

**MINISTRY OF EDUCATION AND TRAINING
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LÂM BÍCH PHƯƠNG

**AN INVESTIGATION INTO REPETITION IN ENGLISH AND
VIETNAMESE CHILDREN SONGS**

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Supervisor : Trần Quang Hải, Ph.D

Examiner 1: Nguyễn Văn Long, Ph.D

Examiner 2: Phạm Thị Hồng Nhung, Ph.D

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

Music fuels the mind and our creativity. It's also an indispensable part of people's spiritual and cultural life. Music researchers have found correlations between music making and some of the deepest workings of the human brain. Research has linked active music making with increased language discrimination and development, math ability, improved school grades, better-adjusted social behavior, and improvements in spatial-temporal reasoning, a cornerstone for problem solving. Music helps develop children's language and listening skill. Moreover, it also relieves stress and encourages creativity in children. Truly it can be said that music is the universal language of the world, but lyrics could be considered the symbolic expression of this language. Lyrics are defined as words accompanied by music. In actuality, they serve the purpose of bridging the gap between the message the lyricist wants to convey, the melody and emotion portrayed by the music, and the audience. People are attracted to songs by the wonderful feelings conveyed not only via their melody but also via the beauty of lyrics.

Children songs are a valuable means for learning languages in general and learning English in particular. Children songs carry the memories of the childhood. Through the lyrics and rhythms of children songs, we can remember our childhood. When the musicians compose songs for kids, they have to use stylistic devices

in their work. It helps the songs flow well and helps the listeners/viewers relate to them more. The uses of these devices also bring a deeper meaning to the lyrics. There are so many interesting things about rhetorical devices that need to be studied in English and Vietnamese children songs. Therefore, I decide to explore this profound and choose to do research on the topic “**AN INVESTIGATION INTO REPETITION IN ENGLISH AND VIETNAMESE CHILDREN SONGS**”. It is hopeful that the study will be a contribution to the current knowledge of the field, and the findings of the study will be beneficial for Vietnamese learners of English and for the process of teaching English as well.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims to find out linguistic features of repetition in English and Vietnamese children songs and to examine how repetition is used to help English and Vietnamese learners of English to understand and acquire the beauty of music lyrics through the repetition of English and Vietnamese children songs.

1.2.2. Objectives

With the purposes mentioned above, this research intends to:

Find out the linguistic features of repetition in English and Vietnamese children songs.

Analyze the similarities and differences of linguistic features of repetition in English and Vietnamese children songs.

1.3. SCOPE OF THE STUDY

The study just focuses on the findings of the linguistic features of repetition in English and Vietnamese children songs.

1.4. RESEARCH QUESTIONS

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

1. What are the linguistic features of repetition in English and Vietnamese children songs?

2. What are the similarities and differences of linguistic features of repetition in English and Vietnamese children songs?

1.5. SIGNIFICANCE OF THE STUDY

The thesis will help widen learners' understanding of significant differences and similarities between children songs of the two languages. Therefore, once conducted successfully, the study will partly contribute to language learning and teaching of repetition in writing, and translating children songs; the study will also provide useful information and knowledge to help applying repetition in children songs.

1.6. ORGANIZATION OF THE STUDY

○ Chapter 1: is the introduction of the study, which includes the rationale, justification, the scope of the study, the research questions, hypothesis, and organization of the study.

○ Chapter 2: is the literature review, presents the previous study related to the paper, and the theoretical background of the study in the area.

○ Chapter 3: is about the methods and procedures of the study. It will mention the aims, the objectives of the study, then the methodology, the design of the research, data collection, data analysis, and description of the corpus.

○ Chapter 4: is the findings and discussion, deals with analyzing, interpreting and finding the features of children songs in English and Vietnamese

○ Chapter 5: includes the conclusion and the review of the issues that have been presented, the limitations, and suggestions for further study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Up to now, many researchers have generalized and investigated different aspects of repetition, including Halliday (2004); Galperin, *Stylistics* (1977); Maltzew Minks, *Stylistics* (1984), Victoria, Fromkin, *Linguistics* (2000); Widdowson, *Practical Stylistics* (1992).

In Vietnamese, Đinh Trọng Lạc, Võ Bình, Lê Anh Hiền, , Nguyễn Thái Hoà, Trần Quang Thịnh... have some books with Vietnamese stylistics and rhetorical devices.

There are many books with Vietnamese stylistics and referred to repetition of all kinds. Nguyễn Thị Thanh Hải (2006) studied repetition in speeches by political leaders and Lê Thị Thùy Dương (2010) studied linguistic features of repetition in business speeches. In addition, Phạm Thị Minh Khuê (2008) researched the reiteration and antithesis in English and Vietnamese Advertising language. The two studies have brought about benefits to the knowledge of repetition.

However, none of them mentioned the contrastive analysis of repetition in English and Vietnamese children songs. Therefore, there is room for my investigating into the English and Vietnamese children songs. Hence, it is expected that this research help us to

have a better insight to repetition of English and Vietnamese children songs.

2.2 THEORETICAL BACKGROUND

2.2.1. Repetition

a. Definition

According to Galperin's opinion "*Repetition as a syntactical stylistic device is reoccurrence of the same word, word combination or a phrase for two and more time*" [9, p.211]. Sharing the same ideas with Galperin, Pearce states that "*Repetition is saying or writing something more than once*" [15, p.157].

According to Vandryes, *Stylistics* [21, p.211] "*Repetition is one of the devices having its origin in the emotive language. Repetition when applied to the logical language becomes simply an instrument of grammar. Its origin is to be seen in the excitement accompanying the expression of a feeling being brought to its highest tension.*"

In Vietnamese, there are a lot of authors studying repetition. According to Trần Ngọc Thêm [38, p.87]. "*phương thức liên kết thể hiện ở việc lặp lại trong kết ngôn những yếu tố đã có ở chủ ngôn*". Đinh Trọng Lạc [32,p125] asserted that "*Điệp ngữ (còn gọi là lặp) là lặp lại có ý thức những từ ngữ nhằm mục đích nhấn mạnh ý, mở rộng ý, gây ấn tượng mạnh hoặc gọi ra những xúc cảm trong lòng người nghe.*"

In conclusion, most of the linguists share the same idea that repetition is a stylistic device aiming at logical emphasis, a necessary

emphasis to fix the attention of the readers on the key-word of the utterance. Hence, in my thesis, “repetition is using the word, structure or idea more than once for emphasis or for a special effect” is taken as lodestar.

b. Classification of Repetition

** Repetition of Sound*

** Repetition of Syntax (Repetition of words, phrases, clauses and sentences)*

** Repetition of Lexis*

c. Stylistic Function of Repetition

The most common function of the repetition is the intensifying function. Intensification is the direct outcome of the use of the expressive means employed in ordinary intercourse, but when used in other compositional patterns, the immediately emotional change is greatly suppressed and is replaced by a purely aesthetic aim. The background of repetition is sometimes used to stress the ordinarily unstressed elements of the utterance.

Finally, like many stylistic devices, repetition is polyfunctional. One of them is the rhythmical function. Repetition of one and the same unit (words, phrases or sentences) is conducive to the clearer rhythmical organization of the sentence, getting the text closer to poetry.

So repetition is one of the most important and more extensively use a stylistic device which accomplishes different

functions in speech, most common of which is the function of adding extensiveness to the utterance.

2.2.2. Children songs

2.2.3. Stylistic Features of Repetition

There are a lot of stylistic devices used in publicity style including climax and antithesis. Using combination stylistic devices, namely repetition, antithesis and climax make song lyrics more interesting.

2.3. SUMMARY

In this chapter, we have mentioned syntactic and semantic characteristics of repetition. Syntactically, we have focused on theories and dealt with those of repetition. In addition, the definitions and classifications of repetition have been focused on. Semantically, we have relied on the theories of many linguists, such as Galperin I.R, Peter Pam, Đinh Trọng Lạc and Trần Ngọc Thêm and gave the definition of repetition. All serve the investigation into children songs in terms of syntactic, semantic in the repetition next chapter.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH METHODS

First, the combination of qualitative, descriptive and analytic method is used in this research. Quantitative method whelp in data collection and analysis. Second, the statistic and descriptive method is also chosen to characterize or describe languages based on the results of statistic measures. Third, the analytic method is used to compare the similarities and differences of repetition which is used in English and Vietnamese children songs.

3.2. SAMPLING

In this study, the samples of repetition were collect from a sentence, a line of more than 400 English and Vietnamese children songs in written form and partly from song books or on the Internet. Based on theoretical background, I l read all documents to pick out the examples of repetition.. The websites and books used for data collection are listed as follows.

3.3. DATA COLLECTION

I collected samples of repetition from 400 English and Vietnamese children songs. Based on the rhetorical background, I read all documents to pick out the examples repetitions. This corpus was used for description and contrastive analysis in terms of stylistic features in children songs in the two languages. The results of data's analysis were presented by using tables, pie charts. The findings of

similarities and differences of repetition were given from descriptive and contractive analysis of stylistic devices. The data, then, were presented in tables which were classified into the fields of repetition in English and Vietnamese.

3.4. DATA ANALYSIS

On the basic of 400 songs of English and Vietnamese children songs selected, data analysis is carried out based on the following steps:

- Identifying and categorizing into different types of repetition in these samples.
- Finding out and analyzing the samples collected.
- Generating tables to show the frequency of each type of repetition in English and Vietnamese children songs.
- Comparing the occurrence of each type of repetition between the two languages.

3.5. RESEARCH PROCEDURES

The children songs were analyzed and classified to find out the repetition. The followings are procedures for data analysis.

- Reading books on linguistics and reviewing previous studies to choose the subject for the research.
- Choosing the methods to do the research and defining the theoretical background.
- Collecting 400 songs of the English and Vietnamese children songs in music books and on the Internet.
- Sorting out different types of repetition in English and

Vietnamese children songs.

- Analyzing the types of repetition and comparing the results between the two languages. After the data have been analyzed, the results are presented by using the tables, pie charts or diagrams.

- Finding out the similarities and differences of repetition in English and Vietnamese children songs. The findings of the similarities and differences of repetition in children songs in English and Vietnamese songs will be given from the descriptive and contractive analysis of stylistic devices.

- Discussing the findings

3.6. RELIABILITY AND VALIDITY

In terms of reliability, the songs used for the analysis of this study, as mentioned above, were mainly collected from books and websites. The examples containing repetition in both languages were quoted mostly from the books. For the data from the internet, only the websites by the well-known organizations were exploited for downloading. The data and the time of searching were included. Moreover, any quotation in this study was exactly as the origin with the name of authors, publishers, the time, the place of publication and the page numbers where the quotation came from. As a matter of fact, the quality of the data was quite reliable. In addition, the results and conclusion in this thesis were drawn from the analysis of evidence, statistics, and frequency without any prejudices or presuppositions. Therefore, the objectivity of the study was assured.

In terms of validity, this study met all required criteria. The samples of the study were taken from totally authentic sources such as books. Especially, songs selected from the internet were carefully checked to make sure their origins. Also, the corpus processed in this study was not too small. Therefore, they were truly representative of population. Moreover the collected songs were always compared with the results from theoretical background to ensure the quality of the study.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. REPETITION OF SOUNDS IN ECSS AND VCSS

4.1.1. Repetition of Sounds in ECSs

a. Alliteration

Alliteration is a phonetic stylistic device which aims at imparting a melodic effect to the utterance. The essence of this device lies in the repetition of similar sounds, in particular consonant sounds, in close succession, particularly at the beginning of successive words.

b. Assonance

Assonance is refraining of vowel sounds to create internal rhyming within phrases or sentences, and together with alliteration and consonance serves as one of the building blocks of verse.

4.1.2. Repetition of Sounds in VCSs

a. Alliteration

b. Assonance

4.2. REPETITION OF SYNTAX IN ECSS AND VCSS

4.2.1. Repetition of Syntax in ECSs

Repetition of syntax is the most frequent type in ECSs, including repetition of words, phrases and sentences. They aim to connect the sentences, paragraphs and make the coherence in the whole song. However, the rates of occurrence are different. We

analyze 200 samples of repetition of syntax in ECSs. The results are presented in Table 4.3.

Table 4.3 Frequency of Repetition of Syntax in EFS

Repetition of Syntax	Repetition of phrases	Repetition of words	Repetition of sentences and sentences structure
200 (samples) 100%	70 35%	45 22,5%	85 42,5%

a. Repetition of Words, Phrases and Clauses

We have 9 kinds of repetition of words, phrases and clauses depending on their positions in the sentences. The following table shows the distribution of these kinds in 200 samples in ECSs

b. Repetition of Sentences, Sentence Structures

4.2.2. Repetition of syntax in VCSs

In VCSs, we also collected 200 samples of repetition in VCSs; the distribution of different kinds of repetition is unequal

Table 4.5. Frequency of Repetition of syntax in VCSs

Repetition of syntax (Total)	Repetition of phrases	Repetition of words	Repetition of sentences
200 (100%)	68 34%	43 21.5%	89 44.5%

a. Repetition of Words, Phrases and Clauses

Unlike to English grammar, according to Đinh Trọng Lạc, in Vietnamese, there are three kinds of repetition: Epizeuxis (Điệp nối tiếp), Conduplicatio (Điệp cách quãng) and Anadiplosis (Điệp vòng). Moreover, he also presents two other kinds of syntactic stylistics- they are Anaphora (Lặp đầu) and Epiphora (Lặp cuối) [3p.192,193]. So we will introduce below some illustrations for these kinds and some other samples which are equivalent to ones in English.

Table 4.6 Frequency of repetition of words, phrases and clauses in VCSs

Classification of repetition of words, phrases and clauses	Occurrence	Rate (%)
1. Anaphora	39	19.5%
2. Epiphora	2	1%
3. Mesodiplosis	3	1.5%
4. Anadiplosis	16	8%
5. Conduplicatio	9	4.5%
6. Epizeuxis	24	12%
7. Diaphora	0	0
8. Epanalepsis	5	2.5%
9. Diacope	13	6.5%

From the result from the table 4.6, we can see that: ranking the first in repetition of words, phrases and clauses in VCSs is

Anaphora with the 54 samples 27 %; the second is Epizeuxis with 19%, followed by Anadiplosis with 12.5%, Diacope 9%, Conduplicatio 6%, Epanalepsis 4.5%, Mesodiplosis with 2%, Epiphora 1% and there is no samples of Diaphora. These following examples would be more specific for this.

b. Repetition of Sentences, Sentence structures

In VCSs, there are 38 out of 200 samples are repetition of sentences, sentence structures. Thanks to this, the songs are more balanced, rhythmic and harmonious.

4.3. REPETITION OF LEXIS IN ECSS AND VCSs

4.3.1. Repetition of Lexis in ECSs

According to Galperin, another variety of repetition may be called synonymic repetition. This is the repetition of the same idea by using synonymous words and phrases which by adding a slightly different nuance of meaning intensify the impact of the utterance. There are two kinds of synonymic repetition: Pleonasm and Tautology

Table 4.7 Frequency of Repetition of Lexis in ECSs

REPETITION OF LEXIS	
(15)	
PLEONASM 4(26.7%)	TAUTOLOGY 11(73.3%)

a. Pleonasm

b. Tautology

4.3.2. Repetition of Lexis in VCSs

Table 4.8 Frequency of Repetition of Lexis in VCSs

REPETITION OF LEXIS (13)	
PLEAONASM 3(23.1%)	TAUTOLOGY 10(76.9%)

*a. Pleonasm**b. Tautology***4.4. STYLISTIC FEATURES OF REPETITION IN ECSs AND VCSs****4.4.1. Stylistic Features of Repetition in ECSs***Table 4.9. Stylistic features in repetition in ECSs*

Device	Antithesis	Climax	Parallelism
Occur (38)	32	1	5
%	16%	0.5%	2.5%

a. Antithesis in Repetition

Ranking the top in stylistic features of repetition in ECSs is antithesis (16%). Thus, we can see that antithesis plays an important role in expressing composer's idea. Antithesis is a stylistic device used to show an opposition or contrast of ideas. Antithesis is expressed by separate contractive words, phrases and clauses.

b. Climax in Repetition

Climax in repetition appears in EFSs with the lowest percentage of 0.5%. Generally, the words, phrases and clauses are arranged in an order of their increasing importance

c. Parallel in Repetition

Parallel construction, also called parallelism, shows that two or more ideas are equally important by being put them in grammatically parallel forms: noun lined up with noun, verb with verb, and phrase with phrase. Parallelism can lend clarity, elegance and symmetry to what you say. What such valuable effects, parallel construction is used at 2.5%.

4.4.2. Stylistic Features of Repetition in VCSs

a. Antithesis in Repetition

b. Climax in Repetition

c. Parallel in Repetition

4.5. COMPARISON OF REPETITION IN ECSs AND VCSs

Table 4.11. Frequency of repetition of Sounds in ECSs and VCSs

	In ECSs	In VCSs
Alliteration	+	+
Assonance	+	+

Table 4.12. Frequency of Repetition of Words, Phrases and Clauses in ECSs

Classification of repetition of words, phrases and clauses	ECSs	VCSs
1. Anaphora	+	+
2. Epiphora	+	+
3. Mesodiplosis	–	+
4. Anadiplosis	+	+
5. Conduplicatio	–	+
6. Epizeuxis	+	+
7. Diaphora	–	–
8. Epanalepsis	–	+
9. Diacope	+	+

Table 4.13. Frequency of Stylistic Features of Repetition in ECSs and VCSs

	ECSs	VCSs
Antithesis	16%	13%
Parallelism	2.5%	1.5%
Climax	0.5%	0.5%

4.5.1. Similarities

4.5.2. Differences

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

Children songs play an important role for education. Children songs are very important for the development of children. Children songs are written and composed for kids. In this way, they act as an important bridge to transfer the memories, message, and feelings to children.

Figures of words, phrases in children songs' lyrics have an important role in making the children songs more beautiful and interesting to attract listener's attention. Stylistic devices help make the thought more striking and effective. With effects of not only promoting clarity, making the association among the sentences, paragraphs and the whole songs but also encouraging the feeling of composers, repetition is often used in children songs to make them more interesting and meaningful.

This thesis investigated the repetition in English and Vietnamese children songs with the aim of providing an analysis of linguistic features of repetition in ECSs and VCSs and then comparing the similarities and differences of linguistic features of repetition in children songs.

According to the result of this thesis, we find that repetition has the distinctive features and different effects in expressing composers' feeling and make the songs' lyrics more memorable,

interesting and meaningful. Although there are some differences, repetition's functions in two languages are almost the same. Moreover, according to the quantitative data, frequency of repetition are classified, arranged and displayed into different tables, basing on their types and stylistic and semantic features. And we have achieved some results as follows:

The repetition of syntax is used in ECSs and VCSs with the highest rank. It is easily understandable because repetition of syntax is the most convenient and easiest way to express ideas effectively. Moreover, it is the best method to give impression to listeners. Epizeuxis and anaphora are used with the most frequently in children songs aiming at stressing the meaning or feeling aspects to leave impression, to attract listeners. Mesodiplosis, Conduplicatio, Epanalepsis did not occur in ECSs. Beside, Diaphora did not occur both in 200 ECSs and VCSs songs. In repetition of Lexis, Tautology is used with higher frequency than Pleonasm because of its aesthetic function to emphasize the lyrics and make children songs more meaningful and beautiful.

Antithesis in Repetition appears in both ECSs and VCSs because both English and Vietnamese composers are highly aware of the power and effectiveness of Antithesis in Repetition to convey their ideas to listeners. Repetition in antithesis in both the two languages can play a cohesive role, namely create the coherence for ECSs and VCSs. However, the repetition in parallelism combining

with climax are also used to confirm the contractive and the pinnacle of feeling, making the excitement, trenchancy of the songs' lyric.

However, there are some differences mainly occurring in the frequency of kinds of repetition. For examples, the frequency of repetition of phrases and clauses in VCSs is the same with ECSs; the frequency of repetition of words in ECSs and VCSs are alike. Moreover, the frequency of repetition of sentences and sentences structures in VCSs is higher than in ECSs. The reason is that Vietnamese people tend to express their feelings by sentences and sentences.

In conclusion, the repetitions as well as stylistic devices almost have been used in ECSs and VCSs. Repetition may not have the aesthetic function but it is just a repeating of words, phrases or clauses. Thanks to the repetition stylistic device, the composer can make the song's lyrics more smooth and interesting.

5.2. IMPLICATIONS

According to this thesis, we can realize that there are many differences in using languages in general and in music in particular. It is true that the difference in culture between the two nations is a big challenge for Vietnamese learners of English. The study of this thesis provides background knowledge of stylistic features of repetition in general based on the theories of Galperin, Đinh Trọng Lạc, Trần Ngọc Thêm and some other linguistic having the articles. We think that the findings of the study may be in one way or another beneficial not only for teaching and learning English but also for all

languages users in composing songs containing stylistic devices namely repetition.

For the language teaching, this study may be another sign implicating the need to help teachers instruct students to use repetition effectively. Students will know how to use repetition to express their feeling, ideas in a logical, smooth way in writing since they are equipped with a background of the nature of repetition and how to use different kinds of repetition and stylistic devices appropriately. Thus, they can have more confidence and more aware of writing a coherent and persuasive text and avoid clumsy essays in school. Students can take advantage of stylistic device master in writing skill.

5.3. LIMITATION AND SUGGESTION FOR FURTHER STUDY

Within the limitation of a master thesis, a full description cannot be done. Nonetheless, hopefully, this thesis will be a reference for those who take an interest in repetition. Hence, there are still some exciting aspects that need further studies in order to have an overall picture of stylistic devices in the two languages:

An analysis of Syntax, Semantic and Pragmatic Features of Antithesis in ECSs and VCSs

- An analysis of Syntax, Semantic, Pragmatic Features and Collocations of Parallelism in ECSs and VCSs.

- An analysis of Syntax, Semantic, and Pragmatic Features of Climax in ECSs and VCSs.

Hopefully, this research can be helpful for who love music in general and children songs in particular