

**MINISTRY OF EDUCATION AND TRAINING  
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**AN INVESTIGATION INTO SEMANTIC  
AND PRAGMATIC FEATURES OF HYPERBOLE  
USED IN FOOTBALL COMMENTARIES  
IN ENGLISH AND VIETNAMESE NEWSPAPERS**

**Field: The English language**

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(SUMMARY)**

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## CHAPTER 1

### INTRODUCTION

#### 1.1. RATIONALE

Hyperbole, one of the popular types of stylistic devices, plays a crucial part in everyday language use. Speakers/writers find it a powerful tool to make the discourse more impressive and to attract the listeners/ readers' attention more effectively. Indeed, it is obviously true when Galperin [10] considers hyperbole as a deliberate overstatement or exaggeration of a feature essential to the object or phenomenon and sometimes its extreme form this exaggeration is brought to an illogical degree.

This kind of stylistic device appears frequently in conversations, literature, short stories, as well as in other discourses. Especially, in football commentary where all scales of emotion, also other aspects of life seem to be all expressed.

Despite the fact that hyperbole is a really useful tool with which writers or speakers dress up their language to make it more effective. In reality, hyperbole is used in everyday speech or in various genres. Yet, language used in football commentaries in daily online newspapers is always renewed and developed from time to time, or in other words, it is really abundant and up-to-date. So far, there have been many researches done on hyperbole. However, hyperbole in football commentaries is also a field left.

With the above reasons I decide to choose the topic "*An Investigation into Semantic and Pragmatic Features of Hyperbole Used in Football Commentaries in English and Vietnamese Newspapers*" for my thesis.

## **1.2. AIMS AND OBJECTIVES**

### **1.2.1. Aims**

This research aims to

1. Examine the semantic and pragmatic features of hyperbole used in football commentaries in English and Vietnamese newspapers.

2. Find out the similarities and differences between hyperbole in the two languages in terms of semantic and pragmatic features in football commentaries.

3. Help Vietnamese students of English achieve a thorough understanding of sports language in English and Vietnamese concerning hyperboles and how to use them effectively and naturally in their language communication, particularly in translation.

### **1.2.2. Objectives**

The objectives of the study include:

- To identify and describe the semantic and pragmatic features of hyperbole used in football commentaries in English and Vietnamese newspapers.

- To compare and contrast the features mentioned above to clarify the similarities and differences of the two languages in this field.

- To suggest some implications for using hyperbole successfully.

## **1.3. RESEARCH QUESTIONS**

To achieve the stated aims and objectives, the following research questions were to be answered:

1. What are the semantic and pragmatic features of hyperbole used in football commentaries in English newspapers?

2. What are the semantic and pragmatic features of hyperbole used in football commentaries in Vietnamese newspapers?

3. What are some similarities and differences in the use of hyperbole in football commentaries in English and Vietnamese newspapers?

#### **1.4. SCOPE OF THE STUDY**

It is clear that hyperbole is used in a lot of discourses and in different situations in daily conversations, in verses, in proses, in newspapers, etc. However, in order to reach the depth of analysis within this study, and given the limits of the project itself, we only concentrate on the analysis of the semantic and pragmatic features of hyperbole used in football commentaries in English and Vietnamese newspapers in the hope of finding out the similarities and differences in English and Vietnamese.

#### **1.5. SIGNIFICANCE OF THE STUDY**

This thesis has values in both theoretical and practical aspects. Theoretically, the study will raise the language user's awareness of the differences between the two languages, and provides also Vietnamese learners of English with useful knowledge of using hyperbole so that they can be successful in their real life language communication in English. Practically, the findings of the study can be valuable experience of how to understanding and using sports language through hyperbole, the potential source for the teaching and learning of hyperboles in English and Vietnamese as foreign languages.

To some extent, I hope that the research may become a useful contribution to the usefulness of using hyperbole in teaching and learning of sports language, and especially the important role of

hyperbole in making the sports commentaries and articles more interesting and distinctive, attracting more readers, audiences and viewers.

## **1.6. ORGANIZATION OF THE STUDY**

Chapter 1 - Introduction

Chapter 2 - Literature Review and Theoretical Background

Chapter 3 - Research Design and Methodology

Chapter 4 - Findings and Discussion

Chapter 5 - Conclusions and Implications

## **CHAPTER 2 LITERATURE REVIEW AND THEORETICAL BACKGROUND**

### **2.1. REVIEW OF THE PREVIOUS STUDIES**

Galperin [10, p.173] provides the definition of hyperbole and some valuable remarks on the functions of hyperbole. He confirms *“the aim of hyperbole is to intensify one of the features of the object in question to such a degree as will show its utter absurdity”*.

Carter and McCarthy [3] succinctly explain that “hyperbole magnifies and upscales reality, and, naturally, upscaling produces a contrast with reality”.

Đinh Trọng Lạc [32], [33] emphasize that the main purpose of hyperbole is to highlight the nature of the mentioned object and to make a strong impression on the reader, or listener. Based on exaggeration level, he divides hyperbole into two kinds: low-level hyperbole and high-level hyperbole.

Nguyen Thi Thao [23] gives a definition of hyperbole and considers hyperbole as a way of expressing absolute meanings. Vo Thi Kieu Loan [19] shows linguistic features of hyperbole in literature, and also raises the purpose of hyperbole.

## **2.2. THEORETICAL BACKGROUND**

### **2.2.1. Definitions of Hyperbole**

Galperin [10, p.176] defines *hyperbole* as “*a deliberate overstatement or exaggeration of a feature essential to the object or phenomenon. In its extreme form this exaggeration is carried to an illogical degree, sometimes ad absurdum*”.

According to Dinh Trong Lac, [30, p.46] “*Phóng đại (còn gọi là khoa trương, thậm xưng, ngoa ngữ, cường điệu) là dùng từ ngữ hoặc cách diễn đạt để nâng lên gấp nhiều lần những thuộc tính của khách thể hoặc hiện tượng nhằm mục đích làm nổi bật bản chất của đối tượng cần miêu tả, gây ấn tượng đặc biệt mạnh mẽ. Khác hẳn với nói điêu, nói khoác về tính chất, động cơ và mục đích, phóng đại không phải là thổi phồng sự thật hay xuyên tạc sự thật để lừa dối. Nó không làm cho người ta tin vào điều nói ra, mà chỉ cốt hướng cho ta hiểu được điều nói lên.*”

### **2.2.2. Stylistics and Stylistic Devices**

#### **a. Stylistics**

According to Galperin, [10, p.9] “stylistics is a branch of general linguistics which deals mainly with two interdependent tasks:”.

#### **b. Stylistic Devices**

Galperin [10, p.29] defines that a stylistic device is “*a conscious and intentional intensification use some typical structural*

*and/or semantic property of a language unit promote to a generalized status and thus becoming a generative model”.*

### **2.2.3. General Features of Hyperbole**

Roberts & Kreuz [15] noted the four most popular reasons for using hyperbole which were i) to emphasize, ii) to clarify, iii) to be humorous, or iv) to add interest.

### **2.2.4. Implicature**

*The Cooperative Principle:* Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose of the talk exchange in which you are engaged.

### **2.2.5. Speech Act**

#### ***a. Speech Act***

According to Yule [23, p.134], “*a speech act is an action performed by the use of an utterance to communicate*”.

#### ***b. Speech Act Classification***

Searle [19] also classifies speech acts into five types in functions: declarations, representatives, expressives, directives and commissives

### **2.2.6. Hyperbole and Other Stylistic Units**

#### ***a. Hyperbole and Lie***

Lie is the deliberate act of deviating from the truth [38]. Hyperbole and lie are very similar in outward appearance, both lie and hyperbole are the act of magnifying more than the truth. While a lie is often made with intent to deceive, hyperbole is not.

#### ***b. Hyperbole and Simile***

The main difference is that simile is a figure of speech involving the comparison between two unlike objects, designed to create an emotional or other effect often using words such as “like”

or “as...as”, while hyperbole is an exaggeration which compares two objects to make something greater than it really is.

### ***c. Hyperbole and Metaphor***

In the form aspect, hyperbole is the same to metaphor because they sometimes compared two unlike things without using like or as. Nevertheless, a hyperbole is an *exaggeration* to show emphasis, to catch the reader’s attention or to increase the effect of a description whether it is metaphoric or comic.

### ***d. Hyperbole and Irony***

Hyperbole is similar to irony, both of them can refer to something said about the coincidence of events or a situation when expressed verbally. Another point is that irony is also helpful to bear in mind that ironic effects may be obtained through hyperbole.

## **2.3. SUMMARY**

This chapter reviewed the theories of hyperbole relating to the thesis. Along with the concepts and definitions of hyperbole, the features of hyperbole, the implicature, speech acts and the distinction between hyperbole and other stylistic units were also mentioned to have a better understanding of the writer’s intention about hyperbole.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. RESEARCH DESIGN AND RESEARCH METHODS**

This research was designed to meet the aims and objectives of the study mentioned in chapter 1. Therefore, the study was carried out through descriptive, qualitative, quantitative and contrastive approaches that might allow us to find out similarities and differences

of the semantic and pragmatic features of hyperbole used in football commentaries in English and Vietnamese newspapers.

### **3.2. DESCRIPTION OF SAMPLES**

This study collected 700 samples of hyperboles (350 in English and the same number in Vietnamese) taken randomly mainly from the sources of online newspapers in English and in Vietnamese.

The samples for corpus were collected based on the following criteria:

- The samples were extracted from football commentaries in English and Vietnamese newspapers.
- These can be a single word, a phrase, a simple, complex or compound sentence with the function that fits the working definition of hyperbole presented in chapter 2.
- The sampling is done in random manner so that it has the equal opportunity to occur in the corpus.

### **3.3. INSTRUMENTS**

The Internet was the main source in selecting of the samples for our corpus. Other instruments such as checklists, tables, numeration... are performed to calculate percentage of hyperboles.

### **3.4. DATA COLLECTION**

In order to serve the aim of the study, the data were collected as follows: firstly, football commentaries of online newspapers in English and Vietnamese languages were collected for further collection process. In English we chose some famous sports newspapers such as goal.com, nydailynews.com, nytimes.com,

skysport.com, and the guardian.co.uk, along with bongda.com, bongda365.com, bongdaplus.com.vn, bongda24h.com, and tinhethao365.com.vn in Vietnamese. Then hyperboles used in football commentaries in the two languages newspapers were extracted. We only collected football commentaries in competitions in the year 2014 – 2015 and some early rounds of 2015 – 2016. After collecting data, hyperboles from both languages were grouped into categories depending of meanings and functions of hyperboles so that we could draw out the similarities and differences for the discussion section.

### **3.5. DATA ANALYSIS**

After being collected, the popular samples were qualitatively and quantitatively interpreted, and then classified, described, and analyzed to find out their semantic, and pragmatic features.

The data collected were grouped into categories depending on their nature and functions revealed in different contexts. Then, they were set in a list in the order of frequency of percentage.

The data analysis was as follows:

- Semantically, the classification is carried out on the basis of typical semantic features of hyperbole in both languages.

- Pragmatically, the use of hyperbole helps to express the writers or the speakers' attitude toward the readers or receivers.

All the samples were calculated to have statistics. Then, the statistics were shown in tables. From these results, we could withdraw some similarities and differences between English and Vietnamese hyperboles.

### **3.6. RESEARCH PROCEDURES**

The study was carried out through the following steps:

- Collecting as many materials related to the research play a vital role to the study. We try to choose the most suitable ones. In English, we follow the view on hyperbole of Galperine [10], in Vietnamese, we adopt the view on hyperbole of Đinh Trọng Lạc [29]. Besides, we mainly base on the theory about speech act of Austin [1] and Searle [19].

- Collecting samples of hyperbole in English and Vietnamese after reading all chosen football commentaries in both languages

- Comparing and contrasting to find out the similarities and differences of hyperbole in English and Vietnamese basing on the results of analysis.

- Pointing out some problematic situations in foreign language teaching and learning facing Vietnamese learners of English and putting forward some suggestions for the problems.

### **3.7. RELIABILITY AND VALIDITY**

In terms of reliability, the data are always required to be accurate and the collection procedures must be logical. Additionally, the study was carried out on the basis of the theoretical background of experienced linguists as mentioned in chapter 2. Moreover, there is a system of available criteria to examine the linguistic features of hyperbole. Therefore, both data source and theoretical background source are reliable and will provide evidence for its content.

In terms of validity, all the data used in the study were derived from prestige newspapers and websites in English and in Vietnamese. And observation and investigation techniques have been utilized as the main instruments. In addition, they are exactly the samples of hyperboles in football commentaries that the study sought for the research questions. All findings in this thesis result from the

analysis of evidence, statistics, frequencies. For that reason, the validity is also confirmed.

### **3.8. SUMMARY**

This chapter presented the research design and methodology, the research design, research procedures and description of the sample. In addition, the ways to analyze data and reliability and validity of the thesis were also mentioned.

## **CHAPTER 4 FINDINGS AND DISCUSSION**

### **4.1. SEMANTIC FEATURES OF HYPERBOLE IN ENGLISH AND VIETNAMESE FOOTBALL COMMENTARIES**

#### **4.1.1. Hyperbole of Joy**

Writers overshoot happiness by using “*as happy as kids on summer recess*”. And other words and hyperbolic phrases such as “*erupt*”, “*into a frenzy*” and *so on* are used as hyperboles to express the state of joy.

#### **4.1.2. Hyperbole of Sadness**

Hyperbolic expressions as “*brokenhearted*”, “*spirit felt broken*” are often used for “sad”.

#### **4.1.3. Hyperbole of Anger**

Writers often use hyperboles to describe intense emotion especially anger in different ways.

#### **4.1.4. Hyperbole of Worry**

“*hearts were in their mouths*”, and “*nervously over their shoulders*” are used in English. Similarly, expressions are used: “*bầu trời lo lắng*”, “*trái tim như muốn nhảy khỏi lồng ngực*” and so on.

#### **4.1.5. Hyperbole of Frightfulness**

Writers overshoot the fear by using hyperbolical expressions such as “froze”, “a heart attack”, “almost silenced” and so on.

#### **4.1.6. Hyperbole of Regret**

Such phrases as “waste or miss a golden chance/ opportunity” “squander/ spurn a gilt-edged chance/ opportunity” are used.

#### **4.1.7. Hyperbole of Shock**

English writers employ “huge shock”. Vietnamese writers often utilize “*choáng váng*” as a hyperbole for a shock of a goal.

#### **4.1.8. Hyperbole of Tension**

Such words as “palpable”, “breathless”, “frantic”, “ruthlessness” are used as hyperboles of “tension”.

#### **4.1.9. Hyperbole of Excitement**

“as boisterous as ever”, or “a surreal moment”, “*không thể hấp dẫn hơn*”, “*hấp dẫn hơn cả mong đợi*” are applied for excitement.

#### **4.1.10. Hyperbole of Boredom**

Boredom is also a fascinating topic that Vietnamese writers usually make readers more impressive when using hyperbole for it.

#### **4.1.11. Hyperbole of Difficulty**

Terms like “breathless”, “miles away to”, *cực, cực kỳ*, or *vô vàn*, are hyperbolical expressions showing difficulty.

#### **4.1.12. Hyperbole of Advantage**

Writers also use hyperbolical phrases “*dễ dàng đến khó tin*”, “*như đi dạo*”, “*như mơ*” . . . for advantage.

#### **4.1.13. Hyperbole of Strength**

Writers usually employ strength by using “hammer”, “thump”, “slam”, or “thunderous”, “*căng như kẻ chỉ*”, along with

“*cực kỳ*” as hyperboles to denote the strength.

#### **4.1.14. Hyperbole of Exhaustion**

Although it is rarely mentioned, “*heart was not in it*”, “*phá băng sạch*”, “*như thể...hết hơi*” are used to exaggerate exhaustion.

#### **4.1.15. Hyperbole of Weather**

Writers used “*oppressive*”, “*nắng nóng như thiêu đốt*” as a popular hyperbole to emphasize the heat.

#### **4.1.16. Hyperbole of Victory**

Such words as “*thriller*”, “*demolition*” are used to replace for impressive victories in English and Vietnamese.

#### **4.1.17. Hyperbole of Lose**

Vietnamese writers make use of these expressions such as “*thua như núi đổ*”, “*bỏ mạng*”, “*bị hạ nhục*” to overshoot loses.

#### **4.1.18. Hyperbole of Speed**

Writers usually use *electricity or lightning* to overshoot speed.

#### **4.1.19. Hyperbole of Accuracy**

English writers employ such phrases as “*inch-perfect*”, “*laser-like accuracy*”, “*cực kỳ chính xác*”, “*chính xác từng mm*”, “*như đặt*” are used to multiply accuracy.

#### **4.1.20. Hyperbole of Beauty**

Beauty is often strengthened by “*dream*”. In Vietnamese, writers often use *tuyệt* or *siêu* or *dream* to overshoot *beauty*.

#### **4.1.21. Hyperbole of Talent**

Writers sometimes employ “*a phenomenal goal-machine*”, “*another dimension*”, or “*stunning*”, “*các vì tinh tú trên Dải thiên hà*”, “*sinh vật ngoài hành tinh*” as clues for hyperboles of quality of people.

#### 4.1.22. Hyperbole of Incapableness or Weakness

“*nightmare performance*”, “*virtually non-existent*”, “*cực kỳ mờ nhạt*”, “*vật vờ như bóng ma*”, “*như mơ ngủ*” are used.

#### 4.1.23. Hyperbole of Great Ability

English writers often make use of “*saviour*” or “*talisman*” to overshoot people’s ability. Similarly, “*đấng cứu sinh*” is widely used to overshoot people’s great ability in Vietnamese.

#### 4.1.24. Hyperbole of Determination

“*covered mile after mile*”, “*frantic*”, “*stifle*”, “*như một chiến binh*”, “*đá chết bỏ*”, are used for determination.

#### 4.1.25. Hyperbole of Danger

Such deadly phrases as *deadly*, *venomous*, or *lethal*, “*chết người*”, “*hiểm đọa*”, or “*cực kỳ nguy hiểm*” are used for danger.

#### 4.1.26. Hyperbole of Quantity

In English, words or phrases such as “*multitude*”, “*countless millions*”, “*rain*”, “*a sea of*”, “*all the world*” are. such hyperbolic phrases as “*nhiều vô số kể*”, “*n lần*”, “*con mưa*”, “*một rừng*”, and so on to exceed the quantity in Vietnamese.

#### 4.1.27. Summary

This research has analyzed the semantic features of hyperbole in English and Vietnamese. The semantic features of hyperbole have been categorized and shown in table 4.1 where all the features have been categorized into 26 common topics.

We find that most of the hyperboles are expressed in the same topics such as joy, sadness, talent, quantity... And most of the hyperboles writers use to embellish those topics from the two countries were found to be similar.

However, English and Vietnamese writers have few different

points when talking about quantity and talent. English writers use *a sea of* to show *quantity*, while Vietnamese ones employ *a forest of* to express *quantity*. Another point is that English writers consider *ghost* as a hyperbole to talk about someone's *talent*. On the contrary, Vietnamese ones utilize *ghost* to show the weakness of someone.

## **4.2. PRAGMATIC FEATURES OF HYPERBOLE IN ENGLISH AND VIETNAMESE FOOTBALL COMMENTARIES**

### **4.2.1. Emphasizing**

*Tension, excitement, difficulty, strength, determination, speed, accuracy, danger, or victories and so on* are matters that are sometimes resorted to hyperbolic expressions to emphasize by writers.

### **4.2.2. Complimenting**

Writers generally tend to resort to hyperbolic expressions to emphasize matters relating *talent, beauty* and *desire*.

### **4.2.3. Complaining**

We often complain about the things which make us feel painful, unhappy, dissatisfied or discontent.

### **4.2.4. Criticizing**

Sometimes, writers employ numeral hyperbole to emphasize the nature of an act and despise *bad action or behavior* as follow:

### **4.2.5. Admiring**

Most writers highly hyperbolized the mentioned things to share their admire somebody for their excellent talent.

### **4.2.6. Mocking**

Once employing hyperbole to express irony, writers can create implicit meaning or opposite meaning.

### **4.2.7. Summary**

So far in this part, hyperbole has been considered in terms

of pragmatics in English and Vietnamese. There are both similarities and differences between hyperbole used in football commentaries in English and Vietnamese newspapers. They both use hyperbole of emphasizing, complimenting, complaining, criticizing, admiring and mocking as shown in table 4.2

It seems that there are no considerable differences between English and Vietnamese hyperbole. Table 4.2 pointed out that there was slight differences in the distribution of hyperbole.

### **4.3. FREQUENCY OF ENGLISH AND VIETNAMESE HYPERBOLES**

#### **4.3.1. Distribution of Hyperboles in Semantic Categories**

*Table 4.1. Relative Frequency of Semantic Categories of Hyperboles in English and Vietnamese*

<b>Topic</b>	<b>English</b>		<b>Vietnamese</b>	
	<b>Occurrence</b>	<b>%</b>	<b>Occurrence</b>	<b>%</b>
[1] joy	14	<b>4.0</b>	22	<b>6.3</b>
[2] sadness	17	<b>4.9</b>	11	<b>3.1</b>
[3] anger	5	<b>1.4</b>	2	<b>0.6</b>
[4] worry	7	<b>2.0</b>	11	<b>3.1</b>
[5] frightfulness	5	<b>1.4</b>	5	<b>1.4</b>
[6] regret	15	<b>4.3</b>	3	<b>0.9</b>
[7] shock	1	<b>0.3</b>	9	<b>2.6</b>
[8] tension	32	<b>9.1</b>	18	<b>5.1</b>
[9] excitement	7	<b>2.0</b>	18	<b>5.1</b>
[10] boredom		<b>0.0</b>	7	<b>2.0</b>
[11] difficulty	5	<b>1.4</b>	14	<b>4.0</b>

Topic	English		Vietnamese	
	Occurrence	%	Occurrence	%
[12] advantage	16	4.6	8	2.3
[13] strength	72	20.6	21	6.0
[14] exhaustion	1	0.3	1	0.3
[15] weather	1	0.3	1	0.3
[16] victory	19	5.4	11	3.1
[17] loss		0.0	4	1.1
[18] speed	19	5.4	26	7.4
[19] accuracy	17	4.9	21	6.0
[20] beauty	1	0.3	12	3.4
[21] talent	24	6.9	41	11.7
[22] weakness	32	9.1	46	13.1
[23] great ability	5	1.4	5	1.4
[24]determination	9	2.6	14	4.0
[25] danger	6	1.7	3	0.9
[26] quantity	20	5.7	16	4.6
<b>TOTAL</b>	<b>350</b>	<b>100</b>	<b>350</b>	<b>100</b>

Table 4.1 indicates that hyperboles expressing *tension*, *strength*, *talent* and *weakness* are more frequently employed in both English and Vietnamese commentaries than others. While hyperboles expressing *weather* and *exhaustion* are perhaps the least-commonly used: 0.3%. Interestingly, both English and Vietnamese hyperboles share the same distribution for *exhaustion*, *weather* with 0.3%, *frightfulness* and *great ability*: 1.4%. The results also show that there

is no English hyperboles expressing *boredom*, *loss*. The other discrepancies are not remarkable.

### 4.3.2. Distribution of Hyperboles in Pragmatic Categories

*Table 4.2. Relative Frequency of Pragmatic Categories of Hyperboles in English and Vietnamese.*

Type	English		Vietnamese	
	Occurrence	%	Occurrence	%
[1] Emphasizing	189	<b>54.0</b>	157	<b>44.9</b>
[2] Complimenting	61	<b>17.4</b>	82	<b>23.4</b>
[3] Complaining	35	<b>10.0</b>	39	<b>11.1</b>
[4] Criticizing	31	<b>8.9</b>	42	<b>12.0</b>
[5] Admiring	20	<b>5.7</b>	20	<b>5.7</b>
[6] Mocking	14	<b>4.0</b>	10	<b>2.9</b>
<b>TOTAL</b>	<b>350</b>	<b>100%</b>	<b>350</b>	<b>100%</b>

Table 4.2 presents the predominant use of hyperboles used for emphasizing in English and Vietnamese football commentaries: 54.0% versus 44.9%. The analysis of the data in English gains the fewest instances of hyperboles mocking. This table also manifests a common point in the distribution of hyperboles used for admiring in English and Vietnamese it is equally distributed: 5.7%.

## 4.4. SUMMARY

The tables above give us a general view of the distribution of English and Vietnamese hyperboles in terms of semantics and pragmatics in the occurrence and percentage of each category of hyperboles investigated and serve as a background for further discussion in the next chapter.

## **CHAPTER 5**

### **CONCLUSION - IMPLICATIONS - LIMITATIONS - RECOMMENDATIONS**

The last chapter of the study reviewed the development of this study and some of the marked similarities and differences of hyperboles in English and Vietnamese in terms of semantics and pragmatics. Then it discussed a number of essential issues concerning the teaching and learning English as a foreign language. Following these implications was the limitation of the study. At the end of the chapter, several suggestions for further research were put forward.

#### **5.1. CONCLUSION**

##### **5.1.1. Summary of the Development of the Study**

700 samples were collected from football commentaries. The data were classified according to types, classes and groups to be described and analyzed. Hyperboles in both English and Vietnamese were clarified in terms of semantics and pragmatics. Similarities and differences were shown. The findings of the study were stated and discussed in chapter 4.

##### **5.1.2. Summary of the Findings**

It is possible to conclude from the findings of the thesis that English and Vietnamese writers employ quite a large number of hyperboles when they mention emphatic topics, when they want to highlight a certain nature of the mentioned object, to create a strong impression on readers or to make their writings more dramatic and interesting.

Based on the theory of Galperin [10] on the meaning of hyperbole in English, of Dinh Trong Lac [30], Dinh Trong Lac and

Nguyen Thai Hoa [31] on the meaning of hyperbole in Vietnamese, the study classified hyperboles into 26 typical topics.

Based on the theory of Galperin [10] about hyperbole, of Yule [23] and Searle [19] about speech act, of Dinh Trong Lac [30], Dinh Trong Lac and Nguyen Thai Hoa [31] about hyperbole in Vietnamese, we recognized that hyperbolic expressions can be used to express 6 functions for football commentaries according to concrete communicative situations.

In general, from the findings of our study, we can draw out detailed similarities and differences of hyperboles used in football commentaries in English and Vietnamese newspapers as follows;

#### ***a. Similarities***

Basically, hyperboles used in football commentaries in English and Vietnamese share many characteristics in common:

Firstly, the semantic features of hyperbole in English and Vietnamese are expressed most of the basic aspects of football with 26 topics. All scales of emotion or feelings can be found there. Other matters relating to football such as; *tension, excitement, difficulty, strength, victory, speed, accuracy, beauty, talent, determination, danger, weather and so on* are also denoted interestingly. More importantly, both hyperboles in English and Vietnamese share the same in some typical topics: For example; both English and Vietnamese writers use “*dream*” to denote “*beauty*”; “*erupt*” is used for “*joy*” or *break one’s heart* instead of *sadness*. Most English and Vietnamese writers consider “*cannon or thunder*” as hyperboles for “*strength*” or “*lightning*” instead of “*speed*”. Moreover, “*genius*” and “*sleepy*” may be the popular hyperboles replaced for “*talent*” and “*incapableness*”, and so on...

Secondly, in terms of pragmatics, both hyperboles in the two languages are used with the same purposes with 6 functions for football commentaries; *emphasizing, complimenting, complaining, criticizing, admiring and mocking*, and *emphasizing* is of the highest frequency in both languages.

### ***b. Differences***

Semantically, there are some basically different points between English and Vietnamese hyperboles used in football commentaries. Firstly, Vietnamese writers sometimes consider “*boredom*” of a football match and “*loss or a lost game*” as interesting topics to hyperbolize, whereas these fields are rarely paid attention to by English ones. Secondly, while English writers tend to utilize hyperboles to exaggerate “*strength*” rather than other matters of football, Vietnamese ones find “*talent*” and “*weakness*” good topics for hyperboles to be employed. Finally, with the same item but different words, hyperbolic expressions or even quite opposite ones are employed in English and Vietnamese; when talking about “*accuracy*”, while “*inch*” is used in English, “*centimeter or millimeter*” are resorted in Vietnamese. Or English writers use “*a sea of*” to show “*quantity*”, while Vietnamese ones employ “*a forest of*” instead of “*quantity*”. Clearly there is a slight difference between the underlying cultural features. More interestingly, English writers make use of the image of “*ghost*” as a hyperbole to talk about someone’s “*talent*”, they find “*ghost*” a special image that a normal person cannot catch sight of or keep up with to show skilled players. On the contrary, Vietnamese ones often utilize “*ghost*” to denote the *weakness* of someone as we often hear “*vật vờ như bóng ma*”.

Pragmatically, in English hyperboles are less employed to

*compliment, complain or criticize* than in Vietnamese. In addition, among the hyperboles investigated we find English hyperboles for *emphasizing* much outnumbers than in Vietnamese.

In short, although English and Vietnamese share a lot of similarities and differences in terms of semantic and pragmatic features as well as the frequency of occurrence, hyperbolic functions are almost analogous in the two languages. In other words, different as they are, all hyperboles in football commentaries are alike in one important way. They have the same purposes: to highlight a certain nature of the mentioned object and to create a strong impression on the reader.

## **5.2. SUGGESTED APPLICATIONS TO THE LANGUAGE TEACHING AND LEARNING**

### **5.2.1. Problematic Situations in Foreign Language Teaching and Learning**

In reality, learning to interpret and express exaggeration seems to be a difficult task for Vietnamese learners of English. Moreover, hyperboles represent a part of English largely untaught, whereas they exist in almost every aspect in our daily life. Therefore, in order to understand and use hyperboles correctly, learners should first equip themselves with a wide knowledge of cultural, religious and social aspects.

### **5.2.2. Suggestions for Language Learning and Teaching**

In order to help Vietnamese learners of English to overcome the above problems, we would like to put forward some suggestions for language learning and teaching.

#### **- To teachers:**

Firstly, hyperboles occur in most of aspects in our life and

sometimes cause some difficulties for Vietnamese learners of English to get through them. In football commentaries, they are very multifarious and diversified. With the aim of helping learners of English to write as well as to communicate effectively, teachers should draw their attention to subtle topics of everyday life also provide them with differences between what is stated and what is really meant in both languages.

Secondly, skills can be improved if learners grasp the main semantic and pragmatic characteristics of hyperboles in general and know how to apply the knowledge to the context where hyperboles occur. Moreover, fluency in a language includes mastering how to produce and understand words or phrases with particular meanings. Consequently, foreign language teachers should supply learners with knowledge of hyperboles and stimulate them to beautify their own language.

***To students:***

Firstly, hyperboles play a very important part in conveying the writer's implied meaning and exerting the necessary emotional effect on readers. In order to get this kind of message, students need to have wide common background knowledge of culture, customs and society of the target language communities besides the knowledge of the language.

Secondly, students should master features of hyperboles in the two languages, which will make them easier to understand, use hyperbolic expressions.

Finally, students need to improve their knowledge of language to be able to understand hyperboles easily in reading texts, and make daily conversations accurately with hyperboles.

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

Undeniably, studying hyperboles is a very complicated process which involves many factors. Owing to a limited time and source of materials relating to the problem under investigation, mistakes and inadequacies seem to be unavoidable.

Within the limitation of a M.A thesis, a full description cannot be done. Therefore, we just choose 26 common topics where hyperboles are often employed.

### **5.4. RECOMMENDATIONS**

Obviously, we are just on the way to complete the so-called analysis of English and Vietnamese hyperbolical features. We try our best to point out the similarities and differences between English hyperbolical features and Vietnamese hyperbolical features in terms of semantics and pragmatics. However with some above mentioned limitations, we found that there are some other aspects to be further investigated. We strongly suggest:

- Hyperboles used in everyday of domestic and foreign tourists,
- Hyperboles used in game shows

Overall, we would recommend that a more extensive and systematic research should be carried out for hyperbole.