

MINISTRY OF EDUCATION AND TRAINING
UNIVERSITY OF DANANG



LÊ THỊ NGÀ

**A CONTRASTIVE ANALYSIS OF
SEMANTIC AND PRAGMATIC FEATURES
OF THE WORDS DENOTING BIRDS
IN ENGLISH AND VIETNAMESE**

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

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Chapter 1: INTRODUCTION

1.1. RATIONALE

Birds are considered as very important and significant animals that nature has provided to feed both our body and spirit. As well, birds nourish our whole living style, supplying a source of energy that is an essential and wonderful part of life.

In fact, the words denoting birds (WDBs) occupy a considerable amount of our speech and are considered as an interesting phenomenon in language. In daily communication, people often borrow the WDBs for not only conveying the denotative meaning but also communicating and expressing speakers' and listeners' attitude, feelings, behaviour, related inspiration or the world outlook. Clearly, the WDBs used in the phrase “*Đôi mắt bò câu*”, “*Con mắt cú vò*” or “*hawk-eyed*” not only describe human appearance but also imply the internal significance of gentle, innocent, dishonest character.

Actually, the WDBs often convey not only the denotative meaning to describe appearance, movement, color, time, things, etc but also to connote fear, carelessness, diligence, embarrassment, cowardice, etc.

It is clear that the WDBs have a variety of meanings that make people learning foreign languages confused using the WDBs both English and Vietnamese. Clarifying the semantic features will help learners of English and Vietnamese to understand and use them effectively in order to achieve their communication goals.

Theoretically, many relevant studies on the words denoting animals have been done so far. However, studies on semantic and pragmatic features of the WDBs to find out the similarities and

differences between the languages have not been carried out. Therefore, it is necessary to do a research on this matter to enrich characteristics of the WDBs. As a result, the topic “*A Contrastive Analysis of the Semantic and Pragmatic features of the Words denoting Birds in English and Vietnamese*” has been carried out according to the reasons cited.

1.2. JUSTIFICATION FOR THE STUDY

Hopefully, doing a study of the WDBs contributes to the present recognition of the field. And the findings of semantic aspects as well as analysis of pragmatic aspects of these kinds of words will provide great benefits for Vietnamese learners of English and English learners of Vietnamese.

1.3. AIMS AND OBJECTIVES OF THE STUDY

1.3.1 Aims

- Understand the semantic and pragmatic features of the WDBs in English and Vietnamese.
- Identify the similarities and differences using the WDBs in daily communication in English and Vietnamese.
- Suggest some implications for learners and teachers of English in order to gain a better insight into various aspects about WDBs.

1.3.2. Objectives: This research is planned to:

- Describe the semantic and pragmatic features of the WDBs in English and Vietnamese.
- Analyse the similarities and differences in using the WDBs to express the emotion, attitude, ... in English and Vietnamese.
- Put forward some implications for the teaching and learning of English.

1.4. RESEARCH QUESTIONS:

(1) What are the similarities and differences of semantic features of the WDBs in English and Vietnamese?

(2) What are the similarities and differences of pragmatic features of the WDBs in English and Vietnamese?

1.5. RESEARCH SCOPE:

This study is restricted to describe, analyse and contrast the semantic and pragmatic features of the WDBs which are most frequently-used in English and Vietnamese.

The contrastive analysis is based on the source language of English in contrast to Vietnamese. The study is carried out with the essential sources on 300 WDBs in English and 300 ones in Vietnamese selected from British, American and Vietnamese stories, novels, and idioms books. Also some educational, political, economic and health newspapers and magazines are added to the sources.

1.6. ORGANIZATION OF THE STUDY

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background

Chapter 3: Method and Procedures

Chapter 4: Findings and Discussions

Chapter 5: Conclusion and Implications

Chapter 2: LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1 LITERATURE REVIEW

Delahunty, G.P stated his linguistic view of meaning in his study “*Semantics involves the literal meaning of words and the literal meaning of sentences considered outside their contexts*” [5, p.33]. Whereas, according to Widdowson H.G, “*Semantics is the study of*

meaning in language. It is concerned with what language means” [27, p.61]. In Vietnam, Nguyen Hoa [10] has provided us with a complete view on Semantics.

There have also been a Doctoral Dissertation and some theses related to this field such as: the Doctoral Dissertation by Phan Van Que (1996) [34], the Master thesis studied by Pham Thi To Nhu (1998 [18], by Le Thi My Nhat (2002) [17], by Nguyen Thi Le Van (2003) [25], by Ngo Dinh Dieu Tam (2005) [23], by Dinh Quang Trung (2011) [24]

However, studies on the semantic and pragmatic features of the WDBs to find out the similarities and differences between the two languages have not semantically been carried out.

2.2 THEORETICAL BACKGROUND

2.2.1. Words denoting different types of birds

Definition: Bird is a two - legged, winged, egg - laying, warm - blooded creature with a beak.

Classification of WDBs: [2, p. 19-21]

* Domestic fowl: *cock, hen, goose, duck, turkey.*

* Seabirds: (*seagull, puffin, penguin, cormorant*)

* Waterbirds: *heron, stork, pelican, swan, kingfisher*

* Common wild birds: *finch, wren, pigeon, sparrow, thrush, starling, robin, swallow, swift, blackbird.*

* Common pet birds: *parrot*

* Unusual birds: *cockatoo, ostrich, peacock*

* Birds which are hunted as game: *pheasant*

* Birds of prey and scavengers: *eagle, owl, falcon, hawk, vulture, crow, condor*

2.2.2. Types of Word

2.2.2.1 Simple Words: For example: go, white...

2.2.2.2 Complex Words: country, study, ...

a. Derivation Words: blackish, exhausted, peaceful, ...

b. Compound Words: blackbird, White House, ...

c. Reduplicative Words: good – goody means affectedly well.

2.2.3. Approaches to collocations

Collocation is a systematic kind of sense-relation, which involved the associations of ideas. It plays an important role in determining the meaning of the word.

2.2.4. Idioms

Seid (1998) [21] defines an “*idiom*” as words collocated that became affixed to each other until meta-morphosing into a fossilized term. Glucksberg [8, p.31] asserts that “*Idioms, in general, are deeply connected to culture*”. Besides, Agar (1991) proposes that biculturalism and bilingualism are two sides of the same coin.

2.2.5. Semantic features

2.2.5.1. Components of meaning:

a. Denotation

As defined in the *Longman Dictionary of Language Teaching and Applied Linguistics* [12], *denotation* is a part of the meaning of a word or phrase that relates it to phenomena in the real world or in a fictional or possible world.

b. Connotation

Connotation is the additional meanings that a word or phrase has beyond its central meaning. Milled and Laird [16, p.131] states his idea of the connotative meaning: a word, which has a positive connotation in one culture, may actually have negative connotation in another.

2.2.5.2. Ways of meaning transference

a. Metaphor

- Nguyễn Hòa (2001) claims that “*Metaphor is the transference of meaning (name) from one object to another, based on similarity between two objects.*” [9]

b. Metonymy

According to Arnold (1986), metonymy can be defined as a transfer based on the association of contiguity.

c. Simile

- Cù Đình Tú (2001) defines simile as “*So sánh tu từ là cách công khai đối chiếu hai hay nhiều đối tượng có một nét chung nào đấy (nét giống nhau) nhằm diễn tả một cách hình ảnh đặc điểm của đối tượng*” [35, p.115]

2.2.5.3. Semantic fields

According to Crystal [3, p.346-347], semantic field is defined as “*the view that vocabulary of a language is a system of interrelated lexical networks, and not an inventory of independent items, also called lexical field theory.*”

2.2.6. Pragmatic Features

Crystal [3, p.82] describes contexts as “*the parts of an utterance next to or near a linguistic unit (such as a word) which is the focus of attention; also called environment*”.

Frawley [7, p.36-37] remarks that “*it is not popular or even obvious to say that meaning is independent of context and use. Context clearly matters in the selection of the particular meaning we use to understand a linguistic expression*”.

Nunan (1993) states that “*context refers to the situation giving rise to the discourse within which the discourse is embedded*”.

Chapter 3: METHODOLOGY AND PROCEDURES

3.1 RESEARCH DESIGN AND METHODOLOGY

The study is conducted with both qualitative and quantitative approaches. We use *descriptive* and *contrastive methods* to describe, analyse and find out the similarities and differences between the two languages concerning the WDBs.

3.2. RESEARCH PROCEDURES

3.2.1 Data Collection

The most important thing in data collection is to collect materials related to the study. We tried to choose the most appropriate ones. The paper is carried out over 600 examples collected from different data.

3.2.2. Data Analysis

Data is described, classified, and analyzed systematically for the contrastive analysis.

3.3. RELIABILITY AND VALIDITY

The research mainly focuses on the WDBs on the aspects of semantics and pragmatics, which are used in written form collected from dictionaries, novels, short stories and the Internet. Since the whole research work relied on the corpora, it was important that these works should be carefully read and that examples should be cautiously selected to ensure a satisfying reliability of the results.

Chapter 4: DISCUSSION AND FINDINGS

4.1. SIMILARITIES AND DIFFERENCES IN THE SEMANTIC FEATURES OF THE WDBS IN ENGLISH AND VIETNAMESE:

Based on 600 English and Vietnamese samples of collected data from the material sources mentioned above, we listed the WDBs following to their frequency by English and Vietnamese.

Table 4.1: The relative frequency of the WDBs in English and Vietnamese

No	English WDBs		No	Vietnamese WDBs	
	Name	%		Name	%
1.	Chicken	37 (12,33%)	1.	Gà	108 (36%)
2.	Cock	30 (10%)	2.	Cò	33 (11%)
3.	Hen	30 (10%)	3.	Vịt	26 (8,66%)
4.	Goose	29 (9,66%)	4.	Cú	21 (7%)
5.	Duck	27 (9%)	5.	Quạ	18 (6%)

6.	Hawk	25 (8,33%)	6.	Bò câu	17 (5,66%)
7.	Eagle	24 (8%)	7.	Vẹt	17 (5,66%)
8.	Crow	23 (7,66%)	8.	Khướu	14 (4,66%)
9.	Owl	23 (7,66%)	9.	Sáo	13 (4,33%)
10.	Dove	20 (6,66%)	10.	Chích chòe	12 (4%)
11.	Pigeon	18 (6%)	11.	Cuốc	12 (4%)
12.	Parrot	14 (4,66%)	12.	Én	9 (3%)
		300 (100%)			300 (100%)

We described semantic features of each type of bird according to the denotative and connotative meanings through devices of metaphor, metonymy and simile in their collocation and classified them into semantic fields in each language:

Table 4.2: The semantic fields of the WDBs in English and Vietnamese

No	Semantic fields	Meaning	English		Vietnamese	
			WDBs	Collocat-ion	WDBs	Colloc-ation
1	Physical characteristics	Appearance	Cock	Cockeyed	Gà	Tóc đuôi gà
					Cò	Gầy như cò
			Duck	Duck legged	Vịt	Thấp như vịt
			Hawk	Hawk nose		
			Eagle	As big as an eagle		
			Crow	Crow's feet	Quạ	Đen như quạ
					Cú	Mắt cú vọ
			Dove	Dove's eyes	Bò câu	Mắt bò câu
			Pigeon	Pigeon-toed		
					Én	Hàm én

		Movement	Goose	Goose-step		
					Gà	Ngủ gà
			Eagle	Follow like an eagle		
					Cò	Mồ cò
					Vịt	Chạy như vịt
					Cuốc	Lúi nhanh như cuốc
		Color	Duck	White duck		
					Gà	Gà non
			Crow	As black as crow	Quạ	Quạ đen
			Dove	Dove-grey		
Pigeon	Pigeon blue					
			Cuốc	Đen như cuốc		
2	Physiological characteristics	Tiredness			Gà	Mặt gà mờ
					Cò	Lữ cò bợ
		Fret	Hen	As mad as a wet hen	Gà	Chửi như mắt gà
		Fear	Goose	Goose flesh	Gà	Gà cắt tiết
3	Emotional characteristics	Embarrassment	Chicken	Run around like a headless chicken	Gà	Gà mất tóc
					Gà	Lên gà
		Unstableness			Vịt	Hăng tiết vịt
		Joy			Sáo	Vui như sáo

4	Behaviors and attitudes	Dishonesty			Cú	Mắt cú vọ
		Diligence	Owl	Night owl		
					Gà	Tuổi Dậu
					Cò	Mướt cò bọ
					Vịt	Chân le chân vịt
		Laziness	Chicken	Go to bed with a chicken	Gà	Ngủ như gà
					Cú	Hôi như cú
					Vẹt	Học vẹt
					Cuốc	Học như cuốc kêu mùa hè
		Care			Gà	Gà trống nuôi con
5	Intellectual characteristics	Intelligence	Owl	As wise as an owl		
		Stupidity			Gà	Gà tồ
			Duck	Duck's egg	Vịt	Thấp như vịt
			Parrot	Parrot fashion	Vẹt	Học vẹt
					Cuốc	Học như cuốc kêu mùa hè
		Cowardice	Chicken	Chicken-hearted	Gà	Sức con gà
			Cò	Cò con		

6	Evaluative characteristics	Carelessness			Gà	Quáng gà
					Cuốc	Trông gà hóa cuốc
		Talkativeness	Hen	Hen party		
					Sáo	Tán như sáo
					Khướu	Hót như khướu
					Chích chòe	Ba hoa chích chòe
		Uncontrollableness			Gà	Đê như gà
					Vịt	Vịt mái
		Uselessness	Chicken	Chicken feed		
			Duck	Water off a duck's back		
			Cò	Cốc mò cò xoi		
Unsafety			Gà	Ổ gà		
			Quạ	Đen như quạ		
7	Diseases	Chicken	Chicken pox	Gà	Ho gà	
		Cock	Cockeyed			
8	Time measurement	Cock	Cock-crow	Gà	Gà gáy	

4.1.1. Semantic features of the WDBs in English:

4.1.1.1. Chicken

a. Embarrassment: *acting like chickens with their heads cut off, run around like a headless chicken, tearing about like a chicken with its head cut off.*

b. Laziness: *“go to bed with the chickens”.*

c. Cowardice: *“chicken heart”, “chicken”*

d. Uselessness: *“chicken feed”*

e. Disease: *“chicken pox”*

4.1.1.2. Cock

a. Appearance: *“cockeyed”*

b. Stupidity: *“cockbrained”*

c. Time measurement: *“cockcrow”*

4.1.1.3. Hen

a. Fret: *“as mad as a wet hen”*

b. Talkativeness: *“hen party”*

4.1.1.4. Goose

a. Movement: *“goose step”*

b. Fear: *“goose flesh, goose skin, goose bump”*

c. Stupidity: *“ugly goose”, “as silly as a goose”, “not say boo to a goose”.*

4.1.1.5. Duck

a. Appearance: *“duck’s arse”, “duck-foot”, “duck-legged”*

b. Colour: *“white duck”*

c. Stupidity: *“duck egg”, “water off a duck’s back”, “like a duck in a thunderstorm”.*

d. Uselessness: *“water off a duck’s back”.*

4.1.1.6. Hawk:

a. Appearance: *“hawk’s eyes”, “hawk nose”*

4.1.1.7. Eagle

a. Appearance: *“eagle eyes”, “eagle nose”, “eagle glance”, “young eagle”, “as big as an eagle”*

b. Movement: *“follow like an eagle”*

4.1.1.8. Crow

a. Appearance: *“crow’s feet”, “crow’s beak”, “as hoarse as a crow”, “as black as crow”*

b. Colour: *“as black as crow”*

4.1.1.9. Owl

a. Diligence: *“night owl”*

b. Intelligence: *“as wise as an owl”.*

4.1.1.10. Dove

a. Appearance: *“dove eyes”*

b. Colour: *“dove-coloured”, “dove-grey”*

4.1.1.11. Pigeon

a. Appearance: *“pigeonhole”, “pigeon-toed”*

b. Colour: *“pigeon blue”, “white pigeon”.*

4.1.1.12. Parrot

a. Stupidity: *“parrot-like”, “parrot fashion”*

4.1.2. Semantic Features of the WDBs in Vietnamese:

4.1.2.1. Gà:

a. Appearance: : da gà, tóc đuôi gà, mặt đỏ như gà chọi, mặt gà mái, gà cắt tiết, giọng gà tồ, giọng đục và tức như gà gáy, gân cổ như con gà chọi, etc.

b. Movement: gà mắc đẻ, gà mắc tóc, gà mái nhảy ổ, gà ban hôm, gà mổ tép, gà mang hôm, ngủ gà, đá gà đá vịt, chạy theo như lũ gà con, etc.

c. Colour: “màu gà non”, “đắt gan gà”, “đắt mỡ gà”.

d. Tiredness: “mặt gà mờ”

e. Fret: “chửi như mất gà”, “gân cổ như con gà chọi”

f. Fear: “gà cắt tiết”, “gà mắc đẻ”, “gà lạc mẹ”, “da gà”

g. Embarrassment: “gà mắc tóc”, “gà con lạc mẹ”

h. Unstablens: “đá gà đá vịt”, “hăng máu gà”

i. Diligence: “tuổi Dậu”

j. Laziness: “ngủ như gà”

k. Care: “gà trống nuôi con”, “mẹ gà con vịt”

l. Stupidity: “gà tồ”, “chửi như gà bới”.

m. Cowardice: “trói gà không chặt”, “gà què ăn quần cối xay”, “sức một con gà”

n. Carelessness: “quáng gà”, “trông gà hóa cuốc”, “nghe gà hóa cuốc”.

o. Uncontrollableness: “đẻ như gà”, “một tiền gà ba tiền thóc”.

p. Unsafeness: “xương gà”, “ổ gà”, “gà mái gáy gở”, “bút sa gà chết”, “quạ theo gà con”

q. Disease: “ho gà”, “cúm gà”, “quáng gà”.

r. Time measurement: “canh gà”, “gà gáy”

4.1.2.2. Cò:

a. Appearance: cổ cò, gầy như con cò, khăng khiu như cò.

b. Movement: cò bắt tép, cò ăn đêm, nhảy cò cò, lò cò, mổ cò, murót cò bợ.

c. Tiredness: lử cò bợ, lò khò như cò bợ.

d. Cowardice: “cò con”

e. Uselessness: “cốc mò cò xơi”.

4.1.2.3. Vịt:

a. Appearance: “thấp như vịt”, “tóc như đuôi vịt xiêm”, “khàn khàn như giọng vịt đục”, “mũ xám đất vịt bè bè”

b. Movement: “lạch bạch như vịt bầu”, “chạy như vịt”, “léch théch như con vịt què”, “đá gà đá vịt”.

c. Unstablens: “hăng máu vịt”, “đá gà đá vịt”

d. Stupidity: “thấp như vịt”, “nước đổ đầu vịt”

e. Uncontrollableness: “vịt mái”

4.1.2.4. Cú:

a. Appearance: mặt cú, mắt cú

b. Dishonesty: mặt cú, mắt cú

c. Laziness: “hôi như cú”.

4.1.2.5. Quạ:

a. Appearance: tổ quạ, đen như quạ, đầu như quạ đánh, quăm quặm như con ác mớ.

b. Colour: “quạ đen”, “đen như quạ”

c. Unsafeness: “đen như quạ”

4.1.2.6. Bò câu:

a. Appearance: “mắt bò câu”, “gót câu”.

4.1.2.7. Vẹt

a. Stupidity: “học vẹt”

4.1.2.8. Khướu

a. Talkativeness: “tán như khướu”, “nói như khướu”, “chuyện như khướu”, “hót như khướu”

4.1.2.9. Sáo

a. Joy: “vui như sáo, tỉnh như sáo, nhảy chân sáo”

b. Talkativeness: “tán như sáo”

4.1.2.10. Cuốc

a. Movement: “lùi nhanh như cuốc”

b. Color: “đen như cuốc”

c. Stupidity: “đọc ra rả như cuốc kêu mùa hè”

d. Carelessness: “trông gà hóa cuốc”, “nghe gà hóa cuốc”.

4.1.2.11. Chích chòe

a. Talkativeness: “ba hoa chích chòe”

4.1.2.12. Én

a. Appearance: “hàm én”

4.1.3. Similarities and Differences in the Semantic Features of the WDBs in English and Vietnamese

4.1.3.1. Similarities

Firstly, the WDBs are employed very commonly with the aim of expressing speakers' intentions in both English and Vietnamese. It can be said that the WDBs are a rich source for metaphor in daily speech.

Secondly, we found that the WDBs such as: *chicken, cock, hen, duck, crow, owl, dove, pigeon, parrot* in English and *gà, vịt, quạ, cú, bồ câu, vẹt* in Vietnamese are utilized in both languages with similar as well as different meanings

Thirdly, the WDBs in English as well as in Vietnamese can combine with other words that can be described in collocation and idiomatic phrases.

Fourthly, the phrases containing the WDBs are classified into eight semantic fields carrying their denotative, connotative and social meanings.

4.1.3.2. Differences

Firstly, many WDBs are found in English, such as: *goose, hawk, eagle* but not in Vietnamese and vice versa, some WDBs are occurred in Vietnamese but not in English, such as: *cò, khướu, sáo, chích chòe, cuốc, én.*

Secondly, while the WDBs “*chicken*”, “*cock*”, “*hen*” in English are used more specifically, the WDBs “*gà*”, “*gà trống*” in Vietnamese are often appeared with general names and they occasionally accompany with the word denoting animal “*con*”.

Thirdly, while the English use the WDBs “*chicken*”, “*cock*”, “*hen*” to express talkativeness and uselessness, these semantic features are not found in Vietnamese. On the contrary, some such semantic features as: movement, colour, health, fear, unstableness, diligence, care, carelessness, uncontrollableness, unsafeness are found with the WDBs “*gà*” in Vietnamese but not in English.

Fourth, to describe semantic features of colour, the English writers often use the WDBs “*duck*”, “*dove*” and “*pigeon*” due to their outward appearance. Meanwhile, the Vietnamese normally employ these WDBs to describe movement, unstableness and diligence.

Fifthly, the Vietnamese usually mention the semantic features of unsafeness, unluckiness with the WDB “*quạ*” but not found in English.

Sixthly, while the English use the WDB “*owl*” with the positive meanings such as: diligence and intelligence, the Vietnamese exploit further negative meanings of jealousy, dishonesty and laziness.

4.1.3.3. Summary

With the number of 300 WDBs in English and 300 ones in Vietnamese collected via various data, we analyzed them to indicate semantic features of WDBs in English and Vietnamese as a basis for comparison.

4.2. SIMILARITIES AND DIFFERENCES IN THE PRAGMATIC FEATURES OF THE WDBS IN ENGLISH AND VIETNAMESE

4.2.1. Pragmatic Features of the WDBs in English

4.2.1.1. Showing Human Relations

a. Human Appearance: *dove’s eyes, eagle eyes, eagle nose, eagle’s beak, hawk’s nose, hawk’s eyes, crow’s feet, goose-flesh skin, goose-step, etc.*

b. Human Physiology: *chicken-hearted, as tender as chicken, hen-hearted, goose bumps, goose flesh, etc.*

c. Human Behavior and Attitude: “*scold like a wet parrot*”

4.2.1.2. Showing Belief

a. Symbol of Love, Peace: “*white dove*”

b. Symbol of Parties: “*Hawks*”, “*Doves*”

c. Symbol of Intelligence: “*as wise as an owl*”

4.2.2. Pragmatic Features of the WDBs in Vietnamese

4.2.2.1. Showing Human Relations

a. Human Appearance: *tóc đuôi gà, mặt gà mái, cổ cò, dáng cò, thấp như vịt, giọng như vịt, tóc đuôi vịt xiêm, đen như quạ, tổ quạ, đôi mắt cú vọ, đôi mắt bò câu, gót câu, etc.*

b. Human Behavior and Attitudes: “*chữ như gà bớ*”, “*học như gà đá vách*”, “*vịt nghe sấm*”, “*học vẹt*”, “*học như cuốc kêu mùa hè*”, “*con gà tức nhau tiếng gáy*”, etc.

c. Human Emotion: “*gà mắc tóc*”, “*gà cắt tiết*”, “*gà lạc mẹ*”, “*da gà*” “*mắt cú*”, “*mặt cú*”, “*cú dòm nhà bệnh*”, “*vui như sáo*”, “*canh gà*”, “*gà gáy*”, etc,

4.2.2.2. Showing Belief

a. Symbol of Bad Omen: “*con cú*”, “*gà mái gáy*”

b. Symbol of Spring: “*con én*”. “*chim én*”

c. Symbol of Love, Peace: “*bồ câu*”

4.2.2.3. Showing Health: “*cháo gà*”, “*gà đen*” “*gà ác*”, “*cháo bồ câu*”, etc.

4.2.2.4. Showing Danger: “*xương gà*”, “*ổ gà*”, “*bút sa gà chết*”, “*cò mổ mắt*”

4.2.3. Similarities and Differences in the Pragmatic Features of the WDBs in English and Vietnamese

4.2.3.1. Similarities

Firstly, in two languages, the WDBs-human relationship is very interestingly expressed in daily communication. Most of the WDBs are used to indicate human relations, beliefs and daily activities with the world around.

Secondly, for the same application of the WDBs in daily speech, the two languages traditionally exploit their different inside implications, symbols. This may be resulted from each perception of each culture

Thirdly, the WDB “*dove*” in English and “*bồ câu*” in Vietnamese is a universal symbol of peace and love.

4.2.3.2. Differences

Firstly, among the WDBs found in Vietnamese, there are a considerable number of bird species which mainly live in fields or marshy places found commonly in Vietnam, especially storks and moorhens. In fact, Vietnam is a water-rice agriculture country; as a result, Vietnamese people often employ many WDBs in daily communication more than the English do.

Secondly, English considers the WDB “*owl*” as the symbol of “*wisdom*” on the basis of their experience and belief, while the Vietnamese link it with “*misfortune*”, “*cruelty*” for its custom and way of living.

Thirdly, while the Vietnamese consider the WDB “*én*” as a messenger of spring because of the warm weather in spring in Vietnam, the WDBs “*swallow*” in English is not defined as similar as the Vietnamese.

4.2.3.3. Summary

Through investigating the pragmatic features of the WDBs, it can be said that the WDBs are the ones with diverse meanings used in various fields of daily communication. More detailed, the WDBs in English and Vietnamese are often resorted as a way of explaining human behavior, human feelings and even human relations.

Bird metaphors not only have a cognitive basis, but are also culturally motivated, that is, they reflect the attitudes and beliefs held by a particular community towards certain bird species, and, therefore, may vary from culture to culture, in time and space.

Chapter 5: CONCLUSION AND IMPLICATION

5.1. CONCLUSION

The basic goal of this thesis is to describe, analyse and contrast the semantic and pragmatic features of the WDBs in English and Vietnamese to explore various meanings belonging to the WDBs as well as to find out similarities and differences between two languages and two cultures.

Semantically, the WDBs are regarded as ones with diverse meanings. Actually, in order to deeply understand their cases of meaning, it is important to consider them in their collocations. From such various meanings, with a desire of discovering in what fields the WDBs refer to, they should be summarized in each field of physical, physiological, emotional, behaviour and attitude, intellectual, evaluative characteristics, diseases and time measurement. Through the collected and analysed data, the meanings of the WDBs are affected by the noun beside it.

Pragmatically, based on the literal meaning of the WDBs, they focus on reflecting various aspects of human’s life. Hence, it is necessary to examine and analyse the WDBs in appropriate contexts to explore how their implicatures worked out.

It should be noted in the last Chapter, the paper intends to provide some suggestions for translational equivalents in Vietnamese and English of the WDBs with the desire of helping learners be able

to achieve the best translational versions as well as make progress in their translation.

5.2. IMPLICATIONS FOR TEACHING, LEARNING AND TRANSLATION

5.2.1. Implications for the Language Teaching and Learning

Within the scope of this study, we have dealt with some basic knowledge of collocation, idioms, semantic structures, semantic fields as well as pragmatic features of the WDBs. The finding of the study may be in one way or another beneficial to the language learners since it provides a good background of how to use the meanings of the WDBs appropriately. For the language teaching, this study may be another sign implicating the need of encouraging students to exploit the diverse meanings of the WDBs for the purpose of using adjectives flexibly and sufficiently.

In fact, the WDBs are words that represent something else. The meaning of the WDBs do not only show on the meaning of the words only - the literal meaning, but it also has figurative meanings. Using the WDBs can be very challenging and when such WDBs are used inappropriately it can lead to miscommunication. Remember that once the WDBs are used, the speaker and the hearer must have the same image or meaning of these words. If we both have different meanings in mind for our WDBs, then it will be a barrier to effective communication.

During the course of learning a foreign language, the fact that learners generally impose the use of their culture on that of the target language is very common. This eventually provokes interlingual errors. To help learners avoid such problems, it is the teacher's duty to point out all of the similarities and differences between the two

cultures concerning the matter under discussion. In other words, contrastive and comparative analysis of the language matter can be recommended. Method of this kind will make it easy for teachers to diagnose and also indicate errors committed by learners.

5.2.2. Implications for Translation Work

It can be said that any of the linguistic thesis is directed to pedagogical implications. An investigation into semantic and pragmatic features of the WDBs leads both teachers and learners of English and Vietnamese to some shared implications. Since there are differences in perception of the WDBs, translative complexity is inevitable. And it is also the requirement for both Vietnamese and English learners and translators who have ambition of getting a proper translated version.

5.2.3. Limitations and suggestions for further research

There is no denying that this paper cannot cover all meanings possessed by the WDBs under discussion, which may lie in the limitation of time and reference books as well as the many constraints faced by the researcher. For these reasons, further researches should go into more details of meanings expressed by the WDBs.

This thesis has made a study of the semantic and pragmatic features of the WDBs in English and Vietnamese. However, there are some aspects that have not been dealt with within this framework, calling for further investigation:

- Syntactic and cultural features of the WDBs.
- Semantic and pragmatic features of the idioms containing birds.
- Semantic and pragmatic features of the words denoting other aspects.