

**MINISTRY OF EDUCATION AND TRAINING  
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**AN INVESTIGATION INTO  
LINGUISTIC FEATURES OF RANGE  
IN ENGLISH AND VIETNAMESE  
(FROM THE VIEW OF FUNCTIONAL GRAMMAR)**

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

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## CHAPTER 1 INTRODUCTION

### 1.1. RATIONALE

Fundamental language is essentially a natural grammar, in the sense that everything in it can be explained. In the fields of functional grammar, significant studies that should be named are An Introduction to F.G by Halliday (1994), etc.

In Vietnamese, Ngữ pháp kinh nghiệm của cú Tiếng Việt: *Mô tả theo quan điểm chức năng hệ thống và Dẫn luận ngữ pháp chức năng* by Hoàng Văn Vân (2000) puts forwards guidelines of Functional Grammar. Have a look at the following examples:

- (1) She sang *a song*
- (2) They are climbing *the mountain*
- (3) Thầy Năm chơi *cờ*.
- (4) Cô ả cười *một cái cười* hết sức lẳng lơ.

Through those examples, we can see that in traditional grammar, people think that they are Objects, but it is not always true. They are the elements that specify the range or scope of the process and specify part of the process that is not affected by the process—they are Range. For this reason, I choose to do research on the topic “**An investigation into linguistic features of Range in English and Vietnamese**” with the hope that the research result will help language users identify more new features of word classes, especially the relationships between verbs and nouns taking part in the processes of communication.

### 1.2. AIMS AND OBJECTIVES

#### 1.2.1. Aims of the study

- To provide an in-depth analysis of Range in English and Vietnamese.

### 1.2.2. Objectives of the study

- To find out the linguistic features of Range in processes from the view of functional grammar.

- To identify more new features of word classes, especially the relationships between verbs and nouns taking part in the processes of communication.

- To discover the similarities and differences of Range in English and Vietnamese.

- To increase knowledge of the relationship between semantics and syntactics when participating in communicative functions.

- To suggest some implications for teaching, learning and using languages.

### 1.3. THE SCOPE OF THE STUDY

The study focuses on investigating linguistic features of Range in English and Vietnamese. From that, it points out some active functions of Range in the processes.

### 1.4. RESEARCH QUESTIONS

1. What are the linguistic features of Range in the processes from the view of Functional Grammar?

2. What are the linguistic features of verbs with Range participant in the processes?

3. What are the similarities and differences of Range in English and Vietnamese?

4. What are some implications of the study to teaching, learning and using languages?

### 1.5. THE SIGNIFICANCE OF THE STUDY

To some extent, this research will be useful to language users in distinguishing syntactic functions as well as semantic roles of elements in sentences. The findings of the research will also help

language learners determine the importance of Grammar among grammatical paradigms in an attempt to make functional closer to Vietnamese study.

## 1.6. DEFINITION OF TERMS

**1.6.1. Participant:** 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. [2, p.66]

**1.6.2. Participant roles:** According to David Crystal [10], participant roles are defined as follow:

- The functions that can be ascribed to people taking part in a linguistic interaction.
- The semantic function attached to clause elements, such as agent and recipient.

**1.6.3. Process:** According to Butt [4], processes are expressions of happening, doing, saying and thinking. A process is realized in the grammar by means of a verbal group, which is either one word, belonging to the class verb, or a group of words with a class verb word as the head or nucleus of the group.

### 1.6.4. Range

• According to Halliday [12], “*The Range is the element that specifies the range or domain of the process. In a “material”, the Range is the Scope, in a “behavioral” clause, the Range is the Behaviour*”.

• According to Martin [14], “*The range is the element that elaborates or enhances the process.*”

## 1.7. ORGANIZATION OF THE STUDY

## CHAPTER 2 LITERATURE REVIEW AND THEORETICAL BACKGROUND

### 2.1. A REVIEW OF PREVIOUS STUDY

Up to now, there have been several linguists studying the *Range* such as Halliday, Butt, Eggin, Martin, Thompson, etc.

In Vietnamese, *Range* is also a matter of concern to several linguists such as Hoang Van Van, Phan Van Hoa, etc. They give a detailed presentation of *Range*, – its definition, roles and classifications through a number of examples.

In addition, there are some master theses carried out such as *An Investigation into Distinguishing Features between Material and Mental Processes in English and Vietnamese* by Nguyen Thi Xuan Thuy (2007), etc. It has been found that in the previous cross-linguistic studies, the features of *Range* have not been explored and studied in depth.

### 2.2. THEORETICAL BACKGROUND

Some fundamental theoretical knowledge related to the study: metafunctions, the system of transitivity, process types and associated participants and overall view about *Range*.

Here are the main points which are presented in this part:

#### 2.2.1. Metafunctions

##### 2.2.1.1. Ideational Metafunction

##### 2.2.1.2. Interpersonal Metafunction

##### 2.2.1.3. Textual Metafunction

#### 2.2.2. The grammar of experiential meaning.

##### 2.2.2.1. Process, Participant and Circumstance

##### 2.2.2.2. Process types and associated participants

###### a. Material Processes

- b. Mental Processes
- c. Relational Processes
- d. Verbal Processes
- e. Behavioural processes
- f. Existential processes

### 2.2.3. The framework of Range

## CHAPTER 3

### METHODS AND PROCEDURES

#### 3.1. RESEARCH DESIGN AND RESEARCH METHOD

A combination of qualitative, quantitative, descriptive and comparative methods has been adopted in this study.

#### 3.2. DATA COLLECTION AND ANALYSIS

##### 3.2.1 Data Collection

The research is carried out on 400 samples of *Range* in English and in Vietnamese mainly taken from different sources of novels and short stories.

##### 3.2.2. Data Analysis

In this study, we would like to analyze data on the basis of the knowledge of semantic. Then we report the results by using tables, graphs and category lists. Finally, we interpret the results and offer some conclusions, implications and recommendations.

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.1. THE FEATURES OF RANGE IN THE PROCESSES FROM THE VIEW OF FUNCTIONAL GRAMMAR

##### 4.1.1 Range in the Material process

In material process, Range is the Scope.

### Actor + Process + Goal *or* Actor + Process + Range

- Range may be not an entity at all but rather another name for the process.

In material process, it is useful to label Range more specifically as either “Range: entity” or “Range: process”. Have look at the examples:

[1]

The dormouse	crossed	the court
<b>Actor</b>	<b>Process: material</b>	<b>Range: Entity</b>

[12, p.194]

[2]

The whole country	is paying	a heavy price
<b>Actor</b>	<b>Process: material</b>	<b>Range: Process</b>

[12, p.194]

- Halliday [12] makes an important distinction between Goal and Range.

- Range cannot usually be probed by do to or do with.
- A Range element can never a resultative Attribute added within the clause.
- A Range cannot be a personal pronoun.
- A range cannot usually be modified by a possessive.
- Ranges are less likely to become subjects than Goals.
- A range can often be realized as a preposition phrase

##### 4.1.2. Range in the Mental process

In a “mental” clause, the concept of Range helps to understand the structure we have identified, that of the Senser and Phenomenon.

[3] Now the Major and his lady, ..... than was accorded to people who wished **to enjoy pleasure** as well as to do duty. [20, p.175]

### 4.1.3. Range in the Behavioural process

In this process, Range is considered to be Behaviour.

[4] She gave a faint sight. [22, p.100]

<b>Behavior</b>	<b>Pro.: behavioural</b>	<b>Range</b>
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### 4.1.4. Range in the Verbal process

The concept of Range in this process turns out to be applicable to a “verbal” clause, in this case to the function we have referred to above as the Verbiage.

[5] He made a defiant speech. [12, p.294]

<b>Sayer</b>	<b>Process: verbal</b>	<b>Verbiage/ Range</b>
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### 4.1.5. Range in the Relational process

The ergative analysis of relational clauses is complex. For purposes of simplicity, Token will be interpreted as medium and the Value as Range in all types.

[6] The room on the right is your office. [4, p.80]

<b>Token</b>	<b>Pro.: relational identifying</b>	<b>Value/Range</b>
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## 4.2. THE LINGUISTIC FEATURES OF VERBS WITH RANGE

### PARTICIPANTS IN THE PROCESSES IN ENGLISH

#### 4.2.1. Semantic features of verbs with Range participants in the processes in English

Semantically, the verb is empty in the context. Such these verbs are sometimes said to be delexicalized because they have lost their full lexical content and become almost “dummies”. We analyze more than 250 samples of verbs in the processes, the results are presented in table 4.1.

**Table 4.1. Frequency of occurrence the dummy verbs in the processes**

<b>Classification dummy verbs</b>	<b>Occur</b>	<b>Rate (%)</b>
1. Do	8	2.9
2. Make	125	46
3. Have	36	13.2
4. Give	48	17.6
5. Take	38	14
6. Get	6	2.2
7. Pay	6	2.2
8. Play	3	1.2
9. Put	2	0.7

Multiplicity of meanings of *these verbs* implies difference in process types, which is to be demonstrated in the functional analysis below:

$$\boxed{X_0 + X_1 = X}$$

#### a. Do

[7] *Dad does the garden.* [20, p.28]

<b>Actor</b>	<b>Pro.: material</b>	<b>Range: entity</b>
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In this instance, the verb **do** functions as *a material process*. The main participant is the Actor performing/carrying out an action, which is embodied in the Range, either a process or an entity.

#### b. Make

[8] *I made a few phone calls.* [20, p.28]

<b>Actor</b>	<b>Pro.: material</b>	<b>Range: process</b>
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The verb **make** predominantly refers to performing an action or producing an object. In this case, it acts as a *transitive material process*.

Besides, **make** realizes *a behavioural process*, with the Behavior as the main participant, and refers to the Behavior’s performance.

[9] Miss Amelia only **made** a smile and a blush.

<b>Behavior</b>	<b>Pro.: behavioral</b>	<b>Range: process</b>
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[21, p.35]

In addition, the verb **make** also realizes *a verbal process*.

[10] I **didn't make** any formal proposal. [25, p.90]

<b>Sayer</b>	<b>Pro.: verbal</b>	<b>Range</b>
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The final feature of the verb **make** is that it realizes *a mental process*, as the Senser experiences a feeling about the phenomenon.

[11] "Between Mr Frank Churchill and Miss Fairfax? Oh! yes, perfectly.- Why do you **make a doubt** of it?" [1, p.264]

[12] It makes a good book. [20, p.29]

<b>Token</b>	<b>Pro: relational</b>	<b>Value</b>
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The example above demonstrates that the verb **make** also realizes *a relational process*, in which one entity, the Token, equals, has the qualities of and is identified through another, which functions as the Value/Range.

Frequency of occurrence of the verb **make** is shown in the following chart.

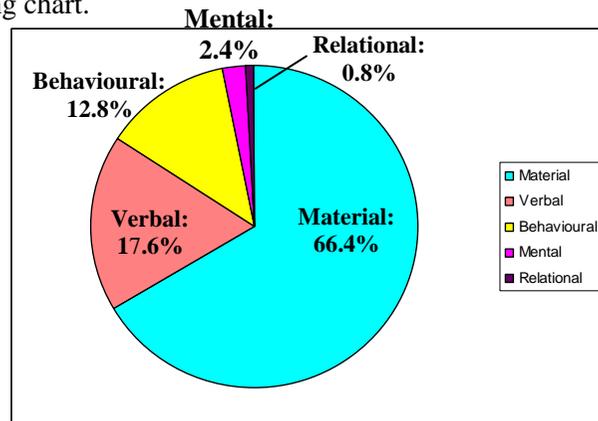


Figure 4.1. Frequency of occurrence of the verb **make**

The figure above shows that **make** realizing material process has the highest percentage with 66.4%, behavioural process accounts for 12.8%, verbal process (17.6%), mental process (2.4%) and relational process occupies only 0.8%.

*c. Have*

When the verb **have** realizes *a material process*, Range could be regarded as the "name" of the process.

[13] "Couldn't you **have lunch, or maybe dinner**, or lunch the day after?" begged the girl. [10, p.157]

In addition, the verb **have** functions as *a mental process*.

[14] I shall always feel much obliged to him, and **have a great regard** for. [1, p.42]

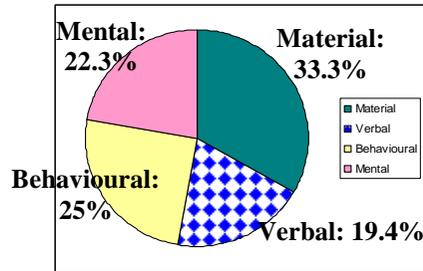
Through semantic extension, this verb **have** has also realized the process of behaving.

[15] Here, let's **have a look at** him;" ..... [27, p.155]

The verb **have** is also realized as a part of *a verbal process*. Through semantic extension, the *have* has acquired the sense[ TO ORDER /THANK, etc SOMEBODY ], the scope of saying being the verbiage.

[16]... when Sowerberry **had an order** for the burial of some rich old lady ..... [6, p.34]

Frequency of occurrence of the verb **have** is shown in the following chart:



**Figure 4.2. Frequency of occurrence of the verb *have***

The result of the figure of the verb **have** shows that material process also occupies the highest percentage with 33.3%, the second rank is behavioural process with 25%, mental process takes 22.3% and the lowest percentage is verbal process with 19.4%

**d. Give**

The verb **give** also functions as *a material process, verbal process, behavioural process*, and the function of the verb **give** in each process is similar to the verb **make, have**,... For examples,

**Give functions as a Material process**

[17] ...He gave a peculiar knock. [25, p.214]

Actor	Pro.: material	Range: Process
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**Give functions as a Behavioural Process**

[18] He was to see the beautiful heiress ...and give chase and rescue her. [25, p.78]

**Give functions as a Verbal Process**

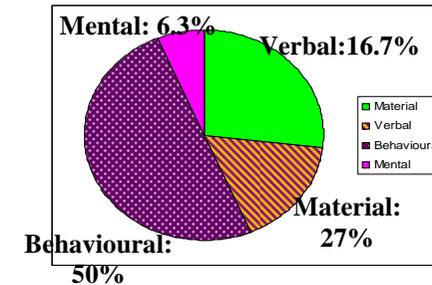
[19] Miss Crawley gave a final scream... [27, p.98]

Sayer	Pro.: verbal	Range
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**Give functions as a Mental Process**

[20] The news which that famous Gazette brought to the Osbornes gave a dreadful shock to the family and its chief. [21, p.213]

From the samples analyzed above, the frequency of occurrence of the verb **give** is shown as follow:



**Figure 4.3. Frequency of occurrence of the verb *give***

As can be seen from the chart, the verb **give** realizing behavioural process accounts the highest rate (50%), the next is material processes (27%), verbal process takes 16.7%, mental process has the lowest rate (6.3%)

**e. Take**

The verb **take** functions as *a transitive material process* in the sense perform something, with the following example:

[21] They took their seats amidst a crowd of watchers.

Actor	Pro.: material	Range
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[25, p.81]

Take also realizes *a behavioural process* in the following example

[22] Catherine took a shy look at

Behaver	Pro.: behavioural	Range
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him, expressing small admiration. [3, p.188]

When combining with a noun of manner, **take** realizes *a mental process*, with the Senser as the main participant, refers to the Senser's feeling.

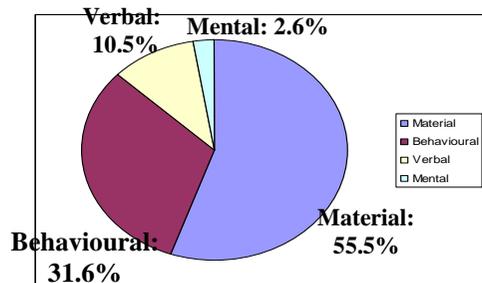
[23] "... let us take all the risk and do all the fighting. [21, p.170]

As *a verbal process*, the verb **take** is used in the sense [TELL SOMETHING] or expression of refusal, etc.

[24] "Yes, our good Mrs Elton. ... She would not take a denial.

[1, p.287]

The frequency of occurrence of the verb **take** is shown in this chart:



**Figure 4.4. Frequency of occurrence of the verb *take***

From the figure, it can be concluded that material process takes 55.5%- the highest rate, behavioural process occupies 31.6%, verbal process accounts for 10.5%, mental process has the percentage of 2.6%.

**f. Get**

Similarly in the verbs above, the verb **get** also *realizes a material process*, in the sense of performing an action.

[25] They're bandits, they are the ones who **got possession** of the temples ...." [10, p.280]

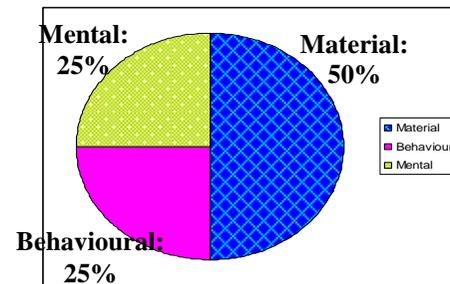
**Get** also functions as *a behavioural process* in the sense of behavior's performance.

[26] .... She certainly musta **got a good look** at me." [10, p.292]

Furthermore, it also acts as *a mental process*, referring to the sense [EXPERIENCE].

[27] She takes to nursing real natural, and an't never better suited than when **she gets a sick body to tend**. [27, p.156]

Frequency of occurrence of the verb **get** can be generally shown in following chart:



**Figure 4.5. Frequency of occurrence of the verb *get***

As the figure shows, the verb **get** only realizes three processes: material process, behavioural process and mental process, in which material process takes the highest rate with 50%. Mental process and behavioural process have the same rate with 25%.

**g. Pay**

[28] Dorian doesn't **pay any attention** to what Lord Henry says.

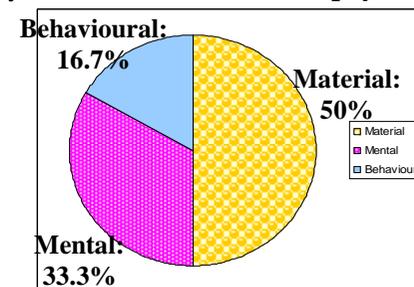
[25, p.24]

In this example, the verb **pay** realizes *a material process*. Lexically and grammatically, the structure resembles a clause with a Goal, but the semantic evidence suggests that *any attention* is Range.

Besides, the verb **pay** also realizes *a behavioral process*.

[29] Upon my word, Dorian, Miss Sibyl knows how to **pay compliments**. [25, p.65]

Frequency of occurrence of the verb **pay** is shown as follow:



**Figure 4.6. Frequency of occurrence of the verb *pay***

The figure shows that the material process ranks first with 50%, mental process holds 33.3% and behavioural process appears with the rate of 16.7%

**h. Play**

[30] That is no fun. I said. “let’s **play prisoner circle**” [26, p.14]

In this case, the verb **play** realizes *a material process*. The verb **play** is also interpreted as perform, the object of the verb functions as Range, and names the performed process.

**i. Put**

[31] Anyway, I would **put a stop** to this usurpation of my time. [19, p.68]

[32] When we were outside, ..., and **put the questions** as casually as I could. [19, p.72]

In the first example, the verb **put** realizes as *a material process*, in the sense [PERFORM SOMETHING]. On the other hand, in the second, the verb **put** realizes *a verbal process*, in the sense[ASK SOMEBODY SOMETHING].

In short, after analyzing more than 250 samples of verbs, the distribution of the dummy verbs in the processes in English is shown as below:

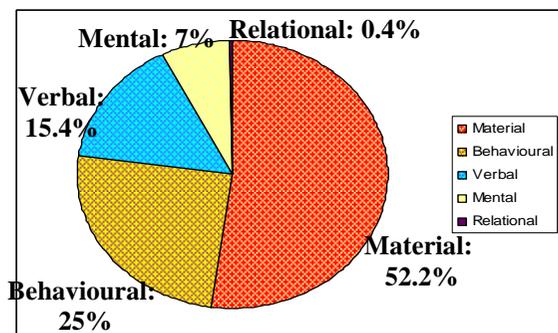


Figure 4.7. Frequency of feature of dummy verbs in the processes in English

With the result from the chart, we can see that: ranking top is *Material process* with the 142 samples – 52.2%; at the second high percentage is *Behavioral process* (25%); *Verbal process* accounts for 15.4%, *Mental process* occupies 7% and *Relational process* accounts small rate in the total for only 0.4%. Especially, in this chart, there are not any samples of *Existence process*.

**4.2.3. Cognate features between verbs and nouns in the processes with Range participant in English.**

Another feature of process Range is what is called in traditional grammar Cognate objects.

$$X_1 + X_2 = X$$

Here the object of the verb is derived directly from the verbal meaning itself.

[33] The boy **laughed a high, embarrassed laugh**. (Behavioural) [22, p.100]

In this case, the head of the noun group realizing Range (**laugh**) is related to verb group head realizing the process (**laughed**).

$$X_1 - X_2 (V \leftrightarrow N)$$

[34] **I think independent thought**. (Mental) [12, p.250 ]

One more important feature is that the nouns are not related to the verbs in form, in other words, they are different in form, but are related in meaning.

$$X_1 - X_2 (V \neq N)$$

[35] “Sir?” I asked, not quite sure whether he was making a statement or **asking a question**. (Verbal) [9, p.62]

The analyses of these examples demonstrate that almost cognate objects appear in material process, behavioural process, verbal process and mental process.

### 4.3. THE FEATURE OF OBJECTS IN THE PROCESSES WITH RANGE

[36] We must have walked **three miles**. [22, p.104]

That example shows that with material processes of movement, where the “Object” encodes the distance of the location.

[37] And he crossed **the square**, ..... [21, p.66]

In this example, the object **square** encodes the location of the movement.

The next step to see that certain “Objects” are an extension of the verb. Have look at these following example:

[38] The boy was **singing a wordless song**. [22,p.104]

We can therefore see the Range basically as the label given to a nominal group which works together with the verb to express the process.

One more important feature of the object should be considered is how the function of Range and the meaning is. Have a look at these examples:

[39] Tom plays **the leader**. [37, p.144]

[40] Some of his friends said he could not play **the violin** very well. [26, p.1]

These two instances show that *the leader*, *the guitar* are functioned as Range. The feature of Range here is Scope; however, the meaning is totally different. *The leader* is *Identifier*, whereas, *the guitar* is *Tool*.

### 4.4. THE LINGUISTIC FEATURES OF RANGE IN VIETNAMESE

Range in Vietnamese can be divided according to two different ways:

- Logical-semantic relationship with processes
- Special features to distinguish between range classes

According the first view, Range in Vietnamese can be classified by:

(a) Existential Range: Thủ trưởng đã ra **quyết định**. [49, p.243]

(b) Expanding Range, including:

- Elaborating Range: Thầy năm chơi **cờ**. [49, p.244]

- Extending Range: Quân được **điểm** tốt. [49, p.244]

- Enhancing Range: Họ vượt **rào**. [49, p.244]

According to the second view, Range can be divided into two kinds: Independent Range and Dependent Range

#### *Independent Range*

[41] Thăng Quân đang leo cây. [49, p.246]

[42] Châu á nhỏ **buông một câu tiếng Anh** lơ đãng. [42, p.379]

[43] Anh biết vị vợ nói dối, chực nói, nhưng lại thôi, buồn rầu **buông một tiếng thở dài**. [35, p.11]

In the first example, the verb “**buông**” functions as Verbal process, in the sense of SAYING. In contrast, the verb “**buông**” in the second example realizes as a Behavioural process, in the sense of BEHAVING. Thus, it can be concluded that one verb in Vietnamese also appears in many process with the different functions.

Other example of Range in Vietnamese is illustrated as follow:

[44] Trên gương mặt cương quyết của Pha **cũng chảy ra hai dòng nước mắt trong veo**. [38, p.174]

#### *Dependent Range*

One important criterion used to determine Dependent Range is that it can be realized by a cognate object.

The important feature in this kind is that the Range is accompanied with *Epithet*, which indicates quality of the subject, for example:

[45] Răng bác vừa nhe ra để **cười một cái cười do dự**. [35, p.142]

Furthermore, the Range is also accompanied with *Classifier*, which indicates a particular subclass of the thing in question and this is shown in the following example:

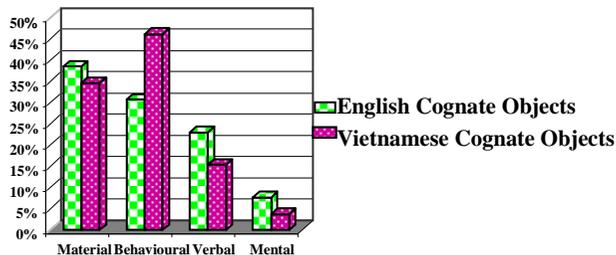
[46] Những nghệ nhân già có giọng ca vút cao **cát tiếng hát một bài dân ca** thật cổ hòa theo. [29, p.13]

The examples above illustrate that cognate objects in Vietnamese also appear in some processes, such as material process, verbal process, behavioural process and mental process.

#### 4.5. COMPARISON OF RANGE IN ENGLISH AND VIETNAMESE

**Table 4.2. Frequency of occurrence of dummy verbs in the processes in English and Vietnamese**

Processes	In English	In Vietnamese
Material	+	+
Verbal	+	+
Behavioural	+	+
Mental	+	+
Relational	+	-
Existential	-	-



**Figure 4.8: Frequency of occurrence of cognate objects in English and Vietnamese**

#### 4.5.1. Similarities

Firstly, in both languages, Range can be found in a process with two participants:

**Actor + Process + Range**

[47] When they dance I sit and **play the piano** very demurely.

[21, p.60]

[48] Hình như bấy nhiêu người đều nhận ra ông Phó Sứ là đáng mặt làm ..., **người ta đều ngâm đi ngâm lại câu thơ thả**. [48, p.112]

Secondly, Range in English, as well as in Vietnamese, is less likely to become Subject than Goals.

Thirdly, from table 4.2, it can be seen that some **dummy verbs** in English appear to be similar to those in Vietnamese. They both realize some processes, such as material, behavioural process, etc. Let's look at the following examples:

[49]

In English	In Vietnamese
- <b>make</b> a mistake	- <b>mắc</b> một sai lầm

Finally, morphological, some Ranges in both languages are related to the verb and these are traditionally termed Cognate objects.

Look at these examples: - She slept *a deep sleep*

- Ông ta chết *một cái chết* thanh thản

#### 4.5.2 Differences

The first difference between two languages is the use of "Dummy" Verbs. Although "Dummy" Verbs appear in both languages; nevertheless, they are used more frequently in English. This is illustrated in the example below:

[50] She has dinner

<b>Actor</b>	<b>Pro: material</b>	<b>Range</b>
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It is quite clear in this English Material clause, “dinner” exists as a Range. However, to express such an idea in Vietnamese, the clause employed is *an intransitive* one, i.e with only one participant without Range), not a *transitive* any more. In Vietnamese, we just say, *Cô ấy ăn tối*.

Next, in the example [44], we can use some other verbs, such as *tuôn* dòng nước mắt, *tràn* hai dòng nước mắt, etc. instead of the verb “*chảy*”. It is obvious that the same meaning can be expressed by many different verbs in Vietnamese. Therefore, in some extent, it can be said that dummy features in Vietnamese are more abundant than those in English.

Furthermore, as can be seen from the figure 4.8, cognate objects realizing material process in English (38.5%) are higher than those in Vietnamese (34.6%). Similar to verbal process, they occupy 23.1% in English, whereas 15.4% in Vietnamese. In addition, they function as mental process with 7.7% in English and only 3.8% in Vietnamese. On the contrary, cognate objects realizing behavioural process in Vietnamese (46.2%) are higher than those in English (30.7%).

Especially, Range comes to existence in Vietnamese only when it is accompanied with Epithet or a Classifier.

[51] Cô ấy cười một tiếng cười khàn đục

<b>Actor</b>	<b>Pro: material</b>	<b>Range</b>	<b>(Epithet)</b>
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của người hút thuốc lá. [37, p.144]

[52] Tôi ca bài ca quan họ

<b>Actor</b>	<b>Pro: material</b>	<b>Range</b>	<b>(Classifier)</b>
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[49, p.245]

On the contrary, Range in English may be not necessary to be accompanied by an Epithet or a Classifier.

Finally, studying the cognate features in two languages helps us realize that in Vietnamese, the “Objects” are only derived from the verb itself. Whereas, in English cognate verbs, Objects are not only derived from the verbs but also related to the verbs in meaning. Let’s have a look at the examples:

[53] Has anyone you have known or heard of **died a good death**? [12, p.193]

[54] "It is Mrs. Sedley's coach, sister," said Miss Jemima. "Sambo, the black servant, has just **rung the bell**; ....." [21, p.3]

## CHAPTER 5

### CONCLUSIONS AND IMPLICATIONS

#### 5.1. CONCLUSIONS

5.1.1. Range is interpreted in this research as the second most nuclear participant. Range is an elaboration or an extension of the process. Furthermore, Range can be realized by a propositional phrase as in: *I am playing bridge. I am playing Simon at the bridge.*

5.1.2. Range mainly occurs in “material”, “behavioural”, “mental”, “verbal” and “relational” clauses. In material processes, the Range is the Scope, in “behavioural” processes, the Range is the behaviour, phenomenon in the like type of mental processes, Verbiage in Verbal processes and Attribute or Value in “relational” clauses. Through the study, we also point out that the frequency of occurrence of Range in Material Processes is the highest.

5.1.3. The study makes a distinction between Range and other participants- Goal with the aim of helping hearers understand more about the Range.

5.1.4. The study also finds out the new roles of objects. It may encode the distance or the location of movement or they form a semantic unit with a verb.

5.1.5. More important, the analysis of some dummy verbs with Range in the processes shows that in the process of communication, the multiplicity of meanings of words is seldom a hindrance. The understanding of the message conveyed is, for the most part, assisted by many contextual indicators, both linguistic and extralinguistic.

5.1.6. The relationship between the verb and the Range is lax.

5.1.7. Dummy verbs are demonstrated to be closer to the Range.

5.1.8. Some verbs can realize as the same process, but their feature is entirely different. This means that they can symbolize either “cognate” feature or “dummy” feature.

5.1.9. The similarity of Range in two languages is shown in the structure with two participants (Actor and Range)

5.1.10. Range in Vietnamese appears to be similar to that in English. Range also functions as Material process, Behavioural process, Verbal process and Mental process.

5.1.11. There are some differences, mainly occurring in the frequency of kinds of Range. For examples, the frequency of empty verbs in English is higher than in Vietnamese, whereas, the frequency of cognate objects in Behavioural process in Vietnamese seems to be overwhelmed over those in English.

## **5.2. IMPLICATIONS**

First of all, investigating the concept Range helps us identify the semantic essence of linguistic elements when they participate in syntax structures in sentences.

Secondly, determining the feature of Range in each process helps us identify the precise relationships of linguistic elements when carrying out the function of conversing abundant experience of humans.

Thirdly, mastering this feature is very useful to teachers. They will know how to group the classes of verbs and help students understand easier and then students can identify new features of verbs, objects and use them more effectively.

Finally, this study is also very useful for those who are interested in this field, especially the interpreters. An insight into the features of Range in English and Vietnamese will certainly help them solve the problem may occur when translating a clause containing or dummy verbs into target language.

## **5.3. LIMITATION OF THE STUDY**

Due to the limitation of time, reference materials and researcher’s knowledge, shortcomings and inadequacies are inevitable. Moreover, what is studied is quite a theoretical topic; the study cannot avoid clumsy explanation.

## **5.4. SUGGESTIONS FOR FURTHER RESEARCH**

- An investigation into features of Range in Existence process in English and Vietnamese.

- An investigation into cognate features in the processes in English and Vietnamese.