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**A DISCOURSE ANALYSIS OF  
INFORMATION ORGANIZING DEVICES  
IN LECTURES IN ENGLISH**

**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

Developing listening skill is one of the most necessary steps for English learners to achieving their goals in learning English. For students of English language, this process is related to mastering English lectures in classes which seems rather difficult for them to deal with. In fact, class' background elements have partly influences on students' understanding. Among these, the way of a lecturer presenting and conveying information to his students is actually important for a successful lesson. However, many criteria are required to have a good or complete lecture; from ideas appearing in minds, to collecting and matching them syntactically, to using the correct grammar functions and other related discourse features. All this means that the lecturer must understand and know how information is spoken and arranged in a logical and coherent way. He also must think about the kind of lecture (the way of information mentioned) that he is speaking to help students figure out which ideas they need to pay attention to.

Depending on the type of lecture chosen, appropriate discourse devices must accompany it. A lecturer should be certain then that his students will understand what he is trying to say. For example, in a persuasive essay, the lecturer makes sure that students can understand what intention he is discussing and trying to make them agree with his arguments. Furthermore, the lecture will list specific arguments for and against and more information is given (e.g., statistics supporting arguments, direct quotes from experts, examples of concrete ideas, personal experience and facts).

However, this depends of course on the students understanding (whether implicit or explicit) of these discourse devices. A lecture brings to a speech a set of particular skills in order to achieve understanding also. These skills are required for understanding of what sentences present the overall topic or basic idea of a speech, as well as inferring speakers' purpose when it is not directly stated. The series of experiments reported by Bransford & Johnson (1973) show that "the comprehension of English depends not only on knowledge of the language, but also on extra-linguistic knowledge, particularly related to the contexts in which it occurs".

Based on the ideas above, it is difficult to deny that organizing information for a lecture is a complicated process and sometimes students of English find it challenging to understand the whole lecture as well as the professor's intentions. Therefore, this research "**A Discourse Analysis of Information Organizing Devices in Lectures in English**" is presented with the purpose of deciphering the ways information is organized. The aim is to help those studying English as a Second Language, achieve a better understanding of how exactly lectures are organized and how they achieve meaning. In the future we hope that this thesis will be a valuable contribution to the literature related to learning and teaching English and assist those wanting to gradually obtain the ability to use English effectively concerning the comprehension and using of organizing information devices in the English lectures.

### 1.2. AIMS AND OBJECTIVES

#### 1.2.1. Aims

The purpose of the study is to analyze the linguistic features of information organizing devices in English lectures at the discourse

level, and to contribute to improving learners' listening and speaking ability, as far as these linguistic devices are concerned.

### **1.2.2 Objectives**

These objectives are aimed at in the study:

1) To analyze information organization devices used in English lectures in terms of discourse analysis,

2) To make some suggestions on listening for English learners and provide ideas on English lectures organization for Vietnamese teachers of English.

### **1.3 RESEARCH QUESTIONS**

These following questions will be answered in the study based on the objectives mentioned above:

1) What kinds of information organizing devices are used in the lectures in English?

2) What are the distinctive linguistic features of information organizing devices in the lectures in English in terms of discourse analysis?

### **1.4 SIGNIFICANCE OF THE STUDY**

I hope that this research will be a good contribution to improve English language recognition for the learner. Specifically, the findings of information organizing devices in English lectures will be expected as benefits for Vietnamese learners of English. The study also presents syntactically and semantically categories on the basis of information organizing devices appearing through the thesis so that it can bring the learner methods of effective English learning.

### **1.5 SCOPE OF THE STUDY**

This study will examine the information organizing devices in the TOEFL iBT listening passages as lectures and lectures of

different subject matters in English from other sources. Such research is necessary for Vietnamese learners not only to quickly understand the main ideas imparted but also to improve the ability of these learners in figuring how information is organized for practical applications. This study is aimed to examine the information organization devices used in the TOEFL iBT materials from 2006-2009.

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

The study is organized into five chapters: Chapter 1 is Introduction; Chapter 2 is Literature Review and Theoretical Background; Chapter 3 is Method and Procedure; Chapter 4 is Findings of Discussions; Chapter 5 is Conclusion and Implications.

**CHAPTER 2**  
**LITERATURE REVIEW**  
**AND THEORITICAL BACKGROUND**

**2.1 LITERATURE REVIEW**

Information organizing devices have been intensively analyzed and discussed over the years and many books on this topic have been written appropriate to different levels of linguistic ability, some of which are listed here.

- As for the issues of discourse in general, the study *Advances in Spoken Discourse Analysis* edited by Coulthard (1992) presented Birmingham work in the analysis of Spoken Discourse. The central chapter in the book “Towards an Analysis of Discourse” (Sinclair and Coulthard 1975) explained the system of discourse analysis through the realization and recognition of discourse features such as acts, then discussed the structures of moves, exchanges, transactions and lessons.

- Very early in this line of study, in *Cohesion in English*, Halliday and Hasan (1976) has provided an account of aspects of contemporary English which would lay the foundation in theory and in practice: a description of the system based on evidence from text s of different varieties.

- *A Research on Linking Words and Phrases* by Joanna Taraba (2005) University of Richmond. This work focuses on transitional words and describes the relationships between ideas and sentences that are automatically created, in order to achieve coherence in passages.

- Benjamins (2006), in *Collaborating towards Coherence*, develops a model of analysis capable of capturing all cohesive

meaningful lexical relations in texts and find out if how their use varies depending on the condition under which the selected texts have been produced

- In a holistic view, Aimjer (2004) with *Discourse Patterns in Spoken and Written Corpora*, represents new trends in the area of text and discourse, characterized by the alliance between text linguistics and areas such as corpus linguistics, genre analysis, literary stylistics and cross-linguistic studies.

- *Discourse* by Guy Cook (1990) refers partly to contextual links as an outside-the-language feature which can account for discourse cohesion.

- It can be listed here the work of Fanton (2002) *Transition expressions and Phrases used to Academic Writing* which introduced a quick guide of using transition expressions.

- The most recent studies on the issues of transition expressions and discourse makers in TOEFL iBT that should be reviewed here are the Graduation Papers and articles by Huynh Thi Thu Nguyet (2011) and Nguyen Thi Vi Vi (2011).

**2.2 THEORETICAL BACKGROUND**

**2.2.1 Spoken Discourse Analysis**

Discourse Analysis is a primarily linguistic study examining how language is used and whose major concern is investigating function along with its form when produced both orally and in writing. Moreover, identification of the linguistic qualities of various genres, vital for their recognition and interpretation, together with cultural and social aspects which supports its comprehension (Carter 1993: 23). According to Carter, the study of discourse analysis is finding patterns in communicative products and explaining text at the

grammatical level itself. For many years discourse analysis has been used as a means of examining social interactions. Discourse analysis emphasizes language as well as the study of attempts to figure out linguistic features involving any form of written and spoken language.

### **2.2.2 Information organization devices**

For the purpose of this thesis information organizing devices will be understood as linguistic tools used in analyzing how information is organized in a lecture by investigating how the speaker gives a certain example or piece of information, how a particular statement connects to the whole passage, realizing the speaker's intention or purpose in a remark seemingly unrelated to the main subject of a text and recognizing a change in topic. In another way, understanding organization of information in a lecture is to know how to interpret it in a logical and coherent way. And the key to an effective lecture is the unity. A unified lecture connects to the main subject from the beginning to the end with the contribution of every utterances to the main idea. Those utterances must be clear so that listeners can move through the lecture and recognize how one detail leads to the next. To achieve all this, coherence and cohesion are fundamental to a meaningful lecture.

#### **2.2.2.1 Transitional words**

Transitional words and phrases are used to link words or signal, and are of great importance for building skills in teaching lessons. These words are put in between lectures and entire sections of a work with the aim of presenting a series of ideas logically and smoothly, which helps not only listeners achieve coherence but also allows them to follow on from one idea to another. Because of the

nature of coherent relationships between ideas described in listening passages, transitional words and phrases are organized according to the forms of lectures in which they are used. For example, in the cause and effect essay, appropriate transitional words and phrases such as *because, thus, therefore, due to, one cause is, another is, consequently, etc.* should be used to outline why things happen and what occurs as a result.

#### **2.2.2.2 Discourse Markers**

Chaudron (1985) examined the ways in which different categories of discourse marker affect how well foreign college students understand university lectures, and especially, the effects of macro markers (those indicating overall organization) and micro markers (functioning as fillers, indicating links between sentences).

### **2.2.3 A Lecture in Discourse Analysis**

#### **2.2.3.1 Lecture Discourse**

Lecture discourses are representative of informative discourses or expository discourses. The ultimate purpose of an informative discourse is to communicate information effectively. There are two general methods to convey information effectively. The first method is to use scientific function of language faithfully. The second method is to compose discourse around core information you wish to convey so that it has coherence.

#### **2.2.3.2 Lecture Styles**

Regarding lecture styles, Goffman (1981) mentions about three modes of lectures, namely, "memorization", "aloud reading" and "fresh talk" whereas Dudley-Evans and Johns distinguish three styles: the reading style, the conversational style and the rhetorical style.

#### **2.2.4 Coherence and cohesion in discourse analysis**

Coherence can be considered as a term used in discourse analysis for describing properties of written texts deal with linguistics. It is defined as “a semantic property of discourse formed through the interpretation of each individual sentence relative to the interpretation of other sentences, with "interpretation" implying interaction between the text and the reader” (Teun A. van Dijk p. 93).

#### **2.2.5 Speech Acts in Lecture Discourse**

Language is involved in nearly all fields of human activity and maybe that is why language and linguistic communication have become a widely discussed topic among linguists, lawyers, psychologists and philosophers. According to an American language philosopher J.R. Searle speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions or making promises. Searle states that all linguistic communication involves linguistic (speech) acts. In other words, speech acts are the basic or minimal units of linguistic communication. (1976, 16) They are not mere artificial linguistic constructs as it may seem, their understanding together with the acquaintance of context in which they are performed are often essential for decoding the whole utterance and its proper meaning. The speech acts are used in standard quotidian exchanges as well as in jokes or drama for instance

#### **2.2.6 Summary**

The chapter has reviewed some previous studies addressing issues of discourse analysis in general and transition expressions in particular. Such key concepts as discourse analysis, lecture style, transition, discourse marker and cohesion were discussed with some

influential accounts of famous writers such Halliday, Cook, Chaudron. Preliminary information about speech acts was also presented which serve to make clear what would be done with the data analysis.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 RESEARCH DESIGN AND METHODOLOGY

The main research method that is utilized is a descriptive method relating to both qualitative and quantitative criteria.

#### 3.2 RESEARCH METHOD AND PROCEDURE

To satisfy the purpose of the study, the illustration of information organization devices will be presented with examples of TOEFL iBT listening passages. Furthermore, the comparative method is used to identify the differences in devices in TOEFL iBT and some other English lectures.

#### 3.3 DATA COLLECTION

Almost all the samples supporting for the research come from the TOEFL iBT materials within between 50 and 100 lectures. The process of selecting samples includes two basic stages. At the first step, it's necessary to read about from 50 to 100 completing lectures in TOEFL iBT materials and other sources. And because the aim of this study is spoken discourse analysis, listening passages are mainly focused on. In other words, they are demonstrated under transcripts with three levels of skills. Next, the devices have been arranged in the systematic approach from the simple ones to complex ones on the papers which I used for the analysis and found out methods that how lectures are organized and built up in term of discourse.

##### 3.3.1 Sampling

##### 3.3.2 Procedure of Data Collection

##### 3.3.3 Instruments for Data Collection

### 3.4 DATA ANALYSIS

These following questions concerned about the data analysis will be answered in the study and they are based on the objectives mentioned above

1. What relationship was set up between these two portions of information?
2. Why does the professor say this?
3. How does the professor talk about X?
4. How does the professor organize the information about X?

The data was analyzed and interpreted according to these following tasks in order to reach the success on topic explanation.

#### 3.5 RELIABILITY AND VALIDITY

The reliability was gained based on the data collection from well-known and popular TOEFL iBT materials Building skill of the TOEFL iBT, Developing skill of the TOEFL iBT, Mastering skill of the TOEFL iBT. To make the data collection and analysis valuable, all examples for analysis were carefully selected and arranged in the systematic way. Each example would satisfy categories relating to researching aspects and qualitative information for the study's requirement.

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.1 INFORMATION ORGANIZING DEVICES IN INTRODUCTION OF LECTURES

##### 4.1.1 Giving opposite ideas to confirm information for the topic

In order to help the listeners have right views for the topic which the lecturer is going to present, the introduction is lead to the objectives by reckoning wrong ideas and giving a confirmation then beginning with a long speech

##### 4.1.2 Classifying the objectives

Instead of giving background information to point out the topic directly the lecture introduces sub-topics. Absolutely sub-topics are sentences or phrases that are chosen to describe, label, explain or group a sort of information. By using this method of introducing listeners could identify a section or a part of the lecture. It's easy to recognize bold classifying words mentioned below which are as signs for information mentioned in the body of the lecture

##### 4.1.3 Reminding the previous related content

In some situations the lecture's introduction contains reviewing points of knowledge in relation to the specific topic. Its ultimate goal is to bring the listeners up to date with the current speech on a topic and form the basis for another goal, maybe the body needed in this area.

##### 4.1.4 Focusing the topic

Commonly standing at the beginning of the speech for introducing the topic, the starting lets the listeners know what the lecture is about and what should be focused on. The topic

introduction does not exist in a vacuum but part of helping the listeners establishing the speech's context in their mind or frame within which the lecture will approach the objective. The point here is that, the lecturer uses this way of speaking in order to attempt the scope of discussion, decide the context, simultaneously narrow the topic and take a focus on the speech.

##### 4.1.5 Referring to historical events

Almost all listeners might find this method of introduction interesting when it comes to associating historical events with background information. Actually, through thousands of year, all of things and phenomenon around us mostly are connected with the history. In other words, they are parts of the history. Hence, bringing historical events to the introductory paragraph would create a connection between the past and the present since the listeners would have clearness and profoundness acknowledge for the topic, eg.

##### 4.1.6 Giving general function of the objective

When addressing to the topic for the lecture, listing general function of the objective was also the effective way in supplying the listeners with overview of the main idea of the speech as well as approaching the understandings about its direction

##### 4.1.7 Providing synonyms

While defining or describing the objective, synonyms was given on the starting. Besides its original name, there are some additional names a with the purpose of giving to the audience more detailed information about that objective

##### 4.1.8 Giving reason for the topic

The lecture suggests that the leading sentence was established the reason for the topic. Sometimes it is very important to attract the

listeners' attention to the speaking. This consideration would create interest in understanding the article

#### **4.2 INFORMATION ORGANIZING DEVICES IN BODY OF LECTURE**

Due to different purposes and diversity topics in TOEFL iBT, information is organized and structured in many various ways. In what way, there is a link between sentences which helps the listeners find out main ideas for the theme being discussed. So in the study I would like to present some lexical clues so as to support mastering this skill.

**4.2.1 Organizing devices in terms of compare-contrast expressions**

**4.2.2 Organizing devices in terms of contrasting expressions**

**4.2.3 Organizing devices in terms of categorization**

**4.2.4 Organizing devices in terms of definition**

**4.2.5 Organizing devices in terms of examples**

**4.2.6 Organizing devices in terms of cause and effect**

**4.2.7 Organizing devices in terms of process**

#### **4.3 INFORMATION ORGANIZING DEVICES IN CLOSING OF LECTURE**

Closing of a lecture is an opportunity to wrap up the lecture in a tidy package and brings it home to the listener. It is a good idea to recapitulate what was said in the thesis statement in order to suggest the audience that you have accomplished what you set out to accomplish. They present the intention of the speaker to say something important of the topic to the listener and therefore there are some following related ways.

**4.3.1 Organizing devices in terms of opening another topic**

**4.3.2 Organizing devices in terms of summarizing ideas**

**4.3.3 Organizing devices in terms of emphasizing ideas**

**4.3.4 Organizing devices in terms of listing elements**

**4.3.5 Organizing devices in terms of repeating the idea**

#### **4.4 SPEECH ACT FUNCTIONS AND LINGUISTIC REALIZATIONS IN LECTURES DISCOURSE**

**4.4.1 Representative**

**4.4.2 Directive speech acts**

**4.4.3 Question speech acts**

**4.4.4 Commissive speech acts**

#### **4.5 INFORMATION ORGANIZING DEVICES AT THE MACRO AND MICRO LEVEL OF DISCOURSE**

In identifying the organization of the lecture, the hearer/audience students are required to understand the connection between pieces of information in the lecture. He/she will have to detect the relationship between all the pieces of information to identify the overall organization of the lecture, or he/she has to find out the relationships between two portions of the lecture discourse. The former requirement reflects itself in the macro function of information

##### **4.5.1 Information Organizing Devices at the Macro level of Discourse**

Regarding this macro function, lecture participants are required to integrate information from different parts of the lecture discourse to make inferences, to draw conclusions, and ultimately to make generalizations about how the whole lecture discourse is **organized**.

**4.5.1.1 Classifying the topic object into sub-categories**

**4.5.1.2 Comparing/contrasting sub-categories of the topic object**

**4.5.1.3 Listing the Characteristics/Properties related to the Topic Object**

- a. Listing the Statistics related to the topic object
- b. Listing the Order of Importance related to the topic object
- c. Listing the historical Events related to the topic object according to the Chronological Order
- d. Listing the Steps in the Process related to the Topic Object

As mentioned above, besides the function of integrating different parts of the overall lecture discourse, information organizing devices can serve as to signal the relationships between two portions of the lecture. After determining the topic or main ideas for discussion, the lecture participants may have the need to see how this topic or idea will be developed basing on the surrounding pieces of information. Usually, the lecturer's purpose or strategies to present the information reflect themselves in the relationships between the portions of information around the topic or main ideas.

**4.5.2 Information Organizing Devices at the Micro level of Discourse**

**4.5.2.1 Defining a concept of the Topic object**

To develop the topic or main ideas of lecture after introducing the term referring to this topic, the professor may make use of some devices to make clear the concept about the topic or main idea. One of the typical ways is to define the term related to the topic for discussion.

**4.5.2.2 Giving Example for the Topic Object**

**4.5.2.3 Introducing the Next Part of the Lecture**

**4.5.2.4 Reminding Students of Something Discussed Earlier**

## **4.6 SOLUTIONS FOR TOEFL iBT LEARNERS**

### **4.6.1 Solutions**

It is very essential to provide the audience some effective solutions to improvement of listening skill.

First, recognizing the role of cohesive devices in organizing information as well as connecting sentences in lecture brings the learner a set of language system linking together in a coherent way. Besides, cohesive devices indicate the relationship of utterances in the mind or in the world and thus are in contextual way. The learner need to master how and when to use cohesive devices. They also know the role of cohesive devices in lecture.

However, in other items, the connection between utterances is not explicit. We can not figure out the relationship of sentences or paragraphs which is not exposed by cohesive devices. So there are some words or phrases themselves having no functions in linking language but if they are chosen or laid in appropriate positions, they will create links in sentences. It's essential to identify key words or ideas playing main role in inferring and organizing the whole passage. They themselves are adjectives, nouns or any parts of speech and they are dropped at any parts of lecture, sometimes in opening, or in content points or closing. They find it more difficult for the learner to deal with this duty but when this skill is well-trained, the students improve their ability in listening English. Thanking to that, we can understand the lecturer's ideas and how he mentioned about it by inferring.

I have given two cases of identifying organization of the lecture in explicit and implicit ways so that the leaner can have an

overall knowledge of orienting their listening exams. It can also be concluded that in any TOEFL iBT lectures, employing skills for gaining cohesion or coherence is priority with the purpose of putting cleared structures and systematical language organizing models up to the learner. Therefore, the most important is that the learner should study and comprehend linguistic characteristics and contextual features of cohesive devices for all purposes given above.

On the other hand, one of the strategies for effective listening is note-taking. That's the way how to record all information produced by the speaker shortly and exactly. We cannot deny the important of this duty in listening class. In fact, information appear once times continuously without pausing that makes the learner have difficult in remembering all of details. So in order to create balance and take the initiative in obtaining and processing the target of language And the learner record what they hear in document basing on discourse for knowing the speaker's intention. For that reason, I would like to present some special techniques that are used in note-taking.

The most important strategy of note-taking is writing down as exactly and quickly as possible main points. Students just should use simple words or sentences, particular keyword. On the basis of structure and content of the lecture combined with students' method, they can draw some different frames to get keyword for note-taking. are also given out.

#### **4.6.2 Suggested task forms**

#### **4.7 SUMMARY**

### **CHAPTER 5**

#### **CONCLUSION AND IMPLICATIONS**

##### **5.1 SUMMARY OF THE DEVELOPMENT OF THE STUDY**

The study is conducted based on valuable reference sources in dictionary, reference books, literary works and materials on the Internet. With the title *A Discourse Analysis of Information Organizing Devices in Lectures in English*, the search paper has investigated into the syntactic features of organizing information devices in English. In terms of semantics, devices are extracted from TOEFL iBT books and others. Then some types of speech act are pointed out. Finally, some solutions and implications for the learners are also given out.

##### **5.2 SUMMARY OF THE FINDINGS**

The results of data analysis of information organizing devices in lectures in TOEFL iBT drive me to these following conclusions.

Semantically, information organizing devices in lectures in TOEFL iBT can be categorized according to semantic functions of expressions in the lecture. On the side of my study, I have separately presented these functions for each part of the lecture, beginning, content and closing that was on the basis of co-reference relation (cataphoric), co-reference forms such as repeated form, lexical replacement, pronominal form and lexical relationship like hyponymy and further structure relationship like comparison. In the corpus of researching these semantic features, the information organizing devices were realized in different functions. In starting part, they were giving opposite ideas to confirm information for the topic, classifying the objectives, reminding the previous content, focusing on the topic, referring to historical events, giving general

function of the objective, providing synonyms, giving the reason for the topic, emphasizing the relationship between the individual and the topic, stating the startling facts and statistic. While the content part of the lecture includes these functions: comparing-contrasting, contrasting, categorizing, defining, giving examples, giving cause – effect, processing. And devices in closing part showed the way the speaker concluded the lecture by opening another topic for concluding, summarizing ideas, emphasizing ideas, giving advice, listing, suggesting, repeating idea

Syntactically, when summarizing part of organizing information devices under the field of speech acts, these devices were exposed in structural forms of declarative, interrogative, imperative, and exclamatory in two forces of illocutionary. Pragmatically, information organizing devices are also classified into six types of speech acts for discourse analysis such as representative, directives, questions, commissives and expressives. Although these devices were clarified in various way of discourse they still stay the same meaning and function to the representatives in semantic discourse identification.

In summary, discourse analysis of the lecture concerned researching semantics, syntax and pragmatics which was considered as an instrument of communication in a context between the speaker and the hearer to express meanings and achieve intention. For that reason, understanding principles of linguistic features in the discourse meant providing the learner a basic background of knowledge that helped them on the way of approaching linguistics research in lectures in English.

### **5.3 IMPLICATIONS FOR LEARNERS OF ENGLISH**

In the range of study of information organizing devices on the linguistic aspects of the discourse, this thesis is expected to be a reference for learners of English generally and especially for those who are interested in TOEFL iBT.

For the teachers of English I hope that this study is a useful source for English teaching material at school. Actually, teaching English as a language is rather difficult especially for those who often do presentation of lecture in class. And the aim of giving a successful lecture is just that information presented is simplified enough for students to understand. In doing so, the teacher has to grasp the knowledge of discourse in order to help the student problems facing in this field as well. There is no single technique to teach the lecture but teacher should base themselves on the content of the lesson, the student's level, linguistic items that they can find a suitable method by which they can achieve the best results. By presenting linguistic devices through contextualization to make sure the lecture coherent and logic, the teacher also create either real or stimulated situations that make the learning activity more effective and students more motivated. By combining between statements with speech acts, the teacher makes the lesson more interesting and the meaning of the items clearer. By presenting correct sentence structures through syntactical features, students will enjoy listening and taking part in the conversation that this way of teaching achieves good results. Furthermore, the teacher can use either inductive or deductive methods for teaching. It means they can give the student a series of ideas and the student must draw out the rules for themselves. In other words, the teacher can explain the rule with

expressions and then the student can make up the sentences with the help of the teacher. At the time the student have chances to use the language.

Besides, the teacher should give the student chance to use discourse markers and equivalent structures to express their own ideas and talk about their experience. One popular speaking activity in class is interviewing. After asking and noting down some information, the student can be requested to report back to the whole class what they have just heard. To sum up it's really difficult to conclude or decide on any single method or techniques used for teaching a particular language in class because it depends on other different conditions of learning and teaching That is why teachers have to take those points into consideration so that they can choose appropriate method, techniques and exercises in order to help students learn better.

Similarity, I also hope that this thesis might be a good material for learners of English especially test taker in TOEFL IBT in mastering the lecture. If they find out suitable methods of learning and studying lectures in English through discourse analysis, those methods can help the learner improve their English listening ability quickly. As far as I am concerned, the study is very necessary. Firstly, the learner may have had a correct direction. In fact, on the basis of discourse comprehension, the learner finds out for themselves some strategies or skills in recognizing and keeping up with sequence of continuing utterances of the speaker in a short time. They can follow the speaker's ideas from the beginning of the lecture, main content points to key ideas at the end which are indeed information for their purpose of learning. Secondly, grammar rules,

new words or phrases are important but they are not enough for the learner to reach the speaker's intention. So when the thesis was dealt with semantic and syntactical linguistic in discourse, it deliberately provided them a set of linguistic signals as the instructions on the road to their destination of learning English.

#### **5.4 LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

As far as the objectives of this study is concerned, the study has just presented information organizing devices in lectures in English coupled with their semantic, syntactic features as well as speech acts. And because of the limitation of time and materials, almost all lectures were collected from transcripts from TOEFL iBT listening passages and some other new TOEFL iBT materials that the thesis shouldn't be got expectation as it should

With the limitations of the thesis, so far the following issues are left for further research:

- How speech acts are used to maintain cohesion in lecture discourse
- How acts of defining are used to develop the key terms in lecture discourse
- How imperative speech act are used to do maintain cohesion in lecture discourse.