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Pragmatic Effect**

Svitlana Nasakina
Odesa State Agrarian
University, Ukraine
Email: sveteacher@ukr.net

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Svitlana Nasakina

Odesa State Agrarian University, Ukraine

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ABSTRACT

Nowadays English language has become *lingua franca* almost for all spheres of science and education that's why it is very important to research the modern English textbooks for non-native speakers. The new English textbooks for economists like *Business Partner* or *Market Leader*, *Focus* focuses on the students who should know not only linguistic but also cultural aspects of English language. The effectiveness of a textbook depends on the many factors. The paper dwells on the problem of using quotations in the modern textbooks. It has been offered some language techniques used in the English classes. In the present paper, 100 examples of quotations were analyzed. The using of quotes in the English textbooks helps to present the interesting aspects of English culture. The cumulative function of quotes is in their ability to accumulate and generalize extra lingual information. Thus, the quotation usage helps to motivate students to study English as a language of professional development and social inclusion in the English culture. English quotations in any textbooks can create the effect of immersion into English environment and cultural life. Obviously, this can motivate students to learn English better and to know more about the English culture.

Keywords: *English, citations, English textbooks, higher educational institutions.*

Introduction

Although the topic of the interesting and inspiring textbook for the English classes has been exploited for a long period, there is still new light that can be thrown on this, such as peculiarities of quotations used in the modern textbooks. It is the well known that every textbook is unique and it has to consist of different tasks including grammar, lexical, pronunciation exercises, etc. Scholars from different countries state that “For long decades, the focus in second language (L2) acquisition and language teaching studies was placed on the study of grammar” (El-Dakhs, 2015, p.69). But there has been an enormous increase in the popularity of vocabulary tasks over the last decades. By the way, vocabulary tasks in the format Use of English is used in the ZNO (External Independent Evaluation) in Ukraine and it supports the importance of knowing both grammar and vocabulary for the future students of the universities. The modern and interesting English textbooks can help to make the English

language learning process more engaging. Nowadays there are many tasks in speaking, listening, writing and reading in every English textbook aimed at students of the Universities.

Moreover, texts for reading are often rich in cultural information. In most cases, when students read each unit in the English textbooks, there are cultural elements that help them understand English speaking world better. Quotations used in the different tasks of the textbook can help students gain a deeper understanding of another culture. Besides they could have pragmatic effect. According to Noor, through reading, students gain the new information and knowledge that is at the heart of their education (Noor, 2011, p. 2). Many researchers study quotation from the different angles (Capone A., Mark McCullagh, Paul Saka, Kirk Ludwig, Greg Ray, Eleni Gregoromichelaki, and others). The object of the study is the quotations in the English textbooks. The subject of the study involves the pragmatic features of quotations and its functional load in the studied material.

The discussion will be easier if we have some technical terms to use. First, we need a term for the quotation. There is a great number of quotation definitions. In conformity with the Cambridge Dictionary, quotation is a phrase or a short piece of writing taken from a longer work of literature, poetry, etc. or what someone else has said (Cambridge Dictionary, 2013, p.264). According to structure, there are in-text quotes (a short quote that fits into and completes a sentence), indirect quotes (when ideas from a source is paraphrased) and direct quote (when text is taken directly from a source without changing anything). On the one side, scholars think that quotations are names (Capone, 2013, p.264), from the other side, it is suggested that a quotation is a description obtained by concatenating each successive letter of the material quoted (Capone, 2013, p.264). Holden Härtl and Marcel Schlechtweg suggest, that quotation is a type of communicative act in which meaningfulness is not achieved through the pairing of a form with a sense but through the demonstration of a form (Holden Härtl and Marcel Schlechtweg, 2023, p.276). According to the Depiction theory, quotation belongs with a different category of communicative acts than most linguistic acts (Philippe De Brabanter, 2023, p.288).

Taking into account the above-mentioned, we can conclude the following: the functional status of the quotations that used in the English textbooks lies in providing attracting students attention to the certain unit, introducing grammar, vocabulary and cultural aspects, having pragmatic effect.

Methods

The research method, which includes two stages, has been presented. The first stage consisted of material collection from the English textbooks. The second stage consisted of the description and

systematization of the quotations. The descriptive method was used in the paper for inventory and taxonomy of the studied units. The material for the paper was taken from the units of textbooks *Business Partner*, *Market Leader* and *Focus*.

Quotations in the textbook as the pragmatic and cultural component

Nowadays we are witnessing the development of new forms and genres of the English textbooks. Besides, high competition between booksellers makes the textbooks creators use different grammar and language means in order to promote their products for schools and universities. A textbook online is the new form of textbooks that appeared in the 20th century but it has a lot of similar features with printed book.

In the modern society there is a growing need to learn English to make progress in the present globalized world. English is taught as a foreign language in all Ukrainian universities. In Odesa State Agrarian University all the students joining the university should have a working knowledge of English. Students of the economic specialties study English with the help of textbooks aimed at business and economics, that's why we use *Business Partner* by Bruce Wade with Maria Karyda, *Market Leader* in our teaching process. Besides, *Focus* by Sue Kay, Vaughan Jones, Daniel Brayshaw and Beata Trapnel is used at the University English courses for those students who need to improve their General English.

According to theory and methodology of the professional education, there is the necessity to improve and extend the content of the effective professional development of future economists capable of creativity, exploring new possibilities. Besides the important role in education process in the modern universities belongs to the qualitative textbooks as the main tool of the implementation of the educational approach.

There are many possibilities to teach English in the period of globalization and internationalization of higher education and teachers need to be aware of a range of methods in order to find one most appropriate to the objectives of the course. Nowadays, it is used student-centeredness, which "involves a recognition of student's potential to contribute meaningfully to the shaping of their learning programme, and then a willingness to accommodate this potential as far as the situation will realistically allow" (Tudor, 2023, p.282). However, when student-centeredness is discussed, the role of the qualitative textbook has to be mentioned because the aim of the teacher's job is to teach students with the help of many tools, and the most important tool in the English lesson for centuries is the textbook. That's why the English textbook has been the object of our research, and the quotation as the significant component of the textbook's unit is the subject of our research.

Let's consider some units from the material under investigation. During the researching, quotations we rather nominally divided in the research in three groups: 1) in-text (a short quote that fits into and completes a sentence you've written) ; 2) indirect quotations (when you paraphrase ideas from a source);3) direct quotations (when you take text directly from a source without changing anything).(Table 1). However, in this paper we research direct quotations more thoroughly.

Table 1

In-text quotations	Indirect quotations	Direct quotations
'It's important to reduce what needs to be done and be aware of the time works" Shogetsu said.	According to business blogger Tim Eisenhauer, if managers encourage more water-cooler chat (informal office conversation), their employees will become happier...	There`s a way to do it better - find it. Thomas Edison
<i>Unit 7 Time Management Business Partner B2</i>	<i>Unit 8 Communication Business Partner B1</i>	<i>Unit 5 Design and innovation Business Partner B1</i>

Each element of the textbook has certain functions: the title and the quotation should catch the attention of the learners and interest them enough so that to motivate them to learn the language. Composite tissue of the textbooks can be represented with more detailed distribution, but the proposed structure, in our opinion, most fully shows the functional purpose of the analyzed course book: every unit has the title, the quotation under the title, vocabulary, grammar, listening, reading, speaking and writing sections. For example, Unit 8 from the *Business Partner B1+* is called *Leadership*, and the quotation of this Unit is the following:

If your actions create a legacy that inspires others to dream more, learn more, care more and become more, then, you are an excellent leader. Dolly Patron, sing-song writer

As mentioned above much depends on the title of the unit, the purpose of which is to attract readers' attention. It was noticed that all sections deal with the notion *leader* or *leadership*, for example, the project work is called *Great Leaders*, the text for reading has the title *Business leaders need neuroscience*. It is understood, that quotation from the beginning of the unit which also has the word *leader*, focuses on grammar, vocabulary and cultural knowledge of the audience. Explaining this

quotation at the beginning of the studying this unit, the teacher can make links between the quotation and culture, nations, identities, and language of the English-speaking countries.

Pragmatic function of quotations can be understood as the focused use of language units aimed to achieve a certain affect on the recipient. The pragmatic effect is realized through a wide range of stylistic means, in particular, metaphor, repetitions, simile, etc. The repetition of the same or similar sound combinations and rhythm is a powerful means of pragmatic language that attract readers' attention to the unit, and the repetitive words are easily remembered. (Table 2).

Table 2

The coursebook	Unit's title	Quotation	Key words
Focus 4	True or False?	Never let the truth get in the way of a good story. Mark Twain (1835-1910), an American writer	True, truth
Market leader	Success	It's not enough to succeed. Others must be seen to fail. Gore Vidal	Success, succeed.
Business Partner B2	Time management	Until we can manage time, we can manage nothing else. Peter F. Drucker	Time manage(ment)
Business Partner B1+	Business strategy	In strategy it is important to see distant things as if they were close and to take a distanced view of close things.	strategy

		Miyomoto Musashi, legendary Japanese swordsman	
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English as the mandatory subject in Ukrainian universities aims to ensure the students of agrarian universities to master the professional English language competence. Training is aimed at developing speaking, reading, writing, and translation skills. The grammar in quotations can be explained to students, the new vocabulary in them can be rather useful. The translation of the quotation from English into native language helps students go deeper into the English culture and see the difference and similarity between cultures. To our mind, it is rather significant to integrate university students with knowledge of quotations by famous representatives both English-speaking world and other cultures. Makkai (1972, p. 25) states, that “there is a view according to which everything in natural language is idiomatic; both encoding and decoding, from phonology through word formation up to syntax and semantics, including sayings, proverbs, literature, and each individual culture”. Quotations are always informative but, besides, they can express emotions with the help of hyperbole in order to influence the learners, for example,

We know that when we protect our oceans, we`re protecting our future.

Bill Clinton (b.1946), a former US President (taken from Focus 4, Unit 8)

As noted before, the variety of pragmatic means of expressiveness in quotations can be highlighted by the order of words, syntactic parallelism, gradations, and antitheses. Antithesis, that is “fundamentally, contrasting ideas sharpened by the use of opposite or noticeably different meanings” (Cuddon, 1998, 46), has strong pragmatic effect, for example,

Neither a borrower, nor a lender be.

Shakespeare-Hamlet ,(taken from Focus 4)

With the help of antithesis *a borrower* and *a lender* the student can at once imagine the idea of the unit 4 “The Cost of living”. To teach students to use what they are taught, quotations are rather useful linguistically, culturally, pragmatically. Let’s look at the exercises which we use in English lessons. The examples below enhances the quotations from the units.

Example 1.Fill in the gaps in the quotation below with the words from the box

Plan, things, family

There`s only two... you can start without a plan: a riot and a..., for everything else you need a....
(Groucho Marx)

There are many ways in which English teachers can make their lessons memorable, for example, it can be presents the biography of the famous people, that is the authors of the quotations can be presented at the beginning of the new unit. It is very important to involve students in speaking activities and for this purpose the next exercise can be used.

Example 2. Read the English quotations. Agree or disagree with these quotatins.

There`s a way to do it better- find it.	Thomas Edison	Thomas Alva Edison (February 11, 1847 – October 18, 1931) was an American inventor and businessman.
There`s only two things you can start without a plan: a riot and a family, for everything else you need a plan.	Groucho Marx	Julius Henry "Groucho" Marx was an American comedian, actor, writer, and singer
The secret of change is to focus all your energy, not on fighting the old, but on building the new.	Socrates	Greek philosopher
The line between disorder and order lies in logistics.	Sun Tzu	Chinese general and military strategist, 544-496
Until we can manage time, we can manage nothing else	Peter F. Drucker	Austrian-American management consultant
Don`t mistake activity with achievement	John Wooden	American Basketball coach
The quickest way to double your money is to fold it and put it back in your pocket.	Will Rogers	US actor, cowboy and newspaper columnist

Whoever said money can't buy happiness, didn't know where to shop	Gertruda Stein	Novelist, poet, playwright
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The aim of the above-mentioned example, first of all, is to inform the learners about the ideas of the people whose sayings are in the textbook. Secondly, having read the above-mentioned example, we can pay attention of our students to onomastics peculiarities of the quotations. The using proper names in the textbooks has not only informative but also a pragmatic function.

Thirdly, the above mentioned example seems to prove the fact that textbooks can fulfill both informational and educational functions because we can see the famous historical figures which could be associated with certain countries and historical events.

The main attention of teachers in the next example is paid to the formation of lexically and grammatically correct sentences. Besides, it could be organized some extra activities, for example, speaking clubs for students who want to improve their English where such tasks can be used in order to attract students attention to the both famous English-speaking people, and grammar peculiarities of the quotations.

Example 3. Match the part of quotations in column A with the second part of the quotations in column B

Column A	Column B
Whoever said money can't buy happiness,	we can manage nothing else
The quickest way to double your money	is to focus all your energy, not on fighting the old, but on building the new.
The secret of change	a riot and a family, for everything else you need a plan.
Until we can manage time,	didn't know where to shop
There's only two things you can start without a plan:	is to fold it and put it back in your pocket.

Conclusion

Thus, in the 21st century it was created fundamentally new opportunities for English textbooks. The attractiveness of the textbook is determined by the use of various techniques. It has been shown in this paper the different examples with quotations that can be used in order to motivate students to learn English. Dealing with authentic quotations can be very interesting but also very challenging for students. The accepted standards for behavior, religion, language vary between different countries, and for teacher it is important to think how the quotation will be perceived by the audience. English quotations in any textbooks can create the effect of immersion into English environment and cultural life. Proper names with a high suggestive value form the image of the textbook. Considering the quotations at the English classes will help to incorporate the diversity of English culture into the learning process and motivate learners to use English in a flexible way in business communication.

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