Dynamics of Multimodal Components in English Educational Discourse: the Case of "English Grammar in Use" by Raymond Murphy[1]

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Abstract. This article aims to identify the linguistic features of English-language educational discourse in terms of structural, descriptive, semantic, and cognitive-pragmatic analyses. The relevance of the study stems from the need to identify trends in the representation of language components in modern grammar textbooks within the communicative-pragmatic paradigm of educational discourse. The authors focus on the linguosynergetic potential of the English grammar textbook *English Grammar in Use* by Raymond Murphy, manifested in changes of certain discourse markers in all five editions. Employing a multimodal discourse analysis methodology, this research scrutinizes the verbal and visual disparities – encompassing graphic elements, letter capitalization, italics, font, and color – that hold pragmatic value and fulfill various roles, from engagement to conveying information. The authors also investigate the interference of advertising and educational discourses and the small-format nature of texts in this self-study textbook, whose hypertext structure and internal navigational system serve as a surrogate for teacher guidance, thereby performing a directive function. A diachronic analysis of communicative scenarios within the textbook's exercises reveals the dynamic utilization of interjections, underscoring their importance in creating an emotive-expressive backdrop that facilitates the acquisition of grammatical phenomena, reflective of their real-world application. Thus, in an attempt to represent the features of natural communication and avoid the use of linguistic terms, the author of the textbook presents complex grammatical material in the most accessible form for a wide audience. Consequently, the study highlights the textbook's increasing emphasis on the personality-bound component, complementing the traditionally dominant status-oriented approach in educational discourse.

Keywords: educational discourse, hypertext, concept, interjections, synergetic linguistics

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One would be hard pushed to find a single qualified teacher of English as a foreign language who has not used the textbook *English Grammar in Use* by the British TEFL teacher Raymond Murphy designed for students with B1 (intermediate) and B2 (upper-intermediate) levels of English. Having started his teaching career in 1980, Murphy first published his work in 1985, offering his manuscripts (30 lessons typed out on a typewriter) to one of the most respected publishing houses on the planet, Cambridge University Press. Thirty-nine years later, the textbook is as popular and in-demand as ever, a permanent fixture in lists of recommended textbooks for learning English, often among the top ten best works.

Four new editions of the textbook have been published in the intervening years: a second edition in 1994, a third in 2004, a fourth in 2012, and a fifth in 2019. That makes a new edition roughly every ten years, a rarity in the modern educational services market, when new and improved editions are offered every two to three years. Educators frequently debate the merits of regular reprints of the same teaching materials, since the changes made are not always logical and significant. Furthermore, they complicate the educational process, and students end up with textbooks from different editions, which contain differences in both structure and content.

In interviews, Raymond Murphy has clarified himself that during the long existence of his self-study textbook, he has also made what he describes as a large number of changes and amendments. Work on improving the textbook has been carried out in stages, and alterations – both linguistic and extralinguistic – have been introduced into each edition. In most cases, these were minor amendments and additions, as well as improvements in the book's design and external appearance. But in general, the essence and basic principle of working with the manual have always remained the same.

It should be noted that, according to Evgenia Ponomarenko, the study of discourse is an important means of reflecting the mental, psychological, and sensory processes that are entirely inherent to human beings (Ponomarenko 2004). Following her, we believe that educational discourse allows us to study the process of language activity through the social context of language use in the educational environment. Thus, in order to expand our understanding of the system of meanings of English-language educational discourse, it would be useful to examine in greater detail the behavioural models that are characteristic of people studying English as a foreign language and representatives of English-speaking society in order to identify the system of linguistic markers that are found in their speech. In our case, this is small-format texts (SFT) – the explanations, examples, and exercises contained in the *English Grammar in Use* textbook (Kopshukova 2013).

From the standpoint of scientific understanding, it is interesting and important to trace the dynamics of changes in linguacognitive characteristics in all five editions of the textbook we are looking at, since such a study of educational discourse will deepen our knowledge of the evolution of the worldview of English-speaking society at the every-day and practical level, taking the cognitive, value-normative, emotional-volitional, and practical components into account (Radugin 1997, p. 13).

Analysis of the Theoretical Sources of the Study

We can confidently state that the study of discourse, and the discourse of professional communication in particular, continues to be a topical issue that generates discussion and new points of view. Many researchers make their conclusions based on the results of linguistic activity obtained from studying socio-cultural practices embedded in a specific social context. Here, we will focus on the polymodal features of discourse in the educational environment.

What makes the present study unique is the scientific and methodological strategy employed: a comprehensive approach to the analysis of the material under study through the stepwise application of several methods and approaches. The scientific significance of the article lies in the conclusions about the considerable role that the personal component plays in the new editions of the textbook, as well as about the status-oriented nature of the discourse surrounding the instructional manual, which is assumed to be the leading such work by educators. This conclusion was made on the basis of examples in which the dynamics of change are determined by the subjective preferences of the author of the textbook, and the choice of linguistic means for explaining grammar rules based on Raymond Murphy's personal teaching experience. We believe that our research has practical value, since the findings and results can be used when compiling English grammar textbooks in the Russian language for Russian learners of English, which is undoubtedly a labour-intensive process that requires close attention to all the details– both to the linguistic content and to understanding the features of the compositional structure as a whole.

Several terms are used in modern research to describe the same, or at least similar, manifestations of discourse in the educational environment. For example, Elena Dyakova (Dyakova 2011), V. Karasik (Karasik 2004), and Natalya Komina (Komina 2004) use the concept "educational and organizational-educational discourse," while the researchers Yulia Chubarova (Chubarova 2008), Svetlana Gerasimova (Gerasimova 2011), Nadezhda Inozemtseva (Inozemtseva 2010) operate with the terms "educational-scientific" and "educational didactic" discourse. L. Buzinova (Buzinova 2017) and Marina Sukhomlinova (Sukhomlinova 2018) prefer the term "academic discourse," and Irina Kirillova (Kirillova 2010) and Alevtina Robotova (Robotova 2023) use "pedagogical discourse." Finally, E. Kozhemyakin and E. Krotkov (Kozhemyakin, Krotkov 2009) go with "educational and pedagogical discourse" or "discourse of education." One of the reasons for such an abundance of terminology – which prevents us from establishing clear boundaries between these discursive subtypes of status-oriented communications, is intertextuality, "because it is this phenomenon that often erases boundaries between different types of discourse, making them practically indistinguishable" (Chekulai, Prokhorova 2019: 30).

With all that said, in this article, we will rely on the concept of "educational discourse" used by Ekaterina Dobrenkova (Dobrenkova 2007) and Antonina Kharkovskaya (Kharkovskaya 2015). In our opinion, this wording most fully describes the type

of environment in which the material of our research is nested. For example, we can find a significant difference in the grammar reference book and a textbook: the former is not related to the latter, but both are present in the educational environment.

In determining the ontological status of various status-oriented types of discourse, we agree with Igor Chekulai and Olga Prokhorova's assertion that discourse is inherent in the entire linguistic community represented by individual people, and status-oriented discourse, "regardless of the terminological sound given to it by this or that researcher," belongs to a "group that is united by some socially significant activity" (Chekulai, Prokhorova 2019: 26). In the present study, we are talking about belonging to the educational sphere. The author of the textbook *English Grammar in Use,* Raymond Murphy, is an expert in teaching English as a foreign language, and his work is intended for students who plan to become educated members of the English-speaking community and therefore must master the basics of communication in English to be able to hold a competent dialogue and in the future ensure mutual understanding with representatives of the English-speaking socio-culture. This is why the tasks and examples with grammar rules contain a set of linguistic and socio-cultural codes, such as precedent phenomena, interjections, and concepts. Once they become familiar with the given examples of social practice in various situational contexts during the learning process, students will be able to reproduce and transmit their own socio-cultural values and learn how to realize their cognitive and communicative needs, which will lead to the creation of new models of social experience.

Based on the above, we classify the *English Grammar in Use* textbook as educational discourse, which is a type of status-oriented discourse (institutional communication). As such, we propose considering it as a meaning-forming and meaning-reproducing activity regulated by historical and socio-cultural codes (traditions) that is aimed at the transmission and regulation of certain skills, abilities and knowledge, as well as values and models of behaviour, with the help of cognitive and communicative means that are arranged according to a specific template and consist of thematically relevant texts that are closely related to the task and to a wide variety of paralinguistic means (Kopshukova 2013).

From the point of view of scholarly thinking, we cannot underestimate the importance of analysing both verbal and non-verbal markers of the linguistic organization of the text we are studying, since the very presence of features of the compositional structure serves as obvious evidence of the implementation of a certain pragmatic potential in the educational discourse, namely: the effectiveness of paraverbal accompaniment in performing attractive, meaningful, aesthetic, expressive, informative, directive, organizational, orientational, and illustrative functions (Kopshukova 2013).

The study of changes in linguacognitive components belonging to educational discourse is relevant and justified, since they appear to us as (relatively) independent hierarchical signage systems, which are characterized by a certain set of functions, laws of life, and "ways" of behaving. And this "presupposes an analysis of the self-development of the general semantic system of the fragment of discourse under consideration" (Ponomarenko, 2004, p. 4).

We can state that this study has an anthropocentric focus, since humankind is still the pinnacle of the modern scientific humanitarian paradigm, and in the process of discursive professional communication becomes the producer and recipient of certain textual information.

Research Materials and Methods

In the course of the study, we analyse language components the demonstrate properties of a textual, linguopragmatic, cognitive, and linguosynergetic nature, which involves the use of structural, descriptive, semantic, and cognitive-pragmatic types of analysis, as well as multimodal discourse analysis. The combination of these approaches, in conjunction with the diachronic approach, will allow us to carry out a comprehensive analysis of the linguistic material with the aim of drawing conclusions about the verbal content and paraverbal accompaniment of the authentic self-study textbook *English Grammar in Use* by Raymond Murphy.

What makes the present work stand out in particular is the sheer volume of research material used. In this article, we intend to examine and compare all five editions of Murphy's *English Grammar in Use,* the first of which is 267 pages long and the other four are over 300 pages each, in order to describe general trends, analyse changes in the linguacognitive characteristics of the textbook, and identify possible patterns inherent in educational discourse.

Results and Discussion

Compositional Features

Murphy's *English Grammar in Use,* in all its editions, is a fully complete product distinguished by the integrity of its compositional structure, which has remained unchanged in terms of the philosophy of its conception: each new grammar lesson in the main part of the textbook is presented in a double-page unit, with examples on the left-hand page, and practical exercises on the right-hand page.

However, individual elements of the composition have gradually been improved. For example, the *Introduction* to the first edition performs a certain administrative, informational, and directive function explaining how the textbook is structured and how to work with it. Subsequent editions include, immediately after the imprint, an acknowledgements section in which the author expresses his gratitude to everyone who provided assistance and support at various stages of work on the book (*Thanks*). By the fifth edition, this section had been significantly reduced to just two names and the traditional opening summary paragraph for all editions, addressing all students and colleagues, as well as the staff of the school in Oxford where the first manuscripts were written. The acknowledgements section in this edition is followed by an introduction that has been renamed *TO THE STUDENT* and *TO THE TEACHER.*

The main changes in these sections are that students are given information about how they can now use the textbook with digital media, for example:

- *There are also **1,700** test questions […] The CD Rom **can also be bought** separately* (Murphy, 2004). It is important to note here that the impressive quantitative data and a predicate in the passive voice can be considered markers of advertising information.
- *An online version of English Grammar in Use **is also available*** (Murphy, 2012).
- *An e-book version of English Grammar in Use is also available **to buy*** (Murphy, 2019).

We can see that advertising information gradually penetrates into the instruction section, which can be considered a clear example of the interference of advertising and educational discourses (Shevchenko, 2008).

The *TO THE TEACHER* section in the second and third editions is supplemented at the very end with a table explaining the edits and changes made to the new edition compared to the previous one. However, this information block is missing in the fourth and fifth editions, most likely due to the fact that significant quantitative and qualitative changes were not made.

After the instructions comes the main part of the textbook, in which the grammar lessons are divided into groups, each with its own subheading. The fourth and fifth editions are identical in terms of the number of groups and subheadings, but it is worth looking at the earlier editions to see what changes have taken place. The table below presents the results of the comparison of all five editions.

Table 1. Comparison of the Names of Grammatical Groups in the Different Editions of the *English Grammar in Use* Textbook

	1st edition 1985	*2nd edition 1994*	*3rd edition 2004*	*4th edition 2012*	*5th edition 2019*
1	*Tenses*	**Present and past**	Present and past	Present and past	Present and past
2	*Modal verbs*	**Present perfect and past**	Present perfect and past	Present perfect and past	Present perfect and past
3	*Conditionals*	**Future**	Future	Future	Future
4	Passive	**Modals**	Modals	Modals	Modals
5	Reported speech	***Conditionals and 'wish'***	*if and wish*	*if and wish*	*if and wish*
6	*Questions*	Passive	Passive	Passive	Passive
7	*-ing and the infinitive*	Reported speech	Reported speech	Reported speech	Reported speech
8	*Articles*	*Questions and auxiliary verbs*	*Questions and auxiliary verbs*	*Questions and auxiliary verbs*	*Questions and auxiliary verbs*
9	Relative clauses	-ing and the infinitive	-ing and the infinitive	*-ing and to …*	*-ing and to …*
10	Adjectives and adverbs	*Articles and nouns*	*Articles and nouns*	*Articles and nouns*	*Articles and nouns*
11	*Word order*	**Pronouns and determiners**	Pronouns and determiners	Pronouns and determiners	Pronouns and determiners
12	Prepositions	Relative clauses	Relative clauses	Relative clauses	Relative clauses
13		Adjectives and adverbs	Adjectives and adverbs	Adjectives and adverbs	Adjectives and adverbs
14		**Conjunctions and prepositions**	Conjunctions and prepositions	Conjunctions and prepositions	Conjunctions and prepositions
15		Prepositions	Prepositions	Prepositions	Prepositions
16		**Phrasal verbs**	Phrasal verbs	Phrasal verbs	Phrasal verbs

From this table, we can see that the number of groups has increased by four units compared to the first edition, from 12 to 16. The largest number of changes were made in the second edition: 1) the tense group was divided into three (Tenses becomes *Present and past, Present perfect and past,* and *Future*); 2) two subgroups were added – *Pronouns and determiners* and *Conjunctions and prepositions;* 3) the *Word order* group was removed (moved to the *Adjectives and adverbs* groups); and 4) four groups were renamed – for example, *Articles* was renamed *Articles and nouns,* and *Conditionals* was changed to *Conditionals and 'wish'.* While the renaming of *Modal verbs* to *Modals* can be seen as a simplification due to the omission of the linguistic term "verbs," it is difficult to define the changing of the name of the *Questions* group to *Questions and auxiliary verbs* as an edit that makes it easier to understand foreign-language terminology. Despite the appearance of new groups with extremely complex terminological names for the student (*Conjunctions, determiners*), the author nevertheless strives to keep the use of linguistic terminology to a minimum, making the following replacements: **Conditionals** and '*wish*' to **if** *and wish*; and *-ing and* **the infinitive** to *-ing and* **to** …. The third edition introduces a separate group called Phrasal Verbs, and the number of lessons on this topic is increased to nine compared to the second edition, where only one lesson was devoted to it.

The main part of the textbook (the part that contains the grammar lessons) is followed by a section with appendices. The appendices in the second edition has three more topics compared to the first edition (*Modal verbs, The future, American English*), increasing the block of appendices to seven instead of the four in the first edition. In addition, the list of irregular verbs was moved to the very first appendix as a more important informational and reference block.

The second edition of the textbook improves significantly on the first and is supplemented with a section entitled *Additional exercises,* a diagnostic test with multiple-choice questions with two, three, or four options (*Study Guide*), as well as a section with answers to the exercises in the lessons for self-checking (*Key to Exercises*), answers to additional exercises (*Key to Additional exercises*), and answers to the diagnostic test (*Key to Study Guide*). The end of the textbook contains an alphabetical index with lesson numbers nest to the necessary word. The total number of pages in the textbook increased due to the addition of new grammar lessons to the groups and tasks to the section with additional exercises, amounting to 267 pages and 124 in the first edition (1985); 350 pages and 136 lessons in the second edition (1994); 379 pages and 145 lessons in the third edition (2004); and 380 pages and 145 lessons in the fourth and fifth editions (2012 and 2019, respectively).

The numbering of the grammar lesson topics is consistent in the third, fourth, and fifth editions only; the second and third editions were subject to significant changes relatively to the respective previous edition. What is of greatest interest for our study is the comparative analysis of the titles of the grammar lessons. Having compared them in all five editions, we have identified the following patterns, which are presented in the following table:

Table 2. Comparison of Lesson Titles in the Different Editions of the *English Grammar in Use* Textbook

	1st edition 1985	*2nd edition 1994*	*3rd edition 2004*	*4th edition 2012*	*5th edition 2019*
1	Present continuous (**I am doing**) and *simple present* (I **do**)	Present continuous and *present simple* 1 (I am doing and I do)	Present continuous and *present simple* 1 (I am doing and I do)	Present continuous and *present simple* 1 (I am doing and I do)	Present continuous and *present simple* 1 (I am doing and I do)
2	*Tag questions*	Question tags (**do you**? **isn't it**? etc.)	Question tags (**do you**? **isn't it**? etc.)	Question tags (**do you**? **isn't it**? etc.)	Question tags (**do you**? **isn't it**? etc.)
3	Passive 1	Passive 1 (**is done / was done**)	Passive 1 (**is done / was done**)	Passive 1 (**is done / was done**)	Passive 1 (**is done / was done**)
4	Reported speech 1	Reported speech 1 (He said that …)	Reported speech 1 (He said that …)	Reported speech 1 (He said that …)	Reported speech 1 (*he* said that …)
5	Comparison (2)	Comparison (2)	Comparison 2 (much better / any better / better and better / the sooner the better)	Comparison 2 (much better / any better / *better and better / the sooner the better*)	Comparative 2 (much better / any better *etc.*)
6	have to and must	Must and have to	Have to and must	Have to and must	have to and must
7	have and have got	Have and have got	*Have got* and *have*	Have and have got	have and have got
8	As if	As if	As if / *as though* / like	*Like* / as if / *as though*	like as if
9	Will (1)	Will/shall (1)	Will/shall 1	Will *and* shall 1	will and shall 1
10	Should	Should (*1*)	Should *1*	Should 1	should 1
11	May (*have*) and might (*have*)	**May** and **might** (*1*)	**May** and **might** 1	**May** and **might** 1	*may* and **might** 1
12	-	The (4) (The giraffe / the telephone / *the piano etc.*; the + adjective)	The 4 (the giraffe / the telephone / the + adjective)	The 4 (the giraffe / the telephone / the + adjective)	the 4 (the giraffe / the telephone / the *old etc.*)
13	-	Noun + noun (a tennis ball / a headache *etc.*)	Noun + noun (a tennis ball / a headache)	Noun + noun (a tennis ball / a headache)	Noun + noun (*a bus driver* / a headache)
14	Verb + preposition + -ing	Verb + preposition + -ing (succeed in -ing / accuse somebody of -ing etc.)	Verb + preposition + -ing (succeed in -ing / accuse somebody of -ing etc.)	Verb + preposition + -ing (succeed in -ing / *accuse somebody of* -ing etc.)	Verb + preposition + -ing (succeed in -ing / *insist on* -ing etc.)
15	Will or going to?	I will *and* I'm going to	I will and I'm going to	I will and I'm going to	I will and I'm going to
16	Singular *or* plural?	Singular *and* plural	Singular and plural	Singular and plural	Singular and plural
17	…'s (apostrophe s) and … of…	-'**s** (**your girl's** name) and **of** … (the name **of the book**)	-'**s** (**your sister's** name) and **of** … (the name **of the book**)	-'**s** (**your sister's** name) and **of** … (the name **of the book**)	-'**s** (**your sister's** name) and **of** … (the name **of the book**)
18	If and wish *sentences (past)*	If I had known … I wish I had known	If I had known … I wish I had known	If I had known … I wish I had known	If I had known … I wish I had known
19	Adjectives: Word order (a **nice new** house)	Adjectives: *word order* (a **nice new** house) *Adjectives after verbs* (You look **tired**)	Adjectives: a **nice new** house, you look **tired**	Adjectives: a **nice new** house, you look **tired**	Adjectives: a **nice new** house, you look **tired**
20	When and If *sentences* (When I do… / If I do …)	When I do / When I've done When and if	When I do / When I've done When and if	When I do / When I've done When and if	**when I do** and **when I've done** *if* and *when*
21	Verb + *infinitive*	Verb + **to** … (**decide to** … / **forget to** … etc.)	Verb + **to** … (**decide to** … / **forget to** … etc.)	Verb + **to** … (**decide to** … / **forget to** … etc.)	Verb + **to** … (**decide to** … / **forget to** … etc.)
22	Verb + object + *infinitive*	Verb (+ object) + **to** … (**I want** (**you**) **to do** etc.)	Verb (+ object) + **to** … (**I want you** to … etc.)	Verb (+ object) + **to** … (**I want you** to … etc.)	Verb (+ object) + **to** … (**I want you** to …)
23	-ing clauses – "Feeling tired, I went to bed early."	-**ing** clauses (**Feeling tired**, I went to bed early.)	-**ing** clauses (**Feeling tired**, I went to bed early.)	-**ing** clauses (**Feeling tired**, *I went to bed early.*)	-**ing** clauses (*He hurt his knee playing football.*)
24	-	Phrasal verbs (**get up, break down, fill in**, etc.)	Phrasal verbs 1 Introduction	Phrasal verbs 1 General points	Phrasal verbs 1 Introduction

The titles of grammar lessons in different editions of the textbook were identified:

1) Words change places, and this is a consequence of the change in the general scientific paradigm of names, for example, *simple present to present simple, Tag questions to Question tags.*

2) Words change places in one of the editions without any obvious reason, for example, **have to** and **must** or **Must** and **have to, Have** and **have got** or **Have got** and **have, When** and **if** or **if** and **when**, As if / **as though** / like or **Like** / as if / **as though**.

3) Names often differ in terms of punctuation marks:

– In the second edition, points of the same grammar topic are always placed in brackets – *Will/shall **(1)**, Should **(1)**.* In later editions, the brackets are omitted – *Will/shall **1**, Should **1**.*

– The slash is replaced by a conjunction or omitted altogether, and the width of the space between lexical units is increased. This is especially typical for the fifth edition – *Like / as if / as though* (Murphy 2012) and *like as if* (Murphy 2019); *Will/shall **1*** (Murphy 2004) and *Will **and** shall 1* (Murphy 2012).

– Interrogative sentence types are replaced by affirmative sentence types, and the conjunction is replaced – *Will **or** going to?* (Murphy 1985) and *I will **and** I'm going to* (Murphy 1994); *Singular **or** plural?* (Murphy 1985) and *Singular and plural* (Murphy 1994).

– Examples in quotation marks are replaced with brackets – *-ing clauses – "Feeling tired, I went to bed early."* (Murphy 1985) and *-**ing** clauses (Feeling tired, I went to bed early.)* (Murphy 1994).

4) The number of examples is reduced – *The (4) (**The** giraffe / the telephone / **the piano etc.**; the + adjective)* (Murphy 1994) and *The **4** (the giraffe / the telephone / the + adjective)* (Murphy 2004); *Comparison 2 (much better / any better / **better and better / the sooner the better**)* (Murphy 2012) and *Comparative 2 (much better / any better **etc**.)* (Murphy 2019).

5) The lexical unit in the example is replaced – *Noun + noun (**a tennis ball** / a headache)* (Murphy 2012) and *Noun + noun (**a bus driver** / a headache)* (Murphy 2019); *Verb + preposition + -ing (succeed in -ing / **accuse somebody of** -ing etc.)* (Murphy 2012) and *Verb + preposition + -ing (succeed in -ing / **insist on** -ing etc.)* (Murphy 2019); *-**'s** (your **girl's** name) and **of** … (the name **of the book**)* (Murphy 1994) and *-'s (your sister's name) and of … (the name of the book)* (Murphy 2012).

6) The following example is replaced – *-**ing** clauses (**Feeling tired,** I went to bed early.)* (Murphy 2012) and *-**ing** clauses (He hurt his knee **playing football**.)* (Murphy 2019).

7) There are spelling differences. For example, in the fifth edition, the lesson titles in several examples are written with a lower-case letter, where this is not the case in previous editions.

To simplify the perception of the title of the grammar topic, the following changes are proposed:

8) Lexical units are replaced by numerical designations – *May (have) and might (have)* (Murphy 1985) to ***May** and **might (1)*** (Murphy 1994).

9) Lexical units are replaced by others that seem more suitable – *Phrasal verbs 1 Introduction* (Murphy 2004) is changed to *Phrasal verbs 1* General points (Murphy 2012) but is then later changed back to the previous name *Phrasal verbs 1 **Introduction*** (Murphy 2019).

10) The linguistic term is replaced with a specific example – *The 4 (the giraffe / the telephone / the + **adjective**)* (Murphy 2012) and *the 4 (the giraffe / the telephone / the **old** etc.)* (Murphy 2019); *…'s (**apostrophe** s) and … of…* (Murphy, 1985) and *-'**s** (**your girl's** name) and **of** … (the name **of the book**)* (Murphy, 1994); *If and wish **sentences (past)*** (Murphy 1985) and *If I had known … I wish I had known* (Murphy 1994); *Verb + **infinitive*** (Murphy 1985) and *Verb + **to …** (**decide to …** / **forget to** … etc.*) (Murphy 1994).

11) The linguistic term is omitted and only an example of the use of a grammatical rule remains – *Adjectives: **word order** (a **nice new** house) **Adjectives after verbs** (You look **tired**)* (Murphy 1994) and *Adjectives: a **nice new** house, you look **tired*** (Murphy 2004); ***When and If sentences** (When I do… / If I do …)* (Murphy 1985) and *When I do / When I've done* (Murphy 1994).

12) The linguistic term is supplemented with an example of the use of a grammatical rule in brackets – *Tag questions* (Murphy 1985) and *Question tags (**do you? isn't it?** etc.*) (Murphy 1994); *Reported speech 1* (Murphy 1985) and *Reported speech (1) (He said that …)* (Murphy 1994).

Thus, having analysed the differences in the titles of grammar lessons, we can conclude that many of them are a subjective preference of the author or the publishing editor, since there is no significant informative disagreement or errors. However, the author's desire to replace terms with examples of the use of grammatical rules is obvious.

An extremely important feature of the self-study textbook we are analysing is that it does not require reading from beginning to end. Any student can use the diagnostic test at the end of the textbook to identify existing gaps in their knowledge and thus focus on those chapters that are needed to correct the shortcomings. What is more, an entire network of certain discursive markers provided by the author/compiler can be discerned throughout the entire textbook. These markers form an internal system of linguistic indicators for successful navigation through the book and act as a source of cohesion and coherence. Thus ensures the formal and semantic connectivity of the work, which has an obvious hypertextual structure – and this is the most successful structure for a nonlinear and multidimensional format for presenting information (knowledge) in a learning environment (Vojtovich 2011: 134).

Turning to an analysis of the internal system of indexes presented in *English Grammar in Use,* we see the following examples in the first and second editions of the textbook: *For questions see also Unit 47* (Murphy 1985); IF YOU ARE NOT SURE WHICH UNITS YOU NEED TO STUDY, USE THE **STUDY GUIDE** ON PAGE 301 (Murphy 1994); Present continuous for the future → UNIT 19 (Murphy 1994); See

Unit 2 for more information (Murphy 1994); IF YOU ARE NOT SURE WHICH IS RIGHT STUDY UNIT … (Murphy 1994). Such comments are necessary for learners who are studying independently, without a teacher, since they perform a directive and communicative function while the student is working with the textbook.

We can conclude that Murphy provided the world with a manual that certainly has hypertext strategic potential, since the student is able to independently choose his or her own algorithm for deciphering or interpreting the information provided in the grammar textbook. This is why we can judge the possible evolution and dynamics of changes to the textbook if it is transferred to electronic format, adding interactivity and multimedia elements in an online version.

Extralinguistic Characteristics of the Textbook

Next, we will turn to the extralinguistic characteristics of the different editions of Murphy's *English Grammar in Use*. What is important in our analysis here are the changes in the general appearance and design of the textbook, such as font and colour, the presence (or absence) of illustrations and additional elements, the typesetting, the division of the text into paragraphs and thematic lessons with tasks.

Turning to the visual component, the first thing worth noting is the fact that the first edition was printed in black and white. With the development of printing methods, materials, technologies, and technical means, this was replaced by a two-colour edition before moving on to four-colour printing allowing for a full-colour version with colourful illustrations.

First, let us trace the changes in the textbook's cover. Despite the preservation of the colour palette – the presence of a single-colour (blue) background – we see a difference in terms of the placement of the text, the font used, and the information offered in the text.

The following information blocks remain unchanged on the cover of the textbook: title, description of the purpose of the book and its target audience, the author's first and last name, and the publisher. However, the following changes can be traced with each new edition:

1) the addition of a clarifying adjective to the title – **English** Grammar in Use (Murphy, 1994);
2) the omission of the names of the co-author and consultant – with Roann Altman; Consultant: William E. Rutherford (Murphy 1985);
3) the omission of the publisher's logo, starting with the third edition;
4) the addition of a visible edition number – SECOND EDITION (in capital letters) (Murphy 1994), **THIRD** EDITION in capital letters, with the number highlighted in bold and the words placed one under the other) (Murphy 2004), Fourth Edition (highlighted in yellow on a dark blue background) (Murphy 2012), Fifth Edition highlighted in white on a light blue background (Murphy 2019);

5) the replacement of the text describing the purpose and target audience – REFERENCE AND PRACTICE FOR INTERMEDIATE STUDENTS OF ENGLISH (Murphy 1985), which became *A self-study reference and practice book for intermediate students* (Murphy 1994), A self-study reference and practice book for intermediate students *of English* (with the italics removed but placed on a darker background in a distinct rectangular shape) (Murphy 2004), A self-study reference and practice book for intermediate *learners* of English (white on a blue background, distinct from the yellow text of the title) (Murphy 2012), A self-study reference and practice book for intermediate learners of English (white text like the title on a light-blue background, but in small letters) (Murphy 2019);

6) the appearance of information about the publication version, package contents, the availability of answers and additional technical capabilities – WITH ANSWERS (Murphy 1994), with answers, CD-ROM INCLUDED (incomplete sentence) (Murphy 2004), with answers and CD-ROM (homogenous part of sentence), (Murphy 2012), with answers (visible in a separate yellow rectangle) (Murphy 2019);

7) the insertion of an advertising block – New (a descriptive adjective in large red font on a yellow background, printed diagonally in the lower right corner) (Murphy 2004), The world's best-selling grammar book (a phrase with a superlative adjective and a noun in the possessive case, in red font on a yellow background, printed diagonally in the upper right corner), (Murphy 2012), Experience Better Learning (an imperative sentence with a verb in the imperative mood and a comparative adjective against the background of geometric figures with different intensities of the blue fill colour; all the words are written in a column, one under the other, in the lower right corner) (Murphy 2019).

Note that the original title of the 1985 edition, *GRAMMAR in use,* uses capital and lowercase letters in italics to emphasize the content of the book, that it is specifically about grammar. This technique is not used on the cover of subsequent editions, but changes are made to the background, the colouring of the letters, the font size, and the location of the text blocks – higher up or lower down, right or left, top or bottom, depending on the degree of importance given to the information. Using the above changes as an example, we can clearly see the efforts of the publishers to make the textbook look more attractive. On the whole, graphic elements such as capitalization, italics, bold fonts and colour selection perform an important attractive function for communication.

It is interesting to note that the external design of the cover of the textbook, despite all the changes, remains as uniform as possible, extremely laconic, restrained, and academic in design, but the volume of text information increases, albeit slightly, due to the appearance of an advertising block and the clarification of the wording in the block describing the purpose of the book and its target audience.

The addition of colour schemes makes the material being studied more structured visually and thus more understandable for study. Short dialogues in the margins of the pages come to life and become more attractive to students, helping them to learn the various possibilities of applying the grammatical constructions being studied in real life quickly. It is also impossible to not make note of how additional elements have evolved. For example, grammar rules are often presented in the form of full tables in the third, fourth, and fifth editions, compared to a simple black and white frame in the first two versions. Further, the circles before the examples in the second edition are replaced with hollow squares in subsequent editions. This is a seemingly insignificant change, but it does influence the placement of emphasis when familiarizing oneself with the material. As such, the focus of attention quickly shifts from examples to the main grammar rule and vice versa, which in the context of educational discourse can have a huge impact on the perception of information and the learner's further progress.

Precedent Phenomena

In our research, we could not ignore the use of precedent phenomena in the *English Grammar in Use* textbook and their features, since they are special linguistic units in the communication process that are verbalized and allow students to refer to known and significant facts in both cognitive and emotional terms. This mostly includes precedent names, in particular toponyms: 1) names of rivers, seas, oceans, and canals – *the Amazon River, the River Nile, the Mediterranean, the Pacific Ocean, the Atlantic Ocean, the Panama Canal;* and 2) the names of countries and cities – *Spain, India, Italy, Mexico, Cuba, San Francisco, New York, London, Bristol, Manchester, Madrid*, as well as the names of hotels (*the Hilton Hotel*), cultural and sporting events (*the Olympic Games*), and streets (*Hill Street, Baker Street*).

What is interesting, however, is not the possible abundance or diversity of the use of precedent phenomena, which is characteristic of educational discourse from a cognitive point of view, but the fact that the author simply replaces some precedent names with others in the same tasks and examples from edition to edition. This is especially evident in the example of proper names, where female protagonists can be replaced with male ones, and vice versa, or the full form of the name can be replaced with a short version:

My parents (live) in **Winnipeg** (Murphy 1985); My parents (live) in **Bristol** (Murphy, 1994); My parents (live) in **Manchester** (Murphy 2012);

Ron is in **San Francisco** now (Murphy 1985); **Ron** is in **London** at the moment (Murphy 1994); **Rachel** is in **London** right now (Murphy 2004); **Rachel** is in **New York** right now (Murphy 2012);

George is a vegetarian (Murphy 1985); **Sarah** is a vegetarian (Murphy 2019);

I think **Paul and Ann** have had an argument (Murphy 1994); **Paul and Sally** have had an argument (Murphy 2004); **Paul and Sarah** have had an argument (Murphy 2012);

"Where is **Peggy**?" "She's taking a bath." (not she takes) (Murphy 1985); "Where's **Margaret**?" "**She's** having a bath." (not 'she has a bath') (Murphy 1994); "Where's **Mark**?" "**He's** having a shower." (not He has a shower) (Murphy 2004);

Catherine wants to work in Italy (Murphy 1994); **Kate** wants to work in Italy (Murphy 2004).

In general, the proper names used in the textbook are the most popular and familiar in English-speaking culture. As such, Murphy's textbook cannot be considered a participant in the process of "denationalization" and "cross-culturalization" that is evident in British population today. In turn, the precedent phenomena used in the textbook are few in number, simple and necessary for the author – first of all, to imitate the most typical situations in the social and everyday sphere.

Dynamics of the Functioning of Linguacognitive Components

A similar situation occurs with linguacognitive components in *English Grammar in Use.* Of particular interest to the present article is the possibility of tracing the dynamics of replacing some concepts with others in the same tasks, since concepts that possess a high degree of national and cultural specificity invariably become important components of English-language culture. There is no doubt that the conceptual field "man" is fundamental in the anthropocentric paradigm, and the basic concepts that are part of it are connected with human life. In the textbook we are analysing, these concepts include "housing," "transport," "food," "health," "sport," and "education," as well as concepts that reflect the sphere of human habitation in society – "family," "communication," "travel," and "leisure," which are actualized primarily through the use of precedent phenomena and common nouns.

Curiously, during our research, we identified concepts in the first edition that were excluded completely in subsequent versions of the textbook, namely, the concepts of "religion/faith" – Are you believing in **God**? (part of a task where the learner has to spot and correct the mistake) (Murphy 1985), and politics – I…(not/belong) to **a political party** (Murphy 1985), which may be an attempt on the author's part to avoid discussions on these sensitive topics.

There are concepts that have lost their relevance in modern times and have thus been replaced. For example, "looking for **a phone booth**" (Murphy 1985), which became "looking for **a person**" (Murphy 1994). In educational discourse, concepts tend to appear, disappear, or change quickly, as they are in constant motion, like a living organism, reacting and responding to social changes.

But for the most part, the basic concepts are preserved to some degree or other and are evident in the following examples:

– "family" / "work" / "profession" – A: What (your **father** / do)? B: He's a **teacher**, but he … (not/work) right now (Murphy 1985); 'What (your **brother** / do)?' 'He's an **architect**' (Murphy 2012); 'What (your **father** / do)?' 'He's an **architect**' (Murphy 2019). The profession of "teacher" is replaced by "architect," but the

author clearly was not happy with the question about the brother, returning to the original concept of "father" in the fifth edition. This is not an isolated example of the author returning to the concepts of earlier versions of the textbook in the fifth edition.

– "loss" – I've lost my **key** again (Murphy 1994); I've lost my **pen** again (Murphy 2004); I've lost my **phone** again (Murphy 2012); I've lost my **keys** again (Murphy 2019). The author offers different versions of the concepts, commenting in his interview that the example of losing a phone would be strange for English learners using the first and second editions, since landline phones would typically be found indoors and could not be lost.

The next aspect that deserves special attention in this article is the change in trends in grammar teaching that can be observed. Olga Aleksandrova notes that, despite the conservative nature of grammar, the functional-pragmatic approach currently dominates the study of grammar, which is manifested in the awareness of researchers of "the need to combine knowledge about the structure of language with its direct use" (Aleksandrova 2014: 21). This approach assumes that statements are always connected with the context – the communicative situation in which they are used.

Means of Implementing Communicative Competence

In this regard, let us move on to the question of the means of implementing communicative competence as they appear in the grammar textbook we are analysing, since, in the era of the rapid development of the communicative approach, there is a need to immerse students in a communicative environment that is as close as possible to real communication conditions. This need is dictated by the requirements of modern employers, who place a special emphasis on the ability to communicate – one of the main soft *skills* that a professional in any field of activity must possess. In the context of international cooperation, communication is necessarily carried out in English, which requires both the acquisition of competence in the language and the ability to create conditions that promote effective communication in general, and the achievement of communicative results in particular. According to Tatyana Dmitrenko, "the formation of intercultural competence" is of particular importance in the foreign language training of a competitive specialist, "which involves compliance with social norms and rules of speech behaviour that are typical for representatives of a foreign language culture" (Dmitrenko 2021: 79).

It thus follows from this that language teaching requirements arising the professional discursive space influence the functioning of the components of educational discourse. Anna Gabets believes that this kind of interaction of discourses is a natural process, since "discourse is an open, non-linear system that is subject to external influence and reacts instantaneously to events in the surrounding world" (Gabets 2021: 111).

Modern grammar textbooks must thus include exercises in the format of communicative situations that have the appropriate emotive, phatic, conative, and hesitation

means. The constitutive elements characteristic of living speech include exclamations, emotional and evaluative vocabulary, and interjections, which help to create a communicative situation maximally close to reality.

The emotional and expressive aspect of communication is an integral indicator of the attitude of communicants to each other and to the subject of the conversation. The atmosphere created during a conversation between interlocutors largely influences the effectiveness of communication. Interjections occupy a special place among the means used to facilitate communication. According to Kravchuk, "the ability to recognize and verbalize interjections in speech allows the individual to successfully navigate the complex interaction of linguistic and extralinguistic means that ensure an adequate understanding between communicants" (Kravchuk 2015: 30).

The use of interjections creates a corresponding emotional and expressive background for the statement which can accelerate the mastery of a given grammatical phenomenon by the student. Natalya Panina and Oksana Amerkhanova divide interjections into the following groups depending on their intended function: emotive interjections, conative interjections, interjections expressing hesitation, and phatic interjections (Panina, Amerkhanova 2018: 89). From these groups, the following interjections were identified in our empirical material: emotive interjections – *'Oh', 'Ow', 'Damn', 'Darn'*; the conative interjection *'Shh'*; and the interjection expressing hesitation *'Well'*. Emotive interjections appear most frequently in sections of the textbook in which the expression of emotions, an indication of the spontaneity of the decision taken at the moment of speech and the completion of the action at the moment of speech, are of decisive importance in the choice of grammatical construction. Here are some examples that illustrate this point. The interjection *Oh* can act as an auxiliary element in understanding the condition of using the *Present Continuous* tense to express irritation:

A: Look! You've made the same mistake again.

B: **Oh** no, not again! *I'm always making* the same mistake (Murphy 1994; 2004; 2012; 2019).

At the same time, the most indicative feature of our empirical material is the use of the interjection *Oh* in the section on the rules for using the *Future Simple,* a condition for the use of which is to make a decision at the moment of speech:

Oh, I left the door open. *I'll go and shut* it (Murphy 1985; 1994; 2004; 2012; 2019).

In such cases, interjections are accompanied by a visual representation of a real-life conversation that has all the inherent characteristics of such, including the spontaneity of decision-making.

So, despite the fact that interjections are used in the textbook we are analysing to express both positive and negative emotions, they are not represented widely in terms of their qualitative composition. This can be explained by the fact that that compilers of the textbook mostly used the ambivalent interjection '*Oh*', which is used to express different emotions. The commitment to the interjection '*Oh*' is clear to see in the following examples, in which different interjections are used to describe the same situ-

ation. For example, in earlier editions, the interjections '*Darn*' and '*Damn*' are used to express anger, while in the fifth edition, they are replaced by the interjection '*Oh*', which reduces the degree of emotional intensity somewhat to irritation and annoyance:

Tom: **Darn** it! The car *won't start* (Murphy 1985).

LIZ: **Damn**! The car *won't start* (Murphy 1994; 2004; 2012).

Lisa: **Oh**, no! The car *won't start* (Murphy 2019).

In this regard, we can assume that the categorical nature of the emotional reactions of the participants in the conversation is thus levelled out.

To demonstrate unprepared speech, some editions of the textbook also include the conative interjection '*Shh*' and its graphic variant '*Shhh*', used by a speaker to ask for silence when he or she is talking:

- **Shhh**! Don't make so much noise. You'*ll wake everybody up* (Murphy 1994).
- **Shh**! Don't make so much noise. You'*ll wake everybody up* (Murphy 2004).
- **Shh**! My mother is asleep. I don't want to *wake her up* (Murphy 2019).

In the second and third editions (the first and second examples, respectively), the interjection is followed by a sentence that replicates the message of the unit: *Don't make so much noise;* while in the fifth edition (the third example), the interjection '*Shh*' is used as an independent means with a call to action. In this case, the textbook traces the evolution of the use of interjections, when the interjection ceases to be an auxiliary element only.

The use of emotive interjections in the exercises increases the emotional and expressive colouring of the statement. In the examples below, emotive interjections are used to indicate the correlation of an action with the moment of speech. The example with the interjection '*Oh*' contains a marker of the *Present Perfect* tense ('*just*'), while the example with the interjection '*Ow*', used to express a sudden sharp pain, again acts as an autonomous means testifying to an incident that has just occurred.

– *Oh*, I'*ve just realised*. I haven't got any money (Murphy 1994; 2004; 2012).

– *Ow*! I'*ve cut* my finger (Murphy 1985; 1994; 2004; 2012; 2019).

As for interjections expressing hesitation, only one interjection of this group was identified in the empirical material, namely, '*Well*', the use of which expresses the communicant's uncertainty about the outcome of the action being discussed. As such, the interjection '*Well*' is typically found at the beginning of conditional sentences, serving as reactive responses in dialogic unities:

A: What shall we do tomorrow?

B: **Well**, if it is a nice day, we can go to the beach (Murphy 1994; 2004; 2012; 2019).

The interjection '*Well*' is also used in the sections on modal verbs, at the beginning of reactive statements in which modal verbs express a lack of obligation to perform a certain action or meet a given condition:

A: What sort of house do you want to buy? Something big?

B: **Well**, it *needn't be* big – that's not so important. But it must have a nice garden – that's essential (Murphy 1994; 2004; 2012; 2019).

No instances of phatic interjections appear in the grammar textbook we are analysing. This can be explained by the nature of phatic interjections themselves – they serve the exclusive purpose of establishing contact and thus do not contribute to a better understanding of the conditions under which a particular grammatical construction functions.

The results of this analysis show that the textbook in question uses all functional types of interjections (see above), with the exception of phatic interjections. At the same time, emotive interjections, which have ambivalent potential and form the corresponding emotional and expressive background of the statement, are of particular value when presenting a communicative situation.

However, special attention should be paid to the fact that interjections are identified in both the practical and theoretical parts of the textbook. That is, the author strives to minimize lexical means by replacing sentences that are descriptive in nature with interjections: *Ow! I've burnt myself* (Murphy 1994; 2004; 2012; 2019).

Thus, immersing the student in various communicative situations using elements that are characteristic of real-life speech, specifically interjections, allows the student to form knowledge of the grammatical norms of the language, as well as an understanding of the features of the functioning of grammatical constructions in real communication. The results of our analysis confirm Aleksandrova's assertion that the study of grammar today is not limited to grammar itself but serves to develop our knowledge about the wealth of possibilities of the language as a whole, in all its diverse manifestations (Aleksandrova 2014: 21). This shows that the *English Grammar in Use* meets the demands of the times and the needs of modern society.

What is important to us is the fact that the study has potential due to the possible increase in research material that was not included in this article but is certainly interesting for further scientific understanding. Murphy's *English Grammar in Use* series has both a British and an American version, the latter being compiled to reflect the norms of grammar, vocabulary, spelling, and style of American English. What is more, there are also editions for Italy, Germany, and France that contain different content, as well as bilingual versions (for Russia, Turkey, Japan, and other countries) produced in order to make studying the grammar rules of British English more accessible. The emergence of an increasing number of new publications is to a large degree dictated by the needs of people of a certain language group, specifically at the initial level of learning English.

It is also worth paying close attention to the study of computer-mediated communication in e-learning. The *English Grammar in Use* textbook is available as an E-book and a mobile app. First, the new format of presenting information through specialized software products requires study from the point of view of hypertext structures, since all the educational material in the computer and mobile versions of the textbook is presented nonlinearly, and many tasks are replaced so that working with them is as automated as possible so the student can keep score easily.

Conclusion

To conclude this article, we would like to summarize the results of our study, focusing on the most significant observations.

First, we examined the tendency to simplify the expression of thought, noting that the author's decision to approach the organization, design, and content of educational material from both the language instructor's and the language learner's points of view allows him to avoid excessive generalization and academicism in all their manifestations. His views on the study of language are of great importance from the point of view of linguistics, theoretical grammar, and pedagogy. It is interesting that in his interviews Raymond Murphy does not talk grammar and language in their academic aspects. He prefers to present the language in a simple and schematic way in order to explain its grammar through examples while giving the student the opportunity to repeat what he or she has learned. In this regard, *English Grammar in Use* can be seen as an example of a textbook that relates to the status-oriented discourse of institutional communication, on the one hand, yet is greatly influenced by the personality-oriented component, on the other.

Second, we are convinced that Murphy believes it is inappropriate to use the metalanguage of English grammar, which is typical for most textbooks. This is why the author prefers to replace linguistic terms and avoids verbosity in his explanations, which is 100% consistent with the principle of the economy of speech. That is why the author prefers to replace linguistic terms, avoids verbosity in explanations, and this is 100% consistent with the principle of economy of speech. In modern communication, it is important to retain the maximum amount of information while at the same time being extremely concise; this is where the evolution of language manifests itself. However, in avoiding the use of simple linguistic terms, the author very often suggests other, sometimes more complex lexical units and grammatical constructions, which raises the question of the advisability of such changes in new editions of the textbook.

Third, the author does not include socially sensitive topics such as religion/faith and politics and seeks to replace all concepts that have lost their former relevance and are no longer understandable to people today. At the same time, however, many of the words that are replaced in the tasks and examples are merely proper names or inconsequential terms of quantity and diversity precedent phenomena, and these do not affect the student's perception of the concepts, which are intended, first of all, to imitate situations that are typical of social and everyday life. Furthermore, it is interesting to note that some of the concepts in the latest edition have been returned from earlier versions of the textbook. And this once again raises the question of whether such replacements were needed in the first place. This includes swapping the order in which the very same sentences appear in the new edition.

The conclusions we have drawn lead us to the notion that in the modern educational services market, this textbook is more than just a product to be sold for profit. It is also, from a linguistic point of view, a platform for interaction between educational

and advertising discourse – that is, an example of the interference of discourses. And if we accept that Murphy's *English Grammar in Use,* originally intended as a kind of hypertext, has a high linguosynergic potential, which is realized in the active use of verbal markers and paraverbal means for immersing this book in the digital world, this self-study guide will acquire the characteristics of internet discourse. We can thus note that modern English-language educational discourse, with its inherent elements of interactivity and dialogicity, tends towards digitalization. This, in turn, increases the role of non-verbal means due to the obvious multimodal focus and the visualization of the type of discourse we are analysing.

Having studied the influence of these trends, we can conclude that all the changes made to the textbook *English Grammar in Use* helped keep it relevant and thus maintain its leading position on the educational literature market. This indicates observance of the structural and substantive requirements of such texts, high-quality material, a well-thought-out structure, clear and succinct material, understandable and accessible learning content for the target audience, the use of relevant information, the availability of specific examples and tasks, the systematic presentation of the material, an original approach, and a design layout that works. Each successive edition made its own unique contribution to the formation and development of educational discourse, which would certainly have been very different without the contribution of Raymond Murphy.

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