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Rhetoric of Educational Institutions: Stylistic Analysis of School Slogans in Multan District

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ABSTRACT

School slogans play a pivotal role in revealing an institution's vision, values, and aspirations for the young minds, parents, and educators. They also shape public opinion about the selection of a particular institution. The present study aims to analyse the language and style of these slogans to decode the hidden messages implied in them that shape the school experience of all stakeholders in Multan District. Employing Leech and Short's (2007) theoretical framework of linguistic and stylistic categories, the study uses lexical and grammatical categories of Leech and Short (ibid) for stylistic analysis of these slogans. Searle's speech acts have been incorporated with selected framework to analyze the functions of sentences at the grammatical level. The results reveal that institutions often use nouns to refer to some object, idea, and theme; verbs are used to refer to some actions that institutions are supposed to perform by the students, prepositions are used to refer to some directions, purpose, and to create links between words in lexical categories. The results of the analysis at the grammatical level reveal that schools often create slogans by using simple structures; noun phrases, prepositional phrases to show the significance of nouns and prepositions, and the parallel structure of clauses is used to show harmony and balance. Simple and declarative types of sentences are used to show simple and clear language and to make them brief, catchy, and easy to remember. The results of the analysis of functions of sentences reveal that almost all of the slogans perform functions like directive and commissive to show instructions and commitments of institutions to the students. The findings reveal that all the linguistic and stylistic categories used in slogans are interlinked, which creates the meanings and conveys the message of the slogans effectively.



Introduction

Leech and Short (2007) define style as the manner of language used in a certain context by a certain person. Every individual expresses their views, ideas, feelings, and emotions through various media by using his or her own style. The ideas of authors are embellished by their styles in their writings. Different styles are adopted for different platforms and purposes. (Redetic, 2018) Various styles are employed in speech and writing depending on the context in which it is used. The current study analyzes the style of slogan writing in educational institutions, focusing on linguistic and stylistic features that are used in slogans. Leech and Short (ibid) say “style is analyzed by listing linguistic characteristics in connection to non-linguistic factors.” A stylist concentrates on specific characteristics of language that can be identified in lexis, semantics, grammar, and phonetics. Stylistics focuses on how meanings are created through the use of linguistic features. Stylistics also creates a relation between society and language; in this way, it is said to be a part of sociolinguistics. According to Sangia (2018), Stylistics is the study of the social function of language and is a branch of what has come to be called sociolinguistics.

Stylistics creates the connection between society and language.” Leech and Short (2007) “regard style as a relational term and associate it with authorial style.” Style is often associated with ‘individuality’ or ‘signature’ that differentiates them from others. Educational institutions use different styles in their slogans that make them unique and distinct from others. Malik (2014) defines “style can be applied to individuals, genres, periods, and language”. Although different styles are used in speech and writing but even in writing, there are different genres like digital media, print media, social media, academic, economic, political, and social contexts. Each genre has its unique style that people use for various purposes, for example, it is highly beneficial for marketing or advertising. Even in writing, there are different styles for different forms i.e., media, science, technology, print, and digital media, political, social, economic context, marketing, and advertisement.

Background to the Study

Education plays a significant role in positively shaping society. Educational institutions are playing a positive role in this regard. Various organizations; public and private sectors are assisting the government to spread education among the people of their citizens. To promote education and divert people’s attention towards educational institutions, the directors of education of institutions are adopting different strategies. They are employing various methods and techniques for the purpose of promoting education, and indirectly, they are promoting their institutions by using powerful tools to persuade people. Language is considered one of the most significant tools that are used to shape people’s opinions and to influence their decisions regarding education. One of the significant functions of language is to convey thoughts and ideas to others. Educational institutions are using the power of language in the form of slogans to convey their vision, mission, and purpose (Malik, 2014).

A slogan is used as a tool in an academic context. They propagate their policies with the help of slogans. Slogans hold a significant place in the educational context. Slogans are being used as an important part of the discourse of education. Slogans are made with great caution as they play an important role in advertising the institutions and deliver their message to people effectively. “The most typical educational slogans are those that ‘convey an educational doctrine and even an entire ideology Slogans should be brief and catchy to fulfill institutions’ goals. Kodelja (2023) says, “a slogan is a precise, short and punchy formula with a striking effect which aims to win the public over to a cause precisely through the surprise effect it produces.” Slogans are used for advertising

purposes as they fulfill the needs of institutions. “The most typical educational slogans are those that ‘convey an educational doctrine and even an entire ideology’. A slogan must be simple, easy to remember, unique, pleasant to hear, and it should not contain any misleading information.

Research Objectives

Slogans are used in multi-dimensional fields including media, advertising, education, politics, economics, trade, and marketing, etc. Different types of slogans are used in all these fields using different languages, structures, and tones according to aims and objectives. The following are the objectives of the current study.

1. To analyze the stylistic and linguistic features of the slogans of the school.
2. To uncover the hidden themes, vision, and mission of the school slogans.

Research Questions

The present study aims to answer the following research questions:

Q1. What linguistic and stylistic devices have been used in school slogans and to what effect?

Q2. How do school slogans use lexical and grammatical categories to convey meanings and functions?

Research Significance

The study is significant in highlighting the significance of school slogans and how the linguistic and stylistic devices have been used in school slogans, and to what extent these devices and strategies improve school branding strategies. It helps to inform people about educational policies and reveal underlying values and ideologies, and helps in enhancing students’ understanding and engagement.

Literature Review

Literature review is one of the most important sections of any valuable research work as it provides background knowledge and various dimensions of the topic with the help of previously researched works. It enhances the understanding of the research topic and helps to find out new aspects of research. Literature review helps the future researcher to select the topic in light of previously researched works and the opinions and views of scholars and researchers. Kodelja (2023) studied the significance of slogans in educational discourse. Slogans have always been an important topic of critical analysis in the context of education for half a century. Some slogans are in use as they are considered irrelevant, but their analysis provides understanding and a theoretical basis for producing new slogans. According to Kodelja (2023), theoretical findings, educational slogans are concealed in educational discourses that provide principles, facts, and educational policies.

The words and expressions of slogans give ambiguous meanings. Slogans contain information, although their purpose and function of slogans is not to give information but to persuade people. The concealed functions of educational slogans in educational discourse are to legitimize or prohibit some educational principles and practices. The effective slogans often present a danger of replacing thinking. Slogans cannot determine our thinking only in the way that we think about their incentives. Dabadi (2024) carried out a discourse analysis of educational slogans focusing on shaping social norms, desires, and inspirations. The researcher examines the power of language

that brings transformation in educational marketing with reference to discourses used in Nepalese secondary schools. Linguistic devices and strategies were analyzed that shape people's perceptions, social norms, and inspirations.

The analysis was done by employing semantic, pragmatics, and discourse studies. Research data was collected from four Kathmandu schools. The findings reveal that the language of slogans is used strategically to show values, to promote academic excellence, and leadership development. Kovalenko (2020) carried out a study on higher education institutions' slogans and students' preferences regarding slogans. The slogans of higher education are generally made to appeal to a wide range of stakeholders, despite their relations with various organizations. The researcher attempts to explore the relationship between students' preferences for educational institutions' slogans and their background. Survey survey-based approach was used for this study, which involved 295 participants. Students' preferences for slogans were evaluated with the help of questions and their answers. The results of the students' responses showed that they emphasized the benefits of attending higher education institutions, and they also preferred slogans that keep their individualistic and collective values. Individualistic and collective messages should incorporate people's messages to show their diversity. Such slogans highlight the significance of studying at certain institutions and also encourage the hard work of students and their academic achievements. The findings of the research reveal that slogans contain all the elements that enhance the effectiveness of higher education institutions.

Muhabat (2015) conducted a research study on advertising slogans of schools by employing stylistic analysis. Advertising is used as a tool for promoting products, services, or institutions. Nowadays, advertising is considered a sort of communication that is used to convey a message to people. Educational institutions use advertisements to build their identity and to get recognition. The schools of Gujrat use slogans for the same purpose. The research was based on semantic analysis, and a qualitative approach was employed for that purpose. The theory of rhetorical figures was used, which emphasized the various ways of expressing any idea that influences others effectively. The results of the research revealed that hyperbole, brief sentences, and motivating words were used for effective advertising. Slogans are used to convey the message, mission, and vision of educational institutions.

Another study on this was conducted by Batool et al. (2023). The researcher analyzes the concealed utility of slogans. The study analyzes the difference between the intended meaning of rhetoric and reality. Literature of education and different sources of media were taken to explore different aspects of educational slogans and to review educational policies. Catchy phrases simple and motivating language were employed for analysis. The researcher focuses on the difference between the goals exhibited by the slogans and the challenges that institutions faced. The result of the analysis reveals some examples where the language of slogans assists in creating false hopes among the individuals, complex issues, funding issues, unequal distribution of resources, and curriculum issues. If the difference between reality and false promises is understood by society, policymakers, and educational institutions, then they can resolve the issues systematically and can make their future better (Epstein, 2013).

Theoretical Framework

The current research has used linguistic and stylistic categories given by Leech and Short (2007), comprising Lexical Category, General, Grammatical Category, Figures of Speech and Context, and Cohesion. The researcher has employed lexical and grammatical categories for the stylistic analysis of school slogans. Diction, style, and word choice have been chosen for doing

stylistic analysis. According to Leech and Short (ibid), “stylistic analysis is an attempt to find the artistic principles underlying a writer’s choice of language.” All the linguistic categories can’t be found at the same time; the presence of one category means the other category is absent. For example, if a proper noun is present, then it means the absence of common or other types of nouns.

Categories at the Lexical level

Categories at the Lexical level include the words that are chosen for writing something to produce various meanings. Leech and Short (ibid) divide lexical type into five subtypes: noun, adjective, adverb, verb, and general questions. These subtypes of the lexical level focus on frequency, collocations, and functions.

General questions, nouns, verbs, and adjectives have been selected from lexical types according to the requirements of research.

General questions, Nouns, verbs, and Adjectives

General questions involve questions about: what type of vocabulary is used, whether simple or complex? Formal or informal? Evaluative or evocative? What semantic field is used? Any specific word? Are words emotive or referential? All these general questions help the researcher to find out the purpose of using vocabulary.

According to Leech and Short (2007), “a noun is related to the syntactic type of category and it refers to a place, person, idea, or object.” A verb is used to show some event or action that relates to the syntactic type, and an adjective is used to qualify a noun.

Categories at the Grammatical level

For the present research, grammatical categories of sentence type have been used from Leech and Short's division of grammatical categories into nine subtypes. Sentences can be simple, interrogative, exclamatory, declarative, and imperative. To analyze the functions of sentences, Searle’s Speech (Beijer, 2002) acts as directive, commissive, and representatives, and the expressive has been integrated with the sentence type of declarative sentences to conduct the research systematically.

Methods and Materials

The present research uses a qualitative approach for the textual analysis of slogans. The qualitative method provides an opportunity to interpret the meanings of language. This approach helps to understand the message, mission, and vision that are conveyed by the schools with the help of slogans. The researcher has collected data on slogans from public as well as private sector schools, limited to the South Punjab region of Pakistan. The data has been taken from the websites of the schools and the boards, and booklets of the schools.

Results and Discussion

To analyze the slogans stylistically, the data from government and private schools have been compiled separately for systematic analysis.

Government Schools' Slogans

	Government Schools of Multan District	Slogans
1	Government Sadiq School	"Do the right thing, fear no man."
2	Government Muslim High School	"Keep the flame of knowledge burning"(ilm ki shama Jalao)
3	Government High School Number '01'	"Enter to learn, leave to serve."
4	Government Comprehensive High School	" Enter to learn, learn to achieve
5	Government Nusrat Islamia School	"Education and Training of Knowledge and Faith"(ilm or imaan ki tarbiyat)
6	Government Chah Board School	"Seek knowledge from cradle to grave."
7	Government High School Central Jail, Multan	"Reform through education"

Table No. 1

Slogan No.1

"Do the right thing, fear no man" (Government Sadiq School)

Lexical categories

In this slogan, simple vocabulary has been used to make it comprehensive for all and easy to recall. There is a use of the common nouns 'thing' and 'man' to make this slogan general. Man is used for human being, and it also gives the sense of gender equality. A common noun is often used to generalize the idea of something or someone. 'Fear' is an abstract noun that is a strong emotion. "Do" is a verb here, which is used to show action, and "right" is an adjective that modifies the noun 'thing'

Grammatical Category

This slogan consists of two independent clauses joined by a coordinating conjunction 'and'. The function of this sentence is imperative. So the slogan is a compound imperative sentence. Imperative sentences are used to give commands and instructions. According to Searle's speech acts, the slogans are performing the function of "directives". In directive sentences, the speaker attempts to get the addressee to perform some action. In this sentence also people are also being instructed to take action. Here is the element of instructions also by the use of the phrase 'fear no man'

Function and Meaning

The tone of the slogan is assertive, motivational, and pushing for action. The slogan awakens a sense of confidence and strength. 'Do the right thing' carries moral and moral principles. The slogan gives the meaning that if you are doing the right things, then you don't need to fear anything. This slogan reveals the vision and mission of the school, which is to spread honesty, justice, bravery, and courage.

Slogan No. 2

“Keep the flame of knowledge burning”(ilm ki shama Jalao) (Government Muslim High School)

Lexical Categories

In this slogan, certain linguistic categories have been used, like:

The vocabulary is simple, formal, and evocative. Use of nouns, ‘flame’ is a common noun, and ‘knowledge’ is an abstract noun. ‘Flame’ is used as a symbol of wisdom and illumination, and knowledge. The combination of common and abstract nouns ‘flame of knowledge’ gives the metaphorical expression, which compares ‘knowledge’ to ‘flame’ that burns brightly.

‘Burning’ is a verb that is used as a gerund. This is used to give a sense of passion and intensity by evoking the image of a burning flame.

Grammatical Category/Function/Meaning

The slogan uses a gerund, and it’s a noun phrase. The slogan is imperative, and it performs the function of ‘directive. The tone of the slogan is inspiring and dynamic, and the use of the metaphor ‘flame of knowledge’ creates a powerful image. The slogan is motivational in the sense that it persuades the students to get knowledge with passion, as it emphasizes gaining knowledge. The meaning of the slogan suggests that knowledge has the power to transform lives.

Slogan No. 3, 4

“Enter to learn, leave to serve” (Government High School Number ‘01’)

“Enter to learn, learn to achieve” (Government Comprehensive High School)

Lexical categories

The vocabulary of both slogans is simple, formal, and evaluative. The lexical category of verb is frequently used in both slogans. ‘enter’, ‘learn’, ‘serve’, ‘leave’, and ‘achieve’ are all active forms that show action, both mental and physical.

Grammatical Category/ Functions/ Meanings

Both slogans have two independent clauses by using a comma. The type of sentence is imperative, which gives instructions and commands. The tone of both slogans is motivational and inspiring, and they create the sense and image of a journey like ‘entering, learning, leaving, and serving’. Both sentences perform the function of a directive as they carry the meaning of instruction. The slogans encourage the students to learn and serve their nation by emphasizing on significance of learning and gaining knowledge. The use of the verb ‘achieve’ gives the sense of struggle for excellence.

Slogan No. 5

“Education and Training of Knowledge and Faith”(ilm or imaan ki tarbiyat) (Government Nusrat Islamia School)

Lexical Category

The vocabulary of this slogan is simple, formal, and persuasive. The lexical category of noun is used in the whole slogan to refer to ideas of 'education, faith, and knowledge'. Preposition 'of' is used here, and 'and' is conjunction which is used twice in this slogan.

Grammatical Category/Function/Meaning

This slogan uses a compound noun phrase. There is no use of a verb, that why it is a noun phrase. Here, two parallel structures, 'education and training' and 'knowledge and faith', have been used by joining the preposition 'of'.

The tone of the sentence is informative and also formal because of the use of formal vocabulary. The use of parallelism shows the equal significance of education, training, faith, and knowledge. The slogan performs the function of 'representative' by Searle's speech act, as the school is a representative of education, training, and faith that focuses on the school's values and philosophy of personal growth. The slogan draws attention to integrating values with faith, knowledge, and education.

Slogan No.6

"Seek knowledge from cradle to grave" (Government Chah Board School)

Lexical Categories

The language of this slogan is simple and evocative. The vocabulary is formal and referential. 'Seek' is a verb that provokes the action of gaining knowledge. The word 'knowledge' is an abstract noun that represents the idea of knowing. 'Cradle and grave' are both concrete nouns. 'Cradle' is used as a symbol of the beginning of life, whereas 'grave' is used in contrast to 'cradle', representing the end of life. The word 'grave' symbolizes death. Prepositions 'from and to' have been used to give the idea of destination and direction. 'From cradle to grave' is an idiomatic expression.

Grammatical category/Function/ Meaning

The sentence is a combination of a noun phrase and a prepositional phrase. The sentence has a simple structure, and the type of sentence is imperative. An imperative sentence gives a command and instruction to the reader. Here is the command of getting knowledge from birth to death. The tone of the slogan is motivational and inspirational; it uses hyperbole by emphasizing learning throughout life. The slogan encourages people to learn whole life. The function of this slogan, according to Searle's speech acts, is 'directive', which gives the direction of getting knowledge. The choice of vocabulary has made this slogan effective and suitable for an educational context.

Slogan No. 7

"Reform through Education" (Government High School Central Jail, Multan)

Lexical Categories

The vocabulary of this slogan is formal and simple. The vocabulary is referential as well as it refers that reform can come only through education. 'Reform' is an abstract noun that refers to change and betterment in society or in the lives of people. 'Education' is also a noun that is used as

a source of bringing change. The use of the preposition 'through' refers to the means, agency, and connection. 'Through' creates the relationship between reform and education. Education is an instrument that can bring reform.

Grammatical Category/Function/Meaning

The sentence structure is simple. A noun phrase has been used. The tone of the sentence is motivational. According to Searle's speech acts, the function of this sentence is 'directive and commissive.' 'Directive' in a sense that it gives direction and instruction, and 'commissive' in a sense that it commits the institution to promote education and learning as a tool to bring reform in society, as education is the only key that can bring improvements in the lives of people and their society. This slogan highlights the significance of getting an education, and it gives the meaning of education as a power to bring change. This gives a concise message about the power of education.

Slogans of Private Schools Multan

	Private Schools	Slogans
1	Beaconhouse School System	"Knowledge for Life"
2	Bloomfield Hall School	"Learn to Grow, Grow to Achieve"
3	Lahore Grammar School	"Enter to learn, Depart to Serve"
4	Park Turk School	"Enter to learn, Depart to Serve Humanity"
5	Multan Junior and Secondary School	"Learner Today, Leader Tomorrow"
6	F.G. Boys Public School	"Learn to Lead"
7	SOS School	"Empowering Minds, enriching Lives"
8	Learner Castle School	"More than Just A school"
9	The City School Multan	"Surpassing Excellence"
10	Army Public School	"Illustrate, Educate and Elevate"
11	Naukhez Public School	"Unity, Faith, Discipline"

Table No. 2

Slogan No.1

"Knowledge for Life" (Beaconhouse School System, Multan)

Lexical Categories

This is the slogan of Beaconhouse School System Multan. The vocabulary is simple and persuasive for the purpose of making it accessible to people. 'Knowledge' is an abstract noun that refers to information, understanding through learning, and skill-based learning. Life is another abstract noun that refers to the importance of real life with knowledge. The preposition 'for' refers to purpose and intention. The choice of vocabulary refers to the impact of knowledge on life.

Grammatical Category/Function/Meaning

The structure of the slogan is a noun phrase or a prepositional phrase. Here, life is an indirect object that benefits from knowledge. A slogan creates a lifetime benefit and a sense of permanence. The slogan communicates the function of the school's mission and inspires learners to seek knowledge. It is imperative as well as a declarative type of sentence, which gives direction and instruction. According to Searle's speech acts, the slogan performs the function of 'assertive and declarative'. It declares the function or state of something and creates the connection between

knowledge and life. It also performs the function of being assertive, as it asserts the purpose of knowledge.

Slogan No.2, 3, 4

(Bloomfield Hall School) “Learn to Grow, Grow to Achieve”

(Lahore Grammar School) “Enter to learn, Depart to Serve”

(Park Turk School) “Enter to learn, Depart to Serve Humanity”

Lexical Categories

The slogans use verbs like ‘learn, grow, achieve, serve, enter, depart’. ‘Learn and grow’ refers to progress, ‘achieve’ refers to success, enter and depart’ conveys the sense of progression and transition, and it also gives the meanings of beginning and leaving. ‘Serve’ refers to social responsibility.

Grammatical Categories/Functions/Meanings

Slogan numbers 2,3, and 4 use the same sentence structure, using independent clauses. All the slogans have imperative type of sentences which give direction and command to enter and learn, and leave to serve. These types of sentences create a sense of duty and obligation. The slogans use a parallel structure that creates harmony and balance. According to Searle’s Speech Acts present the function of ‘directive and commissive’. It provides instruction, guidance, and motivation for taking action. The institution commits to preparing students for future success and service. The slogans give the idea that education in a real sense gives benefits to society and people.

Slogan No. 5, 6, 7

“Learner Today, Leader Tomorrow” (Multan Junior and Secondary School)

“Learn to Lead” (F.G. Boys Public School)

“Empowering Minds, enriching Lives” (SOS School)

Lexical/ Grammatical Categories/ Functions/Meanings

“Learner Today, Leader Tomorrow”

The vocabulary is simple but impactful. ‘Learner and leader’ are nouns, while ‘today and tomorrow’ are adverbs. The choice of vocabulary gives the sense of transforming learners into leaders.

The slogan uses a nominal phrase and parallel structure to give a sense of harmony. It employs a relationship of cause and effect between learning and leading. The use of contrast adverbs ‘today and tomorrow’ refers to progression.

The type of the sentence is imperative and functions are commissives and directive, which encourages students to struggle for leadership. The institution commits to becoming a leader in the future if you learn today. It emphasizes the significance of the theme that every learner has the potential to become a leader.

“Learn to Lead”

In the slogan, 'Learn to Lead', 'learn and lead' are verbs that provoke the action of learning and leading. 'To' is used as an infinitive here.

The slogan uses an infinitive phrase. The structure is simple and direct. It gives clear expressions and infinitive creates a sense of purpose. The slogan presents the relationship between learning and leadership skills. It's important to learn to lead a nation and society.

The slogan performs the function of a directive, and the type of sentence is imperative. It emphasizes the importance of learning to become a leader.

"Empowering Minds, enriching Lives"

In the slogan, 'empowering minds, enriching lives,' 'minds and lives' are nouns that refer that by empowering minds we can enrich our lives. The uses a parallel structure using participial phrases. The slogans create the sense of ongoing actions, and the function of the sentence is commissive as the institute is committing to empowering and enriching minds.

Slogan No.8

"More than Just A school" (Learner Castle School)

Lexical Categories

In this slogan, 'more and just' are adverbs that are used to indicate the degree or emphasize the ordinary nature of something. Preposition 'than' is used for comparison, while the article 'a' is used before the common noun 'school'.

Grammatical Categories/ Function/ Meaning

The slogan uses a noun phrase. The slogan performs the function of an assertion that tells the unique value of the school. The slogan gives the meaning that schools offer a distinct experience, prepare for life, overall development, and comprehensive education.

Slogan No. 9, 10

"Surpassing Excellence" (The City School Multan)

"Illustrate, Educate and Elevate" (Army Public School)

Lexical Categories

In slogan number '9', 'surpassing' is a verb which means exceeding or doing something beyond. 'Excellence' is a noun that refers to an extraordinary quality. In slogan no 10, 'illustrate, educate, and elevate' are all verbs that give the meanings of explanation, giving education, and lifting something.

Grammatical Categories/Functions/Meanings

The slogan (9) uses the present participle. The type of sentence is declarative. The slogan gives the sense of continuous improvement and creates the meaning of competition. The hidden meaning implies that the institution strives hard to meet standards. The function is commissive as the institution commits to excellence. Slogan (10) is imperative, which uses three verbs. The function is imperative. The slogan uses rhythmic and memorable structure, and alliteration makes the

slogan catchy. The slogan gives a sense of comprehensive education, uplifting and informing students. According to Searle's speech acts, the function is 'directive' as it gives direction and instruction.

Slogan No. 1

"Unity, Faith, Discipline" (Naukhez Public School)

Lexical Categories

The slogan uses the nouns 'faith ' and discipline'. Faith refers to confidence, devotion, and belief. Discipline refers to control, training, and obedience, and unity refers to a state of union. The slogan refers to the quote of Quaid-e-Azam focuses on achieving personal growth and success by following these characteristic values.

Grammatical Categories/ Function/Meaning

This slogan is a noun phrase. It involves three nouns that create a sense of harmony. The slogan uses a brief and direct structure. It highlights the importance of unity, faith, and discipline in life. It performs the functions of directive and commissive. The institute commits to sustaining faith, discipline, and unity and giving directions to students to take up these values.

Conclusion

The research concludes that stylistics has great significance in understanding the language of slogans. Stylistics involves the study of linguistic and stylistic features that help to comprehend the purpose and meanings of writing and speech. Stylistics is considered a powerful tool to comprehend the language and style of slogans. The current study shows that institutions create slogans by using various linguistic devices to share their themes, mission, and vision. Slogans often use lexical categories like nouns, verbs, prepositions, and adverbs. The vocabulary of slogans is often referential, simple, clear, formal, persuasive, evocative, and evaluative which helps to understand the meanings of slogans. The analysis of grammatical categories shows that school slogans employ simple structure, compound clauses, and independent sentences. The types of slogan sentences are often imperative as they give a command to do some action. The analysis of the functions of sentences of slogans shows that slogans often perform declarative, directive, and commissive functions to clarify the meanings of sentences. The choice of vocabulary like Knowledge, power, growth, excellence, leave to serve, education, transformation of life, empowering minds, serving humanity, learn to lead the world, and achieve is common among all selected slogans. Such language use by the schools highlights the significance of education and reveals the mission, vision, and values of schools.

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