

**MINISTRY OF EDUCATION AND TRAINING  
UNIVERSITY OF DANANG**

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**A STUDY  
OF SEMANTIC AND PRAGMATIC FEATURES  
OF CONCESSIVE CONJUNCTS “STILL”, “YET”  
AND THEIR EQUIVALENTS IN VIETNAMESE**

**Field Study: The English Language**

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**M.A. THESIS IN THE ENGLISH LANGUAGE  
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## Chapter 1

### INTRODUCTION

#### 1.1. RATIONALE

Nowadays, English plays a key role in everyday life communication as well as in exchange of ideas in terms of culture, society, economy, politics and business all over the world. As a result, we need to enhance the mastering of principles in English usage.

In learning English, grammar is an important factor and normally carefully considered. Conjunction is one of the four main categories of adverbials and it plays an important role in joining phrases, clauses, sentences in order to create coherence in every text. In English, we see that there are a lot of conjunctions denoting the same meaning but in the real communication, the use of conjunctions depends on different situations due to semantic and pragmatic elements. Linguists have repetitively declared a lot of treasured research papers on the topic of conjunctions and their functions in different languages. One strong motivation for our choice is the fact that conjunctions in English have been confirmed as a beneficial way of connecting ideas and parts of utterances; however, sometimes the semantic meanings are not equivalent to the pragmatic meanings.

The purpose of this study is to deal with the two concessive conjunctions “still”, “yet” through the course of investigating its semantic and pragmatic characteristics and their equivalents in Vietnamese. After doing some initial research, we have found out interesting similarities and differences of the two words in English and their equivalents in Vietnamese. They are about contradiction, uninteruption and used as means to increase the degree of comparisons. The pragmatic awareness related to these conjunctions is

also highly taken into account. Bardovi-Harlig et al. [3, p.4] describe pragmatic competence as the ability to observe social, cultural and discourse conventions.

For these reasons, we think it is very important to do “A study of semantic and pragmatic features of concessive conjunctions “Still”, “Yet” and their equivalents in Vietnamese”. We would like to conduct this research with the hope that our study can bring some theoretical and practical value for both linguistic study and language teaching methodology.

#### 1.2. AIMS AND OBJECTIVES

##### 1.2.1. Aims

This study aims at making a detailed description of the semantic and pragmatic features of the concessive conjunctions “still”, “yet” and their equivalents in Vietnamese. It is hoped that the results of the study can help raise the awareness of Vietnamese learners of English in terms of this kind of conjunctions so that they can apply the right use of these conjunctions when using the English language.

##### 1.2.2. Objectives

This study is intended:

- To describe some semantic and pragmatic features of “still”, “yet” and their equivalents in Vietnamese.
- To find out the similarities and differences between the concessive conjunctions “still”, “yet” in English and their equivalents in Vietnamese.
- To raise the Vietnamese learners’ awareness of the existence of such types of conjunctions in the lexicon of each language.
- To suggest some implications for teaching and learning as well as translating English by Vietnamese people.

### 1.3. THE SIGNIFICANCE OF THE STUDY

The study is expected to provide evidences on semantic and pragmatic features of “still”, “yet” in English and “vẫn”, “chưa” in Vietnamese. Some strategies in this thesis possibly will assist users in interaction, bringing about a success to their life and business.

### 1.4. SCOPE OF THE STUDY

Conjunct is a great subject and has been widely examined. This thesis aims at finding the use of “still”, “yet” and their equivalents in Vietnamese such as “vẫn”, “cứ”, “chưa”, “còn”, “tuy nhiên”, “nhưng”. Nevertheless, according to the investigation at the beginning, we chose “vẫn”, “chưa” as the two most popular equivalents of “still”, “yet” in Vietnamese. Like English, “vẫn” and “chưa” are also investigated in terms of semantic and pragmatic features to perform a contrastive analysis. However, we cannot do a research on every aspect of these words in all kinds of materials; we just focus on some main meanings such as the contradiction, words to increase the degree of comparisons, the presupposition as well as the actions of running down, irony, suspect, etc. In addition, stories, articles and sources from the Internet are paid more attention than other sources of information.

### 1.5. RESEARCH QUESTIONS

In order to achieve the aims and objectives of the study, the research questions below would be answered.

1. What are the semantic and pragmatic features of the concessive conjuncts “still”, “yet” and their equivalents in Vietnamese?

2. What are the similarities and differences of concessive conjuncts “still”, “yet” and their equivalents in Vietnamese?

3. What are the implications of the study for teaching and learning English as well as translating?

### 1.6. ORGANIZATION OF THE STUDY

The thesis consists of five main chapters.

CHAPTER 1 - Introduction

CHAPTER 2 - Literature Review and Theoretical Background

CHAPTER 3 - Research Design and Methodology

CHAPTER 4 - Findings and Discussions

CHAPTER 5 - Conclusions and Implications

## Chapter 2

### LITERATURE REVIEW

#### AND THEORETICAL BACKGROUND

### 2.1. PRIOR RESEARCHES RELATED TO THE THESIS

According to Greenbaum [11], conjuncts are sentence adverbials that indicate logical relationships between sentences or between clauses. They are mainly adverbs (e.g. therefore, however, nevertheless) or prepositional phrases (e.g. on the other hand, in consequence, in conclusion).

Some Vietnamese researchers have brought to light some important matters of concessive contrastive conjuncts in two languages.

Cao Xuan Hao [31, p.103] stated that “vẫn”, “tiếp tục”, “vốn” presupposes that the action, posture or process has happened before.

According to Diep Quang Ban [27], some function words to indicate time such as “đã”, “sẽ”, “đang”, “vừa”, “mới”, “vẫn”, “cứ”, “còn”, “chưa” (implying both time and negative), “đã từng”... come before verbs, adjectives; “rồi”, “xong”, “xong rồi”, “xong”... “rồi”,

“ngay” appear after verbs, adjectives while “tức thì” may turn up before or after them.

Phan Van Hoa [32, p.103] pointed out that “yet” emphasizes the paradox and differences between Q and P while “still” emphasizes what hasn’t happened to P will do to Q in the future. Likewise, in Vietnamese, “vậy mà”, “thế nhưng”, “nhưng”, “song” stresses the contradiction but “vẫn” stresses the continuation or capability to P’s occurrence at Q.”

The most important meaning in semantic features of “still”, “yet” in English and “vẫn”, “chưa” in Vietnamese is about the contradiction. Earlier, there are so many studies relating to the topic.

Hussain, A., [14] did a research on “*Concession in English and Arabic, A Contrastive Study*” to prove Concessive relation presents an unexpected contrast to what has gone before and in Arabic, concession does not get much attention in grammatical and stylistic studies as compared to English.

The previous research has brought about foundation of conjuncts in English and other aspects to be examined in the study. However, they have not compared clearly any specific concessive conjuncts like “still”, “yet” and their equivalents in Vietnamese such as “vẫn”, “chưa”. Our thesis will contribute to the aspect; make it easy for users of the two languages in communicating, teaching and translating whenever encountering these words.

## **2.2 THEORETICAL BACKGROUND**

### **2.2.1. Classes of Adverbials**

Classes of adverbials can be divided into two classes, distinguished by whether or not they are integrated to some extent into the structure of the clause. Those that are integrated to some

extent are termed Adjuncts. Those that are peripheral to clause structure are subdivided into Disjuncts or Conjuncts, the distinction between these two being that conjuncts have primarily a connective function. [11]

#### **2.2.1.1. Adjuncts**

Adjuncts are integrated within the structure of the clause to at least some extent.

#### **2.2.1.2. Disjuncts and Conjuncts**

Disjuncts and Conjuncts, on the other hand, are not integrated within the clause.

#### **2.2.2. Definition of Terms**

Research by Downing and Locke [9, p.63] stated that “Conjuncts tell us how the speaker or writer understands the semantic connection between two utterances, or parts of utterances. They are not, therefore, elements of structure, but connectors of structure between groups, clauses, sentences and paragraphs.”

##### **2.2.2.1. The Semantics of Conjuncts**

We now group some of the commoner conjuncts according to their semantic roles:

A: LISTING

(i) Enumerative

(ii) Addictive

B: SUMMATIVE

C: APPOSITIVE

D: RESULTIVE

E: INFERENTIAL

F: CONTRASTIVE

(i) Reformulatory and replacive

(ii) Antithetic

(iii) Concessive

G: TRANSITIONAL

(i) Discoursal

(ii) Temporal

[12]

### 2.2.2.2. Cooccurrence and Correlation

Conjuncts from different sets can appear in the same sentence:

*So [resultive] I did reasonably well, all in all [summative].*

*Then [inferential] she'll get the job nevertheless [concessive]?*

Conjuncts from the same set are sometimes used in reinforcement; for example, the additive items in:

*Moreover, he had in addition a qualification in accountancy.*

More usually, such reinforcement occurs through conjuncts appearing along with compatible conjunctions. They may involve coordination (as with and so, but yet, or rather) or subordination (as with if...then, although...still):

*Even if you're taking the car only a short distance, you should nevertheless have your driving license with you.* [12]

### 2.2.2.3. Alternative Terms of Conjuncts

Not all grammarians use similar terms for the adverbials. The following alternative terms are also used instead:

- Crystal [8] states that conjunct Adverbs are sometimes called "Conjunctive Adverbs".

- Biber, et al. [6] use the term "Linking Adverbials".

- Murcia & Freeman [18] use "Conjunctive Adverbials".

## 2.2.3. Other Related Terms of Conjuncts

### 2.2.3.1. Prepositions

The word or phrase that the preposition introduces is called the object of the preposition. Prepositions are small words such as "with"

and "into" that themselves are difficult to define in words. Suffice it to say that prepositions create a relationship between other words in a sentence by linking phrases to the rest of the sentence. Prepositions can be found virtually anywhere in the sentence.

### 2.2.3.2. Conjunctions

Within propositional logic, the term conjunction is used in the following ways: (1) as a particular type of propositional statement that is the result of combining component propositions, and (2) as the logical operator "and" used to form a conjunctive statement.

Some background concerning propositional logic is necessary in order to develop a precise definition of conjunction. As stated above, conjunction is defined in terms of propositional statements. Within so-called classical "Aristotelian" logic, a proposition is defined as a linguistic formation used to communicate information within certain constraints. Those constraints are the "principle of the excluded middle," which states that a proposition must either be true or false, and the "principle of the excluded contradiction," which states that a proposition cannot be both true and false. It should be noted that the words proposition and statement are usually used interchangeably within propositional logic.

## 2.2.4. Speech Act Theory

### 2.2.4.1. The Concept of Speech Acts

According to British philosopher J. L. Austin [2], the speech act is the act that one does in saying something. It is an utterance as a functional unit in communication such as inviting someone, making a statement or promise, issuing a command or request, asking a question, making a threat, apologizing for something, opening or closing a conversation, etc.

#### 2.2.4.2. *Components of Speech Acts*

A speech act consists of three components:

- The locutionary act
- The illocutionary act
- The perlocutionary act

#### 2.2.4.3. *Felicity/ Appropriate Conditions*

For a speech act to be successful, it needs to meet a series of conditions referred to as either felicity or appropriateness conditions. Searle proposes four such conditions: propositional content condition (speaker predicates a future act of hearer), preparatory condition (hearer is able to perform action), sincerity condition (speaker wants the hearer to do action) and essential condition (counts as an attempt by speaker to get hearer to do action). But in some cases, the performance will be inappropriate if the speaker is not a specific person in a special context, such as a judge in a courtroom.

Besides, in everyday contexts among ordinary people, there are also such *preconditions* on speech acts as *general conditions*, *content conditions*, *preparatory conditions* and *essential conditions* suggested by Yule. [26]

#### 2.2.4.4. *Classification of Speech Acts*

A speech act is normally known as an action performed by the use of an utterance and it carries the function of communication. George Yule proposed five categories of Speech acts based on general functions performed via those speech acts.

- a. *Declarations*
- b. *Representatives*
- c. *Expressives*
- d. *Directives*
- e. *Commissives*

#### 2.2.4.5. *Direct and Indirect Speech Acts*

Direct speech acts are different types of speech acts which can be distinguished on the basis of structure and functions. [26]

On the other hand, in indirect speech acts the speaker communicates to the hearer more than he actually says by way of relying on their mutually shared background information, both linguistic and nonlinguistic, together with the general powers of rationality and inference on the part of the hearer

#### 2.2.4.6. *Philosophical Importance of Speech Act Theory*

### 2.2.5. PRAGMATICS

#### 2.2.5.1. *Definition of Pragmatics*

In Oxford Advanced Learner's Dictionary, pragmatics is known as the study of the way in which language is used to express what somebody really means in particular situations, especially when the actual words used may appear to mean something different.

#### 2.2.5.2. *Grice's Maxims*

Grice (1975), in his book, makes an attempt to develop the inferential model into an adequate explanatory account of communication. He suggests that communication is governed by a cooperative principle and maxims of conversation. [10]

### 2.3. SUMMARY

In this chapter, we mentioned some prior studies on concessive conjuncts thereby we can realize that there are certain characteristics we need to master. Also, theory of conjunctions, prepositions, speech acts and pragmatics pave the way for us to understand and analyze conjuncts in various contexts. Based on the research, we want to make a study on semantic and pragmatic features of concessive conjuncts "still", "yet" and their equivalents in Vietnamese. We will find and analyze samples of these words in terms of implicit and explicit meanings.

## Chapter 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. METHOD OF THE STUDY

##### 3.1.1. Description of Samples

##### 3.1.2. Data Collection and Analysis

###### 3.1.2.1. Data Collection

###### 3.1.2.2. Data Analysis

#### 3.2. RESEARCH PROCEDURES

- Choosing the topic for the investigation by reviewing previous studies throughly.

- Collecting slogan samples from different sources in English and Vietnamese and sorting out different types according to lexical, syntactic and pragmatic functions.

- Analysing the strategies identified from the samples.

- Comparing out the similarities and differences of company slogans between the two languages.

- Analysing and discussing the results.

- Working out the problems and suggesting some implications for teaching, learning English and Vietnamese in writing an effective slogan.

#### 3.3. RELIABILITY AND VALIDITY

The data collection of the study was done with the sources from the advertisements on TV, on sign board, on each product, on websites of companies... or in foreign and Vietnamese newspapers, magazines. In addition, the data analysis was based on the qualitative and quantitative methods. The samples of company slogans collected were observed, calculated and analyzed carefully to ensure the results.

## Chapter 4

### FINDINGS AND DISCUSSIONS

#### 4.1. PRESENTATION OF FINDINGS

##### 4.1.1. Semantic Features of “Still”, “Yet” in English

###### 4.1.1.1. Semantic Features of “Still” in English

a. With reference to action or condition; without change, interruption, or cessation

We use ‘still’ to talk about something, a situation or an action, that is continuing, often for a longer time than expected. It has not changed or stopped. “Still” with this meaning can appear before a verb, an adjective, an adverb, a noun or a preposition. In an election of son-in-law, the father wants to ask the suitor:

(4.3) *Father: Would you **still** love my daughter even if she were poor?*

- *Suitor: Of course.*

- *Father: You’re no good. We don’t want fools in our family.*

[60, p.50]

The morning paper below is described to be extremely new and has just been printed.

(4.9) *As he sipped his coffee, he opened a **still** damp morning paper, and began reading it.*

[71, p.16]

b. *Despite anything to the contrary (usually following a concession)*

In this case, the connector is used to emphasize the fact that the second point contradicts with the first. It can appear before a clause or a verb. The word “but” is often used to add the meaning of contradiction.

(4.30) *He looked at me again. Here it is, son, the look all his face seemed to say. But **still** he did not speak.* [44, p.50]

The next sentence is a recommendation of the Grandma that her grandson will have the bar of chocolate whatever happens.

(4.39) *'The thing to remember,' Grandma Georgina said, 'is that whatever happens, you'll **still** have the bar of chocolate.'* [47, p.12]

*c. To a greater degree or extent; used with comparisons*

In this meaning, “still” can emphasize that something increases more or there is more of something. It may stand before or after a comparative. The comparative is either an adjective or an adverb. In the author’s opinion, children are far more innocent than adults; they think of the world through the daily comforts, and poverty is extremely grim to them.

(4.41) *Poverty looks grim to grown people; **still** more so to children: they have not much idea of industrious, working, respectable poverty; they think of the world only as connected with ragged clothes, scanty food, fireless grates, rude manners, and debasing vices: poverty for me was synonymous with degradation.* [42, p.32]

And it is even worse than expected.

(4.46) *And for a girl with money of her own, it'd be worse **still**.* [68, p.286]

#### 4.1.1.2. Semantic Features of “Yet” in English

We use ‘yet’ mostly in questions and negative sentences. Using ‘yet’ shows that we are expecting something to happen or have happened. In spoken English, ‘yet’ almost always comes at the end of the sentence or question.

*a. Until now*

It is used when saying that something has not happened up to now or something is the biggest, worst, etc of its kind that has existed up to now.

From a joke between a judge and a prisoner, it is amazing that the prisoner does not estimate his guilt based on his actions but on the evidence.

(4.55) *Judge: How do you plead? Guilty or not guilty?*

- *Prisoner: How do I know, your honor? I haven't heard the evidence **yet**.* [60, p.27]

(4.58) *Great capture, Harry, really spectacular, your best **yet**, I'd say.* [62, p.172]

Or in the next extract, the new crop has not already filled the level place.

(4.64) *The hay came down like a mountain slope to the other end of the barn, and there was a level place as yet unfilled with the new crop.* [69, p.84]

*b. From now and for a particular period of time in the future*

“Yet” in these situations is used to emphasize how much time will pass before something happens, or how long a situation will continue.

She believed Roo would not be ready to use the cylinders in the next few months; therefore, she ordered these miniature knobbed ones on a whim.

(4.67) *I ordered these miniature knobbed cylinders on a whim, since I didn't think Roo would be ready to use them for some months **yet**, but they fit nicely with his current obsession.* [101]

*c. Used to add something that seems surprising because of what you have just said*

“Yet” is used to introduce a fact, situation, or quality that is surprising after what you have just said. It usually comes out before a clause, an adjective or an adverb.

In many cases, “yet” comes up after the connector “and”.

(4.68) *I've had them ever since I was a kid. And **yet** I still act sometimes like I was only about twelve.* [66, p.5]

These following adjectives and adverbs are compared and distinguished.

(4.77) *No afternoon ever neither lasted as long as that one, nor had Gryffindor Tower ever been so crowded, **yet** so quiet.* [62, p.295]

(4.82) *On the day after that Mandras mimicked the condition of the day before, except that now he struggled wildly **yet** expertly against every attempt to move him or feed him.* [40, p.155]

*d. Used to add emphasis to words such as another and again, especially to show an increase in amount or the number of times something happens*

It is used to emphasize an increase in number or amount or the number of times something happens. In the next model, Pelagia feels a lot more anxious than before.

(4.87) *Drosoula also maintained that you could only eat snails that had been feeding on thyme, and Pelagia, whilst not believing this for a minute, became **yet** more anxious nonetheless.* [40, p.264]

Harry has many differences from his fellows; especially, he does not care much about his birthdays.

(4.89) ***Yet** another unusual thing about Harry was how little he looked forward to his birthdays.* [63, p.5]

*e. Even at this stage or time*

“Yet” is used to say that something could, might, etc. happen in the future, even though it seems to be unlikely.

(4.99) *Elizabeth, though resenting the suspicion, might **yet** be made observant by it.* [39, p.40]

#### 4.1.2. Pragmatic Features of “Still”, “Yet” in English

##### 4.1.2.1. Pragmatic Features of “Still” in English

*a. Presupposition: “Still” presupposes that the action has happened before and continues up to the present.*

When facing these situations, we can visualize the previous actions or conditions.

(4.101) *“Is Miss Eyre there? Now demanded the master, half rising from his seat to look round to the door, near which I **still** stood.”* [42, p.196]

*b. Illocutionary act*

b1. Running down

The speaker tends to disapprove of and run down the partner.

(4.106) *‘Then you will degenerate **still** more, sir.’* [42, p.208]

b2. Suspect

The character uses “still” to show his doubt over the others.

(4.109) *Is it **still** ‘Rasselas’? I asked, coming behind her.* [42, p.282]

b3. Irony

When reading “still” in the circumstances, we can imagine the sneer of the speaker because he has an irony when saying that.

(4.111) *“You were always doing that,” she said indifferently. “You even did that to Lyndia-when she **still** had both her legs.”* [50, p.18]

#### 4.1.2.2. Pragmatic Features of “Yet” in English

##### a. Presupposition

“Yet” presupposes that an action has not happened until now; however, it will happen in the future.

(4.115) *“Attention please! As you all know, we haven’t found a new office for Helping Hand yet, but we will finally find one.*

[48, p.42]

When facing unexpected occurrences, people often lament and cry. They can use “yet” to express their feelings.

(4.118) *“Dobby heard tell,” he said hoarsedly, “that Harry Potter met the Dark Lord for a second time, just weeks ago... that Harry Potter escaped yet again.”*

[62, p.15]

##### b. Illocutionary act

###### b1. Lament

When facing unexpected occurrences, people often lament and cry. They can use “yet” to express their feelings.

(4.119) *But the horror of that evening was not yet over.*

[52, p.69]

###### b2. Dissuading

The girl is using the word “yet” now because she does not want to say goodbye to her mother, she wants her to keep on living with her.

(4.120) *Of course, I told myself that it would not happen, that she might leave me after thirty, forty, fifty or more years, but definitely not now, not yet. It was too early. I wasn’t ready to let her go.*

[44, p.92]

###### b3. Irony

The boy has an ironical view and asks his friend with a strange question.

(4.123) *“Hi,” he said. “How’s it going? Has the world ended yet?”*

[59, p.194]

#### 4.1.3. Semantic Features of “Vẫn”, “Chưa” in Vietnamese

##### 4.1.3.1. Semantic Features of “Vẫn” in Vietnamese

###### a. Keep on doing, without change

The action has happened from the past and continued up to now. In the example, the boy would like to confess his affection to his sweet-heart.

(4.128) *Anh vẫn hằng nhớ em.*

[72, p.13]

###### b. Affirm something normally happens in abnormal conditions

The following examples describe situations which persist in coming up despite the difficulties.

(4.139) *Hoàng đế Nã Phá Luân đệ tam khoe rằng dù việc nước bề bộn mà ông vẫn có thể nhớ tên mỗi người ông đã gặp.*

[86, p.35]

###### c) Affirm the comparisons

The word “vẫn” in these sentences signifies the comparisons between someone or something and the other.

(4.147) *Một lời xin lỗi vụng về vẫn tốt hơn sự im lặng.*

[98]

##### 4.1.3.2. Semantic Features of “chưa” in Vietnamese

###### a. Something has not happened

“Chưa” is used to indicate that the action has not occurred; it is opposite to “đã” in Vietnamese.

(4.154) Trong khi quen dần với con quý, ông ta ngày càng thử gạn hỏi nó nhiều hơn về bản chất của cái Ác, nhưng **chưa** một lần nào nhận được câu trả lời dứt khoát và rõ ràng. [88, p.57]

*b. Ask if something has happened at that time*

“Chưa” is put at the end of the question to ask about something because they want to know whether it has come out or not.

(4.164) Chị Kim hỏi tôi:

- Chương vô đây, tính thi vào trường nào **chưa**? [79, p.21]

*c. Affirm something that has clear manifestation*

The function “chưa” in the situation does not have the meaning of asking; however, the user insists that their opinion is completely right.

(4.167) Đấy con xem đi, đẹp mặt **chưa**! Đường đường là một tổng giám đốc tập đoàn thương mại lớn nhất nước mà đi uống rượu, giành gái, đánh nhau, đẹp mặt chưa? [91]

#### 4.1.4. Pragmatic Features of “Vẫn”, “Chưa” in Vietnamese

##### 4.1.4.1. Pragmatic Features of “Vẫn” in Vietnamese

*a. Presupposition*

“Vẫn” presupposes that the action has happened before and continued up to this time.

(4.176) Và thế là câu chuyện lại tiếp tục trở lại, như thường lệ, **vẫn** xoay quanh chủ đề về vẻ đẹp của cuộc sống nơi thôn dã và các thói hư tật xấu của chốn đô hội. [88, p.22]

*b. Illocutionary act*

b1. Complaint

“Vẫn” in these examples are used to complain, i.e, to show the user’s tetchiness. The narrator is complaining about his friend’s stubbornness.

(4.184) Nghe cái giọng ngang phè của nó, tôi biết đầu óc nó **vẫn** chưa có chuyển biến gì hết. [78, p.44]

b2. Lament

“Vẫn” may be used to express the misery, unluckiness of the speaker.

(4.183) Sự im lặng, giữa một khoảng cách nhỏ làm tôi và có lẽ khiến cả người nữ tu cũng bối rối. Tự dưng vậy thôi, và cái tâm hồn tôi thì **vẫn** thường rắc rối, làm phức tạp đời sống mình thêm. [72, p.14]

b3. Irony

Nguyen Nhat Anh is famous for his humorous and ironical writing and the word “vẫn” is employed many times for showing the connotation.

(4.193) Thăng Tin cười hì hì:

- Vậy thì anh cũng **vẫn** còn là trẻ em giống như em thôi! [59, p.1]

##### 4.1.4.2. Pragmatic Features of “Chưa” in Vietnamese

*a. Presupposition*

“Chưa” presupposes that something has not happened until now; however, it will do in the future

(4.196) Trời **vẫn** còn **chưa** sáng hẳn nhưng không nên ở lại đây lâu hơn nữa. [66, p.77]

*b. Illocutionary act*

b1. Lament

The character promised to spend a few days cutting grass. Nonetheless, he has not begun yet.

(4.203) *Nhìn đám cỏ cây mọc um tùm ở trước nhà hôm mới tới tôi có nói với cô là sẽ bỏ ra vài ngày để phát quang đi. Nhưng đã mấy tuần rồi vẫn chưa khởi công được.* [72, p.24]

#### b2. Reminding

The speaker would like to ask someone to do something; however, she does not use an imperative but a question form.

(4.209) *Cô Ngân hỏi:*

- *Cháu chưa ngủ cho em ấy ngủ sao?* [72, p.40]

#### b3. Irony

As can be seen from the examples, there is a note of irony in the users' voice.

(4.214) *Đẹp mặt chưa! Giá mà em ấy không bị bắt và ra đi trót lọt và trăm shows tàu nhanh thì bảo sao e ấy nhanh giàu!* [104]

## 4.2. DISCUSSION OF FINDINGS

### 4.2.1. Similarities and Differences of “Still”, “Yet” and “Vẫn”, “Chưa” in Terms of Semantic Features

#### 4.2.1.1. Similarities and Differences of “Still” and “Vẫn” in Terms of Semantic Features

#### 4.2.1.2. Similarities and Differences of “Yet” and “Chưa” in Terms of Semantic Features

### 4.2.2. Similarities and Differences of “Still”, “Yet” and “Vẫn”, “Chưa” in Terms of Pragmatic Features

## Chapter 5

### CONCLUSIONS AND IMPLICATIONS

#### 5.1. A SUMMARY OF THE THESIS

The study is an analysis of the concessive conjuncts “still”, “yet” in English and their equivalents “vẫn”, “chưa” in Vietnamese. The theories of speech acts, conjuncts, conjunctions and prepositions remarkably contribute to this research's basis. Furthermore, prior studies on conjuncts, presuppositions are mentioned to bring about a general knowledge for readers.

In this study, a number of 400 sentences in English and 400 sentences in Vietnamese have been investigated to find out the semantic and pragmatic features of concessive conjuncts “still”, “yet” and their equivalents in Vietnamese. The thesis has helped us reach some conclusions.

With semantic features, the meaning of “continuation” accounts for the highest percentage of “still” and “yet”. In addition, they can describe contradiction or relate to comparisons. While “still” is used for an emphasis, “vẫn” is for an affirmation of comparisons. For “yet” and “chưa”, they both indicate an enquiry or something that has not happened. Besides, “chưa” in Vietnamese can be an affirmation for something having clear manifestation and “yet” in English may be a contrast, an emphasis or an ability to be true in the future despite present obstacles.

In pragmatic features, these four words are all applied for presupposition. While “still” and “vẫn” presuppose something that has happened before and continues up to the present, “yet” and

“chưa” presuppose that something has not happened but it will do in the future. They can describe some illocutionary acts like a lament, dissuading, irony, suspect, reminding or a complaint.

The finding of the study has given the foundation for the suggestion on how to use conjuncts in the most effective way. We hope this thesis is helpful for the language users who want to master the use of conjuncts in learning, teaching as well as translating.

## **5.2. IMPLICATIONS**

### **5.2.1. As for the Teaching Staff**

The findings from this study can be applied to the teaching to help teachers gain a better understanding of the importance of concessive conjuncts in English and formal words in Vietnamese. An accurate explanation of the subtle meanings of these words is necessary and helpful for users to obtain greater precision in using them and to avoid misunderstanding or embarrassment in communicating.

Students should be provided more opportunities to practise English under the teacher’s supervision as well as with more materials which are helpful and usable in real-life situations.

### **5.2.2. As for the Students**

Materials and ways for learning to speak English are now diversified. Moreover, students should not only learn to speak English but also understand its culture. They should be aware of the existence of pragmatic competence and the bad results of lacking it. Thanks to observation, description and classroom or group discussion, students may recognize factors of pragmatic awareness such as active listening, eye contact, facial expressions, gestures and body position. This awareness then makes them more prepared to use the language in natural situations.

### **5.2.3. As for the Translation Work**

In the same way, when translating English conjuncts into Vietnamese, the translator should select suitable Vietnamese translational equivalents since there are many Vietnamese translational equivalents for only one English conjunct. The selection of suitable Vietnamese translational equivalents requires the translators to have a profound knowledge of the Vietnamese language so that his translation sounds natural. It means that the way of using them is in accordance with the way Vietnamese people speak or write.

## **5.3. LIMITATIONS OF THE STUDY**

Despite the materials collected from many sources, the study may be not systematic and complete as it should be.

At first, while contexts are abundant and numerous in reality, this study just reveals a small part and some meanings may be left out or not thoroughly investigated.

Second, we did not collect records about conversations and interviews of English and Vietnamese people to investigate the use of these conjuncts.

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

The research has been aimed at finding semantic and pragmatic features of concessive conjuncts “still”, “yet” and their equivalents in Vietnamese. However, it has been in the early stage of the fieldwork and resulted in unavoidable limitations. For further study, other factors such as gestures and body language could be added to research. Besides, other concessive conjuncts and other equivalents in Vietnamese should be taken into consideration.