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**A STUDY ON MODAL ADJUNCTS  
 IN THE MENTAL PROCESS  
 IN ENGLISH AND VIETNAMESE  
 NEWSPAPERS**

Field Study : **THE ENGLISH LANGUAGE**  
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**M.A. THESIS IN THE ENGLISH LANGUAGE  
 (A SUMMARY)**

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## CHAPTER 1 INTRODUCTION

### 1.1 RATIONALE

In this thesis I wish to outline the possibilities for the exploration of evaluative meanings with particular reference to linguistic features in English and Vietnamese sports Newspapers. The working hypothesis is that, as with any “propagandistic” text, there will be an abundance of evaluative lexico-grammatical features. More particularly, one might expect to find a high frequency of MAs of the semantic dimension of obviousness due to the fact that the speaker is seeking to establish the logical validity of his propositions. Such a dimension is often realized as Modal Adjunct, in a variety of grammatical guises, and this paper will therefore focus on MAs in the MenP.

If news readers do not have some knowledge of these, they will encounter a lot of difficulty in understanding news, even sometimes they will misunderstand it. For those reasons, I choose the topic “*A Study on Modal Adjuncts in the MenP in English and Vietnamese Newspapers*” .

### 1.2 AIMS AND OBJECTIVES

#### 1.2.1 Aims

- helping English learners or news readers identify modal adjuncts in process types in English and Vietnamese sports newspapers, and use them properly.

- giving some implications for teaching and writing English and Vietnamese newspapers.

### 1.2.2 Objectives

- to analyze and compare syntax, semantics and pragmatics of MAs in the MenP in English and Vietnamese sports newspapers

### 1.3. RESEARCH QUESTIONS

1. How are modal adjuncts used in the MenP in English and Vietnamese newspapers?

2. What are syntactic, semantic and pragmatic features of MAs in the MenP in English and Vietnamese sports newspapers?

3. What are similarities and differences in syntax, semantics and pragmatics in MAs in English and Vietnamese sports newspapers?

4. What implications does the study have for news readers and learners of English?

### 1.4. SCOPE OF THE STUDY

This study is restricted to modal adjuncts in the MenP in English and Vietnamese sports newspapers.

### 1.5 THE SIGNIFICANCE OF THE STUDY

- help English learners as well as readers know well about the properties and features in English and Vietnamese newspapers.

- offer some ways to the readers or learners both in English and Vietnamese effectively.

### 1.6 ORGANIZATION OF THE STUDY

- o **Chapter 1** The introduction
- o **Chapter 2** The literature review, the theoretical background
- o **Chapter 3** The methods and procedures of the study.
- o **Chapter 4** Findings, discussion, and analyzing
- o **Chapter 5** The conclusions, the implications, the limitations, and suggestions for further study.

**CHAPTER 2**  
**LITERATURE REVIEW AND THEORETICAL**  
**BACKGROUND**

**2.1 A REVIEW OF PREVIOUS STUDIES RELATED TO THE TOPIC**

Simpson [18], defines modality as, the speaker's attitude towards, or opinion about, the truth of a proposition expressed by a sentence.

Đinh Gia Hưng [11] studied the modal devices expressing possibility in modern English and Vietnamese. The author analysed the similarities and differences of the functional behavior of the modal devices in English and Vietnamese may be of paramount significance and importance to native speakers of English and Vietnamese in terms of orientation in language study and practice.

Lê Thị Bích Hạnh [10] studied on semantic features of purposive adjuncts in English and Vietnamese. The author tried to analyse the similarities and differences between English and Vietnamese purposive adjuncts in terms of semantic features and distributed purposive adjuncts in various types of spoken and written texts in English and Vietnamese.

According to Halliday [9] a clause is the most significant grammatical unit because it functions as the representation of process. The what-is-going-on process falls into various processes. Halliday [8] has identified the encoding processes of the realities under discussion.

Hoàng Văn Vân [34] mentioned the way to identify the MenPs in Vietnamese. He stated some aspects that determine the differences of MenPes from other processes.

Dương Ngọc Bích Đào [2] studied senser and phenomenon of MenP performed in English and identified in Vietnamese. She stated the similarities and differences of participants- senser and phenomenon in MenPes in English and Vietnamese.

**2.2 THEORETICAL BACKGROUND**

**2.2.1 Modality**

**2.2.1.1 Definition Of Modality**

In Halliday's social semiotic framework of language [8, p.75], modality can be seen as expression of a speaker's comment or attitude towards the truth-value or reliability of a proposition or speaker's judgement of the probabilities, or the obligations involved in what he is saying.

**2.2.1.2 Types of Modality**

According to Palmer [14, p.153], there are two types of modality: **epistemic modality** and obligation as **deontic modality**.

Palmer [14, p.153], for example, considers **epistemic modality** as the type of modality which expresses the degree of commitment of the speaker to the truth of what is being said and is concerned with the speaker's relation to the proposition. **Deontic modality**, on the other hand, has much in common with the imperative because it is concerned with the speaker's active relation to events where the speaker can give permission, lay an obligation or give an undertaking.

**2.2.2 English Adjuncts**

**2.2.2.1 Types of adjuncts**

a. *Conjunctive adjunct*

b. *Mood adjunct*

c. *Comment adjunct*

### 2.2.2.2 Modal Adjuncts

Modal adjuncts are adjuncts that express the speakers' judgement regarding the relevance of the message or "interpersonal in function". There are two principal types of modal adjuncts: **mood adjuncts** (closely associated with the meanings constructed in the mood system) and **comments adjuncts** (express the speaker's attitude to the proposition as a whole and less integrated to the clause's mood structure) [9, p.49, 82-83]. The term modal adjunct is the same as the term modal adverbs used by Simpson [18, p.202], Fowler [6, p.131].

## 2.3 TYPES OF PROCESS

According to Halliday [8], [9] there are six types of process, three principal of which are **material, mental, and relational**. The rest three subsidiary ones include **behavioural, verbal, and existential**.

*Table 2.3: Process types in English*

Process type	Subcategory	Example clause
Material	event (happening)	<i>The water <b>is boiling</b></i>
	action (doing)	<i>The boy <b>kicked</b> the ball</i>
Mental	perception	<i>I <b>heard</b> an explosion</i>
	cognition	<i>He <b>forgot</b> her name</i>
	affection	<i>We all <b>liked</b> the song</i>
Relational	Attributive	<i>Clara <b>is</b> intelligent</i>
	identifying	<i>She <b>is</b> a nurse</i>
Behavioural		<i>He <b>cried</b></i>
Verbal		<i>She <b>told</b> us a story</i>
Existential		<i>There <b>was</b> once a nice princess</i>

### 2.3.1 The Material Process

### 2.3.2 The Mental Process

### 2.3.3 The Relational Process

### 2.3.4 The Behavioural Process

### 2.3.5 The Existential Process

### 2.3.6 The Verbal Process

## 2.4 THE TRANSITIVITY OF THE MENTAL PROCESS

### 2.4.1 Senser and Phenomenon

MenP clauses normally have at least one participant representing the one who thinks, sees, likes, wants, and so on. This participant is referred as the Phenomenon.

(1) **She** liked very much the way George put it. [13, p.104]

(2) **The way George put** it pleased her very much.[13, p.104]

As can be seen above, from (1) the senser is *she*, and the phenomenon is *the way George put it*, whereas, in (2) the senser is *The way George put it* and phenomenon is *her*.

### 2.4.2 Types of the Mental Process

There are three types of mental processes: perception affection and cognition, for examples:

He doesn't like flowers. (Affection Process)

I see the flowers. (Perception Process)

I think the cows are dumb. (Cognition Process)

## CHAPTER 3

### METHODS AND PROCEDURES

#### 3.1 METHODS OF THE STUDY

This research is carried out with two methods: the quantitative and qualitative ones.

The descriptive and contrastive analysis of substitution English and Vietnamese newspaper is conducted to find out the similarities and differences in syntactic, semantic and pragmatic features

#### 3.2. PROCEDURES

- a) Collecting data
- b) Setting up smaller corpora for MAs according to the style.
- c) Classifying MAs
- d) Describing and comparing MAs in English with their counterparts in Vietnamese.
- e) Discussing the findings.
- f) Suggesting some implications for English teaching and learning.

#### 3.3 DATA COLLECTION

A corpus of 200 samples in both English and Vietnamese were set up for each language. The data were mainly collected from English and Vietnamese sports newspapers websites.

Collecting samples of sports newspapers in English and Vietnamese. They are mainly taken from the following popular newspapers in English such as the Guardian, the BBC, the NYTimes, the Independent. The data in Vietnamese are mainly taken from Vietnamese sports newspapers such as the Thanh Niên, the Lao Động, the Nhân Dân, the Tuổi Trẻ.

#### 3.4 DESCRIPTION OF SAMPLES

Samples of the study were lexical expressions including words, phrases and clauses realised as MAs in the MenP. They were collected from different types in both English and Vietnamese sports newspapers.

#### 3.5 DATA ANALYSIS

The data were analysed and interpreted contextually. The most relevant interpretation of MAs present in the newspapers in the metal process. This is to consider whether there is a divergence between the semantics and the pragmatics of modal adjuncts in a particular context.

The analysis also looks into the contribution of each component into the shaping of the syntactics, semantics and pragmatics of MAs in the MenP: which element is the core of the meaning of MAs and which is the specifier or modifier?

#### 3.6 RELIABILITY AND VALIDITY

- Picking out samples of newspapers which satisfy the criteria mentioned above.
- Presenting, describing and analyzing the samples of English newspapers and those of Vietnamese ones respectively.
- Finding out the similarities and differences of devices in sports newspapers between two languages in terms of syntactic semantic and pragmatic features, then draw out some conclusions.
- Discussing the findings and suggesting some implications for teaching language and newspaper readers.

## CHAPTER 4

### FINDINGS AND DISCUSSIONS

#### 4.1 MODAL ADJUNCTS USED IN THE MENTAL PROCESS IN ENGLISH AND VIETNAMESE SPORTS NEWSPAPERS

##### 4.1.1 The Mental Process in English and Vietnamese sports Newspapers

###### 4.1.1.1 Types of Mental Process

According to Halliday [9, p.106], there are three types of Mental Processes: **Perception**, **Affection** and **Cognition**.

No one here will **forget** Torres putting the ball beyond Jens Lehmann.

Theo dõi những buổi tập vừa qua của đội tuyển VN, không khó để **nhận ra** đội hình xuất phát HLV Falko Goetz sẽ bố trí cho trận đấu với Macau trong sơ đồ 4-4-2.

###### 4.1.1.2 Senser and Phenomenon

MenP clauses normally have at least one participant representing the one who thinks, sees, likes, wants, and so on.

**Wenger** claims not to hear the abuse.

###### 4.1.1.3 The Phenomenon in Perception Process

In PerPs, the Phenomenon is most typically a thing, realized by a noun group, or an event, realized by a nonfinite V-ing or V Clause, for example:

The Sussex Stakes at Goodwood over a mile would potentially see **a clash with Canford Cliffs**, the brilliant winner of the opening Queen Anne Stakes who was claiming victory at Royal Ascot for the third year on the trot.

Đây là nhiệm vụ khó khăn nhưng tôi vẫn cảm thấy chúng tôi có cơ hội vào bán kết.

###### 4.1.1.4 The Phenomenon in Affection Process

In AffePs, the Phenomenon is typically a thing, situation, or fact, for example:

Viewers often feared **that Coleman himself had gone too early, reaching a pitch of excitement in the final curve of major finals that seemed unsustainable without access to helium.**

Trận đấu được chú ý ở **bảng E giữa đội chủ nhà AS Roma và Bayern Munich diễn ra rất kịch tính.**

###### 4.1.1.5 The Phenomenon in Cognition Process

In Cognition processes, the phenomenon is typically a thing, a fact, or a thought, for example:

Those who are acquainted with Davies will recognise **the symptoms.**

Cổ động viên Việt Nam tin rằng, **với lợi thế sân nhà, các cầu thủ Việt Nam sẽ chơi với hơn 100% khả năng của mình, để giành chiến thắng.**

###### 4.1.1.6 The Roles and Functions of Participants of the Mental Process in English and Vietnamese Sports Newspapers.

Semantically, PerPs are defined as processes indicating perceptive activities of human beings like *seeing, hearing, finding, noticing, smelling, tasting, feeling etc.*

He **will have seen** all the good things Jose does, and maybe learned from some of the mistakes, and added bits of his own.

Tuy nhiên, chiếc HCV mà Mạo vừa đoạt được tại Đại hội võ thuật châu Á 2009 mới làm anh **cảm thấy** hạnh phúc nhất sau những cố gắng không ngừng nghỉ.

#### ***4.1.1.7 The Roles and the Functions of Senser of the Mental Process in English and Vietnamese Newspapers***

As presented in chapter 2, Senser is one of the mandatory participants of PerP. It is the entity that undergoes the experience in a MenP. Referents of qualities in this category ought to be restricted to conscious being.

**Carlos Tevez's probable departure for Corinthians** feels incongruous.

Phải đến gần cuối trận **người xem mới thấy** một bàn của Park từ chấm 11 mét.

#### **4.1.2 Modal adjuncts in the Mental Process in English and Vietnamese sports Newspapers**

##### ***4.1.2.1 Modal Adjuncts in Perception Process***

It is **perhaps** natural enough that Madrid **should feel** satisfied at gaining a draw having trailed by a goal and a man against Barcelona.

He didn't say this but he **probably also felt** that inferences **would** once again be drawn about Qatar's methods of winning influence during the controversial two-year campaign.

##### ***4.1.2.2 Modal Adjuncts in Affection Process***

In the following, the mood adjuncts occurs in the AffeP expressing probability and intensity, for example:

We **probably** all **feel** a little bit more **like** dancing about on its fenced and rarefied grass.

Spartak **ghét bỏ** cách cạnh tranh ấy, tuyên bố **chỉ** dùng cầu thủ nước ngoài.

#### ***4.1.2.3 Modal Adjuncts in Cognition Process***

The MAs can also occur in the CogP expressing intensity and usuality, for example:

Lennon himself, **never known** as a shrinking violet, will **know** that all too well just now.

**Có lẽ** chẳng ai **ngghi ngờ** về điều đó khi đối thủ dưới chúng ta đến 50 bậc trong bảng xếp hạng FIFA.

### **4.2 THE SYNTACTIC, SEMANTIC AND PRAGMATIC FEATURES OF MODAL ADJUNCTS IN THE MENTAL PROCESS IN ENGLISH AND VIETNAMESE SPORTS NEWSPAPERS**

#### **4.2.1 Syntactic characteristics of Mas in the MenP in English and Vietnamese sports Newspapers**

Initial position: before the subject

Medial position: immediately before auxiliary or after auxiliary verb

Final position: after an intransitive verb, an object or a complement

#### **4.2.2 The Semantic Features of Modal Adjuncts the Mental Process in English and Vietnamese Sports Newspapers**

##### ***4.2.2.1 Modal adjuncts express probability in the Mental Process: probably, possibly, perhaps, maybe***

In the following, the MA **possibly** can occur with other mood adjunct in the MenP expressing probability and modifying the proposition.

Ferguson **possibly never imagined** it would happen to someone as uncomplicated and enthusiastic as Rooney but, as Keegan rightly pointed out, it **just** has.

Họ không giữ lời hứa với tôi, không tôn trọng tôi và chỉ cần nhìn vào hợp đồng ấy **có thể** thấy rõ họ **sẵn sàng** đẩy tôi đi bất cứ lúc nào, mà chỉ mất có hai tháng lương đền bù!

#### **4.2.2.2 Modal Adjuncts Express the Certainty in the Mental Process**

The mood of clause in which **certainly** occurs is normally declarative. In the following, the MA **certainly** comes after a modal finite, the other mood adjuncts in the MenPs, for examples:

Everyone **will certainly hope** so, but on this evidence Spain still need to find another gear.

In Vietnamese, the MA **chắc chắn** also goes with a modal finite or the other mood adjuncts in the MenPs, for examples:

Lý do **chắc chắn** không phải là các bạn trẻ Việt Nam **không thích** đá bóng, bởi vì có rất nhiều bạn sẵn sàng thức đến 2-3 giờ sáng để xem một trận bóng đá của giải ngoại Anh hay một trận trong khuôn khổ Champions league.

#### **4.2.2.3 Modal Adjuncts express intensity in the Mental Process**

In the following, **actually** cooccurs with other mood adjuncts in the MenP expressing intensity:

**Actually**, and **even** more worryingly, Bent is **probably** the second- or third-best English striker at the moment.

### **4.3 THE PRAGMATIC FEATURES OF MODAL ADJUNCTS IN THE MENTAL PROCESS IN ENGLISH AND VIETNAMESE SPORTS NEWSPAPERS**

#### **4.3.1 The Pragmatics of MAs according to Content Orientation in the Mental Process**

Pragmatically, when making a prediction or a speculation, normally the speaker invites no disagreement from the hearer. He implies that what he informs is his own beliefs. In English, the speaker uses the following modal adjuncts to express the certainty, such as, *certainly*, *surely*, *definitely* and Vietnamese equivalence, *chắc chắn, nhất định, hẳn phải*.

I **certainly** think that it is likely that he **will** stay another year for the World Club Cup and to ensure his release for the London Olympics.

Những người có trách nhiệm **chắc chắn** biết đâu là những đội làm ăn đàng hoàng và đâu là những đội không tử tế.

#### **4.3.2 Function of Hedging Information of MA in the Mental Process**

Could it **possibly** be that there is another twist to come and that United could be indebted to Liverpool in the year they want to stand apart from the Anfield club with a record 19th league title?

As can be seen in the examples, one of the ways which is considered to save the speaker from that confusing and embarrassing situation, to some extent, is to utilize MAs. *Possibly* is thought of as hedging devices. In this situation, the MAs as hedging devices attenuate or weaken the strength of an utterance

#### **4.3.3 Function of Warranting Information of MAs in the Mental Process**

In communication, using MAs of low certainty all the time can not be a good strategy in some context. That is, in case the speaker has to hold strong responsibility for the information ground,



or he/she has to make strong assertion on what is going to be presented, low-certainty MAs of Evidentials prove of no use. That may lead the speaker to the situation of doubt and suspicion.

They may, they may not, they should **certainly** believe they can - but right now we should not be asking.

#### **4.4 QUANTITATIVE RESULTS OF ANALYSIS**

The relative frequency of modal adjuncts used in the MenP in English and Vietnamese Newspapers are clarified in the following tables, which consists of occurrences in 200 samples and in percentage. From the distribution of MAs, we will discuss their similarities and differences in various language styles.

#### **4.5 SIMILARITIES AND DIFFERENCES IN SYNTACTICS, SEMANTICS AND PRAGMATICS IN MODAL ADJUNCTS IN ENGLISH AND VIETNAMESE SPORTS NEWSPAPERS**

##### **4.5.1 Syntactic, Semantic and Pragmatic Similarities**

Syntactically, The first point of syntactic similarities that a wide range of English MAs and Vietnamese MAs can occur at initial position, medial position and final position in the clausal structure of utterance in the MenP. MAs in both languages can be characterized at initial position as a wide range of syntactic categories.

The second point of syntactic similarities that should be mentioned here is the modification of MAs of intensity in English and Vietnamese. For the syntactic representation of the exertion of expressing speaker's or writer's judgement and attitude in the MenP.

In English and Vietnamese MAs, the semantic notion evidence can be regarded as an essential component to express the speaker's judgement and attitude the factive meaning of MAs.

The motivation of MAs in English and Vietnamese can be identified by judging the information status of proposition in terms of the badness or goodness about the state-of-affairs mentioned in the proposition.

##### **4.5.2 Syntactic, Semantic and Pragmatic Differences**

Syntactically, there are far more MAs in the MenP in English than in Vietnamese. In term of the relationship between MAs and modal finites denoting probability, certainty and intensity, MAs are more likely to occur after the modal finites in the MenP in English than the MAs in Vietnamese.

In English, there are more MAs expressing probability, certainty and intensity in the MenP than in Vietnamese.

In Vietnamese, there are less MAs expressing probability, certainty and intensity in the MenP than in English. English people tend to use more MAs in the MenP expressing intensity (76%) than Vietnamese (65%). Whereas, Vietnamese people prefer using more MAs expressing probability (23%) than in English (15%). English people seldom use less MAs in the MenP expressing certainty (9%) than Vietnamese (12%).

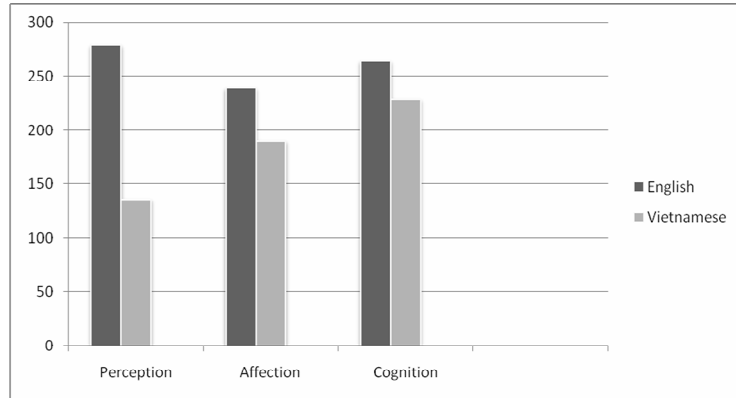


Chart 4.1 : The Occurrence of MAs in three MenPs in English and Vietnamese

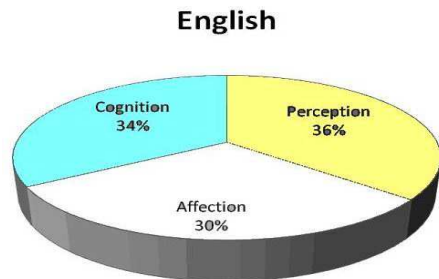


Chart 4.2: The Occurrence of MAs in the MenP in English

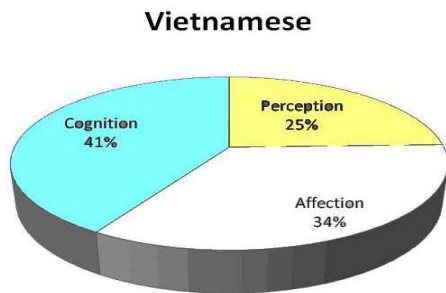


Chart 4.3: The Occurrence of MAs in three MenP in Vietnamese

**CHAPTER 5**

**CONCLUSIONS AND IMPLICATIONS**

**5.1 A SUMMARY OF INVESTIGATION**

With the aim of studying the MAs in English and Vietnamese in terms of syntactic, semantic and pragmatic features in the MenP, my research is designed as a qualitative study executed with a contrastive analysis between MAs in the two languages, I have come to these conclusions:

Syntactically, MAs in the two languages can be recognized with their mobility in various positions in the clausal structure or utterance: initial, medial and final in the MenP. Most MAs in English and Vietnamese can assume the initial position as thematic mood adjuncts expressing probability, certainty and intensity and a few of them were found to occur as a subject complement in a clausal structure.

Semantically, MAs in English and Vietnamese can be characterized as probability, intensity and certainty and were found to share the same semantic ingredients such as the status of the information in the addresser’s attitude and judgement. A major difference can be seen here is that some MAs in English can be used in switching structures to signal the actualization or non-actualization of the performer of utterance whereas this semantic ingredient is blurred in Vietnamese structures with suppressed person subject.

In the thesis, we have so far dealt with the syntactic, semantic and pragmatic features of MAs in the MenP: Sensors and Phenomena in three sub- types of MenPs semantically and lexicogrammatically. The research is an attempt to analyse similarities and differences of MAs in the MenP in English and Vietnamese sport newspapers. The

findings show that not all the distinguished features of MAs are the same in both languages. Some appear to be natural in English but not in Vietnamese.

Pragmatically, the MAs of low certainty can help the speaker with such bad situation in which he or she have insufficient knowledge or information in the MenP. Hedging strategies prove helpful in the way of putting little or no imposition on the hearer or allowing the speaker to make statement without any worry about the responsibility for the source or accuracy of the information fed. On the contrary, the MAs of high certainty assure the speaker with strong commitment to the utterance. Hence, the hearer may find no room to negotiate but to agree, to some extent. Here, the devices of high certainty also show the speaker's authoritativeness and his or her positive-politeness strategy of avoiding disagreement.

Presenting in this thesis the basic analysis on semantic, syntactic, and pragmatic features of English MAs, we do feel content that the study will make this complicated and rather ambiguous problem become more comprehensible. More importantly, the study is to raise the awareness of the roles of MAs in communication both in spoken and written forms. That is, teachers of English, are required to help Vietnamese learners of English have clear and thorough knowledge relating to MAs as well as their uses to reflect the reliability of information.

## **5.2 ENGLISH TEACHING AND LEARNING IMPLICATIONS**

### **5.2.1 Difficulties of Vietnamese Students in Understanding and Using Modal Adjuncts in the Mental Process**

Clearly, learning to express MAs is not an easy task for the learners of English as a second language. By far most of the

Vietnamese learners of English find out that evidence and the way to show information to support convincingly and effectively their arguments or ideas are very important, particularly *students of English* who have to follow the skills' activities of giving opinion, debating, presenting, and so forth. However, it is the fact that *they* do not perform well, they limit themselves to a small number of MAs to defend their arguments or to make their source of information reliable to the listeners or readers. That causes the monotony in their speech, both written and spoken forms. Thus, it is imperative for the teacher to improve the language communicative competence with the use of MAs in the MenP.

To minimize confusion among the various structures which can present more complex phenomena and MAs in MenP clauses, it is logical to deal separately with the three types – perception, affection and cognition – first associating them with the most typical expressions of Phe and MAs in each category. In most cases, one would expect learners or readers to have least difficulty with MAs in the MenP.

As I have mentioned above, the notion of MAs are still strange both to those who study linguistic features in the MenP and to language learners. In everyday communication, learners or readers may encounter with situations where they have to deal with kinds of compulsion to utter what is considered as favorable, pleasant things or unfavorable, errors, or mistakes. Without an awareness of this syntactic, semantic and pragmatic knowledge, learners may be ignorant of the nature of inner force or outer force to make an act of assertion. Without a competence of MAs as far as their semantics and the corresponding structures are concerned, they may fail to express

their claim as well as to convey their attitude to the proposition and to the other participants in dialogistic interaction.

The second point that should be mentioned here is the transfer of an assertion of proposition into the target language like English where addressers are offered with various syntactic structures to reflect their semantic and pragmatic ingredients and dimensions such as impersonalization by means of non-actualization of subject performer, the illocutionary force of the utterance. The language users may feel a need to call for syntactic, semantic and pragmatic knowledge under the framework of epistemic modality, force and dynamics and politeness theory for a proper transfer. In this sense of language transfer, syntactic, semantic and pragmatic translational equivalents between MAs in the two languages should be identified and brought into use.

Advisably, the teacher improves the students' awareness of the importance of MAs in expressing ideas, supporting arguments, and providing persuasive and reliable information. Providing a good list of MAs for students with clear explanations and the uses of these MAs is needed.

Besides, in the presentation of the dialogue, the teacher should have his/her students identify the speaker's intent in his utterance, i.e. whether the speaker is performing an agreement or disagreement, a comment or just an assertion to inform something. Above all, it is advisable that the teacher should help the students to interpret the truth-value of the utterances with MAs, and help them how to modify the truth of the utterances or presuppositions that go with it.

Additionally, the teacher should provide the students with semantic knowledge about the value of MAs in the scale of certainty, i.e. what kind of information of these MAs can mirror: indirect or direct, firsthand or second or third-hand. The syntactic features of these MAs are recommended to let the students bear in mind.

More importantly, practicing to use these MAs is indispensable. The teacher offers them controlled practice and then free practice so that they can use these verbs both in written and spoken forms smoothly and automatically. For example, the teacher may give the students a piece of reading or listening, and then ask the students to identify the MAs the speaker uses and to rank *them* in the right group of certainty, probability and intensity level. The students, afterwards, are required to show whether the information is direct/indirect or firsthand, second or third-hand.

### **5.2.2 Some Suggested Solutions**

As mentioned above, the similarities and differences between MAs in the MenP in English and Vietnamese, I confidently claim that the Vietnamese learners of English can make use of these common points in the syntactic representation of the semantic ingredients to facilitate their transfer of MAs from the source language to the target language.

From the problems presented above, I recommend teachers of English raise an awareness of semantic knowledge about MAs both in English and Vietnamese for the students' acquisition of the syntactic and pragmatic features, the semantic ingredients of MAs in the MenP. They may have class activities such as speaking matters of argument, making statement, or responding to some undesirable state-of-affairs. Through these activities, the learners can be exposed

to a good environment where they can have and make use of MAs to express their point of view, protect their face as well as signal their attitude towards the desirable or undesirable aspects of the things presented in their claims and they use and distinguish MAs in the three-type MenP.

### **5.3 LIMITATION OF THE THESIS AND FURTHER STUDY**

The study has just addressed the issues of MAs in the MenP but has not stressed on other processes. My corpus was built with samples of MAs from English and Vietnamese sports newspapers online. Thus it is far from a complete and full list of MAs to cover the need of expressing degrees of speaker or writer's attitude or judgement.

Since the time is limited, we cannot cover all aspects of MAs. The study has been an attempt to look at the nature of MAs on the basis of semantic, syntactic, and pragmatic bearings. It is, therefore, needed that further study on the topic, if possible, should cover a broader range of modal adjuncts in all processes so that the whole system of available means to encode modality in English can be clarified and better understood.

For a thorough and exhausted description of MAs in the MenP in English and Vietnamese sports newspapers, the following issues should be further studied:

The syntactic, semantic and pragmatic features of MAs in the rest processes: material, and relational, behavioural, verbal, and existential processes in English and Vietnamese.