

**THE UNIVERSITY OF DANANG
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**SEMANTIC, SYNTACTIC AND PRAGMATIC
FEATURES OF ENGLISH QUOTATIONS IN
LINGUISTICS THESES**

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CHAPTER 1 INTRODUCTION

1.1. RATIONALE

Scientific research is always associated with quotations. Quotes increase the credibility and validity of researchers' arguments. They show that the argument is rooted in fact. In addition, they make researchers' writing appear more professional and thoughtful. In order for quotations to work, they need to be incorporated into your writing correctly.

In research, quoting ideas from other authors' works in research is a good and high-appreciated act if this quotation is legal; because it proves that the writer has been working in the process of researching, preparing, collecting and synthesizing knowledge involved. The citation also help improve the scientism of research, show the merits and contributions of the researcher, indicate the standards and systems in the writer's study, respect for authors' rights, foster a sense of professional ethics and develop research capacity.

As a teacher of English, the thesis writer realizes the importance of helping students have a better understanding of the linguistic features of quotation in order to improve their English skills, especially their academic writing.

From all above reasons, "**Semantic, Syntactic and Pragmatic Features of English Quotations in Linguistic Theses**" is chosen as the title of the master thesis for the writer's research. With an attempt to examine the semantic, syntactic and pragmatic features of quotation in master thesis, the thesis writer does hope that the results of the research will make some contributions to the process of citing English quotations.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

The aim of this investigation is to try to identify and establish the linguistic features of *English Quotations (EQs)* in order to get better understanding what characterizes a linguistic quotation not only in thesis writing but also in academic writing.

The further purpose of this study is to develop a deeper insight of EQs for English learners, teachers so that they will be more interested in the linguistic features of EQs and apply them in their speeches or academic writing impressively and successfully. Furthermore, it is hoped that the significance of the research can help researching beginners avoid unintended plagiarism.

1.2.2. Objectives

The study tries to fulfil the following objectives:

- To identify and clarify the linguistic features of EQs in terms of semantic, syntactic and pragmatic features.
- To suggest some implications for learners, teachers and researchers of English and those are interested in using quotations in academic writing.

1.3. RESEARCH QUESTIONS

This study aims to seek the answers to the following questions:

- 1** *What are the semantic features of EQs in Linguistic Theses?*
- 2** *What are the syntactic features of EQs in Linguistic Theses?*
- 3** *What are the pragmatic features of EQs in Linguistic Theses?*

1.4. SCOPE OF THE STUDY

Based on the objectives of the study, validity and reliability of data, this study aims to analyse semantic, syntactic and pragmatic features of EQs in *Linguistic Theses (LTs)* published by the

mentioned *Linguistic Journals: Language Learning; Innovation in Language Learning and Teaching; Journal of English Language and Literature; International Journal of Language and Linguistics; Communication, Society and Media; Language Teaching Research...*and some dissertations in *Applied Linguistics and Journal Semantics (Oxford University); Journal Semantics (University of California)*.

Table 1.1.Quantity of 7 main groups of Linguistics Studies

No	Types of research	Quantity of studies
1	Linguistic Features in general	4
2	Discourse Analysis	4
3	Functional Grammar	2
4	Stylistic Features	2
5	Language Learning and Teaching	3
6	Comparative and Historical Linguistics	4
7	Others	4
Total		23

1.5. SIGNIFICANCE OF THE STUDY

Quotations in scientific research are not a new issue; they are mentioned in most of syllabuses, books in terms of content, methodology in many universities all over the world. They are also

familiar with whoever writes essays, dissertations, or scientific researches in small or big scopes. From the view of the research beginners, however, the completed comprehension of quotation and citation is not simple because of misunderstanding or even getting mistakes when quoting. The lack of knowledge or unawareness of quotation leads to the failure of implementation of regulations in subjective and objective reasons. Many evidences have shown that the errors in quoting can't be less harmful in scientists' career.

Most critical opinions on dissertations are related to the results of citation, thus the important role of the quotation in research should be clear. Firstly, quotation allows scientist interpret the theoretical background, the frame theory from which propose new ideas, provide source of methodology used in study, the way to conduct the study and finally review, set up the research results in compare with other results published earlier. Secondly, quoting proves the writer up to date of knowledge in major and aware of scientific knowledge development at the time the study conducted. Therefore, the use of quotation in scientific thesis shows that the scientist regularly updated new knowledge in major and the research has accompanied with the flow of other studies in same major or not.

There are no quotations, the failure or carelessness in using quotation in thesis can lead to plagiarism. Plagiarism is considered as using of ideas, methods and sentences of others without specifying the source. Plagiarism is a serious issue related to science ethics that any researcher need to understand clearly in order to avoid.

For all these reasons, this study is conducted with the hope to help all researchers, teachers and learners not only of English but also

of other areas have deeper insight to use quotations scientifically, smartly. Then the writing becomes more convincing, clear-based on scientific theory and especially reduces plagiarism mistake.

1.6 ORGANISATION OF THE STUDY

Chapter 1: Introduction

Chapter 2: Literature Review and Theoretical Background

Chapter 3: Research Methodology

Chapter 4: Findings and Discussion

Chapter 5: Conclusions and Implications

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. THEORETICAL BACKGROUND

2.1.1. Definition of terms and classifications

2.1.1.1. Definition of Quotation

2.1.1.2. Classifications of Quotation

2.1.2. An overview of Quotation Theory

2.1.3. Semantic Features of Quotation

2.1.3.1. Standard view of Quotation and Difficulties

2.1.3.2. Semantic of Quotation based on Levels of

Linguistic Acts

2.1.4. Syntactic Features of Quotation

2.1.4.1. Syntactic Features of Pure quotation

2.1.4.2. Syntactic Features of Mixed quotation

2.1.5. Pragmatic Features of Quotation

2.2. LITERATURE REVIEW

Up to now, there have been a lot of researchers and writers interested in quotation in their papers or books. In fact, studying of

quotations is really interesting and practical but not simple task. Therefore, we are descendants who are standing on giants' shoulders should inherit and further develop their achievements and contributions.

Firstly, one of the international researches "*Mixed Quotations and Pragmatic Introduction of Multiple Propositions*" (Wolf, 2012) can be mentioned. In this study, the author explicate a novel type of linguistic phenomenon that called semantic stacking, then argue that treating mixed quotations as instances of semantics stacking is superior to treating them as instances of pragmatic enrichment.

Volynets (2013) in "*Structural and Semantic Features of Quotation in English Media Discourse*" base on the descriptive analysis of various quote types and their specific features. This study reveals that intentional changes in reported speech and the influence of a new context environment may alter the meaning of the quoted utterance. The research outcomes verify the idea that quotation, being a journalist's powerful tool, plays an important role within a text and the understanding of quote's structural and semantic peculiarities is likely to assist readers in perceiving and analysing information.

Maier (2014) in "*Mixed quotation: the grammar of apparently transparent opacity*" investigate into interpretation of a mixed quotation involves the resolution of a metalinguistic presupposition. In this study, the researcher formalizes and evaluates a presuppositional account of mixed quotation. Finally, the author addresses the phenomenon of unquotation and argues that it is an essential ingredient for an empirically adequate analysis of mixed quotation in natural language.

Wiślicki (2014) in “*Semantics of Quotation-Against the functional approach to quotation*” discusses the semantic expressive power of the most influential theories of quotations and shows the problems that arise in that kind of approach. The findings of this research become a bottom line of semantic account that allows calculating the meaning of quotation via composition principles without getting involved into semantic inconsistencies.

Wright (2016) in “*Pragmatic Quotation Use in Online Yelp Reviews and its Connection to Author Sentiment*” discovers seven pragmatic quotations use in a 2014 Yelp review corpus: Collective knowledge, Non-standard, Grammatical, Non-literal, Narrative, Idiolect, and Emphasis. The research questions were answered in this paper are: 1/ What are pragmatic uses of quotations in online writing, specially reviews?; 2/ How do lay readers perceive the use of these quotations?; 3/ Can quotation used help predict author sentiment?

In Vietnam, there also have many master theses related to quotation such as “*A study on Semantic and Syntactic Features of Words and Phrases in Quotation Marks used in English and Vietnamese Economic magazines*” by Tran Kim Oanh (2011) finds out semantic and syntactic features of words and phrases used in quotation marks in Vietnamese and English economic magazines. Through this thesis, we can see that, in both English and Vietnamese economic texts, writers put many words and phrases in quotation marks with many different purposes.

“*An Investigation into Commonly Used Stylistic Devices in English and Vietnamese Political Quotations*” by Pham Thi Phuong Thi (2012) investigates the commonly used stylistic devices in English and Vietnamese political quotations. By this contrastive

investigation, the similarities and differences of these techniques between two languages have been discovered.

“Linguistic Features of English Inspirational Quotations denoting Education” by Le Thi Thu Thao (2018) identifies and describes the linguistic nature of English inspirational quotations denoting education. This thesis has been conducted to determine the syntactic features, lexical choices, cohesive devices and stylistic devices.

However, to the best of my knowledge, there have not been any pieces of research defining, indentifying and describing the linguistic features of quotations denoting linguistic in the light of semantics, syntax and pragmatics. For all above reasons, the researcher would like to devote herself to the study of this topic to discover the linguistic nature of EQs.

2.3. CHAPTER SUMMARY

CHAPTER 3

METHOD AND PROCEDURE

3.1. RESEARCH DESIGN

Both qualitative and quantitative approaches will be adopted in this study to get the best results of investigation into the linguistic features of EQs. The qualitative approach will be used to describe and analyse data to find out the distinctive features of EQs in terms of semantics, syntax and pragmatics. On the other hand, the quantitative approach will employed to seek the occurrence, the percentage of the above mentioned aspects.

3.2. RESEACH METHODS

The aim of the study is to identify and clarify the nature of EQs in order to find out their linguistic features in terms of semantic, syntactic and pragmatic features. In order to achieve this aim, the research combined different research methods as follows:

The descriptive method was used to give a detailed description of linguistic features of EQs.

The analytic method was used to clarify and justify a certain features or characteristic.

The inductive method was helpful in drawing out the generalizations from the findings and making conclusions.

3.3. DESCRIPTION OF SAMPLES

EQs must be indentified and collected as available quotations in English Linguistic Studies.

- A total of 617 samples were collected in 23 Linguistic Studies with many different authors in 7 main groups: Linguistic Features in general, Discourse Analysis, Functional Grammar, Stylistic Features, Language Learning and Teaching, Comparative and Historical Linguistics and Others collected in well-known Linguistic Journals. All English quotations which authors are English speakers were chosen.

3.4. DATA COLLECTION

The samples will be chosen with the following criteria:

- The samples must be collected in English Linguistic Studies in famous Linguistic Journals; dissertations belonging to Oxford University and University of California.

- The quotations' authors must be native English speakers

- The samples must be linguistic quotations. It means that the samples must concern and relate mainly to case studies of linguistic such as: Discourse Analysis, Linguistic Features in general, Stylistic Features, Functional Grammar, Comparative and Historical Linguistics, Language Learning and Teaching, etc.

3.5. DATA ANALYSIS

3.6. RESEARCH PROCEDURE

3.7. RELIABILITY AND VALIDITY

3.8. CHAPTER SUMMARY

CHAPTER 4
FINDINGS AND DISCUSSION

4.1. SEMANTIC FEATURES OF ENGLISH QUOTATIONS IN LINGUISTIC THESES

4.1.1. Semantic features of pure quotation

The semantic products of pure quotations in LTs can be summarized in the table following:

Table 4.3. Distribution of Locutionary act product in pure quotation in LTs

Locutionary products	Occurrence	Rate
Rhetic product	113	91.9%
Phatic product	6	4.9%
Mixed locutionary product	4	3.2%
Total	123	100%

4.1.2. Semantic features of direct quotation

Direct quotation in LTs expresses both properties of locutionary acts, illocutionary acts and cognitive acts as three tables following:

Table 4.4. Distribution of Locutionary product in direct quotation in LTs

Locutionary product	Occurrence	Rate
Rhetic product	0	0%
Phatic product	66	100%

Phonetic product	0	0%
Total	66	100%

Table 4.5. Distribution of Illocutionary product in direct quotation in LTs

Illocutionary product	Occurrence	Rate
Representative	44	66.7%
Directive	4	6.1%
Expressive	2	3%
Comissive	1	1.5%
Declarative	2	3 %
ϕ	13	19.7 %
Total	66	100%

Table 4.6. Distribution of Cognitive product in direct quotation in LTs

Cognitive product	Occurrence	Rate
Knowledge	17	25.8%
Comprehension	4	6.1%

Application	0	0%
Analysis	2	3%
Synthesis	2	3%
Evaluation	12	18.2%
Mixed Cognitive products	16	24.2%
φ	13	19.7%
Total	66	100%

4.1.3. Semantic features of indirect quotation

Indirect quotation expresses both properties of locutionary acts and illocutionary acts and cognitive acts.

Table 4.7. Distribution of Locutionary product in indirect quotation in LTs

Locutionary product	Occurrence	Rate
Rhetic product	254	100%
Phatic product	0	0%
Total	254	100%

Indirect quotations in LTs express the properties of not only locutionary act as mentioned above but also illocutionary act such as Representative, Directive, Expressive, Commissive, Declarative summarized in the following table:

Table 4.8. Distribution of Illocutionary product in indirect quotation
in LTs

Illocutionary product	Occurrence	Rate
Representative	102	40.1%
Directive	16	6.3%
Expressive	5	2%
Comissive	7	2.8%
Declarative	7	2.8%
ϕ	117	46%
Total	254	100%

Table 4.9. Distribution of Cognitive product in indirect quotation in
LTs

Cognitive product	Occurrence	Rate
Knowledge	18	7.1%
Comprehension	13	5.1%
Application	11	4.3%
Analysis	19	7.5%
Synthesis	15	5.9%

Evaluation	39	15.4%
Mixed products	27	10.6%
ϕ	112	44.1%
Total	254	100%

4.1.4. Semantic features of mixed quotation

The semantic account of pure, direct and indirect quotation that the previous section has outlined naturally extends to mixed quotation: they express both properties of lower-level linguistic products and locutionary, illocutionary, or cognitive products.

4.2. SYNTACTIC FEATURES OF ENGLISH QUOTATIONS IN LINGUISTIC THESES

4.2.1. Syntactic features of pure quotation

In LSs, pure quotations has lower- level linguistic structures such as phatic act structure and rhetic act structure which are used as NP, VP, AdjP, AdvP in a complete sentence as showed in the table following:

Table 4.13.Syntactic Functions of Rhetic act and Phatic act in pure quotation in LTs

Lower-levellinginguistic structure	Syntatic Function	Occurrence	Rate
Rhetic and Phatic act structure	NP	112	91.1%
	VP	1	0.8%

Lower-levellinginguistic structure	Syntatic Function	Occurrence	Rate
	AdjP	9	7.3%
	AdvP	1	0.8%
Total		123	100%

4.2.2. Syntactic features of direct quotation

66 direct quotations in data are combination of the phatic act structure in quotation mark and the LF structure of entire sentence.

Let's see the findings in the table following:

Table 4.14. Distribution of LF structure of direct quotation in LTs

LF structure	Occurrence	Rate
S+V+Complement	46	69.7%
S+V+O+Complement	7	10.6%
(head+phatic act)	10	15.2%
(phatic act)	3	4.5%
Total	66	100%

4.2.3. Syntactic features of indirect quotation

. 254 indirect quotations in LTs are simultaneous with LF-structures (entire sentence) and lower-level linguistic structures (rhetic act structure).

Table 4.15. Distribution of Syntactic Analysis of Indirect Quotation in LTs

	LF structure	Occurrence	Rate
LF structure	S+V(illocutionary) +C	96	37.8%
	S+V(illocutionary)+O+C	45	17.7%
	S+V(illocutionary)-passive +C	5	2%
Lower level linguistic structure	(head,rhetic act)	52	20.5%
	(rhetic act)	56	22%
Total		254	100%

4.2.4. Syntactic features of mixed quotation

174 mixed quotations in LTs data are simultaneous LF-structures and lower-level linguistic structures with occurrences and rates counted in the table following:

Table 4.16. Distribution of Syntactic features of mixed quotations in LTs

LF structure		Occurrence	Rate
		S+V(illocutionary)+C	72
S+V(illocutionary)+O+C	43	24.7%	
S+V (illocutionary)-passive	3	1.7%	
S+V(illocutionary)-passive+C	4	2.3%	
Lower-level linguistic structure	(head,phatic act/rhetic act)	21	12.1%
	(phatic act/rhetic act)	31	17.8%
Total		174	100%

4.3. PRAGMATIC FEATURES OF ENGLISH QUOTATIONS IN LINGUISTIC THESES

4.3.1. Pragmatic categories

4.3.1.1. Narrative

4.3.1.2. Grammaticality

4.3.1.3. Emphasis

4.3.1.4. Idiolect

4.3.1.5. Collective Knowledge

4.3.1.6. Non-standardness

4.3.1.7. Non-literacy

4.3.2. Pragmatic categories frequency

Table 4.18. Distribution of pragmatic categories of Mixed Quotation in LTs

Mixed quotation	Pragmatic categories		Occurrence	Rate
Direct quotation + Indirect quotation	Narrative		64	36.8%
Pure quotation + Direct/ Indirect quotation	Narrative + other category	Narrative + Grammaticality	96	55.2%
		Narrative + Emphasis	12	6.9%
		Narrative + Idiolect	2	1.1%
Total			174	100%

4.4. CHAPTER SUMMARY

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

This study examined the linguistic features of EQs in 23 LTs belong to 7 main groups: Linguistic Features in general, Discourse Analysis, Functional Grammar, Stylistic Features, Language Learning and Teaching, Comparative and Historical Linguistics and Others. 617 samples including pure, direct, indirect and mixed quotations were analysed in terms of their semantic, syntactic and pragmatic features. Among them, indirect quotations are dominantly employed and account for nearly 41 %, mixed quotations appear with the lower frequency, taking up over 28%, pure quotations are used with the number of nearly 20% and finally, direct quotations are chosen with the lowest frequency (over 10%).

In term of semantic features, pure quotation only convey meaning based on lower-linguistic level such as phatic act, rhetic act and mixed act. Rhetic products are dominantly employed with the much higher frequency (92%); whereas, Phatic products and mixed locutionary products are found in only 6 cases and 4 cases and occupy the low proportion (5% and over 3%). Especially, there is no phonetic act product in data of LTs.

From accounting semantic products of pure quotation based on linguistic levels above, the researcher continues to make the extension to direct, indirect and mixed quotation straightforward and found that they express both properties of lower-level linguistic products and locutionary, illocutionary, or cognitive products. Firstly, in lower-level linguistic product, phatic act product was found in all direct quotation, taking up 100% ; rhetic act product was found in all

indirect quotation, also counting for 100%; both rhetic act product and phatic act product were explored in mixed quotation with the highest proportion (70.1%) of rhetic product and the lower one (24.1%) of phatic product. Secondly, in illocutionary act product, the subcategory Representative are dominantly employed and account for 66.7% in direct quotation, 40.1% in indirect quotation and 51.7% in mixed quotation. Thirdly, in cognitive act product, Knowledge product is dominantly employed with the proportion of 25.8% in pure quotation, 19.5% in mixed quotation.

With regard to syntactic features, the lower-level linguistic structure and LF structure were examined. Firstly, in pure quotation, the use of rhetic act and phatic act as a NP in LTs occupies the highest percentage with 91.1%. This is followed by the frequency of AdjP, accounting for 7.3%. The use of lower-level linguistic act as a VP and AdvP appear with the lowest with 0.8%. Secondly, in direct quotation, SOC structure is used in the highest occurrence, accounting for 69.7%. SVOC structure, (head, phatic act) and (phatic) structure take up the lower percentage with 10.6%, 15.2% and 4.5% respectively. Thirdly, in indirect quotation, “**S+V (illocutionary) + C**” structure are dominantly employed with the highest frequency (37.8%) and “**S+V(illocutionary) + O + C**” are found in 45 cases, taking up 17.7%. The structure without illocutionary verb expressing only lower level linguistic structure appear with relatively high frequency, counting for 22% (**rhetic act**) and 20.5% (**head, rhetic act**). The use of “**S+V(illocutionary)-passive +C**” occupies the lowest proportion (2%). Finally, in mixed quotation, the pattern “**S+V (illocutionary) +C**” are employed to make mixed quotations in LSs taking up with the highest proportion

(41.4%). “**S+V (illocutionary)+O+C**” structure appear with the lower frequency, accounting for 24.7%. Besides, the writers have the tendency to use mixed quotation with only **Lower-level linguistic structure such as:(phatic act/rhetic act)** and(**head, phatic act/rhetic act**), taking up 17.8% and 12.1% respectively. In addition, passive forms are employed to make mixed quotation with the lowest proportion: “**S+V (illocutionary)-passive +C**” (2.3%) and “**S+V (illocutionary)-passive +C**” (1.7%).

Lastly, with regard to pragmatic features, 7 pragmatic categories were discovered in 617 EQs of LTs: Narrative, Grammaticality, Emphasis, Idiolect, Collective Knowledge, Non-standardness and Non-literacy. Among them, Narrative pragmatic function is used with the highest frequency, taking up 100% in direct, indirect and 36.8% in mixed quotation. Taking up 80.5%, Grammaticality pragmatic category is employed with appearing of proper noun, title, specific term and appositive. Especially, in mixed quotation, 36.8% quotations are used for Narrative purpose whereas 63.2% of them are employed for Narrative +other pragmatic category.

5.2. IMPLICATIONS

5.2.1. To Learners

Based on differences between lower-level linguistic act, locutionary act and illocutionary act, cognitive act, the present study clarified the linguistic items and their syntactic and semantic features of EQs in LTs. Therefore, firstly, the findings of this study enable language learners develop or strengthen their theoretical knowledge of locutionary, illocutionary and cognitive act. Secondly, this research will be also beneficial to learners of English, especially to those who specialize not only in LTs and other kind of dissertations

writing but also in academic writing in general. It provides learners with the knowledge of linguistic features in term of semantic product, syntactic structure and pragmatic function in EQs. Mastering these features, learners and writers can improve their linguistic background and discover the effective way to write a good quotation, to increase the credibility and validity of argument, to make writing appear more professional and thoughtful. Moreover, they know how to avoid unintended plagiarism because of the lack of quotation knowledge.

5.2.2. To Teachers

This study is theoretically and practically significant to language teachers. It firstly strengthens their awareness of the important role of quotation in academic writing. Thank to quotation, teachers can inspire their students use good quotations to make Literature Review and Theoretical Background in their dissertations. The findings of the research will provide teachers with general knowledge of linguistic features of EQs, especially the quotation in term of semantic features, syntactic structures and pragmatic functions. As a result, teachers can design the lessons relating to the way to quote effectively something which a person, an author, a writer, a poet, a linguist wrote or thought on different ways. In additional, teachers can instruct their students use the expression in quotation mark to make up a good quotation without plagiarism. Finally, the data of EQs in LTs will also be a huge reference including great examples for teaching plans in English classes.

5.3. LIMITATIONS OF THE STUDY

Despite great efforts have been made in the process the research carried this research, the study cannot avoid certain limitations resulting from lack of materials and time budget, knowledge as well as other hidden factors.

Firstly, linguistic features are complicated and abstract problems

and there are many different views on quotation, this thesis is limited to certain linguistic features in term of semantic features, syntactic structures and pragmatic functions. The researcher would like to employ the most appreciated theory that can cover all 617 samples in data.

Secondly, when analysing pragmatic functions of EQs in LTs, the researcher has no official theoretical background to following. The researcher only based on Predelli's examples of pragmatic features in quotation in general to find out some pragmatic categories that are similar to those examples. After that the researcher herself named and defined these pragmatic categories. There are some difficulties in analysing pragmatic categories because few items are relatively abstract. Therefore, the findings in this thesis are limited.

With those difficulties and limitations of personal ability, sources of materials relating to the problem under investigation and outside factors, the study has got unavoidable shortcomings.

I would be very grateful to those who take interest in the topic and this work. Any comment, advice and adjustment are valuable to make this thesis more fulfilled, diversified and deeper.

5.4. SUGGESTIONS FOR FURTHER STUDY

The following topics should be taken into consideration for further researcher:

- A Contrastive Analysis of linguistic features of quotation in English and Vietnamese theses.
- An investigation into Pragmatic Features of English Quotations in dissertations.