

# **Disciplinary Acculturation: A Comparative Study of Intradiscourse Cycles of English and Persian Introductory Textbooks of Sociology and Linguistics**

*Nasser Rashidi<sup>1</sup> & Sara Shahab<sup>2</sup>*

<sup>1</sup>Corresponding author, Shiraz University, nrashidi@rose.shirazu.ac.ir

<sup>2</sup>Shiraz University, sara\_shahab@ymail.com

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## **Abstract**

The present study aimed at investigating the specific discourse cycles of some introductory textbooks across disciplines and languages to see to what extent they acculturate students into the new subjects. To this end, 2 well-established and mostly used English and Persian introductory textbooks in sociology and 2 other well-established English and Persian introductory textbooks in linguistics were examined. The study was conducted with reference to Love's (as cited in Hewings, 2006) suggested framework for the analysis of introductory textbooks. The texts were analyzed in terms of the intradiscourse cycles. Then, the introductory textbooks from the 2 disciplines were compared and contrasted in order to determine their similarities and differences in acculturating students into the discipline. Results showed that though in the English introductory textbooks, the cycles either started with theory, data, or culminated in cutting-edge, real time problematization, in the Persian texts, the cycles less frequently culminated in problematization of the interpretive process. The study suggests that this kind of analysis enhances both teachers' and students' knowledge concerning the process of acculturation into their disciplines.

**Keywords:** Acculturation; Discipline; Introductory Textbooks; Inter/Intradiscourse-Cycles

## **1. Introduction**

Recently, researchers have shown an increasing interest in academic written genre analysis so that it has become a major concern of language teaching research. Swales (1990) defines genres as classes of texts (i.e., communicative events) and their representations in an abstract, socially recognized model of language use. Genres are defined by social or communicative purposes readily recognized by the discourse communities which define these purposes as social standards of communication.

The research literature abounds with studies concerning academic written genre analysis (e.g., Bhatia, 1993; Dudley-Evans, 1998; Hyland, 2000; Swales,

1990). However, according to Hyland (2006, as cited in Basturkmen, 2012, p.135), genre-based research has been “slow to inform research into disciplinary variation.” Only a limited number of recent studies in academic writing have revealed disciplinary and cross-cultural variations in genres, involving language teaching and applied linguistics (Basturkmen, 2012; Hyland, 2000, 2001, 2002; Lim, 2010; Oztürk, 2007; Samraj, 2000, 2002; Thompson, 2001; Yang & Allison, 2003), art history (Tucker, 2003), education (Lim, 2010), geology (Dressen, 2003), management (Lim, 2006), medicine (Li & Ge, 2009; Nwogu, 1997), biomedicine (Dubois, 1997), social sciences (Brett, 1994; Holmes, 1997; Lewin, Fine, & Young, 2001), and dentistry (Basturkmen, 2012).

Furthermore, so far, the major focus of research in academic genre analysis has been the investigation of the Discussion section of research papers, doctoral dissertations, and master’s theses within disciplines (Basturkmen, 2012; Bunton, 1999; Hyland, 1996a, 1996b, 2002d, 2004, 2007; Samraj, 2004, 2008). Nonetheless, genre studies of textbooks have been limited to introductory texts in undergraduate fields such as physics (Kuhn, 1970), genetics (Myers, 1992, 2004), geology (Love 1991, 1993) and economics (Hender-Son & Hewings, 1990; McCloskey, 1985; Tadros, 1985). It appears that very few disciplinary studies have been conducted to analyze the genre of introductory textbooks (Hyland, 1999; Love, 1991, 2002; Myers, 1992; Woodward-Kron, 2002).

Purves (1986) suggests that instruction in any discipline is acculturation, or the bringing of the student into the interpretive community of the discipline. According to Purves (1986), each discipline is also a rhetorical community with certain rhetorical expectations in terms of structure, style, content, and intended audience. Purves also contends that the differences among disciplines are obvious if one looks at the scholarly journals. Although any article has a beginning, a middle, and an end, the physical format will vary according to discipline as will the placement of certain kinds of material. According to Purves, we can think of rhetorical communities defined by disciplines, with disciplines exerting their force across languages.

Given that each discipline can be characterized in terms of particular rhetorical norms, expectations, and conventions, we can identify differences among disciplines concerning these conventions which form epistemology. Epistemology might be defined as the study of knowledge and justified beliefs. More specifically, epistemology deals with the creation and dissemination of knowledge in particular areas of inquiry. Variations occur within disciplines, but also across different disciplines, and students’ success depends upon their familiarity with different sets of rhetorical norms, conventions, and expectations.

It seems that full acculturation, or in Purves' (1986) terms, the bringing of the student into the interpretive community of the discipline, cannot be achieved without being able to recognize the written academic genres in one's discipline; therefore, introductory textbooks as both a form and function of language use that should be taken into consideration in order to determine to what extent they can acculturate students into disciplines.

Love (1991) believes that "students at the tertiary level usually are expected to have formal schema of the textbook genre, but when it comes to studying introductory textbooks, they often experience difficulty in the process of acculturating into the discipline" (p. 90).

Moreover, in recent years, there has been a dramatic interest in the academic acculturation processes of the students at the tertiary level (Cheng & Fox, 2008; Kagan & Cohen, 1990; Leki, 1995; Love, 1991, 1993; Morita, 2004; Spack, 1997; Zyuzin, 2012). In order to find out the source of difficulty in the process of acculturation into the discipline experienced by most tertiary students, particular attention should be paid to specific discourse features of the disciplines because these specific discourse features appear to be intrinsic to the process of acculturating students into the discipline. Love (1993, as stated in Hewings, 2006) believed that:

Within an extended text such as a textbook, information will be organized in terms of discourse cycles which show particular repeated characteristics. These will include moves, which may be obligatory or optional (Dudley-Evans, 1994; Hopkins & Dudley-Evans, 1988), patterning of general and specific (Love, 1991, 1993), and typical lexicogrammatical features. (p. 124)

According to Love (1993, as stated in Hewings, 2006), one can establish three categories of cycles: theoretical, data, and problematizing. The theoretical cycle mainly focuses on theory introduction, whereas the data cycle is concerned with data and describes the theory introduced in the theoretical cycle by means of classification, exemplification, and description. Furthermore, the problematizing cycle problematizes the neat theories presented in the theoretical cycle in terms of the data cycle.

## **2. Objectives of the Study**

As mentioned before, a limited number of disciplinary studies have analyzed the degree to which introductory textbooks acculturate students into the discipline. Though research in academic discourse analysis suggests that there might be differences in disciplinary epistemology, there have been relatively few studies of disciplinary differences in the introductory textbooks. In an interdisciplinary study, Hyland (1999) analyzed metadiscourses in the introductory textbooks across

disciplines. Love (1991) investigated the nature of two introductory textbooks within geology, and she came to the conclusion that despite marked differences in their approach to acculturating the students into the discipline, the two books share a basic schema. Similarly, Love (1993, as cited in Hewings, 2006) studied the discourse cycles in conjunction with the intradiscourse cycles, necessary to the establishment of a disciplinary model of acculturation. In a similar vein, Kuhi and Behnam (2011) studied a corpus of 20 research articles, 20 handbook chapters, 20 scholarly textbook chapters, and 20 introductory textbook chapters in applied linguistics. The results highlighted the importance of establishing social relationships in academic arguments and represented the ways this is accomplished. However, to the best of the researchers' knowledge, to date, almost no comparative studies, focusing on specific discourse cycles and schematic (i.e., lexicogrammatical) structures of introductory textbooks across disciplines and languages, have been conducted. The present study aimed at investigating the specific discourse cycles of some introductory textbooks across disciplines and languages to see to what extent they acculturate students into the new subjects. More particularly, the present study was an attempt to answer the following research questions:

1. Are there any differences and similarities between introductory textbooks from different disciplines (here, sociology and linguistics) in acculturating students into the disciplines?
2. If yes, in what ways are they similar and different?
3. Does the language (here, Persian and English) make any difference in the pattern of discourse cycle?

### **3. Method**

#### **3.1 Materials**

A total of four introductory textbooks were selected from two disciplines: sociology and linguistics. In each discipline, one Persian book and one English book were analyzed. Two well-established and mostly used introductory textbooks in sociology, that is, *Sociology* (Giddens, 2006) in English and *Sociological Theories (Nazaryehaye Jameashenasi)* (Azad Armaki, 2002) in Persian, were studied. In addition, two other well established and frequently used introductory textbooks in the linguistics, that is, *The Study of Language* (Yule, 2006) in English and *Elements of Linguistics* (Bagheri, 1995) in Persian were examined. Both the Persian and English textbooks were original, not compiled. Drawing upon other disciplines such as psychology and sociology, the discipline of linguistics was chosen for the analysis, and then sociology was selected because of its close connection with the discipline of linguistics. In order to ensure that the books were introductory, the researchers asked the advice of professors in the Faculties of Sociology and Linguistics at Shiraz University. Finally, introductory textbooks were selected,

because of being the first books introducing the students to the discipline, and hence playing a key role in acculturating them into their disciplines (see Table 1):

Table 1. *Overview of the Books Used in the Study*

Title	Author	Year	Discipline	Language	Edition
<i>The Study of Language</i>	Yule	2006	Linguistics	English	3 <sup>rd</sup>
<i>Elements of Linguistics</i>	Bagheri	1995	Linguistics	Persian	3 <sup>rd</sup>
<i>Sociology</i>	Giddens	2006	Sociology	English	5 <sup>th</sup>
<i>Sociological Theories</i>	Azad Armaki	2002	Sociology	Persian	2nd

### 3.2 Data Collection

An excerpt from each introductory textbook was chosen for the analysis. First, each book was divided into three parts (i.e., the beginning, the middle, and the final) in order to ensure that the whole book was covered. By dividing each of the books into three parts, from each part, one chapter, and from each chapter, one section was randomly selected. Next, the discourse structures within chapters were outlined in order to identify the field-specific discourse features of the textbooks or a structural cycle consisting of elements arising from the text. The cycles were determined with reference to Love (1993) who stated that either new theories or places of methodological problematization mark cycle boundaries (see Table 2):

Table 2. *Names, Parts, and Cycles of the Study of Language (Yule, 2006)*

Parts	Chapter	Chapters' Name	Subtitles	Number of Cycles
1	2	Animals and Human Language	Communicative and Informative Signals	3
2	10	Semantics	Antonymy	3
3	19	Language and Social Variation	Speech Style and Style Shifting	3

Table 3. *Overview of Different Chapters and Sections of Elements of Linguistics (Bagheri, 1995)*

Parts	Chapters	Chapter's Name	Subtitles	Cycles
1	1	Zaban va Zabanshenasi	Ellate Degarguni va Taval dar Zaban [the Cause of Change and Revolution in Language]	4
2	5	[Language and Linguistics]		1
3	7	Andamhaye Guyaie va Asvate Zabani [Organs of Speech and Language Sounds] Dasture Zaban [Grammar]	Farayandhaye Vaji [Phonemic Processes] Dastur Chist? [What Is Grammar?]	4

Table 4. *Names, Parts, and Cycles of Sociological Theories (Azad Armaki, 2002)*

Parts	Chapter	Chapter's name	Subtitles	Cycles
1	3	Nazarye Karkardgeraiye Sakhti [Structural Functionalism Theory]	Za'fhaye Karkardgeraiye Sakhti [the Weaknesses of Structural Functionalism]	1
2	9	Nazarye Sakhti [Structural Theory]	Osule Raveshe Sakhti [the Principles of Structural Method]	3
3	14	Nazarye Mobadelat [Exchange Theory]	Didgahe Jameashenasiye Jorj Humenz [the Sociological View of George Humens]	5

Table 5. *Names, Parts, and Cycles of Sociology (Gidden, 2006)*

Parts	Chapter	Chapters' Name	Subtitles	Cycles
1	2	Globalization and the Changing World	Globalization	1
2	6	Socialization, the Life-Course, and Ageing	Theories of Child Development	1
3	18	Work and Economic Life	Women and Work	1

### **3.3 Data Analysis**

#### **3.3.1 Analytic Framework of the Study**

The analysis of the data was carried out based on Love (1993, cited in Hewings, 2006). The analysis was based on the idea that within an extended text such as textbooks, information will be organized in discourse cycles which show particular repeated characteristics, which reflect the fundamental epistemological issues of discipline. So, a textbook was first analyzed in terms of discourse cycles. Then, it was analyzed in terms of intradiscourse cycles to show how this textual pattern was reinforced by the internal structuring of each cycle.

#### **3.3.2 Procedure**

The analysis was conducted with reference to the framework proposed by Love (1991) and Love (1993, cited in Hewings, 2006). This suggested framework was adapted and elaborated upon through several stages. To do so, first, two introductory textbooks, including an English book and a Persian one, from the discipline of sociology were analyzed.

Next, possible field-specific discourse features within the chapters were analyzed. Moreover, intracycle discourse features within each cycle were analyzed so as to determine the contribution of all these features to the establishment of a disciplinary model of acculturation.

Thus, firstly, in order to establish a model of the epistemology for sociology, Giddens' (2006) *Sociology*, in English, and Azad Armaki's (2002) *Sociological Theories*, in Persian, were analyzed in terms of intradiscourse cycles. These were examined in terms of theory and data cycles. Then, the two introductory textbooks were compared with each other to determine the extent to which they acculturate the students into the discipline of sociology.

Furthermore, the same procedure was applied to examine Bagheri's (1995) *Elements of Linguistics* in Persian and Yule's (2006) *the Study of Language* in English to discover the extent to which they can acculturate the students into the discipline of linguistics. Moreover, the two introductory textbooks were compared with each other to decide which one is more successful in establishing a disciplinary model of linguistics.

Finally, the introductory textbooks from the two disciplines were compared and contrasted in order to determine their similarities and differences in establishing a model of the epistemology of the discipline for approaching the text. In addition, in order to ensure the interrater reliability, the researchers assigned the boundaries of different cycles, and, only the cycles that were agreed upon were selected for the purpose of the present study.

## 4. Results and Discussion

### 4.1 Yule's (2006) Book: *Communicative and Informative Signals*

This part included two cycles. Cycle 1 introduced a theory which made a distinction between communicative and informative signals, hence, being primarily classificatory, “we should first distinguish between specifically communicative signals and those which may be unintentionally informative signals” (Love, 1993, p. 8).

Then, there followed detailed exemplifications taken from empirical reality to help the students better understand the differences between these two types of signals. The second cycle generalized from these examples about the fact that, “when we distinguish between human and animal language, we were considering both in terms of their potential as a means of intentional communication, hence moving back to the theory” (Love, 1993, p. 9). Furthermore, the cycle aimed at the students' involvement in interpretation process (by the use of *we*). In other words, here a theoretical implication was drawn from the examples already mentioned. Therefore, on the whole, the cycle moved from theory to data and then back to theory.

#### 4.1.1 Antonymy

This part consisted of three cycles. Cycle 1 opened with a description of the term *antonym* as two nouns formed with opposite meanings, followed by some common examples. Cycle 2 was mainly classificatory, dividing antonyms into two main types, which were gradable and nongradable antonyms. Hence, it included two subcycles, each of which described one of these categories. Subcycle 2a provided us with a new theoretical point, “gradable antonyms' which could be used in comparative constructions” (Love, 1993, p. 104).

This was followed by some obvious examples. Then, extra information related to gradable antonyms was presented, hence moving back from theory to data. Subcycle 2b introduced the term *nongradable antonyms* by means of comparison and contrast with the data presented with regard to gradable antonyms. Further examples concerning nongradable antonyms were followed next.

Cycle 3 attempted at fresh theory construction by enhancing the complexity of interpretation of the neat theory presented in the previous cycle. It was argued that, “although we could use the negative test to identify nongradable antonyms in a language, we usually avoid describing one member of an antonymous pair as the negative of the other” (Love, 1993, p. 105).

This cycle ended with some examples related to this new theory, thus further problematizing the complexity of interpretation.

#### ***4.1.2 Speech Style and Style Shifting***

The part consisted of three cycles. Cycle 1 opened with the introduction of a new theory, “speech style is a social feature of language use” (Love, 1993, p. 208). The cycle continued with the classification of speech styles into formal and informal, followed by their description. Next, the cycle ended with the introduction of a new term—style-shifting.

Cycle 2 opened with a detailed exemplification of style-shifting from empirical reality. The cycle continued with generalization from the examples, thus moving towards theory. It was mentioned that “middle-class speakers were much more likely to shift their style of speaking significantly in the direction of the upper middle class when they were using a careful style” (Love, 1993, p. 209). The cycle continued exemplifying more elaborate elicitation procedures which create more gradation in the category of style. There, then, followed some generalizations induced from the aforementioned procedures. Finally, cycle 3 generalizes from the previous studies that “when speakers in a middle class try to use a prestige form associated with a higher status group in a formal situation, they tend to overuse it. There then followed data exemplifying instances of ‘overuse’” (Love, 1993, p. 215).

Overall, it seemed that in Yule’s book (2006), each cycle began with a theory, moved to data presentation, and finally problematization, as well as the students’ involvement in the interpretive process. The results supported the ideas of Love (1993, as cited in Hewings, 2006) who proposed that intradiscourse cycles within an introductory textbook of anthropology moved from theory to data and then back to theory.

Therefore, Yule’s book (2006) appeared to set a rather high level of expectation because it expected students to move from theory to data description, and then back to questioning and problematizing the interpretive process. As a result, the students were invited to take part in the interpretive process. In addition, this characterization was in contrast to the expected characterization of typical introductory textbooks, which were solely designed to introduce and describe what is already known—without any attempts at interpretation.

### ***4.2 Bagheri’s (1995) Elements of Linguistics***

#### ***4.2.1 The Cause of Change and Revolution in Language***

This part had four cycles. Cycle 1 focused on the description of a new theory: *Betowre kolli tahavvole yek zaban hamrah va hamahange ba degarguni va tahavvolate niazhaye jameaie ast ke az an zaban be onvane vasileye erteбатыe khod estefade mikonad.* [As a whole, the change in a language accompanies the change in the needs of the society that uses the language as a communication tool.]

This cycle included a subcycle which focused on the factors affecting social needs. Cycle 2 included a new theoretical point: *Vazhegane zaban monakes konandeye taghirate ejtemaie ast* [the vocabulary in a language reflects the social change]. Cycle 3 described another theory, which focused on the nonlinguistic causes of language change through exemplification. Cycle 4 started with a new theory focusing on another cause of language change which is intralinguistic. It is said that this intralinguistic cause works in accordance with the rule of spending minimum energy in speech. This cycle contained a subcycle elaborating on this rule, hence, being primarily descriptive.

#### **4.2.2 Phonemic Processes**

This part had one cycle. Cycle 1 began with the description of phonemic processes. Then, it established seven phonemic processes. Thus, this cycle consisted of seven subcycles, each focusing on the description of one of these processes.

Subcycle 1 introduced the process of assimilation. It began with a description of this process. Next, what followed was a detailed exemplification of this process. Subcycle 2 introduced the process of dissimilation. It opened with a description of this process. Again, there followed detailed exemplification of this process. Subcycle 3 focused on the process of metatheses. It opened with the description of the process. Then, the cycle established two categories of this process: near and distant metatheses. Thus, it included two subcycles, each describing one of these processes. There, then, followed detailed exemplification of these processes. Thus, subcycle 2 was primarily classificatory and descriptive.

Subcycle 4 concerned the process of coarticulation. It opened with the description of this process. Again, what followed was a detailed exemplification. Subcycle 5 introduced the process of omission. It started with the description of this process. Then, the cycle established three categories of omission, hence containing three subcycles, each describing one of these categories followed by detailed examples. Subcycle 6 focused on the process of *afzayesh* [increase]. This subcycle again started with the description of this process. This subcycle established three categories of *afzayesh*, hence including three subcycles. The subcycles described each category; then, they provided the students with further descriptive details. Subcycle 7 included a description of the process *ebdal* [change], followed by further descriptive details.

#### **4.2.3 What Is Grammar?**

This part five cycles. Cycle 1 opened with a brief description of the term *grammar*. Then, it established two categories of grammar: *sarf o nahv* [conjugation and syntax]. Next, there came a theoretical conclusion: *Pas bozorgtarin va haghghitarin vahede zaban jomle mahsub mishavad*. [Thus, the largest unit of language is the sentence.]

Cycle 2 provided a description of lexicon of a language, and what followed was a theoretical conclusion regarding the relationship between sentence and lexicon. Next, there came a variety of examples representing this relation. Cycle 3 appeared to present a brief theoretical conclusion concerning the relation of lexis and sentences: Loghat be tanhaie aghlab resanandeye payam nabude va hatman bayad darune jomle va dar ertebat ba vazhegane digar gharar begirand ta mana peyda konand. [Words by themselves do not often convey meaning, but they should be used in sentences and in relation with other words. Only in this case it is meaningful.]

Cycle 4 provided descriptive details regarding *phrase*. There, then, followed some phrase examples. Finally, the cycle ended with a conclusion drawn from the abovementioned examples: Banabarin goruh az do ya chand vazhe hassel mishavad vazhegani ke dar yek goruh hastand bayad ba ham yek rabete daruni monsjem dashte bashand. [Thus, the group consists of two or more words. The words used in a group should have cohesive internal relationships.]

The results lent support to Love's (1993, as cited in Hewings, 2006) ideas who proposed that not all anthropology introductory textbooks follow the same structure. Rather, an introductory textbook might leave the students with the overall impression that the theories presented were accepted and could not be contested.

Therefore, Bagheri's (1995) *Elements of Linguistics* set a low level of expectations because it treated students as if they were neither able to move from the known to the unknown, nor were they able to question and problematize the introduced theories. Rather, they were just introduced to the theories or data, without any attempts at interpretation.

### **4.3 Azad Armaki's (2002) Sociological Theories**

#### **4.3.1 The Weaknesses of Structural Functionalism**

This part entitled had one complex cycle with several subcycles. Cycle 1 established 4 categories of criticisms leveled against structural functionalism theory, thus including four subcycles. As a result, this cycle aimed at further problematization of the interpretation. Subcycle 1a concerned with the inherent problems, classifying them into 2 distinct categories, followed by a brief description. Subcycle 1b dealt with the logical problems of interpretation, classifying them into two categories, followed by a brief description of each criticism. Next, there came other criticisms leveled against this theory, proposed by Alexander and other structural functionalists. Thereby, this subcycle aimed at increasing the problems of the interpretive process.

#### **4.3.2 The Principles of Structural Method**

This section had three cycles. Cycle 1 included a theoretical opening part with three subcycles, each describing one of the characteristic features of the structural method. Next, there appeared a new theory, followed by further descriptive details regarding these principles and a description of the term *tutmism*: Estelahe tutmism darbareye girandaye ravabeti ast ke beyne do seri onsor vojud darand yek seri tabiie va digari farhangi. [The term *tutmism* refers to the receiver of the relations that exist between two series of elements one series is natural and the other one is cultural.]

Thus, the cycle involved two subcycles each concerned with the description of one of these categories, thus being classificatory and descriptive. Cycle 2 opened with a new question which led to the description of answers suggested by Strauss: Eshtraws dar in mowred ke ellate padidehaye ejtemaie chist? Eshare darad ke: dar haghghat moharrekate ani va hayajanat hich chiz ra towjih nemikonand va hamishe khodeshan ma'lul hastand ya ma'lule ghodrate badani ya ma'lule za'fe ravani. [Strauss regarding what causes the social phenomena points out that in fact the spontaneous stimuli justifies nothing and they themselves are the effects, the effects of the physical power or the psychological weakness.]

Cycle 3 opened with a new theory, classifying it into different parts, describing them in details, hence, being classificatory and descriptive.

#### **4.3.3 The Sociological View of George Humens**

This section had five cycles. Cycle 1 briefly introduced the theory contended in his book, *Social Behavior*, by comparing and contrasting it with the other book written by Geroge Humens—*the Human Group*. Cycle 2 described the theory in further details. Then, there followed the introduction of Chadwick Jones theory which believes Humens' theory as being micro and in contradiction with the macrotheory of Blau.

Next, there was a theoretical conclusion generalized from the abovementioned theories. Cycle 3 opened with a new theoretical point, followed by a question trying to involve the students in the interpretive process. Of course, this was immediately answered in brief. Cycle 4 classified the characteristic features of *Social Behavior* into four different categories, each providing a brief description of the category. Thus, cycle 4 included four other subcycles. Cycle 5 exposes another theoretical point held by Humens: Humenz moddaie ast ke elme jameashenasi bayad be mowzue va moshkhkhasate ejtemaie dar guruhaye kuchek bepardazad. [Humens claims that the science of sociology should pay attention to the social characteristics of small groups.]

What came next was a description of reasons supporting this theory. On the whole, a deductive method of disciplinary acculturation was found in the pattern of discourse cycles. It appeared that each cycle began with theory introduction, moving from theory to data presentation, and sometimes culminating in real-time problematization. It is worth mentioning that the pattern was not found in all cycles; rather, some cycles solely introduced the theories and data without any attempts at interpretation. Therefore, one could say that the book set a medium level of expectation because the students were sometimes involved in the construction of reality.

#### **4.4 Giddens' (2006) Sociology**

##### **4.4.1 Globalization**

This section had one cycle. Cycle 1 provided the students with a generalized account of the concept of *globalization*. There, then, followed detailed exemplification, trying to involve the students in the interpretation (by the use of *we*). Next, this definition of the concept of globalization was contested or problematized, introduced by a linking sentence, “although economic forces were an integral part of globalization, it would be wrong to suggest that they alone produce it.” Therefore, not only were the students involved, but also they were told that this definition is contested. Moreover, the cycle moved from data to theory.

##### **4.4.2 Theories of Child Development**

This section had one cycle with two subcycles. Cycle 1 provided descriptive details regarding children’s identity. Then, the cycle introduced a new theory, followed by further descriptive details. Consequently, the cycle moved from data to theory and then back to data presentation. Subcycle 1a opened with a generalized account of Mead’s ideas, thus helping the students to relate to the general topic of discussion. Then, there followed a detailed exemplification concerning his ideas. Next, the cycle introduced some of his theories, followed by their descriptions. Therefore, this subcycle moved from data to theory and then back to data presentation section.

Subcycle 1b opened with the description of the viewpoints, moving through detailed, concretized exemplification to theory presentation. Finally, the cycle ended with further descriptive details. Therefore, the cycle moved from data to theory and then back to data presentation.

##### **4.4.3 Women and Work**

This section had one cycle. The cycle opened with the description of the role men and women played in the production and reproduction of the world around them. This was followed by a brief exemplification. Then, the cycle problematized this neat description of the roles of men and women in social world production. Finally, this cycle outlined the structure of the sections which were to follow. As a

consequence, the cycle moved from data to theory and then back to data, taking an inductive approach.

In brief, the pattern of discourse cycles was as follows: introducing the general topic of discussion, culminating in theory introduction, providing descriptive details regarding the theory, introducing the complexity of interpretation, and finally providing further descriptive details. Therefore, Giddens' (2006) *Sociology* attempted at providing the students with a problematized, complexified type of sociological information and theories. Interpretation was taken into account and theories were both explicitly and implicitly problematized.

However, this book set a high level of expectation, as well as representing a point of departure from the typically accepted introductory textbooks. It expected the students to use Giddens' (2006) preferred method of disciplinary interpretation. In other words, they were expected to approach the texts from a chosen theoretical framework and actively engage in the interpretive process. Bernstein (1997) believed that this kind of text treats the students as mature thinkers, able to engage in debate, and moved from the known to the unknown.

#### ***4.5 Comparison of the Textbooks Analyzed***

##### ***4.5.1 Linguistics Introductory Textbooks***

In Yules' (2006) *the Study of Language*, each section opened with a theory, moving through data presentation sections to theory once more because it problematized the interpretive process and engaged the students with the empirical reality. Nevertheless, in Bagheri's (1995) *Elements of Linguistics*, each part began with a generalized description of the topic under debate. Then, there came some theories concerning the topic, followed by their description, though this pattern was not always adhered to. Besides, problematization of the process of interpretation seldom happened in this book. The results were in line with those of Love (1993, as cited in Hewings, 2006) who found that not every introductory textbook of sociology follows the same structural pattern. In her analysis of Howards' introductory textbook of anthropology, she found that the book moved from theory to data presentation sections, with no attention being paid to the epistemic construction of reality.

##### ***4.5.2 Sociology Introductory Textbooks***

Whereas Giddens' (2006) *Sociology* moved from data to theory to problematization and then back to data, Azad Armaki's (2002) *Sociological Theories* moved from theory to data and then back to theory, though this was not always the case. One could find examples of the sections which moved from theory to data, but there appeared no theoretical conclusion at the end.

#### 4.5.3 *Linguistics and Sociology Introductory Textbooks*

The English sociology and linguistics books showed a marked similarity in terms of problematization of the interpretive process. However, whereas Giddens' (2006) *Sociology* moved from data to theory, to problematization, and then back to data presentation, Yule's (2006) *the Study of Language* moved from theory to data and then back to theory problematization. In addition, whereas the Persian linguistics textbook opened with data and then moved back to theory, the English one moved from theory to data and sometimes to problematization. Besides, problematization almost never occurred in the Persian linguistics textbook. Therefore in answering the third research question, it could be said that language does function as a source of difference.

### 5. Conclusion and Implications

The present study set out to investigate the specific discourse cycles of four introductory textbooks across disciplines and Languages to see to what extent they acculturate the students into the new subjects. The results showed that there was a disciplinary model of acculturation in each discipline which can be summed up as the move from a theoretical opening to a descriptive section, and then back to theoretical implications, usually, though not always, taking the complexity of interpretation into account.

The results, moreover, suggested that there was an interdisciplinary model of acculturation between the disciplines: The cycles usually started with theory, moving through theory to a data presentation section including several subcycles. The subcycles were usually descriptive, using exemplification and classification. Then, this data presentation section might culminate in the exposition of real-time, cutting-edge problematization and complexity of the process of interpretation. However, sometimes there appeared no attempt at the students' involvement in struggling with the empirical reality.

The results, moreover, suggested that each textbook represented a different level of expectation. Whereas Giddens' *Sociology* set the highest level of expectation, treating the students as mature thinkers, being able to get involved in struggling with the empirical reality, Bagheri's *Elements of Linguistics* set the lowest expectation level possible, providing the students with a body of information, without any attempts at problematization and the students' engagement. Within this range, there appeared Yule's *the Study of Language* which set a rather high expectation level, though considerably less demanding than that of Giddens, and Azad Armaki's *Sociological Theories* with a medium-level of expectation, respectively.

In terms of pedagogical implications, first, the study has gone some way towards enhancing teachers' knowledge regarding the process of acculturation into

the epistemological issues of a discipline. The results contribute to the knowledge of the instructors on the process one should go through to become familiar with the process of understanding in a discipline. Once they have gained familiarity with this model, they can help students acculturate better into specific disciplines. Second, students' familiarity with this model of disciplinary interpretation serves as an aid to the process of acculturating into the discipline, thereby acquiring literacy in their own disciplines.

Further research about the present topic is needed in the following areas: Other studies are needed to investigate sociological and linguistics information at other academic levels; introductory textbooks from other disciplines could be investigated as to see whether these characteristics were idiosyncratic to them; besides, future research is needed to investigate whether students are able to process the discourse patterns of the texts in their own disciplines; research is needed to explore the role of teachers in assisting students with processing discourse features of the texts in their disciplines.

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