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**AN INVESTIGATION INTO LINGUISTIC FEATURES OF
TRANSITIVE VERBS IN VERBAL PROCESSES OF THE
NOVEL SERIES “FIFTY SHADES” BY EL JAMES AND ITS
VIETNAMESE TRANSLATIONAL VERSION “50 SẮC THÁI”
BY VAN KHANH, DANG NGOC**

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Chapter One

INTRODUCTION

1.1. RATIONALE

Language is an abstract system of symbols and meanings. A language is one of the most productive sources of communication. As defined in Cambridge dictionary, it's a system of communication consisting of sounds, words and grammar, or the system of communication used by people in a particular country or type of work. This system includes grammar which relates meaning so that people can communicate with each other. Indeed, it is a cheap but much more effective tool of communication that may be carried out both in written and oral forms. There are some proper rules and regulations in any language regarding how to speak, write or use and fix a proper word in a specific place. These rules are smoothly laid down by none other than grammar. In another word, grammar plays a key role in making the flow of a stream fluent and smooth. There are certain forms and types of grammar such as traditional grammar (TG), or functional grammar (FG) or systemic functional grammar (SFG), etc.

Functional grammar has been studied by many famous linguists in the world like Halliday (1985, 1994, 2014), Bloor (1995), Eggins (2004) and Thompson (1996), among all of whom, Halliday is considered to be a vanguard grammarian because of his great contributions. Halliday (1994) claims that, in his theory of Functional Grammar, the system of transitivity divides the experiential world into three main different processes types and each process has its features, which can be analyzed in depth. Functional grammar looks at language as consisting of units of meanings rather than chunk of

forms. It helps people understand how language works in particular social function (context of culture and context of situation) and it focuses on text as a whole, while traditional grammar emphasizes the rule of smaller units of text: letters, words, sentences and paragraphs and mainly focuses on written language.

Functional grammar helps readers in general understand how language works in context of culture and context of situation. There are six types of process in which verbal process is considered to be the most popular process. I decided to study on the topic: An investigation into linguistic features of transitive verbs in verbal processes of the novel series “Fifty Shades” by EL James and its Vietnamese translational version “50 Sắc Thái” by Van Khanh, Dang Ngoc. Fifty Shades is an erotic romance novel by British author E. L. James. The novel reached No. 2 on the USA Today best seller list and is considered by The Guardian to be No. 11 on the Top 100 Bestselling Books of All Time in the United Kingdom.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims of the Study

The overarching aim governing the current research is to explore the patterns of transitive verbs in verbal process in the English source and their translated versions in Vietnamese through the investigation into “Fifty Shades” by EL James and its Vietnamese translational version “50 Sắc Thái” by Van Khanh, Dang Ngoc.

1.2.2. Objectives of the Study

To achieve the above aims of the study, the study is to:

- Find out structure of transitive verbs in verbal process.
- Find out the syntactic features and semantic features of English novel and its translation.
- Find out the differences between transitive verbs in terms of

syntactic features and semantic features between English and Vietnamese.

1.3. RESEARCH QUESTIONS

In order to respond to the research aim and objectives, the following research questions are formulated:

1. What are the syntactic features of transitive verbs in verbal process?
2. What are the semantic features of transitive verbs in verbal process?
3. What are the differences between transitive verbs in terms of syntactic features and semantic features between English and Vietnamese?

1.4. SCOPE OF THE STUDY

On the scale of a minor M.A thesis, this research cannot cover all aspects of functional grammar. So, I would like to focus on detail and one of the three main processes, the verbal process, based on data collected from the novel “Fifty Shades” by EL James and its Vietnamese translational version “50 Sắc Thái” by Van Khanh, Dang Ngoc

1.5. SIGNIFICANCE OF THE STUDY

Functional grammar is more sociological in orientation. It is concerned with understanding the ways in which language is used for different purposes and in different situations, serving a communicative purpose of language learning. This is what EFL students really need. Most EFL students are taught traditional grammar, and know a lot of grammar rules. In their mind, a language is a set of rules. For a communicative purpose, this mind-set should be changed. They need to know how to use language in different situations. In order to achieve academic success in school, they must

be familiar with school-based texts. They should know the differences of modes and genres between spoken English and written English.

1.6. THESIS ORGANIZATION

This thesis consists of five chapters, as follow:

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background

Chapter 3: Research Design and Methodology

Chapter 4: Findings and Discussions

Chapter 5: Conclusion and Implications

Chapter Two

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

John Rupert Firth - an English linguist, known as J. R. Firth, was born on June 17, 1890 and died on December 14, 1960. Firth paid much attention to the context-dependent nature of meaning with his notion “context of situation” which became central to his approach to linguistics. Firth’s theory wasn’t completely developed, but it really made a framework on which the theory could continue to be developed. It’s one of the great achievements which help to develop society, culture, science, literature, and all forms of knowledge. For Firth (1930), he argued that language represents a set of events which speakers uttered - an action one learned in doing things. Firth believed what were uttered must be understood in the context of situation. Utterances are produced in real life contexts, so their meanings must derive from a particular situation in which they occur, not only from the string of sounds. Therefore, some factors like the status and personal history of the speaker, as well as the social character of the situation must be involved, instead of just taking linguistic factors into account.

2.2. THEORETICAL BACKGROUND

2.2.1. Systemic functional grammar (SFG)

Systemic functional grammar is a model of grammar that was developed by Michael Halliday in the 1960s. It is part of a broad social semiotic approach to language called systemic linguistics. The term “systemic” refers to the view of language as “a network of systems, or interrelated sets of options for making meaning”

(Halliday, 1994, p.15). The term “functional” indicates that the approach is concerned with meaning, as opposed to formal grammar, which focuses on word classes such as nouns and verbs, typically without reference beyond the individual clause.

2.2.2. Metafunctions

The term “metafunction” derives from systemic functional linguistics and it is considered the property of all languages. While languages are different from each other in how they work, and what humans do with them in a particular cultural context, all languages are considered to be shaped and organized in relation to three functions, or metafunctions. These three meta-functions called by Halliday (1994) are ideational metafunction, interpersonal metafunction and textual metafunction.

2.2.2.1. Ideational metafunction

The ideational metafunction is used to express new information and share what listeners haven’t known yet. It relates how reality is represented in all languages. The ideational metafunction is divided into two components experiential and the logical metafunction by Halliday (1994).

2.2.2.2. Interpersonal metafunction

The Interpersonal metafunction relates the way of using language to express all social relations and personal ones. People not only talk about something, but also talk to or with somebody. Language not only construes experience, but acts out the interpersonal encounters that are essential to our survival. Additionally, the Interpersonal metafunction also show the relation with several factors like speaker/writer, social distance and relative social status.

2.2.2.3. Textual metafunction

Halliday (1994) claims that textual metafunction is distinct

from ideational and experiential metafunction because it aims at language itself. In accordance with Halliday (1994), both experiential metafunction and interpersonal function are complicatedly organized but there is very little constraint between them. The textual metafunction, called by Halliday (1994), helps to allow meaning from these two modes to freely combine. It includes all grammatical systems ensuring the flow of discourse. Two factors analyzed in the textual metafunction are THEME and RHEME.

2.2.3. Clause

2.2.3.1. Clause as message

In all languages, clause is supposed to have the character of a message. In English, like other languages, one part of a clause is assigned to take the responsibility for conveying the message. This part of clause is recognized as the theme. It combines with the rest of clause to create the message together. Theme is put at first in the clause. The theme is an element which functions as the departure point of the message. The rest of clause, in which the theme is developed, is called Rheme. Therefore, the structure of clause as message consists of two parts: theme, which is always put at first in the clause, and Rheme – the remainder which together with the theme produce the message. It's not compulsory for the theme to be a noun/noun phrase. It might be an adverbial group or a prepositional phrase.

2.2.3.2. Clause as exchange

In this part, another meaning aspect of clause will be discussed – clause as exchange and the grammatical system of Mood is its major one. Two basic roles which are easy to recognize here are giving and demanding. The speaker gives the hearer something like a piece of information or asks hearer for something. Giving means “inviting to receive” and demanding means “inviting to give”. The

speaker not only does something for himself but also ask for something from the listener. Thus, the act of speaking might properly be considered as an interact. There are two kinds of what speaker would like to give or demand. They might give or demand information or goods/services. Therefore, four fundamental functions of speech are created: offer, command, statement and question accordingly.

2.2.3.3. Clause as representation

As clearly stated in “An introduction to functional grammar” (2nd) by Halliday (1994), “as well as being a mode of action, of giving and demanding goods-&-services and information, the clause is also a mode of reflection, of imposing order on the endless variation and flow of events. The grammatical system by which this is achieved is that of “transitivity”.

2.2.4. Transitivity system

In SFG, transitivity is defined to be concerned with not only the transmission of world-view, but how meaning is represented in the clause as well. It functions to link grammar to the metafunction of the clause, deals with the “transmission of idea” “representing process” or “experiences” - ALM Rafi’ Mahmood Hussein, 2013: action, events, processes of consciousness and relation. It can be understood according to different view.

2.2.4.1. Process, Participants and Circumstances

a. Processes

Processes are the happenings or states of affairs represented in a clause. They are expressed by verb phrases (e.g. went, started crying, will be singing, drank).

b. Participants

Participants are elements which point out to whom, which or

what is involved in the process. They are always recognized by noun phrases (e.g. the man, Margaret, my left foot, an interesting book...).

c. Circumstances

Circumstances are elements which add more information to the clause. It is relating to when, where, how, for how long, and so on, of the process. It's typically realized by adverb phrases and prepositional phrases (e.g. last Saturday, on my pillow, before the meeting).

2.2.4.2. Process types

a. Material Process: process of doing and happening

“Material clauses are clauses of doing and happening: a ‘material’ clause construes a quantum of change in the flow of events as taking place through some input of energy”. The process usually consists of Verb, Actor (logical subject) and Goal (noun or pronoun). They may be realized in either the active or passive voice as well as tending to adopt the present continues tense (Halliday, 2014, p. 225).

In a ‘material’ clause, the Attribute is always an optional added specification. In contrast, it is an inherent part of the configuration of a ‘relational’ clause and cannot be left out.

b. Mental process: processes of sensing

Mental processes encode the meanings of feeling or thinking. They differ from material processes, which express concrete, physical process of doing. Mental processes are "internalized" processes, in contrast to the "externalized" processes of doing and speaking (Simpson 1993:91). While ‘material’ clauses are concerned with our experience of the material world, ‘mental’ clauses are concerned with our experience of the world of our own consciousness. They are clauses of sensing: a ‘mental’ clause construes a quantum of change in the flow of events taking place in

our own consciousness.

c. Relational process: processes of being & having

As we have seen, 'material' clauses are concerned with our experience of the material world and 'mental' clauses are concerned with our experience of the world of our own consciousness. Both this outer experience and this inner experience may be construed by 'relational' clauses; but they model this experience as 'being' rather than as 'doing' or 'sensing', (Halliday, 1994, p221).

Relational processes are concerned with the process of being and having. In these clauses, an abstract relation is set up between two separate entities. However, unlike material process, a participant isn't physically affected by the other participant.

d. Behavioral process: process of behaving

Behavioral process is process of physiological and psychological behavior like breathing, coughing, smiling, dreaming and staring; they are on the borderline between material and mental processes. It is the most ambiguous process of Halliday's six process types because it doesn't have its own defined characteristics. Behavioral processes "represent outer manifestations of inner workings, the acting out of processes of consciousness and physiological states" (Halliday 1994:107).

The participant who is behaving is called behavior, is typically a conscious being and the process/event is called behavior. There are some sets of verbs functioning as process in behavioral clauses.

e. Existential process: process of existing

Existential processes are processes of existing and happening.

For example: - "*There was a little house on the big prairie*"

- "*There isn't enough space.*"

- "*Has there been any problem?*" (Halliday, 2014, p. 260)

The verb “be” and the word “there” are typically included in existential clause. The word there in such clauses is neither a participant nor a circumstance – it has no representational function in the transitivity structure of the clause; but it serves to indicate the feature of existence, and it is needed interpersonally as a Subject.

The object or event that is being said to exist is called existent. Usually, there is an element of time or place in the existential clause.

f. Verbal process: process of saying

A verbal process is the process of saying, and it exists on the borderline between mental and relational processes. Just like saying and meaning, the verbal process expresses the relationship between ideas constructed in human consciousness and the ideas enacted in the form of language (Halliday 1994:107).

Chapter two reviews the previous studies related to the paper, the theoretical background on systemic functional grammar perspectives. Also included in this chapter is the review on the transitivity system including the six processes in functional grammar, especially verbal process.

Chapter Three

METHODS AND PROCEDURES

In response to the research aims and objectives, the study is carried out basing mainly on two methods: descriptive and comparative. The former concerns with the description of verbal process from the data source in the novel “Fifty shades” by El James and its Vietnamese translational version “50 Sắc Thái” by Van Khanh, Dang Ngoc and the latter concerns investigating data with the comparison of the process in English and Vietnamese.

This chapter aims at describing methods and procedures employed in the thesis. Firstly, we describe the methods which support each other in and finding the results in the study. The next step is to mention the procedures in which the problems relating to the study are gradually solved. Finally, techniques of data collection and data analysis are presented in detail.

3.1. RESEARCH METHODS

Both qualitative and quantitative approaches are recruited in this thesis. Quantitative research is, as the term suggests, concerned with the collection and analysis of data in numeric form. Qualitative research, on the other hand, is concerned with collecting and analyzing information in as many forms, chiefly non-numeric, as possible.

3.2. RESEARCH PROCEDURES

The research was carried out with the following procedures:

- 1) Identify and collect samples of verbal processes in the novel “Fifty Shades” by EL James and its Vietnamese translational equivalent.
- 2) Present, describe and find out the features of each subtype.

3) Compare the features of verbal processes in English and its Vietnamese version.

4) Point out the similarities and differences of processes, participant and circumstances in English and Vietnamese verbal processes.

5) Calculate the frequency of each subtype and draw tables to show the occurrences of every subtype.

6) Discuss and analyze the findings.

7) Suggest some implications for Vietnamese learners of English.

3.3. DATA COLLECTION

To carry out the research, I had to go through the two literary works and pick out all the sentences that contain verbal processes. Then, the data is grouped into categories depending on their semantic and syntactic features.

The study was conducted with the total number of samples related to verbal processes from the novel “Fifty shades” by El James and in its Vietnamese translational equivalent “50 Sắc Thái” by Van Khanh, Dang Ngoc. The criterion for the choice of data is that every clause must have the structures and verbs related to the verbal process.

3.4. DATA ANALYSIS

The research tries to choose examples from both English and Vietnamese data of the literary novel “Fifty Shades” and “50 Sắc Thái”, in which verbal process are used. From the data, the sentences are in order to illustrate the issues involved.

- Describing and analyzing linguistic features of transitive verbs in verbal processes in English and its Vietnamese version.

- Showing the similarities and differences of features of verbal processes in English and its Vietnamese version.

- Suggesting some implications for Vietnamese learners of English to help them use verbal processes effectively.

Chapter Four

FINDINGS AND DISCUSSION

In this chapter, we identified and analyzed the syntactic and semantic features of transitive verbs in verbal processes, presented the differences between transitive verbs in terms of syntactic and semantic features between English and Vietnamese based on the data collected from the novel series “Fifty shades” and its Vietnamese equivalent. The content of this chapter will answer to the research questions of this thesis.

In addition to Material, Mental and Relational process, there are also three subsidiary process types which can be distinguished on the basic of the usual combination of semantic and grammatical criteria. Each of these shares some of the characteristics of the major types. The most important of the three central types is verbal process – verbs of “saying”, which are expressed by *tell*, *say*, *talk*, *ask*, *suggest*, etc. but “saying” has to be interpreted in a rather broad sense, it covers any kind of symbolic exchange of meaning.

For example: - *The notice tells you to keep quiet*
- *My watch says it's half past ten*
- *What did you say?*

The grammatical function of *you*, *the notice*, and *my watch* in the examples above is that of Sayer. Therefore, the Sayer is the participant responsible for the verbal processes, who encodes a signal source. It does not have to be a conscious participant, but anything capable of putting out signal. The Sayer is identified through a nominal group denoting a conscious speaker. The verbal process accommodates three further participants' functions to the Sayer: Receiver, Verbiage, and Target.

Another participant that is typically human is Receiver. This is the participant to whom the saying is addressed. The Receiver is realized by a nominal group typically denoting a conscious being (a potential speaker), a collective or an institution; the nominal group either occurs on its own or is marked by a preposition — almost always to but sometimes of.

The Verbiage is nominalized statement of the verbal process, a noun expressing some kind of verbal behavior, a name for the verbalization itself or the verbiage is the function that corresponds to what is said.

For example:

She says	she prefers cigarettes to fish
Sayer	Verbiage

Jane and Elizabeth	tried to explain	to her	the nature of an entail
Sayer	Process	Receiver	Verbiage

(Halliday, 2004, p. 254)

On the other hand, there is one type of verbal process, in which Sayer is in sense acting verbally on another direct participant, which is called Target. Verbs usually occur in this type of verbal process including *insult, praise, slander, abuse, flatter, describe, explain, blame, condemn, castigate*.

For example:

You	must not blame	my aunt
Sayer	Process	Target

What he	did	to Krishan Kant was accuse	him
Sayer	Process	Receiver	Target

(Halliday, 2004, p. 255)

4.1. SEMANTIC FEATURES OF VERBS OF SAYING

In VPs, the main participant is the Sayer by which messages can be represented or conveyed. There are also three participants involved in the verbal process: the Receiver, the Target and the Verbiage. In the verbal process, the verbs of saying can be realized in the following formula:

(1) [SAYER + V]

[1a] Nonsense, how can you **talk** so!

[1b] Làm sao ông có thể **nói càn** như thế?

Nonsense	How can	you	talk	so!
		Sayer	Pro: Ver	
	Làm sao có thể	Ông	Nói càn	như thế?
		Tiếp ngôn thể	QT	

(2) [SAYER + V + VERBIAGE]

[2a] "I must go instantly to my mother;" **she cried**.

[2b] Cô **thốt lên**: "Chị muốn đến với mẹ ngay".

"I must go instantly to my mother;"	She	cried.
Verbiage	Sayer	Pro: Ver
Cô	thốt lên	"Chị muốn đến với mẹ ngay".
Phát ngôn thể	QT	Ngôn thể

(3) [SAYER + V + RECEIVER]

[3a] I **congratulate** her.

[3b] Bố **mừng** cho nó.

I	Congratulate		her.
Sayer	Pro: Ver		Receiver
Bố	mừng	cho	Nó
Phát ngôn thể	QT	GT	Ngôn thể

(4) [SAYER + V + RECEIVER + VERBIAGE]

[4a] He did not **talk to** me of his own arts.

[4b] Anh ấy không **nói** cho tôi nghe về kỹ xảo của mình.

He	did not talk	to	Me		of	his own art
Sayer	Pro: Verbal	Prep	Receiver		Prep	Verbiage
Anh ấy	không nói	Cho	Tôi	nghe	về	kỹ xảo của mình
Phát ngôn thể	QT	Giới từ	Tiếp ngôn thể		Giới từ	Ngôn thể

(5) [SAYER + V + TARGET]

[5a]....., I have not yet learnt to **condemn** them.

[5b]....., tôi không biết phải **lên án** những động lực này như thế nào.

I	have not yet learnt to	condemn	Them
Sayer		Ver: Pro	Target
Tôi	không biết phải	lên án	những động lực này như thế nào
Phát ngôn thể		QT	Đích ngôn thể

4.2. SYNTACTIC FEATURES OF VERBS OF SAYING

4.2.1. The Syntactic Classification of Verbs

In former traditional grammar books and dictionaries, verbs are often classified into intransitive Verbs (come, laugh, go, vote, etc.), which do not take a direct object or follow by an Adverbial modifier (or Adjunct) and transitive Verbs (answer, get, say, etc.), which often take as its complementation a direct object (and possibly followed by another element).

4.2.2. The Syntactic Classification of Verbs of saying

Verbs make up one of the major form classes, comprising words which express the process. As we mentioned above, there are different kinds of major processes, namely Material process, Mental process, Relational process, Verbal process, Behavioural process and Existential process.

In grammar, transitive verbal verbs express the verbal action and they are followed by a Direct Object (thing or person that receives the verbal action of the verb). While all verbal verbs that take at least one object are considered transitive, verbal verbs can be further classified by the number of objects they take. Verbal verbs that require only two arguments, a subject and a single direct object, are sometimes called **transitive**.

S + V + Od + (Adjunct)

Let us look a set of sentences in which the typical structures are used in transitive verbal clauses in “*Fifty Shades*” versus its Vietnamese translational equivalent “*50 Sắc Thái*”

[6a] I can tell him I’ve changed my mind [p.8]

[6b] Tôi có thể bảo anh rằng tôi đã đổi ý [p.13]

Table 4.1 Transitive verb of saying in English and Vietnamese from [6a] to [6b]

I	can tell	him I've changed my mind
Subject	Verb (verb phrase)	Od
Tôi	có thể bảo	anh rằng tôi đã đổi ý
Chủ ngữ Subject	Vị ngữ Object	Bổ ngữ (Complement)

[7a] I visualize Christian's face the last time I saw him as when I left [p. 11]

[7b] Tôi hình dung ra khuôn mặt Christian vào cái ngày tôi bước chân đi [p. 16]

Table 4.2. Transitive verb of saying in English and Vietnamese from [7a] to [7b]

I	visualize	Christian's face	the last time I saw him as when I left
Subject	Verb (verb phrase)	Od	Adjunct
Tôi	hình dung ra	khuôn mặt Christian	vào cái ngày tôi bước chân đi
Chủ ngữ Subject	Vị ngữ (Object)	Giới từ Preposition	Bổ ngữ (Complement)

[8a] Please tell me you'll eat ... [p.19]

[8b] Hãy nói **với** tôi là em ăn uống tử tế đi... [p.27]

Table 4.3. Transitive verb of saying in English and Vietnamese from [8a] to [8b]

Please	tell		me you'll eat
Subject	Verb (verb phrase)		Od
Hãy	nói	với	tôi là em ăn uống tử tế đi
Chủ ngữ (Subject)	Vị ngữ (Object)	Giới từ Proposition	Bổ ngữ Complement

In above examples, we can see that the Objects *him I've changed my mind* in [6a], *Christian's face the last time I saw him as when I left* in [7a] and *you'll eat* in [8a] are followed the Verbal verbs *tell*, and *visualize* in English as well as in Vietnamese. However, there is a different point between English clauses and Vietnamese clauses. Both English clause and Vietnamese clause have verb (Object) and direct object (Complement), but the sentence in [8a] is the English clause without the prepositions *to (with)* like the clauses in Vietnamese translational equivalent in [8b].

4.3. THE DIFFERENCES BETWEEN VERBAL PROCESS IN TERMS OF SYNTACTIC FEATURES AND SEMANTIC FEATURES IN ENGLISH AND VIETNAMESE

4.3.1. The differences in the semantic features of transitive verbs

Firstly, the number of participants in the verbal process in English and Vietnamese are different. Most of the Vietnamese and English processes are similar in the number of participants. However, we can see that there are some unexpected circumstances as follow:

[9a] The hall, the dining-room, and all its furniture, were examined and **praised**;

[9b] Anh xem xét và **ca ngợi** phòng khách lớn, phòng ăn và tất cả các món nội thất;

The hall, the dining-room, and all its furniture,	were examined	And	praised	
Target			Pro: Ver	
Anh	xem xét	Và	ca ngợi	phòng khách lớn, phòng ăn và tất cả các món nội thất;
Phát ngôn thể			QT	Đích ngôn thể

[10a] She **explained** what its effect on her had been, and how gradually all her former prejudices had been removed.

[10b] Cô **giải thích** cho anh những ảnh hưởng mà lá thư đã tạo nên trong tâm tư cô, và làm thế nào mọi định kiến ban đầu của cô dần dần được xóa bỏ.

She	Explained			what its effect on her had been, and how gradually all her former prejudices had been removed.
Sayer	Pro: Verbal			Verbiage
Cô	giải thích	cho	Anh	những ảnh hưởng mà lá thư đã tạo nên trong tâm tư cô, và làm thế nào mọi định kiến ban đầu của cô dần dần được xóa bỏ
Phát ngôn thể	QT	Prep	Receiver	Ngôn thể

[11a] Mrs. Reynolds **informed** them that it had been taken in his father's lifetime.

[11b] Bà Reynolds **cho biết** là bức tranh được vẽ vào thời ông cụ còn sống.

Mrs. Reynolds	Informed	Them		that it had been taken in his father's lifetime.
Sayer	Pro: Ver	Receiver		Verbiage
Bà Reynolds	cho biết			là bức tranh được vẽ vào thời ông cụ còn sống.
Phát ngôn thể	QT			Ngôn thể

Here, we can see that there is no Sayer in the English clause in [9a], but the Sayer (Anh) is added in the Vietnamese clause. Similarly, from the example [10a] the English clause has three participants (Sayer, Verb, and Verbiage), while in the Vietnamese clause, two new participants are inserted: the Preposition (cho) and the Receiver (Anh). In contrast, in the example [11a] there are four enough participants in the verbal process, but in the Vietnamese ones the Receiver (them) is omitted. In short, it can be seen that in some translation clauses some words are added while some are omitted compared to original clauses. In other words, this phenomenon is called “*Lost and Gain*” in translation.

4.3.2. The differences in the syntactic features of transitive verbs

In grammar, transitive verbal verbs express the verbal action and they are followed by the Direct Object. These Verbal verbs require only two arguments, a subject and a single direct object.

[12a] Please tell me you'll eat ...

[12b] Hãy nói **với** tôi là em ăn uống tử tế đi...

In above examples, we can see that the Objects *me* in [12a] are always followed the Verbal verbs *told* in English as well as in Vietnamese. However, there is a different point between English verbal clauses and Vietnamese verbal clauses. Both English clause and Vietnamese clause have verb (object) and direct object (complement), but the sentences in [12a] are the English clause without the prepositions *to* (*với*) like the clauses in Vietnamese translational equivalent in [12b].

4.4. CONCLUSION OF CHAPTER 4

Chapter Five

CONCLUSION AND IMPLICATION

The research findings are reported in the previous chapter. This chapter addresses the main conclusions and implications, based on the main findings of the study. Suggestions for future research are also offered, and the limitations of the study will be discussed.

5.1. CONCLUSION

The study focuses on role characteristics involved in the process of verbal clauses in English and Vietnamese. Different patterns of transitive verb in verbal process are listed. A number of samples are analyzed and listed to illustrate the characteristics of roles and functional patterns involving material process clauses. In the process of studying, a number of findings on differences in verbal process in English and Vietnamese literature have been discovered.

5.2. IMPLICATIONS

The research focuses on studying one of the six processes in clause as presentation – verbal process. Syntactic features and semantic features of transitive verb in verbal process are clarified in both English and Vietnamese chosen scientific materials. Since then, differences in verbal process between two languages are drawn based on their syntactic features and semantic features. These findings really work for translators. They would understand more about the meaning under the structures. The study greatly helps them to choose the way which can transfer author's opinions the most efficiently. Apart from this, it also helps them to produce translations which sound the most natural in English or Vietnamese. Furthermore, the study is beneficial for students majoring in translation as well. To some extent, it's useful for interpreters even though all the findings

are realized by analyzing written texts.

The results of the study help English teachers and learners have a comprehensive understanding about the syntactic features and semantic features of transitive verb in verbal process in English and Vietnamese which contribute to their success in teaching, learning and studying as well.

5.3. LIMITATIONS

There are two major limitations in this current study, including: The data is collected from two novel “Fifty Shades” by El James and “50 Sắc Thái” by Van Khanh, Dang Ngoc randomly which means that a number of verbal process aren’t chosen to analyze.

There are six major processes in functional grammar; however, under the constraints of time and scope, this current research only focuses on verbal process and the comparison between the presence and role of material process in English and Vietnamese.

5.4. SUGGESTIONS TO FURTHER STUDY

In this current research, the researcher only focuses on transitive verb in process as one of the processes in functional grammar. Therefore, it is suggested that in further studies, the researchers on functional grammar can look into such other important processes as mental process or relational process to enhance the understanding of these processes in English and Vietnamese, contributing to the translation teaching and learning. Additionally, the verbal process analyzed in this study is from the literature aspect; the further study can explore verbal process in writing texts of other aspects.