

ARTICLE

The Argument of the Matrix Verb Seems in Spec T: The Raised DP or the Given DP

Abhinan Wongkittiporn 

Department of English Language, Rangsit University, Pathum Thani 12000, Thailand

ABSTRACT

Generative linguists claim that the argument of the matrix verb as in Mary seemed to be innocent is the DP (determine phrase), which is the raised argument of the to-infinitive clause being raised to be landed in the Spec T. However, the current study argues that the DP argument as the subject of the matrix verb seems to be the given DP and this is supported by functional linguistics. The argument in this study is statistically supported by the empirical evidence of international applied linguistic research articles. The data collection was English for Specific Purposes (ESP), which were indexed in the Q1 SCOPUS database. A total number of approximately 250,000 words was derived from 25 applied linguistics research articles, which contained 47 tokens concerning the argument with the matrix verb seem. The data analysis was divided into the framework of syntactic analysis and the quantitative study of inferential statistical analysis. The framework of syntactic analysis follows functional linguistics called the pragmatic discourse of givenness. The statistical analysis in this study was Pearson Correlation in SPSS29. The results showed that there was a statistically significant relationship between the given DP of the matrix verb seem and applied linguistic research articles. The p-value was reported at 0.044. Thus, the hypothesis in this study was accepted. The discussion follows the principle of cohesion and fixed colligations. It is recommended that the hypothesis in this study be tested by other English materials, such as novels and business documents, to contribute to the field.

Keywords: Applied Linguistics Research Articles; Cohesion; Colligations; Functional Linguistics; Pragmatic Discourse of Givenness; Quantitative Study

*CORRESPONDING AUTHOR:

Abhinan Wongkittiporn, Department of English Language, Rangsit University, Pathum Thani 12000, Thailand; Email: abhinan.w@rsu.ac.th

ARTICLE INFO

Received: 6 July 2024 | Revised: 15 August 2024 | Accepted: 16 August 2024 | Published Online: 21 October 2024
DOI: <https://doi.org/10.30564/fls.v6i5.6840>

CITATION

Wongkittiporn, A., 2024. The Argument of the Matrix Verb Seems in Spec T: The Raised DP or the Given DP. *Forum for Linguistic Studies*, 6(5): 14–24. DOI: <https://doi.org/10.30564/fls.v6i5.6840>

COPYRIGHT

Copyright © 2024 by the author(s). Published by Bilingual Publishing Co. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License (<https://creativecommons.org/licenses/by-nc/4.0/>).

1. Introduction

Linguistically, the English language is no null-subject parameter. This means that the subject in the English language is compulsory^[1, 2]. Omitting the subject, as in *seems to be innocent, leads to ungrammaticality. However, an exception was the subjects of non-finite clauses, interchangeably known as to-infinitive clauses^[2, 3]. The structures of to-infinitive clauses in English consist of control constructions, exceptional-case marking constructions (ECM), and raising constructions. The subjects of these three structures have different derivations, such as PRO, remain in situ, and A-movement, as in Example 1.

Example 1. (1a) *Mary hoped to spend a year in England.*
(Control constructions)

(1b) *Mary expected James to spend a year in England.*
(ECM constructions)

(1c) *Mary seemed to spend a year in England.*
(Raising constructions)

To spend a year in England is a to-infinitive clause. However, when used in different syntactic contexts, it uses different constructions. For example, the to-infinitive clause in (1a) is control construction. The matrix clause and the to-infinitive clause have the same subject, so Mary is both a hoper and a spender. The to-infinitive clause in Example (1b) is exceptional case-marking construction or ECM. James is the object of the verb expect and the subject of the verb spend. So, James also plays two roles in this sentence: as a theme and an agent when remaining in situ. The subjects of the to-infinitive clauses in these two syntactic structures remain either in situ or in coindexation and they are not moved from one position to another. Control constructions are analyzed by the null subject called PRO or non-movement approach. While several previous studies agree that the to-infinitive clauses in control constructions and ECM construction denote sequential events and future denotations^[4, 5], the semantic denotations of to-infinitive clauses in raising constructions remain a mystery. However, to-infinitive clauses in raising constructions, such as Mary seemed to spend a year in England, are different from the to-infinitive clauses in control constructions and ECM constructions. It is controversial that the argument of the verb seems to be the raised DP^[3, 6]. Raising constructions in English are analyzed by the syntactic mechanic of A-movement^[2, 3].

Generative linguists believe that the arguments of the verb seem are raised from the subject of to-infinitive clauses to be landed in the right branch as the subject of the matrix clause in Spec T called the raised DP^[2, 3, 6-10]. This analysis complies with the Extended Projection Principle (EPP). The matrix subject in Spec T cannot be left zero or null. Hence, generative syntacticians believe that the subject of raising constructions involves a movement approach. The illustration of A-movement via a syntactic representation is given as follows:

According to **Figure 1**, the Spec T extended from the TP node is the position of the subject where the argument is moved to be landed. In this process, it is initially landed inside the VP position to be assigned a case marking and to comply with the VP's internal hypothesis, referring to the emerging of the subject inside the VP. Since the verb seems does not assign a theta-role, it is then moved to the final Spec T, becoming the subject of the sentence. Therefore, Mary is acknowledged as the raised subject in generative linguistics. In contrast to generative linguistics, the argument of the verb in functional linguistics is given and this complies with the theories of pragmatic discourse of givenness. The given information is firstly filled in the subject position before providing the new piece of information at the VP postposition. If this is true, it means that the subject of the verb seems is the given DP, so the argument derivation of the verb seem is, therefore, non-movement^[11, 12]. It is likely to follow the principle of cohesion to link information together, such as in Example 2.

Example 2. (2a) *I went to the prison to talk to Mary yesterday. Mary seemed to be innocent.*

(2b) *I went to the prison to talk to Mary yesterday. She seemed to be innocent.*

Example 2 shows that the DP Mary in the first discourse and the second discourse are the same person, which can be tested by the replacement of a pronoun, such as she, called a substitution test^[13]. If the argument of the matrix verb seems in functional linguistics is analyzed as the given DP derived from the left side or previous discourse, it is likely to be relevant to the principle of cohesion. Cohesion or cohesive devices in English are divided into lexical cohesion and grammatical cohesion. Lexical cohesion is exemplified by synonyms, antonyms, and repetition^[11]. On the other hand, grammatical cohesion is exemplified as the replacement by

pronoun, conjunction, and substitution. The examples of the two categories are given in context as in Example 3.

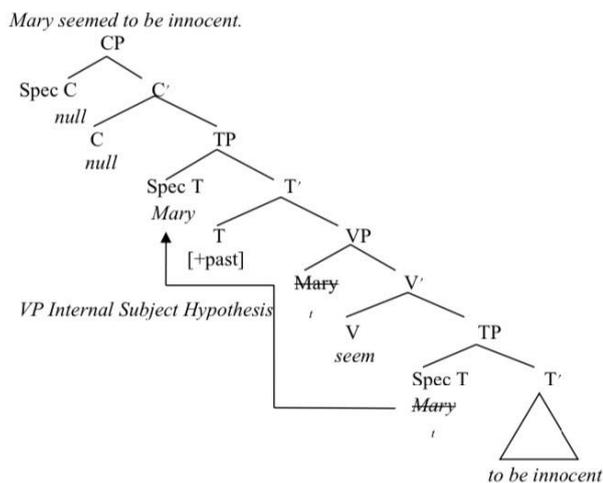


Figure 1. Syntactic Representations of the DP Raised Argument via A-Movement Chain.

Example 3. (3a) *CLT is a teaching approach that focuses on communication. CLT has been increasingly popular since the 18th century.*

(3b) *CLT is a teaching approach that focuses on communication. It has been increasingly popular since the 18th century.*

Examples 3 are different variables of cohesive devices. The example of cohesion in (3a) is the same DP. This pattern of cohesive devices is frequently found in abbreviations, terms, and terminologies^[14]. Cohesive devices are considered important linguistic tools to link information with the boundaries between sentences. This practice complies with a pragmatic discourse of givenness which is a theory of structuring information in functional linguistics^[11]. It originated in the Prague School of Linguistics. It refers to placing the given information that is linked with the previous discourse before placing a new piece of information^[15, 16], such as Example 4.

Example 4. *A tripartite model of proximization was postulated and tested whereby set patterns of lexical-grammatical items were configured to measure the performance of proximization. Though most commonly applied in the field of Critical Discourse Analysis mainly of political discourse, proximization, either as a construct or a methodological tool, seems applicable to various other discourse domains as well^[17].*

Example 4 shows that the DP maximization in the sec-

ond discourse is analyzed as a given chunk of information. It is used as the same DP to link with the previous discourse before providing the new piece of information, which applies to various other discourse domains as well. It can be concluded that the DP subject used with the verb seem is the given DP, sometimes known as the given argument^[11]. The same DP is often found with acronyms, abbreviations, terminology, and terms^[14]. These word formations are likely to relate to the concept of collocation. Collocation and colligation are formulaic patterns of co-occurrences that frequently occur as a chunk^[18]. Once co-occurred, new senses are extended. These are words or phrases that always co-occur together, such as bread and butter and fish and chips. This also includes idioms. Swapping the places between words as in butter and bread and chips and fish may not maintain the same sense of meaning. This category of collocation is fixed, called fixed collocation^[19–21]. In contrast to fixed collocations, semi-fixed collocations allow some changes, such as a big difference and a major difference^[19].

Semantically, raising constructions are the syntactic structures to fill in the semantic denotations of subjectivity. Subjectivity is the writers' comments, evaluation, and opinions towards certain events^[22]. The subjectivity in academic writing is that the writers tend to avoid presenting themselves on the stage by using the pronouns I and we. However, this study argued that the DP with the matrix verb seems to be a syntactic cohesive device for linking what is wanted to be evaluated with the author's subjectivity.

Different syntactic structures in English have their functions and preferences in different genres of writing^[23]. For example, passive constructions are preferred in academic prose, especially in methodological sections. This is because the subject is not required to be spelled out and it is commonly known that the person(s) who conducted a research study is the researcher(s). On the other hand, imperative, which is an informal structure, is commonly found in conversational dialogue in novels^[10]. As mentioned above, the argument with the verb seems is used for subjective comments and evaluations. This structure is common in academic research papers when the researchers prefer to give comments with self-disclosure. In other words, they tend to hide themselves from the stage. It is interesting to examine how comments are given in academic research articles. This study selected international applied linguistics research articles to exam-

ine the use of arguments with the matrix verb seem. The international applied linguistics research articles in English are considered reliable examples concerning contents and language use. The papers are reviewed by several reliable reviewers and they are proofread by native speakers before being published. The novice researchers who aim to publish their research articles as indexed Q1 SCOPUS can use the results of this study as their examples or guidelines for writing comments. Even though previous studies employed the genre of academic prose to examine the argument with the verb seem, they focused on a qualitative method. However, this current study employed a quantitative approach to study the arguments with the matrix verb seen in applied linguistics research articles. This study aimed to test the following hypothesis stating that there is a statistically significant relationship between the argument of the verb seem and the theory of pragmatic discourse of givenness in Q1 SCOPUS applied linguistics research articles.

2. Methods

Since the current study aims to test a hypothesis, the method that is suitable for this study is a qualitative method via an inferential statistical analysis.

2.1. Data Collection

The data collection in this study was applied linguistics research articles that were indexed in the Q1 SCOPUS database. The international journals in this study were English for Specific Purposes (ESP), which has been indexed in the Q1 SCOPUS database for longer than a decade. The data collected to be studied should be up-to-date to reflect the use of language in present-day English^[24]. The research articles in this study were collected between the years 2020 and 2024. The total number of words in this study was approximately 250,000 which were taken from 25 applied linguistics research articles including 38 international authors. There are 47 tokens of the DP argument with the matrix verb seen in this study material. The topics of applied linguistics that the researcher collected to study should be various, such as teaching methods, language evaluation, and assessment, language use in different genres, and language acquisition^[23]. This could help avoid prejudice that may occur in the process of data collection. For the sake of up-to-date data collection,

the data in this study excluded the Q1 SCOPUS applied linguistics that was published before the year 2020. The topics of research papers gathered to study excluded translation and sentences translated into other languages. This would lead to misinterpretations.

2.2. Data Extraction

Normally, the data extraction for a structural study is a phrase, a clause, or a sentence. However, this current study manually extracted two sentences, which were sentences with the same lexeme seem with its previous sentence. Extracting the data in this way allowed the researcher to investigate givenness effectively. The example of data extraction in this study was given in Example 5.

Example 5. *A tripartite model of proximization was postulated and tested whereby set patterns of lexical-grammatical items were configured to measure the performance of proximization. Though most commonly applied in the field of Critical Discourse Analysis mainly of political discourse, proximization, either as a construct or a methodological tool, seems applicable to various other discourse domains as well^[17].*

Example 5 shows that the data was manually extracted, so the length of extraction could be controlled. The keyword seems to be entered into the search engine. The whole sentence containing the cohesive device seems to be collected and coexisting with the whole sentence on the left side in an adjacent area.

2.3. Coding Schema

The coding schema in this study was given according to the following conditions as in **Table 1**. If the argument of the matrix verb linked with the previous discourse via a variety of cohesion, it was the given DP. On the other hand, if the argument of the matrix verb did not link with the previous discourse, it was the raised DP.

2.4. Data Analysis

2.4.1. Phrase 1-Quantitative Analysis

Once the data were collected and the codes were assigned as either code 1 or 2, the researcher keyed the codes

Table 1. Coding Schema.

Code 1 – The Given DP	Code 2 – The Raised DP
Code 1 was assigned if the argument of the verb in selected materials agreed with the theory of pragmatic discourse of givenness in functional linguistics.	Code 2 was assigned if the argument of the verb in selected materials disagreed with the theory of pragmatic discourse of givenness in functional linguistics.
<p>Given</p>	<p>Raised</p>
[...] The given DP [...]. The given DP seems [...].	[...] No link [...]. The given DP seems [...].

into the inferential statistical program called SPSS29. For this study, the different theories were proven.

Code 1 complied with functional linguistics.

Code 2 is compiled with generative linguistics.

The statistical tool called Pearson Correlation was used to analyze a statistically significant relationship. The data analysis of a p-value that is less than or equal to 0.05 denotes a statistically significant relationship between the two variables^[25]. The 2-tails were selected as it was acceptable if the results of the study were calculated as either plus or minus.

2.4.2. Phrase 2-Qualitative Analysis

In phase 2, the given DPs in applied linguistics research articles were further investigated as to how they were linked with their previous discourse. The categories of cohesion in this study were categorized into syntactic and lexical-semantic variations of the given information as shown in **Table 2**.

The same DP is defined as the sameness of spelling the DP between the given piece of information and the information in the previous discourse. Replacement by pronoun is defined as the use of pronouns, such as they and it to replace the whole DP in the previous discourse. For example, in the DP the students were replaced by the pronoun they^[3]. Replacement by referential determiners refers to the use of this, these, that, and those to point out the information in the previous discourse as if the longer and heavier information in the previous discourse was recapitulated^[3]. Antonym or contrastive link refers to the opposite information between the given piece of information and the information in the previous discourse^[13]. Part of the whole refers to a certain part of givenness which is to be discussed as the topic in the following sentence. Lexical synonym refers to closely related words^[3]. With this methodology, the results of the study are given in the following section.

3. Results

This section presents the results of this study. There were 47 tokens of raising constructions found in international applied linguistics research articles. This section answers the first research question stated “Is there a statistically significant relationship between the theory of pragmatic discourse and the argument of the verb seem in Q1 SCOPUS applied linguistics research articles?”

Table 3 reveals that there was a statistically significant relationship between the argument of the matrix verb as the given DP in applied linguistics research articles in English. The p-value was reported at 0.04. Thus, the hypothesis in this study was accepted. With this result, the second phase of the study was then examined. This section answered the second research question 2 “What are the syntactic and semantic variables of the argument of the verb seem in Q1 SCOPUS applied linguistics research articles” as in **Table 4**.

Table 4 presents the given DP via the syntactic and semantic variables. A total of 47 raising constructions were divided into syntactic variables and semantic variables. The percentages of syntactic variables and semantic variables of givenness are 89.35 percent and 6.39 percent, respectively. The highest percentage of syntactic variables is the same DP at 61.70 percent. However, the percentage of semantic variables was 2.13 percent each. It is interesting when the results show the given DP as the same DP. The discussion of the results of this study is given in the following section.

4. Discussion

The discussion in this study covers the given DP as cohesion, the given DP as fixed collocations, semantic denotations of to-infinitive clauses as evaluations, and the use of given DP in applied linguistics research articles. Since the DP argument of the verb seems was not raised as claimed by the camp of generative syntax. The empirical evidence

Table 2. Syntactic and Lexical Semantics Variations of the Given DP.

Syntactic and Semantic Variations	Exemplifications (Example 6)
The Same DP	(6a) <i>After tabulating the estimated percentage of all the students reported in the interviews, it is found that overall, they allocate more effort to studying problem sets and notes taken in class. What is particularly noteworthy is that problem sets seem to capture students' attention, as they reported investing more time in studying these materials</i> ^[26] .
Replacement by Pronoun	(6b) <i>When students were in control of reading the notes, the reading process was slowed down as the students set the pace. They seemed to regularly ask questions about the meaning of medical and non-medical terms and asked how to spell or pronounce them</i> ^[27] .
Replacement by Referential Determiners	(6c) <i>And in solving these problem sets in the exam, the students found it unnecessary to explain the logical steps in prose. This phenomenon seems to mirror how [...]</i> ^[26] .
Antonym or Contrastive Link	(6d) <i>Some students had a high sense of agency in learning, whereas other students seemed to be wanting direction</i> ^[27] .
Part of the Whole	(6e) <i>Another source of variation is in the degree to which there is a link between form and function. For example, cases, where a linguistic form seems to determine a functional category, include Vassileva's "permission" being expressed through Let Me, Kuo's "Expressing wish or expectation", or Fernández Polo's "Thanking audience"</i> ^[28] .
Lexical Synonym	(6f) <i>Alternatively, the analyst would choose to create a new step, "reviewing the biography of the literary author or film director". However, adding new steps for instances that don't seem to fit the CARS generic descriptions would complicate the scheme, causing an endless expansion of the model</i> ^[29] .

Table 3. Statistical Correlations between the Argument and Givenness.

		Correlations	
		Argument	Givenness
Givenness	Pearson Correlation	1	0.295*
	Sig. (2-tailed)	-	0.044
	N	47	47

* Correlation is significant at the 0.05 level (2-tailed).

shows that the DP argument of the verb seems to be the given DP. This was supported by the theory of pragmatic discourse of givenness in functional linguistics. Therefore, the analysis tells us that there was no movement in raising constructions in English.

4.1. The Given DP as Cohesion

The current study shows a statistically significant relationship between the theory of pragmatic discourse of givenness and raising constructions in international applied linguistics research articles. The p-value was reported at 0.044. While previous studies addressed that raising constructions are the syntactic structure of subjective complements^[23], this result has become true partially when it comes to the current study. The researchers who employ raising constructions in their applied linguistics research articles presented their

attitudes and opinions toward certain topics by giving their stances. The topic of their comments can be the results of their study and terminologies, such as Example 7.

Example 6. See *Table 2*.

Example 7. *In the online classes in this study, synchronous text chat appeared to promote students' motivation to participate in their classes and facilitate interaction between the students. Also, by using text chat, the students seemed to become more aware of their linguistic errors, which would have been overlooked in the F2F context*^[30].

The DP of the students in the second sentence refers to the participants. The researcher gave his/her comments about the participants based on the study results. The DP the student is given as the topic for commenting. The results in this study show that the subject of the verb seems to com-

Table 4. Syntactic and Semantic Variables of the Given DP.

Variables of the Given DP	Pragmatic Discourse of Givenness	Frequency	%	Total %
Syntactic Variables	The Same DP	29	61.70	89.35
	Replacement by Referential Determiners	8	17.02	
	Replacement by Pronoun	5	10.63	
Semantic Variables	Antonym or Contrastive Link	1	2.13	6.39
	Part of the Whole	1	2.13	
	Lexical Synonym	1	2.13	
No Link		2	4.25	4.25
Total		47	100	100

ply with the linguistic theory of functionalism where the DP subject is the given DP. Due to the statistical support in this study, since the verb seems is not a raising verb, it could be argued that the verb seem is interpreted as a control verb in English.

The given DP as the subject of the verb seems in applied linguistics research articles is supported by the reason of cohesion in writing referring to making the academic piece of writing become a unit as a whole^[11, 31]. Cohesion is categorized as lexical cohesion and grammatical cohesion. Lexical cohesion can be applied with different techniques of reiteration, such as synonym, near-synonym, and superordinate. Complying with Halliday and Hasan, near-synonym techniques are also found in this study^[11], such as Example 8.

Example 8. *Alternatively, the analyst would choose to create a new step, “reviewing the biography of the literary author or film director”. However, adding new steps for instances that don’t seem to fit the CARS generic descriptions would complicate the scheme, causing an endless expansion of the model^[29].*

The raised DP subject in the second sentence creating a new step is synonymous with the information in the previous discourse adding new steps. Aside from lexical cohesion, grammatical cohesion is exemplified as referential determiners that point back to the information in the previous discourse which also complies with descriptions^[11], such as Example 9.

Example 9. *Learning Polish was much more difficult for those coming from Western countries – this seems to be supported by the direct experience of one of our respondents, as he shared outright his direct observation in the seventh quote^[32].*

Due to the avoidance of repetition, the referential de-

terminer is used to link two chunks of information together. Therefore, the given DP has functions semantically and syntactically. The given DP serves two major purposes of structural information, which are the economy principle (sometimes called least effort of requirement) and the horror aequi principle. When repeating the same information, writers are likely to shorten the second piece of information by using a referential determiner, such as this and that to support their economy principle^[33]. However, if the given DPs are terms or terminology of the field, they are likely to be repeated as if a norm of academic research writing.

Example 10. *(10a) Formative assessment, including academic and professional assessments, may suggest that the constructs underlying the robot’s AR underscore the Dual Coding Theory. In addition, it was indicated that embodied cognition and extended cognition through the robot significantly facilitated students’ EMP listening and reading. However, the robot’s AR seemed to be a more robust module for enhancing the cognition of comprehension^[34].*

(10b) Thus, in this classification scheme the Connection-of-Theory-and-Data assignment type appears to be buried in the rather general scholarly essay assignment category. In other studies, Connection-of-Theory-and-Data seems to be spread out across different categories^[35].

Examples (10a) and (10b) show that the given DP the robot’s AR and the connection of theory and data are terminologies in the field, so grammatical cohesion is not applied in these cases.

4.2. The Given DP as Fixed Collocations

The majority of the given DP in this study is the same DP, which was usually found as terms and terminologies of applied linguistics. The lower frequency of semantic variables of the raised DP is because the terminologies in applied

linguistics cannot be paraphrased. They are used as fixed collocations, referring to the exact arrangement of word order, to mean a certain thing^[18]. The examples of the same DP fixed collocations in this study are the robot's AR, Connection-of-Theory-and-Data assignment, GM, form and function, and problem sets. This is a reason why the technique of semantic variables of the raised DPs is not productive in applied linguistics research articles. Paraphrasing these words with other lexical semantics might not maintain the same sense.

4.3. Semantic Denotations of to-Infinitive Clauses as Evaluations

Subjectivity refers to presenting the writer's opinions, comments, and evaluation concerning the given topic^[22]. Previous studies^[14], studied the use of raising constructions in English novels and found that the raised DP subject with the matrix verb seems to be used with the subjective predicate. The results in this study complied where the semantic denotation of the raising verb seems to be subjectivity, such as Example 11^[14].

Example 11. (11a) *Finally, engineering and this discipline is noteworthy not for any substantial changes in use, but largely for its striking disinclination to use negation in research abstracts. Engineering seems to be similar to physics in this regard, attaching greater importance to affirming antecedent claims than denying alternative possibilities*^[36].

(11b) *In the online classes in this study, synchronous text chat appeared to promote students' motivation to participate in their classes and facilitate interaction between the students. Also, by using text chat, the students seemed to become more aware of their linguistic errors, which would have been overlooked in the F2F context*^[30].

(11c) *However, as we have observed, this issue was experienced mostly by scholars from Western Europe and the rest of the world rather than those from Eastern European countries. This finding seems to support the thesis of this paper – that English is still not a full-fledged lingua franca in Polish Academia*^[32].

Example 11a) is the evaluation of the section of the findings. Examples (11b)–(11c) are the evaluation of their findings. With the above discussion, the patterns of the given argument with the verb seem are developed as follows:

Figure 2 is the linguistic pattern that occurs frequently

in the section of discussion to evaluate the results of a researcher's study in applied linguistics research articles. **Figure 2** creates a new concept in that the to-infinitive clauses colligated with the verb seem to have the semantic denotations of evaluations. This current study gives a clearer picture of why to-infinitive clauses between raising construction and control construction are not the same^[3]. The differences between the two are their semantic denotation, such as Example 12.

Example 12. (12a) *[...] the students seemed to become more aware of their linguistic errors [...]*^[30].

(12b) *James promised to finish his assignment this weekend.*

The to-infinitive clause in (12b) gives futuristic semantic denotation. There is a covert subject PRO that is confessional with the matrix subject^[3]. Therefore, the agent James is the one who performs both actions as a promiser and a finisher. On the other hand, the to-infinitive clause in (12a) gives evaluative semantic denotation where the one who evaluates this stance is the researcher. The covert subject PRO cannot be the abstract subject of the raising construction because the implicit subject in the lower clause includes the researcher's voice.

4.4. The Genre of Applied Linguistics Research Articles

Different syntactic structures are used differently and have their preferences for usage in different genres^[10]. Researchers employ the verb seem as a linguistic tool to comment on and evaluate certain terminologies and the results of their study in the section of the discussion. This structure is also used to contrast different results of previous studies in the section of literature review, as in some studies [...]. Other studies seemed to [...]. It is also used to give a plausible conclusion in the researcher's study therefore, the results in this study seem to be feasible [...]. A strong judgment is not appropriate when writing applied linguistics research articles.

4.5. Pedagogical Implications

When teaching the raising constructions in English to EFL learners, the students should be encouraged to think

about whether the argument of the verb seems to be either the raised DP or the given DP. The teacher may ask this question “Does the subject argument of the verb seem the raised DP or given DP? Why? The students are not just taught to understand, but they can learn to discuss their answers from different linguistic theories and seek empirical evidence to support their answers. An assignment could be given via an individual written assignment or a debate activity between two groups of students in a classroom. This can increase the level of controversy and discussion in syntactic classes.

[...] Fix Collocations (i.e., terminologies). Fixed Collocations *seem* comments or evaluations [...]

Figure 2. Linguistic pattern.

5. Conclusions

This study examined the DP arguments used with the verb *seem* to answer the following research questions. Is there a statistically significant relationship between the theory of pragmatic discourse of givenness and the argument of the verb seen in Q1 SCOPUS applied linguistics research articles? The first answer is that there was a statistically significant relationship between the given DP and the argument of the verb in international applied linguistics research articles in English. The second answer is that the given DP that is highly productive in international applied linguistics research articles in English was syntactic variables, especially the same DP. While generative linguists said the DP subject of the verb seems to be raised from infinitive clauses to become the subject in matrix clauses, this idea was not supported by the empirical evidence of this study. However, the linguistics theory to support the first research question in this study is functionalism. The given DP used with the verb *seems* to comply with the linguistic principle of cohesion. The given information is reintroduced at the subject position before giving the new information at the predicate. Therefore, this function is viewed as an effective information structure between sentences that are linked syntactically. According to the results of this study, it seems fair to argue that the generative linguistics concept that the DP argument is the subject of the matrix verb seems to comply with the linguistic theory of functionalism, known as the given argument. Therefore, the verb *seem* is argued as a control verb, rather than a raising verb in English. However, this argument is only applicable to the data of international applied linguistics

articles. Generalizing the results of this study to other materials, such as legal texts and business documents, may not be applicable. It is recommended to test the hypothesis of this argument with other materials, such as novels in English, which may contribute something new to the field. For the future study, it is also recommended that the relationships between textual characteristics and psychological variables should be investigated^[37], in the context of grammatical structure in the English language.

Funding

Not applicable.

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

Data can be given upon a reasonable request.

Acknowledgments

The author would like to express his sincere gratitude to the Forum for Linguistics Studies to support the researcher in growing up in the field of linguistics. Thank you anonymous reviewers who contributed their time and knowledge to review this research paper. Wongkittiporn also would like to express his sincere gratitude to Attawit Ourairat, President of Rangsit University, Thailand and Assistant Professor Dr. Piyasuda Mawai, Dean of Liberal Arts, Rangsit University for supporting him to be a quality researcher in the fields of linguistics.

Conflicts of Interest

The authors declare no conflict of interest.

References

- [1] Carnie, A., 2021. *Syntax: A generative introduction*, 4th ed. Wiley–Blackwell: New York, NY, USA. pp. 1–544.
- [2] Radford, A., 2023. *Analyzing English sentence structure: An intermediate course in syntax*. Cambridge University Press: Cambridge, UK. pp. 1–541. DOI: <https://doi.org/10.1017/9781009322980>
- [3] Radford, A., 2009. *An introduction to English sentence structures*. Cambridge University Press: Cambridge, UK. pp. 1–445. DOI: <https://doi.org/10.1017/CBO9780511800924>
- [4] Duffley, P. J., 2003. The gerund and the to-infinitive as subject. *Journal of English Linguistics*. 31(4), 324–352. DOI: <https://doi.org/10.1177/0075424203257833>
- [5] Wurmbrand, S., 2014. Tense and aspect in English infinitives. *Linguistic Inquiry*. 45(3), 403–447. DOI: https://doi.org/10.1162/LING_a_00161
- [6] Grosz, P. G., 2015. Movement and agreement in right-node-raising constructions. *Syntax*. 18(1), 1–38. DOI: <https://doi.org/10.1111/synt.12024>
- [7] Bošković, Ž., 2003. A–movement and the EPP. *Syntax*. 5(3), 167–218. DOI: <https://doi.org/10.1111/1467-9612.00051>
- [8] Polinsky, M., 2013. Raising and control. In: Dikken, M.D. (Ed.). *Cambridge handbook of generative syntax*. Cambridge University Press: Cambridge, UK. pp. 577–606. DOI: <https://doi.org/10.1017/CBO9780511804571.021>
- [9] Teeranate, K., Singhapreecha, P., 2022. Control before raising in Thai EFL grammar. *LEARN Journal: Language Education and Acquisition Research Network*. 15(1), 588–626. Available from: <https://so04.tci-thaijo.org/index.php/LEARN/index> (cited 12 May 2024).
- [10] Wongkittiporn, A., 2022. Semantic denotations of imperative structures in novels. *Humanities and Social Sciences Nakhonsawan Rajabhat University Academic Journal*. 9(1), 92–107. Available from: <https://so05.tci-thaijo.org/index.php/hssnsru/article/view/258328> (cited 12 May 2024).
- [11] Halliday, M. A. K., Hasan, R., 2013. *Cohesion in English*. Routledge: New York, NY, USA. pp. 1–392.
- [12] Halliday, M. A. K., Matthiessen, C. M., 2013. *Halliday’s introduction to functional grammar*, 4th ed. Routledge: London, UK. pp. 1–808. DOI: <https://doi.org/10.4324/9780203431269>
- [13] Kearns, K., 2011. *Semantics*, 2nd ed. Palgrave Macmillan: Hampshire, UK. pp. 1–265.
- [14] Wongkittiporn, A., 2023. Syntactic variation of the raised DP in passive voice via pragmatic discourse of givenness. *Journal of Liberal Arts, Maejo University*. 11(2), 219–246.
- [15] Smolka, V., 2011. The end-weight and end-focus principles in rhematic subjects. *Theories and Practices*. 7(1), 79–101.
- [16] Smolka, V., 2017. What comes first, what comes next: Information packaging in written and spoken language. *Acta Universitatis Carolinae Philologica*. 2017(1), 51–61. DOI: <https://doi.org/10.14712/24646830.2017.4>
- [17] Wang, W., Csomay, E., 2024. Constructing proximity in popularization discourse: Evidence from lexical bundles in TED talks. *English for Specific Purposes*. 73, 95–109. DOI: <https://doi.org/10.1016/j.esp.2023.10.003>
- [18] McEnery, T., Hardie, A., 2011. *Corpus linguistics: Method, theory and practice*. Cambridge University Press: Cambridge, UK. pp. 1–294. DOI: <https://doi.org/10.1017/CBO9780511981395>
- [19] Gablasova, D., Brezina, V., McEnery, T., 2017. Collocations in corpus-based language learning research: Identifying, comparing, and interpreting the evidence. *Language Learning*. 67(S1), 155–179. DOI: <https://doi.org/10.1111/lang.12225>
- [20] Sinclair, J., 1991. *Corpus, concordance, collocation*. Oxford University Press: Oxford, UK. pp. 1–179.
- [21] Sinclair, J., 2004. *Trust the text: Language, corpus and discourse*. Routledge: London, UK. pp. 1–224. DOI: <https://doi.org/10.4324/9780203594070>
- [22] Nuyts, J., 2012. Notions of (Inter)subjectivity. *English Text Construction*. 5(1), 53–76. DOI: <https://doi.org/10.1075/etc.5.1.04nuy>
- [23] Wongkittiporn, A., 2022. Raised and unraised conditions, semantic interpretations and pragmatic aspects of the verb “seem” in English novels. *Academic and Research Journal of Liberal Arts*. 17(1), 77–99. DOI: <https://doi.org/10.14456/lar.2022.6>
- [24] Khairani, A.J., Kurniawan, E., Lubis, A.H., 2024. A comparative move analysis of interdisciplinary research articles written by reputable Indonesian author throughout their early-career period. *Indonesian EFL Journal*. 9(2), 95–108. DOI: <https://doi.org/10.25134/iefll.v9i2.8783>
- [25] Woodrow, L., 2014. *Writing about quantitative research in applied linguistics*. Palgrave Macmillan: Hampshire, UK. pp. 1–199. DOI: <https://doi.org/10.1057/9780230369955>
- [26] Huang, H. Y., Wible, D., 2024. Situating EAP learners in their disciplinary classroom: How Taiwanese engineering majors ‘read’ their textbooks. *English for Specific Purposes*. 74, 85–102. DOI: <https://doi.org/10.1016/j.esp.2024.01.003>
- [27] Havery, C., 2024. Learning to read patient notes in the workplace: How reading aloud and reading alongside can help students for whom English is an additional language. *English for Specific Purposes*. 75, 69–83. DOI: <https://doi.org/10.1016/j.esp.2024.04.003>
- [28] Ädel, A., 2023. Adopting a ‘move’ rather than a ‘marker’ approach to metadiscourse: A tax-

- onomy for spoken student presentations. *English for Specific Purposes*. 69, 4–18. DOI: <https://doi.org/10.1016/j.esp.2022.09.001>
- [29] Sawaki, T., 2023. High use of direct questions and relative absence of promotional intention in Japanese peer-reviewed research article introductions compared to their English counterparts. *English for Specific Purposes*. 69, 19–32. DOI: <https://doi.org/10.1016/j.esp.2022.09.002>
- [30] Danis, N., 2022. A corpus analysis of disciplinary identity in evaluative journal articles: A Systemic Functional Linguistics approach. *English for Specific Purposes*. 68, 87–101. DOI: <https://doi.org/10.1016/j.esp.2022.07.003>
- [31] Andania, R. A., 2017. The Grammatical Accuracy, Cohesion and Coherence of Thai Students' English Writing at Darawithaya School, Narathiwat–Thailand. *IJET (Indonesian Journal of English Teaching)*. 6(1), 1–25. DOI: <https://doi.org/10.15642/ijet2.2017.6.1.1-25>
- [32] Luczaj, K., Leonowicz-Bukala, I., Kurek-Ochmanska, O., 2022. English as a lingua franca? The limits of everyday English-language communication in Polish academia. *English for Specific Purposes*. 66, 3–16. DOI: <https://doi.org/10.1016/j.esp.2021.11.002>
- [33] Vicentini, A., 2003. The economy principle in language: Notes and observations from early modern English grammars. *Mots Palabras Words*. 3, 37–57. Available from: <https://www.ledonline.it/mpw/allegati/mpw0303vicentini> (cited 12 May 2024).
- [34] Khazaie, S., Derakhshan, A., 2024. Extending embodied cognition through robot's augmented reality in English for medical purposes classrooms. *English for Specific Purposes*. 75, 15–36. DOI: <https://doi.org/10.1016/j.esp.2024.03.001>
- [35] Myskow, G., Underwood, P. R., 2020. Applying concepts in international relations: The language of causal explanation in high-and low-graded concept-application essays. *English for Specific Purposes*. 60, 113–126. DOI: <https://doi.org/10.1016/j.esp.2020.06.002>
- [36] Hyland, K., Jiang, F. K., 2022. Metadiscourse choices in EAP: An intra-journal study of JEAP. *Journal of English for Academic Purposes*. 60, 1–12. DOI: <http://dx.doi.org/10.1016/j.jeap.2022.101165>
- [37] Uludag, K., 2024. Exploring the association between textual parameters and psychological and cognitive factors. *Psychology Research and Behavior Management*. 17, 1139–1150. DOI: <https://doi.org/10.2147/PRBM.S460503>