

**MINISTRY OF EDUCATION AND TRAINING
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**A STUDY OF THE LINGUISTIC FEATURES
OF SAYING VERBS USED
IN POLITICAL DOCUMENTS
IN ENGLISH AND VIETNAMESE**

Field : THE ENGLISH LANGUAGE

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(SUMMARY)**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

Perhaps verbs occur in English sentence as the most important critical component of sentence meaning and completeness. Verbs occupy an important position in the system of parts of speech of many languages. In Vietnamese and English, a lot of verbs seem to denote the same meaning but in real communication, the usage of verbs varies, depending on different situations and contexts. Thus, choosing the right verb to fit each context is really a big problem. Verbs of saying are one of such verbs. Therefore, a study of the linguistic features of saying verbs used in political documents in English and Vietnamese will be a contribution to the teaching and learning the two languages. Similarities and differences found from the analysis between English and Vietnamese will be of great benefit to Vietnamese learners of English and foreign students of Vietnamese as well.

For the above reasons, the study paper entitled "**A Study of the Linguistic Features of Saying Verbs Used in Political Documents in English and Vietnamese**" can be really significant and useful to the teachers and students and those who concern about their linguistic features.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

The study is expected:

- To provide Vietnamese learners with a comprehensive description and analysis of the semantic and syntactic features of saying verbs used in political documents in English and Vietnamese.

- To contribute to enhancing English language learning in general and to better English communicative competence of Vietnamese learners of English in particular.

- To raise the learners' abilities of using these verbs in political documents to avoid unnecessary mistakes when they use these verbs in their writing, speaking or translation.

1.2.2. Objectives

This study is intended:

- To investigate the linguistic features of saying verbs used in political documents in English and Vietnamese;

- To identify the various structures where by the saying verbs are used in political documents in English and Vietnamese;

- To find out similarities and differences in terms of linguistics of the saying verbs used in political documents in English and Vietnamese.

- To classify the various meanings expressed by the saying verbs used in political documents in English and Vietnamese.

1.3. SCOPE OF THE STUDY

This study is aimed at a comparative and contrastive analysis of the linguistic aspects of saying verbs used in political documents in English and Vietnamese. Due to the limited budget of time, the writer of the thesis only investigated ten English saying verbs "assure, tell, pledge, promise, ask, urge, declare, announce, congratulate, thank" and their Vietnamese equivalents "nhấn mạnh, nêu, nói, cam kết, hứa, kêu gọi, đề nghị, yêu cầu, tuyên bố, thông báo, chúc mừng, cảm ơn". These verbs are only explored from samples collected from political documents in English delivered by

the leaders of the United States of America, and from the political documents in Vietnamese delivered by the leaders of the Socialist Republic of Vietnam.

1.4. RESEARCH QUESTIONS

1. What are the semantic and syntactic features of the saying verbs in English and Vietnamese?

2. What are the similarities and differences in the linguistic features between English and Vietnamese saying verbs used in political documents?

3. What are the implications of the study in translation and teaching English language?

1.5. SIGNIFICANCE OF THE STUDY

With the purpose of making a study of the linguistic features of SAYING verbs used in political documents in English and Vietnamese, we hope that the study will help Vietnamese learners of English language to have a comprehensive understanding about SAYING verbs used in political documents in English and Vietnamese. Besides, the study will also help Vietnamese learners be able to use these verbs flexibly on the basis of mastering the meaning and the relationship among these verbs.

1.6. THE ORGANIZATION OF THE STUDY

The thesis consists of five chapters, as follows:

Chapter 1- **Introduction,**

Chapter 2- **Literature Review and Theoretical Background,**

Chapter 3- **Methods and Procedures,**

Chapter 4- **Findings and Discussions,**

Chapter 5- **Conclusions and Implications,**

CHAPTER 2 LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

In English, the verb *is*, by all means, considered the most important component of sentence meaning. Verbs have been studied by many researchers and mentioned to linguistic features in many books.

Halliday [6] stated that there are three principle types of process found in English clauses: Material, Mental, Relational, and three subsidiary types: Behavioural, Verbal, and Existential. Verbal processes are processes of saying, and participants referred to in the verbal processes are: **Sayer** (the Sayer can be anything that puts out a signal), **Receiver** (the addressee, or the entity targeted by the saying), and **Verbiage** (the content of what is said or indicated), but “Saying” is interpreted in a rather broad sense.

Verbal processes are also mentioned by many Vietnamese linguists, especially by Cao Xuan Hao and Hoang Van Van. Cao Xuan Hao [31] offered an overview of functional approaches and solved the issues of applying Functional Grammar to analysis of Vietnamese.

Lock [15] provided us with some basic concepts about functional grammar, and verbal processes. According to Lock [15, p.116], “Verbal process clauses normally have one participant, the Sayer, plus in most cases a representation of what is said, called the Saying. In addition, many verbal process clauses have a participant which represents the person toward whom the words are directed. This participant is called the Addressee”.

Phan Văn Hòa [33] had an article on the operation of saying

verbs and the models of verbal verbs + X in process of saying in the light of functional grammar. In the article, the writer provided twelve models of verbal verbs.

Huỳnh Thị Diễm Trinh [24] examined “the process of saying in English and Vietnamese (Models: Verbal Verb + X)” (From the view of Functional Grammar). The author pointed out the similarities and differences in semantic features and relations of the models verbal verb + x.

Trần Hữu Mạnh [34] pointed out the semantic and syntactic classification of verbs in terms of.

All in all, the above authors have presented every aspect related to verbs. However, none studies on the linguistic features of the SAYING verbs used in political documents in English and Vietnamese. This reason makes the writer of this thesis to devote himself to the study to find out the linguistic features of saying verbs used political documents in English and Vietnamese.

2.2. THEORETICAL BACKGROUND

2.2.1. Semantic Characteristics of Words

In general, semantics can be defined as the study of meaning in language. It is concerned with what language means. It is central to the study of communication. Semantics is usually concerned with the analysis of the meaning of words, phrases, or sentences, and sometimes with the meaning of utterances in discourse or the meaning of a whole text.

2.2.1.1. Meaning

Nguyen Hoa [10] defined meaning plays an important part in communication because language without meaning is meaningless and communication without sense is not communication at all.

2.2.1.2. Semantic Field

As Richards defined [19, p. 305-306], semantic field, also called lexical field, is the organization of related words and expressions into a lexical field system which shows their relationship to one another.

The semantic structure of vocabulary of a language can be studied in a precise and systematic way by means of componential analysis on which the theory of semantic field greatly learns.

2.2.1.3. Verb Semantic Classes

Verb semantic classes are then constructed from verbs, which undergo a certain number of alternations.

2.2.2. Verbal Processes

Table 2.1: Participants in a Verbal Process

SAYER	VERBAL PROCESS	ADDRESSE	VERBIAGE
<i>I</i>	<i>can assure</i>	<i>you,</i>	<i>it will yield no victory to the Communist cause.</i>
<i>This administration</i>	<i>today, here and now, declares</i>		<i>unconditional war on poverty in America.</i>

As Halliday [6, p. 129] stated, verbal processes are processes of saying, as in *What did you say? – I said it’s noisy in here*, but ‘saying’ has to be interpreted in a rather broad sense; it covers any kind of symbolic exchange of meaning, like *The notice tells you to keep quiet*, or *My watch says it’s half past ten*. The grammatical

function of *you, I, we, the notice, my watch* is that of Sayer. The Sayer can be anything that puts out a signal, like *the notice* or *my watch*. For this reason verbal processes might more appropriately be called ‘symbolic’ processes. Two other participants function regularly in a verbal process. One is the Receiver, the one to whom the verbalization is addressed. The other is a name for the verbalization itself, called the Verbiage.

There is however one other type of verbal process, in which the Sayer is in a sense acting verbally on another direct participant, with verbs such as *insult, praise, slander, abuse, flatter*. This other participant will be referred to as the Target, as the example in Table 2.2.

Table 2.2: Target and Recipient in a Verbal Process

Sayer	Verbal Process	Target	Recipient
I	am always praising	you	to my friends

Table 2.3: Recipient and Verbiage in Verbal Processes

Sayers	Verbal process	Recipient	Verbiage
Mary	told	me	a secret
They	announced		the name of the
That sign	says		winner
Big Ben	tells		“No entry”
Our correspondent	reports		the time in London renewed fighting on the frontier

According to Angela Downing and Philip Locke [4], verbal processes are processes of ‘saying’ or ‘communicating’ and are

realized by such verbs as *say, tell announce, ask and report*. They have one participant which is typically human, but not necessarily so (**the Sayer**) and a second essential participant, which is what is said or asked or reported (**the Verbiage**). A **Recipient** is required with “tell” and may be present as an oblique form (e.g. to me) with other verbal processes:

2.2.3. Syntactic Characteristics

Syntactics is the study of how sentences are formed and the rules which govern the formation of sentences. However, syntactic structure is understood as the arrangement of words and morphemes into larger units (phrase, clauses and sentences).

* Syntactic Relations

According to the grammatical classification of verb, verbs fall into three broad subclasses - those that require only one role (intransitive verbs). There is a considerable difference between intransitive subject and transitive subject.

2.2.4. Speech Acts

Austin [2] stated that utterances do more than express things about the world, because they effect change. That is the reason why uttering a sentence, as for him, can be considered as a “speech act”. As studying speech act theory, Austin broadly explains these utterances – speech acts as having three parts of aspects: **locutionary** (the production of sounds and words with meanings), **illocutionary** (real actions which are performed by the utterance) and **perlocutionary acts** (effects of the utterance on the listeners). According to Austin [2, p.150], there are five classes of utterance, classified according to their illocutionary force, by the following more-or-less rebarbative names: verdictives, exercitives,

commissives, behabitives, expositives.

However, as for Searle [21], there are some overlapping criteria for some speech acts may be grouped into different types.

2.2.5. Performative Verbs

Austin [2, p.61] states that the verbs which seem, on grounds of vocabulary, to be specially performative verbs serve the special purpose of making explicit (which is not the same as stating or describing) what precise action it is that is being performed by the issuing of the utterance: other words which seem to have a special performative function (and indeed have it), such as 'guilty, off-side', do so because, in so far as and when they are linked in 'origin' with these special explicit performative verbs like 'promise', 'pronounce', 'find'.

CHAPTER 3

METHODS AND PROCEDURES

3.1. RESEARCH DESIGN AND RESEARCH METHOD

In this study, the descriptive, qualitative and quantitative methods were used to find out the similarities and differences in the linguistic features of SAYING verbs used in political documents in English and Vietnamese.

3.2. RESEARCH PROCEDURES

3.3. SAMPLING

To serve the study, about 500 samples were collected from political documents in English and in Vietnamese. Samples are the sentences or discourses that contain SAYING verbs.

3.4. DATA COLLECTION

The data are divided into categories depending on their semantic and syntactic features. From the samples collected, we try

to choose the best and correct ones with cares to illustrate what we want to mention.

3.5. DATA ANALYSIS

In this study, the collected data was analyzed on the basis of linguistic knowledge to investigate the similar and distinctive features of SAYING verbs used in political documents in English and Vietnamese.

From the discussion and findings, we draw out the similarities and differences on the linguistic features.

3.6. VALIDITY AND RELIABILITY

The samples of data used in the study are required to be accurate and the collecting procedures must be logical, what comes first and what comes later are to be scientifically well-ordered. The data source selected to be investigated are derived from political documents in English and in Vietnamese.

The study strictly follows the research design, research methodology and research procedures. The data collection plays an important part in finding the result of the research to produce a qualified study.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. SEMANTIC FEATURES OF SAYING VERBS

In this part each type of verb will be discussed and analyzed carefully and compared between English and Vietnamese discourses. English saying verbs are classified into five types.

According to G. Yule [25, p4], semantics is the study of the relationships between linguistic forms and entities in the world; that

is how words literally connect to things. Semantic analysis also attempts to establish the relationships between verbal descriptions and states of affairs in the world as accurate (true) or not, regardless of who produces that description.

4.1.1. Semantic Features of Verbs of Asserting

Verbs of asserting occur quite often in political documents. In process of saying, *assure* refers to the action in which the sayer states positively that something can or will happen in the future. Moreover, *assure* is used with reference to a person in the sense of "to set the mind at rest". "Assure" means tell someone something positively to dispel any doubts, make sure of something, or make something certain to happen, or be certain to get. While "tell" means communicate information to someone in spoken or written, order or advise someone to do something, relate a story, reveal information to someone in a non-verbal way, divulge confidential or private information, inform someone of the misdemeanors of, decide or determine correctly or with certainty, perceive the difference between one person or thing and another.

Table 4.2: Verbs of Asserting

English Verbs of Asserting	Vietnamese Verbs of Asserting
Assure	bảo đảm, cam đoan, quả quyết
Tell	nói, khẳng định, nhấn mạnh

In the process of saying these verbs of asserting are realized in the formula:

[SAYER + V.P + (RECIPIENT) + VERBIAGE]

Again, for short, we may also distinguish the syntactic differences between "Tell someone something (verbal process verb +

Beneficiary + Verbiage) and "nói chuyện gì với ai / nói với ai chuyện gì" where beneficiary or recipient is rendered through prepositional phrase whether it is placed before or after the verbiage.

4.1.2. Semantic Features of Verbs of Committing

"Promise" [97] means assure someone that one will definitely do something or that something will happen, give good grounds for expecting a particular, announce something as being expected to happen. And "pledge" [97] refers to commit a person or organization by a solemn promise, formally declare or promise that something is or will be the case, or solemnly undertake to do something, undertake formally to give.

Table 4.6: Verbs of Committing

English Verbs of Committing	Vietnamese Verbs of Committing
Pledge / Promise	Hứa, cam kết, nguyện

In the process of saying these verbs of committing are realized in the formula:

[SAYER + V.P + (RECIPIENT) + VERBIAGE]

4.1.3. Semantic Features of Verbs of Directing

"Ask" means say something in order to obtain an answer or some information, talk to different people in order to find out something, enquire about the health or well-being of, say to someone that one wants them to do or give something, say that one wants permission to do something, say that one wants to speak to, say that one wants (a specified amount) as a price for selling something, expect or demand (something) of someone, invite someone to one's

home or a function, or invite someone to join one on a group outing
ask someone out invite someone out on a date.

Meanwhile “urge” means try earnestly or persistently to persuade someone to do something, recommend something strongly, encourage a person or animal to move more quickly or in a particular direction, or encourage someone to continue or succeed.

Table 4.11: Verbs of Directing

English Verbs of Directing	Vietnamese Verbs of Directing
Ask / Urge	yêu cầu, đề nghị, kêu gọi

In the process of saying these verbs of directing are realized in the formula:

[SAYER + V. Di. + (RECIPIENT) + VERBIAGE]

Table 4.12: Realization of Verbs of Directing

SAYER	V. Di.	RECIPIENT	VERBIAGE
Tôi	<i>kêu gọi</i>	<i>toàn Đảng, toàn dân, toàn quân ta</i>	<i>sống, chiến đấu, lao động, học tập, làm theo tư tưởng và tấm gương đạo đức Hồ Chí Minh...</i>
I	<i>shall ask</i>	<i>you the Congress</i>	<i>for the one remaining instrument to meet the crisis...</i>
We	<i>urge</i>	<i>all other people</i>	<i>to join us, for success can mean life instead of death.</i>

4.1.4. Semantic Features of Verbs of Declaring

Table 4.16: Verbs of Declaring

English Verbs of Declaring	Vietnamese Verbs of Declaring
Declare / Announce	Công bố, tuyên bố, thông báo

In the process of saying these verbs of declaring are realized in the formula:

[SAYER + V.P + (RECIPIENT) + VERBIAGE]

Table 4.17: Realization of Verbs of Declaring

SAYER	V.De.	RECIPIENT	VERBIAGE
We	<i>declare anew</i>	<i>to our fellow citizens of the world:</i>	<i>Freedom is not the sole prerogative of a chosen few; it is the universal right of all God's children.</i>
I	<i>announce</i>		<i>that this year I will designate 10 American Heritage Rivers</i>
I	<i>will announce</i>		<i>detailed proposals for improving our tax system later this week.</i>

“Declare” means say something in a solemn and emphatic manner, formally announce the beginning of a state or condition, pronounce or assert a person or thing to be something specified, openly align oneself for or against a party or position in a dispute, reveal one’s intentions or identity, announce oneself as a candidate

for an election. And “announce” means make a formal public statement about a fact, occurrence, or intention, make known the arrival of a guest at a formal social occasion, or give information about transport in a station or airport via a public address system, for instance:

4.1.5. Semantic Features of Verbs of Expressing

Table 4.21: Verbs of Expressing

ENGLISH V.E	VIETNAMESE V.E
Congratulate	Chúc mừng, chào mừng, biểu dương
Thank	Cảm ơn, bày tỏ lòng biết ơn

In the process of saying these verbs are realized in the formula:

[SAYER + V.E + (RECIPIENT) + VERBIAGE]

Table 4.22: Realization of Verbs of Expressing

SAYER	V.E	RECIPIENT	VERBIAGE
<i>I</i>	<i>heartily congratulate</i>	<i>the Congress</i>	<i>upon the steady progress in building up the American Navy.</i>
<i>President Reagan, on behalf of our Nation, I</i>	<i>thank</i>	<i>You</i>	<i>for the wonderful things that you have done for America.</i>
<i>We</i>	<i>reverently thank</i>	<i>the Almighty</i>	<i>that we are at peace</i>

“Congratulate” means give someone one’s good wishes when something special or pleasant has happened to them, praise

(someone) for an achievement. “Thank” means express gratitude to someone, to assign blame or responsibility for something.

4.2. SYNTACTIC FEATURES OF SAYING VERBS

4.2.1. Syntactic Features of Verbs of Asserting

- S + TELL/ASSURE + O + CLAUSE

(4.52) *I assure myself that it expresses your sentiments not less than my own, nor those of my fellow-citizens at large ...* [43, p.5]

- S + TELL/ASSURE + O

(4.59) *But I’ll tell you something, if you’ll give me the line-item veto, I’ll remove some of that unnecessary spending.* [81, p.28]

- S + TELL/ASSURE + CLAUSE

4.2.2. Syntactic Features of Verbs of Committing

- S + PROMISE/PLEDGE + TO-INFINITIVE

(4.64) *The swift pace of events promises to make the next 50 years decisive in the history of man on this planet.* [72, p.123]

- S + PROMISE/PLEDGE + CLAUSE

(4.69) *I now pledge that their full strength stands behind the value of the dollar for use if needed.* [74, p.6]

- S + PROMISE/PLEDGE + O

(4.76) *To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends.* [43, p.315]

- S + PROMISE/PLEDGE + O + TO-INFINITIVE

- S + PROMISE/PLEDGE + ONESELF

4.2.3. Syntactic Features of Verbs of Directing

- S + ASK/URGE + O

(4.97) *In conclusion I ask patient forbearance one toward another throughout the land ...* [43, p.156]

- S + ASK/URGE + DIRECT SPEECH

- S + ASK/URGE + O + TO-INFINITIVE

(4.112) *I, therefore, urge the Congress soon to extend the Second War Powers Act.* [72, p.32]

- S + ASK/URGE + CLAUSE

4.2.4. Syntactic Features of Verbs of Declaring

- S+ DECLARE/ANNOUNCE + CLAUSE

(4.126) *I then **declared** that if the desire of those of my countrymen who were favorable to my election* [43, p.80]

- S+ DECLARE/ANNOUNCE + O

- S+ DECLARE + O + C

4.2.5. Syntactic Features of Verbs of Expressing

- S + CONGRATULATE/THANK + O

(4.149) *I congratulate you all—not merely on your electoral victory but on your selected role in history.*

(4.150) *Mr. Speaker, before I begin my formal address, I want to use this opportunity to congratulate all of those who were winners in the rather spirited contest for leadership positions in the House and the Senate and, also, to express my condolences to the losers. I know how both of you feel.*

- S + CONGRATULATE/THANK + (O) + FOR + NP

4.3. THE SIMILARITIES AND DIFFERENCES OF SAYING VERBS

4.3.1. The Similarities of Saying Verbs

4.3.1.1. Semantic Similarities

In term of semantics, English saying verbs and Vietnamese saying verbs have the following common semantic features:

Firstly, in English and Vietnamese saying process, there are always two participants – the sayer (which can be anything that puts

out signals) and the said (also called the verbiage). However, in some contexts, the said can be tacitly understood.

Secondly, both English saying verbs and Vietnamese saying verbs can take the structures four constituents in saying processes: the sayer, verbal process, recipient, and the said. However, all of four constituents do not always occurs at the same time in every context; one or two of them can be omitted. As a result, both English and Vietnamese saying verbs take the formula:

[SAYER + V.P + (RECIPIENT) + VERBIAGE]

Lastly, some types of saying verbs are similar in their occurrence in the two languages. For instance, verbs of asserting occur at the highest frequency in both English and Vietnamese.

4.3.1.2. Syntactic Similarities

[74, p.36] Both English saying verbs and Vietnamese saying verbs take verbiage in syntactic relation. In English verbal processes, the verbiage can be realized by an NP or different types of complement clause a TO-INF Clause, a THAT clause or an –ING clause. Similarly, Vietnamese saying verbs are also followed by such [76, p.15] complements as a noun or noun phrase, a verb or verb phrase, or a clause.

In addition, in order to emphasize the attitude or feeling of the sayer, people intend to use some adverbs such as *solemnly, officially, wisely, properly, commonly, heartily, publicly* in front of some English saying verbs such as *declare, ask, congratulate*. Meanwhile, in Vietnamese *trịnh trọng, trân trọng, chân thành, chính thức* can be placed before Vietnamese saying verbs to show the manner, the attitude, or the feeling of the sayer.

4.3.2 The Differences of Saying Verbs

4.3.2.1. *Semantic Differences*

In the semantic aspect, there are some differences as follows:

Firstly, English saying verbs can be classified into different types by different authors. However, in Vietnamese, saying verbs are only listed out and discussed without being grouped into types.

Secondly, in English, each verb group consists of more than one verb with different meanings and mostly they can be used in different contexts, whereas, Vietnamese verbs are sometimes interchangeably used.

4.3.2.2. *Syntactic Differences*

Syntactically, there is a difference between English saying verbs and Vietnamese equivalents as follows. English saying verbs can be followed by either TO-INF or –ING clause or both of them. However, the form of Vietnamese verbs is unchangeable. This difference may cause some troubles for learners of English, especially for beginners. Therefore, learners should be carefully instructed when dealing with Vietnamese – English translation.

4.4. SUMMARY OF CHAPTER 4

In this chapter, saying verbs are introduced, discussed and analyzed to find out the similarities and differences in semantic and syntactic features.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

The study has five chapters. Chapter one is the Introduction, Chapter two presents Theoretical Background. Chapter three includes the Method and Procedures, Chapter four deals with the Findings and

Discussions. The last chapter, Chapter Five, consists of the Conclusion and Implications. The matters studied are the syntactic and semantic features of English saying verbs. Also, the study provides their Vietnamese equivalents. From these, the thesis has given some comments on the frequency of the English saying verbs investigated in the political documents, on the similarities as well as the differences between English saying verbs and their Vietnamese equivalents.

In the four chapters previously mentioned, we have attempted to give answers to the research questions made about the syntactic and semantic features of saying verbs used in the political documents in English and Vietnamese. We have also dealt with some basic knowledge of word meaning, and sense relations. From the results of the investigation, suggestions will be made for the language learning, teaching and translating.

From the investigation, the saying verbs can be generalized as having wide range of meanings. They combine with other word-classes to form lexical-grammatical structures in which various manifestations of meaning could be expressed.

The matters under investigation are the syntactic and semantic features of saying verbs used in the political documents in English and Vietnamese.

In this thesis, the writer studied and analyzed ten verbs in English, including *assure, tell, promise, pledge, ask, urge, declare, announce, congratulate and thank* and a number of their Vietnamese equivalents. Semantically, saying verbs are used to convey the sayer's message to the receiver in a verbal or non-verbal way. And

these verbs are classified into five different groups, such as *asserting*, *committing*, *directing*, *declaring*, and *expressing*.

Syntactically, saying verbs are typically realized in the formula: [**Sayer** + **V.P** + (**Recipient**) + **Verbiage**]. In this formula, the sayer is often realized by a noun phrase denoting human, verbal process can be a verb or verb phrase containing a saying verb and the recipient, which is optional, realized by a noun phrase. Verbiage is the content of what is said or indicated, so it can be realized by a noun phrase, or a clause.

In conclusion, based on the theoretical background and the analysis of over five hundred samples taken from political documents delivered by the leaders in the United States of America as well the leaders in the Socialist Republic of Vietnam, the study has discussed the syntactic and semantic features of saying verbs, pointed out the similarities and differences between English saying verbs and their Vietnamese equivalents, and also found out the frequency of these verbs and expressions in different discourses. From this study, we have some implications for teaching, learning and translating.

5.2. IMPLICATIONS ON TEACHING, LEARNING AND TRANSLATION

5.2.1. Implications on the Language Teaching and Learning

From the results of the study on saying verbs used in political documents, we have the following suggestions:

The objective which teachers should achieve in teaching is to help their learners use the knowledge as well as produce it perfectly. This can be carried out by constant practice in class with the guide of the teacher and with the learners' self-study. Therefore, learners should be provided with more opportunities to practice saying verbs

in certain contexts, which help obtain to good results in using these verbs or distinguish different structure of these verbs.

During the process of learning a foreigner language, the fact that learners often impose the use of their mother tongue on that of the target language is very popular. So they often make errors. The teacher must point out all of the similarities and differences between the two languages concerning the problems under discussion.

Moreover, theory must be accompanied by practice. That is the way to successful foreign language learning. Beside, learners must keep in their mind these cases, no more confusion and mistakes can be encountered from the learners. Many exercises relating to these three verbs must be provided so that learners can have more opportunities to practice.

With the scope of this paper, we have dealt with some basic knowledge of word meaning, sense relations, semantic field, semantic role and syntactic relations. The finding of the study may be in one way or another beneficial for the language learners. For the language teaching, this study may be another sign to imply the need of encouraging students to exploit the diverse meanings of verbs for the purpose of using verbs flexibly and sufficiently. When studying the distribution of meanings possessed by saying verbs, I have discovered the number of meanings of English saying verbs are abundant in meaning. Therefore, when teaching saying verbs to Vietnamese learners, the teacher has to know to exploit the meanings of the verbs and show them how to use the meaning appropriately.

The language teachers should create condition for learners to practice English saying verbs in context, which help them get acquainted with many saying verbs, distinguish between different

saying verbs structures, and know how to translate them into Vietnamese. So, their learners can use the knowledge as well as produce it perfectly, which can be carried out by constant practice in class with the guide of teacher at school and with students' self study at home.

During the process of learning a foreign language, learners often impose the use of their mother tongue on that of the target language is an inevitable habit. To help learners avoid such problem, it is teachers' duty to point out all of the similarities and differences between the two languages in respect of the concerning issue. In other words, contrastive analysis teaching is indispensable in such situation.

5.2.2. Implications on Translation

In translating, it is not easy to translate a word from the source language to the target language or vice versa without understanding their semantic as well as syntactic features. Learners should be well-instructed about what it refers to and how it is combined with other elements to make a sentence. This is far from easy. However the study also mentions some commonly used ones that learners have met when using saying verbs at the levels from elementary to advance. Therefore, teachers should help learners be aware of the meanings of these verbs and use them effectively in writing and speaking.

Last but not least, the thesis is carried out to provide learners the language device and help learners know how to use these different verbs to express meanings or proper meaning they want to convey in concrete contexts. In that sense, teachers should introduce learners as many sources of materials for reference as possible. Besides, teachers should

help their learners distinguish the direction as a prerequisite in order to achieve an appropriate and relevant translation.

5.3. LIMITATION OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCHES

Lack of time, reference materials and researcher's knowledge make it impossible for the researcher to provide more sufficient and intensive focus on saying verbs. Therefore, mistakes and shortcomings are unavoidable.

The study has focused on the syntactic and semantic features of saying verbs used in the political documents in English and Vietnamese, so the following aspects dealing with these verbs further studies:

Pragmatic Features of saying verbs.

Linguistic and Cultural Characteristics saying verbs in Idioms and Proverbs.