THE UNIVERSITY OF DA NANG
UNIVERSITY OF FOREIGN LANGUAGE STUDIES

TRÀN CẤM PHÚ

AN APPRAISAL ANALYSIS OF ENTERTAIN IN THESES ON LANGUAGE STUDY IN ENGLISH

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SUPERVISORS: NGUYEN HUU QUY, Ph.D.
              NGU THIEN HUNG, Ph.D

Examiner 1: Dr. Y Tru Alio
Examiner 2: Assoc. Prof. Dr. Phan Văn Hòa

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Chapter 1
INTRODUCTION

1.1. RATIONALE

In recent years, due to the development of education, writing theses, books and journals is a required course of learners in general and learners of the English Language in particular in colleges and university. To write a thesis or journal, language learners need to know how to use language not only for the descriptive purpose but also for the evaluative function. It means that besides providing the information for the readers in their writing, the writers also add their feelings, attitudes and evaluation in the content that they deliver to the readers. More specifically, in order to show the degree of reliability toward the information they provide in theses or journals, it is very important for them to use Entertain to express their certainty in their statements and to avoid any suspicions from the readers. Technically, Entertain is one subcategory of Appraisal Theory which provides the linguistic tool for the language of evaluation.

It is acknowledged that appraisal theory has been a growing interest to linguists and scholars in language studies. This theory concerns about the interpersonal meaning of a language and it includes the way writers or speakers express their own viewpoint/attitude toward things or events or issues, how they express their attitudes to the challenges which may come from readers, and how they assert their identities when writing certain texts such as sport commentaries texts, political discourses, academic texts on language study. Appraisal framework consists of three subsystems, namely Attitude, Engagement and Graduation. Each of
them has their own different evaluative functions. Entertain which is one of the subcategories of Engagement which may indicate the speaker/writer’s attitude toward the content of utterance.

As one of the devices to signal the writer’s engagement to what he/she presents in the academic work, Entertain is one of the essential factors in writing theses, books or journals in English. This subtype of engagement helps speakers or writers not only show their evaluation to what they state in their theses but also signal an expansiveness in alternatives and in inviting different opinions/ideas about the issue being presented. Using Entertain properly in the report of the academic work is so important that an academic piece of writing is unthinkable without the presence of this semantic device to signal a clear position for the writer.

Unfortunately, Entertain is still an unfamiliar concept to many writers and especially Vietnamese students of the English Language who are found not to have a good awareness of using linguistic expressions to signal the speaker/writer’s attitude toward the certainty of information in the theses, books or journals they may read or experience in submitting theses as partial fulfillments of their course. They do not really care about what the hearers or readers expect from their academic work as far as commitment or engagement is concerned.

What is more, some researches who carried out studies about the engagement in general and the linguistic devices in particular through epistemic modality approach just figure out the semantic strength of linguistic expressions without showing the motivation of using these words for expressing their attitude to the content of
proposition, and especially to the readers. They still cannot determine
the semantic values and category of the evaluation in these
expressions as well as the pragmatic meaning of speech acts in
performing semantic shades of Entertaining in theses on language
study in English. All in all, little has been written about the use of
Entertain in research works and the linguistic realizations of this
evaluative tool in the academic genre. Therefore, being aware of the
important role and the benefits that the use of Entertain brings about
is increasingly necessary for both researchers and language users in
writing academic reports. An exploration of functions and forms to
realize the semantic values of Entertain is still giving room to those
who are interested in unveiling the semantic values and linguistic
resources for this subcategory of engagement in the system of
Appraisal Theory.

For the reasons mentioned above, I decided to carry out the
study titled “An appraisal analysis of Entertain in theses on
language study in English” in the hope that it may help Vietnamese
learners of English have a better understanding about the motivation
of using linguistic devices to signal Entertain in writing theses in
English as well as the linguistic forms to express the evaluative
aspects of this subtype of Engagement.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

The study aims at examining Entertain in the theses on
language study in English in the light of the appraisal approach in
order to raise the awareness of learners and help them understand the
motivation of using Entertain along with their linguistic structures.
1.2.2. Objectives

To achieve the aims of this study, the following objectives are intended to:

- To examine the syntactic realizations, the semantic characteristics and the pragmatic characteristics of Entertain used in theses on language study in English

- To put forward some implications to English learners concerning using Entertain to show the degree of certainty in their academic works.

1.3. SIGNIFICANCE OF THE STUDY

The research is a contribution to the issue of using Entertain in these on language study in English in terms of syntactic, semantic and pragmatic features. It also helps learners of English have better understanding about Entertain and use this language device effectively in writing theses or other academic works.

1.4. RESEARCH QUESTIONS

1) What are the syntactic realizations of Entertain used in theses on language study in English?

2) What are the semantic characteristics of the Entertain in theses on language study in English?

3) What are the pragmatic characteristics of the Entertain in theses on language study in English?
1.5. SCOPE OF THE STUDY

The study primarily concerns the analysis of Entertain in theses on language study in English from 2010 to 2017 in Linguistics and English Language PhD thesis collection in Era, which is a digital repository of original research produced at The University of Edinburgh.

The researcher examines Entertain in terms of syntactic, semantic and pragmatic features based on a theoretical framework of Appraisal Theory. Specifically, the semantic analysis dealt with the identification of the semantic values of Entertain, and the semantic scale of certainty of the linguistic expression of Entertain. The syntactic investigation looked into the linguistic realizations of Entertain in a wide range of structures such as modal auxiliaries, modal adjuncts, modal attributes, mental verbs, modal nouns, and in my view type in declarative sentences. The pragmatic observation focused on the illocutionary force of the Entertain with the implication about the writer’s attitude toward the content of proposition of the Entertain and toward the readers of academic reports such as theses and books on language study.

Modality in general, and epistemic modality in particular, can be expressed through phonetic, grammatical and lexical means in communicative setting. However, this paper examines only lexical devices expressing epistemic modality.

1.6. ORGANIZATION OF THE STUDY
Chapter 2
LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. PREVIOUS STUDIES

There have been many studies of language study based on the Appraisal theory that looked into semantic categories and subtypes of Appraisal theory.

A study relates to the issues of Appraisal theory was carried out by Pascual and Unger (2010). The focus of analysis of this study deals with one of the Appraisal systems - Engagement.

In a similar vein of study, Ping’s master thesis (2010) analyzed the engagement resources in English editorials.

Concerning the features of the language of review, Wang and An (2013) study the rhetoric and stylistic features of Chinese academic book reviews in the perspective of Appraisal theory.

In determining the features of the author’s voice in dialogistic texts, Fryer’s pilot study (2013) investigated engagement regarding heteroglossic in English written medical research discourse by taking an analysis in English medical research articles based on appraisal framework.

In the cross linguistic domain, the existing literature also acknowledges a number of studies of Entertain in the perspective of Appraisal theory.

One of the early studies on Engagement was done by Nguyen (2006) who investigated the semantic, pragmatic and syntactic features of Proclaim markers to clarify the comprehension of
Entertain markers in different types of discourses in both English and Vietnamese. Especially, this author has applied the framework of Epistemic modality to analyze the modal meaning of Proclaim.

On the same line of study, Ho (2006) discussed the disclaim markers by investigating linguistic devices to mark the speakers/writers’ attitude of denial with different linguistic structures or part of speech in Vietnamese and English.

Regarding the evaluative language of sports commentaries, Tran (2013) examined the appreciation in football commentaries in English and Vietnamese in terms of syntactic, semantic features under the Appraisal theory.

It can be seen that there are many studies related to Engagement system of Appraisal theory conducted but there is almost no research about Entertain in theses on language study in English. That is the reason why I decided to carry out a study which analyses the concept Entertain as specific as possible in the hope of finding the missing piece in researching the benefit of using Entertain and helping the learners of English understand about the sense and motivation of using Entertain when writing.

2.2. THEORETICAL BACKGROUND

As mentioned in the previous parts, this study is planning to look into Entertain in theses in English in order to make the learners of English realize the importance of using it when writing academic reports. According to Martin and White (2005), Entertain is a subcategory of engagement, one of three brands of appraisal framework and it is used to give the subjective assessment of the
certainty of the proposition. The adoption of a working definition of Entertain needs an overview of Appraisal Framework and related syntactic, semantic, pragmatic areas.

### 2.2.1. An Overview of Appraisal Framework

Appraisal framework is a particular approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positionings and relationships (White, 2001).

Appraisal is divided into three subcategories: attitude, graduation, and engagement.

### 2.2.2. Engagement system

Engagement resources consists of subcategories under the headings: Disclaim, Entertain, Probabilise, and Attribute. This thesis will aim at investigating Entertain in theses on language study in English, so Entertain and its detailed subtypes will focus all the rest of following sections.

### 2.2.3. Entertain and relevant concepts

**2.2.3.1. The notion of Entertain**

According to Martin (2006), Entertain are those wordings by which the authorial voice indicates that its position is but one of a number of possible positions and thereby, to greater or lesser degrees, makes dialogic space for those possibilities. The authorial voice Entertain those dialogic alternatives.

For establishing an operational definition, I assume that Entertain is a kind of speech act that functions to signal the
speaker/writer’s attitude toward the proposition of the utterance/sentence as a signal of heteroglossic position and potential alternatives from the hearer/reader.

2.2.3.2. Relevant concepts

Evidentiality

<table>
<thead>
<tr>
<th>Source of knowledge</th>
<th>Mode of knowledge</th>
<th>Knowledge matched against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
<td>Belief</td>
<td>reliable</td>
</tr>
<tr>
<td>Language</td>
<td>Induction</td>
<td>k n o</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Hearsay</td>
<td>w l e d g e</td>
</tr>
<tr>
<td></td>
<td>Deduction</td>
<td>Verbal resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expectation</td>
</tr>
</tbody>
</table>

Figure 2.4 Chafe’s scale of reliability

(Chafe & Nichols, 1986, p.263)

Epistemic modality

Lexical tools to express epistemic modality
Table 2.2 Epistemic markers classified into syntactic categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental verbs</td>
<td>know, think, believe,</td>
</tr>
<tr>
<td></td>
<td>suppose, guess,</td>
</tr>
<tr>
<td></td>
<td>look, appear, seem</td>
</tr>
<tr>
<td>Adjectives</td>
<td>possible, likely,</td>
</tr>
<tr>
<td></td>
<td>certain, unlikely,</td>
</tr>
<tr>
<td></td>
<td>uncertain, probable,</td>
</tr>
<tr>
<td></td>
<td>obvious</td>
</tr>
<tr>
<td>Adverbs</td>
<td>possibly, probably,</td>
</tr>
<tr>
<td></td>
<td>certainly, obviously</td>
</tr>
<tr>
<td></td>
<td>apparently, maybe</td>
</tr>
<tr>
<td>Nouns</td>
<td>probability, possibility, chance</td>
</tr>
<tr>
<td>Other useful</td>
<td>I expect</td>
</tr>
<tr>
<td>expressions</td>
<td>My initial impression</td>
</tr>
<tr>
<td></td>
<td>is that</td>
</tr>
<tr>
<td></td>
<td>I get the impression</td>
</tr>
<tr>
<td></td>
<td>that</td>
</tr>
<tr>
<td></td>
<td>I am pretty confident</td>
</tr>
<tr>
<td></td>
<td>that</td>
</tr>
<tr>
<td></td>
<td>I think I am justified</td>
</tr>
<tr>
<td></td>
<td>to say that</td>
</tr>
</tbody>
</table>

The modal verbs used to show the degree of certainty, as well as their examples, are summarized from the book *Practical English Usage* (Swan, 2005) in Table 2.3
Table 2.3 Modal verbs expressing the degree of certainty

<table>
<thead>
<tr>
<th>Degree of certainty</th>
<th>Modal auxiliaries</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete certainty</td>
<td>Shall</td>
<td>I <em>shall</em> be away tomorrow.</td>
</tr>
<tr>
<td></td>
<td>Will</td>
<td>There’s the phone. That <em>will</em> be Tony’s.</td>
</tr>
<tr>
<td></td>
<td>Must</td>
<td>You <em>must</em> be tired.</td>
</tr>
<tr>
<td></td>
<td>can’t</td>
<td>That <em>can’t</em> be John – he’s in Dublin.</td>
</tr>
<tr>
<td>Probability</td>
<td>should</td>
<td>It <em>shouldn’t / oughtn’t to</em> be difficult to get there.</td>
</tr>
<tr>
<td>Possibility</td>
<td>May</td>
<td>The water <em>may</em> not be warm enough to swim.</td>
</tr>
<tr>
<td>Weak possibility</td>
<td>Might</td>
<td>Things <em>might</em> not be as bad as they seem.</td>
</tr>
<tr>
<td></td>
<td>Could</td>
<td>We <em>could</em> all be millionaires one day.</td>
</tr>
</tbody>
</table>

2.2.4. Systemic Functional Linguistics

According to Martin & White (2005), Appraisal theory focuses primarily on the interpersonal function – one of metafunctions provided by Systemic Functional Linguistics.

Systemic Functional Linguistics (Halliday, 1994) states three distinguished meaning types.

Different metafunction indicates a different notion of the world as well as different kinds of clause meaning. As mentioned above, Appraisal theory focuses primarily on the interpersonal function (Martin & White, 2005).

These three functions correspond to three systems at the lexico-grammatical level: Transitivity, Mood and Theme.
2.2.5. Speech acts

_Yule’s speech act theory_

Yule’s (1996) defined that actions performed via utterances are generally called speech acts and actions are often specific such as apology, complaint, compliment, invitation, promise or request.

Yule’s (1996) claimed that there are three related acts: Locutionary act, Illocutionary act and Perlocutionary act.

Based on the general functions, speech acts are classified five types: declarations, representatives, expressives, directives, and commissives.

In this study, I assume that when a writer makes a case of Entertain, he/she is making a representative speech act the illocutionary force and the truth or certainty of which can be modified/modulated with different Epistemic markers as a signal of heteroglossic position and potential alternatives from the hearer/reader.

2.3. SUMMARY

This chapter has reviewed what the previous studies brought to the literature of the issues and how they related to this study. Accordingly, this thesis will be analyzed in the perspectives of Appraisal theory, Systemic Functional Linguistics, Epistemic Modality and Speech acts.
Chapter 3
METHODOLOGY

3.1. Research Design

From the guideline of the aim, objectives and research questions of study, this descriptive study was planned to employ qualitative research methods to collect and analyze the information about Entertain.

The qualitative research method was used for collecting the information and analyzing linguistic features in terms of semantic, syntactic and pragmatic features in order to identify the semantic values of Entertain, the linguistic realizations of Entertain in structures of declarative sentences and the illocutionary force of the Entertain.

The quantitative research method is used for calculating the occurrence and frequency of the different sub-types of Entertain in Theses on Language Study in English.

3.2. Data Collection

The sampling can be found in a wide range of linguistic structures of utterances in various theses taken from the theses on language study in English from 2010 to 2017 in Linguistics and English Language PhD thesis collection in Era, which is a digital repository of original research produced at The University of Edinburgh.

3.2.1. Sampling

To identify and collect the samples of Entertain defined in the scope of the study, the thesis has pinned down a working definition whereby Entertain is understood as an appraisal tool used to signal
the speaker/writer’s attitude toward the proposition of the utterance/sentence as a signal of heteroglossic position and potential alternatives from the hearer/reader. By this operational definition, a sample of Entertain should meet the description of function and form that realize the appraisal function with different epistemic markers.

These instances of Entertain can be found as a single word or a phrase that signals the appraisal function in a declarative sentence realizing an utterance made by the writer in the theses on language study in English.

The sampling of this study was done randomly so that each sample has the equal opportunity to appear in the corpus.

3.2.2. Procedure of data collection

The data collection was carried out by following steps:

- Identifying the information that shapes the intensive meanings or stereotypes of the Entertain in theses on language study in English;
- Setting up an initial list of linguistic structures/units of Entertain from some related researches;
- Determining the sources where samples of data of Entertain is extracted from;
- Seeking the samples determined in 3.2.1 which meet the descriptive information of an instance of Entertain by definition.
- Coding samples of data in terms of syntactic realizations, semantic and pragmatic features.

3.2.3. Instrument of data collection
In this study, all the sources of theses, which can be saved as PDF file for the facilitation of analysis was found by Google Search Engine

After collecting and investigating Entertain in theses on language study in English, Entertain was analyzed and classified qualitatively in terms of syntactic, semantic and pragmatic features. Statistical tables were designed for collecting the quantitative information of the different sub-types of Entertains in Theses on Language Study in English.

3.3. Data analysis

The samples of Entertain examined in theses on language study in English were qualitatively and quantitatively analyzed to these following aspects:

- Syntactic realizations of Entertain in reference to the functional grammar framework and how these linguistic units are distributed and organized in declarative sentences
- Semantic features of Entertain in view of appraisal through and semantic categories and scale of certainty
- Pragmatic features of Entertain in reference to the illocutionary force and potential implicatures.
Chapter 4
FINDINGS AND DISCUSSIONS

This chapter presents and discusses the finding of the data analysis. The result of the analysis is accounted on the syntactic, semantic and pragmatic basis.

4.1. Syntactic Realizations of Entertain in Clause as Exchange

The syntactic realizations of Entertain in theses on language study are viewed through clause of Message, clause as exchange. Clause as Message is represented with Theme and Rheme, clause as exchange with mood and residue.

The syntactic analysis in this section is closely associated to the identification of the positions of Entertain in the structure of sentences.

4.1.1. Syntactic features of Modal Adjuncts as linguistic realizations of Entertain

4.1.1.1. Entertain in form of modal auxiliaries
4.1.1.2. Entertain in form of modal adjuncts
4.1.1.3. Entertain in form of modal attributes
4.1.1.4. Entertain in form of mental verb/attribute projections
4.1.1.5. Entertain via circumstances of the in my view type
4.1.1.6. Entertain in form of Modal nouns
4.1.1.7. Summary of typical Grammatical patterns of Entertain
Table 4.2 Typical Grammatical patterns of Entertain

<table>
<thead>
<tr>
<th>Mental verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I + Mental verbs (know, think, suppose, guess, believe, suspect, doubt) + that P</td>
</tr>
<tr>
<td>It + Mental verbs (seem/appear (to me)) + that P</td>
</tr>
<tr>
<td>It be + Mental verb (know, believe, think) + that P</td>
</tr>
<tr>
<td>Subject + Passive (know, believe, think) + to infinitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modal attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>It + be + Modal attribute (possible, uncertain, probable, likely, evident, obvious, apparent) + that P</td>
</tr>
<tr>
<td>I + be + Modal attribute (sure) that P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modal nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a Modal noun (possibility, chance) + that P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modal adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modal adjuncts (certainly, possibly, maybe, perhaps, apparently, obviously, clearly, definitely, presumably) + P</td>
</tr>
<tr>
<td>P + Modal adjuncts (certainly, obviously, maybe, perhaps, probably, apparently, clearly, definitely, presumably)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modal auxiliaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + Modal auxiliaries (can, can’t/cannot, could, must, may, might, will, would) + Verb + P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In my view type</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my view/opinion/research + P</td>
</tr>
<tr>
<td>As far as + Subject + Mental verb</td>
</tr>
</tbody>
</table>
The positions of Entertain markers are also related to the linguistic structures that are personalized, impersonalized or depersonalized. Personalized structure makes reference to the first person (*I think, It seems to me, In my view ...*). Impersonalized structure does not make reference to the first person and do not contain any explicit subjective element indicating that this is the personal stance of the current speaker (*maybe, perhaps, probably, It seems that ...*). Depersonalized structure involves not the speaker’s own personal stance but somebody else’s (*NP 3rd person + be certain that ...*). The presence or absence of the first-person subject signifying the person offering reliable source of evidence or not for the propositions.

Table 4.4 Syntactic position of Entertain in English

<table>
<thead>
<tr>
<th>Category</th>
<th>Positions</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial</td>
<td>Medial</td>
<td>Final</td>
<td></td>
</tr>
<tr>
<td>Modal auxiliaries</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Mental verb</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Modal adjuncts</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Modal attribute</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Modal noun</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>In my view type</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
It is obvious that the most common type was Mental verb that claimed 35%. Behind that was Modal Auxiliaries accounted for 29%, Modal Adjuncts came in third with 16.9%. There were two categories which shared the same number: Modal Attributes and In my view type (7.4%). Obviously, Mental verb was frequently used by readers/hearers and Modal Auxiliaries was the second best choice as well.

4.2. Semantic features of Entertain in theses on language study in English

4.2.1. Entertain in the Scope modes of knowledge

4.2.1.1. Belief

4.2.1.2 Induction

4.2.1.3. Deduction

4.2.2. Graduation of Entertain

Based on the semantic dimension of certainty and evidence, the speakers/writers may decide how they want to put the assertion into the proposition. Instances which conclude Entertain markers such as clearly, I think, I believe, I know, probably, possibly, perhaps, maybe, I think, I believe, I know, there is possibility that, there is probability suggest challenge from the hearer/reader while instances with Entertain markers such as obviously, certainly, must, will suggest no challenge for evidence requirement for the truth or the certainty of the proposition to be asserted. From my viewpoint, I can say that proposition with information of this kind is considered as presupposed information between writer and reader and others.
In regard to the modes of Knowledge, Deduction was popular which accounted for 39% of the total number. Belief which was not so far behind Deduction was found to make up 37%, while Induction was 24%.

4.3. Pragmatic features of Entertain in theses on language study in English

4.3.1. Entertain as the Modification of the illocutionary force of representative speech act according to subjectiveness/explicitness

Illocutionary force is performed via communicative force of an utterance. It is an act of saying something with certain ‘content’ and it conforms to the writer’s intention. In theses on language studies, illocutionary force of Entertain was found often to express the certainty of statements or propositions the researcher presents.

4.3.2. Entertain as the Modification of the illocutionary force of representative speech act according to the strength of modal value

The question here is what are the motivation and the implicatures behind the selection and actual use of these linguistic markers of Entertain in discourse of theses on language studies and how the writer may use Entertain as the modification of the illocutionary force with different strength of modality values.

The data collection yielded instances of Entertain used in in discourse of theses on language studies with linguistic structures signaling the modal value with high certainty.
4.4. Summary

In this chapter, I have discussed my findings about the syntactic, semantic and pragmatic features of Entertain in English along the dimensions of appraisal theory, functional grammar and epistemic modality.

In the clause as message, Entertain was found to be realized mostly in Interpersonal Theme – initially in clausal structure (Modal Adjunct, Modal Attribute constructions), in Rheme – medial in clausal structure (Modal Auxiliaries). In the clause as exchange, Entertain appear mostly in the Mood – initially in clausal structure (Modal Adjunct, Modal Attribute and Mental Verbal constructions) and occasionally in the Residue – medial in clausal structure (Modal Auxiliaries, Modal Adjunct). The clause as representative was not to be assigned for Entertain in this thesis.

In terms of semantic features, Entertain were found with different modal markers which signal the expansiveness for the communicative setting as heteroglossic in 2 subcategories: Acknowledgement and Graduation.

In terms of pragmatic features, Entertain is realized with the function of modifying illocutionary force along the dimension of modality and participant orientation as speaker, hearer and content.
Chapter 5
CONCLUSIONS AND IMPLICATIONS

This chapter will bring the study to a conclusion on implications and limitations and make some suggestions for English language learners for applying on writing.

5.1. Conclusion

In terms of different types linguistic structures, Entertain was recognized via Modal auxiliaries, Modal adjuncts, Modal attribute, Mental verbs and Modal nouns, circumstance of In my view type.

Syntactically, Entertain in the academic language used in theses in English prefer the medial position in clausal structure and interpersonal Theme in clause as message than initial position which is assigned for modal auxiliaries.

Semantically, Entertain in English on language study was categorized into three modes of knowledge: belief, induction, deduction.

Pragmatically, Entertain in English function in modifying the illocutionary force of modalized statements according to the orientation of modality such as subjectiveness/explicitness and the strength of modal value in a dialogistic setting.

5.2. Implications

First, since Vietnamese learners of English do not use Entertain frequently, they may not make full use of Entertain in modalizing sentences in academic writing, they fail to indicate the appropriate degree of certainty to the content of proposition.
Second, The Vietnamese learners’ limitation in performing Entertain in English may be due to the unawareness of the harmony and reinforcement of different types of Entertain markers. This suggests a need to provide the learners with pragmatic knowledge, specifically the set of constraints of proposition, co-occurrence and culture.

Third, whereas English writers are likely to look for truthful information, Vietnamese writers/learners on the other hand seem to lean toward subjective opinions to protect themselves from taking responsibility. The frequent use of these structures may signal the authors’ involvement in the conversation and make their utterances become more subjective in the interaction.

Learners should not only focus on the forms, the common patterns and semantic meaning of Entertain but they need to concentrate on pragmatic factors and its functions like the illocutionary force and the source of the information as well.

5.3. Limitations

The number of samples collected is only 230 samples which are not enough to reflect the reality of using Entertain in theses in English. The study has not reached the expectation of the researcher.

5.4. Suggestions for further research

The study still remains some aspects can be dealt with in further studies:
- An Investigation into Stylistic Devices of Entertain in theses on language study in English
- An Investigation into Lexical Devices of Entertain in theses on language study in English