Book Prefaces in Basic, Applied and Social Sciences: A Genre-Based Study

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Abstract: Genre- based studies have recently focused on different types of professional and academic texts to identify their communicative purpose(s), generic structure and linguistic features. However, analyzing the generic and linguistic structure of book prefaces as a subcategory of academic genres seems to have been significantly underresearched. This study focuses on academic book prefaces in three disciplines of management, metallurgy and mathematics to identify their generic structure, linguistic features and potential disciplinary differences. Identifying similar generic structure for book prefaces in the three disciplines, the researchers suggest that book prefaces in the above-mentioned areas are very similar in terms of their communicative purpose(s), generic structure and readers` expectation. Furthermore, the study did not identify any significant difference in the use of the moves and steps among the book prefaces in the three disciplines on the whole, which suggests that writers in the three disciplines generally use the same moves and steps with rather similar frequencies. Finally, analyzing the generic structure and linguistic features of book prefaces indicated that book prefaces fulfill a promotional purpose besides their common informative purpose.

Key words: Book preface · Genre · Discipline · Move · Step

INTRODUCTION

Various types of text analysis approaches have been developed to analyze academic texts of different disciplines and uncover their written conventions. During 1960s the focus was mainly on register analysis and many statistical analyses were conducted on verb tense frequencies [1]. However, this type of analysis was more concerned with the analysis of language at the level of word or sentence [2]. As a development of discourse analysis, findings of genre analysis brought together the insights of earlier text analysis approaches to analyse academic texts with a greater sophistication in the examination of the writers' purposes [3].

A genre represents "a class of communicative events, the members of which share some sets of communicative purposes" [4]. These purposes well-known by the expert members of the discourse community constitute the rationale for the genre which determines the schematic structure of the discourse and the choice of content and style [5]. Different parts of research articles have been the focus of many studies, e.g. introduction [6, 1, 7], discussion [8-10], abstracts [11] and results [5, 12] revising his previous model (1981) proposed a

comprehensive model for the analysis of the generic structure of the introduction sections of the research articles called "Create-A-Research-Space" model including such moves as *establishing the territory, locating a research niche and occupying a niche*.

Other more related studies have been conducted on academic text books. [13] studied the content of electronic book blurbs and offered guidelines on how to write an acceptable blurb. He identified the shortcomings of the blurbs that he studied and presented some clues to overcome the shortcomings. He concluded that "blurbs should not recommend or urge readers to click the websites" [13] (p. 4). [14] expressed that blurbs "have intertextual coherence that characterizes a specified genre with definite generic rules and rhetorical conventions such as complimenting, elliptical syntactic patterns, the imperative, the address form *you* and curiosity arouser" (p. 41). Focusing on electronic blurbs, she finally introduced three moves: "(1) *description*, (2) *evaluation* and (3) *about the author*" [14] (p. 48). [15] also did a contrastive study on Persian and English book blurbs to identify discoursal patterns, linguistic and non-linguistic features and to locate the disciplinary and interdisciplinary similarities and differences. Finding some

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differences in the rhetorical structure of Persian and English blurbs, he suggested that "the existing rhetorical differences in the structure of blurbs in the two languages mark the underlying social structures of Persian and English societies" (p, 28). Discussing cross-disciplinary differences, he suggested that literature and applied linguistics blurbs seem to represent different genres rather than a single one.

[16] examining whether book prefaces can be considered as a genre or not explored his taxonomy of this genre across three languages of English, French and German. He suggested that in the nineteenth century and even at present, in both English and French, it is the term ''preface'' or ''pre´face,'' which is most used for this type of text. In German, the most often used term is ''Vorwort,'' whose meaning is analogous to ''preface'' and ''pre´face''. He argued that while a history and taxonomy of this text type is existent in the three languages of English, French and German, then one can assume that preface represents a genre with a clear function and history in most literatures of the world.

[17] introduced book prefaces as a sub-catogory of *'academic introductions'* which can include other academic texts such as *'book blurbs', 'book introductions'* and *'academic research papers'* with the communicative purpose of introducing the work. Bhatia presented *'book introductions'* and *'book prefaces'* as different categories of *'academic introductions',* arguing that the former fulfils an informative function while the latter fulfils both a promotional and an informative one. He finally acknowledged that one other purpose of all *'academic introductions'* including both *'book introductions'* and *'book prefaces'* seems to be promoting the work. This aspect even sometimes takes precedence over the original purpose (i.e. introducing the work). Bhatia identifying such rhetorical efforts as *'establishing the field'* and *'identifying a gap'* in all *'academic introductions',* also referred to some promoting aspects such as *'extensive use of adjectives'* in book introductions, forewords and prefaces. Moreover, he added that the phenomenon of "genre mixing" (p.192) has significantly influenced the communicative purpose, generic structure and linguistic features of academic genres in a way that it would be difficult to identify, say a book preface from an introduction or foreword [17].

Examining book prefaces as a major type of academic introductions seem to have gone unnoticed. Many questions concerning their generic structure, linguistic conventions, cross-disciplinary and cross-cultural differences and similarities are still remaining. This study focuses on book prefaces in different disciplines and investigates both the generic and the linguistic features while at the same time looks for potential disciplinary differences. The identification of such features in book prefaces can not only shed more light on the true nature and purpose(s) of this genre, but can also clarify the specific attempts that a preface writer can make to write a more effective book preface. More specifically, the study focuses on the following research questions were posed:

- Do English book Prefaces have a specific generic structure in terms of moves and steps fitting their communicative purpose(s)?
- Is there any significant difference between book prefaces in disciplines of mathematics, metallurgy and management in terms of the frequencies of the moves and steps?
- Which promotional micro-features in academic book prefaces help to realize their communicative purpose(s) more efficiently?

MATERIALS AND METHODS

The Corpus: The initial corpus included over 1000 English academic electronic books mainly available on the net in the three disciplines of pure-mathematics, metallurgy and management. Mathematics is representative of basic sciences, metallurgy is representative of applied sciences (engineering sciences) while management represents social science. The corpus was narrowed based on certain criteria. First, only the books consisting of the section *'preface'* were selected rather than the ones including other similar genres such as *'introduction'* or *'book foreword'*. Additionally, the books published after 2000 were included. Some small number of book prefaces (BP) which were too brief fulfilling only a single function such as explanation of the field was excluded. Thus, a representative sample of prefaces comprising various sections such as explanation of the field, description of the book, specifying the readers, acknowledging the contributors etc. were selected. In the end, the corpus included 180 English academic electronic books published from 2000 to 2011 as shown in Table 1.

There was a wide range of paragraphs in the sample book prefaces. This difference could be mainly attributed to the details that some preface writers provided on some parts of the book preface especially the explanation of the field and the description of the chapters.

Table 1: The corpus selected for the study

Source	Metallurgy	Pure-Math	Management	Total
Selected BP for the Pilot Phase	25	25	25	75
Total N for the Final Study	60	60	60	180
Word Count	60229	53310	63568	177107
Mean Number of Words per BP	1003.8	888.5	1059.4	1106
Range of Words	182-2087	143-2223	234-2321	182-2321
Range of Paragraphs	3-11	3-13	4-14	3-14

Procedure: This study followed two phases: the pilot phase and the main study phase. In the pilot phase the selected corpus including 75 books (25 books in each discipline) was analyzed by two independent raters with the aim of discovering the moves and steps in book prefaces. One of the researchers and an outside rater analyzed the corpus independently and identified the moves and steps. Finally, they discussed, compared and contrasted their points of disagreement to come up with a consensus and a coherent model at the end. The pilot study could help determine the extent to which the paradigm arrived at led to similar results by the two independent raters. In so doing, the same raters went independently through the selected corpus once again with the aim of identifying the frequency of the moves and steps based on the obtained model and the results obtained by the raters were correlated.

In the main phase, the researchers went through the whole corpus (180 book prefaces) based on the schematic structure identified in the pilot phase to determine the moves and steps across the whole corpus as well as their frequencies of occurrence. Chi-square analysis was run as the appropriate statistical method to identify: (a) the difference of move frequency across and within the whole corpus; and (b) the difference of step frequency across the whole corpus. In order to explore the linguistic features or strategies employed by preface writers across the disciplines, we focused on linguistic features generally used in advertising genres including the use of '*imperatives*' [18, 14], the address form '*you*' or '*your*' [14, 15] and the use of '*effective noun phrases*' to impress the reader [14, 15]. We also focused on the frequency of the use of the address form '*reader*' which was frequently used across the corpus to get the attention of the reader.

RESULTS AND DISCUSSION

Identification of the Generic Structure: The exploration of the book prefaces in the pilot phase revealed that a book preface like an academic paper [5] starts from general to specific. As shown in the sample example 1 below, the preface writer first introduces the work through establishing its significance (Move 1), then states what the book really achieves (Move 2). Next, he presents a description on the book (Move 3) and finally acknowledges the people or factors that have contributed to the work (Move 7). Some other communicative acts were also discovered such as identifying the addressees (Move 4) usually found in book blurbs [15], giving reference to other related sources (Move 5) and inviting the reader to give comments (Move 6). The following typical example helps to clarify how a preface is developed (The discipline, author and date of publication are given in parentheses):

Example1: [Move1, Step1] Matrix analysis is a research field of basic interest and has applications in scientific computing, control and systems theory, operations research, mathematical physics, statistics, economics and engineering disciplines. Sometimes it is also needed in other areas of pure mathematics. [Move1, Step 2] A lot of theorems in matrix analysis appear in the form of inequalities. Given any complex-valued function defined on matrices, there are inequalities for it. We may say that matrix inequalities reflect the quantitative aspect of matrix analysis. [Move 2] The main purpose of this monograph is to report on recent developments in the field of matrix inequalities, with emphasis on useful techniques and ingenious ideas. [Move 4, Step1]The prerequisites are linear algebra, real and complex analysis and some familiarity with Bhatia's and Horn-Johnson's books. It is self-contained in the sense that detailed proofs of all the main theorems and important technical lemmas are given. [Move 4, Step 2] Thus the book can be read by graduate students and advanced undergraduates. I hope this book will provide them with one more opportunity to appreciate the elegance of mathematics and enjoy the fun of understanding certain phenomena. [Move3, Step1] Most of the results and new proofs presented here were obtained in the past eight years. Some results proved earlier are also collected as they are both important and interesting. Among other results this book contains the affirmative solutions of eight conjectures. Many theorems unify previous inequalities; several are the culmination

Table 2: The schematic structure of book prefaces

Move 1. Introducing the work
Step 1.1:Establishing the field of the work
Step 1.2: Indicating the problem
Step 1.3: Explaining the genesis of the work
Step 1.4: Evaluating the work
Move 2. Specifying the purpose
Move 3. Describing the book
Step 3.1. General description of the content or format of the book
Step 3.2. Describing chapter by chapter
Step 3.3. Expressing the limitations
Step 3.4. Explaining the methodology
Move 4. Identifying the readership
Step.4.1.Specifying the groups who could possibly use the book
Step 4.2. Assuming the requisite knowledge for the reader
Move 5. Referring to other related sources
Move 6: Eliciting a response
Move 7. Expression of gratitude
Step 7.1. Acknowledging the existence of other contributors
Step 7.2. Mentioning and thanking other contributing people or factors
Step 7.3.Thanking the moral support
Step 7.4.Dedicating the book

of work by many people. Besides frequent use of operator-theoretic methods, the reader will also see the power of classical analysis and algebraic arguments, as well as combinatorial considerations.

[Move5] There are two very nice books on the subject published in the last decade. One is *Topics in Matrix Analysis* by R. A. Horn and C. R. Johnson, Cambridge University Press, 1991; the other is *Matrix Analysis* by R. Bhatia, GTM 169, Springer, 1997. Except a few preliminary results, there is no overlap between this book and the two mentioned above.

[Move7, Step 2] I am grateful to Professors T. Ando, R. Bhatia, F. Hiai, R. A. Horn, E. Jiang, M. Wei and D. Zheng for many illuminating conversations and much help of various kinds. This book was written while I was working at Tohoku University, which was supported by the Japan Society for the Promotion of Science. I thank JSPS for the support. I received warm hospitality at Tohoku University. Special thanks go to Professor Fumio Hiai, with whom I worked in Japan. I have benefited greatly from his kindness and enthusiasm for mathematics. [Move7, Step3] I wish to express my gratitude to my son Sailun whose unique character is the source of my happiness (Math, Cachan *et al*. 2002).

As can be seen in the above example, the writer first discusses the field of '*matrix analysis*' in mathematics (Move 1, Step 1), then he narrows the discussion to the problem of '*inequalities*' in matrix analysis which is the focus of the book (Move 1, Step 2). Afterwards, the writer

specifies the purpose of the book as '*reporting the recent development in matrix analysis*' (Move 2). He then clarifies the readership by defining the basic prerequisite knowledge for the readers as '*linear algebra, real and complex analysis*' (Move 4, Step 2) and mentioning the target reader groups such as '*graduate students and advanced undergraduates*' (Move 4, Step 1). After specifying the purpose and readers, the writer gives a general description of the book (Move 3). Further, in the above sample preface, the writer refers to other related sources (Move 5) and introduces two other books on the subject. Finally, the author thanks the contributors (Move 7, Step 2) and also expresses gratitude to his *family members* as the providers of moral support (Move 7, Step 3). The final generic structure based on the analysis of the corpora is shown below:

As the model indicates, in the introductory move some preface writers decide to establish the significance of the work through '*explaining the genesis of the work*'. In doing so, they refer to the hard work, papers, lectures or courses that led to the final work. This step shows the hard work and the valid sources behind the compilation of the book and implies that the work developed with perseverance and serious scholarly endeavor.

Example2: The book has grown out of the lecture notes for the course " introduction to electron optimal methods" taught every year or so in the Department of Materials Science and Engineering at Carnegi Mellon University (course 27-763, second year graduate level). While partial notes have existed since the spring of 1993, work on the book itself started in the summer of 1996 (Metallurgy, Graff, 2003).

To introduce the book and show its significance, the preface writers might resort to *step 4* of *move 1* that is '*evaluating the work*' as found by [14] and [15] in book blurbs. The analysis revealed that in book prefaces, this rhetorical act is mainly achieved through referring to the previous versions of the book and how well they have been received:

Example 3: It has been gratifying to discover in how many countries of the world the first two editions of this slim textbook have been read. It is now twelve years since the second edition was written in 1987 and this has been a period of rapid development in both electronic microscopy itself and related techniques (Metallurgy, Goodhew, *et al*. 2002).

In move 2, the writer directly expresses what the book is aimed at as shown in the following example:

Example 4: *A first Course in Abstract Algebra* introduces groups and communicative rings (Math, Rotman, 2000).

In the description move, the writer might go through each chapter one by one in detail.

Example 5: Chapter 1 presents some aspects of the financial theory underlying this contribution, including the portfolio selection problem in a Markowitz framework and selected related and follow-up literature…Chapter 2 presents some general concepts and standard HO algorithms….The effects of magnitude of initial wealth, type of transactions costs as well as integer constraints on the portfolio selection problem will be discussed based on DAX data in chapter.3 (Metallurgy, Gupta, 2003).

In describing the work, some authors express *'the limitations and shortcomings'* of the work and explain the scope beyond which the book does not purport to cover.

Example 6: I apologize in advance for the dearth of illustrations. I plan eventually to include copious drawings in the book, but I have not yet had time to generate them. Any instructor teaching from this book should be sure to draw all the relevant pictures in class and any student studying from them should make an effort to draw pictures whenever possible (Math, Lee, 2000).

Another step in move 3 is *'explaining the methodology of the book'*. At this stage, the writer describes the preferred ways in which a book could be approached for instructional or learning purposes.

Example 7: Here is some advice for students who attempt the problems that follow:

- Take your time! Very few contestants can solve all the given problems.
- Try to make connections between problems (Math andreescu, *et al*. 2000).

As stated before, the writers may *'specify the readership'* by naming the potential audience that can use the book. Preface writers usually refer to a large group of readers to broaden the marketing domain as discovered in book blurbs [15]:

Example 8: The primary audience for the text is institutional investment practitioners, sophisticated investors, investment strategists, financial advisors at various levels of sophistication and academic and professional researchers in applied financial economics (Management, Michaud & Michaud, 2008).

In the following example the writer refers to the necessary background knowledge required by readers besides naming the target reader groups:

Example 9: This book has been written for an introductory course in statistics, or in probability and statistics, for students in engineering, computer science, mathematics, statistics and the natural sciences. As such it assumes knowledge of elementary calculus (Math, Ross, 2004).

Another move identified is *'referring to other related sources'*. Through this move the writer introduces the reader to other sources including supplementary or more advanced information.

Example 10: The interested reader will find additional material and a list of errata on the Mathematical Cryptography home page (Math andreescu, *et al*. 2000).

The other move identified is *'eliciting a response'*. Through this move which can have a great impact on the reader, the writer invites the reader to share knowledge and contribute to the work. Meanwhile, it is a means of showing deference and humility to the reader.

Example 11: We would be delighted to receive comments, good or bad and corrections from our readers at mathcrypto@math.brown.edu (Math andreescu, *et al*. 2000).

Finally, the other step identified is *'dedicating the book'*. Some writers go beyond thanking the close people in their lives and dedicate the whole work to them (Hyland & Tse, 2004) as shown in the example below:

Example 12: Like the first edition, this book is dedicated to my mother, who has always inspired me to do my best (Management, Pynes, 2004).

Once the schematic structure was arrived at, the raters went through the selected corpus once again. However, this time they determined the frequency of the identified moves and steps based on the specified generic structure. The results obtained by each rater for each discipline were correlated to gain inter-rater reliability estimates. Correlation estimates between the first and second rater analyses on moves across the selected corpus showed a high degree of consensus between the ratings of both raters (.99 for metallurgy, .88 for mathematics and .99 for management corpus). Similarly, correlation estimates on steps showed high degree of consensus (.97 for metallurgy, .99 for mathematics and .99 for management corpus). The high inter-rater correlations indicate that the model we came up with had a high degree of reliability.

The Main Study

Identifying the Moves and Steps Across the Corpus:
The whole corpus including 180 book prefaces
(60 prefaces in each discipline) was analyzed based on the
generic structure worked out in the pilot phase and the
frequency of the use moves and steps was determined.
(Table 3)

The results of the Chi-square test for comparing move
frequency across disciplines showed that book preface
writers in the three disciplines generally use the same
moves with highly similar frequencies (ρ =3.97,
ρ Critical=0.05,df=2, Sig.=0.137).

The frequency of the use of each step across the
three disciplines was also examined (Table 4).

Comparison of step frequency across the groups
showed no significant difference between the
frequency of steps in the book prefaces across the
three disciplines either ($\rho = 4.847$, ρ Critical=0.05, df=2,
Sig.= 0.089). That is, preface writers in management,
metallurgy and mathematics generally use more or less the
same moves and steps with similar frequencies.

The paradigm arrived at in the pilot study showed a
high reliability. We also kept the proposed model open to
necessary changes and as we were reviewing the whole
corpus, some modifications were made to the original
model developed in the pilot phase. However, despite the
minor changes that we made on the terminology to
describe the moves and steps, the paradigm seemed to be
valid all throughout the analysis of the whole corpus as
well.

Rhetorical features in book prefaces. The frequency
and use of the promotional linguistic features across the
corpus was also examined as follows:

'*Imperatives*' individually addressed the readers.
This linguistic feature which is usually found in
advertising genres is very effective in addressing the
reader and get his attention [15, 14, 18]. In the book
prefaces examined, the authors also used this linguistic
strategy. Such imperatives are usually used with second
person pronouns to create a greater effect as shown
below:

Example 13: If you have difficulties, go ahead and open
the book, find out what you were missing and repeat.
There are some Review questions at the end of most
sections (Metallurgy, Bokstein *et al.* 2005).

As the table shows, while this linguistic feature has
been considerably used in metallurgy (49.1%) and
mathematics (35%), management preface writers appear to
be less willing to use such a direct way of addressing the
readers (15.7%).

Table 3: Frequency of moves across disciplines

Move	Metallurgy	Math	Management	Total
1	58	43	58	159
2	47	52	44	143
3	51	57	50	158
4	34	41	27	102
5	5	6	1	12
6	4	12	7	23
7	38	44	25	107

Table 4: Frequency of steps across disciplines

Step	Metallurgy	Math	Management	Total
1.1	47	36	54	137
1.2	16	7	22	45
1.3	12	10	9	31
1.4	3	0	6	9
3.1	47	48	42	137
3.2	22	24	24	70
3.3	4	14	4	22
3.4	4	9	0	13
4.1	31	34	27	92
4.2	9	32	4	45
7.1	26	28	15	69
7.2	37	44	26	107
7.3	8	4	8	20
7.4	2	3	2	7

Table 5: Frequency and percentage of certain promotional features

Discipline	Imperatives	You/Your	Reader	Effective NP
Metallurgy	28(49.1%)	11 (29.7%)	33 (33.6%)	302 (29.2%)
Mathematics	20 (35%)	10 (27%)	44 (44.8%)	289 (28%)
Management	9 (15.7%)	16 (43.2%)	21 (21.4%)	440 (42.6%)
Total	57 (100%)	37 (100%)	98 (100%)	1031(100%)

Second person pronoun '*you*' or its possessive form
'*your*' were also used to address the readers. They are
effective linguistic features in addressing the reader and
persuade him to buy the book [15, 14].

Example 14: What about the life expectancy of the thing
you've designed and made from the material you
selected? (Metallurgy, Kuts, 2002).

While the percentage use of this element is rather
similar in metallurgy (29.7%) and mathematics (27%),
management books seem to have made a greater use of
this feature in comparison to prefaces by other authors in
the former groups (43.2%).

The noun '*reader*' was used to frequently absorb the
attention of the reader in book prefaces. This linguistic
feature was not discussed by either [14] or [15], probably
because it was not used in book blurbs. However, it was
used in book prefaces to address the reader and remind
him of the fact that the book has been prepared based on
his needs and demands:

Example 15: The notes at the ends of the chapters are included to increase reader interest in the subject (Metallurgy, Hostford, 2005).

This rhetorical feature was considerably used in all the disciplines discussed here with the frequency percentages of 33.6% in metallurgy, 44.8% in mathematics and 21.4% in management, though management book preface writers seem to have made less use of that.

The use of 'e*ffective noun phrases'* which usually include effective adjectives or superlatives to impress the readers were also examined. Effective adjectives are usually combined with nouns to make their effect stronger and have a greater impact both in academic and advertising genres [17, 15 and 14]. However, in some cases the noun is effective by itself as shown below:

Example 16: After the success of our last book *Business Process Management: Practical Guidelines to Successful Implementations* we believed we had only told part of the process story (Management, Jeston & Nelis, 2008).

In the following example, the author uses two effective adjectives ('*useful'* and '*important'*) to make the effect of the nouns stronger:

Example 17: However, presentation and proofs have been chosen with a view to useful generalisations in important areas of functional analysis (Math, Schay, 2007).

In the following example, the author uses the adverb '*carefully*' before the adjective to make the effect even stronger:

Example 18: A carefully selected reference list and a good number of clear illustrations may be treated as additional features which should not be lost sight of (Metallurgy, Gupta, 2003).

In the following example, the authors also used the superlative *'most'* before the adjective for a far stronger effect:

Example 19: Historic notes and bibliographies of the four most important mathematicians of all time-Archimedes, Newton, Euler and Gauss- will spark the reader`s imagination and interest for mathematics and its history (Math, Kisacanin, 2002).

These elements were used very frequently used across the corpus. The frequency and percentages obtained for metallurgy (29.2%) and mathematics (28%) are very similar; however, management prefaces seem to have made a much greater use of this strategy around one and a half times more than that by authors in other disciplines (42.6%).

On the whole, the analysis of the micro-features of academic book prefaces seems to be even more revealing of the nature of this genre. The frequent use of the such linguistic features as noun phrases accompanied by effective adjectives or adverbs intensifying them, the use of the pronoun '*you'* or its possessive form to individually address the readers, the use of '*imperatives'* to address, instruct or invite the readers for contribution and finally frequent applications of the noun '*reader'* at different stages of writing a book preface to remind him of the fact that the book has been prepared based on his demands, all serve the persuasive function of the genre.

CONCLUSIONS

The generic structure that emerged for book prefaces can provide us with a workable structure for prefaces across basic, applied and social sciences. The model was kept open to necessary changes during the main study and this led in some modification of the terminology to describe the moves and steps. Analysis of moves and steps showed that book preface writers develop certain moves and linguistic realizations of the moves to boost the status of their productions. The identification of a similar generic structure for management, mathematics and metallurgy suggests that book prefaces in these three disciplines belong to the same genre and are rather similar in terms of other significant factors such as the communicative purpose(s) or reader`s expectation and demands. In other words, the readers of book prefaces in the three disciplines expect to be informed on such important aspects as the field of the book, what it is generally aimed at, what it includes and so on. Our analysis showed that there was no significant difference among management, mathematics and metallurgy book prefaces in terms of the frequency of moves and the available steps in them. Despite some variations, book preface writers across different sciences seem to generally use similar moves and steps with similar frequencies.

There were rhetorical attempts by preface writers to evaluate the work through expressing its success [14, 15], explain the genesis of the work by referring to the experience, hard work and valid sources leading to the final compilation of the book, elicit a response by inviting the reader to contribute and share knowledge as a promotional act and finally mention various groups of the readers as the audience of the book to broaden the marketing domain. These rhetorical functions show that

book preface writers make great attempt to promote the status of their research and scholarship while informing the reader.

The linguistic features were used mostly for persuasive and promotional effects by preface writers. The frequent use of the linguistic features such as '*effective noun phrases*', '*imperatives*' and '*second person pronouns*' suggests that similar to what happens in other advertising genres such as book blurbs, book preface writers also use these promotional features to impact the readers and get them to provide the book. Additionally, we discovered that in book prefaces the authors repeatedly used the noun '*reader*' to absorb the reader`s attention and remind him of the assumption that the book has been prepared based on their needs and expectations.

Overall, it could be argued that a book preface is an academic genre with a determined generic structure to inform the reader of the work and what it includes. This genre also raises the reader`s interest and promotes the book.

The findings of this study could be used to provide materials for teaching how to write an effective book preface especially within the investigated disciplines. Regardless of the length of a book preface which depends on the details that a preface writer provides, some rhetorical acts seem to be inevitable to a book preface. The rhetorical act of establishing the field of the work which clarifies the area of knowledge that the book sticks to is highly important. Similarly, specifying the purpose and describing the contents of the book which can help the reader to gain a clear picture of the book and what it aimed at. Moreover, the study also suggests that the effectiveness of a book preface can be enhanced by adding some rhetorical features to win over the readers' attention and whet the readers' appetite for considering the source.

Within the area of genre theory, the study can have implications about how effective and revealing it could be for genre analysts to take a bottom-up process to analyzing genres. Instead of placing the models first, they can analyze genres starting from macro-structures and going through micro-linguistic features to obtain a less biased view of genres and what they really achieve. The study also supports the *repurposing* stage suggested by [4] based on which the process of analyzing genres might require the analyst to redefine the communicative purpose. It also suggests that the analysis of the generic structure without considering linguistic features does not reveal everything

about a particular genre [1] and the analyst needs to take an integrated approach at times and come up with ample evidence to describe and decide on what a genre really does.

The study was an attempt to deliver a comprehensive account for book prefaces concerning both the generic structure and the linguistic features. However, future studies could examine how other academic texts realize their communicative functions and include the persuasive features usually attributed to advertising genres at the same time. '*Academic book introductions*', '*forewords*', '*about the author section*' and other academic genres seem to be filled with promotional inputs. Such studies explore such features and the way writers insert them.

Further, similar researches could investigate the generic structure of book prefaces in other disciplines to see if the paradigm worked out here could be generalized to other disciplines as well. More importantly, the study was limited to book prefaces written in English and published by high stakes publishers. The research domain could be extended to other languages to find out more about the way preface writers in different languages and cultures rhetorically attempt to present or promote the book.

The study also indicated a great degree of similarity between introduction section of academic research papers and book prefaces in terms of both the generality and explicitness which they represent. As stated before, a preface starts from the general rhetorical acts such as '*establishing the field*' to more specific ones including '*indicating the problem*', '*specifying the purpose*' and '*describing the book*'. Similarly, an academic paper starts from the general rhetorical acts such as '*establishing the field*' to more specific ones like '*indicating a gap*', '*outlining the purpose*' and '*announcing the present research*' [5]. Nevertheless, further research is required to see if a general model could be proposed as representative of '*academic introductions*' in general which can support [4] emphasizing genres as families.

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