

**MINISTRY OF EDUCATION AND TRAINING  
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**DISCOURSE FEATURES  
OF ENGLISH TEXTS DESCRIBING  
ENDANGERED WILD MAMMALS**

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**(Summary)**

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## CHAPTER 1

### INTRODUCTION

#### 1.1. RATIONALE

Endangered species are living things whose population is so reduced that they are threatened with extinction. Endangered species must be protected and saved so that future generations can experience their presence and value. Hence, protecting the endangered wild animals is being an urgent problem at present.

Habitat destruction, uncontrolled hunting and trading spreading of diseases, and drastically changing climates are the prominent causes of mammal extinction. Wild mammals are part of our ecosystem, they contribute to the ecosystem and help to balance the ecosystem, they also have many uses in our daily lives, as the source of nutrition, researches, pets and trading. But human's greediness, selfishness and also over population, caused the population of the mammals to decrease up to the point that they are in danger and eventually disappear from the surface of Earth. Thanks to language, people can interact with each other; express their feelings as well as their thoughts in order to create cooperation with others. Furthermore, people can communicate, transfer their ideas and turn their purposes, their thoughts into reality.

For the above reasons, **“Discourse Features of English Texts Describing Endangered Wild Mammals”** is the title of the master thesis I wished to carry out. I do hope that the result of the research will make some contribution to the process of teaching and learning English. This is the reason that makes me take a serious concern in doing this research.

## 1.2. AIMS OF THE STUDY

### 1.2.1 Aims of the study

This research aims to identify the discourse features of English Texts Describing Endangered Wild Mammals (ETEMs) and describe their features in terms of layout, syntax, lexis and cohesive devices. Besides, it is hoped that the results of this research can help Vietnamese learners of English understand and grasp the distinctive characteristics of ETEMs.

### 1.2.2 Objectives of the study

The objectives of the research are:

- To identify and describe the discourse features of ETEMs in terms of their layout, syntactic structures, lexical choices and cohesive devices.

- To make some suggestions for the teaching and learning of the English language especially in terms of the reading and writing skills and for the copywriters who are interested in this field.

## 1.3. SCOPE OF THE STUDY

The research is restricted to some discourse features in written texts in terms of layout, syntactic structures, lexical choices and cohesive devices of the ETEMs. The samples are only about the U.S. species which are collected from the official websites of well-known organizations of the United States. Due to a large variety of endangered species such as mammals, birds, fishes, corals, reptiles, snails, arachnids, clams, insects, amphibians, I only concentrate on the most popular species which is mammals.

*Table 1.1. The Endangered Species in the USA*

No.	Vertebrate	Quantity	No.	Invertebrate	Quantity
1	Mammals	103	1	Clams	88

No.	Vertebrate	Quantity	No.	Invertebrate	Quantity
2	Birds	100	2	Snails	50
3	Reptiles	42	3	Insects	78
4	Amphibians	35	4	Arachnids	12
5	Fishes	94	5	Crustaceans	25
			6	Corals	6

(<http://www.fws.gov/endangered/species/us-species.html>)

#### **1.4. RESEARCH QUESTIONS**

In order to achieve the aims and objectives of the study, the following research questions are raised:

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

#### **1.5. SIGNIFICANCE OF THE STUDY**

With the aim to make a study on the discourse features of ETEMs, I hope that the research results will help to clarify the layout, syntactic structures, lexical choices and cohesive devices in ETEMs. These written texts will also help the Vietnamese learners of English enhance the reading and writing skills for the descriptive texts. Moreover, the findings can be helpful for the Vietnamese learners of English and those who are interested in this area to know about the discourse features of ETEMs.

#### **1.6. SIGNIFICANCE OF THE STUDY**

**Chapter 1:** Introduction

**Chapter 2:** Literature Review

**Chapter 3:** Methods and Procedures

**Chapter 4:** Finding and Discussion

**Chapter 5:** Conclusion, implications, limitations, suggestions for further research

## **CHAPTER 2**

### **LITERATURE REVIEW AND THEORETICAL BACKGROUND**

#### **2.1. REVIEW OF PREVIOUS STUDIES**

Discourse analysis is an important discipline which attracts the interest of many linguists and researchers. Up to now, there have been lots of books in which discourse and discourse analysis are mentioned by well-known scholars such as Brown and Yule [6] with *Discourse analysis*, Cook [8] with “Discourse”, Halliday and Hasan [14] with *Cohesion in English*, Nunan [27] with *Introducing Discourse analysis*. However, based on different approaches and goals, their publications focus on one or another aspect of discourse analysis theory. Basically, these linguists provide us with an overall sight of theoretical background of how to examine language in use.

One of the first studies into this field is the book *Discourse Analysis* of Harris [15]. In this publication, he focuses on the distribution of linguistic element in extended text, the links between the text and its social situation. In the book *Cohesion in English*, Halliday and Hasan [14] define text as language elements associated with each other in relationship.

Besides, Brown and Yule [6] use the term “text” to refer of any verbal records of a communicative event and the term “discourse” to refer to the interpretation of the communicative event in context. Nunan [27] in *Introducing Discourse Analysis* explains several essential concepts in the discipline of discourse and discourse

analysis. Hopefully, this study can bring some contributions to the teaching and learning of writing skills, especially English texts describing endangered wild mammals.

## **2.2. THEORETICAL BACKGROUND**

### **2.2.1. Discourse**

In this part, I review some definitions related to discourse of the linguists such as Cook [8], Brown and Yule [6], Stubbs [32], Nunan [27], Crystal [10]. In this thesis I view discourse as language in use or stretches of language which has meaning, unity and purpose.

### **2.2.2. Discourse Analysis**

In this part, I review some definitions related to discourse of the linguists such as Cook [8], Brown and Yule [6], Stubbs [32], Nunan [27], Crystal [10]. I view discourse analysis as the study of how and for what purposes language is used in a certain context and the linguistic means to carry out these purposes.

### **2.2.3. Text and its Features**

With the definitions of **text**, I review some definitions related to text of the linguists such as Halliday and Hasan [14], Halliday [13], Brown and Yule [6], Stubbs [32]. The concepts of **text** in this thesis are regarded as a language in use, for communication which has meaning, unity and purpose.

### **2.2.4. Cohesion and Coherence**

#### *a. Coherence*

#### *b. Cohesion*

### **2.2.5. What is a mammal?**

A mammal in this thesis is defined as an animal that shares at least three characteristics not found in other animals: three middle ear bones, hair, and the production of milk by modified sweat glands

called mammary glands. It also gives birth to live babies, not eggs, and feeds its young on milk.

#### **2.2.6. Endangered wild mammals**

A mammal is classified as endangered if it is likely to become extinct. Although each mammal has become endangered for specific reasons applicable to its species, there are generally some common reasons why mammals become extinct. Upon classifying a mammal as endangered, efforts are made to preserve the existence of the species.

#### **2.2.7. Texts describing endangered wild mammals**

Texts describing endangered wild mammals in this thesis are defined as English texts which describe not only the appearance of the mammals but also their habitat, their distribution, their population and threats to their lives. These texts provide the readers with the essential information of the endangered wild mammals in order to make the readers completely understand about what the writers intend to convey.

### **2.3. SUMMARY**

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. RESEARCH DESIGN**

The study was based on a combination of both qualitative and quantitative approaches. The qualitative approach was used in describing and analyzing data to find out the distinctive features of ETEMs in terms of their layout, syntactic structures, lexical choices and cohesive devices. On the other hand, the quantitative approach was used to find out the occurrence, the percentage of some linguistic

devices in ETEMs.

### 3.2. RESEARCH METHODS

This study aims at identifying discourse features of English texts describing endangered wild mammals in terms of their layout, syntactic structures, lexical choices and cohesive devices. In order to achieve the set goal, it is impossible to use only one method, but some were used simultaneously.

- *Descriptive method*: This method was used to describe and clarify typical discourse features of ETEMs.

- *Analytic method*: By using this method I could clarify and justify a certain feature or characteristic.

- *Inductive method*: By means of induction, I could synthesize the findings and draw out conclusions from the findings. I could clarify and categorize data according to linguistic features.

In this thesis, I attempted to find out some characteristics from ETEMs in terms of layout, syntactic structures, lexical choices and cohesive devices.

### 3.3. DATA COLLECTION

The data for this research will be collected from three official websites of well-known organizations which are founded in the United States namely FWS, ECOS, EOL. The names of these organizations and their official websites are presented in the table below:

***Table 3.1. Names and Websites of Organizations***

No.	Names of Organizations	Websites
1	ECOS (Environmental Conservation Online System)	<a href="http://ecos.fws.gov">http://ecos.fws.gov</a>
2	FWS (U.S. Fish and Wildlife Service)	<a href="http://www.fws.gov">http://www.fws.gov</a>
3	EOL ( Encyclopedia of Life)	<a href="http://www.eol.org">http://www.eol.org</a>

### 3.4. DESCRIPTION OF SAMPLES

In order to prepare for the research, the samples are collected based on the following criteria:

- Firstly, the samples must be written English Texts Describing Endangered Wild Mammals of the U.S. Species.

- Secondly, they all are taken from three official websites of well-known organizations in the United States namely FWS, ECOS, EOL.

- Thirdly, the samples are from 300-700 words in length.

I have collected 103 samples of ETEMs from the official websites of three organizations in the United States. The lengths of collected samples were chosen based on the reality of observation; then they are classified into 5 groups in the following table:

*Table 3.2. Lengths of Samples*

<b>Length of Texts</b>	<b>Quantity</b>	<b>Rate</b>
100 – 300 words	17	16.50%
<b>300 – 500 words</b>	<b>24</b>	23.30%
<b>500 - 700 words</b>	<b>22</b>	21.30%
700 - 900 words	19	18.45%
900 - 1200 words	21	20.45%
<b>Total</b>	103	100%

### 3.5. DATA ANALYSIS

In this study, 46 collected ETEMs which are mainly analyzed on the basic of the following points:

- Layout: I focused on the three main parts of ETEMs those are the Headline, the Illustration and the Body Copy.

- Syntactic structures: I examined sentence structures commonly used in English Texts Describing Endangered Wild Mammals.

- Lexical choices: I examined choices of words frequently used in English Texts Describing Endangered Wild Mammals.

- Cohesive devices: I examined the frequency of the use of lexical and grammatical cohesive devices in English Texts Describing Endangered Wild Mammals.

### **3.6. RESEARCH PROCEDURE**

### **3.7. RELIABILITY AND VALIDITY**

## CHAPTER 4 FINDINGS AND DISCUSSION

### 4.1. LAYOUT OF ENGLISH TEXTS DESCRIBING ENDANGERED WILD MAMMALS

#### 4.1.1. Layout Patterns

EITEMs are varied in their layouts. However, they are organized with a relatively standard format. According to Crowther [9], layout is the way in which the parts of something are arranged. Based on this definition, it can be identified that the layout of EITEMs is the way in which the writers organize and arrange the parts or ideas in the discourse of EITEMs. On examining the collected samples of EITEMs, I come to conclusion that the layout of EITEMs consists of three main parts: Headline (H), Illustration (I) and Body Copy (B).

*Table 4.1. Layout of EITEMs*

Patterns	Occurrence	Rate
Pattern 1: <b>H + I + B</b> (O + PD + E + LH +C)	18	39.15%
Pattern 2: <b>H + B</b> (O + PD + E + LH +C)	12	26.08%
Pattern 3: <b>H + B</b> (O + PD + E +C)	8	17.39%
Pattern 4: <b>H + I + B</b> (O + E + LH +C)	3	6.52%
Pattern 5: <b>H + B</b> (General Information)	5	10.86%
<b>Total</b>	<b>46</b>	<b>100%</b>

#### 4.1.2. Layout Components

##### *a. The Headline*

The Headline in EITEMs is the names of mammals. The names of the mammals include Scientific Name and Common Name whose

function is to attract the readers' attention, to arouse the readers' interest to continue reading the remaining body text and to make ETEMs more attractive and readable.

***b. The Illustration***

The Illustration in ETEMs is the pictures of the mammals. These pictures are usually put right after the Headline. The picture is a vivid one for the description illustrated in the texts. This helps the readers know, identify and distinguish this species from others.

***c. The Body Copy***

In ETEMs, the Body Copy of each text about mammal has five main headings namely Overview (O), Physical Description (PD), Ecology (E), Life History (LH) and Conservation (C).

***Table 4.2. Structure of a Body Copy in ETEMs***

<b>Heading 1</b> (Overview)	Subheading 1: Brief Summary
	Subheading 2: Distribution
<b>Heading 2</b> (Physical Description)	Subheading 1: Morphology
	Subheading 2: Size
	Subheading 3: Description
<b>Heading 3</b> (Ecology)	Subheading 1: Habitat
	Subheading 2: Migration
	Subheading 3: Trophic Strategy
	Subheading 4: Associations
	Subheading 5: Population
<b>Heading 4</b> (Life History)	Subheading 1: Behavior
	Subheading 2: Cyclicity
	Subheading 3: Reproduction
<b>Heading 5</b> (Conservation)	Subheading 1: Status
	Subheading 2: Trends
	Subheading 3: Threats

## 4.2. SYNTACTIC STRUCTURES IN ENGLISH TEXTS DESCRIBING ENDANGERED WILD MAMMALS

### 4.2.1. Phrases

#### *a. Noun Phrase*

Quirk et al. [29, p.62] stated that Noun Phrase consists of a head, which is typically a noun, and of elements which (either obligatorily or optionally) determine the head and (optionally) modify the head, or complement another element in the phrase.

#### *b. Prepositional phrase*

According to Quirk et al. [29, p.63], Prepositional Phrase consists of a preposition followed by a prepositional complement, which is normally a noun phrase.

#### *c. Verb phrase*

According to Quirk et al. [29, p.62], Verb Phrase consists of a main verb which either stands alone as the entire verb phrase, or is preceded by up to four verbs in an auxiliary function. However, in ETEMs, the Verb Phrase consists of the main verb and one noun phrase as a complementation.

#### *d. Adjective phrase*

An Adjective phrase, according to Quirk et al. [29, p. 63], consists of an adjective as head, optionally preceded and followed by modifying elements.

**Table 4.3. Distribution of Forms of Phrases in ETEMs**

Phrases	Occurrence	Rate
Noun Phrase	1285	47.84%
Prepositional Phrase	693	25.81%
Verb Phrase	615	22.89%
Adjective Phrase	93	3.46%

<b>Total</b>	<b>2686</b>	<b>100%</b>
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#### 4.2.2. Relative Clauses

In ETEMs, the use of the relative clause as a post-modifier for a noun phrase is to give additional information without starting another sentence. As a result, the texts will become more fluent and concise.

It is the fact that the relative clauses are often used to provide essential information and striking properties of the endangered wild mammals in ETEMs.

*Table 4.4 Distribution of Relative Clauses in ETEMs*

<b>Type of Relative Clause</b>	<b>Occurrence</b>	<b>Rate</b>
Restrictive RC	149	100%
Non-restrictive RC	0	0%
<b>Total</b>	<b>149</b>	<b>100%</b>

#### 4.2.3. The Passive voice

According to Quirk et al. [29, p.166], “the passive voice is more commonly used in informative than in imaginative writing and is notably frequent in the objective, impersonal style of scientific article and news reporting”. This explains why the passive voice takes up the remarkable percentage in ETEMs. Quirk et al. [29, p.45] state that in the passive voice of English language, the subject of the sentence is neither a do-er or a be-er, but is acted upon by some other agent or by something unnamed. The English passive voice is formed by the following construction:

<b>Subject + Verb<sub>passive</sub> (be/get +p.p) + Optional Agent (by-Phrase)</b>
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In the collected samples of ETEMs, the passive voice is also usually accompanied with following modal verbs “**can, could, will, would, may**”. They contribute to enhance the sense of protection of

endangered wild mammals. Such passive sentences follow the construction below:

**Subject + Verb<sub>passive</sub>(modal verb + be + p.p) + Optional Agent (by-Phrase)**

*Table 4.5. Distribution of Passive Voice in ETEMs*

Passive Voice	Occurrence	Rate
With Agent	77	22.59%
Without Agent	264	77.41%
<b>Total</b>	<b>341</b>	<b>100%</b>

In conclusion, the syntactic structures in ETEMs are illustrated in the following table:

*Table 4.6. Distribution of Syntactic Structures in ETEMs*

Type	Occurrence	Rate
Phrases	2628	84.28%
Relative Clauses	149	4.78%
Passive Voice	341	10.94%
<b>Total</b>	<b>3118</b>	<b>100%</b>

### **4.3. LEXICAL CHOICES OF ENGLISH TEXTS DESCRIBING ENDANGERED WILD MAMMALS**

#### **4.3.1. Descriptive Adjectives**

Descriptive adjectives, which form the largest group among all the types of adjectives, describe the nouns in detail and help the writer feel easy in describing the appearance of the mammals and express the writer's attitude toward the readers.

In addition to the base form, in ETEMs, descriptive adjectives are used in comparative form to create the effective impact on readers.

Moreover, superlatives are also used in ETEMs so as to demonstrate the most important features need to be noticed in these

texts. The use of the descriptive adjectives in the base form as well as the comparative and superlative form is presented in the table 4.7:

**Table 4.7. Distribution of Forms of Descriptive Adjectives in ETEMs**

<b>Descriptive Adjectives</b>	<b>Occurrence</b>	<b>Rate</b>
Base Form	651	81.17%
Comparative Form	121	15.08%
Superlative Form	30	3.75%
<b>Total</b>	<b>802</b>	<b>100%</b>

### **4.3.2. Compounds**

According to Quirk et al. [29, p.1568-1570], Compounds consist of combining words having their own lexical meaning to produce a new unit that functions as a single word. This combination creates the meaning of a word which is easier to comprehend. The use of a variety of compounds makes ETEMs more interesting and attractive.

**Table 4.8. Distribution of Forms of Compounds in ETEMs**

<b>Compounds</b>	<b>Formation</b>	<b>Examples</b>
Compound Nouns	Noun + Noun	Bunch-grass Oak-blackjack
	Noun + present participle	Brush-destroying Coal-mining Fluke-slapping
	Preposition + present participle	Over-hunting Out-competing
Compound	Noun + Adjective	West-central
	Adverb + past participle	Widely-scattered Well-developed

<b>Compounds</b>	<b>Formation</b>	<b>Examples</b>
Adjectives	Noun + past participle	Man-made Human-caused
	Preposition + noun	Off-road Off-highway
	Adjective + adjective	Broad-leaved Yellow-brown Short-tailed
	Adjective + past participle	Half-built Wild-born

### 4.3.3. Nouns Denoting Mammals' Names

In ETEMs, each mammal has a scientific name and a common name. I only focus on the common names of these species.

For my observation, each common name of a mammal consists of a main name and a phrase which modifies the main name by providing information about geography, habitat, main features or food. I can assume that the phrases which relate to the common names of the mammals appear in the Headline and they are formed by a head noun and a phrase. For example:

(4.69) Squirrel, Northern Idaho Ground [86]

(4.70) Sheep, Peninsular bighorn [80]

In the examples (4.69) and (4.70), the head nouns *Squirrel*, *Sheep*, are the main names of the mammals, the phrases such as *Northern Idaho Ground*, *Peninsular bighorn*, provide essential information relating to geography, habitat as well as the main features. This makes the readers focus on the detailed information of mammals. The geography words appear to make the readers know the places where the mammals live with a large number. Habitat, main feature

and food are the characteristics denoting the suitable places, outstanding features or major foods of the mammals.

Below is the distribution of lexical choices in ETEMs.

***Table 4.9. Distribution of Lexical Choices in ETEMs***

<b>Lexical Choices</b>	<b>Occurrence</b>	<b>Rate</b>
Descriptive Adjectives	802	81.75%
Compounds	133	13.56%
Nouns Denoting Mammals' Names	46	4.69%
<b>Total</b>	<b>981</b>	<b>100%</b>

#### **4.4. COHESIVE DEVICES IN ENGLISH TEXTS DESCRIBING ENDANGERED WILD MAMMALS**

##### **4.4.1. Reference**

###### ***a. Personal reference***

Halliday and Hasan [14, p.52] point out that personal reference contributes considerably to the internal cohesion of a text because it creates a network of lines of reference. In their view, personal reference includes three types: personal pronouns, possessive adjectives and possessive pronouns. However, in 46 samples of ETEMs, there are hardly possessive pronouns, but personal pronouns and possessive adjectives are employed with a relatively high frequency.

###### ***b. Demonstrative reference***

Halliday and Hasan [14] state that demonstrative reference involves the use of the determiners “this, that, these, those”, the definite article “the” and the adverbs “here, there, now, then”.

###### ***c. Comparative reference***

According to Halliday and Hasan [14], there are two types of comparative reference: the general comparison and the particular

comparison. General comparison is simply in terms of likeness and unlikeness between things. It is expressed by a certain class of adjectives like *same, equal, similar, different*; and adverbs such as *like, so, such, similarly, otherwise*; comparatives and superlatives.

**Table 4.10. Distribution of Reference in ETEMs**

<b>Type of Reference</b>	<b>Occurrence</b>	<b>Rate</b>
Personal & Possessive	264	16.08%
Demonstrative	1311	79.89%
Comparative	66	4.03%
<b>Total</b>	<b>1641</b>	<b>100%</b>

#### **4.4.2. Ellipsis**

According to Nunan [27], “Ellipsis” is defined as a certain structural element is omitted from a sentence or clause and only can be recovered by referring to an element in the preceding text. Ellipsis is normally an anaphoric relation and consists of three types: **Nominal, Verbal and Clausal.**

**Table 4.11. Distribution of Ellipsis in ETEMs**

<b>Type of Ellipsis</b>	<b>Occurrence</b>	<b>Rate</b>
Nominal	166	90.71%
Verbal	17	9.29%
Clausal	0	0%
<b>Total</b>	<b>183</b>	<b>100%</b>

#### **4.4.3. Conjunction**

Halliday and Hasan [14] stated that conjunction marks the systematic link between what is to follow and what has gone before. Therefore, conjunction is the relation between sentences in a text.

They adopted a scheme of four categories: Additive, Adversative, Causal and Temporal.

*Table 4.12. Distribution of Conjunction in ETEMs*

<b>Type of Conjunction</b>	<b>Occurrence</b>	<b>Rate</b>
Additive	166	69.45%
Adversative	17	7.12%
Causal	46	19.24%
Temporal	10	4.19%
<b>Total</b>	<b>239</b>	<b>100%</b>

#### 4.4.4. Lexical Cohesion

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item. It has three sub-classes: repetition, synonyms and super-ordinates. However, the last one will not be examined because no case of super-ordinate is found in the data set. The table below will illustrate the use of reiteration in ETEMs:

*Table 4.13. Reiteration in ETEMs*

<b>Reiteration</b>	<b>Occurrence</b>	<b>Rate</b>
Repetition	47	92.14%
Synonymy	4	7.86%
<b>Total</b>	<b>51</b>	<b>100%</b>

The frequency of cohesive devices in ETEMs is listed in the following table:

*Table 4.14. Frequencies of Cohesive Devices in ETEMs*

<b>Types of Cohesion</b>	<b>Occurrence</b>	<b>Rate</b>
Reference	1641	77.62%
Conjunction	239	11.31%
Ellipsis	183	8.65%

Reiteration	51	2.42%
<b>Total</b>	<b>2114</b>	<b>100%</b>

#### 4.5. SUMMARY

## CHAPTER 5

### CONCLUSIONS AND IMPLICATIONS

#### 5.1. CONCLUSIONS

In order to find out the answers to the research questions set out, the study was employed on the basis of theories of discourse analysis of Cook [8], Halliday [13], Brown and Yule [6], grammatical theory of Quirk et al. [29], and cohesive theory of Halliday and Hasan [14]. Below are the results summarized after 46 ETEMs have been investigated:

As regards *Layout Features*, ETEMs are mainly constructed in a frame that consists of three parts: *Headline*, *Illustration* and *Body Copy*. The *Headline* is the names of the mammals. The *Illustration* is the pictures of the mammals. They may enhance the effectiveness and make the whole text more vivid and more convincing. Moreover, the *Body Copy* – an indispensable part with the most informative feature, functions as awakening the readers' interest and drawing his or her attention to the whole text. There are five headings in the *Body Copy* namely *Overview (O)*, *Physical Description (PD)*, *Ecology (E)*, *Life History (LH)* and *Conservation (C)*. With these specific sections, the readers can focus on the detailed information of each mammal.

With regard to *Syntactic Structures*, this thesis deals with *Phrases*, *Relative Clauses* and the *Passive Voice*. Among them, *Phrases* appear in all of ETEMs to provide virtually necessary information about the striking features of the endangered wild mammals. Additionally, the *Passive Voice* and *Relative Clauses* are commonly used in ETEMs. The *Passive Voice* may be one of a good

means to arouse the readers' attention and they make ETEMs unified grammatically.

In terms of *Lexical Choices* in ETEMs, Descriptive Adjectives, Compounds and Nouns Denoting Mammals' Names are examined. It is rather interesting that Descriptive Adjectives appear with the highest proportion (81.75%). They are used to describe the appearance, food, habitat, weight, length, gestation, etc. They also make the whole text more attractive and interesting. Moreover, Descriptive Adjectives are used in three forms: the base form, comparative form and superlative form with the different frequencies. It is worth stressing that these features contribute to the success of the texts since they make the texts concise, more informative and impressed.

As regards *Cohesive Devices*, Reference, Conjunction, Ellipsis and Lexical Cohesion are explored in ETEMs. One of the successful cohesive devices is reference which is dominant in ETEMs with high frequency, comprising 77.62%. Conjunction and Ellipsis are also commonly used, taking up 11.31% and 8.65% respectively. Such a combination of different cohesive devices is of great benefit to connect the sentences in the texts together effectively.

## **5.2. IMPLICATIONS**

On carrying out this thesis, it is our hope that this thesis may have some small contributions not only to writing an effective ETEM but also to teaching and learning English among Vietnamese learners. Some suggestions are to be pointed out for language learning and teaching.

### **To Teachers**

Enhancing people's awareness of how important it is to appeal

and protect the endangered wild mammals, the analysis of ETEMs is to make some beneficial advantages. The thesis will probably be a useful reference source for teaching English to Vietnamese learners. Hopefully, the findings of the study will provide and equip teachers with some basic knowledge of discourse, both the layouts and some common features of ETEMs, such as lexis, syntax and cohesive devices. Mastering those features will help teachers in designing the lesson plan in order to convey to students effectively. Additionally, by constructing practice exercises as well as introducing different genres of English, teachers can help students develop their writing skill to produce an effective writing.

### **To Students**

This study may also be beneficial to learners of English to be equipped with handful of vocabulary and grammar of this type of discourse. Students majoring Environment and Resource are enriched with the bulk of vocabulary as well as the linguistic features which support their study, research, or knowledge of social issues. This thesis provides learners with the knowledge of discourse features in terms of layouts, syntactic structures, lexical choices and cohesive devices. These help learners improve their linguistic background and discover the effective and useful ways to write a good text in general and English Texts describing endangered wild mammals in particular.

### **To Copywriters**

Lastly, ETEMs are a useful means to convey messages to the readers and arouse their awareness and interest in appealing for protecting the endangered wild animals. Therefore, the results of this study will be helpful and advantageous for them to construct good ETEMs.

### **5.3. LIMITATIONS OF THE STUDY**

In English language, discourse analysis itself is a broad field to be explored. However, this thesis only focuses on some discourse features in terms of layout, syntactic structures, lexical choices and cohesive devices in ETEMs. Due to the lack of time, reference materials as well as my limited linguistic knowledge, the thesis has not reached the expected depth and the results are not so satisfactory as they should have been.

### **5.4. SUGGESTIONS FOR FURTHER RESEARCHES**

For the aim of making further researches into this domain, some suggestions would be put forward as follows:

- An Investigation into Pragmatic Features of English Texts Describing Endangered Wild Mammals.
- Discourse Features of English Texts Describing Endangered Wild Mammals (English versus Vietnamese).