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**A DISCOURSE ANALYSIS OF ENGLISH SPEECHES
MADE BY NOBEL PRIZE WINNERS IN ENGLISH
LITERATURE**

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CHAPTER 1 INTRODUCTION

1.1. RATIONALE

Discourse analysis has many practical applications above and beyond the knowledge about language for its own sake. It gives us an insightful understanding of the nature of language in use in specific domains such as business, tourism or advertising. It helps to explain why some texts have a greater effect on communicating information and persuading people than the others.

The **Nobel Prize in Literature** has been awarded annually to an author from any country that has the most outstanding work in the field of literature. Each Nobel Prize is regarded as the most prestigious award in its field. After the receiving the prize, the winners had an informal speech to express their emotion.

In this trend, “*A Discourse Analysis of Speeches made by Nobel Prize Winners in English Literature*” is carried out with the hope that the research result will be useful for teachers and learners of English, as well as those who are interested in speeches, especially speeches made by Nobel Prize Winners in Literature.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims to analyze the discourse features of speeches made by Nobel Prize Winners in English Literature. It is carried out to raise awareness of the reader about linguistic features in speeches so that they can know how an effective speech is written in terms of discourse analysis.

1.2.2. Objectives

- To identify and describe the layout features of speeches made by Nobel Prize Winners in English Literature.
- Find out the lexical and syntactic, cohesive devices of speeches made by Nobel Prize Winners in English Literature.
- To suggest some applications for Vietnamese learners of English, related to writing skill.

1.3. SCOPE OF THE STUDY

Speeches made by Nobel Prize Winners in English Literature, in nature, are a complex discourse genre in terms of forms, contents, length and linguistic features; therefore, this discourse analysis is “*selective*” rather than “*exhaustive*” [5, p.31]. That is, we do not attempt to cover all discourse features of these speeches. Rather, the research is restricted to some discourse features such as *syntactic features*, *lexical features*, and *cohesive devices* of speeches made by Nobel Prize Winners in English Literature collected from the internet from 1970s till now.

1.4. RESEARCH QUESTIONS

1. What is the layout of speeches made by Nobel Prize Winners in English Literature?
2. What are the syntactic features of speeches made by Nobel Prize Winners in English Literature?
3. What are the cohesive devices used in speeches made by Nobel Prize Winners in English Literature?
4. What are the implications of the research results in teaching and learning English?

1.5. ORGANIZATION OF THE STUDY

The study consists of five chapters as follows:

Chapter 1, Introduction,

Chapter 2, Literature Review & Theoretical Background

Chapter 3, Methods and Procedures

Chapter 4, Findings and Discussion

Chapter 5, Conclusions and Implications

1.7. SIGNIFICANCE OF THE STUDY

The thesis will make a small contribution to knowledge or understanding of discourse analysis and speeches in general as well as the discourse features of speeches made by Nobel Prize Winner in English Literature in particular. Also, the research result will help Vietnamese learners of English, recruiters, copywriters and those interested in the area under investigation in the way that it provides them with useful knowledge of job speeches enabling them to know how to write an effective and persuasive speech in order to be able to attract audiences.

CHAPTER 2

LITERATURE REVIEW

AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Discourse analysis is an important and broad discipline which attracts the interest and concern of many linguists and researchers. Many scholars including Brown and Yule [3], Cook [5], Halliday and Hasan [20], Hatch [22], Nunan [34], and so on have made great contributions to the field.

In Vietnam, discourse analysis has drawn much attention of many researchers. Trần Ngọc Thêm [52] discusses cohesive devices in Vietnamese texts. Đỗ Hữu Châu [47], Nguyễn Đức Dân [49] and Nguyễn Thiện Giáp [50] study discourse analysis from a pragmatic view. Nguyễn Hòa [51], examines different aspects of discourse analysis such as cohesion, context, speech acts to discourse analysis. In addition, Diệp Quang Ban [46] gives an insightful study of discourse and text.

Besides, a number of studies related to discourse analysis have been conducted such as Bui Thi Thu Ha (2007): *An Investigation into Some Discourse Features of Abstracts of English and Vietnamese Economic Papers*, Tran Thi Ngan (2009): *A Discourse Analysis of Opening Speeches in English and Vietnamese*.

To the best of my knowledge, up to now there has been no study focusing on discourse analysis of speeches made by Nobel Prize Winner in English Literature. Hence, these speeches are chosen as the subject area of my master thesis.

2.2. THEORETICAL BACKGROUND

2.2.1. Overview of speech made by Nobel Prize Winner

2.2.1.1. Definition of speech

2.2.1.2 Definition of Nobel Prize

2.2.1.3. Definition of Nobel Prizes in Literature

2.2.2. Theory of Discourse analysis

2.2.2.1. Notion of Discourse and Discourse Analysis

According to Salkie [37, p.ix], discourse is “*a stretch of language that may be longer than a sentence*”. Similarly, Crystal

[10, p.25] defines: “*Discourse is a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke, or narrative.*” Sharing the same idea with Crystal and Salkie, Nunan [34, p.5] maintains: “*Discourse can be defined as a stretch of language consisting of several sentences which are perceived as being related in some way.*” In this paper, the term *discourse* is basically understood as human language in use for communication.

According to Stubbs [39, p.1], discourse analysis “*is concerned with not only language use beyond the boundaries of a sentence/utterance*”. What is more, Yule [45, p.83] remarks: “*Discourse analysis covers an extremely wide range of activities, from the narrowly focused investigation of how words such as ‘oh’ or ‘well’ are used in casual talk, to the study of the dominant ideology in a culture in its educational or political practices.*”

To sum up, the primary interest of discourse analysis is to give an account of how forms of language are used in communication. The analysis of discourse would involve, among other things, the context of situation, the meanings or intentions that the writer or speaker assigns to a linguistic means or expression..

2.2.2.2. Spoken and Written Discourse

Firstly, the contexts for using written language are very different from those in which spoken language is used.

Secondly, spoken language is different from written one in lexical choice. Written texts seem to use more complex, diversified words and abstract terms.

Thirdly, spoken and written languages also differ in terms of grammar.

Finally, another difference between speech and writing is the manner and speed of production. In speaking, there is no going back and changing or restructuring our words as there is in writing.

In conclusion, written language has certain features that are generally not shared by spoken one. However, the differences between spoken and written modes are not absolute, and the

characteristics that we tend to associate with written language can sometimes occur in spoken language and vice versa.

2.2.2.3. Cohesion and Coherence

2.2.2.3.a. Cohesion

According to Cook [5, p.14], “*formal links between sentences and between clauses are known as cohesive devices*”.

Meanwhile, Yule [44, p.125] considers cohesion as “*the ties and connections that exist within texts*”.

Also, according to Trần Ngọc Thêm [65, p.286], cohesion has two types: “*formal cohesion*” and “*content cohesion*”. Diệp Quang Ban [20] discusses cohesion under the headings conjunction, reference, substitution, ellipsis and lexical cohesion.

2.2.2.3.b. Coherence

Cohesion would not be sufficient to enable us to make sense of what we read or hear. A highly cohesive text that has a lot of connections between the sentences may be very difficult for us to understand.

In conclusion, coherence and cohesion are two interconnected aspects of discourse analysis. Cohesion is one of the manifestations of coherence, and coherence is often accomplished by using cohesive devices. However, cohesion itself is not enough for the creation of a coherent discourse.

2.2.2.4. Discourse Structure

Halliday and Hasan [18, p.10] define: “*Discourse structure is, as the name implies, a type of structure; the term is used to refer to the structure of some postulated unit higher than the sentence, for example the paragraph, or some larger entity such as episode or topic unit*”. The way in which discourse is organized much depends on its core meaning rather than grammar. Halliday [18, p.339] views *discourse structure* as “*a dynamic order determined by the semantic unfolding of the discourse*”.

Following Halliday, Renkema emphasizes that a discourse has a structure of meaning that makes clear what does and what does not belong to the core of the content. This structure of meaning Van Dijk [quoted in 26, p.108] calls ***macro-structure***: “*The semantic*

representation of a text is its macro-structure. It defines the meaning of parts of a discourse and of the whole discourse on the basis of the meanings of the individual sentences.”

Additionally, Hatim and Mason [23] discuss the components of discourse in terms of ***element*** and ***sequence***. *Element* refers to one of the constituents of discourse structure. A *sequence* is a unit of discourse organization which normally consists of more than one element and which “*serves a higher-order rhetorical function than that of the individual elements in question*” [23, p.174].

2.2.2.5. Lexical semantic feature

The units of meaning in lexical semantics are lexical units, which a speaker can continually add to throughout their life, learning new words and their meanings.

2.2.2.6. Syntactic Feature

Syntactic feature is the study of the principles and rules for constructing phrases and sentences in natural languages. Syntactic features are the features involving the rules governing the structure of a language such as the form of words, the structure of phrases, clauses and sentences, word order, or collocation...

2.2.3. Language of Speech and Writing

2.2.3.1. The nature and the language of writing

Writing has some **general features** that may affect the language used:

2.2.3.1.a. Writing is permanent

2.2.3.1.b. Writing is distant.

2.2.3.1.c. Writing is planned.

2.2.3.1.d. Writing is formal.

2.2.3.1.e. Writing is linear - or it is?

2.2.3.1.f. Writing is a process.

2.2.3.2. The nature and the language of speaking

Speaking is not just about making sounds: in this case there would be no difference between human beings and animals!

Besides combining individual phonemes, or **sounds**, to form words, when we speak we use other features too: **Intonation, Rhythm, Pitch, Pace**

If we consider the communicative frame **CPPR** (Context - Purpose - Producer - Receiver) we notice that in spoken language the **Receiver** plays a very active role because s/he influences what is said and how it is said. Speaking, in fact, usually take place **face-to-face**: this means that the receiver is physically present. Today, of course, thanks to technological invention, the receiver can be any distance away but at least the **voice** has to be present. Hence **the main features of everyday speech** are the following:

- Conversation takes place in real time
- Conversation is face to face:
- Conversation is interactive:
- Conversation is largely phatic talk:

2.2.3.3. The relationship between speech and writing

So far we have underlined the differences between spoken and written discourse. It would be tempting to think of them as polar opposites, making definitive statements such as '*Speech is informal*' and '*Writing is permanent*'.

CHAPTER 3

METHODS AND PROCEDURES

3.1. RESEARCH METHODS

3.2. DATA COLLECTION AND DATA ANALYSIS

3.2.1. Data Collection

Subject for this thesis is speeches made by Nobel Prize Winners in English Literature, a large number of which can be found on television, radio, newspapers, magazines, or the Internet. However, the collected data for analysis in this thesis come from online newspapers only. Among various types of websites in both English and Vietnamese, www.nobelprize.org is chosen because of their popularity and great prestige to readers.

3.2.2. Description of Samples

3.2.3. Data Analysis

3.3. RESEARCH PROCEDURE

3.4. RELIABILITY AND VALIDITY

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 LAYOUT FEATURES OF SPEECHES MADE BY NOBEL PRIZE WINNERS

There are some important things that should be done to write a formal speech. First of all the layout of speech has to be paid attention to. As mentioned above, the basic organization of writing / a well- prepared speech is similar to a paragraph. Basically, a speech consists of three sections: **Introduction, Body, and Conclusion**. Normally, in the **Introduction** section, the topic of our research is introduced and main points of our speech are delivered to audience and listeners. After greeting, we say what we are going to speak about. In the **Body** section, we express our felling and emotion when we received a Nobel Prize. This is the longest section in three sections. We can give some information about our work and important contributions to get the prize. In the **Conclusion** section, it is necessary to summarize the main points of our speech, and emphasized what we want the audience to impress and remember.

Twenty six standard speeches made by Nobel Prize Winners searched in Internet from a prestigious website have been used to analyze.

The above is only the general layout of speech made by Nobel Prize Winners. To write a complete and coherent speech, specific contents of each section have to be analyzed and discovered in order to find out how specific contents in each section of speech made by Nobel Prize Winners.

4.1.1. Introduction Section

The **Introduction** Section in speech made by Nobel Prize Winners in Literature includes the following contents or sub- sections: Greeting and the speaker' emotion. For convenience, those contents are called in turn as: greeting and emotion. Specific results are shown in table 4.1

Table 4.1 Contents in the Introduction Section of Speeches Made by Nobel Prizes Winners

Contents	Greeting	Emotion
Occurrence	21	16
%	87%	66%

4.1.1.1. Greeting

- 33% of speeches made by Nobel Prize winners have a greeting sent to participants with high social positions first and then to all rest participant.

[4.1] *Your Majesty,
Your Royal Highnesses,
Ladies and Gentlemen* [55]

The speakers greet the majesty first, next is royal highness and last one is the greeting of ladies and gentlemen. The order of these greeting express the respect of the winners to all of the listeners sufficiently. Using “Your” in their greeting is one of ways to express the informal felling.

- 21% of speeches made by Nobel Prize winners have a general greeting to all participants.

[4.3] *Your Royal Highnesses,
Ladies and Gentlemen* [56]

The speaker did not use “Majesty” because the “Highnesses” in the greeting “Your Royal Highnesses” implied that the royal highnesses consisted of majesty. This is one of ways to express the general greeting.

- 33% of speeches made by Nobel Prize winners have a specific greeting sent to participants.

[4.7] *Your Majesties
Your Royal Highnesses
Your Excellencies
Ladies and Gentlemen* [66]

Beside the general greetings, the rest of greetings is so specific and sufficient. The speaker have a greeting sent to participants with high social positions first and then to all rest participant. The first greeting is sent to *Majesties* and the last one is

Lady and Gentlemen. The winner greeted the audience adequately because of the presence of *Excellencies*. The social position of *Excellencies* is lower than the *Royal Highnesses* therefore they are greeted after the *Royal Highnesses*.

4.1.1.2. Emotion

According to the corpus we collected, 66% of speeches made by Nobel Prize Winners express the speaker’s emotion in the introduction of speeches. Here are examples:

[4.13] *There are not many things on which the world agrees but everyone I think acknowledges the importance of a Nobel Prize. I myself take most seriously the Nobel Committee's recognition of the highest excellence in several fields and I accept the honor of this award with profound gratitude. I have no very distinct sense of personal achievement. I loved books and I wrote some. For some reason they were taken seriously. I am glad of that, of course. No one can bear to be ignored. I would, however, have been satisfied with a smaller measure of attention and praise.* [60]

The speaker was so emotional and happy to receive this prize because it played an important part in the writer’s life. He wanted to express to great thanks to Nobel Committee’s recognition and the Swedish Academy.

4.1.2. Body section

Based on the analyzing results, the body section of speech contains some the following contents: thanking, the importance and background. For shortening and convenience, we name above contents like those in the table 4.2.

Table 4.2 Contents in the Body Section of Speeches Made by Nobel Prizes Winners

Contents	Thanking	Importance of Nobel Prize	Winner’s background
Occurrence	7	4	13
%	29%	17%	54%

[4.16] *I do thank Sweden for its wonderfully warm hospitality and I do thank the Nobel Foundation and the Swedish Academy for the welcome and unexpected way in which they have, so to speak, struck*

me with lightning. I only wish all borders were as easy to cross and all international exchanges as friendly. [63]

The speakers expressed their emotion and deep thanks to Sweden, Nobel Foundation and Swedish Academy because they award him the great Nobel Prize in Literature.

Accounting for 17% in the result is importance content. The speakers talk about the necessity / importance of their work art and their influence in the life. The examples below will illustrate this.

[4.18] *I am a representative of these times and of the present struggles which fill my poetry....I am proud to belong to this great mass of humanity, not to the few but to the many, by whose invisible presence I am surrounded here today.* [57]

The content which appears at a very high frequency (60%) in the body section of speeches made by Nobel Prize Winners is Background of the winners content. The speakers do not talk about thanks or importance of their work. They want to tell a story, or talk about their childhood or their memorable event in their life and so on... This content will be named after background of winners to be convenient in studying. For example:

[4.22] *I wrote all about this in my autobiographical book, Istanbul. ...Then for a moment, I realize why sometimes I have felt so angry.* [78]

4.1.3. Conclusion Section

The conclusion section in speeches made by Nobel Prize Winners has the following contents: thanks for contribution, wish and hope which will be listed in the Table 4.3 for convenience of studying.

Table 4.3 Contents in the Conclusion Section of Speeches Made by Nobel Prizes Winners

Contents	Thanks	Hopes	Wishes
Occurrence	21	3	2
%	80%	12%	8%

4.1.3.1. Thanks content

As a above result, thanks content occupied 80% in total contents.

[4.26] *I have not forgotten the **thanks**. In Frankfurt, on the 8th of October, my first words of **thanks** were for the Swedish Academy for*

*granting me the Nobel Prize in Literature. I **thanked** as well my publishers, my translators and my readers. Again **thank** you all. And now also I wish to **thank** the Portuguese writers and writers in the Portuguese language, the ones of the past and of today: It is through them our literature exists. I am but one of them. I said that day that I was not born for this, but it was given to me. Thus, my best **thanks**.* [74]

These are the speeches made by Nobel Prize Winners, the speaker want to say thanks for all of the organization and individual help them to receive this honoring prize. Therefore, the frequency of thanks occupied most.

4.1.3.2. Hopes content

Hopes content occupied 12% in total contents, look at the following sentences:

[4.27] *It is my **hope** that the distinction kindly granted to me by the Swedish Academy indirectly rewards all who guided my hand and whose invisible presence sustained me in difficult moments.* [62]

4.1.3.3. Wishes content

Wishes content is an expression of a desire, longing, or strong inclination; a petition. The acts of wishing accounts for the lowest percentage (8%). The speaker ends his speech by wishing the audiences on health, happiness and success. Here are examples:

[4.29] *I wish to pay homage to Your Majesties, to the Nobel Foundation, and to the Royal Swedish Academy which has crowned a work which is in good faith, and my thoughts go to those Italians who have found work, peace and liberty in Sweden. To all those who are present at this ceremony, I extend my grateful greetings.* [59]

4.2. LEXICAL FEATURES IN SPEECHES MADE BY NOBEL PRIZE WINNERS IN ENGLISH LITERATURE.

In this section, the attempt will be put into analyzing what common words are used in speeches made by Nobel Prize Winners in English Literature.

4.2.1. Greeting

All of the greetings beginning with a noun or a noun phrase

[4.31] *Your Majesties,*

*Your Royal Highness,
Your Excellencies,
Ladies and Gentlemen*

[66]

These examples clarify fact that the speakers says “Ladies and gentlemen” means everyone, both men and women. It appears in all of the greeting of speech. After greeting the most important people with their titles, names and functions, the speakers greets everyone by the phrase “Ladies and gentlemen” in the speech.

[4.34] *Your Majesties,*

*Your Royal Highnesses,
Your Excellencies,
Fellow Laureates,
Ladies and Gentlemen,*

[68]

In the greeting, **collectivism** is expressed in *Fellow Laureates* or *Dear Friends, Distinguished Guests* ...The individuals are ignored but the whole collective are directly addressed.

[4.36] *Your Majesties,*

*Your Royal Highnesses,
Your Excellencies,
Fellow Laureates,
Ladies and Gentlemen,*

[68]

Individualism also embedded in speech use greeting like “Honorable Members of the Academies”. The *members* themselves – the individual – but not the whole collective are directly mentioned.

For example;

[4.37] *Your Majesties,*

*Your Royal Highnesses,
Distinguished Representatives of the Nobel Foundation,
Honourable Members of the Academies,
The Karolinska Institute and Election Committees,
Students,
Ladies and Gentlemen,*

[69]

4.2.2. Thanking

These discourses are speeches made by Nobel Prize Winners. Therefore, so much thanks used in their texts.

[4.40] ***Thank you!***

[65]

[4.41] *I have not forgotten the **thanks**. In Frankfurt, on the 8th of October, my first words of **thanks** were for the Swedish Academy for granting me the Nobel Prize in Literature. I **thanked** as well my publishers, my translators and my readers. Again **thank** you all. And now also I wish to **thank** the Portuguese writers and writers in the Portuguese language, the ones of the past and of today: It is through them our literature exists. I am but one of them. I said that day that I was not born for this, but it was given to me. Thus, my best **thanks**.*

[74]

The speaker use the verb “thank” or noun “thanks” to do the act thanking.

4.2.3. Emotion

This is the content which appears in almost speeches.

[4.42] *There are not many things on which the world agrees but everyone I think acknowledges the importance of a Nobel Prize. I myself take most seriously the Nobel Committee's recognition of the highest excellence in several fields and I accept the honor of this award with profound gratitude. I have no very distinct sense of personal achievement. I loved books and I wrote some. For some reason they were taken seriously. I am glad of that, of course. No one can bear to be ignored. I would, however, have been satisfied with a smaller measure of attention and praise.*

[60]

4.2.4. Hopes

To hope is to expect something happen in the future. Thus, the modal verb will which often is combined with the verbs indicating willingness such as **hope / expect...** Look at the following sentences.

[4.46] *It is my **hope** that the distinction kindly granted to me by the Swedish Academy indirectly rewards all who guided my hand and whose invisible presence sustained me in difficult moments.*

[62]

4.2.5. Wishes

The speakers mainly use the word **wish** to do the act **wishing**.

[4.48] *I **wish** to pay homage to Your Majesties, to the Nobel Foundation, and to the Royal Swedish Academy which has crowned a*

work which is in good faith, and my thoughts go to those Italians who have found work, peace and liberty in Sweden. To all those who are present at this ceremony, I extend my grateful greetings. [59]

4.3. SYNTACTIC FEATURES IN SPEECHES MADE BY NOBEL PRIZE WINNERS IN ENGLISH LITERATURE.

For this section, we only focus the syntactic features in speeches.

4.3.1. Phrasal Structures

4.3.1.1 Adjective Phrases

[4.49] *So being grateful to you for your decision to award me the Nobel Prize for literature, I am essentially grateful for your imparting to my work an aspect of permanence, of a glacier's debris, let's say, in the vast landscape of literature.* [62]

The speaker used the adjective phrase “**grateful for**” to express warmly or deeply appreciative of kindness or benefits received.

[4.50] *I am fully aware of the danger hidden in this simile: coldness, uselessness, eventual or fast erosion.* [65]

The adjective phrase “**fully aware of**” emphasizes the recognition of something sensed or felt by the speaker.

4.3.1.2. Adverb Phrases

An **adverb phrase** is a linguistic term for a group of two or more words operating adverbially, when viewed in terms of their syntactic function.

[4.51] *I happily and gratefully yield to the temptation to believe that I am indeed the winner of a Nobel Prize. Thank you very much.* [72]

The adverb phrase “happily” and “gratefully” expressed the happy emotion of the speaker when received the Nobel Prize.

4.3.1.3. Verb Phrases

In linguistics, a **verb phrase** is a syntactic unit composed of at least one verb and the dependents of that verb. In speeches made by Nobel Prize Winners, the verb phrase used to say thanks is:

- **Thank + N**

[4.52]. *I venture to thank them on behalf of that vast unofficial Russia which is prohibited from expressing itself aloud, which is persecuted both for writing books and even for reading them.* [55]

The speakers used this structure to express their gratitude, appreciation to someone or organization such as the Nobel Prize, the members of Swedish Academy.

In addition to, **Wish+ to do something** is used to express the speakers’ wishes. Look at this example:

[4.54] *I wish to pay homage to Your Majesties, to the Nobel Foundation, and to the Royal Swedish Academy which has crowned a work which is in good faith, and my thoughts go to those Italians who have found work, peace and liberty in Sweden....* [59]

This structure expressed a wish to do something or the speaker wish to have it done for someone; someone wants to do it or want to have it done.

4.3.1.4. Noun Phrases

➤ A basic noun phrase:

[4.55] *Friends* [81]

[4.56] *Your majesties* [57]

The structure of the examples in [4.56] and [4.57] is **Determiner + Noun**. However, the structure of the example in [4.55] is only **Noun**.

[4.58] *Honourable Members of the Academies,* [69]

This basis noun phrase is created by an **Adjective + Noun**.

➤ A Complex Noun Phrase:

[4.59] *Distinguished Guests* [77]

The structure of the examples in [4.59] and [4.60] is made by **Past Participle + Noun**.

[4.61] *Distinguished Representatives of the Nobel Foundation,* [69]

This example mentioned above is made by **Noun Phrase + Prepositional Phrase**. However, the structure of **Noun Phrase** is consisted of **Past Participle + Noun**.

[4.62] *The Karolinska Institute and Election Committees* [69]

The example shown below has configuration: **Noun Phrase + Noun Phrase**

In brief, the greeting of speeches made by Nobel Prize Winners has specific and clear features of structure.

In thanking, the speaker use noun to express their thanking as the following examples:

[4.63] *I have not forgotten the thanks*

[74]

[4.64] *My best thanks*

[74]

4.3.2. Sentential Structures

According to the features of speeches, we divided into two kind of structure: Affirmative and Negative structures.

4.3.2.1. Affirmative Structures

Affirmative structure is contented and presented by the affirmative team.

To say thanks to the cooperation and individuals, the speakers uses the verbs thank with the structure: **Thank someone for doing something / noun**

For example:

[4.68] *I do thank Sweden for its wonderfully warm hospitality and I do thank the Nobel Foundation and the Swedish Academy for the welcome and unexpected way in which they have, so to speak, struck me with lightning.*

[63]

By using the configuration of **do thank someone for something**, the speaker want to emphasize on their special thanks to the listeners, the Nobel Foundation and the Swedish Academy.

Additionally, the speaker want to make a wish, the structures are used in this case: **Wishes+ to do something**, here are these examples:

[4.69] *I wish to pay homage to Your Majesties, to the Nobel Foundation, and to the Royal Swedish Academy which has crowned a work which is in good faith, and my thoughts go to those Italians who have found work, peace and liberty in Sweden.*

[59]

[4.71] *It is my hope that the distinction kindly granted to me by the Swedish Academy indirectly rewards all who guided my hand and whose invisible presence sustained me in difficult moments.*

[62]

This above example is used a noun “**hope**” to express a desire that is expected to be fulfilled now or in the future.

The modal verb “will” which often combined with the verbs indicating willingness such as expect / hope. Look at the following sentences.

[4.73] *I will leave this hall, however, with a new and much more delightful haunting than the one I felt upon entering: that is the company of Laureates yet to come.*

[70]

The structure **Will + Verb bare infinitive** is used commonly in above examples instead of using a noun “**hope**” to express the expectation of the speakers.

The word used to express the speaker’s emotion is similar to each other. Nouns are used frequently are “**honour**” and the structure often used in following example are: **be glad of** and **be satisfied with**.

[4.75] *I have no very distinct sense of personal achievement. I loved books and I wrote some. For some reason they were taken seriously. I am glad of that, of course. No one can bear to be ignored. I would, however, have been satisfied with a smaller measure of attention and praise.*

[60]

The structure **To be grateful to someone** is used in following examples.

[4.76] *I am grateful to you for those whom your decisions make and will make read poetry, today and tomorrow.*

[65]

4.3.2.2. Negative Structures

Negative structures in speeches made by Nobel Prize Winners are used widely. Here are examples:

[4.78] *Literature speaks with everyone individually – it is personal property that stays inside our heads. And nothing speaks to us as forcefully as a book, which expects nothing in return, other than that we think and feel.*

[79]

The speaker used the negative structure in above example is **Indefinite Pronoun**.

[4.80] *To my parents, how sorry I am that you cannot be here.*

[77]

To express the negative meaning in the speech, the configuration **Model Verb + Verb bare infinitive** is used popularly in [4.79] and [4.80].

[4.81] *This time the same people begin asking another question:
Aren't you a bit young to get the Nobel Prize?* [78]

The structure **Interrogative – Negative question** is easy to recognize in mentioned example.

Furthermore, the structure **The negative determiner + Noun** is used to express the absence of an entity. Here are these examples:

[4.82] *Not having the resourcefulness of these great men, I could find no words to make the bad symbolism good.* [75]

4.4. COHESION AND COHERENCE FEATURES USED SPEECHES MADE BY NOBEL PRIZE WINNERS IN ENGLISH LITERATURE.

4.4.1. Reference

According to Halliday and Hasan [20, p.31], reference is a semantic relation. Referential items are items which “*instead of being interpreted semantically in their own right, they make reference to something else for their interpretation*” [20, p.31].

On the basis of the data analysis, we find that in speech made by Nobel Prize Winners, the majority of reference is **anaphoric**. Personal pronouns are the most commonly used to refer to previously mentioned people or things. For example:

[4.84] *Many Nobel Prize laureates have appeared before you in this hall, but the Swedish Academy and the Nobel Foundation have probably never had as much bother with anyone as they have had with me.* [55]

In the above examples, personal pronouns are used to identify the previously mentioned entity. By using such pronouns, the copy-writers maintain the relationship between the clauses or sentences without repeating the words again. In [55], the pronoun “they” is interpretable only by the reference to “*Many Nobel Prize laureates*”; in [58], the pronoun “he / she” is interpretable by the reference to “*a writer*” and similar to “*the poet and storyteller*” and “*them*”; in [68], “we” refers to “*the writers*”. Similarly, in [73] “you” is used to refer to “*my publishers, my translators and my readers*”.

Anaphoric reference in speeches is also expressed by **demonstrative determiners - this, that, these, those** or **demonstrative adverbs - here, there, now, then** as illustrated in the examples below.

[4.88]... *This is why the most immediate and most urgent question is the survival of the environment, regardless of whatever forms of social and political organization nations may choose.* [67]

4.4.2. Parallelism

According to Cook [5, p.15], parallelism is “*a device which suggests a connection, simply because the form of one sentence or clause repeats the form of another. This is often used in speeches, prayers, poetry, and advertisements. It can have a powerful emotional effect, and it is also a useful aide-mémoire*”.

Hiatt (1975) remarks: “*Semantically, parallel structure must be used to show that two or more ideas have the same levels of importance*”.

Additionally, Nguyen Hoa [29, p.27] emphasizes the parallelism’s function of linking sentences: “*If two or more sentences have identical or very similar structure, this parallelism may serve as a means of connecting sentences with the connection being further reinforced by lexical equivalence and implications of semantic relationship*”.

Parallelism at phrase level is the most popular in speech. Let us look at some examples:

[4.94] *I thanked as well my publishers, my translators and my readers.* [74]

Parallelism at noun phrase with the structure **Possessive Determiner + Noun** is seen in below example. Besides, parallelism happening at clause level is easy to realized.

[4.95] *The injustices multiply, the inequalities get worse, the ignorance grows, the misery expands.* [74]

Parallelism happening at clause level and sentence level is recognized to be less frequent than phrase level parallelism. The repetition of structure of a clause or sentence does not make the text become clumsy or lengthy.

4.4.1.3. Repetition

Repetition aims at logical emphasis, an emphasis necessary to fix the attention of the reader on the key words of the text.

[4.98] *I do thank Sweden for its wonderfully warm hospitality and I do thank the Nobel Foundation and the Swedish Academy for the welcome and unexpected way in which they have, so to speak, struck me with lightning.* [63]

This example uses the repetition of structure “**do thank**”, the speakers want to stress their thanking deeply.

[4.99] *We have come from chemistry, from the microscopes, from cybernetics, from algebra, from the barometers, from poetry in order to be assembled here.* [56]

The repetition of preposition “**from**” is easily recognized in above example. [4.100] is the example of the repetition of noun.

In the above examples, key words and phrases are exactly repeated. However, this is not a bad style of writing of recruiters; its ultimate purpose is to emphasize the most basic messages which the advertiser wishes the readers to memorize.

In brief, reference, parallelism and repetition are the three most prominent devices used to make speeches cohere together. We tabulate the use and frequency of cohesive devices in speeches made by Nobel Prize Winners in the following table.

Table 4.3. Distribution of Cohesive Devices in speeches made by Nobel Prize Winners

Types of Cohesive Devices	Number	Percentage
Reference	68	47.9 %
Parallelism	55	38.7%
Repetition	19	13.3 %
Total	142	100%

CHAPTER 5 CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

“*A Discourse Analysis of Speeches Made by Nobel Prize Winners in English Literature*” is a study of how speeches are structured and what characteristic discourse features are used in these speeches. In order to reach these goals, we carry out to analyze the *discourse structure, grammatical features, lexical features, and cohesive devices* of speeches. This thesis is also aimed to make an original contribution to the theoretical studies of discourse analysis and speeches in general as well as the discourse features of speeches made by Nobel Prize Winners in English Literature in particular.

To answer the research questions put forward, the study is firmly based on the theories of discourse analysis of Cook [5], Halliday [18], [20], Nunan [34] and Yule [45] in English as well as of Diệp Quang Ban [46] and Trần Ngọc Thêm [52] in Vietnamese. Analyzing 200 samples of job advertisements in English and Vietnamese, we gained interesting results as follows:

In terms of *discourse structure*, the speech contains three parts: Introduction Section – Body Section – Conclusion Section. The Introduction Section contains the following contents: greeting, thanking, and expressing emotion. The Body Section in speeches included the following contents: thanking, the importance of award, background. The contents in conclusion section are quite clear with hopes, thanking, wishes and declaration.

In terms of lexical and syntactic features in each speech, the structures and words used to express the speaker’s emotion, thanks and meaning of the events in speeches are a noun or noun phrase.

In terms of cohesive devices of speeches made by Nobel Prize Winners, the main *cohesive devices* in speeches are *reference, parallelism* and *repetition*. Of the three kinds of reference: *personal reference, demonstrative reference* and *comparative reference*, personal one appears most frequently in both languages. Also, *parallelism* often happens at *phrase level*, especially *noun phrases* and *verb phrases*. Besides, the *repetition of key words or phrases*

proves effective in emphasizing some message or indicating strong feelings on the audience. Among three types of *cohesive devices*, *reference* is most used speeches.

5.2. IMPLICATIONS

To teachers:

Speeches are a good source for English teaching materials at schools, particularly at colleges specialized in English. Therefore, helping students know how to effectively write speech of various kinds in general and speeches made by Nobel Prize Winners in particular is not an easy task of teachers. Hopefully, the research result of this thesis will facilitate such a difficult task. It equips the teacher with general knowledge or understanding of discourse analysis and speeches as well as the discourse features of speeches made by Nobel Prize Winners.

Mastering deeply the discourse structure, grammatical features, lexical features, and cohesive devices of speeches helps teachers be more confident and flexible in designing their lectures in order to convey them to the students most effectively. Therefore, the features of speeches are great hints with which teachers can give to their student as they practice their writing skill.

To students:

Also, this study will be of much benefit to learners of languages. A good understanding of discourse analysis, speeches helps students enrich their knowledge and provides them with sound background and necessary strategies to know how to write an effective and persuasive speech, which can be required in their curriculum or in their future job. Furthermore, learning a language does not mean learning only its vocabulary and grammar rules in isolation, discourse competence is also of crucial importance, for differences in cultures and values are embedded in the way people use their language. Speeches made by Nobel Prize Winners do not only provide the knowledge of linguistic but bit knowledge of culture to student, which help students of English to write a speech suitably. Besides, mastering some discourse features of speeches, students will be more aware of writing a coherent text. Thus, this research paper has already made will help students deal with this.

In conclusion, the findings of this study have number of important implications for future practice of English and thus obviously contribute to the improvement in using English by Vietnamese users.

To laureates

Clearly, the thesis carry out a successful recruitment process, one of the most foremost and important tasks of a laureate is to write a brief but effective speech attracting listeners' attention and interest. It is unimaginable how hard it will be for any person to write a job advertisement without being equipped with basic knowledge about it. The result of the study will ease this difficulty by supplying them with the most important and detailed information of a speech. *For example*, it gives the information of which parts are often included in a speech, of what lexical and grammatical items should be used and of which cohesive devices can bring clearness, brevity and effectiveness for a speech.

5.3. LIMITATIONS OF THE STUDY

The corpus for this thesis is extremely large; the drawback is that there is no limitation of speech style. Because of the limited time, knowledge and references, the study can only examine some certain characteristics of speeches such as the structure, grammatical features, lexical features and cohesive devices, so it has not reached the expected depth as it should.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

- A discourse analysis of opening speeches in Nobel Prize Ceremony.
- A discourse analysis of closing speeches in Nobel Prize Ceremony.
- An investigation into stylistic features of speeches made by Nobel Prize Winners in Literature.