

**THE UNIVERSITY OF DANANG
UNIVERSITY OF FOREIGN LANGUAGE STUDIES**

GIÃ THỊ TUYẾT NHUNG

**AN INVESTIGATION INTO NOMINALIZATION AND
GRAMMATICAL METAPHOR IN” HAPPY TEACHERS
CHANGE THE WORLD” BY THICH NHAT HANH AND
KATHERINE WEARE**

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Chapter One

INTRODUCTION

1.1. RATIONALE

According to David Crystal (2007) “Language as an instrument of thought and people feel need to speak their thoughts aloud” and "Happy Teachers Change The World" written by Thich Nhat Hanh and Katherine Weare (2017) is a clear and convincing evidence for above messages.

However, to have a deep comprehension and full understanding of the book, the readers have some inevitable difficulties. What makes this book become concise and offers book its own functional meaning? With a glimpse at every page of the book, we can recognize the two main impressing ways in usage of language: Nominalization and Grammatical Metaphor (GM). Nominalization is “the single most powerful resource for creating GM” (M.A.K Halliday & Mathiessen, 2004). It is usually considered as a part of GM, but in fact Nominalization has it own properties that are different from GM.

There have been many excellent studies on GM and Nominalization but there are not any studies in the combination of the two phenomena in the same book. The writer chose the two phenomena: Nominalization and GM including Ideational GM, Interpersonal GM and Textual GM as the official tools to analyze the book.

As a result, on the basis of the results of the previous studies, I would like to deal with the research title: «An Investigation into Nominalization and Grammatical Metaphor in ‘Happy Teachers Change The World’ by Thich Nhat Hanh and Katherine Weare».

1.2. AIMS AND OBJECTIVES

1.2.1. Aims of the study

- Investigate the types and the functions of NML in the book “Happy Teachers Change The World” by Thich Nhat Hanh and Katherine Weare.

- Investigate GM including Ideational, Interpersonal and Textual ones used in “Happy Teachers Change The World” by Thich Nhat Hanh and Katherine Weare.

- Find out the evidences to solve the research questions related below.

- Make a contribution to answer the question ‘what makes the book” Happy Teachers Change The World” interesting linguistically?

1.2.2. Objectives

- Investigating and analysing the ways of expressing NML in “Happy Teachers Change The World” by Thich Nhat Hanh and Katherine Weare” including identifying semantic and syntactic features of NML and its functions.

- Investigating and analysing the ways of expressing GM in “Happy Teachers Change The World” including Ideational, Interpersonal and Textual ones, mainly from the functions of NML.

1.3. RESEARCH QUESTIONS

1. What are the types and the functions of Nominalization used in the book” Happy Teachers Change The World” by Thich Nhat Hanh and Katherine Weare?

2. How are Ideational GM, Interpersonal GM, and Textual GM expressed through Nominalization in the book” Happy Teachers Change The World” written by Thich Nhat Hanh and Katherine Weare?

1.4. SCOPE OF THE STUDY

This study investigates NML and GM including Ideational, Interpersonal and Textual ones appearing in terms of words, phrases and clauses in the book “Happy Teachers Change The World” by Thich Nhat Hanh and Katherine Weare. The analysis mainly follows Halliday’s work “An Introduction to Function Grammar” by Halliday (1985, 2004, 2014) and function-oriented others as the framework although NML and GM from cognitive linguistics are, in the first time of researching, used to be suggested to investigate.

1.5. SIGNIFICANCE OF THE STUDY

By analyzing NML and GM, the researcher hopes to contribute to understanding the expressions and the functions of NML and GM in linguistic in general. In particular, the findings of the study, to some extent, can provide more evidence from NML and GM to understand texts more deeply and practise writing in a better way. Besides, the thesis provides some updated information and necessary knowledge for those who are interested in discovering and learning NML and GM from the framework of Functional Grammar.

Chapter Two

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. A REVIEW OF PREVIOUS STUDIES

Nominalization and GM have been so far researched by many researchers such as in the world: Cassin L. Liardet (2016) in the article “Nominalization and GM: Elaborating The Theory” and in Viet Nam: Phan Văn Hòa (2008) in ” *Ân dụ, ẩn dụ học và ẩn dụ ngữ pháp*”, etc. However, the questions of what the types of Nominalization are used and how Ideational G.M, Interpersonal GM, and Textual GM are expressed through Nominalization in the book” *Happy Teachers Change The World*” written by Thich Nhat Hanh and Katherine Weare in *Functional Grammar* introduced by Halliday have not been dealt with considerably.

2.2. THEORETICAL BACKGROUND

2.2.1. Functional Grammar

For Halliday, grammar is considered to be systems not as rules, on the basic that every grammatical structure involves a choice from a describable set of options. Therefore, language is a meaning potential. He claims that language is met functionally organized. All languages have resources for construing experience (ideational function), for enacting human’s diverse and complex social relations (interpersonal function) and for enabling these two kinds of meaning to come together in coherent text (textual function).

2.2.2. Nominalization

In linguistics, nominalization is the use of a verb, an adjective, or an adverb as the head of a noun phrase, with or without morphological transformation. (<http://wikipedia.org>).

2.2.2.1. Simple Nominalization (Lexical Nominalization)

a. Action/state nominalization.

Most languages of the world make use of one or more devices for creating action nouns from action verbs and state nouns from stative verbs or adjectives, e.g. create → creation, drive a truck → truck-driving,

b. Agentive nominalization

The suffix -er derives nouns meaning ‘one which “verbs”’ from both agentive and nonagentive verbs, e.g. sing → singer.

c. Instrumental nominalization

d. Manner nominalization

The action noun is indeterminate between a fact/occurrence interpretation and a manner interpretation, e.g. *his walking* can refer either to the fact or occurrence of his walking or to the way he walks

e. Predictability and productivity

Almost any polysyllabic verb ending in -ate will form its action noun by adding -ion, as in *create/creation*

2.2.2.2. Complex Nominalization (Syntactic Nominalization) without Grammatical Metaphor

a. *Combine clauses with THAT or THE FACT THAT and words starting with wh-: WHAT (EVER), WHEN (EVER), WHO (EVER), WHO (EVER) and HOW.*

According to Zeno Vendler, to transfer from a sentence or clause to nominalization with THAT, it must have the following structures:

b. Derivative verbs of propositions into nouns: nominalized by adding -ING to verbs.

e.g. The fact that I denied what he accused me of impressed the jury.

-> In denying his accusations, I impressed the jury.

2.2.3. Grammatical Metaphor

2.2.3.1. *Metaphor in general*

According to Halliday (1985), Metaphor is a verbal transference; a variation in the expression of meanings which involves a non- literal use of a word. In particular, Metaphor is an irregularity of content that consists on the use of a word in a sense different from its proper one and related to it in terms of similarity, e.g. The sky is *crying*.

2.2.3.2. *Grammatical Metaphor*

Grammatical metaphor is conceived as an incongruent realization of a given semantic configuration in the lexicogrammar (Halliday 1985)

+ *Ideational Metaphor*

Halliday (1994:343) claims that the ideational metaphor is metaphor of transitivity. It is the grammatical variation between congruent

and incongruent forms.

+ *Interpersonal Metaphor*

Interpersonal GM in general is organized in two types, metaphors of mood and metaphors of modality.

In the system of modality, Modality refers to how we express our evaluation about the likelihood that something will take place in reality.

In the system of mood, Halliday describes metaphors of mood in a similar way as metaphors of modality: in this type of interpersonal metaphor, a mood meaning is not expressed in the clause, but rather as an explicit element outside the clause.

+ *Textual Metaphor*

Textual metaphor, according to Martin (1992: 416), is a

useful term ‘when discourse systems are used to construe text as “material” social reality’. Martin identifies four types of textual metaphor: meta-message relation; text reference; negotiating texture; and internal conjunction.

Chapter Three

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH

The study focuses on description, classification and analysis of function's NML and GM from Functional Grammar Perspective. To achieve those aims, the main methods are descriptive, qualitative and quantitative. These methods help the study describe, demonstrate and analyse the types of Nominalization, how NML, Ideational Metaphor, Interpersonal Metaphor and Textual Metaphor work. The book "Happy Teachers Change The World" by Zen Master Thích Nhất Hạnh and Educator Dr. Katherine Weare, is used as the source of data collected and the evidences for the existence and the Functions of NML in Non – GM and GM cases.

3.2. SAMPLING

Based on the achievements from the studies of NML and GM, the thesis writer determines the standards to select samples involved in NML and GM. In this way, 507 samples which are words, phrases and clauses using NML and GM were collected in the book

3.3. DATA COLLECTION

1. Understanding the text (book) by reading (many times) in terms of form and content;
2. Focusing on the ways of creating the text, especially in writing;
3. Depending on the selected criterion to observe possible patterns of sample as Nominalization and GM expressions;
4. Getting samples;

5. Finally, checking samples collected to see if they are satisfactory for the selected criterion.

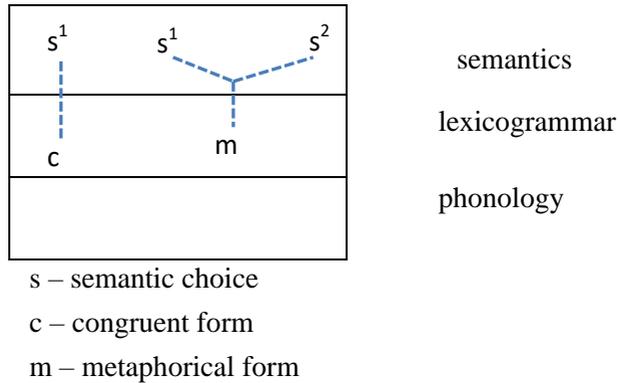


Figure 3.1. Grammatical metaphor interpreted as semantic compound (According to Ravelli, 1985)

3.4. DATA ANALYSIS

The words, phrases and clauses in the book with the appearance of NML, Ideational Metaphor, Interpersonal Metaphor and Textual Metaphor will be chosen. They are then analyzed and classified to find out the existence and the functions of NML in Non – GM and GM cases, which bases on Halliday’s theory.

3.5. PROCEDURES

The procedure for the study will be as follows:

- Surveying preliminarily some aspects related to the linguistics to seek the research problem.
- Identifying the problem and reviewing the literature to come to the decision for the focus of the research.
- Collecting samples which are words, phrases and clauses with the appearance of NML and GM from the book “Happy Teachers Change The World”.

- Describing how NML, Ideational Metaphor, Interpersonal Metaphor and Textual Metaphor used in those samples according to The Function Grammar Perspective.

- Analyzing to find out the types of NML, NML in Non – GM and GM cases in the book.

3.6. RELIABILITY AND VALIDITY

In terms of reliability, the source selected to be investigated is derived from the book “Happy Teachers Change The World”, therefore, the data source is highly reliable. Moreover, the findings and conclusions in the study are drawn from the analysis of frequency of samples, statistics and proofs concerned without any prejudices or presuppositions. For this reason, the objectivity of the study is assured.

In term of validity, this study meets all required criteria. In order to answer two research questions, the observation and investigation techniques have been chosen to be the main instruments for data collection. Besides, the investigation must follow the research design and the principles of theory presented in chapter 2 strictly to obtain the quality and to guarantee the validity and reliability of this study.

Chapter Four

FINDINGS AND DISCUSSIONS

4.1. NOMINALIZATION TYPES USED IN “HAPPY TEACHERS CHANGE THE WORLD”

4.1.1. Simple Nominalization

4.1.1.1. Nominalized Verbs

+ Suffix-derivation

- The affixes *-ance, -al, -age, -ence, -action, -ion, -sion, -tion, -ution, -ing, -ment, -ure...* are used to form a nominalization of action, state or process.

(1) nourish -> nourishment [p.41]

- The affixes: *-er, -or, -ee, -ar, -ent, -ant ...* are used to refer to *the person or instrument*.

(2) teach -> teacher [p.3]

+ Zero-derivation

- Conversion

(3) The *effect* of this practice can be very deep. [p.4]

- Final syllable shift

(4) speak -> speech [p.169]

4.1.1.2. Nominalized Adjectives

Using suffixes

Suffixes of this type, or de-adjectival nominalisers can be found, for example, with *-ness* to kind to create the corresponding noun

(5) kind-> kindness [p.42]

4.1.1.3. Nominalized Adverbs

(6) Here-> the here [p.42]

4.1.1.4. Noun → Adjective → Noun

(7) Mind-> mindful-> mindfulness [p.42]

4.1.1.5. Verb → Adjective → Noun

(8) Interconnect-> interconnected-> interconnectedness [p.128]

4.1.2. Complex Nominalization

4.1.2.1. Complex Nominalization in Phrase

+ Gerundive nominals

- A/ The + Gerund + of-Phrase

(9) There is a feeling of satisfaction being.... [p.xx]

- Prep + the + Gerund + of-Phrase

(10)sit quietly and breathe at the beginning of each class. [p.55]

+ Derived nominal

(11) After that, I invite the students to drink the glass of water mindfully, and to get in touch with their sensations, with the freshness of the water, to taste it just like if it was the first time they drank. [p.252]

4.1.2.2. Complex Nominalization in Clause

+ Clause with THAT

Complex Nominalization within clause usually goes with THAT and THE FACT THAT. According to Zeno Vendler, to transfer from a sentence or clause to nominalization with THAT, it must have the following structures: (n: nominal)

(12) That mindful eating sometimes includes some periods of silence can sound oppressive if you haven't experienced it. [p.126]

+ Words that begin with WH-

(13) Whoever teaches mindfulness has to have a [p.285]

4.1.3. Summary of Nominalization

Table 4.13. Types of Nominalization

Types of NML	Form		Occurrence		Rate
Simple NML	Word	V → N	101	143	54,5%
		Adj → N	39		
		Adv → N	2		
		N → Adj → N	1		
		V → Adj → N	1		
Complex NML	Phrase	Gerundive nominal	79	119	45,5%
		Derived nominal	23		
	Clause	+ Clause with THAT	10		
		+ Words that begin with WH-	7		
Total			262	100%	

4.2. GRAMMATICAL METAPHOR EXPRESSED THROUGH NOMINALIZATION IN "HAPPY TEACHERS CHANGE THE WORLD"

4.2.1. Ideational Grammatical Metaphor

4.2.1.1. Nominalization in clause

+ *Nominalization of the Process*

The process is realized by a *finite verbal group*. The **Event** in the process is transferred into the **Thing** in a new nominal group with other components of the original clause disappearing or becoming the modifying part in the *nominal group*

- *In the relational process*

- *In the behavioral process*

- *In the material process*

- *In the mental process*

- *In the verbal process*

+ *Nominalization of the circumstance*

+ *Nominalization of the attribute*

An attribute is considered as some entity; as a quality; as a circumstance of time, place or as a possession in the relational process. In other words, an attribute can be realized by adjectival groups, prepositional groups or nominal groups. For example (The Grammar of English Grammars/Part II)

4.2.1.2. Nominalization below the clause

The phenomenon of nominalization occurring below the clause just happens to nominal group that function as a participant in the clause. It is called “the phenomenon of nominalization of the Epithet”, which means it is contained in a nominal group. Moreover, the Epithet here is most of the adjectives which are particularly attribute adjectives and some adjectives that are both attribute and predicate

(14) I still have *moments of sadness*, but one I detect it, I can embrace my sadness mindfully and create an increasingly freer space inside. [p.154]

4.2.1.3. Nominalization above the clause

The phenomenon of Nominalization Above the Clause means the functional- semantic relations between clause, clause complexes or some longer stretches of discourse are turned into a noun or a nominal group. A clause is connected with other clauses with the use of relators, such as coordinating conjunctions: *for, and, but, or, yet, so* and subordinating conjunctions: *because, if, when, although*.

(15) *The purpose of meditation* is not to feel good, although we secretly hope that will be a result. [p.45]

4.2.2. Interpersonal Grammatical Metaphor

According to Halliday (2014) Interpersonal metaphor consists of metaphors of *modality* and *mood*.

4.2.2.1. Metaphor of Mood

Metaphor of Mood is understood as exchanging commands and making requests.

+ **Commanding**

(16) *Can I ring* them? [p.37]

+ **Offering**

(17) *Would you like* me to tell you what I did...? [p.41]

+ **Promising**

(18) They *promised* not to criticize their children back home for misspelling or mistakes they are allowed to take a look at their notebook. [p.238]

4.2.2.2. Metaphor of Modality

Modality metaphor is the realization of a degree of certainty via modal elements that do not occur within the clause but are added to the initial clause

+ **Probability**

+ **Obligation**

4.2.3. Textual grammatical metaphor

According to Martin (1992: 416), textual metaphor is a useful term ‘when discourse systems are used to construe text as “material” social reality. From the point of view of lexical relations Winter's (1977) Vocabulary 3 items and Francis's (1985) A-nouns (e.g. *reason, example, point, factor*) organise text, not field. Text reference identifies facts, not participants, and *internal conjunction* orchestrates textual not activity sequences. *Negotiation* can also be exploited to construe monologic text as dialogue.

(19) I also know that students have taken this practice and used it at home to help themselves- *for example*, when they are feeling agitated or they can't sleep. [p.55]

4.2.4. Summary of Grammatical Metaphor

Table 4.31. Types of Grammatical Metaphor

Types of GM	Form		Occurrence	Rate
Ideational GM	NML In Clause	<i>Process NML</i>	102	130 53,1%
		<i>Circumstance NML</i>	4	
		<i>Attribute NML</i>	9	
	NML Below Clause	<i>Epithet</i>	12	
	NML Above Clause	<i>Conjunction</i>	3	
	Metaphor of Mood	<i>Commanding</i>	30	

Types of GM	Form		Occurrence	Rate	
Interpersonal GM		<i>Offering</i>	18	89	36,3%
		<i>Promising</i>	19		
	Metaphor of Modality	<i>Probability</i>	13		
		<i>Obligation</i>	9		
Textual GM	Meta-message relation		2	26	10,6%
	Text reference		4		
	Negotiating texture		8		
	Internal Conjunction		12		
Total			245	100%	

Chapter Five

CONCLUSION

5.1. CONCLUSION

With a glimpse at every page of the thesis, we can recognize the two main impressing ways in usage of language: NML and GM. NML has its own properties that are different from GM. In other words, NML happens at the level of lexicogrammar to create linguistic expressions from which their functional interpretation can be congruent or/and metaphorical. This is the reason why NML is also a part of GM. It is the most powerful tool for creating GM in general and for creating ideational, interpersonal and textual GM in particular. This thesis has investigated the types of NML and their functional ways of expressing GM: Ideational GM, Interpersonal GM, and Textual GM. NML is divided into two types: Simple NML and Complex NML. Especially, the thesis has focused on emphasizing NML in Non- GM and GM cases to make clear the relationship between NML and GM.

In theory, the analysis and explanations of the thesis are based mainly on the functional grammar perspective as the theoretical framework by Halliday.

In practice, the book “Happy Teachers Change The World” by Zen Master Thích Nhất Hạnh and Educator Dr. Katherine Weare, is used as the source of data collected and the evidences for the existence of NML and GM which extracted for quantitative and qualitative analysis, shed light on our understanding of those two phenomena.

The investigation shows that NML and GM take a large number in the book involving 507 samples with many types: NML accounts for 262 samples in which Simple NML is 143 samples and

Complex Nominalization occupies 119 samples. Grammatical metaphor has 245 samples, in which Ideational GM is 130 samples, Interpersonal GM is 89 samples, and Textual GM is 26 samples. Through the investigation, the definitions of the terms involved are clearly explained in the thesis.

In NML in general, the research focuses on three types of NML viewed as constructions of their own: They are reclassifications of non- nominal into nominal units or units which have adopted nominal functions both in their external and internal functioning. It means that Nominalizations appearing in the book are analyzed in both Lexicology and Syntax.

Firstly, an accurate description of these nominal units involves a description of their symbolic status (as units which encode a particular meaning or Simple NML). Secondly, the compositional relationships which they realize (of their component functions or Complex NML) are also described. Thirdly, the relationships in which complex categories of NML Function as GM are depicted.

In GM, there are three types GM analyzed: Ideational GM, Interpersonal GM and Textual GM.

In the case of Ideational GM, the thesis focuses on NML because this is the powerful source of GM. It is very clear that NML is formed by using suffixes or even combining various prefixes and suffixes. As discussed in chapter 4, Nominalizing happens below the clause, in the clause and above the clause. Below the clause, NML occurs when a part of the clause- the Epithet in the nominal group is turned into a noun. The Epithet is realized by attribute adjectives. When being nominalized, the Epithet is often accompanied by a preposition. Above the clause, NML is relators nominalized by using another noun or nominal group. In the clause, Nominalization occurs

in the process, in the attribute and in the circumstance. Actually, in NML of the process, the *Event* in the process realized by a finite verbal group is transferred into the *Thing* in a new nominal group. NML of the attribute is NML of Adjective in the relational process functioning as an Attribute. By means of NML, the attribute is turned into a thing. In the circumstance, manner adverbs are transformed into a noun or nominal group that becomes the Head or Thing in a new group. NML in the circumstance only occurs when a verb in the clause modified by an adverb and that adverb is then turned into a noun. The clauses in the paragraph are connected with each other by conjunctions or relators. In these cases, nominalizing above the clause turns these conjunctions or relators into nouns without changing much the basic meaning. Besides, NML plays the role as a cohesive device which is used to replace a part of the clause or the whole clause by a noun or a nominal group.

With the case of Interpersonal GM, the writer analyzes two aspects: Metaphor of Mood and Metaphor of Modality. Metaphor of mood happens when there is the transference from this mood into another one in a clause. Therefore, a text creator can choose different expressions depending on his or her purpose to express the same meaning.

Metaphor of mood has two central characteristics: Firstly, they are based on the relationship between the speech functional categories of «statement, question, command and offer» and the expression of these categories through different mood types. Secondly, the distinction between an exchange of information and an exchange of good and services plays an important role in the recognition and definition of this kind of GM.

Metaphor of modality expresses modality outside the sentence. It is an explicit realization of modal meaning. With this kind of this metaphor, a projecting clause is involved if modality is expressed metaphorically, which usually has a word or proposition to indicate probability, usuality, likelihood, certainty or other features connecting with modality. Metaphor of modality encourages people to use the grammar metaphorically. People can say *I think*, when they mean *probably*; or *I believe*, when they mean almost *certainly*; or *don't you think*, when they mean *definitely*. In Interpersonal GM, NML is less negotiable than clauses.

In the case of Textual GM, the transcategorization in Textual Metaphor from conjunction through preposition to zero linker is in consistency in direction with the rank- shift in Ideational Metaphor. While the transcategorization in Textual Metaphor from preposition to zero linker is reserve in direction to the rank- shift in ideational metaphor and therefore NML in this type also seldom appears.

The transferences in the three types of GM are all unidirectional, diachronically interrelated, but each has its own characteristics.

To sum up, the phenomena of NML and GM are the representation of meaning through a shift from one grammatical form to another (Halliday, 2009). Establishing the form and function of Processes, Participants and Circumstances gives us the metalanguage to label not only the components of content, but make explicit the grammatical shifts that typically occur in paraphrasing.

The analysis of grammatical changes in NML and GM manifest in successful paraphrases. In such a case, it helps to peek into the process of paraphrasing to see how the components interact with one another in typical shifts and features functioned in academic

discourse. Analyzing GM as a key phenomenon of academic writing helps students recognize when it happens and /or when it is needed through the duration of the course. A list of typical metaphoric shifts provides English learners with an expanded toolkit to deploy and build upon through their academic English language development. That is also the content of the next part I will focus on.

5.2. IMPLICATIONS

5.2.1. Implication for teachers

Teachers can apply GM to help their learners improve their formal writing and other skills. Teaching NML and GM is one of the processes that help students make acquaintance with formal texts, providing them with some knowledge to improve their English learning skills. Teachers should emphasize the importance of NML in English and notice that students will encounter NML and GM at all levels of school. The higher class they are in, the more frequently they encounter GM because NML and GM appear mostly in adults' language, especially, in formal writing.

Moreover, teachers can provide some common patterns and give the exercises to practice.

5.2.2. Implication for learners

Learners should be aware that languages have different ways with various structures to express the same meaning. NML and GM are two typical phenomena which appear in word, phrase or clause of a text. In order to understand a text, one of the most important things that learners need to understand is sentence structure. To understand it, they need to understand the use of a verb, an adjective, an adverb or a phrase in a united structure in functional expressions : congruent or/and incongruent in terms of semantics and pragmatics. Learners should know how to analyze the phenomena of NML and GM. From

doing so, they can to improve their writing and understanding English texts, especially more formal texts like scientific ones. In this sense, it is clear that linguistic knowledge including NML and GM is not only necessary for knowledge itself but also useful for using language effectively.

5.3. LIMITATIONS OF THE THESIS AND FURTHER STUDY

5.3.1. Limitations of the thesis

There are some limitations in the study:

- First, the study is limited to NML, Ideational GM, Interpersonal GM, Textual GM used in book “Happy Teachers Change The Word” only. In fact, these kinds of NML and GM are used in several fields such as in academic discourse, in legal discourse, in advertisement, in newspapers etc.

- Second, this study does not do the contrastive analysis of NML and GM between English and Vietnamese to distinguish the similarity and difference of this phenomenon from two languages.

- Third, NML, Ideational GM, Interpersonal GM, Textual GM are investigated in the Functional Grammar Perspective and the data collected are only from one book. They can be analyzed carefully and deeply in Cognitive Linguistics and with a greater number samples from many sources.

5.3.2. Suggestions for Further Researches

Further researches are suggested to investigate NML and GM more deeply and more diversely from multiperspectives or monoperspective, especially from cognitive linguistics. It may be interesting to analyze to point out the similarities and differences of NML and GM between the two languages.