โครงสร้างวากยสัมพันธ์และระดับทางอรรถศาสตร์ของนามวลี
ที่ขยายนามที่อยู่ข้างหน้าในตัวบทแฟชั่น
บทความภาษาศาสตร์ประยุกต์และนวนิยาย
Syntactic Structures and Semantic Classes of Appositive Noun Phrases
in Fashion Texts, English Applied Linguistics Articles, and Novels

อภินันท์ วงศ์กิตติพร[1]

Abstract

This study investigated syntactic structures and semantic classes of appositive noun phrases in fashion texts, English applied linguistics articles and novels. While previous studies paid attention to the study of appositive noun phrases in learners of English as a Foreign Language's (EFL) writing and newspapers, this study focuses on appositive noun phrases in fashion texts, English applied linguistics articles and novels. The data of fashion texts were gathered from *The Anatomy of Fashion: Why We Dress the Way We Do* (McDonell, 2013) and *Dior; A New Look, A New Enterprise* (Palmer, 2019) due to their being best-sellers (www.amazon.com). The data of English applied linguistics articles were derived from *Journal of English for Specific Purposes* and *PASAA: A Journal of Language Teaching and Learning* as indexed in Scopus with having high levels of citation. The data of novels were collected from *The Adventures of Huckleberry Finn* (Twain, 1885) and *Alice's Adventures in Wonderland* (Carroll, 2017). They are in the same field of adventure novels. Also, they are best-selling novels and their contents are regarded as being suitable for everyone (www.amazon.com). There are 52 tokens of appositive noun phrases, referring to sentences. The analysis of syntactic structures in appositive noun phrases follows

[1]อาจารย์ ดร. สาขาวิชาภาษาอังกฤษ วิทยาลัยศิลปศาสตร์ มหาวิทยาลัยรังสิต
อาจารย์ประจำหลักสูตรศิลปศาสตรมหาบัณฑิตสาขาภาษาอังกฤษเพื่อวิชาชีพ วิทยาลัยศิลปศาสตร์ มหาวิทยาลัยรังสิต
อีเมล: abhinan.w@rsu.ac.th

Radford (2016). The interpretations of semantic classes follow Biber and Gray (2013). In regard to data validation, three linguists were asked to validate the data to ensure their accuracy. The results show that the percentages of appositive noun phrases in adjuncts in fashion texts, English applied linguistics articles and the novel are 85.71 percent, 89.47 present and 100 percent, respectively. The semantic classes of appositive noun phrases in fashion texts and English applied linguistics articles are frequently used as the semantic class of exemplification to help the readers to understand texts easily. It is expected that this study will be beneficial to learners of English as a Second Language (ESL) and learners of English as a Foreign Language (EFL) in terms of applying the theory and the practical use of appositive noun phrases accurately and appropriately.

บทคัดย่อ

งานวิจัยครั้งนี้ศึกษาโครงสร้างวากยสัมพันธ์และระดับทางอรรถศาสตร์ของนามวลีที่ขยายนามที่อยู่ข้างหน้าในตัวบทแฟชั่น บทความภาษาศาสตร์ประยุกต์และนวนิยาย งานวิจัยที่ศึกษานามวลีที่ขยายนามอยู่ข้างหน้าก่อนหน้านี้ให้ความสำคัญกับงานเขียนของนักศึกษาที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศและหนังสือพิมพ์ งานวิจัยนี้จึงให้ความสำคัญกับการศึกษานามวลีที่ขยายนามอยู่ข้างหน้าในตัวบทที่แตกต่างออกไปนั่นคือตัวบทแฟชั่น บทความภาษาศาสตร์ประยุกต์และนวนิยาย ชุดข้อมูลเอกสารแฟชั่นเก็บรวบรวมมาจาก *The Anatomy of Fashion: Why We Dress the Way We Do* (McDonell, 2013) และ *Dior* (Palmer, 2019) เนื่องจากเป็นหนังสือแฟชั่นขายดี (www.amazon.com) ชุดข้อมูลบทความภาษาศาสตร์ประยุกต์เก็บรวบรวมมาจาก *Journal of English for Specific Purposes* และ *PASAA: A Journal of Language Teaching and Learning* ซึ่งเป็นบทความที่อยู่ในฐานข้อมูลสกอปัสที่มีความถี่ในการอ้างอิงสูง ชุดข้อมูลนวนิยายเก็บรวบรวมมาจาก *The Adventure of Huckleberry Finn* (Twain, 1885) และ *Alice Adventures in the Wonderland* (2017) ซึ่งเป็นนวนิยายแนวผจญภัยที่ขายดีและมีเนื้อหาเหมาะกับทุกคน (www.amazon.com) คลังข้อมูลประกอบด้วย 52 ตัวอย่างนามวลีที่ขยายนามที่อยู่ข้างหน้า การวิเคราะห์โครงสร้างไวยากรณ์ของนามวลีที่ขยายอยู่ข้างหน้าดำเนินการตามแบบของ Radford (2016) การวิเคราะห์ระดับอรรถศาสตร์ทำตามแบบของ Biber และ Gray (2013) นักภาษาศาสตร์จำนวนสามท่านทำการตรวจสอบการวิเคราะห์ข้อมูลเพื่อความถูกต้อง ผลการศึกษาในส่วนของวากยสัมพันธ์แสดงให้เห็นว่าร้อยละ 85.71 ของตัวบทแฟชั่นร้อยละ 89.47 ในบทความภาษาศาสตร์ประยุกต์และร้อยละ 100 ของตัวบทนวนิยายใช้นามวลีที่ขยายนามที่อยู่ข้างหน้าเป็นคำเสริมอยู่ในส่วนปลายประโยค ระดับอรรถศาสตร์การใช้นามวลีที่ขยายนามที่อยู่ข้างหน้าในตัวบทแฟชั่นและบทความภาษาศาสตร์ประยุกต์นั้นพบมากในความถี่ของการให้ตัวอย่างประกอบเพื่อให้ผู้อ่านเข้าใจในตัวบทได้ง่ายขึ้น ผู้วิจัยหวังเป็นอย่างยิ่งว่างานวิจัยครั้งนี้จะเป็นประโยชน์ต่อผู้เรียน

ภาษาอังกฤษเป็นภาษาที่สองและผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในเชิงทฤษฎีและการใช้นามวลีที่
ขยายนามที่อยู่ข้างหน้าอย่างถูกต้องและเหมาะสม

คำสำคัญ: โครงสร้างวากยสัมพันธ์ ระดับทางอรรถศาสตร์ นามวลีที่ขยายนามที่อยู่ข้างหน้า

Introduction

To know a language is to know the grammar of a language (Radford, 2016). Knowing the grammar of language could help users build their *grammatical competence*, or capability to use language accurately and fluently (Radford, 2016). One grammatical feature that English language learners have difficulty with is appositive noun phrases. According to Penas (1994), the study of appositive noun phrases is not a new issue; however, a large number of students are encountering problems in using appositive noun phrases. Because of this problem, Lan, Lucas and Sun (2019) collected argumentative essays written by EFL learners to study their use of appositive noun phrases. They found that learners whose English proficiency is lower have a bigger problem of applying this grammatical feature. In addition, Jalilifar, Parviz and Don (2019) compared the use of appositive noun phrases between graduate students and expert writers in the field of English applied linguistics. The results show that the use of appositive noun phrases between expert writers and graduate students are 28.45 percent and 2.42 percent, respectively. Along the same lines, Jitpraneechai (2019) compared the use of appositive noun phrases between Thai EFL learners and English native speakers. The results show that Thai EFL learners produced appositive noun phrases three time less than English native speakers. Accordingly, this study helps encourage EFL and ESL learners to use appositive noun phrases correctly and suitably when applying them to different genres of writing.

Most previous studies selected EFL learners' writing to observe appositive noun phrases. Although these selections of text are considered useful, this study contributed to the view of fashion texts, English applied linguistics articles and novels, to examine both form and meaning of appositive noun phrases at the same time. Most previous studies paying attention to the study of language in fashion texts have focused on the field of vocabulary study (Camiciottoli, 2020). The current study is a pioneer to study grammar in fashion texts, explaining characteristics and features of fashion in different epochs covering styles, materials in use and tailoring. Furthermore, while the forms of appositive noun phrase are generally available in grammar books, their semantic interpretations are inadequately explained. In addition, since appositive noun phrases are basically used to modify technical terms, based upon previous studies, they tend to use their own specific

vocabulary (Camiciottoli, 2020). Thus, it is assumed that it could be a good example to use fashion texts to study appositive noun phrases. Concerning the data of English applied linguistics, the investigation of appositive noun phrases in this study could be used as examples for EFL and ESL learners to explain how to apply this structure when writing their academic research papers in this field. In regard to novels, they are reading materials for everyone. They are available in every house. Not only are novels used for entertainment, but they can also be used as an effective source to learn English as outside reading materials. Using different data to compare the use of appositive noun phrases in this way allows ESL/ESL learners and English teachers to select which authentic texts are suitable for them to study appositive noun phrases in English. This is because not everyone knows how to use international corpora, such as British National Corpus (BNC) and Corpus of Contemporary American English (COCA) to study language.

To compare appositive noun phrases in different text varieties, it is believed that form, meaning and use should be studied at the same time. Different forms of grammar are likely to be used differently in different text varieties. To study appositive noun phrases in different text varieties allows us to study the actual use of appositive noun phrases with different frequencies. Learners can select the most appropriate texts with the high frequency of appositive noun phrases to study on their own, with less dependence on their English teachers. With this interest, the research objectives and research questions in this study are given as follows:

Objectives of the Study

To investigate syntactic structures of appositive noun phrases in fashion texts, English applied linguistics articles and novels
To investigate semantic classes of appositive noun phrases in fashion texts, English applied linguistics articles and novels

Research Questions

What are the syntactic structures of appositive noun phrases in fashion texts, English applied linguistics articles and novels?
What are the semantic classes of appositive noun phrases in fashion texts and English applied linguistics articles and novels?

Literature Review

Definition and Syntactic Structures of Appositive Noun Phrases

The structure *Appositive noun phrase*, *post modifier*, (Okanlawon & Akande, 2011), refers to a syntactic structure used as a pair of DPs, *determiner phrases* (Holmstedt, 2019; Mpotsiah & Martha, 2019). Mutiara (2019) further explained that *appositive noun phrase*s are modifiers to express additional information. For example, it is a DP followed by a comma and another DP, such as *a carnivorous animal, a dog* (Philips & Riloff, 2002). With this syntactic structure, appositive noun phrases are used in various syntactic functions, as in (1).

(1)

(a) Covid 19, *a viral disease*, is hazardous to human beings' lungs.

(b) Omicron is Covid 19, *a viral disease.*

(c) Tourists bought the newest Covid 19 strain, *Omicron*, to Thailand.

(d) The new Covid 19 strain started arriving here, *Paris*.

In (1a), *a viral disease* is syntactically interpreted as the modification of subject. *A viral disease* in (1b) functions as the modification of subjective complement, or additional information regarding the subject. In (1c), *Omicron* syntactically functions as the modification of the direct object. In (1d), the appositive noun phrase *Paris* is syntactically interpreted as the modification of an adjunct, which is additional information to give more detail or further information (Radford, 2016).

Interpretations of Semantic Classes of Appositive Noun Phrases

Appositive noun phrases are semantically used as hypernym. For example, a *dog* and *a carnivorous animal* are semantically hypernyms. Penas (1994) presents different semantic classes to analyze appositive noun phrases. Different semantic classes of appositive noun phases include *appellation*, *identification* and *paraphrase*, interchangeably known as *reformulation*.

Another semantic class of appositive noun phrases is called *inclusion* where its examples and explanation are given below.

(2) My younger sister likes pets, particularly dogs.

The common noun *dogs* are included in the category of pets. *Paraphrase* as shown in (2) is sometimes known as *reformulation* as in (3).

(3) The unit of language sound, *phoneme*, is put inside slants.

In (3), the technical term *phoneme* is used as the reformulation of *the unit of linguistic sound*. There are many expressions used under this category, such as *in simpler terms, in scientific terminology* and *in more technical terms*.

Pragmatically, appositive noun phrases are used to provide new information, as in (4).

(4) The new neighbor, *Mr. Jackson,* will move into our town next week.

In (4), *Mr. Jackson* is interpreted as the new information pragmatically. In addition to pragmatic discourse of given and new information, the use of appositive noun phrases is to fulfill end-weight principle, referring to providing longer and heavier information at the end of sentences.

(5) Among them was Jack Soames, *an old Estonian who was thirty-two when he arrived in 1920.*

(Penas, 1994, p. 90)

An old Estonian who was thirty-two when he arrived in 1920 is an appositive noun phase that is placed at the end due to its length.

Appositive Noun Phrases and Text Varieties

Text variety refers to different genres of text, such as fashion texts, English applied linguistics articles and novels. With different varieties of texts, it is believed that different genres are likely to use grammar differently. Biber (2003) used British newspapers to study appositive noun phrases and found that appositive noun phrases are commonly used with proper nouns to interpret as appellation, such as (6).

(6) Oliver Gillie, *deputy editor of The Independent Magazine and formally medical editor of the newspapers,* […]

(Biber, 2003, p. 178)

In (6), the appositive noun phrase is *deputy editor of The Independent Magazine and formally medical editor of the newspapers […]* and it is used to introduce the position of the head noun. In addition, Biber (2003) also used academic prose to study different functions of appositive noun phrases. The results show that they are commonly used as acronyms as in IAS (Institute of Advanced Studies).

Furthermore, Biber and Gray (2013) selected academic science writing to examine appositive noun phrases and they found that a semi-colon is used as a symbol to indicate appositive clauses, as in (7).

(7) Timing of peak growth coincides with the observed peak growth of our wild parr*; a period when their growth effectiveness (assimilation minus BMR)* was high and the period when their natural food was particularly abundant.

(Biber & Gray, 2013, p. 119)

Example (7) presents appositive noun phrases as extra information used after a semi colon. There are two appositive clauses in this sentence. While the first one is after the semi-colon, the second one is inside the brackets.

Ansarifar, Shahriari and Pishghada (2018) collected data from Persian Ph.D. students and expert writers, referring to international journal reviewers in the field of English applied linguistics to study appositive noun phrases. The results indicated that expert writers are likely to use appositive noun phrases more frequently than Ph.D. students, such as (8).

(8) Grammar-specific language impairment (G-SLI), recognized as a core deficiency in inflectional morpho-syntax, is a sub-group of specific language impairment (SLI).

(Ansarifar, Shahriari & Pishghada, 2018, p. 69)

The use of appositive noun phases in the abstract of English applied linguistics texts often appear as acronyms.

Ushie and Aboh (2013) used English novels to study appositive noun phrases in English. They found that the pattern of noun phrase+noun phrase as in *Abiye, the traditional midwife*, occur frequently in novels at 85.60 percent. Semantically, 46 percent are used for appellation and identification, as in (9).

(9)

(a) Ala, *the earth goddess* […]

(b) That I, *Toundi*, is afraid of failure.

(Ushie & Aboh, 2013, p. 280)

In (9a), *the earth goddess* represents the title of the proper noun *Ala.* In (9b), the appositive noun phrase *Toundi* is semantically classified as *identification*, referring to the pronoun *I.*

Concerning previous studies in fashion texts, Barthes (2013) indicated that fashion has language of their own use. Not only is the study of fashion related to history, it is also relevant to psychology. Camiciottoli (2020) studied hyphenated phrasal expressions in fashion texts with a total 123,180 words. The results show that there are specific words that are used in fashion texts, as in (10).

(10)

(a) Kloss dressed in her *model-off-duty* uniform of a Marc Jacobs trench, Rag & Bone jeans, and flat suede Jimmy Choo boots.

(b) Before a heady month of fashion *globe-trotting*, Elisabeth TNT 4 indulges in a spa-and-fitness weekend to recharge and refresh.

(Camiciottoli, 2020, p. 147)

In fashion texts, about 80 percent of expressions are presented via the syntactic category of adjectives as in *it's not black-and-white.* The hyphenated phrasal expression frequently occurs with the coordinate conjunction *and*, such as *gold-and-crystal*, and *rose-and-peony* (Camiciottoli, 2020).

Gestalt Psychology of Specificity

The current study involves the principle of Gestalt Psychology of Specificity concerning the way people construe the scenes and express them through language use (Radden & Dirven 2007). Since it is believed that the terms *language* and *communication* are not synonymous concepts, the way we use grammar is shaped by our experience, education, age and gender. For example, Thailand is a humid country where we never experience snow. The vocabulary to express snow is, therefore, limited. On the other hand, people in European countries created different words to express different kinds of snow. For example, Poland has at least three words for snow, such as *snieg*, *chlapa* and *kaska*. These words are specifically formed by Polish people's experience. Accordingly, language can be expressed as specifically as we want, based upon the users' experience (Dirven & Verspoor 2004). Since grammar is not arbitrary, the concept of *specificity* in Gestalt psychology helps explain our language use. For example, the concept of *meal* can be expressed specifically into *breakfast*, *lunch*, and *brunch*. Instead of using the word *dog*, we can specifically indicate that it is *a Labrador*. Specificity, therefore, can be presented in terms of reformulation and exemplification (Dirven & Verspoor 2004). The information in this section leads to the method of this study.

Method

Data Collection

This study contributes to the field by using fashion texts, English applied linguistics articles and novels to study appositive noun phrases. We applied the same criteria in choosing the texts from the three datasets. The criteria of selecting texts are that they are best-sellers or gain

popularity among readers. Regarding fashion texts, one of them is *The Anatomy of Fashion: Why We Dress the Way We Do* (McDowell, 2013) and the other is *Dior; A New Look, A New Enterprise* (Palmer, 2019). They are best-selling fashion texts. (www.amazon.com). In order to gain validity and reliability of data collection in the field of English applied linguistics, 10 articles were randomly selected from 2 international journals as indexed in the databases of Scopus. This includes 5 articles from *Journal of English for Specific Purposes* and 5 articles from *Passa: Journal of Language Teaching and Learning*. These two journals were selected as their citation percentage has been increasing over the last several years (www.scimagojr.com). This could reflect the popularity and reliability of these research articles. Since novels are material that everyone can enjoy reading and they are available in every house, this study also used two novels to investigate appositive noun phrases. The selected novels are *The Adventures of Huckleberry Finn* (Twain, 1885) and *Alice's Adventures in the* Wonderland (2017). Both of them are in the genre of adventure. They are best-selling novels and their contents are suitable for everyone to read (amazon.com). Although the Adventures of Huckleberry was originally written in 1885, the version of the novel that was used in this study was written in Present-Day English. Both of them are regarded as world literary classic reading materials that are appropriately used as outside reading materials for all English language learners. The data collection was gathered for the whole sentence to be analyzed whereby one sentence with the occurrence of appositive noun phrase is counted as one token.

For the data of English applied linguistics articles, the dataset of *Journal of English for Specific Purposes* and *Journal of PASSA: A Journal of Language Teaching and Learning* were randomly collected as per the sources below.

Table 1 *Journal of English for Specific Purposes*

Authors & Years	Articles
Mortenson (2022)	Integrating social justice-oriented content into English for Academic Purposes (EAP) instruction: A case study
Fritz, Dormer, Sumi, & Kudo (2022)	The acquisition of formulaic sequences in EFL email writing
Dixon (2022)	Proscribed informality features in published research: A corpus analysis
Wingrove (2022)	Academic lexical coverage in TED talks and academic lectures
Herriman (2022)	Metadiscourse in English instruction manuals

Table 2 *PASSA*: *A Journal of Language Teaching and Learning*

Authors and Years	Articles
Saldiraner & Cinkara (2021)	Using Songs in Teaching Pronunciation to Young EFL Learners
Joyce, Dietze, Dietze, & McMilan (2021)	Factors related to the desire for L1 support in the EFL classroom
Kassaye (2021)	The role of conversation analysis-informed instruction to enhance EFL learners' conversational skills: repair strategies in focus: Bahir Dar University, Ethiopia
Charnchairerk (2021)	Predictive validity of the CU-TEP as an indicator of students' academic achievement in English
Jocuns (2021)	Dialogic teaching as a way to promote students' English language use in EFL classroom.

Data Analysis

The data analysis in this study is divided into two sections. The first one is the analysis of syntactic structures of appositive noun phases. The second one is the interpretation of semantic classes of appositive noun phrases.

The classification syntactic categories of appositive noun phrases in this study follow Radford (2016) as explained in Table 3.

Table 3 Appositive Noun Phrases in Different Syntactic Positions

(11)

Position of Appositive Noun Clauses	Examples
Modification of the subject	(a) Covid 19, *a viral disease*, is hazardous to human beings' lungs.
Modification of subjective complement	(b) Omicron is Covid 19, *a viral disease*.
Modification of the object	(c) Tourists bought the newest Covid 19 strain, *Omicron*, to Thailand.
Modification of adjuncts	d) The new Covid 19 strain started arriving here, *Paris*.

There are various positions where appositive noun phrases can occur syntactically. In (11a), the appositive noun phrase occurs as the modification of subject, as in *a viral disease*. The appositive noun phrase as presented in (11b) is used in the modification of subjective complement where, additional information regarding the subject is given. In (11c) the appositive noun phrase, *Omicron*, occurs as the modification of the object.   In (11d), the appositive noun phase is the modification of place which occurs in the position of adjunct. In addition to the analysis of syntactic position of appositive noun phrases, the interpretations of semantic classes of appositive noun phrases in this study follow Biber and Gray (2013) as in Table 4.

Table 4 Semantic Classes of Appositive Noun Phrase

(12)

Semantic Classes	Examples
Appellation	(a) The man, *Christian Dior*, was a most, well-educated and sophisticated mid-twentieth-century man with nineteenth-century standard of etiquette and taste.
Exemplification	(b) The collection of 44H line designs included 10 Dior fur and many with South American names, *such as Perou, Equaterm, Panama and Bogota*.
Paraphrase (Reformulation)	(c) He addressed the problem of twisting and bagging by redesigning the ankle reinforcement, making it functional and elegant by tapering it in a patent called "La Pointe", *a heel that not only prevented the seam from twisting, but also narrowed the ankle elegantly and elongated the leg.*

The definitions of appositive noun phrases as used in fashion texts are given below. In (12a), *Appellation* as in *Christian Dior* refers to the specific name of a person. In (12b), *exemplification* refers to the use of the appositive noun phase to provide more specific examples. In (12c), *paraphrase, interchangeably known as reformulation,* refers to the use of other words to explain people, objects, or things for clearer understanding.

Data Validation

After the data analysis, the process of data validation is to ask three linguists to validate the data analysis based upon the process in Table 5 below.

Table 5 Data Validation

(13)

Semantic Classes	Examples	1		2		3	
		A	D	A	D	A	D
Appellation	(a) The man, *Christian Dior*, was a most, well-educated and sophisticated mid-twentieth-century man with nineteenth-century standard of etiquette and taste.	✔		✔		✔	
Exemplification	(b) The collection of 44H line designs included 10 Dior fur and many with South American names, *such as Perou, Equaterm, Panama and Bogota*.	✔		✔		✔	
Paraphrase (Reformulation)	(c) He addressed the problem of twisting and bagging by redesigning the ankle reinforcement, making it functional and elegant by tapering it in a patent called "La Pointe", *a heel that not only prevented the seam from twisting, but also narrowed the ankle elegantly and elongated the leg.*	✔		✔		✔	

According to Table 5, there are three English instructors that were asked to check the accuracy and the reliability of the semantic classes in fashion texts. Each English instructor was asked to place a tick in either column A, referring to agreement or column D, referring to disagreement with the data analysis. If two or three experts placed a tick in the column A, this meant that the data gained validity. However, if two or three raters placed a tick in column D, the data were re-analyzed. To start with, the researcher consulted the different linguists for their opinions and re-analyzed according to their suggestion or reasons provided. With this method, the findings and discussion of this study will be given below.

The Findings and Discussion
Frequency and Syntactic Structures of Appositive Noun Phrases in Text Varieties

This section presents the findings and discussion of appositive noun phrases in fashion texts, English applied linguistics articles and selected novels. There are 52 tokens, referring to sentences used as appositive noun phrases in fashion texts, English applied linguistics articles and the selected novels where their frequencies and percentages are given in Table 6. In regard to frequency, the whole sentence with the occurrence of appositive noun phase was counted as one token.

Table 6 Frequency and Percentage of Appositive Noun Phrases in Syntactic Functions

Syntactic Functions	Examples	Frequency Percentage (%)		
		Fashion Texts	English Applied Linguistics Articles	Novels
Modification of Subject	Edward, *the prince of Wales,* has a Jerusalem cross tattooed on his arm during a visit to the Holy land in 1862.	3 (14.29)	2 (10.53)	0 (0)
Modification of adjunct	The collection of 44*H* line designs included 10 Dior fur and many with South American names, *such as*	18 (85.71)	17 (89.47)	12 (100)

		21 (100)	19 (100)	12 (100)
	Perou, Equaterm, Panama and Bogota.			
	Total	21 (100)	19 (100)	12 (100)

Table 6 presents the frequency and percentage of appositive noun phrases in fashion texts, English applied linguistics articles and the selected novels. Although the data found in the selected novel is limited, the result is systemic and predictable that appositive noun phrases always occur as adjuncts. Likewise, appositive noun phrases are highly used in the syntactic structures of adjuncts in fashion texts and applied linguistics articles at 85.71 percent and 89.47 percent, respectively. In contrast, only 14.29 percent occur as the subject in fashion texts, and only 10.53 percent occur at the subject position in English applied linguistics articles.

The higher frequency of appositive noun phrases as adjuncts is due to the reason of *end-weight principle*, where modification of longer and heavier information is placed at the end (Smolka, 2011), as in (14).

(14) Fashion Texts

(a) Dior even sold one entire collection to the milliner Claude Saint-Cry, and fashion designs to the leading couturiers*, including Alix Barton, Balenciaga, Jean Desses, Nicole Groult, Heim, Jenny, Patou, Schiaparelli, Madeleine de Rauch, Nina Ricci, Rochas and Worth.*

(b) Haute couture designs were disseminated though sketches, photographs, patterns, toiles and original models, all of which posed potential leaks, Reports of spies were constant, and the methods they used were clever, complex and devious, *including miniature cameras hidden in shoes or handbags.*

(c) Jacques Rouet explained that the company had three markets: *direct merchandizing, like Christian Dior-New York.*

(d) Christian Dior and Pierre Balmain were working as modelistes for *Lucien Lelong, a house found at the end of the First World War.*

(e) He addressed the problem of twisting and bagging by redesigning the ankle reinforcement, making it functional and elegant by tapering it in a patent called "La Pointe", *a heel that not only prevented the seam from twisting, but also narrowed the ankle elegantly and elongated the leg.*

(15) Applied Linguistics Articles

(a) The TTC is subdividable by 427 content tags, which act as a guide to the content on the TED website. This includes academic and non-academic tags*, such as philosophy, environment, biology, activism, and psychology.*

(b) Frame markers can be divided into four subcategories*: discourse-labels, which specify a discursive stage in the text; announcers, which state discursive purposes; sequencers, which signal the ordering of stages in the text structure; and topicalizers, which signal a shift to another topic.*

(c) Three adverbs predominate: *only (114 instances), never (58 instances), and always (51 instances).*

Novels

(16) You couldn't understand a word they said-*not a single word*.

The appositive noun phrases are mostly used in the syntactic position of adjunct as the writer provides more details and more examples for the readers to get enough information. The adjuncts as appositive noun clauses could be examples as in (14a)-(14c) and more explanation of a term or certain vocabulary in the field of fashion as in (14d)-(14e). This seems to be a common practice to put longer details at the end in the English language. If the readers are interested in more information, they could read further themselves. In addition, the end-weight principle is also applied with the dataset of applied linguistics texts where the longer information provides more examples.

Frequency and Semantic Classes of Appositive Noun Phrases in Text Varieties

While the productive use of appositive noun phrases as adjunct complies with the strategies of End-weight principle, there are several semantic interpretations as used in fashion texts, English applied linguistics articles and the selected novels, as illustrated in Table 7.

Table 7 Frequency and Percentage of Semantic Classes of Appositive Noun Phrases

Semantic Classes	Examples	Frequency Percentage (%)		
		Fashion Text	English Applied Linguistics articles	Novel
Appellation	The man, *Christian Dior*, was a most, well-educated and	2 (9.52)	1 (5.26)	3 (25)

	sophisticated mid-twentieth-century man with nineteenth-century standard of etiquette and taste. Next came an angry voice-*the rabbit's- Pat.*			
Exemplification	Dior even sold one entire collection to the milliner Claude Saint-Cry, and fashion designs to the leading couturiers*, including Alix Barton, Balenciaga, Jean Desses, Nicole Groult, Heim, Jenny, Patou, Schiaparelli, Madeleine de Rauch, Nina Ricci, Rochas and Worth.*	10 (47.62)	13 (68.42)	(0) (0)
Paraphrase	Christian Dior and Pierre Balmain were working as modelistes for *Lucien Lelong, a house found at the end of the First World War.*	9 (42.85)	5 (26.31)	9 (75)
	Total	52		

Table 7 presents the frequency and percentage of a variety of semantic classes of appositive noun phrases as used in fashion texts, English applied linguistic articles and novels. The most common semantic class in fashion texts is the class of exemplification at 47.62 percent, followed by paraphrase at 42.85 percent and appellation at 9.52 percent. In English applied linguistics articles, the most common semantic class is also the class of exemplification at 68.42 percent, followed by paraphrase at 26.31 percent and appellation at 5.26 percent. However, the use of appositive noun phrases in the selected novels was mostly found in the semantic class of paraphrase at 75 percent.

Despite having the lowest frequency, the occurrence of appositive noun phrases as appellation in this study follow the same lines as Biber (2003) where the use of appositive noun phrases as appellation also occurs in academic prose.

Unlike other texts, appositive noun phases in fashion texts occur frequently in exemplification and paraphrase. This could be supported by the previous study in the field of fashion in that fashion seems to have genre specific vocabulary (Camiciottoli, 2020). To facilitate readers out of their field, giving more examples and using the teaching of paraphrasing would help a lot.

In addition to the use of acronym as appositive noun phrases (Biber, 2003), in English applied linguistics articles, appositive noun phrases semantically occur frequently with exemplification as in (17).

(17)

(a) The TTC is subdividable by 427 content tags, which act as a guide to the content on the TED website. This includes *academic and non-academic tags*, *such as philosophy, environment, biology, activism, and psychology.*

(b) Further studies could be designed to investigate the effect of teaching with songs on certain sub-skills of pronunciation, *such as stress, voicing, aspiration, linking, intonation, clusters, and some problematic individual sounds for learners.*

(Saldıraner & Cinkara, 2021, p. 137)

The exemplification as shown in (18) allows the readers to more easily understand the technical terms located in front of the appositive noun phrase as provided by the writer.

In the data of English applied linguistics articles and novels, several tokens were found in the semantic class of paraphrase, such as (18).

(18)

(a) All freshmen are required to take CU-TEP, *an in-house general proficiency test of English,* to measure students' English levels in their first and third years of study at Chulalongkorn University.

(Charnchairerk, 2021, p. 31)

(b) You couldn't understand a word they said-*not a single word.*

(c) Next came the guests, *mostly Kings and Queens*, and among them Alice recognized the White Rabbit. (Paraphrase, Adjunct)

(Carroll, 2017, p. 50)

In (18a), *an in-house general proficiency test of English* is a paraphrase version of CU-TEP. *Not a single word* is the paraphrase of *you could not understand a word*. The finding in this study is different from Ushie and Aboh's study (2013) about novels where the semantic class appears mostly to be identification. This could be because the data of novel in their study is about Gods. However, this study allows us to see that novel is not considered a good source to learn appositive noun phrases, since appositive noun phrases in this text variety are rarely found.

Pedagogical Implications

As mentioned above, the current study is useful for those learners of English as a Second Language (ESL) and learners of English as a Foreign Language (EFL). As English language learners commonly mention that learning grammar inside the classroom is boring because teachers often take the form of grammar to teach them without context, this makes it become difficult for them to use practically. Moreover, some learners claim that it is boring to learn grammar explicitly from grammar books or grammar texts that were written by English language teachers. Accordingly, this issue could be reduced by encouraging students to learn grammar implicitly via the texts of their own interest. By learning about appositive noun phrases in fashion texts, English language learners could learn form, meaning and use at the same time. In this way of learning, implicit learning of grammar could be applied.

Conclusion

This study investigated the syntactic structure and semantic classes of appositive noun phrases via answering the following research question.

1. What are the syntactic structures of appositive noun phrases in fashion texts, English applied linguistics articles and novels?
2. What are the semantic classes of appositive noun phrases in fashion texts, English applied linguistics articles and novels?

As mentioned earlier, it is important for English language learners to learn form, meaning and use at the same time, since different text varieties have their own preference of grammatical use. In fashion texts and English applied linguistics articles, the use of appositive noun phases occurs frequently in the position of adjunct where additional information is added. It seems that this position allows the writer to put longer information at the end to promote the readers' understanding of the text. Semantically, since the texts of fashion and English applied linguistics articles are made

up of their own terms or specific words known in the field, modification via paraphrasing and exemplifying would help general people to understand contents better and more easily. For example, one of the authors modified the acronym CU-TEP as CU-TEP, *an in-house general proficiency test of English.* This help people, especially those who do not live in Thailand, understand this word easier as an English national test in Thailand.

Moreover, this study allows English language learners to learn form, meaning and use at the same time. For example, the use of appositive noun phrases as exemplification should be syntactically filled in the position of adjunct, at the end of the sentence.

The result of appositive noun phrases in this study is limited to only fashion texts, English applied linguistic articles and the selected novels. Generalizing the results of this study to other text varieties may not be applicable to the optimal level. For future research, it is recommended that selecting other sources of text variety, such as nursing texts and magazines would contribute something new to the field.

References

Ansarifar, A., Shahriari, H., & Pishghada, R. (2018). Phrasal complexity in academic writing: A comparison of abstract written by graduate students and expert writer in applied linguistics. *Journal of English for Academic Purposed*, *31*, 58-71.

Barthes, R. (2013). *The language of fashion*. A&C Black.

Biber, D. (2003). Compressed noun-phrase structures in newspaper discourse. Jean Aitchison & Diana, M. Lewis (eds.). In *New Media Language* (pp. 169-181). London: Routledge.

Biber, D., & Gray, B. (2013). Nominalizing the verb phrase in academic science writing. Bas Aarts, Joanne Close, Geoffrey Leech, & Sean Wallies. In *The verb phrase in English: Investigating language change with corpora* (pp. 99-132). Cambridge: Cambridge University Press.

Camiciottoli, B. C. (2020). Hyphenated phrasal expressions in fashion journalism: A diachronic corpus-assisted study of Vogue magazine. *Lingue Culture Mediazioni-Languages Cultures Mediation, 7*(2), 137-157.

Carroll, L. (2017). *Alice's adventures in wonderland*. UK: Penguin Books.

Charnchairerk, C. (2021). Predictive validity of the CU-TEP as an indicator of students' academic achievement in English. *Passa*, *62*(2), 29-60.

Dirven, R., & Verspoor, M. (2004). *Cognitive exploration of language and linguistics*. Amsterdam/ Philadelphia: John Benjamin Publishing.

Dixon, T. (2022). Proscribed informality features in published research: A corpus analysis. *Journal of English for Specific Purposes*, *65*, 63-78.

Fritz, E., Dormer R., Sumi, S., & Kudo, T. (2022). The acquisition of formulaic sequences in EFL email writing. *Journal of English for Specific Purposes*, *65*, 15-29.

Herriman, J. (2022). Metadiscourse in English instruction manuals. *Journal of English for Specific Purposes*, *65*, 120-132.

Holmstedt, R. D. (2019). Hebrew poetry and the appositive style: Parallelism, requiescat in Pace, *Vetus Testamentum*, *69*, 617-648.

Jallifar, A., Parviz, M., & Don, A. (2019). Exploring phrasal complexity features in graduate Students' data commentaries and research articles. *Journal of English Language Teaching and Learning*, *24*(11), 118-152.

Jitpraneechai, S. (2019). Noun phrase complexity in academic writing: A comparison of argumentative English essays written by Thai and native English university students. *LEARN Journal: Language Education and Acquisition Research Network Journal, 12*(1), 71-88.

Jocuns, K. F. (2021). Dialogic teaching as a way to promote students' English language use in EFL classroom. *PASAA, 62*(2), 92-118.

Joyce, P., Dietze, H. V., Dietze, A. V., & McMilan, B. (2021). Factors related to the desire for L1 support in the EFL classroom. *PASSA, 62*(2). 142-172.

Kassaye, L. (2021). The role of conversation analysis-informed instruction to enhance EFL learners' conversational skills: repair strategies in focus: Bahir Dar University, Ethiopia. *Passa*, *62*(2), 92-118.

Lan, G., Lucus, K., & Sun, Y. (2019). Does L2 Writing proficiency influence noun phrase complexity? A case analysis of argumentative essays written by Chinese students in a first-year composition course. *System*, *85*, 1-13.

McDowell, C. (2013). *The anatomy of fashion: why we dress the way we do*. New York: Phaidon Press.

Mortenson, L. (2022). Integrating social justice-oriented content into English for Academic Purposes (EAP) instructions: A case study. *Journal of English for Specific Purposes*, *65*, 1-14.

Mpotsiah, M., & Martha, O. (2019). The structure of noun phrase in English. J*ournal of Language and Linguistics*, *5*, 230-242.

Mutiara, R. (2019). Modification of English complex noun phrases: A case study of native and non-native writers. *English Studies on Translation, Culture, Literature, and Linguistics*, *2*(1), 17-29.

Okanlawon, B., & Akande, A. (2011). Appositive noun phrases, conflict and power shift in OLA Rotimi's Ovonramven Nogbaisi. *Journal of the American Society of Geolinguistic*s, *37*, 29-41.

Palmer, A. (2019). *Dior; A New Look, A New Enterprise. London:* Victoria & Albert Museum.

Penas, M. D. G. (1994). Apposition in English: A linguistic study based on Literary Corpus. *Revista Alicantina de Estudios Inglese*, 7, 83-95.

Philips, W., & Riloff, E. (2002). Exploiting strong syntactic heuristics and co-training to learn Semantic lexicons. *Proceeding of the Conference on Empirical Method in Natural Language Processing (EMNLP),* 125-132.

Radden, G., & Dirven, R. 2007. *Cognitive English Grammar*. Amsterdam Philadelphia: John Benjamin Publishing.

Radford, A. (2016). An *introduction to English Sentence Structure*. Cambridge: Cambridge University Press.

Saldiraner, G. & Cinkara, M. (2021). Using Songs in Teaching Pronunciation to Young EFL learners, *PASSA*. *62(2)*, 119-141.

Smolka, V. (2011). The end-weight and end-focus principles in rhematic subjects. *Theories and Practices*, *7*, 79.

Twain, M. (1885). *The Adventures of Huckleberry Finn*. China: Thomas Nelson.

Ushie, J. A., & Aboh, R. (2013). Appositive relation and strategic discourse function in selected Nigerian novels, *Language in India*, *13*(7), 269.

Wingrove, P. (2022). Academic lexical coverage in TED talks and academic lectures, *Journal of English for Academic Purposes, 65*, 79-94.