

MINISTRY OF EDUCATION AND TRAINING  
DANANG UNIVERSITY

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CAO THI VAN

**A STUDY ON SYNTACTIC, LEXICAL-  
SEMANTIC AND RHETORICAL FEATURES  
OF WORD GROUPS CONTAINING WORDS  
DENOTING SEASONS IN VIETNAMESE  
AND ENGLISH**

Major: ENGLISH LANGUAGE  
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MASTER THESIS IN THE ENGLISH LANGUAGE  
(A SUMMARY)

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**Chapter 1  
INRODUCTION**

**1.1. RATIONALE**

We all know that *Word groups* can not be deficient in communication. And when studying a language, we cannot ignore word groups (combinations), because we sometimes come across some phrases or word groups that we cannot understand in spite of comprehending the meaning of each constituent word. Thus, it is important to know how to use word groups containing words denoting seasons (WGCWSs) in different languages.

WGCWSs, especially are used much in Vietnamese poetry and literature. These word groups have different syntactic, semantic and rhetorical features depending on the attitude, purposes or the style of the writers and speakers. In English WGCWS are also another problematic issue.

Therefore, “*A Study on Syntactic, Lexical-Semantic and Rhetorical Features of Word Groups Containing Words Denoting Seasons in Vietnamese and English*” is selected as the title of my M.A thesis.

**1.2. AIMS AND OBJECTIVES**

**1.2.1. Aims of the Study**

The aims of the thesis “*A Study on Syntactic, Lexical-Semantic and Rhetorical Features of Word Groups Containing Words Denoting Seasons (WGCWSs) in Vietnamese and English* are:

- to find ways of collocation of WGCWSs in Vietnamese and English.

- to find out the main similarities and differences of WGCWSs in Vietnamese and English in terms of syntactic, lexical-semantic and rhetorical features.

### 1.2.2. Objectives of the Study

The objectives of the study are:

- To describe, classify, compare and analyze the syntactic, lexical-semantic and rhetorical features of WGCWSs in Vietnamese and English.

- To work out the ways to develop awareness of WGCWSs for the readers and help them better their competence in communicating and translating.

- To make suggestions for the problems learners may encounter in the process of teaching, learning and translating WGCWSs into English.

### 1.3 RESEARCH QUESTIONS

To achieve the aims and objectives of the study, the following research the following questions are raised:

1. What are the syntactic, lexical-semantic and rhetorical features of **WGCWSs** in Vietnamese?
2. What are the syntactic, lexical-semantic and rhetorical features of **WGCWSs** in English?
3. What are the differences and similarities of **WGCWSs** in Vietnamese and English in terms of syntactic, lexical-semantic and rhetorical features?

### 1.4. SCOPE OF THE STUDY

This research focuses on presenting, describing and analyzing of the *syntactic, semantic and metaphoric semantic features* of word

groups containing words denoting two seasons- **spring and autumn**- in poems in Vietnamese and English.

### 1.5. SIGNIFICANCE OF THE STUDY

**WGCWSs** in Vietnamese and English are those with high frequency of occurrence. Being aware of similarities and differences in using them, hopefully will widen learners' a deeper and better understanding of **WG**, help to increase learners' awareness about significant similarities and differences between **WG** of two languages, avoid unnecessary mistakes caused by interlingual interferences in their writing, speaking and translation, and enhance their abilities to use them appropriately and communicatively in different circumstances.

### 1.5. DESIGN OF THE STUDY

The study consists of five chapters:

- Chapter 1, **Introduction**, includes the rationale, aims and objectives of the study, scope of the study, significance of the study, research questions and design of the study.

- Chapter 2, **Literature Review**, concentrates on two main issues including a review of previous studies related to the research and some theoretical background dealing with the general concepts of words, word groups, phrases related to definition terms such as lexis, syntax, semantics, rhetoric and so on are clarified in this chapter.

- Chapter 3, **Methods and Procedures**, describes the research design, the procedures of data collection and the validity and reliability of the study.

- Chapter 4, **Findings and Discussions**, the most important part in the study, describes, analyzes and discusses **WGCWSs** in

Vietnamese and English in terms of syntax, semantics and rhetoric.

It is subdivided into the following sections:

- + The syntactic features of WGCWSs in Vietnamese and English
- + The lexical-semantic features of WGCWSs in Vietnamese and English
- + The rhetorical features of WGCWSs in Vietnamese and English
- + Similarities and differences
- Chapter 5, *Conclusion*, comprises the summaries of main findings and suggestions for further research.

## **Chapter 2: LITERATURE REVIEW AND THEORETICAL BACKGROUND**

Besides the review of previous studies, the author of the thesis offers basis theoretical preliminaries as follows:

### **2.1. OVERVIEW**

This chapter deals with the previous studies related to the thesis. Besides, the theoretical background about the word and word groups and some rhetorical features are chosen for the theory of this research.

### **2.2. A REVIEW OF PREVIOUS STUDIES RELATED TO THE RESEARCH**

Word groups (phrases) have been studied by many researchers and discussed in many grammar books by famous authors in both Vietnamese and English.

In Vietnamese, Nguyen Tai Can [6] made distinctions between single words, compound words and phrases. He mentioned the ways

for realizing word groups by combining words with words, and he also mentioned different types of word groups. Diep Quang Ban [2] studied the syntactic, and semantic characteristics of combinations.

In English, Gleason [35] had studies of the word structure, especially gave the definitions of single words and compound words. Rodman, Odman, Collins, Blair [57] studied classes of words, rules of word formation. Yule [61] widened his study about words and word-formation processes, parts of speech, phrase structure rules, lexical rules and lexical meaning. Arnold [19] showed his detailed points of views about English words, especially about characteristics of the word, lexical meaning and semantic structure of English words, compound words and set expressions. Biber et al. [24] discussed phrases and offered the definition of phrase and its characteristics, especially, they showed and analyzed the types of phrase. Quirk et al. [56], Richards et al. [58], Rodman et al. [57] studied the types of phrase, the phrase structure rules and indicated meaning aspects of phrases.

### **2.3. THEORETICAL BACKGROUND**

#### **2.3.1. Definitions of Word**

According to Richard et. al. [58, p.406], “*word: the smallest of the linguistics units which can occur on its own in speech or writing*”.

According to Fromkin [32, p.25], “*Words are meaningful linguistic units that can be combined to form phrases and sentences*”.

Biber D. et al [24 p.51] state, “*To the ordinary language user, words are the basic elements of language. They are clearly shown in writing; they are the units which dictionaries are organized around.*”

### 2.3.2. Classification of Words

According to Vietnamese linguists, in general, the word is classified into three kinds: single words, complex words and reduplicative words.

According to the point of Rodman and Blair [57, p.132], Parker and Riley [53, p.103], Plag [55, p.10], words can be classified into *single words* and *complex words*.

### 2.3.3. Word Formation

As stated by O'Grady [52, p.120], two most common types of word formation are *derivation* and *compounding*, both of which create new words from already existing morphemes.

### 2.3.4. Word Meaning

#### 2.3.4.1. Classification

There are two main types: direct meaning and indirect meaning.

#### 2.3.4.2. Semantic Properties

According to Leech [45, p.26], Nguyen Hoa [50, p.51], Vo Dai Quang [60, p. 27], there are four main components of word-meaning.

a. *Denotative Meaning*

b. *Connotative Meaning (or social, affective)*

c. *Structural/ Associative Meanings*

d. *Categorial Meaning*

### 2.3.5. Lexical Field

According to Jackson & Amvela [41, p.14], 'semantic field' or 'semantic domain' are used alternatively for the terms 'lexical field' or 'lexical set'.

A *lexical field* as suggested by Jackson [41, p.14], is a set of *lexical items related in meaning and arrayed to display the similarities and differences between the items*.

In short, *lexical field*, according to Richard et. Al. [58, p.211], is "*the organization of related words and expression into a system which shows their relationship to one another*".

### 2.3.6. Word group

#### 2.3.6.1. Definitions

As stated by Arnold [19, p.165], a **WG** consists of two or more words whose combination is integrated as a unit with a specialized meaning of the whole, such as *the spring unmoved*, *with the wild spring rain*, *autumn colors*, and so on.

According to Diep Quang Ban [3, p.5], words organizationally and meaningfully combined together are **WG**. Each word in **WG** is an element.

#### 2.3.6.2. Classification of Word group

According to Downing and Locke [29] and Quirk and Greenbaum [56], **WG** can be classified into the following groups.

Norminal groups such as "*a solemn autumn, the autumnal sun*".

Verbal groups like "*thought of springt, cut away the heart of mine*".

Adjectival groups such as "*deep in my heart, successful in your life*".

Prepositional groups such as "*in autumn, from the autumn bonfires*".

According to Nguyen Tai Can [7, p.96] divides **WGs** into three kinds. Those are nominal groups, verbal groups and adjectival groups.

### **2.3.7. Rhetoric**

#### **2.3.7.1. Definitions of Rhetoric**

According to Galperin I.R. [34, p.191], *rhetoric* was mainly engaged in the observation of the juxtaposition of the members of the sentence and in finding ways and means of building larger and more elaborate spans of utterance.

The scope of the study of this thesis only mention to metaphor in the word groups containing word denoting season- spring and autumn. Thus, we will take out the definition of metaphor.

#### **2.3.7.2. Definitions of Metaphor**

As stated by Brooks, C. et. al. [25, p.274] ‘*In metaphor there is a transfer of meaning – the Greek word from which metaphor is derived means “to transfer”. A word that applies literally to one kind of object or idear is applied by analogy to another*’.

According to Galperin [34, p.139], the stylistic device based on the principle of identification of two objects is called a *metaphor*. And he adds “*it is better to define metaphor as the power of realizing two lexical meanings simultaneously*”.

As defined by Dinh Trong Lac [14, p.52] and Cu Dinh Tu [18, p.279], metaphor is the way using this object to refer to that object basing on the relation of association about the similar characteristic between two objects.

### **2.4. SUMMARY**

We have so far discussed syntactic and semantic characteristics of words. Syntactically, we have continued focusing

on theories and dealt with those of word groups. In addition, the definitions and classifications of metaphor have been focused on. Semantically, we have relied on the theories of many linguists, such as Richard et. al., Quirk et. al., Cruse, Galperin, Diep Quang Ban, Nguyen Tai Can, Cu Dinh Tu,... and gave concepts as definitions of word and word group, classification of word and word group, word meaning, semantic properties, lexical field, definitions of metaphor and classification of metaphor. All serve investigating WGsWS in syntactic, lexical-semantics and rhetorical features in the next chapter.

## **Chapter 3**

### **METHODS AND PROCEDURES**

#### **3.1. OVERVIEW**

This chapter focused on the methods and procedures of studying the thesis. It also dealt with how data were collected, presented, described and analyzed to reach the expected results.

#### **3.2. RESEARCH DESIGN**

This paper aims at investigating **WGCWSs** in Vietnamese and English in terms of their syntactic, semantic and rhetorical features. In order to achieve the aims and objectives of the study mentioned in chapter 1, descriptive, analytical and contrastive methods were employed to do the research.

#### **3.3. POPULATION AND SAMPLES**

The target population is intended to reach eight hundred patterns from Vietnamese and English materials. This is total number of an entire group including **WGCWSs** extracted from famous

poems, short stories, literary works in Vietnamese and English. These patterns are also an available source of samples for the study.

### **3.4. INSTRUMENTS FOR DATA COLLECTION**

To the extent of descriptive research, observation and investigation are methods of collecting data. Observation and investigation techniques can be part of qualitative research as well as quantitative research techniques.

### **3.5 DATA COLLECTION**

This research was restricted to commonly-used WGCWSs in Vietnamese and English poetry. Data for this research were collected from different types of poem works in Vietnamese and English. The data provided a detailed description of how WGCWSs used in different contexts. They also provided illustrations to clarify the study.

### **3.6. DATA ANALYSIS**

- Observing the corpus and finding out the general meanings of WGCWSs

- Classifying WGCWSs into suitable categories corresponding with each syntactic feature by means of analytical and descriptive approaches and shades of meaning denoted by WGCWSs in semantics to be identified.

- Describing and analyzing the samples fully by the analytical and descriptive methods.

- Clarifying and illustrating the shades of WGCWSs in various contexts to highlight the syntactic, semantic and rhetorical properties of WGCWSs.

- Examining the differences and similarities of WGCWSs in syntactic, semantic and rhetorical features.

### **3.7. RESEARCH PROCEDURES**

The procedures for the study will be as follows:

- Collecting and classifying data
- Analyzing data
- Comparing and contrasting
- Putting forward some implications for teaching and learning

English as well as for translating WGCWSs and giving suggestions for further researches.

### **3.8. RELIABILITY AND VALIDITY**

Usually, the validity provides information on the extent to which the procedure really measures what it is supposed to do. The reliability provides information on the extent to which the data collection procedure elicits accurate data.

### **3.9. SUMMARY**

The study must follow the research design strictly. The data collection procedures and research instruments must be performed carefully and adequately in order to obtain the quality, the validity and the reliability of the work.

## **Chapter 4**

### **FINDINGS AND DISCUSSIONS**

#### **4.1. OVERVIEW**

This chapter focused on analyzing syntactic, lexical-semantic and rhetorical features of WGCWSs in order to find out the similarities and differences in both languages.

## 4.2. SYNTACTIC FEATURES OF WORD GROUPS CONTAINING WORDS DENOTING SEASONS (WGCWSs) IN VIETNAMESE AND ENGLISH

### 4.1.1. Syntactic Features of Vietnamese Word Groups Containing Xuân/Thu

#### 4.2.1.1. Syntactic Features of Vietnamese Word Group Containing only Xuân/Thu

In this part, the word *xuân/thu* is considered as a single word when it occurs without preceded elements (pre-modifiers) and back ones (post-modifiers). the simple word *xuân/thu* can stand independently with the great quantity.

In Vietnamese, however, there are no phenomena of either inflection or derivation. Let us have a look at the following examples:

(4.1) *Xuân của đất trời nay mới đến*

*Trong tôi, xuân đến đã lâu rồi* [73, p.16]

(4.2) *Người đẹp đi trên phố*

*Thu trên từng búp tay.* [66, p.110]

#### 4.2.1.2. Syntactic Features of Vietnamese Word Group Containing Xuân/Thu and Other Words

##### a) Word Group Containing Word Xuân (WGCX)

###### a1. Word Group “Xuân + Y”

When analyzing the samples, we see that the words following *xuân* are usually adjectives, nouns, verbs, determiners, numerals. Let examine the examples from (4.4) to (4.15)

###### a2) Word Group “X + Xuân”

When analyzing samples of word group “*x + xuân*”, we infer that most of the words appearing in front of *xuân* are quantifiers,

nouns, verbs, adjectives and numerals. Let see this cases in the examples from (4.16)

###### a3) Word Group “X + Xuân + Y”

While classifying and analyzing this word group, we see that the words in front of *xuân* are usually noun, quantifier, and verb. And the word behind *xuân* are adjective, determiner, verb, adverb, quantifier. The illustrations from example (4.29) to 4.43) show this case.

##### b) Word Group Containing Thu (WGCT)

###### b1) Word Group “X + Thu”

We infer the following result from analyzing the samples: most words occurring in front of *thu* are *quantifiers, numeral, nouns, adjectives, verbs*. Let examine the examples from (4.46) to (4.60).

###### b2) Word Group “Thu + Y”

After classifying and analyzing the samples of this word group, we infer that the words occurring behind *thu* are mainly *determiners, adverbs, adjectives and verbs*. Let us have a look at the examples from (4.61) to (4.67).

###### b3) Word Group “X + Thu + Y”

The samples of this word group rarely appear when collecting the data. And in analyzing samples, we see that the words occur in this form are usually *nouns, adjective, determiners, quantifiers and adverbs*. Let have a look at the examples from (4.68) to (4.73).

## 4.2.2. Syntactic Features of English Word Groups Containing Spring/Autumn

### 4.2.2.1. Syntactic Features of English Word Groups Containing only Spring/Autumn

As we see, word groups containing only spring/autumn appear without preceded elements (pre-modifiers) or followed ones (post-modifiers), so they are considered as the single words, for example, (4.74), (4.75) and (4.76)

Unlike the word *xuân/thu*, suffix as *-al*, can be added to “*spring/autumn*” and they are not required by the grammar, they increase the vocabulary and may allow speakers to convey their thoughts in a more interesting manner.

Besides, the inflectional morpheme *-s* can also be added to the word *spring/autumn* to modify its number and aspect without changing its grammatical category. This case also does not appear much.

#### 4.2.2.2. Syntactic Features of English Word Groups Containing Spring/ Autumn and Other Words

##### a) Word Groups Containing Spring (WGCS)

###### a1) Word Group “X + Spring”

Most of the words in front of *spring* are usually articles, adjectives, nouns, quantifiers, prepositions, possessive adjectives and determiners. Let us examine the examples from (4.80) to (4.101).

###### a2) Word Group “Spring + Y”

The words which occur behind *spring* are mainly *nouns* in the examples from (4.102) to (4.105). In the data collected the word group ‘*Spring + Y*’ rarely appear.

###### a3) Word Group “X + Spring + Y”

When analyzing samples we have inferred the result: most words appearing in front of and behind *spring* are usually articles, adjectives, nouns, prepositions, determiners and ordinal numerals. Let examine the examples from (4.106) to (4.120)

##### b) Word Groups Containing Autumn (WGCA) and Others

##### b1) Word Group “X + Autumn”

The words appearing in front of *autumn* analyzed are *articles, adjectives, nouns, prepositions, determiners, ordinal numerals and numerals*. Look at the examples from (4.121) to (4.136)

##### b2) Word Group “Autumn + Y”

Like the form ‘*Spring + Y*’, the form of word group ‘*Autumn + Y*’ is rare, the words appearing behind *autumn* are mainly nouns.

##### b3) Word Group “X + Autumn + Y”

According to our analysis and classification, the words standing in front of and behind *autumn* in this word group are usually articles, adjectives, nouns, prepositions, determiners, ordinal numbers, possessive pronouns and gerunds. Let us look at the illustrations from (4.141) to (4.157)

#### 4.3. LEXICAL-SEMANTIC FEATURES OF WORD GROUPS CONTAINING WORDS DENOTING SEASONS IN VIETNAMESE AND ENGLISH (WGCWSs)

##### 4.3.1. Lexical-Semantic Features of Vietnamese Word Groups Containing Xuân/Thu

###### 4.3.1.1. Lexical-Semantic Features of Vietnamese Word Groups Containing only Xuân/Thu

##### a) Word Groups Containing only Xuân (WGCX)

“*Đại Từ Điển Tiếng Việt*” [79, p.1874] shows that *xuân* has 5 senses: *mùa đầu tiên của năm, trước mùa hạ; năm; thuộc về tuổi trẻ; thuộc về tình yêu; dùng để ví với người cha, mẹ.*

From the senses above, we have seen that semantic characteristic of word groups containing *xuân* only (WGCX) has senses: *the first season of a year - the season prior to summer and lunar new year.*

- Denoting the sense ‘the first season of a year’

(4.3) *Xuân đến năm nay, sớm lạ thường* [69, p.263]

- Denoting the sense ‘lunar new year’

(4.4) *Xuân nay xuân năm Thìn* [72, p.422]

#### b) Word Groups Containing only Thu (WGCT)

“Đại Từ Điển Tiếng Việt” [79, p.1592] shows that *thu* has 2 senses: a season transiting from summer to winter- a third season in a year; and denoting year.

In this part, the single word *thu* expresses one sense such as a season changing from summer to winter – the third season in a year.

(4.5) *Lòng êm như chiếc thuyền trên bến*

*Nghe rét thu về hạ bớt vui...* [62, p.117]

#### 4.3.1.2. Lexical-Semantic Features of Vietnamese Word Groups Containing Xuân/Thu and Other Words

##### a) Word Groups Containing Xuân (WGCX) and Others

The word groups containing *xuân* have four following senses

- Senses related to season, first season in a year
- Senses related to year
- Senses related to the scenery of spring
- Senses related to “Lunar Tet holidays”, the first days of the lunar year

##### a1) Word Group “X + Xuân”

##### a2) Word Group “Xuân + Y”

##### a3) Word Group “X + Xuân + Y”

The word groups above are majority expressing the senses ‘scenery of xuân’, ‘year’ and ‘season’

##### b) Word Groups Containing Thu (WGCT) and Others

When analyzing the samples, we can see the following semantic features of the word *thu* related to the meaning of word group containing it as follows:

- Sense related to season in a year
- Sense related to year
- Sense related to scenery of autumn

##### b1) Word Group “X + Thu”

##### b2) Word Group “Thu + Y”

##### b3) Word Group “X + Thu + Y”

These word groups express mainly the meaning related to ‘season’ and ‘scenery in thu’

#### 4.3.2. Lexical-Semantic Features of English Word Groups Containing Spring/Autumn

##### 4.3.2.1. Lexical-Semantic Features of English Word Groups Containing only Spring/Autumn

##### a) Word Groups Containing only Spring

According to the website ‘Think Map’ and Hornby [36, p.1152], the word *spring* has a lot of senses, but this thesis is confined to word groups containing word denoting season. Therefore, the word *spring* with the sense related to was the

first season of the year was investigated. For example:

(4.5) *When spring returns she’ll well acquit the loan*

[80, p.222]

##### b) Word Groups Containing only Autumn

From the website ‘think map’ and Hornby [79, p.69], we have seen that the word *spring* has many senses but in this research, the word *autumn* has one sense, it is the meaning of the third season of the year, coming between summer and winter. For example:

(4.6) *Leave the last labors to the parent sun;  
Beneath his genial smiles, the well-drest field,  
When autumn calls, a plenteous crop shall yield.*

[80, p.221]

#### 4.3.2.2. *Lexical-Semantic Features of English Word Groups Containing Spring/Autumn and Other Words*

##### a) **Word Groups Containing Spring (WGCS) and Others**

As classifying the senses of the word *spring* from the samples, we can take out the lexical-semantic features of the *spring* related to the meaning of word group containing it.

- Senses related to season, the first season in a year
- Senses related to the scenery in spring

##### a1) **Form of Word Group “X + Spring”**

##### a2) **Word Group “Spring + Y”**

##### a3) **Word Group “X + Spring + Y”**

Most of samples in these word groups express the senses ‘season’ and ‘the scenery in spring’.

##### b) **Word Groups Containing Autumn (WGCA)**

##### b1) **Word Group “X + Autumn”**

##### b2) **Word Group “Autumn + Y”**

##### b3) **Word Group “X + Autumn + Y”**

Most of these word groups express mainly the sense related to scenery of autumn.

#### 4.4. RHETORICAL FEATURES OF WORD GROUPS CONTAINING WORDS DENOTING SEASONS IN VIETNAMESE AND ENGLISH (WGCWSs)

#### 4.4.1. **Metaphorical Features of Vietnamese Word Groups Containing Xuân/Thu**

##### 4.4.1.1. *Metaphorical Features of Word Groups Containing Xuân (WGCS)*

When classifying and analyzing 80 samples of metaphorical features, we infer the following metaphorical meaning features of the word group containing *xuân* that are examined by us:

- Implying to the youth, the period time in the young people, the dates in the youthful time
- Implying to the young woman
- Implying the power of the youth
- Implying a new thing: a new life, a new environment and the joy, happiness
- Implying the old memory
- Implying to parents
- Implying to the king, a person having a great power or a man.

##### 4.4.1.2. *Metaphorical Features of Word Groups Containing Thu (WGCT)*

While classifying and analyzing the samples, WGCT has only 60 samples of metaphoric features in total 200 samples. Most of samples expressing the specific or abstract objects imply an other one that has a similar characteristics.

The WGCT implies:

- a person, a girl or an old girlfriend
- the memory, the regret.
- the sadness.
- the love

#### 4.4.2. Metaphorical Features of English Word Groups Containing Spring/Autumn

##### 4.4.2.1. Metaphorical Features of Word Groups Containing Spring (WGCS)

In 200 samples, WGCS has 45 samples expressing ‘metaphor’ and most of samples imply the memory and youth.

##### 4.4.2.2. Metaphorical Features of Word Groups Containing Autumn (WGCA)

The WGCA only consists of 25 samples expressing ‘metaphor’ in total 200, and most of them imply the memory.

#### 4.5. SIMILARITIES AND DIFFERENCES OF WGCWSs IN VIETNAMESE AND ENGLISH

##### 4.5.1. Similarities and Differences of Syntactic Features of Word Groups Containing only Xuân/Thu and Spring/Autumn

###### 4.5.1.1. Similarities

Syntactically, the words “*xuân/thu*” and “*spring/autumn*” can stand alone in the sentences. They are considered as simple words which can not be broken down into smaller meaningful units.

The words “*xuân/thu*” and “*spring/autumn*” are nouns which are popularly used in poetry.

###### 4.5.1.2. Differences

In English, the word “*spring/autumn*” occurs with low frequency as compared with the word “*xuân/thu*” in Vietnamese.

Some new words are created from the word “*spring/autumn*” by inflectional and derivational morphemes in English. On the contrary, there are no inflectional and derivational morphemes adding to the word “*xuân/thu*” in Vietnamese.

##### 4.5.2. Similarities and Differences of Syntactic Features of Word Groups Containing Xuân/Thu/Spring/Autumn and Other words

###### 4.5.2.1. Similarities

- Both languages have the forms of word group “X + Spring/Autumn”, “Spring/Autumn + Y” and “X + Spring/Autumn + Y”.

- Some words following behind and in front of *xuân/thu*, *spring/autumn* are similar such as *nouns*, *adjectives*, *numerals*.

###### 4.5.2.2. Differences

Regarding syntactic characteristics of WGCWSs in Vietnamese there are some words occurring before ‘*xuân*’, ‘*thu*’ such as *verb* and *quantifier* but they do not occur in English. In contrast, in English there are many kinds of word occurring before the word ‘*spring*’, ‘*autumn*’ but it is impossible as Vietnamese with word as *preposition*, *article*, *determiner*, *ordinal number*, and *gerund*.

Similarly, usually *verb*, *determiner*, *numeral*, *adverb* occur after the word ‘*xuân*’, ‘*thu*’ in Vietnamese but they do not occur after ‘*spring*’, and ‘*autumn*’ in English

##### 4.5.3. Similarities and Differences of Lexical-Semantic Features of Word Groups Containing only Xuân/Thu and Spring/Autumn

###### 4.5.3.1. Similarities

Lexical-semantic features of word groups containing only *xuân/thu* and *spring/autumn* express the sense ‘season in year, a period time in a year’.

###### 4.5.3.2. Differences

Besides the sense ‘*season in year*’, *Xuân* also expresses the sense ‘*lunar new year*’.

#### **4.5.4. Similarities and Differences of Lexical-Semantic Features of Word Groups Containing Xuân/Thu, Spring/Autumn and Other Words**

##### **4.5.4.1. Similarities**

- Expressing the senses: *the meaning related to season- the first season in a year; the meaning related to the scenery of spring.*

##### **4.5.4.2. Differences**

Semantically, in Vietnamese there are many senses which do not occur in English such as senses referring to Tet holiday; senses related to year. For example, *hai mươi xuân, bảy mươi chín tuổi xuân, xuân gà túc tác đến nơi, mừng xuân năm Thìn and so on.*

#### **4.5.5. Metaphorical Similarities and Differences between WGCWSs in Vietnamese and English**

##### **4.5.5.1. Similarities**

The WGCWSs in both languages have the use of metaphorical form to imply the memory, the regret.

##### **4.5.5.2. Differences**

In Vietnamese, the WGCWSs are of more metaphorical features than in English. such as *'the youth', 'strength of youth', 'the young woman', 'something new', 'the old memory', 'parents' and 'a king'.*

## **Chapter 5**

### **CONCLUSIONS AND IMPLICATIONS**

#### **5.1. SUMMARY OF THE MAIN FINDINGS**

The study has discussed the syntactic, lexical-semantic and rhetorical features of WGCWSs in Vietnamese and English, pointed out the similarities and differences in the two languages.

- Chapter 1 we present the introduction with an overview of the problem

- Chapter 2 presents the review of previous studies in Vietnamese and English that are related to the research. In this section we also refer to the theories and viewpoints of some linguists

- Chapter 3 we state the methods and procedures the study.

- Chapter 4 deals with the findings and discussions. In this section, we present the findings with syntactic, semantic and rhetorical features of WGCWSs in Vietnamese and English. The descriptive and contrastive analysis are used as important methods to point out the similarities and differences of using WGCWSs in Vietnamese and English poetry.

- Chapter 5, we present the conclusion and try to give some implications with the aim to help learners to know how to use WGCWSs in Vietnamese and English.

#### **5.2. IMPLICATIONS FOR LANGUAGE LEARNING AND TEACHING**

With the scope of this paper, we have dealt with some basic knowledge of syntactic, lexical-semantic and rhetorical features of WGCWSs.

To students

A good understanding of syntactic, lexical-semantic and metaphorical features of WGCWSs helps students enrich their knowledge and provides them with necessary strategies to know how to translate and write an effective and exactable WGCWSs

To teachers:

- WGCWSs are a good source for English teaching materials at school, particularly at colleges specialized in English.

- The research result of this thesis will equip the teachers with general knowledge or understanding of syntactic, lexical-semantic and metaphorical features of WGCWSs in Vietnamese and English.

### **5.3. LIMITATIONS**

Although we have tried our best in studying and in presenting the thesis, we have a lot of mistakes and shortcomings.

The studying of WGCWSs is quite new, there are some unavoidable weakness in this research.

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

From what we mentioned above, we would like to make some suggestions for further studies:

-A study of syntactic, semantic and pragmatic features of the word “mùa” in Vietnamese and “season” in English.

-A study of semantic and stylistic features of WGCWSs (spring, summer, autumn and winter) in English and Vietnamese.

- The semantics of metaphor of word groups containing *xuân* (WGCX) in Vietnamese and word groups containing spring (WGCS) in English.