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UNIVERSITY OF DANANG

LÊ THỊ THẢO ANH

**A DISCOURSE ANALYSIS OF
 TRAINING COURSES ADVERTISEMENTS
 IN ENGLISH AND VIETNAMESE
 ELECTRONIC NEWSPAPERS**

Field Study: THE ENGLISH LANGUAGE

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Supervisor: **NGUYỄN THỊ QUỲNH HOA, Ph.D.**

Examiner 1: **Assoc.Prof.Dr. TRẦN VĂN PHƯỚC**

Examiner 2: **Assoc.Prof.Dr. LƯU QUÝ KHƯƠNG**

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CHAPTER 1 INTRODUCTION

1.1. RATIONALE

Advertising, with the support of modern mass media, penetrates into every field of the society and plays an important role in the development of businesses as well as in our lives.

The important role of advertising can be seen in most types of business and it is not an exception for the field of training and education. From ancient times to the present, education is attached special importance to by all people from all social backgrounds, and education becomes their imperative demand in the contemporary society. Therefore, the appearance of training and educational advertisements is indispensable in order to meet that demand. Owing to the evolution of information technology, of Internet and their overpowering advantages, more and more courses advertisements are presented to learners by advertisers as well as training facilities through electronic newspapers or websites and, at the same time, learners also have chances to find out all concerning about their courses.

As a teacher of English, I find the important role of advertising in informing the public of information of the training courses. Moreover, the study on language used in training courses advertisements (TCAs) is really helpful because it can help learners and writer of advertisements understand better and learn more about uses of language.

As a result, “A Discourse Analysis of Training Courses Advertisements in English and Vietnamese electronic newspapers” is the title of the master thesis I wish to carry out.

1.2. AIMS AND OBJECTIVES OF THE STUDY

1.2.1. Aims of the study

The research aims at carrying out a discourse analysis of TCAs in English and Vietnamese electronic newspapers so as to find out their features in terms of the layout, lexis, syntax and cohesive devices; then, to discover the similarities and differences between the two languages so that it can help learners understand and grasp the characteristics of TCAs.

1.2.2. Objectives of the study

- To describe discourse features of TCAs in English and Vietnamese electronic newspapers in terms of the *layout*, *lexical features*, *grammatical features*, and *cohesive devices*.
- To find out and explain the similarities and differences between English and Vietnamese TCAs.
- To suggest some applications for teachers, learners of English and for those who are interested in TCAs.

1.3. SCOPE OF THE STUDY

The research is restricted only to some discourse features such as the *layout*, *lexical features*, *grammatical features*, and *cohesive devices* of TCAs in English and Vietnamese collected from online newspapers and websites, to the similarities and differences between the two languages in terms of the above features.

1.4. RESEARCH QUESTIONS

1. What are the discourse features of TCAs in English and Vietnamese electronic newspapers?
2. What are the similarities and differences as well as the frequencies of occurrence in the discourse structure, lexical features, grammatical features, and cohesive devices of TCAs in English and

Vietnamese electronic newspapers?

3. What are the implications for English teaching and learning?

1.5. SIGNIFICANCE OF THE STUDY

1.6. ORGANIZATION OF THE STUDY

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

CHAPTER 2

THEORETICAL BACKGROUND

2.1. REVIEW OF PREVIOUS STUDIES

For the domain of discourse and discourse analysis, there have been so far various books or studies of many world-famous linguists and researchers, such as Halliday and Hasan (1976), Brown and Yule (1983), Cook (1989), Nunan (1993) and so forth.

In Vietnam, discourse analysis has also drawn much attention of many linguists, namely Trần Ngọc Thêm (1999), Diệp Quang Ban (2003), Nguyễn Hòa (2003).

Besides, advertising is an interesting research topic which is studied in many disciplines by linguists, such as Leech (1966), Dyer (1988), and Cook (2001), or Nguyễn Đức Dân (1994), Nguyễn Kiên Trường (2004), or Mai Xuân Huy (2005). Following this trend, more and more doctoral dissertations and master theses investigate various aspects of advertising genres, namely Tôn Nữ Mỹ Nhật (2005), Nguyễn Thị Hồng Minh, Nguyễn Thị Phương Hồng (2011).

In spite of many studies on discourse analysis and advertisements, until now, there have never been any ones yet show

that the discourse analysis of TCAs has been done. As a result, training courses advertisements in English and Vietnamese electronic newspapers are chosen as the subject area of my master thesis.

2.2. THEORETICAL BACKGROUND

2.2.1. Theory of Discourse and Discourse Analysis

2.2.1.1. *Notions of Discourse and Discourse Analysis*

Discourse, though expressed in different ways, is emphasized at the two most important aspects: In the structure of discourse: discourse is a well-form of organization above the level of sentence; and in the function of discourse: discourse serves as a mean of communication.

Discourse analysis, from the views of many linguists, is to give an account of how forms of language are used in communication and what linguistic means are used to carry out linguistic purposes.

2.2.1.2. *Written and Spoken Discourse*

Discourse analysis is concerned with both spoken interaction and written one. These two forms are distinguished from each other by means of paralinguistic, extralinguistic factors and distinctive linguistic features. However, Bugarski (1993) remarks “*spoken and written language are viewed as separate but that related*”, and the reality shows that characteristics associated with written language, sometimes, occur in spoken language and vice versa.

2.2.1.3. *Cohesion and Coherence in Discourse*

Cohesion and coherence closely interrelate in the way that cohesion is regarded as one of the ways of making the text coherent. While coherence is regarded as the *implicit* links of utterances in a discourse or of sentences in a text, cohesion is defined as “the use of *explicit* linguistic devices to signal relations between sentences and

parts of texts" [8, p.83]. Halliday and Hasan [23] and Cook [9] give out cohesive devices used as formal links that causes texts to cohere or stick together. However, through the analysis of the collected data, it can be said that the three most suitable cohesive devices used in this thesis are: *reference, parallelism* and *repetition*.

2.2.1.4. Discourse Structure

Discourse structures are the patterns that one sees in multi-sentence (multi-clausal) texts. Halliday and Hasan [23, 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".

2.2.2. Newspapers and Electronic Newspapers

2.2.2.1. Newspapers and Their Functions

News is presented in many different ways and newspaper is one of the best means for news. According to Wikipedia [75], "**A newspaper** is a scheduled publication containing news of current events, informative articles, diverse features, editorials, and advertising". In addition, Leanna Boerger [73] presents 4 basic functions of newspaper: to inform, to interpret the news, to provide a service for readers, and to entertain.

2.2.2.1. Electronic Newspapers

The electronic newspaper [74], also known as online newspaper or a web newspaper existing on the World Wide Web or Internet, either separately or as an online version of a printed periodical.

2.2.3. Advertising and Training Courses Advertisements

2.2.3.1. Definition of Advertising

Advertising, generally, is the information about products and services that are advertised for sale; the act of praising advertisers themselves as well as their products / services; and it is aimed at impacting totally on readers, hearers, viewers advertisements, persuading them so that at the end advertised products, serviced can be sold.

2.2.3.2. Language of Advertising

John [65, p.85] remarks that "*the language used in advertisements is very carefully chosen to have special effects. The words will create images as well as convey information, and often there will be more than one meaning to some expressions*". Therefore, so as to create effective advertising messages, the language of advertisements may consists of vivid concrete words, yet it is indeed condensed, imaginative, distinctive, persuasive and charming with the conveyance of information to the target customers.

2.2.3.3. Genre of Advertising

Vestergaard and Schroder [49, p.1] divided advertising into two main types: commercial and non - commercial advertising. Because of the characteristics and form of training courses advertisements, this kind of advertising is also classified into another type of advertising which is called **Notice advertising**. According to Mai Xuân Huy [64, p.46], "*this notice advertising may be commercial or non-commercial*" because there are also training courses with cost as well as free training courses.

2.2.3.4. Definition of Training Courses Advertisements

According to Cambridge Dictionaries Online [72], training course "*is a series of lessons to teach the skills and knowledge for a*

particular job or activity". From this definition, we can take out the definition of *training courses advertisements* as follows: "*Training courses advertisements are advertisements for courses introduced to those who have demands in learning new skills or enhancing knowledge for a particular job, personal life or achieving the individual goals*".

2.2.3.5. Layout of an Advertisement

Basing on training courses advertisements collected, it can be seen that the layout of a training course advertisement consists of four elements: the Headline, the Body Copy, the Illustration and the Standing Details.

2.3. SUMMARY

CHAPTER 3

METHODS AND PROCEDURE

3.1. RESEARCH DESIGN

This thesis design is based on the combination of both qualitative and quantitative approaches.

3.2. RESEARCH METHODS

The research was conducted with combination of several methods: descriptive, analytic, contrastive and inductive. Among them descriptive and contrastive method were dominant ones which are most frequently used in the thesis.

3.3. RESEARCH PROCEDURE

The procedure for the research will carry out the tasks: looking for and reading carefully the related materials, collecting and classifying data, analyzing data, comparing and contrasting, synthesizing the findings, drawing conclusions, putting forward some implications and making suggestions for further researches.

3.4. DESCRIPTION OF SAMPLE

In order to gain aims and objectives of the thesis, 200 TCAs (100 in English and 100 in Vietnamese) of long length (more than 200 words) uploaded since 2008 were chosen to investigate.

3.5. DATA COLLECTION

Data were collected from popular and prestige websites in the many countries in the world, but mainly in United States, in England and in Vietnam.

3.6. DATA ANALYSIS

ETCAs and VTCAs were analyzed in terms of layout, lexical features, syntactic features and cohesive devices, then made comparison and contrast.

3.7. VALIDITY AND RELIABILITY

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. LAYOUT OF ETCAs AND VTCAs

4.1.1. The Headline

The Headline of an advertisement is usually put in the leading position and regarded as the title, the spirit of the whole advertisement. Headlines are divided into three types: direct headlines, indirect headlines and combination headlines [47, p.304].

Most headlines of TCAs are direct ones written in a simple and brief manner. Specifically, the headline of a TCA is generally the *course title* itself (51% in ETCAs and 60% in VTCAs) that specifies what skills, specialities or careers will be trained and that is introduced to readers. Besides, many headlines also provide extra information such as the *trainees*, the *level*, the *date*, the *trainer's*

name or the *duration* of the course.

In addition, there are also indirect headlines in VTCAs; however, this kind of headline cannot be found in ETCAs, and no TCA with combination headlines is found in both ETCAs and VTCAs.

4.1.2. The Body Copy

The Body Copy is considered as the "main part of the advertising message". As Arens [2, p.420] remarks: "*The Body Copy comprises the interest, credibility, desire and often even the action steps*". In fact, in TCAs, the Body Copy includes not only detailed contents of the courses but also the benefits and objectives that the courses bring to the learners.

In terms of layout, the Body Copy of a TCA often contains such parts as *Introduction / Overview, Trainees, Objectives, Contents, Expenses* and *Duration* or (sometimes) *Methods, Entry Requirements / Pre-requisites* as well as *Prosperous Job Prospects*; however, not all parts in the Body Copy of TCAs are always presented or these parts can exchange order with each other because of the copywriters' intention.

The scrutiny shows that there are four types of the Body Copy:

**Table 4.3. Frequency of patterns of the Body Copy
in ETCAs and VTCAs**

	Patterns of the Body Copy	English		Vietnamese	
		Occurrence	Rate	Occurrence	Rate
❶	<i>In regular type</i>	22	25%	35	35%
❷	<i>With the Overview</i>	36	36%	13	13%
❸	<i>With subheads</i>	38	38%	55	55%
❹	<i>Is tabulated</i>	4	4%	7	7%
Total		100	100%	100	100%

4.1.3. The Illustration

In order to make an advertisement more effective, the appearance of an illustration is indispensable. The *Illustration* is a typical element of modern advertisements. Its appearance supports the headline and makes the headline become clearer.

The Illustration in TCAs appears everywhere in the advertisements, but in general, it is often put above or on the left of the Body Copy. The Illustration can be photographs of a thing, a person or group of people; or a series of photos presenting people's activities. Just looking at the Illustration, the readers can partly understand what are the objectives of the course and together with the Headline, they shape a specific aim of the course in the readers' minds.

4.1.4. The Standing Details

The Standing Details in TCAs are put in difference positions: above, below or on the right of the Body Copy. They often provides the address of training facilities, website or e-mail address or phone numbers for the readers to contact in case they want to enroll in the course or have problems.

In addition, the Standing Details are usually hidden under such expressions as "*contact us*", "*for more details*", "*to book*", or more unusual one as "*any questions?*" in ETCAs and "*liên hệ (đăng ký tham dự)*" in VTCAs.

4.1.5. Similarities and Differences between ETCAs and VTCAs.

4.2. LEXICAL CHOICES IN ETCAs AND VTCAs

4.2.1. Expressions Denoting Benefits of Courses in ETCAs and VTCAs

4.2.1.1. Evaluative Adjectives in ETCAs and VTCAs

The role of adjectives is mentioned by Leech [30, p.151]:

“advertising language is marked by a wealth of adjective vocabulary”. The analysis of TCAs reveals that only positive adjectives or adjective phrases, especially evaluative ones, are used popularly in ETCAs and VTCAs with the purpose of denoting benefits of courses and they are considered as effective choices to make TCAs more convincing.

(4.46) *The mix of art, craft, science, technology and practical advice makes this course very **exciting** and **ideal** for the enthusiastic amateur photographer, artists and designers.* [E 21]

(4.49) *Khóa học mỹ thuật đa phương tiện cơ bản **đặc biệt hữu ích** với những ai đang sở hữu trang web, tự kinh doanh, học sinh-sinh viên, người đi làm.* [V 75]

Besides, comparative and superlative adjectives are also employed by training courses copywriters; and using two kinds of these adjectives is another prominent characteristic of TCAs in both languages.

(4.52) *By the end of the course you should feel **more confident** in your creative abilities, found vehicles to help you generate ideas, have a **better** understanding of the elements of photography, feel playful and excited about the images you create and in turn have a **more creative** approach to anything you undertake.* [E 90]

(4.55) *Khóa học sẽ chia sẻ tư liệu, phần mềm chuyên dụng **tốt nhất** giúp bạn cảm thấy hứng thú khi học.* [V 22]

4.2.1.2. Noun Phrases in ETCAs and VTCAs

Collected data in both languages reveals that employing nouns or noun phrases is considered as one of the advertisers' strategies to attract the readers' attention. Nevertheless, they make up

a not very big rate compared with evaluative adjectives.

(4.57) *The course can be used as a **practical opportunity** to add to your portfolio or showreel for college or university, and help you to discover in which area your film making interests best lie.*

[E 25]

(4.63) *Khóa Luyện viết luận ứng tuyển ĐH là **kim chỉ nam**, mang lại cho học viên định hướng tốt nhất, bản thân học viên sẽ tự tìm tòi, khám phá và tự tin viết bài luận ứng tuyển xuất sắc.* [V 96]

4.2.2. Expressions Denoting Trainees of Courses

In order to indicate trainees in TCAs, advertisers often employ common nouns, personal or indefinite pronouns; or a demonstrative pronoun (like *those*, for instance) which can be postmodified by restrictive relative clauses and other restrictive modifiers.

(4.66) *The mix of art, craft, science, technology and practical advice makes this course very exciting and ideal for the enthusiastic **amateur photographer, artists, and designers**. The course would be of use to **anyone** wanting to improve their photography skills whether as a hobby or a gateway to further study or employment.* [E 21]

4.2.3. Expressions Denoting Objectives of Courses

The objective of courses is a decisive factor for the readers to consider whether they should attend the courses or not; and it is an indispensable part in any TCAs in English and Vietnamese.

In this part, the readers can be persuaded by the advertisers' arts in using verbs denoting targets that the course can offer them such as *equip the knowledge, give assistance and gain results*. Especially, *will* and *can* are two modal verbs appeared commonly in TCAs.

4.2.4. Similarities and Differences between ETCAs and VTCAs.

From all what we have mentioned, it can be statistically tabulated the distribution of typical expressions in ETCAs and VTCAs as follows:

Table 4.8. Summary of Lexical Features of ETCAs and VTCAs

Expressions	English		Vietnamese	
	Occurrence	Rate	Occurrence	Rate
<i>Denoting Courses Benefits</i>	208	25.2%	88	16.4%
<i>Denoting Courses Trainees</i>	188	22.8%	222	41.3%
<i>Denoting Courses Objectives</i>	429	52%	227	42.3%
Total	825	100%	537	100%

4.3. SYNTACTIC FEATURES IN ETCAs AND VTCAs

4.3.1. Sentence Types

In English, sentences can be classified into four types: simple sentences, compound sentences, complex sentences and compound-complex sentences. Meanwhile, in Vietnamese, according to Diệp Quang Ban [58, p.112], there are three kinds of sentences: simple sentences, compound sentences and complex sentences.

The scrutiny shows that in TCAs, the majority of simple and complex sentences are used to give description, benefits as well as requirements of courses. However, because in VTCAs, sentences are not employed much, instead, phrases are preferred; therefore, the number of sentences using in ETCAs is much more than that in VTCAs.

4.3.2. Voice

According to Quirk et al [39, p.159], “Voice is a grammatical category which makes it possible to view the action of a sentence in either of two ways: active and passive, without change in the fact

reported”. In order to make sentences forceful, direct and concise, the use of sentences in active voice outnumbers those in passive voice in TCAs. However, the role of sentences with passive voice is undeniable because using passive structure helps the readers realize benefits as well as objectives of the courses. The English passive voice is formed by the following constructions:

Subject _{passive} + Verb _{passive} (be/get + PP) + Optional Agent (by Phrase)

Let’s look at some examples:

(4.105) *The course is updated to work with Illustrator CS to Illustrator CS5. The lessons are kept easy and simple so that anyway can be confident in using Illustrator after this crash course!* [E 11]

Moreover, there is an existence of the other construction in which the passive form can be used with modal verb *will*:

(4.107) *High Impact Presenting is developed for those where effective presentations skills are essential for pitching and presenting their business. After this course delegates will be able equipped with the skills to present confidently to a business audience with new modern models of presenting and skills to make the most of visual aids.* [E 35]

Vietnamese language proves to have passive meaning. Diệp Quang Ban [58, p.58] points out that Vietnamese passive meaning is shown through the use of such words as “*bị*”, “*được*” and “*do*”. However, the special thing in these VTCAs is that advertisers employ the word “*được*” and “*sẽ*” in most advertisements containing passive sentences because they want to bring their students the best things and benefits that the students can see after attending the courses. For examples:

(4.110) *Với khóa học này, học viên được nâng cao kỹ năng*

ngữ pháp, từ vựng và luyện cách viết sắc bén nhiều thể loại tiểu luận.

[V 96]

(4.112) *Thông qua chương trình, các nhân viên bán hàng sẽ được rèn luyện khả năng tiếp cận khách hàng một cách chuyên nghiệp, xử lý các tình huống và quan trọng nhất là bán được hàng.*

[V 5]

4.3.3. Sentences with Relative Clauses

In ETCAs, reduced and non-reduced relative clauses are used to explain and clarify for particular objects, helping the readers understand better information mentioned in the advertisement.

In Vietnamese language, the term “relative clause” doesn’t exist; however, instead, so as to explain or clarify for a particular object, restrictive adjuncts are used to do this with the appearance of the word “*mà*” before them. According to Diệp Quang Ban and Hoàng Văn Thung [57, p.153-155] and Vietnamese dictionary (edited by Hoàng Khê) [68], “*mà*” is a restrictive connective word which is used to connect the auxiliary component into the main one. “*Mà*” is often put after the main component (can be a noun or noun phrase) and before an SVO structure in order to indicate things about to be mentioned, explain for just mentioned objects. In his article, Nguyễn Đức Dương [79] states that “*mà*” is a “mark” word used in a sentence in order to inform the hearer / reader of what about to be mentioned and after the word “*mà*” is the restrictive adjunct for antecedent noun / noun phrase.

4.3.4. Similarities and Differences between ETCAs and VTCAs.

4.4. COHESIVE DEVICES IN ETCAs AND VTCAs

4.4.1. Reference in ETCAs and VTCAs

According to Halliday and Hasan [23, p.31], reference can be

accounted as “*exophoric*” or “*endophoric*” functions in which endophoric one is considered to make great contribution to the cohesion because it makes ties within the text. *Endophoric reference* includes two kinds: *anaphora* and *cataphora*. The collected data reveals that the majority of endophoric reference found in TCAs in both English and Vietnamese is anaphoric.

Since the course titles are often placed at the beginning of the TCAs, the majority of these advertisements begin with the definite article “*the*” + “*course / programme / ...*” / “*khóa học*” / “*chương trình*” or the demonstrative “*this*” / “*này / đây*” and, sometimes, without the necessity of repeating the course titles in the part of course description. This creates the speciality for this kind of training course advertising.

Besides, personal pronouns and possessive determiners are utilized to make a reference to the courses or courses participants that have already appeared in TCAs. Especially, in TCAs, there are common nouns and two personal pronouns (and their possessive forms) appeared in the advertisement without the condition that they must be referred to earlier because with the appearance of these words, the readers can realize which subjects they mention. Such common nouns are “*students / participants*” (in English) or “*học viên*” (in Vietnamese); and personal references are “*we / our*” and “*you / your*” or “*chúng tôi / bạn*”.

Interestingly, no comparative reference is found in both English and Vietnamese training courses advertisements.

4.4.2. Parallelism

According to Cook [9, p.15] parallelism is “*a device which suggests a connection, simply because the form of one sentence or*

clause repeats the form of another”.

Parallelism can occur at various levels such as phrase level, clause level or sentence level. Through the scrutiny of the collected data, it can be said that parallelism is thoroughly employed in nearly every part of English and Vietnamese TCAs, namely *course description, trainees / participants, entry requirement, content and objectives*. Especially, parallelism at phrase level is employed most of all and it is shown clearly in the part of *objectives* because in this part, the advertisers of TCAs often have a tendency of listing results or benefits so that the readers can catch them easily. However, the number of adjective phrases via parallelism found in ETCAs is hardly few in comparison with that in VTCAs because in English an adjective often combines with a noun to form a noun phrase.

Besides, parallelism at clause level and sentence level are found to be also employed but less frequently than that at phrase level, and there is only parallelism at sentence level, but at clause level in VTCAs.

4.4.3. Repetition

Repetition is considered as a bridging and persuasive device which makes a great aid in memory. It is the way of repeating exactly a lexical item mentioned previously in the text for the purpose of fixing the readers' attention on the key words or phrases in the text.

Repetition, in English and Vietnamese training courses advertisements, is used regularly in order to engrave on the readers' memory the information which the advertiser wants to transmit to them. Such information may be the *course title*, the *course organizers*, the *benefits* or the *objectives* of the course.

(4.149) *This two-day Sales training course is designed to*

introduce participants to the essential techniques and structures involved in sales. Practical exercises are used to ensure that participants can employ their newly learnt skills immediately and to develop their levels of confidence. This sales training course provides the bedrock for all successful selling roles. This Sales Training Course is introductory and is suitable for anyone that is involved in sales role, or those who work who are moving into a sales oriented role.

Find out more about this Introduction to Sales Training Course. [E 44]

(4.151) *Khóa học ACTIVE TOEIC với phương pháp học hoàn toàn CHỦ ĐỘNG.*

Sử dụng phương pháp “TỰ HỌC – LUYỆN TẬP” giúp sự tiếp thu đạt đến 75% qua buổi học. ACTIVE TOEIC sẽ giúp bạn đạt được CHẤT LƯỢNG trong việc học tập và nâng cao tính CHỦ ĐỘNG, sự tự tin trong cuộc sống. [V 27]

4.4.4. Similarities and Differences between ETCAs and VTCAs.

The use and frequency of above cohesive devices in both languages TCAs are presented in the below table:

Table 4.12. Frequency of Cohesive Devices in ETCAs and VTCAs

Types of Cohesive Devices	English		Vietnamese	
	Occurrence	Rate	Occurrence	Rate
<i>Reference</i>	227	20.7%	69	15.5%
<i>Parallelism</i>	545	49.8%	260	58.6%
<i>Repetition</i>	323	29.5%	115	25.9%
Total	1095	100%	444	100%

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1 CONCLUSIONS

This thesis with the name “*A Discourse Analysis of Training Courses Advertisements in English and Vietnamese electronic newspapers*” is a study of how training courses advertisements in both languages are structured and what characteristic discourse features are used in these advertisements. These goals require the author of giving out major steps for achievement. Those steps are investigating and finding out the similarities and differences between ETCAs and VTCAs in terms of layout, lexical features, syntactic features and cohesive devices. The findings presented below are drawn from the major similarities and differences in TCAs between two languages.

In terms of the layout feature, both ETCAs and VTCAs share a similar structure. Basically, the layout of TCAs in both languages includes such parts as: the Headline, the Body Copy, the Illustration, and the Standing Details. The Headline, on the basis of presentation, is divided into: Direct Headlines, Indirect Headlines and Combination Headlines. The scrutiny proves that Direct Headline is the most popular one in ETCAs and VTCAs and no combination headline is found in TCAs. Besides, the TCAs in two languages contain similar parts in the structure of the Headline. It may be a noun phrase indicating the course title only or the course title with extra information such as the *trainees*, the *level*, the *date*, the *trainer's name* or the *duration* of the course; among which the percentage of direct headline with the course title is the highest (51%

in English versus 60% in Vietnamese). Then, the most informative part – the Body Copy often covers common items in its construction, namely *Introduction / Overview*, *Trainees*, *Objectives*, *Contents*, *Expenses* and *Duration* or (sometimes) *Methods*, *Entry Requirements / Pre-requisites* as well as *Prosperous Job Prospects*. The layout of the Body Copy is categorized into 4 basic structures: *the Body Copy in regular type*, *the Body Copy with the Overview*, *the Body Copy with subheads* and *the Body Copy is tabulated*; and the Body Copy with subheads is presented the most in both languages TCAs (38% in ETCAs and 55% in VTCAs). However, there are still few differences in the Headline and in the Body Copy of TCAs in both languages. In VTCAs, there are some indirect headlines used for attracting the readers' attention, while no indirect one is found in ETCAs. In the Body Copy, if in ETCAs, the percentage of the Body Copy in regular type ❶ is lower than that of the Body Copy with Overview ❷ (25% in ❶ and 36% in ❷), in VTCAs, this is quite the reverse (35% in ❶ and 13% in ❷). The Illustration and the Standing Details in both ETCAs and VTCAs don't show the difference because the purpose of advertisers in putting up these parts is aimed at increasing belief in the readers about the courses.

As regards the lexical features, both ETCAs and VTCAs show similarities and differences. In this part, many kinds of vocabularies are used in order to describe benefits, trainees as well as objectives of courses. Firstly, with the use of nouns and evaluative adjectives in base-form, comparative and superlative, beside the purpose of arousing the readers' attention, the advertisers persuade them of benefits when attending these courses. Secondly, in order to denote trainees of courses, the advertisers use many parts of speech, namely

common nouns, personal or indefinite pronouns; or a demonstrative pronoun (like *those*, for instance). Through the investigation and the fact also show that whenever denoting trainees of courses, the course organizers tend to use such words as “*students / participants*” in English or “*sinh viên / học viên*” in Vietnamese. Thirdly, the diversified use of verbs, especially modal verbs, helps the readers realize perceived objectives such as knowledge, assistance and results when participating in the course. The analysis of the collected data proves that up to 70.4% of the occurrence of verbs in ETCAs and 43.6% in VTCAs are used to denote results of courses and verbs denoting objectives of courses prevail over the two rest ones (52% in ETCAs and 42.3% in VTCAs). However, while the percentage of verbs denoting assistance in VTCAs is a bit higher than that of verbs denoting knowledge equipment knowledge (28.6% versus 27.8%), in ETCAs, that is on the contrary (12.1% versus 17.5%). Besides, the results prove that *expressions denoting benefits of courses* have the higher percentage than ones *denoting trainees* in ETCAs and vice versa in VTCAs (25.2% & 22.8% in ETCAs versus 16.4% & 41.3% in VTCAs).

With regards to the syntactic structures, the paper research deals with the three characteristic aspects: sentence types, voice and sentences with relative clauses. As for sentence type, simple and complex sentences in TCAs prevail over other kinds of sentences, in which the percentage of complex sentences is a little higher than that of simple ones with 41.8% vs. 38.1% in English and 48.5% vs. 41.6% in Vietnamese. Then, the frequency of sentences with active voice is much higher than that with passive voice; besides, because of the specific characteristics of the TCAs, only positive passive voice

is employed. Finally, the use of sentences with relative clauses is an important and necessary grammatical feature which helps the readers get a better understanding of information mentioned in the advertisements. However, in Vietnamese grammar there is no term called “relative clause”, so in order to do that, instead of relative clauses in English, Vietnamese copywriters use restrictive adjuncts with or without the connective word “*mà*” before them. Another different point in this part is the inexistence of compound-complex sentence in Vietnamese grammar.

Finally, main cohesive devices used in both English and Vietnamese training courses advertisements are reference, parallelism and repetition. Of the three kinds of reference: personal, demonstrative and comparative, personal reference appears most frequently in both languages with the prominent of two personal pronouns: *we* and *you*. Similarly, parallelism often happens at phrase level, particularly noun phrases and verb phrases. In addition, the repetition of key words and phrases proves effectiveness in not only emphasizing some messages but also creating the strong impression in the readers’ mind. The only different point is in the over double number of frequency of cohesive devices taking up in ETCAs compared with that in VTCAs.

5.2. IMPLICATIONS

This research is hoped to be useful for not only teachers and learners of English but also for those who are interested in this kind of advertising, and to make some contribution to learning English.

Firstly, with the results which are found and studied in this thesis, we hope that they will be useful reference resource for anyone who is concerned about discourse of advertisements, especially

discourse of training courses advertising. In reality, there have been quite a lot of researches on the language of advertising in general, but the studies on language in training courses advertisements are still very few. Therefore, hopefully, this research will be of some help for students majoring the English language or language researchers when they conduct a piece of scientific research on the advertising language related to training courses advertisements.

Secondly, the typical discourse features of training courses advertisements as well as the similarities and differences between two languages can make a considerable contribution to the teaching and learning English for specific purposes, especially English for training courses advertising. In addition, when teaching students of advertising field, the teachers of English will help their students have a deep understanding about layout, vocabulary, syntactic features, as well as cohesive devices in training courses advertisements. Similarly, for those who are interested in this kind of advertising, this thesis can provide them with helpful knowledge and give them better understanding of this field.

5.3. LIMITATIONS OF THE STUDY

The corpus for this thesis is extremely large because training courses advertisements cover every single field of human life. The drawback is that there is no limitation of education types according to specific branches and industries. Moreover, due to the shortage of time, linguistic knowledge and reference material, the study can only examine some certain characteristics of English and Vietnamese training courses advertisements in terms of the layout, lexical features, syntactic structures and cohesive devices, so it has not reached yet the expected depth as it should.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

This thesis is an attempt to make a detailed analysis of discourse features of English and Vietnamese training courses advertisements in terms of their layout, lexical features, syntactic features and cohesive devices. For the sake of further investigation into this field of advertising, I would like to offer some suggestions for the further research:

1. A discourse analysis of training courses advertisements in terms of persuasion strategies in English and Vietnamese
2. An investigation into speech acts in English and Vietnamese training courses advertisements
3. A contrastive analysis of stylistic devices of training courses advertisements in English and Vietnamese