

MINISTRY OF EDUCATION AND TRAINING

UNIVERSITY OF DANANG

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**A DISCOURSE ANALYSIS ON FAIRY TALES
IN ENGLISH AND VIETNAMESE**

Subject Area : The English Language

Code : 60.22.15

M.A. THESIS IN THE ENGLISH LANGUAGE

(A SUMMARY)

Danang - 2012

The study has been completed at

the College of Foreign Languages, University of Danang

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The thesis was orally defended at the Examining
Committee

Time: 29th October 2012

Venue: University of Danang

The origin of the thesis is accessible for the purpose of reference at:

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CHAPTER 1 INTRODUCTION

1.1 RATIONALE

English has become a major international language which makes it possible for integration of cultures among countries all over the world to take place. That integration is carried out in many fields of everyday life such as economy, politics, art and literature. Literature is said to be a mirror that reflects real life. It contains the cultural features of the place where it comes from. Moreover, Jennifer [29] states that literature can provide a range of texts and an introduction to the many different varieties of English.

In all genres of literature, folklore is still valid both in terms of its contribution to the general knowledge and to the intellectual, social, and moral development, as well as of its universal appeal to the emotions. Traditional literature can provide a window on cultural beliefs and on the spiritual and psychological qualities that are part of our human nature. These stories also form the basis for many works of more modern literature, drama, and other art form.

For the above reasons, I choose to do research on the topic “*A Discourse analysis on fairy tales in English and Vietnamese*” This thesis is carried out with the hope that the research results will provide Vietnamese learners of English, especially students majoring in linguistics and literature with some discourse features of fairy tales in English and Vietnamese in order to discover how fairy tales are shaped.

1.2. JUSTIFICATION OF THE STUDY

There is, to some extent, no doubt that fairy tales have a strong impact on many of us. Learning English through fairy tales are believed to be great help for both the reading skill and the writing

skill. Therefore, an investigation into fairy tales at the discourse level is necessary and shows great potentials for teaching and learning the English language.

However, little attention has been paid to this kind of discourse. For this reason, the thesis is conducted with the hope that the discourse analysis of fairy tales in English and Vietnamese will be helpful in teaching and learning English. In other words, the ultimate goal of my thesis entitled “**A Discourse Analysis on Fairy Tales in English and Vietnamese**” is to discover how fairy tales are shaped.

1.3. AIMS AND OBJECTIVES

1.3.1. Aims

This study is aimed at carrying out an investigation of fairy tales in English and Vietnamese to find out their features in terms of scheme, syntactic structures, lexical devices and cohesion. By analyzing samples of fairy tales both in English and Vietnamese, the study tends to find out differences and similarities between two languages. Therefore, this study will help teachers, students of language and those who are interested to features of fairy tales for them to learn English and to better their skill of writing stories for children.

1.3.2. Objectives

The study is expected to:

- Provide an analysis of fairy tales in English and in Vietnamese in terms of their scheme, lexical features, syntactic structures and cohesive devices.
- To find out and explain the similarities and differences between English and Vietnamese fairy tales.

- Suggest some implications on learning, telling a story, and studying literature and culture.

1.4. RESEARCH QUESTIONS

For the aims above, the research seeks to answer the following questions:

1. What are the characteristics of EFTs and VFTs in terms of their functional scheme, lexical features, syntactic features and cohesive devices?

2. What are the similarities and differences between EFTs and VFTs in terms of their functional scheme, lexical features, syntactic features and cohesive devices?

3. What are some suggestions for teaching and learning English as well as writing fairy tales?

1.5. SCOPE OF THE STUDY

Due to time limitation and within the limited scope of an MA thesis, I do not attempt to cover all aspects of the language of fairy tales. There are many factors that contribute to the success of this genre, but the study focuses on analyzing discourse features of fairy tales such as scheme, syntactic structures, lexical features and cohesive devices in the two languages.

The data used in my thesis is limited to the fairy tales collected and edited by famous and popular editors in England and Vietnam. Whereas EFTs are collected and edited by Joseph Jacobs - known as *The Father of English Fairy Tales*, VFTs are by Nguyễn Đồng Chi – The teller of the Vietnamese Fairy Tales.

1.6. ORGANIZATION OF THE STUDY

CHAPTER 2

THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Discourse analysis (DA) can be identified as the study of language in use. It, on the one hand, studies language use beyond the sentence boundary, on the other hand, analyzes “occurring naturally” of language use. DA does not only provide a tangible answer to problems based on scientific research, but it enables us to understand the conditions behind a specific problem and make us realize the essence of that problem as well.

Up to now, discourse analysis has drawn much attention of many English well-known scholars such as “Cohesion in English” by Halliday and Hassan (1976), “Discourse Analysis” by Brown and Yule (1983), “Discourse” by Cook (1989), “Introducing Discourse Analysis” by David Nunan (1993), “Linguistics” Widdowson (1994), “*Pragmatics and Discourse*” by Joan Cutting (2002), and so on. However, based on different approaches and goals, their publications focus on one or other subfields of DA such as coherence, cohesion, context, conversation analysis, information structure, speech act theory, topic, and so on. Generally, these linguists provide us with an overall picture of theoretical background of how to examine language in use.

In Vietnam, many linguists have contributed to the study of discourse analysis.

As regards literature and discourse analysis, some books and related studies that have been mentioned are as follows: “Encyclopedia of Language and linguistics,” by R. D. Sell [43] ;

“Toward a speech of literary Discourse” by Mary Louise [34]; “Ngôn ngữ học và Văn Học” by Bùi Đức Tịnh (1999), “Cách giải thích Văn học bằng Ngôn ngữ học” by Phan Ngọc (2000) and Đỗ Bình Trị (2006) with “Truyện Cổ Tích Thần Kỳ Việt đọc theo Hình Thái Học của Truyện Cổ Tích của V.Ja. Propp”.

These works give basis theoretical knowledge of literature such definition, functions, classification, language and structure; point out the relationships between literature and language, language and gender, as well as language and persuasion to enrich English and Vietnamese DA framework for further research studies.

To the best of my knowledge, up to now, there has never been a study of literary discourse analysis as well as the study that has been devoted to the comparison of the two languages.

The above reasons have made my thesis “*A Discourse Analysis on fairy tales in English and Vietnamese*” necessary and justifiable.

2.2. THEORETICAL BACKGROUND

2.2.1. Discourse

2.2.1.1. Concepts of Discourse

2.2.1.2. Concepts of Discourse Analysis

2.2.2. Kinds of Discourse Processing

2.2.3. Discourse and text

2.2.4. Context and Co-text

2.2.4.1. Context

2.2.4.2. Co- text

2.2.5. Cohesion and Coherence

2.2.5.1 Cohesion

2.2.5.2. Coherence

2.2.6. Folktales

2.2.6.1. Definition of folktales

2.2.6.2. Types of Folktale

2.2.7. Fairy tales

2.2.7.1. Definition of Fairy tales

A fairy tale is a fictional story that may feature folkloric characters such as fairies, goblins, elves, trolls, giants, and talking animals, and usually enchantments, often involving a far-fetched sequence of events. Fairy tales are known as wonder tales. They are a subgenre of folktales involving magical, fantastic or wonderful episodes, characters, events, or symbols.

2.2.7.2. Characteristics of fairy tales

Firstly, in terms of setting, fairy tales generally take place in an unspecified place and in an undefined and far-off time. They typically begin “Once upon a time”.

Secondly, a fairy tale often has a simple plot that focuses on a problem or conflict that needs to be solved.

The last characteristic that fairy tales all around the world share is its theme. The theme is generally morality that means the conflict between good and bad, in which good is rewarded and bad is punished. Moreover, it is also an encouragement of middle-class social values.

2.2.8. Story interpreting

2.2.8.1. Vladimir Propp’s Theory

(1) *Introducing Vladimir Propp*

(2) *Vladimir Propp’s Theory*

2.2.8.2. Schema-based approach

(1) What is a schema?

(2) Schema-based approach

In a workshop on: “Language Technology for Cultural Heritage, Social Sciences, and Humanities”, Thierry Declerck, Antonia Scheidel and Piroska Lendvai worked together in “An Augmented annotation scheme for Fairy Tales Using Proppian Content Descriptors” [61]. The table below is the schema of fairy tales made by Thierry Declerck et al.

Table 2.1. An Augmented annotation scheme for Fairy Tales Using Proppian Content Descriptors

Preparation		Struggle + Return								Dénouement
α Initial Situation 0	ϵ Info. sought 4									Q Hero recognized 27
β Absen- tation 1	ζ Info. obtained 5									Ex Impostor exposed 28
		Complication		Donors						
γ Inter- diction 2	η Trickery 6	A Villainy / Lack 8	C Counter- action 10	D Test 12	F Magical Helper 14	J Branding 17	Pr Pursuit 21	M Difficult Task 25	U Punish- ment 30	
δ Interdic- t. violated 3	θ Fall for Trick 7	B Mediation 9	\uparrow Hero departs 11	E Pass Test 13	G Guidance 15	I Victory 18	Rs Rescue 22	N Solution 26	W Wedding 31	
						H Struggle 16	\downarrow Hero returns 20	L False Claims 24	T Trans- figura- tion 29	
						K Lack is liquidated 19		O Arrival in Disguise 23		

The table above summarize Propp’s functions and give symbols for presentation of each function.

What is more, as shown in the table, Thierry Declerck et al divide Propp’s functions into 5 parts as follow: Preparation, Complication, Donors, Struggle + Return and Dénouement.

This schema is used to annotate fairy tales, in particular to locate and mark up fairy tale characters and the actions they are involved in. As Thierry Declerck [61] explains We argue that the approach devices a means for linguistic processing of folk tale texts in order to support their automated semantic annotation in terms of narrative units and function.

In this thesis, we use the scheme above as a formal representation of the fairy tales studied.

CHAPTER 3

METHODS AND PROCEDURE

3.1. RESEARCH DESIGN

3.2. RESEARCH METHODS

3.3. RESEARCH PROCEDURES

3.4. DESCRIPTION OF SAMPLE

Table 3.1. Description of the Corpus

Types \ Groups	Short	Medium	Long	Total
EFTs	10 (50%)	6 (30%)	4 (20%)	20 (100%)
VFTs	11 (55%)	6 (30%)	3 (15%)	20 (100%)
Total	21	12	7	40

I find that fairy tales of short length are the most popular. Thus, I choose to investigate in details only 10 EFTs and 10 VFTs of short stories since they account for the largest number.

3.5. DATA COLLECTION

For the English data source I selected 10 EFTs from books as follows:

“*English Fairy Tales*” (1890) collected by Joseph Jacobs. A Penn State Electronic Classics Series Publication. The Pennsylvania State University.

“*Celtic Fairy Tales*” (1892) selected and edited by Joseph Jacobs. A Penn State Electronic Classics Series Publication. The Pennsylvania State University.

These two books are in form of electrical book downloaded from the websites as follows:

(1) www.mce.ucoz.ru/_ld/0/94_English-Fairy-T.pdf

(2) www2.hn.psu.edu/faculty/jmanis/joseph.../Celtic-Fairy-Tales.pdf

For the Vietnamese data, I selected 10 VFTs mainly from Kho tàng Truyện Cổ Tích Việt Nam (2000) by Nguyễn Đồng Chi.

3.6. RELIABILITY AND VALIDITY

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. FUNCTIONAL SCHEME IN EFTS AND VFTS

As it is mentioned in the chapter 2, a sequence of all the functions from one folktale is called a scheme and can be used as a formal representation of the tale. In this part, we will present the scheme in EFTs and VFTs generalized into 5 parts as follows: Preparation, Complication, Donors, Struggle + Return and Dénouement.

4.1.1. Preparation

According to Oxford Advanced Learner’s Dictionary (2004), *Preparation* is defined as the act or process of getting ready for something or making something ready [26]. In this thesis, *preparation* which is understood as a start of fairy tales consists of 8 functions such as α , β , γ , δ , ϵ , ζ , η , θ . Below is the table of these 8 functions that are used in every fairy tale.

Table 4.1. The functions in EFTs and VFTs in *Preparation*

Func	Name	The number of EFTs	The number of VFTs
α	Initial Situation	10	10
β	Absentation	3	2
γ	Interdiction	2	1
δ	Interdiction violated	2	1
ϵ	Information Sought	4	5
ζ	Information obtained	4	5
η	Trickery	3	7
θ	Fall for Trick	3	7

As shown from the table 4.1, α appears in both 10 EFTs and 10 VFTs. As all other tales, both 20 fairy tales in English and Vietnamese proposed start with the introductory situation that the characters are just named and their roles are distributed. The best known introductory phrase in English is “Once upon a time, there was...” “and in Vietnamese is “Ngày xưa, ở vùng nọ, có ...” followed by the enumeration and general characterization of the protagonists. For examples:

[4.1] - *Once upon a time there was a king who had a wife, whose name was Silver-tree, and a daughter, whose name was Gold-tree. On a certain day of the days, Gold-tree and Silver-tree went to a glen, where there was a well, and in it there was a trout.*

Gold tree and Silver tree [66]

[4.2] - *Ngày xưa, ở một vùng gần biển, có hai vợ chồng nhà nọ, đầu tóc đã hoa râm mà vẫn hiếm hoi. Hai vợ chồng cầu khẩn khắp nơi mong có mụn con khôi phải hui quanh lúc tuổi già. Thế rồi người vợ bỗng có mang, chín tháng mười ngày đẻ ra một bọc, khi mở ra thì không phải là người mà là một con dê đực. Chồng bực mình bảo vợ đem ném xuống sông cho khuất mắt, nhưng người vợ không nỡ, khuyên chồng cứ để lại nuôi.* Người Lầy Cóc [67]

4.1.2. Complication

Complication is identified by Oxford Advanced Learner's Dictionary (2004) "as a thing that makes a situation more complicated or difficult" [26]. In this thesis, *Complication* signals the beginning of the main conflict because it contains 4 functions as shown in the table below.

Table 4.2. The functions in EFTs and VFTs in Complication

Func	Name	The number of EFTs	The number of EFTs
A	Villainy/ Lack	7	6
B	Mediation	2	3
C	Counter- action	2	1
↑	Hero departs	8	2

In all the functions above, the function appear in most EFTs is ↑ (the hero leaves home) with 8 EFTs; however, this one is just employed in 2 VFTs. It is clear that westerner in general and British in particular prefer travelling, they don't always live in a constant place but move from here to there. In contrast, traditionally, Vietnamese seldom leave out their village. In fact, fairy tales reflect culture and form culture. [27]

4.1.3. Donors

4.1.4. Struggle + Return

The main content in this part is struggle and return, which includes 7 functions tabularized as follows:

Table 4.4. The functions in EFTs and VFTs in Struggle + Return

Func	Name	The number of EFTs	The number of EFTs
H	Struggle	10	10
J	Branding	0	0
I	Victory	10	10
K	Lack is liquidated	5	4
↓	Hero returns	4	1
Ps	Pursuit	4	1
Rs	Rescue	4	1

4.1.5. Dénouement

Dénouement is the situation that ends a fairy tale. In this part, the problem is solved. The hero is rewarded and the villain is punished. Here is the table of the functions in *Dénouement*.

4.1.6. Comparison of Functional Scheme of EFTs and VFTs

4.1.6.1. Similarities

The obligated functions in the two languages are **α, A, F, H, I, U** and **W**. In other words, the fairy tales in EFTs and VFTs can be summarized as follow:

Firstly, the tale starts with the introductory situation, where the characters are just named and their roles are distributed. Next, the villain causes some kind of harm or something is identified as lost or something becomes desirable for some reason, for example a magical object that will save people in some way. Then, the hero now acquires an item of some kind, often magical and usually being given by the donor as reward. After that, the hero now meets the villain, usually face-to-face, and they do battle. The hero is now being tested fully and there is no way out, other than victory or defeat. Of course, the hero wins the villain. At last, the villain or false hero receives some punishment; the hero gets the final and just rewards for all of their actions. In most tales, this may well be marrying the beautiful princess and ascending to rule as king, living 'happily ever after'.

4.1.6.2. Differences

As regards to differences, the function \uparrow is presented in most EFTs but not common in VFTs and the pair of function is **η** and **θ** is commonly employed more in VFTs than in EFTs. The second difference is that although the function **U** is commonly used in both EFTs and VFTs, it appears more in VFTs than in EFTs. As can be seen from the analysis result, EFTs are rich in assignments and journey meanwhile VFTs are more paid attention to reward and punishment.

4.2. LEXICAL CHOICES

4.2.1. Static words

4.2.1.1. Nouns

Concerning static words, the most popular representatives are common nouns. According to Oxford Advanced Learner's Dictionary (2004), common noun is a word that names people, places, things, or ideas. They are not the names of a single person, place or thing.

4.2.1.2. Adjectives

Another word class worth mentioning is adjectives which also belong to the category of static words. Adjectives exist in our language for a reason that they add color to words on the page. Adjectives help the readers visualize what described character is like. According to the data of my research, descriptive adjectives appear densely in fairy tales.

In EFTs, the characters need to be described about their appearance, qualities as well as their mood so that the reader is then able to get overall picture about the character, as we can see in the following sentences:

[4.47] - *Turning to the right, upstairs he runs, and enters into a very grand bedroom, and sees a **beautiful** princess lying full stretch on a gold bedstead, fast asleep. He gazed on her **beautiful** form with admiration, and he takes her garter off, and buckles it on his own leg, and he buckles his on hers;*

The King of England and his three sons [66]

4.2.2. Dynamic word

Dynamic words, as Kabele (1981: 64) says, create an action of the text, so if there are more verbs and other dynamic words, the text is not stagnant and it is free to develop and to be dynamic. In the fairy tales the use of verbs is rather frequent, because a fairy tale needs to be dynamic for children wanting to see and to read about changes and lots of actions. According to the data of my research, dynamic verbs appear densely in FTs.

In EFTs, dynamic verbs can indicate actions, activities, events. Following are some interesting examples:

[4.53] - *They knocked at the door, and a woman **came** to it, who **said**: 'What do you want?' They **said**: 'Please let us in and **give** us something to **eat**.' The woman **said**: 'I can't do that, as my man is a giant, and he would **kill** you if he **comes** home.' They begged hard. 'Let us stop for a little while,' **said** they, 'and we will **go** away before he **comes**.' So she took them in, and set them down before the fire, and **gave** them milk and bread;* Molly Whuppie [65]

4.2.3. Idiomatic Expressions

4.2.4. Comparison of EFTs and VFTs in Terms of Lexical Choices

4.2.4.1. Similarities

As we can see clearly from the above table, both English and Vietnamese fairy tales mention common elements in terms of lexical devices such as Static words, Dynamic verbs and Idioms. Idioms are rated third in both English and Vietnamese fairy tales. Perhaps the

reason for this similarity is that both English and Vietnamese require familiar words to children.

4.2.4.2. Differences

The first difference in lexical choices in English fairy tales and Vietnamese ones is that in EFTs, dynamic verbs take up the highest frequency with 61.4% followed by static word with 36.8 %, vice versa in VFTs static word rank first with 49.8 % then dynamic verbs with 49.1%. As presented at the beginning of this part, if there are more nouns and adjectives than verbs in the text, the text is more descriptive and if there are more verbs than nouns, the text is more focused on action. That is to say, EFTs pay special attention to action while VFTs prefer description.

As a whole, both EFTs and VFTs employed familiar words; however, EFTs are more action while VFTs are more descriptive.

4.3. SYNTACTIC FEATURES

4.3.1. Existential Sentences

Standard pattern of English Existentials:

There + be + Indefinite NP (+place or time position adverbial) (Biber et al, 2000) (1)

Variants of English Existentials

The variants of English existential construction differ from the standard pattern in the choice of the predicate:

Variant 1: There + modal + be (2)

Variant 2: There + marginal modal + be (3)

Variant 3: There + semi-auxiliary + be (4)

Variant 4: There + intransitive verb (5)

Based on Trần Ngọc Thêm, the pattern of Vietnamese

existential sentences can be drawn out as 2 main following models:

(1) Component of space and time + predication of existence

“có” + Noun

(2) Component of space and time + verb + Noun

In addition to the beginning structure, existential sentence are also employed through fairy tales in English and Vietnamese to refer to appearance of new character or new thing. In other words, thanks to this structure, new characters enter the story. Here are some examples:

[4.72] - *At last he came to an old house, near a great forest, and there was an old man sitting out by the door, and his look was enough to frighten you or anyone else;*

Nix Nought Nothing [65]

[4.73] - *On a certain day of the days, Gold-tree and Silver-tree went to a glen, where there was a well, and in it there was a trout.*

4.3.2. Direct and indirect speeches

4.3.2.3. Imperative

4.4. COHESION DEVICES

Cohesive devices are typically single words or phrases that basically make the text hang together. Boadhead and Berline [7,p306] state that cohesive devices play a crucial role in writing since they turn separate clauses, sentences, and paragraphs into connected proses, signaling the relationships between ideas, and making obvious and visible the writer’s “line of thought”. Actually, cohesive devices are such an important domain in every language. Thanks to

them, writers can establish the relationships across sentence boundaries and stick sentences in a text together into a unified unit.

4.4.1. Grammatical Cohesion in EFTs and VFTs

According to the theory of cohesion popularized by Halliday and Hasan [21] grammatical cohesion consists of four different types of cohesive devices: *reference, ellipsis, substitution, conjunction*. The following table shows the percentage of grammatical cohesion in EFTs and VFTs.

Table 4.10. Grammatical Cohesion in EFTs and VFTs

Grammatical Cohesion	English		Vietnamese	
	Occur	Rate	Occur	Rate
Reference	1370	65.1%	761	62.8%
Substitution	7	0.3%	25	2.1%
Ellipsis	0	0.0%	0	0.0%
Conjunction	729	34.6%	425	35.1%
Total	2106	100.0%	1211	100%

On a whole, referring to grammatical cohesion, there is a slight similarity between EFTs and VFTs in the ranking. Reference ranks first, followed by conjunction, and the next is substitution and interestingly, no ellipsis is found in the tales. Moreover, these rates do not make a big gap. In fact, in English, the use of reference dominates with the overwhelming percentage (65.1%), in comparison with that in VFTs (62.8%). The second- rank in EFTs is conjunction with 34.6%, that VFTs is 35.1%. However, in English, the use of substitution is 0.3% and it is opposed to that in VFTs 2.1%.

4.4.1.1. Reference in EFTs and VFTs

(i) The use of personal reference in EFTs and VFTs

(ii) The use of Demonstrative in EFTs and VFTs

(iii) The use of comparative reference in EFTs and VFTs

4.4.1.2. Substitution in EFCs and VFCs

4.4.1.3. Conjunction in EFTs and VFTs

4.4.2. Lexical Cohesion in EFTs and VFTs

With regard to semantic tie we need to focus on the reiteration of lexical items which is known as the main kind of lexical cohesion. For the sake of unity in analysis, only three categories of reiteration are exploited. They are repetition, synonym or near-synonym, and super-ordinate. The table below describes the use of reiteration in EFTs and VFTs.

Table 4.14. Reiteration in EFTs and VFTs

REITERATION	Type	English		Vietnamese	
		Occur	Rate	Occur	Rate
	Repetition	601	95.9	663	93.0
Synonym	19	3.0	32	4.5	
Super-ordinate	7	1.1	18	2.5	
Total		627	100%	713	100%

Cohesion devices including reference, substitution and conjunction and repetition are important ones which enable fairy tales to establish the relationship across sentence boundaries, and help to tie sentences in the tales together. The following table and figure show a general picture of cohesion in EFTs and VFTs

Table 4.15. Cohesion in Fairy tales

COHESION	Type	Occur	Rate
ENGLISH	Grammatical Cohesion	2412	79.4%
	Lexical Cohesion	627	20.6%
VIETNAMESE	Grammatical Cohesion	1211	62.9%
	Lexical Cohesion	713	37.1%

As can be seen in the table 4.15, there is a slight similarity in EFTs and VFTs that the use of grammatical cohesion is more than that of lexical cohesion. However, In VFTs, the number of lexical cohesion (713) is approximately twice less than grammatical cohesion (1211). Meanwhile, in EFTs, the number of lexical cohesion is approximately four times of grammatical cohesion (20.6% versus 79.4%).

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

“A Discourse Analysis on Fairy Tales in English and Vietnamese” is a study of how fairy tales are structured and what typical discourse features are used in both kinds of languages. In order to reach these goals, we carry out the analysis of English and Vietnamese fairy tales in terms of functional’s scheme, syntactic features, lexical features, and cohesion, then compare and contrast mentioned features to find out similarities and differences between two languages. This thesis contributes partly to the theoretical studies of discourse analysis as well as the discourse features of fairy tales in English and Vietnamese in particular.

To answer the research questions put forward, the study is firmly based on the theories of discourse analysis of Cook [13], Brown and Yule [9]. Grammatical theory of Quirk [41] in English and Diep Quang Ban [51] in Vietnamese, we gained interesting results as follows:

In terms of scheme, Propp's functional scheme can be applied to fairy tales in both English and Vietnamese. The second similarity is the some same obligated functions in both English and Vietnamese such as: **α , A, F, H, I, U and W**. However, as regards to differences, firstly, the function \uparrow is presented in most EFTs but not common in VFTs and the pair of function is η and θ is commonly employed more in VFTs than in EFTs. Secondly, although the function **U** is commonly used in both EFTs and VFTs, it appears more in VFTs than in EFTs. That is to say, EFTs are rich in assignments and journey meanwhile VFTs are more paid attention to reward and punishment.

As for *lexical features*, both English and Vietnamese fairy tales mainly focus on *static words, dynamic verbs and idioms*. While EFTs are full of dynamic verbs (61.4%) to imply the character's activities and make the tales become more thrilling and attractive, VFTs have a tendency to use both static words and dynamic verbs with the quite same percentage for the reason Vietnamese prefer description.

In terms of *syntactic features*, the research deals with the three prominent structures which are existential sentences, direct/indirect speech and imperative sentences. Firstly, Existential sentences appear in both EFTs and VFTs to determine the presence of the characters or things. Besides, the standard pattern of them is employed with the highest percentage in both English and Vietnamese. Secondly,

putting direct quotations in the fairy tales contributes a vivid and playful description of the tale. What is more, the reporting verbs "say" in English and "nói, bảo" in VFTs are the most common in the tales. That is to say that, the main function of the reporting verbs is to inform who is saying what and because language of fairy tales is common; therefore, the use of less varied language is necessary. However the difference between EFTs and VFTs is that the reporting clauses in VFTs usually begin with a noun or pronoun, then a reporting verb. The inversion of Subject- Verb in the reporting clauses does not exist in VFTs. Lastly, the imperative in Vietnamese has tendency to employ more forms than in English.

Finally, cohesion is a linguistic device by which the link between text elements is established and the text is given the unity and coherence or "the flavour of text". The findings show that the EFTs and VFTs show some similar trends in using cohesion devices. Firstly, in fairy tales, grammatical cohesion is more popularly used than lexical cohesion. Secondly, in grammatical cohesion, reference and conjunction are dominant; where, substitution and ellipsis only take up a minor percentage. Lastly, regarding lexical cohesion there is a strong similarity between EFTs and VFTs that repetition which usually falls into the common nouns followed by synonyms with medium rate and text super-ordinates with the lowest percentage.

5.2. IMPLICATIONS

On carrying out this research, it is hoped that this thesis will make some contributions to teaching and learning to write an effective story. Up to now, the studies on language in literature in general and in particular are still limited. Therefore, the findings of the study will probably be a useful reference resource for anyone who is keen on children's literature such as teachers and students in

languages. In order to facilitate the process of writing, we would like to point out some suggestions for language teaching and learning.

To teachers

Language of fairy tales at first seems to be simple but reproducing a story is a complicated task, for it requires a skillful linguistic competence and a wide knowledge of telling-story strategies. Teaching students to reproduce a successful story is not an easy task to most teachers. The study is applied to use fairy tales in teaching reading skills such as skimming, scanning. The findings of the study will probably be a useful reference resource since it can provide teachers with some basic background knowledge of discourse, general scheme as well as some distinctive features of fairy tales in English and Vietnamese such as lexis, syntax and cohesion. Once teachers master those features, it is obvious that they will have a clear orientation in designing their lesson plans in order to convey the contents to the students most flexibly and effectively. For example, as regards scheme, teachers should focus on hero's assignments which are considered the indispensable elements in any article. In terms of lexical choices, static word, modal verb and reporting verb should be paid much attention to other kinds of words to get better result. By taking examples in both languages for students to make contrastive analysis and draw out the similarities and differences between fairy tales in English and those in Vietnamese, students will recognize prominent linguistic peculiarities of each language.

To students

Similarly, this research will be also of much benefit to students majoring in languages and literature. It is a requirement that students should have a good basic background of discourse analysis

to enrich their knowledge. However, each kind of language has its own features and so is fairy tale. Therefore, the background and necessary strategies presented by the thesis will be really important for students in setting up ways of reproducing an effective fairy tale. Specifically, firstly, it is strongly recommended that whenever reproducing a story, the student should identify the scheme. Secondly, students should pay attention to word choices.

5.3. LIMITATIONS OF THE STUDY

Due to the shortage of time, reference materials as well as the limited knowledge of the researcher, the study has got certain restrictions. Firstly, the samples selected for analysis are only fairy tales collected by one author; therefore, the findings of their typical discourse features cannot reflect thoroughly how a fairy tale in general is shaped. Secondly, the proper name used in fairy tales is quite an appealing topic for the researcher; however, this study cannot cover such an interesting domain. Nonetheless, hopefully, the study will be a reference for those who take an interest in the problem.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

For the sake of making further investigation into this domain, we strongly suggest further studies on the following areas:

An Investigation into proper names in English and Vietnamese fairy tales.

An Investigation into titles of fairy tales.