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**A DISCOURSE ANALYSIS OF ENGLISH  
ANSWERS USED IN SHANGRI-LA DIALOGUE**

**Field: THE ENGLISH LANGUAGE  
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**M.A. THESIS IN THE ENGLISH LANGUAGE  
(A SUMMARY)**

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. RATIONALE**

Language is a tool, an instrument which human beings currently use for the purpose of conveying specific intentions for a targeted audience. Such intentions can range from making idle conversations to injecting humor within conversations to serious advertisements, reports on sports as well as asking and answering questions.

Asking and answering activity plays an extremely important role not only in a daily conversation but also in an international forum expanding bilateral and multilateral cooperation in the integration period with regard to sensitive issues including politics, society and especially security.

As far as I am concerned, answers used in a daily conversation are different from those of a political forum. Thus, in order to have effective and successful answers at Plenary Sessions at International Institute for Strategic Studies Shangri-La Dialogue, the speakers have to provide clear and relevant messages. In addition, their intellect, understanding, political stance and consistency need to be performed when the speakers answer any questions. Besides, the speaker's attitude also plays an essential part in making the answers more effectively, vividly and persuasively. Moreover, confirming their rapidly political stance, rejecting allegations, avoiding making conflicts among regional nations as well as making clear some misunderstandings are integral parts of English answers used at plenary sessions at Shangri-La Dialogue. Apart from these above-mentioned issues, these pieces of answer are mainly used to convey

messages about foreign policies and strategies contributing to the promotion of peace, friendship and progress in the region and the world. So, it is really necessary for speakers to fulfill all factors stated above to have a powerful and effective answer in a Dialogue, particularly in Shangri-la Dialogue.

In order to go further into answers, I assume that it is necessary to deal with the purpose and function of questioning. Regarding questioning, questions are generally considered as requests for information or attention and include requests for agreement, clarification, recognition and acknowledgment. Questions, to some extent, are used to have the listener or reader supply with some information from a particular perspective. Questions, moreover, are used to share feelings or to ask for confirmation that something is true. Beside that, the questioning process is considered as the base of inquiry. It helps to extend thinking skills, clarify understandings, gain feedback, and provide revision strategies as well as create links between ideas, enhance curiosity and provide challenges. Finally, questioning is one of the most common techniques used in communication.

As stated above, so as to avoid argumentative discussion as well as demonstrate their important role in negotiation, especially in the management of verbal conflict, each answer has to be performed these above issues. Thus, there are so many interesting things that need to be studied in answers used in Shangri-la Dialogue. There has been no research so far in Vietnam, to my knowledge, offering a discourse analysis of Answers. From these factors, I have decided to choose **“A discourse analysis of English Answers used in Shangri-la Dialogue”** as the topic of my M.A thesis because of its importance

and significance. This thesis is carried out with the hope that the research will be a contribution to present linguistic knowledge and provide Vietnamese learners of English, especially students in the press and diplomatic fields with some useful information about the linguistic features of English Answers in a Dialogue.

## **1.2. AIMS AND OBJECTIVES**

### **1.2.1. Aims**

This study aims at carrying out a discourse analysis of English Answers used in Shangri-la Dialogue in terms of their moves, lexical choice, cohesive devices and stylistic devices.

### **1.2.2. Objectives**

This paper is designed to aim at the following objectives:

- To examine the discourse features of English Answers in terms of their moves, lexical choice, cohesive devices and stylistic devices used in Shangri-la Dialogue.
- To suggest some implications for teaching English to Vietnamese learners especially students of the diplomatic and press fields.

## **1.3. RESEARCH QUESTIONS**

In order to achieve the above – mentioned aims and objectives, the research seeks the answers to the following questions:

- What is the discourse feature of English Answers used at plenary sessions at International Institute for Strategic Studies Shangri-La Dialogue in terms of their moves?
- What is the discourse feature of English Answers used at plenary sessions at International Institute for Strategic Studies Shangri-La Dialogue in terms of lexical choice?
- What is the discourse feature of English Answers used at

plenary sessions at International Institute for Strategic Studies Shangri-La Dialogue in terms of cohesive devices?

- What is the discourse feature of English Answers used at plenary sessions at International Institute for Strategic Studies Shangri-La Dialogue in terms of stylistic devices?

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

As implied by the title of the study, the scope of study is just limited to the analysis of English Answers delivered by representatives and officials on behalf of each nation at plenary sessions at International Institute for Strategic Studies Shangri-La Dialogue in reference to their moves, lexical choice, cohesive devices and stylistic devices.

#### **1.5. ORGANIZATION OF THE STUDY**

The study is organized into five chapters as follows.

**Chapter 1**, Introduction

**Chapter 2**, Literature Review and Theoretical Background

**Chapter 3**, Methods and Procedures

**Chapter 4**, Findings and Discussion

**Chapter 5**, Conclusions and Implications

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **AND THEORETICAL BACKGROUND**

This chapter provides the literature review and the theoretical background for the study. In the theoretical background, it concentrates on the key concepts in discourse analysis and some important issues relevant to the genre of English Answers, which serves as the descriptive framework of the research.

## 2.1. LITERATURE REVIEW

Discourse Analysis (DA) is a modern linguistic discipline that covers a wide variety of different fields. Up to present, many foreign scholars including Halliday and Hasan [32], Brown and Yule [18], Cook [21], Hatch [35], Nunan [48]... have made great contributions to the field in different approaches and methods.

In Vietnam, many linguists have made great contributions to the study of discourse analysis such as Trần Ngọc Thêm [10], Nguyễn Đức Dân [4] and Nguyễn Thiện Giáp [5] Diệp Quang Ban [2] and Nguyễn Hòa [6].

Besides, there have been a number of master theses dealing with political speeches including Le Thi Hoang Van [59], Pham Khắc Thu [58], Nguyen Thi Hanh [34] and Nguyen Uy Dung [24]

To the best of my knowledge, up to now, there is little evidence that any research on discourse analysis of English Answers in dialogues about political issues has been done. Thus, “**A Discourse Analysis of English Answers Used in Shangri-la Dialogue**” would be conducted with the aim of contributing a minor part to the overall picture of this field.

## 2.2. THEORETICAL BACKGROUND

### 2.2.1. Concepts of Discourse

In this study, discourse is recognized as not only language in use for communication but also a process and its linguistic product is text and a language unit which has meaning, unity and purpose. Beside of those, discourse may vary in length and is inextricably related to the context in which it is used.

### **2.2.2. Concepts of Discourse Analysis**

The concept Discourse Analysis is the study of how language is used in linguistic products with reference to the social and psychological factors that influence communication. The analysis of discourse here would involve how and for what purposes language is used in certain contexts and the linguistic means to carry out these purposes.

### **2.2.3. Cohesion and Coherence**

#### *a. Cohesion*

In this study, I take Halliday and Hassan's view that cohesion is how words and expressions are connected using cohesive relations which can be categorized into five groups: reference, substitution, ellipsis, conjunction and lexical cohesion. The first three groups belong to grammatical cohesion; the conjunction group is on the borderline between grammatical and lexical cohesion.

#### *b. Coherence*

Cohesion involves the formal links which exist between sentences whereas coherence is built upon the semantic ties in discourse.

### **2.2.4. Moves**

Moves are units of discourse defined by the role of the participant and the function of the speaker's utterance. One can describe a number of signals that speakers use to show changes in conversational turns. As Sinclair and Coulthard [56] comment normal conversation does have larger and more complex sets of turn-taking signals due to the complexity of the social relationships involved.

### **2.2.5 Modality**

Modality is a stubbornly contentious concept that eludes precision. Sometimes called “helping verbs”, modal auxiliary verbs are “little” words that precede the main verb of a sentence, and are largely used (across registers) to express a speaker's or writer's opinion or attitude towards the proposition that the sentence expresses or the situation that the proposition describes (Quirk and Greenbaum, [51]). For this reason, modal auxiliary verbs may be involved in the expression of time, necessity, possibility, permission and obligation as well as such grammatical phenomena as negation, affirmation and questioning.

### **2.2.6. Stylistic Devices**

#### ***a. Definition of Stylistic Devices***

Stylistic Devices are also called rhetorical devices or figures of speech. It is a branch of general linguistics which is regarded as a language science. It deals with the result of the act of communication.

#### ***b. Function of Stylistic Devices***

The function of stylistic devices is most comprehensively explained by Greek “rhetoric functions as a method of communication, spoken or written, between people as they seek to determine truth or fallacy in real. The meaning of rhetoric is very largely, dependent on the psychology, metaphysics or the philosophical systems in which it occurs”

#### ***c. Notion of Common Stylistic Devices in English Answers***

##### ***c1. Parallelism***

Parallelism is a stylistic device, which is in the form of repetition, either of sound or of linguistic patterns such as part of

speech, phrases, expressions or sentences. Using parallelism, speakers made a strong impression on the addressees, emphasize their key views, persuade addressees to sympathize with their views, and make their answers more memorable.

### *c2. Repetition*

Repetition is one of the most important and more intensively used stylistic devices which accomplishes different functions in speech, most common of which is the function of adding expressiveness to the utterance.

#### **2.2.7. An Overview of an Answer**

An answer is what is said, written or done as a result of someone asking a question (*we must answer these questions as soon as possible*). An answer is either of a neutral character or specifically used for the answering if questions; it thus contrasts with the polite reply and the general reaction of response.

According to Oxford Advanced Learner's Dictionary [49], an answer is a thing that is said, written, or done as a reaction to a question, statement, or situation

### **2.3. SUMMARY**

In this chapter, I have reviewed previous studies related to discourse analysis. It has so far been studied by many researchers and discussed at different perspectives. However, no study on discourse analysis of English Answers in terms of the moves, lexical choice, cohesive devices and stylistic devices has been carried out. In addition, this chapter has also presented the key concepts of discourse analysis, cohesion, coherence, moves and stylistic devices. To sum up, what has

been dealt with in this chapter all serves as the theoretical background for analysis of English Answers in chapter 4.

## **CHAPTER 3 METHODS AND PROCEDURES**

### **3.1. RESEARCH METHODS**

### **3.2. RESEARCH PROCEDURES**

### **3.3. SAMPLINGS**

### **3.4. DATA COLLECTION AND ANALYSIS**

#### **3.4.1. Data Collection**

#### **3.4.2. Data Analysis**

### **3.5. RELIABILITY AND VALIDITY**

## **CHAPTER 4 FINDINGS AND DISCUSSION**

In this part of the study, I present the findings from the data analysis in terms of the move types, lexical choice, cohesive devices and stylistic devices in English Answers used in Shangri-la Dialogue.

### **4.1. THE MOVE TYPES OF ENGLISH ANSWERS USED IN SHANGRI-LA DIALOGUE**

The first discourse feature of English Answers used in Shangri-la Dialogue can be characterized with three types of moves: Opening move, Answering move and Ending move.

#### **4.1.1. Opening Move**

The analysis of 100 samples shows the quantitative results in Table 4.1

*Table 4.1. Contents in the Opening Move*

<b>Contents</b>	<b>Discourse initiating</b>	<b>Thanking</b>	<b>Focusing</b>
Occurrence	43	79	100
Percentage	43%	79%	100%

### **Discourse initiating**

Speech fillers “*well, Ok*” are used to indicate that speakers are ready to speak or want to keep speaking, or to show how you respond to what someone has just said.

(4.1) Okay, thank you. Let me begin with Francois’ question regarding Secretary Panetta’s comments last year.

[Chuck Hagel, 1<sup>st</sup> Plenary Session, 2013]

(4.2) Well, thank you, and I can’t help noticing that Stephen started his remarks there by talking about being in a minority of one in relation to the White Paper.

[Philip Hammond, 3<sup>rd</sup> Plenary Session, 2013]

### **Thanking**

The function of thanking is not restricted to showing gratitude and also other discourse functions than expressing attitude such as greeting, thanking, politeness or signaling the beginning of a conversation.

(4.4) Thank you very much, John.

[Stephen Smith, 3<sup>rd</sup> Plenary Session, 2012]

(4.5) Thank you and, to each of you, thank you for your questions.

[Chuck Hagel, 1<sup>st</sup> Plenary Session, 2014]

### **Focusing**

By using: **Just + to infinitive (verb of delimitation) + Object**

(4.7) Just to address Mr. Ayson's question.

[Dr. Jonathan Coleman, 5<sup>th</sup> Plenary Session, 2012]

By using the pattern: **Let + me + V (bare infinitive)**

(4.8) Let me begin with Francois' question regarding Secretary Panetta's comments last year.

[Chuck Hagel, 1<sup>st</sup> Plenary Session, 2013]

The pattern: **I would like + to infinitive**

(4.11) I would like to state for the record that the United States does not consider China to be an enemy, but as a partner in many areas.

[Dr Robert Gates, 1<sup>st</sup> Plenary Session, 2010]

The speakers also use some more ways to focus the problems they are mentioning, especially answering directly the problem that the participants ask, as demonstrated in the following instances:

(4.13) Monsieur Grand asked us whether the increasing interest in new technology in conflict was just a product of strategic fatigue.

[Nick Harvey, 4<sup>th</sup> Plenary Session, 2012]

The occurrence of the popular ways of focusing used in English Answers in Shangri-la Dialogue is tabulated in Table 4.2:

*Table 4.2. Ways of Focusing in English Answers*

<b>Focusing</b>	<b>Occurrence</b>	<b>Rate</b>
Just + To infinitive (verb of delimitation) + Object	13	13%
Let me + V (bare infinitive)	17	17%
I would like + To infinitive	29	29%
S + asked +me/us + Object	41	41%
<b>Total</b>	100	100%

### 4.1.2. Answering Move

The speakers use the words such as “in terms of”, “in answer to”, “regarding”, “on the question of”, “with respect to”, “with regard to”, “in respond to”, “on the notion of” to present the key points in English Answers.

The use of prepositional groups in English Answers can be shown in the Table 4.3:

*Table 4.3. The Use of Prepositional group in Answering Move*

<b>Prepositional groups</b>	<b>Occurrence</b>	<b>Rate</b>
In terms of	35	24.8%
In answer to	13	9.2%
Regarding	41	29%
On the question of	8	5.7%
With respect to	16	11.4%
On the notion of	7	5%
With regard to	12	8.5%
In respond to	9	6.4%
<b>Total</b>	<b>141</b>	<b>100%</b>

### 4.1.3. Ending Move

Thanking has the illocutionary function of signaling the conclusion of the Answer besides its usual function of expressing gratitude. Also, it is used to express hospitality, well-wishes and interest in the listener’s health. Last but not least, the aim of thanking is to say goodbye.

Let’s consider the following illustrations:

(4.18) Thank you

[Senator David Johnston, 3<sup>rd</sup> Plenary Session, 2014]

(4.19) Thank you very much

[Dr Jonathan Coleman, 5<sup>th</sup> Plenary Session, 2012]

## 4.2. LEXICAL CHOICE

### 4.2.1. Intensifiers in English Answers Used in Shangri-la Dialogue

From the corpus, among amplifiers in English Answers, “*very*” (occurring 365 times) is one of the most popular used intensifying words. To attract the listener’s attention and strengthen the adjectives followed, the speaker uses intensifier “*very*” more often to indicate that the proposition is noteworthy and adds expressivity to what is said and renders the message more credible and worth mentioning than it might actually be in reality. At the same time, they do so to express their attitude towards it and try to convince the listeners of their opinion and show their involvement. Last but not least, using intensifier “*very*” can help the speakers highlight or emphasize information or make a powerful point.

(4.20) [...] It seemed to me that these have come quite a long distance, and in a **very** positive way. I also think that the administration has fostered a degree of collaboration with a variety of partners here in Asia that built on an already-existing strong foundation, they added to it, and they positioned the next administration in a **very** strong way looking to the future, as you look at this part of the world. Regardless of the controversies that attend Iraq and other policies, here in Asia the overall legacy is a pretty straightforward and **very** positive one.

[Dr Robert Gates, 1<sup>st</sup> Plenary Session, 2008]

With English Answers, the speaker also used “*quite*”, “*really*” and “*pretty*” (occurring 39 times) as in the following illustrations:

(4.23) [...] I think it is **quite** healthy that the public is skeptical of the utility of military force in any given situation ...

[Philip Hammond, 2<sup>nd</sup> Plenary Session, 2014]

(4.24) [...]The leadership to develop a secretariat for instance, would have to come from an agreement of both the foreign ministers and the defense ministers of the ARF nations, which is **pretty** broad. [...]

[Minister Map, 3<sup>rd</sup> Plenary Session, 2009]

(4.25) The attitude of your people on the ground towards those in the area that you are patrolling also sends out a **really** important message.

[Phil Goff, 5<sup>th</sup> Plenary Session, 2007]

#### 4.2.2. Most popular Adverbs in English Answers

*Table 4.4. Most popular Adverbs in English Answers*

Adverbs	Occurrence	Rates
Clearly	163	35%
Surely	146	31,3%
Obviously	157	33,7%
<b>Total</b>	466	100%

#### 4.2.3. Structures Used by Cognition Verbs

The following illustrates the use of cognition verbs in English Answers:

*Table 4.5. The Use of Cognition Verbs in English Answers*

The structure of cognition verbs	Occurrence	Rate
I think + (that) clause	325	58.7%
I believe + (that) clause	229	41.3%
<b>Total</b>	554	100%

#### 4.2.4. Structures Used by Modal Verbs

From the analysis, we found that all the eight central modal verbs established in the grammar of English (Quirk and Greenbaum, [51]) including will, would, can, cannot, should, need to, must and may, were used in varying proportions in the Answers. Table 4.6 presents the frequency and percentage distribution of the modal verbs.

*Table 4.6. Distribution of Modal Verbs in the English Answers*

<b>Modal Verbs</b>	<b>Occurrence</b>	<b>Rate</b>
will	275	46.8%
would	137	23.3%
can(not)	93	15.8%
should	32	5.4%
need to	25	4.3%
must	17	2.9%
may	9	1.5%
<b>Total</b>	<b>588</b>	<b>100%</b>

#### 4.4. COHESIVE DEVICES

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is divided into two types including grammatical cohesion which is based on structural content and lexical cohesion which is based on lexical content and background knowledge.

Halliday and Hasan identify five general categories of cohesive devices. Cohesive devices play an important role in writing every language. Thanks to cohesive devices, speakers can establish the relationship across sentence boundaries and stick sentences in a text or discourse together into a unified unit.

#### 4.4.1. Grammatical Cohesion of English Answers Used in Shangri-la Dialogue

##### *a. Reference in English answers*

The use of reference as a cohesive device is tabulated in the Table below:

*Table 4.7. Reference in English Answers*

<b>Types of Reference</b>	<b>Occurrence</b>	<b>Rate</b>
Personal	20	9,2%
Demonstrative	115	52,8%
Comparative	83	38%
<b>Total of Reference</b>	218	100%

Also in Halliday and Hasan's view, personal reference is categorized into three types: personal pronoun, possessive pronoun and possessive determiner.

(4.45) When I was on the Iraq Study Group and visited Baghdad in September 2006, I met with **the senior CIA officer** and asked **him** how the cooperation between the CIA and the military was going, and **he** said, perhaps without thinking through exactly what **he** was saying, 'Sir, it is so much better than when you were director.' But what we have seen, in no small part because of our engagements in both Iraq and Afghanistan, is a dramatic improvement in the sharing of intelligence within our government.

[Dr Robert Gates, 1<sup>st</sup> Plenary Session, 2010]

Another type of reference is demonstrative reference involving demonstrative determiners "**this, that, these, those**" and

demonstrative adverbs “**here, there, now, then**”, occurring 115 times at high density.

Let’s look at them in the corpus:

(4.46) We have a long way to go, but in the end, most confidence comes from the capacity to share information frankly and freely with partners and friends. The more partners and friends we have in the region, **then** again the less prospect there is for miscalculation.

[Stephen Smith, Third Plenary Session, 2011]

(4.46) So I hope I am not too far afield from answering your question, because it is a constant effort and the collaboration, the value added that we bring to each other in collective security arrangements and agreements focusing on common interests, common challenges, common threats, every one of the threats that I talked about this morning, certainly in this part of the world, any part of the world, whether it is an environmental disaster threat or it is a **cyber threat** or **nuclear threat, terrorist threat, those** are not indigenous to any one country. This is a world now with no boundaries, no boundaries, great opportunities, but great threats. So that is the way we come at it. And working together is a far smarter way to do **this**, for all the obvious reasons.

[Chuck Hagel, First Plenary Session, 2014]

In addition, comparative reference with the second highest occurrence (83 times) also has a great value in making cohesion between sentences and show prominent ideas in a text or discourse as well as impress and attract the listener’ attention much by using a

certain class of adjectives and adverbs, especially comparative forms as mentioned. Here are some illustrations of comparative reference:

(4.48)...We think it is an important relationship. It remains strong and we will continue to work at it remaining strong, but at this stage there is no discussion about developing it into anything **more formal than** it already is, and nor has there been any serious discussion internally in Australia about going to a quadrilateral arrangement.

[Joel Fitzgibbon, 3<sup>rd</sup> Plenary Session, 2008]

(4.49) A lot of the thrust of my remarks today was that **the more cooperation, training, exercises** and **the more** we do in these areas, **the more reduction** as the world order changes in the risk of miscalculation and misunderstandings.

[Stephen Smith, 3<sup>rd</sup> Plenary Session, 2011]

(4.50) I have been here now five times in 13 months saying the same thing, articulating **the same** thing. Secretary Kerry has been here a number of times. ...

[Chuck Hagel, 1<sup>st</sup> Plenary Session, 2014]

(4.51) [...] Now, if we keep it in that sort of parameter, learning the lessons of MH-370, I think we can go forward looking to do things in a **much more successful** and **cost-effective** and **efficient way**. So, it's a suggestion that we put on the table respectfully [...]

[Senator David Johnston, 3<sup>rd</sup> Plenary Session, 2014]

As can be seen from the table that general comparative as **the same, similar to** (10 instances) are less commonly used than particular comparative as **more successful** ... (73 instances).

*b. Conjunctions in English Answers*

The use of conjunctions as a cohesive device is tabulated in Table 4.8.

*Table 4.8. Conjunctions in English Answers*

<b>Types of Conjunctions</b>	<b>Occurrence</b>	<b>Rate</b>
Additive: and, also, plus	473	45.7%
Adversative: But, However	286	27.6%
Causal: Because	179	17.3%
Temporal: now, then	97	9.4%
<b>Total of Conjunction</b>	<b>1035</b>	<b>100%</b>

#### **4.4.2. Lexical Cohesion of English Answers Used in Shangri-la Dialogue**

On the whole, the cohesion of English Answers can be shown in the following Table:

*Table 4.9. Cohesive Devices in English Answers*

<b>Cohesive Devices</b>	<b>Occurrence</b>	<b>Rate</b>
Grammatical Cohesion	1253	94.1%
Lexical cohesion	79	5.9%
<b>Total</b>	<b>1332</b>	<b>100%</b>

### **4.5. STYLISTIC DEVICES**

#### **4.5.1. Repetition in English Answers**

(4.63) The colonel also asked about how China can play a role there. We don't see - and I want to be very clear on this point - we don't see military activity and any perceived or real threat in the Arctic; that is not **our intent**. Our **intent** is very much about exercising our sovereignty in the Canadian north and those points are made repeatedly and in many forms.

[Peter MacKay, 4<sup>th</sup> Plenary Session, 2013]

In example (4.63) the repetition of these words / phrases makes the ideas clearer and helps the listeners fully understand all the problems and avoid unnecessary misunderstandings.

#### 4.5.2. Parallelism in English Answers

The results show that parallelism takes different forms and can be represented in different ways at clause level, phrase level and word level. They can be represented as in Table 4.10 below.

*Table 4.10. Parallelism in English Answers*

	<b>Types</b>	<b>Occurrence</b>	<b>Rate</b>
<b>Parallelism</b>	Clause level	193	39%
	Phrase level	207	41.8%
	word level	95	19.2%
<b>Total</b>		495	100%

#### 4.6. SUMMARY

In this chapter, English Answers used in Shangri-la Dialogue are introduced, discussed and analyzed to find out their typical discourse characteristics in terms of their moves, lexical choice, cohesive devices and stylistic devices. In political English Answers in Shangri-la Dialogue, they have the same purposes: to emphasize and confirm the speaker's stance, as well as to persuade or appeal to participants to come to certain decision or action. Besides, the findings about some stylistic devices including repetition and parallelism makes political English Answers more interesting, convincing, emotional, memorable, and pleasing to the ear.

## **CHAPTER 5**

### **CONCLUSIONS AND IMPLICATIONS**

This chapter reviews the development of this study. Then it discusses a number of implications for practical solutions. Following these implications is the limitation of the study and at the end of the chapter several suggestions for future research are put forward.

#### **5.1. CONCLUSIONS**

In order to meet the aims and objectives that have been set in chapter 1, we have planned out the study in details. By using a descriptive, qualitative and quantitative we have collected, read and chosen the relating data and then have classified, analyzed them in terms of moves, lexical choice, cohesive devices and stylistic devices. The findings gained from the analysis of English Answers allow the researcher to come to the following remarks.

Regarding the move types, most English Answers are composed of Opening move, Answering move and Ending move. In the Opening move, English Answers usually have the following contents: Discourse initiating - Thanking – Focusing. In the Answering move, it mainly focuses on the main content of the answer. For ending move, the act of thanking is fundamental.

In the field of lexical choice, choosing words for Answers, especially English Answers used in Shangri-la Dialogue is really important. The aim of choosing words is to make the answers more powerful, persuasive and memorable, to attract the listeners' attention to the new information to be conveyed, try to convince the participants of their opinion as well as show their involvement. As regard to the lexical feature, intensifier “*very*” and some adverbs such as “*clearly*”, “*surely*” and “*obviously*” are used frequently in

English Answers.

With respect to cohesion analysis, this study has shown what principles exist that creates semantic links within answers between sentence and paragraph boundaries. Cohesion in answers creates one kind of texture through the ties that coordinate ideas and experiences. The most often cited types of grammatical cohesion are conjunction and reference. Another type of cohesion which functions to create texture is lexical cohesion. Lexical cohesion is one of the central devices for making Answers hang together experientially. Therefore, the findings prove that cohesion is an important aspect for creating meaning within answers.

Finally, in terms of stylistic devices, all political English Answers used in Shangri-la Dialogue use parallelism and repetition with the same purposes of making a bridge between the speaker and the audience, catching listeners' attention, making appeals, making things memorable, making emotional effects, reinforcing belief, showing emphasis, showing determination, showing confirmation, showing persuasion, showing promises, showing duty, showing urge, and showing clarification.

In chapter five, we present the conclusion and suggest the implication for language teaching and learning. To bring the study to an end, we state the limitation of the research and suggest unsolved problems for deeper research.

## **5.2. IMPLICATIONS**

As it has been mentioned in the introduction, the study does not only aim at theoretical findings, but more importantly, it is hoped to utilize these results to apply in reality.

It can be seen that any of the linguistic thesis is directed to pedagogical implications. Thus, the findings may be beneficial to Vietnamese learners as well as Vietnamese teachers of English. The discourse analysis will offer them a good insight to get involved in linguistic features of English Answers. In reality, this thesis helps English learners to learn and know more about English Answers in general and especially in Shangri-la Dialogue.

First of all, with the hope that this thesis not only makes a benefit for writing persuasive and successful answers or speeches but also contributes a small part to the field of teaching and learning English to Vietnamese learners as a foreign language. What's more, it is the findings that help us to discover some of the features of English Answers used in Shangri-la Dialogue, which is very important for the understanding of using them.

Second, this knowledge is extremely helpful in helping students develop their language skills, especially those of reading and writing, which involves a good understanding of logical relation between elements in an answer discourse, and more broadly, in a political speech. Besides, mastering some discourse features of English Answers helps students be more aware of writing a coherent text.

Third, the awareness of the elements in English answers undoubtedly helps English learners to avoid making mistakes in use.

### **5.3. LIMITATIONS AND SUGGESTION FOR FURTHER STUDY**

Although great efforts have been made, this research paper certainly cannot avoid shortcomings and still leaves much to be desired. In reality, the thesis may not have been thoroughly analyzed

as it should have been owing to the limitation of time.

In addition, the materials supporting the thesis are rather limited, which makes a challenge for the researcher to reach a much more convincing conclusion.

Finally, the limited personal ability of the researcher can also account for another constraint of the research.

For these above limitations, I would highly appreciate any comments from teachers, friends and all those who are interested in this thesis in order to make it more convincing and useful.

This thesis has focused on Discourse analysis of English Answers in terms of moves, lexical choice, cohesive devices and stylistic devices. However, within the scope of an M.A. thesis, the author cannot cover all the domains of English Answers. So far there have still been many other interesting aspects that have not been touched. For the sake of making further investigation into English Answers used in Shangri-la Dialogue, the following suggestions therefore should be taken into consideration for further research:

We would have a deeper and more comprehensive interpretation of the English Answers used in Shangri-la Dialogue if it were considered from the perspectives of Theme, Mood, and Transitivity.

A Study on Pragmatic Features of English Answers Used in Shangri-la Dialogue

An Investigation into Syntactic Features of English Answers Used in Shangri-la Dialogue