be used in the exact order where they cannot be paraphrased such as teacher autonomy, as in (21).

(21) However, research on **teacher autonomy** and teacher education shows that teachers do not always have full control over what they do. **Teacher autonomy** can be affected by a variety of personal, interpersonal and contextual factors.

(Chinpakdee, 2022, p. 587)

It is noticeable that every academic research paper requires the authors to write down 5-7 keywords that are frequently used as keywords in their study. This is especially found in the section of abstract called keywords. These keywords are normally used throughout research papers. The benefit of having the same DP keyword helps support the readers to research academic research papers in their field of interest. Therefore, adding the same keyword many times positively impacts the availability of the paper when searching on the internet (Hussien, 2014). The results in this study comply with Wongkittiporn (2023) who indicated the terminologies will be repeated exactly the same between the subjects of the passive voice to link with the same terminology in the previous discourse. However, if they are not important keywords or information, the researchers are likely to use different techniques, such as truncation, changing syntactic categories and replacement by pronouns, such as (22).

(22)

(a) An intact group of **27 second-year accountancy students** at a public university in Bangkok, Thailand was recruited. **They** were enrolled in a required English correspondence writing course and volunteered to participate in the study.

(Nipaspong, 2022, p. 30)

(b) This study involved **students and teachers of English** who had studied and taught at university level across Thailand. **They** were invited to participate in the present study via the academic Facebook group named Thai Association [...]

(Thienthong, 2022, p. 554)

The replacement by pronouns in English applied linguistics articles is not the replacement of proper noun, such as the replacement of Mary by she. When the information in the previous sentence is a longer piece of information concerning people or participants in one's research paper, it is introduced fully only the first time. After that, the researchers will use a pronoun to replace the information.

This current study could be compared with a previous study where the data collection was gathered from fairy tales (He, 2023). In novels, the pronoun is often used to substitute the noun phrase in the previous clause, such as the substitution of the three little pigs by they (He, 2023). Not only does this serve the cohesion of writing, but it also serves a richer style in narrative writing.

Since most previous studies often applied novels to test the theory of pragmatic discourse of givenness (He, 2023), the study of passive voice via the framework of pragmatic discourse of givenness in this study shows a clear difference from the past studies in that terms and terminologies used as the given information is not paraphrased into pronoun or other syntactic categories in writing applied linguistics research articles. This is viewed as if the keywords attract the readers to follow from the start to the last section. On the other hand, the same DP in English novels mostly appear as pronouns such as he and she. This is because the main character in each story has already been introduced, usually at the beginning of the first chapter. Repeating the name Orlando every time makes the story sound boring.

In English applied linguistics research articles, it was found that a change of syntactic categories, such as nominalization is another practice, as presented in (23).

(23)

Some respondents **preferred** both standard and variant features. *This preference* was justified as variation (15.95%), which was more prevalent among the teachers (17.62%) than the students (12.91%).

(Thienthong, 2022, p. 563)

This could be because a change of part of speech does not affect the meaning of the sentence. It is just another syntactic technique of paraphrasing.

Pedagogical Implications

The present study will be useful for learners of English as a Foreign Language (EFL). Using English novels to study language allows English language learners to acquire form, meaning and use at the same time. This is because taking only grammar form to learn separately can be boring and it demotivates English language learners. English novels are sources of materials that English language learners can carry with them to read anywhere when they have free time. Consequently, this encourages



English language learners to become independent and autonomous language learners.

The results of this study could be used as a part of a writing class under the topic of cohesion as many Thai EFL learners have problems in writing, especially in linking information together. Teachers could use the results of this study as an example. One of the functions of passive voice is to link given information with the previous sentence. So EFL learners gain better understanding that passive voice is not a counterpart or synonym of active voice.

In order to use the DP head-movement in the passive voice appropriately, the research writers in academic writing classes should be taught to understand the concept of independent variables, dependent variables of own research papers. Moreover, acronyms that are frequently used in the fields of linguistics such as EPP and Spec T and applied linguistics such as CLT and SLA should be known. These acronyms and variables in ones' study will be used repetitively as if they are hooks to link all information together from the beginning to the end of writing research papers.

Conclusion

This study applied the theory of pragmatic discourse of givenness, as proposed by Halliday & Hasan (1976), to passive voice in English novels and applied linguistics research articles via the following objectives of the study.

1. To examine the syntactic variations of the raised DP in passive voice via pragmatic discourse of givenness in English novels as to when and why one variant is used over the other
2. To examine the syntactic variations of the raised DP in passive voice via pragmatic discourse of givenness in English applied linguistics articles as to when and why one variant is used over the other

Passive voice is used more productively in applied linguistics research articles than English novels. Omitting the subject in English novels could lead to the readers' confusion. In contrast, in applied linguistics research articles, although the passive voice agent in the methodology is omitted, the readers can figure out that the one who plans the method in a research study is the researcher. This factor affects the higher frequency of passive voice in English applied linguistics research articles. This section answers similarities and differences when and why one variant is used over the other.



Table 4 New Knowledge concerning the Raised DP via Passive Voice via Pragmatic Discourse of Givenness

Applied Linguistics Research Articles	Novels
1. The pronoun is used in passive voice when to replace general concrete nouns. (i.e., students → They) (i.e., 27 accountancy students → They) (i.e., teachers of English → They)	1. The pronouns is used as the subject in passive voice to replace proper nouns in the previous sentence. (i.e., Mr. Coyle → He) (i.e., Mrs Archer → She) (i.e., Dean → He)
2. The same DP is used in passive voice when it is acronyms. (i.e., CEFR → CEFL, CLT → CLT, FMPs → FMPS)	2. The pronoun is used as the subject in passive voice to replace demonstrative determiner. (i.e., those grapes → They) (i.e., the couple → They) (i.e., articles → They) (i.e., eggs → They)
3. The same DP is used in passive voice when it is the keyword of the article or research variables. (i.e., multimodal e-feedback → multimodal e-feedback) (i.e., teacher autonomy → Teacher autonomy) (i.e., test takers → Test takers) (i.e., peers and non-peers → Peers)	3. The pronoun is used as the subject in passive voice to replace indefinite determiner phrase. (i.e., a shy woman → She) (i.e., a young girl → She)
	4. The whole information is summarized into one DP when the information in the previous sentence is various and scattered. (i.e., a small cloud, the cloud and a light breeze → the whole of the eastern sky)
	5. The personal pronoun I is kept in use when I writer include himself into the story. (i.e., I → I)
	6. The same DP was kept in case of rhyming (i.e., There was a <u>knock at the front door</u> . <u>As the door</u> was unlocked, Holly called Come in. (Copote, 2022, p. 108)



Aside from examples (1)-(5), example (6) is considered as the new knowledge in this study. This answer as to why the same DP must be repeated. When reading novels, phonotactics, referring to the linking of one syllable to the others (Restituyo, 2022) make the readers feel pleasure and enjoyable. As exemplified (6), the sound was linked beautifully as in /ðə frΛnt dCɪr θz ðθ dCɪr wDz ΛnlDk/. The articulation of the same DP makes it more continuous to read than changing into the pronoun as in the front door as it was unlooked.

When it come to the raised DP in English applied linguistics research articles, the writers must be able to distinguish whether the DP used as the subject in passive voice is the terminology, dependent variables or independents variables of the study or not. If yes, the same DP must be used and they will not be transformed into pronouns such as they and we. In addition, the acronyms such as CLT and FMPS will not be transformed into the pronoun it or they as well.

The use of the raised DP as givenness of passive constructions in this study is only limited to the dataset of English novels and applied English linguistic research articles. Although there is a total number of approximately 600,000 words found in this study, the data collection in this study only found 55 tokens. This could be acknowledged as a limitation of this study. However, future research might pay attention to interpreting passive voice in other perspectives in order to contribute something new to the field. Generalizing the results of this study to other types of texts may not be applicable to an optimal level. For future research, it is recommended that using other texts, such as magazines can contribute something new to the field.

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