

An Investigation of the Focus of Thai University Mottos^{*}

Piyapong Laosrattanachai^{**}

Nuntana Wongthai^{***}

Abstract

Universities in Thailand are now encountering a bad situation since the number of students does not match with the number of the universities. The number of the students that Thai universities have got in recent years are less than they have expected. This study aimed to investigate the focus of Thai university mottos, used as one of the tools to represent themselves in the people's mind, by using lexical profiling and semantic tagger. The data were university mottos collected from 82 official websites of the universities in Thailand. AntConc, AntWordProfiler, and Semantic Tagger were used as the research instruments. The results have shown that words used in Thai university mottos were mostly shared with General Service List (GSL), followed by Academic Word List (AWL) while words used in the mottos shared with Business Word List (BWL) were rarely seen. The results have also shown that the first five ranks of the semantic tagsets were [NAME AND GRAMMAR], [GENERAL AND ABSTRACT TERMS], [PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES], [SOCIAL ACTIONS, STATES AND PROCESSES], and [EDUCATION].

Keywords: 1. University mottos 2. Lexical Profiling 3. Semantic tagger

^{*} This research article aims to distribute some ideas about Thai university mottos.

^{**} Department of Service Industry and Language Innovation, Faculty of Liberal Arts and Science, Kasetsart University, Nakhonpathom, E-mail: Pukan_walker@hotmail.com Telephone: 081-8565844

^{***} Assistant Professor Dr., Linguistics Program, Faculty of Humanities, Srinakharinwirot University, E-mail: nuntanaw@g.swu.ac.th

Introduction

In Thailand, it is crucial to hold at least a bachelor degree level to get a good job. Universities are places people are taught, tested, evaluated and given a degree. In the past, most students from Mattayom 6 tried really hard to get good scores to enter their desired universities. Lots of them were disappointed because they could not enter the universities they wanted and had to study in the private, Rajabhat or open universities instead. However, recently, the disappointed side is not the student, but the university. The number of the students these days does not fit with the number that universities require. There are many factors. For example, in the past few years, depopulation affects a lot of universities in Thailand, especially private universities and Rajabhat universities. More or less, public and autonomous universities are also affected. Birth decline rate is a very critical issue as you can see that the Ministry of Public Health tried really hard to promote “Having More Babies campaign.” The Ministry of Public Health claimed that each family should have 2 babies or else birth rate will reach 0% in the next 10 years (<http://www.dailynews.co.th/politics/554235>, 2017). So, for universities, trying to get the number of the students as targeted and be well-known is an urgent task. (<http://www.thairath.co.th/content/854712>, 2017).

In Thailand, there are approximately 80 public and autonomous universities and 40 private universities. In the past, there were 3 types of universities: public university, private university and open university. Nowadays, more and more public universities turn themselves into autonomous universities. Being autonomous universities, they need to manage their own budget, and their main budget is from students’ tuition fee. Therefore, getting the right number of the students as they have planned is very important. There are many ways for universities to get famous, have a good reputation and be well-known, for example, doing researches, gaining a good rank in world university ranking, producing qualified graduates, developing the factors of the teachers’ competencies (Paiwithayasiritham & Polpanthin, 2016: 11), and etc. Unavoidably, universities somehow become more commercial. They used to serve the need of the nation as the place to produce the workforce for the nation, but to maintain their existence, they need a budget to support themselves. The universities in Thailand try really hard to improve themselves in many ways, including getting themselves more well-known. They need to establish an image in people’s mind. That is why more and more universities these days use mottos as one of the ways to represent themselves, and this can be seen widely.

A motto has some similar characters comparing to a slogan. A slogan is one of the advertising, along with the headline, contact information, visual element, body copy, subheads, caption, signatures, and image (Belch & Belch, 2007: 283-285; Arens, Weigold & Arens, 2002: 414-420). Among all elements, a slogan is one of the most popular as you can see that it is widely used in many kinds of media. For example, McDonald's has launched its advertising slogan "i'm lovin' it" to the public and this can be seen in a wide variety of media such as television, internet, and billboard. In this study, the mottos were treated in the same ways with the slogans.

As mentioned that universities use mottos to establish their images in people's mind. So a question has been raised. How do they establish themselves to the public through the mottos and what do they emphasize on? The mottos could show their priority goals. This study aims to investigate the lexical profiling by using AntWordProfiler (Anthony, 2014) by comparing the word list of university mottos with the General Service List (GSL) (Nation, 2004), Coxhead's Academic Word List (AWL) (Coxhead, 2000) and the Business Word List (BWL) (Konstantakis, 2007). Also, the study aims to analyze the major semantic fields of the words used in the mottos by using Semantic Tagger which is developed at Lancaster University based on POS annotation provided by the CLAWS tagger (Garside & Smith, 1997).

Literature Review

Slogan

Slogans have been defined by many researchers, but we mostly know that slogans are often created in a short sentence or phrase and should be eye-catching (Kohli, Leuthesser & Suri, 2007: 415-422), that means slogans should attract people at first sight with adequate information about the products (Ke & Wang, 2013: 279). A slogan, also known as a themeline or tagline, has 2 main missions, i.e. to make links between the series of a product's advertisement and to shorten the message used as a slogan to be memorable and quotable (Arens, Weigold & Arens, 2002: 420). An effective slogan should be composed of three properties: 1) able to promptly impact and swiftly persuade the consumers (Attentive value), 2) able to make the consumers recognize the slogan consciously or unconsciously with simple and familiar vocabularies (Memorability and readability), and 3) create a slogan for consumers who are interested to purchase the product (Selling power) (Ke & Wang, 2013: 276-277).

The slogans have been studied by many researchers. For example, Skorupa and Duboviciene (2015, pp. 108-118) found that figurative language and sound technics were normally seen in commercial advertising slogan which makes the slogans sound attractive and recognizable, but rarely seen in social advertising campaigns. Ke and Wang (2013: 275-284) found the top 8 adjectives used in the slogans as follows: good, beautiful, real, better, best, great, perfect, and pure.

The motto, treated as the same way as the slogan in this study, plays an important role to make people recognize the brand. However, since universities have recently used motto as one of the tools to promote themselves, this study aims to investigate what they focus to establish the mottos to the public.

Lexical Profiling

Lexical profiling is the method of categorizing a word into a category. The main idea of lexical profiling is that a word should be put in only one category and should not appear in other categories. Word lists from lexical profiling have been brought to use in many ways and are very useful. The examples of word lists are West's General Service List (GSL) (West, 1953) and Nation's General Service List (Nation, 2004) – the English words commonly used in daily life which are formed into the lists, Academic Word List (AWL) (Coxhead, 2000, pp. 213-238) – the English words often used in the academic issue, and Business Word List (BWL) (Konstantakis, 2007: 79-102) – the English words usually used in the business issue.

In this study, lexical profiling will be brought to use as an analysis method by comparing the word list from the university mottos and see the number of the words of the university mottos shared in the same category with GSL, AWL or BWL and compare their proportions. The proportions of the shared words in categories can significantly show Thai universities' intention to place themselves in the position, i.e. if Thai universities mostly use words in the AWL, that means Thai universities intend to focus on an academic issue and also put themselves in an academic way to people's view.

English Semantic Tagger

The English semantic tagger is an annotation system used as a framework for organizing word by its meaning in 21 major semantic fields. The 21 major semantic fields are also subdivided into a further fine-grained subdivision in certain cases. The fields include synonyms, antonyms, hypernyms and hyponyms. The English semantic tagger is a useful tool for annotating the semantics of English. For example, university mottos annotated by English

semantic tagger could show the number of the semantic tag used in the university mottos which could lead to the conclusion about the main semantic fields the universities emphasize on and consider as the first priority. The major fields and subdivisions are shown in the below table (Archer, Wilson & Rayson, 2002).

Table 1: *The 21 major fields and their subdivisions*

| A GENERAL & ABSTRACT TERMS | G GOVT. & THE PUBLIC DOMAIN | O SUBSTANCES, MATERIALS, OBJECTS & EQUIPMENT | T TIME |
|--|--|--|---|
| A1 General | G1 Government, Politics & elections | O1 Substances and materials | T1 Time |
| A1.1 General actions, making etc. | G1.1 Government etc. | generally | T1.1 Time: General |
| A1.2 Damaging and destroying | G1.2 Politics | O1.1 Substances and materials | T1.1.1 Time: General: Past |
| A1.2 Suitability | G2 Crime, law and order | generally: Solid | T1.1.2 Time: General: Present; |
| A1.3 Caution | G2.1 Crime, law and order: Law & order | O1.2 Substances and materials | simultaneous |
| A1.4 Chance, luck | G2.2 General ethics | generally: Liquid | T1.1.3 Time: General: Future |
| A1.5 Use | G3 Warfare, defence and the army; Weapons | O1.3 Substances and materials | T1.2 Time: Momentary |
| A1.5.1 Using | H ARCHITECTURE, BUILDINGS, HOUSES & THE HOME | generally: Gas | T1.3 Time: Period |
| A1.5.2 Usefulness | H1 Architecture, kinds of houses & buildings | O2 Objects generally | T2 Time: Beginning and ending |
| A1.6 Physical/mental | H2 Parts of buildings | O3 Electricity and electrical equipment | T3 Time: Old, new and young; age |
| A1.7 Constraint | H3 Areas around or near houses | O4 Physical attributes | T4 Time: Early/late |
| A1.8 Inclusion/Exclusion | H4 Residence | O4.1 General appearance and physical | W THE WORLD & OUR ENVIRONMENT |
| A1.9 Avoiding | H5 Furniture and household fittings | properties | W1 The universe |
| A2 Affect | I MONEY & COMMERCE | O4.2 Judgement of appearance (pretty etc.) | W2 Light |
| A2.1 Affect: Modify, change | I1 Money generally | O4.3 Colour and colour patterns | W3 Geographical terms |
| A2.2 Affect: Cause/Connected | I1.1 Money: Affluence | O4.4 Shape | W4 Weather |
| A3 Being | I1.2 Money: Debts | O4.5 Texture | W5 Green issues |
| A4 Classification | I1.3 Money: Price | O4.6 Temperature | X PSYCHOLOGICAL ACTIONS, STATES & PROCESSES |
| A4.1 Generally kinds, groups, examples | I2 Business | P EDUCATION | X1 General |
| A4.2 Particular/general; detail | I2.1 Business: Generally | P1 Education in general | X2 Mental actions and processes |
| A5 Evaluation | I2.2 Business: Selling | Q LINGUISTIC ACTIONS, STATES & PROCESSES | X2.1 Thought, belief |
| A5.1 Evaluation: Good/bad | I3 Work and employment | Q1 Communication | X2.2 Knowledge |
| A5.2 Evaluation: True/false | I3.1 Work and employment: | Q1.1 Communication in general | X2.3 Learn |
| A5.3 Evaluation: Accuracy | I3.2 Work and employment: Professionalism | Q1.2 Paper documents and writing | X2.4 Investigate, examine, test, search |
| A5.4 Evaluation: Authenticity | I4 Industry | Q1.3 Telecommunications | X2.5 Understand |
| A6 Comparing | K ENTERTAINMENT, SPORTS & GAMES | Q2 Speech acts | X2.6 Expect |
| A6.1 Comparing: Similar/different | K1 Entertainment generally | Q2.1 Speech etc: Communicative | X3 Sensory |
| A6.2 Comparing: Usual/unusual | K2 Music and related activities | Q2.2 Speech acts | X3.1 Sensory: Taste |
| A6.3 Comparing: Variety | K3 Recorded sound etc. | Q3 Language, speech and grammar | X3.2 Sensory: Sound |
| A7 Definite (+ modals) | K4 Drama, the theatre & show | Q4 The Media | X3.3 Sensory: Touch |
| A8 Seem | K business | Q4.1 The Media: Books | X3.4 Sensory: Sight |
| A9 Getting and giving; possession | K5 Sports and games generally | Q4.2 The Media: Newspapers etc. | X3.5 Sensory: Smell |
| A10 Open/closed; Hiding/Hidden; Finding; Showing | K5.1 Sports | Q4.3 The Media: TV, Radio & Cinema | X4 Mental object |
| A11 Importance | K5.2 Games | S SOCIAL ACTIONS, STATES & PROCESSES | X4.1 Mental object: Conceptual object |
| A11.1 Importance: Important | K6 Children's games and toys | S1 Social actions, states & processes | X4.2 Mental object: Means, method |
| A11.2 Importance: Noticeability | L LIFE & LIVING THINGS | S1.1 Social actions, states & processes | X5 Attention |
| A12 Easy/difficult | L1 Life and living things | S1.2 Deserve etc. | X5.1 Attention |
| A13 Degree | L2 Living creatures generally | S1.3 Personality traits | X5.2 Interest/boredom/excited/energetic |
| A13.1 Degree: Non-specific | L3 Plants | S1.4 Reciprocity | X6 Deciding |
| A13.2 Degree: Maximizers | M MOVEMENT, LOCATION, TRAVEL & TRANSPORT | S1.5 Participation | X7 Wanting; planning; choosing |
| A13.3 Degree: Boosters | M1 Moving, coming and going | S1.6 Deserve etc. | X8 Trying |
| A13.4 Degree: Approximators | M2 Putting, taking, pulling, pushing, transporting &c. | S1.7 Approachability and Friendliness | X9 Ability |
| A13.5 Degree: Compromisers | M3 Movement/transportation: land | S1.8 Avarice | X9.1 Ability: Ability, intelligence |
| A13.6 Degree: Diminishers | M4 Movement/transportation: water | S1.9 Egoism | X9.2 Ability: Success and failure |
| A13.7 Degree: Minimizers | M5 Movement/transportation: air | S1.10 Politeness | Y SCIENCE & TECHNOLOGY |
| A14 Exclusivizers/particularizers | M6 Location and direction | S1.11 Toughness; strong/weak | Y1 Science and technology in general |
| A15 Safety/Danger | M7 Places | S1.12 Sensible | Y2 Information technology and computing |
| B THE BODY & THE INDIVIDUAL | M8 Remaining/stationary | S2 People | Z NAMES & GRAMMATICAL WORDS |
| B1 Anatomy and physiology | N NUMBERS & MEASUREMENT | S2.1 People: Female | Z0 Unmatched proper noun |
| B2 Health and disease | N1 Numbers | S2.2 People: Male | Z1 Personal names |
| B3 Medicines and medical treatment | N2 Mathematics | | |
| B4 Cleaning and personal care | N3 Measurement | | |
| B5 Clothes and personal belongings | N3.1 Measurement: General | | |
| C ARTS & CRAFTS | | | |
| C1 Arts and crafts | | | |

| | | | | | | | |
|---|---------------------------|------|------------------------------|------|-------------------------------|-----|--------------------|
| E EMOTIONAL ACTIONS, STATES & PROCESSES | | N3.2 | Measurement: Size | S3 | Relationship | Z2 | Geographical names |
| E1 | General | N3.3 | Measurement: Distance | S3.1 | Relationship: General | Z3 | Other proper names |
| E2 | Liking | N3.4 | Measurement: Volume | S3.2 | Relationship: Intimate/sexual | Z4 | Discourse Bin |
| E3 | Calm/Violent/Angry | N3.5 | Measurement: Weight | S4 | Kin | Z5 | Grammatical bin |
| E4 | Happy/sad | N3.6 | Measurement: Area | S5 | Groups and affiliation | Z6 | Negative |
| E4.1 | Happy/sad: Happy | N3.7 | Measurement: Length & height | S6 | Obligation and necessity | Z7 | If |
| E4.2 | Happy/sad: Contentment | N3.8 | Measurement: Speed | S7 | Power relationship | Z8 | Pronouns etc. |
| E5 | Fear/bravery/shock | N4 | Linear order | S7.1 | Power, organizing | Z9 | Trash can |
| E6 | Worry, concern, confident | N5 | Quantities | S7.2 | Respect | Z99 | Unmatched |
| F FOOD & FARMING | | N5.1 | Entirety; maximum | S7.3 | Competition | | |
| F1 | Food | N5.2 | Exceeding; waste | S7.4 | Permission | | |
| F2 | Drinks | N6 | Frequency etc. | S8 | Helping/hindering | | |
| F3 | Cigarettes and drugs | | | S9 | Religion and the supernatural | | |
| F4 | Farming & Horticulture | | | | | | |

(Lancaster University, 2002, Retrieved April 12, 2017, from <http://ucrel.lancs.ac.uk/usas/tagger.html.>)

Purposes of the Study

The aims of the study are

- 1) to identify the words used in Thai university mottos, and
- 2) to explore the main meaning of the words used in university mottos by using semantic tagger.

Methodology

Materials and data collection

University mottos were needed to analyze the role of major meanings of the words used in the mottos. The study examined the words used in the mottos by comparing words appeared in the mottos with GSL, AWL, and BWL using AntWordProfiler, and annotated by using semantic tagger. There are about 120 universities in Thailand and the authors gathered the data from Thai university official websites. However, some universities do not provide the mottos in an English version, and some university official websites could not be accessed. Therefore, eighty-two university mottos were able to be collected. As a result, the gathered mottos was compiled as a small corpus.

Data analysis

The procedure of analyzing the data in this study was as follows.

Firstly, the data, university mottos here, were examined and created in the word list by using AntConc (Anthony, 2014). After that, the data were compared with the words in GSL, AWL and BWL by using AntWordProfiler (Anthony, 2014) to see the proportion of the shared words appeared in these three categories. The one with the larger proportion of the shared words with AWL and BWL could lead to the conclusion of the emphasis the universities place on their mottos.

Secondly, each motto was annotated by using the semantic tagger to see which major semantic fields it was categorized in, and the major semantic fields of university mottos were brought to analyze their focused meanings.

Results

Word list used in the mottos of Thai universities

List of the words used in the mottos of Thai universities

After gathering 82 university mottos, they were investigated by using AntConc and the words were created into the list. The list composed of 196 words totally, however, the authors have arranged them into the table to show some interesting points of university mottos creation. See the table 2.

Table 2: *The 196 words appeared in university mottos*

| Groups | Words |
|--------|---|
| 1 | Thammasat, Ramkhamhaeng |
| 2 | asean, asia, community, land, local, regional, communities, kingdom, mekong, nation, realms, region, thailand, world, society, international |
| 3 | wisdom, development, education, innovation, knowledge, intelligence, know, creative, master, specialized, achievement, diploma, graduates, professional, professionalism, professionals, learning, educational, instilling, research, skills, teaches, training, expertise, learned, potential, practice |
| 4 | of, the, university, and, for, to, is, a, technology, people, in, quality, all, leading, your, hard, life, morality, science, be, future, good, who, work, an, are, best, business, devotion, enriches, entrepreneurship, gateway, generation, healthy, high, higher, institute, institution, light, love, music, new, than, working, years, anyone, art, as, bank, beautiful, because, before, benefit, brighter, by, can, candle, capable, careers, change, come, conquers, conserving, contributed, contributing, create, created, creating, cultivating, developing, diverse, dna, empowerment, encourage, enhancing, environment, ethics, evolution, excellence, excellent, exotic, fostering, foundation, gaining, gives, great, greater, growth, guide, guides, happiness, happy, has, have, hold, i, individual, integrity, kills, lead, leader, leaders, long, mankind, me, moral, more, most, nature, never, no, nurtures, oriented, other, our, pass, person, pillar, producing, prototype, provides, public, s, sciences, service, serving, short, social, soul, sub, success, successful, supporter, survivability, sustainable, that, things, think, through, truth, unleash, upholding, values, virtue, virtues, volunteerism, way, we, where, you, yourself |

From table 2, when we look at the words in group 1 which are the name of the universities, we can say that universities sometimes use their names in the mottos.

When we look at the words in group 2, we can see that the words are all about area or territory, for example, ‘The University of Central Thailand’, ‘Educational supporter of the community’, ‘Innovation for community’, ‘Knowledge of the land’, and ‘Wisdom of the land’. We can briefly conclude that the university may use the motto to show that they are the producer or something important in that territory.

When we look at the words in group 3, they are all about learning process or the result of learning in the university, for example, wisdom, development, education, knowledge, intelligence, creative, master, and diploma. The universities rarely use words with direct selling, like invite people to study with them directly, but guiding people that they would get knowledge from studying in the university. According to the words in group 3 which are all about the result from learning, ‘wisdom’ is the most frequently used word among these series of the word since there are 11 times the word ‘wisdom’ appears in university mottos. This can be inferred that most universities emphasize wisdom rather than knowledge, intelligence, specialized, creative, master, professionalism or any other words appear in the same category.

Lastly, the words in group 4 somehow have ambiguously character. So the study kept on analyzing them more in the next step.

The proportion of words shared with GSL, AWL and BWL

The university mottos word list (UMWL) were analyzed and compared using AntWordProfiler to find out the unique and shared word lists. The findings were as follows.

Table 3: *The frequency and percentage of unique and shared word lists of UMWL with GSL, AWL and BWL*

| Categories | Frequency | % | Words |
|------------------------------------|-----------|--------|--|
| University mottos word list (UMWL) | 196 | 100.00 | See Table 2 |
| Unique university mottos word list | 28 | 14.29 | asean, asia, candle, careers, conserving, diploma, dna, empowerment, enriches, entrepreneurship, exotic, fostering, gateway, graduates, instilling, mekong, nurtures, pillar, ramkhamhaeng, realms, sub, supporter, survivability, thailand, thammasat, unleash, upholding, volunteerism |

| | | | |
|-----------------------------------|-----|-------|--|
| Shared words between UMWL and GSL | 131 | 66.84 | a, all, an, and, anyone, are, art, as, bank, be, beautiful, because, before, best, brighter, business, by, can, change, come, developing, development, for, future, gaining, gives, good, great, greater, growth, happiness, happy, hard, has, have, high, higher, hold, i, in, is, kills, kingdom, know, knowledge, land, lead, leader, leaders, leading, learned, learning, life, light, local, long, love, mankind, master, me, moral, morality, more, most, music, nation, nature, never, new, no, of, other, our, pass, people, person, producing, provides, public, quality, s, science, sciences, service, serving, short, social, society, soul, specialized, success, successful, teaches, than, that, the, things, think, through, to, training, truth, university, values, virtue, virtues, way, we, where, who, wisdom, work, working, world, years, you, your, yourself, conquers, cultivating, education, educational, encourage, excellence, excellent, guide, guides, healthy, international, practice, skills |
| Shared words between UMWL and AWL | 36 | 18.37 | achievement, benefit, capable, communities, community, contributed, contributing, create, created, creating, creative, devotion, diverse, enhancing, environment, ethics, evolution, expertise, foundation, generation, individual, innovation, institute, institution, integrity, intelligence, oriented, potential, professional, professionalism, professionals, region, regional, research, sustainable, technology |
| Shared words between UMWL and BWL | 6 | 3.06 | hard, in, know, long, prototype, short |

As you can see from table 3, it shows that of all 196 words appeared in the UMWL, they mostly shared the same words with GSL (66.84%) which supports Ke and Wang (2013, pp. 276-277) since they claimed that a motto should have three properties, and one of them is the mottos should use simple and familiar vocabularies. When GSL is the word list of the general word commonly used, it is reasonable that university mottos mostly composed of words shared with GSL.

The second largest proportion was the shared words between UMWL and AWL (18.37%), that meant apart from trying to get in the people's mind by using words in GLS, universities also try to establish themselves as a place for academic issue by using words in AWL, especially when comparing to the number of using words in BWL (3.06%), the use of AWL was six times bigger than the use of BWL. Universities, therefore, rarely used words in the business issue.

Among the five categories in table 3, the unique UMWL was 14.29%. When looking in details, we found that one interesting issue was proper nouns used in the mottos, for example, Asean, Asia, Mekong, Ramkhamhaeng, Thailand, and Thammasat. We could not find this series of words in other categories. Universities chose these words because of their specific purposes – they used Asean, Asia, Mekong and Thailand because they wanted to emphasize their location or they had an important role in that area. They even used their brands which could be implied that they wanted to emphasize their names in the people's mind through their mottos.

Major semantics fields of the university mottos

Table 4: Frequency of semantic tagsets of the university mottos

| Tagset | Divisions | Frequency of university mottos | |
|--------|--|--------------------------------|------------|
| | | Number | Percentage |
| A | GENERAL AND ABSTRACT TERMS | 81 | 14.92 |
| B | THE BODY AND THE INDIVIDUAL | 3 | 0.55 |
| C | ARTS AND CRAFTS | 1 | 0.18 |
| E | EMOTION | 6 | 1.10 |
| F | FOOD AND FARMING | 0 | 0.00 |
| G | GOVERNMENT AND PUBLIC | 12 | 2.21 |
| H | ARHITECTURE, HOUSING AND THE HOME | 22 | 4.05 |
| I | MONEY, AND COMMERCE IN INDUSTRY | 14 | 2.58 |
| K | ENTERTAINMENT, SPORTS AND GAMES | 2 | 0.37 |
| L | LIFE AND LIVING THINGS | 6 | 1.10 |
| M | MOVEMENT, LOCATION, TRAVEL AND TRANSPORT | 19 | 3.50 |
| N | NUMBERS AND MEASUREMENT | 16 | 2.95 |
| O | SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT | 2 | 0.37 |
| P | EDUCATION | 41 | 7.55 |
| Q | LANGUAGE AND COMMUNICATION | 0 | 0.00 |

| Tagset | Divisions | Frequency of university mottos | |
|--------|---|--------------------------------|------------|
| | | Number | Percentage |
| S | SOCIAL ACTIONS, STATES AND PROCESSES | 56 | 10.31 |
| T | TIME | 16 | 2.95 |
| W | WORLD AND ENVIRONMENT | 12 | 2.21 |
| X | PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES | 58 | 10.68 |
| Y | SCIENCE AND TECHNOLOGY | 14 | 2.58 |
| Z | NAMES AND GRAMMAR | 162 | 29.83 |
| TOTAL | | 543 | 100 |

From table 4, it shows various numbers of the frequency of the semantic tagsets. In this section, the first five semantic tagsets with the highest frequency were analyzed, they were Z (29.58%), A (14.92%), X (10.68%), S (10.31%), and P (7.55%) divisions respectively. However, since the Z division is about name and grammar, it was not explained here. The I division was also described here since the authors would like to see if the result of the semantic tagsets corresponds with the result from the earlier section, general issue, academic issue or business issue, and the table shows that I division which represents the business issue was used 2.58%. This meant that universities used words in an academic issue about three times bigger than in a business issue.

A (GENERAL AND ABSTRACT TERMS) - The words appeared in university mottos categorized in A division was mainly about Evaluation in good or bad. This was because universities surely claim themselves in a positive way. For example;

- (1) Quality education in an exotic land (Asia-Pacific International University)
- (2) To encourage innovation in science and technology through development of people. (King Mongkut's University of Technology North Bangkok)
- (3) Of all things that have come to pass, knowledge is the most excellent. (Navamindradhiraj University)

X (PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES) - The X division is about knowledge, learning and intelligence. University main task is teaching, and to teach, students are needed. When there are students, the learning process occurs. However, establishing a motto for people means you have to look at products from the consumers' side, students in this case. That is why universities used 'learning' instead of 'teaching'. Further, to get the qualified and desired number of students, universities must show what students would get

after choosing to study with them, the result was that knowledge and intelligence were used here in the mottos. For example;

- (4) Wisdom of the land (Mahidol University)
- (5) Professionalism and integrity (King Mongkut's University of Technology Thonburi)
- (6) Knowledge of the Land (Kasetsart University)

S (SOCIAL ACTIONS, STATES AND PROCESSES): The reason why universities emphasized on S division which is about social actions, states and processes was that they tried to establish people that they concerned about people, community and society. They tried to show that their first priority was to turn people into a desired people for the community and country. The result was, communities and country could be developed by the students from their universities. For example;

- (7) Wisdom for society (Krirk University)
- (8) Individual evolution contributing to community and regional development (Kamphaeng Phet Rajabhat University)
- (9) Wisdom for community empowerment (University of Phaya)

P (EDUCATION): It is unavoidable to have somethings about education in university mottos since universities are the place with the main responsibility of teaching and making people be the educated people. For example;

- (10) Education is growth. (Srinakharinwirot University)
- (11) The great realms of education (Princess of Naradhiwas University)
- (12) Wisdom is created by education. (Dhonburi Rajabhat University)

Discussion

From the present situation, even though the universities in Thailand need to gain students as their expected number, they, considering from the words they use in their mottos, still established themselves as respectful place and tried hard to avoid persuading people to study with them directly. We could see that the proportions of words shared with GSL, AWL and BWL shown in the findings session also supported this statement as the words in university mottos shared with BWL was just 3.06%, while the words in university mottos shared with AWL was six times larger, 18.37%. This meant that though Thai universities were forced to encounter a high competition, still, they strongly preferred emphasizing on an academic image to a commercial image.

When considering the semantic tagsets of the words used in Thai university mottos, the results supported the results in the previous analysis – the comparison of UMWL shared with AWL and UMWL shared with BWL. Words used in P division which are related to an academic issue were three times bigger than words used in I division which were related to a business issue. This implied that Thai universities still emphasized their respectable image by focusing on placing themselves in an academic issue – showing themselves in business issue was rarely seen.

When considering the results in semantic tagsets, we could see that universities used many ways to establish themselves with their targeted people. Thai universities used words that show a positive thing and their advantages such as quality and excellent, for example, “A leading quality university for all” (Suan Sunandha Rajabhat University). This was a very basic strategy - using words to show some good points, even in universities, this kind of strategy was still found. Using word ‘education’ in the motto to draw people attention was another way universities did. Since universities are the place of education, words like education or academic were used to show that this was the main task of universities, for example, “Institution of higher education serving local communities” (Nakhon Sawan Rajabhat University). Apart from ‘education’, what students would get after entering universities was also important, and that was why using words like wisdom, knowledge, intelligence and etc. was very popular among many ways of creating university mottos, “Wisdom enriches life.” (Nation University), for instance. Using some words like wisdom or knowledge was a simple way to inform the people that just study here and you would get smart. Universities also tried to scope the area by focusing on a specific region, for example, society, community, nation or public and claimed that they were the universities for the focused areas. Apart from focusing on specific area, some universities even tried to cover a bigger region like land or kingdom to show that they could contribute a lot to the whole area which was bigger scale than specific area, for example, “Wisdom for community empowerment” (University of Phayao), “Thailand's business oriented university” (University of the Thai Chamber of Commerce). This meant that not only a specific area could rely on the universities, but the whole country could trust them.

The results further showed many ways Thai universities established themselves to the public - using words in the meaning of ethics like ethics and morality. Nowadays, Thailand does not only emphasize producing cultivated people but also emphasizes on producing good people. The result was, universities had to train their students into a good people, and including this task into their mottos was a good way to show people that universities tried to produce both cultivated and good workforce, for example, “Learning University for quality and

morality in Asia" (Eastern Asia University). Another basic of presenting university motto was telling people who you are by directly including words like 'university' or 'institute' into the mottos. This way, a university could reach people's mind quickly, for example, "University for all" (Sukhothai Thammathirat Open University).

People surely expect high from studying in university level, they hope to get a good job, and that was why universities stated about what people would be or worked as after graduating from them in their mottos, for example, "Producing leaders in science and technology" (Chulabhorn Royal Academy of Science), and "New business DNA" (Dhurakij Pundit University), for instance. Even though locals of Thailand provided education for people, but locals were somehow not capable of arranging the education properly and needed support from the government. To help with this situation, some Thai universities aimed at local area as we could see that they mentioned some locations in their mottos to show that they desired to be the best university in that area and be the main place for local education, for example, "To be a leading learning institution in Greater Mekong sub-region and ASEAN" (Ubon Ratchathani University), and "Institution of higher education serving local communities" (Nakhon Sawan Rajabhat University). On a special occasion like an anniversary, universities used numbers and quantifiers to show how long they have been working on helping the nation to produce a qualified workforce. The more years, the more experience universities had. People tend to trust universities with longer years of experience, so universities with many years of experience included this information in their mottos, for example, "50 years of social devotion" (Khon Kaen University). However, this kind of motto was used for a short period of time, normally one year and then, it would be replaced by another motto. While using words like wisdom or knowledge was popular because these series of words covered all kinds of knowledge, some universities chose to use specific knowledge like 'science and technology' or 'arts' to show that they were the real expertise in teaching and producing people in those fields, for example, "A university of sciences and technology" (North Chiang Mai University), and "Art is long, life is short." (Silpakorn University). From what the authors have observed, in spite of the increasing of studying abroad programs which attracts lots of international students to Thailand (Thon & Nicoletti, 2018: 227), there was only one university mentioned about international in the motto, "A leading university of science and technology for community, society and international" (Rajamangala University of Technology Suvarnabhumi). This could reflect that international students were not the main target for most Thai universities. Apart from the results the authors found from using lexical profiling and semantic tagger, the authors also found another interesting point in university mottos. One thing that made university

mottos to be different from other commercial product mottos was that Thai universities have never mentioned about ‘price.’ They have never raised tuition fee as an issue in their mottos.

Suggestion for Research

It is worth investigating more data in this issue by collecting more data from countries worldwide and comparing them to see if universities from different parts of the world share the same focus of motto or not.

References

Anthony, Laurence. (2014). "AntConc [Software]." Retrieved April 10, 2017 from <http://www.laurenceanthony.net/software/antconc/>

Anthony, Laurence. (2014). "AntWordProfiler [Software]." Retrieved April 10, 2017 from <http://www.laurenceanthony.net/software/antwordprofiler/>

Arens, William, Weigold, Michael, and Arens, Christian. (2002). "Contemporary Advertising." (8th ed.). New York: McGraw-Hill Irwin.

Archer, Dawn, Wilson, Andrew, and Rayson, Paul. (2002). "Introduction to the USAS Category System."

Belch, George E., and Belch, Michael A. (2003). "Advertising and Promotion: An Integrated Marketing Communications Perspective." (6th ed.). New York: McGraw-Hill

Coxhead, Averil. (2000). "A New Academic Word List." *TESOL Quarterly*, 34(2), 213-238.

Dailynews. (2017). Retrieved March 6, 2017 from <http://www.dailynews.co.th/politics/554235>.

Decrop, Alain. (2007). "The Influence of Message format on the Effectiveness of Print Advertisements for Tourism Destinations." *International Journal of Advertising*, 26(4), 505-525.

Garside, Roger, and Rayson, Paul. (1997). Higher-level Annotation Tools. In Roger Garside, Geoffrey Leech, and Tony McEnery (eds.), *Corpus Annotation: Linguistics Information from Computer Text Corpora*, pp. 179-193. Longman: London.

Graham, Shawn, Milligan, Ian, and Weingart, Scott. (2017). "The Historian's Macroscope: Big Digital History." Retrieved January, 2017 from http://www.themacroscope.org/?page_id=637

Ke, Qunsheng, and Wang, Weiwei. (2013). "The Adjective Frequency in Advertising English Slogans." *Theory and Practice in Language Studies*, 3(2), 275-284.

Kohli, Chiranjeev, Leuthesser, Lance, and Suri, Rajneesh. (2007). "Got slogan? Guidelines for Creating Effective Slogans." *The Journal of the Kelley School of Business*, 50, 415-422.

Konstantakis, Nikolaos. (2007). "Creating a Business Word List for Teaching Business English." *Estudios de Linguistica Inglesa Aplicada*, 7, 79-102.

Lancaster University. (2002). "USAS Online English Tagger." Retrieved April 12, 2017 from <http://ucrel.lancs.ac.uk/usas/tagger.html>.

Nation, Paul. (2004). "A study of the most frequent word families in the British National Corpus." In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing*. Amsterdam: John Benjamins., 3-13.

Paiwithayasiritham, Chaiyos, and Polpanthin, Yuwaree. (2016). “The Factor Analysis of the Basic Education Teachers’ Competencies on Learning Management to Prepare for ASEAN Community.” **Veridian E-Journal, Silpakorn University: International (Humanities, Social Sciences and Arts)**, 9(4), 11-27.

Skorupa, Pavel, and Duboviciene, Tatjana. (2015). “Linguistic Characteristic of Commercial and Social Advertising Slogans.” **Coactivity: Philology, Educology**, 23(2), 108-118.

Tangthongtongkul, Chaiyasit. (2016). “The Education Provided By the Local Government: A Comparative Cases Study between Japan and Thailand.” **Veridian E-Journal, Silpakorn University: International (Humanities, Social Sciences and Arts)**, 9(5), 95-113.

ThairathOnline.(2017). Retrieved March 6, 2017 from <http://www.thairath.co.th/content/854712>.

Thon, Sopheak, and Nicoletti, Kathleen. (2018). “The Use of English in an English as a Lingua Franca (ELF) Context: A Study of ASEAN International Students at a Thai University.” **Veridian E-Journal, Silpakorn University: International (Humanities, Social Sciences and Arts)**, 11(4), 227-240.

West, Michael. (1953). “A General Service List of English Words.” London: Longman.