

An Analytical Study of Some Mottos in German Language

Win Win Aye ^{*}, Phyu Thida ^{**}

Abstract

Motto is very important in every field for a person, family or institution. When a plan is done, a motto should be created. If with a motto a man starts work, man can succeed in the work. Between mottos and slogans, there are differences. Motto warns to everyone. Mottos can encourage, remind and urge to everyone, what should do and shouldn't do. Therefore, motto is essential for everyone in daily life. Many mottos are in every field but mottos from two fields are chosen to analyze in this study because education and health are very important roles for the development of the country. This paper presents to study the mottos from the point of view of linguistics and especially structure used in motto. The mottos are collected, analyzed and described to highlight the syntactic level. The paper is presented by descriptive method. The research aims to know the construction of mottos according to syntactic level, to know the mottos' structure that are most common, how important is a motto in daily life in every field, to know how to create mottos and to give the message. The result of the paper shows four levels: word, phrase, clause and sentence. The Language learners can also classify the mottos' structure according to their learned grammatical rules. The learners can also get knowledge about mottos and it can provide four skills, especially they can read the literature text, Newspaper, Journal well and can write essays about mottos and slogans, based on the result of this study.

Keywords: mottos, syntax, syntactic level

I. Introduction

Everybody knows what motto means, but, not everyone thinks about what motto is exactly and how it can influence. Nowadays, we meet mottos in every field – at ministries, at organizations, at universities, at schools, sport races, in education, in the sector of health. In simple terms, it seems to be an important part in everyday reality. Motto is aimed to inform about belief. Today, there are mottos which may be created from one sentence, one clause, a phrase and a few words. Mottos can be met by learning language in four skills, especially Reading and Writing. By studying mottos, language learners can get knowledge about German culture and can know the structure of German mottos.

This study discusses a topic related to mottos and points out structure.

The paper has two main parts – theoretical and practical. The theoretical focuses on introducing mottos in general and focuses on its definition from different points of view; It also presents analysis of mottos. Mottos can be analyzed on meaning and structure of mottos. But in this paper, only the mottos' structure is focused. The practical part consists of mottos that are popular, have been gathered. It also concerns with more detailed analysis from the view of structure. The analyzed mottos have been collected from the website and books. The mottos are related in two different fields, education and health.

The analysis also points out the sentence structure which is used in mottos in order to influence people. In addition to, the paper highlights how powerful the language is in motto. The paper can provide language learners to be easy by reading and writing the mottos. The mottos are written in sentence level, and then phrase level, clause and word level equally.

* Associate Professor, German Department, Yangon University of Foreign Languages

** Associate Professor, German Department, Yangon University of Foreign Languages

II. Literature Review

The aim of the theoretical part is to introduce the motto and to say the mottoes history. Merriam Webster: Motto is a sentence, phrase, or word inscribed on something as appropriate to or indicative of its character or use. (<https://www.merriam-webster.com/dictionary/motto>: July, 2020) It is defined an opinion or feeling of the guiding principle of a person, organization, city, etc. and a sentence, clause, phrase, or word expressing the spirit or purpose of a person, organization, city, etc. (<https://www.dictionary.com/browse/motto>: July, 2020)

Mottoes started in the ancient time but really coming to fruition in the High Middle Ages. During this period, noble families were given a coat of arms including various symbols such as colors, animals, weapons, etc., to represent the family. (<https://www.google.com/search>: July, 2020)

A motto is the intention or motivation of a person, family, group of social or organization. Mottoes can be usually found in form of writing and from significant things. (<https://en.wikipedia.org/wiki/Motto>: July, 2020) The most workable definition of sentence was the one that had been provided by Bloomfield in 1933: Each sentence is an independent linguistic form, not included by virtue of any grammatical construction in any larger linguistic form.

Copyright 2009 by Thomas Patrick Knoten: He interpreted the motto as beckoning not to philosophical imponderables but to a principled life in the paper.

The linguistic characteristics, especially syntactic level: word, phrase, clause and sentence in mottoes are focused in the last of the theoretical part.

III. Aim

The paper aims to know the structure of mottoes that are most common in daily life, to know the mottoes that are written the most in syntactic level, to provide the language learners with four skills, especially reading and writing skills, to be able to reuse the structure of mottoes by reading text and literature and writing assignment and term paper.

IV. Methodology

In this paper the mottoes in German language in the fields of education and health were collected. It analyses the structure of mottoes and their functions in the sentence based on type of words. The data were analyzed in which syntactic level motto is created: word, phrase, clause or sentence. According to syntactic level, the data are analyzed by identification, classification. In this research, the descriptive is used and the collected data are descriptively analyzed. Typological approach is used in this paper.

V. Research Questions

1. What is the structure of German mottoes?
2. Which syntactic level are the German mottoes most written in?
3. How can the study provide the language learners?

VI. Findings

In the books Translator's reference (Uwe Helm Petersen, 2008:76), Function of the parts of the sentence; in grammatical analysis there are three formal levels, which we classify as follows: the sentence level including clause level, the phrase (group) level and the word level. As a grammatical construction, the word is the lowest of the formal analysis levels and it is the smallest syntactic form unit. According to the traditional division, nine to ten parts of speech are calculated, as found in most school grammars. It is of ancient origin and consists of a mixture of morphological, semantic and syntactic criteria (very instructive Sitta 1984): traditional parts of speech - morphological, syntactic and semantic classification.

They are Verb, Noun, Adjective, Pronouns, Article, Numerals, Adverb, Preposition, Conjunction, and Interjection. Two kinds of word form in German: simple word, compound or complex. e.g.: Buch (simple), Taschenbuch (compound), Weihnachtsmann (complex)

A phrase is a group of words; this form is the middle level of the syntax. There are three kinds of phrase: noun phrase, adjective/ adverb phrase, prepositional phrase. e.g.: der schlaue Papagei (NP), zu schrecklich (Adj:P), ans Meer (Pre:P)

Main clause and subordinate clause: at least 5 kinds of clauses are in German: subject clause, object clause, adverbial clause/conditional clause, relative clause and attributive clause. A clause has a finite verb and is a part of sentence. It is most like a simple sentence.

As a grammatical construction, the sentence claims the highest level of form, the so-called sentence level. A sentence is constituted by its immediate constituents, the clause is thus defined as a construction that consists of at least two clauses. As a rule, however, sentences have several parts of the sentence, each exercising its specific function, either as a predicate, subject, object, predicative or adverbial: So far we have dealt with parts of sentences with word and group form. Sentence elements could not only have word and group form, but also sentence forms. As an example, we can use a sentence like: The students hope they will solve the problem soon. According to the definition, this construction is a sentence because it consists of at least two clauses.

Clause parts of which the predicate (hope) has a word form, it is a verb. The subject (the students) is a group in form, namely a hypotactic group. And the third part of the sentence, the object (that you solve the problem), is itself a sentence, a so-called subordinate clause.

According to this German Theory, the mottos used in daily life are collected from Website, analyzed and classified. First of all, the mottos from education field have been analyzed. The short forms are described as follows.

W = Word, P = Phrase, C = Clause, S = Sentence, Pre:P = Prepositional Phrase, Adj:P = Adjective Phrase, Adv:P = Adverb Phrase, V = Verb, Conj = Conjunction, CN = Compound Noun, Arti: = Article, G = Genetiv, D = Dativ, DC = Dependent Clause, IC = Independent Clause, Conn: = Connector, Relat:P = Relative Pronoun, Pro: = Pronoun, Sub: = Subject, Obj: = Object, Pref: = Prefix, Neg: = Negative

6.1 Mottos (Education)

<Table 1> 1. “Lernen macht Spaß”

Parts of sentence	1	2	3
Words	Lernen	macht	Spaß.
Form	W	W	W
Function	[N(Sub:)]	(V)	[N(Obj:)]
Level of unit	S		

The Level of this motto: (W+W+W) – [(N-Sub:)+(V)+(N-Obj:)]

Sentence Level - [(N-**Sub:**)+(V)+(N-**Obj:**)]

<Table 2> 2. “Gemeinsam gelingt es”

Parts of sentence	1	2	3
Words	Gemeinsam	gelingt	es
Form	W	W	W
Function	(Adj:)	(V)	[Pro(Sub:)]
Level of unit	S		

The Level of this motto: (W+W+W)–[(Adj:)+(V)+(Pro-Sub:)]

Sentence Level – [(**Adj:**)+(V)+(Pro-**Sub:**)]

<Table 3> 3. „Durch das Lernen setzen wir das Bild der Welt zusammen”

Parts of sentence	1	2	3	4	5	6	7	8	9	10
Words	Durch	das	Lernen	setzen	wir	das	Bild	der	Welt	zusammen
Form	W	W	W	W	W	W	W	W	W	W
Function	Pre:	Arti :	N	V	Pro: Sub:	Arti :	N	Arti: (G)	N	Pref:(V)
	Pre:P			V	Sub:	NP		NP(G)		Pref:(V)
	Pre:P			V	Sub:	NP				Pref:(V)
Level of unit	S									

The Level of this motto: (W+W+W+W+W+W+W+W+W+W+W) – [(Prep:)+(Arti:)+(N)+(V)+(Pro-Sub:)+(Arti:)+(N)+(Arti:-G)+(N)+(Pref-V) – [(Pre:P)+V+Sub:+NP+ Pref:(V)]

Sentence Level – (Pre:**P**)+**V**+**Sub:**+**NP**+ Pref:(**V**)

<Table 4> 4. “Für das Leben lernen”

Parts of sentence	1	2	3	4
Words	Für	das	Leben	lernen
Form	W	W	W	W
Function	(Pre:)	(Arti:)	(N)	(V)
	Pre:P			V
Level of unit	S			

The Level of this motto: (W+W+W+W) – [(Pre:)+(Arti:)+(N)+(V)] – (Pre:P)+(V)]

Sentence Level - (**Pre:P**)+(V)]

<Table 5> 5. “Kein Abschluss ohne Anschluss”

Parts of sentence	1	2	3	4
Words	Kein	Abschluss	ohne	Anschluss
Form	W	W	W	W
Function	(Arti:-Neg)	(N)	(Pre:)	(N)
	NP		Pre:P	
Level of unit	NP			

The Level of this motto: (W+W+W+W) – [(Arti:Neg)+(N)+(Pre:)+(N)] – (NP+Pre:P)

Noun Phrase Level – (**NP** + Pre:**P**)

<Table 6> 6. “Bildung für nachhaltige Entwicklung”

Parts of sentence	1	2	3	4
Words	Bildung	für	nachhaltige	Entwicklung
Form	W	W	W	W
Function	(N)	(Pre:)	(Adj:)	(N)
	N	Pre: P		
Level of unit	NP			

The Level of this motto: (W+W+W+W) – [(N)+(Pre:)+(Adj:)+(N)] – (N+Pre: P)

Noun Phrase Level - **N**+Pre: **P**

<Table 7> 7. „Leben und Lernen im Grünen”

Parts of sentence	1	2	3	4	5
Words	Leben	und	Lernen	im	Grünen.
Form	W	W	W	W	W
Function	(N)	(Conj:)	(N)	(Pre:)	(N)
	NP			Pre:P	
Level of unit	NP				

The Level of this motto: (W+W+W+W+W) – [(N)+(Conj:)+(N)+(Pre:)+(N)] – (NP+ Pre:P)

Noun Phrase Level - **NP**+ Pre:**P**

<Table 8> 8. „Sich ein Bild von der Welt machen“

Parts of sentence	1	2	3	4	5	6	7
Words	Sich	ein	Bild	von	der	Welt	machen
Form	W	W	W	W	W	W	W
Function	(Refl: Pro:)	(Arti:)	(N)	(Pre:)	(Arti: D)	(N)	(V)
	Refl Pro:	NP(Sub:)		Pre:P			V
Level of unit	S						

The Level of this motto: (W+W+W+W+W+W+W) – [(Refl:Pro)+(Arti:)+(N)+(Pre:)+(Arti:D)+(N)+(V)]–(Refl:Pro+NP(Sub:)+Pre:P+V)

Sentence Level - **Refl:Pro**+NP(**Sub:**)+Pre:**P**+**V**

<Table 9> 9. “Bildung für alle”

Parts of sentence	1	2	3
Words	Bildung	für	alle
Form	W	W	W
Function	(N)	(Pre:)	(Pron:)
	N	Pre:P	
Level of unit	NP		

The Level of this motto: (W+W+W) – [(N)+(Pre:)+(Pron:)] – (N+NP)

Noun Phrase Level - **N**+**NP**

<Table 10> 10. “Lehrende qualifizieren-Bildungserfolge sichern”

Parts of sentence	1	2	3	4
Words	Lehrende	qualifizieren -	Bildungserfolge	sichern
Form	W	W	W	W
Function	(N-Obj)	(V)	(N-Obj)	(V)
Level of unit	S		S	

The Level of this motto: (W+W+W+W) – [(N-Obj)+(V)+(N-Obj)+W(V)] – (S+S)

Sentence Level – [N-**Obj**]+W(**V**)+W(N-**Obj**)+W(**V**)] – (Sentence+Sentence)

6.2 Mottos (Health)

<Table 11> 1. “Herz außer Takt“

Parts of sentence	1	2	3
Words	Herz	außer	Takt.
Form	W	W	W
Function	(N)	(Pre:)	(N)
	(N)	Pre:P	
Level of unit	NP		

The Level of this motto: (W+Pre:+W) – [(N)+(Pre:P)] – NP

Noun Phrase Level - (N)+(Pre:P)

<Table 12> 2. “Seeliche Gesundheit im Alter”

Parts of sentence	1	2	3	4
Words	Seeliche	Gesundheit	im	Alter
Form	W	W	W	W
Function	(Adj)	(N)	(Pre:)	(N)
	NP		Pre:P	
Level of unit	NP			

The Level of this motto: (W+W+Pre:+W)–[(Adj:)+N+Pre:+N] – NP+Pre:P

Noun Phrase Level - NP+Pre:P

<Table 13> 3. “das Ende der Pandemie“

Parts of sentence	1	2	3	4
Words	Das	Ende	der	Pandemie
Form	W	W	W	W
Function	(Arti:)	(N)	(Arti:-G)	(N)
	NP		NP	
Level of unit	NP			

The Level of this motto: (W+W+W+W)–[Arti:+N+Arti:(G)+N] – NP+NP

Noun Phrase Level - NP+NP

<Table 14> 4. “Prävention im Alltag“.

Parts of sentence	1	2	3
Words	Prävention	im	Alltag.
Form	W	W	W
Function	(N)	Pre:	(N)
	(N)	(Pre:P)	
Level of unit	NP		

The Level of this motto: (W+W+W) – [(N)+(Pre:P)]

Noun Phrase Level - **N+Pre:P**

<Table 15> 5. “Gesundheit gestalten”

Parts of sentence	1	2
Words	Gesundheit	gestalten
Form	W	W
Function	[N (Obj)]	V
Level of unit	Sentence	

The Level of this motto: (W+W) – [(N-Obj)+(V)]

Sentence Level – (N-**Obj**)+(V)

<Table 16> 6. “Unterstützt Pflegefachpersonen und Hebammen!”

Parts of sentence	1	2	3	4
Words	Unterstützt	Pflegefachpersonen	und	Hebammen
Form	W	W	W	W
Function	(V)	[N(Obj:)]	Conj:	[N(Obj:)]
	(V)	NP (Obj:)		
Level of unit	S			

The Level of this motto: (W+W+W+W) – [(V)+(N-Obj:)+(Conj:)+(N-Obj:)] – [V+NP-Obj:]

Sentence Level - [**V+Obj:**]

<Table 17> 7. „Gesundheit fängt zu Hause an.“

Parts of sentence	1	2	3	4	5
Words	Gesundheit	fängt	zu	Hause	an
Form	W	W	W	W	W
Function	[N(Sub:)]	V	Pre:	N	(V) Pref:
	[N(Sub:)]	V	Pre:P / Adv: (place)		(V)Pref:
Level of unit	S				

The Level of this motto: (W+W+W+W+W) – [(N-Sub:)+(V)+(Pre:)+(N)]+ Pref:(V) – [S+V+Adv:+(V)pref:]

Sentence Level - [**S+V+ Adv:+ (V)Pref:**]

<Table 18> 8. “Lebensmittelsicherheit.”

Parts of sentence	1	2	3	4
Words	Leben	s	Mittel	Sicherheit
Form	W	Conn: /affix	W	W
Function	(N)	Conn: /affix	(N)	(N)
Level of unit	W (Compound)			

The Level of this motto: (W+W+W+W) – [(N)+(Conn: /affix)+(N)+(N)]

Word Level - [(N)+(Conn: /affix)+(N)+(N)] – CN - Compound Word

<Table 19> 9. „Gesundes Leben durch richtige Ernährung“

Parts of sentence	1	2	3	4	5
Words	Gesundes	Leben	durch	richtige	Ernährung
Form	W	W	W	W	W
Function	(Adj:)	(N)	(Pre:)	(Adj:)	(N)
	NP		Pre:P		
Level of unit	NP				

The Level of this motto: (W+W+W+W+W) – [(Adj:)+(N)+(Pre:)+(Adj:)+(N)] - [NP+Pre: P]

Noun Phrase Level - [NP+Pre: P]

<Table 20> 10. „Wer raucht, ist arm dran.“

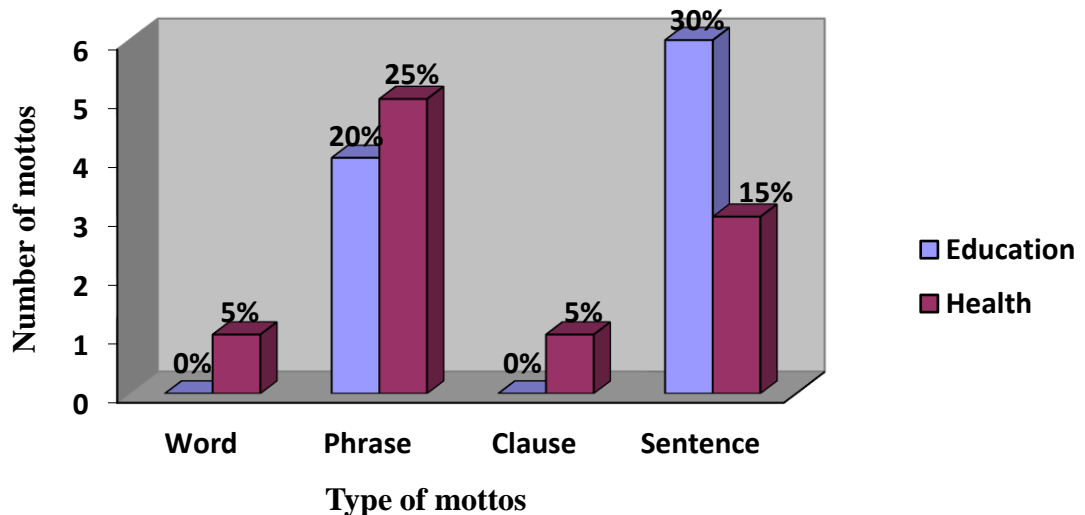
Parts of sentence	1	2	3	4	5
Words	Wer	raucht,	ist	arm	dran.
Form	W	W	W	W	W
Function	(Relat:P/ QW)	(V)	(V)	(Adj:)	(Pre:)
	DC		IC		
Level of unit	C				

The Level of this motto: (W+W+W+W+W) – [(Relat:P)+(V),+ (V)+(Adj:)+(Pre:)] - [DC+IC]

Clause Level - [DC+IC]

<Table 21> the statistical table of types of German mottos according to syntactic level

	Word	%	Phrase	%	Clause	%	Sentence	%
Education	-	-	4	20%	-	-	6	30%
Health	1	5%	5	25%	1	5%	3	15%
Total	1	5%	9	45%	1	5%	9	45%



<Figure 1> the statistical table of types of German mottos according to syntactic level

All of 20 mottos from educational and health sector are analyzed. According to table 21 and figure 1, it can be found that one motto is in word level (5%), nine are in phrase level (45%), one is in clause level (5%) and nine are in sentence level (45%).

By analyzing 10 mottos from education sector, four are structured in phrase level and six are in sentence level. Four mottos are constructed in noun phrases. Three noun phrases are structured in noun phrase and prepositional phrase. Prepositional phrase attributes to noun phrase. Only one noun phrase is built with noun and noun phrase. In this case, noun phrase attributes to noun. Six mottos are structured in sentence level. It can be known how to write German sentences. Different types of sentence structure can be seen: S+V+O, Adj:+V+S, (Pre:P)+V+S+NP+ Pref (V), (Pre:P)+(V), Refl:Pro+NP(S)+Pre:P+V and [N-Obj)+(V)+(N-Obj)+(V)]. In writing German sentence, S+V+O type is simple type. When some parts of sentence are especially described, these parts of sentence will be at the beginning of the sentence. Verb is always in second position in normal word order. When asking a question, verb comes first. When there are two verbs in a German sentence, the conjugated verb is placed in the second position and the unconjugated verb is at the end of the sentence. When a verb has a separable prefix, the prefix is placed at the end of the sentence. In imperative sentences, verb is first position in German. Verb form can change according to the subject. But in some types, verb is the last place in a sentence. These types: (Pre:P)+(V) and [Obj)+(V)+(Obj)+(V)] can be also found in this paper. These are imperative sentences. The verb is always infinitive form at the end of the sentence. In these sentences, subjects are omitted.

Ten mottos from the health sector, it can also be found that one is word level, five are phrase level, one is clause level and three are sentence level. In German Language, when noun and noun are combined, there will often be little connectors between the words as this form: [(N)+(Conn:/affix)+(N)+(N)]. Noun Phase structures are the same type with education sector. One motto is structured with clause level. Verb position can be noticed that there are two verbs in two clauses. Firstly, relative pronoun or question word is in the first position and verb is in second position in dependent clause. But in independent clause, verb is in the first position and subject is also omitted. And then three mottos are in sentence level. Two are the same in sentence structure in educational sector. One motto is noted that verb is in the first position when the sentence is imperative sentence.

VII. Discussion

This work presents the sentence structure of the 20 mottos in the sector of education and health. In table 21 and figure 1, the result can be found. How many mottos are in sentence, clause, and phrase and word level in the paper?

Firstly, 10 mottos in the education sector were analyzed. In general, three mottos have been structured in sentence level. It is found in table 1, 2 and 3. In these sentences, subject, verb, object and adverbial include. These mottos were called the sentence level structure. The tables 4, 8, 10 mottos are orderly arranged with verb, object and adverbial without subject. And then, the verb is at the end of the sentence and the sentence structure is remarkable. These mottos are constructed in sentence level. The tables 5, 6, 7, 9 mottos are structured in nouns and phrases without a verb. It is found that the mottos are in group (phrase) level. 10 mottos were classified and analyzed according to their functions. In the grammatical analysis of these mottos, we found two levels of form: sentence level - 6, group (phrase) level - 4).

Secondly, 10 mottos from the health sector were analyzed. It can be found three mottos, Number 5, 6 and 7 which have been structured in sentence level. There are differences in these three sentences. First table no.5 is imperative sentence, but verb is written at the end of the sentence. And then, second sentence no. 6 is also imperative sentence. Although the verb is at the beginning of the sentence like in English. The third one is simple sentence. Subject, verb and adverbial (place) are in this motto. These mottos' level is sentence level. No. 1, 2, 3, 4, 9 mottos are constructed in Phrase level. All are noun phrases. It can be noticed that these mottos are also differently created. In addition, one motto is written in word level and another one is in clause level. 10 mottos were classified and analyzed according to their function. An analysis of mottos according to syntactic level, we found four levels of form: Word: 1, Phrase: 5, clause: 1 and sentence: 3.

The order of the levels most to the least are sentence, phrase, word and clause. Sentence structure types are not same; they are differently constructed. Especially in imperative form, the verb places at the beginning of the sentence and at the end of the sentence. Most of the mottos are created that exclamation mark: “!” is at the end of the sentence as imperative form. But German mottos are written with open inverted and close inverted comma. This is distinguishing for language learners. It can be found that by writing noun phrase, the noun is attributed at the front with adjective, possessive pronoun or verb (participle) and behind with prepositional phrase and genitive attribute. Dependent and independent clauses are also found in this paper. It is interesting that a motto is created with only one word.

VIII. Conclusion

In this paper, it can be known that the mottos' structure is an important role for language learning and teaching. The paper can be studied from many points of view of culture, language and linguistic, but now the study is written from the point of view of linguistics. 20 mottos from the fields of education and health were collected. It can be summarized that the study of the sentence structure is found in four levels. In the education sector, there are 6 sentence levels and 4 phrase levels. There is no word level. In the health sector, there are 3 sentence levels, 5 phrase levels. One word level and one clause can be seen in this area. The mottos' structure is based on parts of the sentence. The German mottos are written in sentence level. They were analyzed by syntactic level: word, phrase, clause and sentence. It was found that the sentence level is the most common, secondly phrase level, word and clause level are equal. German mottos are written with open and close inverted commas. This is very distinct

for learners. The sentence structure was not the same; especially, by constructing imperative sentence; so it is very important for language learners. Noun Phrases were also differently created. But German mottos are created only the less in word and clause level. Different types of structure can be found in mottos. Mottos are essential in daily life. It can be assumed that this study may provide the language learners to improve four skills, especially reading and writing skills, because in the same level, the structures of mottos are different. It may support the translation skills. When they translate mottos, it can be well done. In the future, more papers can be written about not only mottos from the point of view of semantics, but also about slogans.

Acknowledgments

We would like to express our special thanks to Dr. Kyi Shwin, Rector, Yangon University of Foreign Languages, Dr. Mi Mi Aung, pro-rector of Yangon University of Foreign Languages and Daw Thang Khan Dim, Associate Professor and Head of German Department, Yangon University of Foreign Languages for giving us an opportunity to submit this research paper to YUFL Research Journal 2020. We would like to also appreciate to German Department's research committee and Research Project Management and Research Ethic Committee for guiding and giving us an opportunity to take part in YUFL Research Journal 2020.

References

- Department of Linguistics. (2011). *A Course in Linguistics & Phonetics for Postgraduate Students*, YUFL Myanmar
- Forßmann, D. (2009). *Hueber Wörterbuch, Deutsch als Fremdsprache*, Learner's Dictionary, German-English, English-German (1.ed.). Ismaning, Germany: Hueber Verlag.
- Hla Kyaing, U. (2005). *Deutsche Grammatik und Wortbildung, Department of German, YUFL Myanmar*
- Uwe Helm, P. (2008). *Sprachbeschreibung I, Introkurs ES Tyske Studier, SDU*
- [1] <https://www.merriam-webster.com/dictionary/motto> (July, 2020)
- [2] <https://www.dictionary.com/browse/motto> (July, 2020)
- [3] <https://www.google.com/search> (July, 2020)
- [4] <https://en.wikipedia.org/wiki/Motto> (July, 2020)
- [5] <https://www.dartmouth.edu/~deutsch/Grammatik/Wortbildung/Komposita.html> (July, 2020)
- [6] <https://gkv-netzwerk.de/gesundheitsstage-im-november-2026/> (July, 2020)
- [7] <https://www.seelichegesundheit.net> (July, 2020)
- [8] <https://apnews.com/ef70c1af702b89c23e71fcd843e63293> (July, 2020)
- [9] https://www.kneippbund.de/fileadmin/user_upload/kneipp-bund/dokumente/kneipp-intern/2015/05/LV_Bayern_Jahreshauptversammlung_2015.pdf (July, 2020)
- [10] <https://www.bvmed.de> (July, 2020)
- [11] <https://www.deutscher-pflegerot.de> (am 8. April 2020)
- [12] <https://www.weltgesundheitsstag.de> (July, 2020)
- [13] <https://www.dahw.de> (July, 2020)
- [14] <https://www.saarpfalz-anzeiger.de> (July, 2020)
- [15] <https://oberhessen.sparkasseblog.de> (July, 2020)
- [16] Seminar-Skript-Einfuehrung-in-die-Sprachwissenschaft-I (July, 2020)