LÊ THỊ TÂM

A DISCOURSE ANALYSIS
OF INTERVIEWS IN SPORT
IN ENGLISH AND VIETNAMESE

Field : The English Language
Code : 60.22.02.01

MASTER THESIS IN SOCIAL SCIENCES AND HUMANITIES
(A SUMMARY)

Danang - 2015

CHAPTER 1
INTRODUCTION

1.1. RATIONALE

In terms of today's information explosion, the interview genre becomes increasingly significant in press because it has the ability to exploit information the most objectively and the truest. Today's readers' needs for information , therefore, are supplied and sastified.

Doing sports or watching sports are means of entertainment that attracts a huge of people and audiences both in Vietnam and in the world, essentially in recent years. Every competition receives so many comments and opinions from the audiences, from the coaches or from the athletes themselves. Thanks to the interviews, we have a multiple perspective about each competition. However, the interview in entertainment in general and the interview in sport in particular is a special genre of discourse and it has its own linguistic features. It could be free language use without a framework or the rules so they could be interesting and complex.

For all the above reasons I decide to research on the topic "**A discourse analysis of interviews in sport in English and Vietnamese**".

1.2. AIMS AND OBJECTIVES

1.2.1. Aim of the Study

The study aims at analyzing the discourse features of the interviews in sport in English and Vietnamese to find out the characteristics in terms of the layouts, lexical features, syntactic features and cohesive devices of sport interview language. The study is restricted to drawing the similarities and the differences of

discourse features of the two languages to help learners have a better understanding of the sport interview language both in English and Vietnamese.

1.2.2. Objectives of the Study

The objectives of the study are:

- to analyze the discourse features used in sport interview such as the layout, lexical features, syntactic features and cohesive devices.

- to point out and explain the similarities and differences of discourse features between English and Vietnamese interviews in sport.

- to put suggestions to the Vietnamese learners as well as for those who are concerned with the interview language of sport in English and Vietnamese at discourse level.

1.3. THE SCOPE OF THE STUDY

Within the limitations of the thesis and due to lack of time, this thesis just focuses on the layout, lexical features, syntactic features and cohesive devices in English and Vietnamese sport interviews.

1.4. RESEARCH QUESTIONS

1. What are the discourse features of the interviews in sport in terms of the layout, lexical features, syntactic features and cohesive devices in English?

2. What are the discourse features of the interviews in sport in terms of the layout, lexical features, syntactic features and cohesive devices in Vietnamese?

3. What are the similarities and differences in terms of the layout, lexical features, syntactic features and cohesive devices of sport interviews between the two languages?

1.5. THE SIGNIFICANCE OF THE STUDY

The study is expected to be able to provide useful knowledge or understanding of discourse features of interviews in sport in English and Vietnamese to help learners enable better use of the interview languages in English and Vietnamese.

1.6. ORGANIZATION OF THE STUDY

The study is organized into five chapters as follows.

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background

Chapter 3: Methodology and Procedures of the Study

Chapter 4: Findings and Discussions

Chapter 5: Conclusions and Implications

CHAPTER 2
LITERATURE REVIEW AND THEORETICAL
BACKGROUND

2.1. LITERATURE REVIEW

Discourse analysis has attracted a lot of attention, concern and interest of a large number of linguists and researchers. There are so many studies have dealt with a wide range of this field such as coherence, cohesion, context, conversation analysis, information structure, speech act theory, topic, and so on.There also have been a lot of famous scholars who were interested in this field such as Brown and Yule [1] with "Discourse Analysis", Halliday and Hasan [9] with "Cohesion in English", Nunan [14] with "Introducing Discourse Analyis" or Hatch [10] with "Discourse and Language

Education". In genaral, these linguists provide us with an overall picture of theoretical background of how to examine language in use.

In Vietnamese, there are also many master theses researchers on discourse analysis in different fields such as Bui Thị Thu Ha [2] with "An investigation into some discourse features of abstracts of English and Vietnamese economic papers", or Do Thi Loan [6] with *"Discourse analysis of the newspaper review of the entertainment shows in English and Vietnamese"*, ect.

However, up to now, there have not been any studies in the discourse analysis of the interviews in sport in English and Vietnamese. Therefore, this thesis is conducted to contribute to the whole picture of this field.

2.2. THEORETICAL BACKGROUND

2.2.1. Discourse & Discourse Analysis

a. Concepts of Discourse

Discourse is the term widely used in a number of different disciplines and schools of thoughts with different purposes. Focusing on the form and syntax of discourse, some scholars consider discourse as a coherent unit including more than one sentence. In this thesis the discourse analysis is limited to linguistic features only, that is, it explore the written record of interviews in sports in order to find out the layout, lexis, syntax and cohesive devices are used to construct this type.

b. Discourse Analysis

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. In this research, the discourse analysis

of interviews in sports is limited to linguistic features to find out their layouts, lexical choices, syntactic features and stylistic devices.

2.2.2. Written and Spoken Discourse

Discourse can be categorized in many different ways, one of which is the classification of discourse into spoken and written forms, which are distinguished from each other by the means of paralinguistic and extralinguistic factors as well as distinctive linguistic features.

2.2.3. Cohesion and Coherence in Discourse

a. Cohesion

In general, cohesion refers to the formal relationship that causes texts to coherence or stick together. It is indicated by grammatical, logical and lexical relationships found among or between the sentences of a text. There are many views on cohesion, but in this thesis we take the view of Halliday and Hasan, which is how words and expressions are connected by using cohesive devices which categorized into five different types: Reference, substitution, ellipsis (these are three types called grammatical cohesion), lexical cohesion and conjunction (borderline between grammatical and lexical cohesion).

b. Coherence

Coherence is the semantic, implicit relation inside the text itself. For any text and discourse to be coherent, it must make sense and also have unity and so be well-informed. Therefore, coherence has been seen as one of the prime conditions or characteristics of a text.

2.2.4. Overview of Interviews and Interviews in Sports

a. Concepts of Interview

There are many definitions of exactly what constitutes an

interview, but it may best be described as a conversation with a purpose. The purpose of the interview, from the interviewer's perspective, is to obtain as much reliable and relevant information or evidence as possible.

b. Types of Interview
- Employment Interviews
- Performance Interviews
- Exit Interviews
- Information-Gaining Interviews
- Persuasive Interviews
- Problem-Solving Interviews
- Helping Interviews

c. Language of Interview

Interviews encompass unique characteristics that distinguish them from other types of communication. In what follows, we will examine five characteristics of interviews: goal driven, question-answer, structured, controlled, and unbalanced.

d. Interviews in Sports

The journalistic interview in general and interview in sports in particular is a specific type of informative interview where the interviewer solicits and conducts interviews with one or more "sources" to gather supporting material for a news story. It can be inferred that interviews in sports is the interviews between the interviewers (journalists, reporters or broadcasters, ect) with the coaches, athletes or players in different types of sports. It may be an interview after the competition in which the author gives the summary, evaluation, opinion, attitude or comment on the matches or an interview before the sport events to provide interesting information.

CHAPTER 3
METHOD AND PROCEDURES

3.1. RESEARCH DESIGN

This is a qualitative and quantitative study executed with a contrastive and analysis.

3.2. RESEARCH METHODOLOGY

In order to reach the objectives of the study, some methods such as qualitative and quantitative methods; statistic and descriptive methods; analytic and synthetic methods; comparative and contrastive methods; and inductive methods were used.

3.3. DESCRIPTION OF SAMPLES

The data for the study appeared in the form of written texts on the internet. 100 samples of EIS and 100 samples of VIS were copied from popular websites in the United States, the United Kingdom, Australia and Vietnam.

3.4. DATA COLLECTION AND DATA ANALYSIS

3.4.1. Data Collection

The data in this study were collected mainly from the newspapers and websites from the internet. There are about 100 samples in English and 100 samples in Vietnamese about interviews in different sports.

3.4.2. Data Analysis

After the datum were adequately collected as planned, they were examined and classified. The English and Vietnamese sport interviews were described and analyzed to find out the similarities and differences in terms of the layout, lexical features, syntactic features and cohesive devices.

3.5. RESEARCH PROCEDURES

The study was carried out following these steps:

- Collecting data from the newspaper and the internet

- Describing and classifying them in terms of the layout, lexical features, semantic features and cohesive devices.

- Comparing and contrasting to find out the similarities and differences in the layout, lexical features, syntactic features and cohesive devices of the sport interviews in both languages.

- Synthesizing the findings and then making conclusions.

- Discussing and suggesting some implications for understanding and further research.

3.6. RELIABILITY AND VALIDITY

In my thesis, every attempt to establish the validity and reliability of the study has been made, from collecting and analyzing data to producing the research results. The accuracy and formality of newspaper and website language ensure the validity and reliability of the research.

3.7. SUMMARY

In this chapter, the writer has showed the research methods, the considerations in data collection, a description of samples and discussion of data analysis, in which a combination of the methods such as: qualitative and quantitative, statistic, descriptive, analytic, synthetic methods were employed. With the procedures of these methods, the results of the findings as well as its discussion will be mentioned in the next chapter.

CHAPTER 4
FINDINGS AND DISCUSSIONS

4.1 THE LAYOUT OF AN INTERVIEW

4.1.1. The Headline

In EIS, most of the English writers tend to use noun phrases to make the headlines simple and easy to understand. Here is the example:

(4.1) Bournemouth's Tommy Elphick: the dream was to reach the Championship. Now the prize is much bigger   [A-75]

However, Vietnamese writers tend to convey the impressive points of the sport events by using the simple sentence frequently. Look at the example:

(4.6) Chessdom phỏng vấn Lê Quang Liêm: "Có nhiều tiềm năng cờ vua ở Việt Nam"   [B-100]

4.1.2. The Introduction

In VIS, the introduction often indicates the main information of the interview such as the interviewee, time, place, important figures and content of the interview. For example:

(4.12) Không gây ồn ào trên thị trường chuyển nhượng, SHB Đà Nẵng có những biểu hiện cho thấy họ đang sẵn sàng cho công cuộc trẻ hóa lực lượng và phát huy nội lực. Đấy cũng chính là chủ đề của cuộc trao đổi giữa Thể thao & Văn hóa cùng ông Lê Huỳnh Đức, Huấn luyện viên trưởng đội tuyển sông Hàn.   [B-49]

Nevertheless, EIS introduction is written more briefly and directly:

(4.13) Before United's trip to St James' Park on Wednesday,
      Newcastle native Michael Carrick discusses his roots in
      the North-East.   *[A-19]*

4.1.3. The Body

Table 4.3. Formats of Body of Interviews in EIS and VIS

Formats	English		Vietnamese	
	Occurrence	Rates	Occurrence	Rates
Narrative	44	44 %	61	61 %
Question-Answer	56	56 %	39	39 %
Total	100	100 %	100	100 %

From the table we can see that narrative form takes a higher extent of 61% compare with the question- answer form with 39% in Vietnamese. In contrast, the question-answer form has a higher rate with 56% while the narrative form is 44 % in English.

4.1.4. The Conclusion

The conclusion of the interview aims at reflecting the general opinion of the interviewer concerning the subject revealed in the interview. It can be a summarizing and writing some concluding remarks about the person. Nevertheless, not all the interviews include the conclusion. In EIS, the interviers rarely take conclusion in to the interview writing. On the other hand, the conclusion appears popularly in VIS.

4.1.5. The Comparison

a. The Similarities

From the analysis of the data above, we can see that EIS and VIS share something in common. Most of EIS and VIS

represent as the layout in which the author revises the performance one by one. Of cause, in both languages, the extension part has various and flexible content. In terms of the headline, both EIS and VIS prefer using noun phrases and simple sentences. However they differ in the frequency.

b. The Differences

Although EIS and VIS have some similarities they are quite different in terms of languages inside. Firstly, EIS and VIS differ in the way to choose the format. VIS prefers the narrative form rather than question-answer form while EIS is in contrast. Secondly, there is a lack of conclusion in a large number of EIS while in VIS the introduction is popular. In terms of sytntactic features of headlines, they are quite differet. In EIS the noun phrases dominate over the others with 57 % while in VIS the simple sentences take the highest proportion with 53%. Vietnamese writers prefer to use the sentence to create strong impression on the readers but the English writers sometime use the full sentence.

4.2. THE LEXICAL FEATURES

4.2.1. Lexical Features of EIS

a. The Use of Attributive Adjectives

From the corpus, we find that EIS employs a great deal of attributive adjectives to describe the performance, appearance, skills and actions of the coaches, players and atheletes as well as the sporting events. Look at the following examples:

> *(4.18) Yet Coe, a **two-time** Olympic **middle-distance** champion now running for president of track and field's governing body, feels athletics needs to find life beyond*

*Bolt if it is to keep up in an **ultra-competitive** sporting market*   [A-21]

b. The Use of Metonymous Expressions

Metonymous expressions are phrases substituted for another ones with which they are closely associated. In EIS, metonymous expressions are also used as a rhetorical strategy of describing players or teams indirectly by referring to things related to them. Look at the examples:

(4.28)   *Aston Villa v Arsenal: Meet the coach manager **on the road to Wembley** with the Villa fans.*   [A-93]

c. The use of Filler Words

Filler word is one of the features of authentic speech. Speakers use all kinds of filler words such as "*well, right, so, like, yeah, you know*". Here is the example:

(4.31) ***I mean**, I wouldn't say that training camp necessarily would fix that. **You know**, it's doing it in matches is what you need to be able to do.*   [A-70]

4.2.2. Lexical Features of VIS

a. The Use of Borrowing Words

There appears many borrowing words in VIS. For examples:

(4.32) *Về trận đấu **play-off**, cá nhân ông thích gặp Thái Lan hay Myanmar, và ông đánh giá hai đối thủ này như thế nào?*   [B-24]

b. The Use of Metonyous Expressions

From the data collected, it can be seen that the Vietnamese writers also apply the metonymous expressions for a variety of purposes. Look at the examples below:

> *(4.37) Trên chuyến bay đến Jakarta dự SEA Games vào hôm*
>   *qua, **tay vợt số 1** VN Nguyễn Tiến Minh đã trả lời*
>   *phỏng vấn **Thanh Niên** về những khả năng của anh tại*
>   *Indonesia sắp tới.   [B.67]*

c. The Use of Filler Words

To make the interview more authentic, filler words are also used a lot in VIS. Here is the example:

> *(4.40) **Như mọi người đã biết**, trong nhiều tháng qua, tôi gặp*
>   *nhiều chấn thương dẫn đến việc không có được phong độ*
>   *tốt và thường xuyên bị loại sớm ở các giải đấu lớn. [B-45]*

4.2.3. The Comparision

a. The Similarities

In terms of lexis, the EIS and VIS share something in common. Firstly, both of them use metonymous expressions commonly to make the interview more lively and create the value in word expressions of the article. Next, filler words alo appear in both English and Vietnamese sport interviews with the modest frequency.

b. The Differences

EIS is quite different from the VIS in leixis. At the beginning, English writers tend to use the attributive adjectives to compliment for nouns to describe the details of the interviews but in Vietnamese this phenomina does not exist. On the other hand, Vietnamese writers prefer to use the borrowing words in the VIS meanwhile these ones are not popular in EIS.

In addition to the differences, filler word is commonly used in EIS more than in VIS. The table below is to illustrate for this aspect:

Tabble 4.6. Comparison of the Filler words in EIS and VIS

	English		Vietnamese	
	Occurrence	Rates	Occurrence	Rates
Filler words	166	69.7 %	72	30.3 %

4.3. THE SYNTACTIC FEATURES

4.3.1. Syntactic Features of EIS

a. Direct Speech/Indirect Speech

Direct and indirect speech plays an important role in reporting news. In EIS, direct speech is used as a tool to transfer the content of the interviews to the readers objectively and reliably.

Table 4.7. Reporting Clauses in EIS

	English	
	Occurrence	Rates
Direct	248	84.6%
Indirect	45	15.4%
Total	293	100%

The table shows that direct speech appears in EIS with high frequency 84.6%. Indirect speech takes a low percent with 15.4%.

b. Common Structure

In EIS, there appears questions and conditionals popularly. Look at the table below:

Table 4.18. Common Structures in EIS

	English	
	Occurrence	Rates
Question	871	88.9 %
Conditional Sentences	109	11.1 %
Total	980	100

In the interview, question is the essence and becomes an indispensable part. English interviewers have a favor on open-ended

question rather than others. In addtition, as can be seen from the table 4.9 the English writers prefer to use the conditionals to give the supposition. For examples:

(4.53) If the referee can't see a penalty three metres in front of him, an official in front of a screen can't miss it. [A-17]

4.3.2. Syntactic Features of VIS

a. Direct speech/ Indirect speech

Similar to EIS, direct and indirect speeches are also popular in VIS. However the indirect speech is not commonly used as the direct speeches.Look at the table:

Table 4.10. Reporting Clauses in VIS

	Vietnamese	
	Occurrence	Rates
Direct	347	87%
Indirect	52	13%
Total	399	100%

b. Common Structures

Table 4.11. Common Structures in VIS

	Vietnamese	
	Occurrence	Rates
Question	758	85.5 %
Conditional Sentences	129	14.5 %
Total	887	100 %

In VIS, the interviewers have a favor with open-ended question and closed question. From the collected copus, we find that these two kinds of questions take a high rate in the interviews. Beside, if-clause is used many times in VIS. For example:

(4.70) *Nếu xét trên phạm vi châu lục, bóng đá Thái Lan nằm*
      trong nhóm thứ ba và đang nỗ lực vươn lên nhóm thứ
      hai, còn Việt Nam nằm ở nhóm thứ tư.   *[B-9]*

4.3.3. The Comparision

a. The Similarities

In terms of syntactic features, both EIS and VIS have the tendency to use the reporting clause similarly. Look at the table below:

Table 4.14. Reporting clause in EIS and VIS

	English		Vietnamese	
	Occurrence	Rates	Occurrence	Rates
Direct	248	84.6 %	367	89.7 %
Indirect	45	15.4 %	42	10.3 %
Total	293	100 %	409	100 %

In addition, the English and Vietnamese writers also have the same favor of using some common structures.

Table 4.15. Common Structures in EIS and VIS

	English		Vietnamese	
	Occurrence	Rates	Occurrence	Rates
Question	871	88.9 %	758	85.5 %
Conditional Sentences	109	11.1 %	129	14.5 %
Total	980	100	887	100 %

One more similarity, the distribution of using question form in EIS and in VIS has some thing in common. Look at the table:

Table 4.16. Common question in EIS and VIS

Question	English		Vietnamese	
	Occurrence	Rates	Occurrence	Rates
Open-ended question	395	41.1 %	295	38.9 %
Probing question	286	29.8 %	173	22.8 %
Closed question	212	22.1 %	246	32.5 %
Leading question	68	7%	44	5.8%
Total	961	100%	758	100%

b.The Differences

Firstly, in Vietnamese the frequency of using reporting clause is higher than in English with 409 instances in which the rate of direct speech is higher (89.7% in direct speech and 10.3 % in indirect speech) meanwhile in English there are 293 instances of reporting clause with 84.6 % of direct speech and 15.4% of indirect speech.

Next, the occurrence of question in English (88.9%) is more frequent than in Vietnamese (85.5 %). In which the closed question in Vietnamese takes higher percent (32.5%) compare with that in English (22.1%) while other kinds of questions in English overcome Vietnamese. Moreover, the proportion of if-clause in English (11.1%) is lower than that in Vietnamese (14.5%).

4.4. THE COHESIVE DEVICES

4.4.1. Lexical Devices of EIS

a. Repetition

Repetition is an expressive means of language used when the speaker is under the stress of strong emotion. Look at the example below:

*(4.75) The best players in the world can **make mistakes**. They miss penalties. The best goalkeepers **make mistakes**. This gentlemen is one of the top referees in European*

*football. He can **also make mistakes**. He **made***

* **important mistakes** yesterday*   *[A-17]*

b. Synonym

Synnonym makes the texts not only cohesive together but also more interesting and flexible. Look at the examples below:

*(4.76) WOD 1 and WOD 4 were in **my favour**, but the other*
* two were well outside of **my comfort zone.** Heavy*
* lifting (and in particular any 1 rep max stuff) has never*
* been **my forte** and I knew going in to it that I wasn't*
* going to be a top performer.*   *[A-42]*

4.4.2. Lexical Devices of VIS

a. Repetition

In Vietnamese, we also found that the writers tend to use repetition to connect their ideas in a large number of interviews. Look at the example below:

*(4.81) Tôi rất **tự hào** và giờ vẫn còn thấy sung sướng vì **chiến***
* **thắng** này. Một trận đấu quá tuyệt vời, cảm ơn các cầu*
* thủ. Họ đã mang đến một **chiến thắng** đầy cảm xúc.*
* Nếu đá như thế này, không chỉ tôi mà toàn thể người*
* hâm mộ Việt Nam đều thấy **tự hào"**, Chủ tịch Nguyễn*
* Trọng Hỷ nói.*   *[B-3]*

b. Synonym

Similar to EIS, synonym is also used effectively in VIS as a device to make a colourful and lively interview. Here is the example to illustrate:

*(4.82) Trước sức ép phải thắng, **thắng hay** và **thắng đẹp**, đoàn*
* quân áo xanh đã cho thấy sự chững chạc cùng khả năng*
* vượt qua lối đá rắn đặc trưng ở V-League. Khán giả*

sân Pleiku đã được **mãn nhãn** *với những pha bóng* **đẹp mắt** *của các cầu thủ Hoàng Anh Gia Lai.* [B-38]

4.4.3. Grammatical Devices of EIS

a. Reference

Reference, following Halliday and Hasan [9, p.31], includes personal reference, demonstrative reference, and comparative reference. Look at the examples:

Personal reference:

(4.84) **The 63-year-old Dutchman***, who signed a three-year contract last summer, claimed that the* **United owners** *were "pleased" with the way* **he** *has managed the club.*

[A-38]

Demonstrative reference:

(4.86) I think Floyd won easily in **this** *match and has always been better than Pacquiao, finally* **the** *debate is over, we can* **all** *move on and decide where Floyd ranks in* **the** *top five of* **all time** *boxers.* [A-58]

Comparative reference:

(4.90)"For me, football is collective. The individual is welcome if you want to make our group **better***."*

[A-62]

b. Conjunction

Halliday and Hasan [9] further subdivided conjunctions into four categories, according to the relationship they express: additive, adversative, causal, and temporal conjunctions. In EIS, additive conjunction is used with high frequency such as *"and, also, as well as",* ect. Adversative conjunction is also used frequently in EIS like *"but, however, nevertheless"*, ect. In addition, the causal conjunctions

like *"because, so, thus, then"* are used to introduce result, reason or purpose. Moreover, temporal conjunctions such as *"Firstly, Secondly, Thirdly, Finally,…"* make the interviews logically.

4.4.4. Grammatical Devices of VIS

a. Reference

In Vietnamese, according to Diep Quang Ban, reference consists of three main types: (1) Personal reference, (2) Demonstrative and (3) Comparative.

Here are the examples to illustrate for three main categories:

Personal reference:

*(4.100) Liệu việc quá nổi tiếng cũng sẽ khiến các tài năng trẻ này bị ảnh hưởng, điển hình như trường hợp của **Công Phương** khi **cậu ấy** luôn bị soi rất kỹ?*   [B-15]

Demonstrative reference:

*(4.102) Chúng tôi đã có sự chuẩn bị khá chu đáo cho **trận đấu này.***   [B-54]

*(4.105) **Đây** là trận đấu rất có ý nghĩa với cả 2 đội.*   [B-23]

Comparative reference:

*(4.106) Chúng tôi bị bàn thua sớm nhưng không nao núng và chơi **quyết tâm hơn**, gây sức ép mạnh, sau khi cân bằng tỷ số và được thưởng trận thắng sau những cố gắng trong hiệp hai. Các cầu thủ Malaysia có vẻ **chậm hơn** chúng tôi và tôi rất vui mừng vì đã khai thác được điểm yếu của họ.*   [B-23]

b. Conjunction

Similar to EIS, in VIS, the addititive conjunction marked by "*và, còn, cũng, hơn nữa, ngoài ra, bên cạnh đó, thêm vào đó*" etc and adversative conjunction undertaken by *"mặc dù, nhưng, tuy*

nhiên, dù vậy, trái lại are also popular devices . In addition, causal conjunction like "*vì vậy, bởi vậy, chính vì vậy, như vậy, do vậy, vì thế, do đó, vậy nên*" makes up a very large proportion which is an useful connector to sum up ideas. Although temporal conjunction such as "*thứ nhất, thứ hai, thứ ba*"takes a small frequency in VIS, it forms the tie among sentences leading to the connection within the text and make the text logically and cohesively.

4.4.5. The Comparison

a. The Similarities

In terms of lexical devices, both languages prefer to use repetition and synonym frequently. They seem to be the effective tools to bear the link in English and Vietnamese sport interviews.

In addition, the use of grammartical devices in two languages also shares something in common.The use of reference is considered as a cohesive device in EIS and VIS that can be illustrated as follows:

Table 4.19. Reference in EIS and VIS

Types	English		Vietnamese	
	Occurrence	Rates	Occurrence	Rates
Personal Reference	1809	64.2 %	1312	62 %
Demonstrative	839	29.8 %	697	32.9 %
Comparative	170	6 %	108	5.1 %
Total	2818	100 %	2117	100 %

Conjunction is another cohesive device that is used effectively both in EIS and VIS. Look at the table:

Table 4.20. Conjunction in EIS and VIS

	English		Vietnamese	
	Occurrence	Rates	Occurrence	Rates
Addititive	1223	41.5 %	1019	38.5%
Adservative	619	21. %	735	27.7 %
Causal	798	27.1 %	680	25.7 %
Temporal	307	10.4 %	215	8.1 %
Total	2947	100 %	2649	100 %

b. The Differences

In terms of conjunction, the adservative in English takes the lower rate than causal while the adservative in Vietnamese takes the higher rate than the causal. It is likely that Vietnamese writers want to compare and contrast the scores and performances with their thought and ideas. And the English writers would like to analyze the sport event, the cause and the result.

CHAPTER 5
CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

In terms of layout, both EIS and VIS share the similar in frame. However, the difference is shown in the way the information arranged. In Vietnamese, most of the interviews consists the headline, the introduction, the body and the conclusion whereas in English, the conclusion is often omitted. Another factor creates the difference is the format of interviews. English people prefer the

question-answer form while Vietnamese would rather the narrative form.

As regards the lexical features, there are more differences than similarities. The first one is the attributive which is very diverse and preferably used in EIS but does not exist in VIS. Secondly, borrowed words occur a lot in VIS; however, they hardly appear in EIS. Another difference involves the use of reporting verbs. Vietnamese writers prefer to use reporting verbs more than the English ones due to the difference in favor of interview format.

With the regard to syntactic features there are few differences between EIS and VIS. Firstly, both of them use the direct speech very often. Secondly, both English and Vietnamese interviewers prefer using open-ended question. Last but not least, both VIS and EIS employ the conditinals to put the suppositions as another way to answer their questions.

Finally, cohesion is a linguistic device which contributes to linking text elements together. From the data collected, we can see that the use of grammar cohesion outweighs that of lexical cohesion. Secondly, in grammatical cohesion, reference and conjunction are dominant.

5.2. IMPLICATIONS

Firstly, carrying out this research will make some contribution on raising student's awareness of the importance of mastering linguistic features at the discourse level. This thesis will provide learners with a good knowledge of discourse analysis of sport interviews which help them have a sound background and good methods to conduct a successful interview and write an interview essay basing on the tape record. Moreover, students will be more

aware of the fact that learning a language means not only learning its vocabulary and a system of grammar but also how it is used in the real. It is the layout that provides learners a frame to develop their writing in a natural and proper way

Secondly, this thesis will probably be a useful reference resource for teaching English to Vietnamese learners. Hopefully, the result of this research will provide teachers with useful knowledge of discourse analysis, especially the discourse features of interviews in sports. Moreover, thanks to this knowledge, teachers in charge of the writing skill can help students know how to effectively write an interview in general and interviews in sports in particular.

Finally, it is necessary for Vietnamese students majoring in journalism. Being provided a deep theoretical insight into elements making a successful interview is of great value. Having a deep understanding of typical discourse features is useful for Vietnamese reporters to produce successful sport interviews that are expected by the majority of the public.

5.3. LIMITATIONS

Discourse analysis is a broad filed including many subfields. However, the study only focus on some discourse features in terms of the layout, lexical feature, grammatical features and cohesive devices, so it has not reached the expected depth as it should. Nonetheless, hopefully, the study will be a reference for those who take an interest in the problem.