

**MINISTRY OF EDUCATION AND TRAINING  
UNIVERSITY OF DANANG**

**NGUYỄN THỊ BÍCH PHƯƠNG**

**AN INVESTIGATION INTO SYNTACTIC AND  
SEMANTIC FEATURES OF PROVERBS EXPRESSED IN  
RELATIONAL ATTRIBUTIVE PROCESSES  
IN ENGLISH AND VIETNAMESE**

**Field: The English Language  
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**MASTER THESIS IN THE ENGLISH LANGUAGE  
(SUMMARY)**

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## CHAPTER 1: INTRODUCTION

### 1.1. RATIONALE

Functional Grammar is one of the grammatical paradigms in the sense that everything in it can be explained. Functional Grammar, as its name suggests, explains the ways a sentence functions by linking words that share a purpose. In other words, it is concerned with understanding how the ways in which language is used for different purposes and in different situations has shaped in its structure.

A functional grammar helps teacher to increase students' ability to analyze discourse so that they will be able to use English to achieve successful communication.

However, due to the limit of a M. A. Thesis, I am not able to cover every aspect of Functional Grammar by myself. I want to do a research about proverbs under the light of F.G. However, due to the limit of a M.A thesis, I am not able to cover every English and Vietnamese proverbs researched under all aspects of F.G. I would like to show my realization of performance in the proverbs expressed in attributive relational process.

*“An Investigation into Syntactic and Semantic Features of the Proverbs Expressed in Relational Attributive Processes in English and Vietnamese”.*

### 1.2. AIMS AND OBJECTIVES

Within the framework of a M.A thesis, the study aims at

\* focusing on examining the most important issues related to the experiential aspect of functional grammar

\* getting Vietnamese learners to acquire the nature of Relational Attributive Processes in English

\* determining the differences and similarities of syntactic and semantic features of Proverbs expressed in Relational Attributive Processes in English and Vietnamese

\* offering some suggestions for learning and teaching

### 1.3. THE SIGNIFICANCE OF THE STUDY

Firstly, it helps the students distinguish the difference between process types. Secondly, it helps in realizing the importance of functional grammar among the grammatical paradigms on attempt to make Functional Grammar more common and closer to Vietnamese learners. Furthermore, this paper also helps users of English and Vietnamese approach the proverbs in their language from a different viewpoint, reconsider them in the light of functional grammar and use them better in communication, translation.

### 1.4. THE SCOPE OF THE STUDY

The research focuses on the “ Syntactic and Semantic Features of the Proverbs expressed in Relational Attributive Processes in English and Vietnamese”.

### 1.5. RESEARCH QUESTIONS

- What is the Relational Processes?
- What are syntactic and semantic features of proverbs expressed in Relational Attributive Processes in English and Vietnamese?
- What are the differences and similarities in the syntactic and semantic features of proverbs expressed in Relational Attributive Processes in English and Vietnamese?

- What implications does the study have for Vietnamese teachers and learners of English?

### 1.6. THE HYPOTHESES OF THE STUDY

- Relational Process is a *rich and varied process type* in which the relation is established through two modes (attributive and identifying) and three types (intensive, circumstantial and possessive)

- There are differences and similarities of the proverbs expressed in Relational Attributive Processes in English and in Vietnamese

- The investigation surely makes a considerable contribution to be teaching and learning English

### 1.7. THE DEFINITION OF TERMS

### 1.8. THE ORGANIZATION OF THE STUDY

In the scope of this paper, the study consists of five chapters.

**Chapter 1.** The introduction- presents the Rationale.

**Chapters 2.** Lays the foundation of the thesis by making an overall and brief view of theoretical background for the study:

**Chapter 3.** Deals with the methods and procedure of the study.

**Chapter 4.** Shows the RAPs in English by aiming at describing the structures, components, features of subtypes just as the delicate phenomena of R.A.P in English, next, it attempts to make a comparison between English and Vietnamese R.A.P, to find out their similarities and differences in the two languages.

**Chapter 5.** The conclusion of the study, it provides some implications and offers some suggestions for teaching-learning English as well as for further studies.

## CHAPTER 2: LITERATURE REVIEW & THEORETICAL BACKGROUND

### 2.1. THE REVIEW OF PRIOR STUDIES ON EXPERIENTIAL GRAMMAR

Traditional grammarians see language as a system of interrelated categories, they pay much attention to details of language, the *“restriction of their attention to one language that had led them to concentrate on linguistically marginal features and they lack a coherent view of the working of the language as a whole”* [Halliday, p.144]. According to Bloor [15, p.2], some linguists “have tries to account for formal aspects of the grammar of language largely divorced from meaning. Others have starts out by looking at words and sentences (language form) and asking how the forms of the language represent meanings”

However, grammarians, those who study the grammar of language from functional approach like Lock. Bloor, Butt, Thomson, Martin especially Halliday, it is no the case. According to them, the terms *functional* “refers to an approach to understanding grammar that focuses on how language works to achieve a variety of different functional and communicative purposes” [26]. Systemic Functional Linguists attempt to describe language as exactly as it is. They use not only a model to describe languages or varieties of languages but also views language as a form of doing rather than a form knowing.

In **Lock’s** opinion, Grammar is viewed as a source for creating meaning in spoken and written discourse. This is very different from the view of grammar as a set of rule, rules that are to be applied when they seem arbitrary” [26, p.xi].

**Eggins** (2000) offers an overview of systemic theory. Her book introduces readers to the principles and techniques of the systemic

functional approach to language in order that readers may analyze and explain how meanings are made in everyday linguistic interactions.

**Bloor T&M** (1995) presents a short account of systemic functional grammar. It provides readers with a tool needed analyzing real samples of English and the book is a guidebook for analyzing English in systemic functional approach.

**Butt and others** (2000) base on Halliday theory of Functional grammar to offer a book-length study. The study reaffirms that grammar is a means of explaining the significant and functional patterning of words.

**Halliday** (1985) introduces Functional Grammar by giving the conceptual framework that is functional rather than formal. For him, language is a system of meaning. The author also states that language has three main functions: the ideational, the interpersonal and the textual metafunctions. Each element, in his book, can be explained by reference to its functional in the total linguistic system.

**Hoàng Văn Vân** (2002) The most important part of the study is an analysis on the choice of various processes in the “nuclear transitivity and circumstantial one”. This helps a lot in mapping out the way to study Vietnamese Functional Grammar.

**Cao Xuân Hạo** (1991) presents a study on Vietnamese functional Grammar

## 2.2. THEORETICAL BACKGROUND

### 2.2.1. Language and context

We, quite early in life, are aware of the language changing surrounding us. Such changes depend on different situations

The outer context

The inner context

SFL refers to these aspects of the context of situation as FIELD, TENOR and MODE OF DISCOURSE. Originated from Halliday and Hasan [1985:12], Eggins [20, p.52] the three variables can be briefly compiled as follows.

### 2.2.2. Metafunctions of language

According to Halliday (1994), one of the three different contextual variables stated is tended to be projected by each of three metafunctions. He sets the following correspondences as a working hypothesis: field-ideational metafunction; tenor-interpersonal metafunction; mode-textual one.

Accordingly, each of the three forms of different fictional configuration makes up a separate strand in the over meaning of the clause. Corresponding with three metafunctions of the language, there are, orderly, three ways of looking at the clause defined by Halliday [1994:34]

- (i) Clause as a representation
- (ii) Clause as an exchange
- (iii) Clause as a message

The focus of the writing is what the experiential deal with: the transitivity, in which Processes and their components are intended to be taken into consideration.

### 2.2.3. The Grammar of Experiential meaning: Transitivity

#### 2.2.3.1. Process, Participant and Circumstance: realization

- (i) **Relational** Attributive processes
- (ii) **Participants** in the process
- (iii) **Circumstances** associated with the process

The process is realized by a verbal group, the participant(s) by a nominal group(s) and the circumstance(s) by (an) adverbial group(s) or prepositional phrase(s) as illustrated by Halliday(1994)

**2.2.3.2. Process types and associated participants**

As stated above, **Transitivity** is the resource for construing our experience, and this is done, as noted, in terms of processes. Revolving around these processes are *participants* and *circumstances*, and we will need these into account as well.

**Table 2.2. Process types and nuclear participant** [Martin: 27, p.103]

Process type	Nuclear participants	Example (participants in bold)
Material	Actor, Goal	<b>She</b> made <b>the coffee</b>
Mental	Sensor,	<b>She</b> saw <b>the car</b>
Relational	Phenomenon	
+ attributive		<b>Maggie</b> was <b>strong</b>
+ identifying	Carrier, Attribute	<b>Maggie</b> was <b>our leader</b>
Behavioural	Token, Value	<b>She</b> laughed
Verbal	Behaver	<b>She</b> relied
Existential	Sayer	There was a <b>beautiful princess</b>
	Existent	

- Relational processes

What will be stated below is just a brief survey of relational process. These are hoped to be discussed thoroughly in a separate chapter because they are the focus of the research.

Being concerned with **being, possessing, or becoming**, Relational processes are a rich and varied process type with the main characteristics is that they relate a participant to its description or identity. Hence, within relational processes there are two main types: Identifying: “a” is the identity of “X”

- Attributive: “a” is an attribute of “X”

The reversibility test will help to find out whether each is attributive or identifying

Relational processes usually involve the be verb, and are manifested in three ways known as three subtypes:

- “X is A” (Intensive)
- “X is at A” (Circumstantial)
- “X has A” (Possessive)

In the former type, an ATTRIBUTE is assigned to a CARRIER. In the latter, the emphasis is identifying. The participants in this type named TOKEN and VALUE. That is to say, relational identifying processes obligatorily require two participants.

The following examples served as a clarification for this

**I remained** alone in a bare carriage

I	<b>remained</b>	alone	in a bare carriage
Carrier	Pr:relational:intensive	Attribute	Circumstance: location
Projecting clause		Projected clause	

**2.2.3.4. Circumstances**

All the processes in the transitivity system, circumstantial elements are the ones added to the participants. There are nine circumstances in terms as follows

	TYPE	SPECIFIC CATEGORIES (subtypes)
1	Extent	Distance, duration
2	Location	Place, time
3	Manner	Means, quality, comparison
4	Cause	Reason, purpose, behalf
5	Contingency	Condition, concession, default, comitation, addition
6	Accompaniment	
7	Role	
8	Matter	Guise, product
9	Angle	

[Halliday, 1985:p.137-144]

**CHAPTER 3: METHOD AND PROCEDURE**

### 3.1. RESEARCH DESIGN

### 3.2. RESEARCH METHOD

### 3.3. DATA COLLECTION AND ANALYSIS

### 3.4. RESEARCH PROCEDURE

## CHAPTER 4 FINDINGS AND DISCUSSIONS

### 4.1. THE FRAMEWORK OF RELATIONAL ATTRIBUTIVE PROCESSES IN ENGLISH

#### 4.1.1. An Overview on Classification of RAPs

As presented in preceding chapter, relational process is one of the six processes in Transitivity system. Being “process of being”, it is such a varied and rich type with three subtypes that occupies a large space in English and Vietnamese proverbs.

- |                  |           |                                                                                                                       |
|------------------|-----------|-----------------------------------------------------------------------------------------------------------------------|
| * Intensive      | X is A    | $\left\{ \begin{array}{l} \text{Circumstance as Attribute} \\ \text{Circumstance as Participant} \end{array} \right.$ |
| * Circumstantial | X is at A |                                                                                                                       |
| * Possessive     | X has A   | $\left\{ \begin{array}{l} \text{Possession as Participant} \\ \text{Possession as Process} \end{array} \right.$       |

Let us consider process verbs in the following proverbs

- |                                                                |             |
|----------------------------------------------------------------|-------------|
| [4.1] Appearances <b>are</b> deceitful.                        | [6, p. 30]  |
| [4.2] A curst cow <b>has</b> short horns.                      | [6, p. 7]   |
| [4.3] We <b>are</b> between the devil and the deep sea.        | [36, p.179] |
| [4.4] Gió bắc <b>thì</b> hanh, gió nồm <b>thì</b> ảm           | [5, p.21]   |
| [4.5] Anh <b>có</b> sừng trâu bạc, tôi <b>có</b> giác trâu đen | [5,p.8]     |
| [4.6] Cá cả ở vực sâu                                          | [5, p.165]  |

In [4.4] *hanh*, *ảm* is an Attribute, assigned to Carrier *gió bắc*, *gió nồm* in [4.5] *sừng trâu bạc*, *giác trâu đen* are explained as entities possessed by possessors *Anh*, *tôi*. The next [4.6] can be explained as

the presence of a Carrier: *Cá cả*, at a specific location: *ở vực sâu*. In spite of semantic diversity of those RAP in Vietnamese, they have things in common if being put into more throughout consideration. That is to say they are encoded the so called processes of being. (For further details, see, HVV 2002: p.231).

*Table 4.1. The results of the survey of the occurrences of each subtype in English and in Vietnamese.*

	Intensive (QH sâu)	Possessive (QH sở hữu)	Circumstantial (QH chu cảnh)	Total occurrence of RAP of three subtypes
In English	141(70,5%)	24(12%)	35 (17.5%)	200
In Vietnamese	170 (85%)	20 (10%)	10 (5%)	200

#### 4.1.2. A RAP Structure And Its Components

A typical RAP can be structured as follows

(+)(-) Circumstance + Carrier Process : relational + Attribute (+)(-) Circumstance
------------------------------------------------------------------------------------

From the components of RAP structure, hopefully, the main focus of the study is the comparison of RAPs in English and Vietnamese through 3 parameters raised.

1. Processes.
2. Carrier.
3. Attribute.

### 4.2. A COMPARISON OF RAP IN ENGLISH AND VIETNAMESE

#### 4.2.1. The absence and presence of processes in proverbs

##### 4.2.1.1. The absence of process verb

Eg: Two peas in a pod.

Chuồng lợn hướng đông, thỏ công hướng bắc.

The absence of process verbs in these cases seems not to affect the readers' comprehension. The readers, functionally, make themselves through by their experience of the world, in or out. This can be explained by the deep structure in which the verbs implicitly understood by writers and readers. The experiential grammar does them good in such cases. In details, the verb which is implicitly understood in examples [11 - 15] may be "be". Generally, this verb denotes the *quality* of the Carrier.

**Table 4.2. The results of the presence or absence of process verbs**

	Clauses with the presence of process verbs	Clauses with the absence of process verbs	Total clauses quoted for studying
In English	180 (80%)	20 (10%)	200
In Vietnamese	185 (92,5%)	15 (7,5%)	200

It can be seen that the absence of process verbs also appears in subtype *Intensive process* and in *circumstantial process*

**Table 4.3. The result of survey on the absence of verbs in subtypes of RAP in English and in Vietnamese.**

	The absence of verbs in subtype: <i>Intensive process</i>	The absence of verbs in subtype: <i>Circumstantial process</i>	The absence of verbs in subtype: <i>Possessive process</i>	Total of the absence of verbs out of 200 example
In English	6 (30%)	14(70%)	0	20
In Vietnamese	8 (54%)	7(46%)	0	15

Shortly, the absence of verbs between English and Vietnamese RAPs is similar (10% compared with 7,5%).

#### 4.2.1.2. The presence of process verb.

The presence of process verb paves the way for the main focus of the research: the comparison of processes.

#### 4.2.2. A comparison of processes:

#### 4.2.2.1. Intensive process:

The Intensive processes, as previously mentioned, can be defined as the processes of being. They are not "happenings" as such but rather states of affairs, which might however be glossed as "how things happen to be?". The key terms are Attributes being related by an entity, known as the Carrier. In this subtype, the relationship between these two terms is the relationship of *sameness*. That is today the one "is" the other.

X is A
--------

The relationship is most familiar; this is where the Carrier has an Attribute or quantity ascribed to it. The typical verbs used to encode the process, according to Halliday [48, p. 114] are verbs of attribution. They are verbs of being, becoming as follows: *be, become, get, turn (out), go, keep, stay, remain, seem, appear, look, sound, smell, taste, feel*.

(A=B) All men **are** mortal.

Bụt chùa nhà **không** thiêng.

(A=B,A=B) Criticism **is** easy and art **is** difficult.

Thờ **thời** dễ, giữ lễ **thời** khó.

(Ax= B) All that **is** sharp **is** short.

Hoa mắt nhụy **lấy** gì làm thơm.

(A=Bx) Blue is the hill that are far away.

Ax=B,Ax=B A man in love **is** a fool, and an old man in love **is** the greatest fool of all

Gà già khéo ướp lại tơ, nạ lòng trang điểm gái tơ mất chồng

**Table 4.4 The Syntactic features with structures of Proverbs expressed in Relational Attributive Processes in English and Vietnamese**

The Syntactic	In English Proverbs	In Vietnamese
---------------	---------------------	---------------

features		Proverbs
A = B	X	X
A = B, and A = B	X	X
A(x) = B	X	X
A= B(x)	X	
A(x) = B, A(x)=B	X	X

In short, there are some differences between the syntactic features in English Proverbs and Vietnamese Proverbs

In most cases, it is possible to paraphrase the process as “be” plus some extra specification in forms of other verbs as Halliday stated. In order to make a well-knit comparison, I divide these verbs into smaller and more specific groups.

(i) be- group (verbs encode inner emotion or description including be, remain, stay, keep)

(ii) perception- type group (verbs encode perception including seem, feel, look, sound, smell, taste)

(iii) change- type group (verbs encode the changing including become, appear, turn( into/out), grow(into), get, go

The verbs used to encode the RAPs in Vietnamese are, in fact, in diversity. For convenience of comparison and in accordance with the division of RAPs in English, the Vietnamese Relational Attributive Processes are divided into three small groups. These subtypes, by turns, are taken into consideration.

(i') Processes of inner-emotional, physical and moral state.

(ii') Processes of self-perception.

(iii') Processes of changing.

#### A. A COMPARISON OF BE-GROUP AND PROCESSES OF INNER\_ EMOTIONAL PHYSICAL AND MORAL STATE

##### + Similarities

Like English, the Attributes in clauses in Vietnamese are realized by adjectives, noun or adjective groups, expressing the emotion or descriptive features of Carrier

Firstly, it has been seen that the Attribute realized by adjectives, are assigned to description or quality of Carrier in both languages. The relationship established, indicating emotion as well as descriptive features of Carrier. The verbs used to encode. The RAP in English are *be, keep, remain, stay* and in Vietnamese are *thì, là, chớ,thời,vẫn,cũng, chẳng, lấy gì*

**Table 4.5 Frequency of occurrence of Process verbs in Vietnamese proverbs**

Markers	Occurrences	Total occurrence of <i>thì/ thời, là, như, chẳng, lấy gì, chớ</i> out of the corpus of 200 examples
<b>Thì/ thời</b>	65 (46%)	144
<b>Là</b>	21 (15%)	
<b>Như</b>	52 (36%)	
<b>Chẳng</b>	2 (1%)	
<b>Lấy gì</b>	2(1%)	
<b>Chớ</b>	2(1%)	

#### B. A COMPARISON OF PROCESS OF SELF-PERCEPTION

**Table 4.6 A summary of the processes of self-perception in English and Vietnamese proverbs.**

In English	In Vietnamese
smell	
seem	

To obtain a more persuade result, let us consider the following examples

Ex: A rose by any other name would smell as sweet.

The grass always seems greener across the river.



In English Proverbs, there are only two verbs in this kind of RAPs: “*seem and smell*”, differently, in Vietnamese Proverbs, it doesn’t appear.

### C. A COMPARISON OF PROCESSES OF CHANGING IN ENGLISH AND VIETNAMESE PROVERBS

Ex: Weak thing united **become** strong.

Hiền quá **hóa** ngu.

Likewise, in Vietnamese Proverbs, Processes of changing encoded by process verbs like *hóa ra, trở nên*...However, on the investigation, although the popularity of those verbs, some various Intensive processes of changing exist. For instance, *sinh ra, thành, nên* ...

#### Summary on Relational Attributive Intensive Processes In English And Vietnamese Proverbs

In brief, the most common point of this process type in both language is the highest percentage of In tensive processes as stated in Table 4.1. And it clearly seen that : the Relatioal Attributive Processes can never undergo passivisation. If it does, it is a relational identifying one.

The forms of expressing such kind of processes in English comparatively simple than in Vietnamese. From this, we can realize what we need to master in teaching and leraning translation.

#### 4.2.2.2. Circumstantial processes

The only free cheese is **in the mouse trap**

The truth	is	<b>in the win</b>
Carrier	Process: intensive	Attribute: circumstantial

And one in which the Circumstantial meanings may also encoded in the process itself, take the following sentence as an example

All is fish that **comes** to his mill.

All is fish that	<b>comes to</b>	his mill
Carrier	Process: circumstantial	Attribute

There are two subcases in which the circumstance served as Attribute or Process. Each subtype takes a different frequency out of sentence investigated as in the following table.

**Table 4.7 Frequency of occurrence of circumstantial processes with circumstance as Attribute or Process in English and Vietnamese**

	Circumstanc e as Attribute	Circumstanc e as Process	Total occurrence of circumstantial process
In English	30(85%)	5(15%)	35
In Vietnamese	7(70%)	3(30%)	10

For convenience, the comparison of this subtype in English and Vietnamese is, separately, carried out based on the two sorts.

#### A. CIRCUMSTANCE AS ATTRIBUTE

Circumstantial element.

Everything		under the sun.
Beauty	is	in the eyes of the beholder.
The ball	is	in your court.
The proof of the pudding	is	in the eating.
Carrier	Pro:	Attribute: circumstantial

Thus, in mentioned examples, the circumstantial elements, admittedly, are realized by inside Attributes in forms of prepositional phrases: *under the sun, in the eyes of the beholder, in your court, in the eating*...Moreover

On comparing between English and Vietnamese, it is found out that in Vietnamese, from the corpus observed, there are cases whose components are exactly similar to the one in English. Below are examples

Ex: Sấm bên đông, động bên tây

Chuông lộn hướng đông, thổ công hướng bắc

#### B. CIRCUMSTANCE AS PROCESS

In this type, the Attribute is a nominal group and the circumstantial element encoded as part of the meaning of the verb, which therefore again be paraphrases as “be+ some extra specification”. Naming these verbs “*circumstantial verbs*”, Halliday [1985:120] listed them as follow: *last, come, cost* as in

[4.84]A wonder	lasts	but nine days
[4.85]All is fish that	comes	to his net
[4.86]Civility	costs	nothing
Carrier	Pro: circumstantial	Attribute

In Vietnamese proverbs: Ex: Chũ trình **đáng giá** ngàn vàng.

Con mắt lá răm, lông mày lá liễu **đáng** trăm quan tiền

#### 4.2.2.3. Possessive processes

##### POSSESSION AS A PROCESS

In the subtype, the possession is encoded through the process. The commonest Attributive possessive verbs are “to have” Every cloud **has** a silver lining.

Every cloud	<b>has</b>	a silver lining.
Carrier: Possessor	Process: possessive	Attribute: possessed

Similar to English, the possessive processes are realized through the process verbs: “**có**”. Take typical sentence as examples.

Ex: Cóc **có** gan cóc, kiến **có** gan kiến

#### 4.2.3. A COMPARISON OF CARRIER

##### 4.2.3.1. The carriers are noun

##### 4.2.3.2. The Ellipsis Of Carriers

##### 4.2.3.3. The Complexity of Carriers

#### 4.2.3.4. Carriers in Clause

#### 4.2.4. A comparison of Attribute

##### 4.2.4.1. Attribute: Nominal Group

##### 4.2.4.2. Attribute: Adjective

##### 4.2.4.3. Attribute: Prepositional Group

## CONCLUSION

### 5.1.CONCLUSION.

In going through the comparison, the analysis and the discussion of Relational Attributive Processes in English and Vietnamese Proverbs in details, we now arrive at the conclusions on similarities and differences of the ones in the two languages as follows

1. The fundamental framework of Relational Attributive Processes in English and Vietnamese Proverbs is structurally similar to each other: they both involve three potential components that appear mostly in RAPs: Carrier, Process and Attribute.

2. Out of the criteria helping to distinguish RAPs from other Processes is the fact that they are processes of being. The positions of Carrier and Attribute can not be reversed, this has explained the reason why there is no passivisation in RAP and also the feature distinguish two modes: Relational Attributive Processes from Relational Identifying Processes in English.

3. RAP, in both languages, are basically, classified into three subtypes: Intensive, Possessive and Circumstantial

4. The processes in both languages can be encode by variety of verbs that carrying the meaning of being (or becoming), possessing, or circumstantial feature of Carriers. However, the semantic variety of Vietnamese verbs that used to realize the process in Vietnamese

has been proved to be *more multiformed* than in English, especially in subtypes of Intensive. Accordingly, a lot of examples of such variability previously extracted make us cautious about the usage of verbs. The representation of Potential components like Carrier and Attribute in both languages has revealed no much big differences on the *definiteness* and *ellipsis* of Carrier. Nonetheless, the process verbs, Carriers and Attributes being put in an insightful look bring some findings.

- Firstly, besides the process verbs listed by Halliday [48, p.115] in English, and by HVV [8, pp.360-363], we have found process verbs as follows  
+ English verbs *become* and Vietnamese ones *hóa(ra)* in subprocess of changing
- For the intensive process, the verbs ‘be’ in English and “thì/ là/ thời/ như/ lấy gì/ chớ”
- Thirdly, also in this tendency of English proverbs, the Attribute “keep/smell/ ”, and it completely disappeared in Vietnamese proverbs

5. The syntactic features in English and Vietnamese proverbs can be seen with the structures: A=B; A = B and A = B; A(x) = B; A(x) = B, A(x)=B and the structure A= B(x) is only in English Proverbs.

6. In English Possessive processes, the commonest of possessing is “*have*”, whereas, the verbs “*có*” in Vietnamese does not always denoting the possession. All depends on the feature of being *concrete* or *abstract* of the noun following. If it is concrete noun (có sừng trâu bạc, có giác trâu đen,...), the Process is really possessive ( the Attribute: Possessed), conversely, in from of abstract noun the Process turns out to be Intensive one.

7. The carriers- Attributive in English and Vietnamese proverbs have a lot of similarities and not much differences. The way by which the carriers are realized in both English proverbs and Vietnamese proverbs may be

- A noun indicating an abstract thing of the common notion, a concrete thing
- An infinitive group indicating an event
- A nominal clause

## 5.2. PEDAGOGICAL IMPLICATIONS OF THE STUDY

### 5.2.1 For teachers and learners

Finding on the comparison produce valuable points that teachers and learners should pay much attention to. First and foremost, on the purpose of highlighting functional grammar in schools as previously mentions in Introduction, it is the ambition of the author that the study offers great implications in English teaching and learning. Teachers are hoped to access an overview of the processes in transitivity system so that they helps students to distinguish between the process types, draw student’s attention to the delicate phenomena in order to have a good choice of process verbs in out-put subjects like Writing, Translation, Speaking or guessing, in in-put ones such as Reading or Listening, the meaning of Carrier, Sensor, Actor, Sayer or Behavior with the support of clues as Attribute, Phenomenon, Goal, Receiver ect.

In addition, the study is an account of an attempt to impact to university students a sense of the primary purposes of grammar. It aims at not only describing the function and purpose of grammar but also designing it, in other words, showing how grammar in the way it is. In general, the above differences either in *Carrier* or in the *Variety of semantic equivalence of Vietnamese Process verbs and Carrier* or

even in the *disappearance of some adjectives functioned as Attribute* and so on need to be noticed by Vietnamese learners and teachers of English. Typically, in the light of the Experiential Grammar, the study, to some extent, suggests some Pedagogical Implications as follows.

1. It is common knowledge that students appear to hesitate or even to be afraid of grammatical analysis for the reason that they themselves are more conscious of meaning and function than from in their own use of language. The structural patterns, to some students, are considered as arbitrary rather than being related to meaning and function. Hence, functionally, it is more relevant to take advantage of their strength to make grammar analysis would be understood.
2. There have been existed the students with quite mixed background of the early days of the course; this puts a big obstacle to teachers in performance and assessments as well. It is necessary to divide them (of course silently) into least informed and most informed students because the least informed students seem to suffer a distinct disadvantage if the time available on the course concerned is too limited to present an adequate introduction to a full scale analysis of the grammar. In details
  - + to provide interesting and new notions on experiential grammar to most informed students, draw them to the analysis based on function and meaning
  - + to provide something accessible to the least informed, to tie them to the self-studying
3. To in-put subjects, the words and structures chosen by authors reveal how they perceive and experience what is

going on in the world. An exploration of experiential grammar, thus shows a great deal about the worldview expresses in proverbs.

4. To out-put subjects, through the comparison and finding on differences between Carriers, Process verbs and Attributes in the two languages, the research will help learners realize more flexibility in a suitable Carrier, Process verb or Attribute. Especially, in teaching translation, it is sure to be beneficial to encourage learners to pre-edit and assess through “deep reading” i.e. riding with translation intention
5. Proverbs reflect the ancestor’s experience in many aspects of life such as: agriculture, labor, weather and show people’s wisdom. Possessing a good knowledge can help learners to enhance the efficiency of verbal communication. The appropriate use of proverbs in communication show one’s profound knowledge and great language capability. The number of proverbs expressed in RAPs is considerable. Thus, if learners are taught the syntactic and semantic features of English and Vietnamese Proverbs expressed in RAPs, they can understand and remember a large number of proverbs better and longer. In addition, learners would gain some cultural knowledge through learning proverbs under the light of F.G because the words and the structure chosen by producer of proverbs reveals how they perceive and experience what is going on in the world.

### **5.2.2. For materials**

From the results of the description and comparison of RAPs in English and Vietnamese, textbook designers can exploit the findings on similarities and differences in the two languages so

as to construct a syllabus based on Systemic Functional Grammar.

Specifically, delicate phenomena can be summed up and generalized into more concrete terms. Syntactically, being making through such vague cases, learners, therefore, may avoid negative transfers with concrete language awareness.

Simultaneously, it is often argues that the development of the foreign syllabus can not solely based on communicative approach without any reference to the artistic value of the information. By this we that the mere understanding of proverbs, word by word should not be a tarter of a translation process. Learners are placed great emphasis on responsibility for the mother tongue with support of cultural, pragmatic knowledge. Accordingly, the analysis of a text from experiential grammar by clarifying how differently that information expressed in mother tongue or in target languages. As a consequence, a translation product can be carried out with the combination of traditional grammar translation and perception the world through our experience.

### **5.3. SUGGESTIONS FOR FURTHER RESEARCH**

So far, the study, based on data collected from proverbs in English and in Vietnamese, has been concerned only with Relational Attributive Processes in English and Vietnamese and has explored the similarities and differences of the ones in both languages. Further researches, hence, are supposed to concentrate on the comparisons of other process types in the transitivity system of the two languages like Behavioral process, Existential and so on. Besides the study on Processes, many further studies, based on the theoretical background available in our research, are suggested, they may be “A Functional comparison on Circumstance”, or “Associated roles of Participants in Processes”, or “A Functional comparison in Causative system in English and Vietnamese Processes” and so on.

Relational Attributive Processes are popularly used in written discourse. My investigation is limited in proverbs. I realize that it is necessary to offer some suggestions for further research: An investigation into Relational Attributive Processes expressed in poems, song, folksong and other kinns.