

**MINISTRY OF EDUCATION AND TRAINING
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TRẦN THỊ MỸ TÍN

**AN INVESTIGATION INTO SPEECH ACT VERBS
IN ENGLISH AND VIETNAMESE TV NEWS
TRANSCRIPTS**

**Field Study : THE ENGLISH LANGUAGE
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**M.A. THESIS
(A SUMMARY)**

Supervisor: Assoc. Prof. Dr. LƯU QUÝ KHƯƠNG

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Supervisor: Assoc. Prof. Dr. Lưu Quý Khương

Examiner 1: Assoc. Prof. Dr. Trương Viên

Examiner 2: Ngô Thiện Hùng, Ph.D

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CHAPTER 1 INTRODUCTION

1.1 Statement of the Problem

Language is considered to be a product of social contacts. Modern linguistics has been referred to as the study of language as a system of human communication. Language can be used to describe the reality and to change it. Language can be used not only to talk but also to do things. In simple words, it can be asserted 'to speak is to act'. Acts performed by language are called speech acts and the verbs used are known as speech act verbs. Speech acts play an important role in effective communication. Speech act verbs are special phenomena on which linguists have been doing researches. Actually, Austin (1962) discovered the fact that some statements can talk about something or refer to 'true-false' assertion like the following examples:

(1) *I run this meeting.* [258]

(2) *You're happy.* [258]

and other statements can refer to certain actions as follows:

(3) *I thank you for your kind attention.* [258]

(4) *I claim this land in the name of the King of England.* [258]

(5) *Mike promised to call once a week.* [254, p.15]

When the speaker utters statements (3), (4), he (she) performs the actions of 'thanking' and 'claiming' through the speech act verbs **thank** and **claim** rather than asserts the true-false facts. Speech act verb **promise** in (5) is used to describe the action of 'promising' of the speaker. In communication, speech act verbs are commonly used.

They considerably contribute to the communicative effects among participants.

Nowadays, mass media are an indispensable part in spiritual life of people. Television is a powerful medium in which TV news is not only one of the biggest sources of information but the one that has a very profound influence on people's lives. In TV news, we almost see all main social problems or in other words, it reflects our life. So, TV news is one of places where human beings' communication is described. In fact, TV news contains descriptions of reality of problems through reported speeches or quotations which are composed of many speech act verbs.

SAVs bring out definite effects on audience when applied to speeches for problems or affairs in TV news. These SAVs play a key role in communicative effects of TV news. To give comments on or solutions to the problems, celebrities or ordinary people or reporters use a lot of SAVs. In some cases, TV audiences wait for attitudes or solutions towards hot problems made by related persons. For [258] example, in a piece of news on November 8th in 2009, TV viewers [258] were informed of the serious floods in El Salvador through the SAV **declare** "Authorities have **declared** a state of emergency in five [258] regions." This SAV itself made the problem more serious, or in another piece of news on June 13 with the headline "Bộ trưởng Nguyễn Thị Kim Ngân **trả lời chất vấn**" with the SAVs **hỏi, cho biết** in "nhiều đại biểu đã **hỏi** về nội dung lao động, tình hình mất việc làm và giải quyết việc làm. Bộ trưởng **cho biết** đang phối hợp với các bộ ngành Việt Nam giải quyết theo đúng quy định của Pháp luật."

Thus, it is obvious that SAVs in TV news transcripts have not been actually the focus of the research interest in their linguistic features- semantics, syntax and pragmatics.

Furthermore, the research also contributes to helping language learners grasp the usage of SAVs in TV news, one of factors which decide the effects of pieces of news but they have not been much paid attention to. In addition, viewers may approach a variety of SAVs which help them to choose the right verbs to enhance communicative effects in daily life especially in formal occasions. It is also a helpful source of verbs for foreigners to improve their study of foreign languages. Vietnamese teachers who teach English and English teachers who do researches on the Vietnamese language have an opportunity to explore various SAVs to explain to their students.

Lastly, for broadcast journalism students, the research is also the reference for their study. They may have some knowledge about how to use SAVs in TV news, one of the decisive factors creating the influence of TV news on viewers.

All the reasons mentioned above encourage us to do the research on the topic “**An Investigation into Linguistic Features of SAVs in English and Vietnamese TV News Transcripts**”.

1.2 Aims and Objectives

1.2.1 Aims

The study is carried out with the aim to investigate semantic, syntactic and pragmatic features of SAVs in English and Vietnamese TV news transcripts so as to help readers understand and take grasp of distinctive characteristics of this kind of verbs in English and Vietnamese TV news. Besides, the research also contributes to the

fulfillment of learning and using languages in both English and Vietnamese for everyone and students of journalisms.

1.2.2 Objectives

To achieve the aims above, the investigation will focus on objectives as follows:

a. To find out the semantic, syntactic and pragmatic features of SAVs in representatives and expressives in TV news transcripts in English and Vietnamese.

b. To find out the similarities and differences between SAVs in the two classes: representatives and expressives in TV news transcripts in English and Vietnamese.

c. To suggest some implications for language teaching and learning in both English and Vietnamese as well as language use of journalism students.

1.3 Scope of the Study

SAVs are commonly used in communication in every field of life but we only do a research on SAVs in TV news transcripts in English and Vietnamese (electronic news). SAVs for the research are restricted to two categories: representatives and expressives and data collected are on TV channels of Vietnamese Television and BBC.

1.4 Research Questions

The thesis focuses on solutions to the research questions as follows:

1. What are typical linguistic features (syntax, semantics and pragmatics) of SAVs in English and Vietnamese TV news transcripts?
2. What are the similarities and differences of SAVs between English and Vietnamese TV news transcripts ?
3. What are factors that govern the choice of SAVs ?

1.5 Significance of the Study

1.6 Organization of the Research

This research has five chapters:

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Methods and Procedures

Chapter 4: Findings and Discussion

Chapter 5: Conclusion

CHAPTER 2

LITERATURE REVIEW

2.1 A Review of Prior Studies Related to the Research

Hassanpour [257] mentioned distinctive features of language on TV apart from language in other contexts. So he urged us to choose TV language carefully so as to involve people. What he mentioned deals with various techniques of using TV language not about SAVs in particular.

Harris [255] referred to the understanding of TV language which is related to psychological features.

Also, Robertson [251] made a survey on the same topic with the three channels: The Big Breakfast, Newsround and the BBC and the author concluded that “ *they differ from each other in how they present the news in terms of overall content and linguistic form, in order to appeal in different ways to their audiences.*” [251, p.35)

Thompson [27] gave examples of usages which should be avoided when we write broadcast news. Besides, he and Block [3] showed the principles of writing for scripts, “*natural, conversational, clear and concise*”.

Hewitt [13], Randall, James and Joseph [21], Mencher [18], Clayton [6] emphasized broadcast news writers should be simplifiers. According to them, broadcast news writers should simplify complex events and write in direct, daily language with short words in short sentences using present tense.

In Vietnamese, Trần Đức Tài, Lê Thanh Nhân, Từ Lê Tâm, Phạm Duy Phúc and Triệu Thanh Lê [40] referred to all aspects of journalism and journalism profession. They reflected all techniques and skills in producing broadcasting news as well as concepts or notions for journalists in particular and readers in general. “*Nghề báo nói*” by Nguyễn Đình Lương [37] provided a lot of information of TV genre. “*Cơ sở lý luận báo chí truyền thông*” by Dương Xuân Sơn, Đinh Văn Hùng, Trần Quang Long also gave the overview of broadcast news, and so on.

In terms of speech acts, Austin [1] is the first author to introduce the idea of speech acts, analyzing the relationships between utterances and performance, he mentioned the concept of performative language. Austin created a clear distinction between performatives and constatives. Searle [24] posited five illocutionary points: assertives /representatives, expressives, directives, declaratives, and commissives.

Levinson [17] proposed a ‘context-change theory’ of speech acts. He felt that speech act theorists have failed to appreciate the absolutely critical contribution of the context of the situation in which the interaction takes place.

In respect of speech act verbs, Lenz [265] broadened the notion of SAVs apart from the customary one as performative verbs in speech act theory.

Wierzbicka [29] set a dictionary of English speech act verbs.

She assumed that the semantic primitive *say* is common to all speech act verbs. She also listed verbs like *talk*, *chat* or *discuss* in her dictionary.

Puschmann [254] reviewed speech acts in Austin's theory and according to him, there are two types of speech act verbs, speech act verbs functioning as describing communicative actions of others and performative verbs.

In Vietnamese, Nguyễn Đức Dân [33] mentioned speech acts in Austin's theory and he focused on illocutionary act- its type in Austin's words and Searle's ones. From this, he analysed performative utterances and performative verbs mainly in Vietnamese and in a few comparisons with English.

In Đỗ Hữu Châu's analysis [32], performative verbs are included in speech act verbs. Particularly, in Vietnamese, there are three types of speech act verbs.

Cao Xuân Hạo [34] studied the functions of performative verbs in Vietnamese sentences and mentioned a list of performative verbs. He also presented the classification of Vietnamese sentences based on the speech act theory.

Trần Ngọc Mỹ Chi [5] investigated performative verbs in five classes of speech acts.

2.2 Theoretical Background

2.2.1 General View of TV News

2.2.1.1 Notions of TV News

a. Notions of News

News is defined by Wikipedia as follows: "*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."

In another definition by Clayton [6, p.34], news is exactly "*what is says it is. Think about it. It is not 'olds', it is 'news'. News stories are never about history. It is vital you discover something new- something that has not happened before.*"

Đinh Văn Hoàng [35] collected a series of definitions of news "*News is something today different from yesterday, tomorrow is different from today about anything and anywhere in daily life*" or "*News is a piece of information around a remarkable event, has a general attraction*", "*News is what is reflected again*" or a bit unusual "*News is something a person wants to keep as a secret but other wants to reveal*".

In conclusion, we can understand that news is information about "*current events which is presented by print, broadcast, Internet, or word of mouth to mass audience*".

b. Notions of TV News

According to Wikipedia: "*Television news refers to disseminating current events via the medium of television. "News bulletins" or " newscasts" are programs lasting from seconds to hours that provide updates on world, national, regional or local news events. Television news is very image-based, showing video of many of the events that are reported.*"

In addition to the definition of TV news by Wikipedia, Cremer, Keirsted and Yoakam [8] indicated that TV news is more than just pictorial coverage. It "tells" the news with pictures in motion including news sounds, and with words spoken by anchor person, reporters, and news makers.

2.2.1.2 *Structure of TV News*

2.2.1.3 *Functions of TV News*

- a. Informative Function
- b. Management or Social Function
- c. Educational Function
- d. Entertainment Function

2.2.1.4 *Characteristics of TV News*

2.2.1.5 *Types of TV News*

2.2.2 *Speech Acts*

2.2.2.1 *Speech Acts*

2.2.2.2 *Austin's Speech Act Theory*

2.2.2.3 *Searle's Speech Act Theory*

2.2.3 *Speech Act Verbs*

2.2.3.1 *Performative Verbs*

- a. The Form of Performatives
- b. The Nature, Function and Condition of the Use of

Performatives

- b1. The Nature
- b2. Function of Performatives
- b3. Condition of Performatives

2.2.3.2 *Reporting Verbs*

- a. Definition
- b. Characteristics of RVs
- c. The Form of RVs
- d. Functions of RVs

2.3 Summary

CHAPTER 3

METHODS AND PROCEDURES

3.1 Research Methods

3.2 Sampling

3.3 Data Collection and Analysis

3.3.1 *Data Collection*

3.3.2 *Data Analysis*

3.4 Research Procedures

3.5 Reliability and Validity

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Linguistic Features of English Speech Act Verbs

4.1.1 *Syntactic Features of ESAVs*

4.1.1.1 *Representatives*

- a. English Performative Verbs

a1. *Introduce* and *announce* are in the pattern: **S +V +O**

or *disagree* in: **S+V + Prep + Prep O**

(4.1) *We introduce a basic model for zombie infection.* [119]

(4.2) *We may disagree about gay marriage.* [108]

a2. *Disagree* is also in the pattern : **S +V + PP**

(4.4) *I disagree strongly with us.* [86]

a3. Most EPVs are in the following pattern:

S +V +(that)+ clause or **S +V +(conj)+ clause**

(4.5) *We predict they will be applied to improve the beef industry.*

[69]

a4. *Remind* and *tell* are in the structure: **S +V + O+(that)**

+clause or *say* is in the pattern: **S +V +PP +that clause**

(4.10) *I must tell you that your decision is extremely regrettable and*

very difficult to accept. [92]

a5. *Agree* is used in the pattern:

S +V +(that) + clause +conj+ clause

(4.12) *We can agree that it is unconscionable to target gays and lesbians for who they are, whether it is here in the United States.* [108]

b. English Reporting Verbs

b1. *Dismiss, say, announce, propose, acknowledge, approve, recommend, claim, reject, compare, defend, offer, question, introduce, reveal, repeat, describe, conclude, declare* and *deny* fall into the structure: **S +V + O**

(4.16) *A top Pentagon official dismissed any suggestion of protectionism.* [117]

b2. *Warn* is in the pattern: **S+V +Prep +Prep O**

(4.20) *Chief executive Michael Izza warned against “understanding” the challenges ahead for business.* [115]

b3. *Dismiss* is also in the structure: **S+ V +C**

(4.21) *He dismissed as “mischievous” criticism from activists.* [95]

b4. *Agree, refuse, admit, decline, volunteer, debate* and *deny* are in the patterns: **S+V +Infinitive / Gerund phrase**

(4.23) *He admitted sending explicit texts to five women.* [124]

b5. *Say, add, deny, claim, report, admit, warn, predict, declare, reveal, acknowledge, confirm, argue, maintain, suspect, insist, stress* are present in the pattern: **S +V +(that)+ clause**

(4.24) *She said it would review the situation at its ministerial meeting scheduled for 19 March in Moscow.* [66]

b6. *Tell, inform, ask* and *persuade* are in the structures:**S+V +O +(that) / Wh-clause**

(4.26) *She told Israeli PM Benjamin Netanyahu by telephone that the move was “deeply negative” for US- Israeli relations.* [66]

b7. *Insist* appears in the pattern:**S +V +(that) +clause +conj +clause**

(4.28) *Google insisted it was nevertheless serving the public interest even though it was furnishing censored results.* [65]

b8. *Admit, talk* are present in the patterns:**S+V +NP/PP +PP**

(4.29) *Owen, who won Celebrity Big Brother in 2002, admitted the affairs to his wife on Wednesday.* [123]

b9. *Describe* is in the structure: **S +V +O +Co**

(4.30) *The UK foreign secretary described TV footage of people greeting Megrahi by cheering and waving flags as “deeply distressing”.* [77]

b10. *Accuse* and *compare* have the pattern below:**S +V +O +Prep +GP**

(4.34) *The head of the employers’ federation has accused the strikers of trying to make Greece into a charity case.* [80]

b11. *Reassert* exists in the pattern:**Conj +S +V+ that + clause1 +clause 2**

(4.35) *Although both sides reasserted that they were available for further talks, the Conservatives accused the government of “looking the other way”.* [70]

4.1.1.2 Expressives

a. English Performative Verbs

Most EPVs in this class such as *thank, condemn, welcome, denounce* and *blame* belong to the structure: **S +V +O**

(4.36) *I would like to thank our friends in the British government.* [47]

a1. *Thank* is in the patterns: **S +V +O + Prep + NP / GP**

(4.39) *I would like to **thank** you for tonight.* [144]

(4.40) *We sincerely **thank** our customers for bringing this to our attention.* [51]

a2. *Apologize* falls into the structure:

S +V + Prep + Prep O

(4.41) *We sincerely **apologize** for this mistake.* [51]

b. English Reporting Verbs

b1. *Condemn, denounce, blame, deplore, criticize,*

praise and *welcome* are in the pattern: **S +V +O**

(4.43) *She **praised** her fellow nominees “who have inspired me for decades”.* [85]

b2. *Condemn* and *praise* appear in the structure:

S +V +O + Co

(4.46) *Obama **condemns** Uganda anti-gay bill as ‘odious’.* [108]

b3. *Object, protest* and *complain* belong to the structure:

S +V + Prep +Prep O

(4.49) *The club’s fans have recently **protested** against the Glazer’s ownership.* [97]

b4. *Complain* is also used in the structure:

S +V +(that) + clause

(4.50) *Many ordinary bike riders **complain** that the fast, silent electric bikes that now whiz about the city are a menace to other road users.* [57]

b5. *Criticize, congratulate* and *praise* are present in the patterns: **S +V +O +Prep + NP /GP**

(4.51) *The minister for women’s rights **criticized** it for “this total intolerance and discrimination”.* [60]

(4.52) *Prime Minister Costas Karamanlis **praised** the mergence services for making “a superhuman effort”.* [53]

4.1.2 Semantic and Pragmatic Features of ESAVs

4.1.2.1 Representatives

The analyses of semantic and pragmatic meanings of *tell* and *say* in the **TELL** group.

The analysis of semantic and pragmatic features of the SAV “*talk*” in the **TALK** group.

The analyses of semantic and pragmatic meanings of *add* and *insist* in the **STRESS** group.

The analyses of semantic and pragmatic meanings of *deny* and *argue* in the **ARGUE** group.

The analyses of semantic and pragmatic meanings of *claim* and *maintain* in the **ASSERT** group.

The analyses of semantic and pragmatic meanings of *admit* and *acknowledge* in the **ADMIT** group.

The analysis of semantic and pragmatic meanings of the SAV “*warn*” in the **WARN** group.

The analyses of semantic and pragmatic meanings of *predict* and *wonder* in the **GUESS** group.

The analyses of semantic and pragmatic meanings of *reveal* and *announce* in the **INFORM** group.

The analysis of semantic and pragmatic meanings of the SAV “*confirm*” in the **CONFIRM** group.

The analyses of semantic and pragmatic meanings of *dismiss* and *reject* in the **REFUSE** group.

The analysis of semantic and pragmatic meanings of the SAV “*debate*” in the **DEBATE** group.

The analysis of semantic and pragmatic meanings of the SAV “ask” in the *ASK* group.

The analysis of semantic and pragmatic meanings of the SAV “recommend” in the *RECOMMEND* group.

The analysis of semantic and pragmatic meanings of the SAV “defend” in the *ATTACK* group.

The analysis of semantic and pragmatic meanings of the SAV “offer” in the *OFFER* group.

The analyses of semantic and pragmatic meanings of the SAVs “conclude” and “compare” in the *CONCLUDE* group.

The analysis of semantic and pragmatic meanings of the SAV “accuse” in the *ACCUSE* group.

The analyses of semantic and pragmatic meanings of the SAVs “agree” and “approve” in the *ACCEPT* group.

The analysis of semantic and pragmatic meanings of the SAV “introduce”.

4.1.2.2 Expressives

The analyses of semantic and pragmatic meanings of the SAVs “thank” and “apologize” in the *THANK* group.

The analyses of semantic and pragmatic meanings of the SAVs “condemn” and “criticize” in the *BLAME* group.

The analysis of semantic and pragmatic meanings of the SAV “praise” in the *PRAISE* group.

The analyses of semantic and pragmatic meanings of the SAVs “complain” and “object” in the *COMPLAIN* group

4.2 Linguistic Features of Vietnamese Speech Act Verbs

4.2.1 Syntactic Features of Vietnamese Speech Act Verbs

4.2.1.1 Representatives

a. Vietnamese Performative Verbs

a1. *Nhấn mạnh* is only employed in the structure:

S + V + C

(4.108) *Tôi muốn nhấn mạnh đến một quy hoạch đặt tên phố Hà Nội.* [185]

a2. *Thông tin* and *khẳng định* have the structure below:

S+V+C1 +C2

(4.110) *Chúng tôi tiếp tục thông tin tới quý vị và các bạn về nạn sang chiết ga giả.* [204]

a3. *Cho rằng, nói, nhấn mạnh, dự báo, đánh giá, nhắc lại, khẳng định, đồng tình* and *đồng ý* share the following pattern:

S + V +S1+V1+C

(4.113) *Tôi đồng tình với quan điểm mang tính nhân văn của đề án.* [156]

a4. *Thông báo* appears in the pattern:

S +V+C1+S1+V1+C2

(4.114) *Tôi có thể thông báo với các bạn rằng, chúng tôi đã đạt được 1 thỏa thuận.* [215]

a5. *Cho rằng* is in the structure:

S+V +conj + S1 + V1 +C+conj + S2 +V2+C

(4.115) *Chúng tôi cho rằng nếu chúng ta triển khai thật đúng qui định là khoảng 50 % diện tích mặt chính của vỏ bao thuốc lá với cả hình ảnh và lời thì các tác dụng sẽ rất lớn.* [217]

b. Vietnamese Reporting Verbs

b1. *Trả lời, thông báo, khẳng định lại, nhấn mạnh, phát động, phủ nhận, giải thích, thắc mắc, phản ánh, trình bày, giới thiệu, báo cáo, đề cập, thừa nhận, phân tích, trao đổi, bác bỏ,*

đồng ý, từ chối, thảo luận, đặt vấn đề, kể, bản thảo and *ủng hộ*

work in the structure: **S+V +C**

(4.116) *Bộ Y tế trả lời về 1.2 triệu liều vaccine cúm.* [154]

b2. *Tiết lộ, thông báo, giới thiệu* and *cáo buộc* appear in the pattern: **S +V +C1 +C2**

(4.122) *Đồng chí Tô Huy Rứa cũng thông báo vấn đề tình hình kinh tế trong nước với những đại diện có mặt tại buổi gặp gỡ.* [178]

b3. *Từ chức* exists in the pattern:

S+ V + Adverbial Phrase (AP)

(4.123) *Thủ tướng Bỉ Herman Van Rompuy đã từ chức để dọn đường trở thành chủ tịch đầu tiên của EU.* [201]

b4. *Cảnh cáo* also appears in the pattern: **S +V +C +AP**

(4.124) *Chính quyền địa phương đã cảnh cáo linh mục Nguyễn Văn Hữu vì có hành động xúi giục giáo dân địa phương vi phạm pháp luật.* [193]

b5. *Khẳng định* is also in the pattern:

S+V +(S1) +V1+ AP

(4.125) *Liên đoàn Arab đồng thời khẳng định (họ) sẽ đoàn kết với Iraq để tiến tới một thỏa thuận hòa giải dân tộc.* [194]

b6. *Cho biết, khẳng định, xác nhận, cho rằng, nêu rõ, thừa nhận, cảnh báo, nhấn mạnh, nhận định, đồng ý, tuyên bố, đề kết luận, dẫn chứng, nhất trí* and so on appear in the structure:

S+V+S1+V1+C

(4.128) *Bộ Y tế Mỹ cảnh báo rằng, nhu cầu về vaccine chống cúm đã vượt quá nguồn cung cấp.* [200]

b7. *Nhất trí,* and *thông báo* are in the pattern:

S+V +C1 +S1+V1+C2

(4.131) *Tổng thống Giorgio đồng thời nhất trí với Chủ tịch nước Nguyễn Minh Triết việc hai nước cần khuyến khích doanh nghiệp đầu tư và kinh doanh trong các lĩnh vực công nghiệp xây dựng hạ tầng, năng lượng.* [165]

b8. *Nhận xét, thừa nhận, dự báo, cho rằng, khẳng định* and *nhấn mạnh* are in the pattern below:

S+V +conj +(S1) +V1+conj + (S2)+V2

(4.134) *Các bị cáo đều thừa nhận do (họ) thiếu hiểu biết nên (họ) đã có hành vi kích động.* [175]

b9. *Khẳng định, thảo luận* are common in the structure:

(Conj) +S +V +C +conj +S1 +V1+C

(4.135) *Thủ tướng Nguyễn Tấn Dũng và các nhà lãnh đạo đã thảo luận về những cam kết của các quốc gia để Hội nghị thành công tốt đẹp.* [225]

4.2.1.2 Expressives

a. Vietnamese Performative Verbs

a1. *Chúc mừng, lên án, cảm ơn, hoan nghênh* and *xin lỗi* are present in the pattern: **S+V+C**

(4.137) *Tôi xin nồng nhiệt chúc mừng ông Herman Van Rompuy và bà Cathy Ashton.* [221]

a2. *Phản đối, chúc* and *chúc mừng* are in the patterns:

S+V +S1 +(V1) +C

(4.139) *Tôi hoàn toàn phản đối những người cho rằng tình hình ngành công nghiệp tài chính hiện nay là đủ tốt đẹp.* [186]

b. Vietnamese Reporting Verbs

b1. *Phản kháng, hoan nghênh, ca ngợi, chúc mừng, lên án, phê phán, phản đối, đánh giá cao, xin lợi* and *cảm ơn* are common in the structure: **S+V +C**

(4.141) Cả ngành ngân hàng **phản kháng** mạnh mẽ với loại thuế này.
[173]

b2. **Chỉ trích** is in the pattern: **S +V +C1 +C2**

(4.143) Nhóm môi trường Hòa bình xanh **chỉ trích** cam kết của EU chưa thỏa đáng.
[151]

b3. **Ca ngợi, chúc mừng, chào mừng, lên án, biểu dương, cảm ơn** and **hoan nghênh** share the same pattern:
S+V +S1+ V1+C

(4.144) Bộ trưởng Quốc phòng Mỹ cũng **chúc mừng** việc Quốc hội Iraq thông qua Luật bầu cử mở đường cho cuộc tổng tuyển cử sắp tới ở nước này.

b4. **Hoan nghênh** also appears in the structure:

S+V +S1+V1+AP

(4.145) Chủ tịch nước Nguyễn Minh Triết **hoan nghênh** trường đại học George Mason hợp tác với trường Đại học Saigon Tech để xây dựng Đại học Quốc tế Việt Nam.
[182]

4.2.2 Semantic and Pragmatic Features of Vietnamese Speech Act Verbs

4.2.2.1 Representatives

The analysis of semantic and pragmatic meanings of the SAV “**nhắc lại.**” in the “**khẳng định lại, tái nhấn mạnh, ôn lại** and **nhắc lại**” group.

The analysis of semantic and pragmatic meanings of the SAV “**nói rằng**” in “**cho rằng** and **nói rằng**” group

The analysis of semantic and pragmatic meanings of the SAV “**đồng ý**” in “**đồng ý, nhất trí, ủng hộ** and **tán thành**” group.

The analysis of semantic and pragmatic meanings of the SAV

[173] “**thừa nhận**” in “**xác nhận** and **thừa nhận**” group.

The analysis of semantic and pragmatic meanings of the SAV “**khai nhận**” or “**thú nhận**” in “**thú nhận, khai nhận** and **tiết lộ**” group.

The analysis of semantic and pragmatic meanings of the SAV “**thông báo**” in “**thông báo** and **thông tin**” group.

The analysis of semantic and pragmatic meanings of the SAV

“**kết tội**” or “**cáo buộc**” in “**kết tội** and **cáo buộc**” group.

[155] The analysis of semantic and pragmatic meanings of the SAV “**phủ nhận**” in “**phủ nhận, bác** and **bác bỏ**” group.

The analysis of semantic and pragmatic meanings of the SAV “**thảo luận**” in “**thảo luận** and **trao đổi**” group.

The analysis of semantic and pragmatic meanings of the SAV “**thắc mắc**” in “**thắc mắc** and **băn khoăn**” group.

The analysis of semantic and pragmatic meanings of the SAV “**đánh giá.**” in “**đánh giá,** and **nhận xét**” group.

The analysis of semantic and pragmatic meanings of the SAV “**cảnh báo**” in “**cảnh báo** and **dự báo**” group.

The analysis of semantic and pragmatic meanings of the SAV “**cho biết**” in “**nêu rõ** and **cho biết**” group.

The analysis of semantic and pragmatic meanings of the SAV “**trả lời**” in “**công bố** and **trả lời**” group

The analysis of semantic and pragmatic meanings of the SAV “**báo cáo**” in “**trình bày** and **báo cáo**” group.

The analysis of semantic and pragmatic meanings of the SAV “**giới thiệu**” in “**giới thiệu** and **đặt vấn đề**” group.

The analysis of semantic and pragmatic meanings of the SAV “*dẫn chứng*” in “*dẫn chứng* and *trích dẫn*” group.

The analysis of semantic and pragmatic meanings of the SAV “*đề cập*” in “*phân ánh* and *đề cập*” group.

The analysis of semantic and pragmatic meanings of the SAV “*từ chối*” in “*từ chức* and *từ chối*” group.

The analyses of semantic and pragmatic meanings of the SAVs “*khẳng định*”, “*nhấn mạnh*”, “*nhận định*”, “*cảnh cáo*”, “*kết luận*”, “*giải thích*”, “*phát động*”, “*động viên*”, “*phân tích*”, “*phát biểu*” and “*kể*”.

4.2.2.2 Expressives

The analysis of semantic and pragmatic meanings of the SAV “*ca ngợi*” in “*đánh giá cao*, *ca ngợi* and *biểu dương*” group.

The analysis of semantic and pragmatic meanings of the SAV “*chúc mừng*” in “*chúc mừng*, *hoan nghênh*, *chúc* and *chào mừng*” group.

The analysis of semantic and pragmatic meanings of the SAV “*chỉ trích*” in “*lên án*, *phê phán* and *chỉ trích*” group.

The analysis of semantic and pragmatic meanings of the SAV “*phản đối*” in “*phản đối* and *phản kháng*” group.

The analyses of semantic and pragmatic meanings of the SAVs “*cảm ơn*” and “*xin lỗi*”.

4.3 Similarities and Differences between ESAVs and VSAVs

4.3.1 Similarities

4.3.2 Differences

CHAPTER 5 CONCLUSION

5.1 Conclusion

The thesis focuses on the contrastive analysis of SAVs in TV news transcripts and based on the principles of contrastive linguistics.

Doing researches on broadcast news is not new but there have not been any research on SAVs in TV news transcripts so far so the researcher has tried to present the overall view of SAs and SAVs in TV news.

In respect of knowledge of TV news, the researcher has introduced related definitions, concepts, features, functions, and so on in a systematicized process so that the readers can grasp the content of the investigation.

Due to the limit of the content of the investigation, data collected were restricted to only two categories of SAs: representatives and expressives because these classes appear the most in preference of frequency of occurrence of SAVs in TV news. The researcher has analysed and described SAVs in two classes in terms of their linguistic features (semantics, syntax and pragmatic values).

Then, the result of the research is expressed by statistics which is a foundation for a contrastive analysis. From this, we can see in TV news, between representative and expressive classes, the first is employed more, reporting verbs are preferred to PVs in both languages and we also find out which SAV is used the most often in each language as well as between the two language communities.

To support the result, the researcher has tried to supply factors as evidences for the choice of SAVs in TV news. They are principles of broadcast style directly affecting broadcast news writing.

Lastly, similarities and differences of SAVs between the two languages have been shown. The similarities mentioned refer to standardized rules or style of broadcast news writing in general in

any language community. The differences lie in culture, language habits used in each community, social contacts, grammatical rules of each language, and so on.

The research has tried to achieve the aims set in chapter 1 that help readers understand and take grasp of distinctive characteristics of SAVs in TV news in English and Vietnamese.

5.2 Implications for Language Teaching and Learning as well as Language Use of Journalism Students

Any research on linguistics is for two main purposes. First, the research supplies readers with overall view of the problem. Secondly, it orients readers towards language teaching, learning and using.

For language teaching

In both English and Vietnamese, teachers should pay attention to explaining the common links of semantics and differences of SAVs in each group, for example, in English there are *maintain-claim-assert-state-testify*, *admit-concede-acknowledge*, *inform-announce*, *reject- decline-refuse-dismiss*, *conclude-estimate-compare* and so on and in Vietnamese, they are *dự báo- cảnh báo, đồng ý- nhất trí- ủng hộ- tán thành, phủ nhận- bác- bác bỏ*,... to help learners distinguish the use of each SAV in each group and use the language correctly in daily communication and their study. Through the result of the investigation, teachers have an opportunity to explore more sentence patterns containing SAVs to support their language teaching. From this, they can provide their students with knowledge of parts in a sentence so that students practice language proficiently.

For language learning

For native learners, they can discover some more SAVs with fully linguistic features contributing to their study and daily

practice. They can know how to use these SAVs to enhance their communicative effects. Additionally, through the result, learners master how to use language in each situation or context to obtain the best effectiveness in daily communication.

For foreign learners: Learners are enriched with the vast sources of SAVs with the linguistic features that support their study, research, work and communication or social experience and so on via the expressing of language in social contexts of the target language. They also have an opportunity to grasp common semantic meaning and distinctive features of SAVs in each group. Consequently, the investigation helps foreign learners distinguish the SAVs that have synonyms but they are different in usage, which easily confuses learners.

For language use of journalism students

Using correct language, especially verbs in broadcast news writing is very important because it is one of main decisive factors which directly influence the effectiveness of the news. The research hopes to bring about one more reference for journalism students because the result of the investigation helps them orient broadcast style with principles, tips of using verbs in broadcast news. The research also supplies them with a plentiful variety of practical verbs in typical structures for their future work.

5.3 Suggestions for Further Researches

Due to the limit of the length of the thesis, the researcher has only investigated SAVs of the two classes of SAs (representatives and expressives) in TV news. So, the last three classes including **directives**, **declaratives** and **commissives** might be taken into investigation if

possible because during the process of investigating, the researcher discovered a potential source of SAVs in these three classes.

Transitions are phrases or words that signal relationship between sentences. Some broadcast news writers use transitions to lead listeners from one story to another. Transitions are advised to be used with care and in moderation so **'transitions'** needs researching in writing broadcast news.

[215]