MINISTRY OF EDUCATION AND TRAINING

UNIVERSITY OF DANANG

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AN INVESTIGATION INTO THE LINGUISTIC FEATURES OF PHASED VERBAL GROUPS

IN ENGLISH AND VIETNAMESE

Field : THE ENGLISH LANGUAGE

Code :   60.22.15

**MASTER THESIS IN THE ENGLISH LANGUAGE
(SUMMARY)**

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CHAPTER 1
INTRODUCTION

1.1. RATIONALE

Phased verbal groups in terms of experiential meaning under the light of functional grammar (Hallidayan approach) are linguistic phenomena in English and Vietnamese.

English phased verbal groups which talk about closely linked actions: Using two verbs together in phase to present a complete meaning process.

(5)   *He **kept talking** about it.*   [56, p.173]

Phased verbal groups also appear in Vietnamese. Some found in Vietnamese are quite comparable to some found in English.

(9)   *Hắn **tiếp tục** ở với cha mẹ sau khi cưới.*   [6, P .54]

It is therefore necessary to research on the phased verbal groups in English and Vietnamese to help learners to gain some insights into the linguistic phenomena in both languages. That is the reason why I decide to research the topic:

"An investigation into the linguistic features of phased verbal groups in English and Vietnamese"

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study is aimed at investigating the semantic and syntactic features of phased verbal groups in English and Vietnamese.

1.2.2. Objectives

- To identify and describe the semantic and syntactic features of phased verbal groups in English and Vietnamese.

- To present a contrastive analysis of the linguistic features of phased verbal groups used in English and Vietnamese.

- To discover and analyze the similarities and differences of phased verbal groups in both languages.

- To provide a theoretical insight into phased verbal groups so that students can comprehend and use them effectively in studying and in speaking English as well.

1.3. RESEARCH QUESTIONS

1. What are the linguistic features of phased verbal groups in English and Vietnamese?

2. What are the main similarities and differences between English phased verbal groups and Vietnamese ones?

3. What implications does the study have for language learning and teaching?

1.4. SIGNIFICANCE OF THE STUDY

The purpose of the study on the linguistic features of phased verbal groups in English and Vietnamese is

(1) To help Vietnamese learners have a comprehensive understanding about the semantic and syntactic of phased verbal groups in both languages.

(2) To help learners know for effective use of phased verbal groups.

1.5. SCOPE OF THE STUDY

The study is limited to discover the types of phase classified notionally here in term of the meaning the first verb.

1.6 ORGANIZATION OF THE STUDY

The study consists of five chapters as follows:

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 2
LITERATURE REVIEW
AND THEORETICAL BACKGROUND
2.1. PREVIOUS RESEARCHES RELATED TO THE STUDY

Phased verbal groups in English have been studied by many researchers and mentioned in many books such as Biber et al [28], Collins Cobuild [32], Downing and Lock [38], Halliday [43], Huddleston [47], Rodney Huddleston and Geoffrey K. Pullum [48], Richard Hudson [49], Lock [52] , Palmer [57] and Quirk et al [61]. However, most linguists agree that there is a particular feature of certain verbs like e.g. *want*, *begin*, *try* or *seem* that sets them apart from other verbs: their ability to be combined into chains of verbs, to 'catenate' (Lat. *catena*: chain). Therefore, the study on phased verbal groups based on Hallidayan Approach to investigate in terms of their semantic and syntactic features.

Vietnamese phased verbal groups have been dealt with by many Vietnamese linguists such as Diệp Quang Ban [3], Nguyễn Chí Hòa [6], Nguyễn Thị Quy [15], Nguyễn Hữu Quỳnh [16], Nguyễn Kim Thản [17]. They have described Vietnamese phased verbal groups by different terms. However, most of them are the same of opinion is that verbal groups in dependency relationship, e.g.*toan đi,* consist of the first verb combining with the second verb to express a complete meaning sense.

2.2. THEORETICAL BACKGROUND

**2.2.1. Phased Verbal Groups in English**

2.2.1.1. The Notion of Phased Verbal Groups in English

Downing and Lock [37] define the term *"phased verbal group"* as verbal groups in a dependency relationship, *e.g. happened*

to see, can in many cases be interpreted semantically as one complex or phased process, realized by two verbal groups, the second dependent on the first. The first verbal group is a catenative verb. The catenative verb is a verb that controls a non-finite complement. 'Catenative' means 'chaining' and reflects the way that the verb can link recursively with other catenatives to form a chain, as in:

(24) We ***decided to try to rent*** *a house near the sea.*   [38, p.108]

Phased verbal group
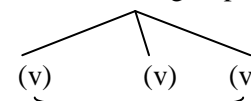
(v) decided (catenative verb)
(v) to try   (catenative complement)
(v) to rent   (catenative complement)

2.2.1.2. Catenative Verb Constructions

Catenative verbs

A verb which takes a non-finite clause as its complement, like *want* in *I want to invite you*, or *love* in *We love playing scrabble*. The term catenative (from Latin 'catena', a chain) alludes to the possibility of a recursive chain of such verbs, since the verb in the complement of the previous catenative verb can itself be a catenative verb with a non-finite complement, and so on indefinitely. A possible but rather improbable chain structure of this kind is:

(25) *Someone will* ***need to try getting him to help mend*** *the dishwasher.*   [51, p. 17]

Catenative complements

Most linguists agree on four basic forms of catenative constructions that can be distinguished, based on the type of non-finite construction that is employed.

i) - bare infinitive   ii) - to infinitive

ii) - *ing* form   iv) - *en* form.

2.2.1.3. *Phased Verbal Groups in Terms of Experiential Meaning*

Phased verbal groups form chain – like sequences which symbolize a complex event consisting of two or more phases to express a complete meaning process. According to Halliday [43], in the grammar of a clause, process is the one that is realized by a verbal group. It is considered as the centre of a clausal solar system. Verbal groups model the experience of "eventness" – whatever is happening, acting, doing, sensing, saying, or simply being.

Halliday also brings out the basic semantic framework for the representation of a process which consists potentially of three components:

(i) the process itself;

(ii) participants (Roles) in the process;

(iii) circumstances associated with the process.

(i) Process: The verb is a part of speech that denotes a process in the wide meaning of the word. The processual meaning is embedded in all the verbs. We can distinguish the following types of process:

1) Material processes, e.g. *Mary is writing a letter*;

2) Mental process, e.g. *The student did not know the answer;*

3) Relational process, e.g. *John has a new car*;

4) Behavioural process, e.g. *you are dreaming!*

5) Verbal process, e.g. *She told me the truth*;

6) Existential process, e.g. *There is a dog under the table*

(ii) Participants: A participant is realized in the grammar of a clause by nominal group or prepositional phrases. It can be a person, a place or an object. A participant was defined as the notion of thingness.

(iii) Circumstance: Circumstance is the element which is realized by adverbial groups, prepositional phrases and occasionally by nominal groups functioning as if they were adverbs.

2.2.2. Phased Verbal Groups in Vietnamese

2.2.2.1. *The Notion of Phased Verbal Groups in Vietnamese*

Phased verbal groups in Vietnamese, which are realized as verbal groups in a dependency relationship, consist of a modality verb combing with a lexical verb to express state of affairs.

(27) *Cậu bé **thích học** ngoại ngữ*.   [3, p.329]

Phased verbal groups in Vietnamese are also described as a directive structure, for example:

(28) *Tôi **muốn người ta nói** sự thật*.   [6, p.44]

2.2.2.2. *Vietnamese Phased Verbal Groups in Terms of Experiential Meaning*

Cao Xuân Hạo [9] states three constituents occurring in a process: Process (Diễn tố), Participant (Tham tố), and Circumstance (Chu tố), which is a useful way of analyzing phased verbal groups according to functional grammar in Vietnamese.

(29) *Người ta **định giết** Mực đã lâu rồi*.   [7, p.123]

Người ta	định giết	Mực	đã lâu rồi.
participant	*Process: material*	*participant*	*Circumstance*

Hoàng Văn Vân denotes three constituents occurring in a process of the experiential grammar of Vietnamese clause: Process

(Diễn tố), Participant (Tham tố), and Circumstance (Chu tố). Therefore, the study on phased verbal groups in Vietnamese is analyzed their linguistic features based on a functional description.

(30) *Nó **muốn gặp** giáo sư.*   [22, p.240]

Nó	muốn gặp	giáo sư
Participant	*Process: material*	*Participant*

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY
3.1. RESEARCH DESIGN

The research is conducted with a combination of qualitative and quantitative research, descriptive and comparative methods for the contrastive analysis of the linguistic features of phased verbal groups in two languages.

3.2. RESEARCH METHODOLOGY

In the study, the main methods are descriptive, comparative and contrastive analysis for the purpose of comparing and contrasting phased verbal groups in English and Vietnamese to highlight the similarities and differences between the two languages in the issues under investigation.

3.3. RESEARCH PROCEDURES

The research work is carried out with five steps

3.4. DATA COLLECTION AND CORPUS BUILDING

The data collection was taken from various sources such as literary works, novels, short stories, grammar books or dictionaries in English and Vietnamese.

3.5. DATA ANALYSIS

After being selected the material, the samples were examined carefully to describe, analyze and contrast in order to find out the similarities and differences in the use of phased verbal groups in both languages.

3.6. RELIABILITY AND VALIDITY

The quoted samples, which are carefully selected from the validity of English and Vietnamese books, play an important part in finding the reliability of results.

CHAPTER 4
FINDINGS AND DISCUSSION
4.1. THE SEMANTIC FEATURES OF PHASED VERBAL GROUPS IN ENGLISH AND VIETNAMESE

4.1.1.The Semantic Features of Phased Verbal Groups in English

4.1.1.1. The Same-Subject Constructions: Phase Verbs Together

The same-subject constructions contain just one subject which is called an implicit subject. Verbal group complexes of this kind are said to be *"Phase verbs together",* because the process expressed by the verbal groups is being realized by an implicit subject in two or more phases.

(31) *He **tried to study** Arabic.*   [38, p.334]

He	tried	to study	Arabic
subject	predicator	predicator	complement
actor	process: material	process: material	goal

PROCESS →

The example (31) in phase structure can be analysed as follows:

He	*tried to study*		Arabic
subject	'Past' finite	try predicator	complement
Actor/ agent	Process : material		Goal/ medium

Phased verbal groups in a dependency relationship are described by the semantic notion of *phase*. The notion can be extended to cover other sequences of verbs in which the first verb adds information about the process represented by the second verb but does not itself constitute a separate process and the semantic relation between the two is one of phases. It is possible to recognize seven types of phase.

a. The phase of initiation (*begin, start, commence, get...*): indicate the point of starting a process or the commencement of a process that is likely to continue.

b. The phase of continuation (*Go on, keep on, carry on, continue*…): indicate the point of continuing a process or a continuation / iteration of a situation

c. The phase of termination (*Cease, end up, finish, stop...*): indicate the point of finishing a process or the terminated situation so that it is likely to perform a new action.

The verb 'stop' has a different meaning when followed by to-infinitive or –ing complement. *Stop + ing complement* which encodes a terminated activity while *stop + to infinitive* which indicates the end of one process and the beginning of another.

d. The phase of attempting, succeeding, failing, helping (*Try, attempt, manage, be able, endeavor, get, learn, help, succeed...*):

indicate an effort involved and extend of success in carrying out the action.

e. The phase of chance and tendency (*seem, appear, prove and turn out*…): indicate about how real the speaker feels the action is.
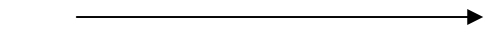
f. The phase of manner or attitude (*regret, hesitate, hasten, pretend, decline, bother...*): indicate about the manner in which a person performs an action or attitude of mind toward performing it.

g. The phase of chance and tendency (*happen, chance, tend....*): indicate how an action is carried out, how it comes about, how frequent it is, and whether it is accompanied by someone or something.

4.1.1.2. The Different-Subject Constructions: Phase Verbs Separated by an Object

Different-subject constructions contain two subjects. Verbal group complexes of this kind are said to be *"Phase verbs separated by an object"*, because the process expressed by the verbal groups is being realized by two subjects performing two different actions in two or more phases.

(110) *Mary **made john roll** the ball.*   [43, p.264]

Mary	made	John	roll	the ball
subject	predicator	subject	predicator	Complement
Agent	Process: material	actor	Process: material	Goal
	PROCESS			

The example (110) can be analysed in hypotactic verbal group complex as follows:

Mary	made	John	roll	the ball
Agent		Actor		Goal
	Process: material			

In causative structure, it is possible to recognize the following types of phase.

a. The phase of time: Common verbs include such as *keep, start/ stop* used in causative structure also function causatively:

(112*) John kept the ball rolling.*(imply: *The ball kept rolling)*

[43, p.264]

b. The Phase of reality: It would be possible to recognize causative forms of reality - phase, as follows

(119) a/Apparent : John seems to be responsible

Causative: *Mary considers John to be responsible.*[43, p.24]

(120) b/Realized: John turns out to be responsible.

Causative: *that proves John to be responsible.*   [43, p.264]

c. The phase of effort: There is no causative form of the conative – that is, no word meaning '*make ...try'*; this can of course be expressed analytically, for example: *She made him try to eat it.*

The causative of the reussive has *help*, and perhaps *enable*:

(121) Reussive: John managed to open the lock.

Causative: *Mary helped John to open the lock.*   [43, p.246]

d. The phase of causation

The phase of causation includes processes such as causing, permitting, preventing, which function causatively in causative process. It is described as one type of material process in which actions are carried out by a participant called AGENT permitting, requiring, or causing the other participant to undertake the action in

the *to*-clause. The following are causative verbs denoting phase of causation.

- Verbs of causing: *cause, make, have, get, leave*
- Verbs of coercion: *force, compel, keep*
- Verbs of permission : *let, permit, allow*
- Verbs of prevention : *forbid, prevent, stop*

e. The phase of attitude (*want, like, love, wish, dislike, hate...*): Indicate an attitudinal stance

(154) *I like them to come* round here every day.   [52, p.108]

f. The phase of perception

The phase of perception includes processes such as *seeing, hearing, noticing, feeling, tasting* and *smelling.* In the perception processes, the Phenomenon is most typically realized by an event, realized by a nonfinite.

(159) *I saw a doctor help* him out of the hall. (event)   [52, p.107]

The example (159) can be described as follows :

I	saw	a doctor help him	out of the hall
Senser	Process: perception	Phenomenon	
Senser	Process : mental		Circumstance

4.1.2.The Semantic Features of Phased Verbal Groups in Vietnamese.

4.1.2.1. The Same-Subject Constructions: Phase Verbs Together

Verbal group complexes of this kind are said to be "Phase verbs together", because the process expressed by the verbal groups is being realized by an implicit subject in two or more phases. Thus,

in (170), *Nó* is said to be both subject of *toan* and the subject of *cưới*; *toan* is a modality verb in relationship with *cưới*; *cưới* is a predicator ruling over *cô ấy* and the whole <u>*toan cưới cô ấy*</u> is a predicate .

(170) *Nó **toan cưới** cô ấy.*   [10, p.142]

Nó	*toan*	*cưới*	cô ấy
Subject	predicator	predicator	Complement
Subject	Predicative		

PROCESS →

The example (170) can be analysed in hypotactic verbal group complex as follows:

Nó	*toan cưới*	cô ấy
Actor /Agent	Process : material	Goal/ medium

Semantically,Vietnamese phased verb groups are classified into subcategories based in terms of the meaning of the first verb. It means that the approach is to define '*phase verbs together*' related meanings together, e.g. Verbs of volition, necessity, ability… Therefore, phased verbal groups are analysed on the meaning of modality verbs below:

a. Verbs of necessity: cần , nên, phải, cần phải..., which are followed by complement predicators to indicate the necessity of doing something.

b .Verbs of ability : có thể, chẳng thể, chưa thể, không thể ..., which are followed by complement predicators to indicate the ability to do something.

c. Verbs of volition: chực, dám, nỡ, đành, định, toan, cố ..., which are followed by complement predicators to indicate one's own

volition to do something.   The following are some illustrative examples:

d. Verbs of desire : mong, muốn, ước, mong muốn, mong ước, ước muốn ..., which are followed by complement predicators to indicate a desire to do something .

e. Verbs of receiving : bị (bị thi hỏng), chịu (chịu thua cuộc), được (được đi chơi)... ,which are followed by complement predicators to indicate the receiving .

f. Verbs of starting, continuing, stopping: *bắt đầu, tiếp tục, hết, thôi ...* ,which are followed by complement predicators to indicate the process of time.

g. Verbs of physiological: buồn, thèm ... ,which are followed by complement predicators to indicate the need of physiological.

4.1.2.2. The Different-Subject Constructions: Phase Verbs Separated by an Object

Verbal group complexes of this kind are said to be "*Phase verbs separated by an object",* because the process expressed by the verbal groups is being realized by two subjects performing two different actions in two or more phases.

(217) *Bố **sai Nam đi mua** rượu.*   [15, p.69]

Bố	sai	Nam	đi mua	rượu
subject	predicator	subject	predicator	complement
Agent	Process: verbal	Actor	Process: material	Goal
	PROCESS →			

The example (217) can be analysed in hypotactic verbal group complex as follows:

Bố	sai		Nam	đi mua	rượu
Agent			actor		Goal
		Process:		Material	

The dependency relationship represented above is described as the utterance of directive (khuyến lệnh) / speaker – oriented modality. 'DIRECTIVE' in phase structure is to say that the subject causes somebody to do something or causes something to be dealt with / affected in some way. The subcategories of phased verbal groups can be analyzed on verbs of directive, as follows:

a. Verbs of imperative: The common verbs of imperative in phase structure include *mời, bảo, sai, phái, bắt, buộc, bắt buộc, đòi, nhờ, yêu cầu, làm cho, khiến cho ...,* which express in meaning that the speaker orders the hearer to perform something or behave in some way.

b. Verbs of prohibitive: The common verbs of prohibitive in phase structure include *cấm, cản, cản trở, ngăn, ngăn cấm...,* which express in meaning that the speaker imposes his/ her will on the hearer, not to permit the listener to perform something or behave in some way.

c. Verbs of optative: The common verbs of optative in phase structure include *muốn, mong...,* which express in meaning that the speaker wants/ hopes the hearer to perform something or behave in some way.

*d. Verbs of hortative:*The common verbs of hortative in phase structure include *khuyến khích, kích thích, cổ vũ, thúc đẩy, thúc giục, động viên ...,*which express in meaning that the speaker encourages

the hearer to perform something or behave in some way.

e. Verbs of admonitive: The common verbs of admonitive in phase structure include *để (cho), làm (cho), khuyên, bảo, bắt, yêu cầu, cảnh báo...,* which express in meaning that the speaker gives out warnings having an effect on the hearer's cognition.

f. Verbs of permissive: The common verbs of permissive in phase structure include *để (cho), cho, cho phép...,* which express in meaning that the speaker approves the listener to perform something.

g. Verbs of perception

Verbs of perception in phase structure include *nghe, thấy, xem, ngắm, nhìn,* which express in meaning that the phenomenon is 'sensed' - seen, heard as an event by the senser known to be the conscious being.

(253) *Tôi nhìn thấy nó vào phòng* [6, p.66]

Tôi	nhìn thấy	nó	vào	Phòng
Senser	Process: perception	Phenomenon		
Senser	Process : Mental			Circumstance

4.2. THE SYNTACTIC FEATURES OF PHASED VERBAL GROUPS IN ENGLISH AND VIETNAMESE

4.2.1.The Syntactic Features of Phased Verbal Groups in English

Phased verbal groups include the first verbal groups called catenative verbs and the second verbal groups which are always non-finite as catenative complements. The following are four basic non-finite forms of main verbs:

1- to infinitive   2- ing form

3- bare infinitive   4- en form

4.2.1.1. By to-infinitive clauses

Type 1: V + *to*-infinitive

Type 2: V + NG + *to*-infinitive clause with subject

4.2.1.2. By -ing clauses

Type 3: V + *-ing* clause

Type 4: V + NG + *-ing* clause

Type 5: V + *to- infinitive or –ing clause*

There are four groups of verbs controlled by both to –infinitive clause and – ing clause.

- Aspectual verbs: *begin, start, commence, and continue*
- Desiderative and affective verbs*: like, love, prefer, can't bear, endure, hate*
- Intention verbs*: intend, mean*
- Retrospection Verbs: *regret, remember* and *forget*

These verbs have a different meaning depending on whether they are followed by -ing or to-infinitive.

Regret, Remember and forget with the infinitive refer to necessary actions and whether they are done or not and with -ing they refer to memories of the past.

4.2.1.3. By bare infinitive clause

Type 6 : V + NG + bare infinitive

Three causative verbs are *let, make, have* which are always followed by bare infinitive.

Type 7: V + NP + bare infinitive / -ing clause

Verbs of perception: see, hear, feel…, which are followed by bare infinitive or –ing clause. These verbs have a different meaning depending on whether they are followed by -ing or bare infinitive.

The -ing clause emphasizes that the action continued happening for a period while bare infinitive emphasizes that the action completed.

Type 8: V+ NP + bare infinitive/ to- infinitive

The verb '*help'* can take both bare infinitive and to-infinitive without any difference in meaning.

4.2.1.4. By past participial clauses

Type 9: V + NG + *-en* clause

They are controlled by four types of verb as follows.

- The causative verbs *get* and *have*
- Volitional verbs: *want, like, prefer*
- Verbs of perception: *see, hear, feel*
- Verbs of finding and leaving: *find, leave*

Type 10 : GET + *-en* clause (the get-passive)

4.2.2.The Syntactic Features of Phased Verbal Groups in Vietnamese

- Phase verbs together : Verb + Verb
- Phase verbs separated by object : Verb + NP + Verb

4.2.2.1. Type 1 : Verb + Verb

4.2.2.2. Type 2: Verb + NG + Verb

4.3. QUANTITATIVE RESULT OF THE ANALYSIS

4.3.1. The Frequency of Phased Verbal Groups in Vietnamese

4.3.2. The Frequency of Phased Verbal Groups in English

4.4. THE MAIN SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH PHASED VERBAL GROUPS AND VIETNAMESE ONES

4.4.1. The Similarities of English Phased Verbal Groups and Vietnamese Ones

Considering the phased verbal groups of two languages: English – Vietnamese from the semantic and syntactic features, we can see that there are common similarities below:

Firstly, Phased verbal groups in English and Vietnamese which are described as closely linked actions using two verbs together in phase to express a complete meaning process.

Secondly, both English phased verbal groups and Vietnamese ones are divided into two kinds:

• Phase verbs together: The feature of phase verbs together is that the combination of two verbs expresses a complete meaning process.

• Phase verbs separated by object: They are typically described as causatives in English and directives in Vietnamese, a kind of extended phase structure in which a second participant (Actor) occurs between the two verbs.

Thirdly, the similar point between English and Vietnamese phased verbal groups is that they both mostly occur in mental process with the constituents known as: Agent, process, actor, goal, circumstance.

Fourthly, English and Vietnamese phased verbal groups are also found out in a clause of mental process in which there is always one participant who is human and one phenomenon which is realized as a 'sensed' event.

Fifthly, another similarity between phased verbal groups examined in English passive causative structure and Vietnamse passive directive structure is that the meaning of categories of phase is unaffected.

4.4.2. The Differences of English Phased Verbal Groups and Vietnamese Ones

In spite of their similarities above, considering the specific linguistic features of phased verbal groups in each language, we can see that there are some diffrences below.

1. Accoding to Dowing and Lock, phase verbs together in the dependency relationship are semantically classified into two seven types of phase basing the analysis on the meaning of the first verbal group known to be "catenative verbs". To Vietnamese linguists, however, the classification is analysed on the meaning of the first verbal group known to be "modality verbs" and only listed into seven types of verb.

2. Syntactically, both English and Vietnamese phased verbal groups seem to take the same structures

• $Verb_1 + Verb_2$

• $Verb_1 + NP + Verb_2$

However, the second verbal group in English is different from Vietnamse one. The second verb in Vietnamese is a verb or a complement predicator whose form is unchangeable and not to be depended on the first verb while the English one can be varied depending on the first verb.

3. Another difference between English and Vietnamese phased verbal groups in the passive structure is that Vietnamese phased verbal groups are possible to be recognized by the structures below:

Actor + bị / được+ (agent) + verb + verb

But in English, there are many ways expressing the passive form

1. Actor + Verb + get + past participle

2. Actor + verb + to be + past participle

3. Actor + verb + being + past participle

4. Agent + have/ get + actor + past participle

5. Actor + be + past participle + to infinitive

6. Actor + get + past participle

CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

The study has carried out an investigation into phased verbal groups in English and Vietnamese. From results discussed above, we can see that English phased verbal groups and Vietnamese ones have the semantic and syntactic features as follows:

1. Phased verbal groups are enormously used in both languages to express a complete meaning process.

2. English phased verbal groups and Vietnamese ones have the same point in their occurrences:

• The same subject construction: Phase verbs togerther.

• The different subject construction: Phase verbs separated by an object.

3. Both English phase verbal groups and Vietnamese ones occur in material process and mental process with five main consituents: Agent, process, actor, goal, circumstance. One of these constituents can be insufficiency but process is obligatory and is the essential ingredient in a clause.

4. English phased verbal groups as well as Vietnamese ones are also pointed out in passive structure without changing the categories of phase.

5. Distinctive semantic features of English phased verbal groups are different from Vietnamese one, that is, the categories of phase in both languages are different each other.

6. In passive structure, Vietnamese phased verbal groups are noticeably considered with the different subject construction whereas English ones are enormously investigated both the same subject construction and the diferrent subject construction.

7. Syntactically, the difference betwwen phased verbal groups in English and Vietnamese is that the second verb (complement predicator) in Vietnamese active/ passive structure is neither changed its form nor depended on the first verb while the second verb in English can be varied depending on the first verb. Besides, it is the second verb in English that makes the change in meaning of phased verbal groups.

5.2. IMPLICATIONS FOR LANGUAGE TEACHING AND LEARNING

When dealing with English and Vietnamese phased verbal groups, we realize that phased verbal groups are so enormously used in two language systems that English language learners normally have difficulty in grasping the semantic features of Vietnamese phased verbal groups as well as the syntactic features of English ones to use them effectively. From discussion of findings on phased verbal groups, I hope that some implications for language teaching and learning as follows enable to help learners of English get a better of using phased verbal groups in English and Vietnamese.

Firstly, one of the many problems that confront learners of English is non-finite complement in English phased verbal groups. Yes, indeed, English phased verbal groups emphasized on the

complement predicator following the first verb, which makes learners often uncertain to choose the appreciate complement in cases where only one is possible as in 'he enjoys *studying* English' and 'she intends *to study* English' as well as in those where either may occur: 'they love *studying/to study* English'. Therefore, the findings of the study may be in one way or another beneficial to learners since it provides the semantic and syntactic features of English phased verbal groups as presented in chapter 4

Secondly, in order to avoid some mistakes when dealing with English phased verbal groups, learners should be provided not only well-rounded knowledge of phased verbal groups in both languages but also opportunities to practice them in context. Through practicing phased verbal groups regularly, learners gradually master and use them more effectively.

Thirdly, phased verbal groups in experiential meaning under the light of functional grammar are discussed as an attempt to bring learners to comprehend the analyses of complete meaning processes in the transitivity system. It is hoped that the insights provided here will prove helpfulness to learners of English.

Fourthly, the results of the study enable to help learners of English have a comprehensive understanding about the semantic and syntactic features of phased verbal groups in both languages. From that point, learners are able to know for effective use of phased verbal groups.

Lastly, when teaching phased verbal groups as well as when teaching other areas of grammar teachers should make it clear to their students that there is always a cognitive connection, an inferential

chain as it were, which links the message to the basic meaning. In other words, the message is always answerable to the basic meaning.

5.3. LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER STUDY

With wholehearted help from supervisor, we have made a great effort in doing the research. Nevertheless, the research certainly cannot avoid shortcomings and still leaves much to be desired as follows:

1. English and Vietnamese phased verbal groups are enormously used in newspapers, magazines, books as well as in every conversation. We, however, just carry out the study on English and Vietnamese phased verbal groups in terms of meaning of the first verbal groups based on Downing, A. & Lock, P. [37],[38] , Halliday, M.A.K.[43], Lock, G. [52], and Diệp Quang Ban [3], Cao Xuân Hạo [9],Nguyễn Văn Hiệp [11], Hoàng Văn Vân [22].

2. English and Vietnamese phased verbal groups analysed on functional grammar are mainly pointed out from two processes: Material process and mental process.

3. Phased verbal groups in English and Vietnamese are also noted in passive structure. However, they are not categorized and analysed in detailed situations.

Owing to the limited time and shortcomings mentioned above, the study can hardly achieve the best result. It is hoped that further studies are suggested to deal with some points as follows:

- Pragmatic features of phased verbal groups
- Phased verbal groups in the passive structure
- Phased verbal groups analysed on the second verb