MINISTRY OF EDUCATION AND TRAINING

UNIVERSITY OF DANANG

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**AN INVESTIGATION INTO LEXICAL COHESION
IN ENGLISH AND VIETNAMESE ECONOMIC NEWS**

Field: The English Language

Code: 60.22.15

MASTER THESIS ON THE ENGLISH LANGUAGE

(A SUMMARY)

Danang - 2011

The thesis has been completed at the College of Foreign Languages, University of Danang.

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The thesis will be orally defended at The Examining Committee.

Time: 22/7/2011

Venue: University of Danang

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CHAPTER 1
INTRODUCTION

1.1. RATIONALE

It is undeniable that economy is a key issue in our era. Everything we do in our daily life involves weighing choices and sacrificing one benefit for another greater benefit. It is, therefore, very necessary for us to keep articulate and well- informed of the latest economic news (ENs) in order to improve our living standards.

English has won worldwide recognition as an international language. In Vietnam, the movement of learning English has strongly developed since Vietnam implemented the open-door policy. To take the advantages of these opportunities requires great effort and good knowledge of foreign languages, especially English.

What is more, we are bombarded with economic information from numerous sources, including television, newspapers and magazines, radio, and the Internet. Therefore, the knowledge of the discourse features is the essential key not only to effectively attain the competence of using the language in the real world for successful communication but also to open humankind's treasure of knowledge.

For those reasons, I feel obliged to do some investigation into economic discourses in the hope that an analysis of lexical cohesion in EENs versus VENs is useful for the teaching and learning of English in general and English of economics in particular.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study is carried out with the aims to explore lexical cohesion in EENs and VENs. We hope that the differences and similarities of *lexical cohesion* in EENs and VENs will not only

bring useful and significant understanding of ENs but also help teachers and learners to create coherent discourses.

1.2.2. Objectives

The study focuses on the following objectives:

- To investigate the cohesive agents generating *lexical cohesion* in ENs.
- To find out the similarities and differences of *lexical cohesion* in EENs and VENs.
- To give some implications and suggestions for teaching and learning English in general and economics and journalism in particular.

1.3. SIGNIFICANCE OF THE STUDY

It is said that the knowledge of economy is a crucial factor leading to academic success and a requirement for many occupations. Thus, the demand for thoroughly grasping economic information is greater than ever before.

Furthermore, a better understanding of cohesive agents creating lexical cohesion will help teachers make relationships across sentence boundaries understandable so that learners can easily grasp relationship in the discourse.

1.4. THE SCOPE OF THE STUDY

This study, therefore, is confined to the investigation into the cohesive devices used to create *lexical cohesion* in EENs and VENs. The contrastive analysis is based on the material sources from the Internet in English and Vietnamese.

1.5. RESEARCH QUESTIONS

The study concentrates on answering the questions below.

1. What are the most commonly used cohesive devices

generating *lexical cohesion* in EENs and VENs?

2. What are the similarities and differences of *lexical cohesion* in EENs versus VENs?

1.6. THE ORGANIZATION OF THE STUDY

This thesis is divided into five main chapters:

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background

Chapter 3: Research Design and Methodology

Chapter 4: Findings and Discussion

Chapter 5: Conclusion and Implications

CHAPTER 2
LITERATURE REVIEW
AND THEORETICAL BACKGROUND

2.1. OVERVIEW

2.2. PREVIOUS STUDIES RELATED TO THE RESEARCH

As far as news is concerned, Crystal and Davy [4] take the language of newspapers through chosen extracts of journalist writing into consideration. Galperin [10] regards the newspaper style as a combination of the newspaper style and the publicity style. In addition, Thorne [22] provides all features of newspaper language in a synthetic way and supplies many necessary skills and knowledge needed to study language effectively.

With regard to news and cohesion, Nguyen Thi Phuoc Da [6] categorizes lexical choice into three devices: nominal metaphors, reification, and euphemism. Tran Nguyen Hoang Trang [23] confines her study to words denoting increase or decrease, time expressions, economic terms, acronyms and reiteration. Ho Thi Yen Lan [18] investigates the selection of lexical evaluative devices. Dao Nguyen

Tieu Quyen [21] discusses lexical cohesion in American Mosaic.

Therefore, to my knowledge, there has not had any researches mentioning the subject I have been studying: *"An Investigation into Lexical Cohesion in EENs and VENs"*.

2.3. THEORETICAL BACKGROUND

2.3.1. Discourse and Text

2.3.1.1. Discourse

As discourse analysis comes into being, a lot of attention has been paid to it. Crystal and Davy [4] take the view that discourse is a continuous stretch of language larger than a sentence. For Yule and Brown [1], discourse is language in use. Cook [3, p.6] considers discourse as stretches of language perceived to be meaningful, unified, and purposive. Nunan [19, p.118] regards discourse as *"communicative events involving language in context"*. Thorne [22] considers discourse as any piece of language that is longer than a sentence. Fromkin, Rodman, Collins and Blair [9] all agree that discourse is sentences hanging together to express thoughts and ideas.

2.3.1.2. Discourse versus Text

There are two approaches concerning Text and Discourse. The first approach regards the two terms to be used interchangeably whereas the second one tries to separate the two.

The first approach has the tendency of considering text and discourse as the same. Halliday and Hasan [11, p.23] do not give a very clear cut distinction between the two terms because they see text as "a passage of discourse". As for Phan Van Hoa [26], it is difficult to distinguish these two notions and then he suggests not differentiating them unless there is an emphasis on the spoken or written text.

Yule and Brown [1], following the second trend, define *discourse as language in use* and see *text as a technical term*, *to refer to the verbal record of a communicative act*.

In this study, we shall take the first approach considering text as similar to discourse for the sake of simplicity.

2.3.1.3. Co-text and Context

Context is defined by Yule [24, p.128] as *"the physical environment in which a word is used"*. And according to Delahunty and Garvey [7, p.62], context is *"the circumstances in which a sentence is uttered"*. Cutting [5] sees context as the physical and social world.

It is undeniable that context is essential for the interpretation of utterances; however, this is not enough for a full interpretation of utterances. Nguyen Hoa [14, p.43] says that co-text is the stretch of language that occurs either before or after the utterance which needs interpreting. Yule [24, p.128] states that co-text is *"the linguistic environment in which a word is used"*.

2.3.1.4. Definitions of News and Economic News

The definition of news from Wikipedia is that news is the communication of information on current events which is presented by print, broadcast, Internet, or word of mouth to a third party or mass audience [129].

In this study, ENs is understood as the presentation of a report on recent economic issues presented by print, broadcast, Internet, or word of mouth to a third party or mass audience.

2.3.1.5. Functions of News

2.3.1.6. Features of News

2.3.2. Discourse Analysis

Brown and Yule [1, p.1] consider discourse analysis as *"the analysis of language in use"*. In addition, Yule [24] affirms that when discourse analysis is limited to linguistic issues, it concentrates on the record of the process by which it is used in some contexts to express intention. Nunan [19] shares the same idea when he states that discourse analysis is the study of language in use.

Discourse analysis generally focuses on linguistic units above the rank of clause and on their sequences, and takes into account situational context and existential meaning.

2.3.3. Cohesion and Coherence

2.3.3.1. Cohesion

Cohesion is how words and expressions are connected by cohesive devices. Halliday and Hasan [11, p.303] define cohesion as part of the system of language. They distinguish five types of cohesive relation: *reference, substitution, ellipsis, conjunction, and lexical cohesion*. Among them, lexical cohesion is what this study focuses on.

2.3.3.2. Coherence

Coherence is understood as the quality of being meaningful and unified, it is the feeling that a text hangs together and makes sense, not just a jumble of sentences.

To sum up, coherence and cohesion are of great significance to the interpretation of discourse. The difference between cohesion and coherence is that cohesion is a term for sticking together; it means that the text all hangs together.

2.3.4. Lexical Cohesion

Lexical cohesion refers to the role played by the selection of vocabulary in organizing relations within a text. Halliday and Matthiessen [12, p.570] assert that "*lexical cohesion comes about through the selection of items that are related on some way to those that have gone before*".

2.3.4.1. Repetition

The most direct and simplest form of lexical cohesion is the repetition of a lexical item with or without a reference item.

2.3.4.2. Synonymy

Synonymy involves the use of lexical items which are in some sense synonymous with a preceding one. Synonymy can also apply to words which do not belong to the same word class. The occurrence of a synonym still creates cohesive relations either with or without referential reference.

2.3.4.3. Antonymy

In the analysis of *synonymy*, Halliday and Matthiessen [12] finally have a special case which is its opposite *antonymy*, where a cohesive semantic linkage is established between lexical items of opposite meanings.

2.3.4.4. Hyponymy

Hyponymy is a cohesive relationship established between a general concept and specific concepts when the first lexical item represents a class of thing and the second is a superclass/ subclass or another class at the same level of classification [12, p.574]. That is, the relationship is illustrated by the common formula "be a kind of ".

2.3.4.5. Meronymy (part vs. whole)

Meronymy has a similar relation in the extending domain as

hyponymy which has the general sense of "be a part of".

2.3.4.6. Collocation

Collocation, as a subclass of lexical cohesion, covers any instance which involves a pair of lexical items that are associated with each other in the language in some way.

In this paper, we will analyze news basing on the categories discussed in Halliday and Mattthiessen [12].

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1. OVERVIEW
3.2. RESEARCH METHOD AND DESIGN

We carry out the investigation based on a descriptive and qualitative study executed with a contrastive analysis.

3.3. DESCRIPTION OF THE POPULATION AND SAMPLES
3.4. DATA COLLECTION
3.5. DATA ANALYSIS
3.6. PROCEDURES OF THE STUDY

The following steps will be taken:

- Reading books to choose the subject for the research.
- Choosing the methods to do the research and defining the theoretical background.
- Collecting EENs and VENs in the Internet.
- Sorting out different types of cohesive elements generating lexical cohesion in ENs.
- Analyzing the types of lexical cohesion and compare the results between the two languages.
- Finding out the similarities and differences of lexical

cohesion in EENs and VENs.

- Discussing the findings.

3.7. RELIABILITY AND VALIDITY

CHAPTER 4
FINDINGS AND DISCUSSION

4.1. OVERVIEW

4.2. COHESIVE ELEMENTS CREATING LEXICAL COHESION IN EENS AND VENS

4.2.1. Repetition

Repetition is intended to create the unity of the text thanks to the repetition of the important words that need to be expressed.

4.2.1.1. Repetition in EENs

a) Repetition with a Reference Item

(4.5) Borders is accepting bids in **an auction** for companies to run its store closings and clearance sales.

The auction was scheduled to begin Thursday. [86]

The repetition of *the + noun* in (4.5) assures that the readers/ listeners know which *auction* is being talked about.

b) Repetition without a Reference Item

The referential link is not so important to lexical cohesion; words can also be connected when only identical repetitions are employed.

(4.6) Despite adequate **supplies** of rice, some Asian nations appear concerned that rising oil costs could eventually affect food **supplies**.
[104]

Repetition is also employed by means of morphological variants.

4.2.1.2. Repetition in VENs

a) Repetition with a Reference Item

(4.13) Ông Bùi Ngọc Bảo, phó giám đốc công ty quốc doanh Petrolimex cho biết theo **chính sách mới**, chính phủ sẽ không còn trợ giá cho những nhà nhập khẩu bán xăng nữa.

Chính sách này khuyến khích các nhà nhập khẩu giảm giá và gia tăng tính cạnh tranh. [131]

b) Repetition without a Reference Item

(4.15) Các kinh tế gia theo dõi sát **thị trường nhà đất** bởi vì những khó khăn nghiêm trọng trên **thị trường nhà đất** tại Mỹ đã là một nguyên nhân chính gây ra cuộc khủng hoảng tài chánh. [134]

4.2.1.3. Conclusions

In the first place, examples and clarification prove that repetition occurs in both EENs and VENs with all subtypes. That is, we both have repetition with reference and without reference. In addition, this is partly clarified by the theory of Tran Huu Manh who states that verbs in English have perfect (have + V-ed2), progressive (be + V-ing) and passive (be + V-ed2), in Vietnamse we can also express the equivalent notions which are *đã + động từ (rồi), đang + động từ* and *bị/ được + động từ* respectively. He also asserts that both the languages have verbs in its root form [27: 148-149].

In the second place, we see that there are still differences. In EENs, we have morphological variants explored in inflectional and derivational ones. In VENs, we can see that the similar relations are expressed thanks to the independent modifiers *đã, rồi, đang, bị/ được, mức, sức, việc, sự, nhiều, nhất, hơn,* etc.

In addition, within the analysis of the data collected, the total number of lexical items in EENs and VENs is 7305 and 5518 cases

respectively. We also find that the occurrence of repetition in EENs (2072 cases) is more than that in VENs (1531cases). However, it is interesting to find out that the proportion of occurrence frequency of repetition in EENs and VENs is approximately the same (28.4% and 27.7% in comparison with the total lexical items occurred in the selected data). Here is Chart 4.1 which shows the summary of repetition in EENs and VENs.
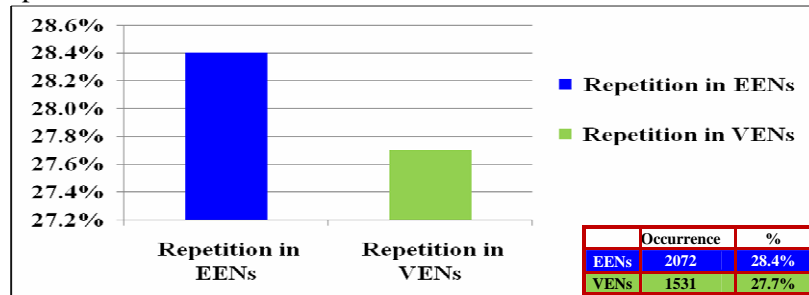

Chart 4.1: Repetition in EENs and VENs

4.2.2. Synonymy

Another form of lexical equivalence is explored through the use of synonyms to express the lexical relation more colorfully and avoid unnecessary repetition.

4.2.2.1. Synonymy in EENs

a) Synonymy with Identity of Reference

With identity of reference, readers can easily see the cohesive relations that create the coherence of the discourse. Below is the illustration for this type of synonymy in EENs.

(4.23) **The U.S. unemployment rate** is expected to remain relatively high in the next year but perhaps decline to near 8 percent within two years. The state of the nation's economy, and particularly **the jobless rate**, is certain to play a key role in the 2012 presidential campaign as opposition Republicans try to unseat President Barack Obama. [101]

b) Synonymy without Identity of Reference

Even when there is no identity of reference, readers can still feel that synonymy is really a vivid way of expressing ideas. For example, the following extract shows how flexibly the writer makes use of such synonyms as *cool, curb.*

(4.26) **South Korea** has raised interest rates unexpectedly from 2.5% to 2.75% in an attempt to **cool** rising prices … The government also announced a number of measures designed to **curb** price rises, particularly in food and energy. [45]

4.2.2.2. Synonymy in VENs

a) Synonymy with Identity of Reference

In VENs, synonymy is also explored to make the discourse intelligible and prove its strength.

(4.33) Bản tin kinh tế của hãng Dow Jones ghi nhận lời **một giới chức** thuộc Cục quản lý giá cả bộ Tài chính cho biết như thế hôm thứ hai. Theo **viên chức này**, các công ty từ nay sẽ tính toán chi phí nhập xăng dầu. [131]

b) Synonymy without Identity of Reference

It is true that synonymy with identity of reference makes the discourse explicit, but synonymy does not only depend on reference items to create cohesive links to the discourse.

(4.36) **Tạp chất** đưa vào tôm bị phát hiện là **agar** (**rau câu**) có thể tăng trọng lượng tôm tới hơn 30% so với trọng lượng thật. [146]

4.2.2.3. Conclusions

The combination of lexical items that are in some sense relating to each other inherently has a good effect on the coherence of discourses in both EENs and VENs. Through the examples mentioned in this part, we realize that the use of synonymy in both

EENs and VENs is completely the same. In other words, synonymy is employed with or without identity of reference not only in EENs but also in VENs.

Through the data analysis, we also find that the occurrence of synonymy in EENs (1185 lexical items) is more than that in VENs (793 lexical items). This figure is far more moderate than that of repetition. Nevertheless, the proportion of occurrence frequency of synonymy in EENs and VENs is reasonable (16.2% and 14.4% in comparison with the total lexical items occurred in the selected data) because excessive use may lead to misunderstanding. Chart 4.2 helps to summarize the use of synonymy in EENs and VENs.
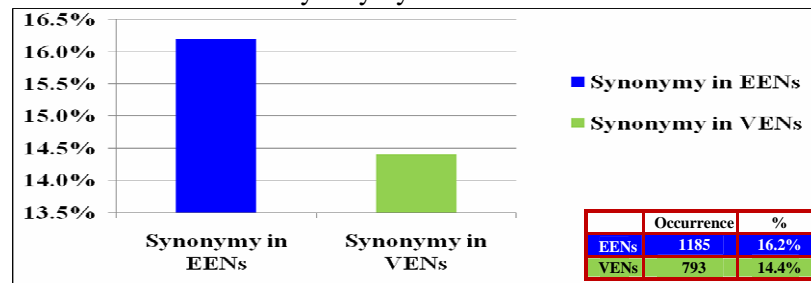

	Occurrence	%
EENs	1185	16.2%
VENs	793	14.4%

Chart 4.2: Synonymy in EENs and VENs

4.2.3. Antonymy

Seen as the special case of synonymy in Halliday and Matthiessen's point of view, antonymy by no means contributes less to the coherence of discourse.

4.2.3.1. Antonymy in EENs

In EENs, antonymy is used widely in the sense of *increase* or *reduce* because this opposite meaning can express well the change in the issue of economics. These occurrences get readers' attention to what is high or low.

(4.40) This is the first time the monthly measure of inflation has

fallen since March 2009. Over the past year, prices have **risen** 2.2 percent, the smallest 12-month **gain** in four decades.   [32]

4.2.3.2. Antonymy in VENs

In VENs, the involvement of antonymy shows its strength, especially to denote the change **tăng**, **giảm** in prices or in the economy as in the case of example (4.45) below.

(4.45) Sau khi **giảm nhẹ** vào hôm qua, giá vàng trong nước sáng nay (29.10) **tăng mạnh** 150.000 đồng/lượng. Sức tăng đáng kể của vàng thế giới đã kéo giá vàng trong nước tăng theo.   [206]

4.2.3.3. Conclusions

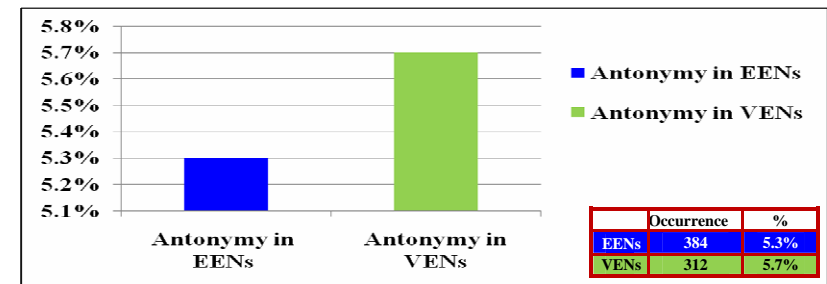|	Occurrence	%
EENs	384	5.3%
VENs	312	5.7%

Chart 4.3: Antonymy in EENs and VENs

Looking at chart 4.3; we see that there exists the involvement of antonymy in both EENs and VENs. However, its proportion per total lexical items is rather moderate. There are only 384 antonyms in EENs, accounting for 5.3% and 312 in VENs for 5.7 %. This is not to say that antonymy is of no use in making a discourse hang over. Readers of ENs are always in the search for the changeable information in the market, about which antonymy can perform better than any other cohesive devices

4.2.4. Hyponymy

Hyponymy creates relationship based on a thing and its superclass, subclass or any class at the same level of classification.

4.2.4.1. Hyponymy in EENs

(4.48) **China and Russia** have signed a series of agreements to boost energy co-operation during a ceremony to open an oil pipeline between **the countries.**

Leaders of **the two nations** agreed deals on gas supplies, energy efficiency, renewable energy and nuclear power. [40]

China and *Russia* are co-hyponyms of *nations/ countries.* Hyponymy creates a tight relation between the two paragraphs.

4.2.4.2. Hyponymy in VENs

This cohesive device is widespread found in VENs, bellow are some instances:

(4.57) Trên **thị trường vàng thế giới**, kết thúc phiên giao dịch rạng sáng nay (giờ VN), giá vàng giao ngay tại **thị trường New York** (Mỹ) chốt ở mức 1.308,4 USD/ounce. Mở cửa **thị trường châu Á** vào rạng sáng nay, giá vàng điều chỉnh tăng nhẹ trở lại. [164]
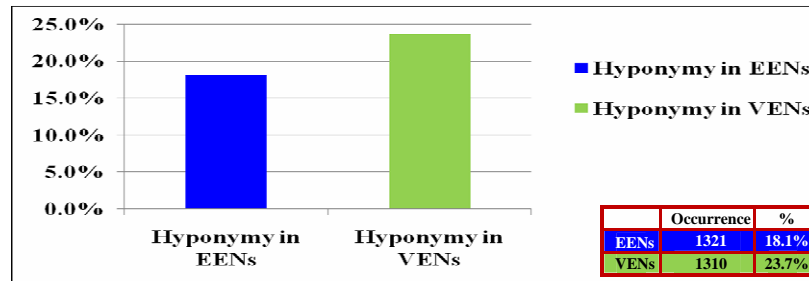
4.2.4.3. Conclusions

	Occurrence	%
EENs	1321	18.1%
VENs	1310	23.7%

Chart 4.4: Hyponymy in EENs and VENs

Chart 4.4 illustrates the occurrence of hyponymy in EENs and VENs. The figure shows that both EENs and VENs contain a lot of hyponyms. This kind of cohesive devices actually occurs with a relatively high number (1321 lexical items and 1310 ones accounting for 18.1% and 23.7% in EENs and VENs respectively). Hyponymy

in VENs is much greater than that in EENs. However, one thing stands out from the chart is that the use of general nouns is not highly paid attention to in VENs.

4.2.5. Meronymy

If hyponyms is putting things under one big group, then meronymy is putting parts together to make a whole.

4.2.5.1. Meronymy in EENs

Meronymy is known as semantic connection between *the parts* and *a whole*. For instance, an *eye* is a part in a *body* (*their eye, they*). Here, *their eye* not only denotes a part of the body, but also denotes its function to observe something.

(4.58) "If **they** take **their eye** off the ball and allow their vigilant focus to waver, the economic recovery will falter." [56]

4.2.5.2. Meronymy in VENs

In VENs, we also realize lexical cohesion created by means of meronymy. For example, in (4.65), *trọng lượng tôm* includes *trọng lượng thật* and the weight of *tạp chất*, so *trọng lượng thật* is a part of *trọng lượng tôm*.

(4.63) Tạp chất đưa vào tôm bị phát hiện là agar có thể tăng **trọng lượng tôm** tới hơn 30% so với **trọng lượng thật**. [146]

4.2.5.3. Conclusions

Through the analysis of the data, we find that there exist the cohesive links created by showing relations where the part contributes to the whole in both EENs and VENs. Moreover, we see that the use of meronymy is relatively modest.

However, its rate per lexical items is rather moderate. There are only 474 meronyms in EENs, accounting for 6.5% and 500 cases in VENs with the propotion of 9.1%. Still, we realize that meronymy
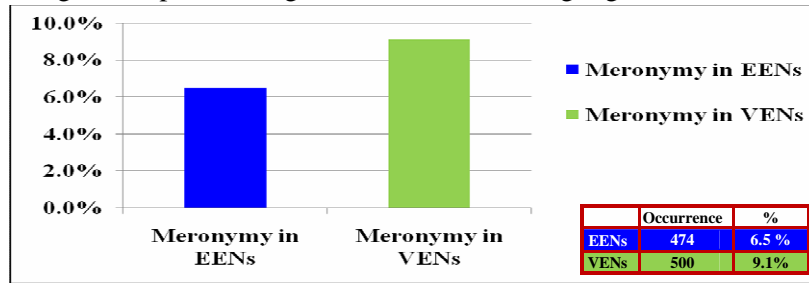
is of great help in making an ENs discourse hang together.

Chart 4.5: Meronymy in EENs and VENs

4.2.6. Collocation

Collocation explores the use of relationship between words and phrases in the same field.

4.2.6.1. Collocation in EENs

(4.67) The country's banking sector has continued to **struggle** following **the financial crisis**.   [38]

There is clearly a semantic basis to collocation of this kind, that is, *struggle* is a process to curb *the financial crisis.* Thus, we can say for sure, there is a strong collocation bond between *struggle* and *the financial crisis*.

4.2.6.2. Collocation in VENs

(4.71) **Luật lệ** của Liên Hiệp Châu Âu đòi hỏi các quỹ đối trọng phải được đăng ký với chính phủ, công bố thông tin về những **thương vụ** của họ, và dành sẵn tiền để chi trả trong trường hợp có thể bị **thua lỗ** khi **đầu tư**.   [138]

In the activities of any organization, rules are a must, and in any *thương vụ*, *thua lỗ* in *đầu tư* usually happens. The lexical items go with each other in such a circumstance.

4.2.6.3. Conclusions

Based on the analysis of the data, we find that collocation is

highly paid attention to in EENs and VENs. Time expression is the strikingly high frequency because timeliness is one of important factors that readers are really interested in. Quantitatively, collocation occurs 1869 times in EENs, accounting for 25.5%; 1072 in VENs for 19.4%. Chart 4.6 bellow will illustrate an overview of collocation in EENs and VENs.
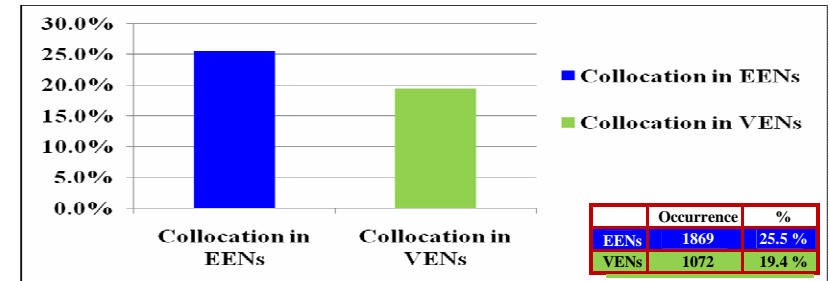

Chart 4.6: Collocation in EENs and VENs

4.3. FREQUENCY OF OCCURRENCE OF COMMONLY-USED COHESIVE DEVICES CREATING LEXICAL COHESION IN EENs AND VENs
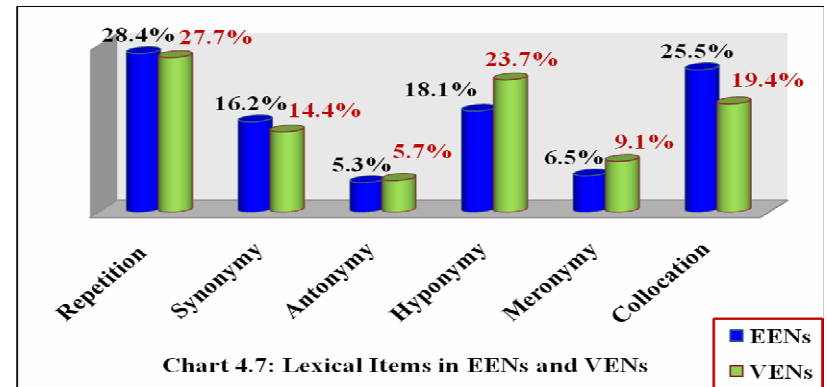

Chart 4.7: Lexical Items in EENs and VENs

In attempting to apply Halliday and Mattthiessen's cohesion theory into EENs and VENs, we achieve a credible result as shown in Chart 4.7 above.

4.3.1. Similarities

As seen in table 4.1 and chart 4.7, we can realize that all lexical devices are employed in both EENs and VENs.

Another common feature among EENs and VENs is that the use of repetition is more dominant than any other types of lexical cohesive devices in the corpus of both EENs and VENs, which amounts to 28.4% and 27.7% respectively. Repetition receives high frequency for it is an effective way to form a memorable message, the ultimate goal of ENs. Repetition can create a logical, clear and coherent discourse. Moreover, repetition is good in the sense that it keeps the eye of the readers/ listeners on the main point. This is thanks to the fact that repetition aims at logical emphasis, which is necessary to fix the attention of readers on the key words showing the main ideas.

Hyponymy and collocation are also highly paid attention to in EENs and VENs. The frequency is not less than 18.1%. The reason is that hyponymy helps to explore the discourse in detail, which contributes much to the process of grasp ideas and collocation gives the semantic field, which allows readers/ listeners to guess what happens next in order to understand the discourse thoroughly.

Ranking next to hyponymy and collocation is synonymy which occurs with a significantly high frequency (16.2% in EENs and 14.4% in VENs). We all know that repetition of keys words focuses readers/ listeners' attention on the important ideas. However, when repetition is abundantly used, it will certainly become monotonous and less academic. Instead, synonymy not only helps to avoid the clumsy repetition but also makes the discourse appealing and memorable.

The presence of meronymy in EENs and VENs is rather moderate (6.5% and 9.1%) but its contribution to the extension of the discourse is not small. The connections between *parts* and a *whole* give readers/ listeners the full interpretation.

Last but not least, we see the strikingly low occurrence of antonymy whose proportion is only 5.3% in EENs and 5.7% in VENs. Though being rare in quantity, its occurrence does make ENs show the changes in the markets.

4.3.2. Differences

Quantitatively, EENs makes greater use of lexical cohesive devices than VENs. The total number of words in 100 English and 100 Vietnamese pieces of news is approximately equal (29,885 words and 29,281 words respectively). However, we have 7,305 lexical items in EENs which make up to 24% whilst we see only 5,518 cases in VENs accounting for 19% as seen in table 4.1 below.

Table 4.1: Lexical Items in EENs and VENs

	English	Vietnamese
REPETITION	2,072	1,531
SYNONYMY	1,185	793
ANTONYMY	384	312
HYPONYMY	1,321	1,310
MERONYMY	474	500
COLLOCATION	1,869	1,072
Total Lexical Items	7,305	5,518
Words	29,885	29,281
Percentage (%)	24%	19%

Through the data analysis, we also find that there are differences in the propotion of each subtype examined in EENs and VENs. In EENs, repetition holds the first position (28.4%), collocation gains the second position (25.5%), hyponymy ranks third

(18.1%), the fourth in the rank is synonymy (16.2%), the fifth is meronymy (6.5%) and the last is antonymy (5.3%). In VENs, there is a change in the proportion. Repetition still holds the first in the rank with 27.7%, but the second position belongs to hyponymy with 23.7% and the third is collocation with 19.4%, the fourth belongs to synonymy with 14.4%, meronymy and antonymy rank fith and sixth with 9.1% and 5.7% respectively.

EENs explore the use of general nouns to create links in discourse whilst this is not highly paid attention to in VENS.

In EENs, we have a lot of repetition by means of morphological variants explored in inflectional variants and derivational ones. In VENs, we can see that the similar relations are expressed thanks to the independent modifiers *đã, rồi, đang, bị/ được, mức, sức, việc, sự, nhiều, nhất, hơn,* etc. This may be due to the fact that we only have one form for each word in Vietnamese whilst in English one word may have many forms. For example, in Vietnamese we have one form of verb *làm*, in English we have up to 5 forms *do – does – did – doing – done* [27, p.149].

To conclude, although there are differences in the proportion of subtypes in lexical cohesion, there is no difference in the way these cohesive devices are employed in the two languages.

CHAPTER 5
CONCLUSION AND IMPLICATIONS

5.1. OVERVIEW
5.2. CONCLUSION

Lexical cohesion is one of the major cohesive devices to make a discourse interesting and coherent. To improve communicative competence, lexical knowledge must be considered

essential to learners. Besides, it can be said that a knowledge of lexical cohesion can help learners interpret the discourse, develop vocabulary and give coherence to their writing. Therefore, the topic *"An Investigation into Lexical Cohesion in English and Vietnemese ENs"* is worth being investigated and very beneficial to learners of English in general and Vietnamese learners of English in particular.

In this thesis, we have collected and investigated 200 samples of EENs and VENs from the internet such as: http://news.bbc.co.uk/2/hi/business, http://www.nytimes.com/ reuters, http://www.bbc.co.uk/news/business, http://www1.voa news.com/vietnamese/news, http://www.tinkinhte.com, http:// www. Thanh nien. com.vn, http://tuoitre.vn/Kinh-te ...

Aiming at investigating lexical cohesion in EENs and VENs, we set up the three main goals for the thesis: (1) investigating the cohesive agents generating lexical cohesion in ENs; (2) finding out the similarities and differences of lexical cohesion in EENs and VENs; (3) giving some implications and suggestions for teaching and learning English of economics and journalism. In a great attempt of achieving the result, we keen on applying the lexical cohesion in the light of Halliday and Mattthiessen's theory. Thanks to a unified and understandable principles set up before each step of the analysis, we gained the results as follows:

Within the scope of the study, we have discovered that both EENs and VENs exploit all types of lexical cohesive devices matching with those suggested by Halliday and Mattthiessen [12]; namely, repetition (28.4% and 27.7%), collocation (25.5% vs 19.4%), hyponymy (18.1% versus 23.7%), synonymy (16.2% vs

14.4%), meronymy (6.5% vs 9.1%) and antonymy (5.3% vs 5.7%).

As far as repetition is concerned, it is subdivided into repetition with a reference item, repetition without a reference item. All these kinds of repetition are present in both EENs and VENs and make up the largest proportion among lexical cohesive devices (28.4% vs 27.7%). The second position belongs to collocation in EENs with 25.5% whilst hyponymy in VENs holds this position with 23.7% and collocation in VENs comes to the third with 19.4% and this is also the rank of hyponymy in EENs with 18.1%.

With regard to synonymy, we have synonymy with identity of reference and synonymy without identity of reference not only in EENs but also in VENs. And both of the languages take advantages of this cohesive device to avoid tedious repetition, which makes it up to 16.2% and 14.4% and gives it the fourth in rank.

To create the diversity and flexibility of a discourse, we must not forget to mention meronymy, a cohesive device which connects parts and a whole. Though this device only holds the fifth position (6.5% vs 9.1%), its presence creates links in the discourse and thus contributes to the coherence of the discourse.

Especially, antonymy is also present. Though it only makes up the smallest proportion in both EENs and VENs (5.3% vs 5.7%), its contribution to the success of the discourse is by no means small. ENs often shows the changes in the economic world and the device shows the changes best is antonymy.

5.3. IMPLICATIONS

Teaching languages is a process involving many skills. In teaching any skill, teachers always deal with vocabulary. The question of how vocabulary should be taught does not seem to be a

simple one. This research on lexical cohesive devices encourages teachers to use contexts to help learners know what the word is and how it is used. Learners involvement in inferring word meaning increases their understanding and long-term memory.

Together with teachers' helps in creating intrinsic motivation, learners should establish good extrinsic motivation for themselves. Reading newspapers, margazines is a good way to get information while relaxing. Thanks to contextual clues, learners have deep insights into every aspect of words. Gradually, learners get more independent and self-controled in learning.

In addition, those who are interested in the research could spot out the relationship among lexical items, which suggests the interpreters, reporters and readers should be aware of the links within a piece of economic information.

5.4. LIMITATION

Due to the limited time and the lack of practical experience in the economic field, shortcomings and inadequacies in the study are inevitable. Moreover, the sources of materials relating to the problem under investigation are not sufficient as expected. In addition, the similarities and differences of lexical cohesion explored in EENs and VENs may not be fully found.

5.5. FURTHER RESEARCH

For the sake of improving the ability of using English, I would like to suggest further studies as follows:

- An Investigation into Grammatical and Lexical Features in EENs and VENs.
- An Investigation into Stylistic Devices in EENs and VENs.
- An Investigation into Speech Acts in EENs and VENs.