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THE UNIVERSITY OF DANANG

NGUYỄN THỊ KIM PHƯỚC

**A DISCOURSE ANALYSIS OF ENGLISH
TEXTS INTRODUCING NATURE RESERVES**

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(A SUMMARY)**

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Supervisor: Nguyễn Thị Quỳnh Hoa, Ph.D.

Examiner 1: Trương Viên, Assoc. Prof. Dr.

Examiner 2: Phan Văn Hòa, Assoc. Prof. Dr.

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

More than ever before, human beings are highly aware of wildlife conservation to ensure that nature will be for future generations to enjoy. Wildlife conservation is the practice in which people attempt to protect endangered plant and animal species, along with their habitats. Consequently, there comes the establishment of nature reserves. Nature reserves are to protect animals from becoming endangered or extinct and save trees and plants from being cut down. Besides, nature reserves help stop hunting for sport and skins as well as save hunted animals.

Because of the current significance given to wildlife conservation, nature reserves are essentially paid much attention to. Authorized organizations in the world have produced many writings about nature reserves and choose the very good way to present them to others. Though people usually get information about wildlife reserves from newspapers, guide books, leaflets or brochures, the internet may be the fastest way to get access to loads of information.

As a teacher of English, I would like to find out how this kind of texts is organized for a number of reasons.

The very first reason is to design reading comprehension passages about nature reserves to help students enhance reading comprehension skill at high schools, therefore to stimulate students' awareness of nature conservation and to diversify types of reading among students.

Next, looking into how TINRs are constructed is a good way for students of language, those who take interest in this type of discourse and myself to enrich the knowledge of different nature

reserves and to raise awareness of wildlife conservation.

Finally, the generalization of the distinctive features may be beneficial to those who need to construct this type of discourse.

For the above reasons, I would like to conduct the thesis entitled “*A Discourse Analysis of English Texts Introducing Nature Reserves*”. The study is hoped to provide useful and practical information to the teaching and learning of English, especially for those who are interested in this type of discourse.

1.2. AIMS AND OBJECTIVES OF THE STUDY

1.2.1. Aims of the study

The thesis is aimed at identifying typical discourse features, namely their layout, syntactic features, lexical features, stylistics and cohesive devices.

1.2.2. Objectives of the Study

The study is prepared to:

- Identify the layout features of TINRs.
- Find out syntactic features, lexical features, stylistic and cohesive devices.
- Suggest some implications for teaching and learning of English, especially in how to construct this type of discourse.

1.3. SCOPE OF THE STUDY

There are many factors that contribute to the formation of this kind of texts, however, this study concentrate on analyzing some discourse features of TINRs such as layout features, lexical features, syntactic features, stylistic and cohesive devices. Other elements such as sound and images in these TINRs are excluded in the scope of the study.

1.4. DEFINITIONS OF TERMS

1.4.1. Texts

Texts in this thesis are known as *pieces of written language, main printed part, not the notes, pictures, etc.*

1.4.2. Nature Reserves

A **nature reserve** in this thesis is defined as *a protected area of importance for wildlife, flora, fauna or features of geological or other special interest, which is reserved and managed for conservation and to provide special opportunities for study or research.*

1.4.3. Texts Introducing Nature Reserves

Texts introducing nature reserves in this thesis are *pieces of written language, main printed part, not the notes, pictures, etc. introducing a protected area of importance for wildlife, flora, fauna or features of geological or other special interest, which is reserved and managed for conservation and to provide special opportunities for study or research.*

1.5. RESEARCH QUESTIONS

The study attempts to answer the following questions:

- 1- What are the layout features of English TINRs?
- 2- What are the features of English TINRs in terms of their lexical features, syntactic features, stylistic and cohesive devices?
- 3- What are some suggestions for teaching and learning English as well as writing texts introducing nature reserves in English?

1.6. SIGNIFICANCE OF THE STUDY

Nature reserves are required to maintain or restore the nature conservation of important habitats and species and help balance the ecological environment. Public support is given to nature reserves as

a sign of caring for human's living environment. How languages are used in TINRs in English in particular is worth exploring. Consequently, an investigation into TINRs at discourse level will be beneficial to the teaching and learning of English.

For the above reasons, this MA thesis is to have some small contribution to the skills of reading and writing TINRs, especially for language students and those who are interested in this type of discourse.

1.7. ORGANIZATION OF THE STUDY

This study is divided into five chapters beside references:

Chapter 1 (Introduction), Chapter 2 (Literature Review and Theoretical Background), Chapter 3 (Methods and Procedures) Chapter 4 (Findings and Discussions) and Chapter 5 (Conclusions).

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Among many scholars and linguists, Brown and Yule [6], Cook [9] and Mc Cathy [28] have a great influence in the field of Discourse Analysis (DA).

In Vietnam, much attention is paid to discourse by such researchers as Diệp Quang Ban [47], Nguyễn Hòa [48], Trần Ngọc Thêm [49]... etc. In addition, a number of practical studies on DA are carried out, such as Hồ Thị Thiên Trang [18], Bùi Thị Huy Huyền [7] and so forth.

2.2. THEORETICAL BACKGROUND

2.2.1. Discourse and Discourse Analysis

a. Concepts of Discourse

The concept of *discourse* is regarded in this thesis as follows:

- 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.

b. Concepts of Discourse Analysis

Brown and Yule [6] regarded that “Discourse Analysis is the study of language use with reference to the social and psychological factors that influence communication”.

In this thesis, discourse analysis is considered as *the study of how language is used in linguistic products with reference to the social and psychological factors that influence communication.*

c. Kinds of Discourse Processing

According to Brown and Yule [6, p.234], there are two kinds of discourse processing: Top-down and Bottom-up processing. In this thesis, both Top-down and Bottom-up processes are used simultaneously because English TINRs are the product of practical employment of language. Based on this framework, TINRs are analyzed for five categories, namely layout features, syntactic features, lexical features, stylistic and cohesive devices. These two kinds of discourse processing are considered as a theoretical framework to help me achieve an overview of discourse.

2.2.2. Text and Context

a. Concepts of Text

Halliday and Hasan [16] viewed *text* as *a semantic unit, not a grammatical one* and had *sematic structure*, which is characterized

by cohesion or a framework that is logical and general. Brown and Yule [6] regarded *text* as *the verbal record of a communicative act* and Widdowson [45] considered text as “*the linguistic product of a communicative process*”.

Besides, Cook [9] stated that “*text is a stretch of language which can be interpreted in its form, outside the context perceived to be meaningful, unified and purposive*”. Nunan [32] saw *text* as “*a written record of a communicative event which conveys a complete message*” and text analysis and discourse analysis deal with the linguistic analysis of text and the interpretation of those respectively.

In this thesis, *text* is recognised as a recorded linguistic product of communicative process. It is a meaningful information object recognised by words which conveys a complete message.

b. Concepts of Contexts

In this thesis, *context* is known as the interpretation of the text including *situational context*, *background context* and *co-text*. *Situational context* is the situation or an event where the interaction is taking place. *Background context* is considered as the general knowledge so that people carry out their minds about areas of life and interpersonal knowledge about the history of the events. *Co-text* is the linguistic environment surrounding the text and helps to limit the range of the interpretation of the text. Moreover, the term *context* is a communicative event, the purpose of the event, a message to convey information of the events from some place name, the setting and the participants.

2.2.3. Cohesion and Coherence

a. Cohesion

Firstly, cohesion is a relational concept. It is not the presence of a particular class of item that is cohesive, but the relation between

one item and another. Secondly, in a semantic sense, cohesion means the links between a sentence and another sentence which mutually offer information or clues to each other. The special function of cohesive devices makes the sentences or the passages appear as a whole. In other words, cohesion serves as glue that sticks elements of a sentence or a passage together. A cohesive device means much more between lines than just within a sentence containing it. Thirdly, cohesion isn't just structural conformity, but also echoes in meaning. *Cohesion is a more general notion, and one that is above considerations of structure* [15].

b. Coherence

Coherence can be thought of as how meanings and sequences of ideas relate to each other. One of the pervasive illusions which persist in the analysis of language is that we understand the meaning of linguistic message solely on the basis of the words and structures of the sentences used to convey that message. Nunan [32, p21] claimed that coherent texts are sequences of sentences or utterances which seem to be held together and contain what are called text-forming devices.

Coherence is the set of relationships within a text that link sentences by meaning. Coherence depends on shared knowledge, implication or reference. Moreover, as Halliday and Hasan [16] put it, "*a text is best thought of not as a grammatical unit at all, but rather as a unit of a different kind: a semantic unit. The unity that has is a unity of meaning in context, a texture that expresses the fact that it relates as a whole to the environment in which it is placed*".

In general, coherence refers to the grammatical and semantic inter-connectedness between sentences that form a text (discourse grammar). It is the semantic structure, not the formal meaning which

creates coherence. As coherence is the implicit links in a text, *it lies in how people interpret texts rather than in the texts themselves* [46].

2.2.4. Nature Reserves

A **nature reserve**, as Smedlik [39] defined, is “*an area of land where animals and plants are protected*”.

According to *Oxford Advanced Learner’s Dictionary* [33], a **nature reserve** is a protected area of importance for wildlife, flora, fauna or features of geological or other special interest, which is reserved and managed for conservation and to provide special opportunities for study or research.

Nature reserves are different from national parks usually in being smaller and having as its sole purpose the protection of nature. **Nature reserve** is *an area set aside for the purpose of preserving certain animals, plants, or both. Endangered species are kept in the reserves to save them from extinction* [51].

As stated at <http://wikipedia.org> [54], **nature reserves** in the study are also known as natural reserves, nature preserves, natural preserves, bio reserves.

In conclusion, a **nature reserve** in this thesis is defined as *a protected area of importance for wildlife, flora, fauna or features of geological or other special interest, which is reserved and managed for conservation and to provide special opportunities for study or research*.

2.3. SUMMARY

This chapter has presented the literature review and theoretical background with the theoretical framework employed in this thesis is the association of linguists such as Brown and Yule, Widdowson, Cook, Nunan, Halliday and Hasan, etc.

CHAPTER 3

METHODS AND PROCEDURES

3.1. RESEARCH DESIGN

This study is based upon the combination of both quantitative and qualitative approaches.

3.2. RESEARCH METHODS

The research was conducted with the combination of several methods: descriptive, analytic, synthetic and inductive methods. These methods are important to achieve a satisfactory research. Nevertheless, because of the main goals of the thesis, descriptive method is salient in this study.

3.3. DESCRIPTION OF SAMPLES

TINRs in the thesis are sorted out from the official websites of national nature reserves in England. 85 TINRs in English in the average length from 300 to 400 words uploaded since the year 2012 were selected to investigate.

3.4. DATA COLLECTION

All the data were collected from the official website of national nature reserves in England:
<http://w.w.naturalengland.org.uk>

3.5. DATA ANALYSIS

After the data were gathered, 85 TINRs in English were chosen for the analysis. English TINRs were analyzed in terms of their layout, syntactic features, lexical features, stylistic and cohesive devices. Finally, the overall result was generalized to draw conclusion.

3.6. RESEARCH PROCEDURES

Firstly, data were collected and classified. Secondly, the data

were analyzed to point out some discourse features of TINRs in terms of their layouts, lexical choices, syntactic features, stylistic and cohesive devices. Next, the findings were synthesized. Finally, some implications were put forward for teaching and learning as well as constructing English TINRs, along with giving some implications for further researches.

3.7. RELIABILITY AND VALIDITY

Through the thesis, from gathering and analyzing the data to giving out the research results, the validity and reliability are taken into account. All the samples are collected from the popular national website in England. Moreover, these TINRs that have been posted in the year of 2012 are not out-of-date. The employment of accurate and formal language in the samples helps to ensure validity and reliability of the research.

Furthermore, all the data in the thesis are authentic ones; hence, the results from the research are reliable enough.

Finally, the study is based on the theoretical background from reliable publications of famous and experienced linguists as presented in Chapter 2.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. LAYOUT OF ENGLISH TINRs

4.1.1. Overview

Overview includes brief summary parts with three basic elements: *Headlines*, *Introduction*, *Illustrations* and *Information*. Firstly, *Headline* generally provides names and types of the nature reserves.

(4.1) A noun: *Blakeney NNR* [65]

Secondly, *Introduction* serves to provide a background or a

brief description of what nature reserves are going to be about.

(4.3) *Ebbor Gorge NNR is a largely wooded site occupying a prominent position on the southern escarpment of Mendip Hills.*[76]

In addition, pictures bring scenic views of nature reserves to arouse the reader's interest and desire to visit them in **Illustration** part.

Information presents location, main habitats, area and a site map. Usually, **Information** part comes with **Pattern 1: location, main habitats, area and a site map**, as in the specific case below:

(4.6) **County:** *Lincolnshire* [123]

Main habitats: *Woodland*

Area: *384 ha*


Site map: [Nature on the Map](#)

4.1.2. Nature Reserve Details

Nature Reserve Details, also called "*Body Copy*", are the main message of the texts and usually set in a smaller font size than Headline.

Reserve is indispensable in English TINRs, providing information about the nature reserves, such as the organizations in charge of and a protected area of importance for wildlife, fauna, flora, etc.

Accessibility is related to transport facilities and access permission to the nature reserves.

(4.9) *Mid-Yare NNR is part owned/leased and managed by the RSPB. View an [information sheet describing the reserve: \(118kb\)](#)*

The site comprises strips of floodplain along the River Yare. It shows the full range of Broadland habitats, including broads, dykes, tall fen, fen-meadows and alder-willow woodland.

The fen areas support a range of invertebrates, including the swallowtail butterfly and Norfolk hawk dragonfly.

Many of the UK's Cetti's warblers live in the NNR which is also a breeding site for marsh harriers and bearded tits. During the winter the lowland wet grasslands are host to wigeon, white-fronted geese and bean geese. In the spring and summer the fen-meadows and wet grasslands are breeding grounds for lapwing, redshank and snipe. [127]

Amenity equips tourists with basic necessities and catering facilities during their stay at the nature reserves.

(4.12) ***Location and access***

Access during the summer months is by permit only for special projects. During winter months the site is [CROW Access](#), commencing 31st October to 1st March. Thetford Heath is three km south of Thetford between the A11 and A134. The reserve's southern boundary is a minor road connecting the villages of Barnham and Elveden. [110]

Further Information includes Reserve Manager's name, address, phone number or e-mail for contact.

(4.15) **Reserve Manager: James Plunkett, 07767 321057, James.Plunkett@naturalengland.org.uk**

For events, education, or volunteering, please contact the Community Outreach Advisor: Joanna Carter, 0300 060 4645, Joanna.Carter@naturalengland.org.uk. [116]

However, usually Nature Reserve Details consists of only three stages, namely **Reserve**, **Accessibility** and **Amenity** and it is typical that an English TINRs lends its success to these three main elements.

4.2. SYNTACTIC FEATURES IN ENGLISH TINRs

4.2.1. Passive Voice

In English, the passive voice is a *grammatical construction in which the subject of a sentence denotes the recipient of the action rather than the performer. The passive sentence often emphasizes the process rather than who is performing the action* [52].

According to Quirk et al. [35, p.45], the Passive Voice is formed by the following structure:

Subject _{passive} + Verb _{passive} (be/get + P.P) + Optional Agent(By-Phrase)

(4.21) *Muntjac and fallow deer **are found** on the reserve.* [134]

Generally, **By-phrase** in English TINRs is eliminated, though there are still cases where the **Agent** is mentioned.

(4.22) *This shrinkage **has been recorded by the Holme Fen Post.***[86]

4.2.2. Relative Clause

In English TINRs, only *Adnominal RCl* is found – which is the central type of RCl. Moreover, *unless indicated otherwise, “relative clause here means Adnominal RCl”* [35, p.1245].

Adnominal RCl can be represented as follows:

WH – element	+	Clause
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(4.24) *In the valley bottom, fen and swamp vegetation surround a small pond **where there are breeding snipe, moorhen and coot.***[118]

(4.25) *The best time to visit is summer, **when there is most botanical interest.*** [84]

Moreover, **Restrictive Relative Clause**, accounting for 96%, is preferably used in most cases, as in (4.21).

Finally, Passive non-finite clause (85%) is widely used in English TINRs.

(4.28) *Butterflies **seen here** include high brown, pearl bordered and silver-washed fritillary...* [128]

4.2.3. Imperative

According to Quirk et al. [35, p. 241], *the imperative sentence* is generally has no subject and has a verb in the base form. Following are two main forms of imperative: *Affirmative imperative: Verb (Base form) and Negative imperative: Do not + Verb (Base form).*

(4.29) Contact the [Wilts and Dorset Bus Company](#)  for details. [82]

In some cases, the exclamation word **please** accompanies **IMP** sentences.

(4.32) For more information, **please** contact the Reserve Manager on 01844351833. [89]

In short, Affirmative IMP usage without the exclamation *Please* is the distinguished feature of IMP sentences in English TINRs

4.2.4. Existential Clause


With a reference to Quirk et al. [35], in serving to bring the existence of an entire proposition to the attention of the hearer, the resultant constructions are known as “existential sentences”. **Existential Sentences (ESs)** can be found in various kinds of texts. **ESs** can be introduced by unstressed **THERE**, accompanied by the simple present or past **BE**, as the construction below:

THERE	+	BE	+	Subject	+	Predication
(Grammatical Subject)				(“Notional” Subject)		

There functions as the grammatical subject of the sentence and **Subject** should usually be an indefinite noun phrase.

(4.33) **There is a small car park at the entrance to the reserve.** [63]

There are cases in which the “notional” subject, i.e. the noun phrase in the structure of **ESs** can be accompanied by a finite or non-finite clause.

(4.35) *There is a bus stop service **run** by [Grant Palmer](#)  **that stops in Pegsdon, one kilometre to the west of the site.** [89]*

Passive Voice, Relative Clause, Imperative and Existential Sentence are the dominant ones in English TINRs, with the help to make TINRs more smooth and persuasive.

4.3. LEXICAL CHOICE IN ENGLISH TINRs

4.3.1. Location Verbs

According to Virginia Evans [43, p.19], *there are a number of verbs used to describe the location and/ or surroundings of place; these verbs may explain position (e.g. locate, situate, surround...), give some suggestion of movement (e.g. lead, wind,...) and/ or action (e.g. stand, rise, tower...).*" Also, she named these verbs *location verbs*. These verbs help to in facilitating the locating process.

(4.39) *Beacon Hill **is situated** mid-way between Winchester and Petersfield, 2 miles west of the A32 at Warnford.* [63]

Not to mention the fact that naturally, those **LVs** are bound to be accompanied by prepositions and prepositional/adverbial phrases.

(4.41) *There is car parking at Southey Wood on the road connecting Upton and Helpston, where there is also a bridleway **leading to** the reserve... The Hanglands Walk follows the edge of the heath before **winding through** the leafy ancient woodland rich in birds, flowers and insects.* [70]

4.3.2. Triggerring Verbs

Defined as *words to start a series of actions or events*, such as *depart, begin, meet, take*, etc., **TVs** are sometimes called *magic words because they trigger the user into action* [57].

(4.43) *Visitors can **take** boat trips from the moorings near Neatishead.* [59]

(4.45) *A series of byelaws are in force to protect the wildlife of the Dene, and ensure that as many people as possible can **enjoy** its beauty.* [69]

4.3.3. Adjectives

As Leech [24] put it, *advertising language is marked by a wealth of adjective vocabulary.*

(4.48) *The reserve's woodland is predominantly oak - many of which are **magnificent** old pollards...* [87]

In addition, various species are described with a load of Adjectives.

(4.50) *Several **uncommon** plants **typical** of alkaline fen are found at the site...* [72]

The writers of English TINRs employ a great deal of sensory adjectives that appealed to the reader's five senses: sight, touch, taste, hearing and smell because it may be impossible to write descriptively without appealing to at least one of the five senses. [11]

(4.51) *The wood is open to the public during daylight hours for purposes of **quiet** recreation.* [134]

4.3.4. Words denoting Animals and Plants

Fauna is defined as *all the animals living in an area* and flora as *the plants of a particular area or type of environment.*

Nouns are "words used to name or identify any of a class of things, people, places or ideas or a particular one of these" [33]. Nouns appear with high frequency in English TINRs, especially those that denote animals and plants.

Those types of animal ***invertebrates**, **birds**, **mammals**, **reptile*** and ***fish*** are subdivided into smaller types. Here are some examples:

(4.57) *The reserve is notable for its **invertebrate** community with 23 **butterfly** and over 200 **moth** species...* [128]

(4.58) *The Blean is home to many forest **birds** such as woodpeckers, tree creepers, nuthatch.* [66]

With a regard to flora, the so-called **trees**, **grass**, **flowers**, **bush**, **moss** and **fungi** are subdivisions of plants. These kinds in their turns are subdivided into smaller types, as in some examples below:

(4.62) *Trees found here include **hornbeam**, **hazel**, **beech**, **oak**, **birch**, and **sweet chestnut**.* [66]

(4.63) *The **grassland** supports plants such as **moor grass**...**Hawthorn**, **gorse** and **rose scrub** thrive on the grassland margins.* [118]

Lexical choice, in which Adjectives, Location Verbs, Triggerring Verbs and Words denoting Animals and Plants show their important role in English TINRs, is an effective tool.

4.4. STYLISTIC FEATURES IN ENGLISH TINRS

4.4.1. Metaphor

As Galperin [14] put it, **Metaphor** is “*transference of some quality from one object to another, and the power of realizing two lexical meanings simultaneously*”.

(4.66) *It's **a unique window** to the past and a place everyone should try to visit.* [105]

(4.68) *The Valley of Stones NNR derives its names from the impressive “**train**” of boulders tumbling down the slope and floor of the dry chalk valey”.* [129]

4.4.2. Hyperbole

According to Galperin [14, p.176], “*Hyperbole is deliberate overstatement or exaggeration, the aim of which is to intensify one of the features of the object in question to such a degree as will show its utter absurdity*”.

(4.72) *Shapwick Heath National Nature Reserve is not only a fantastic place to see wildlife, but a monument to the history and ingenuity of Neolithic man preserved through the amazing Sweet Track...It's an area that's steeped in history, and an atmospheric landscape of great skies and endless horizon.* [105]

(4.73) *This quintessentially English landscape features seemingly timeless villages...* [73]

These two stylistic devices are an effective tool for the copywriters to make their writing effective and arouse the reader's interest

4.5. COHESIVE DEVICES

4.5.1. Reference

Also stated by Halliday & Hasan [16], *the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.* Anaphora References, i.e. **Personal Reference**, **Demonstrative Reference** and **Comparative Reference** are found in English TINRs.

(4.78) *There is a sizable population of adders on the Moors, best sighted at the start of the warmer Spring weather which tempts them out from their winter slumber.* [121]


(4.80) *Hulme Quarry NNR is part of the [Park Hall Country Park](#). The reserve comprises a series of sandstone canyons. These were formed as a result of...* [137]

4.5.2. Conjunction

Conjunction is “*the relation between sentences in a text*” [16].

There are four categories: **Additive**, **Adversative**, **Causal** and **Temporal**.

(4.84) *Barnard Castle, the nearest town, has an excellent castle, as*

well as the Bowes Museum, while **both** Durham Cathedral **and** [Hadrian's Wall](#)  are also close by. [133]

(4.86) **Although** the Dene itself it is not suitable for wheelchairs, Natural England has opened a new, short, easy access path... [69]

4.5.3. Ellipsis

According to D. Nunan [32], **Ellipsis** is defined as *a certain structural element is omitted from a sentence or clause and only can be recovered by referring to an element in the preceding text*. **Elipsis** comprises three types: **Nominal**, **Verbal** and **Clausal**.

(4.92) *The parkland is in the River Rye valley and ∅ is home to many ancient trees.* [75]

(4.94) *Lullington Heath is 7 km north west of Eastbourne on the northern fringe of [Friston Forest](#) , ∅ 1.5 km west of Jevington village and ∅ 1.5 km east of Litlington village.* [94]

4.5.4. Repetition

Galperin [14, p.211] generalized that **Repetition** *is also one of the devices having its origin in the emotive language. Repetition when applied to the logical language becomes simply an instrument of grammar. Its origin is to be seen in the excitement accompanying the expression of a feeling being brought to its highest tension.*

(4.95) **The reserve** *comprises two main sites to the north and south of the village of Covehithe. To the north **the reserve** extends as far as Benacre village, and to the south, as far as Reydon Smear.* [64]

To let the reader interpret the text as a whole, Cohesion is an indispensable in this type of discourse in specific and in any discourse.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

“A *Discourse Analysis of English Texts Introducing Nature Reserves*” is a study of how TINRs are structured and what typical discourse features are in use in the English language. In order for these goals to be attained, the analysis of English TINRs is carried out in terms of the layout, syntactic, lexical choice, stylistic and cohesive devices. Subsequently, typical features are found out and drawn into conclusion.

So as to find out the answers to the research questions set out, the study is done on the basis of the theories of discourse analysis of Cook [9], Halliday [16], Brown and Yule [6], grammatical theory of Quirk [36], stylistic theory of Galperin [14] and cohesive theory of Halliday and Hasan [16]. Below are some results summarized after 85 TINRs have been investigated:

Referring to *layout features*, English TINRs are constructed in a frame of two parts: *Overview* and *Reserve Details*. There are three components in *Overview* part, namely *Introduction*, *Illustrations* and *Information*. The reader can get necessary information about the location of the nature reserves, main habitats, area and a site map in this part. Moreover, *Title* and *Illustrations* are present in all those English TINRs explored, for words alone are not enough to reveal about nature reserves. It is effective for English TINRs to be constructed with visual aids to make the text appealed to the reader. In addition, the *Copy Body* – an indispensable part with the most informative feature, consists of *Reserve*, *Accessibility* and *Amenity* in common. Although some TINRs may cover these three plus one more part – *Further Information* or may do without

Amenity – that is, only with Reserve and Accessibility, English TINRs show their highest occurrence with these three components. The format “Reserve + Accessibility + Amenity” accounts for the highest occurrence, with 80 %, which suggests a rather fixed way to present enough information about nature reserves in England to the readers.

In terms of *Syntactic features*, *Passive Voice*, *Relative Clause* and *Imperative* and *Existential Sentence* are dealt with. The most popularly used in English TINRs is *Passive Voice* (42.7 %). Along with *Imperative* and *Existential Clause*, *Relative Clause* is also a good tool to make the text unified grammatically.

As regard to *Lexical Choice* of the copywriters, *Location Verbs*, *Triggerring Verbs*, *Adjectives* and *Nouns denoting Animals and Plants* are explored. It is rather interesting that *Location Verbs* and *Triggerring Verbs* are used the least compared with other parts of speech in English TINRs. English TINRs with colorful picture of species and scenes and landscapes, presented with the help of *Adjectives* (accounting for 15.7 %). Furthermore, as nature reserves are characterized by *fauna* and *flora*, they are presented with different featured animals and plants. The biodiversity of the nature reserves is best described and memorized via use of *Nouns denoting Animals and Plants* (76 %).

Subsequently, the copywriters have a tendency to apply *Metaphor* and *Hyperbole* in terms of *Stylistic Devices*, whose distinctive effects are added to the texts. However, *Hyperbole* is still a better device to make strong impression on the readers by deliberate exaggeration, taking up 64.2 %. *Metaphor* shares the rest cases in English TINRs, which characterized by the use of nomination

metaphor. These are described more vividly and interestingly and hence different from other types of discourse.

Finally, for the sake of having the texts interpreted as a whole by the reader, different *cohesive devices* such as *Reference*, *Conjunction*, *Ellipsis* and *Repetition* are examined in English TINRs. As TINRs consist of distinguished features of many species and places and organizations, *Repetition* appears most frequently (41.8 %). *Reference* is also dominant among other devices, comprising 32.5 % - much higher than the rest. In addition, *Conjunction* (taking up 17.6 %) is twofold as compared with *Ellipsis*. Such a combination of different cohesive devices is of great benefit to binding the sentences in the texts together.

5.2. IMPLICATIONS

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

To Teachers

Raising people's awareness of how important it is to protect the environment in general and to care for wildlife conservation in particular, analysis of English TINRs is to make some beneficial advantages. The finding of the study will be probably of some use for it can equip teachers with some basic knowledge of discourse, both the layouts and some common features of English TINRs, such as lexis, syntax, stylistics and cohesive devices. Mastering those features will aid teachers in designing the lesson plan so as to present to students more effectively. For example, as for layouts, *Headline*

should be given much attention to, since it is the very first thing that takes to the eye.

Moreover, teachers may need to take into consideration the ways of furnishing enough information about the nature reserve.

Besides, English TINRs contain distinctive lexis, hence *Location Verbs, Triggerring Verbs, Adjectives, Nouns denoting Animals and Plants* should be more concerned about, to let students a chance to become familiar with a system of grammar and vocabulary.

By constructing practical exercises, as well as introducing different genres of English, teachers can help students develop their writing skill to produce an effective writing.

To Students

Similarly, the research will be also beneficial to students of English to be equipped with handful of vocabulary and grammar of this type of discourse. ESP students of Environment and Resources major can also benefit from the instruction of this genre in terms of linguistic features. Besides, style of writing may help achieve success for the way people use their languages can vary. Therefore, it is important for students to adopt ways of get effective and impressive TINRs.

To Copywriter

Last but not least, English TINRs are a useful means to convey messages to the readers and arouse their interest in paying a vist to the nature reserve and then raise necessary awareness of the nature reserves. Therefore, the results of the research will be advantageous for them to construct good TINRs.

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 typical discourse features in terms of layouts, lexical features, syntactic features, stylistic and cohesive devices in English TINRs. Due to the restriction of media, all English TINRs are downloaded from the official website of Natural England, without approaching real ones. Moreover, with the aim of giving the thesis the success to a high extent, the corpora are collected about seven months before the thesis is completed; therefore, the thesis can not catch up with the speed of the corpora's updating. Not less important, due to limited linguistic knowledge, the study has not reached the expected depth and the results are not so satisfactory as it should have.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

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

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