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**AN INVESTIGATION INTO
SYNTACTIC AND SEMANTIC FEATURES
OF EDUCATIONAL INSTITUTION MOTTOS
IN ENGLISH AND VIETNAMESE**

Field: The English Language

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CHAPTER 1 INTRODUCTION

1.1. RATIONALE

Language is a medium of communication. It is more and more powerful together with the evolution of human beings and the development of society. Thanks to language, people from different countries can exchange information, express their opinions and convey their perspective. Moreover, we can somewhat know about the culture of a nation through its language. Therefore, language plays an extremely important role in man's life and the existence of a society.

Language is presented in a variety of forms: a text, a song, a poem, a speech, a slogan, a motto, etc. It is clear that mottos are widely used in every aspect of life nowadays. There are many kinds of mottos: life mottos, work mottos, business mottos, educational institution mottos or school mottos, etc. Among these, school mottos, which have not been well known before, are being more and more popular with an increase in the number of private schools, vocational ones and educational centers. Nowadays, most of schools take mottos very seriously and certainly have their own mottos. In reality, some schools have tried to update their mottos to reflect their vision and mission in education which often have to catch up with the need and development of the society.

Mottos of educational institutions, both in English and Vietnamese, have a variety of structures: a noun phrase, an imperative sentence, a declarative sentence, etc. and also convey a wide range of meanings.

Let's consider the following examples:

(1.1) *A creative constellation* [1]
(The University of the Arts London)

(1.2) *Every student matters.*
(Bucklers Mead Community School) [80]

Or:

(1.3) *Sáng tạo – Chất lượng – Phát triển - Hiệu quả*
(Hanoi University of Industry) [169]

(1.4) *Vươn tới tương lai*
(Ho Chi Minh City Information Technology College)[246]

In spite of their powerful language and important roles, mottos have not ever been put into consideration by linguistic researchers. Therefore, the study of educational institution mottos is necessary and justifiable.

For the reasons mentioned above, I have chosen the topic “*An Investigation into Syntactic and Semantic Features of Educational institution mottos in English and Vietnamese*” to carry out my study.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims at:

- Finding out the syntactic and semantic features of educational institution mottos (EIMs) in English and Vietnamese.
- Providing learners with a good knowledge of educational institution mottos and the way to establish good ones.

1.2.2. Objectives

The study is intended:

- To identify and describe the syntactic and semantic features of English educational institution mottos (EEIMs) and Vietnamese educational institution mottos (VEIMs).
- To find out and explain the similarities and differences

between educational institution mottos in English and Vietnamese in terms of syntactic and semantic features

- To suggest some implications for the establishment of educational institution mottos.

1.3. RESEARCH QUESTIONS

In order to achieve the aim and objectives mentioned above, this study is to answer the following questions:

1. What are syntactic and semantic features of educational institution mottos in English?
2. What are syntactic and semantic features of educational institution mottos in Vietnamese?
3. What are the similarities and differences between educational institution mottos in English and Vietnamese in terms of their syntactic and semantic features?

1.4. SCOPE OF THE STUDY

This study focuses on investigating the syntactic and semantic features of educational institution mottos in English and Vietnamese collected from these institutions' official websites. However, its author does not have much ambition to cover mottos of all educational institutions. In this paper, I just try to narrow down to the educational institutions that are non-religious and do not specialize to any students such as educational institutions for girls or for boys only.

1.5. SIGNIFICANCE OF THE STUDY

As a matter of fact, mottos are valuable attractors for educational institutions in their effort of getting a competitive advantage. Thanks to mottos, educational institutions could, to some extent, express their vision and mission. This study of linguistic features of English and Vietnamese educational institutions mottos

therefore could be a vital contribution to the present knowledge of the field. It means that the study helps Vietnamese learners of English and English learners of Vietnamese as a foreign language know more clearly about the syntactic and semantic features of a popular form of language which have not ever been mentioned before - mottos. Moreover, the thesis could bring about a collection of various EIMs in English and Vietnamese, which help educational institutions make a comparison between their mottos and the others', help them more aware of the importance of having and improving their own mottos.

1.6. ORGANIZATION OF THE STUDY

This study is organized into five chapters as follows:

Chapter 1 *Introduction*

Chapter 2 *Literature Review and Theoretical Background*

Chapter 3 *Methods and Procedure*

Chapter 4 *Findings and Discussion*

Chapter 5 *Conclusion and Implications*

CHAPTER 2 LITERATURE REVIEW

AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

In term of educational institution mottos, there are several related articles found in the Internet. In “*In Search of the Perfect School Motto*” [33], Walter Humes (2003) - a professor of education and head of educational studies at Strathclyde University draws up a list of criteria for good school mottos. With the paper “*On the Faction and the Structure of the University Motto*” [26], Yang Ke-zheng - a lecturer at the department of education, Baoji University of Arts and Sciences suggests that university should structure the school

motto according to basic aim of higher education scientifically to run a school's tradition, run a school's characteristics, train objective by oneself. As for the article “*On the Motto and the Ideal of University*” [28], on the basis of analyzing the mottos of numerous domestic and foreign prestigious universities, Li Cheng-xian and Xu Hui - Zhejiang Normal University elucidate a peculiar idea of university embodied in the mottos of Chinese universities, that is the moral-oriented ideal of university, which demonstrates the traditional Chinese culture and ideology. Zeng Ai-ping teaching at Chongqing Medical University with his paper named “*The Important Role of School Motto in Molding Cultural Spirit of College Students*” [27], on the other hand, analyzes the problems and causes in school mottos.

In general, linguists have taken into consideration most of language forms, except for educational institution mottos. This is the reason why I devote myself to the study on syntactic and semantic features of educational institution mottos.

2.2. THEORETICAL BACKGROUND

2.2.1. Definitions of Educational Institutions

According to [30], “*Educational institutions are defined as entities that provide instructional services to individuals or education-related services to individuals and other educational institutions.*”

An educational institution means “*any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college, or department.*” [25]

From the two definitions mentioned above, we can as well see that an educational institution can be any form that must be dedicated to education.

2.2.2. Mottos

2.2.2.1. Definition of Mottos

There are many definitions of motto that can be found in numerous dictionaries but the following one is the most comprehensive.

According to Oxford Advanced Learner’s dictionary, 7th edition (2005), motto is “*a short sentence or phrase that expresses the aims and beliefs of a person, an institution, etc. and is used as a rule of behavior*” [8, p.957]. Being very synthetic, a motto focuses on key concepts and creates a spectrum of meanings. Thus, a motto is not like a mathematical equation. On contrary, it is rather fuzzy and works like a metaphor. Educational institutions use mottos to increase the suggestion power for their potential students about their mission, in order to get more chances for building up their competitive advantage in a strategic analysis.

2.2.2.2. Differences between Mottos and Slogans

Mottos and slogans are the two terms that often make confusion. In his website, Bob Mc Donnell in an article named “*Motto or slogan, which is it?*” supposes, “*A motto (with origins in the Italian language for pledge) is meant to describe the general motivation or intention of a group. It shows the spirit or purpose of the person or group. It also can be an expression of the guiding principle of a person, group, city, or other organization.*” while “*A slogan on the other hand is a memorable phrase used in a political, commercial or religious context.*” [31]

According to Oxford Advanced Learner’s dictionary, 7th

edition (2005), slogan is “a word or phrase that is easy to remember, used for example by a political party or in advertising to attract people’s attention or to suggest an idea quickly.” [8, p.1386]. Besides, Nguyen Lan in his dictionary [21, p.935] writes: “Slogan is a sentence summarizing an important task at a particular time, given out so as to encourage the public”.

From the above distinction and definitions, we can see that slogans are used in a particular time or in certain events, activities, programs or campaigns meanwhile mottos are employed for a long time and often during the lives of people, the running of institutions, organizations or companies.

Therefore, the sayings such as: “A promise for life” (Abbott Milk Advertisement) [14] or “Keep your country nice and clean” [16] are called slogans while “Enter to learn; go forth to serve” (Brigham Young University) or “Sáng tạo - Chất lượng - Phát triển - Hiệu quả” (Hanoi University of Industry) called mottos.

2.2.2.3. Educational institution mottos

As mentioned in Rationale part, mottos play extreme important roles in the running and development of educational institutions. They are centralized the statements of the unique spirit and ideas during the running of educational institutions, the objects highly concentrated of the long history and the fine tradition of educational institutions. They help to transmit the educational vision and mission of institutions as well as helps the educational institutions to be widely publicized. Additionally, thanks to mottos, we can, to some extent, know about the outstanding characteristics of educational institutions, their educational fields, their locations, etc.

2.2.3. Syntactic Features of EIMs

The thesis is based on the viewpoint of Quirk et al on

grammar for features of English grammar in *A Comprehensive Grammar of the English Language*, Halliday in *An Introduction to Functional Grammar*, Trần Hữu Mạnh in *Ngôn ngữ học đối chiếu cú pháp tiếng Anh – tiếng Việt* and Diệp Quang Ban in *Ngữ pháp tiếng Việt*. These authors are famous linguists and their books are widely used by reseachers.

2.2.3.1. Phrasal Structures

a. Noun Phrase

b. Adjective Phrase

c. Prepositional Phrase

2.2.3.2. Sentential Structures

a. Imperative Sentences

b. Declarative Sentences

b1. Simple Sentences

b2. Compound Sentences

b3. Complex Sentences

2.2.4. Semantic Features of EIMs

2.2.4.1. Semantic Fields

2.2.4.2. Messages Transmitted by EIMs

2.3. SUMMARY

This chapter provides a literature review of previous studies related to the topic under study, definitions of terms, and some theoretical background relevant to the problem under investigation: the structures and meanings of EIMs in English and Vietnamese. The related aspects considered as the linguistic bases for the analysis of objects in the next chapters are also discussed. The methods and procedures will be presented as a guide to the main focus of the research in the next chapter.

CHAPTER 3

RESEARCH METHODS AND PROCEDURE

3.1. RESEARCH DESIGN

This thesis design is based on the combination of both qualitative and quantitative approaches.

3.2. RESEARCH METHODS

Descriptive method is supposed to be the main method for the contrastive analysis. The analytical method is used to identify different groups of *educational institution mottos* based on their semantic features expressed through the diverse synthetic structures. Furthermore, the contrastive method is used to find out the similarities and differences of *educational institution mottos* in terms of these features in the two languages. This could be considered as the major methodology of the study.

In addition, a combination of qualitative and quantitative method is used to identify the relationship of semantic and syntactic features of *educational institution mottos* in English versus Vietnamese.

3.3. RESEARCH PROCEDURE

The procedure of the study applied to carry out the research follows these steps:

- Collecting EIMs in English and Vietnamese in their official websites. I find some lists of mottos and educational institutions. Afterthat, I access their official websites and collect the mottos which are presented on the top of the websites or in the educational institutions' vision and mission.

- Analyzing data: educational institution mottos in English and Vietnamese are analyzed in terms of their syntactic and semantic features and then given out the frequencies of occurrence.

- Comparing and pointing out the similarities and differences in terms of syntactic and semantic features between EIMs in English and Vietnamese.

- Synthesizing the findings and drawing conclusions.
- Suggesting some implications for the establishment of a good motto for an educational institution and giving some suggestions for further research.

3.4. DESCRIPTION OF SAMPLE

In order to prepare data for the research, I set some criteria while collecting them as follows:

Firstly, most of the mottos are collected by searching the educational institutions' official websites. Therefore, mottos are collected from any educational institutions such as: kindergartens, primary schools, secondary schools, high schools, colleges, universities, vocational schools and training centers, concluding both public and private ones in the United Kingdom and Vietnam.

Secondly, because religious schools, boy's schools and girl's ones are not popular in Vietnam, mottos of them in English are ignored so as to make adequate comparison in the two languages.

Lastly, 500 mottos (250 in English and 250 in Vietnamese) are collected for analysis. All of them will be put together in English and Vietnamese in alphabetical order and typed and printed so that they can be selected easily during our doing analysis.

3.5. DATA COLLECTION

The data for the study in both English and Vietnamese were collected from the educational institutions' official websites.

3.6. DATA ANALYSIS

After finishing the collection of data from both languages, we start working with them by analyzing and classifying them in order to

meet the need of analysis. Data analysis is done in terms of syntax and semantics.

Syntactically, the analysis and classification is mainly based on the different structural categories of EIMs such as: noun phrases, adjective phrases, prepositional phrases, and sentences.

Semantically, the classification is carried out on the semantic features of EIMs in both languages.

3.7. RELIABILITY AND VALIDITY

For reliability, *educational institution mottos* are mainly collected from the Internet with a large number of illustrating examples in both languages.

For validity, this study is carried out under all required criteria in not only its form but also its content.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. SYNTACTIC FEATURES OF EEIMs AND VEIMs

4.1.1. Syntactic Patterns of EEIMs and VEIMs

From the data collected, it can be seen that EIMs in both English and Vietnamese often use some syntactic patterns as the following table:

Table 4.1: Relative Frequency of Syntactic Patterns of EEIMs and VEIMs

	Pattern	English		Vietnamese	
		Occurrence	Rate	Occurrence	Rate
Phrases	NP	92	36.8%	91	36.4%
	AP	9	3.6%	16	6.4%
	PP	7	2.8%	0	0%
Imperative sentence		105	42.0%	104	41.6%

Declarative sentences	Simple sentence	26	10.4%	19	7.6%
	Compound sentence	5	2.0%	15	6.0%
	Complex sentence	6	2.4%	5	2.0%
Total		250	100%	250	100%

4.1.1.1. Noun Phrases of EEIMs and VEIMs

a. Noun Phrases of EEIMs

NPs are established in various ways by combining a head noun with either determiner or modifier according to the needs in identifying and specifying the referent of the NP or by combining some NPs. They are all illustrated in Table 4.2 as follows:

Table 4.2: Noun Phrase Structures of EEIMs

	Premodifier				Head	Postmodifier
	<i>identifier</i>	<i>numeral /quantifier</i>	<i>adjective</i>	<i>noun</i>		
(4.1)	A		creative		constellation	
(4.2)	The				foundations	for success
(4.3)	A			technology	college	-serving the community
(4.4)	A		special		place	to grow
(4.5)					Aspiration, attitude, achievement	
(4.6)				Successful Confident Responsible	learners- individuals- citizens	
(4.7)	The				best	I can be
(4.8)		One many			education, languages	

b. Noun Phrases of VEIMs

Table 4.3: Noun Phrase Structures of VEIMs

	Premodifier	Head	Postmodifier		
	<i>Numeral</i>		<i>Noun</i>	<i>Adjective</i>	<i>Cl</i>
(4.9)		Dân chủ – Kỷ cương – Tình thương – Trách nhiệm			
(4.10)		Học tập Hạnh kiểm		giỏi - tốt	
(4.11)	Một	nền tảng	học vấn	vững chắc	
(4.12)		Nơi			bạn tin trưởng

c. Similarities of NPs in EEIMs and VEIMs

NPs of both languages in EIMs have, in general, the same formation with a premodifier, a head noun and a postmodifier. Mottos are all utilized parallel and enumerative structures to express the climate effect of each action.

d. Differences of NPs in EEIMs and VEIMs

Table 4.4: Differences of Noun Phrases in EEIMs and VEIMs

	EEIMs	VEIMs
Premodifier	article, cardinal number, quantifier, adjective, noun,	cardinal number, quantifier
Postmodifier	PP, finite or relative clause, non-finite clause	adjective, noun, clause, qualifier
Occurrence	92 (36.8%)	91 (36.4%)

As can be seen, in EEIMs, adjectives and nouns are premodifiers while in VEIMs they are postmodifiers. Moreover, NPs

in EEIMs often go with article, but there is no article in Vietnamese.

In addition, there is a little bit different in the percentage of the occurrence of NPs in the two languages. In EEIMs, NPs account for 36.8% while they make up 36.4% in VEIMs.

To sum up, mottos under NP in English and Vietnamese all express complete thought. They have the same form with premodifiers, head word and postmodifiers in some ways.

4.1.1.2. Adjective Phrases of EEIMs and VEIMs

4.1.1.3. Prepositional Phrases of EEIMs

4.1.1.4. Imperative Sentences of EEIMs and VEIMs

a. Imperative Sentences of EEIMs

b. Imperative Sentences of VEIMs

Like English EEIMs, Vietnamese VEIMs also occupy quite a lots imperative sentences. Besides, both affirmative and negative forms have been found. Let us have a look at the examples and their structures below:

b1. Affirmative Forms

b2. Negative forms

Table 4.5: Structures of Imperative Sentences in EEIMs and VEIMs

	EEIMs	VEIMs
Affirmative form	[1] V [2] V + O	[1] (Cùng) + V [2] V + O [3] V + O + C [4] (Cùng) + V+ O + Phrase
Negative form		[1] Không bao giờ + V [2] Không ngừng + V + O + A + Phrase
Occurrence	105 (42%)	104 (41.6%)

c. Similarities of Imperatives Sentences in EEIMs and VEIMs

In order to express the educational aims, vision and mission, mottos in the two languages both employ affirmative form of imperatives. Among the structures in the two languages, there are two similar ones: "V" and "V + O".

In addition, the imperatives in both EEIMs and VEIMs are always begun with the main verbs so that the imperative meanings of the mottos are more and more powerful.

Last but not least, the percentage of occurrence of EEIMs and VEIMs are nearly the same. It means that both English and Vietnamese educational institutions realize the power of imperatives and make use of them in their mottos.

d. Differences of Imperatives Sentences in EEIMs and VEIMs

The differences of imperative sentences in EEIMs and VEIMs can be clearly seen in table 4.5

Firstly, both affirmative and negative form of imperatives occur in VEIMs with only the first one exist in EEIMs. However, the negative forms only have four occurrences with different structures.

Secondly, whereas EEIMs tend to use clauses and adverbs after objects, VEIMs are likely to employ phrases of purposes to emphasize the duties and learning aims of learners as well as of educational institutions. It shows that Vietnamese educational institutions specify the goals of learning than English ones.

Lastly, in Vietnamese mottos, the word "*cùng*" is often used before main verbs to express the solidarity and determination that students need in their learning as well as in their partnership and the support that educational institutions give to their learners.

In sum, imperative sentences, which generally have no overt subject, are used quite a lot in EIMs in order to emphasize the

meanings and to be more memorable. Although they are employed in EIMs of both languages, they have some similarities and differences in some ways as discussed.

4.1.1.5. Declarative Sentences of EEIMs and VEIMs

a. Simple Sentence of EEIMs and VEIMs

From the corpus, we find some EIMs forming in simple sentences.

Table 4.6: Patterns of Simple Sentences in EEIMs and VEIMs

Pattern	EEIMs	VEIMs
[1] S + V	2	0
[2] S + V + C	12	16
[3] S + V + A	2	3
[4] S + V + O	7	4
[5] S + V + O + C	0	2
[6] S + V + O + A	3	3
Total	26	28

b. Compound Sentence of EEIMs and VEIMs

Table 4.7: Types of Compound Sentences in EEIMs and VEIMs

Pattern	EEIMs	VEIMs
[1] Parataxis	4	15
Total	4	15

c. Complex Sentence of EEIMs and VEIMs

Table 4.8: Patterns of Complex Sentences in EEIMs and VEIMs

Pattern	EEIMs	VEIMs
[1] Conj + S + P	2	0
[2] S (Subordinate Clause) + P	1	1
[3] S + P (Subordinate Clause)	4	4
Total	7	5

4.1.2. The Structures of EEIMs and VEIMs

The general structures of EIMs found in English and Vietnamese are enumerative structures, parallel structures and elliptical structures.

4.1.2.1. Enumerative Structures

Enumeration is a remarkable characteristic of EIMs. It accounts for the most percentage among the three structures of them in both languages. Some examples can be collected from the data such as:

(4.13) *Achieve and inspire* [16]

(4.14) *Tri thức - Đạo đức - Sáng tạo* [204]

4.1.2.2. Parallel Structures

In Galperin's viewpoint [5], the necessary condition in parallel constructions is identical or has similar syntactic structure in two or more sentences or parts of a sentence. Let us have a look at the following examples:

(4.15) Everybody matters, everybody succeeds, everybody helps. [82]

S V S V S V

(4.16) Vì lợi ích 10 năm trồng cây, vì lợi ích trăm năm trồng người. [239]

A V O A V O

4.1.2.3. Elliptical Structures

a. *Ellipsis of the Linking Verb "be"*

b. *Ellipsis of the Copular "là"*

c. *Ellipsis of Connectives*

4.1.3. Similarities and Differences in Syntactic Features of EEIMs and VEIMs

4.1.3.1. Similarities

As can be seen from the previous parts, there are plenty of similarities in EIMs in both English and Vietnamese.

Firstly, English and Vietnamese EIMs employ phrasal structures and sentential structures as well as enumerative structures, parallel structures and elliptical structures.

Secondly, in both EEIMs and VEIMs, NP and imperatives are most used as they commonly occur in language. The rates of them are just a little bit different between English and Vietnamese.

Thirdly, all kinds of declarative sentences as simple sentences, compound and complex ones occur in English and Vietnamese EIMs. Moreover, simple sentences have the most occurrence since most of mottos are aimed at short forms to be unforgettable.

Lastly, in both EEIMs and VEIMs, enumerative structures are most made use of. In addition, the pattern mainly found is the enumeration of NP and imperatives. Most of educational institutions tend to list their outstanding characteristics or things that they bring about or want their students to achieve during their learning. Parallel structures take the second occurrence and elliptical ones take the last. Parallelism has been discovered in both phrases and sentences. As for ellipsis, both EEIMs and VEIMs sometimes exist the omission of the verb "be" or "là" and of connectives.

4.1.3.2. Differences

In term of sentential structures, there is not so much differences between EEIMs and VEIMs. As we have illustrated, VEIMs use less simple sentences than EEIMs but more compound ones. Furthermore, it covers the same number of patterns as EEIMs do. According to Trần Ngọc Thêm [24, p116], grammar of European languages is cohesive and rigid but Vietnamese grammar allows users to be able to employ flexibly; grammar of Western countries is in favor of the form while Vietnamese grammar is semantic

grammar. In addition, English people enjoy getting into the point while Vietnamese people tend to go around.

In term of other structures, EIMs in Vietnamese employ much more enumeration, parallelism and ellipsis than ones in English. VEIMs often utilize simple phrases or sentences to express the ideas.

Enumeration in EEIMs and VEIMs has a distinction. In English EIMs, parts of speech belong to a certain category as nouns, verbs, adjectives, etc. Meanwhile, they occasionally belong to different one in Vietnamese EIMs. There can be phrases combining some nouns and some verbs. As a result, in order to classify their phrases, we have to deeply understand the implication in using words.

4.2. SEMANTIC FEATURES OF EEIMs AND VEIMs

4.2.1. Semantic Fields of EEIMs and VEIMs

Through the data collected, semantic fields of English and Vietnamese EIMs can be grouped into six themes composing of motivations, conditions, actions and effort, goals, human qualities and outcomes. The meanings are transmitted in the mottos as well as in the educational vision and mission of institutions.

4.2.2.1. EIMs Transmitting Motivations

4.2.2.2. EIMs Transmitting Conditions

4.2.2.3. EIMs Transmitting Actions and Efforts

4.2.2.4. EIMs Transmitting Goals

4.2.2.5. EIMs Transmitting Human Qualities

4.2.2.6. EIMs Transmitting Outcomes

The six semantic fields and their frequencies can be seen in the following table:

Table 4.9: Frequency of Semantic Fields in English and Vietnamese EIMs

Semantic fields	EEIMs		VEIMs	
	Occurrence	Rate	Occurrence	Rate
[1] Motivations	50	20%	62	24.8%
[2] Conditions	4	1.6%	3	1.2%
[3] Action and Efforts	29	11.6%	5	2%
[4] Goals	115	46%	151	60.4%
[5] Human Qualities	9	3.6%	3	1.2%
[6] Outcomes	43	17.2%	26	10.4%
Total	250	100%	250	100%

4.2.2. Similarities and Differences in Semantic Features of EEIMs and VEIMs

4.2.2.1. Similarities

After comparing and analyzing all EIMs in English and Vietnamese, we have found out some similarities in terms of semantic features as follows:

In term of semantic fields, both EEIMs and VEIMs transmit motivations, condition, actions and effort, goals, human qualities and outcomes. In details, goals rank first, motivations second, outcomes third, actions and effort fourth, human qualities fifth and conditions last in the two languages.

In term of translation, it is interesting that EEIMs have some Vietnamese equivalents as:

1. *Knowledge is power.*

Kiến thức là sức mạnh.

2. *The future in our hands.*

Tương lai trong tầm tay.

3. Realising potential

Khơi dậy mọi tiềm năng

4.2.2.2. Differences

Through above detailed analyses and illustrative examples, there are some differences between EEIMs and VEIMs despite the fact that EIMs in English and Vietnamese share a lot of same features in term of semantic features.

Firstly, we can see the differences of semantic fields in EEIMs and VEIMs in table 4.9. If EEIMs take more rate in conditions, actions and effort and human qualities, VEIMs take more in the rest ones.

Secondly, there is a big distinction between the two languages in form of key words used in the mottos. In English EIMs, “*innovation*”, “*difference*”, “*excellence*”, “*achievement*”, “*inspire*”, “*work together*” and first personal pronouns as “*I*” or “*we*” are used much. EEIMs are often short in form but inspire great meanings as the all-round development and excellence, the solidarity, the freedom of expressing opinions, etc. Meanwhile, Vietnamese educational institutions pay much attention on “*quality*”, “*virtue*”, “*knowledge*”, “*prestige*”, etc. VEIMs often talk about the role of virtue and talents or knowledge. As for Vietnamese conception, virtue always take the priority and go together with talents. Building good virtue is what all people need to do before achieving knowledge. We can find this in some mottos such as “*Dạy làm người trước khi dạy chữ*”, “*Tiên học lễ - Hậu học văn*”, etc. This is the remarkable difference in mottos of English and Vietnamese. Last but not least, Vietnamese mottos usually transmit the learning goal of serving and contributing to the development of the community and the society while in English ones, this is not popular. This can easily

understand as Vietnamese people follow the collectivism while English one the individualism. Trần Ngọc Thêm [24, p14] states that Vietnam has the origin of agricultural culture with interdependent relationship while Western countries possess the origin of nomadic culture that appreciates individualism enjoy freedom and independence.

4.3. SUMMARY

CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

As we stated in the previous chapters, the study involves the contrastive study of the syntactic and semantic features of educational institution mottos in English and Vietnamese. By doing this, we aim to find out the various meanings as well as the constructions possessed by educational institution mottos and the ways to establish good ones.

Syntactically, mottos analyzed are under the phrasal structures which are based on the viewpoint of Halliday [7] and sentential structures which are based on the views of Quirk et al [15], Trần Hữu Mạnh [23] and Diệp Quang Ban [18]. The phrasal structures are categorized into noun phrases, adjective phrase and prepositional phrases in English and Vietnamese mottos are under noun phrases and adjective phrases. In the two languages, noun phrases account for the highest percentage. Sentential structures are presented in imperatives and declaratives including simple, compound and complex sentences. Imperatives occur most in both English and Vietnamese EIMs. Moreover, a glimpse at these structures has been carried out with symbolic examples. Besides, we find out some typical and commonly

used structures of English and Vietnamese EIMs as enumerative, parallel and elliptical structures. Thanks to these, some similarities and differences between EEIMs and VEIMs have been revealed.

Semantically, six semantic fields of EIMs have been discovered as motivations, conditions, actions and effort, goals, human qualities and outcomes. Then we have identified the main semantic directions of EIMs is goals with the highest percentage in both English and Vietnamese.

5.2. IMPLICATIONS FOR LANGUAGE TEACHING

On carrying out this research, I do hope it will make some significant contribution to field of teaching and learning English as well as the way of establishing good educational institution mottos.

Firstly, the findings of the study will probably be a useful resource for anyone who is keen on studying language in general as well as language of mottos in particular. Actually, there have been no researches on the language of mottos despite the fact that they are more and more popular and become helpful attractors in the running of educational institutions.

Secondly, the typical structures, the main semantic directions as well as the similarities and differences of EIMs in English and Vietnamese help make learners and educators have a better understanding of mottos. They can, moreover, have an overview of mottos of educational institutions in England as well as in Vietnam.

Last but not least, we would like to draw a list a criteria for good EIMs as follows:

- Mottos should have some local significance but should also invoke fundamental principles (such as freedom, justice and truth).

- In contrast to the puritanical tradition, they should be optimistic, cheerful and encouraging, and hold out the possibility of individual and social fulfillment.

- The message of mottos should be short, clear and accessible to all.

- The most important thing is that each educational institution should have its own mottos which reflect its own vision, mission and values. Moreover, the copyrights of mottos should be take into strictly consideration to make mottos more and more various, attractive and useful.

5.3. LIMITATIONS OF THE STUDY

Due to the limited time and relevant materials as well as the constraint of ability, the researcher could only point out some similarities and differences of EIMs in both languages in terms of syntactic and semantic features, which may not be totally adequate for a thorough understanding of cross-cultural similarities and differences.

In brief, there are a lot of things that need considering and investigating more thoroughly. Consequently, any comments or extra contributions are warmly welcome for the completion of the research.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

At this stage, it can be said that the analysis of the linguistic features of English and Vietnamese EIMs is just on the way to be completed and therefore still leaves the possibilities for further study. Further research could focus on:

- The stylistic devices of EIMs in English and Vietnamese
- Linguistic features of life mottos in English and Vietnamese
- Linguistic features of work mottos in English and Vietnamese.