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**HOÀNG THỊ NHUNG**

**DISCOURSE FEATURES  
OF ENGLISH TEXTS INTRODUCING  
WORLD CULTURAL HERITAGE SITES  
IN THE UNITED KINGDOM**

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Supervisor: Assoc. Prof. Dr. Nguyễn Thị Quỳnh Hoa

Examiner 1: Dr. Y Tru Alio

Examiner 2: Dr. Ngũ Thiện Hùng

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## Chapter One

### INTRODUCTION

#### 1.1. RATIONALE

Founded in 1945 in London, the United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to build peace through international cooperation in Education, Science and Culture (<https://en.unesco.org/about-us/introducing-unesco>). UNESCO is the United Nations agency that established the World Heritage Convention, which in turn established the World Heritage system. UNESCO has been identifying and listing World Heritage Sites of special cultural, scientific and natural importance to humanity for more than thirty years. Any World Heritage Site which is selected by UNESCO must be an already classified landmark, unique in some respect as a geographically and historically identifiable place with special cultural or physical significance (such as an ancient ruin or historical structure, building, city, complex, desert, forest, island, lake, monument, mountain, or wilderness area). Up to July 2018, there had been 1,092 sites listed: 845 cultural, 209 natural, and 38 mixed sites (cultural and natural) in 167 countries in the world.

Vahtikari, in her book *“Valuing World Heritage Cities”* (2017, p. 188-190), states that heritage is not a material thing, it is a relationship to the past constructed through various cultural and social processes, “the gaze of heritage is directed towards the past but is always interpreted from the current perspective, for present and future purposes, and is infused with the concerns and use of the present.” In addition, Frey and Steiner (1998) in *“Imbalance of World Heritage List: Did the UNESCO Strategy Work?”* argue that World Heritage designation does in fact attract tourists “... there is a positive

relationship between the number of World Heritage Site and the number of tourist arrivals per country.” With millions of tourists visiting World Heritage Sites (WHSs) each year, tourism targeted at World Heritage Sites has several benefits, including gaining revenue, creating jobs, and supplying funds to conserve and protect the world cultural heritage sites.

The values, evaluations and benefits of WHSs are conveyed by means of language expressed through *English Texts Introducing World Cultural Heritage Sites in the UK* (ETWHS) in the official website of UNESCO. How such texts were written in an impressive and persuasive way is a matter worth being studied. The more attractive and persuasive the texts are, the more likely it will be for people to make a decision to pay a visit to these world cultural heritage sites. A good text must be written in a well-arranged layout with proper choices of vocabulary and grammar structures.

Let’s look at a fragment extracted from a text introducing THE STONEHENGE - a World Cultural Heritage Site in the UK:

### **Stonehenge, Avebury and Associated Sites**



Stonehenge and Avebury, in Wiltshire, are among the most famous groups of megaliths in the world. The two sanctuaries consist of circles of menhirs arranged in a pattern whose astronomical

*significance is still being explored. These holy places and the nearby Neolithic sites are an incomparable testimony to prehistoric times.*

(Stonehenge, Avebury and Associated Sites - <http://whc.unesco.org/en/list/373>)

It can be seen that in such a short fragment, there are many striking language features. The first sentence refers to general evaluation about the world cultural heritage sites. The following sentences provide details of the world cultural heritage sites. In addition, in order to highlight the world cultural heritage sites, many language features were made use of. The writer employed proper names such as Stonehenge, Avebury to refer to places. Besides, comparison was also employed in this fragment. Moreover, there existed many grammatical structures namely the passive voice, the relative clause and the reduced relative clause. In addition, the use of grammatical cohesive devices – like reference makes the writing more coherent. “These holy places” refers to “Stonehenge” and “Avebury”, which is a case of demonstrative reference. The above sampling fragment reveals that there are many striking discourse features that occur frequently and need studying in ETWHS in the UK. Furthermore, the sampling fragment also shows the purpose of ETWHS in the UK. ETWHS in the UK provide information about world cultural heritage sites in the UK and attract visitors’ attention so that they can realize ancient cultural values and meaningful bonds between civilization in the past and in the present. As ETWHS in the UK play such an important role, the language used in ETWHS in the UK is a matter worth being studied.

According to Widdowson (1984), discourse is a communicative process by means of interaction. Its situational

outcome is a change in a state of affairs: information is conveyed, intentions made clear, its linguistic product is Text. With this way of looking at discourse and text, it is followed that a text is simply a representation or a verbal record of the whole communicative process (that is discourse) in which many situational factors are involved. Text analysis deals with the analysis of formal features of text such as cohesion, text structure etc. with little reference to extra-linguistic factors. What is more, McCarthy (1991) states that discourse analysis is a way of describing and understanding how language is used. In addition, in Brown and Yule (1938)'s view, one of the foci of discourse analysis is discourse features such as layout features, lexical choices, syntactic structures and cohesive devices used in texts.

As an English teacher, I always foster a strong desire to help Besides, I also would like to assist them in gaining an insight into importance to language learning and teaching. He states, "Traditionally, language teaching has concentrated on pronunciation, grammar, and vocabulary, and while these remain the basis of foreign language knowledge, discourse analysis can draw attention to the skills needed to put this knowledge into action and to achieve successful communication." Up to the present, many studies on World Cultural Heritage Sites have been conducted; however, there has not been any research focusing on the discourse features of ETWHS in the UK yet.

For the reasons mentioned above, I decided to carry out the study entitled **"DISCOURSE FEATURES OF ENGLISH TEXTS INTRODUCING WORLD CULTURAL HERITAGE SITES IN THE UNITED KINGDOM"**. It is hoped that the findings of this

research can make a minor contribution to English teaching and learning in Vietnam.

## **1.2. AIMS AND OBJECTIVES OF THE STUDY**

### **1.2.1. Aims**

This study is aimed at identifying and describing discourse features of ETWHS in the UK to lay the foundation for understanding the language nature of ETWHS in the UK. Besides, the findings of the study can provide teachers and learners of English with some helpful information about writing ETWHS in the UK and help them gain an in-depth knowledge of world cultural heritage sites in the UK in order to apply in English teaching and learning.

### **1.2.2. Objectives**

In order to achieve the aims of the study, the researcher attempts to reach the following objectives:

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

- To suggest some implications for teachers and learners of English and for those who are interested in the writing of ETWHS in the UK.

## **1.3. SCOPE OF THE STUDY**

According to the official website of Britannica (<http://www.britannica.com/topic/World-Heritage-site>), the United Kingdom is home to 31 glorious sites (landscapes, castles, cathedrals, prehistoric communities, bridges, factories and natural wonders ) including 26 cultural, 4 natural and 1 mixed site (both cultural and natural). The UK ranks 8<sup>th</sup> among 167 countries in the countries about the number of World Heritage Sites. All of the world cultural heritage

sites in the UK have been introduced on the website of UNESCO (<http://whc.unesco.org>).

Within the scope of this study, the researcher chose to study 26 texts introducing 26 World Cultural Heritage Sites in the UK due to the following reasons. First of all, the UK is the cradle of the English language. Secondly, the UK is one of the most iconic landmarks in the world. Thirdly, the UK's world cultural heritage sites represent one of Western Europe's oldest civilizations and one of the great empires the world has ever seen. What is more important, world cultural heritage sites in the UK, deemed by UNESCO to be of outstanding universal value, are glorious in the range and scope. Each of these sites has a rich history combined with a unique architectural design. Last but not least, being an English teacher, I am interested in not only its language but also its culture. As culture is represented via cultural heritage sites, it is necessary for me to read *English Texts Introducing World Cultural Heritage Sites in the UK*. This study mainly focuses on discourse features of *English Texts Introducing World Cultural Heritage Sites in the UK* in terms of layout features, syntactic structures, lexical choices and cohesive devices.

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

The study is carried out in order to seek the answers to the following questions:

1. What are layout features of ETWHS in the U.K.?
2. What are syntactic structures used in ETWHS in the U.K.?
3. What are lexical choices used in ETWHS in the U.K.?
4. What are cohesive devices used in ETWHS in the U.K.?

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

#### **1.6. ORGANIZATION OF THE STUDY**

**Chapter Two**  
**LITERATURE REVIEW**  
**AND THEORETICAL BACKGROUND**

**2.1. LITERATURE REVIEW**

Up to the present, regarding to the studies of discourse analysis and text, a number of studies have been carried out by many well-known linguists and scholars in Vietnam and in the world.

In the world, one of the first studies in this field is the book “*Discourse Analysis*” by Harris (1952). In this publication, he focuses on the distribution of linguistic elements in extended text, the links between the text and its social situation. Besides, in the publication “*Cohesion in English*”, Halliday and Hasan (1976) raise a great awareness of cohesion and coherence and define texts as language elements associated with each other in relationship.

Brown and Yule (1983) with “*Discourse Analysis*” take a primarily linguistic approach to the analysis of discourse. They give an account how forms of language are used in communication. In their discussion, they have insisted that it is people who communicate and people who interpret. It is speakers / writers who have topics, presupposition who assign information structure and who make reference. It is hearers / readers who interpret and who draw inferences. This view is opposed to the study of these issues in terms of sentence considered in isolation from communicative contexts. In their book, they mainly focus on the major sectors of discourse such as cohesion, coherence, role context.

In addition, Schiffrin (1987) shows different concepts of discourse analysis. In his work, he emphasizes that Brown and Yule (1983:1) and Stubbs (1983a:1) have the same view with discourse

analysis – “language in use”. Besides, he provides various types of discourse makers – *oh, well, and, but, or, so, because, now, then*, etc. and discusses how discourse properties are to be integrated within a model of coherence in discourse.

Later, Cook (1989) mentions the theory of discourse analysis in the book entitled “*Discourse*”. In his research, he pays much attention to concept of discourse and discourse analysis. Discourse is described as language in use, for communication and language has to be coherent. Discourse analysis is the search for what gives discourse coherence. Besides, he also researches on coherence as the quality of meaning, unity, and purpose perceived in discourse. Moreover, in his discussion, he focuses on cohesive devices including verb form, parallelism, referring expressions, repetition and lexical chains, substitution, ellipsis and conjunction.

In Vietnamese studies, many linguists have written about discourse and text. Most prominently, Nguyễn Hòa (2000) has made a significant contribution to discourse analysis by examining different aspects of discourse analysis such as cohesion, context, speech acts, topics and some main approaches to discourse analysis. Diệp Quang Ban (2007) introduces the background of text and utterance above the sentence level.

In addition, in Vietnamese studies, there have been many master theses that provide us with insights into discourse analysis and text. For example, the MA thesis entitled “*A Discourse Analysis of English and Vietnamese Advertisements for Beauty Care Products*” by Hồ Vi Nữ Diệu Minh (2011) focuses on analyzing some typical discourse features in order to point out the similarities and differences between advertisements for beauty care products in English and Vietnamese in

terms of their layout features, lexical choices, syntactic structures and cohesive devices. The MA thesis entitled “*A Discourse Analysis of English Texts Introducing Sportswear Products*” by Nguyễn Thị Thùy Ngân (2014) focuses on analyzing several discourse features in order to point out the outstanding characteristics of English texts introducing sportswear products with regard to their layout features, lexical choices, syntactic structures and cohesive devices. The master thesis “*A Discourse Analysis of English Texts Introducing Nature Reserves*” by Nguyễn Thị Kim Phước (2014) examines some discourse features of English texts introducing nature reserves in terms of layout features, lexical choices, syntactic features and cohesive devices. The study by Nguyễn Thị Thúy Hằng (2016) - “*Discourse Features of English Texts Introducing Museums*”, makes an investigation into discourse features of English texts introducing museums in respects of their layout features, lexical choices, syntactic structures and cohesive devices.

Despite a large number of studies dealing with discourse features of texts, up to now, there has hardly been any study investigating discourse features of *English Texts Introducing World Cultural Heritage Sites in the UK*. This is also one of the main reasons why I chose to conduct this thesis.

## **2.2. THEORETICAL BACKGROUND**

### **2.2.1. Discourse**

In this research, the notion of discourse is synthesized from all mentioned definitions because the researcher wishes to have a comprehensive description of the term “discourse”. The researcher takes the view that discourse is characterized by the following features:

- Discourse is language in use for communication.

- Discourse is language unit which has meaning, unity and purpose.

- Discourse may vary in length and is tightly related to the context in which it is used.

- Discourse is a process and its linguistic product is text.

### **2.2.2. Discourse Analysis**

In this thesis, the researcher takes the view that “analysis of discourse is, necessarily, the analysis of language in use” (Brown and Yule, 1983, p. 1).

### **2.2.3. Text**

Among different concepts about “text”, in this study, the researcher takes the view of Halliday and Hasan because they consider “text” as a semantic unit of language.

### **2.2.4. Spoken and Written Discourse**

Based on the different concepts, in this thesis, the researcher believes that the type of discourse under investigation belongs to written discourse that is well-planned and orderly.

### **2.2.5. Cohesion and coherence**

#### ***2.2.5.1. Cohesion***

In this thesis, the researcher follows the view of Halliday and Hasan: “Cohesion” is how words and expressions are connected using cohesive devices which are divided into five types: reference, substitution, ellipsis, conjunction and lexical cohesion. The first three types namely reference, substitution and ellipsis belong to grammatical cohesion. The conjunction is on the borderline between grammatical and lexical cohesion.

#### ***2.2.5.2. Coherence***

### **2.2.6. Texts introducing World Cultural Heritage Sites**

### **2.2.6.1. The notion “World Cultural Heritage Site”**

In this research, World Cultural Heritage Sites are the ones acknowledged by UNESCO, which include landscapes, castles, cathedrals, prehistoric communities, bridges, factories and natural wonders, historic buildings and town sites, important archaeological sites and are outstanding examples of a type of building, architectural or technological a group of buildings which illustrates significant stages in human history.

### **2.2.6.2. The notion “Texts introducing World Cultural Heritage Sites”**

It is regarded that “*Texts Introducing World Cultural Heritage Sites*” in this thesis are pieces of written language available on the official website of UNESCO to provide and present introductory information about world cultural heritage sites in the UK in order to highlight the eternal values of World Cultural Heritage Sites in the UK

This thesis investigates *English Texts Introducing World Cultural Heritage Sites in the UK*.

## **2.2.7. Definition of the terms**

### **2.2.7.1. Layout**

### **2.2.7.2. Passive voice**

### **2.2.7.3. Relative clause**

## **2.3. SUMMARY**

In brief, Chapter Two reviews previous studies as well as presents the theoretical background including the important concepts. Some viewpoints of well-known linguists such as Halliday and Hasan (1976), Brown and Yule (1983), Cook (1989), and Nunan (1993) etc. are chosen as an orientation for the analysis of the study.

## **Chapter Three**

### **RESEARCH METHODOLOGY**

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

The study was based on the combination of both qualitative and quantitative approaches. The qualitative one is used to find out discourse features of ETWHS in the UK in terms of layout features, syntactic structures, lexical choices and cohesive devices. Furthermore, the quantitative approach is very necessary to determine the occurrence, the percentage of the above-mentioned aspects.

Thanks to both quantitative and qualitative approaches, the researcher could describe, analysis and then drew conclusions in order to reach the aims.

#### **3.2. RESEARCH METHODS**

In this thesis, the descriptive method played the dominant role. The descriptive method was a useful tool to describe and characterize layout features, syntactic structures, lexical choices, and cohesive devices of ETWHS in the UK.

#### **3.3. DESCRIPTION OF SAMPLES**

Sampling was based on the following criteria:

- The samples must contain introductory information about World Cultural Heritage Sites in the UK.
- They must be written texts.
- They must be taken from the official website of UNESCO.

#### **3.4. DATA COLLECTION**

To conduct this thesis, the researcher downloaded ETWHS in the UK on the official website of UNESCO (<http://whc.unesco.org>). According to statistics of UNESCO, up to 2017, in total, there had been 26 World Cultural Heritage Sites in the UK. Therefore, there are

only 26 introductory texts. These ETWHS in the UK are those last updated in 2017. The number of words presented in each text ranges from 150 to over 2000 words.

### **3.5. DATA ANALYSIS**

After being collected, ETWHS in the UK were thoroughly examined in terms of their layout features, syntactic structures, lexical choices and cohesive devices. According to the analysis results, the discourse features of these ETWHS in the UK were found.

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

Finally, the analysis results of ETWHS in the UK were examined in each category in order to find out discourse features.

### **3.6. RESEARCH PROCEDURES**

- Looking for and reading the related materials and previous studies.
- Raising research questions.
- Searching the Internet to collect *English Texts Introducing World Cultural Heritage Sites in the U.K* from the official websites of UNESCO.
- Describing and analyzing the data.
- Finding out the discourse features of ETWHS in the UK.
- Synthesizing the findings and drawing out conclusions.
- Putting forward some implications and making suggestions for further researches.

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

## Chapter Four

### FINDINGS AND DISCUSSION

#### 4.1. LAYOUT FEATURES OF ENGLISH TEXTS INTRODUCING WORLD CULTURAL HERITAGE SITES IN THE UK

##### 4.1.1. Patterns of Layout in ETWHS in the UK

*4.1.1.1. Pattern 1: **Headline + Introduction + Illustration + Body Copy*** (H + Intro + Illus + BC)

*4.1.1.2. Pattern 2: **Headline + Introduction + Illustration*** (H + Intro + Illus)

Table 4.1. Distribution of Layout Patterns in ETWHS in the UK

Patterns	Occurrence	Rate
Pattern 1 (H + Intro + Illus + BC)	24	92.3%
Pattern 2 (H + Intro + Illus)	2	7.7%
<b>Total</b>	<b>26</b>	<b>100%</b>

From the statistics in Table 4.1, it is easy to realize that pattern 1 including four elements is employed with a higher frequency (92.3%). On the contrary, pattern 2, which consists of three elements, shows a lower frequency (7.7%). In sum, to build up an *English Text Introducing World Cultural Heritage Sites in the UK*, it is necessary to have four parts namely the Headline, the Introduction, the Illustration and the Body Copy so that the readers can get an overview and profound knowledge about World Cultural Heritage Sites in the UK. Pattern 1 is a typical one of an *English Text Introducing World Cultural Heritage Sites in the UK*.

## **4.1.2. Components of Layout in ETWHS in the UK**

### ***4.1.2.1. The Headline***

### ***4.1.2.2. The Introduction***

### ***4.1.2.3. The Illustration***

### ***4.1.2.4. The Body Copy***

In summary, the layout of ETWHS in the UK is constructed with different parts and consists of four main components: *The Headline*, *The Introduction*, *The Illustration* and *The Body Copy*. The Headline attracts the readers' attention at the first sight and helps them easily remember the world cultural heritage sites. The Introduction gives background information about the world cultural heritage sites. The Illustration performs the duty of supporting the title to persuade the readers to believe in what is written in the Body Copy. The last component, the Body Copy, which is the most important part of the text, provides detailed information about the world cultural heritage sites. All of these components make an *English Text Introducing World Cultural Heritage Sites in the UK* more informative and impressive.

## **4.2. SYNTACTIC STRUCTURES OF ENGLISH TEXTS INTRODUCING WORLD CULTURAL HERITAGE SITES IN THE UK**

### **4.2.1. Passive Voice**

### **4.2.2. Relative Clauses**

### **4.2.3. Existential Sentences**

Table 4.6. Distribution of Syntactic Structures in ETWHS in the UK

<b>Syntactic Structures</b>	<b>Occurrence</b>	<b>Rate</b>
Passive Voice	558	50.4 %
Relative Clauses	503	45.4 %
Existential Sentences	46	4.2 %
<b>Total</b>	<b>1107</b>	<b>100 %</b>

The figures in Table 4.6 reveal that to make the texts more impersonal and subjective, Passive Voice occurs with the largest number, accounting for 50.4%. Relative Clause (taking up 45.4%) makes the texts more condensed whereas Existential Sentence with 4.2% also contributes to the success of this type of discourse. These structures are the dominant ones in ETWHS in the UK, with a view to making ETWHS in the UK smoother and more persuasive.

### **4.3. LEXICAL CHOICES IN ENGLISH TEXTS INTRODUCING WORLD CULTURAL HERITAGE SITES IN THE UK**

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

#### **4.3.2. Proper Names**

#### **4.3.3. Location verbs**

Table 4.10. Distribution of Lexical Choices in ETWHS in the UK

<b>Lexical Choices</b>	<b>Occurrence</b>	<b>Rate</b>
Descriptive Adjectives	2583	72.8 %
Proper Names	934	26.3 %
Location verbs	33	0.9 %
<b>Total</b>	<b>3550</b>	<b>100 %</b>

As is shown in Table 4.10, there is a great number of descriptive adjectives, proper names and location verbs used in

ETWHS. Among them, descriptive adjectives appear with the highest percentage, taking up 72.8 %. They are primarily used to provide important information, outstanding features and profound knowledge of World Cultural Heritage Sites introduced. Moreover, the writers also favour to employ proper names and location verbs to make these ETWHS in the UK more impressive and persuasive, which account for 26.3 % and 0.9 % respectively.

#### **4.4. COHESIVE DEVICES IN ENGLISH TEXTS INTRODUCING WORLD CULTURAL HERITAGE SITES IN THE UK**

##### **4.4.1. Grammatical Cohesion in ETWHS in the UK**

###### *4.4.1.1. Reference in ETWHS in the UK*

###### *4.4.1.2. Conjunction in ETWHS in the UK*

###### *4.4.1.3. Ellipsis in ETWHS in the UK*

##### **4.4.2. Lexical Cohesion in ETWHS in the UK**

Table 4.14. Distribution of Cohesive Devices in ETWHS in the UK

<b>Type of Cohesive Devices</b>		<b>Occurrence</b>	<b>Rate</b>
Grammatical Cohesive Devices	Reference	665	46.7%
	Conjunction	199	14%
	Ellipsis	141	9.9%
Lexical Cohesive Devices	Repetition	419	29.4%
<b>Total</b>		<b>1424</b>	<b>100%</b>

As can be seen from Table 4.14, grammatical cohesive devices are more dominant in making cohesion than lexical ones. Of all the

cohesive devices used in ETWHS in the UK, the reference is the most dominant device, accounting for 46.7 %. Ranking the second position is the use of the repetition with 29.4 %. Moreover, the writers tend to use the conjunction more than the ellipsis (14 % and 9.9 % respectively). After examining carefully the data, the researcher leads to the conclusion that the writers of ETWHS in the UK prefer to use grammatical cohesion to tie sentences together to form a unified and coherent text.

#### **4.5. SUMMARY**

In this chapter, the discourse features of ETWHS in the UK were presented in terms of their layout features, syntactic structures, lexical choices and cohesive devices. With regard to layout features, the layout of ETWHS in the UK follows two patterns namely pattern 1 (H + Intro + Illus + BC) and pattern 2 (H + Intro + Illus). Among them, pattern 1 (H + Intro + Illus + BC) is used with the highest frequency. In respect of syntactic structures, the passive voice structures take up the highest rate. They are frequently used to provide information about the world cultural heritage sites in the UK. In terms of lexical choices, descriptive adjectives used in the base form occupy the highest proportion. The use of these adjectives enables the readers to realize the extraordinary design as well as the fascinating features of the world cultural heritage sites mentioned in ETWHS in the UK. Finally, cohesive devices play a vital role in linking the sentences in the text together. Among these devices, the grammatical cohesive device namely reference is employed most commonly.

## Chapter Five

### CONCLUSIONS AND IMPLICATIONS

#### 5.1. CONCLUSIONS

The thesis “**Discourse Features of English Texts Introducing World Cultural Heritage Sites in the United Kingdom**” was carried out with the aim of discovering how *English Texts Introducing World Cultural Heritage Sites in the UK* are structured and what typical discourse features are commonly employed in ETWHS. In order to reach this goal, the researcher focused on investigating and finding out layout features, syntactic structures, lexical choices, and cohesive devices of ETWHS in the UK. Basing on the analyzing of 26 ETWHS in the UK, the researcher has come to the following findings:

As far as layout features are concerned, ETWHS in the UK have four components namely the Headline (H), the Introduction (Intro), the Illustration (Illus) and the Body Copy. The majority of these components are always present in ETWHS in the UK. The layout of ETWHS in the UK follows two patterns namely **Pattern 1 (H + Intro + Illus + BC)** and **Pattern 2 (H + Intro + Illus)**. Among these patterns, pattern 1 including four elements is employed in most of ETWHS in the UK, making up 92.3%. On the contrary, pattern 2 consisting of three elements is rarely used in ETWHS in the UK, accounting for 7.7%. In ETWHS in the UK, the writers have a strong tendency to use the headlines including proper names referring to place-names. *The Headline* is the title of a text which catches the readers’ eyes and arouses their attention to the text. Next, *the Introduction* is usually constructed within only a few sentences in order to help the readers have a general picture of the world cultural heritage sites mentioned. Besides, *the Illustration* performs the duty of

supporting the Headline as well as providing scenic views of World Cultural Heritage Sites. Lastly, the Body Copy is considered the core of an *English Text Introducing World Cultural Heritage Sites in the UK* as it presents detailed information about the world cultural heritage sites including location, establishment and development process and striking features of World Cultural Heritage Sites. *The Body Copy* is divided into five subheadings namely *brief synthesis, criteria for recognition of World Cultural Heritage Sites, integrity, authenticity* and *protection and management requirements*. In summary, layouts in ETWHS in the UK help ETWHS in the UK convey the important and meaningful information about world cultural heritage sites towards readers in a coherent and logic order and assist readers with getting insights into these world cultural heritage sites.

With regard to syntactic structures, the passive voice, relative clauses and existential sentences were discovered. Among them, passive voice structures are employed most frequently in ETWHS in the UK, occupying 50.4%. Relative clauses take up 45.4%. After that, existential sentences only appear in 46 instances, accounting for 4.2%. Thus, it is obvious that syntactic structures used in ETWHS in the UK play an essential role in the success of introductory texts. Using the passive voice structures helps ETWHS in the UK to highlight the subject being described. Relative clauses help provide further information about special features of the world cultural heritage sites in the UK to attract readers' attention and to emphasize the prominent features of the world cultural heritage sites in the UK. Existential sentences introduce and make prominent the entities that exist in world cultural heritage sites in the UK.

In terms of lexical choices, this thesis investigated descriptive adjectives, proper names and location verbs. It is interesting to notice that descriptive adjectives appear in most of ETWHS in the UK to describe the extraordinary designs and striking features of the world cultural heritage sites, accounting for the highest percentage (72.8%). Moreover, descriptive adjectives are used in three forms namely base form, comparative form and superlative form with the different frequencies. The base form shows the highest occurrence with 94.6%. The use of comparative and superlative form is not very popular in ETWHS in the UK, making up 1.7% and 3.7% respectively. Another point which should be noticed is the existence of proper names. They are employed in ETWHS in the UK with 934 cases, occupying 26.3% to denote the names of places and people in introduced world cultural heritage sites. With 33 instances found in ETWHS in the UK, location verbs rank last among the common lexical choices, taking up 0.9%. In sum, lexical choices carry out a significant function in introducing the world cultural heritage sites in the UK. They help to vividly describe different aspects of world cultural heritage sites in the UK. Therefore, readers can imagine the scope and the range of world cultural heritage sites so that they can make decisions on paying a visit to these world cultural heritage sites and to explore cultural values.

Finally, cohesion is a linguistic device that contributes to establishing the connection between text elements. In ETWHS in the UK, the use of grammatical cohesive devices (namely reference, conjunction and ellipsis) is much more than that of lexical cohesive devices (namely repetition). Among these devices, reference appears most frequently (46.7%). Ranking the second position is the use of the repetition with 29.4%. Moreover, the writers tend to use the

conjunction more than the ellipsis (14% and 9.9% respectively). To sum up, such a combination of different types of cohesive devices helps to link sentences in a text together. Besides, cohesive devices also help to connect ideas and details to make smooth and coherent information flow.

## **5.2. IMPLICATIONS**

It is the researcher's hope that the thesis can contribute some useful knowledge to writing effective ETWHS as well as teaching and learning English to Vietnamese learners.

### **To writers**

*English Texts Introducing World Cultural Heritage Sites in the UK* are a powerful means to convey messages to the readers and appeal to their interest in paying a visit to the world cultural heritage sites in the UK and then raise their awareness of protecting and preserving the world cultural heritage sites in the UK. Furthermore, the results of the study can, to some extent, supply useful information about constructing good texts introducing world cultural heritage sites. For example, the study indicates components and patterns that are often included to form attractive layouts of ETWHS in the UK, points out the most common syntactic structures and lexical choices that make texts persuasive and impressive, and presents devices that help create cohesive texts.

### **To teachers**

This research will probably be a practical reference resource for teaching English. The results of this thesis can provide English teachers with useful knowledge in the field of discourse analysis and writing English texts especially ETWHS. From the findings of this study on ETWHS in the UK in terms of their layout features, syntactic

structures, lexical choices, and cohesive devices, teachers can acquire the general knowledge of linguistic features of texts and apply effectively to their courses. Thanks to this knowledge, teachers can guide students how to write a good English text. ETWHS in the UK may be used as a good source for English teaching materials. For instance, the teacher lets students read an *English Text Introducing World Cultural Heritage Sites in the UK* then figure out as much as possible information about its layout as well as grammatical and lexical items and cohesive devices. After that, students are encouraged to write their own favorite world cultural heritage sites. In that way, the student can acquire the knowledge of discourse features and writing English texts easily and naturally.

### **To learners**

This thesis will be also beneficial to learners of English, especially to those who intend to participate in the task of writing ETWHS. It provides learners a linguistic background, methods and strategies to write attractive texts particularly persuasive texts introducing world cultural heritage sites in the UK. Firstly, with regard to layout features, learners must arrange elements and ideas logically. Secondly, learners must exploit syntactic structures effectively. Thirdly, learners must have a wide vocabulary and good lexical choices. Finally, learners must know how to make use of cohesive devices successfully. In my opinion, if learners master these discourse devices, they will be able to discover effective ways to improve their writing skill and perform well other categories of discourse.

### **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 layout features, syntactic structures, lexical choices and cohesive devices in ETWHS in the UK. 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 they should have been.

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

This thesis is carried out with a great effort to make a detailed analysis of discourse features of ETWHS in the UK in terms of their layout features, syntactic structures, lexical choices and cohesive devices. Within the limitation of time, material and knowledge, the researcher could not cover other linguistic aspects of ETWHS in the UK. For the sake of making further investigation into this domain, the researcher would like to put forward some suggestions for further researches:

1. Discourse Analysis of Texts Introducing World Cultural Heritage Sites in the United Kingdom and in Vietnam.
2. An Investigation into Pragmatic Features of English Texts Introducing World Cultural Heritage Sites in the United Kingdom.