

## A comparative genre analysis of academic textbook introductions in Applied Linguistics and Medicine

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### Abstract

The present study attempted to scrutinise prefaces, introductions and forewords, as three realisations of academic textbook introductions, in terms of their functions and potential generic structures. The study aimed to investigate the possible variations across medicine and applied linguistics, representing hard applied and soft applied sciences, respectively. In order to proceed systematically in developing a potential generic model, a heuristic analysis was employed to achieve a less biased view of the nature of these variations of introductions. To this aim, 600 text samples were selected from the two disciplines. The findings showed that though the informative moves were more frequent than the promotional moves in the schematic frameworks for the different manifestations of introductions in medicine compared with applied linguistics, the genres in the two disciplines were more similar. The study revealed the ways in which the writers appropriated the generic resources and successfully mixed promotional, informative and evaluative purposes of these adjacent genres.

**Keywords:** Applied Linguistics, genre analysis, medicine, textbook introductions.

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## 1. Introduction

The field of genre analysis has gone through tremendous theoretical and practical changes in academic settings for the past two decades. It gained popularity with Swales' seminal work about research genres in academic settings which resulted in Create a Research Space (CARS) model (Swales, 1981; 1990). According to Swales (1990), genre analysis is a means of analysing text in order to justify why genres have acquired certain features. Researchers in English for Specific Purposes have conducted a host of studies on spoken and written genres in order to identify and analyse their major and minor structures (Bhatia, 1997; 2004; Bunton, 2002; Dudley-Evans, 1986; Hopkins & Dudley-Evans, 1988; Hyland, 2000; 2004; Hyon, 1996; Jalilifar, 2010; Martin, Christie & Rothery, 1987; Nwogu, 1997; Ozturk, 2007; Paltridge, 1997; Samraj, 2008; Swales, 1981; 1990; 2004; Thompson, 1994). According to Dudley Evans and St John (1998, p. 87), one of the main advantages of genre analysis is its ability to relate textual findings to features of the discourse community within which a genre is produced (pp. 91–92). That is, genre analysis relates the linguistic features of a genre to the action they perform (Henry & Roseberry, 2001, p. 154). The study has also demonstrated that the organisation of some genres such as research article introductions varies significantly across disciplines (Holmes, 1997; Samraj, 2002; 2005; Swales, 1990; Swales & Najjar, 1987, as cited in Swales, 1990).

Among the academic materials, this study focuses on textbooks introductory genres. In fact, it is through textbooks that professional writers disseminate their disciplinary views. According to Swales (1995), academic textbooks as an important pedagogic tool in academic and professional settings should not be excluded from the set of research-process genres because they can combine and apply recent scholarship, incorporate new research findings and generate interesting new topics worth further study. Hyland (2000, p. 26) suggests that 'university textbooks are something of a neglected genre; little is known about their rhetorical structure and their relationship to other genres'. In much the same vein, an introduction section in an academic work is an important part since it should attract the reader. Introduction should be used to orient readers, providing them with the perspective they need to understand the detailed information coming in later sections (Jalilifar & Golkar Musavi, 2016). According to Bhatia (1997), at a fairly high level of generalisation, it is possible to think of academic introductions as a super-genre that can be seen to form a colony of the adjacent or related genre.

In the introductory pages of academic textbooks, there may be a number of introductory sections that typically occur outside the content of the book, including preface, foreword, introduction, acknowledgements and, occasionally, trajectory, preamble or prologue. According to Jalilifar and Golkar Musavi (2016, pp. 112–113), most of these introductions share at least one communicative purpose that is to introduce the book in focus, hence seemingly a considerable overlap, but some of them are sometimes appropriated by publishers to promote their product. These adjacent or closely related sub-genres have been conventionally used with some degree of independent identification. However, it is not always clear how they differ and the terms are often used interchangeably. Authors may experience some confusion if they are not fully aware of generic tendencies and linguistic characteristics of introductory sections, especially when they want their work to serve a promotional purpose in the present professional climate (Jalilifar & Golkar Musavi, 2016, p. 113). However, the existing literature on introductory sections of academic textbooks is on its infancy. Apart from a few studies (Abdollahzadeh & Salarvand, 2013; Jalilifar & Golkar Musavi, 2016; Kuhl, 2008; Sorayyaei Azar, 2012; Zepetnek, 2010), further empirical research is needed to identify the distinct generic configuration of textbook introductions. Accordingly, three variations of above-mentioned academic textbook introductions, namely preface, foreword and introduction, as adjacent genres, constitute the main focus of this study.

Furthermore, even if there arguably are core features in scientific discourse, it is important to acknowledge the fact that many variations exist when it comes to how certain disciplines struggle with the challenges of conveying information and achieving academic writing. Various disciplines in the

natural sciences, technology, social sciences and humanities have their specific, conventionalised ways of describing ideas, knowledge, methods, results and interpretations (Basturkmen, 2012; Hawes & Thomas, 2012; Hyland, 2007; McGrath & Kuteeva, 2012; Parodi, 2010). This discipline specificity, which stresses that 'disciplines and professions are largely created and maintained through the distinctive ways' and that 'members jointly construct a view of the world through their discourses' (Hyland, 2006, p. 114), makes it necessary to go beyond the generalised view of academic writing, and try to pin down specific characteristics of the scientific discourse in each of these disciplines. Hence, far from being a monolithic, uniform type of discourse, scientific discourse varies in response to disciplinary conventions, as well as understandings and expectations of particular academic communities (Hyland, 2009). To this end, the present study sets out to identify the specificity of two applied disciplines from hard and soft sciences—Medicine and Applied Linguistics, respectively—in construction and representation of information in terms of genre structures of the introduction sections of textbooks. The analysis calls for a cross-disciplinary investigation of sample texts in the above-mentioned disciplines in terms of moves representing writer's social purpose, where each part of a text performs a specific function, and steps or optional textual elements as linguistic realisations of those functions. Thus, the mainly corpus-informed study provides empirically based generic frameworks that allow us to identify how each text type serves its communicative and promotional purposes. The study, therefore, aims to answer the following questions:

What is the generic structure of the sample English textbook introductions, prefaces and forewords in Applied Linguistics and Medicine?

Is there any significant difference between the introductions, prefaces and forewords with respect to the moves and steps fitting their communicative purpose(s)?

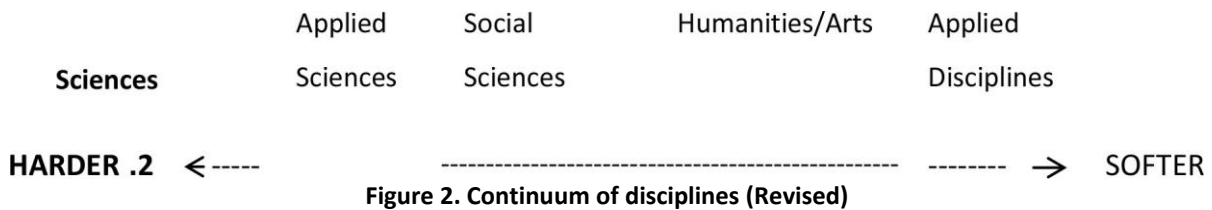
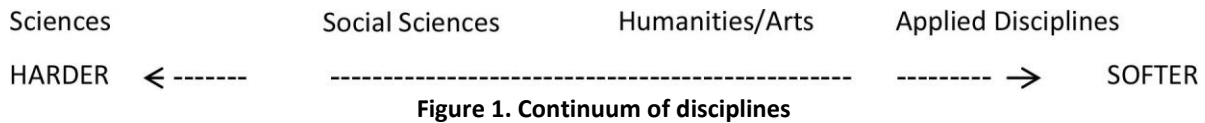
## 2. Methodology

This comparative, corpus-based study aimed to explore disciplinary specificity in terms of move structure in introduction sections of scientific textbooks in English. To achieve this goal, the researcher combined quantitative and qualitative research methods. Following Swales' research on the introduction sections of research articles, there is now substantial literature in English concerned with the analysis of moves in a variety of academic and professional genres, with communicative purpose being the main theme as a means of identifying moves (Henry & Rosebury, 1996; Kay & Dudley-Evans, 1998; Swales, 1990).

Therefore, in this study, the theoretical model used for the analysis and comparison of the move structure of the introduction sections of textbooks also mainly followed Swales (2004) in his revised version of the CARS model. The approach for the analysis of the textbook introductions aimed to determine the communicative purpose of each sentence as the unit of analysis in a bottom-up fashion, starting with the texts. Therefore, the view of a text seen in terms of communicative moves is maintained, and the labelling of the identified communicative functions in textbook introductions was carried out under the influence of the insight taken from Swales' comprehensive model.

Following a cognitive approach, on the basis of the analysis of cognitive words from the address field proposed by de Bruin and Moed (1993), and a scientometric approach that is setting the categories on the basis of both the experience of scientometricians and external experts, Glanzel and Schubert (2003) propose a two-level hierarchical classification scheme for three main discipline areas: Sciences, Social Sciences and Humanities. This two-level scheme includes 12 first-level fields and 60 second-level subfields of the Sciences, as well as three major fields and seven subfields for the Social Sciences and Humanities. Coffin et al. (2003) added applied disciplines and provided representative examples for these four main discipline areas. Acknowledging the complexity of demarcating disciplines, the present analysis rested on the most convenient way of grouping disciplines into the above four main areas (Coffin et al., 2003; Glanzel & Schubert, 2003). As illustrated in Figure 1, these areas are viewed in a continuum from hard sciences to soft applied disciplines (Hyland, 2009). A

glance at this classification can show that despite the appropriateness of this division of sciences, this cline may, however, give the impression that all applied sciences belong to the SOFTER end. If we take methodology as the criterion to divide sciences, it seems this continuum would need to be modified such that applied sciences can be seen on the two ends exemplified by applied linguistics on the SOFTER end and medicine on the HARDER end (see Figure 2). This revision can facilitate justifying the logic behind selection of the disciplines in this study.



### 2.1. Selection of the textbook introductions

A representative sample of English textbooks in the two disciplines—100 samples from each genre (textbook introduction, foreword and preface) in each discipline—was selected to allow cross-disciplinary comparisons (a total of 600 samples). Textbook selection, in the present study, met the following criteria:

- i. The choice of textbooks was motivated by the need to control such variables as writer experience and expertise. Since the study is also mainly concerned with pedagogical implications, the major criterion in selection was to include textbooks that were widely used in the syllabuses of Applied Linguistics and Medicine courses in our context (Iranian universities). Hence, a number of informants in each discipline were asked to recommend textbooks available in hard copies or those retrievable from downloadable databases they consider as essential in their own field at undergraduate and postgraduate levels.
- ii. To ensure the validity of the analysis, textbooks written in English by English speaking authors were preferred.
- iii. The corpus was selected within a span of 10 years before the commencement of this study (i.e., textbooks published in 2005–2014). The assumption is that a genre may change and evolve in response to changes in the communicative goals, as well as to ‘particular rhetorical needs’ of the discourse community that regularly uses it (Abdollahzadeh, 2011, p. 424).

It is worth noting that majority of the textbooks within the e-book database embraced a preface or an introduction but hardly a foreword in their front end. Lack of textbooks containing a foreword to choose from, then led to searching out those printed books the informants had recommended from the library. The three collected sets, each for one of the variations of introductions under study, consisted of 200 prefaces, 200 forewords and 200 introductions (codified as BP. AL. #1, BP. AL. #2... BP. AL. #100; BF. AL. #1, BF. AL. #2... BF. AL. #100; BI. AL. #1, BI. AL. #2... BI. AL. #100; BP. Med. #1, BP. Med. #2... BP. Med. #100; BF. Med. #1, BF. Med. #2... BF. Med. #100; BI. Med. #1, BI. Med. #2... BI. Med. #100). BI., BF., BP., Med. and AL. stand for *book introduction*, *book foreword*, *book preface*, *medicine* and *applied linguistics*, respectively.

## 2.2. Data analysis

Following the approaches of earlier genre-based studies (Motta-Roth, 1995; Khunkitti, 2005; Swales, 1981; 1990; 2004), textbook introductions were analysed for their communicative purposes. The texts were selected based on their relevance to the disciplines. Since the main goal of the study was to investigate the overall (macro) structure of sample textbook introductions in two disciplines, all the other sections prior or subsequent to textbook introductions were excluded from this analysis. After the selection, the texts were sorted to identify the moves and steps and their order in the text in each group. The communicative purpose was central for analysis of the texts (Swales, 2004). In order to identify the moves/steps, propositions were considered to be the unit of analysis since each proposition can generally have an independent communicative purpose, although sometimes a move or a step can be as long as one or more paragraphs. Here is an example of a proposition from the data:

1. ...The last few decades have seen an upsurge of research interest in metaphor and figurative language. This interest has also become part of a larger enquiry into the relationship between language and other processes of mind, an enquiry that is producing the field known as cognitive linguistics (Bl. AL. #34) (Move type: *Claiming centrality*).

Hence, the main coder went through the text, broke it into propositions and started the investigation with the aim of identifying the generic structures of the texts in terms of recurring patterns or moves. Care was exercised to make a connection between those propositions which implied a similar communicative purpose and to put them under the same category. The category was marked with the move type according to its functional orientation. Therefore, the analysis did not mean an individual sentence or paragraph was always regarded as a move, since a move was defined in this study by its function, not its physical length.

In this study, moves and their constituents were determined partly through their functions in the context and partly by the aid of *metadiscourse signals* that, according to Hyland (2005, p. 28), are explicit textual devices representing the writer's overt attempt to create a particular pragmatic or discursal effect. The introductions were characterised by identifiable communicative purposes that shape the schematic move options used by the writers to construct the genre. However, if there were cases where the communicative purpose of a unit text was not self-evident, or where multiple functions were served in the context, the common practice in these cases, as also stated by Holmes (1997, p. 325), was to analyse the text according to the most salient function. This procedure, as contended by Ruiying and Allison (2004) and Holmes (1997), could involve a degree of subjectivity that is perhaps unavoidable, as can be seen from the example:

2. ...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 (BF. AL. #89) (Move types: *Describing the book* (more salient) or *identifying the readership*).

The analysis of the focused genres in this study followed two phases: the pilot and the main phase. In order to minimise the risk of arbitrariness, a subset of introduction sections from the corpus was randomly selected for further validation purposes. Thus, this subset was analysed by the main researcher and a colleague (as an outside coder) who specialised in applied linguistics, independently, to determine the coder reliability and agree on the method of analysis. To this aim, they finally discussed, compared and contrasted their points of disagreement to come up with a consensus and a coherent model at the end. Cohen's (1960, p. 41) Kappa statistics was selected to investigate the estimates of the inter-coder agreement. The average coefficient of 88%, eventually, showed a high agreement between the coders. In order to improve and ensure the coding reliability of the analyses,

the data were also analysed for the second time by the main researcher herself after a month interval and Phi coefficient of correlation (0.95) indicated a strong relationship between the two times of analysis. The frequency of the moves and steps for each group was then calculated to detect the possible differences and to see whether the differences were significant.

In the second phase, the main researcher examined the whole corpus (600 textbook introduction sections) based on the schematic structure identified in the pilot phase. Chi-square analysis was run as the appropriate statistical method to identify the differences between move and step frequencies across and within the whole corpus. Subsequently, the distribution of moves and steps in each discipline and the average number of steps per text was computed. Then, the relative frequency of moves and steps in each text was calculated to make the comparison possible.

### 3. Results and discussions

In order to gain a more complete picture of the rhetorical features of the focused genres in the two applied disciplines, this study combined quantitative and qualitative research methods in respect of the analysis of the data collected. The mainly corpus-informed analyses aimed to identify and compare the move structure of English textbooks introductory genres (namely, introduction, preface and foreword) in applied linguistics and medicine to see how they are rhetorically different from one another. The purpose of this section is to report the results of the quantitative and qualitative data analysis in order to provide answers to the research questions of the study.

#### 3.1. The identified moves in the datasets

A functional criterion was adopted for the identification of the moves, and titles were chosen according to their common functional orientation. The following discussion presents an account of the functional value of each move identified in the six datasets. Within the typical examples presented in this study, the distinct lexical clues that are regarded as the key words for each example are given in bold texts.

*Introducing and describing the book and its focus* introduces what is covered in the book. The writer sets the stage for the reader by setting the overall themes and topics of the book, making topic generalisations, or by establishing definitions and methodology that are used throughout the book. Other times, it clearly clarifies the scope of the book and describes its content in a much greater detail.

3. This *Handbook of Research in Second Language Teaching and Learning* brings together a broad-based, state-of-the-art overview of current knowledge and research into the following domains of second language teaching and learning: social contexts of L2 learning; research methodologies in L2 learning, acquisition and teaching... (BI. AL. #43)

In *specifying the purpose*, the writers explicitly or implicitly express their purpose for writing the book. They go through what the book is aimed at as shown below:

4. The purpose of this book is to provide teachers with tools and techniques for analysing and subjecting to critical scrutiny the syllabuses with which they are working. It is also intended to provide concepts and procedures for those teachers who are in a position to take part in the development of their own syllabuses (BI. AL. #34).

In *information about the author of the book*, the writers provide information about the author in connection with the book or about the author's prior works.

5. Few linguists in the world today have not been influenced in some way by the work of Charles A. Ferguson. In areas of study ranging from Arabic linguistics to applied linguistics, from child

language acquisition to language planning, from language and religion to language universals, from..., seminal papers bear his authorship. He has held academic opportunities at universities on five continents... his work has been characterised by uncommon diligence, breadth of knowledge, and intellectual integrity... (BI. AL. #02)

*Specifying the readership* functionally serves to identify the audience by naming the potential readers who can make use of the book and benefit from it. Sometimes, the requisite educational level or background knowledge required by the reader is expressed as well.

6. While the series aims for a style that is accessible beyond linguists to other humanists and social scientists, some volumes will hold appeal for students and other readers keenly interested in the language of human affairs... (BF. AL. #18)

The writers exploit *expressions of gratitude* to acknowledge, thank and appreciate specific people who were helpful to them during the time of writing as well as institutions of their contribution in the production of the book. It is a place for the writers to name-drop and reminisce contributors in the course of compilation of the book. Contributors might include colleagues, students, editors, sabbaticals, family members and everyone who ever cast an eye on the pages of the book or lent an ear over coffee.

7. The guest editors wish to acknowledge professional colleagues, friends and family members whose contributions and sacrifices made it possible to complete this work. First of all the authors are grateful to... The guest editors extend sincere thanks to... (BP. Med. #31)

To establish the significance of the work, the writers resort to *establishing the genesis of the work*, i.e., explanation of how they came to write the book. Through this move, they offer their motivations, inspiration, reasons and justifications for developing the book. It shows years-long adventure from dissertation to finished book, including papers, seminars, visiting positions and also how it was nurtured by mentors, colleagues and foundations to highlight the hard work and the endeavour behind.

8. Changes in my own institutional context have also affected how I approach this second edition. For the past dozen years, I have held a position... (BF. AL. #31)

Through *explaining changes to new edition*, the writers describe the changes to this new edition and the improvements compared to the previous editions.

9. The new feature in this edition is the listing of new websites at the end of each chapter in training aware of the vast array of resources available to them via the World Wide Web... (BF. AL. #01).

Through *claiming centrality*, the writer justifies the book by stating that the topic of the book forms part of a significant research area and that it is worth investigating. Through this move, the writers establish the field of the work by indicating the problem and inserting the book in the field, pointing out the gap in the literature which they have attempted to fill.

10. The analysis of gene expression represents a key area of research in the study of human cancer and a number of chapters in *Molecular Analysis of Cancer* address this subject (BP. Med. #21).

*Outlining the organisation of the book* is used to provide a general view of the organisation of the book, guide the readers, and refer to the issues in each section. The writers might provide a chapter-by-chapter description and mention the number and the order of the chapters to help the audience recognise those parts of the content, which might be appropriate for them. Some writers even try to describe the preferred ways in which a book could be approached for instructional or learning purposes, as illustrated below.

11. The book begins with a chapter on language learning in early childhood. This background is important because both second language research and second language teaching have been influenced... In Chapter 2, several theories that have been advanced to explain second language learning are presented and discussed. In Chapter 3, we turn our attention to... (BI. AL. #18)

*Evaluating the book* is used to highlight parts of the book or provide focused evaluation of its different sections. Some of textbook introductions contained a closing evaluation of the book. When making an evaluation, the writer may focus on different elements such as the book, in general, its content, style, chapters, author(s) or editor(s), stylistic issues, book layout, visual presentations, etc. Note the following example:

12. In this innovative and incisively argued book, Alison Sealey and Bob Carter attempt something all too rare in present-day academic debate... they start out with a simple but far from obvious question... It is to Sealey and Carter's immense credit that they have produced such a lucid and coherent argument that shines through the book as a whole... (BF. AL. #83)

Through *taking responsibility for slips and expressing the limitations*, the writers express the possible limitations of their work and take responsibility for their book's weaknesses in advance. They indeed attempt to show deference to the readers. The writer shows that he has already made his utmost attempt to avoid any likely slips and then apologises indirectly for possible weaknesses.

13. A major barrier to the study of interactions between biological macro-molecules has always been detection and hence the need to obtain sufficient material... When I decided to edit a second edition of the present volume, I was, of course, aware of the limitations of... Such a volume can never be complete nor definitive, but I hope this book will provide a useful source of technical advice for... (BP. Med. #63)

Writers refer to other supplementary or more advanced sources, software packages or websites by *referring to related/additional/extra-text sources*.

14. Given the very negative conclusion of the work of Quine (1960, section 12) and Davidson (Lepore & Ludwig, 2005, chapter 15) on under determination of meaning in natural languages, and Dennett's summary pronouncement that... (Dennette, 1984, p. 28), one might expect that... This appraisal appears to be supported by a well-known collection of negative results for... (Belnap & Massey, 1990; Carnap, 1943, p. 81ff.; McCawley, 1993, p. 107ff.; Shoemith & Smiley, 1978, p. 3). (BP. AL. #21).

In *explicit recommendation or disqualification of the book*, writers either explicitly recommend the book to different intended groups of readers, despite its shortcomings or they might disqualify the book.

15. This kind of collective self-reflection is not commonly seen in SLA research communities. I urge all doubters to take a closer look at the chapters of this book, and all the interested parties to think about where the field should go from here (BF. AL. #70).

Writers may attempt to invite readers to share their possible comments and criticisms on the book by *eliciting of a response* from the audience.

16. We would urge our readers to contribute texts as well as illustrations from wherever they are available... In the latter, readers are invited to assess the content and the broader issues found in one or several recent books. We expect that both new sections will elicit responses among the readership... We invite your responses and contributions and look forward to hearing from you... as the curious and enlightened reader (BI. AL. #54).



In *neutral conclusion or synthesis*, writers wrap up their introduction to the book and provide a general conclusion or synthesise the presented ideas together without either praising or disqualifying of the book. This move may include an expression of hope on the part of the writer for the book to appeal to the readers as well as providing ideas for future research in the area.

17. Not surprisingly, mutations in regulatory regions are increasingly shown to be associated with human disease. However, currently, we are only observing the tip of the iceberg. It is becoming clear that many common disease association studies are identifying the noncoding region variants as the underlying cause of these later-onset disorders. It will be exciting, and potentially useful for disease management and treatment, to see what aspects of fine tuning are altered in different anomalies. Areas for future exploration will include the mechanisms through which physiological and environmental changes are translated into other... (BP. Med. #32)

### 3.2. Quantitative analysis

In order to develop a model (or models) of generic structure for the three variations of academic textbook introductions under study, it was necessary to conduct some quantitative analysis. To this aim, the sample texts were investigated for the occurrence of the moves within each dataset. Then, the occurrence frequency of the moves within each dataset was recorded as illustrated in Table 1.

**Table 1. Move occurrence frequencies in the six datasets**

Move types	Preface (N = 200) (%)		Introduction (N = 200) (%)		Foreword (N = 200) (%)	
	AL.	Med.	AL.	Med.	AL.	Med.
Introducing and describing the book and its focus	90***	84***	76***	72***	59**	50**
Specifying the readership	70***	54**	67***	51**	43**	38**
Specifying the purpose	75***	60***	83***	66***	55**	36**
Information about the author of the book	34**	17*	53**	28*	75***	52**
Expression of gratitude	89***	65***	48**	23*	24*	16*
Outlining organisation	73***	69***	68***	60***	21*	17*
Claiming centrality	93***	71***	87***	79***	40**	32**
Establishing the genesis of the book	73***	19*	39**	9*	14*	2*
Explaining changes to new edition	53**	31**	0*	0*	0*	0*
Expressing the limitations and/or taking responsibility for slips	55**	29*	17*	12*	7*	0*
Evaluating the book	13*	5*	0*	0*	39**	21*
Explicit recommendation of the book or disqualification of the book	62***	49**	21*	10*	47**	32**
Eliciting a response	19*	7*	8*	2*	0*	0*
Referring to related/additional/extra-text sources	41**	11*	32**	9*	2*	1*
Neutral conclusion or synthesis	26*	39**	78***	51**	39**	27*

Note: \*\*\*obligatory, \*\*conventional and \*optional.

As shown above, the most frequent moves of the preface in the applied linguistics dataset were *introducing and describing the book and its focus* as well as *expression of gratitude*. In medicine, prefaces proved to have *introducing and describing the book and its focus* and *outlining organisation* as their most frequent moves. Within the introductions in applied linguistics, *claiming centrality* and *specifying the purpose* indicated the highest occurrence frequencies while, in medicine, *claiming centrality* and *introducing and describing the book and its focus* were the most frequent with 79 and 72 occurrences, respectively (N = 100). Both *information about the author of the book* and *introducing*

and describing the book and its focus were the most frequent in the samples of the applied linguistics and medicine forewords. As illustrated in the table, *introducing and describing the book and its focus* constituted the most frequent move in common with the two preface datasets across the two disciplines, and, also, *claiming centrality* enjoyed the most frequent move position across the introductions in both disciplines. In addition, the forewords in both disciplines similarly favoured *information about the author of the book* and *introducing and describing the book and its focus* as their most frequent moves.

A general look at the table above suggested information, promotion as well as evaluation prevailing among all the moves; however, while informativity seemed to be characteristic of *introducing and describing the book and its focus*, *outlining organisation*, *specifying the readership* and *specifying the purpose*, the function of promotion was served through *claiming centrality*. Interestingly, the sample forewords distinctively included *evaluating the book* as one of the common moves, while this move was very rare in introductions and prefaces.

These findings correspond to Jalilifar and Golkar Musavi's (2016) results in which *describing the book's focus* accounted for the most frequent move across their three textbook introduction datasets in applied linguistics. However, *specifying the purpose* enjoyed the second most frequent move position across the prefaces, introductions and forewords. In addition, their prefaces favoured *expression of gratitude* and *specifying the readership* as the second and third most frequent moves. In case of their introductions, the same move was also the third along with *outlining organisation*, whereas their forewords preferred to treat it as the most frequent one along with *describing the book's focus*. As a result, based on frequency analysis, *describing the book's focus*, *specifying the purpose* and *specifying the readership* stood out in all the datasets in that study. Our results were inconsistent with those of Kuhi's (2008) study, in which the move *acknowledging other contributors* was regarded as the second most frequent move in his dataset. In Sorayyaei Azar's (2012) study, however, this move, referred to as *acknowledgements*, was infrequent. Moreover, *describing the book's focus* a frequent move across the datasets under study was not reported in either Kuhi's or Sorayyaei Azar's studies. However, *specifying the purpose* and *specifying the readership*, with the same frequency of occurrence occupied the most frequent position in Kuhi's study, hence the present findings being somewhat in agreement with those of Kuhi's research. On the other hand, results from Sorayyaei Azar's study showed variations in the frequency of occurrence of these two moves. Although he referred to these two moves as steps called *purpose* and *announcing audience* used in realising the move entitled *establishing orientations*, their function resembled *specifying the purpose* and *specifying the readership* in the present study. In his study, *purpose* was identified as the most frequent, whereas *audience* was the least, followed by *acknowledgments*.

In order to determine if preface, introduction and foreword writers significantly differed in their use of rhetorical moves, the move frequencies were then submitted to a Kruskal–Wallis test. The test examined the possible significant difference for each move separately across the three groups. Table 2 displays the results for the analysis.

**Table 2. Kruskal–Wallis H test for the moves across the datasets**

Move types	Discipline	Chi-square ( $X^2$ )	df	Asymp. Sig ( $p$ )
Introducing and describing the book and its focus	AL.	1.180	3	0.384
	Med.	3.022	3	0.066
Specifying the readership	AL.	2.991	3	0.111
	Med.	0.899	3	0.723
Specifying the purpose	AL.	2.721	3	0.389
	Med.	3.212	3	0.072
Information about the author of the book	AL.	2.135	3	0.080
	Med.	4.733	3	0.030
Expression of gratitude	AL.	8.013	3	0.000

	Med.	7.249	3	0.000
Outlining organisation	AL.	2.714	3	0.300
	Med.	2.122	3	0.317
Claiming centrality	AL.	3.417	3	0.66
	Med.	3.339	3	0.070
Establishing the genesis of the book	AL.	6.381	3	0.001
	Med.	0.912	3	0.811
Explaining changes to new edition	AL.	9.017	3	0.000
	Med.	7.917	3	0.000
Expressing the limitations and/or taking responsibility for slips	AL.	8.912	3	0.000
	Med.	3.111	3	0.091
Evaluating the book	AL.	3.342	3	0.072
	Med.	0.199	3	0.078
Explicit recommendation of the book or disqualification of the book	AL.	3.091	3	0.073
	Med.	2.812	3	0.334
Eliciting a response	AL.	0.192	3	0.791
	Med.	0.133	3	0.713
Referring to related/additional/extra-text sources	AL.	3.076	3	0.041
	Med.	2.110	3	0.57
Neutral conclusion or synthesis	AL.	2.991	3	0.109
	Med.	2.712	3	0.098

The results of Kruskal–Wallis tests revealed statistically significant differences ( $p < 0.05$ ) in the use of five moves in applied linguistics, namely, *explaining changes to new edition*, *referring to related/additional/extra-text sources*, *expression of gratitude*, *expressing the limitations and/or taking responsibility for slips* and *establishing the genesis of the book*, as well as in the use of three moves in medicine, namely, *information about the author of the book*, *expression of gratitude* and *explaining changes to the new edition*, and insignificant differences in relation to the other remaining identified moves. At this point, the results provided evidence that there was at least one pair out of six pairs of groups in each discipline under comparison that behaved differently. To see, then, where exactly the observed difference existed and how many pairs were responsible for the difference, a set of Mann–Whitney tests were performed in the form of three pairwise comparisons for each discipline [i.e., preface (Med.) vs. introduction (Med.), preface (Med.) vs. foreword (Med.), introduction (Med.) vs. foreword (Med), preface (AL.) vs. introduction (AL.), preface (AL.) vs. foreword (AL.), introduction (AL.) vs. foreword (AL.)]. The statistical features of each significant move with regard to Kruskal–Wallis followed by the results of Mann–Whitney for the same move including each pair’s  $p$ -value and its effect size are presented as follows.

**Table 3. Mann–Whitney test results for the significant moves in medicine**

Move type	Discipline	Pairs (Med.)	$p$ -value	Effect size
Information about the author of the book	Medicine	Prefaces vs. Introductions	0.40	0.09
		Prefaces vs. Forewords	0.00	0.59
		Introductions vs. Forewords	0.04	0.41
Expression of gratitude	Medicine	Prefaces vs. Introductions	0.00	0.57
		Prefaces vs. Forewords	0.00	0.64
		Introductions vs. Forewords	0.72	0.06
Explaining changes to the new edition	Medicine	Prefaces vs. Introductions	0.01	0.47
		Prefaces vs. Forewords	0.01	0.47
		Introductions vs. Forewords	1.00	0.00

The result of Kruskal–Wallis (Table 3) indicated that *information about the author of the book* was one of the significant moves in medicine. To perform a *post hoc* testing, three instances of Mann–Whitney *U* test were again carried out to estimate the size of the observed difference for this move. Two pairs of prefaces *versus* forewords, and introductions *versus* forewords indicated meaningful *p*-values, and the difference observed in the occurrence frequency of the move for these pairs of groups in this study was medium, ( $r = 0.59$ ) and ( $r = 0.41$ ), respectively. However, the *p*-value for the other pair in terms of this move was insignificant, i.e., more than 0.050, and the effect size was too small ( $r = 0.09$ ) to be called significant based on the sample size under comparison. The results then suggested that forewords were responsible for the observed difference in the sense that this move was tremendously present in forewords in comparison with prefaces and introductions.

Kruskal–Wallis indicated that *expression of gratitude* in medicine, with a *p*-value of 0.000, varied across the three datasets. As a *post hoc* test, then, Mann–Whitney calculated the *p*-value for each pair, separately. The *p*-value threshold for Mann–Whitney was considered as 0.050 since the comparison in the test can be performed between only two groups. As observed in Table 3, the *p*-values for three pairs were less than 0.050, thus they deemed significant; however, the same move was not meaningfully different in relation to introductions *versus* forewords. The size of the difference observed in the employment of *expression of gratitude* for prefaces *versus* introductions ( $r = 0.57$ ) and for prefaces *versus* forewords ( $r = 0.64$ ) was medium. However, the effect size for introductions *versus* forewords was less than 0.1 ( $r = 0.06$ ), i.e., too small to be called significant based on the sample size under comparison. As the results of *post hoc* test showed, introductions and forewords were approximately identical in the way their writers made use of this move and the observed difference was due to the presence of prefaces in the two pairs with significant *p*-values, i.e., preface writers significantly differed in exploiting this rhetorical move in comparison with introduction and foreword writers.

In addition, *explaining changes to new edition* in medicine indicated a significant *p*-value as a consequence of Kruskal–Wallis. Since the move did not occur much within introductions and forewords, thus they were quite identical in terms of the use of this move. Therefore, the observed difference happened to be where the prefaces existed and the effect sizes for two pairs including them were medium (i.e., more than 0.3).

**Table 4. Mann–Whitney test results for the significant moves in Applied Linguistics**

Move type	Discipline	Compared pairs (Med.)	<i>p</i> -value	Effect size
Expression of gratitude	Applied	Prefaces vs. Introductions	0.00	0.63
	Linguistics	Prefaces vs. Forewords	0.00	0.69
		Introductions vs. Forewords	0.51	0.07
Establishing the genesis of the work	Applied	Prefaces vs. Introductions	0.03	0.41
	Linguistics	Prefaces vs. Forewords	0.00	0.62
		Introductions vs. Forewords	0.10	0.09
Explaining changes to the new edition	Applied	Prefaces vs. Introductions	0.00	0.61
	Linguistics	Prefaces vs. Forewords	0.00	0.61
		Introductions vs. Forewords	1.00	0.00
Expressing the limitations and/or taking responsibility for slips	Applied	Prefaces vs. Introductions	0.05	0.43
	Linguistics	Prefaces vs. Forewords	0.02	0.48
		Introductions vs. Forewords	0.40	0.09
Referring to related/additional/extra-text sources	Applied	Prefaces vs. Introductions	0.09	0.07
	Linguistics	Prefaces vs. Forewords	0.00	0.52
		Introductions vs. Forewords	0.00	0.47

As for applied linguistics, after identifying the significant *p*-value for *expression of gratitude* through Kruskal–Wallis was medium, three instances of Mann–Whitney *U* tests were conducted (see Table 4) to estimate the size of the observed difference for this move. The tests showed that the difference

existed in the pairs of prefaces versus introductions, and prefaces versus forewords, with medium effect sizes of 0.61 and 0.69, respectively. However, the comparison of introductions versus forewords indicated no significant difference, and calculating the effect size acknowledged the result. The observed difference across the datasets reported by Kruskal–Wallis might be justified by the existence of prefaces, whereas the other two datasets were similar in terms of their frequency of occurrence when located in the same pair to be compared.

*Establishing the genesis of the book* in applied linguistics also indicated a significant  $p$ -value as a consequence of Kruskal–Wallis. Since the move did not occur frequently within introductions and forewords, as in prefaces, thus, they were quite identical in terms of the use of this move. Therefore, the observed difference happened to be where the prefaces existed and the effect sizes for the pairs including them were medium (i.e., more than 0.3).

*Explaining changes to new edition* was a prominent move in applied linguistics (such as in medicine) as shown by the result of Kruskal–Wallis. To perform a *post hoc* testing, three instances of Mann–Whitney  $U$  test were again run to estimate the size of the observed difference for this move. Two pairs of prefaces *versus* introductions and prefaces *versus* forewords indicated meaningful  $p$ -values and the difference observed in the occurrence frequency of the move for these pairs of groups was medium, ( $r = 0.61$ ) and ( $r = 0.61$ ), respectively. However, the  $p$ -value for the other one pair in terms of this move employment was insignificant, i.e., more than 0.050, and its effect size was too small ( $r = 0.00$ ) to be called significant based on the sample size under comparison. Therefore, the results suggested that preface writers were responsible for the observed difference in as much as they exploited this move more considerably in comparison with introduction and foreword writers.

*Expressing the limitations and/or taking responsibility for slips* in applied linguistics also revealed a significant  $p$ -value as a consequence of Kruskal–Wallis. As this move occurred infrequently within introductions and forewords, the observed difference happened to be where the prefaces existed and the effect sizes for the pairs including them were medium (i.e., more than 0.3). Thus, *expressing the limitations and/or taking responsibility for slips* was more typical of prefaces in applied linguistics than other introductory genres in this discipline.

Kruskal–Wallis test indicated that *referring to related/additional/extra-text sources* in applied linguistics, with a  $p$ -value of 0.09, varied across the three datasets. Mann–Whitney test calculated the  $p$ -value for each pair, separately. As Table 4 shows, the  $p$ -value for two pairs was less than 0.050, hence being significant; however, the same move was not meaningfully different in comparing prefaces *versus* introductions. The size of difference observed in the employment of this move for prefaces *versus* forewords and introductions *versus* forewords was medium ( $r = 0.52$  and  $r = 0.47$ , respectively). However, the effect size for prefaces *versus* introductions was less than 0.1 ( $r = 0.7$ ), thus being too small to be called significant. The *post hoc* test indicated that introductions and prefaces were approximately identical in the way their writers made use of this move and the observed difference was due to the presence of forewords in the pairs with significant  $p$ -values.

Last but not least, while *Evaluating the book* characterised forewords, it was downsized in prefaces and thoroughly overlooked in introductions in both disciplines.

### **3.3. Move categorisation**

In order to develop a model, the move frequencies needed to be converted into percentages to make the scale of the data interval and then determine which moves could be considered as obligatory, which conventional, and which optional. Therefore, the move percentages for each group were also calculated and presented in Table 1. The criterion for assigning the moves into any of these categories came from Swales (1990).

Following this classification (see Table 1), *introducing and describing the book and its focus* was considered as obligatory in prefaces and introductions and conventional in forewords. Similarly,

*specifying the purpose, claiming centrality and outlining the organisation* were assigned into the obligatory category for prefaces and introductions in both disciplines while the former two moves were considered as conventional and the latter as optional in forewords.

Interestingly, *specifying the readership* reflected interdisciplinary variations with more frequencies in prefaces and introductions of applied linguistics than medicine; hence, labelled as an obligatory move across these two datasets in applied linguistics, and as a conventional move across these two datasets in medicine. Forewords, however, behaved quite similarly across the two disciplines. Therefore, *specifying the readership* was labelled as conventional in the forewords of the two disciplines. *Evaluating the book and explicit recommendation or disqualification of the book* were categorised as either conventional or optional, except for prefaces in applied linguistics which treated *explicit recommendation or disqualification of the book* as an obligatory move.

*Expression of gratitude* proved to be an obligatory move for prefaces both in applied linguistics and medicine (89% and 65% frequency, respectively), whereas the same move was considered as either conventional or optional in the rest of the datasets. Three of the moves, including, *information about the author of the book, establishing the genesis of the book and neutral conclusion or synthesis* occurred as an obligatory move only in applied linguistics forewords, prefaces and introductions. *Explaining changes to new edition* did not occur in the introductions nor in the forewords but only as a conventional move in prefaces in applied linguistics and medicine. *Expressing the limitations and/or taking responsibility for slips* was considered as a conventional move in applied linguistics prefaces (55%), but was assigned into the category of optional for the rest of the texts. *Referring to related/additional/extra-text sources* in both applied linguistics prefaces and introductions was taken into account as conventional; however, the same move with a frequency of less than 11% was labelled as optional in the rest of the datasets. Therefore, as disclosed in Table 1, most of the moves did not belong to a homogenous category across the datasets under study. This fact was not true only for one remaining move, *eliciting a response*, which did not occur in any of the forewords, and revealed frequencies of less than 19% among prefaces and introductions, thus, was assigned as an optional category across all datasets.

Hence, to reduce the present data and put forward a more comprehensive model of generic structure, it is common to take into account only the obligatory and conventional moves and discard the optional ones from the developing model due to the fact that the presence of such optional moves might be explained in the light of individual manoeuvres any member of a discourse community deserves to take throughout the process of writing within any generic framework and they are not considered as the genre-specific conventions the writers are supposed to follow. Table 5 shows the moves in the resulting generic framework which only include the moves considered as obligatory and conventional across the three different genres under study in each of the two disciplines.

**Table 5. Framework including the moves identified for the three genres in the two disciplines**

Move types	Prefaces		Introductions		Forewords	
	AL.	Med.	AL.	Med.	AL.	Med.
Introducing and describing the book and its focus	✓	✓	✓	✓	✓	✓
Specifying the readership	✓	✓	✓	✓	✓	✓
Specifying the purpose	✓	✓	✓	✓	✓	✓
Information about the author of the book	✓	x	✓	✓	✓	✓
Expression of gratitude	✓	✓	✓	x	x	✓
Outlining organisation	✓	✓	✓	✓	x	x
Claiming centrality	✓	✓	✓	✓	✓	✓
Establishing the genesis of the book	✓	x	✓	x	x	x
Explaining changes to new edition	✓	✓	x	x	x	x
Expressing the limitations and/or taking responsibility	✓	x	x	x	x	x

for slips						
Evaluating the book	x	x	x	x	✓	x
Explicit recommendation or disqualification of the book	✓	✓	x	x	✓	✓
Eliciting a response	x	x	x	x	x	x
Referring to related/additional/ extra-text sources	✓	x	✓	x	x	x
Neutral conclusion or synthesis	x	✓	✓	✓	✓	x

Finally, in order to place inter-disciplinary variations across the three genres in their use of the identified rhetorical features, 45 Chi-square tests were administered for the 15 identified moves (see Table 6).

**Table 6. Chi-square tests for the moves across different genres in Applied Linguistics and Medicine**

Move Types		Prefaces (N = 200)		Introductions (N = 200)		Forewords (N = 200)	
		AL.	Med.	AL.	Med.	AL.	Med.
Introducing and describing the book and its focus	$\chi^2$	0.207		0.108		0.743	
	df	1		1		1	
	p value	0.649		0.742		0.389	
Specifying the readership	$\chi^2$	2.065		2.169		0.309	
	df	1		1		1	
	p value	0.151		0.141		0.579	
Specifying the purpose	$\chi^2$	1.667		1.940		3.967	
	df	1		1		1	
	p value	0.197		0.164		0.046	
Information about the author of the book	$\chi^2$	5.667		7.716		4.165	
	df	1		1		1	
	p value	0.017		0.005		0.041	
Expression of gratitude	$\chi^2$	3.740		8.803		1.600	
	df	1		1		1	
	p value	0.053		0.003		0.206	
Outlining organisation	$\chi^2$	0.113		0.500		0.421	
	df	1		1		1	
	p value	0.737		0.480		0.516	
Claiming centrality	$\chi^2$	2.951		0.386		0.889	
	df	1		1		1	
	p value	0.086		0.535		0.346	
Establishing the genesis of the book	$\chi^2$	31.696		18.750		9.000	
	df	1		1		1	
	p value	0.000		0.000		0.003	
Explaining changes to new edition	$\chi^2$	5.762		0.000		0.000	
	df	1		1		1	
	p value	0.016		1.000		1.000	
Expressing the limitations and/or taking responsibility for slips	$\chi^2$	8.048		0.862		4.500	
	df	1		1		1	
	p value	0.005		0.353		0.034	
Evaluating the book	$\chi^2$	3.556		0.000		5.400	
	df	1		1		1	
	p value	0.059		1.000		0.020	
Explicit recommendation or disqualification of the book	$\chi^2$	1.523		3.903		2.848	
	df	1		1		1	

Eliciting a response	<i>p</i> value	0.217	0.048	0.091
	$\chi^2$	5.538	3.600	0.000
	df	1	1	1
Referring to related/additional/ extra-text sources	<i>p</i> value	0.019	0.058	1.000
	$\chi^2$	17.308	12.902	0.333
	df	1	1	1
Neutral conclusion or synthesis	<i>p</i> value	0.000	0.000	0.564
	$\chi^2$	2.600	5.651	2.182
	df	1	1	1
	<i>p</i> value	0.107	0.017	0.140

As depicted in Table 6, overall, of the 45 comparisons, only 17 pairs revealed significant differences. This being said, more similarities (28 pairs) were witnessed in the application of the different moves across the genres in the two disciplines. Our results rejected any significant disciplinary differences between the applied linguistics and medicine textbook introductions in four moves, namely, *introducing and describing the book and its focus, specifying the readership, outlining organisation and claiming centrality* ( $p > 0.05$ ). On the other hand, the results indicated that the application of *information about the author of the book* was statistically different between applied linguistics and medicine across all the three genres ( $p = 0.017$ ,  $p = 0.005$ ,  $p = 0.041$ ). However, the results in relation to other moves did not reveal such homogenous patterns of differences across the datasets under study. These differences can be explained by reference to disciplinary differences, that the writers in applied linguistics, for instance, tend to write longer texts and use more verbose language in their writings of these genres, hence including more frequent use of some of the moves represented in the generic framework compared with medicine as a hard applied discipline.

As the findings of this study generally reveal that writers, in the academic introduction genres, functionally use these major moves to attempt to establish a need for their work in the current competitive academic setting, and show their orientations and describe their work positively in order to promote them as products. Finally, in some cases, writers express their gratitude to those who have helped in the production of their work, besides providing general and specific evaluations of the book. At the same time, the writers are appealing to a potential readership, talking to their readers and bringing them into the texts by using positive adjectives extensively, presenting positive attitudes and intentions towards their work using stance features like self-representation markers and boosters, reminiscent of the advertising genre, in order to promote the books. Through potential positive attitudes and adjectives, the writers assess the value and usefulness of the texts, though the abundance of evaluative adjectives in these genres is more likely to be attributed to the individual style and promotional intentions of the writers. This study has attempted to show the ways in which such ‘textual devices’ are used in the introductory sections where they clearly function to demonstrate the social practices of writers as expert members of discourse communities. In order to make the introductions of academic textbooks promotional and persuasive, writers must draw on these social practices and inject their own promotional intentions and attitudes into their texts.

On the whole, academic introductions demonstrated relative similarity in their internal generic structure across the two disciplines under study. However, there were slight differences in the move options made by the language producers which appeared to be a function of the dominant communicative purposes performed by each introductory section. For example, forewords, typically being written by another author rather than the original author of the book, proved to include comparatively more evaluative language. One of the similarities strikingly noticeable among all the three sub-corpora was the authors’ tendency to promote the academic work besides the dominant informative function of academic introductions as well as to sound scientific, factual, objective, and at times evaluative. This tendency on the part of academic introduction writers resulted in using more or less similar elements, e.g., specialist vocabulary, meta-textual and extra-linguistic elements (e.g., this



chapter, part 2, this study, I, we, etc.), across the genres under focus. In other words, the writers often present a clear stance towards their readers while describing the book to them in order to convince the readers of the validity of their academic textbooks. Hence, the writers' communicative purposes and promotional intentions can be seen to influence and shape choice of content, schematic structure of the discourse and style.

#### 4. Conclusion

In addition to exploring the potential generic models for the three manifestations of academic book introductions, the methodology of the current study enabled the analysts to unveil the hidden agenda behind the introductions in focus, i.e., mixing informative, promotional and evaluative functions so as to fit a specific purpose rather than merely introducing the book. The identification of more similarities rather than differences in the generic frameworks for the three text genres in focus across applied linguistics and medicine suggests that they all intertwine and are at times indistinguishable from one another.

As a textbook introduction or preface, for instance, needs to be published, the first reader who comes to read the introductory piece before getting published is most likely to be a publisher. Therefore, a writer needs to take advantage of the art of persuasion to win the publisher's attention and convince them that the book is worth publishing. On the other hand, a book introductory genre, unlike a research article, needs to be marketed and sold, and to fulfill this communicative purpose is absolutely a burden on the writer's shoulders. Thus, besides the publisher, the students as the main audience for a textbook who seek knowledge from the book, as well as their teachers as another group of readers who choose a textbook for an academic course need to be addressed. To this end, the writers of an academic textbook introduction try to bridge the gap between the readers and themselves and gain the readers' trust and advertise their product. Via extensive use of evaluative noun phrases (more specifically in forewords), including positive potential adjectives and nouns, as another rhetorical device employed throughout the analysis, the writers of such genres try to marketise the book and convince the readers that the book is worth purchasing. In addition, preface writers aim to gain recognition and prestige among the peers (colleagues) who are the other expert members of the discourse community and give credibility to their work at the same time. To this purpose, writers, through the use of authorial pronouns and potential positive attitudes intrude their texts to show their stance towards a proposition.

On the one hand, changing reality of the academic and professional world requires complex communicative purposes to be fulfilled and, on the other hand, discourse community members are expected not to opt out of the genre (Jalilifar & Golkar Musavi, 2016). The findings of the present study demonstrate that the writers captured the necessity of maintaining generic integrity since the proposed schematic models embrace moves which are mainly academic and fulfill the principal communicative purpose for an introductory genre. Furthermore, thanks to the subtle exploitation of metadiscursive devices served to fulfill promotional communicative purposes, a kind of communicative purpose which is common with a colony of promotional genres in which a variety of significantly related genres, such as advertisements and sales letters are subsumed. The writers of text samples of this study created introductory genres that were informative and incorporated promotional as well as evaluative elements in a very subtle manner. This kind of appropriation of generic and rhetorical resources in order to respond to novel communicative situations of the present-day professional context results in a mixed or hybrid form of genre (Bhatia, 2002, p. 12).

The findings of this study provide the writer researchers, who are expert members of applied linguistics and medicine communities in this study, with liberty to take advantage of innovations and exploitations so as to manipulate the conventionally accepted genres according to the conditions of use which are subject to change over time.

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