

**THE UNIVERSITY OF DANANG
UNIVERSITY OF FOREIGN LANGUAGE STUDIES**

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**LINGUISTIC FEATURES OF INSPIRATIONAL
ENGLISH QUOTATIONS DENOTING
EDUCATION**

Major: ENGLISH LINGUISTICS

Code: 60.22.02.01

**MASTER THESIS IN
SOCIAL SCIENCES AND HUMANITIES
(A SUMMARY)**

Da Nang, 2018

This thesis has been completed at University of Foreign Language Studies, The University of Da Nang

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The thesis was be orally defended at the Examining Committee

Time: 2nd April 2018

Venue: University of Foreign Language Studies

- The University of Da Nang

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

As a matter of fact, people often use quotations in speaking or writing to make them more impressive, persuasive and to convey messages to their readers effectively because the quotations provide credibility for what they are saying. Such the quotations are really interesting, meaningful and suitable for their situation. In reality, people find many quotations unforgettable and meaningful which inspire them to cope with their difficulties or challenges because human life always contains so many stages and everyone should face them. The power of quotations may affect people's thoughts and actions, foster beliefs in their lives and stimulate them to do anything enthusiastically. Therefore, it cannot be denied that quotations play an important role in our lives.

In fact, quotations are about every aspect of lives including life, happiness, love, family, friendship, emotion, education, etc. However, quotations denoting education are paid attention so much from the ancient time to the modern time such as Plato, Aristotle, Solomon Ortiz, or John Dewey due to their popularity and powerful influence on people's thought and action. Most of the quotations express process of education, some values or necessity of education.

Furthermore, education plays an essential part in the society and our lives. Education provides today's children with valuable and necessary skills to lead a productive life in tomorrow's society. To provide the young with education successfully, there need to be many elements such as their efforts, good learning methods, enthusiasm together good teaching methods of teachers as well as

modern educational environment, etc. Nevertheless, people may have strong aspirations to learn or work and achieve their enjoyment of learning only due to a meaningful quotation. Such quotations like that are called inspirational quotations. The following examples which were spoken by Theodore Roosevelt, the 26th United States president and by Anthony D'Angelo, a famous American writer respectively arouse readers' passion for learning.

(1.1) *A man who has never gone to school may steal from a freight car; but if he has a university education, he may steal the whole railroad.* [104]

(1.2) *Develop a passion for learning.* If you do, you will never cease to grow. [71]

With regard to stylistic devices, antithesis is used in the example (1.1) can emphasize the true value of education in work as well as in our lives while the motto in terms of syntactic feature in the example (1.2) can show the readers their passion is one of essential elements which results in success of each individual in society. These quotations have woken children's mind or even adults' mind to have a strict attitude of learning and working. As a result, many questions are raised such as what makes quotations become powerful means of communication; How vocabularies and wordings are combined in quotations to achieve effective and coherent communication? etc. This is because of the association grammar rules, forms and structures with aspects of meaning or semantic functions over the lexical meaning of individual words. Therefore, on recognizing of the needs for such a study, this thesis titled *“Linguistic Features of Inspirational English Quotations denoting to Education”* could be carried out. The researcher hopes that this

study's results will provide some useful practical knowledge of linguistic features of quotations for people who are interested in this field and want to apply them in speaking or writing successfully. Additionally, the study will probably bring a minor contribution to Vietnamese learners and teachers of English.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims of the Study

This study is aimed at identifying and describing the linguistic nature of *English Inspirational Quotations denoting Education* (IEQEs) in order to obtain an in-depth understanding of the features that characterize a specific type of text.

Hence, the study may provide learners of English with a better insight of IEQEs so that they will be more interested in the language features of IEQEs and apply them in their speeches or writing impressively and successfully. Furthermore, it is hoped that the significance of the research can, to some extent, inspire learners of English in their efforts to achieve goals in learning.

1.2.2. Objectives of the Study

The study tries to fulfill the following objectives:

- To identify and clarify the linguistic features of IEQEs in terms of syntactic features, lexical choices, cohesive devices and stylistic devices.

- To suggest some implications for teachers and learners of English and those who are interested in studying the field of IEQEs.

1.3. SCOPE OF THE STUDY

The study is mainly concerned with an investigation of the common linguistic features of syntactic features, lexical choices, cohesive devices and stylistic devices.

Based on the brevity and succinctness of quotations, 457 IEQEs were collected from a famous website on the internet which is <http://www.brainyquote.com>, which X-plore Incorporation in the United States. Originally published online in 2001, BrainyQuote is one of the oldest and most established quotation sites on the web. The quotations chosen for study in this thesis were written by English-speaking authors coming from the United States, the United Kingdom and Australia.

1.4. RESEARCH QUESTIONS

The research attempts to answer the following questions:

1. What syntactic features are used in IEQEs?
2. What lexical choices are used in IEQEs?
3. What cohesive devices are used in IEQEs?
4. What stylistic devices are used in IEQEs?

1.5. SIGNIFICANCE OF THE STUDY

Hopefully, doing a research of IEQEs will make a contribution to Vietnamese teachers of English to have a better insight of IEQEs so that they can make use of this as a useful resource for their teaching. Consequently, investigating into linguistic features of IEQEs is particularly necessary and worth the efforts.

With in-dept linguistic analysis of IEQEs in terms of syntactic features, lexical choices, cohesive and stylistic devices, learners will be able to improve their understanding of the field and get the final goal-communicating as well as writing in an effective and impressive way.

1.6. ORGANIZATION OF THE STUDY

The thesis consists of five chapters as follows:

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background.

Chapter 3: Research Methodology.

Chapter 4: Findings and Discussion.

Chapter 5: Conclusions and Implications.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. LITERATURE REVIEW

Up to now, there have been many researchers who pay attention to Quotations. In fact, researching a quotation can be interesting, but it is not always easy and it may require some serious digging. However, many writers and linguistics have made great distributions to the collection of English quotations, including Smyth (1941) writing a book with the title *"The Oxford Book of Quotations"*; John, D. (1988) publishing a dictionary namely *"Bloomsbury Thematic Dictionary of Quotations"*; Nigel, R. (2006) announcing a large collection of quotations such as *"Brewer's Famous Quotations"*; Bynum, W.F. & Roy, P. (2006) having a dictionary namely *"Oxford Dictionary of Scientific Quotations"*; Last but not at least, Susan, R. (2012) making an enormous collection of quotation with a dictionary specifically *"Oxford Essential Quotations"*.

In this thesis, a quotation is viewed from the angle of discourse analysis as a form of "text".

The study of IEQEs has still been a great interest of foreign researchers such as Halliday and Hasan (1976) and Brown, G. and Yule.

In Viet Nam, there have been well-known researchers who have shown their interest in text linguistics and its related features. Typically, Hoàng Trọng Phiến (1980) with *"Ngữ pháp tiếng Việt-Câu"* mainly analyzes the grammatical structures in Vietnamese. Diệp Quang Ban (1998) with *"Văn bản và liên kết trong tiếng Việt"*

focuses on investigating the text concept and the link of utterances particularly based on the sentence level. Moreover, Đinh Trọng Lạc-Nguyễn Thái Hòa (1993) with "*Phong cách học tiếng Việt*" give the clear definition of stylistic device in Vietnamese and the list of various stylistic devices.

Furthermore, there also have been many master thesis related to the field of text and its linguistic features such as Nguyễn Thị Kim Phượng (2011), Huỳnh Thị Anh Trâm (2015) etc.

To the best of my knowledge, up to now, there have not been any pieces of research defining, identifying and describing the linguistic features of quotations denoting education in the light of syntax, semantics, cohesive devices and stylistic devices. For all above reasons, the researcher would like to devote herself to the study of this topic to discover the linguistic nature of IEQEs.

2.2. THEORETICAL BACKGROUND

2.2.1. Definitions of terms

2.2.1.1. Text

2.2.1.2. Quotation

2.2.1.3. The main features of quotations

In this thesis, quotations must have some following features:

- Quotations must be cited exactly words by words from their original source.

- The authors of the quotations are well-known people such as writers, authors, politicians, scientists, linguistics, presidents...who are native English speakers from the United States, the United Kingdoms and Australia.

2.2.1.4. Education and Quotations Denoting Education

There are some different definitions of education such as Oxford Advanced Learner's Dictionary-7th Edition (2005), Herbert (as cited in Gazala Bhoje, 2015) and Law on the National Education System of the Republic of Indonesia (2003).

In this thesis, the researcher would like to take the view that is clearly expressed the outstanding features of the collected samples, as following: Education is a learning progress not only in schools or colleges but also in the real lives through a conscious and deliberate effort so that learners can improve knowledge as well as actively develop the potential for them to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and the skills needed themselves and society.

2.2.2. Syntactic Features

Syntactic features are expressed by many linguistics such as Yule (1996), Crystal (1992) and Quirk et al. (1985).

In this research, syntactic features are studied in the view of Quirk et al. (1985) in their book "*A Comprehensive Grammar of the English Language*".

According to Quirk et al. (1985) sentences are defined as the ones expressing complete thoughts. They can be classified as simple sentences, compound sentences, complex sentences and compound-complex sentences.

2.2.3. Stylistic Devices

As Galperin (1971:12) concludes, "Stylistic devices (also called Rhetoric) are a branch of general linguistics which is regarded as a language sentence. It deals with the results of the act of communication."

2.2.3.1. Stylistic Devices

2.2.3.2. Functions of Stylistic Devices

2.2.3.3. Classifications of Stylistic Devices

a. Lexical stylistic devices

♦ ***Metaphor***

♦ ***Metonymy***

♦ ***Irony***

b. Syntactical Stylistic Devices

♦ ***Stylistic inversion***

♦ ***Reversed Parallel Construction***

♦ ***Repetition***

♦ ***Antithesis***

2.2.4. Cohesive Devices

2.2.4.1. Definition of Cohesion

In this thesis, the researcher takes the view of cohesive devices by Halliday and Hasan (1976).

2.2.4.2. Types of cohesion

a. Grammatical Cohesive Devices

Reference

Substitution

Ellipsis

Conjunction

b. Lexical Cohesive Devices

Repetition

Synonym

Super - ordinate

General word

Collocation

2.3. SUMMARY

This chapter has provides a brief literature review of related prior researchers as well as theoretical preliminaries for the study. The focus of the study is placed on the linguistic features of IEQEs in terms of syntactic features, lexical choices, cohesive devices and stylistic devices. The theories framework employed in this thesis has been built up based on the views of reputational linguistics such as the cohesion theory of Halliday and Hasan (1976); the grammatical theory of Quirk et al. (1985); the lexicological theory of Palmer (1976); and the stylistic theory of Galperin (1977). Additionally, in the general view of education and quotations denoting education, some main features of quotations denoting education are presented.

Chapter 3

RESEARCH METHODOLOGY

3.1. RESEARCH DESIGN

Both qualitative and quantitative approaches were adopted in the study. The qualitative approach was used in describing and analyzing data to find out the distinctive features of IEQEs in terms of their syntactic features, lexical choices, cohesive devices and stylistic devices. On the other hand, the quantitative approach was used to find out the occurrence, the percentage of the above mentioned aspects.

3. 2. RESEARCH METHODS

In order to achieve this aim, the research is combined different research methods as follows:

The descriptive method was used to give a detailed description of linguistic features of IEQEs.

The analytic method was used to classify and justify a certain feature or characteristic.

The inductive method was helpful in drawing out the generalizations from the findings and making conclusions.

3.3. DESCRIPTION OF SAMPLES

Based on the definitions of IEQEs which mentioned in above parts, the characteristics of IEQEs used as the foundation for the study are:

- IEQEs must be identified and collected available quotations through the website *<https://www.brainyquote.com>*, which belongs to X-plore Incorporation in the United States. Originally published online in 2001, BrainyQuote is one of the oldest and most established quotation sites on the web with many different famous authors. Thus,

such quotations are not limited to time, from ancient time to modern time.

- All the whole of 717 samples are first collected on in all 39 pages of the website with many different authors in the world. However, in order to insure reliability of English quotations, only 457 samples, whose author are American, English and Australian, were chosen.

3.4. DATA COLLECTION

In this thesis, 457 samples collected for analysis from the BrainyQuote site in the system from the 1st to the 39th page with the quote topic of Education.

The samples were chosen with the following criteria:

- The samples must be collected on the official website namely the *<https://www.brainyquote.com>*.

- The quotations' authors must be native English speakers coming from the United States, the United Kingdom and Australia.

- The samples must be quotations denoting education. It means that the samples must concern and relate mainly to processes, values or results of education in teaching, learning and training, especially in schools or colleges to improve knowledge, develop skills. Specifically, quotations denoting education are inspirational ones because they can have an influence on hearers' thought and actions as well as stimulate the spirit of studying among learners passionately.

3.5. DATA ANALYSIS

The data selected were mainly analyzed in terms of their syntactic features, lexical choices, cohesive devices and stylistic devices.

3.6. RESEARCH PROCEDURE

The procedure for the research is as follow:

- Observing the syntactic features of the samples and classifying them into groups.
- Finding out the lexical choices in IEQEs.
- Exploring the cohesive devices in IEQEs.
- Pointing out the stylistic devices appearing in IEQEs.
- Discussing the findings.
- Providing some suggestions for teaching and learning English as a foreign language.

3. 7. RELIABILITY AND VALIDITY

Because the IEQEs were collected from the BrainyQuote which is the world's largest quotation site. Originally published in 2001, the publishers of the Brainyquote used library books to enter famous quotations by hand with top priority of the quality and accuracy. In addition, the statistics which showed the categories of syntactic features, lexical choices, cohesive devices and stylistic devices as well as examples were exactly and faithfully presented. The research procedure was strictly and logically followed. Therefore, this study result is completely reliable.

Chapter 4

FINDINGS AND DISCUSSION

4.1. SYNTACTIC FEATURES OF IEQEs

4.1.1. Complex sentences

With 457 collected data, complex sentences were discovered including type 1 conditional sentences and other structures such as: "*whatever, whoever, whether, ...*".

a. Type 1 conditional sentences

There are two patterns of the real conditional sentences identified in the research.

Pattern 1:

If-clause	Main clause
Present simple	Future simple

Pattern 2:

If-clause	Main clause
Present simple	Imperative form

b. Complex sentences with other structures

The structures in complex sentences such as: "*whatever, whoever, whether, ...*" cover most of the embedded information as follow:

4.1.2. Simple sentences as mottos

Let us enjoy the following examples:

(4.1) *Genius without education is like silver in the mine.*

[64]

(4.2) *Education is the passport to the future, for tomorrow belongs to those who prepare for it today.*

[67]

Thanks to the short sentences as mottos, the writers make their utterances or writing more powerful and unforgettable. These

sentences are very condensed and vivid in meaning and inspire hearers' passion for growing their fullest potential. They help affirm the determination of reaching the highest goal in education to hearers and also express the huge mission of educational authorities in training and developing human beings. They bring the readers the belief of doing straightforwardly not just saying.

4.1.3. Imperative sentences

There are two main forms of the imperative found in IEQEs:

- Affirmative Imperative: **Verb (base form)**
- Negative Imperative: **Do not (Don't) + Verb (base form)**

4.2. LEXICAL CHOICES IN IEQEs

The tendency in using lexical choices can be shown in the following table:

Table 4.4. Distribution of Lexical Choices in IEQEs

Lexical Choices	Occurrence	Rate
<i>Directive Verbs</i>	88	33.1 %
<i>Modal Verbs</i>	94	35.3 %
Descriptive Adjectives	84	31.6 %
Total	266	100 %

4.2.1. Directive verbs

According to Yule (1996), a directive is an utterance used to try to get the hearer to do something. Directive verbs mean a class of verbs expressing acts of requesting, ordering, forbidding, warning, advising, suggesting, insisting, recommending, etc. In IEQEs, the writers utilize directive verbs in order to make their speeches more attractive and powerful when they want to give advice or call the readers' passion for learning and working. Let us take a look at the following examples:

(4. 39) *Develop a passion for learning. If you do, you will never cease to grow.* [71]

Further more, by using the directive verbs in the utterances, the writers also expect educational leaders to provide all people good education or pay more attention to investing in education to enhance quality of education. The following examples express these points:

To sum up, the use of the directive verbs helps writers succeed in encouraging readers to do what they think it is necessary for developing a person or a country.

4.2.2. Modal verbs

In the English language, a modal verb is an auxiliary verb that can be used to change the modality of a sentence- the attitude of the speaker to the action indicated by a verb, especially with regard to necessity, desirability or probability. One easy way to identify a modal verb is by its defectiveness (they have neither participles nor infinitives). Moreover, modal verbs do not have the infection -s or -es in the third person singular, unlike other verbs.

The common modal verbs which share the same grammatical characteristics are: can-could/ may-might/ will-would/shall-should/ must- ought to, need- have(got) to. With regard to meaning, Quirk et al (1985) divided the contrasting factors of meaning in modal verbs into two types:

Those such as " permission", "obligation", "volition" which involve some kind of intrinsic human control over events.

Those such as: "possibility", "obligation", and "prediction" which do not primarily involve human control of events, but do not

typical involve extrinsic human judgment of what is or is not likely to happen.

In IEQEs, the modal verbs including *should*, *must*, *can* and *cannot* are used the most commonly and others are less commonly. These modal verbs are often term extrinsic modality and therefore, the most common meaning of category of *must* is **obligation**, that of *should* is **necessity** and *can* is **possibility**.

(4.53) *Education **should** be one of our top funding priorities; talking about it does not help the teachers and students who desperately need promises fulfilled.*

In short, by using the modal verbs such as *should* the writers point out mission of authorities to enhancing and developing education and they also show responsibility of individuals to striving for getting the highest goals in education.

4.2.3. Descriptive Adjectives

In linguistics, the adjective is one of the four major word classes, along with the noun, verb and adverb. It is a word whose primary role is to qualify or modify the meaning of a noun or noun phrase through expressing features or attributes which noun and noun phrase signified.

In the collected samples of IEQEs, the descriptive adjectives appear densely in three forms: the base form, the comparative and the superlative form.

In short, by using and combining various descriptive adjectives and their different forms flexibly, the copywriters emphasize the necessary and benefits of education to each individual as well as the society. As a result, the use of descriptive adjectives

help the writers succeed in persuading the readers to study, study more and study forever.

4.3. COHESIVE DEVICES USED IN IEQEs

According to Halliday and Hasan (1976), the cohesion is claimed to be realised through grammatical and lexical links that holds a text together and gives it meaning. In other words, different units in a text are connected to each other and make the text appear as a semantic unity by the particular grammatical and lexical cohesive devices.

The following table will be fully illustrated the use of the cohesive devices in the thesis.

Table 4.6. Distribution of Cohesive Devices in IEQEs

Type of Cohesive Devices		Occurrence	Rate
Grammatical Cohesive Devices	Reference	432	49.1 %
	Conjunction	342	38.9 %
Lexical Cohesive Devices	Repetition	106	12.0 %
Total		880	100 %

4.3.1. Grammatical Cohesive Devices in IEQEs

a. Reference

- *Personal Reference*
- *Demonstrative Reference*
- *Comparative Reference*

b. Conjunction

- *Additive Conjunction*
- *Adversative Conjunction*
- *Causal Conjunction*
- *Temporal Conjunction*

4.3.2. Lexical Cohesive Devices in IEQEs

4.4. STYLISTIC DEVICES USED IN IEQEs

In Galperin's famous book entitled *Stylistics* (1977), he wrote stylistics is a domain where meaning assumes paramount importance.

The stylistic devices commonly used in IEQEs are syntactical stylistics including parallelism, antithesis, metaphor, hyperbole and rhetoric questions.

The use of the stylistic devices is presented in the following table:

Table 4.9. Distribution of Stylistic Devices in IEQEs

	Stylistic Devices	Occurrence	Rate
<i>Lexical SDs</i>	<i>Metaphor</i>	38	16.8 %
	<i>Hyperbole</i>	4	1.8 %
<i>Syntactical SDs</i>	<i>Parallelism</i>	83	36.7 %
	<i>Antithesis</i>	92	40.7 %
	<i>Rhetoric Questions</i>	9	4 %
	Total	226	100 %

4.4.1. Lexical SDs

a. Metaphor

b. Hyperbole

4.4.2. Syntactical SDs

a. Parallelism

♦ *Parallel Structures with Words*

♦ *Parallel Structures with Phrases*

♦ *Parallel Structures with Clauses*

b. Antithesis

c. Rhetoric Questions

In summary, parallelism, antithesis, metaphors, hyperbole and rhetoric questions are power means to inspire the readers' determination and their willing to lifelong learning.

4.5. SUMMARY

In conclusion, this chapter has presented all findings that examined through 457 collected data in terms of *syntactic features*, *lexical choices*, *cohesive devices* and *stylistic devices*. With the *syntactic features*, the structures commonly used in IEQEs are simple sentences, complex sentences and imperative sentences. With regard to the *lexical choices*, the researcher has found directive verbs, modal verbs and descriptive adjectives in the samples. Furthermore, *cohesive devices* play an important role in linking the sentences in the text together. These devices including reference and conjunction in terms of grammatical cohesive devices and repetition in terms of lexical cohesive devices are utilized in IEQEs. Finally, *stylistic devices* namely parallelism, antithesis, metaphor, hyperbole and rhetoric questions act as key elements to make IEQEs more impressive and persuasive.

Chapter 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

Linguistic Features of Inspirational English Quotations denoting Education is a study of what linguistic features are commonly used in these quotations. With the aim of exploring these linguistic features of IEQEs, this thesis has been conducted to determine the *syntactic features, lexical choices, cohesive devices* and *stylistic devices*.

In terms of syntactic features, *imperative sentences*, simple sentences and *complex sentences* were explored. Complex sentences were found with main types including type 1 conditional sentences and other structure- sentences like *whatever, whoever, whether, until*, etc. Additionally, there are two main forms of imperative sentences, which are affirmative and negative imperative, also frequently used in IEQEs. Lastly, taking up approximately 26.9 %, simple sentences were used as mottos which make IEQEs more powerful and unforgettable.

With regard to lexical choices, the writers attract more attention to readers with the use of *directive verbs, modal verbs* and *descriptive adjectives*. Taking up with the highest percentage of over 35.3%, modal verbs were employed to describe obligation, necessity of education as well as call for lifelong learning to each individual. Furthermore, the writers have a strong tendency to use directive verbs in order to attract more readers' attention, making up 33.1 %. Finally, with the aim at not only expressing the role of education in working and living but also inspiring the readers' passion for learning and improving knowledge to meet development of the

society, descriptive adjectives densely used in three forms: the base, the comparative and the superlative form with 31.6 %.

In respect of cohesive devices, the grammatical cohesive devices namely *reference* and *conjunction* and the lexical cohesive device namely *repetition* are examined. Among these devices, reference makes up the largest percentage (49.1 %), contributing to the quotations more clear and concise. This is followed by the frequency of conjunction in IEQEs (38.8 %), reaching the goal of making IEQEs more cohere, smooth and persuasive. Besides, the use of repetition (12.0%) also emphasizes significance of the repeated words or phrases in the entire text. Such a combination of different types of cohesive devices likes clues joining phrases, clause, or series of the text in ways that express their logical- semantic relationship.

Concerning stylistic features, the copywriters have a tendency to employ *parallelism*, *antithesis*, *metaphor*, *hyperbole* and *rhetoric questions*. However, parallelism was used at the high rate with 36.7 %, which makes the ideas in the sentences clear, understandable and expresses equal ideas. With the outranking percentage (40.7 %), antithesis plays an important part in emphasizing the true value of education. Furthermore, thanks to the use of metaphor, IEQEs become vividly and interestingly, accounting for 16.8 %. Ranking fourth, rhetoric questions are employed quite frequently with 4%. Lastly, hyperbole accounts for the lowest percentage with 1.8 %. In short, each stylistic device has its own features and rhetorical effects so that it is the unique, which considerably contribute to making IEQEs more impressive and persuasive to the readers.

5. 2. IMPLICATIONS

It is hoped that the result of the study can make some contributions to the task of writing, communicating or having a speech about education as well as teaching and learning of English.

For teachers

The thesis is expected to be a useful reference source for teaching English at schools. The findings of the research will provide teachers with general knowledge of linguistic features of quotations denoting Education, especially the quotations in terms of syntactic features, lexical choices, cohesive devices and stylistic devices. As a result, teachers can design their lessons relating to topics of education and convey the knowledge to their students effectively. Moreover, teachers can stimulate the spirit of positive and passionate learning among students. Thank to the meaningful quotations denoting education, teachers disseminate students passion for lifelong learning and help them become good citizens for their family and the society. Such the quotations are considered to be good ideas to use as slogans in schools and colleges in Viet Nam in particular and in the world in general.

For students

This thesis will probably be also beneficial to learners of English. Firstly, with the findings, the study will provide English major college students with an insight into the linguistic features of quotations as well as help to raise their awareness of the importance function category of the quotations. Accordingly, it is essential to ensure that students are required to have a meticulous selection of vocabulary, words or phrases considered mottos, syntactic structures including conditional sentences and imperative sentences or parallel

and antithesis patterns which have been so strange to them before. Through the results, students can not only improve knowledge of linguistics but also apply such the quotations in proper situations or contexts to achieve high effectiveness in daily communication. Secondly, with the linguistic background, learners can fully understand what the writers mean because the meaning of each utterance or writing is not only based on their words by words but also through rhetorical devices or other devices. As a result, learners can be increasingly motivated in their study.

5.3. LIMITATIONS

Linguistic features are complicated and abstract problems. Additionally, due to the shortage of time, reference materials and especially limited linguistic knowledge of the researcher, this thesis is only limited to certain linguistic features in terms of *syntactic features, lexical choices, cohesive devices* and *stylistic devices*.

With those difficulties and limitation of personal ability, sources of materials relating to the problem under investigation and outside factors, the study has got unavoidable shortcomings. Therefore, the result of the research has not reached a deep and thorough level as expected.

5. 4. SUGGESTIONS FOR FURTHER RESEARCHES

The following topics should be taken into consideration for further researches:

- An Investigation into Pragmatic Features of Inspirational English Quotations denoting Education.
- A Contrastive Analysis of Inspirational Quotations denoting Education in English and in Vietnamese.