

**MINISTRY OF EDUCATION AND TRAINING
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**A DISCOURSE ANALYSIS OF
INSTRUCTIONS OF MAKING BEVERAGES
IN ENGLISH AND VIETNAMESE**

Field: The English Language

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**MASTER OF ARTS IN SOCIAL SCIENCES
AND HUMANITIES
(A SUMMARY)**

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CHAPTER 1

INTRODUCTION

1.1. STATEMENT OF THE PROBLEM

In the era of integration and globalization, tourism and hospitality industry has flourished not only in Vietnam but also all over the world. As a result, restaurants and hotels mushroom everywhere to meet the demands of accommodation as well as food and beverage for tourists. This leads to the boom in service training in which beside culinary art, training how to make beverages has become more and more popular. Nowadays, there are numerous schools majoring in training beverage preparation, and more and more international bartenders come to teach beverage preparation in Vietnam, and Vietnamese bartenders also have a trend to teach beverage preparation abroad. Therefore, understanding language used in instructions of preparing beverages is really necessary. It is significant to make instructions clear and understandable, so that the learners can create the beverage which tastes delicious and looks eye-catching, or the learners can achieve what they were taught.

Therefore, I would like to carry out my research on the topic “*A Discourse Analysis of Instructions of Making Beverages in English and Vietnamese*” to clarify the layout, syntactic features, lexical choices and cohesive devices in both languages. This thesis is conducted with the hope that it provides certain useful findings and knowledge as well as facilitates the process of teaching and learning

English in general and English for food and beverage services in particular. It is also expected that this thesis is useful for who are interested in this field.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

The study intended to find out similarities and differences of instructions of making beverages between the two languages to help learners of English enhance their competence in comprehending instructions of making beverages effectively as well as the teachers and trainers related to deliver clear and concise instructions of making beverages to the learners and trainees.

1.2.2. Objectives

This study described the layout, syntactic features, lexical choices and cohesive devices of instructions of making beverages in English and Vietnamese. It also pointed out the similarities and differences of these features in the two languages and suggests some implications for teaching and learning English in general and English for tourism and hospitality in particular.

1.3. RESEARCH QUESTIONS

1. What are the discourse features of instructions of making beverages in English and Vietnamese in terms of their layout, syntactic feature, lexical choice and cohesive devices?

2. What are the similarities and differences of instructions of making beverages in English and Vietnamese in terms of their layout,

syntactic feature, lexical choice and cohesive devices?

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

1.4. SCOPES OF THE STUDY

This study focused on contrastive analysis of layouts, syntactic features, lexical choices and cohesive devices of instructions of making beverages in English and Vietnamese through beverage preparation instruction videos in English and Vietnamese recorded and collected from teachers, trainers and famous bartenders' training showed on television and the Internet from 2008 on.

1.5. SIGNIFICANCE OF THE STUDY

This MA thesis focused on analyzing the layout, syntactic feature, lexical choice and cohesive devices used in instructions of making beverages. It is hoped that this study is helpful for teaching and learning English in general and English for food and beverage services in particular.

1.6. ORGANIZATION OF THE STUDY

The study consisted of five chapters as follows:

Chapter 1, Introduction

Chapter 2, Literature Review and Theoretical Background

Chapter 3, Methods and Procedures

Chapter 4, Findings and Discussion

Chapter 5, Conclusions and Implications

CHAPTER 2

LITERATURE REVIEW

AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Up to now, discourse analysis has drawn much attention of many English well-known scholars such as “*Cohesion in English*” by Halliday and Hasan (1976), “*Discourse Analysis*” by Brown and Yule (1983), “*Discourse*” by Cook (1989), “*Discourse Analysis for Language Teachers*” by Michael McCarthy (1991), “*Introducing Discourse Analysis*” by Nunan (1993), “*Linguistics*” by Widdowson (1994), “*Pragmatics and Discourse*” by Cutting (2002), and so on. However, based on different approaches and goals, their publications focus on one or other subfields of DA such as coherence, cohesive devices, context, conversation analysis, information structure, speech act theory, topic, and so on. Generally, these linguists provide us with an overall picture of theoretical background of how to examine language in use.

Under the strong influence of the light of discourse analysis, more and more Vietnamese researchers contribute to this field. Trần Ngọc Thêm [51], Diệp Quang Ban [38], Nguyễn Hòa [43], Đỗ Hữu Châu [39], Nguyễn Đức Dân [40] study DA from the view of coherence, cohesive devices and pragmatics as well.

In the field of beverage preparation, there are many authors such as Waller [38], Holder and Stoughton [17], Kotas and Bernard [16], Nguyễn Xuân Ra [51] etc. These books of beverage

preparation provide us with analysis of the beverages, ingredients, recipes and instructions with detailed steps for making different drinks.

Cao Thi My Hanh [17], Tran Thi My Hanh [35], Tran Thi My Tin [36] have analyzed linguistic features in term of syntax, semantics and pragmatics of speech acts. Among these, Cao Thi My Hanh has focused her study on linguistic features of cooking instructions.

2.2. THEORETICAL BACKGROUND

2.2.1. Definitions of Terms

Making

Instruction

Instructions of Making Beverages

Beverages

2.2.2. Discourse and Discourse Analysis

Concepts of Discourse

Concepts of Discourse Analysis

Cohesion

Generic Structure of an IMB

CHAPTER 3

METHODS AND PROCEDURES

3.1. RESEARCH DESIGNS

The paper design was based on the combination of both quantitative and qualitative approaches.

3.2. RESEARCH METHODS

With the aim of identifying features of instructions of making beverages in English and Vietnamese in terms of their layout, syntactic feature, lexical choice and cohesive devices, the research was conducted with several methods employed simultaneously including Descriptive method, Comparative and contrastive methods, Analytic and Synthetic methods, Inductive method.

3.3. DESCRIPTION OF SAMPLES

At first, more than 20 videos of instructions of making beverages in Vietnamese and the same number of those in English posted since 2008 classified into three types: short instructions (less than 5 minutes words), medium instructions (from 5 to 10 minutes) and long ones (more than 10 minutes) are collected. However, not all the corpus is closely analyzed and described.

3.4. DATA COLLECTION

Most of the data used in this thesis are downloaded from popular and prestigious websites or TV programs of training how to make beverages in the United States, Britain and Vietnam.

3.5. DATA ANALYSIS

Based on the videos collected, the data analysis was carried out to identify the discourse features.

3.6. RESEARCH PROCEDURES

In order to prepare the base for the research, I proceed to carry out the tasks as follows: Collecting data analyzing the data; making between the two languages; and drawing conclusions and giving some suggestions for further research.

3.7. RELIABILITY AND VALIDITY

In the thesis, the validity and reliability were established from collecting and analyzing data to producing the research results. The accuracy and formality of language in the collected data ensured the validity and reliability of the research. In addition, frequency of occurrence in percentages of discourse features of instructions of making beverages in English and Vietnamese was set up reliably for making a comparison of these features between the two types of instructions of making beverages to find out the similarities and differences of the two languages. The investigation was carried out on the basis of the theoretical background from reliable publications of experienced linguists as presented in Chapter 2.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. LAYOUTS, SYNTACTIC FEATURES, LEXICAL CHOICE AND COHESIVE DEVICES OF IMBs IN ENGLISH

4.1.1. Layouts of IMBs in English

The typical layout of EIMBs will be as follow.

| | |
|--------------|---------------------|
| INTRODUCTION | <i>Participants</i> |
| | <i>Beverage</i> |
| | <i>Tools</i> |
| | <i>Ingredients</i> |
| PROCESS | <i>Steps</i> |
| | <i>Tips</i> |
| | <i>Advice</i> |
| | <i>Notices</i> |
| SUMMARY | <i>Conclusion</i> |

4.1.2. Syntactic Features of IMBs in English

a. Types of Sentence

a1. Declarative Sentences

- Simple Sentence:

(4.30) Then you gonna fill your glass up with that crushed ice up. [56]

- Compound Sentence:

(4.33) Crushed ice is very important in this drink not only does it kill it down really fast, but it's also important because he keeps all that meant a drink down at the bottom, rather than rising to the top. [56]

- Complex Sentence:

(4.37) Let the milk simmer until bubbles form around the edges. [55]

- Complex-compound Sentence:

(4.40) You always want to do this step before brewing the coffee, as the milk tends to "hold" a little better than the coffee. [55]

a2. Imperative sentences: Affirmative imperative: Verb (Base form) + Object and Negative imperative: Do not + Verb (Base form) + Object

(4.41) Heat 1 cup in a 2-quart saucepan over medium heat.[55]

b. Sentence structure:

b1. Suggestion:

S + VP, S + should/ can + VP

(4.48) You can also heat your milk in the microwave. [55]

b2. Descriptions:

S + (can) + VP, S + be gonna (going to) + V, Let's + VP

(4.51) You can give it some side to side shakes to incorporate the foam into the center. [55]

b3. Recommendations:

S + must/have to + VP, S + (don't/Doesn't) need/have + to + VP, (Don't) + VP + O

(4.60) You have to put fruits using sangria. [62]

c. Adverbial Clause: time, purpose, result, reason, concession

(4.69) Let the milk simmer until bubbles form around the edges, but don't let it boil .[55]

(4.73) So, let's start off by pulling the shot, steaming the milk, and then pouring it. [55]

(4.76) So, all we need is a few basic ingredients.[64]

(4.77) I'm using cream here because we are gonna shake this with some sugar to it. [58]

(4.79) If you're making just one cappuccino, you can also heat your milk in the microwave. [55]

*d. Phrases**d1. Noun Phrases:*

(Pre-modifiers) + HEAD + (Post-modifier) [5]

(4.80) Measure 2 tablespoons/ of/ grounds for 5 to 6 ounces/ of/ water. [55]

d2. Verb Phrases:

(4.91) Heat/ 1 cup in a 2-quart saucepan/ over medium heat.

[55]

Phrases of Quantity is a sub-category of noun phrases.

(4.94) Now, let's make the coffee. Measure **2** tablespoons of grounds for 5 to 6 ounces of water. [5]

4.1.3. Lexical Choice of IMBs in English

a. Words denoting quantity

a1. Words denoting definite quantity

ounce, cup, teaspoon, highball cup, tablespoon, dash

(4.84) You gonna need about **one to two tablespoons** of that.

[64]

a2. Words denoting indefinite quantity

some, a lot of, plenty of, a few, a little bit, much, a splash, ...

(4.86) ... when using lemon and using **some** oranges of course **some** lime. [65]

b. Words denoting tools

teaspoon, tablespoons, saucepan, mixer, shaker, glass, cup, microwave, ounce.

(4.89) Heat 1 cup in a 2-quart **saucepan** over medium heat. ... Next, whip the milk with an **electric mixer**, increasing the speed as the milk begins to thicken. [55]

c. Words denoting activities

make, add, shake, heat, take (... out/off), get, use, dissolve, put, beat, break, rub, mix, fill, grab, need, garnish, pour, top with ...

(4.90) we're going to **use** one ounce a fresh lime juice and 2 teaspoons a plain sugar. [56]

4.1.4. Cohesive Devices in IMBs in English

a. Grammatical Cohesion in English IMBs

a1. Reference

a1.1. Personal Reference: Personal pronouns, Possessive determiner

(4.97) Let the **milk** simmer until bubbles form around the edges, but don't let **it** boil. [55]

(4.99) It's so easy to make **your** own cappuccino. [55]

In this example, **your** refers to the viewers' or the learners'.

a1.2. Demonstrative Reference

this, that, these, those and the definite article *the* and the adverbs *here, there, now, then*.

(4.100) You always want to do **this** step before brewing **the** coffee. [55]

a1.3. Comparative Reference

(4.104) The milk tends to "hold" a little **better than** the coffee. [55]

a2. Conjunction

Additive conjunction, Adversative conjunction, temporal adjuncts,

(4.106) Just recap, steam the milk, make the coffee, simmer your cappuccino, **and** add syrup to your desire. [55]

(4.109) Let the milk simmer until bubbles form around the edges, **but** don't let it boil. [55]

(4.111) **First**, let's steam the milk ... **Next**, whip the milk with an electric mixer ... [55]

b. Lexical Cohesion in IMBs in English

Repetition:

(4.112) Enjoy the luxury of special tea or **drink**. You can make your **drink** right at home.

4.2. LAYOUTS, SYNTACTIC FEATURES, LEXICAL CHOICE AND COHESIVE DEVICES OF IMBs IN VIETNAMESE

4.2.1. Layouts of IMBs in Vietnamese

Generally the layout of Vietnamese instructions of making beverages is same as English ones.

4.2.2. Syntactic Features of IMBs in Vietnamese

a. Types of Sentences

a1. Declarative Sentences: simple and compound sentences

(4. 152) Tiếp theo chúng ta cho đá viên vào. [77]

(4.156) Vì để cho cocktail của chúng ta có phần tươi mát hơn, sau khi chúng ta pha xong sẽ còn nguyên lá bạc hà, mùi vị sẽ thơm ngon thẩm mỹ sẽ đẹp hơn. [77]

a2. Imperative sentences: affirmative and negative

(4.160) Cho lá bạc hà vào trong ly khô, tiếp đến cho siêu mía đường khoảng $\frac{1}{2}$. [77]

b. Sentence Structure:

S + VP, S + nên + VP, S + cần/phải/hãy + VP, (Không, không được, đừng) + V + O

(4.165) Đầu tiên các bạn ép Nước Dừa ra để lấy nước cốt. Sau đó các bạn rót 60ml rượu Bacardi vào đồ lắc. [79]

c. Adverbial Clause: time, purpose, result, reason, concession

(4.180) Như vậy sau khi các bạn làm xong thì chúng ta đổ ra cốc.

d. Phrases

d1. Noun Phrases:

(Pre-modifiers) + HEAD + (Post-modifier)

(4.197) 60ml/ rượu vodka

d2. Verb Phrases:

(Pre-modifier(s)) + HEAD + (Post-modifier(s))

(4.203) Sau đó nhẹ nhàng/ rút/ thìa ra và cho/ thêm đá vào.

[84]

Phrases of Quantity is a sub-category of noun phrase.

(4.205) Chúng ta sẽ dùng cái tách với dung lượng là **120 ml**. Chúng ta sẽ có một Espresso **30 ml** trong tách. Chúng ta sẽ lấy Cà Phê trước. [82]

4.2.3. Lexical Choice of IMBs in Vietnamese

a. Words denoting quantity

a1. Words denoting definite quantity:

ml, g, miếng, trái, lá, lát, cm, ly.

(4.189). Chúng ta sẽ dùng **1 ly** nhỏ ,nó là rượu mùi **20ml**. tiếp theo chanh và đường ; **20ml** chanh và **20ml** đường . [82]

a2. Words denoting indefinite quantity

một ít, nhiều, một tí, một chút, chút xíu.

(4.192) Nó được “mix” giữa hoa quả và chanh leo và **một chút** ớt cay. [82]

b. Words denoting tools

ly, ống lọc, thìa, đồ lọc, máy ép, chày nhỏ.

(4.195) Chúng ta dùng **chày nhỏ** hoặc **thìa** 3 để nghiền, khi đó lá bạc hà sẽ tiết ra tinh dầu bạc hà. [77]

c. Words denoting activities

rót, rút, cho vào, cho thêm, ép, bỏ vào, lọc, đổ vào, đổ ra, nghiền, pha, khuấy, đảo, dùng, cần, lấy, thêm, rắc, nấu, ướp lạnh, cắt, trang trí, bóc, gọt, đặt, vắt.

(4.197) Đầu tiên các bạn **ép** Nước Dứa ra để **lấy** nước cốt. Sau đó các bạn **rót** 60ml rượu Bacardi **vào** đồ lọc.... [84]

4.1.4. Cohesive Devices In IMBs in Vietnamese

a. Grammatical Cohesion in Vietnamese IMBs

b. Lexical Cohesion in IMBs in Vietnamese

4.3. THE SIMILARITIES AND DIFFERENCES OF LAYOUTS, SYNTACTIC FEATURES, LEXICAL CHOICES AND COHESIVE DEVICES OF IMBs IN ENGLISH AND VIETNAMESE

4.3.1. Similarities and Differences of Layout of IMBs in English and Vietnamese

a. Similarities

The layout of instructions of making beverages in English is similar to those in Vietnamese in the following aspects. Both have same components including the instruction, the process and the summary.

b. Differences

Almost the Vietnamese introductions are rather long with usually a lead-in from the beginning. Additionally, the Vietnamese instructions are much longer in general, especially in process components. Finally, the summary components of English instruction are typically simple. On the contrary, the ending component of Vietnamese instructions are various and quite long.

4.3.2. Similarities and Differences of Syntactic Features between IMBs in English and Vietnamese

a. Similarities

First of all, declarative sentences and imperative sentences appear in the two languages of instructions of making beverages. The structure of imperative sentences in the instructions in English and Vietnamese ones are “*V+O*”. Secondly, noun phrases of both

languages in the instructions have, in general, the same formation with a premodifier, a head noun and a postmodifier. It is similar to verb phrase structures in both languages. Thirdly, structure of negative form in two languages are contain a negative word in the beginning of the sentence, that is “*Don’t*” in English and “*Không*”, “*Không được*” or “*Đừng*” in Vietnamese. Last but not least, the percentage of occurrence of syntactic features of instructions of making beverages in English and in Vietnamese is nearly equal.

b. Differences

The distinctive difference in syntactic features between Instructions of Making Beverages in the two languages is the types of sentences. Four types of sentences appear in English instructions of making beverages while there are only two types of sentences appear in Vietnamese ones. Another difference is that there is a version in sentence structure in Vietnamese instructions of making beverages: the object precedes the verb. This version does not exist in English language.

4.3.3. Similarities and Differences in Lexical Choice between IMBs in English and Vietnamese

a. Similarities

Both English and Vietnamese IMBs share the same lexical themes consisting of words denoting definite and indefinite quantity, words denoting tools as well as action verbs denoting activities. This is because of the ingredient, the methods of making, and the tools needed to make the beverages being similar in both languages.

b. Differences

There are not many differences in lexical choice of IMBs in English and Vietnamese. The main difference lies in the lexical choice for denoting indefinite amount or quantity. In Vietnamese, the words denoting indefinite quantity are quite various including *một ít*, *một tí*, *một vài*, *một chút*, *một xíu*, *chút xíu*, *một chút xíu* while in English only *some* or *a little* are used.

4.3.4. Similarities and Differences in Cohesive Devices between IMBs in English and Vietnamese

a. Similarities

Grammatical devices and lexical devices are used to create cohesion for the discourses in both English and Vietnamese. Regarded to grammatical devices, personal references including personal pronouns and possessive determiners, as well as demonstrative references are applied to create the grammatically logical features for the discourse. Whereas comparative references and conjunctions such as the additive, the adversative, the causal and the temporal conjunctors occupied to denote the comparing, addings, contrastings, causings, and order of the process.

In term of lexical devices, reiteration is the device to make the whole discourse coherent by repeating key contents through repetition of words and phrases again and again in the IMBs. Synonym is sometimes occupied but not beloved to be used by the instructors, for the instructors intend to make the instruction short in form, clear in meaning and coherent in structure.

b. Differences

The first difference lies in the personal pronouns. Vietnamese instructors use a variety of personal pronouns such as *các bạn*, *chúng ta*, *anh*, *chị*, *nó*, *em* while English-speaking instructors only use *you*, *I*, and *it*.

Secondly, the demonstrative reference *the* is used with a noun in English IMBs as defining article while in Vietnamese IMBs, there are a wide range: *chiếc*, *cái*, *cộng*, *miếng*, and so on.

Thirdly, Vietnamese causal conjunctors used in IMBs are much more various than those in English. These include *nếu ... thì*, *vì... nên*, *vì*, *bởi vì*, *do vậy*, *bởi*, *do đó*, *vì thế*, *bởi vậy*. *cho nên* while in English *so* is regularly used.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSION

In regard to knowledge of instructions of making beverages, the researcher introduced related definitions, concepts, features, functions and so on in a systematicalized process so that the readers can grasp the content of the investigation.

For the the layout, both the instructions in English and Vietnamese together contain an introduction of participants, beverages to be prepared, tools and ingredients, a process of series of steps with advice, tips and notices and a summary, but they are different from each other in some aspects due to the distinctive cultural features.

In term of Syntax, this thesis found out that both English and Vietnamese instructions of making beverages have many features in common. The preferred sentences used to give instructions are declarative sentences and imperative sentences. The components of a noun phrase and verb phrase including a premodifier, a head noun and a postmodifier and the negative form begun with a negative word of instructions in both languages are the same.

In regard to Lexical Choice, this thesis found out the IMBs in both language share the same lexical themes such as words denoting definite and indefinite quantity of ingredient components, words denoting tools needed for making the beverages and verbs denoting activities.

For the cohesive devices, English and Vietnamese IMBs cohesion is made through the use of grammatical devices such as personal reference, demonstrative reference and comparative reference as well as conjunctions, and the use of lexical devices, consisting of repetition which is occupied quite often and synonym which used sometimes during the whole discourse.

From the result I analyzed and synthesized some similarities and differences in layouts, syntactic features, lexical choices and cohesive devices of English and Vietnamese instructions of making beverages.

5.2. IMPLICATIONS TO TEACHING AND LEARNING

I carried out this research with two main purposes: first, the research will supplies readers with overview of the problem; secondly, this thesis will make some contributions to teaching and learning to give instructions in beverage training classes. Up to now, the studies on language in instructions in beverages are still limited. Therefore, the findings of the study will probably be a useful reference resource for those who are interested in the field of food and beverages such as teachers and students of Food and Beverage service and ones in languages. In order to facilitate the process of communicating, we would like to point out some suggestions for language teaching and learning.

To language teaching for students

The teacher of language should get comprehended the typical language features of instructions of making beverages both in English and Vietnamese, and they ought to enrich their knowledge

and competent in this field so that they can give their students the best lessons.

In fact, language of instructions of making beverages is not so complicated. There is a repetition in using words, phrases and structures. However, there are a lot of specialized of majoring words and phrases which require the teacher a wide knowledge about beverages and foods as well as culture to explain and illustrate the meaning to their students.

In teaching language for students, teachers have to present to students the similarities and differences of layouts, vocabulary about ingredients, tools and activities of making beverages. Especially, the difference between a variety of ingredients forces teachers to illustrate and explain clearly their distinctive characters, size, utility, shapes, etc...

Once teachers master those features, they will definitely find themselves confident and motivated in designing the lesson plan in order to convey them to the students most flexibly and effectively.

By taking examples in both languages for students to make contrastive analysis and draw out the similarities and differences between instructions of making beverages in English and those in Vietnamese.

With practice exercises, students can have a deep insight into the language they get involved in; as the result, students can reproduce and apply it in their career in the future.

To students

It is a requirement that students should have a good basic background of food and beverage preparation art to enrich their knowledge. However, each kind of language has its own features and so are instructions of making beverages. Therefore, the background and necessary strategies presented by the thesis will be really important for students in setting up ways of producing.

The students should keep in mind that to be competent in the language for comprehending and presenting about beverages or beverage preparation instructions they need to obtain a great amount of lexical source of food and beverage, the structure or layout of the whole instructions. Some language expressions for giving process, advice, notices, and the tips.

5.3. LIMITATIONS OF THE STUDY

Due to the reference materials as well as the limited experience of the researcher, the study has got certain restrictions. Firstly, the samples selected for analysis are only 20 pieces in each language; Secondly, for the author's limited reference materials, knowledge and experience. Finally, cultural feature is also an interesting domain to deal with, but due to the inconvenient and restricted conditions as mentioned above, I have failed to analyze it more deeply. However, despite some shortcomings, the study hopefully will be a valuable reference for anyone who is interested in the fields and aspects in which it investigated.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

For the sake of making further investigation into this domain, we strongly suggest further studies on the following areas:

1/ An Investigation into Linguistic Features of Typical Speech Acts of Instructions of Making Beverages in English and Vietnamese

2/ An Investigation into Linguistic Features of Typical Speech Acts of First Aid Instructions in English and Vietnamese.