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**A STUDY OF LINGUISTIC
FEATURES OF INTERJECTIONS
IN ENGLISH AND VIETNAMESE**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

It is likely that every single day in our communication with the others, we use forms which cannot be easily and distinctly defined as words, but which have to be considered as phonemic clusters with or without certain meaning assigned to convey various messages. These messages are not necessarily thoughts and ideas any longer, but rather emotions, feelings and attitudes. Forms with emotional and expressive values used in communication are called interjections.

It is not difficult to imagine how complex and almost awkward language might be if we were to obliterate this means of expression from our everyday communication. A simple *Ouch!* would have to be substituted with, for example, "This thing you are doing to me is considerably hurtful", which is quite long, let alone its being rather awkward or even odd.

In my teaching of English speaking as well as the research for teaching, I find out full presence of interjections on literature books or some other documents such as newspapers and movies. They are perfect tools to make the language lively and true especially in oral communication. However, it is really difficult to encode their pragmatic meaning as well as use them effectively in speaking to express the opinions or ideas. From my own teaching experience, I have realized that most students feel very confused at using interjections at speaking. They speak English in a rough way without using interjections that makes the conversation less natural than the native English speakers do. Furthermore, there are a few researches discussing interjections but they have not been fully discovered on

morphology and pragmatics, especially no such research on the interjections of English and Vietnamese in films.

For all the reasons above, we are very interested in choosing the topic "a study of linguistic features of interjections in English and Vietnamese", we hope that the study will be practical for teaching and learning English in Vietnam.

1.2. JUSTIFICATION FOR THE STUDY

With the aim to make a study on the morphological and pragmatic features of interjections in their contrast in English and Vietnamese, the study will give a better understanding of implied meanings of interjections. We hope that the study will be practical for teaching and learning interjections in English and Vietnamese as foreign languages.

1.3. AIMS AND OBJECTIVES OF THE STUDY

1.3.1. Aims

The study aims at investigating interjections in English and Vietnamese in order to improve practical knowledge of interjections in teaching and learning in some related English subjects such as speaking, literature and translation.

1.3.2. Objectives

The study is intended to answer the following questions:

- describe the linguistic features of interjections in both English and Vietnamese.
- find out the similarities and differences of interjections in English and Vietnamese.
- suggest some implications of the finding for the teaching, learning interjections.

1.4. RESEARCH QUESTIONS

The study attempts to answer the following questions:

1. What are the morphological and pragmatic features of interjections in English and Vietnamese?
2. What are the similarities and differences of interjections in English and Vietnamese in terms of morphology and pragmatics?
3. What are the implications of interjections in translation and foreign language teaching, learning?

1.5. SCOPE OF THE STUDY

Within the scope of the study, interjections will be examined in utterances used in films. Moreover, we will focus on the following linguistic features such as morphological and pragmatic features of some interjections in English and Vietnamese.

1.6. ORGANIZATION OF THE STUDY

CHAPTER 2

LITERATURE REVIEW

2.1. LITERATURE REVIEW

2.2. THEORETICAL BACKGROUND

2.2.1. Review of Speech act Theory

2.2.1.1. *Speech act*

2.2.1.2. *Speech act classification*

2.2.2. Interjections as speech act

2.2.2.1. *Definition of Interjections*

The definition somehow reflects the dual nature of interjections in language. When we consider the forms “*oh*” or “*phooey*”, we can see that we have to speak in terms of a definitely separate class of elements which share the qualities of not having any

inflection typical of them, and that they are largely suggestive of sensations, attitudes and states of mind. Aside from these, there are no other characteristics that these forms can perform. On the other hand, depending on the context, interjections can form sentences and utterances that consist of one or two words without the subject-predicate relation.

In the Longman Dictionary of Language Teaching and Applied Linguistics [31, p.186], interjections are defined as words such as *ugh! gosh! wow!* which indicate an emotional state of attitude e.g. delight, surprise, shock and disgust out which has no referential meaning. They are often regarded as one of the parts of speech.

Biber et al (1999) noted that interjections have many functions including the followings: greetings and farewells, e.g. *good morning, goodbye*, discourse markers, e.g. *well, right*, attention signals, e.g. *alright, okay*, responses, e.g. *yeah, alright*, hesitators, e.g. *er*, various speech act formulae, e.g. *thank you, please, sorry* and expletives, e.g. *Jesus*.

In Vietnamese, Diệp Quang Ban and Hoàng Văn Thung [3, p.150] cited that “*những từ như: a, ôi, ối, ái, ồ, chà, ái chà, ô hay, ôi dào, ôi chao, ối giời ơi, chết, chết thật, bỏ mẹ, hừ, hé...thường được gọi là thán từ hay cảm thán từ*”.

2.2.2.2. *Interjections in Films*

2.2.2.3. *Felicity conditions for interjections*

2.2.2.4. *Conversational implicature*

2.2.2.5. *Classification of interjections*

Ameka (1992) categorised interjections under the functions into three types. They are:

- Expressive interjections

- Conative interjections
- Phatic interjections

According to Nguyễn Hữu Quỳnh [11, p. 169], interjections are divided as follows:

- *Phatic interjections*
- *Expressive interjections*

Cuenca, M. (2006) divided interjections into two main kinds: primary interjections and secondary interjections.

2.2.3. Other definitions

2.2.3.1. Reduplicatives

2.2.3.2. Politeness principles

2.2.3.3. Performative verbs

2.2.3.4. Face Threatening Acts (FTA)

2.2.3.5. Politeness strategies for doing FTA

2.2.3.6. Mitigation

2.2.3.7. Context

2.3. SUMMARY

Chapter Two briefly presents the concepts related to interjections and speech acts with variety of scholars and linguists. The theory of the linguistic assumption in this chapter is subtitled to support and the foundation for analysis of the morphological and pragmatic features of interjections in the Chapter Four. This chapter is also considered as reference of interjections concerning their definitions, categories in English and Vietnamese. Remarkably, the classifications of interjections have been discussed by the Searle's theory (1969) in the thesis and working definitions have been built under the definition of Biber et al (1999). The related aspects considered as the preliminary information to analyze interjections are

focused in chapter Four, including the view of Nguyễn Quang (2002), Leech's politeness principle of Brown and Levison (1987).

CHAPTER 3

METHODS AND PROCEDURES

3.1. RESEARCH DESIGN AND RESEARCH METHOD

The study is designed in the qualitative approach. The study utilizes method of contrastive analysis to find out the similarities and differences between the two languages concerning aspects of interjections. The descriptive method is applied to describe and interpret the potential source of samples in film scripts in order to gain the pragmatic fields in context. Besides, in the process of the study.

3.2. RESEARCH PROCEDURES

The research procedures can be described with many steps including data collection, data classification and data analysis. The specific procedures are presented as follows:

3.2.1 Data Collection

Firstly, it is necessary to collect as many materials related to the topic as possible. Then we choose the most suitable ones for the theoretical background of the study.

Secondly, the paper is carried out by over 1000 examples collected from different films in bilingual and monolingual. These examples are most common-used interjections in English and Vietnamese. Accordingly, the data are likely to provide a detailed description of how interjections are used in different contexts.

3.2.2. Data Classification and Data Analysis

From 1,000 samples collected in English and Vietnamese, we choose the most interesting, popular ones to illustrate points under the study investigation. In this process, all samples sorted out and grouped into different categories by their functions expressed in different contexts. Then the data are classified under their morphological, pragmatic features.

Since the thesis is conducted by a descriptive and contrastive analysis, English is considered the target language and Vietnamese is the source language.

The data collected are qualitatively processed to investigate the similarities and differences of interjections in English and Vietnamese.

Hereunder is the specific steps used in the study:

Firstly, interjections of various utterances in both languages from films were collected. Secondly, the data were categorized into groups based on the linguistic features of interjections in each language. Thirdly, we analysed the morphological and pragmatic features in both languages. Fourthly, the similarities and differences of interjections in English and their equivalents in Vietnamese were identified and then summarized. Fifthly, some implications for teaching, learning of interjections for the Vietnamese learners and further studies were suggested after the conclusion.

3.3. RELIABILITY AND VALIDITY

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. MORPHOLOGICAL FEATURES OF INTERJECTIONS IN ENGLISH AND VIETNAMESE

This section concerns the word formation of interjections in which their origin and properties are figured out respectively.

4.1.1. Morphological features of interjections in English

4.1.1.1. *Interjections in reduplication in English*

Reduplication is a morphological process in which the root, stem of a word or a part of it is repeated. According to Shanthi Nadarajan of University of Arizona (2007), there are two main types of reduplication as viewed from word formation: complete (or total) reduplication, where the entire stem is repeated and incomplete (or partial) reduplication.

a. Interjections as complete reduplication

Nadarajan S. (2007) also stated that complete (full) reduplication involves the exact repetition of a sound or word. In English, this would involve putting together a sound or morpheme to bring forth an entirely new grammatical function or semantic feature while full reduplication would be used to provide emphasis like “*goody-goody*”.

In English compounds, new coinages of them are mainly nouns and adjectives.

Some of these compounds are reduplicative, the segments are identical. The word “*goody-goody*” is a compound adjective as adj + adj. According to Green Baum [22, p.462], the interjection “*goody-goody*” is also formed by intensifying.

Most of the primary interjections are classified as imitative or onomatopoeic. They may consist of one element or more; sometimes they are reduplicative.

b. Interjections as partial reduplication

There are three types of partial reduplications namely vowel alternations, onset alternations and rhyming words as stated by Nadarajan S. Accordingly, the vowel alternations are the components of the reduplication in which exist with independent meanings but combine to form a different concept or meaning. Moreover, the onset alternations occur when there is a consonant change in alternation such as “*woo- hoo*”.

Focusing on rhyming words, the roots of them are the first syllable of the reduplicated form; the derivations seem to undergo both the syllable copy as well as the vowel ablaut. Thus, when the two pseudo morphemes are put together, their rhymes (nuclear + coda) are the same as in “*cracko jacko*”, making them a part of the group of alternations as follow:

- **Cracko jacko!**

This forming is rare in English. Hence, they are used by a group of people.

4.1.1.2. Interjections in reduplication in Vietnamese

a. Interjections as complete reduplication

First, in Vietnamese most of complete reduplicatives took the source from the onomatopoeia. The onomatopoeia “*ha ha*” is the imitated sound of a laughter, an indication of excitement and joy.

Second, an intensifying is also a source of reduplication. The interjection “*hằm hằm*” expresses the extremely furious especially shown by the face expression as below:

- **Hằm hằm!** Lý trưởng, làm biên bản, ngày mai cho đòi Lý trưởng và thị Đào lên hầu trên phủ.

b. Interjections as partial reduplicatives

The vowel alternation or vowel ablaut is the repetition of the first syllable, and distinction at the rhyme. For example:

- **Hoan hô!** Bó về!

Morphologically, one of the most abundant data found for partial reduplication of interjections are the modification of consonants in English. However, this sort of Vietnamese interjection formation seems to be in low frequency.

4.1.2. Interjections as holly names

4.1.2.1. Interjections as holly names in English

In English, a vast number of expletives originate from religious domain, most of them from religious names. Countless moderated expletives are attested in the history of English which are derived from “*god*”.

In some cases, some interjections “*Jesus*” or “*Jesus christ*” are considered as taboos. Consequently, there are some other alternatives of “*lord*” or “*gee*”.

In reality, interjection “*golly*” or “*gosh*” is expressed instead of “*god*”. Similarly, “*jeez*” is for “*Jesus*” because of the euphemistic purposes.

4.1.2.2. Interjections as holly names in Vietnamese

God is always symbolized in the conversation to express the disappointment or clarify the sincerity as follow:

- **Ôi trời cao đất dày ơi!** Sao tôi khốn khổ thế này.

Culturally, the culture of communication of Vietnamese people is enchased by the harmony of Yin and Yang. The sun represents for

Yang and the earth is known as Yin. The combination of Yin and Yang brings the happiness and prosperity for the human beings.

4.1.3. Interjections as loan words

4.1.3.1. Interjections as loan words in English

Jovanović V. Ž. (2004) indicated in his article that the interjection “*whoa*” originates from South Africa. It is a command to a horse to stop or stand still or request to a person to slow down speaking or acting as below:

- **Whoa**, there, **whoa, whoa!** Where the hell have you been?

Remarkably, the languages most borrowed from are French, Spanish and it was largely American English that served as the springboard for most of those. For instances:

- **Lordsy mercy!** There he goes again!

- Louis, you are a genius. **Hallelujah! halleluiiah!**

The relationship of the two languages Vietnamese and Chinese has undergone a long process through Sino-Vietnamese.

4.1.3.2. Interjections as loan words in English

There is an extensive range of Sino-Vietnamese for interjections such as *ái, ô, ôi, hừ, thôi* as cited by Wiktionary. For example:

- **Hừ!** Nghèo mà để cho cố! Phải chi con heo nhà tao nó cũng để như mày tao đâu có nghèo.

Vietnamese interjections also borrowed from different languages in the world in which French interjections are a great source of this sort. Let us consider the example below:

- **A lê!** Ông cứ làm theo những gì tôi đã nói!

“*A lê*” is the loan word of “*Allez*” in French. It means, “*Go*” in French whereas it refers the meaning “*go ahead*” or “*continue*” to do something in Vietnamese.

4.1.4. Interjections as onomatopoeia

4.1.4.1. Interjections as onomatopoeia in English

There exists a considerable set of words in English which are largely based on echoism or onomatopoeia.

E.g. **Pam pam!** We are always pam pam!

These are sounds produced by a human being, which imitate the sound of command to be silent, the laughter or the gun.

4.1.4.2. Interjections as onomatopoeia in Vietnamese

In Vietnamese, Diệp Quang Ban and Hoàng Văn Thung [3, p.104] mentioned that onomatopoeia is a direct imitation in which a referent is codified through the phonetic-symbolic means of language into a word. For example: **Ặc, mặn quá!**

We can recognize that the imitation of sound “*Ặc*” refers directly to the meaning relationship of reaction to disgusting or horrible taste.

The sounds are assumed to be appropriate to the meaning of the morphemes of which the words are formed. This often leads to some form of universality in the way speakers of a language think and construct images.

Table 4.1. Summary of the morphological features of interjections in English and Vietnamese

Morphologic al features		English interjections	Vietnamese interjections
Reduplicatives	Complete reduplicatives	- Adj compound: <i>goody-goody</i> - Onomatopoeia: <i>hah hah</i> - Repetition: <i>bye-bye</i>	Onomatopoeia: <i>ha ha, hằm hằm</i>
	Partial reduplicatives	- Vowel alternations: <i>woo-wee, hoo-ha</i> - Onset alternations: <i>woo-hoo</i> - Rhyming words: <i>cracko jacko</i>	Vowel alternation: <i>hoan hô, vớ vẩn</i>
Proper names	Expletives:	<i>Jesus christ, Jesus, goodness gracious, crikey, gosh or jeez</i>	<i>trời, trời đất, trời cao đất dày</i>
	Blending	<i>golly</i>	
	Taboo	<i>gosh or jeez</i>	
Eymology	- South Africa: <i>whoa</i> - French: <i>lordsy mercy</i> - Spanish: <i>hallelujah! Halleluiah</i>	- Sino-Vietnamese: <i>ái, ô, ôi, hừ, thôi</i> - French: <i>a lê</i>	
Onomato poeia	<i>shh, hah-hah, pam pam</i>	<i>ẹc</i>	

4.1.5. Morphological similarities and differences of interjections in English and Vietnamese

The formation of interjections in English and Vietnamese is similar in general. Different types of formation are universal in both languages. There are some similarities as below:

First, in term of reduplication, we can realize that there are some similarities between English and Vietnamese. Accordingly, interjections of the two languages seem to be formed by full and partial reduplication. For full reduplication, the entire stem is repeated to provide the emphasis or intensifying. Furthermore, partial reduplication in English and Vietnamese has the same feature that the root word would have a meaning while the reduplicant would lack any explicit meaning.

Second, as regard to the proper names, both English and Vietnamese use the religious name “*god*” in varieties to express the pity, disagreement or anger. Besides, onomatopoeia is the contribution to the vocabulary of any languages. English and Vietnamese show some kinds of imitative linguistic codification and represent a referent based on a diagrammatic sound-meaning identification. Hence, most onomatopoeia of interjections in English and Vietnamese tend to have a similar feature, the meanings of the words are denoted by the sounds.

Regarding to differences, reduplication in English and Vietnamese has the same way to form new words. In fact, reduplication is used frequently in Vietnamese with word classes of verbs, adjectives, nouns and interjections whereas reduplication rarely occurs in English and is primarily used in words that reflect sounds or noises.

Apart from the reduplication, there is difference of using proper names of the two languages. Vietnamese people have the tendency to use the harmony of proper names by the Yin and Yang. As a result, interjections of proper names are the combination of two names such as “trời” and “đất”. Conversely, a proper name “Jesus” is replaced by “jeez” and “god” is combined with another holly name “holly” to form a moderate religious name of “golly”.

4.2. THE PRAGMATIC FEATURES OF INTERJECTIONS IN ENGLISH AND VIETNAMESE

The interjections may give different levels of emotion depending on variety of accompanied words or expressions as well as the context to show the advice, anger, agreement, compliments, disagreement, pain, pleading, sympathy, warnings and so forth under the purposes of the speaker. Although we use the similar interjections, they express various intentions of the speaker.

4.2.1. Interjections with the collocations to express advice

4.2.2. Interjections expressing anger

4.2.3. Interjections with the collocations to express compliments

4.2.4. Interjections showing the complaints

4.2.5. Interjections conveying clarification and explanation

4.2.6. Interjections expressing delight or joy

4.2.7. Interjections functioned as responses

4.2.7.1 Interjections functioned as responses to the confirmation

4.2.7.2. Interjections functioned as responses to the requests

4.2.7.3. Interjections functioned as responses for seeking information

4.2.8. Interjections expressing hesitation

4.2.9. Interjections showing refusals

4.2.10. Interjections exclaiming surprise

4.2.11. Interjections asking for confirmation

4.2.12. Interjections expressing doubts

4.2.13. Interjections extending concern, sympathy

4.2.14. Interjections expressing fears

4.2.15. Interjections expressing gratitude

4.2.16. Interjections expressing pity

4.2.17. Interjections expressing pleading

4.2.18. Interjections expressing warnings

Table 4.2. The Pragmatic Features of Interjections in English and Vietnamese

Pragmatic features	English interjections	Vietnamese interjections
Expressing advice	oh, well	ơ, áy, chét nỗi, kìa, này, thôi
Showing anger	oh, fiddle-dee-dee, no, damn lunatic, Jesus christ almighty, holy Jesus, my ass	à, hừm, này
Showing compliments	oh, hey, yeah	này, êu ôi, ừm, ha ha, chà
Showing complaints	oh, fiddle-dee-dee	ôi, ô hay, hừm, giờ ạ, trời/ giờ ời, ôi giờ ời
Conveying clarification – explanation	oh, well, god	à, khổ quá, này, nè
Expressing	hurrah, wow, oh my god	a, ơ

delight or joy		
Functioned as responses	oh, fiddle-dee-dee, uh-huh, yeah, yes, good	a, á, ò, ôi, ô hay, áy, dạ, hừm, vâng
Expressing hesitation	ah, oh, er, uh, um	ơ, ò, dạ
Showing refusals	oh, no, yeah, well	chết nỗi, dạ, áy, ơ, kìa
Exclaiming surprise	oh, wow, whoa, Jesus christ, sweet Jesus	ờ, ôi, ý, trời/ giờ ơi
Asking for confirmation	oh, eh, huh	à, ơ, ò, ô hay, ủa, hử
Expressing doubts	oh, well	à, ơ, ô, hừm
Extending concern, sympathy	oh	lạy trời ơi, thôi thì, ôi dào
Expressing fears	ah, no, oh, my god	a, á, ơ, ôi, hơ, ôi giờ ơi
Expressing gratitude	oh, okay, hey, yes, oh	ôi, dạ, thôi
Expressing pity	oh	ôi, dạ, thôi ồ, ối, trời ơi, ối giờ ơi, trời đất ơi, ôi trời cao đất dày ơi
Expressing pleading	oh, yes, dear lord	à, ơ, ôi, dạ, trời/ giờ ơi
Expressing	oh	ơ này, ê, ôi giờ ơi

warnings		
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4.2.19. The pragmatic similarities and differences of interjections in English and Vietnamese

In term of similarities, there are similarities of using interjections in English and Vietnamese. Firstly, a single interjection may fulfill different pragmatic functions of surprise, anger, refusals, compliments, hesitations, doubt and delight and so on. Such variety of functions is possible not only because of the assigned context in which communication occurs, but also because of the role of the user's cognition in communication.

As stated by Bee Tin (2000), the person who uses an interjection assigns it a certain semantic value due to his "judgment or evaluation or comment on the quality, or truthfulness, or validity of the propositional content" of the previous speaker's utterance. In other words, the listener's idea generated with reference to the utterance of the speaker determines the meaning of a certain interjection to be used in response.

Secondly, both English and Vietnamese interjections are conveyed to signify the expressive and emotive feelings from the speakers to the addressees under the purpose of communication.

Thirdly, it can be expected that the artistic performance of actors from native speakers and Vietnamese involves far more than simply expressing by verbal language, they may engage the role with their entire body movement, stance, and gesture, in addition to their verbalization. In reality, the body language of actors as well as the context of the film plays an important role in accentuating the

speakers' implicature at communication. In reference with the meaning, most of English interjections have their equivalents in Vietnamese to denote different aspects of expressive meaning and encode pragmatic features of emotion.

As regarded to differences, we first identify that the proposition of occurrence frequency of English interjections is lower than in Vietnamese.

It is noted that the learners of English prefer less direct complaints than native speakers. We can see that most of interjections in English employ words such as “*baby*”, “*Pa*” or “*my dear*” as follows:

- **Ooh, baby**, do not you know I suffer? I'm a fool for you.

By contrast, there is only the combination of “*ôi*” and “*giời ơi*” without any direct addressing words. For example:

Ồi giới ơi, giới ơi! Con này! Mày mơ mộng thằng nào mà để nôi cảm lộn của bà khê hết thế kia hả?

Similarly, differences between the learners of English and native speakers about expressing gratitude are noticeable pragmalinguistic level. While the learners' performance was pragmalinguistically successful in contexts that require simple and ritualized responses, they did much less well when more complex and creative expressions were called for.

Culturally, there is a combination of interjection “*oh*” with other direct addressing words such as “*baby*” or “*my dear*” to make a complaint in English, whereas “*ôi*” is set up with the proper names “*giời*”. Such complaining behaviors was further influenced by culture-specific prominence of values as cited by Kasper G.

[26, p.60]

Remarkably, English interjections as “*huh*” or “*eh*” are employed to confirm the speaker's assumption. In Vietnamese, however, interjections “*à*”, “*ủa*”, “*hừ*” “*ơ*” combine with modal particles such as “*thế à*”, “*vậy*”, “*à*” to form questions. According to Diệp Quang Ban [2, p.148], such above- mentioned modal particles are divided as the contributors to denote the goals of utterances. In addition, the Vietnamese people tend to use the politeness strategy of expressing the ideas collocated with interjections such as “*dạ, bầm*” and other words “*lạy, thưa, xin*” and hedges “*đền trời soi xét, rủ lòng thương, lạy bà lớn tha cho*”.

Quite often, interjections in Vietnamese offer lesser possibility for the combination of two words, whereas English interjections that are used in everyday speech present a combination of two independent interjections as illustrated below:

- **Oh, my God. Wow.** You know, everybody is staring.

- **Good Lord, no!** It's the bloke she's dancing with.

What is more, the English interjection “*ouch*” is employed to express the meaning of sudden pain as seen in the example below:

- **Ah! Ouch!** You beat me.

Similarly, in Vietnamese, the interjection *ôi* is used to express the same meaning. However, it should be stressed that the interjection *Ồi* refers to the meaning of making approval.

It is generally assumed that English interjection *ouch* or *ôi* correctly understandable in the given context is that they made use of contextual clues in the given sentences.

Concerning the address terms, they play more roles in conveying the pragmatic features of interjections. By using different address terms in different situations, the speech act of interjections has been fluently used depending on the relationship of the speaker and hearer. It is only in Vietnamese that we can find out different vocatives for the first subject personal pronouns of “*I*” such as “*tôi, anh, chị, tớ, tao, nhà bà*” and the second pronoun “*you*” for “*cụ lớn, bà lớn, quan trên, ngài, mày, người, cái đồ, ông, bà, con quý, đứa nào, bọn này*”. Alternatively, the pronouns “*I and You*” are carried out for speakers and hearers of all ages.

Overall, interjections communicate attitudinal information, relating to the emotional or mental state of the speaker. The emotional attitudes might be genuinely directed in the context or situations.

CHAPTER 5

CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

5.1. CONCLUSION

Morphologically, interjections are concerned on various kinds of formation. The majority of interjections are originally English or Vietnamese, whereas a considerable number have borrowed from other languages. The languages most borrowed for English interjections are from French, South Africa or Spanish, while Chinese is involved in Vietnamese interjections.

Pragmatically, the communicative content of interjections is vaguer than the proposed conceptual structures would predict and the highly context-dependent nature of interjections suggests a substantial pragmatic contribution to their comprehension. As a result, in an utterance which consists of just an interjection, and expresses no explicit proposition, a hearer can only use the procedural information to derive implicatures such as what the attitude is, what it is to, what the emotional or mental state of the speaker is.

5.2. SUGGESTED IMPLICATIONS TO TRANSLATION, FOREIGN LANGUAGE TEACHING AND LEARNING

5.2.1. Suggested implications to translation

5.2.1.1. Problematic situations in translation of interjections

Most secondary interjections exhibit these two problems. Secondary interjections, as grammaticalized items that have undergone a process of semantic change, imply two meanings: an interjectional idiomatic interpretation, associated with a non-compositional semantic structure and a phrasal non-idiomatic interpretation, associated with a literal as well as compositional semantic structure.

5.2.1.2. Suggested implications to translation

Baker (1992) distinguishes four different mechanisms for translating idioms:

- (1) *Using an idiom of similar meaning and form.*
- (2) *Using an idiom of similar meaning but dissimilar form.*
- (3) *Translation by paraphrase.*
- (4) *Translation by using an interjection with a different meaning*

(5) *Translation by omission.*

5.2.2. Suggested implications to foreign language teaching and learning

In order to help the learners of English overcome the above-mentioned hinders, there are some suggestions for language teaching and learning as follows:

Firstly, when teaching commonly used English interjections to Vietnamese students, the language teacher should try to make students aware of a wide variety of functions expressed by interjections in the English language and emphasize the importance of using interjections in the most appropriate context. The teacher should stress different functions of interjections of emotional expressions such as pleasure, surprise, pity, hesitation, greeting, pain, pleading and so on in the related context successfully.

Secondly, there are ways in which language teachers in Viet Nam can help the students to develop their pragmatic competence. The language teacher can raise the students' pragmatic awareness in relation to English interjections by having them watch videos of authentic interaction and feature films.

Thirdly, whether gathered via out-of-class observation or brought into the classroom via audiovisual media, authentic native speaker input is an important part of pragmatic learning. Fourthly, according to Crookall and Saunders (1989), the language teacher should try to give interpersonal communication tasks to the students in that interpersonal communication tasks are more concerned with participants' social relationships and involve communicative acts in

the language classroom. Students become involved in different social roles and speech events through the inclusion of activities, such as role-play, simulation, and drama into the classroom.

5.3. LIMITATION OF THE THESIS AND FURTHER STUDY

The study has just only investigated the typical interjections but has not focused on all interjections in English and Vietnamese. Moreover, our corpus was only set up with samples of interjections from film-scripts without any other sources such as interviews or questionnaires.

Due to the limitation of time and data collected as well as references, the topic of the study has not been thoroughly analysed as it should be. Furthermore, culture in general and the culture of English speaking countries in particular is really broad. Hence, the study has not covered the cultural features of using interjections.