GENRE-BASED METADISCOURSE ANALYSIS IN TWO ESP TEXTBOOKS

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Abstract. *English for Specific Purposes (ESP) provides a number of teaching approaches utilizing textbooks and other teaching material to enhance students' learning outcomes. Genre-based instructions are an innovative approach that can further develop students' writing skills and introduce them to a precise and systematic method of reading and writing genre-specific texts. This paper uses metadiscourse markers as a genre property for genre-based instructions. Texts in textbooks are separated by genre, and metadiscourse markers are quantitatively analyzed as genre properties. The aim of the paper is to examine whether metadiscourse can be a segment in genre-based instructions (GBI) as a teaching method and whether the listing of metadiscourse types according to text genre can be considered as a basis for ESP classes.*

Key words: *genre, genre-based instructions, textbook, metadiscourse, ESP*

1. INTRODUCTION

Language for specific purposes (LSP) refers to the language teaching approach intended to satisfy the demands of a special group of people belonging to a discourse community and communicating in a special discourse. A course following their demands can be goal-oriented, with the emphasis on the final objective or the outcome of learning, and process-oriented, where the learning process is the key for success (Widdowson 1984: 178). In preparing an LSP course, one has to decide the manner of learning, followed by the decisions on an adequate course material and adequate textbooks for satisfying the learner's demands. The course material can be a textbook with the core material for a course, aiming to provide as much as possible in one book so that it can serve as the only learning material learners need to use during a course (Tomlinson 1998: ix). The course material can also be "an organized and pre-packaged set of teaching / learning materials" (Hutchinson and Torres 1994: 328) that presents a universal element in learning a foreign language. Nowadays, languages for specific purposes have come a long way. There have been different approaches

to creating and analyzing textbooks which are considered to be an unavoidable element in language teaching courses, offering a variety of texts, exercises and approaches to facilitate learners and teachers during the learning process.

The aim of this paper is to investigate textbooks from a different perspective than usually considered. Typically, textbooks are regarded as a unity of texts and exercises (Tomlinson 1998; Hutchinson and Torres 1994), which are both equally important segments in textbook analysis. However, there are authors who have studied textbooks in relation to specific elements found in them (Bogdanović 2011; Paltridge 1996). In this paper, the starting point will be the genre of texts in two ESP (English for Specific Purposes) textbooks. The paper aims to establish the types of genres which can be found in these textbooks, and whether, using metadiscourse as a property of genre, texts and textbooks can be classified according to genre-specific features. Then, the occurrence of metadiscourse elements is going to be quantitatively analyzed in relation to text genres. The objective is to examine whether metadiscourse can be a segment of genre-based instructions (GBI) as a teaching method and whether the metadiscourse characteristically found in particular genres can be applied as a basis for an ESP course.

2. KEY NOTIONS

The paper is based on key notions of genre, genre-based instructions and metadiscourse. These will be explained in more detail in this section of the paper.

The term genre is often related to the text type and register. Today, genre is generally understood as a wider term than text type. Genre relates to the author's intent, which is of crucial importance as a segment of the author's professional culture (Robinson 1991: 25; Lakić 1999: 37). "Genre approaches have therefore had a considerable impact on the ways we see language use and on literacy education around the world by developing a socially informed theory of language and an authorative pedagogy grounded in research of texts and contexts." (Hyland 2002: 113). If the text is considered as a genre, as is the case in this paper, the generic integrity, rather than rhetoric variations, should be considered in the text analysis. Halliday, McIntosh and Strevens (1964: 87; according to Widdowson 1979: 22) argue that varieties in language in diverse situations are treated as different registers, though their definition of a register coincides with the term genre. Bazerman (1988: 8), on his behalf, emphasizes the fact that genre is not a unique form, and that formal definitions may vary in time, place and situation, where each new text and each new reading brings new aspects to it. This paper is also a contribution to a new aspect in reading genres.

Genre can be introduced in classes either by generic sources or by introducing students to a number of standardized generic contexts. Both approaches can be useful if combined with creativity, innovation and dynamic classes (Bhatia 1997: 370). Genres can be taught explicitly, or by a free approach, and they can produce good learning results in the right environment and with good communication. One of the approaches to teaching language using genres is known as genre-based instructions (GBI) or genre-based pedagogies (GBP). This approach supports learners within a contextual framework, providing clear and systematic explanation of language properties in a social context (Hyland 2003: 25-26). The foundation of the approach lies in the fact that genre has a certain scheme that does not represent a personal expression, but rather a socially acceptable expression of a discourse community. After students are provided with the explicit language and metadiscourse necessary for text analysis, they are assisted in observing texts as artefacts that can be explicitly tested, compared and deconstructed, with hypotheses and ideologies found in

between the lines. In more recent research on genre-based instructions, the emphasis is placed on the cognitive orientation in a piece of writing (Bruce 2008: 8), as well as on the rhetoric intent and organization of information in a piece of writing (Hyland 2004). These elements ought to be presented to students as genre properties and texts ought to be analyzed according to them. Students are then encouraged to use these elements while developing their skills (usually writing and reading skills), first with the help of the teacher and then more individually. At the end of the course, students should possess the knowledge that is useful for communication within their discourse community.

As already mentioned, one of the important aspects of a text is its organization. Metadiscourse is a scientific property dealing with the organization of information in a piece of writing, as well as the author's attitudes and feelings that are to be transferred to readers. The term metadiscourse occurred in the 1980s in the papers by Vande Kopple (1985) and Crismore (1983). Metadiscourse helps readers to organize, classify, interpret, evaluate and react to the text content (i.e. propositional material). It is considered to be a part of the text, aligned to propositional material, and not treated as an individual content (Adel 2006; Blagojević 2008; Mauranen 2010; Hyland 2010). Hyland defines it in the following fashion: "Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community." (Hyland 2005: 37).

Throughout the last twenty five years, there have been several models of metadiscourse (Vande Kopple 1985; Crismore et al. 1993; Mauranen 1993; Adel 2006; Hyland 2005, 2010; Blagojević 2008). This paper uses Hyland's taxonomy. It is established on the principle that regards metadiscourse as a manner in which the writer treats the text, treats the author, and treats the potential reader. It is based on the idea that metadiscourse is related to the context in which it occurs and that there is always interaction between the elements. The model is represented in Table 1.

Table 1 Metadiscourse schema for academic texts (Hyland 2005: 49)

Category	Function	Examples / signals
Interactive expressions	help to guide reader through text	Resources
Transitions	express relations between main clauses	*in addition, but, thus, and*
Frame markers	refer to discourse acts, sequences or stages	*finally, to conclude, my purpose is*
Endophoric markers	refer to information in other parts of the text	*noted above, see Fig., in section 2*
Evidentials	refer to information from other texts	*according to X, Y 1990, Z states*
Code glosses	elaborate propositional meanings	*namely, e.g., such as, in other words*
Interactional expressions	involve the reader in the argument	Resources
Hedges	withhold commitment and open dialogue	*might, perhaps, possible, about*
Boosters	emphasize certainty or close dialogue	*in fact, definitely, it is clear that*
Attitude markers	express writer's attitude to proposition	*unfortunately, I agree, surprisingly*
Engagement markers	explicitly build relationship with reader	*consider, note that, you can see that*
Self mentions	explicit reference to author(s)	*I, we, my, our*

3. CORPUS ANALYSIS

The analysis was carried out on two ESP textbooks, one by a foreign well-established author and the other by a Serbian one. The first textbook is *Technology 1* by Eric H. Glendinning (2007), described as a new, up-to-date course book that gives the language, information and skills needed for a job in technology. It is classified as being between A2 and B1 according to the CEFR (Common European Framework of Reference for Languages). The discourse community is widely ranged in the field of technology, while the textbook offers 23 texts in 15 Units related to the field. The second textbook is *English in Architecture* by Edita Čavić (1997). It is considered to be among the first well-written examples of ESP textbooks written by Serbian authors. It is intended for the students of architecture, as well as for architects and builders who want to develop their skills in written and oral communication within their discourse community. There are 28 texts in 28 Units in the textbook. Even though these texts are longer than in the former textbook, the occurrence of genre properties is comparable between the two and it is indicative of genre-based instructions.

The most appropriate method for differentiating text genres would be to use text sources. Literary texts are extracts from literary stories, novels and poems, scientific texts originate from coursebooks, textbooks and scientific journals, while general texts are taken from mass media. Unfortunately, neither textbook provides any reference to the sources used. Hence, the genre was determined on two other principles. One was to consider the topic, language properties (tenses, voice), metadiscourse, connectors and nominal phrases, and the other was to consider vocabulary.

According to Hutchinson and Waters (1987: 165), there are four types of vocabulary: structural (e.g. *are, this, however, only*), general (e.g. *table, run, dog, road*), sub-technical (e.g. *engine, spring, valve, acid*) and technical (e.g. *auricle, schistosome, fissure, electrophoresis*). The first two types are present in all text genres, the third type is characteristic of general texts with scientific topic, and only the fourth type can be found in scientific texts and is dependent on the text topic. Hence, if the text has approximately 9% of technical vocabulary[1], it is classified as scientific, while texts with more sub-technical vocabulary are classified as general texts.

Table 2 Text genres in the textbook *Technology 1*

Text genre	Total	Text No.
Literary text	0	---
Scientific text	17	3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23
General text	6	1, 2, 4, 9, 20, 22

After the analysis, it was concluded that the textbook *Technology 1* comprises 17 scientific and 6 general texts (see Table 2). The analysis showed no example of a literary text. Texts 1, 2, 20 and 22 are written in first person singular and present personal experiences related to a job, which was the main reason to classify them as general. Texts 4 and 9 speak of innovations in a newspaper style and therefore are considered general. 17 scientific-genre texts are all written as explanations of notions and objects named in

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[1] Inman (1978, according to Hutchinson and Waters, 1987: 166) analyzed a vast corpus of scientific texts and concluded that technical vocabulary comprises only 9% of the overall vocabulary, and that it is used much less in comparison to other vocabulary types.

the titles. The texts have been adapted to fulfil the studying demands, hence the sources cannot sometimes be even hinted at, which leaves a possibility that some of them do come from mass media. However, due to their style, topic and vocabulary they were classified as scientific.

The examples of sentences from general (Examples 1-3) and scientific[2] (Examples 4-5) texts from the textbook *Technology 1* are as follows:

(1) Then I transferred my drawings to a 3D computer modelling program, and sent a copy by file transfer to the moulding company. (TT1)[3]
(2) So he invented a radio which doesn't need mains power or batteries. (...) So how does his clockwork radio actually function? (TT4)
(3) Adidas produce knee-length socks for runners which are designed to reduce leg fatigue. The socks save energy by compressing the muscles in the legs. (TT9)
(4) Usually they are made by <u>drilling</u> narrow, deep holes and filling them with <u>reinforced concrete</u> to form <u>piles</u>. Another method is to <u>drive</u> <u>steel piles</u>, as much as twenty metres in length, into the ground. A <u>thick raft</u> of concrete is laid on top of the piles. (TT18)
(5) <u>Electroforming</u> is a way of making very accurate metal parts. It is similar to <u>electroplating</u> in that a <u>metal coating</u> is deposited on a special form in an <u>electrolytic solution</u>. (TT5)

The textbook *English in Architecture* does not provide information on text sources either. There is a list of reference at the end of the textbook, but no information at the end of each text about the source, which eliminated the possibility to classify texts according to sources. Another problem was the adaptation, since all texts have been adapted to the level that they all look like and appear to have same properties. Therefore, vocabulary was the main classification property. The analysis stated that there are 16 scientific and 12 general texts in *English in Architecture* (Table 3). The scientific texts are mainly descriptive and provide information related to a number of architects and styles. They are not narrowly scientific, i.e. they provide a more general survey on the topics, yet they are considered scientific due to the percentage of technical vocabulary. No examples of literary texts were found.

Table 3 Text genres in the textbook *English in Architecture*

Text genre	Total	Text No.
Literary text	0	---
Scientific text	16	2, 4, 5, 6, 9, 12, 13, 15, 16, 17,19, 20, 21, 23, 26, 27
General text	12	1, 3, 7, 8, 10, 11, 14, 18, 22, 24, 25, 28

The examples of general (Examples 6-7) and scientific texts (Examples 8-10) from the textbook *English in Architecture* are as follows:

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[2] Technical vocabulary is underlined in the Examples 1-10.
[3] In the Examples, the following abbreviations were used: TT for the text in the textbook *Technology 1*, and AT for the text in the textbook *English in Architecture*. The number behind the abbreviation refers to the number of the text.

(6)   The International Style dominated architecture until about 1950. It may be the first wholly original style in architecture since the Gothic. (AT11)

(7)   The name Wren is almost a household word, even though his documented work is largely confined to London, Oxford and Cambridge. A scientist by profession, he was assisted in achieving architectural greatness by two important facts, the fire of London in 1666 and an unusually long life of 91 years. (AT24)

(8)   In this type of construction, the post (or column) carries only a vertical weight, or load, and is therefore under compression, and the lintel (or beam) is bent by the loads acting transversely to its axis. (AT12)

(9)   The most idiosyncratic theories could (and often did) exert a wide and sometimes beneficial influence... (AT17)

(10) In skeleton construction, all loads are transmitted to the foundation by a rigidly constructed framework made up of beams, girders and columns. (AT19)

The next step in the text analysis was to establish the occurrence of metadiscourse. Metadiscourse is the property of both scientific and general genres. This paper tried to determine whether the metadiscourse frequency is genre-based. Table 4 provides the occurrences of metadiscourse in two textbooks.

Table 4. Overall number of metadiscourse elements in two textbooks

	Interactive metadiscourse					Interactional metadiscourse				
	Transitions	Frame markers	Endophoric markers	Evidentials	Code glosses	Hedges	Boosters	Attitude markers	Engagement markers	Self mentions
Technology – general texts (6)	1	0	0	0	2	3	1	2	42	36
Technology – scientific texts (17)	7	1	0	0	5	3	0	0	16	0
Architecture – general texts (12)	1	0	3	2	4	6	0	12	0	35
Architecture – scientific texts (16)	3	0	5	0	3	1	2	0	4	7
Total No. in general texts (18)	2	0	3	2	6	9	1	14	42	71
Total No. in scientific texts (33)	10	1	5	0	8	4	2	0	20	7

From Table 4 it is evident that the text genre influences metadiscourse usage, and that there are certain metadiscourse markers that can be considered as genre-specific due to their frequency. One can observe that general texts overall have more interactional metadiscourse elements (e.g. hedges in Examples 11-13, attitude markers in Examples 14-15, engagement markers in Examples 16-17, and self mentions in Examples 18-20). This is expected, since interactive elements enable the writer to organize information and lead the reader through the text. On the other hand, interactional elements are focused on the participants in the interaction and present the writer's personality and personal attitude. Hence, these markers are to be expected in general texts. These occurrences underline the fact that genre-based

instructions can be a valuable approach in ESP teaching. Students can learn interactional metadiscourse while reading general texts, which will provide them with instructions to write and post texts on the Internet and in other mass media, while avoiding these markers when writing research articles.

The examples of interactional metadiscourse markers are the following:

(11) The designer claims it gives a ten-centimetre advantage in a 100-metre sprint. (TT9)
(12) The makers say it can increase performance by up to 4%. (TT9)
(13) Perhaps the best known and most controversial architectural movement today is post-modernism. (AT11)
(14) Furthermore, the whole of Maderna's façade, with its lateral extensions and so on, is extremely confused. Worse still, of course, is the fact that the forward projection of the nave simply cuts off the view of the dome from the Piazza. (AT22)
(15) Peruzzi reverted to the Greek cross in an even more elaborate form than Bramante but – again fortunately – funds ran out. (AT22)
(16) You can make it in a lot of colours. (TT1)
(17) You can shape it any way you like. (TT2)
(18) I sketched my designs on paper… (TT1)
(19) When I choose a material for a bake frame, I have to think about the properties of the material. (TT2)
(20) Let us remind ourselves briefly of the sources of urban character. (AT25)

Metadiscourse knowledge can be beneficial to teaching specific metadiscourse markers as well. The results of this analysis seem to indicate that students should learn more about transitions (Examples 21-23), as well as about the use of endophoric markers (Examples 24-25) and code glosses (Examples 26-28). Transitions express relations between main clauses, and in many textbooks there are exercises which practice their usage. According to this survey, other interactive metadiscourse elements do not necessarily demand special attention in classes. The examples below present some of the interactive metadiscourse markers found in the analysed textbooks:

(21) This form of cutting has many applications. It can be used to cut metals, composites, and even thick concrete. At the other end of the scale, fine water jets, without added abrasives, are used in surgery. (TT6)
(22) HEVs are more efficient and pollute less than cars with only petrol engines. (…) However, they are heavy because of the weight of the batteries. (TT14)
(23) A study of the development of the various architectural styles reveals that the story of buildings cannot be separated from the story of the people who built them and lived in them. Thus the most important English house styles can be classified as… (AT15)
(24) Although, as has already been stressed, there is no one way of approaching briefing, it always forms the foundation of the design process and constitutes an integral part of this process. (AT2)
(25) Some of the principles to consider when planning a shopping centre follow. (AT26)
(26) Hydroforming a component in this way means that several different operations such as stamping and welding are no longer required. (TT7)

(27) This e-skin opens the way for much more sensitive robots. <u>For example</u>, walking robots could use feedback from their feet to adjust to different surfaces. (TT17)

(28) Housing is any kind of building that provides shelter for people. <u>In a broader sense</u>, it includes problems of city planning, and community services that provide good living conditions. (AT5)

When analysing a general-genre text in an ESP class, special attention should be paid to engagement markers (Examples 16-17) and self mentions (Examples 18-20). From Table 4 it can be observed that there are nearly twice as many engagement markers and ten times as many self mentions in the general texts as in the scientific texts. In fact, in one of the textbooks all the identified self mentions were used in general texts. Engagement markers explicitly build a relationship with readers, while self mentions explicitly refer to the authors and suggest the extent of the author's presence in terms of first person pronouns and possessives (Hyland 2010: 130). These elements are regularly found in newspapers and Internet texts, and by emphasising their usage during the ESP classes, students could learn how to use them properly and not overuse or misuse them.

Special attention should also be paid when linking general texts with hedges and attitude markers, which are not that common in scientific texts. Knowing which markers to use in one genre also prevents students from using them in other genre, which is also of significance.

Even though this study does not indicate extreme differences related to genre, it draws attention to the fact that there are markers that are dominant in each genre found in ESP textbooks. The scope of this analysis does not allow the possibility to provide conclusive argumentation on the usage of metadiscourse in textbooks, though it provides a good guideline for genre-based instructions in ESP teaching and a valuable source for ESP teachers.

Genre-based instruction is the method of teaching a language based on genre analysis. The method comprises four phases: modelling, guidance, practice and independent writing (Osman 2004: 2). The teacher gathers certain knowledge on a genre, provides examples and presents it to students. In this case, a teacher should provide examples on metadiscourse related to text genre in textbooks. Students first learn the general properties of metadiscourse, and then they are introduced to the examples of metadiscourse in text genre. During the course, students practice by finding examples in the texts provided or by inserting possible expressions in order to improve the text's readability, where the final teaching outcome is for them to be able to use metadiscourse while writing a genre-specific text. This teaching process relies very much on the thorough teacher's preparation for each class, as well as on the teacher's guidance until students can perform independently. Using this approach, the central learning framework is still related to the properties of ESP, but the student is encouraged to research and attempt to utilize the obtained knowledge as an input (Kaur and Chun 2005: 2). Studies like Osman's (2004) provide evidence that genre-based analyses have a positive influence on students' learning outcomes.

Listing metadiscourse markers in all texts in textbooks cannot solely be a basis for an ESP course. However, if combined with other teaching methods, it can present a valuable asset in learning about specific genres and implementing that knowledge while writing a specific genre text.

4. Conclusion

Genre-based instructions provide a new approach to ESP learning. Students are introduced to specific genre properties and encouraged first to find them in the examples, and then to use them by themselves while practicing the writing skill. Teachers are those who guide the entire process, first by introducing the properties, then by helping students learn them, and finally by grading their learning outcomes.

Metadiscourse, as a text property, can be used in genre-based instructions. In some cases it provides a valuable asset in writing a certain genre, while the lack of metadiscourse markers can also contribute to the knowledge on a certain genre. Since ESP textbooks provide examples of scientific and general texts, metadiscourse markers can be regarded as a property for recognizing these genres and writing them properly during one's academic and professional career.

The quantitative analysis of metadiscourse markers, as presented in this paper, demands for additional material preparation time on the part of the teacher. However, it offers a unique and valuable input to the students attempting to teach them better about the communication in a discourse community. It also presents genre analysis as a significant approach in ESP learning, providing clear and understandable learning inputs contributing to better learning outcomes.

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ANALIZA METADISKURSA KAO ŽANROVSKE OSOBINE U DVA UDŽBENIKA ENGLESKOG JEZIKA STRUKE

Engleski jezik kao jezik struke sadrži različite pristupe koji koriste udžbenike i drugi nastavni materijal kako bi unapredili učenje jezika. Metoda žanrovskih instrukcija je inovativna metoda koja može dodatno da razvije veštine pisanja kod studenata i upozna ih sa jasnim i sistematskim metodom čitanja i pisanja različitih žanrova tekstova. Ovaj rad koristi metadiskursne markere kao osobinu žanra za metodu žanrovskih instrukcija. Tekstovi u udžbenicima su određeni prema žanru, a metadiskursni markeri su kvantitativno analizirani kao osobina žanra. Cilj rada je da istraži da li metadiskurs može da predstavlja deo metode žanrovskih instrukcija i da li navođenje vrsta metadiskursa prema žanru teksta može da se posmatra kao osnova učenja jezika struke.

Ključne reči: *žanr, metoda žanrovskih instrukcija,udžbenik, metadiskurs, engleski jezik struke*