A Genre Analysis of Preface Sections of Textbook

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Abstract
This study aims to analyze the preface section of the fifteen English academic text book related to the field of linguistics. Researcher adapted the move structure pattern proposed by Abdollahzadeh &Salarvan (2013) on the notion of Swales (1990) and Bhatia (1993).Fourteen moves were identified employed by preface authors to indicate different rhetorical purpose i.e. introducing the work, specifying the purpose, describing the book, identifying the readership, expression of gratitude and accepting the shortcoming in writing etc. The result revealed that preface writers focused more on move one, three and move seven. Distribution of moves varies from writer to writer. None of the writers applied the move six which is related to eliciting response from readers. The findings of the study can be helpful for teachers in teaching the structure of the genre. Moreover ,the study can be beneficial for students for developing awareness of the content from the text books.
Keywords: Book prefaces, Genre analysis, Academic books

Introduction

With the emergence of the field of genre analysis, EFL learners , teachers and authors got the opportunity to comprehend the structure of academic text so that they may be able to communicate in a comprehensible and effective manner. As Swales(1990) argues, "a genre comprises a class of communicative events, the members of which share some set of communicative purposes" (p. 58). Dwelling upon this definition, he developed CARS model for introduction section of research articles including moves such as establishing the territory, locating the research niche an d occupying the niche.

Earlier concept of genre focused more on text while ignoring context. But now context in genre analysis has gained much importance. genre is taken as combination of internal and external factors of the text. It describes two types of relationships between text and context i.e. intertextual relationship and relationship within and across genre which can be defined as an interdiscursive in nature.(Bhatia, 2004)

Academic text book is an important genre focused in academic and professional seting. As Swales (1995) describes that academic textbooks can not be excluded from genre studies as it provides new topic which are worth reading. It has been argued that academic textbooks are the important part of genre system which develops not only academic life but also verbal behavior.

Hyland (2000), for instance, describes that "university textbooks are something of a neglected genre; little is known about their rhetorical structure and their relationship to other genres" (p. 14).

A lot of studies exist in the field of articles, lectures, book reviews etc but introductory section of the text books did not draw much attention of the researchers. Textbooks prefaces give view of the books and also serve a promotional purpose, phenomena which is very common in professional setting (Bhatia, 1997,2004).

In studies related to academic field , Zerpentnek (2010) the status of book preface across three languages English, French and German by applying his taxonomy of genre. he described that from the nineteenth century, in English and French, this type of text is termed as preface or pre   face. The parallel term used in German is vorwort. He says that history of this genre in three languages indicates clear function and history of this genre in most literatures of the world.

Bhatia (1997) describes preface as subcategory of academic introductions which has the communicative purpose of introducing the work. Bhatia argues that academic introductions and prefaces are different categories. Function of introduction is informative while prefaces perform both functions i.e. promotional and an informative one. Bhatia refers to some promoting features such as an extensive use of adjectives in the introductory part of the textbooks.

Kuhi (2008) analyzed 21 prefaces of textbooks to identify move structure pattern. He applied Swale's analysis (1990) for this purpose. Four moves were identified i.e. purpose, audience, chapter introduction move, and acknowledgement. His work revealed that two moves i.e. audience and acknowledgement were frequently

employed by writers.

Another study on genre analysis of preface sections was conducted by Azar (2012). He selected twenty two prefaces from the field of linguistics and applied linguistics. Applying patterns of moves introduced by Swales (1990) and Bhatia (1993), he identified four moves such as to create a niche, , establishment of orientation, scope of chapters and acknowledgement. This structure indicates textual strategies manipulated by writers to arrive at their communicative purpose.

Abdollahzadeh and Salarvand,(2013)in their study examined the move structure of book prefaces related to three different discipline i.e. management, metallurgy, mathematics. He found out same type of genre structure in all three discipline. Researchers described that prefaces of the books in three discipline follow same pattern in case of communicative functions, move structures and expectations of readers. They did not find any difference I the application of moves and steps among three disciplines. Analysis revealed that book prefaces reflect the configuration of promotional as well informative purpose.

As the text book is very important in teaching genre. so, it is necessary to analyze constituting sections of this genre to fulfill the need of teachers and students as an assistance to have an access to knowledge of this genre. Such studies can be helpful in developing academic reading and skills of learners. Learners need to have comprehension of structure and function of genre and subgenre prevalent in their academic environment. As the present research is confined only to the textbooks of applied linguistics. It may be suggested that it may serve for learners in any academic reading course to give them knowledge about the analyzes genre and of the role of this genre in having access to their required content.

Realizing the need to understand this genre, this study deals with move structure analysis of the prefaces of English text books in applied Linguistics. Bhatia (1993) defines moves "…cognitive structures which serve certain communicative intentions and are subservient to the overall discourse communicative purpose of the genre." (p.30-31) . Duszak (1994) describes move as "…a conventional strategy to carry out a discourse goal."(p. 299). According to Holmes (1997:) move is "…a segment of text that is shaped and constrained by a specific communicative function."(p. 325)

The present study aims to answer the following questions:

1.   What is the generic structure of English books prefaces in terms of moves?
2.   What order of the move is used in prefaces?
3.   What types of moves dominate the generic structure of preface sections?

Research Methodology
Material
Fifteen prefaces from English academic text books from the net were randomly selected for the analysis.The prefaces which were very brief and did not fulfill more than one or two functions, were excluded. Thus representative sample consisted of many communicative functions i.e. introducing the work, describing the work, expression of gratitude etc.

Instrumentation
Taxonomy of move structure proposed by Abdollahzadeh and Salarvand based on the genre approach of Swales (1990) and Bhatia (1993), was adapted according to situation and researcher identified some more moves in the structure of prefaces (given in table below).

A move can be defined as "a text segment made up of a bundle of linguistic features which give the segment a uniform orientation and signal the content of discourse in it" (Nwogu 1991: 114).

Table 2: The rhetorical move pattern of the preface section in academic textbooks

Moves	Steps
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
8. Accepting shortcoming	
9. Avoiding responsibility of co-auther	
10. Recommendation for readers	
11. Indicating dimension for futureresearch	
12. Describing readers's expectations	
13. Signature	
14. Date	

Data analysis procedure

Data were analyzed by applying move structure pattern dwelling upon the notion of Swales (2004) and Bhatia (1993).Fourteen types of moves were identified. Being a qualitative study, the main statistical analysis is frequency in order to indicate the distribution level of speech acts.

Furthermore, order of move structure is also exhibited in table 3.

Results and discussion

Table.2

Frequency of moves and steps in prefaces

Move	frequency	step	frequency
1	19	1.1 1.2 1.3 1.4	09 03 05 02
2	05		
3	32	3.1 3.2 3.3 3.4 4.1 4.2	24 08 05 02 04 01
4	04		
5	01		
6	0		
7	19	7.1 7.2 7.3 7.4	08 10 03 03
8	02		
9	01		
10	01		
11	01		
12	01		
13	03		
14	01		

Table 2. indicates the frequency of the use of moves and steps. Moves identification was made on the basis of communicative acts (functions).The result reveals that book preface writers used similar types of moves but with varying level of frequency. The most preferred moves were three (describing the book) and move one (introducing the work). These moves were present in all of the fifteen prefaces which were selected for the present study. The next favored move was seven (expression of gratitude) which was found in three of the prefaces. Move six was totally ignored by all of the preface writers. Seven prefaces 's initial move is three (Describing the book) which whereas five start from move one(introducing the work) and three from two which is related to purpose specification.

So far as the steps in each move are concerned, they are applied in different frequency in different prefaces. Widely used step in move one is 1.1 which concerns with establishing the field of work e.g.
Example1

sociolinguistics is still clearly unified through its concern with how people use language to create and express identities, relate to one another in groups, and seek to resist, protect, or increase various kinds of power.
(move 1, step 1.1)

In move three (describing the work), step 1.3 (general description of the content or format of the book) is the most preferred step employed by preface writers. Some of the examples are as follows:
Example2.

This book focuses on language as it is used in different social contexts. It also considers how the various contexts within which a text is produced and understood can affect the way readers understand and respond to it. It is largely a book about skills and concepts, and concentrates on how we might approach and handle some of the range of texts and data we are likely to encounter on an AS/A2 English course. (move 3, step, 3.1)
Example3.

This book brings together my research in the linguistics of modern English, erman, and Russian over the last 30 years, updates it with the inclusion of only recently acquired data and recently developed ideas, some of it not yet published in the journals, and makes it all accessible to a wider audience by focussing on English, with German and Russian backing up the presentation in separate sub-sections. (move 3, step, 3.1)
Example4.

I have used mainly English examples, but have included separate sub-sections on German and Russian at the end of certain key chapters. Although I have tried to write the German and Russian sub-sections so as to be accessible to the non-specialist in those languages, they may be omitted without major detriment to an understanding of the book as a whole. . (move 3, step, 3.1)
Example5.

Volume II deals with phonological structure above the segmental level, in particular with syllable structure, metrical structure and sentence-level prosodic structure. . (move 3, step, 3.1)

In move four (identifying the readership) and move seven (expression of gratitude), steps 4.1,7.1 and 7.2 are used with more frequency than other steps in these moves. For example,

I have written the book with three audiences in mind:the professional linguist and researcher; students of linguistics; and the general public. (move 4, step 4.1)

It may also be used as a supplementary text in a higher-level course that   deals with a narrow range of topics but in which the instructor wants students to become familiar with topics not treated in that course. (move 4 step 4.1)

The New York Community Trust has supported much of my research on discourse.
It also funded three small conferences on discourse at the University of Texas
which advanced the work. (move 7 step 7.1)

I thank Leigh Mueller, who did the copy-editing, for her careful work and good humor;
and I thank Jackie Warren for shepherding the book through the publication
process. (move, 7 step 7.2)

I owe a huge debt of gratitude to Yishai Tobin, for supporting my work both to the extent of inviting me to teach the course in his Department on which this book is based, and for inviting me to submit the book to the Benjamins series. (move 7 step, 7.2)

Only three of the prefaces have move of signature(move, 13) and in two prefaces, writers used the move regarding the acceptance of shortcoming i.e.
Example.1

We alone accept full responsibility for the shortcomings of the book.(move, 8)
Example.2

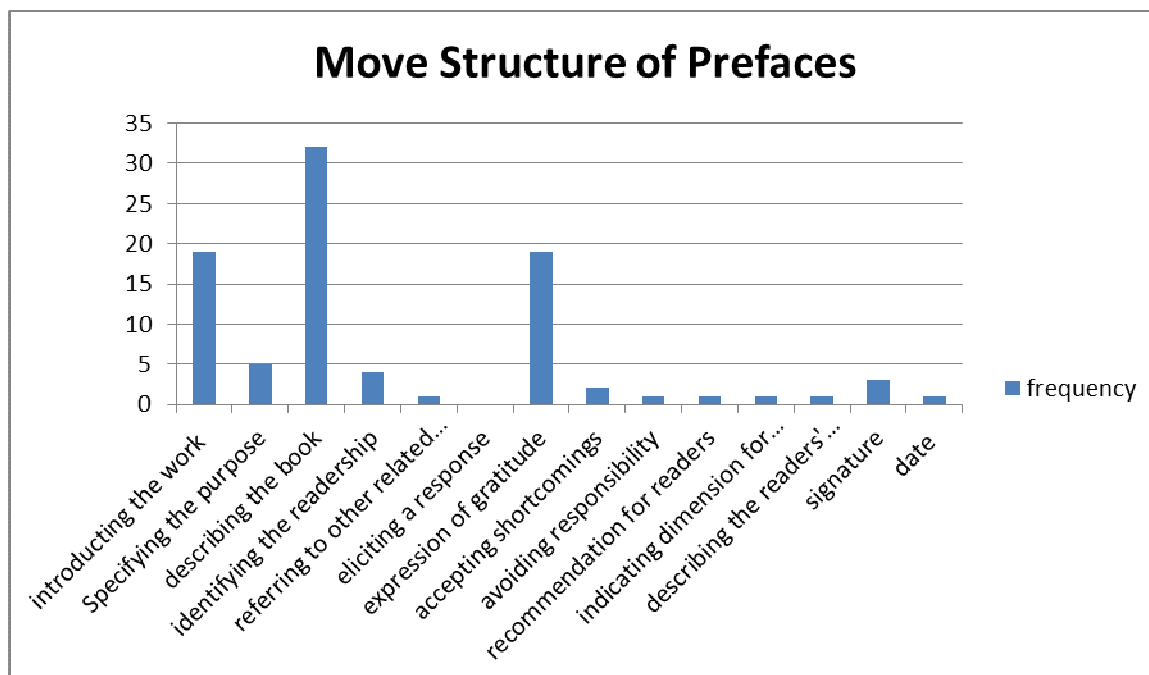I alone am responsible for any oversimplifications or inaccuracies which may remain

Fig. 1 *frequency of moves in prefaces of academic textbooks.*

Table3. *Order and number of move.*

Preface	Move Order	No. of Moves
1	2,4,3,7,3,1, 13	07
2	3,7,3	03
3	7,1,7	03
4	3,4,1,3,7	05
5	2,3,9,12	04
6	1,3,1,3,7	05
7	3,1,31,7,3,7	07
8	3,2,3,1	04
9	1,2,3	04
10	3,1,3,7	04
111	1,5,3,7,11	05
12	1,4,3	04
13	3,2,3,7,3,, 10, 1,3,7	09
14	3,4,3,1,7,3	06
15	1,3,1,3,7	05

Conclusion

From the analysis of the preface sections of the textbooks, following conclusion ca be drawn:

Preface writers applied move one, three and seven more frequently which are concerned with establishing the field of the work, describing the book and expressing gratitude. They are employed in all of the prefaces which indicates that they are obligatory moves. Move six was not touched by any of the writers. It also shows that rhetorical structure of preface is not fix one. There may be variation in the use of the moves depending on the communicative purpose of the writers. Findings also serves as a guideline for ESP teachers to develop the concept of communicative functions in text among students and how they are realized.

Within the field of genre theory, the research has an implications that it could be very useful to take top down approach to analyze genre along with the linguistic approach.

The study only dealt with book prefaces in English, it may be extended to other languages and cultures to find out the difference s and similarities in different traditions.

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