

**MINISTRY OF EDUCATION AND TRAINING
THE UNIVERSITY OF DANANG**

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**A CRITICAL DISCOURSE ANALYSIS
ON ABSTRACTS OF EDUCATION JOURNAL
ARTICLES IN ENGLISH AND VIETNAMESE**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

Language is one of the greatest inventions that mankind has ever made. It plays a crucial role in all aspects of our lives. Ideas and understanding available through language shape our practice in a various way in everyday interactions. In addition, language helps us express our inner thoughts or feelings as well as maintain the social relationships. A wide range of studies were conducted in terms of applied linguistics and critical discourse analysis (henceforth CDA) is one of the crucial approaches of discourse analysis.

In addition, linguists and researcher in fact have conducted a noticeable number of studies in terms of educational discourse. However, studies on educational discourse from perspective of CDA, to some extent, seem to be minor in the number. The thesis hopes to discover and prove how effective language is used to transfer ideas, affect people's perception about things in education in particular and affect society in general. Therefore, in this paper, I would like to examine abstracts from educational journal articles in English and Vietnamese.

1.2. AIMS OF THE STUDY

The aims of this research is to examine the textual description in terms of vocabulary analysis, grammar analysis, textual structure within the framework of CDA in abstracts from education journal articles (EJAs) in English and Vietnamese as well as find out the similarities and differences of textual description between English and Vietnamese abstracts of EJAs. This study also helps Vietnamese

learner of English grasp the distinctive characteristics in writing style between English and Vietnamese EJAs in order to write articles with highly persuasive communication values.

1.3. OBJECTIVES OF THE STUDY

The study is intended to:

- To examine the textual description in terms of vocabulary analysis, grammar analysis and textual structure in abstracts of EJAs in English and Vietnamese in CDA perspective.

- To find out and explain the similarities and differences of textual description in terms of vocabulary analysis, grammar analysis and textual structure in abstracts of EJAs in English and Vietnamese in CDA perspective.

1.4. RESEARCH QUESTIONS

The study attempted to answer the following research questions:

1. What are the textual description in abstracts of EJAs in English and Vietnamese in terms of vocabulary analysis, grammar analysis and textual structure in CDA perspective?

2. What are the similarities and differences of textual description in terms of vocabulary analysis, grammar analysis and textual structure between English and Vietnamese abstracts of EJAs in CDA perspective?

1.5. SCOPE OF THE STUDY

The focus of this thesis is on the textual description in terms of vocabulary analysis, grammar analysis and textual structure of abstracts in EJAs basing on CDA. This study follows only the description stage according to Fairclough's framework. The interpretation and explanation stages were not included because the

nature of 'analysis' changes from stage to stage. In the case of description, analysis is generally thought of as a matter of identifying and 'labelling' formal features of a text in terms of the categories of a descriptive framework. In the case of interpretation, it is the cognitive processes of participants, and in the case of explanation, it is relationships between transitory social events (interactions).

1.6. ORGANIZATION OF THE STUDY

CHAPTER 2 LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. REVIEW OF PREVIOUS STUDIES RELATED TO THE RESEARCH

Critical discourse analysis begins to take hold in educational research in North America (Siegel & Fernandez 2000) for an overview of critical approaches. Educational researchers are interested in how text are put together (Bloome & Carter 2001, Lemke 1992, Peyton – Young 2001), studies of policies (Collins 2001, Corson 2000, Woodside –Jiron 2002, in press) and interactions in classrooms and schools (Bloome &Egan – Robertson 1993, Rogers 2003). All of these studies are linked in order to figure out the relationship between language and social configurations of education. Researchers using CDA show their concerns in critical theory of the society, the relationship between language and discourse which leads them to conduct the description, interpretation and explanation for such relationships.

Roger (2005) (setting an agenda for critical discourse analysis in

education) tried to explicitly comment on the intersections between the two CDA frameworks of Gee (2001) in “*An Introduction to Discourse Analysis*” and Fairclough (1989) in “*Language and power*” to allow the theory and method of CDA to be reformulated and applied to important educational issues. Luke (2005) described the historical contexts and theoretical precedents for sociological models for the study of language, discourse and text in education. The authors outlined key terms, assumptions and practices of critical discourse analysis. Describing unresolved issues and challenges for discourse analysis and sociology of education are also the main point the reader can conclude from this article.

Nguyen Hoa (2006) has made a great contribution to CDA and created the impetus to this field. More recently, Do Thi Xuan Dung (2014) gave an insight into how to use CDA to analyze slogan in Vietnamese and English, and came to the conclusion that discourse was not only a social custom, but also a social and cultural face. The supported relationship between the language functions in social interactions with the impact of the language on this relationship proved that language is inseparable part of the reality, as well as social practices tend to rely on language dramatically. In addition, in Viet Nam, the study of critical discourse analysis (CDA) were also presented in many master theses and one of the representative is the thesis of Tran Thi Long (2013) with the title “*Critical discourse analysis of the education talks by Sr. Robinson*”. The thesis is a critical discourse analysis of the talks —*schools kill creativity* and —*bring on the learning revolution* by Sir Ken Robinson in TED conferences. The thesis aims at exploring the relations among language, power and ideology manifested in two of these talks.

However, none of them conducted their research on discourse features of abstracts of EJAs. Thus, “*Critical discourse analysis on abstracts of education journal article in English and Vietnamese*” was conducted with the aim of contributing a minor part to this field.

2.2. THEORETICAL BACKGROUND

2.2.1. Concepts of Discourse Analysis

2.2.2 Critical Discourse Analysis (CDA)

a. Concept of CDA

b. Main Approaches to CDA

2.2.3 Fairclough’s Analytical Framework

Fairclough offers a three - dimensional model for CDA consisting of *three inter-related processes of analysis tied to three inter-related dimensions of discourse* (Rogers, Berkes, Mosley, Hui, and Josep, 2005: 371). These three dimensions of discourses are: *text* (description: formal prosperities of the text), *discourse practice* (interpretation: relationship between text and interaction), and *sociocultural practice* (explanation: social determination of the processes of production and interpretation and their social effects).

As mentioned by Fairclough (1989), his analysis is on the basis of three elements including *description, interpretation and explanation*. Linguistic characteristics of texts are described, the relationship between the productive and interpretative processes of discursive practice and the texts is interpreted, and the relationship between discursive practice and social practice is maintained (Fairclough, 1995).

In doing this, Fairclough attempts to establish a systematic method for exploring the relationship between text and its social context. Fairclough subsequently gives three stages of CDA, which

are in accord with the three above mentioned levels of discourse.

Description is the stage which is concerned with the formal properties of the text.

1. What *experiential* values do words have?

- What classification schemes are drawn upon?
- Are there words which are ideologically contested?
- Is there *rewording* or *overwording*?
- What ideologically significant meaning relations (*synonym*,

hyponym, *antonym*) are there between words?

2. What *relational* values do words have?

- Are there euphemistic expressions?
- Are there markedly formal or informal words?

3. What expressive values do words have?

4. What metaphors are used?

5. What experiential values do grammatical features have?

- What types of process and participant predominate?
- Is agency unclear?
- Are processes what they seem?
- Are nominalizations, active/ passive sentences, and positive/

negative sentences used?

6. What relational values do grammatical features have?

- What *modes* (*declarative*, *grammatical question*, *imperative*) are used?

- Are there important features of *relational modality*?

- Are the pronouns *we* and *you* used? And if so, how?

7. What expressive values do grammatical features have?

8. How are sentences linked together?

- What logical connectors are used?

- Are complex sentences characterized by *coordination* or *subordination*?

- What means are used for referring inside and outside?

9. What interactional convention are used?

- Are there ways in which one participant controls?

10. What larger scale structures does the text have?

2.2.4. Systematic Functional Grammar (SFG) and its roles

2.2.5. Abstracts of Education Journal Articles (EJAs)

2.3. SUMMARY

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH METHOD

The design of the thesis was based on combining qualitative and quantitative approaches. The descriptive method, analytic method and comparative method were also employed in this research.

Firstly, the descriptive and analytic method were used to describe and analyze collected data in order to find out textual description features (vocabulary, grammar, textual structure and its values such as experiential, relational and expressive value) which followed the theory of discourse analysis and the framework of CDA.

Next, the results were categorized according to its similar or different features which supports the discussion section.

3.2. DESCRIPTION OF POLLUTION AND SAMPLES

The population of the study consists of 200 abstracts from educational journal including 100 in English and 100 in Vietnamese abstracts collected from 2 educational articles in 2 websites:

- www.eric.ed.gov
- www.giaoducthoidai.vn
- The content of the abstract has to be relevant to the field of education management in both English and Vietnamese.
- The average length of each abstract varies from 250 words to 300 words. After totally 620 EJAs were examined, the number of EJA with average length below 250 words and over 300 to 800 words only takes up 4% and 27% respectively.
- The number of 200 samples used in this research is entirely satisfactory owing to the fact that in total of 620 abstracts in EJA in English and Vietnamese, there are over 100 samples corresponding the suitable length within research and their content related to educational development topics.

Vietnamese website was the only original website of Ministry of Education and Training written in Vietnamese format that suited the requirement while English website was the cutting-edge education-related resources available for research and practice that was controlled by the U.S Department of Education.

3.3. DATA COLLECTION

To collect sufficient and appropriate data for the study, I followed the steps. Firstly, I searched for sources of journal article having abstracts from websites. Secondly, I chose the reliable website in both languages and classified EJAs abstracts according to the content of education development. Next, after choosing abstracts having the content related to the research topic, I began to filter the samples so that the range of word number is acceptable.

Finally, I conducted the classification of EJAs abstracts based on the number of words and the content from 2 website mentioned

above, 200 samples were chosen (100 samples in English and 100 samples in Vietnamese).

3.4. DATA ANALYSIS

The collected data were analyzed as follows:

With regard to textual description, collected data were examined so as to find out discourse features which included the use of vocabulary, grammar and discourse structures, under the network of experiential, interpersonal and textual values, according to 10 questions by Fairclough. The analysis results were displayed in percentage via tables. From this calculation, distinctive features of the EJA could be determined, discussed and evaluated.

Finally, the data were compared by using the contrastive method to find out the similarities and differences between English and Vietnamese in terms of EJA.

3.5. PROCEDURES

3.6. RELIABILITY AND VALIDITY

3.7. SUMMARY

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. THE TEXTUAL DESCRIPTION IN ABSTRACTS OF EJAs IN ENGLISH

4.1.1. Vocabulary Analysis

a. The experiential value of words

Table 4.1. Rewording in English EJAs

Key words	Occurrence	Explanation
Leadership	196	Here the educational organization may be a school, college or university. The head of the school/college/university organizes these programmes and activities with co-operation from other teachers, parents and students.
Management education	377	It is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution.
Education policy	73	to be a transformative leader in education reform, it is necessary to merge an in-depth knowledge of education policy with proven best practices in organizational management.

There are very few synonyms in these abstracts like *turbulence-problematic*. For antonyms, there are a few pairs including: *effective – ineffective*; *male- female*; *masculinity – femininity*; *benefits – challenges*; *advantages – disadvantages*; *public – private*; *external –*

internal; undergraduate- graduate; profit – nonprofit;

b. The relational value of words

Table 4.2. The relational value with the use of using the euphemism and formality in English EJAs abstracts

	Examples	Relational meaning
Euphemism	[4.1] Women's position in higher education management can be analysed using <i>glass cliff</i> .	This metaphor describes a phenomenon when women are more likely to be appointed to precarious leadership roles in situations of turbulence and problematic organizational circumstances.
	[4.2] We extend this position into the realm of management education, that is, <i>spoon-feeding</i> .	Vocabulary metaphor is used to critique the disappointing outcomes of traditional approaches to teaching and learning.
	[4.3] We use the ' <i>good enough mother</i> ' concept to explain and develop an alternative notion, the ' <i>good enough school</i> '	This metaphor explains that schools cannot be perfect and the expectation of schools tend to be very high; so the new concept is discussed to reduce the requirements and expectations.
	[4.4] Prompted by the need for leaders able to turn around <i>chronically low-performing</i> schools, states, universities, education groups, and school districts	This litote – is quite commonly used in education – reduces the characteristics of real education system in some areas in U.S
	[4.5] In particular, questions	The vocabulary metaphor

	Examples	Relational meaning
	have been raised regarding why business schools should <i>endeavour</i> to bridge this relevancy gap?	describes the need for connection and relevancy in school and management education.
	[4.6] Developing the capacity for attending to surprise, as a means of " <i>decolonizing the imagination</i> " should form a significant element of management education for both teacher and student.	The metaphor - characterizes an initial experience of surprise and disorientation, followed by increasing awareness of new ways of conceptualizing the tasks of management.
	[4.7] Educational change that began at <i>the dawn of the 21st century</i>	The metaphor – represents the new stage of education.
	[4.8] The neurosciences have expanded our understanding of the role of the " <i>old</i> " brain in generating defensive reactions to threat.	The metaphor - the learning and practice of management skills pose various forms of threat to would-be practitioners, and how individuals respond to threat and how this affects their ability to learn has also been a persistent concern of management scholars.
	[4.9] Based on the authors' experiences, five interventions are described that (a) integrate the issue of poverty more meaningfully throughout the	The metaphor - illustrate how social class, family socialization, and the current management curriculum insulate management students

	Examples	Relational meaning
	management curriculum and (b) pierce <i>this bubble</i> .	from thinking about and interacting with the local poverty.
	[4.10] Through <i>the lens</i> of alumni and human - resources personnel participants	The metaphor – highlights the experience of professional in the research study in the examination of the student skills.
Formality	[4.11] We extend this position into <i>the realm</i> of management education.	Semantic widening device
	[4.12] This article explores whether embedded links between leadership and <i>masculinity</i> still exist.	Formal word – instead of using “male”, masculinity appears to occupy more leader position than women.
	[4.13] The article concludes by discussing pressing research issues, including discovering optimal blends, differentiating from or integrating blending with <i>"flipped classrooms"</i>	Formal word - distinguishes the effects of blending from other potential confounds, determines the effects of subject matter and program level, and seeks increased thought leadership
	[4.14] Instructors have established <i>time-worn</i> methods of teaching	Less formal word – implies the outdated methods on the uptake of new technology.

In addition, some others formal preposition and conjunction are also used. They are “*no prior*” (instead of *not before*); “*vis-à-vis*” (instead of *relating to*); “*whilst*” (instead of *while*); “*as a consequence*” (instead of *as a result*); “*albeit*” (instead of *although*); “*of necessity*” (instead of *necessarily*);

c. The expressive value of words

d. Metaphors

4.1.2. Grammar Analysis

a. The experiential value of grammar

Table 4.3. Transitivity in English EJAs

Process type	Occurrences	%
Material	323	56.87
Relational	147	25.88
Mental	43	7.57
Verbal	24	4.23
Behavioral	22	3.87
Existential	9	1.58
Total	568	100

b. The relational value of grammar

Table 4.4. Utterances in English EJAs

Utterance	Occurrences	%
Declarative	290	94.15
Question	18	5.85
Total	308	100

c. The expressive value of grammar

d. Cohesion in discourse

Logical connectors which were used among 100 EJAs on education discourses include “and” (304 times), “but” (24 times), “because” (5 times), “so” (93 times), “or” (14 times).

Table 4.5. Cohesive devices in English EJAs

Cohesive devices	Occurrences	%
Ellipsis	32	8.47
Repetition	84	22.22
Reference	52	13.76
Substitution	14	3.7
Connection	196	51.85

4.1.3 Textual Structure

4.2. THE TEXTUAL DESCRIPTION IN ABSTRACTS OF EJAs IN VIETNAMESE

4.2.1. Vocabulary Analysis

a. *The experiential value of words*

Table 4.6. Rewording in Vietnamese EJAs

Words/ Phrases	Occurrences	%
Đổi mới	40	28
Quản lý	84	63
Cải cách	8	5.6
Đào tạo	82	59.4
Đổi mới căn bản, toàn diện	14	9.7
Chất lượng đào tạo	8	5.6

b. *The relational value of words*

c. *The expressive value of words*

d. *Metaphors*

4.2.2. Grammar Analysis

a. *The experiential value of grammar*

It can be seen that the main types of processes used to describe the transitivity in Vietnamese EJAs are material, relational and verbal. This is the study result of 491 clauses from 100 Vietnamese abstracts in EJAs as below:

Table 4.7. Process type in Vietnamese EJAs

Process type	Occurrences	%
Material	266	54.18
Relational	146	29.74
Verbal	31	6.31
Behavioral	23	4.68
Existential	17	3.46
Mental	8	1.63
Total	491	100

b. The relational value of grammar

Table 4.8. Utterances in Vietnamese EJAs

Types	Occurrences	%
Statement	452	92.06
Imperative	39	7.94
Total	491	100

c. The expressive value of grammar

d. Cohesion in discourse

Table 4.9. Cohesive devices in Vietnamese EJAs abstracts

Cohesive devices	Occurrence	%
Ellipsis	6	2
Repetition	131	43.67
Reference	28	9.33
Substitution	76	25.33
Parallelism	1	0.3
Conjunction	58	19.37
Total	300	100

4.2.3. Textual Structure

4.3. THE SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH AND VIETNAMESE ABSTRACTS IN EJAS

4.3.1. The Similarities Between English and Vietnamese Abstracts in EJAs

a. Vocabulary

In the word strategy, both English and Vietnamese abstracts in EJAs show the ingenuity to achieve the value of experience, relations, and expressiveness. Both English and Vietnamese abstracts use many different words or phrases to describe the writer's experience world and society with the entities going on around them. In addition, the relationship between communication participants, the modality value ... including the usage of the key words for the topic, using synonyms / antonyms, or metaphors ... help writers gain

experiential , relational and expressive values of words in communication and hence they can present their attitudes as well as ensure the accuracy of the information.

b. Grammar Structure

The abstracts in English and Vietnamese EJAs have shown that they use the main grammatical process as just mentioned, namely:

- Two main types of processes used in both English and Vietnamese abstracts are material process and relational process. Passive sentences appear with the low rate (5.52% in English and 8.76% in Vietnamese respectively) in order to determine the agent of action or process of action. Therefore, the majority of active sentence demonstrated that all actors can be much emphasized.

- Modality is used to determine the power of the creators.
- The declarative takes up a majority of total in both English and Vietnamese to set up the relation between the writers and readers by providing information.

c. Textual Structure

For the discourse structure, both English and Vietnamese abstracts in EJAs have similar features such as the small size of text (5-8 sentences), topic coherence, cohesive devices for complex discourse, and the mention of topic content in the themes or thematic phrases to achieve different targets. Both sides have linked many forms to create a coherent theme in the discourse, with the repetition of many words in the relevant discourse.

4.3.2. The Differences Between English and Vietnamese Abstracts in EJAs

a. Vocabulary

Abstracts in EJAs of Vietnamese tend to use multiple synonyms to express the ideology and the expression experiential

value. Meanwhile, there is very little similar use in Vietnamese abstracts in EJAs as almost all Vietnamese people do not have the habits of writing in terms of individual speakers. The voice in Vietnamese is that of a collective group or an organization.

In addition, in English abstracts, they tend to use many modal verbs such as can / could, may / might,, should ... to describe the ability, permission, for advice ... to show the courtesy and demonstrate the writer's opinion, permission or prohibition ... thereby determine the relation between the givers and receivers, but Vietnamese abstracts using words express very explicitly.

Finally, in terms of expressive value, Vietnamese abstracts appear to use more expressive words than English ones.

b. Grammar Structure

English abstracts has more grammatical structures representing material process than Vietnamese (56.87% compared with 54.18%) while Vietnamese abstracts has more grammatical structures representing relational process than English ones (29.74% compared with 25.88%). Another difference is found in the fact that there are quite a limited number of grammatical structures representing mental process in Vietnamese abstracts (1.63%) but it becomes a much more potential process type in English process (7.57%) - taking the third position in the list of processes.

c. Discourse structure

I apply to the comparison and contrast between English and Vietnamese abstracts in EJAs and find out that there is a slight difference in the way English and Vietnamese people reflect the topic content in the first clauses of the education journal article discourse. English abstracts in EJAs tend to do this more than. This difference

may be explained by the fact that Vietnamese people's habit of avoiding stating main ideas at the beginning of their discourse for the reason of face-losing fears. However, this difference is not so big.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

The study entitled "Critical discourse analysis on abstracts of education journal articles in English and Vietnamese" has been conducted basing on the theory of CDA and the framework of systematic functional grammar of Halliday. A set of findings of the study will be summarized as follows:

Educational articles in English and Vietnamese are defined as academic discourse genres - especially the text length is relatively short concise which is easy to remember for the purpose of education, the source of information as well as the solution for educational problems. The readers are primarily a large numbers of scholars or those who concerns the educational issues. Thus, the two main purposes of the abstracts in EJAs are to educate and provide information.

EJAs in English and Vietnamese share the similarities in some areas as follows:

- Basing on the historical condition, political and social situation of each country, issues regarding to education management are shown accurately to reflect the direction of education management. While English EJAs tends to find out the new projects related to leadership or seek to better understand the new concepts in

education, Vietnamese EJAs conducts the improvements in education or educational reform, build up the training model consistent with the trend in the world, in order to meet the demand for industrialization and modernization.

- Vocabulary use to signify opposite ideology; such as the use of synonyms, antonyms, word value used to establish relations between the writers and the readers, expressive words to express the viewer's evaluation for the management of education are also reflected in the EJAs abstracts.

- Strategies of grammatical structure use to reflect the surrounding world like transitivity with two main processes material and relational; passive/ active structures; main utterance types to set up relationship between writers and readers; for the expressive effects.

- The usage of a moderate amount of cohesive devices allows to produce the text coherence. The major conjunctions used to connect sentences or phrases in both languages can mainly "and", "but", "or" ... that expresses the connection and helps establishing relationships and meaningful equality in terms of ideology.

- The basic characteristics of the discourse structures like text length, topic coherence putting the topic content in the theme or thematic clauses of complex discourse.

Due to the differences on the conditions of the historical, political, cultural and economic development of each country where English and Vietnamese with the differences in the strategic use of words, grammatical structure or discourse structures shown on the value of experience, interpersonal and textual. Some of the differences between English discourse and Vietnamese include:

- The strategy of using words to express the value of experience,

interpersonal and textual. These can be namely specified the number of synonyms, antonyms to reflect the thoughts, rhetorical expressions, the number of terms to establish interpersonal relationships. This difference is explained on the basis of different conditions of politics, culture, society and the practices, habits of Western and Eastern culture. Besides that, one remarkable thing in EJAs abstracts is the use of metaphor. While Vietnamese EJAs abstracts do not use commonly, metaphors are an effective way to allow English to interpret the messages readers are getting across. The metaphors used mainly in English EJAs abstracts have provided a certain richness and depth as they are tools that put abstract concepts into concrete terms.

- Strategic usage of grammatical structures to achieve the experiential, relational and textual values, as shown in the survey results of transitivity processes, the type of utterances, passive or active sentences, the use of personal pronoun and some other additives to establish the relationship between writers and readers, the exploration of expressive modality to achieve expressive values. While personal pronouns such as I / we / us / you ... can be found in English EJAs, pronoun “chúng ta” in Vietnamese EJAs is used once. The difference of is not only reflected in different figures, but also in the method to exploit the type of structure in each discourse which grammar has its own characteristics, conditions depending on the cultures and social regulations.

- The number of linking and coherent devices used in two languages reflects the tendency of writing. Repetition is one of the easiest means of a strong and important point. Vietnamese EJAs abstracts used multiple repetitive words and phrases to make a larger

impact of writers' point in the minds of the readers. And that is the main difference between English and Vietnamese, partly owing to the fact that Vietnamese people prefer the flowery styles and hedging.

- The way the writers put the main topic in the abstracts to attract the readers' attention. The different approach represents particular customs of each country. With the face-saving strategy, the approach of Vietnam is indirectly, by introducing the related content then focus on the body. In contrast, English EJAs abstracts states the topic at the beginning.

5.2. IMPLICATIONS

Discovering the typical critical discourse features as well as pointing out the similarities and differences between English and Vietnamese EJAs abstracts in terms of the textual description including vocabulary analysis, grammar analysis and textual structure contributes to great significance in teaching and learning English as well as writing skill for abstracts. Writers have to skillfully express ideas, the attitude to achieve communication goals through the selection of words with the following principles:

Firstly, making use of the fields of synonyms / antonyms aims to highlight the ideology. The usage of synonyms systems emphasizes on the subject and increases the value of education and persuasion. Moreover, the word choice represents the experiential value in order to accurately reflect the actual situation in the field. It is also necessary to carefully choose the relational values of each culture to maintain the relationship between the writer and reader. When compiling EJAs, the writer needs to note the form of expressive value used such as antonyms to show opposite ideology..., which easily attracts the readers and increases the persuasive effects. It also

requires the writer's sophistication when using the metaphor in academic writing as EJAs abstracts. Comparing in metaphor often has great value as we want to highlight the good side or criticize the problem. Therefore, a writer has to use metaphor in a selective manner to express their views.

Secondly, some suggestions of using the grammatical structures to achieve persuasive value in EJAs as follows:

- The type of process used in EJAs abstracts to describe the experience world are mainly material and relational processes. Through the usage of two main types, the experiential value of as well as the relationship between the participants can be transferred into the discourse. In addition, referring to Halliday's point of 3 main type of processes, it can be not completely coincide with the case of mental value. Hence, the results of EJAs is also hoping to contribute a small part in terms of cultural practices related Systematic Functional Grammar.

- To achieve relational value in grammatical analysis, it is necessary for writers paying attention to the selection of utterances in EJAs abstracts. Normally in EJAs abstract, the majority of utterances belongs to declarative, depending on the specific objectives that the writer should consider appropriate types: imperative or question. Besides, how to use the pronoun "I, we / you" in discourse is also a effective way to connect between the writers and the readers, which expresses a positive opinion, respects or enhances the readers, and thereby makes a better relationship between the participants. Using euphemism structure is also a method to help readers easy to remember, and thus easy to achieve convincing results.

Based on the culture of each language, the selection of direct or

indirect approaches easily creates effects or empathy. However, the main point mentioned in the first statement is proposed to use with the higher frequencies than the opposite direction, because the main function of this kind is to educate and provide information to the readers.

Last but not least, there is a need of linking the subject, by the word or grammatical structure correlation, cohesive devices ... to create a unity between the sentences and the coherence for the entire EJAs abstracts.

5.3. LIMITATIONS

Due to various reasons, the study has revealed some certain restrictions. Firstly, the researcher conducted only the first step in three steps according to the Fairclough's framework including description, interpretation and explanation. Secondly, the field of research focuses on educational management, therefore, the conclusions of the study just right with this range; and educational management is the only one sub-type of education chosen for the data collection. Other sub-types of education fields such as literary, fictional and biographies are not included in the study. For the other sectors of education, it needs to be examined separately.

5.4. SUGGESTIONS FOR FURTHER STUDIES

- An investigation into critical discourse analysis features of education in the aspects of interpretation and explanation.
- A critical discourse analysis on education fields in English and Vietnamese.

ĐẠI HỌC ĐÀ NẴNG
BAN ĐÀO TẠO

LUẬN VĂN ĐÃ ĐƯỢC KIỂM TRA