

MINISTRY OF EDUCATION AND TRAINING  
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**AN INVESTIGATION INTO LINGUISTIC  
FEATURES OF GOAL AND RANGE IN  
MATERIAL PROCESSES IN ENGLISH AND  
VIETNAMESE**

**Field Study: THE ENGLISH LANGUAGE**

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M.A THESIS IN THE ENGLISH LANGUAGE  
(A SUMMARY)

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## CHAPTER 1 INTRODUCTION

### 1.1. RATIONALE

In functional grammar, the system of transitivity divides the experiential world into six processes and each process has its features which can be distinguished from others. A material process is a main process of “doing” and “happening” in which the two important participants named Goal and Range should have been paid attention to. Goal and Range reflect the semantic features of understanding of the outer experience through language. However, Goal and Range are misunderstood because there is not a sharp line between these two: a material clause consisting of the syntagm: “*nominal group + verbal group + nominal group*” can be either *Actor + process + Goal* or *Actor + process + Range*. Look at the following examples:

[1.1] He broke the glass. (**the glass** is Goal).

[1.2] They played a game of tennis. (**a game of tennis** is Range).

Besides this, if we investigate Goal and Range well, we will identify more new features of word class as well as the relationships between verbs and nouns participating in communicative processes. All these things have taken my focus of attention and aroused my interest in doing research on the topic “*AN INVESTIGATION INTO LINGUISTIC FEATURES OF GOAL AND RANGE IN MATERIAL PROCESSES IN ENGLISH AND VIETNAMESE*”. The research result will hopefully be a certain contribution to present linguistic knowledge about the usage of Goal and Range appropriately. Moreover, the findings on the similarities and

differences between the two languages analyzed in the study will be a great benefit for learners in interpretation.

### 1.2. SCOPE OF THE STUDY

As mentioned above, the author will limit this study to a sub-area of functional grammar. To be more clearly, the author will focus on the investigation into the functional feature of Goal and Range in English and then in Vietnamese; then functional similarities and differences between these two are compared. This is made on the basis of three main parameters: (i) *the positions, the roles and the functions of Goal in material processes in English and Vietnamese*, (ii) *the positions, the roles and the functions of Range in material Processes in English and Vietnamese*, (iii) *the comparison between Goal and Range in Material Processes in the term of the roles and functions from the view of FG*.

### 1.3. SIGNIFICANCE OF THE STUDY

### 1.4. RESEARCH QUESTIONS

1. What are Goal and Range of the system of participants in material processes in English ?
2. How are Goal and Range in Material processes identified in Vietnamese?
3. What are functional similarities and differences of Goal and Range in material processes in English and Vietnamese?

### 1.5. ORGANIZATION OF THE STUDY

This thesis consists of five chapters as follows:

**Chapter 1** mentions the introduction, represents the theoretical and practical rationale for choosing the area of the study, the scope of the study, the significance of the study and the research questions.

**Chapter 2** reviews the prior studies related to the aspects of the research. It concerns with the functional grammar, the metafunction, the transitivity system, the process types and the roles and functions of Goal and Range in Material processes.

**Chapter 3** consists of the methods and the procedure of the study, the research design, data collection and data analysis.

**Chapter 4** describes and contrasts Goal and Range in Material processes in English and Vietnamese in terms of linguistic features .

**Chapter 5** draws conclusions on functional similarities and differences of Goal and Range in Material Processes in English and Vietnamese. Also, this chapter gives implications, limitations and some suggestions for further research.

## CHAPTER 2

### LITERATURE REVIEW AND THEORETICAL BACKGROUND

#### 2.1. LITERATURE REVIEW

Bloor, T.& Bloor, M. (1995), in “*The Functional Analysis of English*” analyse the roles and functions of Goal and Range in material processes.

Halliday, M.A.K (1994), in “*An Introduction to Functional Grammar*”, introduces material processes with some participants. Goal and Range are two main participants.

Graham Lock with *Functional English Grammar* (1996) explores the experiential resources of clauses in English. The action in the clauses is a kind of process such as doing, happening; the doer and the receiver of the action are kinds of participants.

Hoang Van Van (2002) in “*Ngữ pháp kinh nghiệm tiếng Việt, mô tả theo quan điểm chức năng hệ thống*” particularly mentions

about the number of participants, the probing questions and the feature of Goal and Range.

Phan Van Hoa (2008), in “*Cương vực- Một khái niệm cần được làm sáng tỏ từ góc nhìn của ngữ pháp chức năng*” presents the Ranges in the processes and distinguishes shortly between Range and Goal in Material processes.

In 2007 Nguyen Thi Xuan Thuy presents a M.A about distinguishing features between Material and Mental Processes in English and Vietnamese.

#### 2.2. THEORETICAL BACKGROUND:

##### 2.2.1. Functional Grammar Theory by Halliday

##### 2.2.2. Metafunctions

##### 2.2.3. Transitivity

##### 2.2.4. Process Types

###### 2.2.4.1. Mental Processes

###### 2.2.4.2. Material Processes

###### 2.2.4.3. Relational Processes: Processes of being and having

###### 2.2.4.4. Verbal Processes

###### 2.2.4.5. Behavioural Processes

###### 2.2.4.6. Existential Processes

##### 2.2.5. Goal and Range in Material Processes

###### 2.2.5.1. Goal in Material Processes

As can be seen above, Material Processes are processes of doing and happening. They construe not only concrete, physical events but also abstract. In semantics, an affected participant which is impacted by the action expressed by the verb groups is called Goal. Goal is the participant which is directed at or extended to. Another

term that is used for the Goal's function is Patient - that is "suffers" or "undergoes" the process. Goal is an inherent participant only in the transitive clause and may be constructed as *Actor + Pro: Material + Goal*. Here, Goal is realized by a nominal group and they can be animate or inanimate. However, syntactically, in the view of traditional grammar, Goal is considered as Direct Object in the following structure: *Subject + Verb group + Direct Object*. In material clauses, there are three subtypes of Goal:

**Goal – An Affected Participant**

**Goal – An Effected Participant**

**Goal – An Instrument Participant**

According to Halliday's point of view [9, p.193]], Material clauses for Goal divide clauses into two subtypes of clauses: "creative" and "transformative".

As for "creative" clauses, the entity may be the one that have the sense of "come into existence" through the process but not pre-existing. On the other hand, transformative clauses express the change of an already existing Goal.

Because Goal is impacted by process by Actor, it can often be followed by an Attribute, a Role, a Recipient or a location of destination that represents the result of the impact.

If in a Material clause there are both Actor and Goal, the representation may come either of two forms: active and passive. In active forms, Goal is put after the process and realized as a direct object but in the passive form, the Goal stands at the beginning of the sentence and realized as a subject.

*2.2.5.2. Range in Material Processes*

Halliday claims that Range of a material clause is not affected by the performance of the process. But rather its element may refer to an entity which exists independently of the process and the Range refers to the domain over which the process takes place.

Second, Range in many cases cannot be an entity but it is another name for the process. Here, Range construes the process itself or extend the process itself. When the verb itself is lexically "empty", the process of the clause is expressed only by the noun which functions as Range such as: *take a bath, do some work, make a mistake, take a rest and so on*. One of the main reasons for the popularity of the construction is that it is difficult to replace noun groups by verb groups in such examples as: *take a short rest, take a hot bath, give an emotional smile and so on*.

Range also specifies further the number or kind of processes that take place:

*General:*

- *Specific:* quantity
- *Specific:* class
- *Specific:* quality

Halliday (1976) claims that in material processes, there may be two kinds of Range: either "Range: entity" or "Range: process".

According to Martin [12, p.118], Range elaborates or enhances the process by restatement, by specification, and by exemplification; and by a circumstantial feature of space (location or extent).

First, the Range can be used to elaborate the process by restatement .

Second, the Range can elaborate or enhance by specification of the lexical content.

Third, the Range can also be used to elaborate the process by exemplification.

Range may enhance the process typically by a circumstantial feature of space (location or extent).

#### 2.2.5.3. *Functional Similarities and Differences between Goal and Range in Material Processes*

According to Halliday [9], in material clauses, Goal and Range are realised as nominal group in the structure configuration as *Actor + Process: Material + Goal/Range*. In syntactic features, both Goal and Range are represented as Direct Object. However, in semantics, Goal is a participant which is affected by the process while Range is not impacted by the performance of the process at all. Besides, Goal may be probed with *do to/with* while the Range cannot.

### CHAPTER 3

#### METHODS AND PROCEDURES

##### 3.1. AIMS AND OBJECTIVES

###### 3.1.1. Aims

###### 3.1.2. Objectives

##### 3.2. RESEARCH DESIGN AND METHODS

In this section, the author will use English as the source language (L1) and Vietnamese, the target language (L2). In addition, to reach the final goal, the study will be carried out on a basis of descriptive method, qualitative and quantitative method (statistic method, analytic and synthetic method) and comparative and contrastive method.

##### 3.3. RESEARCH PROCEDURES

- Identifying and collecting examples containing Goal and Range English and Vietnamese novels, short stories.

- Establishing the linguistic features of Goal and Range from criteria and features set by functional grammarians.

- Presenting, describing and analyzing Goal and Range in English and Vietnamese semantically and lexicogrammatically.

- Comparing the features of goal and range in Material processes in English.

- Pointing out the similarities and differences of Goal and Range in English and Vietnamese.

- Discussing findings.

- Suggesting some implications for Vietnamese learners of English.

##### 3.4. DATA COLLECTION

The data for the study are mainly collected from English and Vietnamese novels and short stories. Then, the data will be grouped into categories depending on their semantic and lexicogrammar features.

##### 3.5. DATA ANALYSIS

The research tries to choose the interesting and concrete examples from both English and Vietnamese materials in order to illustrate the issues involved.

- Describing and analyzing linguistic features of Goal and Range of Material Processes in English and Vietnamese.

- Showing the similarities and differences of Goal and Range in English and Vietnamese.

- Suggesting some implications for Vietnamese learners

of English to help them to use Goal and Range effectively.

### 3.6. RELIABILITY AND VALIDITY

Reliability is a measure of the degree to which the data collection procedure gives consistent data while validity is the degree to which procedure measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended.

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.1. THE POSITIONS, THE ROLES AND THE FUNCTIONS OF GOAL IN MATERIAL PROCESSES IN ENGLISH AND VIETNAMESE

##### 4.1.1. The Linguistic Features of Goal in Material Processes in English and Vietnamese

Goal is the participant affected by the action expressed by the verb and it is sometimes called Patient. In traditional grammar, it is treated as Direct Object. Goal includes not only human beings but also animals and various kinds of natural phenomena.

[4.1] He began to *kick and hit Hindley*. [35, p.56]

Vietnamese also has an inherent participant in the transitive clause – Goal which is named *Đích Thể*. Syntactically, Goal is also realized as a direct object.

[4.2] Ôi làng nước ôi! Cứu tôi với ... Ôi làng nước ôi! Bỏ con thằng Kiến nó *đâm chết tôi* ! Thằng lý Cường nó đâm chết *tôi* rồi, làng nước ôi. [44, p.18]

##### Goal – An Affected Participant:

Goal is impacted by the performance of verb. A change of state or a location can be involved.

[4.3] He *lifted the child* onto the kitchen table and looked at him. [35, p.57]

[4.4] ... bằng một loại sơn phổ thông, cô tự *son lại toàn bộ các bức tường* thành những mảng màu xám, đỏ và trắng, không tuân theo một trật tự nào. [50, p.18]

This type of Goal often goes with verbs such as *open, put, kick, widen, straighten, carry, lift, adjust, close etc* in English and *mở, đặt lên, đá, mở rộng, làm thẳng, mang, nhấc lên, điều chỉnh, đóng lại and etc* in Vietnamese.

##### Goal – An Effected Participant:

When the entity is created, or brought into being by the process of action, Goal is considered as the Effected participant.

[4.5] Then we *made horrible noises* to frighten them. [35, p.23]

[4.6] Anh *pha thêm cốc cà phê*. [50, p.145]

The verbs bring the Goal – Affected participant into existence such as: *make, build, construct, write, paint, draw, compose, form etc* in English and *tạo ra, làm, xây dựng, viết, vẽ, sáng tác, hình thành etc* in Vietnamese.

##### Goal – An Instrument Participant:

The entity which a human Agent uses to carry out or initiate the process is called an Instrument participant with the verb “*use*” in English and “*dùng, sử dụng*” in Vietnamese to put an emphasis on the factor of motivation on the part of the Agent to the Goal. Syntactically, Goal – the Instrument is mapped on to Direct Object.

[4.7] ] He *used the napkin* to dab some syrup from the corner of his mouth.

(Anh ấy *dùng chiếc khăn ăn* chấm nhẹ vào chỗ sirô dính ở góc miệng.) [34, p.90]

According to Halliday [9, p184-185], the nature of the effect on Goal of the process helps in subdividing Material processes into two contrast types: creative and transformative.

With the transitive creative clauses, the result is the participant itself. It means Goal is the participant construing as coming into existence as the process takes place, not pre-existing.

[4.8] She **typed a few more words** before the telephone range. [36, p.216]

The process of transitive creative clauses is realized by a verb such as: *type, make, write, rebuild, build, develop, create, produce, construct, design, compose, draw, paint, bake, emerge, form* and etc.

In Vietnamese, there exists the creative clauses for Goal with the verbs such as *đánh máy, pha(chế), viết, xây dựng lại, xây dựng, phát triển, tạo ra, sản xuất, xây dựng, thiết kế, sáng tác, vẽ, làm bánh, xuất hiện, tổ chức, pha* and etc...

[4.9] Club “Những cây gậy” sắp **tổ chức party** cho ngày valentine. [49, p.72]

With the transitive transformative clauses, Goal of a transitive transformation clause exists before the process begins to happen and is transformed during the period of happening :

[4.10] Doing this did not **lessen her sadness**, but at least prevented her family from worrying about her. [33,p.36]

[4.11] Chỉ sau một đêm, vào thời khắc bí mật nào đó, đám càn tro khác quen thuộc suốt mùa đông đột ngột **nở ra những cum hoa lớn đỏ chói**. [49, p.206]

#### 4.1.2. The Reversibility of Goal in Passive Clauses

As mentioned earlier, Goal can realized as subject in the

case of passivisation.

[4.12] **The furniture was sent** to Devonshire by ship. [33, p.11]  
The possibility that may condition the priority of using the fronted Goal in passive voice is because the Goal element but not Agent desired as Theme.

The textual and pragmatic motivations for the omission of the Agent are:

- i) *It is unknown although implied.*
- ii) *It has already been referred to, directly or indirectly.*
- iii) *It may be understood from the context, but is considered irrelevant.*
- iv) *The implied Agent is “people” or “one”, the passive expressing a general statement.*
- v) *The speaker wishes to highlight the Predicator.*
- vi) *Either out of politeness, to avoid blaming someone else, or conversely, to avoid taking the blame oneself, the speaker wishes to mask the origin of the action*

If the Agent provides the New information, this is focused by using clause with a by-phrase. Here, the goal is faded. In addition, the motivations for the use of a passive with an Agent by-phrase occur when the Agent is long.

Two special lexical facilities which are used the most frequently in passive clauses are *bị* and *được*.

[4.13] **Cái e-mail được viết** với tất cả hy vọng đọc nó không? [49, p.11]

In Vietnamese language, the word order in passive sentences is *bị thể + bị/được + tác thể + động từ* and here the Goal can be the

subject in Passive clause and the Actor is often placed behind *bị/được*.

#### 4.1.3. The Fronting Position of Goal in Material Processes

In English and Vietnamese, Goal is realized as a direct object - a noun phrase which is put in the initial position to achieve an emphasis, cohesion or some stylistic effects. This is an unusual situation but here there is no a subject-object inversion and the fronted element is still considered as Goal in the material processes.

[4.14] He showed me **the gun and a knife** which he **carried** with him always. [35, p.50]

[4.15] Bốn tháng trước, tôi nhận e-mail từ cậu ấy, vồn vẹn ba chữ SOS. **Tất cả e-mail** tôi **gửi** đi sau đó đều không có hồi đáp. [49, p.11]

#### 4.1.4. Probing Questions for Goal in Material Processes in English and Vietnamese

In the processes of “doing”, to identify the Goal, Halliday uses the probing question like “*what did X do to Y?*” and **Y** will be Goal. In Vietnamese, these probing questions still hold valid and the Vietnamese probing questions are “*X đã làm gì Y?*”.

[4.16] He **hurled the umbrella** wrathfully into an excavation. [41, p.56]

We will have the probe like “*What did he do to the umbrella?*”

And we will ask “*Lão làm gì cái nón lá trên đầu?*” to the clause:

[4.17] Lão đã **giật mạnh cái nón lá trên đầu** đưa cho người đàn bà. [53, p.46]

The probing questions of the figure of “happening” are “*What happened to Y?*” in English and “*Chuyện gì xảy ra với Y?*” in Vietnamese. The term “*Doing*” expresses the notion that some entity “does” something, that is this entity that may be do to some other entity from the Actor’s point of view while the term “happening” shows the notion of “*happening*” to some other entity: that is the Goal of process. Therefore, in the example “*Lão đã giật mạnh cái nón lá trên đầu đưa cho người đàn bà*”, we will ask the question “*Lão làm gì cái nón lá trên đầu?*” from the Actor’s point of view or “*Chuyện gì xảy ra với cái nón lá trên đầu?*” from the Goal’s point of view. If Goal is not affected but is created as a result of the process, we put the probing question “*What did they do?*” to “*They built the bridge*”. In Vietnamese, the question “*Họ đã làm gì?*” sounds natural to “*Họ đã xây cây cầu*”.

#### 4.1.5. Goal Expressed in Different Types of Participants in Material Processes

Because the Goal is the real participant impacted by the performance of the processes, it can often be followed by an Attribute, a Role, a Recipient, a Location or a Manner.

##### 1. Actor + Pro: Material + Goal + Attribute

The attribute may be used to account for the resultant qualitative of the Actor or Goal after the process has been completed as in:

[4.18] She **pressed the palms of hands** flat. [36, p.29]

[4.19] Bộ trang phục đen tuyền ban nãy  **khiến cô xinh đẹp thanh nhã** giờ đây... [49, p.84]

In Vietnamese, the verbs “ *khiến cho, làm cho, khiến, làm*” which affect Goal are attached with Goal and an Attribute. This type of the verb can be generalized structurally:

***a khiến cho/làm cho/khiến/làm β như thế nào...***

**2. Actor + Process: Material + Goal + Role**

[4.20] I cut **a spare top-mast** *into three lengths.* [37, p.68]

The linguistic element which express the guise and the product of the characteristic of the Goal is called Role.

In Vietnamese, there exists the Role following Goal with a lot equivalent meanings such as: *như là, thành ...*

[4.21] Cô ấy sẽ **đốt anh ta** *thành tro*, tôi biết chắc điều đó như cái mà anh ta sắp rơi xuống suối, tôi nhìn thấy tương lai, trong một tích tặc. [54, p.305]

**3. Actor + Process: Material + Goal + Location of Destination**

Location of destination is put behind the Goal to identify the spatial circumstance of the Goal.

[4.22] I said “...You could **knock him down** whenever you wanted to do.” [35, p.27]

[4.23] Giá như tôi có thể hét tướng lên, **đá tung máy hộp nước rỗng** *dưới chân.* [49, p.107]

A circumstance of place represents the destination of that movement which go with the verbs such as *put, lay, take* in English and *đặt, để, and dẫn* in Vietnamese.

[4.24] She **lay her head on the table** and sobbed. [36, p.204]

[4.25] Người phục vụ **đặt lên bàn quyển menu bọc da.** [49, p.219]

**4. Actor + Process: Material + Goal + Recipient**

[4.26] I gave **Cathy the letter.** [35, p.50]

Recipient is the one who receives Goal or the one to whom something is given. Traditionally, Recipient maps on to indirect object and can occur with or without prepositions, depending on their position in the clause. Processes of this type consists of the verbal groups: *give, send, lend, grant, pay, offer, hand, pass, write, show, throw, teach, etc.*

When going with the preposition, the Recipient are preceded by the preposition *to*.

[4.27] I *gave the parcel to Hareton* and he quietly began to open it. [35, p.78]

Like in English, Vietnamese also has the Recipient with or without the preposition *to (cho)*

[4.28] Tôi gật đầu: “Ngày mai, chị ký nhận tháng lương của em nhé. Em **đưa luôn cho chị chiếc xe đạp mới mua.** Nó trị giá đúng 500 ngàn!” [49, p.35]

**4.1.6. The Absence of Goal in Material Processes**

Goal can be omitted and implicit and it is understood through the context. Lock [10] calls this type of clause implicitly transitive one.

[4.29] They **ate** in tense silence. As they **finished**, Katherine apologized for the simplicity of the meal. [35, p.108]

[4.30] Trời lạnh quá. Tôi xin anh ta **điều thuốc.** Anh ta **châm** cho tôi. [54, p.304]

**4.2. THE POSITIONS, THE ROLES AND THE FUNCTIONS OF RANGE IN MATERIAL PROCESSES IN ENGLISH AND VIETNAMESE**

**4.2.1. The Linguistic Features of Range in Material Processes in English and Vietnamese**

Halliday [9, p.192] believed that Range of a material clause is not affected by the performance of the process by the Actor. In semantic and functional features, Range identify the entity that exists independently of the process and may indicate the domain over which the process takes place. In many cases, Range may not an entity at all but rather it is another name for the process. However, Range is syntactically realized by a Direct Object. In this case, Direct Object has the semantic role of location and goes with verbs such as *jump, reach, pass, cross, climb, leave, walk, swim, turn*.

[4.31] As I rode towards Thrushcross Grange, I passed the grey stone church and the lonely churchyard. [35, p.76]

Halliday [9, p193]also claims that Range in Material clause is either “Range: entity” or “Range: process”.The main types of “process Range” are as follows:

**General**

**Specific: quality**

**Specific: class**

According to Martin [12, p.118], Range is not affected by the process but Range elaborates or enhances the process by restatement, by specification of the lexical content and by exemplification (i.e by giving a subtype of the process) Range may enhance the process by a circumstantial feature of space. When Range also elaborates the process by specification of the lexical content, verbs are semantically almost empty in this content, usually *take, have, do, give or make* and they are sometimes said to be delexicalized because they have lost their full lexical content and become “empty”. In this case, Direct Object going with these verbs show events. When Range may enhance the process by a circumstantial feature of space – location or

extent, Range represents the scope of the performance of the process and it can often be preceded by a preposition that indicates the nature of this scope such as *onto, over* ...

In Vietnamese, Hoang Van Van [32, p.188] states that Range can be classified by the (i) **relationship between logic and semantics with the process** and (ii) **distinctive features used to distinguish the types of Ranges**.

In the first point of view, Range of material processes in Vietnamese can be into Range of Existence and Range:Expansion. Range Expansion consists of Range of Extension, Range of Elaboration and Range of Enhancement.

In the second point of view, Range consists of Dependent Range and Independent Range.

- As for Dependent Range, the entity is not independent of the process. Especially, the verb shares the semantic feature with the head noun in the Range element or the noun – Range is related to the verb in meaning.

- As for Independent Range, it shows the entity which exists independently of the process, In many cases, it also indicates the domain over which the process takes over.

Range in English and Vietnamese can be accompanied with or without an Epithet or Classifier or both and its structure should be:

**Actor + Pro: Material + Range (Epithet/Classifier)**

**4.2.2. The Reversibility of Range in Passive Clauses**

Grammatically, Range is realized as Direct Object in active clause. So, Range can be mapped onto the Subject in passive clause. Such cases are, however, rather rare. Here, Range retains its role of regardless of its voice form.

The Vietnamese passive form for Range is rare. This aim of using the passive form is to emphasize or thematize the message or create the stylistic effects. Range which is Direct object in active clause becomes Subject in passive Clause and is emphasized according to the speaker's aim. The word order in Vietnamese passive sentences for Range is ***bi thể + bị/được + tác thể + động từ or bi thể + bị/được + động từ + bởi + tác thể.*** Sometimes in some cases in Vietnamese passive clauses, the words ***bị*** and ***được*** can only be implicitly understood by the context because it is omitted.

#### **4.2.3. The Fronting Position of Range in Material Processes**

Range can be put in the initial position.

[4.32] He remembered the good firm beaches of Novastoshnah seven thousand miles away, **the games his companions played**, the smell of the sea-weed ... [39, p.73]

In English and Vietnamese material clauses, the fronted direct object as Range can be partly explained by the emphasis on the mentioned information, cohesion or some other stylistic effects. Fronted elements can often be nominals because the Range itself is realized as a noun group.

#### **4.2.4. The Absence of the Range in Material Processes:**

In some restricted cases in the material clauses, the Range is absent and understood through the context as in:

[4.33] I know I can **earn enough** to provide a comfortable home for Alison. [36, p.67]

[4.32] Bản nhạc jazz kinh điển *When your lover has gone* vang lên dễ dàng, khoái trá, và đau xót. Tôi **chơi** mãi miết, vòng lại lần thứ hai. [49, p.165]

### **4.3. THE COMPARISON OF THE LINGUISTIC FEATURES OF GOAL AND RANGE IN MATERIAL PROCESSES**

The differences between Goal and Range can be seen:

First, Goal is impacted by the the performance of the process by the Actor. In this case, Goal can often be followed by an Attribute, A Role, a Recipient (with verbs of transferring goods, services or information from one person to another such as: ***give, offer, hand, send, pass, throw, write, show...***) or a Location of destination represents the result of the impact. On the contrary, Range cannot because it is separate from and unaffected by the process. Here, Range elaborates or enhances the process by restatement, by specification, by exemplification (by giving the subtype of the process) and by a circumstance feature of space with its fronted preposition that refers to the nature of this scope.

Second, the Range is less likely to be a personal pronoun *her/him* than the Goal.

Third, Goal can be probed by the questions with *do to, do with* or *happen to* whereas Range which is not impacted by the action at all cannot.

Since nothing is being “done to” and is not affected by the performance of the action, Range can never have resultative Attribute, a circumstance of Role of the product type added within the clause whereas transformative Goal can.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1. SUMMARY OF RESEARCH**

1. As for Goal, it is clear that semantically it is an affected participant which is impacted by the performance of the action

expressed by the verb. In semantics, Goal is divided into three types: Goal-an Affected participant which is preceded by verbs such as: *open, put, kick, widen, straighten, carry, lift, adjust, close etc* in English and *mở, đặt lên, đá, mở rộng, làm thẳng, mang, nhắc lên, điều chỉnh, đóng lại and etc* in Vietnamese, Goal-an Effected participant which is preceded by verbs such as: *make, build, construct, write, paint, draw, compose, form etc* in English and *tạo ra, làm, xây dựng, viết, vẽ, sáng tác, hình thành* and etc in Vietnamese and Goal-an Instrument which is preceded by the verb “*use, employ*” in English and “*dùng, sử dụng*” in Vietnamese. Goal is placed in the second rank of frequency after Actor in the transitive clauses and can be animate, inanimate or abstract entities.

Second, Goal be absent from the process in some cases and only can be retrieved from the context.

Third, the feature of the reversibility of Goal in Passive clauses can construe the role of Goal as grammatical subject in passive form and as direct object in active form. Semantically, Goal is still an affected participant from the performance of the action. After passivisation, the meaning remains unchanged. Agent which may be unknown or unrecoverable may be anaphorically predictable from the preceding discourse or on general grounds. The verb in English passive clauses is put before the agent whereas the verb in Vietnamese may or may not be fronted the agent.

Another reversibility of Goal exists in relativization. In this cases, the initial position of Goal has a thematic function.

2. With respect to Range, in semantics it is not impacted by the performance of the process expressed by the actor.

a. According to Halliday [9], Range carries out its functions and semantics as follows:

First, Range may identify the entity that exists independently of the process or may indicate the scope over which the process takes place. Here, Range goes with verbs such as: *pass, reach, climb, leave, jump, cross...*

Second, Range may be not an entity at all but rather it is another name for the process.

Range consists of Range: entity and Range: process

As for “process Range”, there are 4 main types: general, specific: quantity, specific: class and specific: quality.

b. Likewise, Martin [32] believes that Range is an unaffected participant. Moreover, Range elaborates or enhances by restatement, by specification of the lexical content and by exemplification. In addition, Range also enhances the process by a circumstantial feature of space – location or extent.

c. In Vietnamese, Hoang Van Van [32, p.188] states that Range can be classified by the **(i) relationship between logic and semantics with the process** and **(ii) distinctive features used to distinguish the types of Ranges**.

(i) In the first point of view, Range of Material Processes in Vietnamese can be into Range of Existence and Range:Expansion. Range: Expansion consists of Range of Elaboration, Range of Extension and Range of Enhancement.

(ii) In the second point of view, Range consists of Dependent Range and Independent Range.

First, as for Dependent Range, the entity is not independent of the process. Especially, the verb shares the semantic feature with

the head noun in the Range element or the noun – Range is related to the verb in meaning.

Second, as for Independent Range, it shows the entity which exists independently of the process, In many cases, it also indicates the domain over which the process takes over.

Last but not least, in English and Vietnamese, Range element which shows the restatement of the process may or may not be preceded by a Epithet or a Classifier.

d. There exists the fronted direct object Range often realized by a noun group which is used for emphasizing the mentioned information or cohesion with the preceding context or some other stylistic effects. However, this fronted element is rare in English and Vietnamese especially in the passive form.

e. Range can be omitted and this element can be only retrieved from the preceding content.

3. The typical structural configuration for Goal and Range in Material Processes is *Actor + Pro: Material + Goal/Range* which is described as *Nominal group + Verb group + Nominal group*. In syntactic feature, both Goal and Range appear in the transitive clause and are mapped onto Direct object but in semantic and functional features, there are differences between these two participants as follows:

First, Goal is a real participant which is affected by the performance by the action and is the target to which an action is directed to. On the contrary, Range is not affected by the performance of the process. Because this, the Range element can never be followed by resultative Attribute, a circumstance of Role of the product type

Second, Range is less likely to be a personal pronoun *her/him* than Goal.

Third, because Goal is impacted the the action, it can be probed by the questions with *do to, do with* or *happen to* whereas Range which is not impacted by the action at all cannot. In English, the probing question is “**what happened to Y?**” or “**what did X do to Y?**” while the Vietnamese probing question is “**chuyện gì xảy ra với Y?**” or “**X đã làm gì Y?**”

## 5.2. PEDAGOGICAL IMPLICATIONS OF THE STUDY

Analysis of functional similarities and differences of Goal and Range in material processes in English and Vietnamese can be an important contribution to teachers and learners of English and Vietnamese. Chapters 2 and 4 describe the structure of material processes as *Actor + Pro: Material + Goal or Range* which is realized as *Nominal group + Verbal group + Nominal group*. Here, both Actor and Range are nominal group and direct object. So, to distinguish the features of Goal and Range in English and Vietnamese and to find out the semantic and functional similarities and differences between between these two are not a simple task. This research is trying to accomplish this task.

Understanding these two clearly will help students to use Goal and Range effectively and adequately in the English and Vietnamese contexts. Moreover, when their features are investigated well, they will help students reliably identify more new features of word classes, especially the relationships between verb groups and noun groups related to material processes in communication.

## 5.3. SUGGESTIONS FOR FURTHER RESEARCH:

The main task of the study is to investigate the linguistic features of Goal and Range in material processes in the light of FG in English and Vietnamese. However, due to the limitation of time, the relevant materials and the personal ability, a full investigation into some participants in Material processes cannot be done. Much more research should be made to deal with the linguistic features of Range in processes in English and Vietnamese, the linguistic features of Actor and Goal in material in English and Vietnamese; and the linguistic features of Recipient and Beneficiary in material processes in English and Vietnamese.