

**MINISTRY OF EDUCATION AND TRAINING
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**A STUDY ON LINGUISTIC FEATURES OF
NEGATIVE EMOTION EXPRESSIONS
IN ENGLISH AND VIETNAMESE LITERATURE**

Field: THE ENGLISH LANGUAGE

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**MASTER THESIS IN SOCIAL SCIENCES AND HUMANITIES
(SUMMARY)**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

Language is the most effective and practical means of communication. By using languages, people can transmit any kind of information. People use language to regulate the behavior of others, to give and receive information, to persuade and advise, to recommend and deny. People use language to convey a feeling, to express their thoughts or their emotions.

Emotion, in its turn, is the most central and pervasive aspect of human beings helping us to cognate the world and define our place in it. Emotion plays such an important role in our lives that there are so many words to describe them. For instance, in English, Oatley and Johnson-Laird [1989] collected 590 words denoting emotions while in Vietnamese, in the study of Nguyễn Thị Ngọc Trâm based on *Từ Điển Tiếng Việt* by Hoàng Phê [1988], there are approximately 300 words expressing emotions. In fact, we use language as a mode of expressing emotions. Emotions are often in shape of expressions. These word groups are frequently used in daily communication, in newspapers, in magazines, and especially in literary works.

Let us consider the following examples of expressions of negative emotions in English and in Vietnamese.

(1.1) “*Tên người đàn bà ấy là Swong, Ba Swong, đã chết rồi, chết rõ mười mười ngay trước mắt tôi, chính tay tôi đã đào mộ chôn cất để rồi từ đó, dằng dẳng suốt mười mấy năm sau, cứ mỗi lần bắt*

chợt nhớ đến, hình ảnh Suong lại xoáy buốt vào tôi những nuối tiếc khắc khoải, những day dứt ngọt ngào.” (Chu Lai, Ăn mày dĩ vãng).

(1.2) “*Little Sarah rose in her seat, she was beginning to feel rather desperate, as if she was almost in a disgrace*” (Burnett, The Little Princess)

In example (1.1), the writer used two negative emotion expressions that are “*những nuối tiếc khắc khoải* (agonized regrets), “*những day dứt ngọt ngào*” (sweet torments) to describe Mr Hai’s feeling of an unpleasant past experience.

In example (1.2) little Sarah princess’s feeling at her new school for aristocrat girls was characterised by two negative emotion expressions “*to feel rather desperate*” and “*almost in a disgrace*”

From the examples mentioned above, it can be seen that there are many different negative emotion expressions in Vietnamese and English literature. However, understanding them and using them correctly and effectively is not an easy task. When studying a language, therefore, it is necessary to pay attention to them because we sometimes come across some phrases or expressions that we cannot fully understand although we comprehend meaning of each constituent word. Moreover, it is sometimes impossible for Vietnamese learners of English to thoroughly and exactly comprehend what is meant by NEEs as well as what structures the expressions belong to. Last but not least, it is essential that thorough knowledge of NEEs enable us to appropriately express our negative emotions in order to avoid unnecessary conflict in communication. Thus, it is essential and worthwhile to take more consideration into

linguistic features of negative emotion expressions in English and Vietnamese literature.

Hopefully, this research will enable us to understand the syntactic and semantic features of NEEs and use them in sensible as well as productive ways.

Up to now, a number of studies have been done on basic human emotions including both positive and negative ones in English. Still, meanings and usage of expressions denoting negative emotions in English and Vietnamese literature have not been considered. Thus, I choose to do a research on the topic “*A Study on Linguistic Features of Negative Emotion Expressions in English and Vietnamese Literature*” in the hope to bring some practical values to teaching and learning English as a foreign language, as well as to the interpretation, appreciation and translation of literary works.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This research aims to study negative emotion expressions (NEEs) in English and Vietnamese literature in terms of syntactics and semantics in order to have a good insight into them with the hope that it will help learners to understand English and Vietnamese literature and use these expressions more effectively and confidently in communication.

1.2.2. Objectives

The objectives of this research are:

- To find out and collect NEEs with high frequencies in English and Vietnamese literature.

- To describe, classify, and analyze NEEs in terms of syntactics and semantics in both English and Vietnamese literature.

- To identify the differences and similarities of NEEs in both languages in terms of syntactics and semantics

1.3. SCOPE OF THE STUDY

Expressions of emotions cover a very large and copious range in linguistic field. In this study, however, in order to meet the required length as well as the in-depth analysis, the subject is narrowed down to the small part of syntactics and semantic features of NEEs in English and Vietnamese literature.

1.4. RESEARCH QUESTIONS

The research attempted to answer the following questions:

1. What are syntactic and semantic features of NEEs in English and Vietnamese literature?

2. What are the similarities and the differences of NEEs used in English and Vietnamese literature in term of syntactics and semantics?

1.5. ORGANIZATION OF THE STUDY

The research includes five chapters: Chapter 1 (Introduction), Chapter 2 (Theoretical Background), Chapter 3 (Methods and Procedure), Chapter 4 (Discussion and Findings) and Chapter 5 (Conclusions and Implications).

CHAPTER 2

THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Kövecses [2000] presented eight basic human emotions which are *happiness, love, pride, sadness, anger, shame, surprise, and fear* in terms of conceptual metaphor. Lakoff [1980] generalized a system of conceptual metaphorical concepts used in our everyday conversations, among those concepts he also focused on conceptual metaphor of emotions like *love, happy, sad, anger, fear* and so on. Furthermore, Frijda [1988] argued that emotions are lawful phenomena and thus can be described in term of a set of laws of emotion. Whereas, Oatley and Laird [1989] used a theory of the emotions to motivate a semantic analysis of English words referring to emotions.

Phạm Thanh Mỹ [2009] analyzed some semantic features, syntactic and pragmatic relations of emotional verbs *to like, to love, to adore, to admire, to esteem and to worship in English and their Vietnamese equivalents*. Trần Thị Thu Hà [2008] studied emotion metaphors derived from motion verbs in English and Vietnamese. Ly Lan [2009] discussed and gave her comments on concepts of basic emotions that are *sadness(buồn), anger(giận), disgust/hate(ghét), fear(sợ), joy/happiness(vui), desire/love(yêu)*. Apart from these above mentioned, Hồ Trịnh Quỳnh Thu [2011] with her investigation into conceptual metaphors expressing “*love*”, “*like*” and “*hate*” in English and Vietnamese explored a part of emotion in light of cognitive linguistics. Finally, Bùi Khánh Ly [2011] carried out an investigation into the cognitive metaphors of negative emotions in

English and Vietnamese which focused on three negative emotions: *anger, sadness and fear.*

2.2. THEORETICAL BACKGROUND

2.2.1. Emotions

a. Definition of emotion

Oatley [22, p.3] said: “*Emotions are based on what we know, and they include thoughts, sometimes obsessive thoughts, about what has happened or what might happened next. Emotions also often create us urges to act in an emotinal way in an emotional way in relation to someone else. Emotion gives life its urgency*”

b. Classification of Emotions in General

c. Negative Emotions

According to Oatley [1989], negative emotions are states of human spyche connected with such changes in human organism as: mental activity downfall, low spirit, working capacity worsening. They “*occur when we evaluate things as going worse than we expected, when our goals and projects fail, or frustrated, when someone bahaves worse than anticipated*” [21, p.185].

d. Classification of Emotion in View of Oatley and Johnson-Laird (1989)

2.2.2. Expressions

a. Definition

b. Classification

2.2.3. Word Meaning

a. Meaning

b. Types of Meaning

2.3. SUMMARY

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH METHODS

Since the purpose of this study is to find out the similarities and differences of linguistic features of NEEs in English and Vietnamese literature, the descriptive method and contrastive analysis were chosen.

3.2. SAMPLING

The samples in this thesis are expressions denoting negative emotions in view of Oatley and Johnson-Lard [2004] namely *sadness, anger, fear and disgust*. Accordingly, the research was carried out on a number of 250 NEEs in English and another 250 in Vietnamese extracted from different literary written works by native writers

3.3 DATA COLLECTION AND ANALYSIS

3.3.1. Data Collection

Firstly in English, five novels and short stories including *A Little Princess, The Awakening and Selected Short Stories, Oliver Twist, The Moon and Sixpence, and The Tragedy of Pudd'nhead Wilson* were read thoroughly.

Secondly in Vietnamese, the novels and short stories such as *Sống mòn* by Nam Cao, *Án mày dĩ vãng* by Chu Lai, *Nỗi buồn chiến tranh* by Bảo Ninh, *Giông tố* by Vũ Trọng Phụng, *Truyện ngắn Nguyễn Minh Châu – tác phẩm và lời bình* selected by Tuấn Thành -

Vũ Nguyễn and *Tất đền* by Ngô Tất Tố were respectively examined.

Thirdly, finding out all NEEs in both languages mentioned above.

Fourthly, grouping them in syntactic and semantic aspects.

3.3.2. Data Analysis

3.4. RESEARCH PROCEDURES

The research was conducted with the procedures as follows:

- Identifying the research topic to study by reviewing the previous studies thoroughly.

- Collecting documents related to the research in the library and other sources from the Internet in both English and Vietnamese.

- Collecting samples of NEEs from chosen famous novels and short stories in both languages.

- Analyzing the semantic and pragmatic features of NEEs in English and Vietnamese literature

- Grouping NEEs in terms of syntactic and semantic features.

- Analyzing the data in order to find out the similarities and differences inter the syntactic and semantic features of NEEs in English and Vietnamese literature.

- Discussing the effectiveness of employment of NEEs in English and in Vietnamese literature.

- Presenting some explanations for the writer's purpose of using NEEs.

- Finding out some problematic situations in foreign language teaching and learning as well as putting forwards some suggestions for the problem.

3.5. RELIABILITY AND VALIDITY

3.6. SUMMARY

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. SYNTACTIC FEATURES OF NEEs IN ENGLISH AND VIETNAMESE LITERATURE

4.1.1 Syntactic Features of NEEs in English

*a. Nominal Expressions**a1. Combination of Adj +N*• **Art +Adj + Head N**

(4.1) ...she has no kindness then, no tolerance even, she has only *an insane irritation*. [45, p.123]

• **Poss.Adj + Head N**

(4.4) I clenched my hands, seeking to control *my irritation*.

[45, p.123]

a2. Combination of N + Relative clause

(4.7) I think in some curious way *the horror which she felt for him* was a transference of the [45, p. 20]

a3. Combination of N (NE) + Prep + N(NE)

(4.10) *The regret of no recent separation* was fresh in his mind; the absence of no loved... [44, p. 31]

*b. Adjectival Expressions**b1. Combination of Adv + Adj*

(4.12) It was *dreadfully painful*. [45, p.39]

b2. Combination of Adj + to-Verbal Expression(VE)

(4.17) Becky was *too frightened to speak*. [42, p.142]

b3. Combination of Adj + Prepositional Expressions (PE)

(4.19) Child as he was, he was *desperate with hunger*, and reckless with misery. [44, p.14]

c. Verbal Expression

c1. Combination of V + Adv

(4.21) "What is that!" she *exclaimed furiously*. [42, p.59]

c2. Combination of V + Adj/ AE

(4.24) When Ermengarde had seemed to desert her, she *had felt horribly lonely*. [42, p.72]

c3. Combination of V +N/ Nominal Expression (NE)

(4.27) But as she sat there amid her guests, she *felt the old ennui overtaking her...* [43, p.94]

d. Prepositional Expressions

(4.32) 'I couldn't do it,' said the Dodger, *with an air of haughty disgust*. [44, p.130]

4.1.1 Syntactic Features of NEEs in Vietnamese

a. Nominal Expressions

a1. Combination of N + Adj

(4.35) Và nếu không trông thấy Liên *mặt buồn buồn*, hai mắt nhìn xuống như có ý tủi thân, thì có lẽ y đã chạm đũa vào đĩa cá... [47, p.69]

a2. Combination of N + N

(4.43) Nỗi nhọc nhằn *chất chứa gần sáu mươi năm* qua đã chạm phải cái kíp nư xòe của *sự tủi hổ hôm nay*. [48, p.253]

a3. Combination of N(NE) + Prep + N(NE)

(4.44) Nhưng trong bụng, y lại ngờ rằng San có *điều gì bực bội về gia đình*. [47, p.27]

b. Adjectival Expressions

b1. Combination of Adj +N

(4.48) Số này lớp đã chết, lớp chuyển đi, lớp còn lại *rầu rầu nét mặt* nói tôi cất công đi tìm kiếm như vậy để làm gì? [48, p.165]

b2. Combination of Adj +Adv

(4.50) ... cuốn theo cả ánh mắt nai tơ có viền xanh màu lá mạ không rõ vì sao *cứ rươi buồn*. [48, p.10]

b3. Combination of Adj +Adj

(4.55) Khi trở về, người ta thấy cô *buồn rầu rữ rươi* buồn hơn cả cái đận cô ấy mới ở rừng ra. [48, p.316]

c. Verbal Expressions (VE)

c1. Combination of V + Adv

(4.60) Em *sợ lắm!* Chiến tranh còn dài, đã biết bao giờ kết thúc đâu. [48, p.181]

c2. Combination of V(VE) + N(NE)

(4.62) Y *đã sợ sự khó khăn*. [47, p.21]

c3. Combination of V + Adj

(4.66) Bây giờ ư? thì tôi *ghét thậm tệ*. [51, p.75]

4.1.3. Similarities and Differences of the Syntactic Features of NEEs in English and in Vietnamese

Table 4.1 Similarities and Differences of the Syntactic Features of NEEs in English and in Vietnamese.

No.	Expressions	Combination in English	Combination in Vietnamese
1	Nominal Expressions	Adj + N	N + Adj
		N + R.CI	N + N
		N(NE) + prep + N(NE)	N(NE) + Prep + N(NE)

2	Adjectival Expressions	Adv + Adj	Adj + Adj
		Adj + to-V	Adj +N
		Adj + prep + NE	Adv + Adj
3	Verbal Expressions	V + adv	V + Adv
		V + Adj (AE)	V + Adj (AE)
		V(VE) + N (NE)	V (EV) + N (NE)
4	Prepositional Expressions	Prep + NE	

Chart 4.1 below gives us more details of syntactic features of NEEs in English and in Vietnamese.

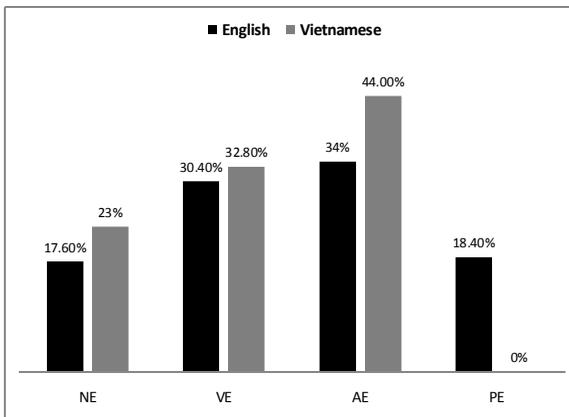


Chart 4.1. The Relative Occurrence Frequency of Syntactic Categories of NEEs in English and in Vietnamese

4.2. SEMANTIC FEATURES OF NEEs IN ENGLISH AND VIETNAMESE LITERATURE

4.2.1 Semantic Features of NEEs in English

a. NEEs Denoting Sadness in English

• *NEEs Denoting Unhappiness*

(4.67) His head was resting in his hand, and he *looked as lonely and unhappy* as ever. [42, p.116]

• *NEEs Denoting Depression*

(4.70) The women in the kitchen were *depressed*, and that made them more ill-tempered than ever. [42, p.107]

• *NEEs Denoting Pain and Sorrow*

(4.74) ‘Oh no, no,’ returned Oliver quickly; ‘but the eyes *look so sorrowful*; and where I sit, they seem fixed upon me. [44, p.80]

• *NEEs Denoting Grief*

(4.77) Poor soul, she was so proud; and though it nearly broke her heart to part from me, she smiled, and would not show me *her grief*. [45, p.142]

• *NEEs Denoting Loneliness*

(4.79) But there were hours when her child heart *might almost have broken with loneliness* but for three people. [42, p.68]

• *NEEs Denoting Disappointment*

(4.81) After *a number of disappointments* they decided to walk and look in at the shop windows and let the cab follow them. [42, p.8]

• *NEEs Denoting Regret and Remorse*

(4.84) *Remorse* overtook her. [42, p.89]

(4.85) She *regretted that he had gone*. [43, p.45]

b. NEEs Denoting Anger in English

•NEEs Denoting Anger

(4.87) ...Miss Minchin could stop her or do anything but stare after her *with stony anger*. [42, p.63]

•NEEs Denoting Annoyance

(4.92) When Miss Minchin came out and saw her, she *looked rather annoyed*. [42, p.25]

•NEEs of Indignation

(4.96) Miss Minchin turned back from the door *in increased indignation*. [42, p.54]

•NEEs of Rage

(4.99) ...she said, and walked out of the room, leaving Miss Minchin *struggling with her rage*, and the girls whispering over their books. [42, p.99]

c. NEEs Denoting Fear in English

•NEEs of Fear

(4.102) ...she always seemed in such a hurry and *so afraid of being seen that it was impossible to speak to her*. [42, p.32]

•NEEs Denoting Fright

(4.105) She was so startled that she was *almost frightened*. [42, p.71]

•NEEs Denoting Embarrassment

(4.108) She was, indeed, *greatly embarrassed*. [42, p.21]

•NEEs Denoting Horror

(4.112) "Rats!" *exclaimed Sara, in horror.* "Are there RATS there?" [42, p.43]

Table 4.4 Classification of NEEs Denoting Fear in Oatley and Johnson-Laird's View.

Types of Emotions	NEEs Denoting Fear
Basic emotions	- <i>felt such fear come over him</i> - <i>terrified</i>
Emotional relations	- <i>frightened of him</i> - <i>afraid of being seen that it was impossible to speak to her.</i>
Caused emotions	- <i>in silent horror</i> - <i>exclaimed Sara, in horror</i> - <i>draw back in horror</i>
Causitive emotions	- <i>embarrassed his wife</i>
Emotional goals	
Complex emotions	- <i>greatly embarrassed.</i> - <i>my embarrassment</i> - <i>overwhelmed with embarrassment</i>

d. NEEs Denoting Disgust

•NEEs Denoting Disgust

(4.115) Mr. Pontellier, unable to read his newspaper with any degree of com-fort, arose with an expression and *an exclamation of disgust.* [43, p.5]

•NEEs Denoting Jealousy

(4.118) If you are *jealous of your fellow-pupil*, I beg you will express your feeling in some more lady-like manner. [42, p.50]

•*NEEs Denoting Shame*

(4.121) The truth was that she felt *secretly ashamed of* the thing she had been ordered to do. [42, p.63]

•*NEEs Denoting Hate*

(4.126) I wondered why she *hated him so much*. [45, p.124]

4.2.2. Semantic Features of NEEs in Vietnamese

a. NEEs Denoting Sadness

•*NEEs Denoting “Buồn”*

(4.128) Lúc này đây, những hình ảnh ấy lại hiện ra, Thứ *áo nã buồn*. [47, p.73]

•*NEEs Denoting “Đau ”*

(4.133) Quả đang có điều gì khiến y phải bấn khoăn, *đau đớn lăm!* [47, p.28]

•*NEEs Denoting “Hối Hận ”*

(4.138) Y nhớ độ những bữa ăn hàng, y tiêu tốn hàng đồng và *thấy lòng ân hận*. [47, p.69]

•*NEEs Denoting “Cô Đơn ”*

(4.141) Thứ đã *lặng người đi như thấy một nỗi cô đơn đang rót vào người*. [47, p.40]

Table 4.6 Classification of Vietnamese NEEs Denoting Sadness in Oatley and Johnson-Laird’s View

Types of Emotions	NEEs Denoting Sadness
Basic emotions	- <i>áo nã buồn</i> - <i>chợt thấy nao lên một nỗi buồn đơn giản, xót xa choáng ngợp.</i> - <i>âm vang mênh mang buồn của những đại</i>

	<p><i>ngàn năm xưa</i></p> <ul style="list-style-type: none"> - <i>những ánh buồn khác lạ, một cái buồn day dứt, miên man, ẩn vào trong, không rõ hình thù</i> - <i>một nỗi buồn sâu xa</i>
Emotional relations	
Caused emotions	<ul style="list-style-type: none"> - <i>đau đớn lắm</i> - <i>muôn vàn những con sóng kí ức đau đớn</i> - <i>tưởng như muốn vỡ tung ra vì đau đớn</i> - <i>đau đớn một cách không thể nhận thức được</i>
Causitive emotions	- <i>làm tim anh thắt đau</i>
Emotional goals	
Complex emotions	<ul style="list-style-type: none"> - <i>thấy lòng ân hận</i> - <i>cũng cảm thấy ân hận</i> - <i>cũng hối hận lắm</i> - <i>lặng người đi như thấy một nỗi cô đơn đang rót vào người</i> - <i>niềm cô đơn</i> - <i>sẽ chìm ngấm vào sự cô đơn khốc liệt không biết đến bao giờ</i>

b. NEEs Denoting Anger

• *NEEs Denoting “Giận”*

(4.144) *Sự tức giận* vẫn còn rung lên trong tiếng nói.

• *NEEs Denoting “bực, tức ”*

(4.148) Tôi *bực quá đỗi*. [51, p.20]

• *NEEs Denoting “Giận Dữ”, “Căm Hờn”, “Căm Tức” and “Oán Giận”*

(4.151) Bỗng dung trong đầu ông *sôi lên một nỗi giận vô cớ và mãnh liệt*. [48, p.338]

c. NEEs Denoting Fear

• *NEEs Denoting “Sợ”*

(4.155) Y *đã sợ sự khó khăn*. [47, p.21]

• *NEEs Denoting “Sợ Hãi”*

(4.158) Hồi đó chỉ có *nỗi sợ hãi*, sự bất lực đầy nhục nhã, cảm giác chiến bại và trạng thái rã rời tuyệt vọng. [49, p.58]

• *NEEs Denoting “Lo Sợ”*

(4.160) Thử *đã ngấm ngấm lo sợ cho sự tính toán thấu đáo và lòng ích kỷ của người đàn bà nham hiểm ấy*. [47, p.34]

• *NEEs Denoting “Kinh Sợ”*

(4.163) Mắt tôi mờ đi, còn mắt em vẫn mở to, *kinh sợ* và hình như có cả đợi chờ. [48, p.253]

• *NEEs Denoting “hãi hùng” and “kinh hãi”*

(4.165) Mịch *hãi hùng* mà nhớ lại là hai tháng nay rồi, Mịch thấy trong mình hình như có sự gì chuyển động. [50, p.131]

Table 4.8 Classification of Vietnamese NEEs Denoting Fear in Oatley and Johnson-Laird’s View.

Types of Emotions	NEEs Denoting Fear
Basic emotions	- <i>sợ tái mặt</i> - <i>sợ lấm</i>

	- <i>nỗi sợ hãi</i> - <i>sợ hãi đến hết vía</i>
Emotional relations	- <i>đã sợ sự khó khăn</i> - <i>ngắm ngòm lo sợ cho sự tính toán thấu đáo và lòng ích kỷ của người đàn bà nham hiểm ấy.</i>
Caused emotions	- <i>phân vân lo sợ</i> - <i>nỗi lo sợ</i> - <i>kinh sợ</i> - <i>kinh sợ đến thấu tim</i> - <i>hãi hùng</i> - <i>một nỗi kinh hãi</i>
Causitive emotions	- <i>làm cô kinh hãi</i>
Emotional goals	
Complex emotion	

d. NEEs Denoting Disgust

- ***NEEs Denoting “Ghét”***

(4.168) Chỉ biết rằng y *thấy ghét Sang*. [47, p.26]

- ***NEEs Denoting “Khinh”***

(4.171) Hồi ấy, Thứ *rất khinh San*. [47, p.13]

- ***NEEs Denoting “Xấu Hổ” and “Túi Hổ”***

(4.174) Thật ra thì y *xấu hổ vô cùng*. [47, p.63]

- ***NEEs Denoting “Nhục”***

(4.177) Cuộc đời tôi kể từ ngày ra khỏi rừng, *đã chịu nhục quá nhiều rồi*. [48, p.140]

4.2.3. Similarities and Differences of the Semantic Features of NEEs in English and in Vietnamese

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

To begin with, the rationale as well as the purpose of the study is explicitly presented in Chapter 1. This is also where the research questions and the scope of the study are found as an overall introduction to the research.

The paper then continued with a presentation of fundamental and essential theoretical preliminaries concerning syntactic and semantic NEEs which are provided in Chapter 2 to lay the theoretical background for the thesis. Simultaneously, the classification of emotions was mentioned in this chapter.

While Chapter 3 was designed to describe the methods and procedure of the paper, Chapter 4 presented the findings of the research where the syntactic and semantic features of NEEs in English and in Vietnamese were in focus.

Syntactically, English NEEs are found in the four kind of expressions : NEs, VEs, AEs and PEs while Vietnamese NEEs, different from its counterpart, were recognized in three types of expressions, that is NEs, AEs and VEs.

Semantically, NEEs in both English and Vietnamese are grouped into four basic emotions viz *sadness*, *anger*, *fear*, and *disgust*. In its turn, each basic emotion in the two languages are divided into subtypes of emotions which are realized by particular expressions. Moreover, the study also focused on examining NEEs according to Oatley and Johnson-Laird (1989).

The research ended with final chapter where attempts have been made to provide some conclusions, limitations, implications of the research and suggestions for further study.

5.2. IMPLICATIONS

In this thesis, the findings provide the language learners both syntactic and semantic knowledge of comprehending and using NEEs effectively. Based on the findings from the study, language learners can understand the nature of the NEEs in use. It can help the learners master the different elements in syntactic and semantic features of NEEs in order to contribute to communicative ability and valuate the beauty of language with its diversity and variety.

5.2.1. To the Learners

It is essential for the language learners to enrich their ability in comprehending and using the language in order to enhance their communicative effects. Many learners may have difficulties in acquiring the comprehension of content and structures of NEEs. Learners may get confused in understanding NEEs that writers mentioned about. This limitation may be due to the unawareness of different types of NEEs and how to use it effectively. Through the result of the study, learners may have knowledge of understanding NEEs that writers use to express their emotions. Learners have to pay attention to structures of NEEs to see what type of expressions they belong to. In addition to that, learners also have to focus on meaning of NEEs such as NEEs denoting *sadness*, *anger*, *fear* or *disgust* to comprehend and express negative emotions effectively. At the result, learners may also master how to use NEEs in suitable situations or contexts to get the best benefits in daily communication.

5.2.2. To the Teachers

This thesis will help teachers have knowledge of syntactic and semantic features of NEEs. With the result of the investigation, teachers have an opportunity to explore more sentences containing NEEs to support their teaching. Teachers can improve their general knowledge and can help learners distinguish and comprehend NEEs thoroughly. It is very useful to apply the knowledge of NEEs in teaching to make learners understand and use them accurately.

5.2.3. To the Translators

Lastly, this thesis is expected to be a useful tool for translators. Thorough knowledge of NEEs in English and Vietnamese enables translators to have good collections of expressions making it easy to transfer the meaning more closed to the target language.

5.3. LIMITATIONS

There is no doubt that this research reveals certain shortcomings or limitations due to the time constraints, the limited ability of the researcher as well as the limitation of materials for analysis. Thus, the researcher could not provide a more sufficient and intensive focus on investigating a larger numbers of NEEs in different sources of materials, which may have made a challenge for us to reach to a much more convincing conclusion. Eventually, some parts of the study have not accomplished a satisfactory depth as they should. For those limitations, I would be very grateful to receive any comments from teachers, friends and those who are concerned, hoping to make the research a truly better one.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

This thesis has made an investigation into linguistic features of NEEs in literary works in English and in Vietnamese, which includes syntactic and semantic dimensions, and their distributions in literature as well. However, there are some aspects that have not been dealt with within the scope of this framework and thus, some following further researches into NEEs in both languages should be carried out in order to have an overall look at the problem:

- Pragmatic features of NEEs in literary works.
- Linguistic features of NEEs used in newspapers, magazines,...
- Linguistic feature of NEEs in English and their Vietnamese translational equivalents.