

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

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**LINGUISTIC FEATURES
OF HIGH SCHOOL REGULATIONS
IN ENGLISH AND VIETNAMESE**

Field: The English language

Code: 822 02 01

**MASTER THESIS IN FOREIGN LANGUAGES,
LITERATURE AND CULTURE
(Summary)**

Da Nang, 2018

The thesis has been completed at
THE UNIVERSITY OF DANANG

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The thesis orally defended at The Examining Committee.

Field: The English language

Time: 19/10/2018

Venue: The University of Danang

The thesis is accessible for the purpose of reference at:

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The University of Danang

CHAPTER 1

INTRODUCTION

1.1. RATIONALE

No one denies the importance of education in our life. According to Allan David Bloom (1930 – 1992), an American philosopher, classicist, academician and teacher, “*Education is the movement from darkness to light*”. It is true that learning is very necessary for all to get a good education and to go ahead in life. Firstly, physical education develops students’ physical competence and knowledge. It also raises students’ confidence and skills, especially those of collaboration, communication, creativity and critical thinking. Secondly, moral education raises confidence and helps to build a person’s personality. Moreover, it helps us to learn and grow up, overcome difficulties in the society and enables us to become good learners capable of understanding various aspects of life. Finally, education forms intellectual people with strong will power. It provides ability to understand one’s rights and responsibilities towards family and society. It plays the most important role in the development and progress of the country. Therefore, Nelson Mandela, a South African anti-apartheid revolutionary, political leader who served as President of South Africa from 1994 to 1999, stated in his speech at the launch of Mindset Network on July 16th, 2003, “*Education is the most powerful weapon which you can use to change the world*”.

Nowadays, many governmental programs have been applied to enhance the education system so that everyone may get access to proper education. Many supporting policies have been issued to make people become aware of the advantages of education, especially in

rural areas. A person's good or bad education decides which type of person they would be in the future.

On the other hand, developing a child's personality requires the efforts of three main factors: school, family and society. Family is the important element close to the development of a good personality. Especially, school as an active progress element, uses within the teaching process, the most efficient ways to improve abilities to learn and apply knowledge in society. School is an essential part of education which plays a great role in a person's life. If students follow discipline, they will get a better environment to study and to live in harmony with others. School regulations are necessary because they are guidelines for students to what is acceptable and what is not. In conclusion, it is important to apply regulations in students' activities to keep school a secure and civilized place.

Besides that, school regulations are texts with special language use. As a teacher of English at a high school, I am interested in the language of regulations and the features of language used to compose high school regulations (HSRs) in English and Vietnamese. Here is an example about uniform regulations related to language usage in a high school regulation text from New York City, which is home to some of the most important schools as well as some of the best-performing HSs in the USA:

Baccalaureate School for Global Education - *The School Uniform*

- *Students should be worn tidily and correctly both at school and between home and school. The full school uniform must be worn at all times. Shirts are to be tucked in; socks are to be pulled up; heel*

straps in place. Where a situation arises concerning a student's uniform, written requests for temporary wearing of non-regulation items must be referred to a Dean or Deputy Headmaster.

- Students are to be clean-shaven at all times while representing the school.

- No piercings are allowed. In particular, clear plastic studs, or otherwise, used to maintain the piercing, are not allowed.

- A student's hair must be kept clean and tidy at all times. The length of the hair should not be shorter than a "number 2" razor cut. Hair should not be touching the shirt collar and should be off the face. The fringe when straightened /combed down must not hang in the eyes. The colour must be the student's own natural colour; no dye nor highlights are allowed.

- Make-up must not be worn. Students are not permitted to have visible tattoos.

(Baccalaureate School for Global Education-

<https://www.bsge.com/>)

Here is a high school regulation from Ho Chi Minh City where there are many HSs with a good standard of learning and teaching in Vietnam:

Trường trung học cơ sở Lê Quý Đôn – Trang phục

Giữ đúng tác phong học sinh, trang phục đúng quy định.

- Học sinh mặc đồng phục khi đi học

+ Nam: Áo sơ mi trắng có lôgo của trường, bỏ trong quần tây xanh đen, có dây nịt. Ngày thứ hai mang giày bata, ngày thường đi giày có quai hậu.

+ Nữ: Áo dài trắng đầu tuần (không mặc áo dài biến tấu), quần trắng, đi giày có quai sau (không được mang giày cao gót). Ngày thường: Nữ mặc đồng phục của trường.

- Giờ thể dục, quốc phòng học sinh mặc đồng phục thể dục (có phù hiệu, huy hiệu Đoàn), mang giày bata (hoặc giày thể thao).

- Đầu tóc gọn gàng, không nhuộm:

+ Học sinh nam không được cạo đầu, để đầu đinh, tóc hai mái. Không đeo hoa tai, xịt keo, để móng tay dài. Không được để dài chấm lỗ tai, phía sau không được chấm gáy, hai mái tóc không để dài qua chân mày.

+ Học sinh nữ không trang điểm, không sơn móng tay, móng chân. Không mang nữ trang lòe loẹt không cần thiết, Không cởi cúc áo cổ hoặc xắn tay áo.

- Những học sinh tác phong không nghiêm túc không được vào trường. Giám thị sẽ ghi nhận lỗi và báo trực tiếp về cho phụ huynh ngay buổi học đó.

(Trường Trung học phổ thông Lê Quý Đôn

<http://www.thpt-lequydon-hcm.edu.vn/home.aspx>)

In the two examples above, it is found that the function of English High School Regulations (EHSRs) and Vietnamese High School Regulations (VHSRs) are notifying students of wearing their uniform. The passive voice, descriptive adjectives and “permit” verbs such as “permit” or “allow” in EHSRs that are used in a common way to have students follow these HSRs. Hence, HSRs can promote school safety, improve discipline, enhance the learning environment, and reduce peer pressure.

For the above reasons, I decided to choose the topic “**Linguistic Features of High School Regulations in English and Vietnamese**”

as the title of my master thesis. It is hoped that the result of this study will probably provide some useful knowledge of linguistic features of regulations and facilitate the process of teaching and learning English, especially for Vietnamese teachers and students majoring in English as well as those who are interested in this field.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study is aimed at identifying and describing the linguistic features of *English High School Regulations* (EHSRs) and *Vietnamese High School Regulations* (VHSRs) in order to lay the foundation for understanding the nature of *High School Regulations* (HSRs).

It is hoped that the results of this research can help Vietnamese learners of English understand the language of regulations as well as the similarities and differences between EHSRs and VHSRs.

1.2.2. Objectives

The study is intended to achieve the following objectives:

- To identify and describe pragmatic features, syntactic features and lexical choices, of HSRs in *New York City* (NYC) and HSRs in *Ho Chi Minh City* (HCMC).

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

1.3. SCOPE OF THE STUDY

This research only focuses on studying the regulations of high school in terms of pragmatic features, syntactic features and lexical choices collected from official websites of public high schools in New York City and in Ho Chi Minh City.

There are three reasons for the choice of regulations of high schools in New York City and in Ho Chi Minh City. First, although NYC and HCMC are not the capitals of the USA and Vietnam respectively, they are considered to be the most dynamic areas and the socio-cultural, educational and economic centers of their country. Secondly, the NYC school system is the largest in the world which is home to some of the most important schools as well as some of the best-performing HSs in the USA. Finally, HCMC is not only a commercial center, commercially driven but also professionally developed in education. Therefore, NYC and HCMC have many HSs with good standards of learning and teaching.

Up to 2017, there have been 202 HSs in NYC and 128 HSs in HCMC. According to researcher's observations, each high school regulation in English and Vietnamese covers five aspects namely uniform, attendance, behaviour, responsibility and homework. As a result, I chose 114 in NYC and 92 in HCMC samples of HSRs that consist of all five aspects (uniform, attendance, behaviour, responsibility and homework) for detailed investigation.

The study mainly focuses on common linguistic features of HSRs in terms of their pragmatic features, syntactic features and lexical choices.

1.4. RESEARCH QUESTIONS

The study is to seek answers to the following questions:

1. What are pragmatic functions of EHSRs and VHSRs?
2. What are syntactic structures used in EHSRs and VHSRs?
3. What are lexical choices used in EHSRs and VHSRs?
4. What are similarities and differences between EHSRs and VHSRs?

1.5. SIGNIFICANCE OF THE STUDY

Regulations have been established in relationship between students and school over a long period of time. Recently, with the explosion of technology in communication, texts of regulations have been easily seen on websites of schools. Regulations have to greatly focus on the use of language in order to make students follow these rules. Consequently, investigating into linguistic features of text HSRs is particularly necessary and worthy.

For this reason, this master thesis entitled “**Linguistic Features of High School Regulations in English and Vietnamese**” is conducted with the hope that it will be helpful in teaching and learning English in both theoretical and practical aspects. Theoretically, the investigation can point out common linguistic features used in HSRs. Practically, it can suggest some useful ways of writing HSRs effectively so as to leave a deep impression on students and teachers.

1.6 ORGANISATION OF THE STUDY

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. REVIEW OF PREVIOUS STUDIES

“Text” has been defined by many linguists in a number of different ways.

Halliday (1976) also states “a text is a semantic unit, not a grammatical one” and “has a semantic structure”. Besides that, Werlich (1976) considers text as an extended structure of syntactic units such as words, groups, clauses and textual units marked by both coherence among the elements and completion, whereas, Halliday and Hasan (1985) argue that a text is best regarded as a semantic unit. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size, but it is a unit of language in use.

Up to now, there have been some outstanding linguists who laid the foundation for linguistic features such as Harris (1952), Halliday and Hasan(1976), Brown and Yule (1983), Cook (1989), Nunan (1993), McCarthy (1991), etc. Moreover, up to now, there have been a large number of master theses on linguistic features of texts such as “Stylistic Devices Used in English and Vietnamese Texts Describing Natural Scenery” by Lê Thị Lai (2011), “An Investigation into Linguistic Devices of Declarations in Diplomatic Texts in English and Vietnamese” by Huỳnh Ánh Hồng (2011). In general, these theses have provided useful and valuable knowledge of some linguistic features and devices used in different types of text. Although there have been many studies on linguistic features, there is no evidence that any researchers have conducted a specific study dealing with the subject entitled “**Linguistic Features of High**

School Regulations in English and Vietnamese". This is also a reason for my choice of this topic for my master thesis.

2.2. THEORETICAL BACKGROUND

2.2.1. Text types

According to Albrecht (1985), Hatim and Mason (2007), Kussmaul (1997) and Reiss (1971) who look at define *text types* and some of the ways of classifying *text types*.

The main characteristics of each *text type* are summarized by Reiss (1977, p.108) as follows: *Informative text*, *Expressive text*, *Operative text*, *Audiomedial texts*. Subsequent to Reiss' research (1977), some other researchers have modified text types including the vocative text. According to Bühler (1990, p.32), the three main functions of language are the expressive, the informative (representation) and the vocative (appeal) functions. The vocative text type is a type of text where the function of language focuses on addressing the readership to appeal, react, persuade, convince receiver in an intended way. For example, notices, publicity, propaganda, persuasive writing, advertisements and regulation.

Therefore, regulations, the object under study in this thesis, belong as a whole to the vocative text type because it shows relevant characteristics of this type of text.

2.2.2. Pragmatic features

In the book "The study of language", Yule (1997, p.112) claims that "Communication clearly depends on not only recognizing the meaning of words in an utterance, but recognizing what speakers mean by their utterances. The study of what speakers mean, or 'speaker meaning', is called pragmatics". Therefore, pragmatics is a branch of linguistics, which is the study of language. Pragmatics

focuses on conversational implicature, which is a process in which the speaker implies.

Pragmatic features are the features involving the relationships between linguistic forms and the users of those forms. The study of language via pragmatics is that one can talk about people's intended meaning, their assumptions, their purposes or goals and kinds of actions that they are performing when they speak or write.

Moreover, the main pragmatic function in regulations is notification. After understanding these notifications, the readers know what they should do or should not do. Moreover, regulations give the form of discipline if students do not follow these rules. These are reasons for discovering pragmatic features in this master thesis

2.2.3. Syntactic features

According to Eka (1994, p.89), it is important to discover syntactic structures since that deals primarily with rules that govern the combinations of the words and groups of words to bring about meaningful sentences. Syntactic features are confined to the syntactic structures governed by the rules in which many words or phrases combine to form meaningful sentence.

Quirk et al. (1985, p.35) claim that when looking at the syntactic features of a sentence, it is important to note the roles that the elements of the sentence such as subject, object, complement and adverbial are expressed in the sentence. Moreover, syntactic features that the subject, object, and object elements take include agents and receptors. Grammatical creation and modification affirms the grammatical and semantic relationship through deep structural and surface structure relationships.

In addition, Trần Hữu Mạnh (2007) with “*Ngôn ngữ học đối chiếu cú pháp tiếng Anh và tiếng Việt*” explores English structures and make a comparison with the Vietnamese equivalents with a strong focus on the syntactic features.

The regulation text platform pulls out the structure of regulations and preambles to present the text in an easily readable format. This format allows users to quickly skim through and find the paragraphs that apply to them. Building this structure properly is important because it allows users to link to specific citations and comment on specific paragraphs. It is easy to discover the common syntactic features which are built up from words and governed by various linguistics rules. The most remarkable structures in regulation texts which are the passive voice, imperative sentences, conditional sentences and relative clauses.

It is true that these syntactic features are really obvious and essential to the analysis of the data collected for this study.

2.2.4. Lexical Choices

Lexicology is defined as "the branch of linguistics that studies the stock of words (the lexicon) in a given language" by Howard and Amvela (2007, p.7). They also claim that lexicology deals not only with simple words in all their aspects but also with complex and compound words, the meaningful units of language.

Lexicology is viewed as the study of content words or meaningful lexical items of a particular language. It is concerned with the way individual words operate and affect other words in same the context.

In addition, Edmonds and Hirst (2002, p.24) claim that lexical choice is the central task in text generation since it interacts with

almost every other task involved. They also claim, “Lexical choice is more than a problem of mapping from concepts to words”.

Therefore, in regulations, the lexical choice plays an important role in providing information and prominent characteristics of the regulations as well as transmitting certain messages adequately and effectively. In this thesis, the descriptive adjectives, the proper nouns and the “forbid” and “permit” verb are identified as the most common lexical choices used in regulation texts.

2.2.5. Regulations

According to definition in Oxford Advanced Learner’s Dictionary - 8th Edition, “*regulation*” is an official rule made by a government or some other authority.

(https://www.oxfordlearnersdictionaries.com/definition/regulation_1?q=regulation)

In addition, “*regulation*” is an official rule or the act of controlling something by Cambridge Advanced Learner's Dictionary (2008)

From the view mentioned above, regulations are sets of instructions which tell us the way things are to be done and act as a prescribed guide for addressees’ conduct or action.

In summary, although high school regulations can be defined in many different ways, all definitions express the main purpose of high school regulations. Therefore, the use of language plays an important part in this special linguistic type so that HSRs can perform their mission well.

2.3. SUMMARY

CHAPTER 3

METHOD AND PROCEDURE

3.1. RESEARCH DESIGN

The research design is based on a combination of both qualitative and quantitative approaches. The qualitative approach was used in describing and analyzing data to fine out the discourse features of HSRs in NYC and in HCMC in terms of their pragmatic features, syntactic features and lexical choices. On the other hand, the quantitative approach was use to fine out the occurrence percentage of the above- mentioned aspects.

Besides, a combination of descriptive, qualitative and quantitative approaches is employed to analyze and describe the collected data for finding out characteristics as well as the similarities and differences in HSRs expressions of the two languages.

3.2. RESEACH METHODS

The aim of the study is to carry out features of HSRs to find out their linguistic features in terms of their pragmatic features, syntactic features and lexical choices. In order to achieve this aim. It made use of several methods, namely descriptive, inductive and contrastive ones. Among them, the descriptive method was the most crucial one.

The descriptive method was employed to deal with a description of pragmatic features, syntactic features and lexical choices of HSRs.

The inductive method helped to synthesize the findings and draw conclusions from the findings.

The contrastive method is concerned with the way in which the linguistic features in both EHSRs and VHSRs were compared to find out the similarities and differences in terms of pragmatic features, syntactic features and lexical choices.

3.3. SAMPLING

The research was carried out with samples taken from the official websites of HSs in NYC and in HCMC which are those last updated in the year 2017. In order to prepare for the research, the samples were collected based on three following criteria:

- Firstly, the samples must be written about HSRs.
- Secondly, they were all taken from the official websites of HSs in NYC and HSs in HCMC in the school year 2016-2017.
- Thirdly, EHSRs and VHSRs, cover five aspects: uniform, attendance, behaviour, responsibility and homework. They expressed the whole contents of the regulations. Therefore, the sources for data sample which covered all five aspects were selected.

With such criteria, I collected 202 samples in NYC and 128 in HCMC from the official websites of HSs in NYC and in HCMC for detailed investigation.

High school regulations with five aspects account for the highest percentage. Consequently, I chose 114 samples of HSRs in NYC and 92 samples of HSRs in HCMC that have enough five aspects for detailed investigation.

3.4. DATA COLLECTION

HSRs collected for analysis are usually available on the official websites of well-known HSs. The number of HSs is 114 samples in NYC and 92 in HCMC. Therefore, in total there are 206 HSRs in NYC and in HCMC. The collection of data conformed to the criteria for choosing samples which are already mentioned in 3.3.

3.4. DATA ANALYSIS

3.5. RESEARCH PROCEDURE

3.6. RELIABILITY AND VALIDITY

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. PRAGMATIC FEATURES

4.1.1. Functions of HSRs Texts

The description of the pragmatic features of regulations in all possible ways serves as a base for discovering the similarities in the linguistic features of HSRs both English and Vietnamese. Six functions of the HSRs in EHSRs and VHSRs have been discovered in this thesis.

4.1.1.1. Emphasizing Student's Responsibilities and Behaviours

4.1.1.2. Notifying Students of the Do's and Don't

4.1.1.3. Giving Instructions in Special Cases

4.1.1.4. Warning Students of Punishment in Case of Violation

4.1.2. Similarities and Differences between EHSRs and VHSRs in Functions

4.2. SYNTACTIC FEATURES

4.2.1. Passive voice

4.2.1.1. In English

The English passive voice is formed by the following construction:

Subject + Verb_{passive} (be/get + P.P) + Optional Agent (by-Phrase)

The passive voice is also usually accompanied with following modal verbs “*may*”, “*must*”, “*should*”, “*will*”, “*can*”. Such passive sentences follow the construction below:

Subject + Verb_{passive} (modal verb+ be + P.P) + Optional Agent (by-Phrase)

Table 4.1. Distribution of Passive Voice with Agent versus Without Agent in HSRs in EHSRs

Passive Voice	Occurrence	Rate
With Agent	1547	92%
Without Agent	134	8%
Total	1781	100%

4.2.1.2. Vietnamese

According to Hoàng Trọng Phiến (2008, p.65), the passiveness in Vietnamese is expressed with lexical and grammatical means in the syntactic structures. The predicate is associated with "bị", "được" and the agent is optional. The functions of "bị", "được" are often related to passive constructions. Such passive sentences follow the construction below:

CN + bị, được + ĐT

The passive voice is commonly used to emphasize regulations which is an integral part of schooling in high school. Therefore, the passive voice was found in 267 cases in VHSRs.

4.2.2. Imperative Sentences

4.2.2.1. English

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

Affirmative Imperative:	Verb (base form)
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Negative Imperative:	Do not (Don't Verb (base form))
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Table 4.2. Distribution of Imperative Sentences in HSRs in EHSRs

Imperative sentences	Occurrence	Rate
Affirmative	958	79%
Negative	254	21%
Total	1212	100%

Table 4.3. Distribution of Imperative Sentences With “please” versus Without “please” in HSRs in EHSRs

Imperative sentences	Occurrence	Rate
With “please”	319	26%
Without “please”	893	74%
Total	1212	100%

4.2.2.2. Vietnamese

There are two main forms of the imperative:

Affirmative Imperative:	ĐT + DT/TT
Negative Imperative:	Không + ĐT + DT/TT

Table 4.4. Distribution of Imperative Sentences in HSRs in VHSRs

Imperative sentences	Occurrence	Rate
Affirmative	602	62%
Negative	357	38%
Total	977	100%

4.2.3. Type 1 Conditionals

4.2.3.1. English

The first type conditional sentences are very popular and can be found in EHSRs. Normally, there are 2 clauses in conditional sentences: the “if” clause and the “result” clause as follows:

If + S + V (present simple), S + will/may/can + V (base form)
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Table 4.5. Distribution of Imperative Sentences in HSRs in VHSRs

Imperative sentences	Occurrence	Rate
Affirmative	502	61%
Negative	257	39%
Total	677	100%

4.2.3.2. Vietnamese

In Vietnamese conditional sentences, Vietnamese people commonly use “nếu, nếu mà, nếu như etc” as link words. The typical structure of Vietnamese conditional sentences is:

Nếu + clause (thì) + clause

4.2.4. Relative Clauses

In the whole collected data of the thesis, no case similar to the English relative clause was found in Vietnamese. Relative clauses (RCs) appeared only in EHSRs.

Table 4.5. Distribution of Restrictive versus Non-restrictive RC in HSRs in EHSRs

Types of RCs	Occurrence	Rate
Restrictive RCs	255	89%
Non-restrictive RCs	32	11%
Total	287	100%

4.2.5. Similarities and Differences between EHSRs and VHSRs in Syntactic Features.

4.2.5.1. Similarities

4.2.5.2. Differences

4.3. LEXICAL CHOICES

4.3.1. Descriptive Adjectives

4.3.1.1. English

In the collected samples of EHSRs, the descriptive adjectives appear densely in three forms: the base form, the comparative form and the superlative form. They play a crucial role in writing good texts with the purpose of creating a safe and effective learning environment for all students.

Table 4.6. Distribution of Forms of Descriptive Adjectives in HSRs
in EHSRs

Descriptive Adjectives	Occurrence	Rate
Base form	323	86%
Comparative form	33	9%
Superlative form	21	5%
Total	377	100%

4.3.1.2. Vietnamese

It is clear that although the writers do not use the comparative and superlative form, they have a good description in VHSRs by using the descriptive adjectives in the base form which are frequently used in VHSRs with 425 cases.

4.3.2. Proper Nouns

4.3.2.1. English

Most of the noun phrases as proper names in EHSRs refers to the name of the school, or places where the schools are located, or the people relating to the foundation and the development of these schools.

Table 4.7. Distribution of Noun Phrases as Proper Names in EHSRs

Referents of Noun Phrases as Proper Names	Occurrence	Rate
Places	267	46%
School	123	21%
People	87	15%
Unit	105	18%
Total	582	100%

4.3.2.2. Vietnamese

Table 4.8. Distribution of Noun Phrases as Proper Names in HSRs in VHSRs

Referents of Noun Phrases as Proper Names	Occurrence	Rate
Places	37	13%
School	83	32%
People	67	26%
Unit	75	29%
Total	262	100%

4.3.3. “Forbid” Verbs and “Permit” Verbs

4.3.3.1. English

The writers tend to use the “forbid” and “permit” verbs with relatively high frequencies in an attempt to achieve the aim of getting students to follow the regulations.

Tables 4.9. Distribution of Lexical Choices of HSRs in EHSRs

Lexical Choices	Occurrence	Rate
Descriptive Adjective	582	46%
Proper Nouns	377	30%
Forbid and Permit Verbs	313	24%
Total	1272	100%

4.3.3.2. Vietnamese

Like English, “forbid” verbs are commonly mentioned in many texts especially in VHSRs, for example, “nghiêm cấm”, “cấm” in Vietnamese with the meaning “prohibit, banned” in English.

Tables 4.10. Distribution of Lexical Choices of HSRs in VHRSs

Lexical Choices	Occurrence	Rate
Descriptive Adjective	425	48%
Proper Nouns	262	30%
Forbid Verbs	194	22%
Total	881	100%

4.3.4. Similarities and Differences between HSRs in EHSRs and VHRSs in Lexical Choices

4.3.4.1. Similarities

4.3.4.2. Differences

4.4. SUMMARY

In short, the linguistic features of HSRs, which are pragmatic functions, syntactic structures, and lexical choices are examined and presented through the analysis of 206 samples of HSRs. In terms of syntactic features, the passive voices outnumber the other structures. They are primarily employed to provide information about the regulations. With regards to lexical choices, the descriptive adjectives are used in the base form take up the highest percentage. The use of these adjectives enable the readers realize the striking properties and the benefits of the regulations mentioned in HSRs. Finally, pragmatic features play an important role in using formal language as key elements to make HSRs more impressive and persuasive.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

“Linguistic Features of High School Regulations in English and Vietnamese” is a study of what linguistic features are used commonly in these texts. With this aim, the analysis of HSRs has been conducted to find out the pragmatic functions, syntactic structures and lexical choices.

In terms of pragmatic functions, HSRs help students to respect their friends and teachers regardless of ethnicity, religion or gender, the property and equipment of the schools and others, carry out reasonable instructions to the best of their ability and conduct themselves in a courteous and appropriate manner in school and in public. Moreover, HSRs play an important role in establishing and maintaining in school discipline. To perform those functions, there are many similarities in English and Vietnamese with four functions of the HSRs in EHSRs and VHSRs. They emphasize students’ responsibilities and behaviours, notifying students of the do’s, notifying students of the don’ts, giving instructions in special cases and warning students of punishment in case of violations.

With regard to syntactic structures, this thesis investigates the passive voices, imperative sentences, conditional sentences and relative clauses. Imperative sentences appear in most of HSRs to tell others to do or not to do something, most commonly for advice and account for the highest percentage. The passive voice is frequently used to describe facts and emphasize the prominent features of the regulations as well as their benefits the students can get when following those regulations. The first type conditional sentences help the students easily understand the benefits of regulations in school. They are used to predict what will happen if the

students do not know or do not adhere to regulations. Nevertheless, the last form is the relative clause, which is also a good tool to make the text unified and grammatically in EHSRs but in the whole collected data, the thesis, no case similar to relative clause was found in Vietnamese. In short, imperative sentences are the most prominent when expressing the full content of the HSRs.

Lastly, referring to lexical choices, descriptive adjectives, proper nouns and “forbid” verbs are examined. In the collected EHSRs and VHSRs, descriptive adjectives appear with the most cases. They are employed to describe the features and benefits of regulations as well as to make the whole text more attractive. Moreover, descriptive adjectives are use in three form: the base form, comparative form and superlative form with the different frequencies in EHSRs. The base form takes up the highest proportion (about 81%); the next is comparative form with over 12% and then superlative form with 7%. Although the writers do not use the comparative and superlative form they have a good description in VHSRs by using of the descriptive adjectives in the base form which are frequently used in VHSRs with 425 cases. They are often repeated intentionally to make the students easily memorize. Furthermore, in other to make HSRs more persuasive to the students, the writers usually resort to the “forbid” verbs.

5.2. IMPLICATIONS

To Teachers: The thesis is expected to raise students' awareness of how important it is to follow HSRs in general and to continue to emphasize the guidance and instruction from teachers in particular. The analysis of HSRs can thus bring certain benefits. The findings of the study will probably help to equip teachers with some basic linguistic knowledge about some common features of HSRs. As a

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

To Learners: This research can also be beneficial to English learners, especially for students who major in the English language. They can also benefit from the knowledge of this genre in terms of linguistic features. Mastering these features, learners can improve their linguistic background and learn how to write a good text in general and HSRs in particular.

To Copywriters: The findings of this research can be helpful for copywriters to complete the task of writing good regulations for high schools based on the shared understanding that HSRs are a useful means to convey messages to the readers and arouse their interest in the culture and the politics of schools. Therefore, the results of the research will be advantageous for them construct good HSRs.

5.3. LIMITATIONS OF THE STUDY

Due to the shortage of time, reference materials and limited linguistic knowledge of the researcher, the study has got certain restrictions. There are a great number of linguistic subfields consisting of their distinctive features. Nonetheless, the study only focus on examining some linguistic features in term of pragmatic functions, syntactic structures, and lexical choices. Therefore, it has not reached the expected depth as it should. There are many kinds of high school regulations which attract the attention of many students and teachers, the thesis can only focus on high school regulations in English and Vietnam in general. However, hopefully, the study will be a valuable reference for anyone who takes an interest in the issue.

5.4. SUGGESTIONS FOR FURTHER STUDY