

**AUTHORIAL STANCE IN PREFACE SECTIONS OF TEXTBOOKS' FROM A RANGE OF DISCIPLINES****\*Hamid Abdalla Arabi Nassir**

Department of English, Faculty of Science and Humanities, Shaqra University, Dawadmi, Saudi Arabia

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**Abstract**

Taking an effective authorial is important for writing persuasively in academic domain. Yet, interpersonal aspects such as stance-taking are, equally, acknowledged to be a challenge, particularly for EFL and novice writers. This study investigates the employment of linguistic resources realizing an authorial perspective in textbooks Prefaces written in two different disciplines : soft and hard. To this end, 40 Prefaces (20 from each) were analyzed within the Engagement framework (Martin and White, 2005). The objective is to explore the main trends and cross-disciplinary variations between the two groups in employing the Engagement resources when they present, argue for, and evaluate the topics of their books. The results have shown a general tendency among authors of both groups to employ far more heteroglossic (*Expanding* and *Contracting*) approaches than monoglosses (bare assertions) and therefore the authorial stance seems to be dialogistic and inviting. There is, also, a cross-disciplinary variation in Contracting deployment as it is found more frequent in hard than soft sciences. The findings may bear some pedagogical implications for academic writing instructors, EFL and novice writers.

**Keywords:** Engagement, Preface, stance, academic writing, textbook.**INTRODUCTION**

Preface is undoubtedly an important genre in academic writing which serves to introduce the potential readers to textbook contents. Preface also shows the main trends and weltanschauungen of the authors concerning the academic field/s in question. Equally valid is the relationship between academic writing and taking an effective authorial stance by writers when presenting topics of their own if their writing is to be persuasive and worthwhile. There is a growing consensus among scholars that academic writing is no longer a matter of communicating epistemic knowledge per se, rather it should bear considerable aspects of interaction with academic community members and other potential readers if the writing is to be credible. Hyland (2005), for example, states that academics seek establishing relationship with expected readers while they present/introduce topics of their own research rather than constructing grammatically or linguistically well-formed texts. He also acknowledges that "academic writing has gradually lost its traditional tag as an objective, faceless and impersonal form of discourse and come to be seen as a persuasive endeavour involving interaction between writers and readers" (p.173). There are certain linguistic resources contributing to the projection of effective authorial stance, hence establishing interaction with expected readers. Academic writers, therefore, need to be capable of handling professional tactics of utilizing these certain linguistic resources involved in formulating the authorial stance. Incapacity to project effective authorial stance by academic writers may result in failure in establishing interaction and seeking solidarity with expected readers, poor evaluation and endangering research' potential as a whole (Barton, 1993; Hyland, 1998a; Schleppegrell, 2004; Wu, 2007). What remains in question, therefore, is the typology that helps codifying the available linguistic resources required for authorial stance projection. This question will be addressed in 2.2.

**THE THEORETICAL FRAMEWORK****Preface as a genre**

The term 'genre' received several definitions by different scholars and authors. Swales (1990), for instance, defines 'genre' as "a class of communicative events, the members of which share some sets of communicative purposes. It is a social action, goal-oriented and cultural activity consisting of a sequence of moves. Each move has a minor function in the global communicative goal embedded in the genre. These moves are merely the realization of a particular social interaction" (p.58). Bhatia (1997) views genres as "the use of language in conventionalized communicative settings. They are meant to serve the goals of specific discourse communities, and in so doing, they tend to establish relatively stable structural forms" (p. 181). As seen in these definitions, a genre consists of structural moves each of which has specific communicative purpose and social interaction to fulfill. For Bhatia (1993), a preface section is one micro-genre along with related genres including forewords, introductions, acknowledgements, book blurbs and introductory chapters. Bhatia (1997) sees a preface as "a section outlining the general purpose and scope of the book, and often indicating steps leading to the preparation of the book. Its communicative purpose is informative as well as promotional" (p.184). It is clear from these definitions that the main communicative function of preface sections is introducing the main contents of written work including academic textbooks and philosophies/reasons behind writing them. This is most probably the reason why preface sections, as part of macro-genre of Introductions, are conventionally positioned at the beginning of written books.

**Engagement in appraisal framework**

Any serious discussion of authorial stance, Martin and White's ground-breaking book *The language of Evaluation, Appraisal in English* (2005) is the place to begin. Martin and White sets

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**\*Corresponding Author: Hamid Abdalla Arabi Nassir**

Department of English, Faculty of Science and Humanities, Shaqra University, Dawadmi, Saudi Arabia.

forth the Appraisal framework to codify and analyze the linguistic resources associating with authorial stance projection. The Appraisal framework is one of the three discourse semantic resources interpreting interpersonal meanings (besides Involvement and Negotiation) developed from Systemic Functional Linguistics (SFL). It is an elaborate system that enables text analysis from evaluation perspectives. With Bakhtin's (1981) influential notions of dialogism in mind, Martin and White (2005) propounded the framework of Engagement to account for how interpersonal meanings, positioning, and alternative viewpoints can be realized linguistically. Inspired by Halliday's seminal work of Systemic Functional Linguistics, Martin and White (2005) based their theoretical philosophy of Engagement on discourse semantics and used it as a framework for characterizing possibilities for stance-taking found in a language. There are specific linguistic resources in a particular language where the meanings of authorial stance are encoded. It is the manifestation of these linguistic resources that determines evaluative stance as dialogistic and hence effective in argumentation endeavor.

According to Martin and White (2005), Engagement suggests that interpersonal meanings are realized in the interplay of two discursive voices: monogloss and heterogloss. Monoglossic or un-dialogized is a term expounded by Bakhtin (1981) to describe a proposition containing bared assertions where writer/speaker makes no reference to any alternative viewpoints. With heteroglossic, by contrast, writer/speaker invokes or allows some space for dialogistic alternatives. The heteroglossic domain is further subdivided into two broad categories: Contracting and Expanding. The Contracting category is employed when a text producer engages himself or herself with other alternative viewpoints either through endorsing, denying, challenging, or narrowing dialogic space for these alternative voices. It further falls into two groups: Proclaim and Disclaim. In Proclaim, the proposition is taken as valid, agreed upon, and reliable. Therefore, textual voice rules out external voices and positions. It comprises three subcategories: Concur (realized linguistically with words such as *naturally*, *of course*, *obviously*); Pronounce (encoded in lexical expressions like *I contend that*, *there is no doubt*, *the matter is that*); Endorse (expressed by verbs: *show*, *demonstrate*, *point out*, *find*,). As for Disclaim, on the other hand, the textual voice directly rejects any contrary position. It is of two types: Deny and Counter. The former is usually articulated by negative lexical items such as *not*, *no*, *never*, whereas the latter by using *but*, *although*, *however*, etc.

The second category of Engagement according to Martin and White's (2005) taxonomy is Expanding. It comprises, a) Attribute, with subcategories: Acknowledge and Distance, and b) Entertain. The first provokes other alternatives, either through acknowledging or distancing them, and therefore opens up room for debate. The Acknowledge options are usually encoded in reported verbs such as *said*, *report*, *believe*, or phrases like *according to*, *in a viewpoint of*, while Distance options are linguistically realized by words like *claim*, *it is rumored that*. With Entertain, the textual voice is construed as but one of possible positions, hence provokes other alternative viewpoints. Compared to other Engagement categories and subcategories, Entertain seems to have no limited parameters. However, it can be achieved via linguistic patterns such as *perhaps*, *apparently*, *it seems*, *I suspect that*, *the evidence suggests*. Full explanation of Engagement taxonomy is provided in Figure 1.

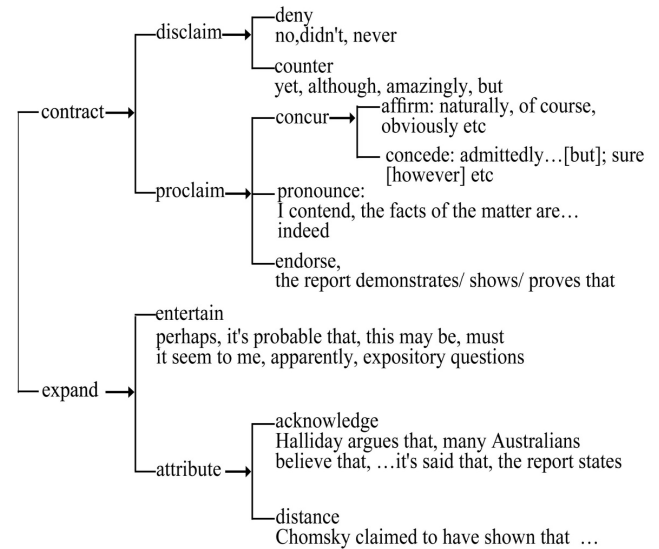


Fig. 1. Engagement system: heterogloss. Adapted from Martin & White, 2005, p.134

## LITERATURE REVIEW

As mentioned above, taking effective authorial stance has recently begun to gain grounds in academic writing. This is evident in the considerable number of research studies conducted on aspects of interpersonal meanings in recent decades. Some research studies investigated the authorial stance in relation to the rhetorical move functions on the basis of Swales' (1990) CARS model. Others examined the authorial stance in Introduction sections (Hood 2004; Chang and Schleppegrell, 2011), others in Discussions (Cheng and Unsworth 2016), Conclusions (Loi *et al.*, 2016)

Hood (2004), for example, focused on the Introduction, but with a more comprehensive approach as she compared introductory sections of undergraduate student dissertations to those of RAs by published writers. She investigated the stance-taking by the two groups of writers drawing on the Appraisal theory (Martin & Rose, 2003). The study concluded that published writers used more linguistic features pertinent to Appreciation subcategory when commenting on their research findings. The student writers, by contrast, drew much more on Affect and Judgment options, thus, developed a more personalized expression of evaluation compared to expert writers. In Chang and Schleppegrell's (2011) study, the Engagement strategies were distributed based on the function of the organizational and rhetorical moves. For example, in the phase of preparing the study, writers employ expansive devices, mainly the Attribute, but when introducing a research gap, the contractive devices are highly frequent. Also, Loi, Lim and Wharton (2016) conducted an integrated analysis of evaluative stance using Martin and White's (2005) Appraisal system and Swales' (1990) model to examine the evaluative stance in English and Malay research article Conclusions. They found that English group displayed considerable critical stance as they drew heavily on Attitude and Graduation appraisal subsystems, whereas Malay writers employed Contractive options which might render their Conclusions less reader-friendly (p. 11). It seems from the previous studies reviewed above that novice and EFL writers displayed less effective authorial stance compared to published and native writers. More importantly, none of these research studies addressed the authorial stance in relation to writing textbook

prefaces. In fact, textbooks in general received less research attention compared to other academic genres such as research paper's introduction, discussion and conclusion sections, some of which were reviewed above. Most research studies on preface sections, however, were inspired by Swales' (1990) CARS model and Bhatia's (1993) model of genre analysis. Some of them were in the fields of Linguistics and Applied linguistics (Kuhi, 2008; Azar, 2012). Others studied the move structure of book prefaces written in different disciplines (Abdollahzadeh and Salarvand, 2013). There were also researchers who investigated the cross-cultural variations by comparing the structure of textbook's prefaces written in more than one language (Mohsenzadeh, 2013 and Zepetnek, 2010). There are very few research papers found in literature focusing on authorial stance in textbook prefaces. Munalim and Lintao (2016), for example, analyzed book Prefaces by Filipino and English authors with reference to evaluative authorial stance. The main objective of their study was contrasting the presence of metadiscourse resources in the two sets of Prefaces. Drawing on Hyland's (2004) taxonomy, the researchers also examined the similarities and differences of interactive and interactional markers between two cultures. The results showed that writers in both languages used interactional more than interactive markers. The analysis also found some differences in metadiscourse resources due to the differing cultures.

### The present study

Motivation for this study is twofold. First, the importance of textbook (Preface is one of its genres) as part of academic writing genres. Second, the role that effective authorial stance plays in formulating and realizing the persuasive argument when academics present their own topics. The crucial role played by textbooks in providing accredited knowledge and epistemic facts in various disciplines has, recently, been acknowledged by a number of scholars and academic researchers. Hyland (2004), for example, described textbooks as a platform academic writers use to show their ideas, present different disciplinary weltanschauung and share them with others in academic communities. He commented that "Textbooks, in fact, play an important role in professional practice, standing as representations of disciplinary orthodoxy while providing a medium for writers to disseminate a vision of their discipline to both experts and novices"(p.104). Textbooks in academic domain in particular have undeniable role in providing teachers and other practitioners with certain disciplinary concepts and methods of analysis that can be used for different pedagogical purposes. Textbooks are also considered the main resources where students can have access to materials required in a specific discipline. Kuhi (2008) recognized that "The textbook is an academic genre in which accredited knowledge is provided in the form of generally accepted facts. It is the most prevalent form of teaching genres in academic settings" (p.65). At equal measure, taking authorial stance plays undeniable role in successful academic writing. As explained earlier in this study, academic writing has no longer been taken as mere presentation of epistemological knowledge nor is it a mere grammatically well-formed discourse, rather writing must also bear within itself some degree of ideas' negotiation with expected readers for the sake of interaction if writing is to be persuasive, acceptable and worthwhile in academic community. Social milieu has been acknowledged by some scholars as one of prerequisite aspects that determine success in academic

writing. Faigley (1986: 535), for example, indicates that writing 'can be understood only from the perspective of a society rather than a single individual'. Hyland (2004:1), also, claims that "Successful academic writing depends on the individual writer's projection of a shared professional context". He (ibid) adds that "in academic writing texts embody the social negotiations of disciplinary inquiry, revealing how knowledge is constructed, negotiated and made persuasive". Despite the importance of textbooks (including Prefaces) as part of academic writing genres, and importance of the interplay of linguistic resources pertinent to evaluation values, very little research work found in literature focusing on textbook Prefaces with reference to authorial stance. To my knowledge, the only study that examined evaluative stance in textbook prefaces was that by Munalim and Lintao (2016). The present study is an attempt to fill this gap. It examines the presence of Engagement resources realizing authorial stance values in Textbook Prefaces of four disciplines within the Appraisal framework by Martin and White (2005), and this is the way it differs from Munalim and Lintao's (2016) study where authorial stance was analyzed via Hyland's (2005) Metadiscourse taxonomy. The study tries to answer the following questions:

1. What are the main trends of using Engagement strategies in the four sets of the textbook Prefaces?
2. what are similarities and differences of the employment of Engagement resources across these disciplines?

## METHODOLOGY

### Data Collection

The corpus used in the present study comprised 40 textbook prefaces taken randomly from four academic disciplines (Biology, Chemistry, Law and Business Administration), 10 from each. Biology and Chemistry are considered hard disciplines whereas Law and Business Administration are soft. The rationale for choosing these Prefaces is that they were from textbooks written by academics specialized in the fields, who supposed to have good epistemic knowledge as well as reasonable experience in presenting topics and contents included in the textbooks of their own in a well coherent and persuasive manner expected in academic domain. The authors are also expected to be published writers as their textbooks have already been published and they are now available for use in the four academic fields.

### Procedure of data coding and analysis

After careful reading, linguistic resources realizing authorial stance in each text were identified and classified based on the Engagement framework by White & Martin (2005) explained above. The text in each group was broken down into sentences or embedded/non-embedded clauses to identify linguistic resources associating with the Engagement system. The text which contained linguistic resources of Engagement was written out in a paper labeled with an abbreviated name of each investigated disciplines, for example, Bio (Biology), Chem. (Chemistry) or BA. (Business Administration), etc. Afterwards, every resource was italicized and the Engagement category/subcategory to which the resource belongs was given in brackets at the end of a sentence /clause. The following example illustrates the process. In the following excerpt, "Claude Shannon (1916–2001) showed (Contracting :

Proclaim) that this is accomplished because communication is segregated..." [Bio 5] the linguistic resource realizing the Engagement value (*showed*) was italicized and the Engagement category to which it belongs was provided in parenthesis at the end (*Contracting: Proclaim*). The excerpt is followed by the abbreviation *Bio* to indicate that it belongs to Biology Prefaces, and the number 5 refers to the order of the text in the corpus. Every Preface investigated in the present study was, therefore, labeled with a separate sheet carrying the following information: the abbreviated name of the discipline the Preface belongs: Bio.(Biology), Chem.(Chemistry), BA. (Business Administration) or (Law) and the Engagement linguistic resources used by the writers i.e. Contracting (proclaim, disclaim) and Expanding (attribute, entertain). The sheet also carries cardinal numbers (1, 2, 3, etc.) for each group to show the order of a text in the corpus. The process of Engagement resources identification and classification was first carried out by the researcher himself then reviewed by two colleagues who are experts in the fields of Discourse Analysis and Systemic Functional Linguistics. They have reasonably long experience in conducting and publishing research papers in Discourse Analysis on the basis of Metadiscourse (Hyland, 2005) and lately Appraisal theory developed by Martin and White (2005). In case of uncertainty in identifying an Engagement resource, the case in question was negotiated by the three members then the decision was made together.

## RESULTS

The total number of Engagement resources used in the whole investigated Prefaces was 1,016. Contracting and Expanding resources were the most frequent than, standing together for 77.8%. The main trend, therefore, showed the predominance of heteroglossic over monoglossic discursive voices. It could roughly be taken that the authorial stance in the four texts was highly interpersonal, dialogistic and inviting. Table (1) shows the distribution of Engagement resources found in the four disciplines. It is evident that Contracting instances found in BA are similar to those found in Law Prefaces (1.1 per 1000 words for each). Yet, the writers of Law Prefaces employ more Expanding devices (1.45) compared to the B.A.s (1.15). This may indicate that the propositions in Law are, to some extent, more inviting than in the B.A.

On the other hand, the Prefaces written in Chemistry and biology contained more Contracting resources (1.45 versus 1.55) than Expanding (1.42 versus 1.34) respectively. In fact, it is the biologists who draw on Contracting devices the most (1.55, per 1000 words) compared to their counterparts in the other three groups. As for cross-disciplinary variations, Table(2) reveals a cross-disciplinary variation in Contracting employment as Prefaces written in hard disciplines included more contracting resources than those found in soft sciences (1.5 vs. 1.1, respectively). In respect with Expanding, however, the two sets of textbook Prefaces show no statistically significant differences (1.3 vs. 1.4 per 1000 words,). Yet, there is some slight preference of choosing Expanding options by the authors of soft sciences (B.A. & Law) over Contracting (1.3 vs. 1.1, respectively). The opposite is true for hard sciences (Chem. & Bio.) where Expanding resources were slightly less predominant than Contracting (1.5 vs. 1.4). It could roughly be said, therefore, that the writers of soft discipline Prefaces tended to open up the space for dialogistic discussion rather than closing or restricting its scope.

In Table (3), the employment of Contracting subcategories (Proclaim & Disclaim) and Expanding subcategories (Attribute & Entertain), is explained.

It can be read from Table (3) that Entertaining was used more than the other three subcategories with the average of 1.1 per 1000 words, followed by Proclaiming resources (0.7). More interestingly, the authors in the four examined disciplines were almost the same in drawing on Entertaining options. Of Contracting engagement category, Proclaiming was the most prevalent coming second in the rank after Entertaining. It is important to add that the hard discipline's (Chem. & Bio.) Prefaces displayed more Proclaiming incidents than Soft disciplines (B.A & Law) with, interestingly, equal average of 0, 8 per 1000 words. The least in frequency in the whole corpus was the Attribute subcategory. Another notable feature is that the writers of the four fields were alike in using the Attribute resources (0.2). In the following section Expanding and Contracting employments are explained in turn together with some examples from the investigated corpus.

Table 1. The main trends of using the Engagement resources

Disciplines	Contracting resources	Per 1000 words	Expanding resources	Per 1000 words	No. of words
BA	90	1.1	96	1.15	8,311
Law	84	1.1	109	1.45	7,510
Chem.	95	1.45	93	1.42	6,538
Bio.	119	1.55	103	1.34	7,674
Total	388	1.28	401	1.34	30,033

Table 2. Engagement resources used in soft and hard sciences

Discipline	contracting	Per 1000	expanding	Per 1000	No.of words
soft	174	1.1	205	1.3	15.821
hard	214	1.5	196	1.4	14.212
Total	383	1.28	401	1.33	30.033

Table 3. Employment of Engagement subcategories in the four disciplines

	B. A	% per 1000	Law	% per 1000	Chem.	% per 1000	Bio.	% per 1000	Total	% per 1000
Proclaim	52	0,6	37	0,5	55	0,8	63	0,8	207	0,7
Disclaim	38	0,5	47	0,6	35	0,5	56	0,7	176	0,6
attribute	17	0,2	17	0,2	14	0,2	22	0,3	70	0,2
entertain	79	1	92	1,2	79	1,2	81	1,1	331	1,1
No. of words	8311		7510		6538		7674		30.033	

Dialogic expansion is different from contraction in the sense that it opens up discussion rather than closes or restricts its scope. The author usually invokes external alternative voices. It is further divided into two subcategories: Attribute and Entertain. We discuss the Entertain category only since it is the most frequent in the corpus.

### Entertaining

Entertaining is the second category of Expansion besides Attribution as explained in the previous section. It is different from attribution in that the textual voice is construed as one of possible positions, hence invokes other alternative viewpoints. In the present study, Entertaining was the most predominant, constituting 80.8% of the whole Expanding resources found in the Prefaces. Of Entertaining resources, modal verbs came first in frequency followed by mental verbs. The following text from a preface written in Chemistry bears instances of Entertaining modal verbs.

1. Given the increasing quantity of knowledge in all areas of science, the imparting of this knowledge *must* necessarily concentrate on general principles and laws while details *must* be restricted to important examples (Entertain:mod.v.). A textbook *should* be reasonably small (Entertain:mod.v.), but essential aspects of the subject *may* not be neglected (Entertain:mod.v.), traditional foundations *must* be considered (Entertain:mod.v.), and modern developments *should* be included (Entertain:mod.v.). This introductory text is an attempt to present inorganic structural chemistry in this way. Compromises *cannot* be avoided; some sections *may* be shorter(Entertain:mod.v.), while others *may* be longer(Entertain:mod.v.) than some experts in this area *may* deem appropriate (Entertain:mod.v.). (Chem. 4)

The author of the text explains what he sees as ideal for knowledge communication. He mentions the necessity of focusing on general principles and laws when conveying knowledge and how details have to contain important examples only. What is important in this proposition is that the writer uses the modal verb 'must' more than once. Locutions concerned with permission and obligation, traditionally referred to as deontic modals are considered as part of Entertaining category because they are not used to offer information and viewpoints, rather to formulate dialogic relationships of control, compliance and resistance. They, therefore, construe the communicative setting as dialogistic and open up the dialogic space for alternatives (Martin and White, 2005). Deontic modals like : *must*, *should* and *would* are different from imperatives in that while the imperative is bare assertion or monoglossic (doesn't reference alternative viewpoints), deontic modals are dialogistic as they are used to assess obligation rather than giving a command. The 'directive', in this sense, can be taken as conditioned and individually based. Drawing on 'must' therefore, the author entertains other external voices, hence leaves space for discussion.

Some patterns of modal verbs (*should*, *may*, *must*) are also notably used in the next proposition where the writer describes the size of a textbook, how it and its contents should be. In the last sentence, as well, the writer discusses how authors are not always able to abide by all principles required for textbooks' writing counted above; hence they may sometimes need to

compromise and be flexible (Compromises *cannot* be avoided) with the size and contents of the textbooks. In this proposition, the writer, likewise, does not take his viewpoints for granted, rather, he most likely intends to share and negotiates them or, at least, ready to hear other external voices. This can be inferred from the lexical patterns like (...*may* be shorter, *may* be longer, and *may* deem appropriate) turned on by the author. By opening up the discussion and allowing other external voices into the text, the author maintains and develops prosody, logical and coherent flow of information in amore discursive manner.

The second most frequent Entertaining category found in the corpus was mental verb. It came after modal verbs in frequency. The following example contains instances of mental verbs employment.

2. *We* firmly *believe* that project management needs (Entertain: mental V.) to demonstrate that it adds value at the top end of an organization. Projects must contribute to the organization's bottom line or to service delivery, and this must be clearly demonstrated and communicated to upper management and important stakeholders. *We believe* that this book contributes to the knowledge and understanding of this important direction in which project management is heading (Entertain: mental v.). [B.A.7].

In this paragraph, the writers state that project management needs to have a value added at the top end of an organization and how projects can contribute to organizations and serve delivery and projects' contribution, in turn, must be communicated to overall organizations and stakeholders. Entertaining in this text is formulated by the clause '*We believe*' which makes the authorial voice as part of other possible positions and viewpoints. The ideas presented in the proposition can, therefore, be taken as negotiable and other external voices are called for to take part in the negotiation. Similarly, in the last sentence of the paragraph, the authors talk about their book's contribution to the project management. They, however, are not definitive or assertive in the book's contribution, rather they invoke other external viewpoints to discuss and share them the idea. This is also done through using the same language pattern (we believe). Drawing on mental verb, the writers recognize other alternatives and tend to open up discussion rather than close or restrict its scope. As viewed in SFL philosophy, the functionality of mental –verb is the explicitly subjective option for assessment of probability (Hilliday, 1994). The writer's own subjectivity builds up a heteroglossic backdrop via which he/she can be committed to a view point while at the same time being prepared for recognizing that others may not share the same viewpoint or value position. In the paradigm of Engagement system, modals of probability can also be drawn on by writers to entertain dialogic alternatives. Instances of such modal were also found in the current study, but they were less frequent than the Entertaining resources discussed above. Consider, by way of illustration, modal adjuncts in the following extract:

3. Aromaticity is a notion that appeared in the mid-nineteenth century to differentiate between unsaturated hydrocarbons and formally unsaturated benzene(monogloss).

At the end of the nineteenth century it *seemed* that cyclicity was a necessary condition for differentiation between the two (Entertain: Evidence/appearance-based postulation), *but* at the beginning of the twentieth century it turned out that the above

assumption was *not* correct because cyclooctatetraene exhibited typical properties known for polyenes (disclaim: counter + disclaim: deny)...

*Almost* at the same time, magnetic susceptibility was used to describe aromaticity (Entertain:mod.adjunct). Consequently, many concepts based on magnetism were developed, probably the most effective in assessment of aromaticity (entertain:mod.adjunct) being nucleus independent chemical shift (NICS) or Fowler's maps of ring currents.[Chem.2]

The author in example (3) discusses the concept of 'aromaticity'. He starts the discussion by explaining the emergence of 'aromaticity' in the mid-19<sup>th</sup> century and how it was used to show the difference between unsaturated hydrocarbons and unsaturated benzene. The writer here employs a monoglossic resource as he does not reference the knowledge of 'aromaticity' being used for the first time in the mid-19<sup>th</sup> century to help distinguishing unsaturated hydrocarbons from unsaturated benzene".

In the second sentence, the author adds a new condition necessary for differentiating between the two, that is 'cyclicality'. Unlike the first sentence, he draws on one of the evidence-based postulations 'seem' construing a heteroglossic backdrop of the text, hence recognizing that the locution bearing his knowledge that "At the end of the nineteenth..." is one among a range of propositions exist in the current communicative context (Martin and White, 2005). Employing the word 'seemed' also implies the writer's uncertainty or lack of commitment to the truth value of the proposition and that '*cyclicality was a necessary condition for differentiation between the two*' may not be shared by other viewpoints. The writer, therefore, brings into his text other external voices leaving some space for debate. This is evident, as well, in the last paragraph where he uses two Entertaining resources (*almost* and *probably*).

The writer, before coming to the last paragraph, ends the first paragraph by pointing out that the assumption of '*cyclicality*' as a necessary condition for distinguishing unsaturated hydrocarbons from unsaturated benzene was denied at the beginning of 20<sup>th</sup> century. His textual voice in this part is more assertive as he chooses one of the Contracting options (disclaim: Deny) which is realized by '*did not*' to directly fend off any contrary viewpoints. In the last paragraph, the author discursively continues the prosody talking about '*magnetic susceptibility*' and how it could replace '*cyclicality*' in describing 'aromaticity', but because he is uncertain or feels uncommitted to the truth value of '*magnetic susceptibility*' as a tool for describing 'aromaticity', he prefers to use the modal adjunct '*almost*' to entertain and share the idea with other alternatives.

In the last sentence, the author keeps expanding the space of negotiation and interaction with expected readers of his book, this time by employing the modal adjunct '*probably*' when he comes to explain how other concepts were developed to effectively assess the 'aromaticity'. In a similar manner as above, using 'probably', the writer may indicate that knowledge under consideration here '*many concepts based ...*' is to some degree limited. He may expect others not to share him the same idea, yet using 'probably' gives the impression that the author recognizes these potential alternatives. Such locutions, therefore, are considered entertaining as they allow some space for dialogue and invoke other viewpoints.

## Contracting

Unlike Expanding (considered so far above), Contracting acts to close discussion rather than open it up. In the current study, Contracting instances were more frequent in hard sciences (Bio. & Chem). More importantly, 53% of Contracting resources were of Proclaim subcategory. The extracts (4) and (5) from the corpus contain examples of Proclaim employment.

4. Proton and carbon NMR spectroscopy is part of most bachelors degree courses, with advanced methods integrated into masters degree and other graduate courses (*monogloss*). *In view of* this universal knowledge about proton and carbon NMR spectroscopy within the chemical community (Attribute: ackn), it is remarkable that heteronuclear NMR is still looked upon as something of a curiosity. *Admittedly*, most organic compounds contain only nitrogen, oxygen, and sulfur atoms, as well as the obligatory hydrogen and carbon atoms, elements that have an unfavourable isotope distribution when it comes to NMR spectroscopy (proclaim:concur).[Chem. 6]

The writer in this text discusses proton and carbon (two chemical substances) spectroscopy. He begins the paragraph with bare assertion (monogloss) to describe proton and carbon NMR spectroscopy as one of courses required for undergraduate, master and other post-graduate programs as well. In the second sentence, however, he states that NMR is still viewed as something of a curiosity. Unlike the first sentence, the author invokes another external voice by attributing his statement to the chemical community by using the lexical items '*in view of*'. By employing *Attribute: acknowledge*, the writer acknowledges how NMR is viewed by some chemists as curios. By referencing what he says, the writer intends to show more dialogic stance. He continues the discussion in example 5.

5. Claude Shannon (1916–2001) showed that this is accomplished because communication is segregated (*proclaim :endorse*), linear, and digital so that sufficient redundancy can be introduced in communication codes to overcome errors. Furthermore, he showed that these signals (*proclaim :endorse*), which contain messages, can be measured in bits and bytes, terms that are familiar to computer users.[Bio. 5]

In this example, although the writer attributes the information to Claude Shannon, he employs the reporting verb 'show' to endorse and advocate the attributed information. The writer, in the previous paragraph talks about Enormous amounts of data and information flow about on the Internet. Huge sums of money are transferred every day, and how errors in all these communications can't be tolerated. He presents his authorial stance in agreement with Claude Shannon's viewpoint that all these communications of information and money transferring are successfully realized without errors because communication itself is separated and put into codes. Drawing on the verb 'showed', the author takes Claude Shannon's viewpoint as valid, rules out, contracts, thus leaves no space for expected alternatives. In a similar manner, he aligns his voice with the attributed proposition further in the last sentence '*he showed that these signals, which contain messages*' that signals contain messages. These messages are made familiar to computer users because they are measured in bits and bytes. Some instances of

Disclaim employment in the analyzed Prefaces are, by way of illustration, provided in the following texts.

6. *It is the fact that* there are probably more business books written about marketing and selling than about any other topic (proclaim: pronounce). Yet, few portray marketing as practical and Enjoyable (Disclaim: counter). This is frustrating. Before I write a book I usually read as much as I *can* about the topic (proclaim: endorse). As I write this book, I am surrounded by stacks of marketing books—eighty-seven volumes to be exact. In addition I have a stack of marketing periodicals and the past year's issues of four different newsletters (monogloss). Many of them *lack* the practicality that I search for (Disclaim: deny). In some cases the practical ideas are there, *but* you spend much time digging for them (Disclaim: counter) (B.A 5)

In example (6), the author begins talking about business books on marketing. He proclaims, by using the phrase '*it is the fact that*', the availability of such books and how they are better sold than books on any other topic. He comes later in the second sentence to counter what he proclaims in the previous sentence or shows some faults of it by mentioning that 'few portray marketing as practical and Enjoyable'. The word 'few' may counter the meaning of '*It is the fact that there are probably more business books written about marketing*' or stand in contrast with it. We can say more directly that the writer wants to show the problems and faults with the available 'business books on marketing' when he explains that few of them show marketing as practical and enjoyable. By so doing, he/she considers the current proposition 'few portray marketing as practical and Enjoyable' as replacing or countering a proposition which would have been expected in its place. i.e. 'most of these books portray marketing as practical and enjoyable'. He uses the word 'yet' carrying the meaning that is technically referred to in Engagement theory (Martin & White, 2005) as Disclaim-Counter.

The author continues explaining the presence of so many books on marketing by drawing on Endorsement as in 'Before I write a book I usually read as much as I *can* about the topic' or on bare assertion (monogloss) as in 'I am surrounded by stacks of marketing books—eighty-seven volumes to be exact' and 'I have a stack of marketing periodicals and the past year's issues of four different newsletters'. He further implicitly disclaims the practicality of these books by presenting the proposition 'Many of them *lack* the practicality that I search for'. By disclaiming the proposition shown above, the writer usually indicates his disalignment with the putative readers. He invokes the prior utterances 'I am surrounded by stacks of marketing books...etc' or 'I have a stack of marketing periodicals...' so as to directly rule them out, refute them or at least states some of their defects by means of using the word '*lack*'. Such formulation can also be obviously seen in the last sentence 'In some cases the practical ideas are there, but you spend much time digging for them', where the writer acknowledges the presence of practical ideas but he counters it by showing the fault/problem with it, i.e. 'you spend much time digging for them'. Here, the meaning of 'Countering' is linguistically encoded in the conjunction '*but*'.

Countering prior utterances' formulation is most probably an strategy on the part of the author to establish a niche as in the philosophy of John Swales' (1990) CARS Model of Research Introduction. In CARS Model, for example, one way of

establishing a niche is 'Counter-claiming' where the author refutes/challenges earlier research findings. In so doing, he/she intends to lay grounds for announcing the importance and validity of his research topic. To conclude this part, Proclaiming and Disclaiming formulations are found more predominant in Prefaces in written in hard sciences, very particularly in Biology. Although contractive meanings (Proclaiming and Disclaiming) construe a dialogic backdrop of the text, they are directed towards excluding certain alternatives from any subsequent communicative interactions or at least constraining the scope of these alternatives (Martin & White, 2005). The difference between them is that Proclaiming formulation includes meanings via which dialogic alternatives are confronted, challenged, fend off or excluded. In Disclaiming, however, dialogic alternatives are directly ruled out or rejected.

## DISCUSSION

As mentioned above, the objective of the present study is to explore the main trends of Engagement resources employed in Prefaces written in soft (Law, Business Administration) and hard (Chemistry and Biology) disciplines. The study, also, investigates variations in Engagement due to differences in disciplines. Using more hetero gloss (Expanding and Contracting) propositions by the authors may imply their awareness of the interplay of Engagement linguistic resources as a strategy for presenting evaluative stances in a more dialogic manner. It may also indicate authors' capacity of seeking interactional solidarity with readers, building up prosody and persuasive argument expected in academic settings. Yet, while the writers of Prefaces in soft sciences (Law & B.A) displayed a balanced choice of Contracting and Expanding options, their counterparts in hard sciences tended to be more assertive in evaluating the topics/contents of their books as they used more Contracting resources, thus, allowed less space for debate with others. The only cross-disciplinary variation found in the study was that pertinent to the high proportion of contracting instances in hard sciences.

Preference of Contracting over Expanding resources appeared in some previous studies. Loi et al 's (2016), stated that the employment of Contracting resources by Malay students was more frequent than Expanding. In Cheng and Schleppegrell's (2011), concluded that second language writers used high proportions of Contracting options, very specifically when they tried to establish a niche ( Move 2 in Swales' 1990). Cheng and Unsworth (2016) also reported that "the construction of academic conflict in the RA discussion to negotiate the knowledge status of a novel student involves more Contractive resources than Expansive ones"(p.55). It is clear from these studies that the predominance of Contracting resources associated with EFL/ESL and novice writers. Yet, these findings can hardly be compared with those revealed in the present study, not only because the objectives and investigated academic genres were different, but also because the authors of the examined Prefaces in this paper are supposed to be experts, long-experienced academics and published writers. Drawing on more Contracting options than Expanding, therefore, authors of hard discipline Prefaces may by no means be viewed the same as novice/second language writers who are expected to have little knowledge of linguistic features and strategies contributing to an effective authorial stance or to have difficulties in claiming interaction with readers, hence fail to control the level of personality in their written texts. Instead,

employing Contracting options in the current study, most likely reflects authors' intention to show full epistemic evaluations as experts in the field discussed, as pointed out by Cheng and Schleppegrell's (2011).

Another reason for the authorial stance being more assertive in hard discipline texts might return to (which may require more comprehensive investigation) the nature of writing in these disciplines where discussion and evaluative accounts are based on direct and clear factual reports usually obtained from empirical/lab-experimental examinations. This may hold true when looking at Proclaiming (one of Contracting sub-categories), explored in the present paper and the linguistic resources of which were found most prevalent in hard disciplines texts. As for Entertaining employment, the authors of Prefaces in the four disciplines, however, were almost alike. There is no cross-disciplinary variation in the two sets of Prefaces in terms of Entertaining resources' employment. Although biologists and chemists used more Contracting linguistic resources than Expanding, they tended to employ considerable Entertaining options almost equally like writers of soft science prefaces. Using Entertaining resources at such an interestingly equal level might be a good indication of the writers' authorial voices to be generally interpersonal, dialogic, and hence effectively inviting. At this point, specifically, the result may bear some similarity with the one stated by Hood (2004) when she reported that published writers used more linguistic resources of Appreciation, student writers (being considered novice writers) employed more resources of Affect and Judgment, hence student writers developed a more personalized expression of evaluation compared to expert writers. Although Appreciation, as one of Engagement categories was not investigated in the current study, it is one of important contributors to the projection of effective authorial stance in Martin and White's (2005) philosophy of Appraisal. This is because interpersonal meanings are usually realized by using Appreciation as well as Entertaining (as one of Expanding sub-categories) linguistic resources, as opposed to Affect, Judgment resources which develop more personalized expression of evaluation. According to Hood (2004), Appreciation resources were highly frequent in published writers propositions, whereas Affect and Judgment were used much more by student writers. The result, also, to some extent, reiterates the one that found by Munalim and Lintao (2016) who analyzed book Prefaces by Filipino and English authors, though the analytical framework and objective were different. They reported that interactional markers were more frequent than interactive in the two-language Prefaces. It can be taken (this point may need more investigation and analytical comparison between the two taxonomies) that Interactional markers in Hyland's taxonomy correspond to Entertaining resources in Martin and White's (2005) theory of Appraisal as both seek interaction with potential readers by allowing external viewpoints into the texts. It is at this point the result of the present study converges with Munalim and Lintao mentioned above.

## Conclusion

It could be said that the overall result of the present study showed considerable employment of Engagement resources by the authors of the analyzed textbook Prefaces (soft and hard disciplines). This may imply authors' awareness of the linguistic resources realizing interpersonal meanings that serve discursive writing as well as help crafting persuasive argument

expected in academic writing. I believe that the findings of the current study give novice writers (whose aim is to write and publish textbooks) insights into the interplay of linguistic resources bearing interpersonal values necessary for evaluation, viewpoints' negotiation, seeking interaction and solidarity with potential readers. In the light of these findings, attention of novice textbook writers can also be called to the variability of the Engagement resources deployment due to differences in academic disciplines. The current research study, therefore, bears pedagogical implications for novice and EFL textbook authors as well as academic writing instructors. Focusing on Engagement resources in textbook prefaces offers novice writers in several fields new strategies of using and developing language resources they need for projecting effective authorial stance, hence constructing a communicative writing style expected in academic community. This can also help academic instructors focus on language aspects needed for establishing prosody and negotiating topics and ideas presented in different textbook genres including Prefaces. The findings of the present study can scarcely be generalized as both the analysed data and the analytical framework were very limited. This study examined possible variations in taking authorial stance between authors of textbook Prefaces written in soft and hard disciplines. Only two sciences from each: Law and Business Administration (from soft), and Chemistry and Biology (from hard) were investigated. The findings therefore, cannot be generalized to all other disciplines. Equally important is that the study used one domain within the Appraisal theory, and thus to arrive at more comprehensive results, inclusion of the other domains: Attitude and Appreciation, are recommended in future studies. This will help novice writers get acquainted with the overall structures and categories of the Appraisal theory together with the language resources realizing each category.

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