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اقرأ في هذا العدد

الرواة الذين جرحهم الإمام البخاري وأخرج لهم في الصحيح

مصطلح شيخ ومرويات البخاري في الصحيح لمن وصف به (دراسة منهجية نقدية)

القيم الحضارية بين السنة النبوية والإعلان العالمي لحقوق الإنسان
(قراءة في النظرية والتطبيق)

الاستحالة وتطبيقاتها المعاصرة في مجال التداوي (تأصيل وتنزيل)

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الذب عن محارم الله تعالى (حسان بن ثابت أنموذجا)

مسألة (وَخْدَ) دراسة نحوية قرآنية

Strategies for Reading and Writing Instructional Texts: Catering for Multiple Audience

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Strategies for Reading and Writing Instructional Texts : Catering for Multiple Audience

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Abstract

This investigation is carried out as an exercise in comparative discourse analysis of instructional texts. The corpus for this study comprises 60 texts from the field of instructional English. It covers users' manuals for home appliances, medicinal inserts, cooking recipes, and preparation instructions for packed foods. The texts are analyzed for similarities and differences at four levels: schematic structure, directness/indirectness, cohesive devices and the use of non-verbal elements. A number of differences have emerged across the sub-genres. First, they exhibit distinctive differences in the number of moves they comprise, the type of cohesive ties utilized and less differences in directness/indirectness. Second, it is observed that non-verbal elements (e.g. tables, drawings, etc.) and choice modals (e.g., giving readers options to choose from) are more frequently used in some of our corpus and are hardly employed in some others. Reasons and explanations, for the grammatical and lexical differences among the sub-genres, are given. The study also shows that the indeterminacy of the multiple intended audience, on the part of the writers of these sub-genres, impose external factors that they have to respond to. The paper concludes with recommendations for the teaching of the reading skill needed for reading such texts and suggestions for future research.

Introduction

Certain types of the text genres address more than one audience and the sections these texts comprise differ in terms of complexity according to the audiences' informational levels perceived by the text writer (Lannon 2008; McMurrey 2007). Sections addressing technically sophisticated audiences (e.g., doctors, pharmacists, technicians, etc.) contain specific jargon that is only accessible to the specific audience being addressed. Instructional English, unlike many other varieties in which the communicative purpose is to inform the reader or to impart knowledge, aims to impart knowledge and regulate the reader's behaviour and actions.

It is common knowledge that the intended audiences of written texts are different in terms of their levels of knowledge and expertise. Therefore, a text writer needs to know his/her readers to meet their needs, interests and background. A writer needs to analyze his/her audiences to identify their specific needs (Thill and Bovee 2008). The common division of audiences into categories is as follows:

1. **Experts:** These are the people who know the theory and the product inside and out. They designed it, they tested it and they know everything about it. Often, the non-specialist reader is the least likely to understand what those people are saying.

2. **Technicians:** These are the people who operate, maintain and repair the stuff that the experts design and theorize about. Theirs is a highly technical knowledge as well, but of a more practical nature.

3. **Non-specialists:** These readers have the least technical knowledge of all. Their interest may be as practical as technicians, but in a different way. They want to use the new product to accomplish tasks.

In the texts under investigation, the writer is addressing a multiple audience. Such an audience may comprise experts, technicians and non-specialists which make the communication process a difficult one. Then a writer has two choices:

1. Either to write all the sections of a document in simple intelligible language so that all the audiences can understand it, or

2. Write each section strictly for the audience that would be interested in it, then use headings and section introductions to alert the audiences about where to go and what to stay out of in the document.

Objectives

This study is an exercise in the application of the results and findings from the field of academic discourse analysis to a different variety; that is **instructional in nature**. It is conducted to investigate the differences among four sub-genres: users' manuals for home appliances, medicinal inserts, cooking recipes and preparation instructions for packed foods in terms of discourse organization, directness/indirectness, cohesion devices and the use of visual data. Specifically, it aims to examine the following:

1. The number of moves the different texts contain;
2. The type of linguistic features by which moves are characterized;
3. The order in which moves are realized;
4. Directness and indirectness; and
5. The density of non-verbal data used.

The aim is to show how discourses can be from the same general field (i.e. instructional English) and yet be regarded as separate genres or sub-genres. It should, therefore, be interesting to examine how differences in discourse in the four sub-genres are due to considerations of topic, audience and purpose of discourse.

The Need for the Study

Users' manuals for home appliances, medicinal inserts, cooking recipes and preparation instructions for packed foods are chosen for this study, for the following reasons:

1. They are a primary source of knowledge for a multiple audience with different levels of informational background;
2. A study which seeks to characterize the linguistic and schematic properties of these sub-genres will, no doubt, be of interest to those who are constantly engaged in either writing or reading them. It will also interest

linguists and those who are in the business of teaching English for specific purposes; and

3. To test the applicability of genre analysis models to new fields of discourse.

Research Methodology

The Corpus

The data for this study are drawn from the field of **written instructional English texts**. The corpus consists of 60 texts. They represent the sum of an equal number of texts from four sub-genres (15 users' manuals for home appliances, 15 medicinal inserts, 15 cooking recipes and 15 preparation instructions for packed foods). An inventory of the texts and their sources is given in the **Appendix**.

Procedures for the Analysis of Data

The corpus is examined, for differences and similarities, in terms of their **schematic structure**; that is the functional division of the discourse into sections, referred to in this investigation as "moves" (Swales 1981). According to Swales, a move is a semantic unit which is related to the writer's purpose. In rank scale, the move lies between the sentence and the paragraph. Swales' (ibid) applied the move division to the analysis of 48 article introductions from different academic fields. Adopting strategies similar to those employed in schema-theoretic models, he posits a four 'move' schematic structure for article introductions. Swales' (ibid) study was not just an attempt to chunk texts into identifiable knowledge structures. It was also concerned with characterizing the linguistic features of each 'move' and the means by which information in the 'moves' was signalled. Following Swales, the texts in the corpus were analyzed into hierarchical schematic units of information. Each unit in the schema is referred to as a 'move'. Every 'move' is taken to embody a number of constituent elements which combine to form the information which make up a 'move'. Moves and their constituent elements are determined partly by inferencing from context, but mostly by reference to linguistic clues in the discourse.

The texts are also examined for the semantic and grammatical choices which writers make in using sentences to construct text, in what Halliday

and Hasan (1976) refer to as **cohesion**. The analysis of cohesion is based on Halliday and Hasan's (1976) notion of 'Cohesion in English'. The analysis is limited to the main five categories listed in Halliday and Hasan**- Reference, Ellipsis, Conjunction, Substitution and Lexical**- as well as the number of sub-categories they entail. These cohesive properties of text are examined in the context of discourse in each of the four sub-genres as a means of determining possible differences which contextual factors might have in the realization of cohesion across related genres. The analysis of cohesion takes the sentence as its unit of analysis. For practical purposes, the sentence is identified in this study with that unit of meaning in written expository prose which begins with a capital letter following a full-stop and ends with a full-stop. The sentence is chosen as the basic unit of analysis, because cohesion is a semantic relation holding between sentences. Only inter-sentential ties are considered. The analysis focused on the identification of cohesive ties according to:

1. Sentence number;
2. Cohesive item;
3. Cohesive type; and
4. Pre-supposed item.

A tie is established between two items which occur inter-sententially, one being the presupposing and the other the presupposed item. At the end of the analysis of each text, the number of ties are counted and classified according to the five main cohesion types listed above. Finally, the use of non-verbal data in the four sub-genres and the principle of politeness are investigated. The frequency of non-verbal elements is counted and compared in the four types of texts used for this study. A bottom-up approach was adopted in determining the information content and boundary of moves. To this end, an attempt was made to establish the characteristic linguistic features of each move by an examination of their constituent words, sentences, propositional content, topic shift, verb form and function and physical layout. The following procedures were adopted in identifying schematic structures of each text in the corpus:

1. Identifying important information;

2. Identifying linguistic clues such as function words, explicit phrases verb forms, discourse markers (subordinators, connectives, etc.), structural headings and sub-headings;

3. Classifying and paraphrasing the context of discourse based on the linguistic cues; and

4. Assigning discourse functions to the overall information contained in segments of text as well as constituent elements of information in the segments.

Results and Analysis

A detailed analysis of the schematic organization of information in the four sub-genres was carried out following the procedures outlined above. The analysis reveals that there are distinctive differences among the four sub-genres in terms of the functional moves identified. It shows that the number of moves ranges from a maximum of 10 moves to a minimum of 2 moves. Some of the moves identified are found to be recurrent, under different headings, in the four sub-genres. Tables 1, 2, 3 and 4 below show the numbers and functions of moves in the four sub-genres.

Table 1: The Distribution of Moves in User's Manuals for Home Appliances

Moves	Installation	Cautions	Parts Identification	Operating Instructions	Maintenance	Before Calling Service	Specifications	Wiring instructions	Accessories	Assembly
1	+	+	+	+	+	+	-	-	-	-
2	-	+	+	+	-	+	+	-	+	-
3	-	+	+	+	+	-	-	+	-	-
4	+	+	+	+	+	+	-	-	-	-
5	-	+	+	+	+	-	-	+	-	-
6	-	+	-	+	+	-	-	+	-	-

7	-	+	+	+	-	-	-	-	-	-
8	-	+	+	+	+	-	-	-	-	-
9	-	+	+	+	+	-	+	-	-	-
10	-	+	+	+	+	-	+	+	-	-
11	-	+	+	+	+	-	+	+	+	+
12	+	+	+	+	+	-	+	+	-	-
13	-	+	-	+	+	-	+	-	-	-
14	-	+	+	+	+	-	+	+	-	-
15	-	+	+	+	-	-	+	-	+	+

Table 2: The Distribution of Moves in Medicinal Inserts

Moves Text	Composition	Product action	Indications	Dosage & Administration	Restrictions on use	Overdose	Counter Measures
1	+	+	+	+	+	+	+
2	+	+	+	+	+	+	+
3	+	+	+	+	+	+	+
4	+	+	+	+	+	+	+
5	+	+	+	+	+	+	+
6	+	+	+	+	+	+	+
7	+	+	+	+	+	+	+
8	+	+	+	+	+	+	+
9	+	+	+	+	+	+	+
10	+	+	+	+	+	+	+
11	+	+	+	+	+	+	+
12	+	+	+	+	+	+	+
13	+	+	+	+	+	+	+
14	+	+	+	+	+	+	+
15	+	+	+	+	+	+	+

Table 3: The Distribution of Moves in Cooking Recipes

Moves Text	Ingredients	Utensils	Cooking Instructions	Hints (Notes)
1	+	+	+	+
2	+	+	+	-
3	+	+	+	-
4	+	+	+	-
5	+	+	+	-
6	+	-	+	-
7	+	-	+	-
8	+	-	+	-
9	+	-	+	-
10	+	-	+	-
11	+	-	+	+
12	+	-	+	+
13	+	-	+	-
14	+	-	+	-
15	+	-	+	+

Table 4: The Distribution of Moves in Preparation Instructions for Packed Foods

Moves Text	Preparation Instructions	Ingredients
1	+	+
2	+	+
3	+	+
4	+	+
5	+	+
6	+	+
7	+	+
8	+	+

9	+	+
10	+	+
11	+	+
12	+	+
13	+	+
14	+	+
15	+	+

The tables provide information which suggests that all four sub-genres tend to have a reasonable proportion of identical (in terms of function) moves. For instance, the **'Parts Identification'** and **'Operating Instructions'** moves are employed in the four sub-genres under different nominations; though they carry out similar, if not identical, functions. For Example, the **'Parts Identification'** move, employed in users' manuals for home appliances, effects an identical function when compared with the **'Composition'** move, used in medicinal inserts, and the **'Ingredients'** move employed in both cooking recipes and preparation Instructions for packed foods. In addition to this, the **'Operating Instructions'** move, in users' manuals, the **'Dosage and Administration'** move, in medicinal inserts and the **'Cooking Instructions'** moves, in both cooking recipes and cooking instructions for packed foods, are identical in terms of the functions they carry out. That is to say, these moves are meant to give users instructions as to how to execute a certain job. However, there are some moves which are peculiar to certain genres. For instance, the 'Specifications' and the **'Before Calling the Service'** moves are only spotted in users' manuals for home appliances. It is also found out that the **'Overdose'** move is only utilized in medicinal inserts. It is observed that all medicinal inserts, in spite of the fact that the medicines they accompany are produced by different companies, have identical moves in terms of functions and numbers. The reason for this seems to be the fact that writers (I would like to thank my specialist informant, Dr. Sawsan for invaluable information) of these inserts are given strict instructions as to what and how much information should be given in these pamphlets.

Differences in the schematic organization of moves

In this section, an attempt is made to discuss the differences and similari-

ties which exist among the four sub-genres, chosen for this study, in the way information is schematized and organized. The discussion focuses on four main areas:

1. differences in the number of moves realized;
2. differences in the linguistic features of moves; and
3. differences in the order of presentation of moves.

1. Differences in the number of moves

This is perhaps, the most obvious difference in the realization of schematic structures that can be characterized in the sub-genres. Users' manuals for home appliances and medicinal inserts tend to have more moves than cooking recipes and preparation instructions for packed foods. However, table (1) shows that out of the 10 moves realized in users' manuals, only 2 moves (namely, the 'Cautions' move and the 'Operating Instructions' move) are compulsory and found to be recurrent in all the texts. This discrepancy in the number of moves within the texts of this sub-genre may be attributed to the fact that these texts cover the process of operating different appliances; some of which are more complex than the others. For example, the operation of a refrigerator is a complex process and needs more moves than the operation of a hair trimming machine. The other moves are found to be optional in the sense that they may be required for some appliances and not for others. It should also be mentioned here that some moves (namely, the **'Utensils'** move and the **'Hint** or **Note'** move employed in cooking recipes) are optional (see table 3) because they are not essential for the successful execution of the cooking instructions. It is also worth noting that some of the moves realized in medicinal inserts and some users' manuals (namely, the **'Composition'** move and the **'Specification'** move) seem to be aimed at doctors and technicians respectively, rather than patients and ordinary laymen because the information included in these two moves is too technical and sophisticated for an ordinary layman. This leads us to the contention that certain moves in medicinal inserts and in some users' manuals are aimed at different audience.

2. Differences and Similarities in the Linguistic Features of Moves

In this section an attempt is made to characterize the linguistic features of the moves identified in the corpus. Attention is focused on only those moves

which manifest noticeable differences across the sub-genres or on linguistic features which appear unique to texts in a particular sub-genre and which may be associated with particular moves. An examination of the moves reveals that there are some differences among the moves in the type of linguistic features they tend to use to convey information. The most noticeable linguistic differences across the four sub-genres lie in the number of sentences that moves in each sub-genre tend to embody as well as the length of sentences per moves in the four sub-genres. The average number of sentences per move, per sub-genre is shown in table 5 below.

Table 5: Average Sentences per Move

Average No. of Sentences per Move	No. of Moves	No. of Sentences	Sub-genre
4.1	81	983	Users' Manuals
3.4	105	756	Medicinal Inserts
1.9	39	222	Cooking Recipes
0.6	30	87	Preparation Instructions for Packed Foods

As the results in table (5) show there tends to be a greater number of sentences per move in users' manuals for home appliances than in the other sub-genres. Preparation instructions for packed foods have the least number of sentences per move from within the four sub-genres. This seems to be enforced on the writer through external factors represented in the space allocated to the preparation instructions on the food packet itself. It also seems that the degree of sophistication of appliances in users' manuals plays a role in the amount of information given in the different moves. It must be borne in mind that the figures above are only an average of the number of sentences which a move in any of the sub-genres may contain. In reality, some moves in **medicinal inserts**, **cooking recipes** and **preparation instructions for packed foods** consist of only one sentence. For instance, the **'Hint'** move, in cooking recipes, and the **'Indications'** and **'Composition** moves, in some medicinal inserts tend to contain one sentence only, although the other moves in all the

sub-genres are made up of more than one sentence.

It is also found that there is a very close link between the move function and the verb form employed in the different sub-genres. For example, it is noticed that the present simple active is dominant in the **'composition', 'product action', 'dosage** and **administration'** moves, in medicinal inserts and in the **'before calling the service'** move employed in some users' manuals for home appliances. In fact, the present simple active seems to be the most suitable tense for descriptions. It is also observed that the type of verb utilized in the different moves across the sub-genres is mainly dictated on the writer through the communicative functions peculiar to the various moves. For instance, modal verbs such as **'must'** and '**should'** and imperative verbs such as **'empty', 'connect', 'apply', 'turn on',** and negative and absolute imperatives such as **'don't', 'never immerse',** and **'discontinue'** and probability and possibility modals such as **'may'** and **'can'** are found to be extensively used in the **'cautions', 'operating and cooking instructions', 'warnings'** and the **'side effects'** moves respectively. Imperatives have always been associated with instructions (Thill and Bovee 2008). They are in fact the most distinctive feature of this type of literature. As a comparison, Barber (1962), in his frequency count of verb forms in scientific discourse, found that imperatives were the least represented (0.3%). It seems that imperative verbs are used in this corpus because they permit the writer to use short unambiguous speech acts and, maybe because writers cannot take the risk of giving indirect speech acts because of the risks that might be incurred as a result. As far as the use of modals in our corpus is concerned, it is in order to point out that **"must", "should"** and **"will"** which occupy first, second and third place in our ranking of modals, come in 5th and 6th place in Barber's (ibid) ranking with the exception of **"will"** which does not feature in Barber's list of verbs. The excessive use of **"must"** and **"should"** might be accounted for in terms of the risks involved in the improper handling of electrical appliances and drugs. For this reason, they are used to express obligations. The modal **"will"** is absent in Barber's list because academicians, in general, do not seem to favour the degree of certainty associated with it. Worth noting that "will" is employed in these moves which give factual information concerning the functions of appliances. The following is an example:

Your Deep Fryer has a function control that will automatically raise the basket out of the oil at the end of the cooking time. (text 3)

We also observed that **'Conditional If Structures'** are frequent in the **'Overdose'** move, in medicinal inserts and in the **'Cautions'** and **'Before calling the service'** moves in users' manuals for home appliances. This is not surprising as these moves express contingency cases and **conditional If Structures** are the most appropriate for the execution of this function. It is noticed that the **'Cautions'** moves, in medicinal inserts and users' manuals, are distinguished from other moves through the use of certain typographic features such as CAPITAL LETTERS, **boldface,** italic and underlining. It seems that these features are utilized to bring into the reader's attention potentially hazardous steps or materials.

One of the most striking differences among the four sub-genres is the use of **Non-verbal Data** (i.e. tables, diagrams and other pictorial elements). The greatest number of non-verbal elements, in descending order, is found in users' manuals for home appliances, cooking recipes and preparation instructions for packed foods. It is noticed that the functions of such elements differ from one sub-genre to the other and that the form of the non-verbal item changes from one move to another, even within a single sub-genre (see below for more details on the use and functions of non-verbal elements). For instance, tables with figures and tables with writing are common in users' manuals in the **'Specification'** and the **'Before calling the service'** moves respectively. The last move is presented in a table format and takes the form of a situation (problem)-solution-Evaluation pattern. It is built around the following questions:

1. Situation (problem);
2. Solution; and
3. Evaluation (of the situation, which determines whether to call the service or not).

Diagrams are dominant in the **'Operating Instructions'** move and pictorial elements are found to be recurrent in the **'Cautions'** move. The functions of non-verbal elements differ across and within the four sub-genres. Sometimes, they are used instead of verbal elements to carry out the communication process; in which case they are labelled **'Replacive'**. Some other times, non-verbal elements are accompanied by the same information expressed in verbal elements; in which case they are named **'Reiterative'** because they

can be dropped without affecting the communication process. In this latter case, the non-verbal elements reiterate the same information expressed in the accompanying text. Perhaps, this is done to cater for readers who may be good at understanding non-verbal representations than prose texts or vice versa. It may be concluded that writers' employment of some non-verbal forms represents a conscious attempt on their part to overcome the problem of the indeterminacy of the information level of their prospective audience. In users' manuals, non-verbal data are used to aid in the execution of a certain job; however, in cooking recipes and preparation instructions for packed foods they are used to show how the finished product would look like.

It is in order to mention here that the frequent use of the syntax of command, the insistent absolutes and modals such as **'consult', 'stop', 'connect, 'discontinue', 'immediately', 'never'** and **'must'** imply that the relation between the manual writer and the reader is asymmetrical. An asymmetrical relationship between people means that "… one person has the ascribed authority to control the other's actions and liberties, and not vice versa" (Fowler 1991:105). The employment of the above structures, also, emphasizes the didactic nature of our corpus. However, the use of the imperative in instructions giving is straightforward and requires little 'processing effort' (Sperber and Wilson, 1986). This is a point that we will come to later on in this study.

3. Differences in the order of presentation of moves

A fundamental issue in accounting for the differences in the schematic structure of information across the four sub-genres is the order in which the moves are presented. Users' manuals for home appliances, cooking recipes and preparation instructions for packed foods follow a **step-by-step** organization. It should be pointed out here that temporal conjunctions (e.g. **first, second, then,** etc.) are predominant when this order is used. The greatest advantage of presenting information in a step-by-step sequence, as Walter et al (1997) rightly argue, makes it easy for the reader to understand and carry out the required task successfully. This sequence indicates that the reading process for such texts is discontinuous; in the sense that the reader reads a text chunk, exists mainstream text, carry out the required job, re-enters mainstream text and so on. The choice of a step-by-step order seems, in terms of Grice's (1975) **Cooperative Principle**, to be a cooperation strategy on the part of manuals' writers towards manuals' users. However, some users' manu-

als follow a **decreasing order of importance**. They present the most important pieces of information first, and then go on to the next most important, and so on, ending with the least important. For instance, some of these manuals start with the **'cautions'** move and then follows the rest of the moves. On the contrary, medicinal inserts follow an **increasing order of importance**. They start by presenting general information about the product then, proceed to specific information concerning the action of the product, its use, administration, side-effects and contraindications. This method of organization seems to be employed when it is important to keep important information in the focal point of the reader's mind. It seems that the subject of the discourse (i.e. appliances, medicines and foods), sometimes, dictates the order of presentation on the writer and at other times, considerations of readers play the pivotal role in the choice of the order of presentation.

Cohesion in the four Sub-genres

Since the sub-genres belong to the field of instructional English, we expect a number of cohesive ties to coincide, overlap or repeat across the sub-genres.

Cohesion in Users' Manuals for Home Appliances

All the sample texts used in the analysis of cohesion in this sub-genre are randomly chosen from different moves from texts numbers (1and 6). This method of selection is intended to give a representative coverage of the whole text.

Sample (1) from text (1) **Care and Maintenance**

Air Filter

The air filter behind the intake grille should be washed at least every two weeks or as often as it needs cleaning. 2) To remove the filter, grasp the tab on the filter and pull to the right. 3) Vacuum the filter on the dusty side to remove light dust. 4) Wash the filter, cleaner side up, under gently flowing water to wash out accumulated dust and lint. 5) If the filter is very dirty, use a mild dry household detergent in the wash water. 6) Let the filter dry thoroughly before reinstalling it. 7) When reinstalling the filter, be sure the word FRONT is facing you as you slide the filter back into place.

Table 6: Cohesion Types in the above Text

Sentence No.	Presupposing Item	Cohesion Type	Presupposed Item
1	The air filter	L	Air filter (in the title)
2	The filter	L	The air filter
3	The filter	L	The filter
4	The filter	L	The filter
5	The filter	L	The filter
6	The filter	L	The filter
7	The filter	L	The filter

L = Lexical cohesion

The above text, as is clear from the title, is concerned with cleaning and maintaining the air filter. Therefore, the topic of the discourse in the text can be said to be "the air filter", which functions as the subject of the opening sentence. After its initial introduction in the title and in sentence 1, the item is subsequently repeated in sentences 2, 3, 4, 5, 6 and 7 as either subject or direct object. The repetition of the lexical item the "filter", points to the fact that it is a conscious cohesive strategy for linking segments of discourse together. Apart from this, the items also function to limit the topic of the discourse in the text. Finally, no instances of conjunction, ellipsis and substitution were identified across sentences.

Sample (1) from text (6)

HOW TO USE YOUR CORDED JUG KETTLE

1. Fill the kettle with the desired quantity of water.
2. Place the kettle on a firm level surface and plug in the main supply.
3. Press the switch.
4. The kettle will start to heat up.
5. When it has boiled, the kettle will automatically switch off.

6. If required, the kettle may be brought back to the boil by switching it on again.

7. Do not pull out the connector while the kettle is heating up.

Table 7: Cohesion Types in the above Text

Sentence No.	Presupposing Item	Cohesion Type	Presupposed Item
1	The kettle	L	Kettle (in the title)
2	The kettle	L	The kettle
3	The switch	L	Plug in the main supply
4	The kettle	L	The kettle in sentence 3
5	It	Reference	Water in sentence 1
5	The kettle	L	The kettle
6	The kettle	L	The kettle
7	The kettle	L	The kettle

L = Lexical cohesion

The above text, as is clear from the title, is concerned with the usage of the kettle. Therefore, the topic of the discourse in the text can be said to be "how to operate the kettle". After its initial introduction in the title and in sentence 1, the item is subsequently repeated in sentences 2, 4, 5, 6 and 7 as either subject or direct object. The repetition of the lexical item the "kettle", points to the fact that it is a conscious cohesive strategy for linking segments of discourse together. Apart from this, the items also function to limit the topic of the discourse in the text. It should be mentioned here that the pronoun "it", in sentence 5, refers anaphorically to the lexical item "water" in sentence (1). It is in order to point out here that another link in the discourse is affected by parallelism, a device which suggests a connection, simply because the form of one sentence or clause repeats the form of another. Finally, notice the use of the definite article "THE" with all presupposing items, functioning to make the referent specific and identifiable.

Cohesion in Medicinal Inserts

All the sample texts used in the analysis of cohesion in these sub-genres are randomly chosen from different moves from texts numbers (14 & 15). This method of selection is intended to give a representative coverage of the whole text.

Sample (1) from text (14)

Properties/Effects

1) Natrium fluoride increases the resistance of teeth against caries. 2) Its action makes the tooth enamel more resistant to the acids produced by the bacteria of the dental plaque, enhances remineralisation or reduces the production of acids by the bacteria.3) The flouration of teeth should start before their eruption and be pursued during the entire life-span.4) Before the tooth erupts flour is transported by the blood stream toward budding teeth, thus allowing an efficient pre-eruption fluoration. 5) After their eruption, teeth take up fluoride through contact with fluoride contained in saliva. 6) For this reason the Zymafluor tablets should not be swallowed whole. 7) It is very important to let them slowly melt in the mouth. 8) A woman taking Zymafluor during pregnancy and breast feeding achieves an advantageous protection of her own dentition while creating favourable conditions for an optimal fluorination of her child's bones.

Table 8: Cohesion Types in the above Text

Sentence No.	Presupposing Item	Cohesion Type	Presupposed Item
1	Natrium fluoride	L	Medicine name
2	Natrium fluoride	R	Its
3	The fluoration	L	Natrium fluoride
4	Before	C	Sentence 3
4	Fluor & fluoration	L	The fluoration in sentence 3
5	After	C	Sentence 4
6	For this reason	C	Sentence 5
7	Them	R	Zymafluor tablets
8	Zymafluor	L	Sentence 3

L = Lexical R = Reference C = Conjunction

The above text describes the effects and properties of Natrium fluoride tablets. Therefore, the lexical items "natrium fluoride, fluoration, flour and zymafluor", which represent the main topic of the discourse, tend to be repeated across sentences. Other types of cohesion found in the text are conjunction and reference. The temporal conjunctions "before" and "after", in sentences 4 and 5, and the causal conjunction "for this reason", in sentence 6, are cohesive devices which function to relate the sentences together. There are only two instances of reference cohesion in the text above. They are anaphoric in function. No other cohesion types are detected in the above text apart from those dealt with in the table above.

Sample (2) from text (15)

HOW DO I USE SODIUM CROMOGLYCATE EYE DROPS?

1) Place one or two drops into each eye four times daily, or as directed by your doctor. 2) Wash your hands before using the drops. 3) Without touching the eyelid with the tip of the dropper, put one or two drops into your lower lid and then blink a few times to make sure your whole eye is covered by the liquid. 4) Replace the cap on the bottle. 5) It is important to use sodium Cromoglycate Eye Drops regularly every day to keep your eye condition controlled. 6) If you forget to use the drops, use them as soon as you remember.

Table 9: Cohesion Types in the above Text

Sentence No.	Presupposing Item	Cohesion Type	Presupposed Item
1	One or two drops	L	Eye drops in title
2	The drops	L	Title & sentence 1
3	One or two drops	L	Sentences 1&2
4	Bottle	R Exophoric	Outside the text
5	Sodium Cromoglycate Eye Drops	L	Title
6	If	C	Sentence 5

L = Lexical C = Conjunction R = Reference

As is the case with the previous texts, lexical cohesion continues to dominate as the main form of cohesion in the text. Very high in this respect is the

tendency for lexical items to get repeated using exactly the same wordings or what may be called "partial repetition". There is also cohesion through the use of what H & H (1976) call "general nouns". This is noticeable through the use of the general noun "liquid" in sentence 3. Also, it is worth pointing out here that the second person pronoun, "you" and the possessive pronoun "your", are repeated in sentences 1, 2, 3, 5 and 6 and this adds to the cohesion of the text. The frequent and explicit use of these pronouns indicates that the user of this medicine, the patient, is the person addressed and not the physician. Finally, sentences in the passage do not seem to cohere by means of ellipsis or substitution.

In summary, three cohesion types, lexical, reference and conjunction, are identified in users' manuals for home appliances and medicinal inserts. There is overwhelming evidence to suggest that the text, in these two sub-genres, coheres primarily by means of lexical cohesion, and in particular lexical repetition. It is our contention that this is so, because these two sub-genres deal with electrical appliances and drugs, whose improper use may be hazardous to users, and for this reason writers of these two sub-genres tend to favour lexical repetition over other cohesion devices to avoid any ambiguity and/or misunderstandings that may result thereof.

Cohesion in cooking recipes

Sample (1) from text (6)

1. Break eggs into mixing bowl.
2. Add milk and chives.
3. Whisk until combined.
4. Melt butter in frying pan.
5. Pour in egg mixture.
6. Stir gently over low heat for 2 minutes until set.

Table 10: Cohesion Types in the above Text

Sentence No.	Presupposing Item	Cohesion Type	Presupposed Item
1	Eggs	L	Meal name

2	---	E	Sentence 1
3	---	E	Sentence 2
4	Butter	L	Butter in ingredients
5	Egg mixture	E	Sentence 3
6	---	E	Sentence 5

A significant result of the analysis of this sub-genre is the tendency towards a greater use of ellipsis and adjacency cohesion (i.e. the sentences are arranged sequentially one after the other) than the previous ones. This may be accounted for in terms of the fact that cooking recipes are simple because they deal with one topic; which is the dish to be prepared and use short and simple sentences from which missing information is easily recovered. On the contrary, the two previous sub-genres deal with several topics about the use of the appliance or drug and, therefore, avoid ellipsis in order to shun misunderstanding and misinterpretation on the part of users.

Sample (2) from text (8)

1. Sift flour into the bowl.
2. Add corn and cheese.
3. Stir until well mixed.
4. Make a hole in the centre.
5. Pour eggs into hole.
6. Stir until just mixed.

Table 11: Cohesion Types in the above Text

Sentence No.	Presupposing Item	Cohesion Type	Presupposed Item
1	Flour & the bowl	L	Ingredients
2	---	E	Sentence 1
3	---	E	Sentences 1&2
4	---	E	Sentence 3
5	Hole	L	Hole in sentence 4
6	---	E	Sentence 5

L = Lexical E = Ellipsis

Again, it is noticeable that ellipsis cohesion is more prevalent than other types for the reasons given above.

Cohesion in preparation instructions for packed foods

Sample (1) from text 12

COOKING INSTRUCTIONS

1) Empty contents of package into 5 litres of boiling water. 2) Add 1 tablespoon of salt. 3) Cook for 10 to 15 minutes (stir occasionally) until desired degree of tenderness is reached. 4) Drain and serve with your favourite sauce and grated cheese.

Table 12: Cohesion Types in the above Text

Sentence No.	Presupposing Item	Cohesion Type	Presupposed Item
1	Contents of package	Exophoric	Package (outside text)
2	---	E	Sentence 1
3	---	E	Sentences 1&2
4	---	E	Sentence 3

E = Ellipsis

Table (12) illustrates that ellipsis cohesion predominates this type of genre. This is explainable in terms of the space devoted for writing on the packet. That is to say, writers use ellipsis cohesion as an economy strategy. This is found to be the case in all texts belonging to this sub-genre.

Instructions and Politeness Principle

Brown and Levinson (1978 and 1987), in their politeness theory, have made a significant contribution to the understanding of the variables that individuals consider, whether consciously or unconsciously, when involved in conversations. They (1978:74) argue that the model person will seek the best politeness strategies possible before conducting any potentially would-be face threatening act. Central among these strategies are the following:

1. Doing the FTA "on record" (ibid:94) which means being direct and bald,

2. Doing the FTA "off record"(indirect), and

3. Doing not the FTA.

Brown & Levinson (1978:79) rightly argue that the speaker's decision as to which strategy to use is based on several factors. Among them are: the status of the interlocutors which affects the amount of directness/indirectness. In the literature, three major requesting strategies have been identified and categorized in terms of their levels of directness/indirectness. These levels are as follows:

1. Bald-on-Record Strategies (the most direct strategies).

This most direct way a writer can choose to convey the readers' obligation to carry out an action is to state the underlying directive as an unmitigated imperative. It is bald-on-record because it is unmitigated and is explicitly stated. This most direct level is realized by requests syntactically marked as such or by other verbal means that name the act as a request. They may be called "statements" (Blum-Kulka et al 1989:18; Economidou-Kogetsidis 2002:27), which state the obligation of the reader to carry out the specified act (e.g. Select a good location; Avoid placing the unit near heat sources; clean your refrigerator thoroughly and wipe off all dust accumulated during shipping, etc.).

2. Conventionally Indirect Strategies

Such strategies, in contrast to direct strategies, are characterized by ambiguity in the intended force of an utterance. For instance, a reader could interpret the conventionally indirect utterance "You may seek help from a specialist in case of problems" to be a directive, stated indirectly for the sake of politeness. However, the reader could also interpret this utterance to mean that he/she has a choice of whether to consult a specialist or not. Such strategies may be syntactically realized through the following constructions:

a) Suggestory Formula

These are "utterances which contain a suggestion to do X" (Blum-Kulka et al 1989:18). Examples are:

1. You may adjust the tracking buttons to minimize noise bars in playback.

2. NASIVIN 0.05% solution may only be used by adults.

Such structures are, in Blum-Kulka's (1989:45) words, characterized by "pragmatic vagueness rather than simply by pragmatic ambiguity". The frequent use of modals in direct requests (namely, **"should"** and **"must"**) implies that the relation between the writer and the manuscript reader is asymmetrical. An asymmetrical relationship between people means, according to Fowler (1991:105) that "...one person has the ascribed authority to control the other's actions and liberties and not vice versa". Bald-on-record strategies could be interpreted as ostentatious displays of the writer's power. However, Kellermann and Shea (1996:148) rightly argue that direct requests are "among the most efficient ways to get others to do things". Furthermore, they "require fewer inputs and provide more certain outputs" (i.e. gaining compliance). In addition, direct requests require little "processing effort" (Sperber & Wilson (1986) to absorb. The extent to which a reader must travel through a writer's indirectness and the ambiguity or vagueness it generates to infer a writer's meaning is called 'the length of the inferential path of an utterance (Blum-Kulka 1982; 1985). When a writer uses indirectness to convey an underlying directive, he/she increases the distance his/her readers must travel along the inferential path from what he/she says to what he/she means.

In terms of their politeness, direct requests should be looked at as polite strategies as writers are trying to make their communication as efficient as possible and guarantee the safety of the users. The high frequency of directives in the corpus may also be justified as "role-dependent duties" (Sifianou 1992:134) rather than power-based. That is, writers have a strong right to give the instructions and readers have a high obligation to comply to guarantee proper use of the instructions. Clearly direct requests represent, on the surface, a fairly heavy Face Threatening Act (FTA) to the negative face of the readers. However, direct requests exhibit considerable functional heterogeneity, which is likely to mitigate the imposition and threat they imply to the reader. Put differently, the weight of the imposition carried out by the direct strategy crucially depends on its purpose and context of use. For example, direct requests, mainly realized through imperative forms, in cooking recipes and operating manuals for home appliances are not seriously regarded as bald-on-record threats to face since the benefits of compliance go to the user and not to the writer. Thus, it can be argued that the seemingly imposition may be downgraded if the reader appreciates the help the writer is rendering

to him/her.

In all the text types investigated no freedom of choice/action is given to the reader except in cooking recipes and preparation instructions for packed foods. It may be argued here that giving choices to readers in cooking recipes and preparation instructions for packed foods will not have any serious consequences on the health and safety of the text users. By contrast, restricting the readers' freedom of choice/action in the other text types (i.e. manuals for home appliances and medicinal leaflets) is done for the users' sole interest. It represents the text writer's interest in the safety and well-being of the text users.

The Use of Non-Verbal Data in the Corpus

It has become common knowledge among academicians that non-linear data make one's written work more attractive, interesting and informative (e.g. Widdowson 1978, Turk and Kirkman 1982, Donald 1983, McDonough 1984 and Nabil 1993). In addition to this, they claim that non-verbal data (the terms non-verbal and non-linear data or information are used interchangeably to refer to the same thing) present information in a form that is easily read and quickly understood. This last point has been reflected in the work of Turk and Kirkman (1982) who argue that:

> ***"The human eye can use a span of awareness much wider when looking at words" (p.16). Colinese (1972) has also pointed out the reason why non-linear information is used when he said that "a visual aid is intended to attract the user and enable him to grasp the message more easily" (p.11)***

However, the above mentioned scholars carried out their investigations on a textual basis and, to the best of my knowledge, paid little or no attention to the consumers of those texts to verify the validity of their claims (i.e. whether the presence of non-linear data makes the processing of texts simpler or more difficult). Therefore, it is the aim of this section to investigate the following:

- the relationship between linear and non-linear information; and
- the processing of such information by the consumers.

The Functions of Non-Verbal Data in the Texts Selected

It has been clearly stated by some authors (e.g. Mitchell 1974; Widdowson 1978) that understanding the relationship between linear and non-linear information enhances the understanding of the text as a whole. For instance Widdowson (ibid) argues that the two ways of presenting information (verbal and non-verbal) make sense in the discourse when they are in relation to each other.

Identification of the Functions

In the research that has been carried out on the identification of the functions of non-linear data, writers have come up with different functions. Turk and Kirkman (1982) point out that non-verbal information enables readers to make much more efficient use of the information presented. Such non-verbal information is easily accessible especially to those who cannot read. Mead and Lilley (1974) state that non-linear information summarizes points presented verbally. From the literature on the functions of non-linear information, it seems that here is a general consensus among authors (Mcdonough 1984; Nabil 1993) that non-verbal data realize the following functions:

- summarize;
- exemplify;
- illustrate.

The above listed functions seem to be more synthetics and general and do not satisfactorily account for and cover the functions realized through the use of non-linear data in the texts surveyed. Therefore, in this chapter, the relationship between the verbal and non-verbal elements is examined and then the functions of non-verbal elements are verbalized.

Clues Used for the Identification of Functions

1. text reference (e.g. to summarize);
2. semantic content of both verbal and non-verbal elements; and
3. whether the non-verbal elements could be removed from the text without deforming it or not.

Functions Identified

Upon careful examination of the relationship between the verbal and non-verbal elements the following functions have been identified.

Integral to Text

That is to say, the non-verbal element constitutes the main body and focus of the text and the verbal text is auxiliary. In other words, the verbal information is mere deductions and comments on the non-visual elements presented. This sort of function is not confined to one particular type of visual element. It may be realized through the use of graphs, tables, or diagrams. It is noticed that all non-verbal elements realizing this function are text-driven. That is to say, they are essential to the understanding of the verbal text and therefore they are imposed on the writer by the nature of the subject matter he or she is tackling.

Complementary

In this case the non-verbal data complement the verbal text or complement another non-verbal element.

Reiteration

This is realized in two ways:

1. transferring the same data from text to diagrams, graphs or tables, or
2. Transferring the same data from tables to graphs.

Maybe this is done to cater or the readers who may be good at understanding non-verbal representations than prose texts or vice versa.

Synthesis

In this case, the non-verbal element (normally tables) is employed and utilized to give a checklist of the problematic. The non-verbal element, in this case, is often presented towards the end. It may be concluded from the above discussion that writers' employment of some non-verbal forms represents an attempt on their part to overcome the problem of the indeterminacy of their prospective audience. In other words, the physical non-availability of a writer's prospective audience makes it necessary for writers to predict their

readers' reactions to their writings and therefore they offer more information in visual representations to avoid the risk of any potential over-or-under informativity for some of their readers. By doing so, writers are seen to be obeying Grice's (1975) "maxim of quantity". Another plausible reason for the use of non-verbal data may be to cater for simple minded people who cannot follow the technicalities of verbal texts.

6.5. Functions of Non-Verbal Data in the Selected Texts and their Frequency

Synthesis %	Complementary %	Supplementary %	Reiteration %	Integral %	Functions
3.8	4.3	10.1	20.2	61.06	Manuals for Home Appliances
0	0	0	11	0	Preparation Instructions for Packed Foods
0	0	0	0	0	Medicinal Leaflets
0	0	0	0	0	Cooking Recipes

Audience Analysis

An audience is a group of readers who reads a particular piece of writing. Any writer needs to investigate exactly who will read what s/he is going to write. Knowing one's prospective audience will help one decide what format, style, vocabulary, or level of information is expected (Beer & McMurrey 2009). Knowing the knowledge level of the audiences will help writers determine how to write, how much information to include, how long to make the text, how formal or informal the text should be. As stated earlier, the different sections of a text may target different audiences. For example, the 'Technical Specifications' move in manuals for home appliances is directed at experts and technicians. This move contains abbreviations and technical terms that are only intelligible to such persons. The same applies to medicinal inserts

in which the 'Description/Composition' move is directed at pharmacists and, may be, doctors. That is why; it can be safely argued that medicinal inserts and operating manuals for home appliances are intended for multiple audiences. Each type of audience goes to the relevant sections/moves that they can understand. The only exception to this is cooking recipes and preparation instructions for packed foods. Such texts use lexical items and language structures that are accessible to all types of audiences, regardless of their level of information. They do not require any background knowledge on the part of their readers.

Conclusion

This study is an attempt to characterize the differences in the patterns of organization among four sub-genres; users' manuals for home appliances, medicinal inserts, cooking recipes and preparation instructions for packed foods, in terms of several discourse approaches. In terms of the organization of discourse in the texts in the four sub-genres into identifiable schematic units or moves, it was observed that the four sub-genres differed in the following respects:

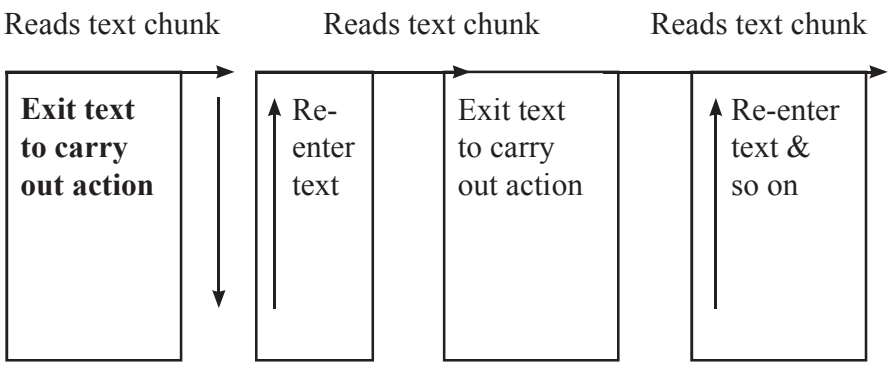
- the number of moves they realize;
- the type of linguistic features by which moves are characterized; and
- the order in which moves are realized.

In terms of cohesion, the analysis reveals that although all four sub-genres tend to make use of reference, conjunction and lexical cohesion items within sentence boundaries, it is noticed that across sentence boundaries there are differences among the four sub-genres in terms of the cohesion items utilized. The results show that users' manuals and medicinal inserts favour lexical cohesion over other types and that cooking recipes and preparation instructions for packed foods favour ellipsis cohesion. It is our contention that this is so because the first two sub-genres deal with products which are life and health hazardous; if not handled properly. That is why writers tend to use exact /partial repetition in order to guarantee proper understanding on the part of readers. However, the last two sub-genres, cooking recipes and preparation instructions for packed foods, tend to overuse ellipsis cohesion for external factors; represented in the topic and space allocated for writing on the food

packet. In terms of the employment of non-verbal data, it is observed that non-verbal elements dominate users' manuals for home appliances, scarcely used in cooking recipes and preparation instructions for packed foods and are not used at all in medicinal inserts. These non-verbal elements are found to carry out different functions in the sub-genre(s) that use them. The results obtained in this study lend weight to the following general conclusions:

- Although our corpus is selected from the field of instructional English, one should not be misled into assuming that they belong to the same genre. In fact, they are sub-genres of instructional English;
- Though a genre is a recognized communicative event which is structured and standardized (Swales, 1990), it can also share features of discourse structure with other recognized communicative events with which it is clearly associated in terms of field of discourse. It can be seen that while the texts used for this study manifest distinct patterns of discourse organization, they also hold a number of features in common;
- Finally, this study has practical relevance to the teaching of reading. It illustrates that reading manuals for home appliances, cooking recipes and preparation instructions for packed foods is not a continuous process. The process of reading for these sub-genres follows a pattern similar to the following:

Chart (1)



It can also be observed from the chart that the process of reading the above mentioned sub-genres is action-oriented because the reader reads a text chunk, exits text to execute a step/task, re-enters text, reads another text chunk and so on. Chart (1) above demonstrates that the reading process is focused on 'reading to do' and not reading to learn. This means that the text genres discussed in this study require familiarity, special training, technical competence and other factors. It is, therefore, recommended that the issue of user interaction be incorporated in English for specific purposes (ESP) training programmes as a component to familiarize ESP teachers and students with this type of reading and the nature of interaction which is mainly based on a **'reading to do'** strategy. It is necessary that ESP teachers and students be made aware of the functions of the different types of non-verbal elements and other illustration used in instructional texts and the crucial role they, if present at all, play in facilitating comprehension. They should also be sensitized to the relationship between the text and the non-verbal elements as well as between the text, the non-verbal elements and the product.

It is suggested that future researchers carry out a study aiming at identifying the strategies that individuals may use when wanting to operate a newly bought electrical appliance. In such a study, the subjects may be presented with an electrical appliance, the manual that goes with it and be requested to operate the appliance. A video camera may be used to film the process from start to end. The filming should focus on the subjects' reading strategies and their motor skills. Such a study may yield evidence to the common belief that people do not necessarily read manuals (Tebeaux 2010) and follow a series of **'trial and error'** attempts. The great majority of the texts examined are presented in more than one language. Future research may decide to draw a comparison between the source text and its translations. Such a study may focus on the length of sentences, differences in cohesion devices, sexist language expressions, etc.

Appendix

What follows is a list of the texts comprising the corpus used for this study.

1. Users' Manuals for Home Appliances

Text 1: National Room Air Conditioner

Text 2: 14 inch Colour Sharp TV

Text 3: Kenwood Deep Fryer

Text 4: Whirlpool Refrigerator

Text 5: Rowenta Hair Trimmer

Text 6: Nevica Sandwich Toaster

Text 7: RV-149 Power-Vacuum Cleaner

Text 8: Coleman Compact 190 Stove

Text 9: Nikai Meat Grinder

Text 10: Corded Jug Kettle

Text 11: Food Processor

Text 12: Gas Cooker

Text 13: Sanyo Cassette Recorder

Text 14: Egg Beater

Text 15: Hair Styler

2. Medicinal Inserts

5 Inserts from Gulphar Pharmaceuticals

5 Inserts from Bayer Pharmaceuticals

5 Inserts from MSD Pharmaceuticals

3. Cooking Recipes

5 Recipes from Harvey Day (1970) The Complete Book of Curries. The Cookery Book Club.

5 Recipes from Allan Stewart (1988) Step-by-Step Cooking. Jena Printing.

5 Recipes from Zhou Young (1992) Favourite Family Recipes. China Printing House.

4. Preparation Instructions for Packed Foods

Text 1: Jotis Jelly Crystals

Text 2: Italian Durum Wheat Semolina

Text 3: Nestle Nesquik

Text 4: Foster Clark' Gelatin Dessert

Text 5: Cream Caramel

Text 6: Egyptian Broad Beans

Text 7: Morocco Koskos

Text 8: Active Dried Yeast

Text 9: White Cake Mix

Text 10: Tiara Custard Powder

Text 11: Goldenburger Full Cream Powder Milk

Text 12: Nescafe Gold Blend

Text 13: Samoasa Pastry

Text 14: Rose Syrup

Text 15: Alalali Prawns

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ملخص البحث

هذا البحث محاولة لتطبيق نتائج نظريات تحليل الخطاب في اجراء دراسة مقارنة على مجموعة من النصوص الثقيفية التى ترافق الأدوية، والأجهزة الألكترونية، ووصفات الطهي. تبحث الدراسة في الفروقات الموجودة في هيكلية هذه النوعية من النصوص، إضافة إلى أي اختلافات أخرى في الأدوات المستخدمة في إحداث الترابط بين مكونات النصوص، وكيف أن مستوى اللغة المستخدمة يتراوح بين الصعوبة والسهولة حسب القارئ، او القراء المستهدفين. خلصت الدراسة إلى وجود فروقات في الناحية التنظيمية للنصوص، وأسلوب الخطاب المستخدم، إضافةإلى وجود تشابهات في التراكيب اللغوية المستخدمة في كل النصوص. في الختام تقدم الدراسة استرتيجية لقراءة النصوص المستخدمة تفيد ان هذه النصوص تتطلب نمطاً للقراءة يختلف عن ذلك المستخدم في قراءة نصوص من مجالات أخرى.

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