Post - systemic - functional achievements in language studies and applications to the postgraduate courses structuring syllabus

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Abstract. The achievements made in linguistic sciences during the past two decades manifested in the latest approaches of Transformational Generative linguistics, Systemic - Functional linguistics, and Cognitive linguistics in particular, are really promising the world over and in Vietnam as well. The article makes a review of thee specifically emphasizing the study of compositionality in terms of semantic structures of English and Vietnamese, taking into consideration the universalities and pecularities of these two particular languages. Finally, it suggests at the application of these achievements in post-graduate syllabus structuring in Vietnam National University Hanoi language Teachers' training.

1. Introduction

The postgraduate training of English language studies in Vietnam, particularly in University of Languages and International Studies under Vietnam National University, Hanoi has undergone nearly two decades (since the early 1990s) of developments. After the initial stage training which met with great difficulties and henceforth lagged behind rather greatly from the counter-part trainings in the region and the world over, it has gradually made good of these shortcomings and has in fact filled the gap mentioned above in a rather effective way. This success in our improvement of the training quality (with nearly two hundred M.A. degrees and some ten Ph.D degrees being granted to Vietnamese teachers and educators throughout the country) has been due to the great efforts made by our linguists and researchers in their own research works during these nearly twenty years. Our linguists have in fact learned greatly from the international linguists and taken into serious consideration the research works and textbooks written by world famous linguists such as Chomsky, Halliday, Quirk, Fillmore, Langacker, etc. in the fields of Transformational-Generative grammar, Systemic-Functional linguistics, and cognitive linguistics. And they have also made successful applications of the great achievements in language study mentioned above to their training field.

2. Systemic - functional approach to language studies and its applications in Vietnam

The functional approach to the study of Grammar was officially and systematically

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founded after the publication of the book "An Introduction to Functional Grammar" by M.A.K. Halliday 1985. Since then, in Vietnam, we may have noticed a lot of books and research articles on functional grammar which have appeared during the last fifteen or twenty years.

2.1. Theoretical concepts raised by functionalists

Halliday 1994 stated very clearly that functional grammar "is thus used simply because the conceptual framework on which it is based is a functional one (rather than a formal one). Therefore it is designed to account for how language is used to serve basically the dual communicative functions of language of transaction and interaction. Accordingly, the fundamental components of meaning in language are functional components - the so - called metafunctions, namely ideational/reflective, interpersonal/active and textual. These help people (or actually speakers of all the language communities) to understand the environment, to act on the others in it, and also to interpret the relevance of the first two purposes interims of the topics under discussion. (Halliday: 1994, XIII - XIV; 6th impression 1998). In cases of the applications of the theory raised around these three metafunctions, Halliday enumerated some twenty purposes of language usage as

universals to all human languages (Halliday, op.cit, XXIX - XXX) [1,2].

Halliday and Matthiessen, 2004: 24, diagram these metafunctions among the different dimensions representing the context language, lexicogrammar of language units making use of different concepts of content, expression, potential, subpotential, instance, etc [1].

In the different chapters later on presented in this book, Halliday and Matthiessen describe very important characteristic features in use of the basic unit of language: CLAUSE. We may find great interest in their treatment of clause as message (chapter three) with the careful presentation of the thematic structure, particularly of the English language, detailed in the figure 3-12, page 80, showing the problems of theme selection (including kinds of predicator theme, adjunct theme, subject theme, non - wh theme, wh. theme, etc); theme more clearly expressed in the use of mood (cases of the use of indicative: theme highlighting divided among unhighlighted (or theme focusing), predicated and identified; interpersonal theme and textual theme. These make up the whole system of THEME. A clear example (also an ideal one) is given in the case of a multiple theme containing six types of non-topical element in the thematic position:

Well	but	then	surely	Jean	wouldn't	the best idea	be to join in
cont.	stru	conj	modal	voc.	finite	topical	
Theme							**Rheme**

(Quoted from Halliday 2004: 81) [1].

And the summary of thematic analysis of an exemplary text is precisely made on p.104 (in subsection 3.9 entitled thematic interpretation of a text, pp. 100-4), also after the treatment of the thematic structure (theme + rheme) and the information structure (given + new). The basis unit of language, the clause is then treated in terms of six types of material, mental, relational, verbal, behavioral and existential.

This major description of CLAUSE AS REPRESENTATION makes up chapter 5, which together with the previous two chapters: chapter 3 CLAUSE AS MESSAGE and chapter 4: CLAUSE AS EXCHANGE clarify the philosophy of the functionalists on the sociological aspects of language usage, more clearly expressed in the specific subsection 5.7.4. The complementarity of the transit i.e.

and ergative models (pp 295 - 302 of the said book) and figure 5-38 about clause nucleus of Process + medium and the involved Participants and external Circumstance (p. 296) and also figure 5.44 (302) [1,3].

2.2. *More recent studies in Vietnam concerning systemic - functional linguistics*

In Vietnam, the functionalists' points of view have been applied to the study of the Vietnamese language and also to the contrastive analysis of English - Vietnamese syntax and semantics during the past two decades.

2.3.1. Functional grammar of the Vietnamese language

In Vietnam, Vietnamese linguists have taken into serious consideration the comprehensive problems of Vietnamese functional grammar. First, we may mention the audacious treatment of Vietnamese functional grammar by late Professor Cao Xuan Hao et al (in the book "Tiếng Việt: Sơ thảo Ngữ pháp chức năng - 1991) [5]. Then, we can find Halliday's conceptions clarified and specified by Prof. Hoang Van Van in his unpublished PhD. thesis dissertation (1997) and then translated into Vietnamese: "Ngữ pháp kinh nghiệm tiếng Việt" (2003) [6]... And most recently, Prof. Diep Quang Ban in his book "Ngữ pháp tiếng Việt" (2005) states the functionalists' analysis of the Vietnamese sentence in terms of representation (Chức năng biểu hiện), exchange (chức năng lời trao đổi) and textuality (chức năng văn bản) (Cf. Diep Quang Ban op. cit. 13-193) [7].

2.3.2. Functionalists' Conceptions applied to Contrastive Analysis of the English and the Vietnamese language

Also in the past two decades, we have observed various Ph.D. theses and the equivalent - status research works made by Vietnamese linguists and researchers in the field of English - Vietnamese contrastive analysis. Directly concerned with the functionalists' conceptions we can mention here certain research works (in Vietnamese):

- Nguyễn Thượng Hùng. unpublished Ph.D. thesis, "Đối chiếu Đề ngữ Anh Việt" - Viện Ngôn ngữ học - 1994.

- Ngô Đình Phương, unpublished Ph.D thesis, "Thành tố nghĩa liên nhân thông qua các phương tiện từ ngữ biểu hiện nó trong phát ngôn - câu qua ngữ liệu Anh Việt - Trường Đại học Vinh 2004 (Whereby Tran Huu Manh is a co-supervisor) [8].

- Trần Hữu Mạnh, 2007, Ngôn ngữ học Đối chiếu: Cú pháp tiếng Anh - Tiếng Việt, NXB Đại học Quốc gia Hà Nội [9].

- Trần Hữu Mạnh, 2007 & 2008, in a number of scientific reports on a number of journals: Ngôn ngữ và Đời sống (Language and Life) Tạp chí Khoa học Ngoại ngữ (Journal of Science - Foreign Languages) - Đại học Quốc gia Hà Nội [10,11,12].

Here in this article, we would like to cite some points of view presented in our scientific research works.

2.3.2.1. On the process types (expressed by the English verbs (in the book published in 2007).

- On Processes (op.it 161): We would like to supplement one more diagram to show the source of all processes (material one - people's material activities) and also the relation between these processes. And we can make a remark here that among these six processes, the four major ones being material-mental - relational - and verbal, are supplemented by the two minor ones of behavioral and existential [1].

And we can also suggest two more tables: Table 3.1a and Table 3.1b (pp. 163 - 165) which show the classification of verbs in English and Vietnamese where the combination of 5 verb groups (Quirk R et al 1985) and the process types (Halliday 1994 & 2004) [1,2] is made.

2.3.2.2. On the use of mood as a syntactic category of the sentence. We can make use of the following diagram and table.

[cf. Diagram 2a: Morphological features of the English Mood in contrast with Vietnamese (p. 416). Supplemented tables 1 and 2 [9] (pp. 417 - 9)].

We can have the analysis of mood made of the English and the Vietnamese compound and complex sentences - mood and residue (thức và nền in Vietnamese) being parts of the clause, covering also the other elements than subject and Predicate (pp. 422-3).

These two exemplary contrastive analyses of the two corresponding areas of English and Vietnamese learners' acquisition of the English verbs and sentences that have been made in the above-mentioned studies. In fact, so far in Vietnam there have been a lot of M.A theses (some dozens of these) and about six or seven Ph.D theses based on the contrastive analyses of English and Vietnamese and further developments from the theories of Systemic-Functional linguistics including critical discourse analysis.

3. Late modern studies on cognitive linguistics

After the birth of Transformational - Generative grammar by Chomsky N (1957 - 1965), then the development of Generative grammar by Gleason H.A (1966), grammar of Case (Fillmore 1965, Anderson 1972), and rather thorough completion of Transformational grammar by Huddleston R.1974&1985, Radford A 1988-97 Chomsky himself brought into full play his theory of universal grammar (1986 & 1988) and his ideology was illustrated through Cook V's book (1988). More recently, the theories of T-G syntax and linguistics have been further developed into those of cognitive linguistics by many American and European (British) linguists: Langacker 1987, Talmy 2000 and Taylor 2002 [4], Sag et al 2003.

Together with the studies made by the outside world of linguists, Vietnamese linguists and researchers have also applied Cognitive linguistics to the analysis of the Vietnamese language. We may mention here the studies made by Tran Huu Manh 2007 - 2008 and Nguyen Tat Thang's unpublished PhD thesis (2009).

3.1. From T-G linguistics to cognitive linguistics

It is obvious that Cognitive linguistics nowadays strongly Generative linguistics because it is based on Transformational - Generative linguistics initiated by Chomsky N which, on its part, was the most influential during the last four decades of the twentieth century.

Many cognitive linguists, Taylor J. for example, clearly state that Chomsky gave a psychological and biological dimension to the enterprise of Cognitive Linguistics. According to them, T-G grammar has a number of enduring characteristics such as:

(a) formalism: T-G seeks to specify rules and principles which help generate the so-called grammatical sentences of a language (emphasis being laid on grammaticality of any human language).

(b) modularity and submodularity: Mental grammar is the special module of the mind, the interaction of linguistic knowledge with other cognitive capacities.

(c) abstractness: entities and processes, mostly the invisible ones (like traces, empty categories and movement operations based on linearity) do not have overt manifestation in actual linguistics expressions.

3.2. What is cognitive linguistics?

Cognitive Linguistics is the scientific study of human languages in relation to human cognition concerned with the investigation of the relationship between people's languages, mind and socio-physical experiences (the external world) thus, according to Taylor (2002) and Fauconier (2005), this is the study of language, or more specifically, the interaction of social, cultural, psychological, communicative and functional considerations; also the study of conceptual systems, human cognition and general meaning construction [4].

The major concerns of Cognitive Linguistics include: Categorization, Figure and Ground organization, Mental imagery and construal, metaphor and experientialism,

conceptual archetypes inferencing, automatization, focus behaviour, social behaviour, etc. So, in studying human languages, linguistics draw on vast cognitive and cultural resources, call up models and frames, set up multiple connections, coordinate large arrays of in formation and engage in creative mappings, transfers and elaborations. Accordingly Cognitive Linguistics argues that linguistic structures are direct reflexes of Cognition, i.e. every linguistic expression being a reflection of the structure of the human cognitive system and simultaneously being associated with a particular way of conceptualizing a given situation [4].

3.3. Why cognitive linguistics?

Cognitive Linguistics claims that human language comes not only from the direct relationship with the external world but also from the nature of people is bodily and social experience and from their capacity to project some aspects based on this experience to some abstract conceptual structures.

A fundamental principle of cognitive linguistics in the theory of linguistic meaning.

In Cognitive linguists' terms, meanings do not exist independently from the people who create and use them (i.e. meaning is use!), hence the organically inseparable mixture of grammaticality, meaningfulness and acceptability.

We may say for sure that the recent vehement development of Cognitive linguistics is the further consequence of T-G linguistics. And altogether, it is also the concern of S-F linguistics as well. Right from Halliday's different books on functional grammar, in their bibliography, a number of Cognitive Linguistics reference has been made.

Moreover, Cognitive Linguistics is directly concerned with other branches of co-linguistic studies, namely psycholinguistics, socio-linguistic, pragmatics, cultural studies, etc. And the application of Cognitive linguistics research to the present day studies in Vietnam has in fact made very bright prospects.

3.4. Major problems of cognitive linguistics

In the previous section we have already got to know important cognitive linguistics is in the present - day investigation of linguistics and how significant it is in language acquisition. Actually, contemporary linguists have made it clear that Cognitive Linguistics emphasizes the universals and also the peculiarities of human languages in general and of specific languages in particular, hence general similarities and detailed differences in language uses in concrete cases.

3.4.1. According to Taylor's cognitive grammar (2002)

In this book, Taylor states that a language is a set of resources that are available to language users for the symbolization of thought and for the communication of these symbolizations. In his conceptions, it is the speakers, but not the grammar set, who generate expressions that make up the whole language. Thus, cognitive grammar is usage - based and much surface - oriented (where KOL. is dynamically based on a person's linguistic experience, differing from one individual to another). Clearly defining that language is a symbolic system where syntax is the central component of grammar and syntactic structures receive a semantic interpretation at a syntax-semantic interface and phonological realization at a syntax - phonology interface (thus linguistic structure containing syntactic structure, phonological structure and semantic structure), Cognitive Linguistics considers the followings as its topics: categorization; figure - ground organization; mental imagery and construal; metaphor and experientialism; conceptual archetypes, inferencing; automatization; social behavior; and symbolic behavior. Accordingly the different relations can exist between different linguistic units namely phonological units, semantic units and symbolic units (the relations being vertical, horizontal and similarity relations) (cf. Taylor 2002: 4 - 37) [4].

In viewing the semantic structure (together with the phonological and syntactic structure) of human languages, Taylor raises five basic

principles of organization (also five specific cases) of this, namely (i) compositionality; (ii) The ball under the table; (iii) accommodation and active zones; (iv) mental spaces and article usage; and (v) why compositionality fails. At this point of analysis, we will later clarify our position.

Moreover Taylor also mentions the basic concepts in cognitive Grammar: The vertical relations between schema and instance (making up hierarchies and polysemy network); the uses of S and I in phonology, in symbolic units; the different aspects of meaning including profile, base and domain and also nominal and relational profiles. On the other hand, Taylor treats different cases of the symptomatic or horizontal relations in combining semantic units including autonomy and dependence, conceptual combination, apposition and parataxis; as well as the existing symptomatic relations in phonology in English and some other languages...

When dealing with the different parts of speech and clause structure, cognitive grammar (by Taylor), specifically treating the verbs, states that a bare profiles a <u>process</u> but leaves unspecified the <u>participants</u> and the <u>circumstances</u> of the process. Accordingly, clause designates a verbal concept that has achieved conceptual autonomy through specification of its essential participants and circumstances. And clauses fall under two main classes: grounded (~ finite) clauses and ungrounded (~ nonfinite/ φ tense inflection) clauses (In Langacker's terms: "nominal" = grounded noun or equivalent to NP; "process" - schematic for different kinds of temporal relations such as "state", "event", "activity" - Langacker DCG (Taylor - CG 2002: 290 - 410). Aso, in Taylor's terms, clause types include: one - participant clauses (intransitives), two-participant clauses (transitives); and three - participant clauses (double - object or di-transitive clauses). The terms complement clauses (embedded inside other clause), and complementation structures, complementation patterns are also used here to cover ungrounded clauses (that, wh - clauses) [4a].

Apart from these, chapters 22 and 23 of this textbook address further topics in the study of meaning: domain, accounting for the ways in which simpler semantic units combine into larger configurations, the problems of domain matrix, semantic flexibility (encyclopedic knowledge in semantic change and semantic extension); and the concepts pf networks and complex categories (meaning variation, category extension, issues in polysemy, and so on). Interestingly enough, the book also touches upon the approaches to metaphor (Lakovian theory of metaphor, aspects of Lakovian theory, metaphor productivity, etc. and specific problems of "go" (stative go, future go - in going to + V) in the conceptual structure of [state GO ext ([Thing X]. [Path Y])] and other structures. Finally the book addresses the interrelated topics of idioms and constructions which may be regarded as symbolic units with their phonological semantic representation the difference between them being a gradient distinction essentially concerned with schematicity.

3.4.2. In the light of "Toward a cognitive semantics" by Talmy, 2000

Particularly in Volume 2 of this book, Talmy mentions different problems of Lexicalization Patterns; the typology of Event Integration; Semantic conflict and reselection and semantic Interaction; as well as cognitive Culture system and the so - called cognitive Framework for Narrative structure. These will take further amount of time and serious consideration efforts for students of linguistics to investigate.

Talmy groups Motion + Co-event in the English expressions of Motion with conflated Manner or Cause (cf. op. cit 27 - 28)

BE_{LOC} + Manner

a. The lamp <u>stood / lay / leaned</u> on the table.

b. The rope <u>hung</u> across the canyon from two hooks

[Figure Motion Path Ground] Motion event ← Relation [Event] Co-event

$$\left\{\begin{array}{l}\text{MOVE}\\\text{BE}_{\text{LOC}}\end{array}\right\} \qquad \left\{\begin{array}{l}\text{Percussion}\\\text{Enablement}\\\text{Cause}\\\text{Manner}\\\text{Cause}\\\text{Cocomitance}\\\text{Subsequence}\end{array}\right\}$$
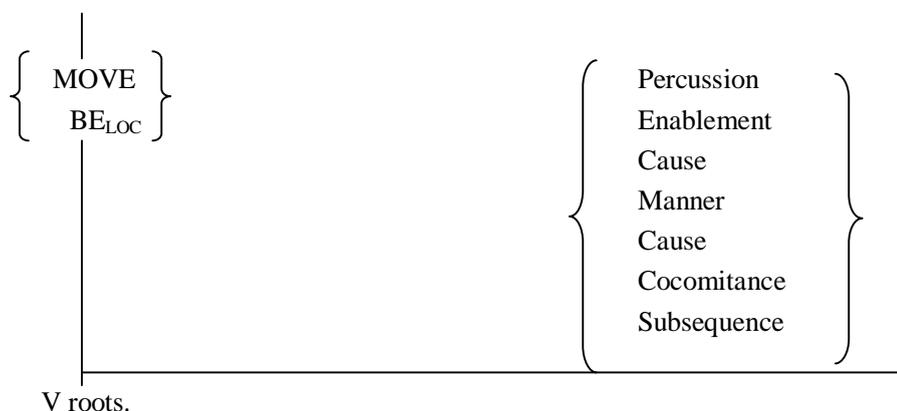
V roots.

Fig 1. Co-event conflated in the motion verb (Talmy: 28) [5].

Here, lexicalization may be explained by interpreting that the verb (*such as stand, lie, lean, hang, slide, swing, run, limp etc*) conflate within its elf two separate concepts, one of motion and one of situated relationship (the two being in semantic association with the two constituents in existence). This should be accompanied with the mention of the unconflated paraphrases of English Motion expressions ((6) on pp 29-30 op.cit).

3.4.3. According to Kristiansen er al (2006), Cognitive Linguistics introduces and also tries to fulfill the following

(i) Long - standing presence of an empirical methodology of investigation of linguistic matters.

(ii) Growing interest in an empirical methodology.

(iii) Room for expansion in an use of an empirical methodology It is based on copora used as a simple data gathering technique or, in other words, the broad domain of cognitive linguistics a corpus - based methodology. (cf. op. cit. pp 31 - 38).

As for Cognitive Grammar, the syntax - lexicon continuum hypothesis should be made as follows:

Table 1. The syntax - lexicon continuum (op.cit.)

Construction Type	Tradition name	Examples
Complex and (mostly) schematic	Syntax	Noun verb noun (i.e transitive construction adjective noun (i.e. NP)
Complex and (mostly) specific	Idiom	I love you, black cat
Complex but bound	Morphology	Noun - s
Atomic and schematic	Word class	Verb, adjective, noun, pronoun
Atomic and specific	Word / lexicon	Love, black, cat, I, you

Within the construction Grammar, there exist four major types of inheritance links: polysemy links, metaphorical extension links, subparts links and instance links. Cognitive Grammar analysis of verbal vs. constructional meaning seems more consonant with truly cognitive assumptions about language. In Radical Construction Grammar, the usage -

based Model, e.g. the two - dimensional space for English parts of speech including discourse function of reference modification and predication and semantic class of objects, properties and actions, should be taken into serious consideration. Moreover, the Blending theory (applied to the investigation of linguistic structures) is considered to be the third

notational variant of cognitive Grammar in its larger meaning [4a].

Further on, the three dogmas of embodiment: Cognitive linguistics as cognitive science, metonymy as a usage event and conceptual blending in thought, rhetoric and ideology, that is to say the conceptual leap, as well as the psychological basis, the study of verbal and beyond: vision and imagination need careful and empirical investigation in years to come.

4. Recent studies of cognitive linguistics in Vietnam

In Vietnam, together with the advances in linguistic studies of the outside world at large, in the past decade - the first decade of the XXI century, there have been research works on Cognitive linguistics such as Tran Quang Hai 2003 (unpublished Ph D thesis) Tran Van Co 2007 (book on cognitive grammar) in Vietnamese, Tran Huu Manh 2007 & 2008 (research article and research work done at VNU Hanoi) and Nguyen Tat Thang 2009 (unpublished PhD dissertation). The study of Cognitive linguistics has stretched as far as follows:

- In 2003, Tran Quang Hai applied Cognitive Linguistics to the contrastive study of English and Vietnamese adjectives. He has made efficient discoveries on the similarities and greater differences between English, a language of western culture and Vietnamese, a language of eastern culture. Hai's findings give more foods for thought to the Vietnamese students of linguistics in general.

- In 2007 and 2008 Tran Huu Manh made a rather serious study of Cognitive grammar and cognitive linguistics as a whole. He develops the ideology raised in this kind of grammar and makes these contributions:

(a) On the trio components of linguistic structure (which is important to any language study) Manh has come, particularly in his lectures, to suggest the following set of diagram (developed from cognitive linguistics).

Syntactic structure

morpheme → Word →
    phrase → Clause
        → Sentence

Linearity

Hierarchy

Categoriality

(Transformations)

Phonological structure

Phonemes

Segmental
Supra-segmental

Semantic structure

± compositionality

(word & sentence)

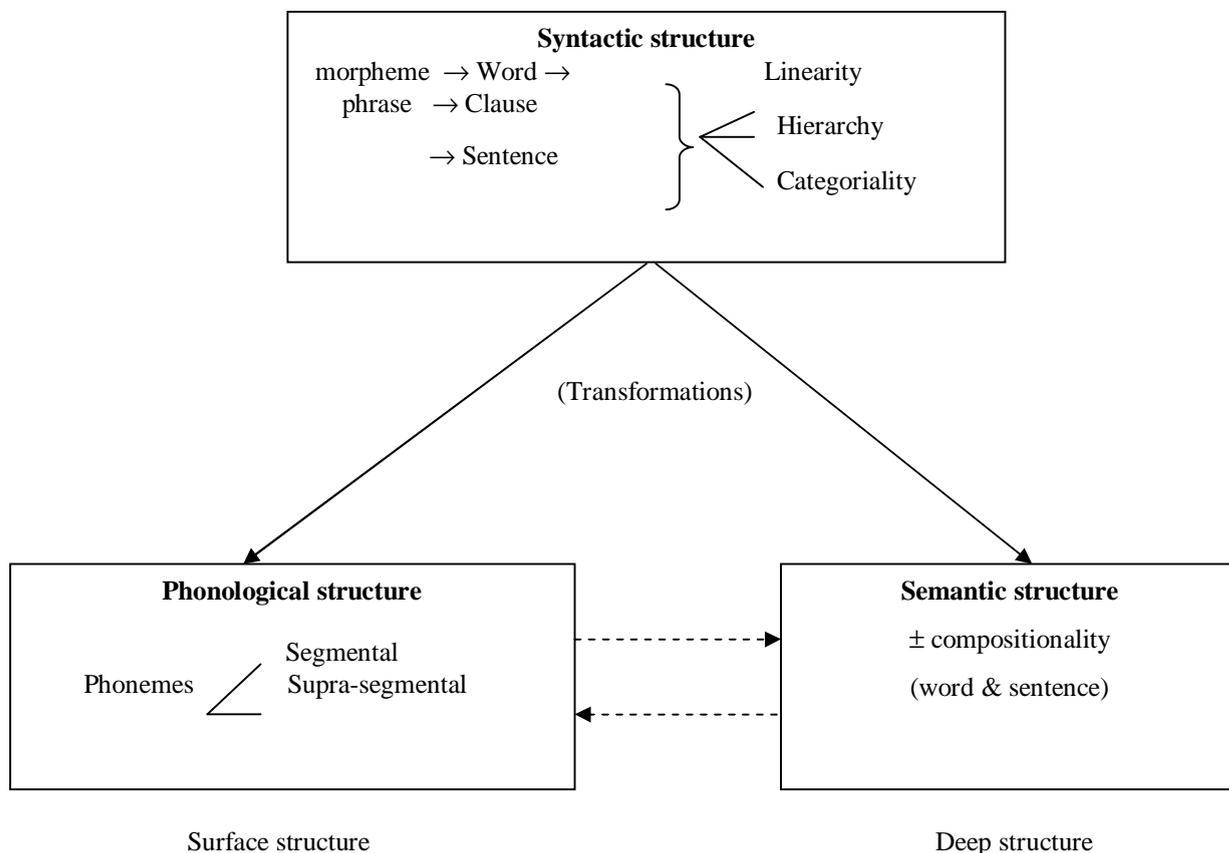Surface structure   Deep structure

Fig 2. Trio components of linguistic structure.

The areas and problems mentioned in the three types of structures may be said to be common for human languages. Even the features of categoriality may be present for all languages because they have different categories of parts of speech, an undeniable fact.

(b) On the semantic structure of languages, Tran Huu Manh develops and highlights the ideas of compositionality in that + compositionality may be considered to be universal for all languages. Plus compositionality (development of Whorf - Sapir's theory) may be subdivided among these five subcases (+comp.):

(i) Meaning of a complex expression (phrase, clause or sentence) can be confined from the meaning of the different components that make up that expression. This is the most common case for all languages (eg. He likes to meet her now).

(ii) Meaning of the expression can be determined from the relative spatial positioning of entities under investigation of the type "the ball under the table" as suggested by Langacker (1987) and repeated by Taylor (2002).

(iii) Meaning of an expression can be governed/expressed in terms of accommodation and dynamic zones involved in the process (action). This maybe seen also in the example: "Tom kicked the table" (not the whole table, but only its dynamic zone' which is accidentally touched by his foot).

(iv) Meaning of an expression may be inferred from the so-called mental spaces observed from the language materials in use (which may be outwardly interpreted as self -

contradictory judging from normal analogies), eg.The girl with blue eyes has green eyes.

(v) Meaning of an expression depends largely on the pragmatic (and also cultural) interpretation (the sentence "It's stuffy in here" may imply "Open the door please "or, otherwise, "Switch on the aircon, will you!" or even "I'm going to lose consciousness!" (pragmatically directive or expressive)

On the other hand, minus compositionality (-comp) may be a point of peculiarities of particular languages, and thus considered to be ununiversal and typical of a particular language especially reflecting its cultural features. And we may also highlight the following cases:

(vi) idiomaticity: when contrasting English (an Indo European language) and Vietnamese idioms we may notice either similar uses:

- play with fire ~ ch¬i víi löa

chân đồi = the foot of the hill
miệng / cửa hang = the mouth of the cave

chân trời (sky foot) ~ horizon
trái tim (fruit heart) ~ the heart

chân trắng = (while foot) ~ (from) bare hands
ăn trắng mặc trơn ~ (eat white, wear smooth) sit idle

(ix) article usage may be typical of the English language: used of definite/indefinite/zero article (which are very closely associated with the grammatical reference: unique, generic or specific reference of different noun classes) do not seem to be equivalent to the so-called classifier (cái, con, thằng, etc.) in Vietnamese Neither are they equivalent to the corresponding articles in such languages as French, Romanian, etc.

Eg. In the country of the blind the one-eyed man is king reference: specific   generic unique identified   substantivized

~ Trong xứ mù thằng chột làm vua (classifier)

(x) In the next case, which may possibly be in contrast with English, we may notice some peculiarities of the Vietnamese language (which are very commonly used).

- You donkey ~ §å con lõa!

or greatly different ones (possibly an aspect of culture):

- a black sheep ~ con chiªn ghÎ (cña Chóa)

- kick down the ladder ~ ¨n ch¸o ®¸i / ®¸ b¸t

(vii) proverbs: proverbs usage clearly contains cultural aspects in given languages.

- The pot calls the kettle black ~ Chã chª mÌo l¾m l«ng

(The dog call the cat full of hair!)

- Birds of a feather flock together

~ Ng-u tÇm ng-u, m· tÇm m·

(Buffalo seek buffalo, horse search for horse)

(viii) Metaphors and other figures of speech: Specific analyses may be made of similarities and particularly differences in the two languages (± universality).

(+ universal)

(- universal)

+ reiteration: Người người mua chứng khoán (person person buy stock)

Nhà nhà sắm ô tô (Home home purchase car)

Every person buys stock and every household purchases their own car!

Ng-êi ng-êi thi ®ua, ngµnh ngµnh thi ®ua

(person person emulate branch branch emulate

Everyone and every branch takes part in the emulation

+ spoonerisms or backslanging (which varies dialectally)

Đèo Hải Vân⌐Vần Hải Đeo (Northern dialect)
(Hải Vân Pass) Đần Hải Veo (Sd) and so on

Accordingly, we have the following formula Msent = f[st ± comp. (pred. + Argum(s)) [10].

(c) In another research work culminated in a scientific report at the international conference marking the 50th anniversary of the founding of the English department of CFL, VNU Hanoi, Tran Huu Manh Suggests a rather new look at the paragraph structure (based on the Reed - Kellogg diagram techniques of the American school grammar in mixture with the modern conception of proposition formation). This may be rather different from Beaugrande 1981, Brown & Yule 1983 and Crystal 1992's conceptual diagram of the socalled transition network (cf. Tran Huu Manh 2008: 109 - 124, and may also be considered to be related to cognitivism (in viewing paragraph structure perhaps) [13].

• In an unpublished Ph D dissertation, Nguyen Tat Thang 2009 audaciously summarizes four major notions of cognitive semantics in language analysis, namely: (a) perspective; (b) figure and ground; (c) meanings and encyclopedic knowledge; and (d) prototype theory (pp.48-87). Thang is right in asserting that cognitive perspective covers four subnotions of orientation, directionality, vantage point and the subjectivity vs. objectivity contrast. Concerning the figure-ground relation, Thang states that speakers (and writers as well) have a tendency of emphasizing the Figure which takes background on a Ground (which serves as reference for the Figure). And in order to get an encyclopedic knowledge, the problem of semantic frame and the acceptability of this or that expression (the judgment involving: grammaticality, meaningfulness and acceptability) should be taken into serious consideration. Finally, the theory of prototype, according to Nguyen Tat Thang, covers the drawback (of being less persuasive of traditional concepts of categorization) by offering a chance to categorize things without leaving any unmatched member in a whole category.

Basing him self on these four fundamental cognitive conceptions Thang proceeds to the analysis of the Passive Voice in English and the corresponding passive structures in Vietnamese.

He concludes that passive sentences, ®-*îc / bÞ* function as auxiliaries (or rather "passive markers" instead), which are optional in the majority of cases. Serving as thus, ®-îc and bÞ can be used to express the speakers attitude towards the event being reported, either positively or negatively respectively. (cf. op. cit 145 - 146) [14].

5. Conclusion

To sum it up, we may say that the Vietnamese linguists and researchers have made good efforts to keep themselves in close touch with the advances in linguistics made by linguists all over the world. In our training course of Theories of Grammar and Discourse, we have not really made use of the above-mentioned achievements yet. And we need to rectify this shortcoming. The most recent studies after the foundation of Cognitive Linguistics have helped greatly in improving the quality of postgraduate training as well. The applications made during the last five years have at first been very promising. I strongly emphasize the more enthusiastic and effective studies of cognitive linguistics - a really new approach to linguistics studies - which will hopefully usher in brighter prospects in the next decade. And this should be reflected in the postgraduate training course at University of Languages and International Studies under Vietnam National University, Hanoi, particularly in the lecture curriculum of the postgraduate course of Grammar and Discourse Theory.

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Những thành tựu ngôn ngữ học hậu chức năng - Hệ thống và áp dụng vào việc kết cấu chương trình môn học ở bậc đào tạo cao học, thạc sỹ ở Đại học Quốc gia Hà Nội

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Những thành tựu đạt được trong ngôn ngữ học trong hai thập kỷ qua thể hiện trong các đường hướng nghiên cứu ngôn ngữ theo Ngôn ngữ Tạo sinh - Biến đổi, Ngôn ngữ học Chức năng - Hệ thống và đặc biệt ngôn ngữ học Tri nhận, là thực sự rất hứa hẹn không những trên thế giới mà ở cả Việt Nam. Bài viết điểm lại những thành tựu nghiên cứu chính và nhấn mạnh một cách rất chi tiết việc nghiên cứu về tính kết hợp tổng hòa đơn vị ngôn ngữ (compositionality ±) theo các trường hợp của cấu trúc ngữ nghĩa tiếng Anh và tiếng Việt xem xét ngọn nguồn của tính phổ quát và tính đặc thù của từng ngôn ngữ. Cuối cùng bài viết gợi ý về cách ứng dụng các thành tựu này trong việc cấu tạo chương trình đào tạo giáo viên ngôn ngữ Anh ở bậc sau đại học.