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**A DISCOURSE ANALYSIS ON PREFACES
IN ENGLISH AND VIETNAMESE**

**Field: THE ENGLISH LANGUAGE
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Chapter 1

INTRODUCTION

1.1. STATEMENT OF THE PROBLEM

In the last few decades, the world has seen an explosion of information and a revolution of high technology. Everyone has opportunities to achieve information in different ways. In that trend, the mass media in general and the internet in particular has made a great breakthrough in the development. Whatever happens, the requirement for reading books is sharply on the rise. People read books not only for information, but for evaluating events, sharing opinions and entertaining as well. These purposes are clearly shown in reading prefaces.

Unlike the other important parts of books, preface is a much more complex genre because it makes readers curious enough to want to read the book. It requires the authors to be highly qualified. They not only have to show the description of the book but also point out what potential readers gain and all the benefits they get from reading it. In order to produce an attractive convincing preface, one must master the writing skill as well as how to organize and develop their writing. In addition, writing prefaces in English may be different from that in Vietnamese because the writing conventions may vary from culture to culture. Therefore, even Vietnamese authors whose prefaces are considered convincing in Vietnamese may have problems with writing English prefaces. To get the admission from editors and reviewers, some of them have to get help from translators and feel anxious about the accuracy of these translations. Therefore, it is essential to carry out a study of English

and Vietnamese prefaces to help learners overcome the difficulties in writing prefaces and improve their writing skill at the discourse level.

1.2. JUSTIFICATION

There is, to some extent, no doubt that books have a strong impact on many of us. Reading books is important for language learners in general and students of English in particular. Learning English through books is believed to be a great help for both the reading and the writing skill. Along with the present globalization trend, a large number of books in different fields are published in English. Reading English books may become a routine of a majority of people in the near future. Therefore, a study on preface writing at the discourse level is necessary for teaching and learning English.

The title, the foreword, the introduction and the preface are the important parts of a book because these are the parts that will cause the readers to keep reading. However, little attention is paid to this kind of discourse. For this reason, the thesis is conducted with the hope that the discourse analysis of prefaces in English and Vietnamese books will be helpful in teaching and learning English. In other words, the ultimate goal of my thesis entitled “A Discourse Analysis on Prefaces in English and Vietnamese” is to discover how prefaces in books are shaped.

A study with various linguistic devices on lexical, syntactic features and cohesive devices of prefaces in English and Vietnamese may be a contribution to provide them with language materials in dealing with the prefaces.

1.3. SCOPE OF THE STUDY

The study is confined to the analysis of some discourse features of prefaces in books. However, only non-fiction books are chosen because they draw people's attention in a variety of fields. In the scope of this thesis we focus on reference books, handbooks, and materials. Moreover, the focus of this thesis is just concentrate on the layout, lexical features, syntactic features, and especially the cohesive devices in English prefaces (EPs) and Vietnamese prefaces (VPs).

1.4. AIMS AND OBJECTIVES

1.4.1. Aims

This paper is aimed to:

1. Identify and describe some discourse features of preface in English and Vietnamese
2. Find out differences and similarities between EPs and VPs, in terms of thematisation, layout, syntactic structures, lexical features and cohesive devices.

1.4.2. Objectives

- To set up a theoretical background in order to identify and describe the discourse features of prefaces in English and Vietnamese.
- To compare and contrast the features mentioned above to clarify the similarities and differences of the two languages in this field.
- To suggest some implications for the teaching and learning English as a foreign language in Vietnam.

1.5. RESEARCH QUESTIONS

1. What are the discourse features of EPs and VPs in terms of their thematisation, layout, lexical features, syntactic structures and cohesive devices?
2. What are the similarities and differences between English and Vietnamese prefaces in terms of the features mentioned above?
3. What are some suggestions for English to Vietnamese learner?

1.6. ORGANIZATION OF THE STUDY

Chapter 1: Introduction

Chapter 2: Theoretical Background

Chapter 3: Methods and Procedure

Chapter 4: Findings and Discussions

Chapter 5: Conclusion, Implications, Limitation,
Recommendations.

Chapter 2

THEORETICAL BACKGROUND

2.1 PREVIOUS STUDIES

Discourse Analysis (DA) itself is a broad field and can be identified as the study of language in use. It consists of a large number of subfields, including speech act theory, conversational analysis, pragmatics, and the ethnography of speaking. DA. Contrary to most of traditional linguists, discourse analysts not only study language use beyond the sentence boundary, but also to analyse the larger discourse context in order to understand how it affects the meaning of the sentence [57]. DA does not only provide a tangible answer to problems based on scientific research but to make us understand the essence of that problem. In other words, DA helps us to reveal the hidden motivation behind a text, behind the choice of particular methods of research used to interpret that text.

In English, Halliday (1985), in “Language, Context and Text”, studied aspects of language in a social-semiotic perspective.

Regarding discourse, Brown and Yule (1983), Cook (1989), Hatim and Mason(1990) have devoted a lot of their intellectual energy to the development of DA. However, most of their works are only confined to providing a systemic theory. Cohesion, coherence, theme-rheme structure, information structure, frames, scripts, scenarios, schemata ect and the role of the context, registers and genres are the main thrust of the above linguists. To some extent, such works equip us with a thorough picture of how to investigate language in use based on a systemic theory. However, as embarking

on practical studying researchers may have to fill a gap between theory and practice.

In Vietnamese, it can be noted by Diep Quang Ban (2003), in “*Giao tiếp-Văn bản-Mạch lạc- Liên kết- Đoạn văn*”, he studied texts and cohesive devices within a text. Regarding discourse, M.A.Thesis by Bui Thi Thu Ha (2007) studying “*A Discourse Analysis of Abstracts of English and Vietnamese Business Paper*”. Regarding , the M.A. thesis by Tran Nguyen Hoang Trang (2007) examined discourse features of English brief news in English and Vietnamese.

2.2. PRELIMINARIES OF DISCOURSE: *BROWN AND YULE'S THEORY*

In this part, I review some aspects related to discourse theory so that I will have a clearer understanding about the features of prefaces at the level of discourse both in English and Vietnamese.

2.3. GENRE AND REGISTER

Discourse is often researched from the perspectives of register and genre. These are so confusing terms which need to be distinguished. Moreover, another key notion closely related to register and genre also needs to be dealt with. It is the notion of discourse community. Swales claims that the internal structure of genres is identified in relation to the communication goals of the discourse.

2.4. COHESION AND COHERENCE

Cohesion involves the formal links which exist between sentences. Coherence, on the other hand, is built upon the semantic ties in discourse. [4], [9], [10], [12], [16]

2.5. THEMATISATION

- According to Halliday, there are basically three types of themes: textual theme, interpersonal theme and topical theme. Though Halliday has attempted to study theme-rheme thoroughly, during our data analysis some issues arise and we aim at setting some principles as follows:

- Embedded clauses are ignored because as Halliday [61] their thematic contribution to the discourse is minimal because of their down-ranking.

- If the verb in the dependent clause is finite, such dependent one contains a conjunction (that, because...) as a textual theme preceded a topical theme. However, if the dependent clause begins with a Wh-element, the Wh-element constitutes the topical theme [62]

Halliday [20], in his book on *An Introduction to Functional Grammar* (1985) viewed that it was theme that provided a kind of frame for the interpretation of the rest of the message. [20], [22], [25], [26].

2.6. SPEECH ACTS: YULE'S THEORY

In this part, I review some aspects related to speech act theory so that I will have a clearer understanding about the structure of utterances as a speech act both in English [8], [9], [19], [28] and Vietnamese [1], [2], [4].

Chapter 3

METHODS AND PROCEDURES

3.1. RESEARCH METHODS

A contrastive analysis of prefaces in different kinds of English and Vietnamese discourse was conducted so as to draw out some implications with particular reference to the teaching and learning of discourse.

3.2. RESEARCH DESIGN

Descriptive and qualitative approaches are to be adopted in this study. English is chosen as L2 and Vietnamese as L1.

3.3. DESCRIPTION OF POPULATION AND SAMPLES

In order to prepare data for the research, I proceeded to collect data as follows

First, I determined some criteria to select the samples, i.e. the number of samples, the length of texts, sources, types, dates, ect. At first, I intended to collect the prefaces from textbooks, but it seems that this kind of book is limited to the readers. Therefore, I decided to select three types of books: reference books, handbooks and materials. Firstly, these kinds of books have been so popular and attracted the attention of the readers. Each kind of knowledge has reference books. That is the reason why I decide to choose reference books, handbooks and materials as the object of the study.

Second, with such set criteria, I collected 100 English prefaces and 100 Vietnamese ones from the internet.

Third, for the sake of unity, only prefaces with the average length from 800 to 1000 words were chosen, Then, the distinctive

features of Vietnamese and English prefaces were found and analyzed by the researcher.

3.4. DATA COLLECTION

Most of the data used in this study were downloaded from famous books websites in Vietnam as well as in the world. For the English data source, I selected EPs from well-known books websites:

<http://ebook4u.vn/>

<http://ebooksgo.org>

<http://amazon.com>

For the Vietnamese data, we selected VPs mainly from two popular websites in Vietnam:

<http://sachdientu.vn>

<http://www.vietnamwebsite.net/ebook>.

3.5. DATA ANALYSIS

The data analysis was based on the quantitative data and the qualitative data gathered. In analyzing the quantitative data of the two preface groups, both frequencies and percentages were used to analyze and display the results of the EPs and the VPs. The qualitative data were also derived from the linguistic features and the specific uses of language recorded in the two tables

Chapter 4

FINDINGS AND DISCUSSIONS

4.1. THEMATISATION IN EPs AND VPs

The types of themes, topical theme, textual theme, interpersonal theme in both languages were analyzed in the following elements:

Topical theme: unmarked theme and marked theme.

Textual theme: Conjunctions and Wh-relatives

Interpersonal theme: Desirability, opinion and probably

4.1.1. Topical Theme in English and Vietnamese

Topical theme in English and Vietnamese was found to be realized with the clear preponderance of UTs.

-Unmarked theme

In English, the UT *I* took the great majority.

In Vietnamese, the UT *We* took the great majority

-Marked theme

In English: Performances of purposes, accompaniment and time as MTs.

In Vietnamese: circumstantials of location (space, time), of cause (reason, purpose, behalf) as MTs

4.1.2. Textual theme in English and Vietnamese

Generally, in both English and Vietnamese when speaker or writer uses the textual theme, they want to link ideas logically.

Textual theme is relatively high in EPs (18.1%). The reason is quite clear because as for Trần Ngọc Thêm [68] European language is a formally valid language, it requires a lot of connectives to link ideas logically. Moreover, a great number of WH-element in

the dependent clause (often followed by a topical theme) contributes to the proportion of textual theme in which sentence connectors and conjunctive adjuncts outweigh coordinators and subordinators. The followings will demonstrate the fact.

In English: conjunctive adjuncts, wh-element

In Vietnamese: conjunctive

4.1.3. Interpersonal theme in English and Vietnamese

Interpersonal themes in English and Vietnamese were found to be realized in a wide range of syntactic forms: verbs denoting desirability, opinion, modal verbs for attitude.

Table 4.1. Interpersonal theme in English and Vietnamese

| Interpersonal theme | desirability | opinion | probably |
|---------------------|--------------|---------|----------|
| English | + | + | + |
| Vietnamese | + | + | - |

4.1.4 A remark from the contrastive analysis of thematisation in English and Vietnamese in terms of the similarities and differences

In comparison of positions of HPs in English and those in Vietnamese, we can see HPs in both languages have the same positions such as initial, medial and final position in adjective and verb-structure. However, in noun and adverb-structures some significant differences should be mentioned here.

Table 4.2. Thematisation in English and Vietnamese

| Element | English | | | | Vietnamese | | | |
|---------|---------|---|---|--|------------|---|---|--|
| | H | M | L | | H | M | L | |
| UT | + | - | - | | - | - | - | |
| MT | + | - | - | | - | - | - | |

| | | | | | | | | |
|------------|---|---|---|--|---|---|---|--|
| Conj | + | - | - | | + | + | + | |
| Wh-element | + | - | - | | - | - | - | |
| Desir. | + | - | - | | + | - | - | |
| Opinion | - | + | - | | - | - | + | |
| Probably | - | + | - | | - | - | + | |

4.2. MOVE ANALYSIS OF EPs AND VPs

4.2.1. Problem setting

Generally, the content of the problem setting in the EPs tend to be orientated directly to the problem. On the other hand, problem setting in the VPs is dealt with related issues. In addition, it is optional in the Eps.

The Problem Setting is a very essential move in the VPs with many distinguished features which may mirror the influence of Eastern culture, but this move is less important in the EPs. However, there are other moves in the two groups of prefaces that need for further exploration

Title: Industrial and Applied Mathematics.

Mathematics biology is growing rapidly. **Mathematics** has long played a dominant role in our understanding of physics, chemistry, and other physical sciences. However, wholesale **application of mathematical** methods in the life sciences is relatively recent.

4.2.2 Sources of inspiration

Sources of inspiration in the two groups of prefaces explain how the writers got the idea of writing the book and which were the

decisive factors that made them commit themselves to such a complex.

The Sources of Inspiration occur in the EPs with the high occurrence in comparison with the ones in the VPs. Yet, there are still more interesting features of the other moves which require further exploration.

In English: It is an important move

In Vietnamese: It is not an important move

4.2.3. Purpose in EPs and VPs

In English, purpose is a very important part in the EPs. Moreover, the avoidance of providing the Problem Setting at the beginning of the EPs stating the Purpose instead may show the influence of the cultural values and ways of thinking of the authors on the discourse structure of the EPs which represent the directness.

Instead of opening with the Problem Setting, Purpose can take the initial position in a preface. This move points out what the potential readers will gain if they read the book and all the benefits they will get from it. The Table 4.4 below shows the distribution of Purpose in the two groups of prefaces.

In Vietnamese, purpose is not a very essential part in the VPs. Most of which are preceded by the Problem Setting.

4.2.4. Target Audiences in EPs and VPs

In general, exploring into the two groups of prefaces reveal a noticeable feature. Despite referring to audiences, each group of prefaces use different words and in the VPs, the Vietnamese authors make use of the richness of Vietnamese to demonstrate the audiences.

Therefore, it can be seen that the audiences in the VPs are more specific than the ones in the EPs.

In English: the English authors have no intention of focusing on particular readers. In other words, the Target Audiences in the EPs is not only limited to sort of readers.

In Vietnamese: the Target Audiences is an essential move in the VPs, with different names: các bạn, bạn đọc, học sinh, độc giả...

4.2.5. Book Description in EPs and VPs

Most of the prefaces contains the Book Description. However, its position is relatively different: at the beginning, in the centre

As the move occurring at the highest frequency (85%), obviously, the problem setting is a very necessary element in the VPs. In addition, there are few VPs referring to facts in the problem setting. Our analysis reveals that only 3/40 VPs present the problem setting like that. It is obvious that the Vietnamese writers pay less attention to the demonstration of a problem. In stead, they would like to pay attention to the topics around the main topic. This might reveal a common writing practice among Vietnamese writers to make the readers realize the importance of the book at the beginning of the preface. Obviously, it is an effective strategy to Vietnamese readers which may have influence on their language usage.

In a word, the exploration into the Book Description in the EPs and the VPs reveals many noticeable differences which are explained by a number of socio-cultural reasons. In the next section, our study will explore another move in the two groups of prefaces,

the Conclusions/ Implications, with the hope to bring to light more interesting features.

4.2.6. Conclusion in EPs and VPs

The final element in our analysis is the Conclusions/ Implications. This move is often found at the end in the majority of the two groups of prefaces.

In English: acknowledgement enclosed

In Vietnamese: no acknowledgement enclosed

Table 4.3 Summary of the Typical Moves found in Prefaces in

English

| Move \ Occurrence | Optional | Compulsory |
|------------------------|----------|------------|
| Problem setting | + | - |
| Sources of Inspiration | + | - |
| Purpose | - | + |
| Audiences | - | + |
| Book Description | + | - |
| Conclusion | - | + |

Unlike English, the Vietnamese moves occurring are limited.

The following table will show this.

Table 4.4 Summary of the Typical Moves found in Prefaces in

Vietnamese

| Move \ Occurrence | Optional | Compulsory |
|------------------------|----------|------------|
| Problem setting | + | - |
| Sources of Inspiration | + | - |

| | | |
|------------------|---|---|
| Purpose | + | - |
| Audiences | - | + |
| Book Description | + | - |
| Conclusion | + | - |

4.3. SYNTACTIC FEATURES

4.3.1. Passive voice in EPs and VPs

In English, the passive voice is a grammatical voice in which the subject receives the action of a transitive verb. the construction of a passive sentence can be stated as:

Goal + V-passive (be/get +PP) + by + Actor/ Agent

Only be-passive is found in our data. For example:

(48) a. This workbook *is designed* not only for students who desire the opportunity for independent study of English grammar, but also as a resource for teachers who need exercise material for editorial classwork, homework, testing, or individualized instruction.

In Vietnamese passive sentence is realized by three main construction as:

Goal + V-transitive (*)

Goal + bị/ được + V-transitive(**)

Goal + bị/ được + V-transitive + nhằm/ để + V-transitive(***)

Most of the passive found in our data belong to the last two constructions.

One important point that is worth discussing in VPs is the selection of *được* and *nhằm*. When the effect of things performed by the verbs on the Goals is to refer to purpose, *được* is chosen. This is not found in English.

4.3.2. Cleft sentences in EPs and VPs

It is sometimes necessary for the authors to give prominence to some highspots to attract readers' interest. And using an emphatic form of cleft sentences in EPs or “*chính*” in VPs is a good way to convey this implicature to the readers.

In English the prototypical cleft sentence has the following form.

It + Be + Focal Element + Subordinate Clause

For example

(55) a. It is my hope *that* you will use these techniques.

The Vietnamese use “*Chính*” with the aim of drawing the readers' attention to the information which is modified.

The construction of cleft sentence in Vietnamese can be realized by the two popular following forms:

Chính/ Với + Focal Element
 + (là) + Clause (*)
 Focal Element + *chính* + “*là*”
 + Clause (**)

The following examples will exemplify formula (*)

(58) a. *Chính* vì lí do đó, trong giáo trình này, một mặt chúng tôi đảm bảo những nội dung chính ở chương trình chung, mặt khác chúng tôi tập trung chú ý những lỗi sử dụng ngôn ngữ mà kinh nghiệm giảng dạy nhiều năm ở Đại học Huế cho chúng tôi thấy rằng sinh viên miền Trung thường hay mắc phải.

b. *Chính* các trường sư phạm là cái nôi đào tạo đội ngũ giáo viên. Vì vậy, việc nâng cao chất lượng đào tạo của các trường là một đòi hỏi bức xúc, có ý nghĩa then chốt.

4.3.3. Speech Acts in EPs and VPs

Directives with their high occurrence in both EPs and VPs really reveal their strength. They aim at stimulating, urging the readers to act, adopting certain point of view. Commissives rank second in EPs as a result of the authors' aim at ensuring the credibility. However, commissives are not properly paid attention to in VPs. This is due to the way of thinking of the Vietnamese authors which is in favour of indirectness. Rare occurrence of declarations in both EPs and VPs prove that the authors only make declarations when it is a must. Finally, the combination of integrated speech acts creates a greater force in stimulating the readers and ensuring a greater credibility in the audiences.

4.4. COHESIVE DEVICES

4.4.1. Grammatical Cohesion in EPs and VPs

Cohesive devices play a crucial role in writing since they turn separate clauses, sentences, and paragraphs into connected prosés, signaling the relationships between ideas, and marking obvious and visible the writers' “line of thought” [91]

Generally, cohesive devices, as for Mr Halliday [92], are divided into two major categories: lexical and grammatical cohesion which are further subdivided into smaller devices.

Actually, cohesive devices are such an important domain in every language. Thanks to them, the writers can establish the relationship across sentence boundaries and stick sentences in a text together into a unified unit.

In both EPs and VPs, personal pronoun is not used by the authors. In term of possessive, there is a difference between EPs and

VPs. While in EPs, only possessive determiners are used with quite high rate (30.1%), possessive pronouns are hardly mentioned, which is out of expectation; in VPs possessive forms only take 7.4%. Here are some instances extracted from the corpus which demonstrates the use of personal reference as a means of cohesion by the authors.

Substitution in Vietnamese involves the use of pronoun such as “đó, đây, kia, vậy thế ect” which refer to another linguistic item in the text to create the link between sentences in the text. In spite of not occurring with high frequency, substitution plays a very important role in making the text short, concise as well as eliminate unnecessary repetition. Similarly to EPs, in which clause and noun phrase substitution accounts for the highest rate

Ellipsis is a special case of substitution in which a linguistic item is replaced by zero. Like substitution, it exists primarily as an anaphoric device and consists of three types: nominal, verbal, and clausal. As mentioned in the table, ellipsis is used with a very low frequency in both EPs and VPs with 0.8% and 0.6%. and all the case of ellipsis in EPs and VPs belong to nominal ellipsis.

Conjunction is an effective device in writing EPs and VP. It indicates whether the relationship between sentences is additive, adversative, casual or temporal through which the text is interpreted more easily and naturally.

4.4.2. Lexical Cohesion in EPs and VPs

In order to complete the picture of cohesive relations it is necessary to take into account lexical cohesion which involves the selection of vocabulary. In Eps lexical cohesion is found 973

instances (38.6%) and in VPs that is 1362 (46.2%). This implies that the Vietnamese are prior to use lexical cohesion than English.

With regard to semantic tie we need to focus on the reiteration of lexical items which is known as the main kind of lexical cohesion. For the sake of unity in analysis, only three categories of reiteration are exploited. They are repetition, synonym or near-synonym and super-ordinate. The table below describes the use of reiteration in Eps and VPs.

Chapter 5

CONCLUSIONS AND IMPLICATIONS

5.1 CONCLUSIONS

Discourse Analysis deals with how texts are shaped beyond the sentence level. With the aim of investigating some typical features of prefaces in English and Vietnamese, we set up the major goals for the thesis: investigate and find out the similarities and differences between EPs and VPs in terms of thematisation, move, lexical features, syntactic structures and cohesive devices. And in order to achieve these goals, Halliday's and Diệp Quang Ban's view on text and cohesion are chiefly adopted as a major guideline through the thesis. The findings gained from the analysis of EPs and VPs allow the researcher to come to the following remarks.

In terms of the thematisation, both EPs and VPs reveal audience-centered (preponderance of *we/our*) as *Uts*), logical arguments (high frequency of textual themes), objectivity (modal adjuncts pushed to *rheme*) and high expectation (*I/ We hope*). However, some differences are also realised such as individualism (dominance of *I* as *UT* in EPs) versus collectivism (high percentage of *We* as *UT* in VPs). Moreover, the findings of thematisation also suggest that the thematisation of EPs is more flexible, and thus more appealing than that of VPs due to the flexibility, variants of *MTs* and *Multiple Themes* in EPs.

In terms of *move*, the different characteristics within the two different socio-cultures result in the difference in the *move* as well as the generic structure. The results show that the generic structures of the EPs as follows: (*Background information*)- *Research Problem/*

Purpose- Conclusion or Implications. Among these elements the *Background information* tend to be omitted. Meanwhile, the common structure of the VPs is as follows: *Background Information- Purpose- (Overview of the Content)- Conclusion or Implications* in which the overview of the content is unimportant element and tend to be left out.

With regard to syntactic structures, there is a great difference between EPs and VPs. While the syntactic devices which show the objectivity and emphasis of information (*Passive voice*) are more popular in EPs, those which convey subjective or emotive meaning (*Cleft sentences*) are more popular in VPs. For the *passive voice*, *Actor* is more de-emphasized in EPs than in VPs.

Finally, as far as the cohesion devices are concerned, the findings show that the EPs and VPs show some similar trends in using cohesion devices. Firstly, in preface discourse, grammatical cohesion is more popularly used than lexical cohesion. Secondly, in grammatical cohesion, reference and conjunction are dominant; whereas, substitution and ellipsis only take up a minor percentage. Thirdly, as for ellipsis, only nominal ellipsis occurs. The others do not appear. Fourthly, in term of conjunction adversative is widely used. Especially, causal takes the dominant role in VPs. Lastly, regarding lexical cohesion there is a strong similarity between EPs and VPs that repetition which usually falls into the content of materials is overwhelming (76.2% versus 80.2%), followed by synonyms with medium rate and next super-ordinates with the lowest percentage.

Beside the similarities in terms of cohesion mentioned above, there exist a number of major differences due to the way of thinking, grammatical properties as well as writing practice between the English and Vietnamese. Firstly, in grammatical cohesion, while the English authors have a higher tendency to use reference than the Vietnamese ones, the Vietnamese authors use conjunctions over twice as much as the English. Secondly, in Vietnamese reference, there is no distinction in form between personal pronouns, possessive pronouns and possessive determiners. Thirdly, in the terms of substitution, causal conjunction marks a big difference in EPs and VPs. While no cases of causal conjunction are found in EPs, in VPs it takes up a moderate rate with 247 instances, occupying 15.6%.

5.2. IMPLICATIONS ENGLISH TEACHING AND LEARNING

Discovering the typical discourse features as well as pointing out the similarities and differences between EPs and VPs in terms of the thematisation, move, lexical features, syntactic structures and cohesion are of great significance in teaching English, learning English and writing prefaces for different kind of materials.

Firstly, it is necessary to raise students' awareness of the importance of mastering linguistic features at the discourse level. Specifically, it is strongly recommended that whenever asking students to write a piece of writing, a teacher should ask them to determine the layout because each each genre of discourse has its own layout. It is the layout that provides us a frame to develop our writing in a natural and proper way. Because Vietnamese students of English are unconsciously influenced by the mother tongue, when teaching students to write this kind of discourse, the teacher should

remind them to take notice of the similarities and differences between EP and VPs, especially the differences. Being aware of these differences students will be able to produce writings acceptable to English readers.

Secondly, for the teaching and learning English, the thesis makes a point that teaching how to write a preface should be included in the English training syllabus at universities. However, this is a specialized form of writing which requires a knowledge of not only vocabulary, grammar but of discourse as well. Hence, introducing fully the typical discourse features of EPs and VPs is very necessary for those who have an intention of writing materials or books in English. Thirdly, for English students English, being provide a deep theoretical insight into elements is of great value. Moreover, once a piece of writing is come out, it is not only assessed by Vietnamese readers, but readers all over the world as well. That is the reason why a deep understanding of typical discourse features is useful for Vietnamese authors to produce successful prefaces.

5.3. LIMITATION AND FURTHER STUDY

Due to the shortage of time, reference materials as well as the limited knowledge of the researcher, the study has got certain restrictions. Firstly, the generalizations about prefaces of books and materials may be not applicable to prefaces of other fields. Secondly, the study has focused on the linguistic features and comparison in general. Hence, a suggestion for further research will be an exploration into the specific similarities and differences between the moves in prefaces in other fields. Nonetheless, hopefully, the study will be a reference for those who take an interest in the problem.