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- Information Resource Center, the University of Da Nang
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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

With the development of tourism industry nowadays, museums are also wonderful destinations for tourists. Museums provide a unique interactive experience of getting up close to things we usually only see in books, newspapers or on television. Despite the competition of modern communication technologies, museums still play an irreplaceable role in presenting and telling about the heritage of mankind in general and a nation in particular. In terms of education, going to a museum can bring what is taught in schools to life, by seeing artefacts or paintings for example. Research also shows that those who have had firsthand experience of such information are more likely to retain it in later life. Museums can then be an extremely valuable source of creativity, as many people find they are inspired and subsequently want to try such activities themselves. An important function of the museums is not only to inform about the past but also to teach people to take interest in their culture and history in order not to lose the sense of roots and continuation. It is the introduction that helps the visitors have a look at the overview of the museum they want to visit. Therefore, its form is influenced by several factors that constitute the given situation and must be considered in linguistic features as well. For the above reasons, the thesis entitled “**Discourse Features of English Texts Introducing Museums**” is carried out with the hope that this study’s results will provide some useful practical knowledge of museums and facilitate the process of teaching and learning English, especially for Vietnamese teachers and students

majoring in art, tourism, the English language as well as those who are interested in this field.

1.2. AIMS AND OBJECTIVES OF THE STUDY

1.2.1. Aims of the Study

This study is aimed at identifying and describing the discourse features of *English Texts Introducing Museums* (ETIMs) in order to lay the foundation for understanding the nature of TIMs. It is hoped that the results of this research can help learners of English have a through grasp of the distinctive characteristics of ETIMs.

1.2.2. Objectives of the Study

The study attempts to fulfill the following objectives:

- To identify and describe discourse features of ETIMs in terms of their layout, syntactic structures, lexical choices and cohesive devices.
- To make some useful suggestions for the process of teaching and learning English.

1.3. SCOPE OF THE STUDY

Up to 2016, there have been 1600 museums in the UK. The museums, Libraries and Archives Council is the national development agency for museums in England. Because of the limitation of the time and knowledge, I do not target to all those museums.

This research only focuses on studying the ETIMs in terms of the above-mentioned aspects collected from official websites of museums in London. Because London is the capital city of England and the UK, it consists of 32 boroughs and the City of London. Besides, London is home to some of the best museums in the world and can be proud of its culture and heritage. There are a wide range of museums to visit covering almost every theme from wartime and

history museums to toys and advertising. London consists of 273 museums up to 2016, so TIMs can be found on their official websites.

1.4. RESEARCH QUESTIONS

In order to achieve the aims and objectives of the study, the following research questions could be put forward:

1. What are the layout features of ETIMs?
2. What are the syntactic structures and the lexical choices of ETIMs?
3. What are the cohesive devices used in ETIMs?

1.5. SIGNIFICANCE OF THE STUDY

Museums collect and care for objects of scientific, artistic or historical importance and make them available for public viewing – through exhibits that may be part of the permanent collection or through temporary exhibits.

Museums can be said to “bring the past to life” and are fantastic representations of the different periods of our cultural history. They enable visitors to touch, feel, see, hear, experience and smell the past. Therefore, TIMs play an very important role in attracting visitors to come to visit museums and helping visitors have an overview of museums.

It is my hope that the thesis can make a small contribution to knowledge or understanding of discourse features in ETIMs. Also, the research result can provide Vietnamese learners of English and guide those who are interested in this field with some useful knowledge.

1.6. ORGANIZATION OF THE STUDY

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Up to now, there have been some outstanding linguists who laid the foundation for discourse and discourse analysis such as Harris (1952), Austin (1962), Searle (1969), Halliday and Hasan(1976), Brown and Yule (1983), Cook (1989), Nunan (1993), McCarthy (1991), etc. Moreover, up to now, there have been a large number of master theses on linguistic features of texts such as “Stylistic Devices Used in English and Vietnamese Texts Describing Natural Scenery” by Lê Thị Lai (2011), “An Investigation into Linguistic Devices of Declarations in Diplomatic Texts in English and Vietnamese” by Huỳnh Ánh Hồng (2011), “A Discourse Analysis of English Texts Introducing Nature Reserves” by Nguyễn Thị Kim Phước (2014) and “Linguistic Features of English Texts Introducing Transport Services” by Huỳnh Thị Anh Trâm (2015). In general, these theses have provided useful and valuable knowledge of some linguistic features and devices used in different types of text.

Although there have been many studies on discourse features, there is no evidence that any researchers have conducted a specific study dealing with the subject entitled “**Discourse Features of English Texts Introducing Museums**”. This is also a reason for my choice of this topic for my MA thesis.

2.2. THEORETICAL BACKGROUND

2.2.1. Text and Discourse

a. Concepts of Text

“Text” is defined by many linguists in a number of different ways. In this study, I take the view of Halliday and Hasan because they consider text as a semantic unit of language in written form and the concept of text is clearly explained.

b. Concepts of Discourse

The term “discourse” has become to be widely used in a number of different disciplines and school of thought, often with different purposes. In this thesis, the term “discourse” is understood as language in use perceived to be meaningful, unified and purposive.

2.2.2. Concepts of Discourse Analysis

In this study, I take the view that discourse analysis is the study of how language is used in a certain context of situation and what linguistic means are used to carry out linguistic purposes.

2.2.3. Spoken and Written Discourse

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.

2.2.4. Cohesion and Coherence in Discourse

a. Cohesion

Halliday and Hasan in “Cohesion in English” [7] define that “cohesion is how words and expressions are connected using cohesive devices” which can be divided into five groups: reference, substitution, ellipsis, conjunction and lexical cohesion. They say: “A

text has texture and this is what distinguishes it from something that is not a text... The texture is provided by cohesive relation” [7, p.2]. Cohesive relationships within a text are set up “where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by recourse to it.” [7, p.4].

In this thesis, I take Halliday and Hasan’s view in their book entitled “Cohesion in English” [7]. The reasons for this choice are that in this book cohesion is presented in a systematic and detailed way and concepts of cohesion are clearly explained.

b. Coherence

Coherence has been applied to the concepts and relations underlying its meaning and to some general overall in the text. In other words, coherence has been identified as continuity in meaning and context in a discourse.

2.2.5. Museums

Although museum can be defined in many different ways, all definitions express the main purpose of museum: to house collections of objects for inspection, study and enjoyment. Therefore, the use of language plays an important part in this special discourse type so that TIMs can perform their mission well.

2.2.6. Texts Introducing Museums

A TIM, which usually appears on the homepage or on the about us page of the official website of a museum, is intended to provide an overview of the key aspects of the operation of a museum that serve the needs and hopes of its visitors and the wider community. The information and advice on current “best practice” will be of practical value. Moreover, all communication needs to be understood in

relation to its social context. Importantly, it argues that communication is an active process of meaning-making, and in this way, communication issues can be seen to lie at the heart of institutional practices, contributing in fundamental ways to what a museum is, who it relates to, and what it stands for.

TIMs themselves are a powerful communicative resource, and need to be understood as fully as possible. They play a very important role because they form a central component of a museum's agenda. Moreover, they are the development of the thematic exhibition, with their strongly educational goals, which have placed the role of exhibition texts at the forefront.

In summary, a TIM is a general introduction providing the main information of the museum. It encourages people to have a good feeling what the museum is generally about and understand immediately what they are going to see. ETIMs, in this thesis, are English language units with the definable communicative functions used to introduce activities of keeping and showing collections of objects for inspection, study and enjoyment. Therefore, the use of language plays an important part in this special discourse type.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

The thesis design is based on the combination of both qualitative and quantitative approaches. The qualitative approach is used in describing and analyzing data to find out the discourse features of ETIMs in London in terms of their layout features, syntactic structures, lexical choices and cohesive devices. On the other hand, the quantitative approach is used to find out the occurrence, the percentage of the above-mentioned aspects.

3.2. RESEARCH METHODS

I combine several methods, namely descriptive, analytic, deductive and inductive ones. Among them, the descriptive method and the inductive one are most crucial.

The descriptive method will deal with a description of the layout features, syntactic structures, lexical choices and cohesive devices of ETIMs.

The analytic method helps to clarify and justify a certain feature or characteristic concerning aspects of discourse features of ETIMs.

The inductive method helps to synthesize the findings and draw out conclusions from the findings.

3.3. DESCRIPTION OF SAMPLES

The paper is only carried out with samples taken from the official websites of museums in London. There are 273 museums in London including university and non-profit art galleries, so I will proceed to collect data based on the following criteria:

- The samples must be in written texts.

- They must be taken from the official websites of museums in London. For the sake of being valid and reliable, these ETIMs are those last updated in the year 2016. Among those 273 ETIMs collected, the access to the five websites of the five museums have been limited to the public, 15 museums have no general introduction. Therefore, those 20 ETIMs are left out of the research to get the trustworthy results.

- Those remaining 253 ETIMs are classified into three types according to their lengths as illustrated in the following table:

Table 3.1. Lengths of Samples

Number of Words	Number of Texts	Rate
< 100	70	27.7 %
100 – 300	160	63.2 %
> 300	23	9.1 %
Total	253	100 %

ETIMs with the medium length from 100 to 300 words accounts for the highest percentage. Consequently, 160 samples of ETIMs that consist of 100 to 300 words are chosen for detailed investigation.

3.4. DATA COLLECTION

In this thesis, ETIMs collected for analysis are usually on the homepages and about us pages of the official websites of museums. The number of museums collected is 160. Therefore, there are 160 introducing texts.

3.5. DATA ANALYSIS

With the collected data, I carry out the analysis of ETIMs in terms of their layout features, syntactic structures, lexical choices and

cohesive devices. According to the analysis results, the discourse features of these ETIMs will be found.

- Layout features: analyzing the organization of parts of ETIMs.
- Syntactic structures: identifying sentence structures that are frequently used in ETIMs.
- Lexical choices: examining the use of words in ETIMs.
- Cohesive devices: analyzing the use of cohesive devices in ETIMs.

The results of each category such as layout features, syntactic structures, lexical choices and cohesive devices are displayed in the tables/graphs in percentage. From that the frequency of each category is determined and the results are discussed and evaluated.

Finally, the analysis results of ETIMs are examined in each category in order to find out the discourse features.

3.6. RESEARCH PROCEDURE

The procedure for the research is as follows:

- Collecting and classifying data: searching the Internet to find out museums in London, gathering texts introducing museums from the official websites of museums, classifying them by length and then choosing those of medium length (from 100 to 300 words) to put into investigation.
- Analyzing data: finding out the discourse features of ETIMs in terms of their layout features, syntactic structures, lexical choices and cohesive devices and their contribution to the success of TIMs.
- Synthesizing the findings and drawing out conclusions.
- Putting forward some implications for teaching and learning English as well as for writing TIMs and making suggestions for further researches.

3.7. VALIDITY AND RELIABILITY

Since ETIMs collected from the official websites of museums in London for this study are a totally authentic source of data, not invented examples, the quality of the data is quite reliable. Besides, in this thesis, I set out the work from the analysis of evidence, statistics, frequencies of occurrence in percentages of discourse features, then came to conclusions, so I was not driven by presupposed results. Additionally, the research was carried out on the basis of the theoretical background from reliable publications of experienced linguists as presented in Chapter Two.

The results of study, on the other hand, provide some theoretical background for studying one type of discourse. Moreover, it makes a certain contribution to the learning and teaching of English as well as to the writing of TIMs. Therefore, the research results are significant in both theory and practice.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. LAYOUT OF ETIMS

In a text in general and an ETIM in particular, the layout plays an important role in arranging ideas as well as sections. Thanks to the layout, readers are able to master the content of the text in a logical and effective way. An effective piece of writing should have a proper layout. According to *Oxford Advanced Learner's Dictionary – 8th Edition* [24], layout is the way in which the parts of something such as the page of a book, a garden or a building are arranged.

Also, layout defined on *Dictionary.reference.com* [33] is a plan or sketch, as of an advertisement or a page of a newspaper or magazine, indicating the arrangement and relationship of the parts, as of type and artwork.

One more definition on the website *Wikipedia.org* [35] states that layout is the part of graphic design that deals in the arrangement and style treatment of elements (content) in the writing. Common uses of graphic design include identity, websites, publications (magazines, newspapers and books), advertisements and product packaging.

Moreover, Hornby [13] claims that layout is the way in which the parts of something are arranged.

Based on the above definitions, in this paper I take the view that the layout, in general, is described as the arrangement and organization of the related parts or elements in a piece of writing.

On examining 160 ETIMs, I realized that the components in their layout are **the Headline, the Slogan, the Illustration and the Body Copy**. Among these parts, **the Headline (H), the Illustration**

(**Illus**) and **the Body Copy (BC)** are always obligatory, but **the H** and **the BC** are the main ones. **The Slogan (Slo)** can be sometimes present or absent in ETIMs. However, the above components do not always come in a fixed order. In reality, there are four patterns of layout in ETIMs under investigation presented as followed:

4.1.1. Patterns of Layout in ETIMs

a. *Pattern 1: H + Illus + BC / H + BC + Illus*

b. *Pattern 2: H + Slo + Illus + BC / H + Illus + Slo + BC*

c. *Pattern 3: H + Slo + BC*

d. *Pattern 4: H + BC*

Table 4.1. Distribution of Patterns of Layout in ETIMs

Patterns	Occurrence	Rate
Pattern 1	113	70.6 %
Pattern 2	23	14.4 %
Pattern 3	21	13.1 %
Pattern 4	3	1.9 %
Total	160	100 %

4.1.2. Components of Layout in ETIMs

a. *The Headline*

Table 4.2. Distribution of The Headline in ETIMs

Types of Headlines	Occurrence	Rate
Names of Museums	46	28.8 %
Names of Types of Museums	114	71.2 %
Total	160	100 %

b. *The Slogan*

c. *The Illustration*

d. *The Body Copy*

• *Introduction*

- *Main Information*
- *Further Information*

4.2. SYNTACTIC STRUCTURES OF ETIMs

4.2.1. The Passive Voice

Table 4.3. Distribution of The Passive Voice With Agent versus Without Agent in ETIMs

The Passive Voice	Occurrence	Rate
With Agent	97	25.5 %
Without Agent	284	74.5 %
Total	381	100 %

This can be explained by the view that in ETIMs, putting the focus on the receiver of an action is more important than on the agent performing it. In summary, the passive voice is preferable when writing ETIMs to have profound effect on the readers.

4.2.2. Relative Clauses

Table 4.4. Distribution of Restrictive versus Non-restrictive RCIs in ETIMs

Types of RCIs	Occurrence	Rate
Restrictive RCIs	167	75.6 %
Non-restrictive RCIs	54	24.4 %
Total	221	100 %

The use of the relative clause (RCI) as a post-modifier for a noun phrase is to give additional information without starting another sentence. The text will become more fluent and the writer can avoid repeating certain words.

Table 4.5. Distribution of Present Participle Clauses versus Past Participle Clauses in ETIMs

Types of Non-finite RCLs	Occurrence	Rate
Present Participle Clauses	172	49.3 %
Past Participle Clauses	177	50.7 %
Total	349	100 %

In short, *the present participle clause* and *the past participle clause* are the reductive relative clauses. The former denotes the active voice in which its antecedent is its subject, the doer of the action. Meanwhile, the latter denotes the passive voice, in which its antecedent is its object, the receiver of the action.

4.2.3. Imperative Sentences

Table 4.6. Distribution of Imperative Sentences in ETIMs

Imperative Sentences	Occurrence	Rate
Affirmative	87	100 %
Negative	0	0 %
Total	87	100 %

Table 4.7. Distribution of Imperative Sentences With “please” versus Without “please” in ETIMs

Imperative Sentences	Occurrence	Rate
With “please”	20	23.0 %
Without “please”	67	77.0 %
Total	87	100 %

Table 4.8. Distribution of Syntactic Structures of ETIMs

Syntactic Structures	Occurrence	Rate
The Passive Voice	381	36.7 %
Relative Clauses	570	55.0 %
Imperative Sentences	87	8.3%
Total	1038	100 %

4.3. LEXICAL CHOICES IN ETIMs

4.3.1. Descriptive Adjectives

Table 4.9. Distribution of Forms of Descriptive Adjectives in ETIMs

Descriptive Adjectives	Occurrence	Rate
Base Form	1237	87.6 %
Comparative Form	57	4.0 %
Superlative Form	118	8.4 %
Total	1412	100 %

4.3.2. Noun Phrases as Proper Names

Table 4.10. Distribution of Noun Phrases as Proper Names in ETIMs

Noun Phrases as Proper Names	Referents of Noun Phrases as Proper Names	Occurrence	Rate
	Places	429	34.9 %
	Museums	353	28.7 %
	People	289	24.2 %
	Others	150	12.2 %
	Total	1230	100 %

4.3.3. Addressing Terms and Personal Pronouns

Table 4.11. First and Second Personal Pronouns in ETIMs

Personal Pronouns	Occurrence	Rate
First Personal Pronoun	334	76.4 %
Second Personal Pronoun	103	23.6 %
Total	437	100 %

Table 4.12. Distribution of Lexical Choices in ETIMs

Lexical Choices	Occurrence	Rate
Descriptive Adjectives	1412	45.9 %
Noun Phrases as Proper Names	1230	39.9 %
Personal Pronouns	437	14.2 %
Total	3079	100 %

4.4. COHESIVE DEVICES USED IN ETIMs

4.4.1. Grammatical Cohesive Devices in ETIMs

a. Reference in ETIMs

- *Personal Reference*
- *Demonstrative Reference*
- *Comparative Reference*

Table 4.13. Distribution of Reference in ETIMs

Types of Reference	Occurrence	Rate
Personal Reference	947	28.7 %
Demonstrative Reference	2358	71.3 %
Comparative Reference	0	0 %
Total	3305	100 %

b. Conjunction in ETIMs

- *Additive Conjunction*

- *Adversative Conjunction*
- *Causal Conjunction*
- *Temporal Conjunction*

Table 4.14. Distribution of Conjunction in ETIMs

Types of Conjunction	Occurrence	Rate
Additive Conjunction	1433	89.4 %
Adversative Conjunction	47	2.9 %
Causal Conjunction	20	1.3 %
Temporal Conjunction	102	6.4 %
Total	1602	100 %

c. Ellipsis in ETIMs

Table 4.15. Distribution of Ellipsis in ETIMs

Types of Ellipsis	Occurrence	Rate
Nominal Ellipsis	140	90.3 %
Verbal Ellipsis	12	7.8 %
Clausal Ellipsis	3	1.9 %
Total	155	100 %

4.4.2. Lexical Cohesive Devices in ETIMs

Table 4.16. Distribution of Cohesive Devices in ETIMs

Types of Cohesive Devices		Occurrence	Rate
Grammatical Cohesive Devices	Reference	3305	59.9 %
	Conjunction	1602	29.0 %
	Ellipsis	155	2.8 %
Lexical Cohesive Devices	Repetition	363	6.6 %
	Synonym	93	1.7 %
Total		5518	100 %

4.5. SUMMARY

To conclude, the discourse features of ETIMs, which are the layout features, syntactic structures, lexical choices and cohesive devices were investigated and presented through the analysis of 160 samples of ETIMs. In terms of layout, there are four patterns of layout in ETIMs with the four main components: the H, the Slo, the Illus and the BC. With regards to syntactic structures, the relative clauses outweigh the other structures. They are frequently used to provide information about the museums. In terms of lexical choices, the descriptive adjectives used in the base form occupies the highest proportion. The use of these adjectives enable the readers realize the extraordinary design as well as the fascinating features of the museums mentioned in ETIMs. Furthermore, cohesive devices play an vital role in linking the sentences in the text together. Among these devices, in the collected samples, the grammatical cohesive device namely conjunction is employed with the highest percentage.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

“*Discourse Features of English Texts Introducing Museums*” is a study of how TIMs are structured and what typical discourse features are in use in the English language. In order for these goals to be attained, an analysis of ETIMs was carried out in terms of the layout features, syntactic structures, lexical choices and cohesive devices. Subsequently, certain features were found out and drawn into conclusion. Below are some results summarized after 160 ETIMs have been investigated:

As regards *layout features*, there are four components in the layout of ETIMs: the Headline, the Slogan, the Illustration and the Body Copy. Among these, the Headline and the Body Copy are the main parts that are informative and persuasive. Appearing in bold letters and being read first, the Headline – the title of the museum, is the museum’s name that usually refer to the type of museum. The Slogan is not commonly used in writing ETIMs. It is the most effective means in order to draw attention to one or more aspects of the museum. Besides, the Illustration performs the duty of supporting the Headline as well as attracting the readers. Lastly, the Body Copy is the most informative part often covering such common facts as location of the museums, history of foundation and development of the museums, striking features of the collections, objects as well as exhibitions and further information relating to accessibility and amenity. In the Body Copy, a brief introduction to the history of the foundation and development and the extraordinary collections of the

museums are always obligatory, the others are optional. The format “Headline + Illustration + Body Copy” accounts for the highest occurrence, with 70.6 %, which suggests a rather fixed way to present enough information about museums in England to the readers. However, these components do not always come in a fixed order.

Referring to *syntactic structures*, the passive voice, relative clauses and imperative sentences were dealt with. Among them, the most popularly used in ETIMs is relative clauses (55.0 %). They are employed to provide important information about the museum in general. The passive voice is commonly used to describe facts, processes and emphasize the prominent features of the collections as well as the programme the visitors can take part in when exploring the museums. Along with relative clauses and the passive voice, imperative sentences is also a good tool to make the text unified and grammatically.

In terms of *lexical choices*, this thesis investigated the noun phrases as proper names, descriptive adjectives and addressing terms and personal pronouns. It is rather interesting that descriptive adjectives appear in most of ETIMs to describe the extraordinary designs of the museums, the houses or the institutions as well as the striking features of the collections, the objects stored in the museums and accounting for the highest frequency (45.9 %). Moreover, descriptive adjectives are used in three forms: the base form, the comparative form and the superlative form with the different frequencies. The base form shows the highest occurrence with 87.6 %. The use of superlative and comparative forms are not very popular in ETIMs with 8.4 % and 4.0 % respectively. They play an important role in making the whole text more attractive and impressive. In

addition, noun phrases as proper names are also commonly employed in ETIMs, accounting for 39.9 %. They are often repeated intentionally to make a strong impression on the readers' mind. Additionally, the use of the first and second personal pronouns concentrates on creating a close and trustworthy relationship between the museum leaders and the readers, taking up 14.2 %.

With regard to *cohesive devices*, the grammatical cohesive devices namely reference, conjunction and ellipsis and the lexical cohesive devices namely repetition and synonym were examined. Among these devices, reference appears most frequently (59.9 %). Conjunction is also dominant among other devices, comprising 29.0 % - much higher than the rest. In addition, repetition (taking up 6.6 %) is trifold as compared with ellipsis (2.8 %). The lowest frequency is the use of synonym, accounting for 1.7 %. Such a combination of different types of cohesive devices will help link the sentences in the texts together.

5.2. IMPLICATIONS

On carrying out the research, it is hoped that this thesis may have some considerable contributions not only to writing an effective TIM but also to the teaching and learning of English among Vietnamese learners. In order to facilitate the process of writing, some suggestions are to be pointed out for language learning and teaching.

To Teachers

The thesis is expected to raise people's awareness of how important it is to look after the world's cultural property in general and to continue to emphasize the care and development of the collections in particular. The analysis of ETIMs can bring back some beneficial advantages. The findings of the study will probably help

equip teachers with some basic knowledge of discourse in some common features of ETIMs, such as syntactic structures, lexical choices and cohesive devices. As a result, by constructing practical exercises, as well as introducing different genres of English, teachers can help students develop their writing skill to produce an effective writing.

To Learners

Similarly, this research can also be beneficial to English learners, especially for those who specialize in tourism. They can also benefit from the knowledge of this genre in terms of discourse features. Mastering these features, learners can improve their linguistic background and learn how to write a good text in general and ETIMs in particular.

To Copywriters

ETIMs are a useful means to convey messages to the readers and arouse their interest in paying a visit to the museum and then raise necessary awareness of the world's cultural heritage. Therefore, the results of the research will be advantageous for them to construct good TIMs.

5.3. LIMITATIONS OF THE STUDY

In English language, discourse analysis generally is a vast field to be explored. This thesis is only limited to certain discourse features in terms of the layout features, syntactic structures, lexical choices and cohesive devices in ETIMs. Due to the limited linguistic knowledge of the researcher, the reference materials and the shortage of time, the shortcomings of the research are unavoidable. The study has not reached the expected depth and the results are not so satisfactory as it should have.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

For the sake of making further investigation into this domain, some suggestions can be put forward as follows:

- An Investigation into Pragmatic Features of English Texts Introducing Museums.
- A Discourse Analysis of Texts Introducing Museums (English versus Vietnamese).