#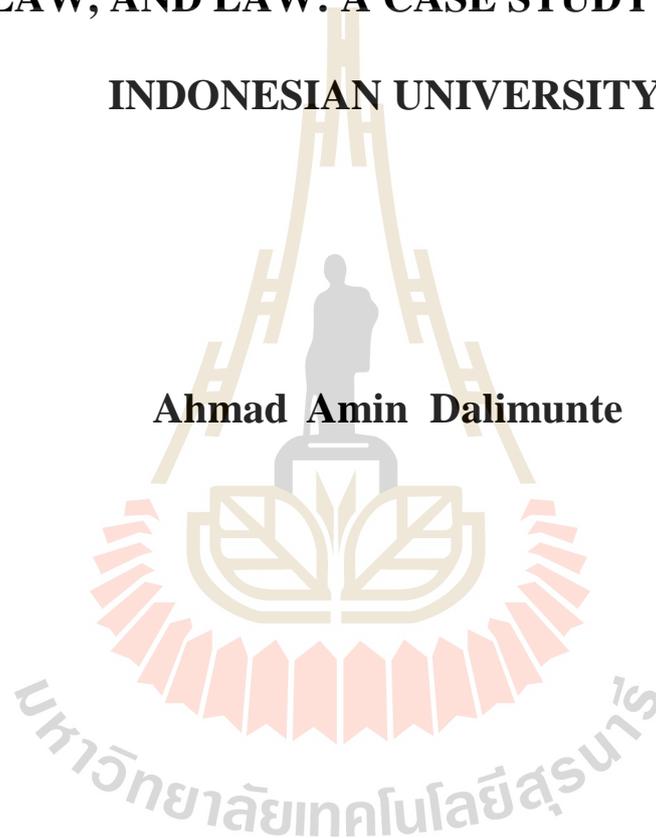 GENRE CLASSIFICATIONS AND GENERIC STRUCTURES IN UNIVERSITY TEXTBOOKS OF ISLAMIC ECONOMICS, ECONOMICS, ISLAMIC LAW, AND LAW: A CASE STUDY IN AN INDONESIAN UNIVERSITY

Ahmad Amin Dalimunte

A Thesis Submitted in Partial Fulfillment of the Requirements for

the Degree of Doctor of Philosophy in English Language Studies

Suranaree University of Technology

Academic Year 2018

การจำแนกประเภทและโครงสร้างงานเขียนในตำราเรียนวิชาเศรษฐศาสตร์ตามหลักศาสนาอิสลาม เศรษฐศาสตร์ กฎหมายตามหลักศาสนาอิสลาม และกฎหมาย: กรณีศึกษามหาวิทยาลัยแห่งหนึ่งในประเทศอินโดนีเซีย

นายอาหมัด อามิน ดาลิมันเท

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
สาขาวิชาภาษาอังกฤษศึกษา
มหาวิทยาลัยเทคโนโลยีสุรนารี
ปีการศึกษา 2561

GENRE CLASSIFICATIONS AND GENERIC STRUCTURES IN UNIVERSITY TEXTBOOKS OF ISLAMIC ECONOMICS, ECONOMICS, ISLAMIC LAW, AND LAW: A CASE STUDY IN AN INDONESIAN UNIVERSITY

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Thesis Examining Committee

_____
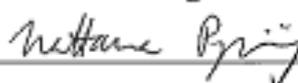
(Assoc. Prof. Dr. Nattama Pongpairoj)

Chairperson

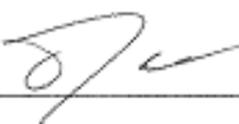_____

(Asst. Prof. Dr. Issra Pramoolsook)

Member (Thesis Advisor)

_____

(Prof. Dr. Andrew Lian)

Member

_____

(Assoc. Prof. Dr. Anchalee Wannaruk)

Member

_____

(Dr. Adcharawan Buripakdi)

Member

_____

(Prof. Dr. Santi Maensiri)

Vice Rector for Academic Affairs

and Internationalization

_____
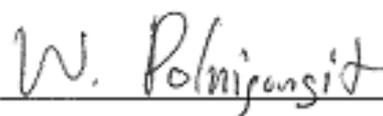
(Assoc. Prof. Dr. Weerapong Polnigongit)

Dean of Institute of Social Technology

อาหมัด อามิน ดาลิมันเท : การจำแนกประเภทและโครงสร้างงานเขียนในตำราเรียนวิชา
เศรษฐศาสตร์ตามหลักศาสนาอิสลาม เศรษฐศาสตร์ กฎหมายตามหลักศาสนาอิสลาม
และกฎหมาย: กรณีศึกษามหาวิทยาลัยแห่งหนึ่งในประเทศอินโดนีเซีย (GENRE
CLASSIFICATIONS AND GENERIC STRUCTURES IN UNIVERSITY TEXTBOOKS
OF ISLAMIC ECONOMICS, ECONOMICS, ISLAMIC LAW, AND LAW: A CASE
STUDY IN AN INDONESIAN UNIVERSITY) อาจารย์ที่ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร.
อิศรา ประมูลศุข, 394 หน้า

ตำราเรียนภาษาอังกฤษมีความสำคัญมากในโลกของวิชาการ การสอนและวิทยาศาสตร์
ตำรานำเสนอต้นแบบของการเรียนรู้แบบเป็นลายลักษณ์อักษรแก่นักศึกษาและเปิดช่องทางให้เข้าถึง
วิทยาการในศาสตร์ต่าง ๆ อันหลากหลาย เช่น เศรษฐศาสตร์และกฎหมาย อย่างไรก็ตามการถอด
โครงสร้างของข้อความในตำราซึ่งมีประโยชน์ต่อการช่วยทำให้นักศึกษาอ่านตำราได้ง่ายขึ้นกลับ
ได้รับความสนใจน้อย สำหรับนักศึกษาในมหาวิทยาลัยตามหลักศาสนาอิสลามในประเทศ
อินโดนีเซีย การมีมุมมองในภาพรวมของทั้งวิชาเศรษฐศาสตร์และกฎหมายเป็นสิ่งจำเป็น ดังนั้น
วัตถุประสงค์ของงานวิจัยชิ้นนี้คือเพื่อจำแนกประเภทข้อความและถอดโครงสร้างของแต่ละ
ประเภทข้อความที่ปรากฏในตำราเรียนที่ใช้ในมหาวิทยาลัยตามหลักศาสนาอิสลามแห่งหนึ่งทาง
ตอนเหนือของเกาะสุมาตรา ประเทศอินโดนีเซียเพื่อใช้ประโยชน์ในการสอนการอ่านตำรา
เศรษฐศาสตร์และกฎหมาย ภายใต้แนวคิดที่แตกต่างกัน 2 แนวคิด คือแนวคิดตามหลักศาสนา
อิสลามและที่ไม่ตามหลักศาสนาอิสลาม

ข้อมูลที่ใช้ในการวิจัยชิ้นนี้ คือ ตำราเรียน 4 เล่มจากสี่สาขาวิชาได้แก่ เศรษฐศาสตร์ตาม
หลักศาสนาอิสลาม เศรษฐศาสตร์ กฎหมายตามหลักศาสนาอิสลาม และกฎหมาย นักวิจัยใช้กรอบ
ประเภทข้อความหลัก 5 กรอบตามแนวทางของ Systemic Functional Linguistics (SFL) มาเป็นวิธี
ในการดำเนินการวิเคราะห์ประเภทข้อความ กรอบประเภทข้อความดังกล่าวได้แก่ ประเภทการ
รายงาน ประเภทการอธิบาย ประเภทการบอกเล่าเรื่องราวในอดีต ประเภทการโต้แย้ง และประเภท
การโต้ตอบกลับ ผลการวิเคราะห์พบชนิดข้อความทั้งสิ้น 25 ชนิดในตำราเศรษฐศาสตร์ตามหลัก
ศาสนาอิสลาม และมี 6 ชนิดที่พบใหม่ในงานวิจัยนี้ ภายใต้กรอบประเภทข้อความหลัก 5 ประเภท
ข้อความประเภทบอกเล่าเรื่องราวในอดีตถูกพบมากที่สุด รองลงมาได้แก่ประเภทการรายงาน
ประเภทการบรรยาย และประเภทการโต้แย้งตามลำดับ ในทางตรงกันข้ามในตำราเศรษฐศาสตร์
นักวิจัยพบชนิดข้อความทั้งสิ้น 17 ชนิด และมี 2 ชนิดที่พบใหม่ในงานวิจัยนี้ภายใต้ประเภทข้อความ
หลัก 4 ประเภท โดยประเภทการบรรยายถูกพบมากที่สุด รองลงมาคือประเภทการรายงาน ประเภท
การโต้แย้ง และประเภทการบอกเล่าเรื่องราวในอดีตตามลำดับ

ในส่วนของตำรากฎหมายตามหลักศาสนาอิสลาม นักวิจัยพบชนิดข้อความ 18 ชนิครวมทั้ง
อีก 3 ชนิดใหม่ที่พบในงานวิจัยชิ้นนี้ภายใต้ประเภทข้อความหลัก 4 ประเภท โดยประเภทการบอก
เล่าเรื่องราวในอดีตถูกพบมากที่สุด ตามด้วยประเภทการบรรยาย ประเภทการรายงาน และประเภท
การโต้แย้งตามลำดับ ในทางกลับกัน ในตำรากฎหมาย นักวิจัยพบชนิดข้อความ 16 ชนิด รวมทั้ง
3 ชนิดที่พบในงานวิจัยนี้ จากประเภทข้อความ 4 ประเภทโดยประเภทการรายงานถูกพบมากที่สุด
ตามด้วยประเภทการโต้แย้ง ประเภทการบรรยาย และประเภทการบอกเล่าเรื่องราวในอดีต
ตามลำดับ

นักวิจัยขอเสนอสาเหตุของความแตกต่างที่พบว่ามาจากความแตกต่างกันของแนวคิดสอง
แนวคิดที่เป็นที่มาของตำราแต่ละคู่ คือแนวคิดตามหลักศาสนาอิสลามและที่ไม่ตามหลักศาสนา
อิสลาม งานวิจัยนี้ยังได้เสนอถึงข้อจำกัดในงานวิจัยและทิศทางเพื่อการทำวิจัยต่อยอดในอนาคต
อีกทั้งยังเสนอแนวคิดการประยุกต์ใช้ผลการวิจัยไปใช้ในการสอนโครงสร้างของข้อความเพื่อช่วย
ให้นักศึกษาอ่านข้อความได้เข้าใจมากขึ้น

สาขาวิชาภาษาต่างประเทศ   ลายมือชื่อนักศึกษา _____

ปีการศึกษา 2561   ลายมือชื่ออาจารย์ที่ปรึกษา _I. Prawee Leon_

AHMAD AMIN DALIMUNTHE : GENRE CLASSIFICATIONS AND
GENERIC STRUCTURES IN UNIVERSITY TEXTBOOKS OF ISLAMIC
ECONOMICS, ECONOMICS, ISLAMIC LAW, AND LAW: A CASE
STUDY IN AN INDONESIAN UNIVERSITY. THESIS ADVISOR :
ASST. PROF. ISSRA PRAMOOLSOOK, Ph.D., 394 PP.

ISLAMIC ECONOMICS/ ISLAMIC LAW/ GENERIC STRUCTURE

The great importance of textbooks in the English language in the academic,
pedagogic, and science world is uncontested. They provide students models of written
scientific literacy and also access to a wide range of knowledge across disciplines, in
particular Economics and Law. However, deconstructing their text structures which has
potential contribution to facilitating students' reading comprehension receives lack of
attention. To Islamic university students in Indonesia, having holistic views of both
Economics and Law transdisciplinary is crucial. Therefore, the ultimate objective of the
present study is to deconstruct and classify the genres and their generic structures within
the textbooks used at an Islamic-oriented University in North Sumatra, Indonesia for
the purpose of teaching reading Economics and Law under two different ideological
orientations. Data of the present study were four textbooks of Islamic Economics,
Economics, Islamic Law, and Law, respectively. Five main genre frameworks on the
basis of Systemic Functional Linguistics (SFL) were used as the method of the analysis.
They are Report, Explanation, History, Argument, and Response genres. The result
identified 25 types of genre including 6 new ones under five genre families in the
Islamic Economics textbook where History genres are the most dominant genre family
followed by Report, Explanation, and Argument genres, respectively. On the other

hand, in its counterpart, 17 types of genre including 2 new ones under four main genre families are unfolded. Explanation genres are found to be the most dominant ones followed by Report, Argument, and History genres, respectively. The analysis findings from the Islamic Law textbook showed 18 types of genres including 3 new ones under 4 genre families where History genres are the most frequent ones followed by Explanation, Report, and Argument genres consecutively. On the other hand, 16 genres including 3 new ones belonging to 4 genre families are found in the Islamic Law's counterpart where Report genres are the most dominant ones followed by Argument, Explanation, and History ones, consecutively. The difference of the key findings across the textbooks is proposed to be the consequences of the ideological discrepancy to which the textbooks belong as well as the resources discrepancy from which the disciplines are oriented.

In addition to the findings, this study also discusses its limitations and the directions for future research and also proposes practical implications for teaching text structure to facilitate the students' reading comprehension.

School of Foreign Languages   Student's Signature_____

Academic Year 2018   Advisor's Signature_____ I. Pramoolsom

ACKNOWLEDGEMENTS

My heartfelt thanks are certainly not sufficient to Prof. Avirut Chinkulkijniwat and his helpful advisees (Duc, Tar, Hai, Haruetai, Tanakorn, etc.) for providing me a convenient study room and friendly environment during the completion of this research. I would miss our talks during my tough times and the sleepless nights of the work.

My sincere gratitude is also to the Dean of Faculty of Shari'a and Law, and the Dean of Faculty of Islamic Economics and Business, and my colleagues at UIN-SU for providing kind assistance during the stages of research.

I also would like to thank to many individuals in Suranaree University of Technology, Thailand who I can not mention one by one including Yimin Zhang (for the pilot study inter-coding), all friends under Dr. Issra's supervisions, etc.

Last but not least, this acknowledgement is incomplete without mentioning my biggest source of strength and motivation to accomplish this study. They are my mom, my late father, my siblings, and also my wife, Rina Rahmadani as well as my cute daughter, Amira Qudwah Dalimunthe for their endless love, encouragement, and prayers at all times for the success of my study. I wholeheartedly dedicate this piece of my achievement to you. I will go home soon.

Ahmad Amin Dalimunte

TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

Page

LIST OF TABLES

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF TABLES (Continued)

LIST OF FIGURES

LIST OF FIGURES (Continued)

CHAPTER 1

INTRODUCTION

This introductory chapter overviews the present genre-based study of text structure in university textbooks of Islamic Economics, Economics, Law, and Islamic Law. This chapter consists of eight sections. Sections 1.1 and 1.2 provide the background from the present study and the reasons why the current study is considerably required. Section 1.3 states the aims of the study and Section 1.4 details the research questions. Sections 1.5, 1.6, and 1.7 subsequently state the significance, the scope and limitations of the study, and the functional definitions of the key terms. Section 1.8 ends the chapter with a summary of the whole Chapter One.

1.1 Background to the Study

Textbooks are fundamental to educational life. Previous studies show that textbooks very dominantly structure and guide the instructions in classrooms (Elliot and Woodward, 1990; Stern and Roseman, 2004). Textbooks are described as the center learning medium composed of texts and/or pictures intended to realize a particular set of instructive results. They are printed and bound books including descriptions and directions for facilitating series of learning exercises. Textbooks permit access to a wide range of knowledge. Besides building up the ability to read and write, textbooks also promote critical thinking, autonomy and creativity (UNESCO, 2009). Textbooks are also defined as storage of arranged knowledge and constituting one amongst the

principal means by which the ideas and analytical techniques of a field are needed. They play a significant part in the learners' experience and comprehension of a subject matter by giving a coherently sequenced epistemic map of the disciplinary landscape (Hyland, 2000). In spite of having crucial roles on academic, pedagogy and science world, textbooks are claimed to be a neglected genre and there is not abundant knowledge regarding textbooks' rhetorical organization, relationship to other genres, and disciplinary variation (Hyland, 2000).

An initial investigation was conducted in this present research by interviewing several teachers in the discipline of Economics and Law in State Islamic University of North Sumatera (UIN-SU), Indonesia. There are two major criteria for selecting the teachers to be interviewed. The first criteria are the length of their professional experience in teaching the disciplines. The interviewed teachers have approximately 25 years teaching experience in discipline of Economics and Law. Second, the teachers promote resources or textbooks in the English language in the classroom. There are several teachers who utilize textbooks and resources in the English language since they find the materials are very useful in teaching and learning in their fields; namely, Economics, Islamic Economics, Law, and Shari'a law (Islamic Law).

The interviewed teachers recommend and encourage their students to read and learn from those textbooks. According to the opinion of those teachers, the recommended English textbooks in Economics, Islamic Economics, Law, and Shari'a law have much better contents than the available textbooks in the Indonesian language do in terms of the given richer and updated matters. For instance, in informal interviews with both teachers and students, several teachers of Islamic Economics mentioned that

it is difficult to find the textbooks of history of Islamic Economics written in the Indonesian language for the little number of the textbooks. Most of the available textbooks are presented in the English language since many of them are produced in English-speaking countries. Moreover, the interviewed Islamic Economics students also voiced their opinion that the available textbooks of both Economics and Islamic Economics in the Indonesian language often contain less information than those in the English language by presenting little ideas but through many repeated sentences or paragraphs. The textbooks recommended by teachers in the areas of Economics, Islamic Economics, Law, and Islamic law are also claimed to present more current and wider issues not only in regional scope as in ASEAN or the Middle East contexts but also in the global coverage whereas the textbooks available in the Indonesian language tend to present more local-based contexts.

Nevertheless, the researcher does not intend to downplay the textbooks in the Indonesian language because of their local-based matters. The local-based resources can be very necessary and interesting when the discussed or taught issues demand to cope with a certain country or region. For example, in teaching how a country develops its own economy or how a country formulates its law or more specifically how the status of Islamic law is in Indonesia which is mostly inhabited by Muslims or how the development of Islamic economy is in Malaysia, and other case-specific topics, the use of local-based resources or textbooks will give more specific information and insights.

The number of Economics and Law textbooks and other resources in the English language is in fact higher than that in the Indonesian language. The interviewed teachers of Economics and Law expressed the great importance of using textbooks in the English

language for students as the primary resources of knowledge in their field. The incorporation of primary resources either in teaching and/or learning one subject is more encouraged over the secondary resources, regardless of the language of the resources. Since primary resources present not only original information and ideas but also the adequate explanations of the issues being studied. In the context of this present research, the textbooks written in the English language are meant by the teachers of UIN-SU to be the primary resources while the materials in the Indonesian language could be referred to as the secondary resources. Primary resources can be defined as original document, the first-hand information, raw material, or direct resources which are closest to what is being studied. Primary resources vary by discipline and tend to be relative. They can include historical and legal documents, eye witness records, results of experiment and study, statistical data, art objects, artefacts, etc. On the one hand, secondary resources refer to any material written about the primary resources. Secondary resources discuss, interpret, criticize, or evaluate the information, proposition, or theory contained within the primary resources or the original materials.

The given elaborations related to disciplinary pedagogy in UIN-SU is the key reason why the two disciplines are chosen in this current research. Another rationale is these two disciplines can be considered quite unique. Unlike the other disciplines either under natural sciences or social sciences in general or especially which are taught in UIN-SU, such as Mathematics, Biology, Computer Science, Public Health, English Language, etc., the disciplines of Economics and Law are governed under at least two different orientations which generate not only one kind of Economics but also its counterpart, Islamic Economics as well as Law which has its own counterpart, that is, Shari'a Law. These differences may cover beliefs, perspectives, or assumptions, etc.

Therefore, in this study, the kind of Economics which receives Islamic ideological influence is called Islamic Economics, whereas its counterpart or the other kind of Economics which contains paradigms, perspectives, assumptions other than Islamic ideology is simply called Economics. This kind of Economics is particularly developed in European and American countries and nowadays has been largely taught in many universities around the world. And, the kind of Law which receives Islamic ideological influence is termed as Shari'a Law (Islamic Law), whereas its counterpart contains perspectives, assumptions, approaches other than Islamic ideology and it is simply known as Law.

Etymologically, Islam comes from the Arabic word, *salam,* which means peace. Terminologically, Islam means submission. As an ideology, Islam could be described as a monotheistic religion which was primarily based on Qur'an revealed to Prophet Muhammad as the last messenger. Qur'an is a collection of divine texts serving as a major source of moral values and rules regulating human life and its aspects within it. The aspects are wide and varied such as worships, social, sexual, economy, education, politic, etc. People who follow this religion and practice it in their everyday life are called Muslims. Therefore, it is an obligatory to every Muslim around the world to learn it and have comprehensive knowledge of it in order that they can behave and act on the basis of Islamic values and rules. In Muslim populated countries, learning Islam begins in their childhood in family and Islamic schools (*Madrasah)*. The key Islamic subject is Fiqh or *Usul al-Fiqh* that can be referred to as a product of human intelligence on the study of God's rules which concerns about the actions of Muslims to obey the rules related to what are compulsory (*wajib*), sinful or forbidden (*haram*), recommended (*mandub*), discouraged (*makruh*), and permitted (*mubah*).

Another source of Islam is Hadits which is also well-known as *Sunnah*. However, many Fiqh scholars (*Ulama)* considered it as secondary (Yasid, 2016). Hadits can be defined as any utterances, actions and behaviours, decisions, and agreements of Prophet Muhammad which can be the basis of Islamic values and rules. Many Fiqh scholars mention that the functions of Hadist are to emphasize, interprete and explain what have been stated in Qur'an, and also to make rules which have not existed yet in Qur'an (Yasid, 2016).

Given that a text contains two types of information which are content information and structural information, both are very essential for the students to obtain. The first is also called content schemata by which readers build their mental representation of the text. The latter is often referred to as formal schemata which is useful for the readers to arrange the grasped content information and accordingly it is important to facilitate the process of making meaning of the text. Juan and Flor (2006) mention that formal schema is derived from our knowledge of the structure of a discourse to enable us to engage in top-down processing strategies, such as predicting and inferencing. Knowledge of text structure has been observed to be especially valuable in helping readers to separate amongst essential and less significant information and also the organization and recall of information (Leon and Carretero, 1995). Knowledge of the discourse structure deals with recognition of the organization of the whole and top-level discourse structures. Hence, the absence of awareness to information organization of the text is expressed as one of factors that prompt understanding problems. Text structure awareness has been proved to be an effective reading strategy for reading comprehension enhancement and information recall (Meyer, 1975; McGee, 1982; Carrell, 1985, 1992; Richgels et al, 1987; Dickson et al, 1999; Zhang, 2008; Zarrati,

Nambiar, and Maasum, 2014). Grabe (2009) mentions that learners need to realize that texts are not simply the accumulation of words or sentences but rather they possess rhetorical organization that sorts out information in a way that serves the author's needs, and while teaching the elements of discourse organization, learners ought to be made mindful that it is the writer's objectives and desires which decide the essential text structure.

In the view of Systemic Functional Linguistics (SFL), text structure is referred to as generic structure or schematic structure. Generic structure can be defined as the structure of genre or text type in general or what Martin (1989) describes as the structure of texts which consists of the beginning, middle, and end. The term 'genre' in this present research, is defined as various types of text which present to the audience various contents, purposes, and social contexts in the related science fields. SFL scholars widely classify texts into many genres, including Explanation genres, Report genres, History genres, and many others. One genre can be specifically categorized into several sub-genres. For instance, Explanation genres can be classified into several sub-categories, such as Sequential Explanation genre, Consequential Explanation genre, Theoretical Explanation genre, etc.

1.2 Rationale of the Study

According to the interviewed teachers and students, several issues occur as the barrier in using university textbooks in the English language as a teaching media in the field of Economics, Islamic Economics, Law, and Shari'a Law in the State Islamic University of North Sumatera in Indonesia where the researcher works as an English teacher. They cover learners' lack of English skills, their low frequency of reading

English books and materials, and low usage of English resources by the teachers. The first and the second problems could be highly connected to one another. Although the interviewed students believed that the English language is very important for their study and future career, most of them argue that the English language is very complicated especially English reading. Many students regarded that vocabulary is the most difficult aspect in reading. Students' low English ability definitely leads to their low frequency of using English textbooks of their discipline.

The last barrier, low usage of English resources by the teachers, could be caused by the students' poor English ability. Teachers who encounter their students' difficulty in English are reluctant to use the English references and materials in classroom. In addition, the preference of using non-English materials to the English resources by the teachers could also be led by the lack of the respective non-English teachers' proficiency in English. Teachers' dependence on the easily available but poor resources rather than the richer ones potentially drives the transfer of superficial and outdated knowledge to their students. It will lead their students to gain little insight moreover, if they are reluctant to read and collect information from primary resources. Irez (2009) suggests that it is critical to be aware that if the information displayed in textbooks is found to be insufficient and contradictory, it will negatively influence students' thoughts and possibly lead them to misconceptions in learning the subject matters. This situation is always possible to happen since Clifford (2002 cited in Devetak and Vogrinc, 2013) point out that "information in textbooks is not always found to be accurate" (p.3).

For the students of Islamic-oriented universities, having the holistic transdisciplinary views and knowledge in particular subjects: Economics and Law based on various approaches and principles either Islamic or non-Islamic principles is considered important. The researcher assumes that the same discipline but governed by two different ideologies and approaches or originate from two different disciplinary resources could be different. The textbooks in use as part of the disciplinary pedagogy may not be the same as well in terms of the genres used and the generic structure. Therefore, they may merit to be compared in this present study.

Therefore, there are three fundamental reasons underlying the formulated research questions that are planned to be answered in the present study. First, in order to figure out what kind of texts along with the structure arranging them within the two Economics textbooks and to look at whether they might be similar or different from one Economics to another, this present study attempts to classify what possible genres that the two Economics textbooks have and what patterns that they might follow to construct the genres.

Second, in order to investigate the patterns of the texts within the two textbooks under discipline of Law and also to look at whether the two textbooks might be identical or different, this present study attempts to deconstruct what possible types of the genre that they have and what configurations that the pattern of the genres form.

Thirdly, after the study completed the above planned investigations particularly in the textbooks belonging to and governed by the Islamic ideology: Islamic Economics and Islamic Law ones, it might be considered to necessary to look at and scrutinize what kind of commonalities that they might have in terms of the genre types and their

structural configurations. The disclosed commonalities can be assumed as logical consequences of but not limited to the ideology alone. The other variables could have constributions to the given commonalities as well.

The answers of these questions will generate important knowledge of text structure, which is expected to be useful to facilitate the reading comprehension of Economics and Law students. Previous studies in reading have shown that text structure knowledge (formal schema) is proved to be effective to facilitate students reading ability (Meyer, 1975; McGee, 1982; Carrell, 1985, 1992; Richgels et al, 1987; Dickson et al, 1999; Zhang, 2008; Zarrati, Nambiar, and Maasum, 2014).

1.3 Purposes of the Study

This present study is undertaken in order to achieve several objectives, as follows:

1) To explore the genres and their generic structures in the English language textbooks of Islamic Economics and Economics used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia.

2) To discover the similarities and differences of the genres found and the generic structures used in the textbook of Islamic Economics and that of Economics

3) To explore the genres and their generic structures in the English language textbooks of Islamic Law and Law used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia.

4) To discover the similarities and differences of the genres found and the generic structures used in the textbook of Islamic Law and that of Law

5) To discover the commonality between the genres and the generic structures in the textbooks of Islamic Economics and that in the textbook of Shari'a Law because both the textbooks are based on the same ideological orientation.

1.4 Research Questions

In line with the objectives of the study, the following is several research questions which are important to be addressed.

1) What are the genres and their generic structures in the English language textbook of Islamic Economics used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

2) What are the genres and their generic structures in the English language textbook of Economics used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

3) What are the similarities and differences of the genres and their generic structures used in the English Language textbooks of Islamic Economics and those of Economics?

4) What are the genres and their generic structures in the English language textbook of Islamic Law used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

5) What are the genres and their generic structures in the English language textbook of Law used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

6) What are the similarities and differences of the genres and the generic structures used in the textbook of Islamic Law and those of Law (Jurisprudence)?

7) Given that both the textbooks are based on the same ideological orientation, what are the commonalities between the genres and the generic structures in the English Language textbook of Islamic Economics and that in the English Language textbook of Islamic Law?

The investigation of the genres in the textbooks should precede the examination of the generic structures of the texts because the genre type may be predicted from simply the global patterns of the text without deeply analyzing the local patterns or the functional stages. Once the genre is classified, the researcher can go down further to analysis of how one sentence or sentences is/are interconnected to the other sentences, how one stage leads to another stage, and even further to analyze whether the stage consists of several phases by which the stage is supported for the sake of deeper description of the presented information in the text. This way was necessary to answer the research questions of No. 1, 2, 4, and 5. On the other hand, research questions of No. 3, 6 and 7 can only be answered by comparing and contrasting the genres and the generic structures found in the target corpora.

1.5 Significance of the Study

The findings of this present study are expected to be both theoretically and practically beneficial. Theoretically, the findings are expected to justify that genre-based analysis proposed by SFL scholars are also applicable in the various texts used in higher educational level, such as the textbooks of Islamic Economics, Economics, Law, and Islamic Law. Eventually, the produced genre-based models from this present study are expected to extend the existing genres and furthermore enrich the account of

functional literacy models which is hitherto still based on research in primary and secondary education.

Practically, this present study can be beneficial in a number of ways as expected below.

1) University students in the related fields, such as Economics, Islamic Economics, Law, and Shari'a Law are the main readers of those textbooks. Their reading comprehension can be facilitated by introducing the models of genre which are mostly used in the textbooks of the four disciplines to the students. They can learn how the writers of the textbooks organize the texts. Students of Islamic Economics should be equipped with the knowledge of the genre models which are largely used in both the discourses of Economics and Islamic Economics.

2) The ability to perceive and construct the language of Economics and Law might have been common reading and writing practices for non-English teachers themselves throughout their training and academic experiences yet not for their students. This linguistic awareness could trigger important insights to motivate the teachers particularly in the Departments of Economics, Islamic Economics, Law, and Shari'a Law in this university in order to provide literacy teaching based on their own fields. This teaching is important for students in order that they know how meaning or language is constructed in their fields, such as Economics and Law. Thus, it is expected that they can meet their students' needs in both Economics and legal literacy.

3) The results of the present study can also provide English teachers a model of teaching based on genre approach to guide the students in reading the English resources of their fields and assist them to minimize barriers and solve problems they may

encounter, such as poor vocabulary signaling the genre, lack of knowledge of text structure (formal schema), etc.

4) The findings of the study are also expected to contribute as the models of teaching writing skill. Given the fact that textbooks are the main source providing models of written scientific language texts for students (Martin, 1993), the genre-based models in this present study can offer particularly the English teachers the sufficient models of written language in teaching writing for the students of Economics and Law in particular. It is expected that through the available models, the teachers can guide their students in expressing their ideas and organizing the sentences and paragraphs so as the students can produce the well-organized and mature texts.

1.6 Scope and Limitations of the Study

The scope of the study can be described in two key points: the present research as a case study and the methodological aspect. This present study can be classified as case study research since it has characteristics of case study. Hancock and Algozzine (2006) describe three major characteristics of case study.

First, research of case study focuses on specific phenomena. The phenomena can be various, such as individuals, programs, events, activities, etc. This present study specifically focuses on how the text structures are unfolded in textbooks of Economics, Islamic Economics, Law, and Shari'a Law. So, the investigation will not be carried out in other than the four textbooks under those disciplines.

Second, the case study research investigates phenomena according to their contexts which are bound by space and time. Various definitions of case study mostly emphasize the nature and the boundedness of case, and the importance of context (Duff, 2008). A

wide range of textbooks in the English language in these disciplines are certainly available and used in pedagogy. Yet, this present study takes only four textbooks as the corpus since they are selected and recommended by university teachers of those fields. So, the investigation of genres and their generic structures is carried out only in those four textbooks which are within specific relevant contexts, such as discipline, educational institution under which the textbooks are used, and also perhaps the ideological aspect which influences the disciplines, etc. Thus, the result of this study could not be generalizable to other textbooks either within the same discipline, across disciplines or even across sciences. Nevertheless, the revealed genres as well as their generic structures as the findings of this present study later could provide a helpful guidance for future research in unfolding different texts in various textbooks within the same discipline or different disciplines or even across sciences. This is because previous studies showed that several particular models of genre found in natural science subjects turn out to be found also in different subjects under social science. In other words, particular genres can be used to account for knowledge in two different school subjects. For instance, explanation genres can be used both in physics and geography (see Veel, 1997) and exposition genres turn out to be used not only in history but also in English (see Macken-Horarik, 2002). Yet, the differences may be in terms of the configuration of the genres.

Third, case study research describes and deeply explores the phenomena under investigation (Hancock and Algozzine, 2006). They also mention that the researchers of case study seek to explore themes and categories in the investigated phenomena rather than to confirm any assumptions by testing hypothesis or proving any relationship. Thus, this present study also works in the same way as case study through

exploring themes and classifying categories in genres and the stages within textbooks. Therefore, this present study attempts an in-depth analysis at least in two aspects. First, in the textual analysis aspect, the analysis will not only be carried out in the genre level (global level) but also more deeply to the stages level (local level) by deconstructing the stages or elements of the texts which in the end the researcher has to decide what the comprehensive structures might be composed by the stages of the genres. Second, the analysis will move to the higher level, the interpretation level. The analysis results will be interpreted in terms of the possible rationales behind the genre existence in the textbooks which could be related to the nature of the discipline or any other aspects under which the textbooks were written. At this point, the explanation of the findings could be richer and more accurate if it is constructed based on multiple sources, such as interviews, existing literatures, etc. Therefore, this present investigation is planned to conduct a kind of discourse-based interview of relevant experts in disciplines to make sure any generated claims or rationales related to the findings are accurate.

In terms of the method of the analysis, this present study will specify two particular levels of text structure in which a descriptive analysis is carried out. First, as the global pattern of the text, the analysis focuses on figuring out the kinds of genre to which a particular text belongs. This analysis takes mainly the social purpose of the text into consideration without going further down to the deeper level of how the structure of the text is organized. The classification of the genre simply through the social purpose may not be completely accurate. This is why the next level of analysis is required. Yet, the general classification of the genre will be quite helpful to guide the researcher to figure out what stages through which the text goes in order to reach the ultimate goal of the text.

Second, as the local pattern or the so-called generic structure of the genre, the investigation comprehensively analyses the functions expressed by sentence(s) or paragraph. The function actually represents a specific purpose which is then labelled as a stage. The stages need to be logically constructed in order to represent a sort of genre. Nevertheless, this present study does not particularly take the smaller unit of information elaborated in the particular stage which is referred to as phase into main account for the sake of complete explanation because there are no fixed criteria of the potential phases across the genres and the texts in various fields. Therefore, the phases under the stages of the generic structure if it is later presented in the result, for instance, within the textbooks of Islamic Economics and Economics cannot be generic since they are unfixed and indefinite.

The limitations of the study are in terms of the absence of the entirely identical textbooks to be used as the data of the present study. As for the pair of the Economics textbooks alone, for example, they consist of one Micro-economics and one Islamic Economics. The Micro-economics one is considered introductory whereas its counterpart, to some extent, is historical. To the Islamic Economics textbook alone, for example, the interviewed teachers added that any Islamic Economics textbook like the present one is quite difficult to be found and accessed due to its limited number. The absence of the entirely identical Economics texts is considered to cause the genres identified in the textbooks varied from one textbook to another. In spite of the limitations and their logical consequences dealing with the findings, variety of the genres presented within Chapters 4,5, and 6 show that the given subject matters that the students need to encounter and learn during their training in both Economics and Law are, indeed, wide and varied within and from one sub-discipline like Micro-economics

to another. Therefore, it is necessary for the students to have background knowledge (formal schema) of such genres along with their generic structures before they read any texts presenting the subject matters in order that their formal schema can facilitate their reading comprehension of any given texts.

1.7 Working Definitions of the Key Terms Used in the Study

The terms covered in this section are not all of the related terms used in the current study. This section is to emphasize that among several operational terms in this study, these four terms are regarded as the crucial ones for their high importance to be carefully understood by the researcher particularly in conducting the analysis. These major key terms will guide the researcher in addressing the research questions. However, the other terms involved in this study will be explained in the following relevant chapters.

- **Genre**

Genre refers to the type of text which presents the purpose of text and various subject matter-related contents or themes. Given that genre can be classified into genre families (Explanation, Report, etc.) and the sub-genres (Causal Explanation, Classifying Report, etc.), the research inquiry about the genre classification is basically addressed to the specific type of the genre.

- **Generic structure**

Generic structure is structure of the text which consists of stages by which the text goes through. Generic structure usually consists of the beginning, middle, and ending stages.

- **Stage**

Stage means the function or purpose of sentences or paragraphs which contributes towards the achievement of the social purpose of the text. A stage can be presented by a single sentence or a long paragraph

- **Phase**

Phase can be referred to as the smaller unit of information in a stage in order to support the major information or main idea presented in the stage.

- **Economics**

The study of how people manage their limited resources to meet their needs and how their decision should be made.

- **Islamic Economics**

Islamic Economics is the study of the economic subject matters (as mentioned in the Economics) in light of Islamic principles (Islamic Law) which have been stated primarily in Qur'an and Sunnah.

- **Law (Jurisprudence)**

Study of the nature, place, and role of law (rules) within society.

- **Islamic Law (Shari'ah Law or Islamic Jurisprudence)**

Study of law and its features (as mentioned in the Jurisprudence) on the basis of Islamic ideology and its principles.

1.8 Summary

This opening chapter has given an adequate range of description about the present study. The initial information began with the key roles of textbooks especially in the English language serve in the pedagogy of Economics and Law in university level. The

importance of knowledge of text structure for students' reading comprehension and the reasons why the current study needs to be carried out were then subsequently explored. The provided explanation of the current study continued to the ultimate goals which were planned to be achieved, several research inquiries which needed to be answered and both the theoretical and practical contributions of the present study. Finally, this chapter ended with the boundaries and methodological constraints of the study, and the functional definitions of crucial terms used in the present study. In the next chapter, the literature which is relevant to the present study will be reviewed and the analysis frameworks will be presented and elaborated.
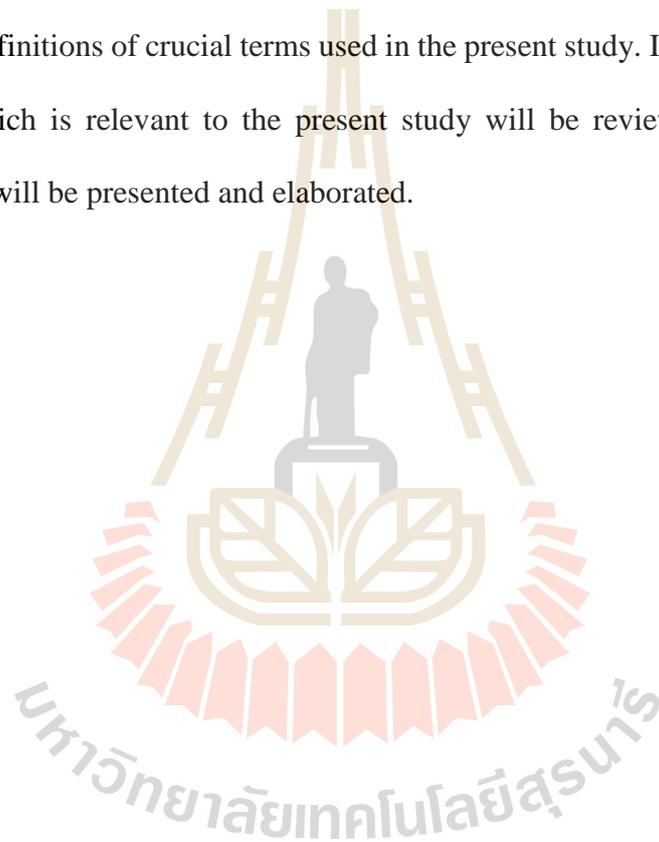
CHAPTER 2

LITERATURE REVIEW

This chapter reviews the related literature and presents theoretical framework for the present study. The chapter starts with Section 2.1 where the concept of textbooks as a genre is explained. Section 2.2 reviews genre studies in three traditions. Section 2.3 explains two competing concepts: Genre and Text Type. The chapter continues to Section 2.4 where the analysis frameworks informing the present study are substantially presented. Finally, Section 2.5 explains the disciplines from which the corpus of the present study is taken: Economics and Law, and how language is used in the two disciplines.

2.1 Textbooks as A Genre

The central importance of textbooks in academic life is uncontested. They give the learners access to a wide range of knowledge across disciplines (UNESCO, 2009) because they are regarded as the "concrete embodiments of the knowledge of their discipline" (Hyland, 2000; p.105). Textbooks also perpetuate the normal science - science in normal practices, such as observing, experimenting, etc. through using the existing paradigms (Kuhn, 1996) - by disseminating and reinforcing the knowledge and fundamental paradigms of the discipline. Textbooks also provide models of written scientific literacy for the learners (Martin, 1993; Hyland, 2000) in which the knowledge construction mechanism, concepts and vocabularies of discipline are presented.

These significant contributions of textbooks toward the pedagogical sciences across educational level might be implied in the properties possessed by textbooks as a genre. First, textbooks are written for a particular purpose, that is, to serve the pedagogy purposes. The purposes are on the basis of the needs either institutional (curriculum) or individual scholarships (textbook author) across disciplines which are important to be met. Second, textbooks have particular audiences for whom they are authored. The readers of the textbooks are both the students and the teachers. Given that textbooks used in learning a subject contains a presentation of the principles of a subject matter, the textbook instructions are particularly intended for the development and improvement of the students' knowledge and ability. Moreover, outside the school bound there are people at large, who are interested in the knowledge given by textbooks. Third, textbooks are arranged based on a particular structure and format. Selander (2006) states that "the textbook is structured to fit institutionally defined needs, and thus it has an inner structure of its own" (p.143). Valverde et al (2002) mention that the structure of textbook can indicate how the school curriculum or the content standard of a subject is structured. Therefore, textbooks can serve as key sources for school teachers in a way of how to present the instructional contents of a subject. Valverde et al (2002) also find that in school systems textbooks provide great influence on the instructors' "decisions on what to teach and also on practical decisions about which instructional approach to follow and which exercises to use in class" (p.53).

In spite of serving several key roles and having the crucial pedagogy purposes which need to be achieved, textbooks are hard to be read by the students. The difficulties are for several facets. First, texts which constitute a textbook are organized through a particular structure (Strong et al, 2002). Lee and Spratley (2010) assert that

text structure is one of the aspects which make reading difficult. Therefore, they mention that the students' knowledge of text structure is of importance to facilitate them to predict the major and supporting ideas. Second, in textbooks highly dense information flows to present knowledge of subject matter. Strong et al (2002) mention that textbooks are full of highly dense information: facts, names, equations, scientific processes, figures, diagrams, the old and new concepts, the common and peculiar vocabulary. Without a key way to govern this information density, a lot of students find it difficult in understanding the passage and also lose their motivation to continue reading.

The content themes of textbook may determine the complexity and the abstraction of information presented in the textbook. Based on the number of the addressed content themes and how they are organized or sequenced, Valverde et al (2002) classify that textbooks have three categories. The first category is textbooks with one dominant content theme. In this type, one content theme is entirely addressed and does not necessarily mean one presented topic. "One theme can be made up of several different topics that are logically intertwined" (Valverde et al, 2002; p.62). The second category is textbooks with successive multiple content themes. This kind of textbooks address themes in a particular sequence. The addressing moves from one theme to another in a logical order. The last category is textbooks with fragment content coverage. This type of textbooks is structured based on the collections of topics. The topics are "scattered across the textbook without a clear pattern of succession" (Valverde et al, 2002; p.73). Third, textbooks contain a lot of unfamiliar vocabularies and concepts. Strong et al (2002) assert that a lot of investigations in reading proficiency indicate that the key to reading success is through the capacity to combine the new information with the

previous one, to put the information into the existing knowledge, then utilize it in order to light up new ideas. Nevertheless, Textbooks make this ability challenging since countless information is presented inside. In a lot of cases, it appears that this is not related to the students' earlier knowledge. The numerous new terms, concepts, and vocabulary given, therefore, demand the learners to find different strategies to make the reading significant.

The difficulty of reading the textbooks particularly written in the English language is, therefore, expected to be overcome if one of the mentioned aspects, structure of the texts, can be unfolded. The unfolding of the structure of the texts which is indeed the ultimate goal of this present study is designed to be carried out by investigating the configuration of the genre to which the texts belong or through which the texts are structured.

Given that textbooks have key roles in education, the instructions are mostly structured and guided by textbooks. Thus, textbooks become the compulsory readings for students. Through textbooks, the learners are required to acquire the knowledge and the mechanism of their field, study the world or phenomena, and construct the explanations. Textbooks also serve as a key source of the models of scientific written language for the students. Nevertheless, research which focuses on how to make textbooks accessible for students or to provide benefits in facilitating the students in reading textbooks, such as unfolding their text structure, considerably lacks attention. Only a few studies were concerned with how the structure of science texts in textbooks is unfolded.

Several major efforts in unfolding the text structure in science textbooks at the school level through Systemic Functional Linguistics (SFL) approach were made

through Disadvantaged School Programs between 1990 and 1993 (Veel, 1997). Based on the project, the account of SFL-based genre was developed. This SFL genre account will be used and considerably explained as the key theoretical frameworks of this present study and several of the related previous studies will be reviewed in 2.6.

The following sections account for how genre can be used as a perspective as well as one approach to analyze the complexity of structure which comprehensively arranges the texts.

2.2 Studies of Genre

The notion of genre has been distinctively defined by various scholars subject to the area of the study. It covers the area of folklore studies, ethnography of speaking, linguistic anthropology, applied linguistics, sociology of language, English for Specific Purposes (ESP), and the Systemic Functional Linguistics (SFL) perspective on genre.

In the area of folklore, Ben-Amos (1976) defines genre as "a verbal art form consisting of a cluster of thematic and behavioural attributes" (p.234). In the area of ethnography of speaking, genre is viewed by Hymes (1974) as "activities, or aspects of activities, that are directly governed by rules or norms for the use of speech" (p.52). To him, poems, tales, lectures, editorials, etc. are categories of genre. Hanks (1987), a linguistic anthropologist, describes genres as "historically specific elements of social practice, whose defining features link them to situated communicative acts" (p.668). In the area of applied linguistics, Richards, et al (1992) describe a genre as "a particular class of speech events which are considered by the speech community as being of the same type'' (p.156). In the sociology of language, 'communicative genres' refers to ''historically and culturally specific, prepatterned and complex solutions to recurrent

communicative problems'' (Giinthner and Knoblauch, 1995; p.8).

Paltridge (1997) states that in the area of applied linguistics three main approaches to the genre analysis have emerged: the approach which is widely known as the 'New Rhetoric' (see Berkenkotter and Huckin, 1995), the approach based on John Swales' efforts which has been prominently recognized in the teaching English for Specific Purposes (ESP) (see Swales, 1990; Bhatia, 2004), and the approach based on Systemic Functional Linguistics (SFL) which has significantly influenced the English pedagogy mainly in the primary and secondary educational level, both as a first and second language in Australia (see Halliday and Martin, 1993; Christie and Martin, 1997).

2.2.1 The New Rhetoric

The research in New Rhetoric has mainly focused on how to assist university students and professionals to gain the knowledge of social functions of genres and the social contexts where the genres are used. The research has major interest in rhetoric and composition in the first language both in university and professional contexts. In the New Rhetoric, the notion of genre is understood that it

> "does not consist merely of a series of acts in which certain rhetorical forms recur… Instead, a genre is composed of a constellation of recognizable forms bound together by an internal dynamic" (Campbel and Jamieson, 1978 cited in Miller, 1994; p.21)

In line with the above definition, Berkenkotter and Huckin (1993) define genre as "inherently dynamic rhetorical structures that can be manipulated according to the conditions of use" (p.477). They also list five principles of genres based on their sociocognitive nature which are:

> 1. Dynamism: ''Genres are dynamic rhetorical forms that develop from responses to recurrent situations and serve to stabilize experience and give it coherence and meaning. They change over time in response to their users' cognitive needs'';

2. Situatedness: ''Our knowledge of genre is derived from and embedded in our participation in the communicative activities of daily and professional life. As such, genre knowledge is a form of 'situated cognition''';

3. Form and content: ''Genre knowledge embraces both form and content, including a sense of what content is appropriate to a particular purpose in a particular situation at a particular point in time'';

4. Duality of structure: ''As we draw genre rules to engage in professional activities. We constitute social structures (in professional, institutional and organizational contexts) and simultaneously reproduce these structures'' (authors' own emphasis);

5. Community ownership: ''Genre conventions signal a discourse community's norms, epistemology, ideology, and social ontology.'' (p.478)

The New Rhetoric scholars claim that the goal of genre pedagogy is not only to train the students the features of the genres by which they accomplish their goals but also more importantly to provide the larger knowledge of social contexts in which the texts or genres are embodied. Berkenkotter and Huckin (1993) conceptualize that the genre knowledge is "a form situated cognition embedded in disciplinary activities" (p.477).

2.2.2 ESP Analyses

ESP-based genre was established by Swales (1990). ESP (English for Specific Purpose) is devoted to the teaching and learning of English language for specific communities, which particularly aims to facilitate students and writers to be successful in university and professional contexts. Genre researchers in ESP tradition so far have focused on various genres in various discourse communities such as research articles, abstracts, theses, grant proposals, medical texts, legal documents, job application letters and some others.

This approach roots in the idea of discourse community. Therefore, understanding genres ESP in the tradition is through three critical concepts which are interconnected: discourse community, communicative purpose, and genre. Discourse community is defined by Swales as "sociorhetorical networks that form in order to work towards sets of common goals" (1990; p.9). Swales (1990) proposes six properties of a discourse community. They are

"1) a discourse community has a broadly agreed set of common public goals, 2) a discourse community has mechanisms of intercommunication among its members, 3) a discourse community uses its participatory mechanisms primarily to provide information and feedback, 4) discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims, 5) in addition to owning genres, a discourse community has acquired some specific lexis, and 6) a discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise" (p.26-p.29)

The communicative purposes are the particular goals which are attempted to be achieved by the discourse community by employing a genre (Bawarshi and Reiff, 2010). Swales (1990) defines that a genre represents

"a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience" (p.58).

Bhatia (2004) advocates Swales' views of genre and further accounts for how genres are highly connected to disciplinary and professional cultures which he presents as certain communicative activities which are characterized by a series of communicative purposes known and used by members of the professional or academic

communities in which such activities usually take place. Genres reflect the culture of disciplines and organizations and in that sense that the genres have focus on social activities embedded within the practices of the discipline, professions, and institutions. Therefore, the genres are connected with certain text patterns. However, new patterns are produced through exploitations of the existing patterns by the specialist members of the communities.

Bhatia (2013) outlines a necessary procedure, although is not entirely followed by all ESP researchers, in conducting genre analyses in academic and professional contexts. The first step is placing the texts in question in its situational context. This step involves the background knowledge and experiences of the texts' writers. The writers' prior knowledge and experiences can be related to their academic background and professional expertise, particular association or community to which they belong, etc. The second step is surveying the existing literature to which the research area or the texts are related. This can cover the theories and the analyses surrounding the genre in question be they in narrow or broader aspects: linguistics, discourse, particular academic or professional community to which the texts belong, etc. The next step is analysis refinement of the situational/contextual aspects. The analysis is further refined by

> "defining the speaker/writer of the text, the audience, their relationship and their goals; defining the historical, socio-cultural, philosophic and/or occupational placement of the community in which the discourse takes place; identifying the network of surrounding texts and linguistic traditions that form the background to this particular genre-text" (Bhatia, 2013; p.64).

The fourth step is corpus selection. This selection includes defining the genre of the text under investigation based on its communicative purposes and the situational

context(s) of its general usage. The next step is studying the context in a higher level: the institutional setting. It includes the system, methodology, rules, conventions of language in that setting either disciplinary or professional, for example legal setting (court). This institute-contextual investigation also includes the information about the history, paradigms, structure, goals of the institution or community, etc. The last step is linguistic analysis level. Bhatia (2013) mentions that the genre analysts can decide in what levels or what aspects of their analysis have more focus on be they lexico-grammatical features, text-patterning or textualization or structural interpretation of the text-genre.

2.2.3 Australian Systemic Functional Linguistics School

The account of Australian genre is rooted in Systemic Functional Linguistics (SFL) which was invented by M.A.K. Halliday. SFL is well-known of its functional grammar which is an idea that language is used in human's life according to its multiple functions as resources for making meaning. Coffin, Donohue and North (2009) claim that SFL has three important features:

> "1) it places great importance on how grammar varies in relation to context, 2) it views grammar as meaning-making tool, and 3) it is designed to be useful to professionals who engage with language-related real-world issues and problems (for example, educators, translators, and speech therapists" (p.91).

The major theoretical claim of SFL is that language has resources to make meaning of the world. Therefore, the way language used is on the basis of context (situation) or the so-called register. Three key factors which determine a context (Register) are *Field*, *Tenor*, and *Mode* (Derewianka, 1990; Derewianka and Jones, 2012). First, *Field* refers to the topic (subject) being talked about. Topic is certainly varied across disciplines and settings (place and time). Different disciplines certainly

have different subject matters. Second, *Tenor* refers to the role of the participants (speaker and listener or writer and reader) and the relationship between them. Tenor also depends on various aspects which are attached to the participants, such as status, gender, age, ethnic, etc. Third, *Mode* refers to the medium or channel through which the communication is conducted which can be spoken or written language.

Those three critical components which shape *Register* are implemented in three major functions of language which are known as *Metafunctions*: experiential (ideational) function, interpersonal function, and textual function (Halliday, 2014). Experiential function of language enables human to represent their experiences through three key elements in a clause: participant, process, and circumstance, which represent "who does what to whom in what circumstances" (Coffin, Donohue and North, 2009; p.285), which indicates the context of situation or *Register*. The process is further explained that it can be divided into six kinds of process which represent the all kinds of human's activities; namely, material, mental, relational, verbal, behavioral, and existential process. Through the interpersonal function, language enables users to exchange their experiences which are done through a clause which consists of several structural elements of interpersonal meaning: subject, finite, predicator, complement, and adjunct. Textual function of language enables human to organize their experiences. Language provides a meaning-making tool to do the organization of information by using *Theme* and *Rheme*. *Theme* refers to the starting point of a message, and *Rheme* means the rest of the message.
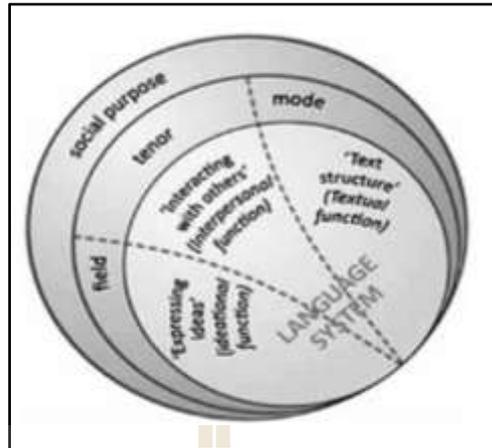
Figure 2.1 Systematic Relationship between Register and Language System

(Derewianka and Jones, 2012; p.37)

The figure above shows how the language which is used, by nature, represents the context of the communication itself in which the Metafunctions implement the social purpose of the communication.

James Martin and his associates, such as Robert Veel, Frances Christie, Caroline Coffin, David Rose, Beverly Derewianka, etc. through Disadvantaged School Programs conducted in 1992, developed an account of genre through SFL perspective with

"the goal of making language demands of the curriculum explicit so that all students have access to linguistic resources needed for success in school and to the powerful ways of using language in our culture" (Derewianka and Jones, 2012; p.4).

The definition of genre by Martin (1997) seems to be widely used in the SFL approach. He defines genre as "a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture". Veel (1997) further explains that

"Genres are described as 'staged, goal-oriented social process'. 'Staged' refers to the fact that genres usually consist of a number of distinct parts which work together to build the meaning of a text.

'Goal-oriented' refers to the fact that genres usually function to achieve some purpose - they get something done (e.g. action, learning, persuasion, entertaining, etc.). 'Social' refers to the fact that genres are dialogic, they evolve from social interaction. They are shared by two or more people in the process of exchanging goods and services or information" (p.191).

Genre also refers to different types of texts which perform various kinds of social contexts (Martin and Rose, 2008). Martin (1993) argues that the knowledge mechanism of the field is arranged through the global patterns of the text organization which are necessary to be considered as an important aspect in science literacy beside the major aspect, the viewpoint of the field which has been mostly focused by science teachers. The various types of genre particular to science fields are important for the students to learn so as they become proficient in their field (Martin, 1993). The global patterns are used to classify one text type from another text type. Recurrent global patterns are recognised as genres whereas the local patterns are used to differentiate stages within a text. Recurrent local patterns within genres are referred to as schematic structures (Martin and Rose, 2008).

There are two competing terms in deciding how a text should be classified, that is, genre and text type. One important inquiry of great concern is the dichotomy between genre and text type.

2.3 Genre vs Text Type

The dichotomy between genre and text type is important to be carried out. One way of making a distinction between genre and text type is by involving the available main criteria; namely, internal criteria and external criteria. In general, there are two key types of aspects which might be found in texts; namely, internal aspects and

external aspects. The internal aspects deal with the linguistic aspects of the texts, such as lexical features and grammatical features while the external aspects relate to non-linguistic features, such as the intended readers of the texts, purposes of the texts, and activity types which constitute the conventional and culturally recognized events. Genre categorizes texts based on the external criteria relating to the external aspects. Text type, on the other hand, embodies a group of texts based on the internal aspects (Biber, 1988 cited in Paltridge, 1996; EAGLES, 1996). For instance, by considering merely the internal aspects, a text telling about a Cinderella story can be classified as a problem-solution text type since the text involves the problem and solution elements which are usually explicitly signaled by words of problem. On the other hand, through looking into the purpose of the Cinderella text or the functional stage represented by the sentences or paragraphs, according to the genre view the text can be categorized as a narrative genre. To conclude, by looking through the text type perspective, several texts which actually constitute several different genres can be classified as a single text type.

The different perspectives will see various different texts in both global organization and local pattern or structure which can be referred to as generic structure.

2.3.1 Generic Structure

Hutchin (1977) views that in the study of text structure there are basically two approaches which the discourse analysts may use. On the one hand, it is to understand the mechanisms of textual cohesion, to discover the sequences of sentences in a coherent text. This approach involves anaphora, reference and substitution, ellipsis, conjunctions and 'sentence adverbs', lexical and semantic cohesion between sentences,

etc. The alternative approach is to incorporate a global perspective and to investigate the overall organization of texts. The global organization of the texts can be revealed by understanding how one episode of a narrative develops from another episode or how a functional element of a text develops from another functional element and how paragraphs or chapters are built into cohesive wholes.

Recurrent local patterns within genres are referred to as schematic structures (Martin and Rose, 2008). Halliday (2009) conceptualizes structure as "a configuration of functional elements (or simply "functions") at a given rank…" (p.70). Martin (1989) describes that schematic structure is the text structure which comprises the initial, middle, and ending sections. He adds that every text has organization in the initial, middle, and last section but the nature of the structure is varied across the genres. Schematic structure is more commonly referred to as generic structure (Macken-Horarik, 2002). Generic structure is conceptualized as an embodiment of "the combined set of stages" and a single stage is "the distinctive functional chunks of text" (Coffin, Donohue and North, 2009; p.252). SFL-based genres approach will be used as the analysis framework of this present study mainly because the categories owned by this approach are considered appropriate to explain the functions of the sentences, clauses or paragraphs which make up the texts in the present study. This genre approach will be detailed in Section 2.4.

To understand how texts are structured, Hoey (2001) and several scholars (see Jordan, 1984) propose one approach which is called Text Patterns.

2.3.2 Text Patterns

Hoey (2001) mentions that discourse can be organized in several popular patterns which are commonly found in texts that people daily encounter, such as narrative texts, advertisement, scientific texts, etc. He categorizes the text patterns into several kinds, including problem-solution pattern, gap in knowledge-filling pattern, hypothetical-real pattern, etc.

2.3.2.1 Problem-Solution Pattern

Problem-Solution pattern (PS) is claimed as one of the most common patterns of discourse structure in various types of written and spoken texts which encompass narrative, advertisement, scientific texts, etc. and has been mostly discussed by many discourse analysts particularly by Hoey (1983, 1994, 2001, 2006) and Jordan (1984). PS is not a newly addressed issue in scientific and academic discourse. Edge and Wharton (2001) in the context of TESOL teacher training found PS model to be a typical discourse organization in TESOL articles. Zappen (1983, cited in Swales, 1990) viewed research article introduction as an enclosed problem-solution text.

PS model comprises four main elements, namely, *Situation, Problem, Response*, and *Evaluation*.

1) Situation

This initial element functions to provide background information (Hoey, 2001) and encompasses time, place, people, etc. which are about to be involved in the text.

2) Problem

Hoey (1983) defines *Problem* as an aspect of the situation element which needs a response. It is to address difficulty, obstacle, dilemma, and any matter which can be regarded as problem, and then it will be responded or even solved in the following stage. The concept of *Problem* may be signaled by any possible lexical items, for example, *difficult, danger, fear, drawback, hazard, illness, enemy, unpleasant, disorganized, disaster, smelly, snag*, etc. (Jordan, 1984; Hoey, 2001; Scott, 2001).

3) Response

Solution is recognized as matter or action which overcomes, reduces, avoids, or prevents problem (Jordan, 1984). However, the label *Response* is viewed by Hoey (2001) as more appropriate than *Solution* because it is more related to anything done to face problem, rather than one thing that was effective in handling it.

4) Result

This last element is also labeled as *Evaluation* since it is to evaluate the given response toward the concerned *Problem* to see whether it is successfully solved or not. The result could be recycled in three types of multilayering, as follows

a. Chained Multilayering

The result of the response is negative and leads to a new problem as in Hoey's examples of a fabricated text (2006).

Example 2.1

John and *Jack were on sentry duty* (situation). *John saw the enemy approaching* (problem). *Jack opened fire* (response). *But the enemy shot them both dead* (negative result).

b. Spiral Multilayering

It is where the result is negative but leads a further effort to solve the original problem.

c. Progressive Multilayering

It is where the evaluation of the response is partly positive and partly negative, and the following response is an effort to solve the remaining problem. Hoey (2006) mentions that the former two are particularly connected to fictions yet the latter is associated more with scientific texts.

Hoey (1994) asserts that the function of each element is not definable if one element is isolated from its adjacent sentence, clause, or element but the element needs to be seen as integrated elements in that one element exists for the other elements as in *Solution* being necessary to respond to *Problem* as initially existed. The following is the potential PS pattern which may occur in texts.
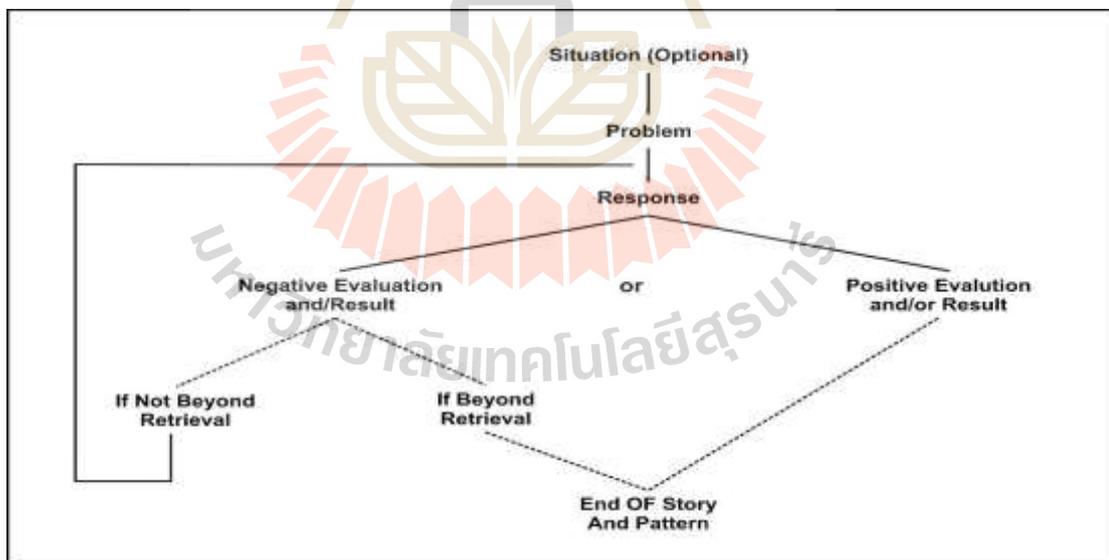
Figure 2.2 Modified Representation of Range of Problem-Solution

Pattern Available (Hoey, 2001; p.133)

The figure shows that a problem-solution text can begin with *Situation* stage. Nevertheless, this stage is optional or does not necessarily occur. This initial stage is then followed by *Problem* stage which presents that there is a problem that occurs in the *Situation*, and the problem needs to be responded or solved by *Response* element. Once the *Problem* is responded, it will be evaluated. If the evaluation is negative or partly negative, then the problem needs to be responded again until the good *Result* is obtained or the problem is really solved. If it is so, then the *Positive Evaluation* is achieved. Eventually, the *Result* or *Positive Evaluation* can be put in the end of the passage. However, the passage does not necessarily end by the *Positive Evaluation* or *Result*. In some cases, the *Positive Evaluation* is hard to achieve or the *Proble*m remains unsolved. Then, the text can be closed by *Negative Evaluation.*

2.3.2.2 Gap in Knowledge-Filling Pattern

This model encompasses three basic elements; namely, *Gap in knowledge*, *Plan or* Attempt *to fill gap*, and *Evaluation. The gap in knowledge* element is where the main issue is placed. *The plan to fill the gap* is optional yet *the attempt to fill the gap* seemed to be one of the main elements in this pattern because this element aims to respond to the given issue. *The evaluation* phase can be either in negative or positive since it functions to assess the presented effort. If the assessment result is negative, the writer may propose his/her ideas or present someone's ideas as another effort to fill the gap. Once the positive assessment is reached, the effort to respond to the gap can be ended.

This pattern can be found in a great number of scientific readings including textbooks as exemplified below by Hoey (2001) through Pragmatics textbook authored by Levinson (1983).

Example 2.2

Gap in knowledge	The relatively restricted sense of the term pragmatics in Anglo-American philosophy and linguistics, and correspondingly in this book, deserves some attempt at definition.
Plan for gap filling	Such a definition is, however, by no means easy to provide, and we shall play with a number of possibilities. Let us therefore consider a set of possible definitions of pragmatics.
Negative evaluation	We shall find that each of them has deficiencies or difficulties of a sort that would equally hinder definitions of other fields, but at least in this way, by assaults from all flanks, a good sketch of the general topography can be obtained.
Attempt for gap filling	Let us start with some definitions that are in fact less than satisfactory. One possible definition might go as follows: pragmatics is the study of those principles that will account for why a certain set of sentences are anomalous, or not possible utterances.
Negative evaluation	Although an approach of this sort may be quite a good way of illustrating the kind of principles that pragmatics is concerned with, it will hardly do as an explicit definition of the field - for the simple reason that the set of pragmatic (as opposed to semantic, syntactic or sociolinguistic) anomalies are presupposed, rather than explained.
Attempt for gap filling	Another kind of definition that might be offered would be that pragmatics is the study of language from a functional perspective, that is, that it attempts to explain facets of linguistic structure by reference to non-linguistic pressures and causes.
Negative evaluation	But such a definition, or scope, for pragmatics would fail to distinguish linguistic pragmatics from many other disciplines interested in functional approaches to language, including psycholinguistics and sociolinguistics.

In this initial stage, the writer presents a gap in several proposed definitions of pragmatics which is rather limited. In the next stage, the writer introduces a plan to fill the gap before an attempt to respond to the issue is presented. In the following stage, the plan is assessed and the result is negative. Then, an effort to complete the gap is carried out in the next stage. If necessary, the negative evaluation phase can be recurred as in the subsequent stage where the writer evaluates the attempt in the negative way. Those elements can be recycled in the subsequent stages if another effort to fill the gap is required. Once the attempt is presented, the writer can assess it either negatively or positively as shown in the text. Eventually, the text is ended by negative assessment after the last effort is presented.

2.3.2.2 Hypothetical-Real Pattern

Basically, the hypothetical-real structure can be regarded as the basic text structure which is used to report people's response to the perceived truth of somebody else's or their own statements. In the two elements of this structure, the *Hypothetical* element presents the statement to be affirmed or denied as true. The *Real* element expresses that the *Affirmation* or *Denial* is true or a directly explicit evaluation of the hypothetical implying that it is either true or not true. The role of *Real* element is basically an answer to such questions as: 'Is it true?' or 'How true is it?'. A yes/no answer can predict the next clause relation of this structure as basis: 'How do you know it is true?', 'What proof (evidence or facts) have you got?' Thus, the ultimate linguistic function of the *Real* element is to transmute the hypothetical situation into real situation as discovered by the encoder.

In its most fulfilled form, the *Real* element can have two main patterns of basic clause relations according to whether the *Hypothetical* clause is affirmed ('yes, it is true'), or denied ('no, it is not true'). The *Affirmation* element can have two expected members, *Affirmation* and *basis/reason* as in Example 1 below, where the lexical item, the verb 'expected', signals the *that-clause* as its *Hypothetical* element.

Example 2.3

"The engineers expected that the earthquake would have caused damage to their underground tunnel. It did; it was at least the magnitude of 6 on the Richter scale" (Winter, 1994: p.64).

The substitute clause 'It did' signals *Affirmation* as a 'yes'—an answer to the stock question: 'did it (cause damage to their underground tunnel)?' The second of the paired clauses provides a basis supporting the *Affirmation*; that is, definite information about the extent of the earthquake.

The *Denial* element can have two members: *Correction* and *Basis/Reason*. In Example 2, *Denial-Basis* is presented for *Denial* which offers a *Correction*. Here, the *Hypothetical* is signaled by the verb 'thought'.

Example 2.4

"I always thought that academic litigation was a peculiarity of modern America, but no: one Paul Nicholas sued the University of Paris for withholding his degree. He lost, thereby achieving the distinction of becoming the first person in history who could be proved to have failed his degree. The year was 1426" (Hoey, 2001: p.).
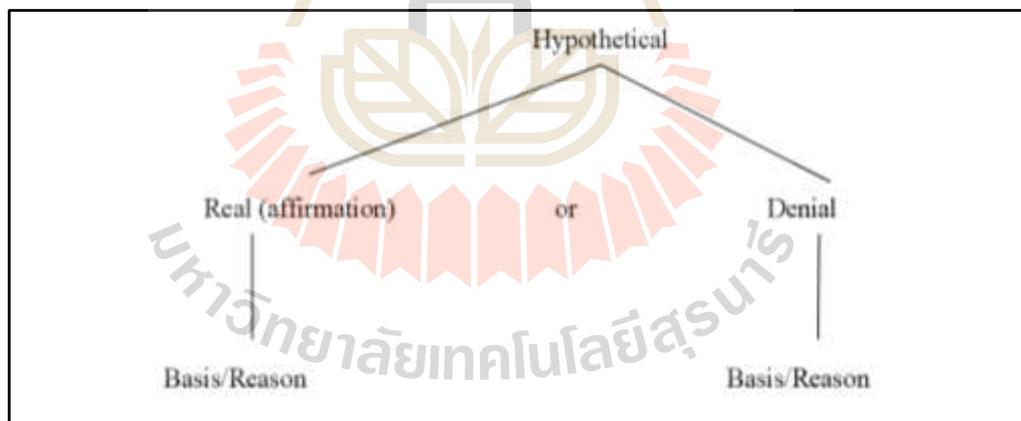
Figure 2.3 Diagram of Hypothetical-Real Pattern

The *Hypothetical* element can be signaled by means of the lexical items such as *assertion, assumption, belief, claim, conclusion, expect, feel, guess, illusion, imagine, proposition, rumour, speculation, suggestion, suppose, theory, think*, etc. The *Real* element can be signalled by evaluatory words, such as

(1) Denial: *contradict, challenge, correct, deny, dismiss, disagree,*
dispute, false, lie, mistake, object to, refute, rebut, repudiate, not true, wrong, etc.

(2) Affirmation: *affirm, agree, confirm, concur, evidence, fact, know,*
real, right, true, etc.

2.4 Systemic Functional Linguistics-based Genres

Given that university textbooks are basically collection of texts in various sciences
used for pedagogical purpose, this type of written genre may not be much different from
the texts of science used for secondary school students as investigated by several
Systemic Functional Linguistics (SFL) scholars (e.g. Halliday and Martin, 1993;
Christie and Martin, 1997) who identified many genres that occurred in the secondary
school texts. It is mentioned that reports and explanations are the most recognizable
genres in school science textbooks (Martin, 1990 and Shea, 1988, cited in Veel, 1997).
For this reason, this present study will also use the proposed generic structures of
popular genres in texts of science based on genre-based research by SFL scholars. One
of them is the genre of explanations (Veel, 1997). The description of generic structure
of any sort of genre in this present study must necessarily be general. The exact structure
or realization of any genre will vary across disciplines or sub-disciplines and texts since
every discipline has its own mechanism in constructing and organizing knowledge.
Genre research of SFL tradition in several school subjects by scholars, such as English,
History (see Wignell, 1994; Coffin, 1997; 2006), Geography, Mathematics, and
Science showed that each of these fields organizes and deploys language in quite
different ways (Veel, 1997). There are four key genre families: Explanation, History,
Report, and Argument.

2.4.1 Genres of Explanation

Genre of Explanation is to account for any events on the basis of causations. It is often considered as the major genre in academic textbooks (Martin, 1990 and Shea, 1988, cited in Veel, 1997). The Explanation genres can be classified into several sub-Explanation genres; namely, Sequential Explanation genre, Causal Explanation genre, Theoretical Explanation genre, Factorial explanation genre, Consequential Explanation genre (Veel, 1997), Conditional Explanation genre (Martin and Rose, 2008), Cyclical Explanation genre, and System Explanation genre (Derewianka and Jones, 2012).

2.4.1.1 Sequential Explanation Genre

This genre explains how something happens. It accounts for

"observable sequences of activities which take place on a regular basis and are either naturally occurring phenomena such as volcanoes, earthquakes, reproduction in plants and animals, etc. or human-made processes such as the modus operandi of machinery and technology" (Veel, 1997; p.177).

Veel (1997) states that the Sequential Explanation usually only explains the entities or phenomena which are visible or open to naked-eye observation. Therefore, the explained aspects do not cover the invisible aspects, such as the chemistry, physiology or the social interaction mechanism of the entities. He also states that the entities which are "too large, too small, too slow or too fast" (p.178) might be difficult to be explained by this genre but through another genre: causal explanation or theoretical explanation.

Sequential Explanation usually consists of two stages: *Phenomenon Identification* and *Explanation Sequence* stage.

a) Phenomenon Identification

This stage introduces to the reader the phenomenon or thing which is about to be explained. The introduction can be optionally through including a technical term of the phenomenon or entity, summary of the explanation, and one or two sentences of the background information about the explained phenomenon or entity.

b) Explanation Sequence

This proceeding stage is to present to the reader a sequence of events related to the phenomenon or entity. The explanations are in a consecutive way as shown in the figure below. The explanation stage can be recursive as many times as necessary. Therefore, the sequence of the explanations is shown by its numbering: 1, 2, 3, and so on.
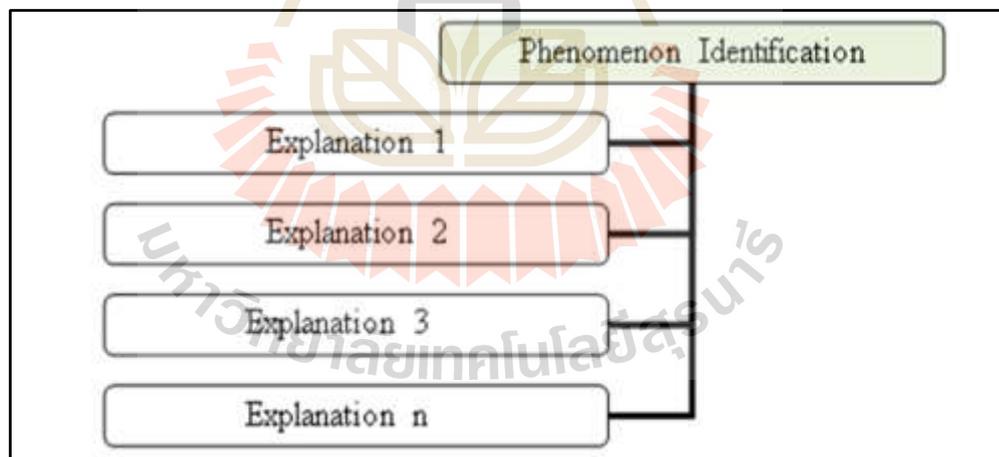
Figure 2.4 The Configuration of the Generic Structure of Sequential Explanation

*** *n*** means reiteration or repeatedly occurring in their orders of 1, 2, 3, and so on

The text of *Making Sugar* below presents how the stages of Sequential Explanation frame the text. In the initial stage, the writer introduces that

'how sugar comes into real' is the phenomenon which will be discussed, and provides some of the background information about sugar, such as the setting or place where sugar cane can be found. In the next stage, the sequential steps to produce sugar are provided in detail. The involved steps are put in the *Explanation Sequence* since they are to provide explanations of what steps should be carried out in order to obtain or separate the sugar from the sugar cane. In this case, the writer divides the steps into two major steps of sugar production; namely, making raw sugar and refining sugar, which are detailed in the two stages of the *Explanation Sequence*: *Explanation 1* and *Explanation 2*.

Example 2.5 Making Sugar (Veel, 1997; p.179)

Making Sugar	
Phenomenon Identification	In some cooler parts of the world such as Europe, sugar is obtained from a plant called sugarbeet. In Australia and other warmer areas, sugar cane is used. The process that removes sugar from sugar cane uses many types of separation.
Explanation 1	*Making raw sugar* As the sugar cane comes from the farms it is washed of dirt and shredded into many small pieces. The juice can then be squeezed out with many large rollers. More modern factories use hot solutions to dissolve the sugar present. The next step is to remove some impurities. Limewater and other chemicals are added to make these impurities form particles. These are allowed to settle out by sedimentation. The juice is then concentrated by evaporation and boiling in special vacuum chamber so that the raw sugar crystallizes out. The crystals and left over solution are then centrifuged to remove the liquid.
Explanation 2	*Refining of sugar* Raw sugar is refined to produce the white crystals available in the shops. The raw sugar is dissolved in warm water and the colouring removed. This is first done with special chemicals, and the impurities that form are filtered. The final traces of colour are removed by adsorption using charcoal. The solution is then concentrated by evaporation and boiling in a special vacuum chamber. This causes crystallization of the white crystals of sugar. These crystals are then centrifuged to drive off most of the liquid. Finally, the crystals are dried in a long rotating drier by using hot air.

2.4.1.2 Causal Explanation Genre

Similar to Sequential Explanation, this genre aims to account for a group of consecutive events which is important in sciences. The generic structure of this genre is the same as that of the genre of Sequential Explanation. It usually consists of two key stages: *Phenomenon Identification* and *Explanation Sequence* as shown in the figure below.
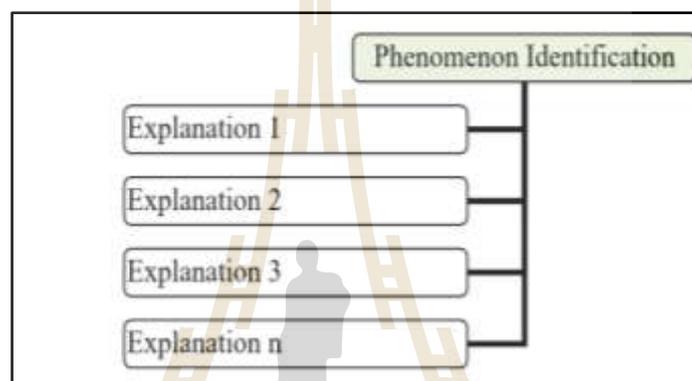
Figure 2.5 The Configuration of the Generic Structure of Causal Explanation

Nonetheless, this genre is not merely to explain how the consecutive events make the phenomenon or entity happen (as in Sequential Explanation genre), but it also explains the reason underlying the sequential events. Thus, Causal Explanation joins together both the sequence of events (how they happen as they are), and the cause-effect connections related to the events (why they happen in that way) (Veel, 1997).

Different from the Sequential Explanation, Veel (1997) states that Causal Explanation, in most cases, manage abstract things and properties, or it portrays occasions that are usually not open to human senses or direct observation. Because of this, the cause and effect relationships between the events are necessary to be stressed

and explicitly expressive in order to perform the reasonable and reliable explanations.

The generic structure of causal explanation is clearly presented in the following text.

Example 2.6 Sea Breezes (Veel, 1997: p.179-p.180)

Sea Breezes	
Phenomenon Identification	Sea breezes begin during the afternoons of hot days when the air over the ground becomes heated.
Explanation	Radiant energy from the sun is absorbed by the ground and this energy is converted into heat energy which raises the temperature of the rocks and soil. Thus, the air in contact with the ground is heated, and tends to rise. Because water requires more heat than other substances to produce the same rise in temperature, the temperature of the sea surface does not rise as much as that on the land. Thus, the air above the sea is cooler than the air over the land. The result is that the heated air above the land rises, causing the cooler air from the sea to flow in to take its place

Similar to Sequential Explanation, the beginning phase of Causal Explanation is to introduce to the readers the phenomenon which will be explained, that is, sea breezes. However, the following stage of this genre is distinct from that of the Sequential Explanation. The *Explanation Sequence* stage does not only explain the involved steps in the formation of sea breezes but also involves the causal effect connection of how one event leads to another event, for instance what makes the air over the sea become cooler than the air above the ground. Furthermore, the cause-effect-relationship can be used several times in order to make the explanations sound more logical so as the text can be more intelligible to the readers.

2.4.1.3 Factorial Explanation Genre

Veel (1997) mentions that factorial explanation genre attempts to "explain phenomena which arise from the combination of a number of factors, rather than from a single, linear sequence of events" (p.180). The generic structure of this genre begins with *Phenomenon Identification* which is then followed by several

different factors prompting the phenomenon. The generic structure is shown in the following figure.
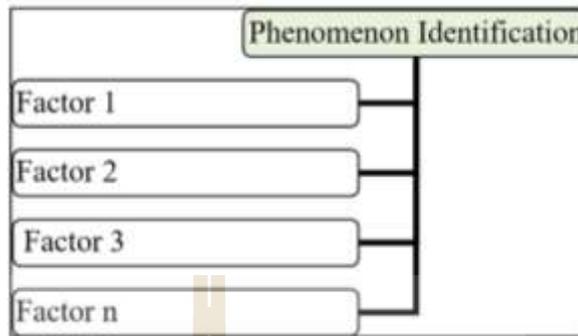
Figure 2.6 The Configuration of the Generic Structure of Factorial Explanation

In the text of *Physical Weathering*, it clearly shows how the stages of Factorial Explanation organize the ideas and information.

Example 2.6 Physical Weathering (Veel, 1997: p.180)

	Physical Weathering
Phenomenon Identification	This process is the cause of the breaking-up of large rocks into smaller pieces. Physical processes can cause changes in rocks. The two most important methods are changes in temperature and the freeze-thaw changes of water.
Factor 1	Changes in temperature cause the rock to expand and shrink. Different parts of the rock expand and shrink by different amounts and so the rock is made weaker. You have probably seen the effect of freeze-thaw changes of water: the size of ice cubes is always larger than the amount of water put into the ice cube trays to make them. If water is trapped in a crack in a rock and then freezes, it can force that crack to widen.
Factor 2	There are also four other processes that are important to the breakdown of rocks. Firstly, rocks may be shattered by lightning as it strikes high peaks during thunderstorms. Only very few people have been on hand to see how much change this action causes.
Factor 3	Secondly, plants assist the breakdown of rocks by their roots growing into cracks. These cracks may have first formed by temperature changes, then widened by ice freezing. The growing roots can widen cracks further.
Factor 4	Thirdly, animals' burrows often loosen and mix soil and rock pieces. This exposes fresh rock pieces to air, wind and water.
Factor 5	Finally, the actions of people cannot be forgotten. We can and do cause changes in rocks much more quickly than any of the natural forces. What natural forces can match bulldozers and dynamite?

In this text, the author, through the first stage, presents a phenomenon which will be described, that is, the physical process and its effect. The various possible factors of the effect, breaking-up big rocks into smaller pieces, are then explored in detail in the next stages, *Factors*. In this case, there are five factors which will be discussed. Thus, the *Factor* stage is represented by five *Factor* stages; namely, *Factor 1, Factor 2*, and so on. Before proceeding to the first factor, *Factor 1* stage, in the initial stage, the writer signals several key words of the first factor. Once the first factor is explained, the remaining factors will be explained in the consecutive stages.

2.4.1.4 Theoretical Explanation Genre

The social purpose of Theoretical Explanation genres is to present and explain one essential theory. They are regularly used to account for phenomena which oppose common-sense explanations. This genre comprises two key stages: *Statement of Theory* and *Elaborations*. In the theoretical statement, one theory, axiom or law which is about to be explained is initially expressed. Then, the theory is elaborated in the next stage by explaining and further exemplifying the theory in various circumstances. The number of *Elaboration* stages depends on the writer's decision to provide the detail. Since this genre depends on the agreed premise, law, or axiom, it clearly has a place in the world of scientific knowledge and is unlikely explained in daily experience. Figure 2.7 below clearly shows the involved stages within the genre.
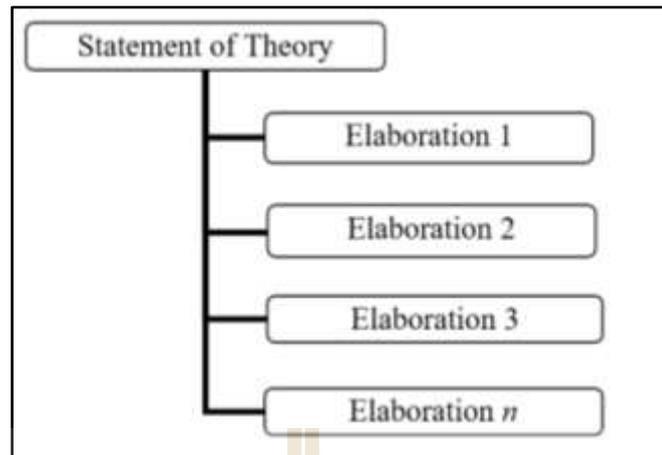
Figure 2.7 The Configuration of the Generic Structure of

Theoretical Explanation

The generic structure of theoretical explanation is clearly presented in the following text. In the *Statement of Theory* stage, the theory of Archimedes is presented. In this stage, the writer introduces several aspects which will be involved in the next stage, *Elaboration*, such as buoyancy, density, etc. Since the theory has several conditions, the writer regards that it is important to describe them in several *Elaboration* stages. One *Elaboration* deals with one condition which is necessarily met in order that one event occurs. One condition definitely leads to one event as mentioned in *Elaboration 2*. For instance, in order to make one object sinks, one requirement should be met, that is, the density of the fluid should be less than the average density of the object.

Example 2.7 Buoyancy and Density (Veel, 1997; p.181)

	Buoyancy and Density
Statement of Theory	Now that we have considered the application of Archimedes principle both to objects which sink and objects which float. We should be able to understand that there is a relationship between buoyancy and the density of an object relative to the density of the fluid in which it is immersed.
Elaboration 1	If the object is completely submerged it displaces its own volume of fluid. The weight of displaced fluid, and therefore the upthrust, will depend on the density of the fluid.
Elaboration 2	If the density of the fluid is less than the average density of the object, the weight of displaced fluid will be less than the weight of the object, and the object will sink.
Elaboration 3	If, on the other hand, the density of the fluid is greater than the average density of the object, the weight of the displaced fluid will then exceed the weight of the object. The net upward force will then cause it to rise to the surface where it will float.
Elaboration 4	The volume of the object remaining submerged will be such that the weight of the fluid displaced just balances the weight of the floating object.
Elaboration 5	Thus, an object whose average density exceeds that of a fluid will sink in that fluid, whereas an object whose average density is less than that of the fluid will float.

The *Elaboration* stages constructed in this passage are based on Conditional Explanations as it is clearly seen that the number of the stages in this Archimedes text is determined by the related possible conditions in the theory. Yet, Martin and Rose (2008) do not recognize genre of Theoretical Explanation. They mention that the explanations based on several contingent conditions can be organized in a particular genre, that is, conditional explanation genre. The description of this genre will be detailed in the next section.

2.4.1.5 Conditional Explanation Genre

This genre is basically different from the genre of Theoretical Explanation. It functions to "construe effects as contingent on variable factors" (Martin and Rose, 2008; p.160). In other words, the explanation is constructed based on the variability of contingent causes which then leads to several quite possible effects. The

generic structure comprises *Phenomenon Identification* and *Explanation*. The opening stage, *Phenomenon Identification*, is basically the same as that in the previous explanation genres. Yet, the *Explanation* stage is quite different. It is performed based on at least two potential conditions related to the phenomenon being explained. The condition tells about the possible cause or requirement along with the effect which can happen. The clear configuration of the generic structure is shown in Figure 2.8.
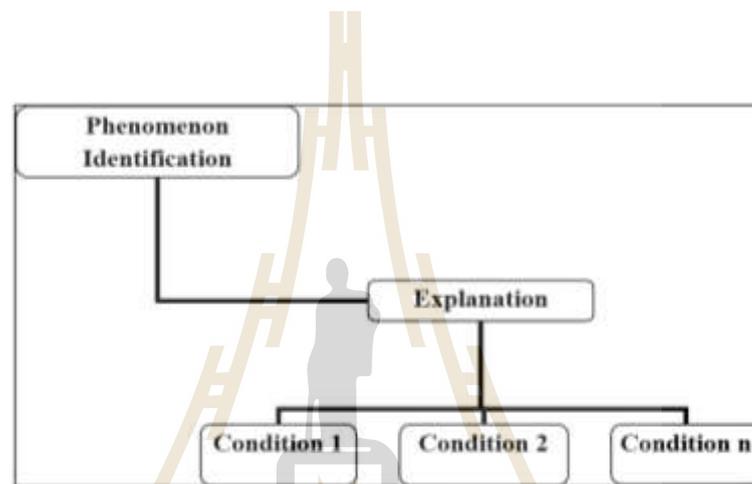
Figure 2.8 The Configuration of the Generic Structure of

Conditional Explanation

In the following text, the early stage, *Phenomenon Identification*, indicates the generalizability of a phenomenon, that is, population size is made occurred based on several conditions. The condition can be referred to as the relationship between the cause and its effect to the phenomenon. The *Explanation* stage then details the potential conditions which can occur in the event of the population size changes. The explanation is performed through two major conditions: *Condition 1* and *Condition 2*. Each condition presents a factor and its risk subsequently.

Example 2.8 Predator and Prey Population Numbers
(Martin and Rose, 2008; p.160)

	Predator and Prey Population Numbers	
Phenomenon Identification	Population size of one species can be affected by the size of the population of another species. This is true in the case of a predator species and the prey species on which it feeds. Over time, several outcomes are possible:	
Explanation	**Condition 1**	If the predators are absent, the prey population will increase exponentially but will eventually 'crash' when its numbers become too high to be supported by the food resources in the habitat.
	Condition 2	If the prey population is too small, the predator population will starve and die. In some cases, cycles of 'boom-and-bust' can be seen in both populations, with the peak in the predator population occurring after the peak in the prey population. Why?

2.4.1.6 Consequential Explanation Genre

The main purpose of this genre is to explain several different effects which are caused by one important phenomenon. Coffin (1997) explains that the consequential explanation has three generic stages; namely, *Input*, *Consequence*, and *Reinforcement of Consequences*. The *Input* stage is mainly to identify a phenomenon which is regarded significant since it is the main cause of various happened events (effects). The *Consequence* stage presents and explains the major effects of the cause. This stage can be recursive subject to the number of effects which had happened. In the end, the *Reinforcement of Consequence* re-emphasizes and evaluates the effects. The whole configuration of the structure of this genre is presented in Figure 2.9.
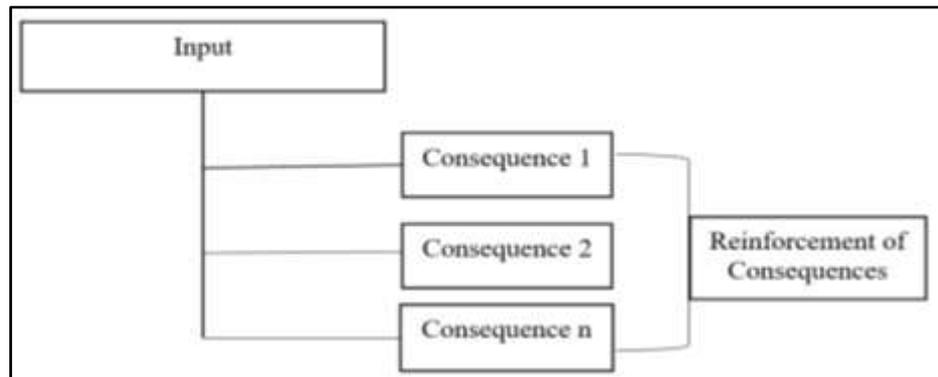
Figure 2.9 The Configuration of the Generic Structure of

Consequential Explanation

This following text shows how the information in the text is organized based on the generic structures of consequential explanation genre. The *Input* stage in this text is to outline the main topic of the passage, that is, the major effects of World War II on the development of Australia. The effects will be then presented and elaborated one by one in the next stage, *Consequences*. If for example, there are three main aftermaths that were led by World War II. Then, the *Consequence* stage will recur three times as in *Consequence 1* describing the first effect, *Consequence 2* dealing with the second effect, and so on. Eventually, the writer closes the text through the *Reinforcement of Consequences* in order to conclude the given ideas and information by restating the presented impacts and their importance in improving the life aspects of Australian society, such as economic, politic, and social.

Example 2.9 What was the Effect of World War II on Australian Society?
(Coffin, 1997; p.216-p.217)

	What was the Effect of World War II on Australian Society?
Input	World War 11 affected Australian society both during and after the war. The focus of this essay is its impact on Australia after it ended in 1945 and an explanation of how six years of involvement in warfare led to major economic, political and social changes.
Consequence 1	One major effect of World War II was a restructuring of the Australian economy: the unavailability of goods meant that Australia had to begin to produce its own. In addition, because better equipment, such as airplanes, machinery and ammunition, was needed during the war, industries such as the iron and steel ones, as well as ship building, were greatly boosted. In fact, between 1937 and 1945 the value of industrial production almost doubled. This increase was faster than would otherwise have occurred and the momentum was maintained in the post-war years. This was partly the result of the post-war influx of immigrants which led to an increase in the demand for goods and services and therefore a growth in industry. The increase in human resources also made it possible for the government to begin a number of major development tasks. These projects required a great deal of material and created many new jobs. The overall result of this boom – full employment - greatly contributed to Australia's prosperity. By 1954-55 the value of manufacturing output was three times that of 1944-45.
Consequence 2	Another effect of the war was in the political arena. One of the main political developments that came out of the war was the establishment of closer relationships with America. This happened because, after Japan's defeat in World War II, Australia and New Zealand were both anxious to join the United States of America in an alliance for their joint protection in any further conflict in the Pacific. The resulting treaty was called ANZUS and was signed in 1951. Such a treaty has led to Australia being fairly closely tied to American policies which to some extent has restricted the country's freedom of action in international affairs.
Consequence 3	A third consequence of the war was in relation to Australian society. In this area, the impact of World War II was considerable. The main reason for this was the Australian government's decision to develop an immigration programme that responded to the situation in Europe where thousands of families had been displaced. As a result, many young immigrants came to Australia and began their own families. This wave of immigration greatly increased the country's population as well as contributing to the broadening of the average Australian's outlook.
Reinforcement of Consequences	In conclusion, it is clear that World War II benefited Australia by creating industrial and economic change. Other important changes that occurred as a result of the war were social, particularly the size and nature of the population, and political, namely Australia's relations with America.

2.4.1.7 Cyclical Explanation Genre

According to Derewianka and Jones (2012), this genre is set out to explain an endless cycle of one event. The text moves through two major stages: *Phenomenon Identification* and is followed by *Explanation*. Like in the other sub-genres of explanation, the opening stage identifies one event which will be explained (E.g. water cycle). The proceeding stage is to explain the endless cycle of the event which is divided into several steps or sub-stages. Therefore, it recurs in several different stages, such as *Stage 1*, *Stage 2*, and so on. The generic structure can be configured as follows
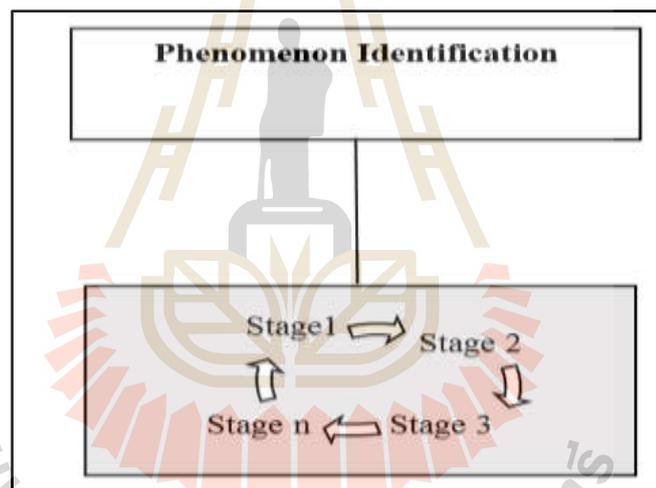
Figure 2.10 The Configuration of the Generic Structure of Cyclical Explanation

The following passage shows how the text of water cycle is organized through genre of Cyclical Explanation. However, this genre is similar with Sequential Explanation since they both focus on sequential steps which take place in one event. The difference is that in the Cyclical genre, the steps are cyclical whereas in the Sequential Explanation, the steps are linear.

Example 2.10 The Water Cycle (Derewianka and Jones, 2012; p.206-p.207)

The Water Cycle		
Phenomenon Identification	The water cycle is the journey water takes as it circulates from the land to the sky and back again. The water cycle goes through four main stages: evaporation, condensation, precipitation, and collection.	
Explanation	**Stage 1**	When the sun heats water in oceans, lakes, rivers, and on the ground, it causes the water to change from a liquid to a gas and to rise up into the sky. This is called evaporation
	Stage 2	As the evaporating water reaches colder temperatures, it cools, turning back into tiny water droplets, which in turn form clouds. We refer to this as condensation.
	Stage 3	Eventually, clouds become too full of water droplets. As they become too full, the water droplets fall and we have rain or snow or some other type of precipitation.
	Stage 4	At the collection stage, some of the water stays on the earth's surface in reservoirs, lakes, and oceans. Other water seeps down into the ground.
		When the water reaches the ground, it is again heated by the sun and the cycle begins again. It takes about nine days to complete the water cycle.

In the outset of the water cycle passage, *Phenomenon Identification* introduces to the readers a natural phenomenon, water cycle, which is about to be explained and then foreshadows the key steps through which water cycle goes. The four key steps: evaporation, condensation, precipitation, and collection are then detailed respectively in the *Explanation* stage in which each step of the cycle is put into smaller parts: *Stage 1, Stage 2*, and so on as indicated in the passage above.

2.4.1.8 System Explanation Genre

This genre aims to explain how a system works (Derewianka and Jones, 2012). This goal is achieved by two key stages through which the text moves: *Phenomenon Identification* and *Explanation*. The *Phenomenon Identification* functions to identify the system and account for what components constitute the system along with the functions of each part. This opening stage is argued to be really similar with information report (Derewianka and Jones, 2012) or the so-called Compositional

Report genre. The text then continues to the *Explanation* stage which is to account for the connection between the components of the system and how those parts are interacting from one to another. The potential generic structure of this genre could be as follows.
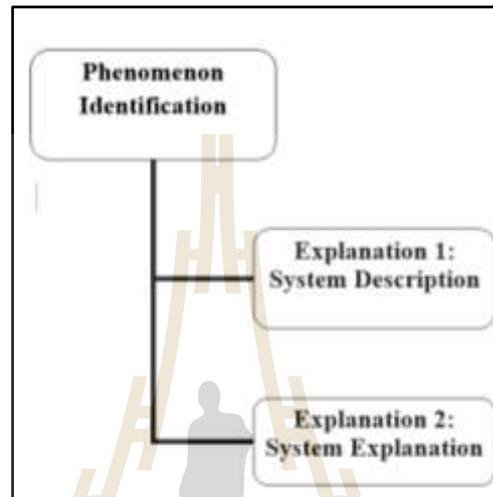
Figure 2.11 The Configuration of the Generic Structure of System Explanation

The following passage clearly shows how those stages are constructed to account for how the ecosystem of a rainforest runs.

Example 2.11 The Rainforest (Derewianka and Jones, 2012; p.209-p.2010)

	The Rainforest
Phenomenon Identification	A rainforest is an ecosystem-a system of living and non-living things that interact in a particular location. The plants and animals in the system depend on each other to survive. Each component of the rainforest-soil, rainfall, sunlight, ponds, plants, and animals-has a role to play in the life of the system.
System Description	The rainforest ecosystem can be separated into three main layers: the canopy, the understorey, and the forest floor. The canopy refers to the dense ceiling of leaves and tree branches that shades the forest floor. It provides a home for a great variety of birds along with tree-dwelling animals such as frogs, lizards, snakes, insects, and possums. The understorey offers a space for shade-loving shrubs, saplings, and large ferns to grow. The forest floor is dark and damp as it is heavily shaded by the levels above. It is home to many animals and insects along with plants such as vines, small ferns, mosses, fungi, and seedlings.
Explanations of the System: *Interaction between the layers*	At each level of the rainforest, the components interact to keep the system in balance. Let us imagine, for example, that a branch falls from a tree in the canopy. The branch decays and is decomposed through the activity of insects and micro-organisms, contributing to the soil. The branch might contain seeds that are nourished by the soil and grow into seedlings. Because there is now a hole in the canopy, the sunlight is able to reach the seedlings. The rain provides moisture for the seedlings to grow. The seedlings develop into trees that give shelter to numerous birds, animals, and insects and provide them with food such as leaves, nuts, and fruits.
Interaction between the parts	The animals in the forest depend on each other as well as on the plants. Some, such as the ants that protect a certain type of caterpillar in return for the sweet juices that it produces, have mutually helpful relationships. Others form a food chain of predators and prey. A lizard, for example, might have a meal of insects. Then a bird might eat the lizard. When the bird dies and falls to the ground, its body will be consumed by insects and other small animals.
Generalization	The organisms in the ecosystem are usually well balanced with each other and with their environment. Introduction of new environmental factors or the disappearance of a component can lead to the collapse of an ecosystem and the death of many of its native species

In the initial stage, *Phenomenon Identification*, rainforest is identified as having a particular system which is called ecosystem. This stage further indicates how the text will be unfolded by highlighting several layers through which the system runs. Following the description of the system, the system is then deeply explained in the next stage in terms of how each layer interacts and how the components inside the layers build a mutual relationship. The passage ends with an optional stage or the so-

called *Generalization* which aims to draw a big picture of the system and give a crucial meaning of the elements to the existence of the ecosystem.

2.4.2 Genres of History

Genre of History, sometimes is also referred to as Chronicle genre, can be considered as one of genre families in the account of SFL-based genres. Genre of History is primarily to construct historical events by chronicling the episodes of an event and accounting for the rationales why the events happened through one or several standpoints. This genre family can be divided into several key genres: Historical Recount, Historical Account, Historical Report, (Historical) Site Studies, Period Studies, and Biography.

2.4.2.1 Historical Recount Genre

Coffin (1997) explains that Historical Recount genre is to "present and construct mainstream versions of the past and more recently to build alternative perspectives" (p.203). This genre organizes ideas and information through three key stages; namely, *Background, Record of Events* and *Deduction* as presented in Figure 2.12.
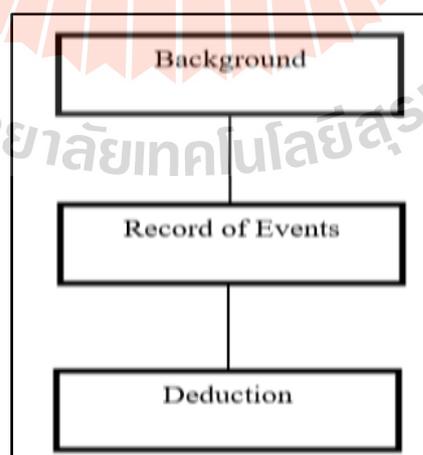
Figure 2.12 The Configuration of the Generic Structure of Historical Recount

The *Background* stage is to sum up a historical episode which will make the focused episode in the text more meaningful. The *Record of Events* stage

functions to chronicle and explain a series of the historical events (episode). The *Deduction* stage aims to draw out the historical importance of the episode. Although the *Deduction* is optional, its absence might cause the text less valued. The presence of the *Deduction* indicates that the author has started internship into a powerful discourse of history. That is by taking up the meaning-making potential of the *Deduction* stage, the author learns to give the events a significant meaning and therefore obtains language resources which are important in the field of history.

This text below points out that the historical events are drawn out by the generic structures of Historical Recount genre.

Example 2.12 Eora Resistance to Europeans 1790-1816 (Coffin, 1997; p.204)

	Eora Resistance to Europeans 1790-1816
Background	The Eora people had lived in the Sydney area for at least 40,000 years before the Europeans arrived. They had lived by hunting, fishing and gathering and believed that they were the guardians of the land. This lifestyle did not last.
Record of events	When the Europeans arrived in 1788 they occupied sacred land and destroyed Eora hunting and fishing grounds. In 1790 the Eora people began a guerrilla war against the Europeans.
	In 1794 the Eora, whose leader was Pemulwuy, attacked the European settlement of Brickfield. Thirty-six British and fourteen Eora were killed during this attack. In the same year the Eora killed a British settler. Then the British ordered that six of the tribe be killed.
	The Aborigines continued to resist the European invaders by burning their crops and houses, taking food, destroying cattle and killing some settlers. In 1797 they attacked Toongabbie and within a week the farmers had to retreat and the farms were burned. In that year their leader, Pemulwuy, was captured by the British but later escaped.
	By 1801 many settlers lived in fear of the Eora and the British started a campaign to destroy Aboriginal resistance. Troopers were sent to kill Aboriginal fighters and capture Pemulwuy. One year later settlers killed the leader in an ambush.
	Other great Aboriginal leaders continued fighting against the white settlers. However, the guns of the British were more powerful than the Aboriginal spears. The British shot many of the Aboriginals and many others died of the diseases that the British brought.
Deduction	This period of black resistance in Sydney finally ended in 1816. It is a significant period in Australian history as it showed the determination of the Aboriginal people to resist the invasion. It also demonstrated how unjustly the Aboriginal people were treated by the White invaders.

The beginning stage of the text provides the readers with the background of an historical event, the existence of the Eora which is of importance for the following episodes. This stage also serves as the starting point of the proceeding events. The following stage chronicles the next events in a good chronological order. The order of the happenings is clearly indicated by their time. The last stage, *Deduction*, albeit is regarded to be optional (Coffin, 1997), makes the passage more valuable because it signifies an important meaning of the historical happening toward the large discourse of Australian history.

2.4.2.2 Historical Account Genre

This genre aims to account for why past events happened in a particular sequence (Coffin, 1997). This genre has several similar features of the Historical Recount. Their resemblance is in the opening and last stages, *Background* and *Deduction*. The different feature is the existence of *Account Sequence* where the causal relationship is used to show how one event led to another within the series of consecutive events. The social purpose of this genre may also sound similar with that of one typical explanation genre, Causal Explanation. However, Causal Explanation mostly deals with natural phenomena which happen in the current time rather than in the historical time. The generic structure of this genre is fully shown in Figure 2.13.
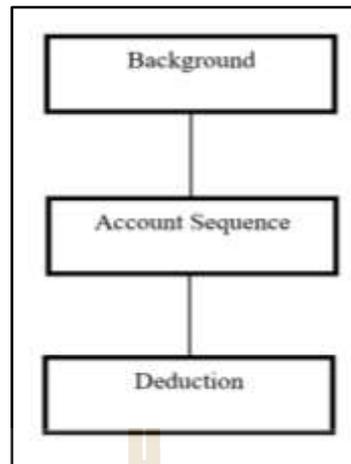
Figure 2.13 The Configuration of the Generic Structure of Historical Account

        The text below indicates how the ideas and information about the significant past events are organized based on the generic structures of historical account. The early stage of the passage states the starting point of the crucial events which are about to be told. The proceeding stage, *Account Sequence*, is then constructed through cause-effect events which are arranged in a chronological basis. Eventually, the closing stage attributes an important meaning of the events toward the whole picture of Australian history.

Example 2.13 What has happened to the Aborigines since the time of white settlement? (Coffin, 1997; p.211)

What has happened to the Aborigines since the time of white settlement?	
Background	In the late 18th century, when the English colonized Australia, there were small tribes, or colonies of Aboriginal natives who had lived harmoniously and in tune with their surroundings for 40,000 years. However, there were no signs of agriculture or the Aborigines depending on the land. According to English law, this meant that they need not be recognized as rightful residents. The English immediately assumed that Australia was 'terra nullius', or uninhabited; to them it was an unsettled land which they did not have to conquer to gain power.
Account Sequence	As a result of their belief in 'terra nullius', from 1788 onwards, the English began to occupy sacred land and use Aboriginal hunting and fishing grounds.

	This abuse by the new British government soon led to Aborigines becoming involved in a physical struggle for power. The first main period of Aboriginal resistance in the Sydney area was from 1794 to 1816 when the Eora people, under the leadership of Pemulwuy, resisted the Europeans through guerrilla warfare.
	This resistance resulted in the colonizers using different methods of control. In the 19th century Protection stations were set up where Aborigines were encouraged to replace their traditional lifestyles with European ones. Many Aborigines resisted, however, and as a result were shot or poisoned.
	In 1909, the continuation of Aboriginal resistance led to the NSW Aborigines Protection Act which gave the Aborigines Protection Board the power to remove Aboriginal children from their own families and place them into white families, often as cheap labour.
	In response to these injustices, the Aboriginal community began to fight for their rights. In 1967, they won the right to vote and in 1983 their struggle resulted in the creation of the NSW Aboriginal Land Rights Act. Their fight for land rights continues today. The Mabo case is a recent example of their success.
Deduction	The events of European settlement show the extent of Aboriginal losses. They also show the resistance of the Aboriginal people and some of the gains that they have made. This is an indication that their struggle will continue and more gains will be made. In this way the enormous losses that Aboriginal people have undergone, as a result of European colonization, might, to some extent, be compensated for.

2.4.2.3 Historical Report Genre

Historical report aims "to give information the way things were in relation to a particular class of things". (Derewianka and Jones, 2012; p.166). Historical Report is usually structured in two major stages: *Identification* and *Description*. In the *Identification* stage, the entities or phenomena are identified. Since the observed entities or phenomena were in the old time rather than in the present time, the *Identification* can cover the time when the entities existed and also the place where they were located. In the *Description*, the entities are then described how they looked like in the past. According to Derewianka and Jones (2012), the description of the things can cover various aspects, such as their features, behaviors, activities, and historical significance. In Figure 2.14, the configuration of the genre is presented.
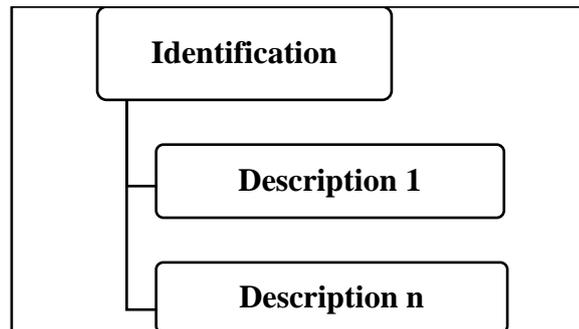
Figure 2.14 The Configuration of the Generic Structure of Historical Report

The following passage shows how the genre structure the text of The

Australian Goldrushes

Example 2.14 The Australian Goldrushes (Derewianka and Jones, 2012; p.173-p.174)

The Australian Goldrushes	
Identification: *Time* *Place*	The Australian goldrushes are significant in Australian nineteenth-century history. The first verified discovery of gold was around Bathurst, New South Wales, in 1851. Goldfields were then established in areas around the nation. People came from all over the world with the intention of striking it rich. Between 1845 and 1896 Australia's population more than doubled, going from 400 000 to 1 000 000 people.
Description: *Environment* *Accommodation* *Transport*	At first, goldfields were established in rough environments alongside rivers. As the claims of success and wealth grew, the sites became busy. The surrounding ridges became huge campsites housing prospectors and their families as well as tradespeople attracted by other work prospects. People lived in tents at first, huts made from wood, canvas, and bark were common. Over time the goldfields became town and cities. At the start of goldrush site, they were very few roads, meaning that everything had to be carried in from the surrounding townships. As the site developed, people travelled on horseback or wheeled their possessions in barrows.
Employment opportunities	While it was the opportunity of striking it rich that attracted many, other people stayed for the other job opportunities. Mostly, the people who flourished at the goldfields were tradespeople selling food and equipment and the landowners selling land to people for homes. The diggings also provided employment in services such as laundry, inns, and boarding houses, and even hospitals.

Nutrition and health	Health and hygiene became an issue on the diggings. People lived on a basic diet of damper, tea, and mutton, which didn't provide necessary nutrition and variety. Sewage was not correctly disposed of and, as a result, clean drinking and washing water became contaminated. In addition to this, diseases and epidemics were brought to the diggings by the people arriving from overseas by ship. While there were doctors and nurses, they could not deal with the numbers so many people died from illnesses such as dysentery and typhoid.
Historical Significance	The goldrushes played an important role in building the Australian nation. They were responsible for diversifying an economy formerly based on wheat and sheep. The influx of immigrants contributed to a multicultural society. The heritage of the gold rush era is still apparent in many of the public buildings in cities such as Bathurst and Ballarat.

In the beginning stage, Australian goldrushes as the main phenomenon in the historical time are identified. The stage also mentions the time when goldfields were found, and the place where they were located. In the next stage, *Description*, how the goldfields looked like is described since its establishment until the development. The description of the goldfields covers the environment, accommodation, transport, employment opportunities until the nutrition and health issues. The text also mentions the historical significance, the important role of the goldfields in building Australia.

2.4.2.4 Historical Site Studies Genre

Genre of Historical Site Studies is a typical text which is a result of attempts by historians after a series of investigation of historically important locations or places in order to understand several aspects related to the particular places including social, cultural, religions, economics, political, etc. (New South Wales Board of Studies, 2003, cited in Christie and Derewianka, 2010). The places under study may include specific buildings or area, archaeological sites, etc. which are considered historically significant.

This Historical Site Studies genre looks similar with the Descriptive Report genre in terms of the text structure. The difference is basically in the social purpose of the genre. Its social purpose is to describe a particular site which existed in the past rather than in the present. This genre constructs the historical descriptions of the places through two key stages: *Site Identification* and *Site Description* (Christie and Derewianka, 2010). The first stage is to introduce to the readers a particular place in the past which is regarded important to a historical discourse. The following stage is to account for the particular place through several aspects surrounding the site, such as the geographical location, the inhabitants of the place, the time and the other related aspects. The generic structure is shown in Figure 2.15.
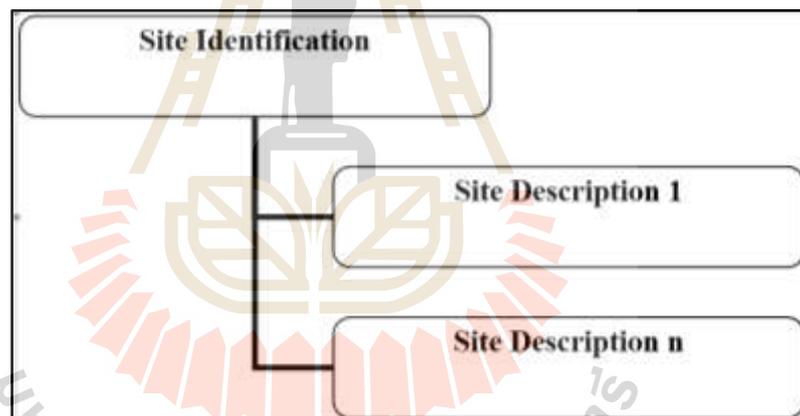
Figure 2.15 The Configuration of the Generic Structure of Historical Site Studies

The passage below shows how Site Studies describes a place in a particular historical period.

Example 2.15 Egyptian Houses (Christie and Derewianka, 2010; p.107)

Site Identification	Much of ancient Egyptian life occurred in their house, which was made of sun-dried mud called adobe because wood was in short supply in the desert.
Description of Site	Of course, as it is now, the more wealth or respect you had, the more rooms. A nobleman in Egypt would have three rooms: a reception room, a hallway and private quarters (bedroom). The windows would be covered with mats so that dust, wind and flies couldn't get into the house. Often the walls were covered with wall hangings, which were made out of leather. The floor had tiles and there was also a three-walled room on top of the house, which the family slept in on hot nights.
	A commoner's house was usually two or three stories high. The ground floor was for business while the second (or third if they had one) was the living area. Like the nobleman's home, the family often slept on top of the house though there wasn't a room there. Sewage was often disposed of in the street or in the Nile. In a commoner's house, there wasn't much furniture, just an oil lamp, a cosmetics/jewellery table, clay pots and at least one fly catcher (incense burner).

2.4.2.5 Period Studies Genre

The social purpose of this genre is to describe the specific events or activities of human living in a particular period in the past. The generic structure consists of *Period Identification* and *Period Description* (Christie and Derewianka, 2010). *Period Identification* identifies a period which is considered significant in the study of History. *Period Description* describes particular events in the period and the activities of inhabitants who lived during the period. In Figure 2.16, the generic structure of this genre is presented.
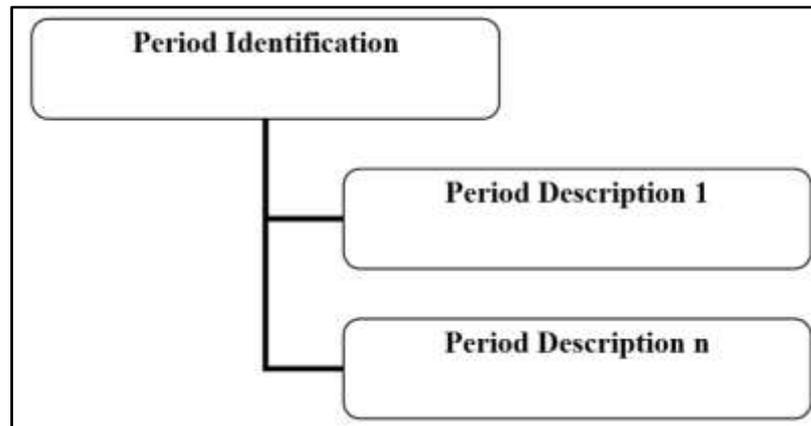
Figure 2.16 The Configuration of the Generic Structure of Period Studies

This following passage is one example of period studies genre. This passage is very short and looks simple since it is exemplified by Christie and Derewianka (2010) as one of compositions by children. The text flows through two major stages: *Period Identification* and *Description*. The opening stage, *Period Identification*, introduces a particular period which is about to be described. Medieval age is introduced but in a very short way. This very short identification could be because its writer is an eight-year-old child. Mature texts (texts written by adult writers) are usually longer than this. However, Christie and Derewianka (2010) argue that many texts of period studies only consist of *Description* stage since they do not have any *Period Identification*. The last stage, *Description*, describes the activities of the inhabitants living during that period. This stage is usually the longest part.

Example 2.16 Medieval Life (Christie and Derewianka, 2010; p.109)

Period Identification	Medieval Times
Description	Tournaments were often at the village green. The strongest man there was usually the blacksmith. The castle had many parts for example the keep, gatehouse, court and the inner bailey and outer bailey. The lord and the priest were like big bosses over the little peasants, villeins and serfs. Every Sunday the peasants had to go to church in their best clothes. If they didn't they would be taken before the lord in court.

2.4.2.6 Biography Genre

This genre aims to retell the life of a person who is considered important. The genre moves through three stages. The opening stage, *Person Identification,* introduces the interesting person who will be told about. The next stage, *Episodes,* which tends to be recursive functions to describe important episodes from that person's life. The final stage, *Evaluation,* concludes the evaluation of the significance and contribution given by the person. However, this stage is considered optional (Christie and Derewianka, 2010). Figure 2.17 shows how the stages in this genre are configured.
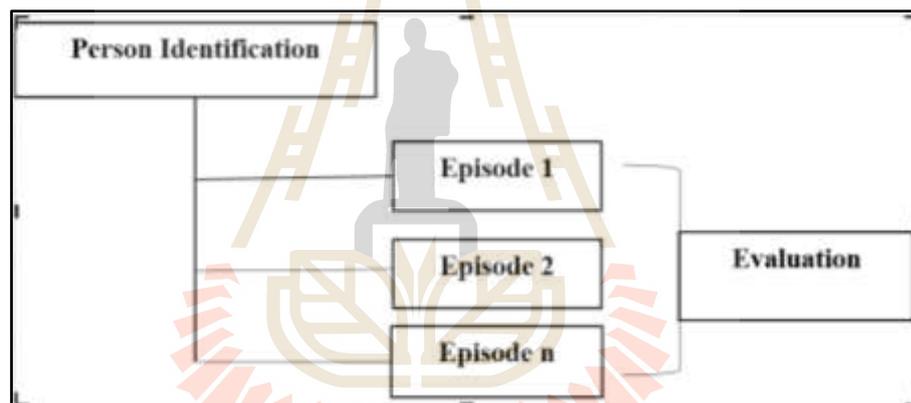
Figure 2.17 The Configuration of the Generic Structure of Biography

This following example of biographical text of Galileo shows how the genre structures the passage. The opening stage introduces Galileo and the reasons why he is considered important by the writer. The next stage tells about the important events in Galileo's life. This stage mainly focuses on Galileo's contributions or discoveries in science. The last stage is to evaluate or reemphasize the significance of Galileo and his contributions.

Example 2.17 Galileo (Christie and Derewianka, 2010; p.99)

	Galileo
Person Identification	The reason why I am studying Galileo is because I have been interested in his life, his mathematical and astronomical theories, his ingenious inventions, and the fact that he stood up for what he believed in, even when his thoughts were rejected by the people.
Episode 1	The Principle of Falling Weights **In 1588** Galileo graduated from the University of Pisa and stayed there to teach mathematics. **This particular year** Galileo proved something that shattered 2000 years of tradition and earned a great many enemies. He challenged Aristotle's theories about the principle of weights. **Before Galileo made this discovery,** people believed what Aristotle had said that a heavier object will touch the ground before the lighter object. Galileo dropped a 4.5 kg cannonball and a .45 kg cannonball off the Leaning Tower of Pisa. He discovered that even though the cannonballs were different weights, they made contact with the ground at the same time.
Episode 2	The telescope **In 1609** a Dutch lens maker experimented with some lenses. He found out that if the lenses were arranged in a certain order they would magnify and make things seem nearer. Galileo heard about this and made the telescope by putting the lenses into a tube. Galileo's first telescopes only magnified things up to three times but Galileo's later telescopes magnified things up to thirty-three times. **With the telescope,** he was able to look up to the stars and discover that the sun was the centre of the solar system. His thought was not believed by other people and the church called him up and put him on trial. He was found not guilty but he wasn't allowed to do anything that would make a public disturbance, like writing books. But he did write two more books and made more discoveries before his death.
Person Evaluation	The reason that I think that Galileo is remembered today especially by astronomers is because he invented the telescope and discovered that the earth was not the centre of the universe which Aristotle had claimed to be true. He was bold enough to say that Aristotle was wrong and defied the church rules of his town and country.

2.4.3 Genres of Report

Report genre is claimed as the major genre in science textbooks since the textbooks themselves are in fact large reports, broken down by headings and subheadings into sections (Wignell, Martin, and Eggins, 1993). In science, general entities (human, animals, plants, places, etc.) or the abstract things (system, concepts, etc.) can be classified and described in several sub-report genres: descriptive report genre, classifying report genre, compositional report genre (Martin and Rose, 2008;

Rose, 2012) and comparative report genre (Derewianka and Jones, 2012). The description can cover various aspects depending on the thing described. For example, in describing animals or plants, the described characteristics may include physical appearance, behavior, food, reproduction, activities, etc.

2.4.3.1 Descriptive Report Genre

This type of report genre aims to categorize and describe a phenomenon or an entity (Martin and Rose, 2008). It does not only classify the entity but then also explains its features. The stages of descriptive reports start by *Classification* and then followed by *Description*.
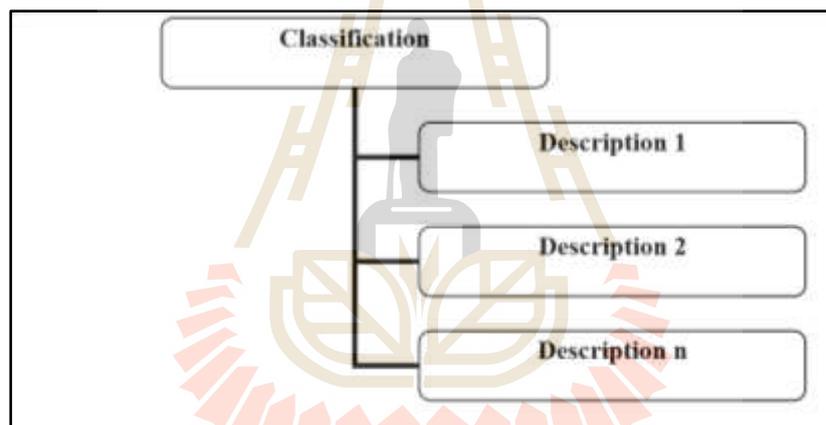
Figure 2.18 The Configuration of the Generic Structure of Descriptive Report

The text of *Goannas* below classifies the phenomenon of a species group known as monitor lizards or goannas, and then describes the four sets of characteristics of these animals: appearance, behaviour, feeding and breeding habits. Each characteristic constitutes a phase of the *Description*.

Example 2.18 Goannas (Martin and Rose, 2008; p.141)

	Goannas
Classification	Australia is home to 25 of the world's 30 monitor lizard species. In Australia, monitor lizards are called goannas.
Description	Appearance : Goannas have flattish bodies, long tails and strong jaws. They are the only lizards with forked tongues, like a snake. Their necks are long and may have loose folds of skin beneath them. Their legs are long and strong, with sharp claws on their feet. Many goannas have stripes, spots and other markings that help to camouflage them. The largest species can grow to more than two metres in length.
	Behaviour : All goannas are daytime hunters. They run, climb and swim well.
	Feeding : Goannas hunt small mammals, birds and other reptiles. They also eat dead animals. Smaller goannas eat insects, spiders and worms.
	Breeding : **Male goannas** fight with each other in the breeding season. Females lay between two and twelve eggs.

2.4.3.2 Classifying Report Genre

This report genre is to sub-classify a number of things or phenomena with respect to a given set of criteria. The genre usually moves through two key stages: *Classification* and Types. It begins with a *Classification* stage, and then followed by *Types* stage. The classification system of the things varies across the fields even within one field. Type can be defined as several groups of people, things, animals, etc. which share similar features and form a smaller division of a larger set. Figure 2.19 presents how the stages in this genre are configured.
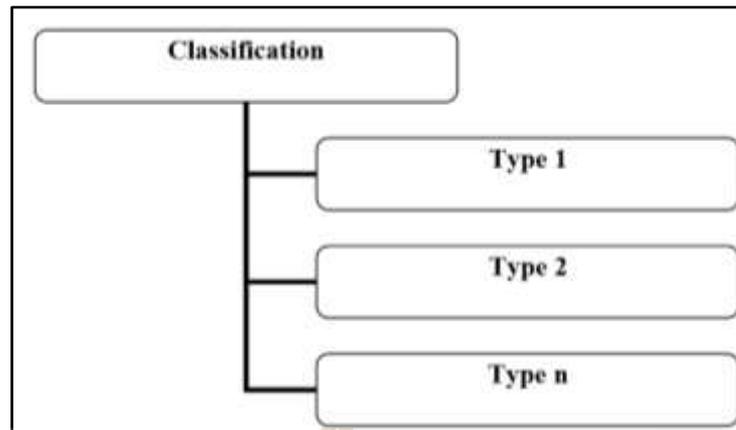
Figure 2.19 The Configuration of the Generic Structure of Classifying Report

In the following text, initially the phenomena or the entities are classified in the stage of *Classification*. The organisms are classified as producers or consumers, and they are also classified within biology on various other criteria, such as genetic relations. In the next stage, the organisms which are particularly in the group of consumers are then categorized into several kinds. Each of the type and subtypes is first defined and then exemplified. The phases within the description vary depending on the entity being described. So, this text has a particular general structure as follows: *Classification ^ Types ^ Subtypes.*

Example 2.19 Producers and Consumers (Martin and Rose, 2008; p.143)

Producers and Consumers	
Classification	We have seen that organisms in an ecosystem are first classified as producers or as consumers of chemical energy.
Types	Type 1: Producers in ecosystems are typically photosynthetic organisms, such as plants, algae and cyanobacteria. These organisms (criteria) build organic matter (food from simple inorganic substances by photosynthesis).
	Type 2: Consumers in an ecosystem (criteria) obtain their energy in the form of chemical energy present in their 'food'.

		All consumers depend directly or indirectly on producers for their supply of chemical energy.
Subtypes	*subtype 2.1*	Organisms that (criteria) eat the organic matter of producers or their products (seeds, fruits) are called primary consumers, for example, leaf-eating koalas (Phascolarctos cinereus), and nectar-eating honey possums (Tarsipes rostratus).
	subtype 2.2	Organisms that (criteria) eat primary consumers are known as secondary consumers. Wedge-tailed eagles that prey on wallabies are secondary consumers.
	subtype 2.3	Some organisms (criteria) consume the organic matter of secondary consumers and are labeled tertiary consumers. Ghost bats (Macroderma gigas) capture a variety of prey, including small mammals.

2.4.3.3 Compositional Report Genre

This type of report genre aims to describe the components which perform an entity (Martin and Rose, 2008). The structure of this genre usually consists of *Classification* and *Component* stage. The *Classification* is to categorize the entity and then through the *Component* stage, each of the elements composing the entity is described. The configuration of this genre is presented in Figure 2.20.
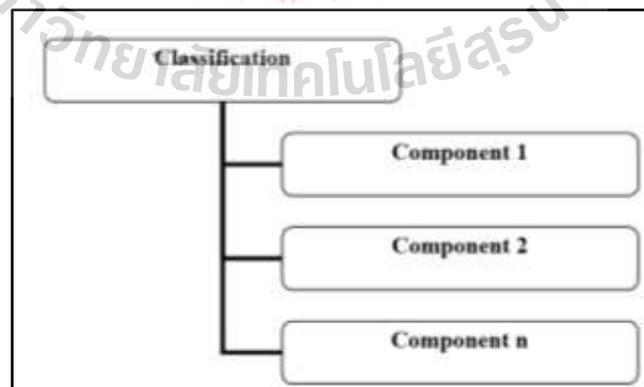
Figure 2.20 The Configuration of the Generic Structure of Compositional Report

The text below tells about a mangrove forest and lists the organisms composing the forest community. The forest is the whole which comprises many animals as its components. The *Classification* stage is to categorize the mangrove forest which needs to be decomposed. The *Component* stage then divides the various animals which are the members of the mangrove forest, such as fish and shrimps, crabs, molluscs, spiders, lichen and many types of birds. Each of the members of the mangrove forest is explained as shown in bold. The explanation can cover the location of the animals, their activities, food, etc. In the end, the text can finish with a technical definition which aims to give the meaning of all the described components toward the entity is being focused.

Example 2.20 Mangroves: Part of a Community (Martin and Rose, 2008; p.146)

Mangroves: Part of a Community	
Classification	When you walk into a mangrove forest, you may at first think that grey mangroves are the only living organisms there. However, look and listen and you will find evidence of other living occupants of the forest.
Components	Many different kinds of organisms share the living space with the grey mangroves.
	Fish and shrimp are found in the brackish waters.
	At low tide, you may notice small **crabs** scurrying into burrows in the mud. Even if you miss the crabs you will see evidence of their presence from holes in the mud leading to their burrows.
	At low-tide periods, various **molluscs**, such as snails and whelks, graze on algae that form a green film on parts of the muddy forest floor.
	Spiders spin their webs between branches of the grey mangroves to catch passing insects.
	Lichens grow on the trunks of mature mangrove trees.
	Many bird species feed on the nectar and pollen of the mangrove flowers and on the insects that live in the mangrove trees.
	At low tide, mudflats on the deep water side of the mangrove forests are feeding sites for **other bird species**, such as the striated heron, Ardeola striatus, that feeds on snails and crabs.
Definition	All these different kinds of organisms are part of the living community of the mangrove forest.

2.4.3.4 Comparative Report Genre

This genre aims to compare or contrast characteristics of two similar things. This genre usually moves through similar stages with the other sub-report genres: *Classification* and *Description*. Yet, Derewianka and Jones (2012) label the first stage as *General Statement*. A general statement does not simply make a statement about things in general way but it also presents an introduction and a categorization. In order to show the resemblance of this genre with the other sorts of report genre, in this present study, the opening stage of this genre can be labelled as *Classification* since this genre belongs to the same family genre: report genre. *Classification* stage identifies or introduces and categorizes things (animals, plants, etc.) which are about to be compared. The next stage, *Description,* is quite different from the descriptive report. This stage involves the characteristics of two similar entities and makes comparison between them or what Derewianka and Jones (2012) call as "systematic analysis of similarities and differences" (p.175). The configuration of this genre is presented in Figure 2.21.
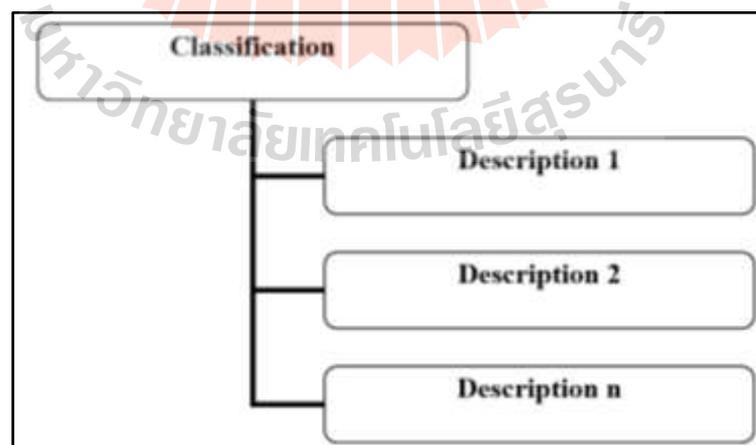
Figure 2.21 The Configuration of the Generic Structure of Comparative Report

The passage shows how genre of comparative report constructs information through two key stages: *Classification* and *Description*. The *Classification* stage introduces two entities, a star and a planet which will be compared or contrasted. The *Description* stage then describes the differences between the two entities in three aspects; namely, the light production, the movement, and the appearance.

Example 2.21 Stars and Planets (Derewianka and Jones, 2012; p.175)

Stars and Planets	
Classification	Our solar system comprises the sun (a huge star) and all the planets orbiting it as well as other material. Have you ever wondered what the difference is between a star and a planet?
Description *Light production* *Movement* *Appearance*	The basic difference is that a star gives off light and a planet only reflects light. A star is a ball of gas. Pressure at the centre of the star causes a nuclear fusion reaction to start. This fission burns and creates light for millions of years. A planet is a spherical ball of rock or gas that is usually found orbiting a star. Over time a star will eventually change properties and become a planet but a planet will remain relatively unchanged. When observing planets and stars through a telescope, several differences can be seen. Stars appear to twinkle whereas brighter planets don't. The closer, larger planets appear as disk-shaped; in contrast, the stars tend to be points of light.

2.4.4 Genres of Argument

Argument genres can be considered as one of genre families in the account of SFL-based genres. The major social purpose of argument genre is to persuade the readers that something is an issue by arguing for or against the case. This genre family falls into several key genres: Exposition, Discussion and Challenge genre.

2.4.4.1 Exposition Genre

Coffin (2006) defines Exposition genre as

"an analytical text that puts forward a particular interpretation of the past and then 'proves' the validity of the interpretation through a series of arguments and supporting evidence". (p.78)

The structure of the genre consists of *Background*, *Thesis, Arguments*, and *Reinforcement of Thesis* (Coffin, 2006 and Christie and Derewianka, 2010). The initial stage, *Background*, is to provide contextual information about the time, place or the involved people. However, the *Background* stage is frequently optional. The *Thesis* stage is the statement of opinion, proposal, idea, or theory to which will be argued. The reasons which are to support the thesis will be explained in the *Arguments* stage which tends to be recursive. Each argument is usually elaborated in separate paragraphs. The text ends by the *Reinforcement of Thesis* stage which functions to restate or paraphrase the *Thesis* and may also conclude the *Arguments*. Figure 2.22 shows how the structure of exposition genre is configured.
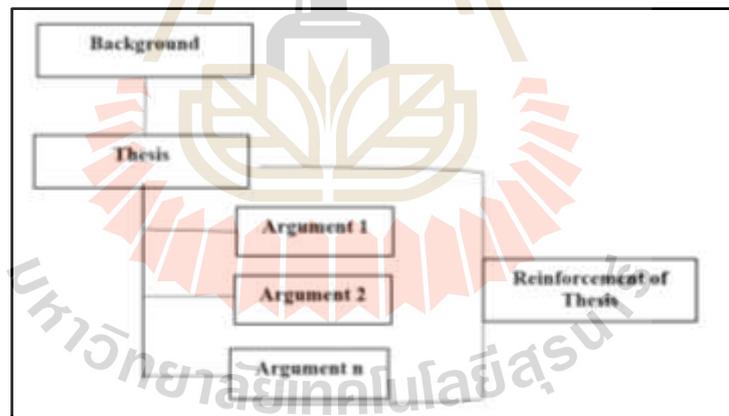
Figure 2.22 The Configuration of the Generic Structure of Exposition

The following text about the benefit of war for Australia shows how the ideas are organized and structured through stages and then globally form an exposition genre which aims to argue for the judgement that wars have benefited Australia.

Example 2.22 (Simmelhaig and Spenceley, 1984, cited in Martin, 1993; p.214-215)

Thesis	Wars are costly exercises. They cause death and destruction and put resources to nonproductive uses but they also promote industrial and economic change. This benefit does not mean that war is a good thing, but that it sometimes brings useful developments.
Argument 1	The Second World War further encouraged the restructuring of the Australian economy towards a manufacturing basis. Between 1937 and 1945 the value of industrial production almost doubled. This increase was faster than otherwise would have occurred. The momentum maintained in the post-war years and by 1954-1955 the value of manufacturing output was three times that of 1944-1945. The enlargement of Australia's steel-making capacity, and of chemicals, rubber, metal goods and motor vehicles all owed something to the demands of war. The war had acted as something of a hot-house for technological progress and economic change.
Argument 2	The war had also revealed inadequacies in Australia's scientific and research capabilities. After the war, strenuous efforts were made to improve these. The Australian National University was established with an emphasis on research. The government gave its support to the advancement of science in many areas, including agricultural production.
Reinforcement of Thesis	Though it is difficult to disentangle the effects of war from other influences, it is clear that future generations not only enjoyed the security and peace won by their forefathers but also the benefits of war-time economic expansion.

2.4.4.2 Discussion Genre

Unlike Exposition genre, Discussion has a balanced perspective on issues or ideas. Discussion uses a more balanced or neutral approach (without any predisposition toward a particular position). The objective of this genre is to take into account any positions (either pros or cons toward a particular issue) and perspectives on that issue or idea before ending up at one conclusion (Coffin, 2006).

Discussion genre usually has several stages; namely, *Background, Issue, Perspectives,* and *Position* (Coffin, 2006; Christie and Derewianka, 2010). The first stage, *Background*, is frequently optional. It deals with the contextual information about the issue which will be discussed. In the *Issues* stage, the issue is briefly stated and the views of the thing being discussed are summed up. The third stage,

Perspectives, offers a series of arguments from varied perspectives. This stage repeatedly occurs. In the final stage, *Position*, by taking into account the multiple perspectives which have been previously mentioned, the author decides his position regarding the issue. Briefly, the generic structure of discussion genre is configured in Figure 2.23: *(Background) ^ Issue ^ Perspectives ^ Position*. The brackets show that the stage is optional.
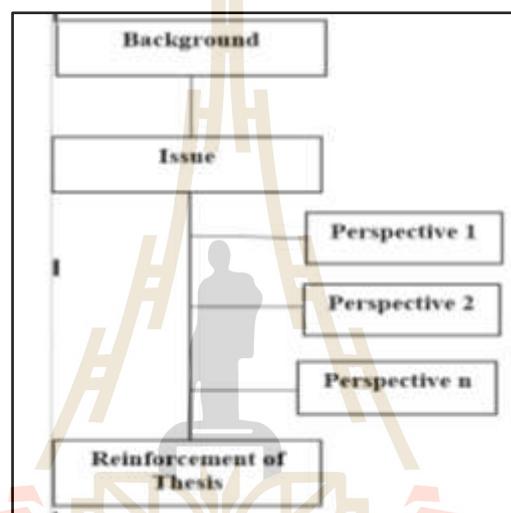
Figure 2.23 The Configuration of the Generic Structure of Discussion

Example 2.23 To what extent was the 1920s a decade of hope?

(Coffin, 2006; p.81-82)

To what extent was the 1920s a decade of hope?	
(Background): Providing a context for the historical issue	The main effects of World War 1 were significant factors in determining attitudes and degrees of optimism and hope in the 1920s. There were factors which greatly contributed to the feeling of hopelessness at the conclusion of the First World War, including the loss of some ten million lives and the economic losses of over $180 billion (Mills 1984 p. 25). Also, the defeated countries were ruined while the victors, apart from the United States of America, suffered various degrees of bankruptcy. The Allies, particularly Britain and France, sought revenge on Germany.
Issue:	In discussing the question as to what extent the 1920s was a decade of hope, it is necessary to examine the perspectives of the countries of the United States of America, Great Britain and Germany in

Stating alternative interpretations of the past	relation to their respective participation in the peace settlements of World War 1, and in relation to their foreign policies.
Perspective 1: Elaborating evidence	<u>Firstly, from the perspective of the United States</u>, it can be argued that this is reflected in their participation in the peace settlements and in foreign affairs in the 1920s. In his dealings with the Allied leaders at the Versailles Peace Conference in 1919, from which the defeated Germany was excluded, the American President, Wilson, did not wish to impose heavy penalties on Germany. He hoped that his fourteen points for peace would be accepted by the Allies, and that a lenient peace would help German economic recovery and so make world peace more secure. Despite the fact that Wilson's plan for the creation of the League of Nations was accepted, Wilson was outmanoeuvred by the Allies and the settlement was made a great deal less generous than he would have liked. In addition, many Americans wanted to return to a policy of isolation in order to avoid future wars, and consequently Wilson's hopes for acceptance of the League of Nations on the part of the United States were destroyed when the Senate voted against United States participation in the League in 1920. Under President Harding, the United States was greatly influenced by the policy of foreign isolationism with its refusal to join the Court of International Justice in 1922 and 1927, and in the heavy restrictions imposed on the number of immigrants entering the United States. Fortunately, some hopes for international peace were realised when Dawes, an American, devised a plan whereby Germany, with the aid of American loans, would pay off a reduced debt by instalments, and when the United States became further involved in the problem of reparations in 1929 with the Young Plan setting up a sliding scale of repayments. However, these plans collapsed and hopes were once more destroyed with the coming of the Wall Street Crash in 1929. Thus, it can be seen from the evidence above that despite America's attempts to create peace and stability, hope for a peaceful future gradually faded.
Perspective 2: Elaborating evidence	<u>From the British perspective</u>, it can also be argued that although there was some hope in the 1920s, it was also a decade of despair and disillusionment. For example, the British Prime Minister, Lloyd George, only adopted two of Wilson's fourteen points at the Paris Peace Conference, these points being national self-determination and the general association of nations. Hopes for peace were further lost when the British government required that the German navy should be annihilated and the German army limited. Britain wanted Germany to pay, forcing extremely harsh reparations on her through the Treaty of Versailles. In addition, the British government's imperialist ambitions and activities and responses to problems in Ireland and India brought shame and disillusionment to many people. The effect of these policies on the

	British population are a clear signal that by the end of the 1920s there was little hope.
Perspective 3: Elaborating evidence	Thirdly, from the German perspective, the terms of the Treaty of Versailles were intolerable and quite hopeless. The Germans felt bitter and humiliated. They were particularly upset by the severe territorial losses, including the losses to Poland in the east, and Germany being split into two by the Polish Corridor. They also complained that the Allies were trying to bankrupt Germany and to destroy the Weimar Republic with the extremely high reparation claims; that the terms of the Treaty of Versailles were worked out in secret and forced upon the Germans; that all Germany's colonies were taken from her; and that the Germans had to accept blame for the war and had to disarm without any guarantee that their Allied neighbours would do likewise (Mills 1984 p. 23). Many Germans never forgave the politicians who signed the peace treaty for them, feeling that the Weimar Republic was run by traitors. The Weimar Republic was also beset with extreme inflation and unemployment.
	Later in the 1920s, there was the return of some hope, short-lived and tenuous as it was. This was in the form of aid in the payment of reparations and in the economy generally through the Dawes Report of 1924 and the Young Plan of 1929. Also, Germany was permitted to join the League of Nations in 1926, and to sign the Kellogg–Briand Pact in 1928, this pact renouncing war. There was also reason for some hope with the positive response to the publication of the anti-war novel All Quiet on the Western Front, written by the German, Erich Maria Remarque. However, with the onset of the Wall Street Crash and the Great Depression in 1929, hopes were once again lost for Germany.
Position: The overall interpretation or thesis	In conclusion, it is clear that the extent to which the 1920s can be characterised as a decade of hope largely depends on the perspective taken. Thus, from the perspective of the United States and Great Britain, it can be argued that although there was some hope and optimism in the earlier part of the 1920s, this had largely faded by the end of the decade. In contrast, the analysis above shows that, from Germany's viewpoint, there was virtually no hope at the conclusion of World War 1 and despite some hope as a result or reparation payments in the second half of the 1920s, this was short-lived; by the end of the decade there was general disillusionment.

The above passage begins by providing information to the readers regarding a historical issue, that is, optimism and hope in the 1920s. Afterwards, the next stage introduces the issue which will be discussed along with several varied perspectives through which the issue is about to be viewed. The proceeding stage then

details each of the viewpoints in three different layers: United States Perspective, the British Perspective, and the German Perspective. The ending stage concludes how those three viewpoints interpret the main issue which has been stated in the beginning of the text.

2.4.4.3 Challenge Genre

Challenge genre aims to question and argue against a particular interpretation or belief about the past which is taken for granted and also to persuade the readers to reject the interpretation or belief that have been proposed by historians, textbook writers, experts or other people (Coffin, 1997; 2006).

This genre is structured through three stages: *Challenged Position, Rebuttal Argument*, and *Anti-thesis*. The *Challenged Position* stage foreshadows the interpretation or belief that will be debated or denied. The *Rebuttal Argument* arranges both opposing arguments and evidence toward the arguments and evidence which support the position challenged. In the end, the *Anti-thesis* stage is to propose an alternative interpretation. Figure 2.24 presents how the structure of this genre is configured.
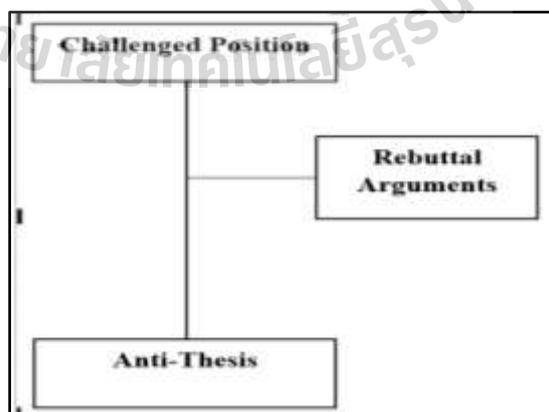
Figure 2.24 The Generic Structure of Challenge Genre

This following passage clearly shows how Challenge genre is structured. This following example is a summarized-version passage taken from Coffin (1997). Therefore, several information or detailed explanations within the text are not mentioned. In this passage, the perception about the positive relationship between Australia and Indonesia is challenged. Through the opening stage, *Position Challenged*, the mutual benefits of the cooperation are questioned particularly on what aspects these two countries have gained their benefits from. In the next stage, *Rebuttal Argument*, the judgment that these countries have been mutually benefited is denied based on several reasons which are followed by evidences and examples which are either supporting and opposing the claim. The final stage, *Anti-thesis*, concludes or affirms the denial of the positive Australia-Indonesia relationship.

Example 2.24 In what ways has Australia developed a positive relationship with its regional neighbour, Indonesia? (Coffin, 1997; p.223-p.225)

In what ways has Australia developed a positive relationship with its regional neighbor, Indonesia?	
Position Challenged	The Australian government argues that it has developed a good relationship with Indonesia over the last twenty-five years. It argues that its policies have led to improved political, economic and military cooperation between the two countries, to the benefit of both. However, the critical issue is which sections of Australian society have cultivated these relations and with which sections of Indonesian society and who has actually benefited.
Rebuttal Arguments	The main argument that is used to support the position that the relationship between Indonesia and Australia is a positive one is the increased political cooperation between the Australian and Indonesian government. . . (evidence of relationship between political cooperation and development in trade) This argument, however, does not take into account who benefits from the investments in Indonesia . . . (evidence of lack of control over investment by majority of Indonesians) In addition, the Australian people do not necessarily gain major benefits from these investments . . .

(evidence of this provided)

It is not only investment and trade that benefits some sections of society and not others. The interrelationship between Australian economic and political policies needs to be considered in terms of their overall costs rather than just their benefits, particularly the issue of human rights.

The issue of East Timor and the Australian political response is a good example of the relationship between economic and political policy ….

(evidence of Australian disregard for human rights for sake of Timor oil)

Loss of freedom for East Timor meant Australian complicity in allowing its invasion. As James Dunn states, 'Australian intelligence agencies were able to monitor the progress of Indonesian military preparations to assault East Timor. . . and simply chose to let events take their course' *(New Internationalist,* No. 253, March 1994). Despite condemnation of the invasion by the United Nations, and Amnesty International's systematic documentation of the human rights abuses carried out by the Indonesian government against the East Timorese (including frequent summary executions, disappearances, torture, enforced sterilization and mass executions), the Australian government has continued to extend *de jure* recognition of Indonesia's right to rule. Only recently Keating praised Indonesia as a 'nation of great tolerance'. Clearly such praise is not based on the current daily reality that exists for many Indonesian people. As Dr Buyang Nasution, an Indonesian Human Rights lawyer, argued in response to Keating's comment, 'if you were in our position, people who were oppressed, harassed, some of us were arrested unlawfully, even tortured. . . at least we would expect that foreign governments would not praise oppressive measures' (statement made on National Speaking tour to Australia, September 1994). Instead the Australian government's response has been to appease the Indonesian government. Such evidence of a policy of appeasement clearly demonstrates that the cost of the Australian government's economically influenced political policies has been the widespread abuse of large sections of people in order for a few to benefit economically.

Finally, another argument that is often raised in order to support the claim that Australia and Indonesia have developed a good relationship over the last twenty-five years is the degree of defence cooperation that exists between the two countries. Both the Indonesian and Australian governments claim that this cooperation helps to preserve both countries' national security. In Indonesia, however, an analysis of the Indonesian army shows that its role is largely one of internal policing. There has been military involvement in suppression of labour activists, including the killing of Marsinah, a 25-year-old factory worker, in 1993, and four people peacefully protesting over the building of a dam in 1994. Kopassus, in particular, is a military unit that is sent to regions of unrest and is able to override domestic laws. It has been associated with extra-judicial executions, disappearances and torture. Despite this, since July 1993, Australia has run an official programme of cooperation and training with Kopassus units. Senator Robert Ray claims that this will provide

	Australia with the opportunity to influence Indonesia in matters of human rights (letter to Amnesty International, 1993). However, there are no data to prove this assertion. Evidence shows that throughout Indonesia there has been no change in the pattern of political violence. Clearly, from the viewpoint of many of the people ruled by the Indonesian government, such a programme of defence cooperation does more harm than good and does not indicate improved or positive relations.
Anti-thesis	In conclusion, it can be seen that, from the perspective of many sections of both the Australian and Indonesian populations, the last twenty-five years can be characterized as a period in which relationships between Australia and Indonesia have changed but in a negative rather than positive way. A critical analysis of the economic and military arguments that are generally put forward to affirm the position that the relationship between Australia and Indonesia is a positive one proves this.

2.4.5 Genres of Response

Christie and Derewianka (2010) classifies several genres into the so-called genre of Response; namely, Personal Response, Review, Character Analysis, and Theme Interpretation. This group of genres is written in order to respond other texts.

2.4.5.1 Personal Response Genre

Personal Response genre aims to present one's immediate personal feeling about any given literary texts. This genre can have two stages: *Response* and/or *Observation*. Stage of *Response* is to immediately respond to the given texts whereas in the stage of *Observation,* the evaluation about the given texts is offered. However, these two stages are frequently interchangeable. The *Response* stage is claimed to be more frequently offered than the stage of *Observation*. Thus, *Observation* is considered optional.

Example 2.25 *Rowan of Rin* **– Emily Rodda** (Christie and Derewianka, 2010; p.65)

Response/ Observation	<u>**I liked this book and I think it was well written**</u>. Emily Rodda was very clever writing the verses and making them fit in. <u>**My favourite character**</u> was Allun because he was merry and always looked on the bright side. I think Emily Rodda thought of some good ways to get up the mountain. I would never have thought of putting a stick in the bog to see which way was safe. <u>**My favourite part**</u> was when the ice cracked and Jon and Rowan went back to Rin. That would have been lots of fun.

2.4.5.2 Book Review Genre

The genre aims to sum up particular literary texts, books or written works of interest and put them into judgement. The genre is usually contructed of three important stages: *Context ^ Text Description ^ Text Judgement*. First, the *Context,* provides essential contextual information about the text, its type of work (e.g. novel, play) and sometimes its setting; Second, the *Text Description,* introduces characters or the major contents of the book and some details of the plot or contents; Lastly, the stage of *Text Judgement,* offers the writer's evaluation of the text.

Example 2.26 Review of Sally's Story (Christie and Derewianka, 2010; p.68)

Context	'<u>**Sally's Story' by Sally Morgan is an autobiography about the life of an Aboriginal girl and her poor family**</u>, the Milroys, living in a Perth suburb called Manning during the 50's and 60's. <u>**This is the story of Sally**</u> growing up in a close-knit family and discovering her Aboriginal heritage and being proud of her background //while living in a community with racist attitudes In the story we learn that family relationships are very important to her, especially her maternal grandmother. We learn how her father's war neurosis and battle with alcohol deeply affect her family.
Text Description	Sally Milroy lived with her family in a small suburban house. She was the eldest of five children. Her siblings were Jill, Bill, David and Helen. Her mother Gladys and her father Bill also shared their house with Gladys' mother, Daisy. **Throughout the story**, Daisy and Gladys, the 'Mothers' of the family, try to cover up, even from the children, the fact that they are Aboriginal. This was because during the 50's, being Aboriginal was an embarrassment.

Text Judgement	**I enjoyed this book, which gives the reader the idea of** what it was like for Sally growing up in a poor Aboriginal family in Perth during the 50's and 60's. **This true story is written in an interesting way which helps us to understand the challenges faced by Sally and her family**. 'Sally's Story' is **suitable for readers that are looking for a rich, zesty, moving story to read or those who are interested in racial and cultural issues**

2.4.5.3 Character Analysis Genre

This genre aims to discuss and present a judgement about particular characters in a given text. The genre usually moves through three key stages: *Character Presentation ^ Character Description ^ Character Judgement.* The opening stage of *Character Presentation* introduces the characters of interest. The middle stage of *Character Description* provides description of the characters. At this stage, the ability to offer some interpretive details is important. The final stage of *Character Judgement* puts the passage to an end by offering some final judgements about the characters.

Example 2.27 A Character Analysis of Antonio from *The Merchant of Venice*
 (Christie and Derewianka, 2010; p.74)

Character Presentation	In this essay I have chosen to do a character study of Antonio. I will discuss his changes in his character in the light of one of he major themes in the play – reasoning and emotion. In the play Antonio let his emotion overrule his judgement, thus causing Shylock to let his judgement overrule his emotions, leaving it all to Portia to bring emotion and reason together.
Character Description	"The Merchant of Venice" is named after Antonio because everything revolves around him: can he pay the bond? will he lose his life? Can he restore things back to normal? and so on. Although the play seems to centre around Antonio**,** in fact he has very little influence over the play in general, as he is reliant upon Shylock's mercy and Portia's wit to decide whether he shall live or die. Antonio is portrayed in the play as a compassionate, generous, admired, beloved merchant, as can be seen in the following conversation: (a quote follows)
Character Judgement	Through this character study of Antonio, **I have shown** how Antonio changes through the play-from over-generous at the beginning, to depressed when his ships are lost, to relieved at the end. Although his emotions guided him in the predicament, Portia was able to get him out of it through her wits and cunning logic.

2.4.5.4 Thematic Interpretation Genre

The key purpose of this genre is to interprete and evaluate the overall message of particular texts through the perspectives of the adopted value. The configuration of this genre usually is *Theme Identification ^ Element Evaluation ^ Theme Reaffirmation.* In the opening stage of *Theme Identification*, the key themes of the passages are identified and introduced to the readers. The middle stage, *Element Evaluation*, presents how the readers interprets the key elements of the story in order to support the main themes which have been stated in the beginning. This stage is usually recursive (Christie and Derewianka, 2010). The final stage, *Theme Reaffirmation,* restates the major themes which have been identified in the *Theme Identification*.

Example 2.28 The Journey (Christie and Derewianka, 2010; p.81)

Theme Identification/ Element preview	<u>**Studying the concept of imaginative journeys has expanded my understanding of myself, of individuals and of the world in several ways**</u>. The journey, especially in the imaginative sense, is a process by which the traveler encounters a series of challenges, tangents and serendipitous discoveries to arrive finally, at a destination and/or transformation. **In the context of individual journeys**, Melvyn Bragg's depiction of science as a collective journey in On Giants' Shoulders SHOWS how individuals can influence others and mankind through their journeys. The importance of self-growth as a result of overcoming obstacles as highlighted in the Japanese anime, Spirited Away, has increased my understanding of myself, with this transformation portrayed on a global or universal scale in Robert Frost's the Road Not Taken.
Element 1	On Giants' Shoulders depicts the individual lives and achievements of 12 scientists as a collective imaginative journey over the last 2500 years. <u>**In portraying their separate profiles as one story in a chronological line up,**</u> Bragg delineates the concept of a cumulative and ongoing journey, reflected in his thesis that science is 'an extended kind of continuous investigation'. It is through this that I personally have learned the importance of individuals interlinking with others to achieve a greater end, and influencing or inspiring others, as inherent in the concept of scientists standing on 'giants' shoulders.
Element 2	<u>**Spirited Away offers a more personal lesson in regards to the concept of journeys**</u>, through the transformation of a person who overcomes obstacles in the course of her journey. The medium of Japanese anime

	is particularly pertinent for imaginative journeys because of its fantastical possibilities and ability to remove the responder from everyday inhibitions. This text widened my scope in understanding myself, as it views challenges not as obstacles, but as opportunities for growth through testing and awareness of actions.
Element 3	**On a more global or universal scale,** however, Robert Frost's The Road Not Taken was most valuable for study. **This poem encompasses an imaginative journey** in terms of retrospection and an inner one as well. The text pivots on the conceptual metaphor of life as a journey, and therefore, symbols and metaphors play a central role in conveying Frost's meaning. The reflective and reminiscent tone of the last stanza confirms the value of the journey that 'made all the difference', and conveyed to me, personally, the importance of experience, and to a certain degree, risk taking in my journey of life in this world.
Reiteration of Theme	**Thus, the study of the concept of the imaginative journey has expanded my understanding significantly** of myself as defined through challenges: of individuals as part of a great quest in the search for collective knowledge; and of the world as an experience not to be missed. It is equally significant, also, that the journey's power to explore endless possibilities and offer obstacles paves the way to the aforesaid rewards- whether they be tangible or intangible, real or imagined.

2.5 Disciplines and the Language under Genre Investigation

Two major disciplines become the focus of the present study; namely, Economics and Law (Jurisprudence). They are the disciplines of which the textbooks, which are the whole corpora of the present study, are taken from. This section will explain for particularly the nature of the disciplines of Economics and Law, and how the English language has been used in Economics and Law either as the language of the discipline or language in the common practices, for example, in the legal practices.

2.5.1 Economics and its Language

Economics can be defined as the study of how people manage their limited resources and how the decision should be made (Mankiw, 2002). Economics worldview is that the needs of individuals, households or society are unlimited yet the available resources are limited or scarce. Therefore, households must be able to manage their

resources in order to satisfy their wishes. In Economics, everything has a cost. In order

to get what they want, they are required to give up the resources they have whether they

be material resources, such as money, goods, etc. or the immaterial ones such as time,

labor, etc. Therefore, two main aspects need to be taken into account; namely, 1) the

benefits of choices, wants or decisions of the households and 2) the cost which the

households must take to get their necessities done. Economics sometimes is also known

as science of choice (Parkin, 1996) because, as explained above, it is a science which

accounts for the options that individuals make and it also predicts how the options

change as conditions change. Rohlf (1993) states that there are three fundamental

questions which are mainly addressed in Economics:

> "1) what goods and services will be produced and in what quantities?
> 2) how will these goods and services be produced, and 3) for whom,
> will these products be produced?" (p.12)

Parkin (1996) claims that the economists have a large task to accomplish,

that is, to "…. discover how the economic world works" (p.12). To accomplish this

task, the Economics scholars differentiate between two kinds of propositions or

statements (Parkin, 1993; 1996; 1998). First, the proposition is about *What is*. It deals

with anything that is currently believed about how the human world works. This

proposition can be right or wrong (falsifiable). Therefore, it is known as positive

statement. Its truth can be examined by checking it against the reality, evidences or the

events that happened in the real world. Second, the proposition is about *What ought to*

be. The truth of this proposition cannot be examined since it simply depends on values.

Thus, this statement is known as normative statement. Parkin (1993) exemplifies the

difference of the two groups of the statements in the issue of controversy over tax cuts

and cutbacks on social programs. The statement that *lower taxes and less generous*

social programs will make people work harder is considered as a positive proposition

for its truth can be verified through involving enough facts or applying a particular

principle. Meanwhile, the statement that *taxes and social programs should be cut* is

regarded as the normative one. Although anyone can agree or disagree with the

statement, its veracity cannot be examined since it is based on particular hold values.

Parkin (1998) further explains that the crucial task of Economics is

> "to discover the and catalog the positive statements that are
> consistent with what we observe in the world and that enable us to
> understand how the economic world works" (p.19).

This large task can be split into three main stages: observation and

measurement, model building, and model testing. In the first stage, Economics scholars

continuously observe and measure a number of matters or events which are happening

and have happened in the real world, such as income and work hours, prices and

qualities of goods and services, etc. Next, in the second stage, the Economics scholars

construct a particular model that consists of particular significant matters (variables)

which have been observed and measured in the initial step and how one variable is

determined by the other variable(s). In this stage, selection and simplification are the

major activities. The selection of what kind of events or facts need to be looked at,

observed then measured is of great importance. The inclusion and exclusion of the

matters or details are based on the assumptions whether they are necessary or

unnecessary. The assumptions are certainly of importance. "They form the foundation

on which the model is built" (Parkin, 1993; p.19). Simplification is equally necessary.

Given that the world works in a complex way rather than in a simple one, simplifying

the realities is needed to ease the understanding of the phenomena and to explain how

and why they happened. Therefore, economic model can be understood as simplified

version of reality which allows us to understand, explain and even make a prediction about the economic phenomena through its generated implication. The final stage, model testing, is to examine the effectiveness of the model which has been built in the previous stage. The effectiveness of the model's implication is determined by its success in making predictions in the future. Once the model is tested and turns out to work out, the implication can be drawn and then is used to predict the future phenomena. At this point, a theory is generated. Parkin (1996) defines an economic theory as

> "a generalization that summarizes what people think and understand about the economic choices that people make and the performances of industries and entire economies" (p.13).

Yet, if the prediction turns out to conflict with the realities or to say that it fails to predict the future, the theory will be discarded. Hence, the step will return to the model-building stage in order to revise it and change the used assumptions then follow the same given steps until a new model and a new theory are created in the end.

Understanding Economics is certainly inseparable from Adam Smith, the father of modern Economics, who invented the most influential theory in Economics, the invisible hand, as the foundation of the birth of the Economic science. Adam Smith (1776, cited in Parkin, 1998, and cited in Mankiw, 2002) claims that

> "It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest. We address ourselves, not to their humanity but to their self-love, and never talk to them of our own necessities but of their advantages" (p.22).

Adam Smith's insight is telling that

> "participants in the economy are motivated by self-interest and that the "invisible hand" of the marketplace guides this self-interest into promoting general economic well-being" (Mankiw, 2002: p.11).

The above disciplinary review of Economics is crucial for the researcher of this present study in at least two levels. The first level is the textual analysis level. Given that the researcher does not have any formal training (educational background) in Economics, it is crucial to supply as much as necessary information for the researcher in order to have knowledge of the discipline before and during the analysis. By possessing content schemata (the background knowledge of Economics), the researcher can build his mental representations of the texts while he is comprehending them. While doing the textual analysis, actually, the researcher can either consciously or subconsciously improve his content schemata since Samuels (1990) states that "what is true of the study of Economics is also true of the study of Economics texts" (p.9). The second level is interpretation level. In this level, having background knowledge of the discipline might help the researcher to interpret the results of the analysis in terms of how the results should be well understood in relation to the nature of the discipline. This might help the researcher to draw an accurate picture of the study, to supply the necessary explanations and to provide the rationales of particular generated claims and judgements.

In Economics, language is used to "describe, interpret, and explain the economy" (Samuels, 1990; p.7). It is stated that Economics as well as language is an artifact which means that they are the products of human actions. He adds that

> Economics as language is part of the total communication system of society, part, therefore, of the total symbolic, myth, and code system of society that governs meaning and signification. Science is a linguistic community, using language as a bond as well as a means of communication and using paradigm-consonance expressed in terms of language as a test of what is acceptable (Thomas Kuhn's "normal science"). As a language, Economics is laden with preconceptions and presuppositions of both a substantive and structural variety (1990, p.7).

The unfolding of the organization of Economics texts in this present study is important to bring about the descriptions of how language or particularly the English language is used as resources for making meaning of the knowledge of Economics in written language for the purpose of pedagogy. The generated descriptions can account for the main purposes the language serve and how language achieves them. The above review may also provide any clue for the researcher in comprehending the Economics texts.

2.5.2 Law (Jurisprudence) and its Language

The understanding of how Jurisprudence (Law as a science) looks certainly inaccurate without understanding the main object to which this particular science is devoted, that is, law. The existence of law as social rules is considered as one of the distinguishing features of human society from animal groups (Harris, 2007). Law might be impossible to be defined without the concept of rule. Twining and Miers (2010) define that rule is

> A general norm mandating or guiding conduct or action in a given type of situation. A rule is normative or prescriptive, that is to say it is concerned with ought (not), may (not) or can (not), in relation to behaviour, rather than with factual description of behaviour. A rule is general in that it is concerned with types of behaviour in types of situation or circumstances (p.81).

Wacks (2015) emphasizes that the awareness of social, political, moral, and economic dimensions is important to have the proper understanding of law. Given that law is society dependent, different societies have different legal systems. For example, Italy applies civil law, England and Hong Kong apply common law, while, South Africa applies the mixed legal system. Harris (2007) states that functions of law, according to whom the law is addressed, can be differentiated in two main kinds. First, it is as the

action-directing function, with the general people (citizens) as the major addressees. It is to say that citizens, in various situations, must comply the law. The second function is control function. This function is mainly addressed to attorneys in the law court. Dworkin (1978, cited in Wacks, 2015) claims that law is an interpretive concept. Therefore, interpretation is of central importance in law. In courtroom, based on the legal principles, judges have duty to interpret law, assess the given evidences, witnesses, etc. by which a coherent story of the case (murder, robbery, bribery, theft, etc.) is then constructed by the judges.

The given review of the nature of Jurisprudence might benefit the researcher of this present study mainly as the content schemata or the background knowledge of the field. Because the researcher never encounters either formal or informal training in Law, the knowledge of the legal discipline can be of importance to facilitate the researcher's understanding while doing the analysis of the genre classification and the structure of Law texts. The knowledge can be also useful in interpreting the analysis results and equally important to figure out any possible explanations and to present the logic ground of any claim made.

In Law either as a discipline or the field of practice, its language is more popularly known as legal language which can be differently defined subject to the scope of its usage. It can be defined as "language in which laws and legal documents are written: constitutions, treaties, statutes, law reports, wills or contracts" (Durant and Leung, 2016; p.2). The scope can also include language in courtroom and language of policy either spoken or written and more broadly any issues which are related to law. However, the definition is maintained that legal language specifically only covers any issues concerned by the lawyers rather than by laymen (common people) (Durant and

Leung, 2016). In countries where the legal system does not use the English language, the term *Legal English* (LE) is used to refer to the ability of using the English language, for instance, by the legal practitioners in the workplace (Northcott, 2013, cited in Durant and Leung, 2016). In this present study, the legal discourse (textbooks of Law) which will be investigated is in the English language.

Several features of legal language (in the English language) are identified by David Mellinkof, UCLA professor of Law, as follows (Mellinkof, 1963, cited in Crandall and Charrow, 1990)

1. Legal language often uses common words but they express different meaning, for example, *action* for *lawsuit*, *of course* for *as a matter of right*, etc.

2. Legal language often uses Latin lexicon, such as *in propria persona, amicus curiae, means rea*, etc.

3. It uses the French language in the specific lexicon, such as *lien, easement, tort*, etc.

4. It uses special terms which can be called jargon, for example, *month-to month tenancy, negotiable instrument, eminent domain*, etc.

5. It also uses Argot, such as *pierce the corporate veil, damages, due care*, etc. Argot can be understood as secret language of particular group which cannot be understood by other people outside the group.

6. It intentionally uses English lexicon with flexible meanings, for example, *extraordinary compensation, reasonable man, undue influence*, etc.

The absorption of rhetorical tradition into legal advocacy has made language to serve a significant role in law. Durant and Leung (2016) state that this is for two reasons:

1) Legal advocacy emphasizes the high value placed in legal formats on verbal submissions and the weighing of evidence as the appropriate means for achieving just outcomes. This sense of the value of skilled speech brings together different levels of legal thinking: from day-to-day courtroom pleading, through the structuring of legal hearings around formats involving verbal disputation (opening speeches, evidence, summing-up, etc.) to the fundamental formulation and operation of law in democratic societies,

2) Understanding legal reasoning as a kind of rhetoric involves acknowledging that styles of persuasion and argument necessarily adapt to different purposes and settings. Classical rhetoric identified and described specific lines of argument. But it also showed how stylistic register must be modulated for different purposes and audiences, and drew a distinction between high, middle and low styles of language suited to different kinds of speech event (p.23).

The review of the legal language features may provide clues as well as understanding to figure out the description of how the English language is used in Law textbooks, what purposes of the texts are to be achieved, how the language serves as resources to present the logical reasoning as part of the rhetorical tradition both in academic tradition and professional practices of Law, etc.

2.6 Related Previous Studies

This section is split into two major sub-sections: one section will review any particular prior studies related to the analysis of textbooks and the structures of the texts, and another one will review discourse in the disciplines which are being investigated in this current study.

2.6.1 Previous Studies of the Analysis of Textbooks and the Text Structures

One study of the text structure in textbooks was Unsworth (1995) who investigated in his PhD study the explanation genres in science textbooks. Eighteen

texts taken from textbooks of three fields of science in primary and secondary schools were analyzed to find out both the variation of explanation genre across the school science textbooks and the linguistic variations within and across the explanation genres. The findings of the analysis showed that schematic structure potential of *Orientation^ Implication/Deduction Sequences^ Closure* was applicable in the textbooks across the school levels. The variations across the explanation types were found in *Orientation* and *Closure* stages. At the intermediate level, the *Orientation* stage is described in terms of *Phenomenon Identification*, *Phenomenon Background* and *Explanation Preview*. The *Closure* stage is described in terms of *Conclusion*, *Extension* and *Elaboration*. The description of the *Implication/Deduction Sequences* causes the *Explanation* types to have varied structures, such as the *Conditions ^ Trigger ^Transformation* ^{n} elements in the realizational explanations of coal formation.

Parodi (2010) examined the rhetorical organization of 126 university textbooks in the Spanish language from four disciplines: social work, psychology, industrial chemistry, and construction engineering. The frequency of macro-moves, moves and steps that occurred in the level of text segments of those textbooks were counted to see the distinctions among the four disciplines. The result presented that three macro-moves and ten moves were used in the books of four disciplines. The macro-moves are *Preamble, Conceptualization and Exercising* and *Corollary*. Each of the macro-moves has several moves. The macro-move *Corollary*, for instance, consists of three major moves: *Solutions and Answers, Specifications* and *Guidelines*. Parodi (2010) seems not to incorporate the fixed rules in doing the analysis as in determining the level or the degree of abstraction and in assigning the functions of the element or text units (sentence(s) or paragraph(s)). One part or paragraph(s) of the text under

analysis tended to be separated from the other parts or paragraph(s). Clearly, he mentions that "…researcher does not necessarily proceed by means of a previous set of clearly determined phases" (p.198). In other words, the analysis was conducted not through a comprehensive or a global perspective yet simply in a very local level.

Other studies were carried out through ESP approach by examining only the very initial section of textbooks, the preface sections, by using CARS model proposed by Swales (1990). Azar (2012) examined twenty-two preface sections of academic textbooks in the areas of linguistics and applied linguistics in terms of possible move structures and the types of signaling (i.e. linguistic or textual devices). The results showed that four moves were identified to explain the different rhetorical purposes used by the textbook writers to create a niche and establish the importance of the textbooks. The four moves were *Establishing the Necessities of the Readership*, *Establishing Orientations*, *Outlining the Scope of the Chapters*, and *Acknowledging*. The linguistics features which came along with the moves were positive adjectives to show the writers' attitude (*professional, authoritative, influential,* etc.), personal pronouns for self-representation, and boosters (*never, confirm,* etc.).

Behnam and Mozaheb (2012) carried out content analysis of three English Foreign Language textbooks in Iranian high secondary schools. They found that Islam as dominant religion in Iran, was taught indirectly and was an integral to the EFL school textbooks. In the context of Iran as an Islamic-oriented country, the textbooks were found to promote Islamic ideology and its teachings to high school students.

2.6.2 Previous Studies of Economics and Legal Discourses Analysis

Through investigation of Economics discourse, it was found that knowledge in textbooks of Economics is frequently organized in the form of smaller units for more

substantial comprehending of ideas and information. Also, to ensure that these units can be accessed by students, particular continuous attempts are carried out (Bhatia, 2004).

Bondi-Paganelli (1996) compared several genres of Economics discourse: textbooks, research articles (RA), and comments (in non-professional journals) written by the same authors. She explored the relationship between quantifiers (the words to express quantities and number of things, such as *some*, *enough*, many, etc.) and worlds of reference in terms of how quantifiers (with their three different parameters: *Exact*/*Approximate*/*Indefinite*) were used across those genres and whether they have different roles in the two worlds of reference: world of fact and world of hypothesis. The result showed that the *Exact* quantifiers were the most frequently used in the Economics textbooks and in a higher proportion to express the world of hypothesis. In the RA genre, *Exact* quantifiers were less used. They were found related to the world of hypothesis which were regarded "to establish a model for a whole argument rather than to provide simplified examples" (p.10). In the comments genre, the *Exact* quantifiers were greatly varied that depended on the subject matters of the Economics discourse: economic policy, history of Economics thought, and pure theorems. Their occurrence with reference to the world of hypothesis, in the theoretical matters, was to express the hypothetical examples in order to explain the general principles and rules in Economics.

In legal discourse investigation, information in the textbooks of Law was found to be more holistically arranged in order to avoid misunderstanding of the idea or concept of anything out of context by students. The key purpose of legal textbooks is to promote legal reasoning and to think as an attorney so that the nature of the law,

its functions and its applications can be simultaneously understood and reflected (Bhatia, 2004).

The given review of the relevant prior studies indicates that there is no prior literature found which unfold the way texts of Economics and Law particularly in university level under two different paradigms, perspectives, or approaches are structured. Therefore, this present study could be considered as the first attempt to classify the genres and unfold the generic structure of this kind of university textbooks of Economics and Law.

2.7 Summary

This chapter has presented the related literature review about the relevant concepts and theoretical framework for the present study. The review began with the concept of textbooks as a genre and continued to the three traditions of genre studies. Then, it described two competing concepts: Genre and Text Type. The review continued to the key analysis frameworks employed and the disciplines under investigation: Economics and Law, and how language was used in the two disciplines. And, it continued to the review of the relevant prior studies in analysis of the textbooks and the text structures in the related disciplines. In the next chapter, the methodology of the present study will be detailed.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methodology of the main study. It starts with the research design, the data collection and data management. Then, the detail on data analysis and the frameworks which were used in the main study is explained. The chapter continues to the pilot study section.

3.1 Research Design

To achieve the objectives and answer the research questions of this present study, genre classification and the generic structure analysis were performed. Figure 3.1 illustrates the design of the current study. In the initial stages, classification of the genres and analysis of their generic structure were undertaken in the two textbooks from each of two distinct disciplines: Economics and Law. In the following steps, the results from both the genre classification and the generic structures analysis were compared to figure out whether there were variations between the two textbooks within Economics as well as those within Law discipline.
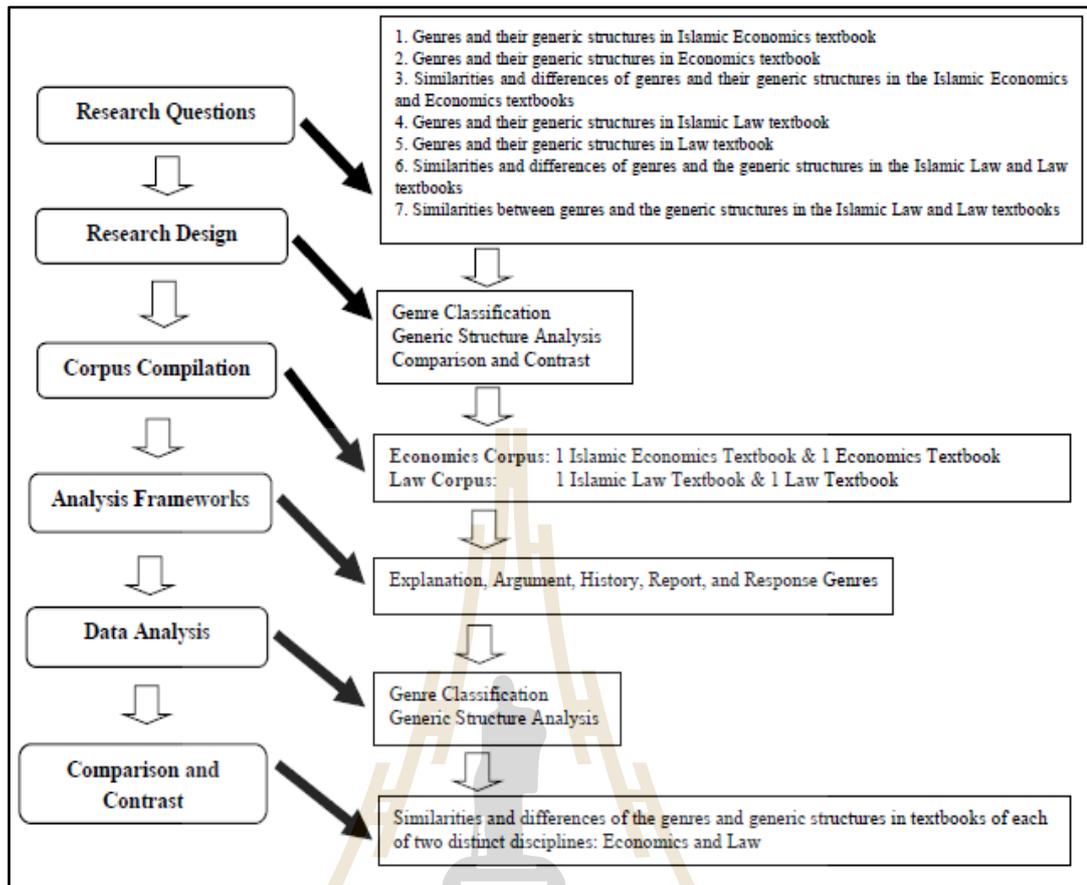
Figure 3.1 Research Methodology Flowchart

3.2 Data Collection and Data Management

The data consisted of four target textbooks in two different disciplines: Economics and Law. According to the interviewed Economics and Law teachers, these four textbooks have several advantages over the existing Economics and legal literature in the Indonesian language. These advantages are claimed as the major rationale why these four textbooks in Islamic Economics, Economics, Islamic Law, and Law were recommended by the UIN-SU teachers to be incorporated as the data of the present study. Firstly, the textbooks contain richer and deeper substances. The students can enrich, deepen and broaden their knowledge of their fields. Secondly, the students can

enhance their familiarity with terms in their respective discipline which are mostly in the English language. Thirdly, the textbooks have more updated matters so that the students can update their knowledge and will not be left behind from international students in particular to prepare their skills to join ASEAN Economic Community (AEC) and to improve their ability in competing with students from other universities and other countries. From the incorporation of the English textbooks, the teachers can also take benefits in particular for their professional development. The given textbooks will be very helpful for the teachers who are writing up new themes or recently occurring issues which are not yet covered within the existing Indonesian literatures.

The four textbooks were separated in two different corpora. The first corpus comprised two textbooks in the field of Economics, one of which dealt with Economics which was simply called Economics and the counterpart was Islamic Economics which is also known as Shari'a Economics. These textbooks were the textbooks recommended by the teachers of both Economics and Islamic Economics at the Faculty of Islamic Economics and Business (FEBI) in Islamic State University of North Sumatra, Indonesia as they were used as teaching resources by the teachers and seemed to be compulsory reading for all students of various study programs such as Islamic Economics, Shari'a Banking, Shari'a Accounting and some others in both the first and the second year.

The first textbook entitled *Principles of Microeconomics* was authored in 2002 by Gregory Mankiw, Harvard Professor of Economics. This textbook has been widely used in many universities offering Economics study around the world. It consists of 20 chapters and 497 pages with around 247,402 running words. It is considered to be clear,

concise, and quite straightforward to be used as a study-guide material in learning Micro-economics. The topics and the subject matters presented within it are the fundamental topics that any students should know when they begin their formal training in the discipline.

The second textbook entitled *Islamic Economics: A Short History* was authored in 2006 by Ahmed El-Ashker and Rodney Wilson, prominent scholars in the field of Islamic Economics. The interviewed Economics teachers claimed that this kind of textbook, which has various Islamic Economics concepts and subject matters and are presented through rich perspectives including the historical one, is quite difficult to find. Therefore, it is considered interesting and useful for the Economics students in this university to read and learn from. This textbook was written in 9 chapters and 429 pages with approximately 179,068 running words. Both textbooks were quite comparable to be used as the target texts in this present study in terms of the length of the texts and the subject matters.

The second corpus consisted of two textbooks, one in the field of Law (Jurisprudence) and the other is Islamic Law (Shari'a Law) which is also referred to as Islamic Jurisprudence. These two textbooks were recommended by the teachers in Law Departments under Faculty of Shari'a and Law at Islamic State University of North Sumatra, Indonesia. The textbooks were selected by the teachers certainly because of their great importance as the compulsory reading for the students of the Law Departments particularly the first and the second year. The first legal textbook entitled *An Introduction to Islamic Law* was authored in 2009 by Wael B. Hallaq, James McGill Professor of Islamic Law at McGill University. It consists of 10 chapters and 200 pages

with 84,632 running words. And the second legal textbook entitled *Essential Jurisprudence* was authored in 2000 by Austin Chinhengo, a senior lecturer in Swansea Law School of Swansea University, UK. It was written in 7 chapters throughout 128 pages with 43,397 running words. It is considered useful for the law students since it covers basic legal subject matters and IS presented in a simple and straightforward way. The textbooks were available both in hard copy and electronic format. Yet, for the sake of convenience in doing the analysis of the texts, the researcher used the hard copy ones.

In the present study, the corpus was managed based on the division by the textbooks' authors. In other words, the passages were divided or kept as they were by the authors which can be called sections. Usually, the sections were clearly indicated by the titles or sub-titles given in each of them. The given titles separated one section from the next one. If the natural passages had no quite a clear-cut division or several passages were kept flowing in great length by the authors although the given theme has changed or shifted to particular sub-themes, this kind of passages, for the sake of the convenience of the analysis, were counted by its thematic transition although without any given title or sub-title to the passages. The transition of one section to the next one was on the basis of the thematic change across the corpus which usually could be seen in the opening paragraph(s) of the new section. Therefore, it was the researcher's initiative to give titles or sub-titles to the untitled ones for the simplicity of data coding and management.

3.3 Data Analysis

3.3.1 Frameworks for Genre Classification and the Generic Structure Analysis

The genre classification and the generic structure analysis of the two corpora of the target textbooks were mainly based on the SFL-genres models by Martin (1985), Veel (1997), Coffin (1997), Martin and Rose (2008), Derewianka and Jones (2012), Christie and Derewianka (2012), and Rose (2012) which were explained in Chapter Two. These frameworks were selected mainly because they were proved by the Sydney School scholars to be sufficiently workable to unfold and identify the genre types and their structures within a number of texts in various subjects in the field of science which are taught particularly in primary and secondary schools. SFL as a key analysis approach in this present study is considered suitable with the nature of the texts within the textbooks which are the data of the present study mainly because the main features of SFL are also found in the characteristics of the textbooks per se: social purpose of the textbooks and their texts, the patterns of how the texts are organized, and the audience (the textbook readers). Thus, this present study can be regarded as the first attempt to unfold texts at the university level by applying the SFL-genre approach**.**

3.3.1.1 Analysis Framework of Explanation Genres

The framework for classifying and further analyzing the Explanation genres and their generic structure in the textbooks of Islamic Economics and Economics was adopted from Veel (1997), Martin and Rose (2008), and Derewianka and Jones (2012). The main reason for selecting this framework was that the framework of Explanation genres was considered as substantially complete in terms of presenting the wide range of functions or purposes which the explanation texts in science might

convey. Moreover, the genres of Explanation are claimed as one of the principal genres in texts of science in schools (Martin, 1990, and Shea, 1988 cited in Veel, 1997).

Table 3.1 Analysis Framework of Explanation Genres and the Generic Structure Adapted from Veel (1997), Martin and Rose (2008), and Derewianka and Jones (2012)

No	Explanation Genres	Social Purpose	Generic Structure	Description or Function of the stages
1	Sequential Explanation	"Describe observable sequences of activities which take place on a regular basis and are either naturally occurring phenomena such as volcanoes, reproduction in living things, etc. or human-made processes" (Veel, 1997: p.177; Martin and Rose, 2008, and Derewianka and Jones, 2012)	*Phenomenon Identification ^ Explanation Sequence* (Explanation 1,2, n)	**Phenomenon Identification**: Provide information about a happened phenomenon, things. **Explanation Sequence:** Explains sequential activities which describe how the phenomenon emerged
2	Causal Explanation	Explain how and why a particular phenomenon happens. The explanation is on causal basis (Veel, 1997; Martin and Rose, 2008, and Derewianka and Jones, 2012)	*Phenomenon Identification ^ Explanation Sequence* (Explanation 1, 2, n)	**Phenomenon Identification**: Provides background information about a happened phenomenon. **Explanation Sequence:** Explains consecutive activities based on cause-effect explanation which underlie how the phenomenon happened
3	Factorial Explanation	"Explain phenomena which arise from the combination of a number of factors" (Veel, 1997: p.180; Martin and Rose, 2008, and Derewianka and Jones, 2012)	*Phenomenon Identification ^ Factors* (Factor 1, 2, n)	**Phenomenon Identification:** Provides background information about the happened phenomenon. It outlines the factors which lead the phenomenon. **Factors:** Explain several different causes which lead the phenomenon.
4	Theoretical Explanation	To present and explain one essential theory (Veel, 1997; Martin and Rose, 2008, and Derewianka and Jones, 2012)	*Statement of Theory ^ Elaborations* (Elaboration 1, 2, n)	**Statement of Theory**: Presents a theory, axiom or law which is about to be explained **Elaborations**: Explains and exemplifies the principle in many circumstances

Table 3.1 Analysis Framework of Explanation Genres and the Generic Structure
Adapted from Veel (1997), Martin and Rose (2008), and Derewianka
and Jones (2012) (Cont.)

No	Explanation Genres	Social Purpose	Generic Structure	Description or Function of the stages
5	Conditional Explanation	To explain several possible effects which are caused by several variable factors (Martin and Rose, 2012)	*Phenomenon Identification ^ Explanations*	**Phenomenon Identification:** Introduces a phenomenon **Explanation:** elaborates the various effects of the variable factors
6	Consequential Explanation	To describe multiple effects which are caused by a particular phenomenon (Veel, 1997; Martin and Rose, 2008, and Derewianka and Jones, 2012)	*Input ^ Consequences (Effect 1, 2, n) ^ Reinforcement of Consequences*	**Input**: Identifies a main cause. **Consequences:** presents and elaborates the major effects of the cause. **Reinforcement of Consequences**: re-emphasizes and appraises the effects
7	Cyclical Explanation	To explain an endless cycle of a phenomenon (Derewianka and Jones, 2012)	*Phenomenon Identification ^ Explanations*	**Phenomenon Identification:** introduces a phenomenon **Explanation:** explains the consecutive steps in the cycle which causes the phenomenon
8	System Explanation	To explain how a system works (Derewianka and Jones, 2012)	*Phenomenon Identification ^ Explanations*	**Phenomenon Identification:** Identifies a particular system and outlines the components along with their functions which constitute the system. **Explanation:** Explains the relationship between the components in the system and how the components are interacting from one to another.

3.3.1.2 Analysis Framework of History Genres

The framework for both identifying and analyzing the History genres as well as the generic structure which emerged in this study were based on Coffin (1997; 2006), Christie and Derewianka (2010), and (Derewianka and Jones, 2012). The selection of this framework was mainly because it provided important factual genres

which might enable the chronicle texts to record and construct the past events. Factual

genres simply mean genres which tell about facts.

Table 3.2 Analysis Framework of History Genres and the Generic Structure Adapted from Coffin (1997), Christie and Derewianka (2010), and (Derewianka and Jones, 2012)

No	History Genres	Social Purpose	Generic Structure	Description or Function of the Stages
1	Historical Recount	"To present and construct mainstream versions of the past and more recently to build alternative perspectives" (Coffin, 1997: p.203)	*Background ^ Record of Events ^ (Deduction)*	**Background**: Summarizes a historical event. **Record of Events**: Chronicles the episodes (sequences) of the historical event. **Deduction:** Withdraw the historical importance of the event
2	Historical Account	To record a historical event in in sequential episodes through cause-effect connection (Coffin, 1997)	*Background ^ Account Sequence ^ (Deduction)*	**Background**: Summarizes a historical event. **Account Sequence:** Arranges a series of the cause-effect episodes in a chronological basis. **Deduction**: Gives a significant meaning to the event
3	Historical Report	To describe how the way things especially non-living things were in the past time (Derewianka and Jones, 2012)	*Identification ^ Descriptions*	**Identification:** Identifies or defines the thing and locates it according to the time and place **Descriptions:** Describes the features, activities and or behaviours of the entity
4	Historical Site Studies	To describe a place or a location as it was in the past (Christie and Derewianka, 2010)	*Site Identification ^ Site Descriptions*	**Site Identification**: Identifies the place or location which will be described **Site Descriptions:** Describes the characteristics of the place or location

Table 3.2 Analysis Framework of History Genres and the Generic Structure
Adapted from Coffin (1997), Christie and Derewianka (2010), and
(Derewianka and Jones, 2012) (Cont.)

No	History Genres	Social Purpose	Generic Structure	Description or Function of the Stages
5	Period Studies	To describe the specific events or activities of human living in a particular period in the past (Christie and Derewianka, 2010)	*Period Identification ^ Period Descriptions*	**Period Identification:** Identifies a period which is considered significant in the study of history **Period Descriptions:** Describes a specific episode in the period and the inhabitants' activities who lived during the period
6	Biography	To retell the life of a person who is considered important (Christie and Derewianka, 2010)	*Person Identification ^ Episodes ^ (Evaluation)*	**Person Identification:** Introduces a person who is regarded interesting to be told about. **Episodes:** Describe important episodes from the person's life. **Evaluation***:* Concludes or reemphasizes the evaluation of the significance and contribution given by the person.

3.3.1.3 Analysis Framework of Report Genres

The Report genres found in the textbooks were analyzed through the adopted framework from Martin and Rose (2008), Rose (2012), and Derewianka and Jones (2012). There were two major reasons of choosing this framework of report genres. First, genres of report were regarded as the most popular genre in science textbooks (Martin, 1990, and Shea, 1988 cited in Veel, 1997). Second, the framework was considered to contain substantial genres which might fulfil the language needs of texts in science in making documentation.

Table 3.3 Analysis Framework of Report Genres and the Generic Structure Adapted from Martin and Rose (2008), Rose (2012), and Derewianka and Jones (2012)

No	Report Genres	Social Purpose	Generic Structure	Description or Function of the Stages
1	Descriptive Report	To categorize and describe a phenomenon or an entity	*Classification ^ Description*	**Classification**: Categorizes an entity **Description:** Describes the characteristics of the entity
2	Classifying Report	To classify a number of things into types with respect to a given set of criteria	*Classification ^ Types*	**Classification:** Categorizes a particular entity based on a particular criterion and then outlines the types of the entity **Types:** Describes several groups of things which share similar characteristics
3	Compositional Report	To describe the components which constitute a whole entity	*Classification ^ Components*	**Classification:** Categorizes a particular entity and outlines the components which perform the entity. **Components:** Describes each of the components which compose the entity
4	Comparative Report	To compare or contrast the characteristics of two similar things	*Classification ^ Description*	**Classification:** Introduces and categorizes entities which are about to be compared. **Description:** Analyze the characteristics of the two similar entities and makes comparison between them

3.3.1.4 Analysis Framework of Argument Genres

The genres of Argument found in this present study were analyzed based on the framework of Coffin (1997; 2006), and Christie and Derewianka (2010). This framework was used mainly because it contained factual genres which were regarded

important for texts in science subjects in arguing, criticizing, challenging varied

scientific issues. In the science world, a claim which was made based on a discovery

certainly needs to be supported by arguments in scientific ways.

Table 3.4 Analysis Framework of Argument Genres and the Generic Structures Adapted from Coffin (1997; 2006), and Christie and Derewianka (2010)

No	Argument Genres	Social Purpose	Generic Structure	Description or Function of the stages
1	Exposition	To argue about a particular issue or interpretation through a series of arguments (Coffin, 2006; Christie and Derewianka, 2010)	*(Background) ^Thesis ^ Arguments ^ Reinforcement of thesis*	**Background:** contextual information about the thesis (idea, opinion, theory or principle). **Thesis:** the statement of opinion, proposal, idea, or theory to which will be argued **Arguments:** reasons supporting the thesis **Reinforcement of thesis:** restates or paraphrases the Thesis and may also conclude the given Arguments
2	Discussion	To consider any positions and perspectives (either pros or cons) toward a particular issue or idea before ending up at one conclusion about the issue. (Coffin, 2006; Christie and Derewianka, 2010)	*(Background) ^ Issues ^ Perspectives ^ Position.*	**Background:** the contextual information about the issue **Issues**: the issue is briefly stated and the views of the thing being discussed are summed up. **Perspectives:** a series of arguments from varied perspectives **Position:** the author decides his/her position regarding the issue by considering the given multiple perspectives
3	Challenge genre	To question and argue against a particular interpretation or belief about the past which is taken for granted and also to persuade the readers to reject the interpretation or belief (Coffin, 1997 and 2006)	*Challenged Position ^ Rebuttal Argument ^ Antithesis*	**Challenged position**: foreshadows the interpretation or belief that will be debated or denied. **Rebuttal argument:** arranges opposing argument along with the evidence against the arguments and evidence which support the position challenged. **Anti-thesis**: proposes an alternative interpretation

3.3.1.5 Analysis Framework of Response Genres

The Response genres found in the textbooks were analyzed through the adopted framework from Christie and Derewianka (2010). This framework was used mainly because it was considered to contain substantial genres which might fulfil the language needs of texts in responding the other texts.

Table 3.5 Analysis Framework of Response Genres and the Generic Structures Adapted from Christie and Derewianka (2010)

No	Response Genres	Social Purpose	Generic Structure	Description or Function of the stages
1	Personal Response	To present one's immediate personal feeling about literary texts	*Response ^* *(Observation)*	**Response**= present immediate response to the given texts. **Observation**= offer evaluation about the given texts
2	Book Review	To sum up and evaluate particular texts or books	*Context ^ Text Description ^ Text Judgement*	**Context**= present any contextual information about the works, texts, etc, the setting or context of the texts. **Text Description**= introduces the major contents of the book and the details. **Text Judgement**= presents the writer's evaluation of the text
3	Character Analysis	To discuss and present judgement about particular characters in the given literary texts	*Character Presentation ^ Character Description ^ Character Judgement*	**Character Presentation** = introduces the characters of interest. **Character Description**= provides description of the characters. **Character Judgement** = offers some final judgement about the characters
4	Thematic Interpretation	To interpret and evaluate the overall message of particular texts through the perspectives of the adopted value	*Theme Identification ^ Element Evaluation ^ Theme Reaffirmation*	**Theme Identification** = introduce the major themes of the texts. **Element Evaluation**= present how the reader interprets the key elements of the story. **Theme Reaffirmation** = restate the given major themes.

3.3.2 Reliability of the Study

The coding credibility in the present study was measured. In social science, an observation, measurement, or analysis is considered credible if the same results are obtained (consistent) after the observation or analysis was repeated. The consistency of the results of the coding in this present study was important to be achieved by asking other coder(s) to analyze the same texts or what Denzin (1978) calls 'investigator triangulation'. Through the concept of triangulation, he claims that the validity of qualitative research can be established by analyzing the research from multiple rather than single perspective: data source, theoretical viewpoint, instrument, or investigator.

The reliability of the present study was significantly achieved through confirming the rubrics across the coders (inter-coding) without any collaboration among the coders. Therefore, each of the coders independently worked. So, the inter-coding of the main corpus was carried out by three coders. The first coder was the researcher of the present study. The second coder was an English teacher of UIN-SU who holds PhD in Linguistics from University of New Mexico, USA, and the third coder was an SFL professor in Universitas Negeri Medan, North Sumatra, Indonesia. He has been working on SFL for 30 years.

The inter-coding of genre classification and the generic structure analysis started with having an orientation which was crucial. The second coder was to thoroughly understand the analysis frameworks which were used in the coding. Then, she learned how to follow the coding procedure and how to use the frameworks and classify the genres and the structures of the given texts.

In the next step, the coding began. Each of the coders independently coded 68 sections. In this step, a kind of intra-coding was also carried out by each of the coders. It means that after the first coding period was finished, the coders revisited the corpus after a 14-day interval. The interval was important in order to make sure that there was no interference from the previous coding. Then, the coding of the similar corpus was repeated through following the same procedure as in the previous coding which was explained in Section 3.4. The advantage of this kind of intra-coding was perhaps to make the coders have enhanced understanding of the analysis so as the analysis could be possibly refined as necessary.

Finally, in the last step, both of the coders sat together to check the coding rubrics. Many rubrics were similar yet a few discrepancies also happened between the coders. Therefore, the researcher met the third coder, who has been well-known as an expert in SFL, basically to ask for the second opinion. So, the third coder was asked to classify and analyze simply a few conflicting texts happened between the first and the second coder. After the third coder separately conducted the analysis, both of the coders met to check their own rubrics. The result showed that the coding rubrics of the third coder were similar to those of the researcher of the present study. During the checking, discussion was inevitable which could be considered as a very interesting step in this process. The discussion dealt with any potential reasons why the coding discrepancies between the first and the second coder happened, the ambiguity of the language and its limitedness as the resources of making meaning, the variety and the complexity of the structure of the genres which were very closely related to the structure of knowledge, and other issues either linguistic or non-linguistic related to the analysis. This such

discussion, however, illuminated the researcher's mind and his understanding about his present study.

After the inter-coding was finished, the inter-rater reliability was calculated by using percent agreement. Percent agreement represents the number of coding agreement between the involved coders and then was divided by the total number of the coding. The percent agreement in this present study was split into two: one on the genre level and the other one on the stage level. Finally, the percent agreement on genre classification (genre level) in the main corpus was 88.5%. Also, the percent agreement on the generic structure analysis (stage level) was 88.7%. Orwin (1994) claimed that more than 75% of the reliability is excellent. Therefore, the given number, which was higher than 75%, was considered reliable.

In this present study, a discourse-based interview was carried out as one of the instruments to improve the reliability of the present study. It is considered necessary in order to support any claims drawn, explanations constructed, and descriptions presented surrounding the generated findings of the genres and their structures unfolded within the four university textbooks of Islamic Economics, Economics, Islamic Law, and Law.

Two specialist informants from the two main disciplines of Economics and Law (Jurisprudence) were interviewed. They were selected because they used the books to teach the subjects in both of the disciplines and they also recommended the four textbooks to be data of the present study. One was an Economics teacher who has been teaching various subjects in both Economics and Islamic Economics for more than 20 years at the Faculty of Islamic Economics and Business. The other one was a legal expert with more than 20 years of teaching experience in both Islamic Law and Law

subjects. He was also the Dean of Faculty of Shari'a and Law at UIN-SU. Considering the specialists were non-English native speakers and also for the sake of their convenience, the interview was conducted in the Indonesian language. It was conducted in a casual way by approaching them on informal basis. The interview length was around 20-30 mins. A set of questions was prepared before the interview based on the findings of the study, and also any claims, explanations, and descriptions of the findings scattered around in Chapters 4,5, and 6.

3.4 Procedure for the Genre Classification and the Generic Structure Analysis

The analysis procedure used in this present study was adopted from the steps to do text deconstruction in the Modelling phase proposed and used by several Sydney school scholars (Derewianka, 1990; Derewianka and Jones, 2012) in the genre pedagogy. Modelling was one phase in the cycle of genre writing pedagogy which aimed to teach the knowledge about genres, such as report, explanation, etc. used in writing particular texts by the school students. Given that genre pedagogy was mostly applied in the primary and secondary schools, the sample texts being modelled in the classroom are usually shorter and basic since the texts should be relevant to the students' needs and the curriculum. So, the steps and the process in this modelling stage tended to be simpler. In contrast, the texts that were deconstructed in the present study were for university students which were much longer and potentially more complex. Therefore, the steps of the analysis procedure in the present study followed the existing ones in the Modelling phase of genre pedagogy yet they were slightly adjusted.

In the initial identification of the genre of the text, it may not be necessary for the researcher to read the whole text. The researcher may skim read the text and understand the overall purpose of the text. Its social purpose can be normally inferred in the beginning part of the text. The researcher needed to decide what social purpose the text was written mainly for, for instance, to explain a phenomenon (Explanation genre) or specifically to explain the multiple factors which lead one phenomenon (Factorial Explanation genre) or particularly to explain a single cause leading a phenomenon (Causal Explanation), to classify and describe an entity (Report genre), to argue and persuade (Argument genre), etc. Once the social purpose was clearly understood, the genre of the text was identified. However, the purpose of the texts was not always explicitly stated in the beginning; therefore, a comprehensive understanding of the whole text was necessary by doing back-and-forth reading (personal communication with David Rose, 2017).

To convince that the genre was appropriately identified, the researcher analyzed the generic structure of such genre. As mentioned in Chapter 2, the generic structure of a text constitutes the stages by which the text goes through or the function of sentences or paragraphs which contributes towards the achievement of the social purpose of the text or the steps taken by which the text fulfil its purpose (Derewianka and Jones, 2012).

The analysis of the generic structure of a text can be conducted through a comprehensive analysis of the text's stages. This analysis may also need a kind of critical reading by the researcher. The analysis is carried out in three steps: 1) reading every sentence and paragraph to conceive their meaning, 2) understanding the function expressed by each sentence(s) or paragraph(s) and labelling the function with the

appropriate stage according to the models of the genre which are incorporated as the analysis framework, 3) and comprehending how the structure is developed from one stage to another, which eventually makes up an overall organized text and presents a particular kind of genre. At this step, the analysis can be done back and forth. Figure 3.2 sums up the overall procedure of the analysis of genre.
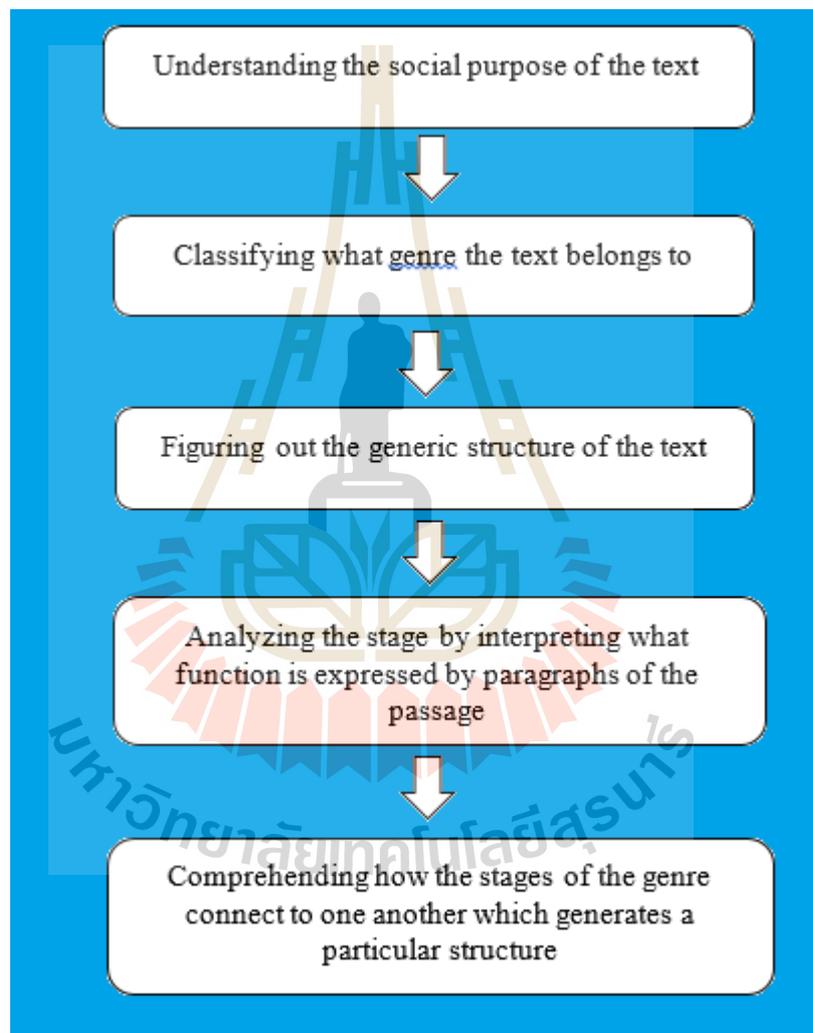
Figure 3.2 The Procedure for the Genre Classification and the Generic

Structure Analysis

3.5 Pilot Study

Pilot study was a research study undertaken before implementing the major present study. The main rationale of this pilot study was to test the efficacy of the selected frameworks, SFL-based genres, in identifying the genres and unfolding the structure or the involved functional stages which construct the passages within the textbooks of Economics and Islamic Economics. The goals of the pilot study are 1) to classify the genres used in the first chapter of Economics and Islamic Economics textbooks and 2) to analyze the generic structure which construct the genres found in the first chapter of Economics and Islamic Economics textbooks. Therefore, two major questions were raised in this pilot study. First, what are the genres and their generic structures in the first chapter of Economics textbook? Second, what are the genres and their generic structures in the first chapter of Islamic Economics textbook?

In this pilot study, the first chapter within each of the textbook of Economics and of Islamic Economics were taken as the initial data. Each of the chapter of both Economics and Islamic Economics textbooks consisted of 14 sections. The analysis of the Economics and Islamic Economics texts in this pilot study strictly followed the analysis procedure which was explained in Section 3.4 and presented in Figure 3.2. The inter-rater reliability of the pilot study was calculated by using percent agreement. Percent agreement represented the number of coding agreement between Coder 1 and Coder 2 divided by the total number of the coding. It was obtained that the percent agreement on the genre level in both the first chapter of Economics and Islamic Economics was 81%. And, the percent agreement on the generic stage level was 84%. Thus, this such percent of agreement was considered reliable.

Table 3.6 shows that the first chapter of the Economics textbook comprised 14 sessions which were coded as EC1S1 until EC1S14.

Table 3.6 Coding of the First Chapter of Economics Textbook

No	Coding	Page	Title
1	EC1S1	3	Ten Principles of Economics
2	EC1S2	4	Principle 1: People Face Trade-offs
3	EC1S3	5	Principle 2: The Cost of Something is What You Give up to Get it
4	EC1S4	6	Principle 3: Rational People Think at the Margin
5	EC1S5	7	Principle 4: People Respond to Incentives
6	EC1S6	8	Principle 5: Trade Can Make Everyone Better off
7	EC1S7	9	Incentive Pay
8	EC1S8	8	Principle 6: Markets are usually a Good Way to Organize Economic Activity
9	EC1S9	10	Principle 7: Governments can sometimes Improve Market Outcomes
10	EC1S10	11	Adam Smith and the Invisible Hand
11	EC1S11	12	Principle 8: A Country's Standard of Living Depends on its Ability to Produce Goods and Services
12	EC1S12	13	Principle 9: Prices Rise when the Government Prints too much Money
13	EC1S13	14	Why You Should Study Economics
14	EC1S14	14	Principle 10: Society Faces a Short-run Trade-off between Inflation and Unemployment
E = Economics One		S1= Section One or the First section	C1= Chapter One

Table 3.7 shows that the first chapter of the Islamic Economics textbook comprised 14 sessions which were coded as IEC1S1 until IEC1S14.

Table 3.7 Coding of the First Chapter of Islamic Economics Textbook

No	Coding	Page	Title/Macro-Theme
1	IEC1S1	1	Introduction
2	IEC1S2	1-3	Biblical Connections
3	IEC1S3	3-4	The Land and the People
4	IEC1S4	4-5	Social Organization and the Settlement Pattern
5	IEC1S5	5-10	The Bedouins
6	IEC1S6	10	Arabians Civilization
7	IEC1S7	11-12	Kingdoms in South Arabia
8	IEC1S8	12-14	A Change of Faith and Fate
9	IEC1S9	14-15	Factors of South Arabian Economic Development
10	IEC1S10	15-18	North Arabia
11	IEC1S11	19	Makkah
12	IEC1S12	21-24	Trade and Finance in Makkah
13	IEC1S13	24	The Bedouin in Islam
14	IEC1S14	26-29	Condemnation of the Life-Form in Pre-Islamic Arabia
IE = Islamic Economics One		S1= Section One or the First section C1= Chapter One	

3.5.1 Summary of the Findings of the Genres and their Generic Structures in the First Chapter of Economics textbook

The following table shows the whole result of the genre classification found in the first chapter of Economics textbook.

Table 3.8 Genres and their Frequency in the First Chapter of Economics Textbook

No	Genres	Number of Occurrences	Frequency	Coded Texts
1	Exposition	9	60%	EC1S1, EC1S2, EC1S3, EC1S4, EC1S5, EC1S6, EC1S9, EC1S10, EC1S13
2	Consequential Explanation	2	13.3%	EC1S5, EC1S14
3	Causal Explanation	3	20%	EC1S7, EC1S11, EC1S12
4	Theoretical Explanation	1	6.7%	EC1S8
	Total of Occurrences	**15**	**100%**	

Table 3.9 shows the whole result of the genres and the structures which were either generic or could be potential unfolded in the first chapter of the Economics textbook.

Table 3.9 Genres and their Structures in the First Chapter of Economics Textbook

No	Genre Families	Genres	Generic/Potential Structures
1	**Argument**	**Exposition**	*Thesis ^ Argument 1 ^ Argument 2 ^ Reinforcement of the Thesis*
			Thesis ^ Argument 1 ^ Argument 2
2	**Explanation**	**Consequential Explanation**	*Input ^ Consequences*
			Input ^ Consequence 1 ^ Consequence 2 ^ Reinforcement of Consequences
3		**Causal Explanation**	*Phenomenon Identification ^ Explanation ^ (Evaluation of the Cause)*
4		**Theoretical Explanation**	*Theoretical Background ^ Statement of Theory ^ Elaboration 1 ^ Elaboration 2*

3.5.2 Summary of the Findings of the Genres and their Generic Structures in the First Chapter of Islamic Economics textbook

Table 3.10 shows the whole result of genre classification found in the first chapter of Islamic Economic textbook.

Table 3.10 Genres and their Frequency in the First Chapter of the Islamic Economics Textbook

No	Genres	Number of Occurrences	Frequency	Coded Texts
1	New Genre of Historical Categorizing Report	4	23.5%	IEC1S4, IEC1S12, IEC1S13, IEC1S14
2	New Genre of Compositional Site Studies	2	11.7%	IEC1S4, IEC1S6
3	Factorial Explanation	2	11.7%	IEC1S9, IEC1S11
4	New Genre of Compositional Period Studies	2	11.7%	IEC1S7, IEC1S10
5	Historical Account	1	5.8%	IEC1S8
6	Historical Report	1	5.8%	IEC1S5
7	Exposition	2	11.7%	IEC1S1, IEC1S3
8	Challenge	1	5.8%	IEC1S2
9	Discussion	2	11.7%	IEC1S2, IEC1S3
Total of Occurrences		**17**	**100%**	

Table 3.11 sums up the overall result of the genres and the structures which were either generic or could be potential unfolded in the first chapter of the Economics textbook.

Table 3.11 Genres and their Structures in the First Chapter of the Islamic Economics Textbook

No	Genre Families	Genres	Generic/Potential Structures
1		New Genre of Historical Categorizing Report	*Background ^ Categorization ^Type 1^ Type 2 ^ Type 3 ^ Deduction*
2		New Genre of Compositional Site Studies	*Site Identification ^ Element 1 ^ Element 2 ^ Element 3*
3	**History**	New Genre of Compositional Period Studies	*Period Division ^ Period 1^ Period 2 ^ Period 3 ^ Period 4*
4		Historical Account	*Background ^ Account 1^ Account 2^ Account 3 ^ Account 4*
5		Historical Report	*Identification ^ Description 1^ Description 2 ^ Description 3 ^ Description 4 ^ Description 5 ^ Description 6*
6	**Explanation**	Factorial Explanation	*Phenomenon Identification ^ Factor 1^ Factor 2^Factor 3*
7	**Argument**	Exposition	*Thesis ^ Argument 1 ^ Argument 2* *Thesis ^ Argument 1*
8		Challenge	*Position Challenged ^ Rebuttal Argument*
9		Discussion	*Issue ^ Perspective 1 ^ Perspective 2* *Perspective 1 ^ Perspective 2*

The following is the analysis sample of one section in each of the first chapter of the Economics and Islamic Economics textbooks.

3.5.1.1 Sample Page of the Analysis of EC1S7

Incentive Pay: How people are paid affects their incentives and the decisions they make. **Where the Buses Run on Time** (By Austan Goolsbee)		**Analysis**
Phenomenon Identification	On a summer afternoon, the drive home from the University of Chicago to the north side of the city must be one of the most beautiful commutes in the world. On the left on Lake Shore Drive you pass Grant Park, some of the world's first skyscrapers, and the Sears Tower. On the right is the intense blue of Lake Michigan. But for all the beauty, the traffic can be hell. So, if you drive the route every day, you learn the shortcuts. You know that if it backs up from the Buckingham Fountain all the way to McCormick Place, you're better off taking the surface streets and getting back onto Lake Shore Drive a few miles north. A lot of buses, however, wait in the traffic jams. **I have always wondered about that: Why don't the bus drivers use the shortcuts?** Surely, they know about them—they drive the same route every day, and they probably avoid the traffic when they drive their own cars. Buses don't stop on Lake Shore Drive, so they wouldn't strand anyone by detouring around the congestion. And when buses get delayed in heavy traffic, it wreaks havoc on the scheduled service. Instead of arriving once every 10 minutes, three buses come in at the same time after half an hour. That sort of bunching is the least efficient way to run a public transportation system. So, why not take the surface streets if that would keep the schedule properly spaced and on time?	This text basically explains why a particular phenomenon happens on the street. The text starts with a *Phenomenon Identification* which is to provide background information surrounding the happening phenomenon which is about to be explained. The information might cover the setting (time and space) to show to the readers how the situation from which the main issue is raised. The next stage, *Explanation*, involves two important aspects to be made clear. The first aspect to be explained is that the chained events which are happening on the street end with a visible problem: traffic jam. The events are chained since one leads to another event in a causality basis. As it is mentioned, for instance, the drivers take short delays and shorter breaks in order to get more passengers. Getting more passengers means more productivity which finally is to earn more money. However, the explanation of how the traffic jam happened is, in fact, not the main goal of this text. The second aspect seems much more important to be figured out. That is what aspect is actually the main motive underlying this traffic problem. It turns out that the payment mechanism of the bus drivers has significantly triggered the drivers to act in such a way that eventually causes the traffic jams. This kind of hidden motive, in Economics, is termed as incentive. This text ends by an *Evaluation* which serves to evaluate the pros and cons of incentive which is regarded as the main cause. It is mentioned that its benefit is punctuality since the delays are shorter and the drivers should increase their productivity to gain
Explanation	You might think at first that the problem is that the drivers aren't paid enough to strategize. But Chicago bus drivers are the seventh-highest paid in the nation; full-timers earned more than $23 an hour, according to a November 2004 survey. **The problem may have to do not with how much they are paid, but how they are paid**. At least, that's the implication of a new study of Chilean bus drivers by Ryan Johnson and David Reiley of the University of Arizona and Juan Carlos Muñoz of Pontificia Universidad Católica de Chile. Companies in Chile pay bus drivers one of two ways: either by the hour or by the passenger. Paying by the passenger leads to	

	significantly shorter delays. Give them incentives, and drivers start acting like regular people do. They take shortcuts when the traffic is bad. They take shorter meal breaks and bathroom breaks. They want to get on the road and pick up more passengers as quickly as they can. In short, their productivity increases.	more wage. On the other hand, the disadvantage is the probability of getting in accidents and definitely the traffic jam as earlier stated, not to mention the passengers' inconvenience since the drive does not smoothly run. Yet, punctuality seems to be the major reason for the passengers.
Evaluation of the Cause	<u>**Not everything about incentive pay is perfect, of course**</u>. When bus drivers start moving from place to place more quickly, <u>they get in more accidents</u> (just like the rest of us). Some <u>passengers also complain that the rides make them naus</u>eated because the drivers stomp on the gas as soon as the last passenger gets on the bus. Yet when given the choice, people overwhelmingly choose the bus companies that get them where <u>they're going on time</u>. More than 95 percent of the routes in Santiago use incentive pay. Perhaps we should have known that incentive pay could increase bus driver productivity. After all, the taxis in Chicago take the shortcuts on Lake Shore Drive to avoid the traffic that buses just sit in. Since taxi drivers earn money for every trip they make, they want to get you home as quickly as possible so they can pick up somebody else.	

3.5.1.2 Sample Page of the Analysis of IEC1S7

Period Division	Four main Kingdoms were established in South Arabia: Saba', Ma'in, Qatabàn and Hadramawt.	**Analysis**
Period 1: Saba'	<u>Saba', biblical Sheba, was the most dominant of the four kingdoms.</u> Besides the fertile land, the strategic position on the India trade route and the nearness to the Red Sea contributed to making Saba' the most important kingdom in the south. The Sabaean period extended from about 750 B.C., or 1500 B.C. according to some, to 115 B.C. (Della Vida, 1944). The kingdom started as a theocracy first, where the king had priestly authority, but in about 610 B.C. it became secularised with a change in the royal title that did not bear a priestly character and with a new capital, Ma'rib. Gradually, the kingdom of Saba' overshone, and absorbed, the other kingdoms in the south. The Qur'àn refers to an encounter between the Queen of Saba' (Queen of Sheba) and King Solomon. King Solomon learned from his intelligence sources that the Sabaeans with their rich and	The opening stage is to identify and outline the kingdoms which were established in South Arabia. Each of the *Period* stages describes the empires which had ever reigned in the region for a particular period. The explanations of the third and the fourth empires particularly

powerful queen were worshiping the sun, not God. He wrote to the queen inviting her and her people to believe in God and to give up worshiping the sun. The Qur'ànic reference indicates a few interesting points related to Saba': (a) the deity of the kingdom at that time was the sun, (b) Saba' kingdom was very rich and powerful, (c) the kingdom had a very powerful army, (d) the Queen had a wise council, and (e) the Queen was not an autocratic monarch as she is reported to have sought the opinion of her council, "I am not to take an action (on this matter) unless you are part of it".

Period 2: Ma'in

The second kingdom in South Arabia was Ma'in (biblical Ma'on, Me'un and Me'in), meaning spring water. The Minean period lasted from about 700 B.C. to 70 B.C. (ibid.). The kingdom was famous of its produce of frankincense and other aromatic products, which were of importance for temple worship. For the Egyptians in particular, they were also used for mummification. Like the Sabaean, the kingdom began as a theocracy and ended up secularised. The Minaean kingdom also occupied an important place on the trade route.

Period 3: Qatabàn and Hadramawt

The other remaining kingdoms were Qatabàn and Hadramawt. The former lasted from about 400 B.C. to 50 B.C. while the latter lasted from about 450 B.C. to the end of the first century A.C. (ibid.). These two kingdoms though were overshadowed by the Sabaeans and the Minaeans, who played an important role in organising the spice trade.

Period 4: Himyarite

Starting from 115 B.C. the four kingdoms were under a new influence, that of the tribe of H imyar which emerged from south west Arabia. The first Himyarite kingdom lasted until about 300 A.C. The H imyarites who inherited the Sabeo-Minaean trade had the same culture and language as that of the Sabaeans. The socioeconomic structure of the Sabaeo-Himyarite community consisted of a mixture of the tribal system, caste stratification and feudal aristocracy and monarchy (Hitti, 1963). At about 300 A.C., which marked the beginning of the second H imyarite kingdom, the H imyarites annexed H adramawt and Qatabàn and continued ruling South Arabia, with a short interruption by an Abyssinian occupation from 340 A.C. to 378 A.C., until the beginning of the sixth century A.C (ibid.). The period, however, was one of winds of change religiously and politically.

merged in one stage, that is, *Period 3*. Uniquely, this text may not meet the readers' expectation because the text does not end with the last kingdom as previously mentioned in the first stage. The text is extended by putting one additional kingdom in the last section of the text. This final kingdom, Himyarite, is described as the one which annexed and then influenced Qatabàn and Hadramawt. It is not obviously known why this passage does not include Himyarite as one of the periods in the opening stage. Perhaps, Himyarite is not considered by the author as one key period in South Arabia. However, the researcher should include the final kingdom as the last stage of the overall generic structure of this text. Thus, the generic structure of this genre comprises *Period Division ^ Period 1^ Period 2 ^ Period 3 ^ Period 4.*

Several things that the researcher learned from the completed pilot study are as follows. First, SFL was an appropriate approach to be used and would continue to be used in the main study. Second, the proposed genre frameworks were proved to be sufficient to analyze textbooks to identify the genres and unfold their structures. Therefore, they would also be used in the main study. Third, the analysis procedure was proved effective and manageable enough to be followed during the analysis. Thus, the analysis of the main study would follow this procedure. Finally, the corpus size of the main study would be similar to that in the plan of the main study which is four university textbooks of Islamic Economics, Economics, Islamic Law, and Law, respectively.

3.6 Summary

The chapter has presented the descriptions of the research methodology of the main study which consisted of the research design, the collection and the management of the data, the main analysis frameworks and the analysis procedure. The chapter then continued to the reliability of the main study and the report of the pilot study. In the report, the results of the pilot study were also presented. The report basically aimed to prove that the methodology proposed was workable and the results were reliable. Therefore, it was to show that this methodology could be continued to the main study and the researcher was capable enough to carry out the study.

CHAPTER 4

RESULTS AND DISCUSSION OF GENRE CLASSIFICATIONS AND GENERIC STRUCTURES IN THE ENGLISH LANGUAGE TEXTBOOKS OF ISLAMIC ECONOMICS AND ECONOMICS

This chapter reports and discusses the results of the genre analysis in two university textbooks of Economics belonging two different ideological orientations and disciplinary resources. Section 4.1 presents the results and discussion of the genres and generic structures in the textbooks of Islamic Economics. Next, Section 4.2 presents the results and discussion of the genres and how they are configured within the textbook of Economics. The chapter ends with the results of comparison and contrast of two the textbooks in terms of the unfolded genres and their configurations.

4.1 Research Question 1: What are the Genres and the Generic Structures in the English Language Textbook of Islamic Economics Used by Indonesian Students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

The presentation of the results of the genre classification and the generic structures in the Islamic Economics textbook will involve several aspects: the normality of the

structures of the genres, the occurrences of new stages in the structures, and the occurrences of the new genres which are not recognized before in the frameworks.

4.1.1 Overall Genres Found in the English Language Texbook of Islamic Economics

Table 4.1 shows the whole result of genres found in Islamic Economics textbook. The stages in the bold refer to new stages.

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook

No	Genres	Generic Structures	Occurrences Number	%	Coding
1	**Descriptive Report**	1) *Classification ^ Description* 2) *General Statement ^ Description* 3) *Background ^ Classification ^ Description* 4) *Description 1 ^ Description 2* 5) *Background ^ Classification ^ Description 1- Description 7* 6) *Classification ^ Description 1- Description 4* 7) *General Statement ^ Description* 8) *Description 1 ^ Description 2^ Description 3* 9) *Description 1 ^ Description 2^ Implication* 10) *Description 1 ^ Description 2^ Implication* 11) *General Statement ^ Description 1 ^ Description 2* 12) *Classification ^ Description 1^ Description 2* 13) *Description 1 ^ Description 2^ Description 3* 14) *General Statement ^ Description* 15) *Description* 16) *General Statement ^ Description 1- Description 5* 17) *General Statement ^ Description 1 ^ Description 2* 18) *Description ^ **Evaluation*** 19) *General Statement ^ Description 1- Description 5* 20) *Description* 21) *Background ^ Description 1^ Description 2* 22) *General Statement ^ Description* 23) *Classification ^ Description 1^ Description 2* 24) *Descriptions* 25) *General Statement ^ Description 1 ^ Description 2*	46	15.3	1) IEC2S1 2) IEC2S4 3) IEC2S10 4) IEC2S13 5) IEC2S21 6) IEC2S23 7) IEC5S10 8) IEC5S16 9) IEC5S21 10) IEC5S22 11) IEC5S25 12) IEC5S29 13) IEC5S37 14) IEC6S14 15) IEC6S15 16) IEC6S17 17) IEC6S21 18) IEC6S22 19) IEC6S25 20) IEC6S29 21) IEC6S32 22) IEC6S34 23) IEC6S35 24) IEC6S45 25) IEC6S51 26) IEC6S52 27) IEC8S13 28) IEC8S16 29) IEC8S17 30) IEC8S21 31) IEC8S22 32) IEC8S23 33) IEC8S24 34) IEC8S25 35) IEC8S26 36) IEC6S16 37) IEC6S42 38) IEC6S46 39) IEC9S4 40) IEC9S6

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
		26) *Description 1- Description 4* 27) *Classification ^ Description* 28) *Classification ^ Description 1^ Description 2* 29) *Background ^ Description 1- Description 5* 30) *Background ^ Description 1^ Description 2^* **Significance** 31) *Background ^ Description 1^ Description 2^ Description 3^ Significance* 32) *Background ^ Description 1^ Description 2^* **Significance** 33) *Description 1 ^ Description 2* 34) *Classification ^ Description 1- Description 7* 35) *Background ^ Description 1 - Description 3* 36) *Description 1 ^ Description 2* 37) *Classification ^ Descriptions* 38) *General Statement ^ Description 1- Description 4* 39) *Description 1 - Description 3* 40) *General Statement ^ Description 1 ^ Description 2* 41) *General Statement ^ Description 1 ^ Description 2* 42) *General Statement ^ Description 1 - Description 3* 43) *General Statement ^ Description 1 - Description 3^ Evaluation* 44) *General Statement ^ Description 1 - Description 4 ^ Evaluation* 45) *General Statement ^ Description 1 – Description 4^* **positive and negative Evaluation (of the key theory)** *General Statement ^ Description ^* **Evaluation**			41) IEC9S7 42) IEC9S8 43) IEC9S9 44) IEC9S10 45) IEC9S12 IEC9S14

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
2	**Factorial Explanation**	1) *Phenomenon Identification ^ Factor 1- Factor 3* 2) *Phenomenon Identification ^ Factor 1 ^ Factor 2* 3) *Phenomenon Identification ^ Factor 1 ^ Factor 2* 4) *Factor 1 - Factor 4* 5) *Phenomenon Identification ^Factor 1- Factor 6* 6) *Phenomenon Identification ^Factor 2* 7) *Phenomenon Identification ^Factor 1- Factor 3 ^***Summary** 8) *Factor 1 - Factor 4* 9) *Phenomenon Identification ^Factor 1- Factor 3* 10) *Phenomenon Identification ^Factor 1- Factor 4* 11) *Phenomenon Identification ^ Factor 1 ^ Factor 2 ^* **Implication** 12) *Factor 1- Factor 3 ^ Phenomenon Identification* 13) *Phenomenon Identification ^Factor 1- Factor 3* 14) *Phenomenon Identification ^Factor 1- Factor 3* 15) *Phenomenon Identification ^Factor 1^ Factor 2* 16) *Phenomenon Identification ^Factor 1- Factor 3* 17) *Phenomenon Identification ^Factor 1^ Factor 2* 18) *Factor 1 - Factor 4* 19) *Phenomenon Identification ^Factor 1^ Factor 2* 20) *Phenomenon Identification ^Factor 1- Factor 4* 21) *Phenomenon Identification ^Factor 1- Factor 3* 22) *Phenomenon Identification ^Factor 1- Factor 3 ^* **Reinforcement** *(of the various factors)* 23) *Phenomenon Identification ^Factor 1- Factor 3 ^* **Evaluation** *(of contribution and significance)* 24) *Phenomenon Identification ^Factor 1- Factor 3* 25) *Phenomenon Identification ^Factor 1- Factor 5* 26) *Phenomenon Identification ^Factor* 27) *Phenomenon Identification ^Factor 1- Factor 7*	27	9	1) IEC1S9 2) IEC1S11 3) IEC2S1 4) IEC2S7 5) IEC2S14 6) IEC2S16 7) IEC2S18 8) IEC3S4 9) IEC3S11 10) IEC5S2 11) IEC5S4 12) IEC5S5 13) IEC6S1 14) IEC6S31 15) IEC6S48 16) IEC6S49 17) IEC6S50 18) IEC5S8 19) IEC7S5 20) IEC7S6 21) IEC7S7 22) IEC7S9 23) IEC7S15 24) IEC8S19 25) IEC9S2 26) IEC9S3 27) IEC9S17

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
3	**Biography**	1) *Person Identification ^ Episodes ^* **Evaluation** 2) *Person Identification ^ Episodes* 3) *Person Identification ^ Episodes* 4) *Person Identification ^ Episodes* 5) *Person Identification ^ Episode* 6) *Person Identification ^ Episode 1- Episode 3* 7) *Person Identification ^ Episodes* 8) *Person Identification ^ Episodes* 9) *Person Identification ^ Episodes* 10) *Person Identification ^ Episodes* 11) *Person Identification ^ Episodes* 12) *Person Identification ^ Episodes* 13) *Person Identification ^ Episode* 14) *Person Identification ^ Episodes* 15) *Person Identification ^ Episode 1^ Episode 2 ^* **Evaluation** 16) *Person Identification ^ Episode 1^ Episode 2* 17) *Episode 1- Episode 3* 18) *Person Identification ^ Episode 1- Episode 3* 19) *Person Identification ^ Episode* 20) *Person Identification ^ Episode* 21) *Person Identification ^ Episode 1^ Episode 2* 22) *Person Identification ^ Episode 1^ Episode 2* 23) *Person Identification ^ Episodes ^* **Evaluation** 24) *Person Identification ^ Episodes ^* **Evaluation** 25) **Background** *^ Person Identification ^ Episode 1- Episode 3 ^* **Evaluation** 26) *Person Identification ^ Episodes* 27) *Person Identification ^ Episodes*	27	9	1) IEC3S3 2) IEC3S5 3) IEC3S13 4) IEC3S16 5) IEC5S26 6) IEC5S12 7) IEC5S35 8) IEC5S37 9) IEC5S37 10) IEC5S37 11) IEC5S37 12) IEC5S37 13) IEC5S37 14) IEC5S39 15) IEC6S8 16) IEC6S10 17) IEC6S18 18) IEC6S19 19) IEC6S26 20) IEC6S37 21) IEC6S39 22) IEC6S43 23) IEC7S18 24) IEC7S19 25) IEC8S7 26) IEC8S11 27) IEC8S9

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
4	**Classifying Report**	1) *Type 1 -Type 6* 2) *Classification ^ Type 1 - Type 6* 3) *Classification ^ Type 1 -Type 6* 4) *Classification ^ Type 1 -Type 3* 5) *Classification ^ Type 1 ˆType 2* 6) *Classification ^ Type 1 ˆType 2 ^* **Summary** 7) *Classification ^Type 1-Type 3 ^* **Evaluation** *(of the classification)* 8) *Classification ^ Type 1 - Type 4* 9) *Classification ^ Type 1 - Type 3* 10) *Classification ^ Type 1 - Type 3* 11) *Classification ^ Type 1 - Type 3* 12) *Classification ^ Type 1 ˆType 2 ^* **Summary ^ Implication** 13) *Classification ^ Type 1 ˆType 2 ^* **Significance** 14) *Classification ^ Type 1 - Type 3* 15) *Classification ^ Type 1 - Type 3* 16) *Classification ^ Type 1 - Type 3* 17) *Classification ^ Type 1 - Type 4* 18) *Classification ^ Type 1-Type 4^* **Evaluation** *(of the classification)* 19) *Classification ^ Type 1^ Type 2* 20) *Classification ^ Type 1 - Type 4* 21) **Background** *^ Classification ^ Type 1 - Type 3* 22) *Classification ^ Type 1* 23) *Classification ^ Type 1 - Type 4* 24) *Classification ^ Type 1 - Type 3* 25) **Background** *^ Classification ^ Type 1 - Type 3*	25	8.3	1) IEC2S2 2) IEC2S3 3) IEC2S4 4) IEC2S5 5) IEC2S8 6) IEC2S11 7) IEC2S17 8) IEC2S23 9) IEC5S11 10) IEC5S15 11) IEC5S20 12) IEC6S12 13) IEC6S13 14) IEC6S22 15) IEC6S23 16) IEC6S24 17) IEC6S24 18) IEC6S27 19) IEC6S28 20) IEC6S52 21) IEC8S1 22) IEC9S8 23) IEC9S11 24) IEC9S12 25) IEC9S18

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
5	**Exposition**	1) *Thesis^ Argument ^Argument 1-Argument 3* 2) *Thesis ^ Argument* 3) *Thesis ^ Argument 1 -Argument 3 ^ Reinforcement of Thesis* 4) *Argument 1 ˆ Argument 2* 5) *Thesis ^ Argument 1 ˆ Argument 2* 6) *Thesis ^ Argument ˆ Reinforcement of Thesis* 7) *Argument 1 ˆ Argument 2* 8) *Thesis^ Argument* 9) *Thesis ^ Argument 1- Argument 5* 10) *Thesis ^ Argument 1-Argument 4* 11) *Thesis ^ Argument 1-Argument 4 ^ Reinforcement of Thesis* 12) *Thesis ^ Argument 1-Argument 7* 13) *Thesis ^ Argument 1^ Argument 2* 14) *Thesis ^ Argument 1-Argument 6 ^ Reinforcement of Thesis* 15) *Thesis^ Argument* 16) *Thesis ^ Argument 1^ Argument 2* 17) ***Background** ^ Thesis ^ Argument 1-Argument 4 ^ Reinforcement of Thesis* 18) *Thesis^ Argument* 19) *Thesis^ Argument^Reinforcement of Thesis ^ **Significance** of The Work* 20) *Thesis ^ Argument 1^ Argument 2* 21) *Thesis^ Argument ^ Reinforcement of Thesis* 22) ***Background** ^ Argument ^ Reinforcement of Thesis* 23) *Thesis ^ Argument 1^ Argument 2* 24) *Thesis ^ Argument 1^ Argument 2* 25) *Thesis^ Argument ^ Reinforcement of Thesis*	25	8.3	1) IEC1S1 2) IECIS3 3) IEC2S7 4) IEC2S8 5) IEC2S9 6) IEC2S12 7) IEC2S14 8) IEC2S15 9) IEC3S2 10) IEC3SI4 11) IEC4SI 12) IEC5SI 13) IEC5SI4 14) IEC5S25 15) IEC5S30 16) IEC5S30 17) IEC531 18) IEC5S33 19) IEC5S33 20) IEC5S12 21) IEC5S19 22) IEC6S30 23) IEC6S34 24) IEC9S13 25) IEC9SI6

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
6	**Historical Report**	1) *Identification ^ Description 1 – Description 6* 2) *Identification ^ Description 1 – Description 2 ^ Episode* 3) *Identification ^ Description 1 – Description 3* 4) *Identification ^ Description 1 – Description 10 ^* ***Deduction*** *(significance of Caliph Ali's ideas and historical significance of the event)* 5) *Identification ^ Description 1 ^ Description 2^* ***Conclusion*** *^ Episode* 6) *Identification^ Description 1 ^ Description 2* 7) *Description 1- Description 3* 8) *Identification^Description 1 - Description 4* 9) *Identification^Description 1 - Description 4* 10) *Identification^Description ^* ***Implication*** 11) *Identification^Description 1 - Description 3* 12) *Description 1- Description 3* 13) ***Background*** *^ Identification^Description 1 - Description 6 ^* ***Evaluation*** *(of distribution)* 14) *Identification ^ Description 1 - Description 3* 15) *Identification ^ Description 1 ^ Description 2* 16) *Identification ^ Description 1 ^ Description 2* 17) *Identification ^ Description 1 - Description 5* 18) *Identification ^ Description 1 ^ Description 2* 19) *Identification ^ Description 1 ^ Description 2* 20) *Identification^Description* 21) *Identification^Description 1 - Description 3* 22) *Identification^Description* 23) *Identification^Description 1 - Description 4*	24	8	1) IEC1S5 2) IEC3S1 3) IEC3S12 4) IEC3S17 5) IEC3S14 6) IEC4S4 7) IEC4S8 8) IEC4S9 9) IEC4S10 10) IEC5S3 11) IEC5S6 12) IEC6S36 13) IEC7S4 14) IEC7S8 15) IEC7S17 16) IEC8S14 17) IEC8S20 18) IEC9S1 19) IEC9S2 20) IEC9S2 21) IEC9S8 22) IEC9S14 23) IEC5S4

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
7	**Book Review**	1) *Context ^ Text Description 1 – Text Description 3* 2) *Identification ^Text Description 1 ^Text Description 2* 3) *Text Description ^ Context* 4) *Book Identification^Text Description 1 – Text Description 6* 5) *Book Identification^Text Description 1^ Context^ Text Description 2 ^ Text Judgement 1 ^ Text description 3^ Text Judgement 2^ Text description 4 ^ Text description 5^Text Description 6 ^ Text description 7^ Text judgement 3* 6) *Book Identification^ Context^ Text Description 1 - Text Description 5^ Deduction* 7) *Book Identification^ Context^Description* 8) *Context^Text Description* 9) *Context^Text Description 1 – Text Description 5* 10) *Context^Text Description 1 – Text Description 3* 11) *Book Identification^ Text Judgement ^ Text Description 1^ Context ^ Text Description 2 – Text Description 3* 12) *Book Identification^ Text Judgement 1^ Context ^ Text Description 1 – Text Description 6^ Text Judgement 2* 13) *Book Identification ^ Context ^ Text Description ^ Text Judgement* 14) *Book Identification ^ Context ^ Text Description 1 ^ Text Description 2* 15) *Book Identification ^ Context ^ Text Judgement ^ Text Description ^ Significance* 16) *Background ^ Book Identification ^ Text Description 1^ Text Description 2* 17) *Book Identification ^ Text Description 1 – Text Description 3* 18) *Context ^ Text Description 1 – Text Description 9 ^ Text Judgement*	18	6	1) IEC5S13 2) IEC5S27 3) IEC5S34 4) IEC5S36 5) IEC5S40 6) IEC6S9 7) IEC6S11 8) IEC6S20 9) IEC6S38 10) IEC6S40 11) IEC6S44 12) IEC2S20 13) IEC9S8 14) IEC9S8 15) IEC9S8 16) IEC9S16 17) IEC9S16 18) IEC9S17

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
8	**Historical Categorizing Report**	1) *Categorization ^ Category 1 ^ Category 2* 2) *Categorization ^ Category 1 - Category 3* 3) *Categorization ^ Category 1 ^ Category 2* 4) ***Background** ^ Categorization ^ Category 1 - 3 ^ **Deduction*** 5) *Categorization ^ Category 1 ^ Category 2* 6) *Categorization ^ Category 1 ^ Category 2* 7) *Categorization ^ Category 1 - Category 3* 8) *Categorization ^ Category 1 - Category 3 ^ **Deduction*** 9) ***Background** ^ Categorization ^ Category 1 ^ Category 2* 10) *Categorization ^ Category 1 ^ Category 2* 11) ***Background** ^ Categorization ^ Category 1 ^ Category 2* 12) *Categorization ^ Category 1 - Category 3* 13) ***Background** ^ Categorization ^ Category 1- 3* 14) *Category 1 ^ Category 2 ^ **Conclusion*** 15) ***Background** ^ Categorization ^ Category 1- Category 3* 16) *Category 1 ^ Category 2* 17) *Categorization ^ Category 1 - Category 4* 18) *Categorization ^ Category 1 - Category 4*	18	6	1) IEC1S4 2) IEC1S12 3) IEC1S13 4) IEC1S14 5) IEC3S9 6) IEC3S10 7) IEC3S11 8) IEC4S3 9) IEC4S5 10) IEC4S5 11) IEC4S5 12) IEC4S11 13) IEC4S12 14) IEC5S2 15) IEC5S8 16) IEC5S8 17) IEC5S18 18) IEC5S9
9	**Consequential Explanation**	1) *Consequence 1 ^ Consequence 2* 2) *Input ^ Consequence 1 - Consequence 3* 3) *Input ^ Consequence 1 - Consequence 4* 4) *Input ^ Consequence 1 - Consequence 4* 5) *Input ^ Consequence 1 - Consequence 5* 6) *Input ^ Consequence 1 - Consequence 3* 7) *Input ^ Consequence 1 - Consequence 5 ^ **Evaluation*** 8) *Input ^ Consequence 1 - Consequence 3* 9) *Input ^ Consequence 1 ^ Consequence 2* 10) *Input ^ Consequence 1 - Consequence 3* 11) *Input ^ Consequence 1 - Consequence 2*	11	3.6	1) IEC2S21 2) IEC2S23 3) IEC3S14 4) IEC4S6 5) IEC4S7 6) IEC5S24 7) IEC6S47 8) IEC7S10 9) IEC7S11 10) IEC7S12 11) IEC9S5

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
10	**Historical Recount**	1) *Background ^ Record of Events ^ Deduction* 2) *Background ^ Record of Events ^ Deduction* 3) *Background ^ Record of Events* 4) *Background ^ Record of Events* 5) *Background ^ Record of Events ^ Deduction* 6) *Record of Events* 7) *Background ^ Record of Events* 8) *Background ^ Record of Events ^ Deduction* 9) *Background ^ Record of Events ^ Deduction*	10	3.3	1) IEC3S2 2) IEC3S6 3) IEC3S15 4) IEC4S7 5) IEC7S1 6) IEC8S16 7) IEC8S18 8) IEC8S19 9) IEC7S3
11	**Historical Account**	1) *Background ^ Account Sequence* 2) *Background ^ Account Sequence* 3) *Background ^ Account Sequence* 4) *Background ^ Account Sequence ^ Deduction* 5) *Background ^ Account Sequence ^ Deduction* 6) *Background ^ Account Sequence* 7) Background ^ Account Sequence ^ Deduction 8) Background ^ Account Sequence 9) Background ^ Account Sequence 10) Deduction ^ Background ^ Account Sequence 11) Background ^ Account Sequence	10	3.3	1) IEC2S1 2) IECS8 3) IEC3S14 4) IEC4S2 5) IEC5S7 6) IEC5S37 7) IEC6S2 8) IEC7S19 9) IEC8S6 10) IEC8S12 11) IEC8S15
12	**Conditional Explanation**	1) *Phenomenon Identification ^ Condition 1 – Condition 3* 2) *Phenomenon^ Condition 1 – Condition 4 ^* **Summary ^ Significance** 3) *Condition 1^ Condition 3* 4) *Phenomenon ^ Condition 1 – Condition 6* 5) *Phenomenon^ Condition 1^ Condition 2^* **Reinforcement** *(of the variables and the effects) ^* **Summary** 6) *Phenomenon^ Condition 1-Condition 6^* **Reinforcement** *(of the condition)* 7) *Phenomenon^ Condition 1-Condition 3* 8) *Phenomenon^ Condition 1-Condition 3* 9) *Phenomenon^ Condition 1-Condition 4* 10) *Phenomenon^ Condition 1-Condition 4*	10	3.3	1) IEC2S17 2) IEC2S22 3) IEC5S19 4) IEC5S38 5) IEC6S7 6) IEC6S41 7) IEC9S11 8) IEC9S14 9) IEC9S18 10) IEC2S20

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
13	**Discussion**	1) *Perspective 1 ^ Perspective 2* 2) *Issue ^ Perspective 1 ^ Perspective 2* 3) *Background ^ Issue ^ Perspective 1 ^ Perspective 2* 4) *Issue ^ Perspective 1 ^ Perspective 2 ^ **Significance** (of Abu Yusuf's thought)* 5) *Background ^ Issue ^ Perspective 1 – Perspective 3 ^ **Evaluation*** 6) *Background ^ Issue ^ Perspective 1 ^ Perspective 2 ^ Reinforcement (of the perspective)* 7) *Issue ^ Perspective 1 – Perspective 3 ^ **Summary** (of the given perspective)*	7	2.3	1) IEC1S2 2) IEC1S3 3) IEC3S4 4) IEC5S24 5) IEC9S10 6) IEC9S13 7) IEC9S15
14	**Historical Movement Studies**	1) *Background ^ Movement Identification ^ Movement Description* 2) *Movement Identification ^ Movement Description 1 - Movement Description 3* 3) *Movement Identification ^ Movement Description* 4) *Movement Identification ^ Movement Description* 5) *Movement Identification ^ Movement Description ^ Evaluation (of the contribution and significance of the movement)* 6) *Movement Identification ^ Movement Description 1 ^ Movement Description 2* 7) *Movement Identification ^ Movement Description 1 ^ Movement Description 2*	7	2.3	1) IEC6S3 2) IEC8S2 3) IEC8S3 4) IEC8S4 5) IEC8S5 6) IEC8S8 7) IEC8S10
15	**Period Studies**	1) *Period Identification ^ Period Description 1 ^ Period Description 2 ^ Significance* 2) *Period Description 1 ^ Period Description 2 ^ Evaluation (of the period's significance)* 3) *Period Identification ^ Period Description 1 ^ Period Description 2* 4) *Period Identification ^ Period Description 1 ^ Period Description 2* 5) *Period Identification ^ Period Description 1 ^ Period Description 2* 6) *Period Identification ^ Period Description 1 ^ Period Description 2*	6	2	1) IEC4S2 2) IEC6S3 3) IEC6S4 4) IEC7S2 5) IEC7S12 6) IEC7S13 7) IEC7S16
16	**Challenge**	1) *Challenged Position ^ Rebuttal Argument* 2) *Challenged Position ^ Rebuttal Argument ^ Anti Thesis* 3) *Challenged Position ^ Rebuttal Argument 1 ^ Rebuttal Argument 2* 4) *Background ^ Challenged Position ^ Rebuttal Argument 1 - Rebuttal Argument 3* 5) *Challenged Position ^ Rebuttal Argument ^ Anti Thesis* 6) *Challenged Position ^ Rebuttal Argument*	6	2	1) IEC1S2 2) IEC2S16 3) IEC2S24 4) IEC3S7 5) IEC5S16 6) IEC5S33

Table 4.1 Overall Genres and their Generic Structures Found in the Islamic Economics Textbook (Cont.)

No	Genres	Generic Structures	Occurrences Number	%	Coding
17	**Causal Explanation**	1) Phenomenon Identification ^ Explanation 1 ^ Explanation 2 2) Phenomenon Identification ^ Explanation 1 ^ Explanation 2 3) Phenomenon Identification ^ Explanation 1 ^ Explanation 2 4) Explanations 5) Phenomenon Identification ^ Explanation 1 ^ Explanation 2	5	1.7	1) IEC2S19 2) IEC5S17 3) IEC6S33 4) IEC6S46 5) IEC9S11
18	**Compositional Historical Period Studies**	1) Period Division ^ Period 1- Period 4 2) Period Division ^ Period 1- Period 5 3) Background ^ Period Division ^ Period 1- Period 3 4) Background ^ Period 1 ^ Period 2 ^ Deduction	4	1.3	1) IEC1S7 2) IEC1S10 3) IEC6S5 4) IEC6S6
19	**Compositional Report**	1) Classification ^ Component 1 ^ Component 2 ^ Component 3 2) Classification ^ Component 1 ^ Component 2 ^ Component 3 3) Classification ^ Component 1 ^ Component 2 ^ Implication	3	1	1) IEC2S2 2) IEC6S20 3) IEC6S50
20	**Comparative Report**	1) Classification ^ Description 1 ^ Description 2 2) Classification ^ Description 1 ^ Description 2 3) Classification ^ Description 1 ^ Description 2	3	1	1) IEC5S32 2) IEC6S9 3) IEC9S12
21	**Gradual Explanation**	1) Background ^ Phenomenon Identification ^ Grade 1 ^ Grade 2 ^ Grade 3 ^ Grade 4 2) Phenomenon Identification ^ Grade 1 ^ Grade 2 ^ Significance 3) Phenomenon Identification ^ Grade 1 ^ Grade 2 ^ Grade 3 ^ Significance and Evaluation	3	1	1) IEC2S6 2) IEC2S6 3) IEC5S28
22	**Historical Comparative Report**	1) Categorization ^ Comparison 1 ^ Comparison 2 2) Comparison 1 ^ Comparison 2 ^ Comparison 3	2	0.7	1) IEC3S10 2) IEC7S14
23	**Compositional Historical Site Studies**	1) Site Division ^ Site Element 1^ Site Element 2^ Site Element 3 2) Site Division ^ Site Element 1^ Site Element 2^ Site Element 3	2	0.7	1) IEC1S3 2) IEC1S6
24	**Theoretical Explanation**	1) Statement of Theory ^ Elaboration 1^ Elaboration 2 ^ Elaboration 3 2) Statement of Theory ^ Elaboration 1^ Elaboration 2 ^ Elaboration 3	2	0.7	1) IEC2S17 2) IEC3S8
25	**Historical Site Studies**	Site Identification ^ Site Description 1 ^ Site Description 2	1	0.3	IEC6S16
	Total of Occurrences		301		

Figure 4.1 displays a graphic presenting all the genres unfolded in the Islamic

Economics textbook based on their percentage of occurence.
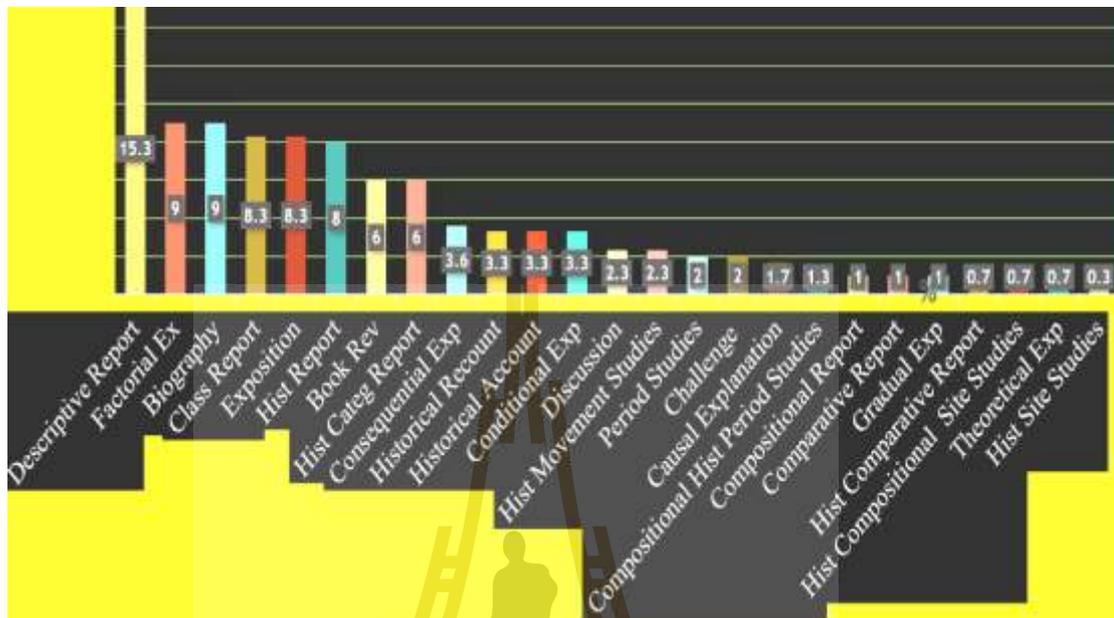
**Figure 4.1 Summary of the Overall Genres Found in the Islamic
Economics Textbook**

**4.1.2 The Recognized Genres and their Generic Structures Found in the English
Language Textbook of Islamic Economics**

The structures of the genres may be considered common when the structures

are identical with those presented in the analysis framework. Overall, there are 19

genres across the recognized genre families: Report, History, Response, Explanation,

and Argument which are found in the Islamic Economics textbook to have similar

generic structures to those in the analysis frameworks. Table 4.2 sums up the complete

list of the genres that occur with the recognized generic structures within the analysis

frameworks.

Table 4.2 The Existing Genres Found in the English Language Textbook of Islamic Economics Configured with the Most Generic Structures

No.	Genres	Generic Structures
1	**Descriptive Report**	*Classification ^ Descriptions*
2	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
3	**Biography**	*Person Identification ^ Episodes ^ (Evaluation)*
4	**Classifying Report**	*Classification ^ Types*
5	**Exposition**	*(Background) ^ Thesis ^ Arguments ^ Reinforcement of Thesis*
6	**Historical Report**	*Identification ^ Descriptions*
7	**Book Review**	*Book Identification ^ Context ^ Text Descriptions ^ Text Judgement*
8	**Consequential Explanation**	*Input ^ Consequences*
9	**Historical Recount**	*Background ^ Record of Events ^ (Deduction)*
10	**Historical Account**	*Background ^ Account Sequence ^ (Deduction)*
11	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
12	**Discussion**	*(Background) ^ Issue ^ Perspectives*
13	**Period Studies**	*Period Identification ^ Period Descriptions*
14	**Challenge**	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*
15	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
16	**Compositional Report**	*Classification^ Components*
17	**Comparative Report**	*Classification^ Descriptions*
18	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
19	**Historical Site Studies**	*Site Identification ^ Site Descriptions*

4.1.2.1 Genre of Descriptive Report

This genre is found to be the most dominant genre which emerges in the Islamic Economics textbook. It encompasses 15.3% of the whole genres. The dominance of this genre is in agreement with the Sydney School's claim that Report genres are the major genres in science textbooks (Martin, 1990, and Shea, 1988 cited in Veel, 1997). The interviewed Economics specialist confirms the finding of this typical classifying-oriented genre that it is of great importance for students to know about the epistemes of the field and what subject matters that they need to pay attention

to in their training. Students need to understand the given field matters and concepts, such as price, cost, production, labour, supply and demand, etc. before they put the countless goods that they meet everywhere in their daily life into necessary classifications and descriptions. Those goods are very ordinary which include what they eat, drink, wear, watch, ride, and many else. Their very important task is to turn those very ordinary goods into economics-loaded entities. So, the way how they perceive the ice cream that they buy, the shoes that they put on, the tv shows that they watch, and any goods and services that they consume on daily basis are no longer identical to that of laymen. At this extent, they become well-informed and thoughtful persons of economy.

The most configuration of this genre is similar to that in the framework (Martin and Rose, 2008): *Classification ^ Descriptions. Description* stage is usually found to be recursive. The way how the generic structure of the genre configured is exemplified in the passage below, which is *Classification ^ Description 1 ^ Description 2 ^ Description 3 ^ Description 4 ^ Description 5 ^ Description 6 ^ Description 7.*

Excerpt 1: IEC8S25

Descriptive Report	The International Islamic Universities (Malaysia)
Classification	Not surprisingly, **IIUM is today one of the best known educational institutions in the Islamic world.**
Description 1	In the University's own words, right from its inception, **IIUM has spared no effort to ensure that it provides the best tertiary education possible in all branches of knowledge**. Its state-of-the-art facilities—physical and otherwise—are the envy of other institutions in the Islamic world (the University's website).
Description 2	**The establishment of IIUM** in 1983 was the fulfillment of one of the major aspirations of the contemporary global Muslim community to regain the Ummah's leadership in the quest for knowledge. This yearning of the

Ummah is a key element in IIUM's vision statement: To be an international centre of educational excellence which integrates Islamic revealed knowledge and values in all disciplines and which aspires to the restoration of the Ummah's leading role in all branches of knowledge. (ibid.)

Description 3 <u>**IIUM operates**</u> under the direction of a Board of Governors with representatives from the eight sponsoring governments and the Organisation of Islamic Conference (OIC). It maintains links with governments and institutions all over the world, such as the League of Islamic Universities, the International Association of Universities and the Association of Commonwealth Universities. It is also affiliated with several Malaysian-based businesses that provide opportunities for students to gain practical work experience.

Description 4 Currently, in 2006, <u>**IIUM is home to 15,000 students and 3,000 teaching and administrative staff members.**</u> Many of the students and members of the academic staff are expatriates. In all, about 100 countries are represented. This is a far cry from its humble beginnings in 1983 when it operated from temporary quarters with 153 students and a handful of lecturers and administrators (ibid.).

Description 5 Most importantly, <u>**IIUM is committed to: "To revive and revitalize the Islamic concepts and traditions of learning, which regard the quest for knowledge as an act of worship and the spirit of science as emanating from the holy Qur'an.**</u> The university endeavours to introduce a unified teaching and learning process along with the inculcation of moral and spiritual values through Integration, Islamisation, Internationalisation and Comprehensive Excellence (IIICE).", (ibid.)

Description 6 <u>**IIUM offers a wide range of academic programmes**</u> geared towards both skill-building and scholastic attainments and designed in accordance with IIUM's philosophy, which is built upon the belief that knowledge must be pursued and propagated in the spirit of Tawhìd, as an act of worship, in full recognition that it is a trust which Allah has placed upon mankind, (ibid.).

Description 7 It might be interesting to look into <u>**the University's philosophy as it emphasises the Islamic input of knowledge**</u>, as shown below:

1. Knowledge shall be propagated in the spirit of Tawhìd, leading towards the recognition of Allah as the Absolute Creator and Master of mankind.

2. The recognition of Allah as the Absolute Creator and Master of mankind represents the apex in the hierarchy of knowledge.

3. Knowledge is a trust (amanah) from Allah and its development the crisis of modernisation and islamicisation shall be in conformity with the purposes behind Allah's creation of the universe.

4. Knowledge should be utilised by man, as the servant (abd) of Allah and vicegerent (khalifa) on earth, in accordance with the will of Allah.

5. The quest for knowledge is regarded as an act of worship (ibadah). Notably, the religious input in the above philosophy is particularly distinct.

Uniquely, in several cases the *Classification/General Statement* stage which usually occurs in the initial part of this genre turns out to be missing. The genre is simply comprised of the middle stage only: *Description.* This kind of unique case happens when it is logically dependent on an adjacent genre which precedes it. Therefore, the initial stage of the Descriptive Report could not be completely absent. It could share with another initial stage belonging to another genre.

Given the highest occurrence of the genre structures, several additional stages, which are never recognized in the analysis framework, are found either to begin or end the texts.

1) Background

This stage is found in the very initial part of the genre which has function to tell the historical information which tend to be ideological. It may serve as the basis of the classification of the entity as in IEC2S21, whose classification and characterization of the key theme of the text, Zakah, are based on the ideological texts.

2) Evaluation

This stage presents both positive and negative assessment of the given ideas, the described points or entities.

3) Significance

It presents a positive judgement about the entities described as well as their contributions toward the large pictures where the entities belong to.

4) Implication

This stage presents the implication or the potential consequences of the major entities described which may happen in the future.

4.1.2.2 Genre of Factorial Explanation

The next genre which also has the highest occurrences in the Islamic Economics textbook is Factorial Explanation. It encompasses 9% of the whole genres. The most common configuration of this genre is similar to that in the framework: *Phenomenon Identification ˄ Factors* (Veel, 1997). Excerpt 2 exhibits how the passage is constructed through the generic structure of Factorial Explanation: *Phenomenon Identification ˄ Factor 1 ˄ Factor 2 ˄ Factor 3*.

Excerpt 2: IEC7S6

Factorial Explanation	The Closure of the Gate of Jurisprudence
Phenomenon Identification	When **the gate of jurisprudence was actually declared closed** and what details surrounded the closure does not seem to be very clear. Some modern scholars even argue the contrary, maintaining that such a metaphoric gate was never declared shut. But historical texts refer to closure as being recommended by the jurists, Ulama, of the eleventh century or so in an attempt to curb intruders from injecting illegitimate juristic opinion under the claim of *ijtihàd*. **The closure was urged for several reasons:**
Factor 1	By the eleventh century **there appeared to be a fair mixture of scholars of different affiliation that may not be exactly Islamic. That did not meet the qualifications for *ijtihàd*.** To begin with, for a jurist to claim *ijtihàd*, he ought to fulfill strict conditions, of which the command of the language of the Qur'an, Arabic, the full understanding of the Holy Text and the Sunnah of the Prophet, the complete knowledge of the General Consensus of the Prophet's Companions, are but some examples. There did not appear to Muslim jurists then that these conditions were entirely met in those newly comers to Islam who claimed the ability to engage in jurisprudence.
Factor 2	**Second, it was feared that some new comers to the science of jurisprudence may have been under the influence of newly secular**

	Muslim rulers who may have had a desire for a religious ruling, *Fatwa*, to legitimise an unworthy secular inclination of their own.
Factor 3	**Third,** with the spread of several religious sects and subsets whose religious practice were not always generally accepted but sometimes doubted and very often frowned upon**, there was a fear that the opinion and practice of these sects may be perceived, or misperceived, as in conformity to the genuine practices of the early devout Muslims.** To put a halt to any process of legitimising these practices and to confine them, instead, to their sources which are the initiating sect leaders, there was a need, seemingly, to declare that no further process of general legitimisation through jurisprudence was to be exercised.
Factor 4	**Fourth,** which summarises the whole purpose of stopping any further work of jurisprudence, **there was a need to stop false non-religious innovation, *bid'ah*, under the false proclamation of religious modernisation, *tajdid*.** To confirm the refusal of newness in the religion, the jurists declared that any false innovation is, *bid'ah*, every *bid'ah* is misleading infidelity, *dhalalah*, and every misleading infidelity (and its innovator) is in Hell. Until the present day, accusing a person of introducing a *bid'ah* can be a serious religious condemnation. Although the accusation does not necessarily imply the intention of taking a person to a religious court, it does cut deeply into the person's own religious pride and belief.

Given the common structures of the genre, several additional stages, which are never encountered for in the analysis framework, are found either to begin or end the texts. The extra stages are, as follows:

1) Summary

This stage is always found in the ending part of the genre and has a function to sum up the given factors.

2) Implication

This stage is also found in the very last part of the genre which functions to mention any potential consequence which may happen in the future.

3) Reinforcement

In the text of IEC7S9, this final stage is unfolded to have a function to emphasize that the phenomenon that happened was lack enthusiasm towards the judicial work (including Economics), was indeed the key effect of the various factors.

4) Evaluation

This stage negatively evaluates the given judgement about the phenomenon, that is, how active the literary intellectual activities under the Safawids empire were. On the other hand, it also presents the positive judgement about the phenomena that a particular significant literature was produced under the empire.

4.1.2.3 Genre of Biography

This genre seems to be the only genre under the genre family of History which has the highest occurrences in the Islamic Economics textbook. This genre encompasses 9% of the total genres found. The quite high emergence of this typical History genre indicates that this textbook could serve as a key history textbook in Islamic Economics in which historical events and the prominent historical figures along with their Economics thoughts are chronicled and described since they are crucial in relation to how the economic activities of the past Islamic societies were before the Islamic Economics per se came into existence as an independent discipline.

The most common configuration of this genre is similar with to that in the framework (Christie and Derewianka, 2010): *Person Identification ^ Episodes ^ (Evaluation)*. Excerpt 3 exemplifies how the passage is constructed through the generic structure of Biography: *Person Identification ^ Episode 1 ^ Episode 2 ^ Evaluation*.

Excerpt 3: IEC3S3

Biography	**The First Caliph Abù-Bakr (632–634)**
Person Identification	Caliph Abù-Bakr, the Man
Episode 1	<u>**Caliph Abu-Bakr was tender hearted, gentle natured, approachable, generous and pious**</u>. As far as precedence in Islam is concerned, he was the first man, or one of the first three men, to have embraced Islam. "Al-Siddiq", the believing, he was nicknamed as he unconditionally believed in the Prophet and in what he said without any shadow of doubt, particularly after the Prophet's proclamation of visiting Jerusalem and Heaven and returning to Makkah in one night (the Night Journey). After embracing Islam, he spent his wealth in the cause of God generously, buying Muslim slaves and setting them free to save them from torture. He also participated in the preparation for Holy War to the full extent of his wealth. "I left them God and His Messenger", was Abu-Bakr's answer when he was asked by the Prophet about what he left for his family after donating all his money in God's cause. He was one of the closest associates of the Prophet and the man who was chosen by Muhammad to accompany him in his secret emigration to al-Medinah—a great honour. The next notable honour came when the Prophet chose him to lead Muslims in congregational prayers during his final illness (Al-Suyùti, d. 1511 A.C.).
Episode 2	Despite his short caliphate, <u>**the first caliph succeeded in establishing his leadership**</u> in the early crucial period of Islam after the death of its Messenger. He had the ingredients for a charismatic leader which helped him to gain the general acceptance of Muslims. This was due to his closeness to the Prophet during his life, his early response to the Islamic call as the first man to have embraced Islam, his complete devotion to the Islamic movement since its early days, his deputyship to the Prophet in congregational prayers, Salàh, during the Prophet's final illness, and the fact that he has been referred to in the Qur'àn on more than one occasion (Al-,abarì). All this gave Abù-Bakr the pre-requisite for a charismatic Islamic character. His work afterwards confirmed the genuineness of his image.
Evaluation	<u>**Caliph Abù-Bakr, nevertheless, was not innovative; and he did not seem to want to be otherwise**</u>. In his first speech to Muslims as a caliph he said that he was not innovative but obedient to the word of God and the Sunnah of His Prophet and that people should obey him as long as he obeyed them (ibid.). Nevertheless, his control of the first problem that faced his caliphate, the Apostasy with its economic and political implications, was remarkable.

Biography seems to be one of the privileged genres in learning Islam due to the historical figures reviewed. Any Muslims need to read and can learn many things from the reviewed historical figures. Table 4.1 shows 27 times of presence of this genre, which means that 27 figures, are reviewed within the present Islamic Economics textbook. Interestingly, in several of the occurences, following the Biography genre is Book Review particularly in both Chapters 5 and 6 where almost half of the Biography was found. The historical figures in the study of Islam and its history are certainly a lot and varied from one historical period to another. The very first and the most important figure who any Muslims need to know, learn, and even put as their primary role model is Prophet Muhammad, the last messenger of Islam. The next figures are the four fellows of the Prophet who were his successors and also known as the Four Caliphs with their own periods; namely, Abu-Bakr, Umar ibn Khattab, Utsman ibn Affan, and Ali ibn Abi-Thalib, consecutively. Excerpt 3 simply focuses on reviewing the first Caliph, Abu-Bakr, by describing his characters and any achievements during his regime. Acquiring the knowledge of him through encountering his Biography, any Muslims need to follow his good behaviours that made him taken by the Prophet as one of his most important and loyal fellows. The history also told that in many cases the Prophet asked for Abu-Bakr's advises because he was considered very wise and the oldest man.

However, the Four Caliphs are not the only figures covered within the present Islamic Economics textbook. The other reviewed figures are mostly Economics and legal scholars due their original contributions to the study of Economics and Islamic Jurisprudence, such as Abu-Yusuf, Al-Shaibani, Al-Muhasibi, and many others.

4.1.2.4 Genre of Classifying Report

The next genre which has high frequency of occurrence is Classifying Report. It encompasses 8.3% of the total genres found. Most of the texts categorized as Classifying Report are configured through *Classification ^ Types.* The beginning stage, *Classification*, usually consists of criteria of the classification and the outline of the categories. In terms of the number of the categories outlined, sometimes not all of the given types are described in the following stage, *Type*, but only a particular type is described. For instance, only *Type 1*, or only *Type 3* has description. This case is, although quite rare, found in the genre of classifying report which emerges with the other genres. The selected type could be because its relevance or similarity with the key themes are talked about in the genre before the classifying report. Excerpt 4 shows how the passage is constructed with the most popular generic structure: *Classification ^ Type 1 ^ Type 2 ^ Type 3.*

Excerpt 4: IEC2S5

Classifying Report	**Economic Resources: Definition and Perception**
Classification	With some variation, the nearest analogy to Islamic economic resources in Western economic theory can be viewed as the factors of production. But factors of production emphasises the function of production in particular, looking at it from the specifically narrow angle of a certain use of these resources as related to the exact task of production. In Islamic economics, by the virtue of the Islamic ideology above, a classi*fi*cation of resources would need to be wider and more comprehensive so as to look at the resources first as a blessing bestowed upon humankind by the divine force and second by examining how these resources have been put to use. The line might be fine between the classi*fi*cation of the Western theory and the Islamic theory, but the demarcation line, *fi*ne as it might be, reflects the basic philosophy of the two systems. **The economic resources are classified below into natural resources, labour and capital.** The arrangements of these resources in this particular sequence, we hasten to emphasise, is not random. Rather, they reflect the sequence of God's creation of the universe: the resources were made available by Him first, then man was created and later labour and toil were needed to exploit the

economic resources, and capital was developed later as a result of the combination of labour, natural resources and time.

Type 1 **Natural resources**

As a factor of production, natural resources embrace more than land, the classical economic factor; they incorporate land, animals, minerals and the like, wind, water, and sea and river products. In the Qur'an, reference has been made to these resources on several occasions in such a way as to: (a) cite to people the bounties of God so that they may be thankful to Him, and (2) encourage them to utilize these resources for the bene*fi*t of "self" and community. For example, the Qur'an states, "He sends down water from the sky, and with it brings forth the buds of every plant. From these We bring forth green foliage and close-growing grain, palm-trees laden with clusters of dates, vineyards and olive groves and all manner of pomegranates", (Qur'an 6:99). With labour, or man, natural resources, which are provided by God, are the prerequisite for production. However, this is a general equilibrium perspective, looking at the economy as an integrated system. The process of production in such a system is achieved through the interaction between man and nature. However, the time dimension should also be considered. Over time production requires the interaction of three main elements: natural resources, labour and capital. There is no inconsistency here if capital is regarded as stored labour, it is a product of the collaboration between labour and natural resources in the long run.

Type 2 **Labour**

Labour has been emphasized in the Qur'*à*n and the Sunnah. The Qur'*à*n emphasises the importance of work, and the necessity for it, many times. In the Sunnah, work is so highly regarded that the Prophet is reported to have said that of the sins there are some that cannot be removed (forgiven) except by working to earn a living (Sahih al-Bukhari). All types of legitimate work is encouraged, even that which may benefit birds and animals, "No Muslim has planted a plant or cultivated a branch, and a bird or an animal eats from it but has been given a divine reward for it" (Shahih al-Bukhari). The examples of the Prophet and his companions making their living in the market and providing for their own needs are abundant.

Furthermore, the following points could be noted about the concept of labour in the Qur'an and the Sunnah: economic thought in the qur'an and sunnah 47

1. Labour is not confined to hired labour. Instead, it incorporates all types of labour including that which is embodied in capital and land. As such labour in the Islamic context may include entrepreneurship.
2. Work is regarded as a duty on the Muslim even if he/she is rich. There is no room for the idle rich.
3. Full devotion to worship is not an acceptable reason for not working; there is no monastery or nunnery in Islam. The Prophet is reported to have seen a man who had been spending all his time

worshipping in the mosque, when he asked who was supporting the man and was told that some people did he said that those people were better than him

4. Employers should be "fair" to their employees; paying them their wages in time, providing them with reasonable work conditions, assigning tasks to them according to their abilities and treating them as equal. The Prophet is reported to have said, "Your employees are your brethren whom God has made your subordinates. So he, who has his brother under him, let him feed him with what he feeds himself and clothe him with what he clothes himself and not burden him with what overpowers him. If you do so help him" (Sahih al-B*ù*khari).

On the basis of the teachings on the previous point, setting minimum wages, as the wages that is su*ffi*cient to cover feeding and clothing in a manner similar to that of the employer, establishing a system for maximum working hours, creation of appropriate working conditions, enforcement of precautionary measures against work hazards and adaptation of technological innovations to reduce hardships would be fully in conformity with the spirit of Islamic teachings (Chapra, 1980).

Labourers are expected to do their best to meet work requirements; they should be honest, diligent and efficient. The Prophet said, "An employee who excels in his devotion to God and also renders to his employer the duty, sincerity and obedience that he owes him, for him there is double reward with God" (Sahih al-Bukhari).

Type 3   **Capital**
Capital has been regarded as stored labour embodied in commodities and used in the process of producing other commodities (Abu-Saud, 1965). The de*fi*nition as such refers to economic labour as the base of creating capital. Capital however is not labour alone, rather, it is labour in conjunction with natural resources that compose the stored capital, which may require widening the de*fi*nition to include both labour and natural resources in combination, though at various levels, in the process of creating capital. This would be more consistent with the Islamic view that begins with natural resources as bounties given by God in His divine wisdom to make the earth habitable added to labour which is highly regarded in Islam as an important factor in the production process, that aims, among other things, to increase the utility of the divinely provided natural resources. This is emphasised further by defining economic labour as the labour applied to nature in order to extract the consumer's utility or increase a production opportunity from natural resources (B*à*qir-al-Sadr, 1968).

Given the very general structures of Classifying Report, several additional stages, which are never recognized in the analysis framework (Martin and Rose, 2008), are found either to begin or end the texts. The additional stages are as follows

1) Background

This stage is always found in the very early part of the passage. The existence of this stage, which is found twice (both in IEC8S1 and IEC9S18), is to give background knowledge in order to express the important historical information of the given issues, points, or things which are about to be described in the proceeding stage, *Classification*.

2) Summary

This stage sums up the given descriptions related to the types as in IEC6S12 or briefly restates the given main points.

3) Evaluation

It shows the relativity of the given classification that it can be different, subject to the time and society (IEC2S17). It may also express the great relevance of the given classification that it is still applicable until the modern time (IEC6S27). This kind of evaluation is contrasted to the evaluation in IEC2S17. Therefore, the first evaluation may be considered as negative evaluation whereas the latter one can be considered as the positive one.

4) Significance

This stage shows how important the given key points are such as Labour (in IEC6S13) in terms of how its existence and absence may affect many aspects particularly in economy life.

4.1.2.5 Genre of Exposition

In the textbook of Islamic Economics, Exposition genre seems to be the only genre under Argument genres family which has the highest occurrences. It encompasses 8.3% of the overall genres found or 65% of the whole Argument genres in the corpus.

161

The following passage shows how this genre is constructed through its common structure: *Thesis ⌃ Argument 1 ⌃ Argument 2 ⌃ Argument 3 ⌃ Argument 4 ⌃ Argument 5 ⌃ Argument 6 ⌃ Argument 7*. The structure of this exposition genre basically consists of the fundamental stages as mentioned by Coffin (2006) and Christie and Derewianka (2010).

Excerpt 5: IEC5S1

Exposition	Introduction
Thesis	The period under examination in this chapter is that from the mid-eighth to the late tenth century. **It is a particularly interesting period for several reasons.**
Argument 1	**Firstly, the period witnessed the change of the caliphate** from the short-lived Umayyad dynasty to the much longer Abbasìd dynasty.
Argument 2	**Secondly, during that period the Islamic empire reached its widest and most consolidated formation.**
Argument 3	**Thirdly, it witnessed an enormous scale** of Islamic urbanisation and trade that stretched from India in the east to Spain in the west.
Argument 4	**Fourthly, during that time the Islamic empire reached a high level of state administration and cultural development.**
Argument 5	**Fifthly, it was the period when Islamic writing on economic issues appeared in specialized work for the first time.**
Argument 6	**Finally, the period ended with the decline of the Islamic empire and the beginning of the Crusades.**
Argument 7	More interestingly, **the period provides a sharp contrast between the East and the West.** It was the time when the West was primitive, backward and primarily rural, while the East maintained and developed the traditions of wealth, cultural and artistic achievement.

The interviewed Economics specialist confirmed that the revealed findings of the presence of Exposition as well as the other Argument genres in the Economics discourse are not surprising because since the birth of the discipline,

economics ideas and theories per se are constantly proven, disproven, and revised. Therefore, this present study can conclude that these Argument genres could be important and effective linguistic resources to exhibit particularly to the Economics novice, the undergraduate readers of the book, that the given ideas and theories are proven to be true or otherwise, and also what challenges and dialectical struggles that the ideas suffer.

4.1.2.6 Genre of Historical Report

This genre encompasses 8% of the overall genres found or 21.6% of the History genres in the corpus. The genre mostly has a particular recognized configuration: *Identification ^ Descriptions.* The following passage shows how this genre is constructed through its generic structure: *Identification ^ Description 1 ^ Description 2 ^ Description 3 ^ Description 4.*

Excerpt 6: IEC4S10

Historical Report	Trade and Commerce
Identification	**With the expansion of the Islamic state from India in the east to Spain in the west, political barriers were removed, which, with security, urbanisation, and the diversity of agricultural and manufacturing products, helped promote trade in the Islamic world.**
Description 1	**Several types of commodities were traded: food products, animal stock, timber and the products of the forest, metals, and textiles, products of stone and soil, fish and sea food, writing materials, medicinal products, and slaves** (Goitein, 1963). Trade routes connected Europe with the Islamic world mainly via Syria, Egypt, Tunisia and Sicily. The main commodities that were imported from and exported to Europe were timber and foodstuff respectively. Egypt seemed to have enjoyed a particularly important location on the Indian trade route which stretched from Indonesia and Samarta in the east, passing through the ports of the Red Sea and Old Cairo in Egypt, to North Africa and Spain in the west. As indicated in Cairo Geniza documents, Old Cairo served as terminus both for the Mediterranean and the Indian trade (Goitein, 1963).

The commodities that came from or through India and other countries of the Indian Ocean **were mainly spices, though other commodities were also included**. In the Geniza papers, a provisional list of goods coming from the Indian direction showed that the goods consisted of (Goitein, 1963):

Spices, aromatic, dyeing and vanishing plants and medical herbs (47%), Brass and bronze vessels (15%), Indian silk and other textiles made mainly of cotton (10%), Iron and steel (8%), Tropical fruits, such as coconuts (7%), Pearls, beads, cowry shells and ambergris (5%), Chinese porcelain, Yemenite stone pots and African ivory (4%), Shoes and other leather-works (3%), and Timber (1%).

The eastbound goods, as shown in the same list, consisted of (ibid.):

Textiles and clothing (35%), Vessels and ornaments of silver, brass, glass and other materials (22%), Chemicals, medicaments, soap, paper, books (18%), Foodstuff, such as cheese, sugar, raisins, olive oil and linseed oil for lamps (10%), Household goods, such as carpets, mats, tables, frying pans (7%), Metals and other ingredients for the copper industry (7%) and Coral, (1%). This is only an example of one shipment, which is not necessarily an exhaustive list of the Indian trade.

Description 2 Moreover, short and long-distance routes connected the Islamic provinces internally such as the routes between Syria and Egypt, Egypt and the North African coast, Egypt and Arabia, Iraq and Syria, and Iraq and Arabia. It is also interesting to note that **merchants were of different religious persuasions: Muslims, Jews, Christians and Hindus, and business relationships between those of different religions were amicable**. In the Geniza letters, merchants of various religions address each other with the same honouring and amicable epithets as the writer's own brethren (Goitein, 1963).

Generally, merchants consisted of various categories: producers and dealers, retailers and wholesalers, travellers and the stationary, and brokers and auctioneers. However, the line between each group in the category, and sometimes between one category and another, was not always clear-cut. For example, the producers of manufactured goods, who were mainly artisans, sold not only their own products but also the products of others and the wholesaler in textiles sold single pieces. Furthermore, the degree of diversification in the traded commodities seemed to have been rather wide. The merchant would deal in a wide range of commodities such as flax, silk and other textiles, olive oil, oriental spices, dyeing materials, metals, books, perfumes, jewelry, glass, corals, foodstuff, hides and leather, pitch, and a wide variety of household goods (Goitein, 1967). This was meant perhaps to reduce the level of business risk involved through diversification. Specialisation, nevertheless, existed and some traders became specialists in one type of goods. The cheese dealer, "al-gabban", the milk dealer, "al-labbàn", the perfume dealer, "al-attar", the indigo dealer, "al-nìlì", and the date dealer,

	"al tamm*à*r", are examples of the cases where the family names of the dealers became associated with the type of goods in which they traded (ibid.).
Description 3	**Cooperation between merchants in distant countries seemed to be generally accepted as the "custom of the trade".** Two merchants in different trading centres would buy and sell on behalf of each other in a very informal way with no commission paid but mutual services would be expected (Goitein, 1967). Besides selling and buying, the services also included the supervision of collecting business debts in the foreign country. The distant trade and the attempt of minimising costs made such cooperation worthwhile. In addition, a great deal of trust between the two merchants was necessary for the success of such cooperation. However, one would think that the information obtained by the merchant about the distant market, no matter how historical such information might be, would serve as a guideline to the merchant and a safeguard to the continuation of the cooperation, especially when both merchants know that such information was difficult to obtain. A dispute might arise, as the Geniza papers show, if the merchant thought that his counterpart did not act in his interest, which would put the cooperation into jeopardy. Trust, which would be enhanced gradually by the repetition of operations, the reputation of the merchant and the flow of information via travelling fellow merchants, made the system workable. Or, as Goitein (1967) says, "The fact remains that the Mediterranean trade, as revealed by the Cairo Geniza, was largely based, not upon cash benefits or legal guarantees, but on the human qualities of mutual trust and friendship".
Description 4	**Agency was also common as a means of running the business**. The merchant would have a representative in the far market to render services to him for a fee or a commission, which varied depending upon the level of services. The representative, "wakil", had three different interrelated tasks: (a) to represent the merchant in legal disputes, which explains why professional experience in law was required in representatives, (b) to provide storage facilities, which were provided on premises owned by the representative, and (c) to serve as a depositary for the merchants and a neutral arbiter between them (Goitein, 1967). The warehouse of the representative served also as a bourse for auctioning the goods and a postal address for merchants.

4.1.2.7 Genre of Book Review

In this investigation of Islamic Economics discourse, Book Review is the only genre under Response genre family which is found in the main corpus. The percentage of its occurrence can be considered to be a little high: 6%. The occurrence

of this kind of Response genres could be considered quite unique. This seems to indicate that the key textbook of Islamic Economics serves as a secondary resource for both teachers and students who intend to explore the existing literature in Islamic Economics quite a number of which could not be accessible due to the issue of scarcity and historical value. Thus, the authors of the textbook claimed that this literature is to show the originality of Islamic Economic study before its counterpart, the modern Economics was born (El-Ashker and Wilson, 2006). However, the interviewed Economics specialist informant emphasized that it is important for Economics students to read not only the secondary recourses but also the primary ones. If the students simply rely on the secondary resources in their learning, the knowledge gained by the students about any subject matters and their theoretical development will be not sufficient.

The generic structure of this genre usually consists of several key stages: *Book Identification*, *Context*, *Text Description*, which tends to be recursive, and *Text Judgement*. *Context* stage, which frequently occurs as the middle stage, seems to be obligatory and tends not to be recurrent. On the other hand, *Text Description* stage always occurs in the genre and it is also obligatory and tends to be recursive.

Excerpt 7 shows how the ideas and information in this particular passage moves through those major stages: *Book Identification ^ Text Description 1^ Context ^ Text Description 2 ^ Text Judgement 1^ Text Description 3 ^ Text Judgement 2^ Text Description 4 ^ Text Description 5^ Text Description 6^ Text Description 7^ Text Judgement 3*.

Excerpt 7: IEC5S41

Book Review	The Book
Book Identification The title of the book is mentioned	**The full title of the book on hand is, the book of "al-Makàsib wa alWara" wa al-shubuhàt wa bian mubà*h*aha wa ma*h*zuraha wa ikhtilàf al-nàs *fi t*alabiha wa al-radd ala al-ghàliteen *fi*h",** that can be translated as, "Earning and asceticism, and the suspicion surrounding earnings, a clarification of what is permissible and not permissible and of the different means of obtaining earnings with a reply to those discussing it.", a long title that is abbreviated to and widely known as, "Earnings and Asceticism".
Text Description 1	**The size** of what has come to us of the teaching of al-Muhàsibì in this book is about **10,500 words, hand written in about 43 pages, of twenty lines per page with an average of 12 words per line** (Al-Khisht, op. cit.). **The printed form of the book reaches about 133 pages**. In citing his references, we find al-Muhàsibì specifying that he relied on the Qur'àn, the Sunnah, consensus of opinion, deduction, istinbat, and comparability of rules, qiyàs, whenever that was permissible. This highlights a new approach in his writing; the deductive approach in the absence of a clear text.
Context	To understand the full dimension of the importance of the Earning and Asceticism we have to realize that **it was written at a time when the Sufi thought was mainly concentrated around the concept of abandoning the strive for earning a living and concentrating instead on the worship of God.** God would provide for those who honour him through the devotion of worship, the Sufi argument goes, and no matter how much one would strive to earn, one would not earn more than what God has destined for one to earn. Al-Muhasibi, a devout Sufi, came with a different view, though still lying in the heart of the Sufi teachings. The belief in that, although earnings come in accordance with fate and destiny, this should not overrule the premise that one has to strive in order to obtain them. This is shown below. Earnings do not come alone, God commands humankind to seek a means of earnings, so that his bounty can reach everyone. Earnings come, through pursuit of means of earning, or *h*arakah, is the message al-Muhasibì emphatically emphasized.
Text Description 2	**Earning and Asceticism is divided into an introduction and fifteen chapters.** This is shown as follows: Introduction Chapter 1: full reliance on God, tawakkul, and earning Chapter 2: pursuit of means of earning, al *h*arakah, the good of that and the bad Chapter 3: desertion of pursuit of means of earning, desertion of *h*arakah, the good of that and bad Chapter 4: meaning of piousness, the disagreement of Ulama" in defining piousness, wara", piousness, wara" in eating and clothing Chapter 5: helping and receiving help from the oppressors

	Chapter 6: inheritance of oppressing fathers Chapter 7: disagreement between Ulama" regarding Shobha Chapter 8: the meaning of the Qur'ànic verse, "do not cooperate on injustice and aggression" Chapter 9: the permissible and forbidden Chapter 10: disagreement among Ulama" regarding prizes of the rulers, Sùltàn Chapter 11: pursuit of blessed food Chapter 12: pursuit of hunger and reply to those claiming it is part of worship Chapter 13: enquiry about the source of a living Chapter 14: land of Fai" and Kharàj Chapter 15: prayers in the maghsub, the taken unjustly by force
Text Judgement 1 Reviewer's evaluation of the book	Not all the above are bearing the section of "chapter" however. For reasons that are not clear to us, the sections after chapter four do not bear the term "chapter", the Arabic bab. Instead, they are written without such classification. The topics however seem to have a distinctive separation, and that is why they are mentioned above as separate chapters. Now we turn our attention to the content of the above chapters with different emphasis given as the need arises. **The introduction seems to be a necessary start**. It emphasizes various points in relation to earnings with particular reference to Qur"ànic verses, as shown below: First, it refers to the creation of the universe, heaven, earth and what is between and beyond. A logical start in a book of earnings, as earnings relate to what God has made available to his creatures. Second, it provides an emphasis on the quest of the mind and how the believers are ordained to think in, and reflect on, His great creation. A necessary pre-requisite that implies: (a) a reply to the prevailing religious sects at that time which overruled the mind in pursuit of the text, and (b) as thinking and reflecting involve an effort made by human beings in appreciating God's creation, there was a need to make a similar effort by Sufis to gain a living as part of the pursuit of worship. Third, it adds a further emphasis on the intention of God in the creation of human beings who have physiological needs in order to thrive and survive, once again this reads like an implicit early warning to his fellow Sufìs. Fourth, it gives further stress on what God has guaranteed through the provision of an amount of earnings to each one of his people which he/she is destined to gain so that people's hearts may remain confident in God and may not be too preoccupied by distress over earnings to worship Him. **The introduction seems to be conveying a very clear message**: God has destined the earnings so that His creatures may make the effort to gain them. This is in a direct clash with the views of other Sufìs.
Text Description 3	**The first chapter deals with a crucial issue in the heart of Islam in as far as the relationship between man and God is concerned in general, and in earning a living in particular**. This is the difference between

twakkul and twàkul (or twaakul); notice the double 'k', twakkul, in the former and the 'à' or double 'a', twàkul in the latter. The difference in spelling, minor as it might seem in English, is of a paramount importance in Arabic. Twakkul means the full reliance on. God in all that one does in one's life, including earning a living, on condition that one strives hard in pursuit of what is needed to be obtained. Al-Muhàsibì refers to the pursuit of earning as al-*h*arakah. Twàkul on the other hand, although means, yet again, the full reliance on God in what one does including earning a living, it stops short from working hard, or for some, working at all, in order to earn a living, or obtain what is needed, and relying instead on praying for God's help, hope and assistance. In al-Muhàsibì's expression, this boils down to defining twakkul as believing, with work Harakah, while twàkul refers to belief, but without Harakah. Harakah, once again, is defined as the effort made by the individual towards earning a living, or obtaining whatever the individual wishes to obtain. The two meanings and intentions are very different. God has ordained his people to rely on Him in pursuit of earnings but such reliance does not overrule the genuine attempt and sincere effort demanded by God in search of these earnings. This might sound logical to the mind of today, but, at a time when flùfìs turned beggars while devoting all their lives to the worship and the love of God, the point carried a strong message.

Text Judgement 2	**Al-Hàrith's argument in his first chapter is strong and convincing.** It carries the same approach of criticizing those in disagreement with him: explaining their points of views, thoroughly supported with reference to the Qur'ànic verses that confirm the provision of God for everyone's needs but also contending these views eloquently, yet with strong support from the same source: the Qur'ànic text. Using the power of reasoning, he continues to explain to his opponents, yet fellow Sufìs, the purpose of the Qur'ànic text, the intention of the divine rule, and the variation that might sound like a conflict of commands. In contention with fellow Sufìs, who advocated the desertion of the chase of earnings for the sake of worship, we find him referring to the Qur'àn and *H*adìth in stressing that while God has permitted the pursuit of earnings, He organized that by a mandate that this should not lead to diversion of God's rule or His worship, not the other way round. The psychological approach to his argument also seems obvious in this chapter which reflects a deep understanding of self and others.
Text Description 4	**In his second chapter of Earnings and Asceticism al-Hàrith is devoting a considerable part to the discussion of the ethical basis of the pursuit of earnings: the permissible and the forbidden.** In general, the permissible is the type of pursuit that does not imply a breach of God's rules or commands. The forbidden by contrast is what deviates from the commands of God. A further clarification of the responsibility of the individual in earning a livelihood is added: ones responsibility towards one's own family. This seems a further reinforcement in argument against the fellow Sùfìs, who regarded worship as superior to earning a living. The message is that devoting one's life to worship without supporting

one's family would leave the family devastated. And this is against God's command. The argument is reinforced in this chapter with examples from the lives of the Prophet and his companions and their practice and ethical means of earning a living.

Text Description 5	**The argument against the other Sufìs on the subject takes a specific turn in the fourth chapter. It focuses on a renowned Sufì** from Khurasàn, Persia, mentioned by name as Shaqiq, Shaqiq ibn Ibràhìm ibn Ali al-Azdi al-Balkhy. Al-Hàrith cites Shaqiq's claims and replies to them. The contended claims are mainly: (a) if one strongly believes in God, and in that God will provide for one's needs, as God has stated, and one still strives to earn a living, this would imply that one has doubts about the ability of God to provide, and this is kufr, disbelief, (b) in striving for a living of something God has destined for one to have, one would be interfering in the timing of God and this would be like hurrying God in obtaining what one is destined to get at a certain time, in God's knowledge, and this is also not permitted, and (c) the pursuit of a living emanates mainly from a weakness in faith as the real faith would imply that the believer should be content with what God has given him and ought to wait until God's bounty reaches him. This sounds like a plausible argument that might seem convincing to some Muslims who are seeking the blessing of God by any means, or the weak-hearted in facing the hardship of making a living. Al-Hàrith exposes these claims and replies to them logically and coherently with evidence from the Qur'àn, the Sunnah and the practice of the early companions. Of the reasons he mentions for the invalidity of these claims, one reads, with interest, his statement that by the flùfì accepting offerings from others he might be accepting donations from the sources of which may be forbidden in the sight of God. A means that does not justify the end!
Text Description 6	**The remaining part of Earnings and Asceticism is purely an ethical treatise on earnings and how it can be used. It addresses various ethical issues with regard to earnings; the generation of earnings and the use of its revenue in fulfilling one's needs**. Written by a Sufi, the book, in this part, projects the Sufism's views on such an important economic issue. It is distinguished from other ethical writing on economics in that it projects a puritan view as seen by a sect that, despite the extremity of some of its followers, has always been regarded as having highly spiritual values. The particular puritan distinction of the Sufi can be seen throughout the book when a special emphasis is placed on the necessity to leave out what may not be forbidden in case it is not decisively permissible. This is a theme that can be seen to be stressed in the writing of the Earnings and Asceticism. The section begins with the definition of asceticism, wara', in views of al-Hàrith and other teachers of Sufism of his contemporary as well as those before him. Asceticism, which is still difficult to define with one comprehensively precise definition, is "the avoidance of what may not please God, of saying, of action, of inner thought, or of an inner desire, and the avoidance of missing out on what God has ordained either by action or by thought or

	feeling." God-fearing in all aspects of life explicit and implicit, is the concept of asceticism in al-Harith's views and the views of his fellow Sufis. Beyond that, and without that, the Muslim is said not to be practicing wara'. This is not necessarily what the non-Sufi view is, as Muslims are accountable only to what they have actually said or done. For what the Muslim has in mind but has not brought out in the form of a behaviour, this is left to God to penalize for it or otherwise; He may or may not forgive at His own discretion as the Qur'ànic verses 2:285–286 are telling us. But for the Sufi, asceticism, piousness, or wara', addresses the inner soul and thought of the individual not merely his or her acted behaviour.
Text Description 7	Giving up the doubtful, shubuhat, for the sake of what is certain is a main feature of wara'. There may be a need, for example, to abandon a lawful means of earnings if it may lead to a forbidden means of earning to others. The example of a Muslim burning out his vineyard for fear of it being used by a buyer to trade in alcoholic beverage is cited by al-Muhàsibì as an example of piousness. This may sound like taking religion to extreme, as the person is only responsible for what he/she has done, as the Qur'àn is telling us (2: 286), and it may be an extreme example of God-fearing, but it is still, nevertheless, a case of a puritan avoiding the doubtful un-forbidden for the sake of the certain permissible. In very brief, as al-Muhasibì is telling us, in the market place earning a living, or otherwise, one ought to be conscientious of God's existence; observing His commands in action and in heart.
Text Judgement 3	The importance of the treatise of al-Muhasibi is threefold: (a) it shows the views of Sufism on an important economic issue, earnings, (b) it criticises the claims made by Sufis concerning economic behaviour, mainly in the pursuit of earnings and consumption, and (c) it is rich in ethics and the ethical treatment of economics. In that sense, Earnings and Asceticism can be regarded as a great contribution by the puritans to economic issues. Al-Muhasibì is said to have influenced great writers after him such as Imam al-Ghazàli whose great master piece, "Ihya' Ulùm al-Dìn" is examined in the following chapter.

4.1.2.8 Genre of Consequential Explanation

This genre comprises 3.6% of all the unfolded genres in the Islamic Economics. It is mostly structured with the common stages mentioned in the analysis framework (Coffin, 1997): *Input ^ Consequences ^ Reinforcement*. However, the final stage which usually ends the genre is not found in the corpus. The absence of the ending stage of *Reinforcement* within Consequential Explanation texts cannot be explained in

the same way as that of the ending stage of *Deduction* within texts of Historical Recount and Historical Account.

The absence of the *Deduction* potentially makes the historical texts less valued and also less mature since the historical importance of the key events which show how the authors of the texts engage within the powerful historical discourse (Coffin, 1997) is not stated. However, when the *Reinforcement* is absent or removed from the texts of Consequential Explanation, it does not seem that the value of the text changes because the paragraph of *Reinforcement* is simply to summarize or briefly restate the effects which have been previously elaborated in the *Consequence* stage. This kind of final stage can also be considered as a reminder paragraph to the readers of what they have just read. Moreover, the texts of Consequential Explanation in this textbook are mostly relatively short paragraphs. Therefore, the inclusion of this stage within the genre is perhaps less necessary to the textbook authors.

Excerpt 8 presents how the passage is structured with *Input ^ Consequence 1 ^ Consequence 2 ^ Consequence 3 ^ Consequence 4*.

Excerpt 8: IEC3S14

Consequential Explanation	Caliph Uthman and Financial Administration
Input	On the other hand, **Caliph Uthmàn's introduction of the new system marked the beginning of feudalism in the economic history of Islam**, a change that was far from being expected by him. **The new policy led to various adverse consequences**:
Consequence 1	(a) it opened the door to what could be viewed as nepotism on a large scale,
Consequence 2	(b) what started as giving away only the right of utilisation ended in giving up the full right of ownership,

Consequence 3	(c) as the policy gradually transferred a considerable amount of the state revenue and ownership to individuals the policy led to widening the base of the private sector and reducing the base of the public sector,
Consequence 4	and (d) with the burning of the registers of those lands during the civil disturbance that took place during the Umayyads in 82 H an important source of information to the state was lost, which led to false claims of ownership and the ability of individuals to join lands they did not actually own (Al-Màwardì).

Consequential Explanation genre, which usually presents multiple effects rather than a single one, can show what is known as *Domino Effect* which is to say that after a particular effect happened, the other effects came in subsequently. This happened due to a tight connection among the consequences.

In one unique case found, the *Input* stage, which usually occurs for its importance (Coffin, 1997), turns out to be absent in IEC2S21. Therefore, the genre immediately starts with the *Consequence* stage: *Consequence 1 ^ Consequence 2*. The stage is the only one which makes up the Consequential Explanation. This rare case could happen when this genre is dependent to an adjacent genre which precedes it. Like the common middle stages of Sydney School Genres, in this rare case, this *Consequence* stage is also recursive.

Uniquely, given that *Reinforcement* stage is not found in the corpus, in a particular case one closing stage, which is never found in the framework (Coffin, 1997), turns out to end the genre: *Evaluation*. This *Evaluation* stage seems to aim to assess the effectiveness of the given view or theory in which the effects are accounted for.

> "In a nutshell, this sounds as if Ibn-Khaldùn was saying that the increase in population does not impose per se a problem for economic development. On the contrary, it may lead to further

economic prosperity. One would say in reply to Ibn-Khaldùn's view, production opportunities must exist for his theory to materialise otherwise the increase of population may lead to unemployment. In other words, this will depend upon whether the economy is in a state of full employment and upon the procedures taken by the state in creating employment opportunities. Keynes's theory of the effect of public expenditure on the creation of employment opportunities, and the effect of propensity to consumption on income may be mentioned here in comparison with Ibn-Khaldùn's opinion. Interestingly enough, we find Ibn-Khaldùn, in clarifying his observation further, stating, "Income and expenditure balance each other in every city; if the income is large the expenditure is large, and vice versa. And if both income and expenditure are large, the inhabitants become more favourably situated, and the city grows". (IEC6S47).

4.1.2.9 Genre of Historical Recount

This genre encompasses 3% of the overall genres found in Islamic Economics textbook. The most common configuration of this genre is similar to that in the framework (Coffin, 1997): *Background ^ Record of Events ^ (Deduction)*. However, the ending stage, *Deduction*, which is considered optional by Coffin (1997), turns out to be quite frequently found in the corpus or roughly half of the total occurrences of Historical Recount. The higher occurrence of this final stage could signal that the authors of the textbook have produced mature historical texts which are less commonly found in school texts. Although this final stage is considered optional, it could serve as a distinctive feature of the highly valued chronicle texts from the common chronicle texts like narrative or recount texts. This stage shows how the authors have engaged in a powerful discourse within the discipline of History by giving the events under historical observation and reconstruction a significant meaning toward a larger area surrounding the events. Withdrawing the historical importance of the events is the key function of the *Deduction* stage. Thus, it can be considered as a bold task yet a necessary decision for the authors of the textbook as the historians of Islamic Economics about

what are and what are not important to be chronicled and accounted for during the historical time in relation to their field. As shown in the passage below, the historical event of the Islamic State expansion is considered of importance by the authors to be chronologically chronicled to shed light on the changes taking place in the given societies in order to gain a fresh standpoint of the economic issues. Excerpt 9 exemplifies how the passage moves through the three key stages.

Excerpt 9: IEC3S6

Historical Recount	The Expansion of the Islamic State under Caliph Umar
Background	**The expansion of the Islamic state must have been in the Prophet's mind before his death**. He is reported to have prophesied the conquests of Byzantine and Persia and that the Arabs would rule over those countries (Sirat-Ibn-Hishàm).
Record of Events	**At his death, an expedition was on its way to the south of Syria and had to be stopped at the outskirts of al-Medìnah** on hearing the shocking news. The expedition was dispatched by Abù-Bakr as planned by the Prophet. At the death of Abù-Bakr, Muslims were experiencing early victories in Iraq and the south of Syria. But the Islamic conquests reached a high peak at the time of Umar. **The second caliph started his caliphate by completing the task which his predecessor had started: the invasion of Syria and Iraq**. That was done successfully. On the Byzantine front, Damascus fell in 636 after a series of battles, Jerusalem surrendered in 638, Caesarea fell in 641, and Ascalon was capitulated in 644. Meanwhile, Muslim troops marched into Egypt and defeated the Byzantines near Heliopolis in 640 which resulted in the fall of Babylon. Almost a year after the fall of Babylon, Alexandria fell and a peace treaty was concluded between the Patriarch Cyrus, the civil governor of Egypt, and the Muslim commander, Amr ibn al-As, in 641. The Byzantine Empire was not entirely destroyed, however, as Anatolia and the Balkans remained with the Byzantines. On the Persian front Muslims had a similar success. Despite tough resistance and an early defeat in 634 Muslims achieved a decisive victory in the battle of Qadisiya in 636 and a final victory in 642. The 642 victory was called the "victory of victories". That put an end to the Persian resistance in Iraq and forced the Persian king to retreat to Istakhar, the old Persepolis, (Al-ṭabarì). As a result of the severe resistance of the Persians, Umar did not want to pursue the Persians any further and wished, "that a barrier was built between us and them". It was not until 652 AC, under the Umayyads, that the remaining resistance of the Persians was demolished and the Persian king was killed.

Deduction	**The expansion of the Islamic state**, or the empire as it might be called, **brought with it changes in Islamic society that necessitated a fresh outlook in dealing with economic issues**. The contribution of the second caliph in this respect was particularly admirable.

4.1.2.10 Genre of Historical Account

The next genre which occurs in the Islamic Economics corpus is one of the common types of History genre: Historical Account. This genre is found to have similar generic structure to that presented in the analysis framework (Coffin, 1997): *Background ^ Account Sequence ^ (Deduction). Deduction,* which is put in the brackets, shows that this stage is optional (Coffin, 1997). However, in this investigation, it is found several times. This following excerpt shows how the passage moves through the three key stages.

Excerpt 10: IEC5S7

Historical Account	**Critique of the Greek Philosophy**
Background	**The interest of Muslims in Greek philosophy could be said to have developed at the reign of the Abbasìd caliph al-Ma'mùn (813–833).**
Account Sequence	**Ibn-Khaldùn** tells us that al-Ma'mùn, who himself had a desire for science, **sent ambassadors to the Byzantine emperors to explore the Greek science, and "have them copied into Arabic writing;** he sent translators for that purpose", (Ibn-Khaldùn). The mission seemed to have been successful as we learn from the same source that, "As a result, a good deal of material was preserved and collected", (ibid.) Prior to al-Ma'mun's endeavour, the Muslim caliph was restricted to mathematics. Al-Ma'mùn's great grandfather, the caliph Ja'afer al-Mansùr, went to the Byzantine emperor and asked him to send him "translation of mathematical works", (ibid.). The Byzantine emperor who seemed to be happy to oblige, sent him Euclid's book. Muslim thinkers developed a special interest in the Greek sciences and achieved a notable skill. Some were keen to develop some philosophical work, with an Islamic version, in parallel to that of the Greek philosophers, such as al-Faràbì in his City in parallel with Plato and his republic. Others provided a critique of the

	Greek work, and contradicted the First Teacher (Aristotle) on many points and surpassed their predecessors in intellectual sciences (ibid.).
Deduction	**Consequently, the Greek intellectual sciences succeeded to some degree in penetrating Islam, and "seduced many people who were eager to study those sciences and accept the opinion expressed in them" (ibid.). Therefore, in a period where writing on philosophy and the political theories dominated the intellectual activities, there was much less writing on Islamic economics.**

Yasid (2016) claimed that Islamic jurists and scholars's reading on Greek philosophical literature had a profound connection with the development of Fiqh in the later periods in the way that reasoning was incorporated in formulating law beside that of the divine texts (Qur'an) and Sunnah. The scholars and jurists did not entirely adopt the Greek logical tradition, but rather they adapted it to be a new one within the field. The reasoning was claimed to have profound effect on the birth of the epistemology of Fiqh which was iniated by Imam As-shafi'i, the founder of prominent Shafi'i Madhhab through *Bayani* tradition (Yasid, 2016).

4.1.2.11 Genre of Conditional Explanation

The next genre found in the Islamic Economics textbook is one kind of Explanation genres: Conditional Explanation. This genre is found to have 3.3% occurrences of the total genres. This genre usually moves through two main stages: *Phenomenon Identification,* introducing the key phenomenon, and *Conditions*, elaborating various effects caused by various factors. Excerpt 11 shows how ideas move through the two key stages along with two particular extra stages which come up in this genre: *Reinforcement* and *Summary*.

Excerpt 11: IEC6S7

Conditional Explanation	Intellectual Diversity
Phenomenon Identification	The intellectual environment that surrounded the writing on Islamic economics during that period had three distinctive influential factors: the spread of Islamic religio-political philosophy, the increasing interest in the critique of the Greek philosophy, the development of the Islamic juridical philosophy, and the separate movements in the Islamic state. While the first three factors have been highlighted above, the effect of the last factor needs a further examination. **Had the separate political movements in the Abbasìd caliphate affected the intellectual development in the Islamic land? And if it had, was the effect favourable or unfavourable?**
	Although it is difficult to generalize, it can be said that, with very few exceptions, the intellectual development, surprisingly, witnessed further progress under the separate dynastic movements that led to the dismemberment of the caliphate. This, of what seems to be an interesting result, is in contrast to what could be expected.
	The progress in intellectual development, or otherwise, seemed to have been based on, and conditioned by, the cultural character and background of the founder of the dynasty.
Condition 1	We find for example that **the separate movements that did not have a particular ideology but were based instead on merely the military powers of their founders who lacked intellectual backgrounds were very poor in their intellectual achievements**. The most notable examples of these were the Saffarid dynasty whose founder was the head of a gang of outlaws and who ruled all of Persia to the Indian frontiers from 867 to 908. **There was no intellectual progress during that dynasty**. A similar example could be taken from the Ikhshìds of Egypt who were, yet again, a Turkish slave dynasty governing Egypt from 935 until 969. That dynasty, short as it was, left no intellectual achievements either.
Condition 2	However, apart from the Saffarids and Ikhshìds, **we find the dynasty normally surrounding itself with patronage of poets, scientists, and Ulama'**. The example of the Samanìds whose founder was a Zoroastrian aristocrat, taking away Khurasàn from the Saffarìds in 900, was a worthy one. **The Samanìds paid considerable attention to learning and surrounding themselves with patronage of Arab and non-Arab intellectuals**. **The dynasty**, as we saw earlier, **took particular pride and interest in promoting education, building schools, madrasah, and was keen on, or at least keen to be seen as being interested in, protecting the religion of Islam.** For the dynasties that did not have the Holy Shrines of Makkah and al-Medìnah within their geographical domain, protecting Islam would take the alternative form of protecting and preserving the Sharì'ah. The protection and perseverance of the Sharì'ah would be demonstrated, at least in the eyes of the populace, by surrounding the court with a patronage of Sharì'ah scholars, Ulama'. The inclusion of the Ulama' in the dynasty's royal court aimed to provide the rulers with the most needed guidance and direction on Sharì'ah matters and to help derive

religious opinions, fatwa, if the need had arisen. Moreover, keeping the Ulama' in the royal court would be perceived by the public as the Ulama' being in support of the ruling dynasty which would add to their religious legitimacy and reinforce public support. Establishing educational centres was a demonstrable example of the rulers' support of education and learning centres in the dynasty, and a demonstration of their intention of improving the state of the people. The Fatimid is another good example of a dynasty that paid considerable attention to the support of leaning and education. For example, Al-Azhar, the oldest surviving university was built by the Fatimids in 972, and Dar al-Hikmah, hall of wisdom or of science, which was established by them in 1005, are both still, in addition to being a visiting tourist attraction, operating for the purpose for which they were built as centres of learning centres in the dynasty, and a demonstration of their intention of improving the state of the people. The Fatimid is another good example of a dynasty that paid considerable attention to the support of leaning and education. For example, Al-Azhar, the oldest surviving university was built by the Fatimids in 972, and Dar al-Hikmah, hall of wisdom or of science, which was established by them in 1005, are both still, in addition to being a visiting tourist attraction, operating for the purpose for which they were built as centres of learning in the heart of Cairo.

Reinforcement (the given phenomenon)	It could be argued, even with caution, that the **political decline of the state, the religio-political uncertainty in the Islamic world, and the division of the central government did not provide the ideal environment for the development of the Islamic economic literature and this may have slowed down the writing on Islamic economics during that period. The political decline could be said to have restricted the potential support provided by the state to scholars in the field.** Nevertheless, such a suggestion may have to be taken with caution, as it cannot be proved empirically since there is no pattern to compare it with. What is left for us is perhaps to hypothesize. It could be said further that the attention given to the Greek philosophy could have led to a further diversion of the interest of writers who could have been potential writers on economics. Moreover, the intellectual preoccupation by religion-political issues may have also lead to the dispersion of the attention of scholars and may have limited their contribution to the development of economics. Furthermore, all these factors together could be said to have influenced writing on the subject.
	The fact remains that the writing continued, despite frequent interruptions, reflecting the political instability of the Islamic world. During the raids of the first Crusade campaign in 1099, for example, Imam al-Ghazàli (1058–1111) wrote his master piece al-Ihya'a, and under the Mongols' destruction Imam Ibn-Taymìya (1263–1328) wrote his al-Hisbah in Islam. Their work will be explored in the next chapter.
Summary	**To sum up**, it might fair to say that Muslim writers on Islamic economics, who were the Ulama' of the day, mostly judges and jurists, were too preoccupied by several factors to give the Islamic economic literature a further impetus during that period. These factors were mainly the consolidation of coherent schools of religious sects and the need to respond to them, the novelty of the Greek philosophy and the curious

desire to explore it and react to it Islamically, and the exogenous military aggression of the neighbouring forces. These factors were perhaps more influential than the breakdown of the central government of the caliphate. Despite these limiting factors, some scholars managed to leave for us a fine legacy of writing on the subject. This has enriched the literature of Islamic economics, some of which are discussed below.

4.1.2.12 Genre of Discussion

Discussion genre, in this corpus, is found to have 2.3% of all occurrence. The structure of this genre is basically similar to that in Coffin (2006) and Christie and Derewianka (2010) in which the fundamental stages: *Issue* and *Perspective* are also found. The *Perspective* stage is also found to be recursive in the corpus. However, of the total occurrences of this genre, no *Position* stage is found in the corpus of Islamic Economics. Instead, several stages which are not recognized before in the existing framework come up in the final part of the passage. One of them is *Reinforcement* stage which is exhibited in the following excerpt. *Reinforcement*, in this genre, is considered to briefly restate not only the disputable issues but also the given competing perspectives. This genre has similar generic structure to that presented in the selected frameworks. Yet, the difference is the final stage. The generic structure of this text below is *Background ^ Issue ^ Perspective 1 ^ Perspective 2 ^ Reinforcement.*

Excerpt 12: IEC9S13

Discussion	Insurance
Background	The disagreement seems to concentrate on the methodology of implementing insurance more than on insurance per se. For example, having classified insurance horizontally into mutual, cooperative and profitable, and vertically into property, liability, and life, al-Zarqa (senior) allows all forms of insurance, and sees no clearly decisive rule in the Sharìʾah not to legitimise it (Zarqa, 1980). He argues that mutual insurance, which was known prior to and during the early period of Islam, cannot be prohibited in modern Muslim society, and similarly cooperative insurance, which is similar to mutual insurance, cannot be denied Sharìʾah

	acceptance. These are types of insurance where insurance is not meant to be for profit, but for allocating the losses, when it occurs, to the contributors to the insurance fund. If no loss or damage is incurred the fund, unless the participants agree to continue keeping it, can be dissolved and the money paid back to the contributors. The same would be the case if the loss or the damage turned out to be less than anticipated; the balance of the insurance fund could be paid back to the contributors (ibid.).
Issue	There is no disagreement among Sharì'ah scholars on that, **but the disagreement is on the form of insurance that aims at seeking profit by the insurer.** In modern times this would be insurance through specialised insurance companies. The companies in this case, through the actuary analysis of potential payments of compensation or the value of damage when the insured event incurs, can calculate the insurance premium so as to give the insuring company an acceptable profit.
Perspective 1	**While al-Zarqa accepts that it is only normal that companies would be driven by profit motivation in these circumstances (ibid.), other scholars reject that reasoning.**
Perspective 2	**Hassan is among those who**, although they accept mutual and cooperative forms of insurance, **reject the form of insurance that is motivated primarily by profit seeking** (Hassan, 1980). He argues that such insurance contracts suffer ambiguity and uncertainty as to the value of damage and the premium, as the latter should be exclusively for covering risks, not for making profits, and this may bring injustice to the insured. Hassan seems to be particularly concerned about the insured being unjustly treated and being subjected to potential exploitation by large insurance companies, more than concerned about the necessity of insurance that is managed by large companies in the contemporary financial environment.
Perspective 1	**Al-Zarqa, on the other hand**, though he condemns exploitation of the insured, **urges insurance companies to practice fairness and to seek a moderately acceptable profit level that would not entail injustice or a heavy financial burden to the insured** (op. cit.).
Reinforcement (of the Perspectives)	**The argument boils down into that while Islamic economists and Sharì'ah scholars accept mutual and cooperative forms of insurance, they are divided on profitable insurance: some accept it with caution, and others admonish it with rebuke**. **But both groups have one thing in mind: the interest of the insured.**

4.1.2.13 Genre of Period Studies

This typical History genre encompasses 2% of the overall genres found in the corpus. The occurrence of this genre seems privileged not only within this

textbook but also might be within the large picture of the study of Islam. Any persons interested in learning Islam seem inevitable to learn the history either the chronicles, the facts, etc. Time is a very important matter in history particularly the history of Islam. Countless Islamic practices had started since 14 centuries ago in the Arab land. Given that all Muslims need to study Islam and Islamic practices, during the learning, it is a great chance for them to encounter any historical texts. Qur'an and Hadits per se which become the formal sources of Islamic law are indeed historical texts. Through generation of new knowledge of History genres such as Period Studies, Compositional Period Studies, etc. which is devoted by the present study, the Islamic university students who are learning Economics might benefit when they read such historical texts in Economics which mainly concern about historical periods, historical empires or caliphates like the one presented in Excerpt 13.

The generic structure of this genre is entirely the same as that presented in the framework (Christie and Derewianka, 2010). Excerpt 13 exhibits how this genre moves through the two major stages: *Period Identification* and *Period Description*. Thus, this genre is structured through *Period Identification ^ Period Description 1^ Period Description 2 ^ Period Description 3*.

Excerpt 13: IEC7S2

Period Studies	The Ottoman Empire
Period Identification	**The Ottoman Turks, the Mongols' kinship, grew in power in Anatolia and developed into a force that shaped the Islamic world for centuries to come**. Established in 1299 by its founder Uthmàn, who reigned from 1299 to 1326, **the Ottoman Turkish state**, which began as a principality of march-warriors, **was one of several states that appeared in Anatolia after the break-up of the Seljuq Sultanate**.

Period Description 1	**It lasted until 1922**. Their predecessors the Seljuq Turks, are said to be devoted Muslims who had never been conquered by Muslims but by Islam itself (Lewis, 1979). **The Ottomans grew in power** and despite a temporary setback in the early fifteenth century when the last Mongol Emperor Timur Lane (Timur the Lame) defeated them in Angora in 1402, they managed to recover after Timur's death in 1404, and to **emerge as an influential player in the political scene.**
Period Description 2	**The conquest of Constantinople that held steadfast for many centuries against all previous Muslims' endeavours**, by the Ottoman Sultàn Muhammad the Conqueror in 1453, hailed the Turkish Sultan as a great Muslim hero, nicknamed him the "Conqueror" and enhanced the standing of the Ottomans amongst Muslims. **Further victories in Europe, the Indian Ocean, North Africa, Egypt and al-Hijaz, and the overthrown of the Mamlùks in Egypt assured the Ottomans of their military hegemony and made them the custodians and defenders of the faith.**
Period Description 3	**By 1550, the Ottoman Empire extended from** the Persian Gulf to the south of the Caspian Sea and Georgia in the east, Moldavia and Hungary up to the Adriatic Sea in the north, the African Coast including Algeria in the west and Egypt and al-Hijaz in the Arabian Peninsula in the south. Soon, the Ottomans transferred the caliphate capital to Constantinople, which had become Istanbùl. Baghdad was no longer the centre of power and Cairo was not seen as Baghdad's replacement as it once was during the Fatimids and the Mamlùks. In their zeal to make Constantinople the centre of power, the Ottoman caliph-Sultàns ensured that the new capital was enriched with talents from different nations and races. Some of the best talent of the conquered lands were mobilised and channelled to the capital; there they were to be utilised for the glory and advancement of the imperial state (Hitti, 1964).

Interestingly, in several passages, the final stages which never exist in the framework, Significance and *Evaluation*, are found to end the passages. The *Significance* stage is considered to present the achievements in education, science, and culture during the regime under the historical observation:

> Despite the political disturbances in the Islamic empire, particularly during the last phase of the Abbasid regime, the period witnessed much progress in education, science, culture, and economic development as shown below. (IEC4S2)

On the other hand, the *Evaluation* stage is considered to give the assessment of the significance of the regime which has been mentioned beforehand in

the stage of *Period Description*. This *Evaluation*, perhaps like the common evaluation, can be either positive or negative. However, the negative *Evaluation* turns out to emerge in this corpus. The *Evaluation*, which aims to point out the little achievement in the field of economics despite the significant progress in other fields under the regime, such as science, art and education, is quoted below

> But despite the notable development of science, art and industrial art, and the encouragement of learning by the Fatimids, there does not seem to be any specific writing on Islamic economics during the Fatimid period. It was only towards the middle of the eleventh century that al-Mawardi wrote his Al-Ahkam, with no evidence to suggest that he was under the patronage of the Fatimids. Even further, al-Mawardi was not a Shi'i scholar but a Sunni Shafi'i. It was as if the Jurists of the day were more concerned with the promotion of the Shì'ah theology than the advance of economic literature. (IEC6S3)

4.1.2.14 Genre of Challenge

The next typical genre of Argument which emerges in the textbook of Islamic Economics is Challenge genre. This genre has 2% of the whole genres found. The structural configuration of this genre basically follows that in the framework (Coffin, 1997; 2006): *Challenged Position ^ Rebuttal Arguments ^ Anti-Thesis* which is clearly displayed in Excerpt 14.

Excerpt 14: IEC5S16

Challenge	Kharaj Tax
Challenged Position	In his book, **Abù-Yùsuf introduced a new method of Kharàj taxation**. **Before Abù-Yùsuf, the manner of taxing conquered land was dominated by the practice of the second caliph Umar** when the land of Iraq, al-Sawad, was conquered: a *fi*xed rate with a threshold. In his treatise, Abù-Yùsuf deviated from Umar's ruling and proposed another method which was based on crop-sharing, muq*à*samah. Abù-Yùsuf went to some length to introduce his method. Before introducing his suggestion he provided

a synthesis of what Caliph Umar had done and the opinion to which he resorted. "I have looked into the taxation system in the territory of Iraq, al-Sawad, and the ways it was collected, and have obtained the opinions of the experts and others and discussed this issue with them. They pointed out that it was impossible to continue with the systems laid down during the reign of Umar", Abù-Yùsuf stated, preparing for his favourable pragmatic approach to solving the problem. Abù-Yùsuf 's recommendation for a di*ff*erent tax system had come, therefore, as a result of his thorough examination and consultation with the experts on the subjects. But deviating from Caliph Umar's practice could not have been an easy task. Caliph Umar's view was a focal point in the core of the consensus of opinion in jurisprudence from which jurists should not depart in reaching a juridical ruling, a fatwa.

Rebuttal Arguments (of both support and against the old system of the taxation)	**It would be worthwhile therefore to look into Abù-Yùsuf 's argument in defending the new system in his proposed treatise**. **First,** to safeguard his opinion against potential criticism **he stressed that it was the outcome of intensive examination of the problem and consultation with others**. A public relation exercise perhaps that was inevitable to begin with in order to ensure that he was not alone on this matter.

Second, Abù-Yùsuf proceeded to discuss his proposal from a crucial juridical question, as summarised below:

1. Caliph Umar was assured at the time that the land was able to bear the Kharàj tax which was imposed on it. This may be inferred from the next point.

2. After the return of Huzaifah and Uthmàn, Caliph Umar's administrators, from surveying the land and levying the tax, Umar asked them, "How did you levy on the land? Perhaps you imposed on the inhabitants more than they could bear?" Huzaifah replied, "I left a surplus" and Uthmàn said, "I left twice as much as I could take if I wanted to". Umar said, "Beware not to levy tax on the land beyond what it could bear". By asking his o*ffi*cers these questions, Caliph Umar was perhaps in doubt whether his *fi*xed-rate *the abbasìd's golden age* 179 tax re*fl*ected the complete fairness he wanted to achieve. But by the assertion of the two administrators that they had not charged the land with more than it could bear, the land must have been able to pay the tax imposed. Abù-Yùsuf in putting this point forward seemed to have wanted to stress the point of the condition for complete fairness in taxing the land, which although it could have been achieved during Caliph Umar's time it might not have been realised afterwards. The following point clari*fi*es this further.

3. At the time of Caliph Umar the cultivated lands were much greater than the uncultivated lands which were very minor. While the *fi*xed

rate system on cultivable land, either cultivated or uncultivated, worked in forcing the keepers to cultivate the land, there were lands left uncultivated for one hundred years or so after Caliph Umar's time. These could not be developed and cultivated without the heavy expenditures and investment that lay beyond the ability of the peasants. Therefore, the cultivation of these neglected lands in the near future was virtually impossible. The principle of complete justice could not, therefore, exist without a change in the system.

4. Consequently, a *fi*xed rate of tax could be harmful to the ruler, the Treasury, and the taxpayer. To the ruler, if it happens that the corn is very cheap in a certain year, with the *fi*xed measure of crops the revenue from the collected tax will not be su*ffi*cient when converted into cash to cover the state expenses. On the other hand, if the price of crops rises the ruler will not be ready to give up what is collected of crops which might be regarded as excessive (in monetary terms) by the taxpayers. Moreover, the *fi*xed tax rate, in cash or in kind, is harmful to the taxpayer because the possibility that they may entail unjust distribution of the taxes and the oppression of the weak by the strong.

5. If what Caliph Umar imposed on the land was *fi*nal it would not be lawful to increase or reduce the tax. But Umar did not say that what he imposed of Kharàj was *fi*nal or that it was not permissible for him or for a Caliph after him to reduce or increase it.

6. Caliph Umar's question to Huzaifah and Uthmàn "Perhaps you levied on the land more than what it could bear?" furnishes an argument that if they had informed him that the land could not bear such taxes he would have reduced the Kharàj tax. As Caliph Umar's question implied, the tax was imposed on what the land could bear and this could be changeable.

7. Uthmàn's and Huzaifah's answer to Caliph Umar's question that they left excess which they could have taxed if they wished and the approval of Umar of this answer reinforces the argument that the tax could be increased or decreased depending on what the land could bear.

8. By changing the taxation system from the *fi*xed tax system to the proportional crop-sharing system, muqàsamah, Caliph Umar's rule of not charging the land more than it could bear would be more observed.

9. The ruler has the right to decrease or increase the Kharàj tax but he should avoid over-burdening the land taxpayers with the tax.

10. The argument in the previous point was reinforced by that which Caliph Umar levied on the people of al-Sawad one bushel and/or dirhams on every jarib (a survey measure) of cultivated or uncultivated land and eight dirhams on each jarib of palm trees, but he later cancelled the tax on the palm trees that were growing in areas

otherwise cultivated to make the tax more bearable to the tax-payer. Also, when Caliph Umar sent his administrator Ya'la ibn Umayyah to Najran, he instructed him to hand over the land to them on a proportional crop-sharing tax system: twothirds of tax on the yield of corn and the yield of palm trees in naturally irrigated land and one-third in arti*fi*cially irrigated land. These two examples, al-Sawad and Najràn, show that the ruler has the discretion to impose on people what is bearable in accordance with the capacity of the taxpayers.

11. When the Prophet conquered Khyber by force he did not levy a Kharàj tax on the land in the form of a *fi*xed monetary tax. Instead, he gave it to the keepers of the land, the Jews, on a mus*àq*àh agreement whereby half of the yield was to be taken in the form of tax.

12. Caliph Umar ibn Abdel-Azìz, the pious Umayyad Caliph, ordered one of his governors, Abdel Hamid ibn Abdel Rahman, to survey the land and instructed him not to treat the barren land as the land under cultivation, or vice versa. The barren land should be surveyed, and a levy applied that was related to what it was capable of producing if it was improved and became worth cultivating. For the land on which the Kharàj was to be exempted the matter should be resolved leniently to the satisfaction of the people on the land. No Kharàj was to be imposed on the houses, or the income earned by female workers or those who embraced Islam.

Anti-Thesis	In the light of the above, **Abu-Yusuf recommended that the best taxation system for the Treasury, and the most adequate one to prevent injustice to the taxpayer, was a just proportional crop-sharing tax system, Muqasamah**. To him, the system would benefit the Treasury and at the same time alleviate injustice to the taxpayer. On the rate of *Muqasamah*, the sharing proportion, **Abu-Yusuf proposed** a variable rate depending upon the ability of the land to pay and the burden of cultivation. He suggested the rates to be as follows:

1. Two-fifths, 40%, on wheat and barley of the lands that were irrigated naturally, i.e. by rainfall and the water of natural springs.

2. One-and-half-tenth, 15%, and three-tenths, 30%, on crops from the lands that were irrigated arti*fi*cially, depending upon the amount of toil endured and the methods of irrigation required. The low rate in this category compared with the previous one was meant to allow for the cost of irrigation.

3. One-third on palm trees, vineyards, vegetables and orchards, but only one-quarter would be taken from summer crops.

4. One-tenth on the lands of qataii that were irrigated naturally and one-twentieth on the artificially irrigated. Qataii lands were, as explained previously, the lands granted by the caliph to those rendering distinguished services to the state and Islam. They were not

always of high quality and some required the construction of bridges and canals.

5. One-tenth, 10%, and Zakah on the lands of Ushr, owned by Muslims, if the land was irrigated naturally and half-tenth, 5%, if irrigated artificially. From the administration point of view, Abu-Yusuf confirmed that a proper means of valuation should be followed and nothing should be taken on the basis of a guess or a mere conjecture. A market value, determined by market forces, should be reached where the whole produce was sold in the market and then the entire sale proceeds were divided into the specified shares, or, in the absence of a market value a valuation should be based on a just appraisal that was not overcharging the taxpayer nor damaging the interest of the authority. In both cases, whatever was easier to the taxpayers was to be used.

Nevertheless, in several passages, the ending stage, *Anti-thesis*, which is to propose an alternative to replace the view under challenge (Coffin, 1997; 2006), is absent. Thus, the passages simply end with its middle stage: *Rebuttal Argument*. This typical argument stage is to against and or support any beliefs, systems, and ideas challenged.

The absence of *Anti-Thesis* stage could be due to the following reasons: the position under challenge is an ideological principle which is divine and fundamental to the texts authors. As mentioned in IEC2S4, the principle under challenge, Qur'an and Al-Hadist, should be discarded as a fundamental source of the system of Islamic Economics for they are considered by some critics to fail to provide solutions and answers to every economic problem and question. The absence of the final stage, *Anti-Thesis*, could be predicted from the preceding stage, *Rebuttal Argument*. This rebuttal stage naturally consists of two key phases: 1) argument against the issue, and 2) argument supporting the issue. The supporting argument, in this text, turns out to be in greater length than the opposing one. This could signal a tendency that the textbook authors are favorable to the given position challenged rather than to

reject it. Therefore, they do not offer any alternative which leads the next stage to be absent. Interestingly, although the challenged position may sound dogmatic, the supporting claims of the position are backed up by substantial and reasonable arguments. Following Khun's parameters (1996) of the so-called paradigm in normal sciences, Qur'an and Al-Hadits, therefore, have to be considered as paradigm (worldview) in the discipline of Islamic Economics for they have to be taken for granted by all community members within the discipline rather than to debate and challenge them.

4.1.2.15 Genre of Causal Explanation

This typical Explanation genre is found to be one of the least found genres in the corpus (1.7%), especially when compared to other Explanation genres, such as Factorial Explanation, Consequential Explanation, etc. The structure of this genre encompasses *Phenomenon Identification ^ Explanations*. How the text is constructed according to the Causal Explanation mechanism is exhibited below.

Excerpt 15: IEC5S17

Causal Explanation	The Economic Implications of Muqasamah
Phenomenon Identification	Compared with the fixed rate of tax, **muqàsamah may lead to reducing, or eliminating, the excess burden of taxation through reducing the dead loss of tax**. The figure below shows this effect.
Explanation 1	Assuming that the conditions of demand and supply are as projected in the figure, imposing a fixed monetary tax on a commodity would increase the price per unit by the amount of tax; from P1 to P2, the difference being equivalent to the tax per unit. In the absence of external effects and with the market operating under perfect conditions, the supply curve S will shift upward to SS reflecting a higher social opportunity cost of the commodity. But the new level of supply will reduce the quantity demanded and supplied from Q 1 to Q 2. This will generate to the state tax revenue correspondent to the area P1 P2 A E, i.e. Q 2*(P2–P1). The consumers however will lose the benefit of consumption that is equivalent to P1 P2 A C. The consumers' loss is

	therefore greater than the benefit to the state from the tax. The area AEC is an excess tax burden, or dead loss (James, 1983). The same could be applied to reflect the mirror image from the producer point of view. The dead loss in this case will be the area BEC. The total dead loss, as a result of imposing the tax, is represented in the area ABC.
Explanation 2	Abù-Yùsuf's Muqàsamah taxation system will not suffer the same disadvantage. The price of the commodities will be free from the possibility of incurring an increase, other things, as economists say, being equal. Moreover, Abù-Yùsuf 's suggestion implied that the share of the state from the produce will be sold alongside that of the tax payer, which is more likely to help determine the price by market forces. After all, the Islamic approach to economics calls for not fixing the price and leaving it to free market forces, as Abù Yùsuf confirmed on this occasion in reiterating the saying of the Prophet.
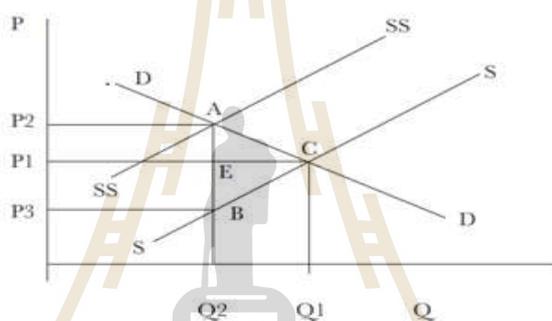
4.1.2.16 Genre of Compositional Report

Unlike the Descriptive Report which dominantly emerges in this textbook, this another type of Report genre is rarely found with only 1% occurrence of the overall genres or 3% among all the genres under report genres family. The generic structure of this genre is identical to that presented in the framework (Martin and Rose, 2012): *Classification ^ Components.*

Excerpt 16: IEC2S2

Compositional Report	**Sources of the Islamic Economic Thought**
Classification	Islamic economic thought has evolved through the development of Islamic law, the Sharì'ah. The law incorporates the rules of life for Muslims economically, socially and religiously. It is a code for living. As such, the Sharì'ah and the development of its sources are worth studying before the economic issues are particularly addressed. **The Prophet's life could be regarded as an important factor in dividing the sources of Islamic law, the Sharì'ah, into two main**

	sources: those that were established by the Prophet himself during his lifetime and the others which were derived by Muslims after his death. The first source incorporates the Qur'àn and the Sunnah, while the second encompasses the body of jurisprudence.
Component 1	**The Qur'àn** To Muslims, **the Qur'àn is the word of God revealed to the Prophet Muhammad by the Archangel Gabriel.** It was revealed in fragmented texts over a period of twenty three years, the preaching period of the Prophet. The reason for the gradual revelation of the Qur'àn could be said to be threefold: firstly, to allow early Muslims to study it with deliberation. In this, the Qur'ànic verse says, "And it is a Qur'àn that We have revealed in portions so that you may recite it unto the people with deliberation", (Qur'àn, 17:106). Secondly, the texts contain several verses that ordain the change of the habitual pattern of consumption to which the individual was accustomed. It was recognised that the reform of an individual's consumption pattern might take time, and an individual would be permitted to rid himself or herself of any undesirable habits in phases (Al-Khun, 1984). This should be looked at in the light of the nature of life at that time, in which promiscuity, gambling and the consumption of alcohol occupied a high priority in the consumer's scale of preference. Thirdly, Qur'ànic verses, which aim to set the parameters governing the socio-economic structure of society, were revealed at various stages of societal development to accommodate changes in the Islamic community. It was necessary, therefore, to reveal those verses at intervals.
Component 2	**The Sunnah** **The Sunnah represents what the Prophet is reported to have said, done and agreed to be undertaken during his lifetime**. As a source of the Sharì'ah, the Sunnah therefore is divided into three main elements: the Prophet's sayings, his practice and his approval of others' practices. The Prophet's sayings, however, were not God's words, though he was inspired by God in what he said. They were said to clarify rules in the Qur'àn through man to man teaching and provide details of what has been generalised in the Qur'ànic verses. To avoid confusion between the Qur'ànic texts and the Prophet's sayings, the Prophet, while instructing his followers to write the Qur'àn, and indeed arranging for a group of writers to do so, ordered not to write his sayings and instructed that whoever had to erase what he had written and his sayings to be transmitted only verbally, (Khallaf, 1942). Muslims, therefore, differentiated between the divine texts, the Qur'àn, and the Prophet Sayings and practice, *Alhàdìth*.
Component 3	**The Jurisprudence** **Jurisprudence is the product of changes in the Islamic society after the Prophet's death.** As the Islamic state expanded rapidly Muslims faced new situations that did not exist during the Prophet's lifetime which necessitated taking certain actions not covered in the Qur'àn or the Sunnah. Early Muslim leaders, therefore, had to derive new rules from the Qur'ànic and the Traditional texts to accommodate the new situations. Hence, the word jurisprudence indicates in Arabic the effort made in order to form one's own judgment, *ra'y* (Khallaf,1942). The religious legitimacy of this emanates from a situation when the Prophet sent one of his companions, Mu'az ibn Jabal, to al-Yemen as a judge. In

	guiding Mu'az, the Prophet approved the use of the power of reasoning to reach a ruling in the absence of a clear rule in the Qur'àn and Sunnah (ibid.).

4.1.2.17 Genre of Comparative Report

This genre is also one of the least genres found in the corpus with 1% of the total occurrences. The result of the analysis shows that this type of Report genres has similar structure to that proposed by Derewianka and Jones (2012). The following text encompasses its generic structure: *Classification ^ Description 1 ^ Description 2*. How the text is arranged according to the structure is displayed in Excerpt 17.

Excerpt 17: IEC2S2

Comparative Report	Consumer Behavior
Classification	**The differences between altruism and socio-economic analysis** on the one hand and the Islamic analysis of consumer behaviour on the other have been of concern to other writers on the subject. El-Ashker stresses aspects of **similarities between the two theories as well as of differences** (El-Ashker, 1983).
Description 1	Conventional economists, to begin with, have been criticised by both Western socio-economists and Islamic economists. They are charged with the neglect of ethical values in their economic analysis in general as well as that of consumer behaviour. Such a criticism is not entirely well founded as the analysis of altruism has been considered by Collard for example, a conventional economist (Collard, 1978). Socio-economists criticism focuses on the degree of emphasis rather than on the complete omission. In general, however, the behavioural assumptions in conventional economics are criticised by Western socio-economists who advocate that more emphasis should be given to the social responsibility of the consumer, with a considerable regard to the interest of the surrounding community. They suggest, instead, a social image where the consumer is regarded as a "homo-economicus-humanus" (Nitsch, 1982). Some went even further to suggest linking economic issues with social ethics from Christian thought or "some equivalent set of teaching such as in Islam" (McKee, 1982). **Socio-economists and Islamic economists, it seems, agree on one thing: the inclusion of the social responsibility of the consumer to the surrounding community in the analysis of consumer behaviour.**

Description 2	**Despite the acknowledgement of this similarity**, both groups of economists, **Western socio-economists and Islamic economists, differ on the following in particular** (El-Ashker, 1983 and 1985):
	(1) While the former has a set of ethical values that are not necessarily religious, the latter have a set of religious beliefs emanating from the Islamic doctrine. The importance of this difference is related to the two following points,
	(2) While the former does not have a specific methodology for the consumer to follow (individuals are free as to the pattern of consumption in relation to their ethical values), the latter have a specific methodology laid down in Islam,
	(3) While the objectives of the consumer in the Western socio-economics are twofold—the satisfaction from goods and services consumption and moral satisfaction, the objectives in Islamic economics are threefold—the satisfaction of goods and services consumption, moral satisfaction and the satisfaction from a divine reward in their lifetime and the thereafter.

4.1.2.18 Genre of Theoretical Explanation

This type of Explanation genre has 0.7% emergence in the corpus. The generic structure of this genre follows that in the framework (Veel, 1997): *Statement of Theory ^ Elaborations.* Like most of the middle stages in the Sydney School genres, the middle stage of the genre, *Elaboration*, is also found to be recurrent. The following text shows how the passage is constructed through this generic structure: *Statement of Theory ^ Elaboration 1^ Elaboration 2 ^ Elaboration 3*.

Excerpt 18: IEC2S17

Theoretical Explanation		**Principle Moderation**
Statement of Theory	**of**	**The principle of moderation applies to spending on consumable goods and services and spending on charity, on the one hand, and to the relationship between spending and saving, on the other**. It necessitates maintaining balanced relationships among these types of economic decisions.
Elaboration 1		**First, spending on consumable goods and services.** Classical jurists divided the levels of consumption into three main levels: necessities, conveniences, and refinements (Imam al-Shàtibì, n.d., Zarqa, 1980). Necessities are goods and services that are essential to survival as they sustain the fundamental principles of life; conveniences are less vital

193

	for survival but are still basics, while refinements are the goods and services that are beyond the level of convenience of what makes life more comfortable and enjoyable. The first level is classified by classical jurists as including: food, shelter, religion, mind, and marriage (ibid.), which covers the basic physio-sociological needs. The second level of consumption covers the commodities and services which are still counted as basic needs, though they are not (in terms of type, quantity, and quality) as badly needed as those of the first level. The third level, level of refinements which might include luxurious goods, is the level that is most targeted by the constraint of the moderate consumption. While a moderate consumption of goods and services at this level is acceptable a further consumption beyond that level may render the consumption extravagant. In our modern times, the criteria that determine the level of moderation may, however, be difficult to establish. What are regarded as refinements in a society, or in a certain period of time, may be considered as conveniences in another society, or at a different period. Clothing, feeding, entertainment, education and spending on durable goods are some examples. Norms, therefore, would have to be established with the help of economic and social indicators such as the standard of living, the level of national income, the pattern of income distribution, the state of development and custom in differentiating between the various levels of consumption. Subjectivity does not seem to be avoidable in this matter, but it might be accepted as long as it projects the generally accepted conventions in a society at a particular time.
Elaboration 2	**Second, spending on charity and spending on worldly needs.** The Qur'an states, "Do seek by means of that which God has given you to attain the Paradise to come, but do not forget your share of this world", (Qur'àn, 28:77). Also, in determining what could be spent in alms, the Qur'àn says, "They ask you what they should give in alms, say: what you can spare", (Qur'àn, 2:219). It is the surplus, after satisfying worldly needs, in moderation, and saving for dependent heirs to help them avoid poverty that should be spent in alms. Once more, even when it comes to spending on charity, a balanced relationship ought to be maintained.
Elaboration 3	**Third, spending and saving**. The consumer is ordained to achieve a reasonable relationship between his spending and his saving. Of the various purposes of saving, saving for bequeathing to dependent heirs is given high priority, even over spending for charitable purposes. The Prophet is reported to have discouraged one of his companions, Sa'd, from donating most of his wealth to social-caring purposes, and recommending instead to donate only one third, and to bequeath the rest to his heirs, and that "the one third is still too much; you would better leave your heirs rich than leaving them poor and dependent on others", (Sahih Muslim).

4.1.2.19 Genre of Historical Site Studies

This typical History genre as shown in Table 4.1 is the least genre found in the corpus of Islamic Economics. Its frequency is 0.3% of the overall genres. However, the text below is not the only one found to have the criteria of a genre of Historical Site Studies. As exhibited in Table 4.2, this genre is also found in IEC1S3 and IEC1S6. Nevertheless, both are constructed through the complex configuration of Historical Site Studies which is Compositional Historical Site Studies. Following the analysis framework (Christie and Derewianka, 2010), Excerpt 19 also encompasses the basic structure: *Site Identification ^ Site Description 1 ^ Site Description 2*.

Excerpt 19: IEC6S16

Historical Site Studies	
Site Identification	Al-Asfahani's recognition of all economic activities, agricultural, trading and industrial, of being of equal importance could have been shaped by the effect of his surrounding economic environment. **The city of Asfahan, where he lived, was a centre for many types of economic activities**. **Asfahan was one of the great cities in the Islamic world (Lambton, 1981).**
Site Description 1	**It was surrounded by an intensely cultivated area**, **had rich pasture in the neighbouring districts, served as a distributing center for the villages in the neighborhood and many of the smaller towns, and was favourably situated with regards to communications.**
Site Description 2	**It not only had an important long-distance trade, but was also a center of many local industries**, especially textiles, which, together with luxury articles, **were carried to all parts of the world** (Bahar, 1939). Having been brought up and living in such a city, it is not surprising therefore to see al-Asfahani recognising the importance of all economic activities and putting them on an equal footing.

4.1.3 New Genres Found in Islamic Economics Textbook

This section presents the genres which are not recognized before in the SFL-based genre frameworks. Therefore, the genres listed in Table 4.3 can be considered new. The classification of new genres is necessary when the unfolded purposes of the texts under investigation are found to be sufficiently or entirely different from the existing genres in the given frameworks. Table 4.3 shows the new genres found in the main corpus of Islamic Economics along with their potential structures. The unfolded structures of the new genres can consist of both compulsory and optional stages but not limited to the presented ones below. Therefore, the structures are considered potential.

Table 4.3 New Genres and Their Potential Structures Unfolded in Islamic Economics   Textbook

No	Genres	Potential Structures
1	**Historical Categorizing Report**	*(Background) ^ Categorization ^ Categories ^ (Deduction/Conclusion)*
2	**Historical Movement Studies**	*(Background) ^ Movement Identification ^ Movement Descriptions ^ Evaluation*
3	**Compositional Historical Period Studies**	*(Background) ^ Period Division ^ Periods*
4	**Gradual Explanation**	*(Background) ^ Phenomenon Identification ^ Grades*
5	**Historical Comparative Report**	*Categorization ^ Comparisons*
6	**Compositional Historical Site Studies**	*Site Division ^ Site Elements*

4.1.3.1 Genre of Historical Categorizing Report

In pedagogical science, the existence of entities can be accounted for through texts of report (genres of report) in three different ways (Rose, 2012): Description (simply describing the features), Classification (categorizing the

characteristics), and Composition (describing the components). These three different mechanisms, then, generate three different sub-genres of report; namely; descriptive report, classifying report, and compositional report.

In this present study, the researcher adopts the same concept of genres of History in terms of how knowledge about entities which existed in the past can be constructed in written language. The knowledge construction can be conducted in three different ways: Description, Classification, and Composition which then derive several new genres particularly under History genre family, such as Historical Categorizing Report, Compositional Historical Period Studies, and Compositional Historical Site Studies.

In this genre of Historical Categorizing Report, the classifying mechanism is applied in order to enable the writers to account for how an entity was in the old times by sub-classifying it according to the features it possessed or the set of criteria it presented in the past. In other words, the characteristics of the thing are the key issue to be touched upon. Therefore, the passage telling about *State Expenditure* below can be classified as the text belonging to history genre rather than report genre for its domain is in the past yet has similar mechanism with the genre of classifying report. Therefore, this new History genre can be regarded to have a social purpose which is to categorize both living things (people, plants, animals, etc.) and non-living things either natural or man-made entities, and then describe how they were or what features they had in the old times rather than in the present.

In the textbook of Islamic Economics, this genre is found to be constructed by two key stages: *Categorization* and *Category.* This compulsory initial stage, *Categorization¸* aims to classify particular entities existing in the past with respect to a

given set of criteria. Therefore, this stage can consist of 1) a brief introduction of the entities about to be described, 2) particular criteria by which the entities are categorized into several classes, and 3) the outline of the derived classes or groups as the result of the classification. The subsequent stage, *Category*, is to characterize or describe the features that the classified entities had in the past rather than in the present time. Therefore, the number of this stage has to logically follow the derived classes or groups in the stage of *Categorization*. So, this middle stage may tend to be recursive.

The way how the genre is structured is exhibited in Excerpt 20 with the structure: *Categorization ^ Category 1^ Category 2 ^ Category 3*.

Excerpt 20: IEC3S11

Historical Categorizing Report	State Expenditure
Categorization	Turning our attention to the expenditures side of public finance, we find that avenues of expenditures varied depending upon the source of revenue. Revenue of Zak*à*h and that of Khums, one fifth of war spoils, were to be spent in a certain manner specified in the Qur*'a*n. Revenue of Jizyah was general since neither the Qur*'a*n nor the Sunnah specified the way it was to be spent. As for custom duties, Ushur, these were introduced at the time of Caliph Umar and as such they were to be spent on general purposes of state affairs. But the bulk of revenue was that of Kharaj. **An examination of the types of public spending at the time of the second caliph reveals that those could be divided into three main types: social-caring spending and stipends expenditure, current expenditure and investment expenditure.**
Category 1	**The first category** was stated above with no need for repetition.
Category 2	**The second category** of state expenses related to those expenses which were necessary for running the everyday affairs of state administration, or current expenses. Stipends paid to Muslim soldiers, governors, local treasurers, judges and clerks lay in that category.
Category 3	**Investment expenditures** were of a more permanent nature: building bridges, road maintenance, digging canals and rivers, and helping those who needed capital to set up entrepreneurial ventures (Ab*ù*-

> Ubaid). Umar was conscientious about the need for public facilities and road maintenance so much so that he is reported to have said that if a mule stumbled in a road as far as the Euphrates embankment he would be responsible for not paving the road for it.

4.1.3.2 Genre of Historical Movement Studies

The next new genre can be classified as another type of History genre. It has similarities with the genre of Period Studies. Yet, the difference is the key purpose of the genre. This genre is considered to have a social purpose which is to describe particular movements either social, ideological or political in particular places in the historical time. In the study of history, any movements that existed could be driven by the necessity to reform or revive the life aspects of particular societies either social, cultural, political, etc. which had violated the fundamental principles on the basis of ideologies, religions or beliefs.

In the textbook of Islamic Economics, this genre is found to be constructed by three key stages: *Movement Identification*, *Movement Description*, and *Evaluation*.

1) *Movement Identification*

This initial stage is to identify a movement which is considered important in the study of history. This stage may mention:

a. The goal of the movement,

b. Its founder/initiator,

c. The time or period when the movement emerged, and

d. The place where the movement started or developed

The result shows that this stage is found in every occurrence of this genre. Therefore, it can be regarded as a compulsory initial stage.

2) *Movement Description*

This middle stage aims to describe the movements and their important activities (episodes) carried out by the movements or the movements' leader. Like many important middle stages in the Sydney School genres, this stage can also be recursive. In the main corpus, IEC8S2, IEC8S8, and IEC8S10, this stage is found to repeatedly emerge.

3) *Evaluation*

This stage is to assess the contribution or significance given by the movements. This stage can be regarded optional. Excerpt 21 tells about the movement of Mahdiyyah clearly displays how this genre can be constructed with the structure: *Movement Identification ^ Movement Description ^ Evaluation.*

Excerpt 21: IEC8S5

Historical Movement Studies	The Mahdiyyah Movement
Movement Identification	**Another movement emerged in the North of Sudan headed by Muhammad Ahmed al-Mahdi** (1844–1885) who proclaimed himself the awaited Mahdi. **His aim was to revive the religion and bring Islam back to the puritan practice of the Prophet.** It had the same purpose and message of the previous movements.
Movement Description	But **al-Mahdi had a strong political agenda** of resisting the British-Egyptian occupation of the Sudan and to free the country from foreign occupation (ibid.). By declaring a jih*ad*, al-Mahd*i* embedded a religious call into his religious teachings that proved useful in achieving military success. Soon**, the Mahdis conquered most of north Sudan, capturing the capital Khartoum itself in 1885**. **The Mahdists remained in power until 1898** when Khartoum was re-captured by the Anglo-Egyptian army under the command of Kitchener.
Evaluation (of the contribution and the significance of the Movement)	Although the Mahdiyyah movement was short lived, only twenty years, **the Mahdi's remarkable success in challenging the Anglo-Egyptian armies and establishing an indigenous Islamic state has been inspirational to Muslims everywhere in proving that Islamic revival is a viable alternative to Westernisation.**

4.1.3.3 Genre of Compositional Historical Period Studies

This newly derived History genre aims to categorize what kingdoms or particular kinds of government which constituted a particular segment of time in the past. In the main corpus, this genre encompasses 1.3% of the total genres. The unfolded structure of this genre is *Period Division ^ Periods*. The initial stage, *Period Division*, aims to identify and outline the kingdoms, states or any forms of government which were established in particular regions which belong to an important period under historical observation and reconstruction. The proceeding stage, *Period*, provides the descriptions of the outlined empires which made up the given period. This stage can mention the time of the reign, their political system, the socioeconomic structure of their societies, any important cities, important events which the governments had experienced and other important aspects. Considering its important descriptive function and its tendency to be recursive, it is regarded a compulsory middle stage. Excerpt 22 exemplifies how the genre is constructed through the two key stages: *Period Division* and *Period.*

Excerpt 22: IEC1S7

Period Division	**Four main Kingdoms were established in South Arabia: Saba', Ma'in, Qatabàn and Hadramawt.**
Period 1: Saba'	**Saba', biblical Sheba, was the most dominant of the four kingdoms**. Besides the fertile land, the strategic position on the India trade route and the nearness to the Red Sea contributed to making Saba' the most important kingdom in the south. The Sabaean period extended from about 750 B.C., or 1500 B.C. according to some, to 115 B.C. (Della Vida, 1944). The kingdom started as a theocracy first, where the king had priestly authority, but in about 610 B.C. it became secularised with a change in the royal title that did not bear a priestly character and with a new capital, Ma'rib. Gradually, the kingdom of Saba' overshone, and absorbed, the other kingdoms in the south. The Qur'an refers to an encounter between the Queen of Saba' (Queen of Sheba) and King Solomon. King Solomon learned from his intelligence sources that the Sabaeans with their rich and powerful queen were worshiping the sun, not God. He wrote to the queen inviting her and her people to believe in God and to give up worshiping the sun. The Qur'anic reference indicates a few interesting points related

	to Saba': (a) the deity of the kingdom at that time was the sun, (b) Saba' kingdom was very rich and powerful, (c) the kingdom had a very powerful army, (d) the Queen had a wise council, and (e) the Queen was not an autocratic monarch as she is reported to have sought the opinion of her council, "I am not to take an action (on this matter) unless you are part of it".
Period 2: Ma'in	**The second kingdom in South Arabia was Ma'in** (biblical Ma'on, Me'un and Me'in), meaning spring water. The Minean period lasted from about 700 B.C. to 70 B.C. (ibid.). The kingdom was famous of its produce of frankincense and other aromatic products, which were of importance for temple worship. For the Egyptians in particular, they were also used for mummification. Like the Sabaean, the kingdom began as a theocracy and ended up secularised. The Minaean kingdom also occupied an important place on the trade route.
Period 3: Qatabàn and Hadramawt	**The other remaining kingdoms were Qatabàn and Hadramawt**. The former lasted from about 400 B.C. to 50 B.C. while the latter lasted from about 450 B.C. to the end of the first century A.C. (ibid.). These two kingdoms though were overshadowed by the Sabaeans and the Minaeans, who played an important role in organising the spice trade.
Period 4: Himyarite	Starting from 115 B.C. the four kingdoms were under a new influence, that of the tribe of Himyar which emerged from south west Arabia. The first Himyarite kingdom lasted until about 300 A.C. The Himyarites who inherited the Sabeo-Minaean trade had the same culture and language as that of the Sabaeans. The socioeconomic structure of the Sabaeo-Himyarite community consisted of a mixture of the tribal system, caste stratification and feudal aristocracy and monarchy (Hitti, 1963). At about 300 A.C., which marked the beginning of the second Himyarite kingdom, the Himyarites annexed Hadramawt and Qatabàn and continued ruling South Arabia, with a short interruption by an Abyssinian occupation from 340 A.C. to 378 A.C., until the beginning of the sixth century A.C (ibid.). The period, however, was one of winds of change religiously and politically.

This typical Period Studies genre, in general, may look overlapping with the Site Studies (Christie and Derewianka, 2010) in terms of whether the topic or the macro-theme about empire(s) should be viewed as a site or a period of a particular regime. At a glance, the given passage can be classified as a genre of Historical Site Studies since it mentions a key region where several kingdoms were located. Yet, when the passage is scrutinized and more deeply analysed, then it quite clearly appears that the particular segment time (period) is the major focus of the text rather than the space.

In other words, the genre under Period Studies with a compositional way as its knowledge construction mechanism which then leads the researcher of the present study to label it as genre of Compositional Period Studies, is telling about the activities of the civilians under a particular regime who inhabited the area in a particular time, such as how the civilians lived their lives, what sorts of achievement that the reign or the people did, etc. This kind of issues is normally encountered by anyone who is interested in the study of civilization such as Islamic Civilization in Turkey, Indus Valley Civilization in India, Yellow River Civilization in China, and any other past prominent civilizations.

4.1.2.4 Genre of Gradual Explanation

This genre may generally look the same as Cyclical Explanation (Derewianka and Jones, 2012). However, it has a distinctive parameter that its key purpose is quite different from the latter. It is considered to have one ultimate purpose: to explain particular phenomena that happened in linear and gradual mechanism rather than the cyclical one since the phenomena have encountered a particular escalation.

This genre can be constructed through two key stages: *Phenomenon Identification* and *Grade*. The genre begins with an important initial stage, *Phenomenon Identification,* like the majority of Explanation genres which is to introduce a particular phenomenon and outline how the phenomenon about to be explained through several gradual phases. The phases are then explained through the next stage: *Grade.* This middle stage has to repeatedly emerge in the text.

Excerpt 23 shows how the phenomenon of *Riba* (Interest) is regulated in the ideological texts, from which the regulating law is made, and presents increasingly more serious prohibition and punishments.

Excerpt 23: IEC2S6

Gradual Explanation	The Price of Capital
Background	In Islam, **the price of capital** is not the rate of interest but the rate of return on capital, generated mainly from profit. **Interest is prohibited in the Qur'an and the Sunnah, referred to as Riba,** but trading is allowed in its place, "God has permitted trading but has forbidden Riba" (Qur'an, 2:275). Indeed, the Prophet himself was a merchant. Therefore, the relationship between the lender and the borrower is twofold: (a) if the loan is for consumption purposes, it should be given free, and (b) if it is for business purposes, it should be given either with the intention of earning money on it, which in this case be a share of the business profit against bearing a share of the business losses, or, alternatively, with no intention of earning a return, and in this case it should be given free with the loan paid back at the agreed time. The business results will have no bearing on the repayment of the free loan. **Given the controversy the issue of interest has raised it may be worthwhile to elaborate on the prohibition of interest below.**
Phenomenon Identification	**Riba, defined as the lending of money at interest is forbidden in the Qur'àn in four references, with punishments being introduced in four stages.**
Grade 1	**The first reference is rather mild, though is still very discouraging,** as it states that investment at interest does not increase in the sight of God, "That which you have acquired of Riba seeking to increase your wealth by (charging) Riba on people's holdings, is not an increase in the sight of God (not being blessed by God)" (Qur'an, 30:39).
Grade 2	**The second phase progressed further to state that the taking of Riba is forbidden and will surely be punished,** as it was forbidden to other nations and for which they were punished, "Because of their iniquity, We forbade the Jews good things which We formerly allowed them; because time after time they have debarred others from the path of God; because they practice Riba—although they were forbidden it—and cheat others of their possessions. We have prepared a stern chastisement for those of them that disbelieve" (Qur'an, 4:160, 161). Still, in these verses the reference is made indirectly to the Jews who practiced Riba, which God had forbidden. By referring to that example as a sign of disobedience, Muslims by implication were ordained not to do the same and should not get involved with Rib**à**. But the emphasis was still on prohibition by example.
Grade 3	**In the third reference to Riba, believers are instructed directly not to 'devour' Riba doubled and multiplied, and should fear the punishment which was stated clearly as the Hell-Fire,** "Believers, do not live on Riba, doubled and multiplied and have fear of God, so that you may succeed in your life, and guard yourselves against Hell-Fire that is prepared for unbelievers" (Qur'an, 3:131, 131). **The instructions at this**

	stage are direct and the punishment for disobedience is clear. But there may still be ambiguity related to the state of Rib as being only the "doubled and multiplied". The fourth and final reference elaborates further to eliminate any ambiguity.
Grade 4	**The fourth stage is the clearest, the most direct and the most punishing**. It: (a) explicitly forbids Riba, (b) threatens those who lend at Riba with war from God and His apostle, (c) orders believers to repent and give it up, (d) states that if they repent they can take their money back in due time, and (e) defines what can be taken back as, and confines it to, the loan principle *Ru'aus Amwalikum.* In explicit clarity, the verses state, "Those that live on Riba shall rise up before God like men whom Satan has demented by his touch; for they claim that Riba is like trading. But God has permitted trading and forbidden Riba. He that receives an admonition from his Lord and mends his ways may keep what he has already earned; his fate is in the hands of God. But he that pays no heed shall be assigned to Hell-Fire and shall remain in it forever. God has laid His curse on Riba and blessed almsgiving with increase. Believers, have fear of God and waive what is still due to you from Riba, if your faith be true; or be warned of war declared against you by God and His Messenger. If you repent, you have the right to your principal, *Ru'aùs Amwalikum*, suffering no loss and causing loss to none" (Qur'an, 2:275–279).
Significance (of the gradual prohibiting verses)	**This escalation in the punishment for being involved in Riba is not unusual in Islamic teachings**, as a rule might be introduced in the Qur'an to reproach a practice or restrict it, subsequently to be followed by another that overrules the earlier and ordains a complete abstinence from the practice. The prohibition of consuming alcoholic beverage is an example. It was introduced in the Qur'an in two phases, the first ordained Muslims not to be drunk while praying, and the second overruled the first and stated that drinking alcoholic beverage is completely forbidden. In effect, the first rule would still partially limit unsocial behaviour resulting from drinking. As prayers are five times a day from dawn to dusk, it would be virtually impossible for a believer to become intoxicated during the day, leaving the only time for drinking to the time prior to going to bed. But the second phase of ruling is more decisive. The gradual prohibition of Riba is completed in the Qur'an by the rules of the verses 2:275–279. **They are the most comprehensive set of verses in this respect. The verses state an important conclusion and answer a controversial question.** The conclusion is that Riba is no longer 'only' frowned upon by God but, more strongly, it merits the declaration of "war" from God and His Messenger. Moreover, the verses answer an important and controversial question regarding the meaning of Riba, as shown below.

Based on an interview with the Islamic Economics specialist informant, there are many prohibitions and commands in the ideological texts: Al-Qur'an was revealed in

gradual way. These gradual prohibitions are usually found within the texts which regulated the social relationship (*Mu'amalah*). Al-Qur'an per se can be divided into several major sections: *Aqidah* (Human-to-God relationship), *Mu'amalah* (social relationship), etc. One simple example could be presented within the prohibition of drinking alcoholic beverages. It has been known that many societies and civilizations since the very old time even until these modern days made alcohol as part of their culture. The prohibition of alcohol consumption within the societies certainly has a corollary to change the tradition of the people. Changing a particular tradition which has been long perpetuated by the societies, according to the specialist informant, is definitely difficult. Moreover, if the tradition has a link to particular hold belief. Therefore, the change is easier to be done in a gradual way rather than all at once. Thus, the gradual texts could be very necessary. As an entity, Al-Qur'an per se, in fact, was revealed to the Prophet in a gradual way over period of about 23 years, since 609 CE until 632 CE. Those ideological texts within Al-qur'an as a fundamental source of the law were revealed due to various reasons (*asbabun nuzul*). The reasons could serve as contexts which have to be understood to gain a proper understanding of the given texts. Although the time when the ideological texts were revealed were long behind these present days, the informant adds that the contexts of the texts can be still transferrable to the present time. Then, it can be said that those texts are relevant to be read, understood, and believed as crucial guidance for humankind's actions, behaviors, and traditions in these modern days.

4.1.3.5 Genre of Historical Comparative Report

This newly derived History genre is to describe the differences of two things which looked similar in the historical time. This genre seems to be more concerned in the distinctions rather than the similarities of the two things as in Excerpt 24, two kinds of tax: *Kharaj* and *Jizyah* which might have seemed similar are compared.

The comparison actually is not scrutinized by the authors of the textbook yet it was initiated or made by particular important scholars or persons right in the historical time.

This genre may consist of three important stages: *Categorization*, *Comparison*, and *Reinforcement*.

1) Categorization

This initial stage, *Categorization,* is to introduce two entities which are about to be compared. This stage is considered obligatory since it outlines and gives information about the two key things which are under comparison. The absence of this stage as in IEC7S14, therefore, might cause confusion to the readers.

2) Comparison

The middle stage, *Comparison*, examines the differences of those things. This could be recursive as in IEC7S14 depending on the aspects of the differences.

3) Reinforcement

The final stage, *Reinforcement,* is to emphasize that the two things compared have more differences than the similarities, therefore, they deserve, during the historical time, to be categorized differently. The differences described in the *Comparison* stage may also be briefly restated. However, this stage can be optional. As in IEC7S14, it is not found.

This genre could be signaled by yet not limited to these both lexical and grammatical features, such as *difference, distinction, distinguish, counterpart*, past tense, comparative degree (more, less, etc.), *in contrast to, while, whereas*, etc.

Excerpt 24: IEC3S10

Historical Comparative Report	Tax Structure
Categorization	Discussion has arisen among historians as to whether Kharàj was the same as Jizyah. Hitti, for example, argues, "**The differentiation between the two forms of taxation implied in Jizyah and Kharàj was not made until the time of the late Umayyads**" (Hitti, 1963). The importance of the discussion, therefore, is that if Kharàj were in fact the Jizyah as imposed by the Qur'àn and the Sunnah, it would mean that Caliph Umar could not have introduced it as a new tax to the Islamic tax system. It suffices to say that Hitti, and others, seemed to have overlooked what Umar is reported to have said in the debate between him and Muslims regarding the distribution of conquered land. Caliph Umar said, "I impose Kharàj on them for the land they hold and levy a Jizyah on their persons" (Abù-Yùsuf, Màwardì, and Abù-Ubaid). **The second caliph, differentiated clearly between the two types of taxes: Kharàj and Jizyah.**
Comparison (describe the difference between Kharaj and Jizyah)	**He specifically related Kharàj to land but Jizyah to persons.** As mentioned above, the ownership of the land rested with the state. The state in its turn entrusted the original owners or keepers with the utilisation of land—a form of ownership by trusteeship. Kharàj was, therefore, a financial reward charged by the state from the keepers for delegating the right of utilising the land to them. Furthermore, in levying Kharàj the second caliph called for the measurement and registration of the lands. At the instruction of Umar, as Abù-Yùsuf said, "Uthmàn ibn Hanif surveyed the lands and imposed ten dirhams per jarib on grapes, eight dirhams per jarib on sugar cane, four dirhams per jarib on wheat, and two dirhams per jarib on barely" (Abù-Yùsuf**). It does not seem conceivable to regard Jizyah as Kharàj while Jizyah was imposed as a fixed sum per head and Kharàj was levied on a measure of produce** (jarib). It reinforces this further to quote the rest of Abù-Yùsuf 's report, ". . . and twelve dirhams, twenty-four dirhams and forty-eight dirhams per head (according to their capacity)", (Abù- Yùsuf).
Reinforcement of the categorization	Bearing that in mind and taking into account what has been mentioned above, with no need for repetition, **it can be said that Umar could be but aware of the differences between Kharàj and Jizyah and had the intention of differentiating between the taxes when introducing the land tax Kharàj.**

4.2.6 Genre of Compositional Historical Site Studies

Generally, Site Studies genre mainly tells about the physical setting (Christie and Derewianka, 2010) of particular region or place, such as the geographical location of the area, the existing buildings inside the place along with their structure, etc. Interestingly, in Excerpt 25, the way knowledge is constructed in this newly derived History genre is more than about things which are visible or perceived like in the school texts about the structure of Egyptian houses as in Christie and Derewianka (2010). The passage below presents knowledge in the broader level of the world or the things which might be beyond the senses. For example, the inclusion of the aspects of civilization of the past societies under historical observation and even further it moves to the complex level or kind of knowledge which might be considered as the abstraction of information. This kind of information is certainly difficult to be understood by school students, and therefore might be hardly found in social science subjects like History in primary educational level. Furthermore, the readers obviously require higher order of thinking to understand abstract information being reported. That is why this genre is found in university texts within the Islamic Economics textbook.

Therefore, this last new genre is considered by the researcher of the present study as a new derivation from History genre to describe historical sites by using a compositional mechanism. This new genre has a purpose which is to classify the places or parts which constituted a particular region in the old time. This genre can be constructed through two key obligatory stages: *Site Division* and *Site Element*. The initial stage aims to classify a particular region in the old time along with several sub-regions which made up the region. The proceeding stage, *Site Element*, then provides

historical descriptions of how each of the sites in the past looked like. Therefore, this genre has to repeatedly emerge.

Describing any historical subjects in terms of how they were in the past as presented by the newly derived History genres in this present study might be more difficult than describing how they are nowadays since the subjects under observation at this present time are not as visible and real as they were. Normally, things and people change across time, and many facts and a lot of information might be gone or change. Therefore, recording any plausible information regarding the historical entities are the main task of those genres. The recording might also involve the reconstruction of any facts or aspects related to important past events in order to put them in a good order. Only in that way, a comprehensive yet objective description can be performed and achieved.

Excerpt 25 clearly shows how the passage is organized through the genre of Compositional Historical Site Studies with the structure of *Site Division ^ Site Element 1 ^ Site Element 2 ^ Site Element 3*.

Excerpt 25: IEC1S3

Historical Compositional Site Studies	The Land and the People
Site Division	In a broad geographical sense, <u>Arabia could be divided into **three distinctive parts**, **north, central and south.**</u>
Site Element 1 and Site Element 2	It is the whole of the Arabian Peninsula which **starts from the south of Palestine in the north,** stretches to the Persian Gulf and Gulf of Oman in the east and the Red Sea in the west, and stops **at the Indian Ocean in the south.** It is a vast land, as large as one fourth of Europe and one third of the United States. The classification of the Peninsula into three distinctive parts is dictated by the nature of land and the level of civilizations that had developed in Ancient Arabia. <u>The North and the South</u> enjoyed fertile lands, which

	allowed the development of a viable economy and helped establish significant civilizations (Della Vida, 1944).
Site Element 3	But **the Central part,** the land from which Islam emerged and the home of the Arab stock that had lead the Islamic conquests for centuries, was, apart from sporadic oases, entirely arid. There is no evidence to suggest that there was a civilization in this central part comparable to that of the North or the South.

4.2 Research Question 2: What are the Genres and the Generic Structures in the English Language Textbook of Economics Used by Indonesian Students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

The presentation of the results of the genre classification and the generic structures in the Economics textbook will involve several facets: the genericity of the structures of the genres, the occurrences of new stages in the structures, and the occurrences of the new genres which are not recognized before in the analysis frameworks.

4.2.1 Overall Genres Found in the the English Language Textbook of Economics

Table 4.4 shows the whole result of genres found in the Economics textbook. The stages in bold refer to new stages which are not or barely not recognized in the analysis frameworks and mostly occur in the ending part of the genres.

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics

No	Genres		Generic Structures	Number	%		Coding
1	**Causal Explanation**	1)	*Phenomenon Identification ^ Explanation ^ Evaluation (of the Cause)*	**89**	**23**	1)	EC1S7
		2)	*Phenomenon Identification ^ Explanation 1-Explanation 3*			2)	EC1S11
		3)	*Phenomenon Identification ^ Explanation*			3)	EC1S12
		4)	*Phenomenon Identification ^ Explanation*			4)	EC2S10
		5)	*Phenomenon Identification ^ Explanation*			5)	EC3S1
		6)	*Phenomenon Identification ^ Explanation*			6)	EC4S1
		7)	*Phenomenon Identification ^ Explanation*			7)	EC4S4
		8)	*Phenomenon Identification ^ Explanation 1^ Explanation 2 ^ Summary*			8)	EC4S11
		9)	*Phenomenon Identification ^ Explanation 1-Explanation 3*			9)	EC4S13
		10)	*Phenomenon Identification ^ Explanation ^ Summary*			10)	EC4S14
		11)	*Phenomenon Identification ^ Explanation 1-Explanation 3*			11)	EC4S15
		12)	*Phenomenon Identification ^ Explanation 1-Explanation 3*			12)	EC4S16
		13)	*Explanation (Dependent)*			13)	EC5S1
		14)	*Explanation (Dependent)*			14)	EC5S5
		15)	*Phenomenon Identification ^ Explanation 1-Explanation 3*			15)	EC5S13
		16)	*Phenomenon Identification ^ Explanation ^ Summary*			16)	EC5S14
		17)	*Explanation 1-Explanation 3 (Dependent)*			17)	EC5S15
		18)	*Phenomenon Identification ^ Explanation*			18)	EC6S9
		19)	*Phenomenon Identification ^ Explanation 1-Explanation 3 ^ Implication*			19)	EC6S10
		20)	*Phenomenon Identification ^ Explanation 1-Explanation 3 ^ Implication*			20)	EC6S11
		21)	*Phenomenon Identification ^ Explanation ^ Positive Evaluation (of the given Explanation)*			21)	EC7S2
		22)	*Phenomenon Identification ^ Explanation*			22)	EC7S2
		23)	*Phenomenon Identification ^ Explanation ^ Positive Evaluation (of the given Explanation)*			23)	EC7S6
		24)	*Phenomenon Identification ^ Explanation*			24)	EC7S6
		25)	*Phenomenon Identification ^ Explanation*			25)	EC8S2
		26)	*Explanation 1^ Explanation 2 (Dependent)*			26)	EC8S3
		27)	*Phenomenon Identification ^ Explanation ^ Summary*			27)	EC8S4
		28)	*Phenomenon Identification ^ Explanation ^ Summary*			28)	EC8S5
		29)	*Phenomenon Identification ^ Explanation*			29)	EC9S2
		30)	*Phenomenon Identification ^ Explanation 1^ Explanation 2 ^ Conclusion*			30)	EC9S4
						31)	EC9S5
						32)	EC10S3
						33)	EC10S3
						34)	EC10S3
						35)	EC11S1
						36)	EC12S9
						37)	EC12S8
						38)	EC13S6
						39)	EC13S7
						40)	EC13S11
						41)	EC13S12
						42)	EC13S13
						43)	EC13S15
						44)	EC14S1
						45)	EC14S3
						46)	EC14S8
						47)	EC14S8
						48)	EC14S2
						49)	EC15S4

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
		31) *Phenomenon Identification ^ Explanation 1^ Explanation 2 ^ **Conclusion***			50) EC15S8
		32) *Phenomenon Identification ^ Explanation*			51) EC15S9
		33) *Phenomenon Identification ^ Explanation*			52) EC15S9
		34) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			53) EC15S10
		35) *Phenomenon Identification ^ Explanation*			54) EC15S10
		36) *Phenomenon Identification ^ Explanation*			55) EC15S13
		37) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			56) EC15S14
		38) *Phenomenon Identification ^ Explanation*			57) EC16S10
		39) *Phenomenon Identification ^ Explanation*			58) EC17S1
		40) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			59) EC17S4
		41) *Phenomenon Identification ^ Explanation*			60) EC17S5
		42) *Phenomenon Identification ^ Explanation*			61) EC17S5
		43) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			62) EC17S11
		44) *Phenomenon Identification ^ Explanation*			63) EC17S12
		45) *Phenomenon Identification ^ Explanation*			64) EC17S16
		46) *Phenomenon Identification ^ Explanation*			65) EC18S1
		47) *Phenomenon Identification ^ Explanation*			66) EC18S4
		48) *Phenomenon Identification ^ Explanation*			67) EC18S6
		49) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			68) EC18S10
		50) *Phenomenon Identification ^ Explanation*			69) EC18S12
		51) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			70) EC19S1
		52) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			71) EC19S3
		53) *Phenomenon Identification ^ Explanation*			72) EC19S4
		54) *Phenomenon Identification ^ Explanation*			73) EC19S6
		55) *Phenomenon Identification ^ Explanation*			74) EC19S7
		56) *Phenomenon Identification ^ Explanation*			75) EC19S8
		57) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			76) EC19S11
		58) *Phenomenon Identification ^ Explanation*			77) EC19S12
		59) *Phenomenon Identification ^ Explanation^ **Summary***			78) EC19S14
		60) *Phenomenon Identification ^ Explanation*			79) EC20S2
		61) *Phenomenon Identification ^ Explanation*			80) EC20S8
		62) *Phenomenon Identification ^ Explanation*			81) EC20S12
		63) *Phenomenon Identification ^ Explanation ^ **Reinforcement of the Phenomenon***			82) EC20S15
		64) *Explanation* (Dependent)			83) EC21S1
		65) *Phenomenon Identification ^ Explanation*			84) EC21S3
		66) *Phenomenon Identification ^ Explanation 1-Explanation 3*			85) EC21S10
		67) *Phenomenon Identification ^ Explanation 1-Explanation 3*			86) EC21S11
					87) EC21S14
					88) EC22S7 EC22S14

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
		68) *Phenomenon Identification ^ Explanation*			
		69) *Phenomenon Identification ^ Explanation*			
		70) *Phenomenon Identification ^ Explanation*			
		71) *Phenomenon Identification ^ Explanation*			
		72) *Phenomenon Identification ^ Explanation 1^ **Evaluation of the given Explanation***			
		73) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			
		74) *Phenomenon Identification ^ Explanation*			
		75) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			
		76) *Phenomenon Identification ^ Explanation ^ **Reinforcement***			
		77) *Phenomenon Identification ^ Explanation ^ **Reinforcement***			
		78) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			
		79) *Explanation* (Dependent)			
		80) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			
		81) *Phenomenon Identification ^ Explanation 1^ Explanation 2*			
		82) *Explanation* (Dependent)			
		83) *Phenomenon Identification ^ Explanation*			
		84) *Phenomenon Identification ^ Explanation*			
		85) *Phenomenon Identification ^ Explanation ^ **Significance (of the Theory of Consumer's Choice)***			
		86) *Phenomenon Identification ^ Explanation*			
		87) *Phenomenon Identification ^ Explanation 1-Explanation 3*			
		88) *Phenomenon Identification ^ Explanation 1-Explanation 3 Phenomenon Identification ^ Explanation ^ **Implication of the given Explanation***			
2	**Conditional Explanation**	1) *Phenomenon Identification ^ Condition 1-Condition 3*	60	15.5	1) EC2S5
		2) *Phenomenon Identification ^ Condition 1-Condition 3*			2) EC3S2
		3) *Phenomenon Identification ^ Condition 1-Condition 4*			3) EC3S3
		4) *Phenomenon Identification ^ Condition 1 ^ Condition 2*			4) EC3S4 5) EC4S7
		5) *Phenomenon Identification ^ Condition 1 ^ Condition 2*			6) EC4S8 7) EC5S6
		6) *Phenomenon Identification ^ Condition 1 ^ Condition 2*			8) EC5S7 9) EC6S2
		7) *Phenomenon Identification ^ Condition 1 ^ Condition 2 ^ Conclusion*			10) EC6S3 11) EC6S4
		8) *Phenomenon Identification ^ Condition 1^ Condition 2*			12) EC6S5 13) EC6S6
		9) *Phenomenon Identification ^ Condition 1^ Condition 2*			14) EC6S7 15) EC6S13
		10) *Phenomenon Identification ^ Condition 1^ Condition 2*			16) EC7S3 17) EC7S7
		11) *Phenomenon Identification ^ Condition 1^ Condition 2*			18) EC9S3 19) EC9S7
		12) *Phenomenon Identification ^ Condition 1^ Condition 2*			20) EC11S6

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
		13) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Significance*	**60**	**15.5**	21) EC13S6
		14) *Phenomenon Identification ^ Condition 1^ Condition 2*			22) EC13S6
		15) *Phenomenon Identification ^ Condition 1^ Condition 2*			23) EC13S7
		16) *Phenomenon Identification ^ Condition 1-Condition 3 ^ Summary*			24) EC13S10
		17) *Phenomenon Identification ^ Condition 1-Condition 3 ^ Summary*			25) EC13S12
		18) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Significance*			26) EC14S2
		19) *Phenomenon Identification ^ Condition 1-Condition 3*			27) EC14S4
		20) *Phenomenon Identification ^ Condition 1^ Condition 2*			28) EC14S4
		21) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Reinforcement (of the Phenomenon)*			29) EC14S5
					30) EC14S5
					31) EC14S5
		22) *Phenomenon Identification ^ Condition 1^ Condition 2*			32) EC14S6
		23) *Condition 1^ Condition 2 ^ Phenomenon Identification*			33) EC14S9
					34) EC14S11
		24) *Phenomenon Identification ^ Condition 1^ Condition 2*			35) EC14S11
		25) *Phenomenon Identification ^ Condition 1^ Condition 2*			36) EC15S4
		26) *Phenomenon Identification ^ Condition 1-Condition 3*			37) EC15S5
					38) EC15S11
		27) *Phenomenon Identification ^ Condition 1-Condition 3*			39) EC15S12
		28) *Phenomenon Identification ^ Condition 1 ^ Condition 2*			40) EC16S4
		29) *Phenomenon Identification ^ Condition 1^ Condition 2*			41) EC16S9
		30) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Reinforcement (of the Conditions)*			42) EC16S10
					43) EC17S3
					44) EC17S4
					45) EC17S6
		31) *Phenomenon Identification ^ Condition 1^ Condition 2^ Conclusion*			46) EC17S7
		32) *Phenomenon Identification ^ Condition 1-Condition 3*			47) EC17S8
		33) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Reinforcement (of the Conditions)*			48) EC17S9
					49) EC18S3
					50) EC18S4
		34) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Implication (of the given Conditional-based Analysis)*			51) EC18S9
					52) EC18S13
					53) EC21S2
					54) EC21S3
		35) *Phenomenon Identification ^ Condition 1^ Condition 2*			55) EC21S5
		36) *Phenomenon Identification ^ Condition 1-Condition 4*			56) EC21S6
					57) EC21S8
		37) *Phenomenon Identification ^ Condition 1^ Condition 2^ Conclusion*			58) EC21S13
					59) EC21S5
					60) EC22S9

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
		38) *Phenomenon Identification ^ Condition 1 (^evaluation) ^ Condition 2^ Conclusion (withdrawing lesson)*			
		39) *Phenomenon Identification ^ Condition 1 ^ Condition 2(^evaluation)*			
		40) *Condition 1^ Condition 2*			
		41) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		42) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		43) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		44) *Phenomenon Identification ^ Condition 1- Condition 5*			
		45) *Phenomenon Identification ^ Condition 1- Condition 3 ^ Conclusion*			
		46) *Phenomenon Identification ^ Condition 1- Condition 4 ^ Conclusion*			
		47) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		48) *Phenomenon Identification ^ Condition 1- Condition 3*			
		49) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Reinforcement (of the Conditions)*			
		50) *Phenomenon Identification ^ Condition 1- Condition 4*			
		51) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		52) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		53) *Phenomenon Identification ^ Condition 1- Condition 3*			
		54) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		55) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Evaluation (of the Conditions)*			
		56) *Phenomenon Identification ^ Condition 1^ Condition 2*			
		57) *Phenomenon Identification ^ Condition 1^ Condition 2 ^ Conclusion*			
		58) *Phenomenon Identification ^ Condition 1- Condition 3*			
		59) *Phenomenon Identification ^ Condition 1- Condition 3 (^evaluation of condition 3) ^ Implication*			
		60) *Phenomenon Identification ^ Condition 1 ^ Condition 2^ Implication ^ Conclusion (withdrawing lesson from the given theorem)*			

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
3	**Descriptive Report**	1) ***Background*** *^General Statement ^ Description 1 ^ Description 2 ^* ***Deduction*** 2) ***Background*** *^ General Statement ^ Description 1 ^ Description 2 ^* ***Significance*** 3) *Classification ^ Description 1^ Description 2* 4) *Classification ^ Description 1^ Description 2 ^* ***Significance*** 5) *General Statement ^ Description 1 ^ Description 2* 6) *General Statement ^ Description 1 ^ Description 2* 7) *General Statement ^ Description 1 ^ Description 2* 8) *General Statement ^ Description 1 ^ Description 2* 9) *General Statement ^ Description* 10) *General Statement ^ Description 1 ^ Description 2* 11) *General Statement ^ Description* 12) *General Statement ^ Description 1 ^ Description 2* 13) *General Statement ^ Description* 14) *General Statement ^ Description* 15) ***Background*** *^ General Statement ^ Description 1 ^ Description 2 ^ Conclusion ^* **positive and negative** ***Evaluation*** 16) ***Background*** *^ General Statement ^ Description 1- Description 3* 17) *Description 1 ^ Description 2* (Dependent) 18) *Description* (Dependent) 19) *General Statement ^ Description 1 ^ Description 2* 20) *General Statement ^ Description 1- Description 3* 21) *General Statement ^ Description 1 ^ Description 2* 22) *Classification ^ Description 1- Description 3* 23) *Classification ^ Description* 24) *General Statement ^ Description 1- Description 4 ^* ***Evaluation (of the given Descriptions)*** 25) *General Statement ^ Description 1 ^ Description 2* 26) *General Statement ^ Description 1 ^ Description 2 ^* ***Summary*** 27) *General Statement ^ Description 1- Description 3* 28) *General Statement ^ Description 1 ^ Description 2* 29) *Description 1- Description 4* (Dependent) 30) *General Statement ^ Description 1- Description 3* 31) *General Statement ^ Description 1- Description 4* 32) *General Statement ^ Description 1 ^ Description 2* 33) *Classification ^ Description* 34) *Classification ^ Description* 35) *Classification ^ Description 1^ Description 2 ^* ***Summary***	**58**	**15**	1) EC2S3 2) EC3S5 3) EC4S2 4) EC4S3 5) EC4S5 6) EC4S9 7) EC5S3 8) EC5S8 9) EC5S9 10) EC5S10 11) EC5S11 12) EC5S12 13) EC7S4 14) EC7S8 15) EC7S9 16) EC8S3 17) EC9S4 18) EC9S5 19) EC9S6 20) EC10S2 21) EC12S2 22) EC12S10 23) EC12S13 24) EC12S16 25) EC13S2 26) EC13S9 27) EC13S13 28) EC14S3 29) EC14S4 30) EC14S5 31) EC14S10 32) EC15S6 33) EC15S15 34) EC15S16 35) EC16S3 36) EC16S4 37) EC16S7 38) EC17S2 39) EC17S13 40) EC18S2 41) EC19S3 42) EC20S3 43) EC20S4 44) EC20S7 45) EC20S8 46) EC20S9 47) EC20S10 48) EC20S12 49) EC20S13 50) EC21S4 51) EC21S11 52) EC22S2 53) EC22S3 54) EC22S4 55) EC22S6 56) EC22S9 57) EC22S11 58) EC22S12

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
		36) *General Statement ^ Description 1 ^ Description 2*			
		37) ***Background** ^ General Statement ^ Description 1 ^ Description 2*			
		38) *Classification ^ Description 1^ Description 2*			
		39) *General Statement ^ Description 1- Description 3*			
		40) ***Background** ^ General Statement ^ Description 1 ^ Description 2*			
		41) *General Statement ^ Description*			
		42) *General Statement ^ Description 1- Description 3*			
		43) *Classification ^ Description 1^ Description 2*			
		44) *Classification ^ Description 1- Description 3*			
		45) *Classification ^ Description 1- Description 3*			
		46) *Classification ^ Description 1- Description 6*			
		47) *Classification ^ Description 1- Description 3*			
		48) *Classification ^ Description*			
		49) *General Statement ^ Description 1- Description 3*			
		50) *General Statement ^ Description 1- Description 4*			
		51) *Classification ^ Description*			
		52) *Classification ^ Description ^ **Significance***			
		53) *Classification ^ Description 1^ Description 2*			
		54) *Classification ^ Description 1- Description 3*			
		55) *Classification ^ Description 1^ Description 2*			
		56) ***Background** ^ General Statement ^ Description 1- Description 4*			
		57) ***Background** ^ General Statement ^ Description*			
		58) *General Statement ^ Description 1- Description 3*			

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
4	**Consequential Explanation**	1) *Input ^ Consequence 1 ^ Consequence 2 ^ Reinforcement of Consequences* 2) *Input ^ Consequence 1 - Consequence 3* 3) *Input ^ Consequence 1 ^ Consequence 2* ^ ***Evaluation of the Input*** 4) *Input ^ Consequence 1 ^ Consequence 2* ^ ***Evaluation of the Input*** 5) *Consequence* ^ ***Evaluation of the Consequence*** *(Dependent)* 6) *Input ^ Consequence 1 ^ Consequence 2* 7) *Input ^ Consequence 1 ^ Consequence 2* 8) ***Background*** *^ Input ^ Consequence 1- Consequence 3 ^* ***Reinforcement of Consequences*** 9) *Input ^ Consequence 1 ^ Consequence 2* ^ ***Summary*** 10) *Input ^ Consequence 1 ^ Consequence 2* 11) *Input ^ Consequence 1 ^ Consequence 2* 12) *Input ^ Consequence 1- Consequence 4 ^* ***Summary*** 13) *Input ^ Consequence 1 ^ Consequence 2* ^ ***Summary*** 14) *Input ^ Consequence 1 ^ Consequence 2 ^ Reinforcement of Consequences* 15) *Input ^ Consequence 1 ^ Consequence 2* 16) ***Background*** *^ Input ^ Consequence ^ Reinforcement of Consequences* 17) *Input ^ Consequence 1 ^ Consequence 2* 18) *Input ^ Consequence 1 ^ Consequence 2* 19) ***Background*** *^ Input ^ Consequence 1 ^ Consequence 2* 20) *Input ^ Consequence 1 ^ Consequence 2* 21) *Input ^ Consequence 1 ^ Consequence 2* 22) *Input ^ Consequence 1 ^ Consequence 2* 23) *Input ^ Consequence 1 ^ Consequence 2* 24) *Input ^ Consequence 1 ^ Consequence 2* 25) *Input ^ Consequence 1 ^ Consequence 2* 26) *Input ^ Consequence 1 ^ Consequence 2* 27) *Input ^ Consequence 1 ^ Consequence 2 ^ Reinforcement of Input and Consequences* 28) *Input ^ Consequence 1 ^ Consequence 2 ^ Reinforcement of Consequences* 29) *Input ^ Consequence 1 ^ Consequence 2* 30) *Input ^ Consequence 1 ^ Consequence 2* 31) *Input ^ Consequence 1 - Consequence 3* 32) *Input ^ Consequence 1 ^ Consequence 2* ^ ***Evaluation of the Consequences ^ Conclusion*** 33) *Input ^ Consequence 1 ^ Consequence 2* 34) *Input ^ Consequence 1 ^ Consequence 2*	**34**	**9**	1) EC1S5 2) EC1S14 3) EC5S13 4) EC5S15 5) EC6S3 6) EC6S5 7) EC6S7 8) EC7S10 9) EC8S7 10) EC9S6 11) EC9S6 12) EC9S8 13) EC10S4 14) EC10S8 15) EC12S8 16) EC12S10 17) EC14S13 18) EC15S4 19) EC15S17 20) EC16S6 21) EC16S9 22) EC17S3 23) EC17S5 24) EC18S8 25) EC18S8 26) EC18S9 27) EC18S13 28) EC18S14 29) EC19S2 30) EC20S15 31) EC21S7 32) EC21S9 33) EC21S13 34) EC21S15

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
5	**Exposition**	1) *Argument 1^Argument 2* 2) *Thesis ^Argument 1-Argument 4* 3) *Argument 1^Argument 2* 4) *Thesis ^Argument 1^Argument 2 ^ Reinforcement of the Thesis* 5) *Thesis ^Argument 1^Argument 2 ^* 6) *Background ^ Thesis ^Argument ^ Reinforcement of the Thesis* 7) *Thesis ^Argument 1^Argument 2* 8) *Thesis ^Argument 1^Argument 2* 9) *Thesis ^Argument 1-Argument 4* 10) *Thesis ^Argument 1^Argument 2* 11) *Thesis ^Argument 1^Argument 2* 12) *Thesis ^Argument ^ Reinforcement of the Thesis* 13) *Thesis ^Argument* 14) *Thesis ^Argument 1^Argument 2 ^ Reinforcement of the Thesis* 15) *Background ^ Thesis ^ Argument 1(^Evaluation 1) ^ Argument 2 (^ Evaluation 2) ^ Argument 3 (^ Evaluation 3) ^ Argument 4 (^Evaluation 4) ^ Argument 5 (^Evaluation 5)* 16) *Background ^ Thesis ^Argument 1-Argument 3* 17) *Thesis ^Argument* 18) *Thesis ^Argument 1-Argument 3* 19) *Background ^ Thesis ^Argument 1 ^ Argument 2* 20) *Background ^ Thesis ^Argument 1 ^ Argument 2* 21) *Thesis ^Argument ^* **Evaluation of the Thesis** 22) *Thesis ^Argument* 23) *Thesis ^Argument* 24) *Thesis ^Argument* 25) *Background ^ Thesis ^Argument 1 ^ Argument 2*	**25**	**6.5**	1) EC1S1 2) EC1S2 3) EC1S3 4) EC1S4 5) EC1S5 6) EC1S6 7) EC1S9 8) ECIS10 9) EC1S13 10) EC2S1 11) EC2S8 12) EC3S6 13) EC6S13 14) EC7S5 15) EC9S9 16) EC10S7 17) EC10S8 18) EC10S9 19) EC10S10 20) EC11S7 21) EC12S13 22) EC12S14 23) EC12S14 24) EC15S20 25) EC22S7
6	**Preview**	1) *Preview 1 ^ Preview 2* 2) *Preview 1 ^ Preview 2* 3) *Preview* 4) *Background ^ Preview* 5) *Overview ^ Preview 1^ Preview 2* 6) *Background ^ Overview ^ Preview* 7) *Background ^ Overview ^ Preview* 8) *Background ^ Overview ^ Preview* 9) *Background ^ Overview ^ Preview* 10) *Background ^ Preview* 11) *Background ^ Overview 1 ^ Overview 2 ^ Preview* 12) *Background ^ Overview ^ Preview 1^ Preview 2 ^* **Topic Judgement** 13) *Preview 1 ^ Preview 2* 14) *Background ^ Overview ^ Preview 1^ Preview 2 ^ Preview 3* 15) *Preview 1 ^ Preview 2* 16) *Preview* 17) *Background ^ Overview ^ Preview 1^ Preview 2* 18) *Background ^ Preview* 19) *Background ^ Preview 1^ Preview 2*	**19**	**5**	1) EC2S1 2) EC3S1 3) EC4S1 4) EC5S1 5) EC6S1 6) EC7S1 7) EC8S1 8) EC9S1 9) EC10S1 10) EC11S1 11) EC12S1 12) EC13S1 13) EC14S1 14) EC15S1 15) EC18S1 16) EC19S1 17) EC20S1 18) EC21S1 19) EC22S1

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
7	**Discussion**	1) *Issue ^ Perspective 1 ^ Perspective 2* 2) *Background ^ Issue ^ Perspective 1 ^ Perspective 2* 3) *Background ^ Issue ^ Perspective 1 ^ Perspective 2* 4) *Issue ^ Perspective 1 ^ Perspective 2* 5) *Background ^ Issue ^ Perspective 1 ^ Perspective 2* 6) *Issue ^ Perspective 1 ^ Perspective 2* 7) *Issue ^ Perspective 1 ^ Perspective 2* 8) *Background ^ Issue ^ Perspective 1 ^ Perspective 2 ^ Position* 9) *Issue ^ Perspective 1 ^ Perspective 2* 10) *Issue ^ Perspective 1 ^ Perspective 2 ^* **Reinforcement (of the Issue and Perspectives)** 11) *Issue ^ Perspective 1 ^ Perspective 2* 12) *Background ^ Issue ^ Perspective 1 ^ Perspective 2 ^* **Reinforcement (of the Issue)** 13) *Background ^ Issue ^ Perspective 1 ^ Perspective 2 ^* **Reinforcement (of the Issue)** 14) *Background ^ Issue ^ Perspective 1 ^ Perspective 2 ^* **Reinforcement (of the Issue and Perspectives)** 15) *Background ^ Issue ^ Perspective 1 ^ Perspective 2* 16) *Issue ^ Perspective 1 ^ Perspective 2* 17) *Background ^ Issue ^ Perspective 1 ^ Perspective 2* 18) *Issue ^ Perspective 1 ^ Perspective 2*	**18**	**5**	1) EC6S7 2) EC7S11 3) EC8S6 4) EC9S10 5) EC13S3 6) EC13S4 7) EC13S4 8) EC16S1 9) EC16S8 10) EC16S11 11) EC17S10 12) EC17S14 13) EC17S15 14) EC17S16 15) EC17S17 16) EC20S11 17) EC20S14 18) EC22S12
8	**Responsive Explanation**	1) *Phenomenon Identification ^ Response ^* **Formula** 2) *Phenomenon Identification ^ Response* 3) *Phenomenon Identification ^ Explanation ^ Response ^* **Conclusion (withdrawing a lesson)** 4) *Explanation ^ Response* (Dependent) 5) *Phenomenon Identification ^ Explanation ^ Response* 6) *Phenomenon Identification ^ Response 1^ Response 2* 7) *Phenomenon Identification ^ Explanation ^ Response 1^ Response 2 ^* **Conclusion (withdrawing a lesson)** 8) *Phenomenon Identification ^ Response 1^ Response 2^ Response 3* 9) *Phenomenon Identification ^ Explanation ^ Response* 10) *Phenomenon Identification ^ Explanation ^ Response 1^ Response 2* 11) *Response 1^ Response 2* (Dependent) 12) *Phenomenon Identification ^ Explanation ^ Response* 13) *Phenomenon Identification ^ Response 1^ Response 2* 14) *Phenomenon Identification ^ Response* 15) *Phenomenon Identification ^ Response* 16) *Phenomenon Identification ^ Response ^* **Conclusion** 17) *Phenomenon Identification ^ Response 1^ Response 2*	**17**	**4.4**	1) EC5S4 2) EC10S6 3) EC11S3 4) EC11S4 5) EC11S5 6) EC11S8 7) EC11S9 8) EC11S10 9) EC11S11 10) EC11S12 11) EC12S5 12) EC12S11 13) EC15S18 14) EC15S18 15) EC15S19 16) EC16S6 17) EC20S15

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
9	**Factorial Explanation**	1) *Phenomenon Identification ^ Factor 1 ^ Factor 2* 2) *Phenomenon Identification ^ Factor 1-Factor 5 ^ Summary* 3) *Phenomenon Identification ^ Factor 1-Factor 4 ^ Summary* 4) *Phenomenon Identification ^ Factor 1-Factor 4* 5) *Phenomenon Identification ^ Factor 1-Factor 3* 6) *Phenomenon Identification ^ Factor 1 ^ Factor 2* 7) *Phenomenon Identification ^ Factor 1 ^ Factor 2* 8) *Phenomenon Identification ^ Factor 1-Factor 3* 9) *Phenomenon Identification ^ Factor 1-Factor 3* 10) *Phenomenon Identification ^ Factor 1-Factor 3* 11) *Phenomenon Identification ^ Factor 1 ^ Factor 2* 12) *Phenomenon Identification ^ Factor 1-Factor 3 ^ Evaluation of the Factors* 13) *Phenomenon Identification ^ Factor 1-Factor 3 ^ Reinforcement of the Factors* 14) *Phenomenon Identification ^ Factor 1-Factor 3 ^ Evaluation of the Factors* 15) *Phenomenon Identification ^ Factor 1 ^ Factor 2 ^ Summary* 16) *Phenomenon Identification ^ Factor 1-Factor 3*	**16**	**4.1**	1) EC2S9 2) EC4S6 3) EC4S10 4) EC5S2 5) EC10S13 6) EC12S5 7) EC14S14 8) EC15S2 9) EC18S5 10) EC18S7 11) EC18S12 12) EC19S5 13) EC19S9 14) EC19S10 15) EC19S13 16) EC20S5
10	**Classifying Report**	1) ***Background** ^ Classification ^ Type 1 ^ Type 2* 2) *Classification ^ Type 1 ^ Type 2* 3) *Classification ^ Type 1 ^ Type 2* 4) *Classification ^ Type 1 -Type 4* 5) *Classification ^ Type 1 - Type 4 ^ Evaluation (of the Classification)* 6) *Classification ^ Type 1 -Type 4* 7) *Classification ^ Type 1 - Type 6* 8) *Classification ^ Type 1 - Type 6* 9) *Classification ^ Type 1 - Type 3* 10) *Classification ^ Type 1 ^ Type 2* 11) *Classification ^ Type 1 ^ Type 2* 12) *Type 1 - Type 3 ^ Evaluation (of the given Types) (Dependent)* 13) *Classification ^ Type 1 ^ Type 2* 14) *Classification ^ Type 1 - Type 4 ^ Evaluation (of the Classification)* 15) *Classification ^ Type 3* 16) *Classification ^ Type 1 ^ Type 2*	**16**	**4.1**	1) EC2S6 2) EC5S5 3) EC10S1 4) EC10S11 5) EC11S2 6) EC12S3 7) EC12S4 8) EC12S6 9) EC12S7 10) EC12S12 11) EC12S15 12) EC12S15 13) EC13S8 14) EC16S2 15) EC18S3 16) EC22S1

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
11	**Comparative Report**	1) ***Background*** ^ *Classification* ^ *Description 1* ^ *Description 2* ^ ***Summary*** 2) *Classification* ^ *Description 1 - Description 3* ^ ***Significance*** 3) *Classification* ^ *Description 1* ^ *Description 2* 4) *Classification* ^ *Description 1* ^ *Description 2* 5) *Classification* ^ *Description 1* ^ *Description 2* 6) *Classification* ^ *Description 1* ^ *Description 2* 7) *Classification* ^ *Description 1* ^ *Description 2* 8) *Classification* ^ *Description 1* ^ *Description 2* 9) *Classification* ^ *Description 1* ^ *Description 2* 10) *Classification* ^ *Description 1* ^ *Description 2* 11) *Classification* ^ *Description 1* ^ *Description 2* 12) *Classification* ^ *Description 1* ^ *Description 2* 13) *Classification* ^ *Description 1 - Description 3*	**13**	**3.4**	1) EC2S7 2) EC10S9 3) EC11S4 4) EC13S5 5) EC13S14 6) EC15S3 7) EC15S5 8) EC15S7 9) EC15S9 10) EC16S5 11) EC19S7 12) EC20S2 13) EC20S6
12	**Theoretical Explanation**	1) ***Background*** ^ *Statement of Theory* ^ *Elaboration 1* ^ *Elaboration 2* 2) ***Background*** ^ *Statement of Theory* ^ *Elaboration 1* ^ *Elaboration 2* ^ ***Summary*** 3) *Elaboration 1- Elaboration 5* ^ ***Summary*** (Dependent) 4) ***Background*** ^ *Statement of Theory* ^ *Elaboration* ^ ***Significance*** 5) ***Background*** ^ *Statement of Theory* ^ *Elaboration* ^ ***Evaluation*** (*of the given theoretical Explanation*) 6) *Statement of Theory* ^ *Elaboration 1* ^ *Elaboration 2* ^ ***Summary*** 7) *Statement of Theory* ^ *Elaboration 1* ^ *Elaboration 2* 8) *Statement of Theory* ^ *Elaboration 1* ^ *Elaboration 2* 9) ***Background*** ^ *Statement of Theory* ^ *Elaboration* 10) *Statement of Theory* ^ *Elaboration 1* ^ *Elaboration 2* ^ ***Conclusion*** (***withdrawing the lesson from the given theorem***) 11) ***Background*** ^ *Statement of Theory* ^ *Elaboration 1* ^ *Elaboration 2* ^ ***Implication***	**11**	**3**	1) EC1S8 2) EC2S2 3) EC2S5 4) EC3S7 5) EC3S8 6) EC10S12 7) EC14S7 8) EC17S5 9) EC22S5 10) EC22S9 11) EC22S10

Table 4.4 Overall Genres and their Generic Structures Found in the the English Language Textbook of Economics (Cont.)

No	Genres	Generic Structures	Number	%	Coding
13	**Challenge**	1) *Challenged Position ^ Rebuttal Argument ^ Anti Thesis ^ **Evaluation of Anti-Thesis*** 2) *Challenged Position ^ Rebuttal Argument* 3) *Background ^ Challenged Position ^ Rebuttal Argument* 4) *Challenged Position ^ Rebuttal Argument ^ Anti Thesis* 5) *Background ^ Challenged Position ^ Rebuttal Argument ^ Anti Thesis*	5	1.3	1) EC6S8 2) EC6S14 3) EC12S17 4) EC22S12 5) EC22S13
14	**Compositional Report**	1) ***Background** ^ Classification ^ Component 1 ^ Component 2 ^ **Summary*** 2) *Classification ^ Component 1 ^ Component 2* 3) *Classification ^ Component 1 ^ Component 2 ^ **Summary***	3	1	1) EC6S12 2) EC7S4 3) EC7S8
15	**Sequential Explanation**	*Phenomenon Identification ^ Explanation 1 ^ Explanation 2 ^ Explanation 3*	**1**	**0.3**	EC4S12
16	**Systemic Explanation**	*Phenomenon Identification ^ Explanation 1: System Description ^ Explanation 2: System Explanation ^ **Deduction***	**1**	**0.3**	EC2S4
17	**Historical Account**	*Background ^ Account Sequence ^ Deduction*	**1**	**0.3**	EC21S12
	Total of Occurrences		387		

Figure 4.2 displays the graphic of the all the genres unfolded within the Economics textbook according to their percentage of occurrence.

Figure 4.2 Summary of the Overall Genres Found within the

Economics Textbook

4.2.2 The Recognized Genres and their Generic Structures Found in the English Language Textbook of Economics

The structures of the genres may be considered common when the structures are identical to those presented in the analysis frameworks. Overall, there are 15 genres across the key four genre families: Report, History, Explanation, and Argument which are scattered within the Economics textbook to have the same structures as presented in the framework. Table 4.5 offers the complete list of the genres that occur with the recognized generic structures.

Table 4.5 The Existing Genres Found in the English Language Textbook of Economics Configured with the Recognized Generic Structures

No.	Genres	Generic Structures
1	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
2	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
3	**Descriptive Report**	*Classification ^ Descriptions*
4	**Consequential Explanation**	*Input ^ Consequences ^ (Reinforcement of Consequences)*
5	**Exposition**	*(Background) ^ Thesis ^ Arguments ^ (Reinforcement of Thesis)*
6	**Discussion**	*Background ^ Issue ^ Perspectives*
7	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
8	**Classifying Report**	*Classification ^ Types*
9	**Comparative Report**	*Classification ^ Descriptions*
10	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
11	**Challenge**	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*
12	**Compositional Report**	*Classification ^ Components*
13	**Sequential Explanation**	*Phenomenon Identification ^ Explanations*
14	**Systemic Explanation**	*Phenomenon Identification ^ Explanations*
15	**Historical Account**	*Background ^ Account Sequence ^ Deduction*

4.2.2.1 Genre of Causal Explanation

This genre is found to be the most dominant genre which emerges in Economics textbook. It encompasses 23% of the total genres. This finding is in agreement with the Sydney School's claim that Explanation genres are the most recognizable genres in science textbooks (Martin, 1990, and Shea, 1988 cited in Veel, 1997). The revealed explanatory ability of this genre in the present Economics textbook is supported by Samuel's claim (1990) that language in Economics discourse is used to explain the economies.

In this present Economics texts deconstruction, this genre is always used to unfold and account for the key causes of the phenomena under investigation. Yet, the construction of the explanations is not always through a set of consecutive activities as claimed by Veel (1997). Thus, the given explanations on causal basis are rather straightforward. Its highly frequent emergence seems to indicate the important role of this genre in Economics discourse. Its importance could be due to this genre's ability to explain the events which are not open to immediate observation. This genre, therefore, enables the writers of Economics to construct the explanations of the phenomena and events that happened (Veel, 1997) which are considered to be meaningful or important to put under the observations. It enables the writers to unfold the relationship of usually two major particular events. Two events certainly can be said to be connected when one event positively causes the other to happen. The former is known as the cause whereas the latter is the effect. In economics cases, the causes are usually more difficult than the effects to be figured out when the causes tend to be abstract or not open to direct human sense. This explanation seems to be corroborated by Veel's claim that

> Causal explanations generally deal with either abstract entities and properties, or they describe events that are generally not accessible to immediate observation or experience. Because the entities and processes being described are not directly accessible to the senses, the cause and effect relationships between events need to be made explicit and emphasized in order to construe a logical and credible explanation (1997, p.179)

The construction of the explanations of the phenomena is quite challenging because a thorough observation is necessary in terms of how significantly one event affects the other event. Also, other things or other variables have to be or are assumed to be equal (*ceteris paribus*). In this way, the connection can be found to be whether in a positive or negative one. A simple Causal Explanation could make the students of Economics clear about how they should understand the phenomena that happen in economy and how the phenomena are related to one another.

In the present investigation, this genre is also found to be mostly constructed through the identical structure to that in the analysis framework (Veel, 1997): *Phenomenon Identification ^ Explanation.* The *Explanation* stage is usually found to be recursive. The passage below exemplifies how the genre is logically constructed with the identical structure.

Excerpt 26: EC14S12

Causal Explanation	WHY DO COMPETITIVE FIRMS STAY IN BUSINESS IF THEY MAKE ZERO PROFIT?
Phenomenon Identification	At first, it might seem odd that **competitive firms earn zero profit in the long run**. After all, people start businesses to make a profit. If entry eventually drives profit to zero, there might seem to be little reason to stay in business.
Explanation	To understand the zero-profit condition more fully, recall that profit equals total revenue minus total cost and that total cost includes all the opportunity costs of the firm. In particular, total cost includes the time and money that the firm owners devote to the business. In the zero-profit

equilibrium, the firm's revenue must compensate the owners for these opportunity costs.

Consider an example. Suppose that, to start his farm, a farmer had to invest $1 million, which otherwise he could have deposited in a bank to earn $50,000 a year in interest. In addition, he had to give up another job that would have paid him $30,000 a year. Then the farmer's opportunity cost of farming includes both the interest he could have earned and the forgone wages—a total of $80,000. Even if his profit is driven to zero, his revenue from farming compensates him for these opportunity costs. Keep in mind that accountants and economists measure costs differently. As we discussed in the previous chapter, accountants keep track of explicit costs but not implicit costs. That is, **they measure costs that require an outflow of money from the firm, but they do not include the opportunity costs of production that do not involve an outflow of money. As a result, in the zero-profit equilibrium, economic profit is zero, but accounting profit is positive**. **Our farmer's accountant, for instance, would conclude that the farmer earned an accounting profit of $80,000 which is enough to keep the farmer in business.**

4.2.2.2 Genre of Conditional Explanation

The second most dominant genre found in the Economics corpus is another type of Explanation genre: Conditional Explanation. This genre is found to have 15.5% occurrence of the whole genres. It usually moves through two main stages: *Phenomenon Identification,* introducing the key phenomenon under observation, and *Conditions*, elaborating the effects caused by the multiple variables.

Its high frequency in the Economic texts may indicate the important function of this genre as a tool to account for any economic alternatives before a particular decision is made. This could be to confirm why Economics is claimed as science of choice. Parkin (1996) claims that Economics is a science which accounts for the possible options that individuals can make. He also adds that Economics can predict how the choices change as the economic conditions change.

Based on the interview with the Economic specialist informant, decision making is also an important issue in Management field which is specifically called decision management. He explained that before a choice is made, regardless of how many the options are available, both of the potential benefits and risks of them have to be well considered or calculated through a kind of comparative ratio. Once the benefits outweigh the risks, a decision can be made.

Moreover, this genre's ability to explain the possible alternatives and the necessary economic option to be made seems to be crucial in the process of policy making. Given that the role of any economist is not only as scientist but they also have the capacity as policy adviser (Mankiw, 2002), the presented conditional-based analysis may present a clear-cut explanation of both the possible benefits and disadvantages of the given alternatives before a particular policy is made by a leader. After the policy is made, it is not necessarily to be taken for granted or the given text comes to an end. However, interestingly, the genre may end with final stages which are not recognized in the analysis framework (Martin and Rose, 2008). The absence of this kind of final stages in the school texts from which the analysis frameworks are generated maybe because they are mostly simple and basic whereas the present university texts scattered around the economics textbook are both complex and abstract in terms of the themes in coverage and have higher level of knowledge. The final stage may evaluate the effectiveness of the policy through a stage of *Evaluation* or convey the potential future effects of the policy through a stage of *Implication*.

The natural explanatory mechanism of the multiple cause-effect of this genre might enable anyone to account for the relationship of the given multiple

variables. As presented in EC18S3, the relationship between the variables of input quantity (the labor) and output quantity (the product) is presented to be opposite in the way that if the labor quantity increases, the marginal product will diminish. The relationship, interestingly, is explained in multiple layers (various circumstances or opposite conditions) rather than a single homogenous layer. One layer of the related variables is accounted as one stage of *Condition*. Thus, the *Condition* has to be recursive. This kind of relationship-based explanation which is frequently found in the present Economics texts can be regarded crucial because it logically reflects the two of fundamental principles of the discipline: 1) people face trade-off, and 2) the cost of something is what you give up to get it.

This passage below shows how ideas move through the two key stages along with one particular extra ending stage which rather often comes up in this genre: *Conclusion*.

Excerpt 27: EC15SS

Conditional Explanation	PROFIT MAXIMIZATION
Phenomenon Identification	Now that we have considered the revenue of a monopoly firm, we are ready to examine how such a firm maximizes profit. Recall from Chapter 1 that one of the *Ten Principles of Economics* is that rational people think at the margin. This lesson is as true for monopolists as it is for competitive firms. **Here we apply the logic of marginal analysis to the monopolist's decision about how much to produce**. Figure 4 graphs the demand curve, the marginal-revenue curve, and the cost curves for a monopoly firm. All these curves should seem familiar: The demand and marginal-revenue curves are like those in Figure 3, and the cost curves are like those we encountered in the last two chapters. **These curves contain all the information we need to determine the level of output that a profit-maximizing monopolist will choose**.
Condition 1	Suppose, first, that the firm is producing at a low level of output, such as $Q1$. In this case, **marginal cost is less than marginal revenue. If the firm increased production by 1 unit, the additional revenue would**

	exceed the additional costs, and profit would rise. Thus, when marginal cost is less than marginal revenue, the firm can increase profit by producing more units.
Condition 2	A similar argument applies at high levels of output, such as $Q2$. In this case, **marginal cost is greater than marginal revenue. If the firm reduced production by 1 unit, the costs saved would exceed the revenue lost. Thus, if marginal cost is greater than marginal revenue, the firm can raise profit by reducing production.**
Conclusion	**In the end, the firm adjusts its level of production until the quantity reaches QMAX, at which marginal revenue equals marginal cost. Thus, the monopolist's profit maximizing quantity of output is determined by the intersection of the marginal-revenue curve and the marginal-cost curve.** In Figure 4, this intersection occurs at point A.

4.2.2.3 Genre of Descriptive Report

This genre is found to be one of the dominant genres which emerge in the Economics textbook. It encompasses 15% of the total genres. The dominant emergence of this genre is consistent with the Sydney School's claim that Report genres are the major genres in science textbooks (Martin, 1990, and Shea, 1988 cited in Veel, 1997). The most configuration of this genre is similar to that proposed by Martin and Rose (2008): *Classification ^ Description*, and Derewianka and Jones (2012): *General Statement ^ Description*. The *Description* stage is usually found to be recursive. The way how the generic structure of the genre configured is exemplified in the passage below, which is *Classification ˄ Description 1 ^ Description 2*.

Excerpt 28: EC4S2

Descriptive Report	**WHAT IS A MARKET?**
Classification	**A *market* is a group of buyers and sellers of a particular good or service**. The buyers as a group determine the demand for the product, and the sellers as a group determine the supply of the product.
Description	**Markets take many forms.** Sometimes markets are highly organized, such as the markets for many agricultural commodities. In these markets,

	buyers and sellers meet at a specific time and place, where an auctioneer helps set prices and arrange sales.
Description	More often, **markets are less organized**. For example, consider the market for ice cream in a particular town. Buyers of ice cream do not meet together at any one time. The sellers of ice cream are in different locations and offer somewhat different products. There is no auctioneer calling out the price of ice cream. Each seller posts a price for an ice-cream cone, and each buyer decides how much ice cream to buy at each store. Nonetheless, these consumers and producers of ice cream are closely connected. The ice-cream buyers are choosing from the various ice-cream sellers to satisfy their hunger, and the ice-cream sellers are all trying to appeal to the same ice-cream buyers to make their businesses successful. Even though it is not organized, the group of ice-cream buyers and ice-cream sellers forms a market.

4.2.2.4 Genre of Consequential Explanation

This genre comprises 9% of all the unfolded genres in Economic corpus. This genre is mostly structured with the usual stages mentioned in the analysis framework (Coffin, 1997): *Input ^ Consequences ^ Reinforcement*. This genre shows an opposite mechanism of the idea construction to that mechanism in Factorial Explanation. In Consequential Explanation, the key single cause is presented in the first place. Then, the effects, which are multiple, follow whereas in the latter, the effect, which is single, comes first. Then, the multiple causes follow. Excerpt 29 presents how the stages are logically configured together to form the genre.

Excerpt 29: EC18S14

Consequential Explanation	**THE ECONOMICS OF THE BLACK DEATH**
Input	In 14th-century Europe, the bubonic plague wiped out about one-third of the population within a few years. This event, called the *Black Death,* provides a grisly natural experiment to test the theory of factor markets that we have just developed. **Consider the effects of the Black Death on those who were lucky enough to survive. What do you think happened to the wages earned by workers and the rents earned by landowners?**

Consequence 1	To answer this question, let's examine the effects of a reduced population on the marginal product of labor and the marginal product of land. **With a smaller supply of workers, the marginal product of labor rises.** (This is diminishing marginal product working in reverse.) **Thus, we would expect the Black Death to raise wages.**
Consequence 2	Because land and labor are used together in production, a smaller supply of workers also affects the market for land, the other major factor of production in medieval Europe. **With fewer workers available to farm the land, an additional unit of land produced less additional output. In other words, the marginal product of land fell. Thus, we would expect the Black Death to lower rents.**
Reinforcement of Consequences	**In fact, both predictions are consistent with the historical evidence.** Wages approximately doubled during this period, and rents declined 50 percent or more. **The Black Death led to economic prosperity for the peasant classes and reduced incomes for the landed classes.**

4.2.2.5 Genre of Exposition

This typical Argument genre encompasses 6.5% of the overall genres found. Within the Argument genre family, this is the most frequent one which is found in the Economics corpus with 52%. The following passage shows how this genre is constructed through its structure: *Background ^ Thesis ^ Argument 1 ^ Argument 2 ^ Argument 3 ^ Argument 4 ^ Argument 5*. The structure of this exposition genre basically consists of the fundamental stages: *Thesis* and *Argument* which are posited by Coffin (2006) and Christie and Derewianka (2010).

Excerpt 30: EC9S9

Exposition	THE ARGUMENTS FOR RESTRICTING TRADE
Background	The letter from the economics team starts to persuade the new president of Isoland to consider allowing trade in textiles. She notes that the domestic price is now high compared to the world price. Free trade would, therefore, cause the price of textiles to fall and hurt domestic textiles producers. Before implementing the new policy, she asks Isolandian textile companies to comment on the economists' advice.
Thesis	Not surprisingly, the textile companies oppose free trade in textiles. **They believe that the government should protect the domestic textile industry from foreign competition. Let's consider some of the**

	arguments they might give to support their position and how the economics team would respond.
Argument 1	**THE JOBS ARGUMENT**
	Opponents of free trade often argue that trade with other countries destroys domestic jobs. In our example, free trade in textiles would cause the price of textiles to fall, reducing the quantity of textiles produced in Isoland and thus reducing employment in the Isolandian textile industry. Some Isolandian textile workers would lose their jobs.
	Yet free trade creates jobs at the same time that it destroys them. When Isolandians buy textiles from other countries, those countries obtain the resources to buy other goods from Isoland. Isolandian workers would move from the textile industry to those industries in which Isoland has a comparative advantage. The transition may impose hardship on some workers in the short run, but it allows Isolandians as a whole to enjoy a higher standard of living.
	Opponents of trade are often skeptical that trade creates jobs. They might respond that *everything* can be produced more cheaply abroad. Under free trade, they might argue, Isolandians could not be profitably employed in any industry. As Chapter 3 explains, however, the gains from trade are based on comparative advantage, not absolute advantage. Even if one country is better than another country at producing everything, each country can still gain from trading with the other. Workers in each country will eventually find jobs in an industry in which that country has a comparative advantage.
Argument 2	**THE NATIONAL-SECURITY ARGUMENT**
	When an industry is threatened with competition from other countries, **opponents of free trade often argue that the industry is vital for national security**. For example, if Isoland were considering free trade in steel, domestic steel companies might point out that steel is used to make guns and tanks. Free trade would allow Isoland to become dependent on foreign countries to supply steel. If a war later broke out and the foreign supply was interrupted, Isoland might be unable to produce enough steel and weapons to defend itself.
	Economists acknowledge that protecting key industries may be appropriate when there are legitimate concerns over national security. Yet they fear that this argument may be used too quickly by producers eager to gain at consumers' expense.
	One should be wary of the national-security argument when it is made by representatives of industry rather than the defense establishment. Companies have an incentive to exaggerate their role in national defense to obtain protection from foreign competition. A nation's generals may see things very differently. Indeed, when the military is a consumer of an industry's output, it would benefit from imports. Cheaper steel in Isoland, for example, would allow the Isolandian military to accumulate a stockpile of weapons at lower cost.
Argument 3	**THE INFANT-INDUSTRY ARGUMENT**
	New industries sometimes argue for temporary trade restrictions to help them get started. After a period of protection, the argument goes, these industries will mature and be able to compete with foreign firms.
	Similarly, older industries sometimes argue that they need temporary protection to help them adjust to new conditions. For example, in 2002,

President Bush imposed temporary tariffs on imported steel. He said, "I decided that imports were severely affecting our industry, an important industry." The tariff, which lasted 20 months, offered "temporary relief so that the industry could restructure itself."

Economists are often skeptical about such claims, largely because the infant industry argument is difficult to implement in practice. To apply protection successfully, the government would need to decide which industries will eventually be profitable and decide whether the benefits of establishing these industries exceed the costs of this protection to consumers. Yet "picking winners" is extraordinarily difficult. It is made even more difficult by the political process, which often awards protection to those industries that are politically powerful. And once a powerful industry is protected from foreign competition, the "temporary" policy is sometimes hard to remove. In addition, many economists are skeptical about the infant-industry argument in principle. Suppose, for instance, that an industry is young and unable to compete profitably against foreign rivals, but there is reason to believe that the industry can be profitable in the long run. In this case, firm owners should be willing to incur temporary losses to obtain the eventual profits. Protection is not necessary for an infant industry to grow. History shows that start-up firms often incur temporary losses and succeed in the long run, even without protection from competition.

Argument 4	**THE UNFAIR-COMPETITION ARGUMENT** **A common argument is that free trade is desirable only if all countries play by the same rules.** If firms in different countries are subject to different laws and regulations, then it is unfair (the argument goes) to expect the firms to compete in the international marketplace. For instance, suppose that the government of Neighborland subsidizes its textile industry by giving textile companies large tax breaks. The Isolandian textile industry might argue that it should be protected from this foreign competition because Neighborland is not competing fairly. Would it, in fact, hurt Isoland to buy textiles from another country at a subsidized price? Certainly, Isolandian textile producers would suffer, but Isolandian textile consumers would benefit from the low price. The case for free trade is no different: The gains of the consumers from buying at the low price would exceed the losses of the producers. Neighborland's subsidy to its textile industry may be a bad policy, but it is the taxpayers of Neighborland who bear the burden. Isoland can benefit from the opportunity to buy textiles at a subsidized price.
Argument 5	**THE PROTECTION-AS-A-BARGAINING-CHIP ARGUMENT** **Another argument for trade restrictions concerns the strategy of bargaining. Many policymakers claim to support free trade but, at the same time, argue that trade restrictions can be useful when we bargain with our trading partners.** They claim that the threat of a trade restriction can help remove a trade restriction already imposed by a foreign government. For example, Isoland might threaten to impose a tariff on textiles unless Neighborland removes its tariff on wheat. If Neighborland responds to this threat by removing its tariff, the result can be freer trade. The problem with this bargaining strategy is that the threat may not work. If it doesn't work, the country faces a choice between two bad options. It

> can carry out its threat and implement the trade restriction, which would reduce its own economic welfare. Or it can back down from its threat, which would cause it to lose prestige in international affairs. Faced with this choice, the country would probably wish that it had never made the threat in the first place.

4.2.2.6 Genre of Discussion

Discussion genre, in this corpus, is found to have 5% occurrence scattered around within the investigated Economics corpus. The structure of this genre is basically similar to that presented in the framework in which the fundamental stages: *Issue* and *Perspective* emerge. The *Perspective* stage is always found to be recursive in the corpus for the nature of this genre is to demonstrate how at least two perspectives are contesting to one another.

However, the *Position* stage in this current analysis is hardly present. Its absence seems to indicate that the given perspectives are open to judgement, which then can trigger the readers to be critical readers in the way that they are free to evaluate and choose which perspective they have to follow or it can also be the combination of the given perspectives which leads to the generation of a new perspective. Paul and Elder (2006) mention that critical thinkers constantly open their minds and evaluate the relevant information.

EC9S10 indicates that the textbook author does not explicitly show his tendency to one position of the given perspective of the most appropriate approach whether unilateral or multilateral one. So, the *Position* stage is not found in this text. However, based on the argument of the Pros and Cons of the multilateral, the aspect of the advantages is given in greater length than the shortcoming aspect. Therefore, it could be predicted that the author is more inclined to the multilateral approach. At this point, the students, who are mostly university students, can be motivated to activate

their critical thinking to judge by themselves whether the multilateral one does much better than the unilateral one so that multilateral should be used in the view of its greater benefits. In the absence of the *Position*, the Economics texts under investigation mostly end with the given perspectives. However, in several texts, an alternative final stage which is never recognized in the analysis framework, instead, emerges to end the passage. As exemplified below, *Reinforcement* stage comes up in order to restate the debatable issue and briefly summarize the two contesting perspectives.

Excerpt 31: EC16S11

Discussion	BRAND NAMES
Background	Advertising is closely related to the existence of brand names. In many markets, there are two types of firms. Some firms sell products with widely recognized brand names, while other firms sell generic substitutes. For example, in a typical drugstore, you can find Bayer aspirin on the shelf next to generic aspirin. In a typical grocery store, you can find Pepsi next to less familiar colas. Most often, the firm with the brand name spends more on advertising and charges a higher price for its product.
Issue	**Just as there is disagreement about the economics of advertising, there is disagreement about the economics of brand names. Let's consider both sides of the debate**.
Perspective 1	**Critics argue that brand names cause consumers to perceive differences that do not really exist**. In many cases, the generic good is almost indistinguishable from the brand-name good. Consumers' willingness to pay more for the brand-name good, these critics assert, is a form of irrationality fostered by advertising. Economist Edward Chamberlin, one of the early developers of the theory of monopolistic competition, concluded from this argument that brand names were bad for the economy. He proposed that the government discourage their use by refusing to enforce the exclusive trademarks that companies use to identify their products.
Perspective 2	**More recently, economists have defended brand names as a useful way for consumers to ensure that the goods they buy are of high quality. There are two related arguments.** First, brand names provide consumers with *information* about quality when quality cannot be easily judged in advance of purchase. **Second, brand names give firms an incentive to maintain high quality** because firms have a financial stake in maintaining the reputation of their brand names. To see how these arguments, work in practice, consider a famous brand name: McDonald's hamburgers. Imagine that you are driving through an

	unfamiliar town and want to stop for lunch. You see a McDonald's and a local restaurant next to it. Which do you choose? The local restaurant may in fact offer better food at lower prices, but you have no way of knowing that. By contrast, McDonald's offers a consistent product across many cities. Its brand name is useful to you as a way of judging the quality of what you are about to buy. The McDonald's brand name also ensures that the company has an incentive to maintain quality. For example, if some customers were to become ill from bad food sold at a McDonald's, the news would be disastrous for the company. McDonald's would lose much of the valuable reputation that it has built up with years of expensive advertising. As a result, it would lose sales and profit not just in the outlet that sold the bad food but in its many outlets throughout the country. By contrast, if some customers were to become ill from bad food at a local restaurant, that restaurant might have to close down, but the lost profits would be much smaller. Hence, McDonald's has a greater incentive to ensure that its food is safe.
Reinforcement (of the issue and the two contesting perspectives)	**The debate over brand names thus centers on the question of whether consumers are rational in preferring brand names to generic substitutes. Critics argue that brand names are the result of an irrational consumer response to advertising. Defenders argue that consumers have good reason to pay more for brand-name products because they can be more confident in the quality of these products**.

4.2.2.7 Genre of Factorial Explanation

This typical Explanation genre has 4.1% emergence in the present corpus. The generic structure of this genre follows that in the framework (Veel, 1997): *Phenomenon Identification ^ Factors.* Given that the social purpose of this genre is to account for how the multiple causes lead to the phenomenon that happens, the *Factor* stage is necessary to be recursive. Conflicting with Veel's claim (1997), the factors can be independent and they are not necessarily a combination of one factor and another one.

The presence of this typical Explanation genre seems to indicate that this genre has a privileged place in the present scientific discourse of Economics. Considering science has ability to figure out the explanation of various phenomena (Okasha, 2002), this genre could be understood as one of linguistic resources to enable

the economists to account for any economic phenomena by unfolding multiple causes leading to the key phenomena underobservation to happen.

Interestingly, several extra stages are found in the ending part of the genre. One of them is stage of *Summary* which is to briefly sum up the given factors being explained. Excerpt 32 exemplifies how the passage is logically constructed through the structure: *Phenomenon Identification ^ Factor 1 ^ Factor 2 ^ Factor 3 ^ Factor 4 ^ Factor 5 ^ Summary.*

Excerpt 32: EC4S6

Factorial Explanation	SHIFTS IN THE DEMAND CURVE
Phenomenon Identification	Because the market demand curve holds other things constant, it need not be stable over time. If something happens to alter the quantity demanded at any given price, the demand curve shifts. For example, suppose the American Medical Association discovered that people who regularly eat ice cream live longer, healthier lives. The discovery would raise the demand for ice cream. At any given price, buyers would now want to purchase a larger quantity of ice cream, and the demand curve for ice cream would shift.
	Figure 3 illustrates shifts in demand. **Any change that increases the quantity demanded at every price**, such as our imaginary discovery by the American Medical Association, **shifts the demand curve to the right and is called an increase in demand**. **Any change that reduces the quantity demanded at every price shifts the demand curve to the left and is called a decrease in demand. There are many variables that can shift the demand curve**. Here are the most important.
Factor 1	**Income** What would happen to your demand for ice cream if you lost your job one summer? Most likely, it would fall. A lower income means that you have less to spend in total, so you would have to spend less on some—and probably most—goods. If the demand for a good falls when income falls, the good is called a normal good.
	Not all goods are normal goods. If the demand for a good rises when income falls, the good is called an inferior good. An example of an inferior good might be bus rides. As your income falls, you are less likely to buy a car or take a cab and more likely to ride a bus.
Factor 2	**Prices of Related Goods** Suppose that the price of frozen yogurt falls. The law of demand says that you will buy more frozen yogurt. At the same time, you will probably buy less ice cream. Because ice cream and frozen yogurt

	are both cold, sweet, creamy desserts, they satisfy similar desires. When a fall in the price of one good reduces the demand for another good, the two goods are called substitutes. Substitutes are often pairs of goods that are used in place of each other, such as hot dogs and hamburgers, sweaters and sweatshirts, and movie tickets and video rentals.
	Now suppose that the price of hot fudge falls. According to the law of demand, you will buy more hot fudge. Yet in this case, you will buy more ice cream as well because ice cream and hot fudge are often used together. When a fall in the price of one good raises the demand for another good, the two goods are called complements. Complements are often pairs of goods that are used together, such as gasoline and automobiles, computers and software, and peanut butter and jelly.
Factor 3	**Tastes** <u>**The most obvious determinant of your demand is your tastes**</u>. If you like ice cream, you buy more of it. Economists normally do not try to explain people's tastes because tastes are based on historical and psychological forces that are beyond the realm of economics. Economists do, however, examine what happens when tastes change.
Factor 4	**Expectations** <u>**Your expectations about the future may affect your demand for a good or service today**</u>. For example, if you expect to earn a higher income next month, you may choose to save less now and spend more of your current income buying ice cream. As another example, if you expect the price of ice cream to fall tomorrow, you may be less willing to buy an ice-cream cone at today's price.
Factor 5	**Number of Buyers** In addition to the preceding factors, which influence the behavior of individual buyers, <u>**market demand depends on the number of these buyers**</u>. If Peter were to join Catherine and Nicholas as another consumer of ice cream, the quantity demanded in the market would be higher at every price, and market demand would increase.
Summary Sum up the given factors	**Summary** The demand curve shows what happens to the quantity demanded of a good when its price varies, holding constant all the other variables that influence buyers. When one of these other variables changes, the demand curve shifts. Table 1 lists the variables that influence how much consumers choose to buy of a good. If you have trouble remembering whether you need to shift or move along the demand curve, it helps to recall a lesson from the appendix to Chapter 2. A curve shifts when there is a change in a relevant variable that is not measured on either axis. Because the price is on the vertical axis, a change in price represents a movement along the demand curve. <u>**By contrast, income, the prices of related goods, tastes, expectations, and the number of buyers are not measured on either axis, so a change in one of these variables shifts the demand curve.**</u>

4.2.2.8 Genre of Classifying Report

The next genre, which is found in the corpus, is Classifying Report. It encompasses 4.1% of the total genres. Most of the Economics texts categorized as

Classifying Report are configured through *Classification ^ Types.* The beginning stage, *Classification*, usually consists of criteria of the classification and an outline of the categories. In an interesting case, an extra stage which is not recognized in Martin and Rose (2008) is unfolded in the ending part of the text. *Evaluation* stage seems to show that the quantified limit of the given categories is not clear in the way that to what extent the categories are considered to excludable or rivalry in consumption. In other words, the *Evaluation* could be important to assess the clarity of the given criteria to which the things are categorized. This passage below exemplifies how the stages are logically intertwined to make up the genre.

Excerpt 33: EC10S11

Classifying Report	**The Different Kinds of Goods**
Classification	How well do markets work in providing the goods that people want? The answer to this question depends on the good being considered. As we discussed in Chapter 7, a market can provide the efficient number of ice-cream cones: The price of ice-cream cones adjusts to balance supply and demand, and this equilibrium maximizes the sum of producer and consumer surplus. Yet as we discussed in Chapter 10, the market cannot be counted on to prevent aluminum manufacturers from polluting the air we breathe: Buyers and sellers in a market typically do not take into account the external effects of their decisions. Thus, markets work well when the good is ice cream, but they work badly when the good is clean air. **In thinking about the various goods in the economy, it is useful to group them according to two characteristics:** Is the good **excludable**? That is, can people be prevented from using the good? Is the good **rival in consumption**? That is, does one person's use of the good reduce another person's ability to use it? **Using these two characteristics, Figure 1 divides goods into four categories**:
Type 1	**1. Private goods are both excludable and rival in consumption**. Consider an ice-cream cone, for example. An ice-cream cone is excludable because it is possible to prevent someone from eating an ice-cream cone—you just don't give it to him. An ice-cream cone is rival in consumption because if one person eats an ice-cream cone, another person cannot eat the same cone. Most goods in the economy are private goods like ice-cream cones: You don't get one unless you pay, and once you have it, you are the only person who benefits. When we analyzed supply and demand in Chapters 4, 5, and

	6 and the efficiency of markets in Chapters 7, 8, and 9, we implicitly assumed that goods were both excludable and rival in consumption.
Type 2	**2. <u>Public goods are neither excludable nor rival in consumption</u>**. That is, people cannot be prevented from using a public good, and one person's use of a public good does not reduce another person's ability to use it. For example, a tornado siren in a small town is a public good. Once the siren sounds, it is impossible to prevent any single person from hearing it (so it is not excludable). Moreover, when one person gets the benefit of the warning, she does not reduce the benefit to anyone else (so it is not rival in consumption).
Type 3	**3<u>. Common resources are rival in consumption but not excludable</u>**. For example, fish in the ocean are rival in consumption: When one person catches fish, there are fewer fish for the next person to catch. Yet these fish are not an excludable good because, given the vast size of an ocean, it is difficult to stop fishermen from taking fish out of it.
Type 4	**4. <u>When a good is excludable but not rival in consumption, it is an example of a good produced by a natural monopoly</u>**. For instance, consider fire protection in a small town. It is easy to exclude someone from using this good: The fire department can just let his house burn down. Yet fire protection is not rival in consumption: Once a town has paid for the fire department, the additional cost of protecting one more house is small. (In Chapter 15, we give a more complete definition of natural monopolies and study them in some detail.)
Evaluation of the given Classification	**<u>Although Figure 1 offers a clean separation of goods into four categories, the boundary between the categories is sometimes fuzzy. Whether goods are excludable or rival in consumption is often a matter of degree</u>**. Fish in an ocean may not be excludable because monitoring fishing is so difficult, but a large enough coast guard could make fish at least partly excludable. Similarly, although fish are generally rival in consumption, this would be less true if the population of fishermen were small relative to the population of fish. (Think of North American fishing waters before the arrival of European settlers.) **<u>For purposes of our analysis, however, it will be helpful to group goods into these four categories.</u>**

4.2.2.9 Genre of Comparative Report

This typical report genre emerges with 3.4% of the whole genres. This genre entirely focuses on the differences of the entities under comparison rather than their similarities. The unfolded structure of the genre is identical to that presented in Derewianka and Jones (2012): *Classification ^ Descriptions.* The presence of the initial

stage, *Classification,* is crucial since it introduces to the readers and categorizes the entities which are about to be compared. Sometimes, it may also outline the key differences of them. *Description* stage, in the present Economics corpus, is found to have the focus only on the differences. It is always found to be recurrent. The repetition of this stage is usually subject to how many aspects of the entities are taken into account. It is as exemplified in EC20S6 where three aspects of difference are described in each of the *Description*: *Description 1* (Income), *Description 2* (Taxes), and *Description 3* (Consumption). The passage below exemplifies how the genre is constructed with the most configurative structure: *Classification ^ Description 1^ Description 2 ^ Description 3*.

Excerpt 34: EC20S6

Comparative Report	**ALTERNATIVE MEASURES OF INEQUALITY**
Classification: The top fifth and the bottom fifth households are compared	A recent study by Michael Cox and Richard Alm of the Federal Reserve Bank of Dallas shows how different measures of inequality lead to dramatically different results. **Cox and Alm compared American households in the top fifth of the income distribution to those in the bottom fifth to see how far apart they are**. They used data from 2006 and reported some of their results in an article in the *New York Times* on February 10, 2008.
Description 1: Income difference	According to Cox and Alm, **the richest fifth of U.S. households has an average income of \$149,963, while the poorest fifth has an average income of \$9,974. Thus, the top group has about 15 times as much income as the bottom group**.
Description 2: paid taxes difference	**The gap between rich and poor shrinks a bit if taxes are taken into account**. Because the tax system is progressive, **the top group pays a higher percentage of its income in taxes than does the bottom group**. Cox and Alm find that **the richest fifth has 14 times as much after-tax income as the poorest fifth.**
Description 3: consumption difference	**The gap shrinks more substantially if one looks at consumption rather than income**. Households having an unusually good year are more likely to be in the top group and are likely to save a high fraction out of their incomes. Households having an unusually bad year are more likely to be in the bottom group and are more likely to consume out of their savings. According to Cox and Alms, the

	consumption of the richest fifth is only 3.9 times as much as the consumption of the poorest fifth. The consumption gap becomes smaller still if one corrects for differences in the number of people in the household. Because larger families are more likely to have two earners, they are more likely to find themselves near the top of the income distribution. But they also have more mouths to feed. Cox and Alms report that **households in the top fifth have an average of 3.1 people, while those in the bottom fifth have an average of 1.7 people**. As a result, **consumption per person in the richest fifth of households is only 2.1 times as much as consumption per person in the poorest fifth.**

4.2.2.10 Genre of Theoretical Explanation

This type of Explanation genre has 3% emergence in the corpus. The existence of Theoretical Explanation genre seems undoubtedly necessary in science textbooks, perhaps, across disciplines and educational levels including Economics in higher education for its major purpose in explaining particular theories that are considered to be important or relevant in the disciplines. The generic structure of this genre basically follows that in the framework (Veel, 1997): *Statement of Theory ^ Elaborations.* Like most of the middle stages in the Sydney School genres, the middle stage of this genre, *Elaboration*, is also found to be recurrent. The following text shows how the passage is arranged to explain the key theory of *Sunk Cost* in various circumstances through the generic structure: *Statement of Theory ^ Elaboration 1^ Elaboration 2*.

Excerpt 34: EC14S7

Theoretical Explanation	**SPILT MILK AND OTHER SUNK COSTS**
Statement of Theory	Sometime in your life you may have been told, "Don't cry over spilt milk," or "Let bygones be bygones." These adages hold a deep truth about rational decision making. Economists say that a cost is a sunk cost when it has already been committed and cannot be recovered. Because nothing can be done about sunk costs, you can ignore them when

	making decisions about various aspects of life, including business strategy.
Elaboration 1	<u>**Our analysis of the firm's shutdown decision is one example of the irrelevance of sunk costs**</u>. We assume that the firm cannot recover its fixed costs by temporarily stopping production. That is, regardless of the quantity of output supplied, and even if it is zero, the firm still has to pay its fixed costs. As a result, the fixed costs are sunk in the short run, and the firm can ignore them when deciding how much to produce. The firm's short-run supply curve is the part of the marginal cost curve that lies above average variable cost, and the size of the fixed cost does not matter for this supply decision.
Elaboration 2	<u>**The irrelevance of sunk costs is also important when making personal decisions.**</u> Imagine, for instance, that you place a $15 value on seeing a newly released movie. You buy a ticket for $10, but before entering the theater, you lose the ticket. Should you buy another ticket? Or should you now go home and refuse to pay a total of $20 to see the movie? The answer is that you should buy another ticket. The benefit of seeing the movie ($15) still exceeds the opportunity cost (the $10 for the second ticket). The $10 you paid for the lost ticket is a sunk cost. As with spilt milk, there is no point in crying about it.

4.2.2.11 Genre of Challenge

The next typical genre of Argument which emerges in the textbook of Economics is Challenge genre. This genre has 1.3% of the whole genres found. The structural configuration of this genre basically follows that in the framework (Coffin, 1997; 2006): *Challenged Position ^ Rebuttal Arguments ^ Anti-Thesis*. Interestingly, in one unique case, after a new alternative through *Anti-Thesis* is offered and presented, the text does not necessarily end. A new extra stage follows and ends the genre; namely, *Evaluation* (*of Anti-Thesis*). Through the emergence of this new stage in this kind of critical genre, the textbook author may intend to signal to the readers how critical reading can be practiced in the way that although the *Anti-Thesis* has been offered as the alternative to the policy under challenge, it is not necessarily flawless. It is, therefore, open to judgement. Also, the *Evaluation* could be positive, negative or partly

both. The excerpt below shows how those stages are logically intertwined to form the

Challenge genre with a new extra stage.

Excerpt 35: EC6S8

Challenge	**EVALUATING PRICE CONTROLS**
Challenged Position Price Control is challenged	One of the *Ten Principles of Economics* discussed in Chapter 1 is that markets are usually a good way to organize economic activity. **This principle explains why economists usually oppose price ceilings and price floors. To economists, prices are not the outcome of some haphazard process**. Prices, they contend, are the result of the millions of business and consumer decisions that lie behind the supply and demand curves. Prices have the crucial job of balancing supply and demand and, thereby, coordinating economic activity. When policymakers set prices by legal decree, they obscure the signals that normally guide the allocation of society's resources.
Rebuttal Arguments benefit and weakness of price control	Another one of the *Ten Principles of Economics* is that governments can sometimes improve market outcomes. Indeed, policymakers are led to control prices because they view the market's outcome as unfair. **Price controls are often aimed at helping the poor.** For instance, rent-control laws try to make housing affordable for everyone, and minimum-wage laws try to help people escape poverty. **Yet price controls often hurt those they are trying to help**. Rent control may keep rents low, but it also discourages landlords from maintaining their buildings and makes housing hard to find. Minimum-wage laws may raise the incomes of some workers, but they also cause other workers to be unemployed.
Anti-Thesis	**Helping those in need can be accomplished in ways other than controlling prices**. For instance, the government can make housing more affordable by paying a fraction of the rent for poor families. Unlike rent control, such **rent subsidies do not reduce the quantity of housing supplied and, therefore, do not lead to housing shortages**. **Similarly, wage subsidies raise the living standards of the working poor without discouraging firms from hiring them**. An example of a wage subsidy is the *earned income tax credit*, a government program that supplements the incomes of low-wage workers.
Evaluation (Anti-Thesis)	**Although these alternative policies are often better than price controls, they are not perfect.** Rent and wage subsidies cost the government money and, therefore, require higher taxes. As we see in the next section, taxation has costs of its own.

4.2.2.12 Genre of Compositional Report

Unlike Descriptive Report which is one of the dominant genres in this corpus, this another type of report genre is rarely found with only 1% occurrence of the overall genres. The structure of this genre is quite identical to that presented in the framework (Martin and Rose, 2008) in the way that two fundamental stages are found: *Classification* and *Component.* In the present Economics texts, *Component* is always found to repeatedly emerge. The recurrence of this middle stage is necessary since the nature of this genre is to primarily describe how at least two elements compose an entity. Excerpt 36 exhibits how the two key stages are put together to make up the genre.

Excerpt 36: EC7S4

Compositional Report	
Classification	Now suppose that the price falls from $P1$ to $P2$, as shown in panel (b). The consumer surplus now equals area ADF. The increase in consumer surplus attributable to the lower price is the area BCFD. **This increase in consumer surplus is composed of two parts**.
Component 1	**First, those buyers who were already buying $Q1$ of the good at the higher price $P1$ are better off because they now pay less**. The increase in consumer surplus of existing buyers is the reduction in the amount they pay; it equals the area of the rectangle BCED.
Component 2	**Second, some new buyers enter the market because they are willing to buy the good at the lower price**. As a result, the quantity demanded in the market increases from $Q1$ to $Q2$. The consumer surplus these newcomers receive is the area of the triangle CEF.

4.2.2.13 Genre of Sequential Explanation

Although Explanation genres are found to be the most dominant ones in the Economics corpus, this another type of Explanation turns out to emerge in a very little frequency. Its lowest emergence could be due to its limit to explain only the observable events or things in the physical world. Veel claims that

in describing the behaviour of single living organisms, sequential explanations will deal only with observable characteristics of that organism. They will rarely go into detail about the chemistry or physiology of the organism, or the way it interacts with its environment. To do so entails reasoning about cause and effect and is thus beyond the scope and purpose of this type of explanation. Sequential explanations usually deal with localized phenomena. The sequences of events described in sequential explanations generally cover a relatively short time scale and a small area of space. In other words, they cover events which are visible to humans both over time and space and therefore open to our immediate scrutiny. Events which are beyond our immediate scrutiny- too large, too small, too slow or too fast - tend to be explained by causal or theoretical explanations (1997, p.178).

On the other hand, mostly the economic events could be difficult for direct scrutiny. The economic activities, such as the market transactions between sellers and buyers, the price of goods, the printed banknotes, etc. are certainly visible and open to immediate observation. Yet, the activities and events behind the market, how the price works, the inflation making the money less valued, etc. are hardly visible to direct human sense. This could explain why the most famous modern economic theory invented by Adam Smith is also known as the invisible hand theory. Mankiw asserts that

Households and firms interacting in markets act as if they are guided by an "invisible hand" that leads them to desirable market outcomes. When the government prevents prices from adjusting naturally to supply and demand, it impedes the invisible hand's ability to coordinate the decisions of the households and firms that make up the economy (2002, p.10).

Mankiw goes on explaining that

Smith is saying that participants in the economy are motivated by self-interest and that the "invisible hand" of the marketplace guides this self-interest into promoting general economic well-being (2002, p.11).

Nevertheless, the unfolded structure of this genre is identical to the generic structure in the framework (Veel, 1997) in the way that the two important stages mainly arrange the text: *Phenomenon Identification* and *Explanation*. The *Explanation* is also found to repeatedly occur for it necessarily explains the sequential steps of the key event to be carried out. The passage below shows how the genre is constructed on the sequential basis rather than on causal basis with structure: *Phenomenon Identification ^ Explanation 1 ^ Explanation 2 ^ Explanation 3.*

Excerpt 37: EC4S12

Sequential Explanation	THREE STEPS TO ANALYZING CHANGES IN EQUILIBRIUM
Phenomenon Identification	So far, we have seen how supply and demand together determine a market's equilibrium, which in turn determines the price and quantity of the good that buyers purchase and sellers produce. The equilibrium price and quantity depend on the position of the supply and demand curves. **When some event shifts one of these curves, the equilibrium in the market changes, resulting in a new price and a new quantity exchanged between buyers and sellers. When analyzing how some event affects the equilibrium in a market, we proceed in three steps.**
Explanation 1	**First, we decide whether the event shifts the supply curve, the demand curve, or, in some cases, both curves.**
Explanation 2	**Second, we decide whether the curve shifts to the right or to the left.**
Explanation 3	**Third, we use the supply-and-demand diagram to compare the initial and the new equilibrium, which shows how the shift affects the equilibrium price and quantity**. Table 3 summarizes these three steps.

4.2.2.13 Genre of Systemic Explanation

This typical explanation genre is one of the three genres found the least in the textbook. However, the structure of this genre basically follows that in the framework (Derewianka and Jones, 2012) in the way that the two important and obligatory stages are unfolded: *Phenomenon Identification* and *Explanation*. Like most of the middle stages in the Sydney School genres, the middle stage of this Systemic

Explanation, is also found to be recurrent. The *Explanation* is given in two different layers for they have different focuses. *Explanation 1* has focus on the relationship of the elements which are involved in the market. On the other hand, *Explanation 2* accounts for how they work together. Interestingly, the stage of *Explanation 2* does not necessarily end the passage. Instead, another stage which is considered extra comes up and continues the passage until the end. Through *Significance* stage, the importance of the simplicity of the model for a basic understanding of how the system works is presented. This is consistent with Parkin's explanation (1998) that the economic realities themselves work in a complex way rather than in the simple one. Therefore, they have to be simplified into a simple model for the sake of understanding, explaining, and then making predictions. The emergence of the extra stage in this present text might not be surprising since in *the Rainforest* text exemplified by Derewianka and Jones (2012), another extra stage: *Generalization* comes up and puts the text to an end. The following text shows how the passage is constructed through the structure: *Phenomenon Identification ^ Explanation 1 ^ Explanation 2 ^ Significance*.

Excerpt 38: EC2S4

Systemic Explanation	OUR FIRST MODEL: THE CIRCULAR-FLOW DIAGRAM
Phenomenon Identification	The economy consists of millions of people engaged in many activities—buying, selling, working, hiring, manufacturing, and so on. To understand how the economy works, we must find some way to simplify our thinking about all these activities. In other words, we need a model that explains, in general terms, how the economy is organized and how participants in the economy interact with one another. Figure 1 presents a visual model of the economy called a **circular-flow diagram**. In this model, the economy is simplified to include only **two types of decision makers—firms and households**. **Firms produce goods and services** using inputs, such as labor, land, and capital (buildings and machines). These inputs are called the *factors of production*. **Households own the factors of production** and consume all the goods and services that the firms produce.

Explanation 1: System Description. The relationship of the two components: Households and Firms	<u>**Households and firms interact in two types of markets**</u>. <u>**In the markets for goods and services, households are buyers, and firms are sellers**</u>. In particular, households buy the output of goods and services that firms produce. <u>**In the markets for the factors of production, households are sellers, and firms are buyers.**</u> In these markets, households provide the inputs that firms use to produce goods and services. The circular-flow diagram offers a simple way of organizing the economic transactions that occur between households and firms in the economy.
Explanation 2: System Explanation. Explain how the two components work	<u>**The two loops of the circular-flow diagram are distinct but related**</u>. The inner loop represents the flows of inputs and outputs. <u>**The households sell the use of their labor, land, and capital to the firms in the markets for the factors of production. The firms then use these factors to produce goods and services, which in turn are sold to households in the markets for goods and services.**</u> The outer loop of the diagram represents the corresponding flow of dollars. <u>**The households spend money to buy goods and services from the firms. The firms use some of the revenue from these sales to pay for the factors of production, such as the wages of their workers.**</u> What's left is the profit of the firm owners, who themselves are members of households. Let's take a tour of the circular flow by following a dollar bill as it makes its way from person to person through the economy. Imagine that the dollar begins at a household, say, in your wallet. If you want to buy a cup of coffee, you take the dollar to one of the economy's markets for goods and services, such as your local Starbucks coffee shop. There you spend it on your favorite drink. When the dollar moves into the Starbucks cash register, it becomes revenue for the firm. The dollar doesn't stay at Starbucks for long, however, because the firm uses it to buy inputs in the markets for the factors of production. Starbucks might use the dollar to pay rent to its landlord for the space it occupies or to pay the wages of its workers. In either case, the dollar enters the income of some household and, once again, is back in someone's wallet. At that point, the story of the economy's circular flow starts once again.
Significance	<u>**The circular-flow diagram in Figure 1 is one simple model of the economy. It dispenses with details that, for some purposes, are significant.**</u> A more complex and realistic circular-flow model would include, for instance, the roles of government and international trade. (Some of that dollar you gave to Starbucks might be used to pay taxes and or to buy coffee beans from a farmer in Brazil.) Yet these details are not crucial for a basic understanding of how the economy is organized. <u>**Because of its simplicity, this circular-flow diagram is useful to keep in mind when thinking about how the pieces of the economy fit together.**</u>

4.2.2.14 Genre of Historical Account

This genre is the only History genre found in the textbook. The lowest percentage of this genre can be understood for the textbook under the analytical deconstruction is not the History one nor contains the historical features, such as the purposes, the perspectives, chronicles, etc. as in its counterpart, Islamic Economics textbook. Rather, it is pure Economics. Given its least occurrence, the structure of this genre as unfolded in Excerpt 39 is precisely identical to that is presented by Coffin (1997): *Background ^ Account Sequence ^ Deduction*. Moreover, the *Deduction* stage, which is considered optional, comes up this present text. This could indicate the maturity of the text which makes this kind of texts have a place in the higher level of education, or at the university level.

Excerpt 39: EC21S12

Historical Account	THE SEARCH FOR GIFFEN GOODS
Background	Have any actual Giffen goods ever been observed? **Some historians suggest that potatoes were a Giffen good during the Irish potato famine of the 19th century. Potatoes were such a large part of people's diet that when the price of potatoes rose, it had a large income effect**.
Account Sequence	People responded to their reduced living standard by cutting back on the luxury of meat and buying more of the staple food of potatoes. **Thus, it is argued that a higher price of potatoes actually raised the quantity of potatoes demanded. A recent study by Robert Jensen and Nolan Miller has produced similar but more concrete evidence for the existence of Giffen goods**. These two economists conducted a field experiment for 5 months in the Chinese province of Hunan. They gave randomly selected households vouchers that subsidized the purchase of rice, a staple in local diets, and used surveys to measure how consumption of rice responded to changes in the price. They found strong evidence that poor households exhibited Giffen behavior. Lowering the price of rice with the subsidy voucher caused households to reduce their consumption of rice, and removing the subsidy had the opposite effect.

| Deduction | Jensen and Miller wrote, "To the best of our knowledge, **this is the first rigorous empirical evidence of Giffen behavior**." **Thus, the theory of consumer choice allows demand curves to slope upward, and sometimes that strange phenomenon actually occurs.** As a result, the law of demand we first saw in Chapter 4 is not completely reliable. It is safe to say, however, that Giffen goods are very rare. |

4.2.3 New Genres Found in the English Language Textbook of Economics

This section presents the genres which are not recognized before in the SFL-based genre frameworks. Therefore, the genres listed in Table 4.6 can be considered new. The classification of new genres is necessary when the unfolded purposes of the texts under investigation are found to be adequately or entirely different from the existing genres in the selected frameworks. Table 4.6 shows the new genres found in the textbook of Economics along with their potential structures. The unfolded structures of the new genres can consist of both compulsory and optional stages but not limited to the ones presented below. Therefore, the structures are considered potential.

Table 4.6 New Genres and Their Potential Structures Unfolded in the English Language Textbook of Economics

No	Genres	Potential Structures
1	Preview	*Background ^ Overviews ^ Previewing Details*
2	Responsive Explanation	*Phenomenon Identification ^ (Explanation) ^ Responses*

4.2.3.1 Genre of Preview

This genre is found to have a key purpose which is to give the readers a general view of the present chapter which is about to be in coverage. It is always found in the opening section of the textbook chapters. However, it does not always appear in

every chapter. This genre usually moves through three key stages: *Background, Overview*, and *Previewing Details.*

a) Background

This stage is frequently found in the beginning paragraph to start the current chapter. This contextual stage is to give the readers common sense, factual or historical information rather than the interpretive one toward the key theme(s) which are about to be put in focus in the current chapter. It usually mentions theme-related things which people daily encounter in their real life. The following excerpts exemplify the backgrounding paragraphs.

Al "Scarface" Capone, the notorious 1920s gangster and crime boss, was never convicted for his many violent crimes. Yet eventually, he did go to jail—for tax evasion. He had neglected to heed Ben Franklin's observation that "in this world nothing is certain but death and taxes.	**EC12S1**
You walk into a bookstore to buy a book to read during your next vacation. On the store's shelves you find a Sue Grafton mystery, a Stephen King thriller, a Danielle Steel romance, a David McCullough history, and many other choices. When you pick out a book and buy it, what kind of market are you participating in?	**EC16S1**
Consider your typical day. You wake up in the morning and pour your- self juice from oranges grown in Florida and coffee from beans grown in Brazil. Over breakfast, you watch a news program broadcast from New York on your television made in Japan. You get dressed in clothes made of cotton grown in Georgia and sewn in factories in Thailand. You drive to class in a car made of parts manufactured in more than a dozen countries around the world. Then you open up your economics textbook written by an author living in Massachusetts, published by a company located in Ohio, and printed on paper made from trees grown in Oregon.	**EC3S1**

b) Overview

The purpose of this stage is considered to provide general and brief summary of the last adjacent chapter(s) which are considered to be related to the main themes of the current chapter. This middle stage may be regarded optional because in

the corpus, it is not always found. Its existence perhaps can be grammatically signaled by the use of simple past or present perfect and the wordings that are presented in the following excerpts.

The focus of the preceding two chapters has been scientific. We have seen how supply and demand...	**EC6S1**
In previous chapters, we saw how in market economics the forces of supply and demand.....	**EC7S1**
Chapter 3 introduced the study of international trade...	**EC9S1**
We began our study of taxes in Chapter 6. There we saw how a tax on good effects its price....	**EC8S1**
In that chapter, we analyzed competitive markets	**EC15S1**
From the previous two chapters, you should have some understanding about why different people have different incomes	**EC19S1**

c) Previewing Details

This stage, although, is in the last part of the genre, it is the crucial one within the genre. Thus, its existence is considered obligatory and its emergence is usually recurrent. This stage usually uses simple past or present perfect and several wordings but may not be limited to those presented in the following excerpts.

In this chapter, we take up the topic	**EC7S1**
This chapter offers our first look at policy	**EC6S1**
In this chapter, we begin our study	**EC10S1**
In this chapter, we build on these lessons	**EC12S1**
As we will see in the coming chapters.	**EC13S1**
It will introduce you to a part of Economics called Industrial Organization	
In this chapter, we develop a theory	**EC21S1**

4.2.3.2 Genre of Responsive Explanation

At a glance, this genre looks identical to genre of Causal Explanation in the given framework (Veel, 1997). However, this genre is proposed to be different because it indicates that there are situations that have a particular tendency to be considered as problem. Therefore, the phenomena can be considered problematic. Because the phenomena raise a particular concern, they require any responses in order to handle, reduce, or solve them. This genre usually moves through three stages: *Phenomenon Identification*, *Explanation*, and *Response*.

a) Phenomenon Identification

This stage introduces a problematic phenomenon which needs to be concerned. This stage usually addresses difficulty, obstacle or any matter which can be regarded as problem, and then it will be responded or even solved in the following stage. Prior to the introduction of the problem, any contextual information may also be given. The concept of *Problem* may be signaled by any possible lexical items: problem, failure, threat, etc.

b) Explanation

This stage can be considered optional and looks similar with the explanation in Causal Explanation. This stage has to be considered logically connected to the *Response* stage which comes afterward. It reveals the economic reason of why or how the problem introduced in *Phenomenon Identification* occurs. Therefore, this stage is presented on the basis of cause and effect. The given explanation may reflect the responses which are about to be presented as the proper solution to the phenomenon. In this case, the *Response* stage which follows has a logical basis from the *Explanation* stage.

c) Response

Following Jordan's explanation (1984), this stage presents any matters or actions which are necessary to overcome, reduce, avoid, or prevent the problems. The recommended response toward the problematic phenomena can be either partially or completely based on the given explanation of why or how the phenomena happen. To some extent, the given response may not be necessarily effective to solve the phenomena. Therefore, another response can follow. Thus, this stage can be recurrent (as in EC11S10 and EC11S11) since it depends on how effective or efficient the given response is to solve the problematic phenomena. Following Hoey's argument in his elaboration of problem-solution pattern (2001), this stage is more appropriately labelled as *Response* rather than *Solution*. All of the unfolded responses which are found in the corpus, are in the form of policies made by the governments either in the level of towns, cities, or countries.

These following excerpts exemplify how this genre is logically constructed on the basis of problematic phenomena with the structure: *Phenomenon Identification ^ (Explanation) ^ Responses*. In EC11S10, the optional stage of *Explanation* clearly emerges as causality-based explanation from which *Response* to the problem is generated.

Excerpt 40: EC11S11

Responsive Explanation	Congested Roads
Phenomenon Identification	Roads can be either public goods or common resources. If a road is not congested, then one person's use does not affect anyone else. In this case, use is not rival in consumption, and the road is a public good. **Yet if a road is congested, then use of that road yields a negative externality. When one person drives on the road, it becomes more**

	crowded, and other people must drive more slowly. In this case, the road is a common resource.
Response 1 Response toward the problematic phenomenon	**One way for the government to address the problem of road congestion is to charge drivers a toll**. A toll is, in essence, a corrective tax on the externality of congestion. Sometimes, as in the case of local roads, tolls are not a practical solution because the cost of collecting them is too high. But the city of London has found increasing tolls to be a very effective way to reduce congestion, and as the accompanying In The News box discusses, a similar plan is being considered for New York City.
Response 2 Another solution on the basis of the given explanation	Sometimes congestion is a problem only at certain times of day. If a bridge is heavily traveled only during rush hour, for instance, the congestion externality is largest during this time. **The efficient way to deal with these externalities is to charge higher tolls during rush hour. This toll would provide an incentive for drivers to alter their schedules, reducing traffic when congestion is greatest.**
Response 3 An Alternative solving policy	**Another policy that responds to the problem of road congestion**, discussed in a case study in the previous chapter, **is the tax on gasoline. Gasoline is a complementary good to driving: An increase in the price of gasoline tends to reduce the quantity of driving demanded. Therefore, a gasoline tax reduces road congestion**. A gasoline tax, however, is an imperfect solution, because it affects other decisions besides the amount of driving on congested roads. For example, the gasoline tax discourages driving on uncongested roads, even though there is no congestion externality for these roads.

Excerpt 41: EC11S10

Responsive Explanation Phenomenon Identification Contextual information is presented in which a problematic phenomenon emerges	**The Tragedy of the Commons** Consider life in a small medieval town. Of the many economic activities that take place in the town, one of the most important is raising sheep. Many of the town's families own flocks of sheep and support themselves by selling the sheep's wool, which is used to make clothing. As our story begins, the sheep spend much of their time grazing on the land surrounding the town, called the Town Common. No family owns the land. Instead, the town residents own the land collectively, and all the residents are allowed to graze their sheep on it. Collective ownership works well because land is plentiful. As long as everyone can get all the good grazing land they want, the Town Common is not rival in consumption, and allowing residents' sheep to graze for free causes no problems. Everyone in town is happy. As the years pass, the population of the town grows, and so does the number of sheep grazing on the Town Common. With a

	growing number of sheep and a fixed amount of land, **the land starts to lose its ability to replenish itself. Eventually, the land is grazed so heavily that it becomes barren**. **With no grass left on the Town Common, raising sheep is impossible, and the town's once prosperous wool industry disappears. Many families lose their source of livelihood.**
Explanation	**What causes the tragedy? Why do the shepherds allow the sheep population to grow so large that it destroys the Town Common? The reason is that social and private incentives differ**. Avoiding the destruction of the grazing land depends on the collective action of the shepherds. If the shepherds acted together, they could reduce the sheep population to a size that the Town Common can support. Yet no single family has an incentive to reduce the size of its own flock because each flock represents only a small part of the problem. **In essence, the Tragedy of the Commons arises because of an externality**. When one family's flock grazes on the common land, it reduces the quality of the land available for other families. Because people neglect this negative externality when deciding how many sheep to own, the result is an excessive number of sheep.
Response 1 = solution is offered on the basis of the given explanation of why the problem happens	If the tragedy had been foreseen, **the town could have solved the problem in various ways**. **It could have regulated the number of sheep in each family's flock, internalized the externality by taxing sheep, or auctioned off a limited number of sheep-grazing permits**. That is, the medieval town could have dealt with the problem of overgrazing in the way that modern society deals with the problem of pollution.
Response 2 Alternative solution is presented	**In the case of land, however, there is a simpler solution**. **The town can divide the land among town families. Each family can enclose its parcel of land with a fence and then protect it from excessive grazing.** In this way, the land becomes a private good rather than a common resource. This outcome in fact occurred during the enclosure movement in England in the 17th century.
Conclusion Withdrawing the lesson from the given situation	**The Tragedy of the Commons is a story with a general lesson**: When one person uses a common resource, he or she diminishes other people's enjoyment of it. Because of this negative externality, common resources tend to be used excessively. The government can solve the problem by using regulation or taxes to reduce consumption of the common resource. Alternatively, the government can sometimes turn the common resource into a private good. **This lesson has been known** for thousands of years. The ancient Greek philosopher Aristotle pointed out the problem with common resources: "What is common to many is taken least care of, for all men have greater regard for what is their own than for what they possess in common with others.

According to the interviewed Economics specialist informant in the university where this present textbook is used, this problem-solving pattern is also recognized in Management Science. PDCA (Plan, Do, Check, Act) is one crucial approach in problem solving. To identify and characterize risks are the initial step, Plan, in the risk management. Risks can be referred to as uncertain situations or events which cause disadvantages. This step turns out to be identical to the first stage in this genre: *Phenomenon Identification* where problems (congested roads in EC11S10) and threats (the land grazing in EC11S11, the excessive fishing and whaling in EC11S11, and the elephants hunting for their ivories in EC11S12) are identified and introduced to the readers. The interviewed teacher continues that after the problems are identified, the sources or the key causes of the problems have also to be investigated. The next stage, *Explanation*, could be important step involved in the Plan. Based on the above explanations, this newly derived genre could be concluded as important genre in both Economics and Management Science for it has ability to present problem solving features through written language.

4.3 Research Question 3: What are the Similarities and Differences of the Genres and their Generic Structures Found in the English language Textbook of Islamic Economics and those of Economics?

The comparison and contrast of the two textbooks under investigation reveal that they possess both similarities and differences. The commonalities and distinctions between the two textbooks will be presented based on the generated findings from the two levels of analysis which are carried out in the present study: the genre level and the

stage level. Table 4.7 sums up the overall genres and their most structures found in both

of the Islamic Economics and Economics textbooks and they are arranged from the

highest to the lowest frequency.

Table 4.7 Comparison and Contrast of the Overall Genres and the Structures Found in both of the English Language Textbook of Islamic Economics and that of in the Textbook of Economics

	Islamic Economics			Economics		
No	Genres	Generic/Potential Structures	%	Genres	Generic/Potential Structures	%
1	Descriptive Report	*Classification ^ Descriptions*	15.3	Causal Explanation	*Phenomenon Identification ^ Explanations*	23
2	Factorial Explanation	*Phenomenon Identification ^ Factors*	9	Conditional Explanation	*Phenomenon Identification ^ Conditions*	15.5
3	Biography	*Person Identification ^ Episodes ^ (Evaluation)*	9	Descriptive Report	*Classification ^ Descriptions*	15
4	Classifying Report	*Classification ^ Types*	8.3	Consequential Explanation	*Input ^ Consequences ^ (Reinforcement of Consequences)*	9
5	Exposition	*(Background) ^ Thesis ^ Arguments ^ Reinforcement of Thesis*	8.3	Exposition	*(Background) ^ Thesis ^ Arguments ^ (Reinforcement of Thesis)*	6.5
6	Historical Report	*Identification ^ Descriptions*	8	Preview	*Background ^ Overviews ^ Previewing Details*	5
7	Book Review	*Book Identification ^ Context ^ Text Descriptions ^ Text Judgement*	6	Discussion	*Background ^ Issue ^ Perspectives*	5
8	Historical Categorizing Report	*(Background) ^ Categorization ^ Categories ^ (Deduction/Conclusion)*	6	Responsive Explanation	*Phenomenon Identification ^ (Explanation) ^ Responses*	4.4
9	Consequential Explanation	*Input ^ Consequences*	3.6	Factorial Explanation	*Phenomenon Identification ^ Factors*	4.1
10	Historical Recount	*Background ^ Record of Events ^ (Deduction)*	3.3	Classifying Report	*Classification ^ Types*	3.4

Table 4.7 Comparison and Contrast of the Overall Genres and the Structures Found in both of the English Language Textbook of Islamic Economics and that of in the Textbook of Economics (Cont.)

	Islamic Economics			Economics		
No	Genres	Generic/Potential Structures	%	Genres	Generic/Potential Structures	%
11	Historical Account	*Background ^ Account Sequence ^ (Deduction)*	3.3	Comparative Report	*Classification ^ Descriptions*	3
12	Conditional Explanation	*Phenomenon Identification ^ Conditions*	3.3	Theoretical Explanation	*Statement of Theory ^ Elaborations*	1.3
13	Discussion	*(Background) ^ Issue ^ Perspectives*	2.3	Challenge	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*	1
14	Historical Movement Studies	*(Background) ^ Movement Identification ^ Movement Descriptions ^ Evaluation*	2.3	Compositional Report	*Classification ^ Components*	0.3
15	Period Studies	*Period Identification ^ Period Descriptions*	2	Sequential Explanation	*Phenomenon Identification ^ Explanations*	0.3
16	Challenge	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*	2	Systemic Explanation	*Phenomenon Identification ^ Explanations*	0.3
17	Causal Explanation	*Phenomenon Identification ^ Explanations*	1.7	Historical Account	*Background ^ Account Sequence ^ Deduction*	0.3
18	Compositional Historical Period Studies	*(Background) ^ Period Division ^ Periods*	1.3			
19	Compositional Report	*Classification^ Components*	1			
20	Comparative Report	*Classification^ Descriptions*	1			
21	Gradual Explanation	*(Background) ^ Phenomenon Identification ^ Grades*	1			
22	Historical Comparative Report	*Categorization ^ Comparisons*	0.7			
23	Compositional Historical Site Studies	*Site Division ^ Site Elements*	0.7			
24	Theoretical Explanation	*Statement of Theory ^ Elaborations*	0.7			
25	Historical Site Studies	*Site Identification ^ Site Descriptions*	0.3			

4.3.1 The Similarities of the Genres and their Generic Structures Unfolded in the Textbook of Islamic Economics and those of Economics

There are several commonalities between the two textbooks in terms of the genres and the structures unfolded. First, in both of the textbooks, Report genres are quite frequently used. The data show that Descriptive Report genre is found to be quite favored within both of the textbooks. The dominance of this genre in both Economics is in agreement with the Sydney School's claim that Report genres are the major genres in science textbooks (Martin, 1990, and Shea, 1988 cited in Veel, 1997). This finding is also supported by Samuel (1990) that language is utilized by scholars for the purpose of describing the economies. Therefore, regardless of the ideological orientation difference of the two Economics, they are considered similar for they belong to the same discipline under social sciences.

Second, Argument genres seem to be quite favored in both of Islamic Economics and Economics textbooks with similar percentage, 12-13 %. Quite surprisingly, Exposition genre has identical number of occurrences within the two textbooks. The existence of these Argument genres (Exposition, Discussion, and Challenge) in both textbooks seems to indicate they emphasize the importance of being critical. The notion of being critical can be referred to as not necessarily accepting any information or fact provided by the resources without verifying or examining its falsifiability, accuracy, or reliability. Thus, it is crucial for the students to adopt this critical way as an important technique in reading.

Third, extra stages are found and scattered around and across the genres within both of the textbooks. These new stages can be considered new in many cases of

occurrence since they are not or barely not recognized in the analysis frameworks. The

following table sums up the whole extra stages along with their functions. All of the

stages, except *Background*, are found as the last ones to put the genres to an end.

Table 4.9 Extra Stages Found Across the Genres and their Functions within the Textbooks of Islamic Economics and Economics

No.	Stages	Function
1	**Background**	To give factual, contextual information, such as common-sense knowledge, historical information which could be ideological, logical, etc.
2	**Evaluation**	To assess how effective, clear, the given ideas, choices, claims, variables, described points, phenomena, etc. The assessment can be positive or negative, or both.
3	**Significance**	To show the importance of the given phenomena, persons, theories, assumptions, etc.
4	**Reinforcement**	To emphasize the effectiveness of the factors, phenomena, etc.
5	**Implication**	To present any potential consequences which could happen in the future.
6	**Summary**	To sum up or briefly restate the given explanations, descriptions, ideas, etc.
7	**Conclusion**	To withdraw important lessons from the given explanations, ideas, descriptions, etc.
8	**Deduction**	To give significant meaning by withdrawing the historical importance of key events in relation to how the events significantly affected other events or their surrounding areas.

The presence of these new stages in both textbooks could indicate that both

of them have similar function as a means of achievement of a key pedagogical goal

which is to promote critical thinking to the students of the discipline. This critical

method of thinking requires that the students practice how to read in a critical way.

Critical thinking is defined as "the art of analyzing and evaluating thinking with a view

to improving it" (Paul and Elder, 2006: p.4) Following Paul and Elder's claim (2002)

of the so-called the fundamental intellectual standard, these stages present the intellectual standard. They also state that Evaluation and Significance are two of many intellectual standards that people use in many facets of their life.

4.3.2 The Differences of the Genres and their Generic Structures Unfolded in the Textbook of Islamic Economics and those of Economics

The results of the analysis show that several differences appear between the textbook of Islamic Economics and that of Economics. Firstly, in the textbook of Islamic Economics, the most dominant genre is History genres with more than one third of the overall genres unfolded. The dominance of these genres can be understood for the textbook under the analytical deconstruction contains historical features, such as the purposes, perspectives, chronicles, etc. The key purpose of the textbook is clearly stated by the authors in the preface section. El-Ashker and Wilson (2006) mention that

> This study intends to link the past with the present, in preparation for the future. The remit covers the development of Muslim economic thought from the emergence of Islam, long before economics became a separate discipline. Concern with economic issues predates the development of the analytical tools associated with contemporary economics, and these concerns were evident in the writings of the early Muslim jurists. (p.xi)

This historical approach in studying Economics on the basis of Islam ideology could be explained in relation to Foucault's approach (1972) in his influential ideas of the archaeology of knowledge. Through the archaeology approach, the authors of the present textbook seem to attempt to investigate and disclose the discursive formations of the objects of the Islamic Economics and also present to the readers the comparison or the changes of the epistemology within the field from one historical period to another. For example, the distribution of *Ghanimah* (the conquered lands) was differently treated from his predecessor (the Prophet) during the period of Caliph Umar.

This is one of Caliph Umar's many breakthroughs. His originality in Economic thinking led him to be known as an innovator Caliph (leader).

Contrarily, Explanation genres are the most dominant ones in the Economics one. Their dominance may show these genres are central important tools to account for the results of constant observations, investigations, and analysis of the key events by the economists through written language. The economic events under scrutiny are unfolded to figure out how and why the events happen. Explanation genres are also found in Islamic Economics yet the percentage is less than one fifth of the overall ones. The difference of the finding might be due to the different ideological orientations and disciplinary resources of both Economics.

Although the Explanation genres are not the dominant ones in the present Islamic Economics, they are not the least one either. Their occurrence makes up approximately one fifth of the total genres. This could indicate that this genre family is also necessary in Islamic Economics discourse. Following Hempel's covering law model of explanation in science (Hempel, 1965 cited in Okasha, 2002), the prevalent stage within the genres, *Phenomenon Identification*, can also be termed as *Explanandum* since it mentions the things to be explained whereas the popular *Explanation* stage can also be referred to as *Explanans* due to the presentation of particular facts and general laws which form the account of explanation of the phenomena. Therefore, it can be said that Hempel's model and the generic structure of explanation genres share similarities. Given that Hempel's covering law model is frequently found to fit many scientific explanations (Okasha, 2002), it can be claimed that the generic structure of Explanation genre seems to be applicable to a wide range

of the accounts of explanations in many disciplines, including in the discipline of Islamic Economics.

Secondly, several new genres under History genres are found in the Islamic Economics textbook. There are six newly derived History genres: Historical Categorizing Report, Historical Movement Studies, Compositional Historical Period Studies, Historical Comparative Report, and Compositional Historical Site Studies. Almost one third of the History genres unfolded are the new ones. The derivation of these new genres from the existing History ones in the analysis frameworks can strongly indicate the complexity and the width of epistemology, knowledge, themes, ideas, etc. within the discipline under investigation in higher education which is not or less found in the lower educational levels, such as primary and secondary education from which the analysis frameworks of the present study are used and derived. On the other hand, any new History genre is not found in its counterpart yet one new Explanation genre emerges which is Responsive Explanation. Its emergence seems to show students of Economics how critical thinking is practiced since the genre is problem-solving oriented.

The third distinction can be found in the presence of Response genre in Islamic Economics. Book Review as one typical Response genre occurs only in Islamic Economics genre. The existence of the reviewed important literature of Islamic Economics (through Book Review) along with the authors (in the Biography genre) in the given historical time long before the birth of its counterpart, modern Economic Science in 18th century, seems to be an indicator of the great novelty of the ideas of Islamic Economics scholars who had preempted the modern economic thoughts which

come later (El-Ashker and Wilson, 2006). The authors of Islamic Economics describe the Economics concepts, such as production, specialization, cooperation, money, etc. through historical approach by reviewing the works of the past scholars. The reviews of the scholars' works are simply a part of the big account of the Islamic history. These scholars were selected by the authors for their importance and contributions, such as Abu Yusuf (public finance), Al-Shaibani (earnings), etc. Therefore, this could indicate that one of the functions of this textbook is to serve as secondary resource within the Islamic Economics pedagogy. On the other hand, in its counterpart, the author of the Economics describes the economics concepts, principles, assumptions, and theories, through a first-hand account rather than second-hand account which perhaps causes Response genre is absent in the present Economics textbook. Cases, choices, examples, etc. are explained on causal basis through Explanation genres immediately by the author. Thus, this textbook can be considered as direct source both for teachers and students within Economics pedagogy.

Thus, both the Economics and Islamic Economics have a lot of common economic issues since those issues had actually been the main concerns of Economics scholars along with the birth of societies where any economic activities had happened. Yet, one of the fundamental differences of both Economics is the way how those issues should be responded on the basis of ideological orientation, paradigms of the discipline, or the agreed principles. To Islamic Economics scholars per se, the complexity of the economic issues is very crucial in terms of how they have to be responded strictly following the Islamic Law presented in historical ideological texts (Al-Qur'an and Al-Hadiths) as the foundation of Islamic Economics (El-Ashker and Wilson, 2006) since particular issues can be increasingly complex across the time. Besides, many economics

issues, which did not exist during the periods of the Prophet and the Four Caliphs (the key historical periods) turn out to occur in the modern time.

4.4 Summary

This chapter has reported and then discussed the results of the analysis of the genres and their configurations within the textbook of Islamic Economics and Economics respectively. Apart to this, the chapter also described not only the similarities of the given results but also their differences between the two textbooks. Then, the section continued to the discussion through various perspectives and in the broad level.

Chapter 5 will present and discuss the analysis results of Islamic Law and Law textbooks.

CHAPTER 5

RESULTS AND DISCUSSION OF GENRE CLASSIFICATIONS AND GENERIC STRUCTURES IN THE ENGLISH LANGUAGE TEXTBOOK OF ISLAMIC LAW AND THOSE IN THE ENGLISH LANGUAGE TEXTBOOK OF LAW

This chapter reports and discusses the analysis results of the genres and the generic structures in two textbooks under the major discipline of Law. Section 5.1 describes and discusses the unfolded genres along with their configurations in the textbook of Islamic Law. Then, the results of the deconstruction of the genres and their structures in the Law textbook are presented and discussed in Section 5.2. Finally, Section 5.3 describes and discusses the results of the commonalities and discrepancies between the textbooks of Islamic Law and Law dealing with the unfolded genres and their configurations.

5.1 Research Question 4: What are the Genres and the Generic Structures in the English Language Textbook of Islamic Law Used by Indonesian Students in the State Islamic University of North Sumatra, Indonesia?

The travel and tourism industry In this beginning section, the report of the analysis results of the genres along with their unfolded configurations in the Islamic Law textbook might not be followed by any significant explanations. Instead, the discussion will be presented in another section afterwards by combining any genres with similar characteristics based on their genre families. This separation could be necessary because the overall result in Table 5.1 shows that there is no single genre that is significantly dominant among the unfolded ones. The percentage difference, for example, between genre No.1 and the next one, or that of the genres by their rank is not significant either. Therefore, it is quite difficult to conclude that one has more dominance over the other. It is even more difficult to account for why the genres are as they are within the main Islamic legal corpus. Thus, the discussion will be conducted in a broader level (family level) rather than the genre level (genre by genre) so that any substantial explanations could be figured out.

5.1.1 Overall Genres Unfolded in the English Language Textbook of Islamic Law

Table 5.1 shows the overall result of the genres found across the chapters and sections which constitute the Islamic Law textbook as the data source of the present main study. The stages in bold refer to new stages.

Table 5.1 The Overall Genres Configured with the Most Generic Structures Unfolded in the English Language Textbook of Islamic Law

No	Genres	Generic Structures	Number	%	Coding
1	**Historical Report**	1) *Background ^ Identification ^ Description* 2) *Identification ^ Description 1^ Description 2* 3) *Identification ^ Description 1^ Description 2* 4) *Identification ^ Description 1^ Description 2* 5) *Identification ^ Description 1^ Description 2* 6) *Identification ^ Description 1^ Description 2* 7) *Identification ^ Description 1- Description 4 ^* **Significance (of the Circle)** 8) *Identification ^ Description 1- Description 3* 9) *Identification ^ Description 1- Description 5* 10) *Identification ^ Description 1- Description 3 ^* **Significance (of the Madrasa)** 11) *Identification ^ Description 1- Description 3* 12) *Identification ^ Description* 13) *Identification ^ Description 1- Description 3* 14) *Identification ^ Description 1^ Description 2* 15) *Identification ^ Description 1- Description 3* 16) *Identification ^ Description 1- Description 3* 17) *Identification ^ Description 1- Description 3* 18) *Identification ^ Description 1- Description 5 ^* **Summary** 19) *Identification ^ Description* 20) *Identification ^ Description 1- Description 5* 21) *Identification ^ Description 1- Description 5* 22) *Identification ^ Description 1^ Description 2* 23) *Identification ^ Description* 24) *Identification ^ Description* 25) *Identification ^ Description 1^ Description 2* 26) *Identification ^ Description 1^ Description 2* 27) *Identification ^ Description 1- Description 3* 28) *Identification ^ Description 1^ Description 2* 29) *Identification ^ Description*	29	24	1) ILC1S2 2) ILC2S6 3) ILC4S4 4) ILC4S5 5) ILC4S6 6) ILC4S7 7) ILC4S11 8) ILC4S12 9) ILC4S13 10) ILC4S14 11) ILC4S17 12) ILC4S20 13) ILC5S3 14) ILC5S6 15) ILC5S8 16) ILC5S9 17) ILC5S10 18) ILC5S12 19) ILC6S3 20) ILC6S4 21) ILC6S7 22) ILC7S5 23) ILC7S19 24) ILC9S10 25) ILC9S11 26) ILC9S13 27) ILC10S1 28) ILC10S2 29) ILC10S4
2	**Causal Explanation**	1) *Phenomenon Identification ^ Explanation* 2) *Phenomenon Identification ^ Explanation* 3) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 4) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 5) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 6) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 7) *Phenomenon Identification ^ Explanation 1- Explanation 3* 8) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 9) *Phenomenon Identification ^ Explanation* 10) *Phenomenon Identification ^ Explanation* 11) *Phenomenon Identification ^ Explanation* 12) *Phenomenon Identification ^ Explanation* 13) *Phenomenon Identification ^ Explanation* 14) *Phenomenon Identification ^ Explanation* 15) *Phenomenon Identification ^ Explanation 1- Explanation 5* 16) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 17) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 18) *Phenomenon Identification ^ Explanation*	22	18	1) ILC1S3 2) ILC2S8 3) ILC3S5 4) ILC3S6 5) ILC3S7 6) ILC4S8 7) ILC4S9 8) ILC4S10 9) ILC4S15 10) ILC4S19 11) ILC7S13 12) ILC7S14 13) ILC7S20 14) ILC8S2 15) ILC8S3 16) ILC8S5 17) ILC8S7 18) ILC9S9 19) ILC9S14 20) ILC9S15 21) ILC10S3 22) ILC10S5

Table 5.1 The Overall Genres Configured with the Most Generic Structures Unfolded in the English Language Textbook of Islamic Law (Cont.)

No	Genres	Generic Structures	Number	%	Coding
		19) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2*			23)
		20) *Phenomenon Identification ^ Explanation*			
		21) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2*			
		22) *Phenomenon Identification ^ Explanation 1- Explanation 3 ^* **Evaluation**			
3	**Historical Account**	1) *Background ^ Account Sequence*	16	13.2	1) ILC3S3
		2) *Background ^ Account Sequence ^ Deduction*			2) ILC6S9
		3) *Background ^ Account Sequence*			3) ILC6S10
		4) *Background ^ Account Sequence*			4) ILC7S1
		5) *Background ^ Account Sequence*			5) ILC7S4
		6) *Background ^ Account Sequence*			6) ILC7S7
		7) *Background ^ Account Sequence*			7) ILC7S8
		8) *Background ^ Account Sequence*			8) ILC7S9
		9) *Background ^ Account Sequence*			9) ILC7S10
		10) *Background ^ Account Sequence*			10) ILC7S11
		11) *Background ^ Account Sequence*			11) ILC7S15
		12) *Background ^ Account Sequence*			12) ILC7S16
		13) *Background ^ Account Sequence*			13) ILC7S17
		14) *Background ^ Account Sequence*			14) ILC7S18
		15) *Background ^ Account Sequence*			15) ILC9S6
		16) *Background ^ Account Sequence ^ Deduction*			16) ILC9S7
4	**Factorial Explanation**	1) *Phenomenon Identification ^ Factor 1 ^ Factor 2*	9	7.4	1) ILC2S7
		2) *Phenomenon Identification ^ Factor 1-Factor 3 ^* **Reinforcement (of the phenomenon and factors)**			2) ILC4S16
					3) ILC6S6
		3) *Phenomenon Identification ^ Factor 1- Factor 3*			4) ILC7S22
					5) ILC7S23
		4) *Phenomenon Identification ^ Factor 1 ^ Factor 2 ^* **Reinforcement (of the phenomenon)**			6) ILC7S24
					7) ILC8S4
					8) ILC8S8
		5) *Phenomenon Identification ^ Factor 1-Factor 4*			9) ILC9S12
		6) *Phenomenon Identification ^ Factor 1- Factor 3*			
		7) *Phenomenon Identification ^ Factor 1-Factor 4*			
		8) *Phenomenon Identification ^ Factor 1-Factor 4*			
		9) *Phenomenon Identification ^ Factor 1- Factor 3*			
5	**Descriptive Report**	1) *Classification ^ Description*	7	6	1) ILC1S1
		2) *Classification ^ Description 1 ^ Description 2*			2) ILC2S5
		3) *Classification ^ Description 1 - Description 3*			3) ILC2S11
		4) *Classification ^ Description 1 ^ Description 2*			4) ILC2S14
		5) **(Background)** *^ Classification ^ Description 1 ^ Description 2*			5) ILC3S1
		6) *Classification ^ Description 1 - Description 3*			6) ILC7S21
		7) *Classification ^ Description 1 ^ Description 2*			7) ILC9S5
6	**Preview**	1) *Previewing Details 1 ^ Previewing Details 2*	5	4.1	1) ILC4S1
		2) *Previewing Details 1 ^ Previewing Details 2*			2) ILC5S7
		3) *Background ^ Previewing Details*			3) ILC6S1
		4) *Overview ^ Previewing Details*			4) ILC8S1
		5) *Previewing Details*			5) ILC9S1

Table 5.1 The Overall Genres Configured with the Most Generic Structures Unfolded in the English Language Textbook of Islamic Law (Cont.)

No	Genres	Generic Structures	Number	%	Coding
7	**Classifying Report**	1) *Classification ^ Type 1-Type 6* 2) *Classification ^ Type 1-Type 3* 3) *Classification ^ Type 1-Type 3* 4) *Classification ^ Type 1-Type 4*	4	3.3	1) ILC2S9 2) ILC2S12 3) ILC2S13 4) ILC9S2
8	**Historical Comparative Report**	1) *Categorization ^ Comparison 1 - Comparison 3* 2) *Categorization ^ Comparison 1 - Comparison 4* 3) *Categorization ^ Comparison 1 ^ Comparison 2* 4) *Categorization ^ Comparison 1 ^ Comparison 2*	4	3.3	1) ILC1S5 2) ILC3S4 3) ILC4S2 4) ILC6S5
9	**Sequential Explanation**	1) *Phenomenon Identification ^ Explanation 1- Explanation 4* 2) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2* 3) *Phenomenon Identification ^ Explanation 1- Explanation 4* 4) *Phenomenon Identification ^ Explanation 1 ^ Explanation 2*	4	3.3	1) ILC4S3 2) ILC5S11 3) ILC7S2 4) ILC8S6
10	**Consequential Explanation**	1) *Input ^ Consequence 1 - Consequence 3* 2) *Input ^ Consequence 1 - Consequence 3* 3) *Input ^ Consequence 1 - Consequence 3 ^ Reinforcement* 4) *Input ^ Consequence 1 ^ Consequence 2*	4	3.3	1) ILC4S18 2) ILC6S8 3) ILC7S3 4) ILC7S12
11	**Exposition**	1) *Thesis ^ Argument* 2) *Thesis ^ Argument 1 ^ Argument 2* 3) *Thesis ^ Argument* 4) *Thesis ^ Argument 1 ^ Argument 2*	4	3.3	1) ILC5S2 2) ILC5S4 3) ILC5S5 4) ILC9S4
12	**Comparative Report**	1) *Classification ^ Description 1 ^ Description 2* 2) *Classification ^ Description 1 ^ Description 2* 3) *Classification ^ Description 1 ^ Description 2*	3	2.5	1) ILC3S2 2) ILC5S1 3) ILC9S3
13	**Historical Categorizing Report**	1) *Categorization ^ Category 1- Category 4* 2) *Categorization ^ Category 1- Category 5*	2	1.6	1) ILC1S4 2) ILC3S8
14	**Conditional Explanation**	1) *Phenomenon Identification ^ Condition 1 ^ Condition 2* 2) *Phenomenon Identification ^ Condition 1 - Condition 3*	2	1.6	1) ILC2S3 2) ILC2S4
15	**Discussion**	1) *Issue ^ Perspective 1 ^ Perspective 2 ^ Position* 2) *Issue ^ Perspective 1 ^ Perspective 2*	2	1.6	1) ILC2S10 2) ILC6S2
16	**Theoretical Explanation**	*Statement of Theory ^ Elaboration 1 ^ Elaboration 2* *Statement of Theory ^ Elaboration 1 – Elaboration 4 ^ **Evaluation (of the Theory Application)***	2	1.6	ILC2S2 ILC9S8
17	**Challenge**	*Challenged Position ^ Rebuttal Argument ^ Anti-thesis*	1	0.8	ILC2S1
18	**Biography**	*Person Identification ^ Episode 1 ^ Episode 2*	1	0.8	ILC7S6
	Total of Occurrences		**121**		

Figure 5.1 displays the graphic of the total genres unfolded within the Islamic Law textbook according to their percentage of occurrence.

Figure 5.1 Summary of the Overall Genres Found in the Islamic Law Textbook

5.1.2 The Recognized Genres and their Generic Structures Found within the English Language Textbook of Islamic Law

The configurations of the following genres can be considered generic because they are identical to those presented in the analysis frameworks. Within the Islamic legal textbook, there are 16 genres across the four key genre families: Report, History, Explanation, and Argument. Table 5.2 sums up the whole list of the genres that occur with the commonly known structures.

Table 5.2 The Existing Genres Configured with the Most Generic Structures Unfolded in the English Language Textbook of Islamic Law

No.	Genres	Generic Structures
1	**Historical Report**	*Identification ^ Descriptions*
2	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
3	**Historical Account**	*Background ^ Account Sequence ^ (Deduction)*
4	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
5	**Descriptive Report**	*Classification ^ Descriptions*
6	**Classifying Report**	*Classification ^ Types*
7	**Sequential Explanation**	*Phenomenon Identification ^ Explanations*
8	**Consequential Explanation**	*Input ^ Consequences*
9	**Exposition**	*Thesis ^ Arguments*
10	**Comparative Report**	*Classification ^ Descriptions*
11	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
12	**Discussion**	*Issue ^ Perspectives ^ Position*
13	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
14	**Challenge**	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*
15	**Biography**	*Person Identification ^ Episodes*

5.1.2.1 Genre of Historical Report

This History genre is found to be the most frequent one among the genres within the present Islamic Law book. It encompasses 24% of the overall genres. The generic structure of this genre is similar to that proposed by Coffin (1997) which is shown in Excerpt 42: *Identification ^ Descriptions*. In using this Historical Report, it is clear that the author of the textbook uses historical facts, court records, observations by some historians, etc. as the basis of his reports. This might be indicated by but not limited to several linguistic features, such as *court records*, *legal convictions*, *fact*, *evidence*, *historian has found*, *some historians have observed*, etc. In addition to this, the use of simple past along with its time signals is also to show that the properties, activities, etc. of the subjects under report happened or existed in the old time rather than in the present.

Excerpt 42: ILC5S8

Historical Report	
Identification	Considering the unassailability over the centuries of these rights – which on balance availed women of property accumulation – it is not surprising that, <u>in the historical record</u>, unilateral divorce by the husband appears to be less common than **KHULᶜ, the contractual dissolution of marriage (where the wife surrenders some of her financial rights in exchange for divorce)**. The relative frequency of khulᶜ in Istanbul, Anatolia, Syria, Muslim Cyprus, Egypt and Palestine has been <u>duly noted by historians</u>. It is a phenomenon that explains – in this context – **three significant features of Muslim dissolution of marriage**.
Description 1	**First, while the husband could divorce unilaterally, there was also a "price" that he paid for this prerogative**. In other words, the average husband was constrained by hefty financial deterrents, coupled with legal and moral deterrents installed by the law as well.
Description 2	**Second**, **the husband's unilateral divorce in effect also amounted to a one-way transfer of property from the husband to the wife**, beyond and above all that he was – for the duration of the marriage – obliged to provide his wife by default. In fact, an important effect of this transfer was the fact that many repudiated women purchased the husband's share in the matrimonial house, funneling the divorce payment due to them toward such a purchase.
Description 3	**Third, khul', within the economic equation of Muslim marriages, was in a sense less of a depletion of the woman's property because the payment by the wife was usually the delayed dower her husband owed her, plus her waiting period allowance**. This was so typical that the juristic manuals reflected this practice as a normative doctrine. The point, however, remains that it was the very financial promise made by the groom that was used as the bargaining chip for khulᶜ.

The dominance of History genres in the textbook seems to be supported

by the interviewed legal specialist informant who asserted that history in law is of great

importance to be learned. He explained that as an entity or practice, law is very

important to be understood through its historical existence and historical consequences

since there is nothing in law comes up without any cause. He exemplified the absence

of death penalty in the modern law of United States of America is not without any

cause. Death penalty actually had ever been applied to particular crimes in the past yet

it never succeeded. Therefore, in the modern days, it is finally abolished. Thus, the reason why particular regulations are present or absent can only be learned through their historical causality.

5.1.2.2 Genre of Causal Explanation

Causal Explanation is found to be the second most frequent genre within the Islamic Law textbook. Its emergence covers 18% of all genres. Among the overall explanation genres within the textbook, this genre quite frequently comes up within the present legal corpus. It constitutes approximately more than half of them: 52.3%. This typical Explanation genre has an identical configuration to that presented in the analysis framework (Veel, 1997): *Phenomenon Identification ^ Explanation.*

Excerpt 43: ILC4S3

Causal Explanation	
Phenomenon Identification	Yet, this consideration was not the prime motive behind their seemingly auspicious acts. **Uppermost in their minds was their crucial (even desperate) need to find a group or an entity that could represent their rule to the masses and represent the masses before their rule**. If the latter part of the equation was important, it was so because it served the imperatives of the former, which at the end of the day amounted to little more than an anxious search for legitimacy. **The question that inevitably arises here is: why this search?**
Explanation *On causal basis of why and how the phenomenon happened:* The absence of pervasive bureaucracies caused the loose of systemic control and the power relation of the pre-	The answer lies partly in the universal nature of pre-modern government, and partly in the specific circumstances of the Muslim context – in contradistinction, for instance, to those of China and Europe. Pre-modern governments typically exercised their power through small ruling elites, with a limited sphere of direct influence. As we noted earlier, they could not penetrate the societies they ruled, nor could they regulate the internal affairs of their subject populations. More importantly, **rulers failed to have systemic control over the societies** they governed because they lacked the mechanisms necessary to administer the smallest units of which these societies were made. This is another way of saying that **the pre-modern state lacked the bureaucratic organization that provided the tools for**

| modern state with its society. | **establishing particular relations of power**, relations that are the cornerstone of all modern political regimes. Once firmly rooted in a society, impersonal bureaucracy tends to replace personal rule. Unlike bureaucratic rule, therefore, pre-modern forms of governance depended upon personal loyalty rather than upon obedience to abstract, impersonal regulations.

The absence of pervasive bureaucracies from such pre-modern forms of governance meant that the ruler was navigating at the surface of the societies he ruled. Even if he had a staff that could be hierarchically deployed to reach the lowest social strata, loyalty to him progressively dissipated as it moved away from the center. In other words, **in the absence of the modern rule of bureaucracy** (with all its attendant props, including nationalism and surveillance), **the farther the pre-modern official found himself from the center of power, the less loyalty he had to the ruler**, and, **in turn, the more loyalty he had to the social group from which he hailed**. **Thus, the ruler could neither penetrate nor control or integrate these societies.** He merely sat atop a pyramid of "self-reliant" groups consisting of linguistic and religious communities, guilds, clans, village assemblies, city councils and literate elites whose internal ties of loyalty were unsurpassable, and whose daily lives were barely touched by whatever administrative machinery the ruler could muster. |
| --- | --- |

5.1.2.3 Genre of Historical Account

The third most common one within the present Islamic legal textbook is Historical Account. The frequency of this genre (13.3%) and its quite high emergence among the other History genres (34%) seem to indicate its previleged role. This could be because it has a complex mechanism which is not only to unfold the past happenings in the present time and chronicle them in a chronological order as in Historical Recount (Coffin, 2006) but also to uncover why the happenings emerged in that particular order and explain them in a causal relationship. Therefore, this genre seems to be more favoured than the other History genres as a meaning-making device of any important historical events.

The way how the genre is normally configured exactly follows the same mechanism as in Coffin (1997) where two obligatory stages: *Background ^ Account Sequence* are always found. In addition to this, the *Deduction* stage is found to be optional since its emergence is only two times in the main corpus: ILC6S9 and ILC9S7. Excerpt 44 shows how the passage is configured with the generic structure: *Background ^ Account ^ (Deduction)*. The bracket expresses that the stage inside of it is elective. This configuration is, therefore, consistent with Coffin (1997).

Excerpt 44: ILC9S7

Historical Account	Iran
Background Significant transformation in Law is the crucial event which is about to be chronicled	As noted in chapter 7, **significant changes to the Shariʿa did not take place until Reza Shah Pahlavi assumed power in 1925**. With the assistance of the British, and in a bid to centralize his rule, **the Shah** subdued the tribal chiefs (who nearly incapacitated the Qajars), and **embarked on a project of weakening the ulama and their institutions**. He confiscated their waqfs and placed their administration in the hands of the Ministry of Education. Any ulama retained as administrative or educational personnel were now paid by the government, depriving them of their traditional independence. This was a victory for the state that lagged behind its Ottoman counterpart by about three-quarters of a century.
Account Sequence A series of the key changes in Shari'a is chronicled in chronological basis. The changes are certainly on causal basis.	Very much in line with changes the Ottomans had long since effected, **the Pahlavi regime immediately introduced two new and important enactments: the Code of Judicial Organization and the Principles of Civil Procedure (both in 1927)**. A new state system of courts was thus established, with judges and prosecutors as civil servants. **In 1931, the Act of Marriage was promulgated**, implementing changes that reflected – as we saw in the previous chapter – the increased interest of the state in the reengineering of family life. **This Act was the result of preparatory work conducted by a commission composed of ulama and European-trained lawyers**. **The rest of the legislation on family law, including inheritance and gifts, was enacted in 1935**. **The years 1967 and 1975 witnessed two further waves of changes to family law**, the latter year having introduced the Family Protection Act, the hallmark of which was the abolishing of the husband's right to unilateral divorce. Needless to say, the sphere of family law was the only reserve of the Shariʿa, however thin it had become. To all intents and purposes, the rest of the law and legal system were of entirely Western inspiration, the French influence manifestly dominating.
Deduction	The monumental Iranian revolution of 1979 produced colossal political and conceptual ruptures, within Iran and outside it no less. Yet, **interestingly, the sphere of law, the supposed hallmark of the Islamic**

The event significance is withdrawn	**Republic, experienced a relatively small, indeed nominal, measure of Islamization for years after the Revolution took place.**

5.1.2.4 Genre of Factorial Explanation

The next genre found in the Islamic Law textbook is another typical Explanation genre: Factorial Explanation. This genre is found to have 7.4% occurrences of the whole genres. Commonly, its unfolded configuration within the present textbook follows Veel (1997) where two key obligatory stages always emerge; namely, *Phenomenon Identification,* introducing the key phenomenon, and *Factor*, elaborating various causes which lead the key phenomenon to happen. This stage is necessary to repeatedly come up several times because it is a number of causes rather than a single one which trigger the *Phenomenon* to happen. Excerpt 45 exemplifies how the stages are logically intertwined to make up the genre.

Excerpt 45: ILC8S1

Factorial Explanation	
Phenomenon Identification: Gender-based transformations	**These gender-based transformations were made possible by several factors that combined to produce multiple effects** in different sites, effects that invariably served to increase the subordination of women.
Factor 1: The collapse of the local markets	**One of the crucial factors was the collapse during the nineteenth century of local markets in most countries of the Muslim world**, a far-reaching phenomenon causally linked to the European domination of the newly created open markets in these countries. Integral to this economic transformation, which led to the rise of alternative modes of economic production, was the disappearance of the home economy (involving, inter alia, weaving and spinning), in which women had not only played a crucial role, but also, through their economic performance, benefited from the financial independence that this afforded.
Factor 2: The rise of new elite groups	**A second factor was the rise of new political, legal, economic and bureaucratic elites** that were either essential to building the new state system or subordinated to its structures. Taking as their model late nineteenth-century Europe – which had barely begun to grant its 124 An Introduction to Islamic Law women the right to full personhood (be it in terms of suffrage or owning property in marriage) – the new

Factor 3: Importation of European systems and philosophies of education	Muslim elites (almost exclusively male) filled the gaps in the changing structures of power through mimesis. **Third, and arising from the second factor, was the importation by the new national elite of European systems and philosophies of education** which assigned to women the role of raising the national citizen of the future. Women, important and sublime as their role was in manufacturing the successful and productive nation, were nonetheless expected to stay at home, with their children.
Factor 4: The rise of a new and anomic psycho-social order	**Yet another factor** enhancing this prejudicial transformation **was the gradual rise of a new and anomic psycho-social order**, one that grew concomitantly with the continual reduction of the extended family and the simultaneous increase in the prominence of the nuclear family. That this socio-familial transformation – to which we shall return later – was due to the changing modes of economic production is clear, but what has not been sufficiently taken into account is the dialectical relationship between these social and economic transformations and the new notion of individualism. While the incomes of extended family members largely belonged to an indistinguishable fiscal pool that was often perceived as group-owned and that consisted of goods and commodities along with cash, in the emerging nuclear family, and because of the rise of a massive bureaucratic elite, the man's salaried income was an individualized act of remuneration, an income earned through a narrowly defined job in which no other family member took part. An increasing sense of individualism, combined with a male-oriented national state, a new male-oriented economy and bureaucracy, and a wholesale collapse of the domestic economies that had been the exclusive domain of women, all combined to produce legal codes and legal cultures that, under the banner of modernity, tended to subordinate women rather than liberate them.

5.1.2.5 Genre of Descriptive Report

This typical Report genre, in the Islamic Law textbook, encompasses 6% of the whole genres. This seems to indicate that the genre is less favoured by the author of the textbook because most of the entities under observation (apparatus, concepts, regulations, practices, etc.) came into being in the old time rather than in the present. Even perhaps, only several of them continue to exist until the modern days. One of them is the Legal Schools as presented in ILC3S1 that still exist and are even pervasive

and tightly upholded as the crucial *Madhhab* of the current Islamic legal practices (*Fiqh*) by any Muslim all over the world.

Four most prominent Fiqh scholars are considered to have many important and original contributions to the study of Fiqh or Islamic Jurisprudence and its development. They invented the legal schools of thought or the so-called Madhhab. The four scholars were known as great worship leaders (*Imam*) who had many disciples and followers: Imam Malik invented Maliki Madhhab; Imam Hanafi is the founder of Hanafi Maddhab, Imam As-Syafi'i with Syafi'i Madhhab, and Imam Hanbali with Hanbali Maddhab, respectively (Rabb, 2009; Hussin, 2014). These four legal schools have their own followers who spread all around the world but then they are predominant in different parts of the world. Maliki Madhhab's followers are predominant in North and West Africa; the Hanafi's followers in South and Central Asia; the Shafi'i in Southeast Asia, East Africa, and Lower Egypt; and the Hanbali in North and Central Arabia. Given its predominance of the Madhhab and their followers in different parts of Muslim world, the Islamic practices and the characteristics of the Muslims could be different from one country to another. However, Madhhab might not be the only variable that transformed any Muslims or Muslim countries with their Islamic practices to be unique across place and even across time because the other variable(s) might also need to be taken into account, such as the cultural penetration and also the nature of the people.

Regardless of its low percentage within the present textbook, the most configuration of this genre is entirely consistent with Martin and Rose (2008): *Classification ^ Description*. The *Description* stage is usually found to repeatedly

emerge. How the passage is constructed based on the given generic structure is exhibited in Excerpt 46.

Excerpt 46: ILC3S1

Descriptive Report	The Legal Schools
Classification Madhhab is the key subject to be described	One of the most important features of the Shariʿa and indeed of Islam as a whole is the pervasive role of the doctrinal legal schools. In Sunni Islam, these schools were four: the HANAFI, MALIKI, SHAFIʿI and HANBALI, named after the four MASTER-JURISTS who were assumed to be their founders. (It is worthwhile noting that these schools are entirely different from, and share no characteristics with, the law schools in our universities nowadays.) **The Arabic word for the legal school is MADHHAB, a term that has several meanings**, all of which are interconnected. Generally, the word means that which is followed and, more speci*fi*cally, the opinion or idea that one chooses to adopt; hence, a particular opinion of a jurist. Historically, this meaning of the term is of early provenance, probably dating back to the end of the seventh century, but certainly to the middle of the eighth. By the early ninth century, its use had become common. **The term madhhab is associated with three other meanings** that have emerged out of, and subsequent to, this basic usage, and which reflected the formation of schools.
Description 1 1st meaning of maddhab is described and exemplified	**The first of these meanings is a principle defining the conceptual juristic boundaries of a set of cases**. For example, an assumption of the Hana*fi*s is that misappropriation, in order to obtain, must involve the unlawful removal of property from its original place, where it had been in the possession of the owner. The Hanbalis, on the other hand, de*fi*ne misappropriation as mere seizure of property, whether or not it is removed from its original place of ownership. Thus, taking possession of a rug by sitting on it (without removing it) is considered misappropriation by the Hanbalis, but not by the Hana*fi*s. In terms of recovery of damages, this basic difference in de*fi*nition contributed to generating signi*fi*cant differences between the two schools. Whereas the Hanbalis make the wrongdoer liable to the original owner for all growth of, and proceeds from, the misappropriated object, the Hana*fi*s place severe restrictions on the ability of the owner to recover his accruing rights. The reasoning here is that the growth or proceeds of the misappropriated property were not yet in existence when the property was "removed" from the hands of the rightful owner, and since they were not in existence, no liability on the part of the wrongdoer is deemed to arise. This example illustrates a central meaning of the term madhhab as a legal doctrine concerning a group of cases – in this instance cases pertaining to the recovery of damages – which are subsumed

	under a larger principle. And it is in this sense that it can be said that one school's doctrine differs, sometimes significantly, from another's.
Description 2 & **Description 3** 2ⁿᵈ and 3ʳᵈ meanings of maddhab are different from one to another	**The second meaning of madhhab** is a jurist's individual opinion when this enjoys the highest authority in the school, **as distinct from the third associated sense of madhhab** where it is used to refer to a group of jurists who are loyal to an integral and, most importantly, collective legal doctrine attributed to a master-jurist from whom the school is known to have acquired particular, distinctive characteristics. Thus, after the formation of the schools, jurists began to be characterized as Hanafi, Maliki, Shafiʿi or Hanbali, as determined by their doctrinal (not personal) loyalty to one school or another. This doctrinal loyalty, it must be emphasized, is to a cumulative body of doctrine constructed by generations of leading jurists, which is to say, conversely, that loyalty is not extended to the individual doctrine of a single master-jurist. By the middle of the tenth century, or shortly thereafter, these meanings were all present, which is to say that by this time the legal schools had come into full maturity.

5.1.2.6 Genre of Classifying Report

The next genre unfolded in the present legal textbook is another kind of Report genre: Classifying report. This genre is to sub-classify a number of things or phenomena on the basis of a set of criteria (Martin and Rose, 2008). The way how this typical report is logically constructed within the present legal corpus has similar mechanism to Martin and Rose (2008) where the two important stages: *Classification* and *Types* are intertwined to report the classification and the descriptions of the entities. This genre is discovered to make up 3.3% of the total genres.

Excerpt 47: ILC9S2

Classifying Report	
Classification	To produce a manageable account of legal developments since the 1970s, a number of assumptions have been made about the *"actors"* involved. I take it as a reasonably valid proposition that **there are four major actors on the legal scene who are not always neatly distinguished from one**

	another, namely, the state, the _"secular"_ modernists, the ulama and the Islamists.
Type 1: State	**The state** – the most overpowering project of modernity – has therefore come to the Muslim world to stay, in effect creating this most fundamental dilemma for Muslims around the world: if Islamic law governed society and state for over twelve centuries, and if the rule of law had a significance beyond and above the modern state's concept of such rule, then how is that sacred law accommodated by the irretrievable fact of the state, in effect the maker of all laws? This is the question that permeates the fabric of all the discourse and practice of politics and law in today's Muslim world.
Type 2: Secularist	**The second actor is the camp commonly described as secularist modernist**, a significant camp during the 1940s and 1950s, though it slowly declined over the next three decades, becoming something of a minority after the early 1990s. Whatever strength it could garner since the 1990s appears to have stemmed from its association with the state, whose tendencies, generally speaking, have all along been on secular lines (with the obvious exception of such countries as Saudi Arabia and, later, Iran).
Type 3: Ulama	**Marginally stronger than the secularists** (at least until recently) **are the ulama** who, as a rule, survive as pockets in various Muslim countries, but not by any means in all of them. South East Asia, Pakistan, Iran and Egypt represent more prominent sites of ulama strength, Iran especially, where they have been commanding the state since 1979. In Saudi Arabia they constitute a powerful actor in domestic politics and especially in the legal system. Yet, thus far, in no Sunni country has the Iranian experiment of almost exclusive ulama rule been replicated. In Egypt and Pakistan, as we shall see presently, the ulama play a not inconsiderable role versus the state, at times standing in tension with it, at others in accommodation.
Type 4: Islamist camp	**The latest but by far the most significant actor is the Islamist camp**, distinguishing itself from the ulama. **The Islamists** since the 1980s have come to represent an influential and pervasive camp, stretching across the entire Muslim world, and spanning the whole gamut of the social and economic orders. Generally speaking, **they are not trained** in traditional disciplines, nor (in part as a consequence) do they read the classical sources with the same perspective as the ulama. **They are trained** in a wide variety of modern technical disciplines, ranging from engineering and medicine to accounting, business and teaching in "secular" schools. Those of the Islamists who discourse on matters religious and legal seem willing to employ any modern interpretive amalgam. The interpretive methods they employ – what they say, how they say it and why – are of complex hybridity. They are not bound by an established or a given reading of the Quran and the Prophetic Sunna, as the ulama generally are. Their interpretive techniques with respect to these sources can invoke a wide range of principles ranging from the social to the natural sciences.

5.1.2.7 Genre of Sequential Explanation

Unlike its counterpart, Causal Explanation, that has higher percentage of occurance, this another type of Explanation turns out to have rare frequency of occurrence within the given law book. Its occurrence is 3.3% of all the genres. Among the Explanation genres, it encompasses 10%. Nevertheless, the unfolded structure of this genre is identical to the structure in the framework (Veel, 1997) in the way that the two important stages mainly arrange the text: *Phenomenon Identification* and *Explanation*. The *Explanation* is also found to repeatedly occur since it necessarily explicates the chronological steps of the key events that happened. The passage below exhibits how the genre is built up on the sequential basis with a particular logical configuration: *Phenomenon Identification ^ Explanation 1 ^ Explanation 2 ^ Explanation 3*.

Excerpt 48: ILC7S1

Sequential Explanation	
Phenomenon Identification: translation of classical Islamic legal texts into English led to the codification of Islamic Law. This was conducted through several phases.	Hastings was impressed by Jones' proposal. **Before long, he commissioned the translation of a handful of classical Islamic legal texts into English**, the immediate purpose of which was to make Islamic law directly accessible to British judges who deeply mistrusted the native Muslim legists advising them on points of law. Furthermore, the British thought that reliance on these few texts would reduce the likelihood of juristic disagreement, for them the source of much detested legal pluralism. The texts were concise enough to qualify as codes. As it happened, **these translations largely succeeded in codifying Islamic law – for the first time in its history**. Through this act of translation (and codification), the texts were also severed from their Arabicate interpretive and commentarial tradition, which meant that they ceased to function in the way they had done until then. **There were at least three dimensions to this process.**
Explanation 1	**First,** through this act, **the British in effect disposed of the Muslim jurists and *mufti*s who had served in the system and who were its backbone**.
Explanation 2	**Second, Islamic law was slowly transformed into a state law**, where the legal and judicial independence of the socially grounded legal

	profession was displaced by the corporate and extra-social agency of the modern state.
Explanation 3	And **third, the law was simultaneously being changed to resemble, if not to be, English law.**

5.1.2.8 Genre of Consequential Explanation

This genre comprises 3.3 % of all the unfolded genres in the given corpus. This genre is mostly configured by the two obligatory stages presented in the analysis framework (Coffin, 1997): *Input* and *Consequences.* This genre presents an opposite pattern of construction to that in Factorial Explanation (see ILC8S1). In the first genre, the key single cause is introduced in the first place. Then, various effects come to follow. On the other hand, in the latter, the effect, which is single, comes first. Then, the multiple causes follow. Excerpt 49 exemplifies how the stages are logically configured together to form the genre.

Excerpt 49: ILC6S8

Consequential Explanation	
Input: Hanafism was adopted as the official law which caused several effects both directly and indirectly.	We have already said that one of the central changes effected by the Ottomans was **their adoption of the Hanafi school as the official law of the Empire**. The other schools never vanished, of course, and they retained followers – albeit decreasingly – in the population as well as in the judiciary.
Consequence 1: Direct effect of the Hanafism adoption: the the appointed judicial and government apparatus were Hanafis	**The farther a province lay from Istanbul, and the less strategic it was, the less** influenced it was by this policy. But provinces and regions adjacent to the capital were affected significantly. **Every major city or provincial capital in the Empire was headed by a Hanafi *qadi al-qudat*, a chief justice**, who appointed deputies in several quarters of the city as well as throughout the province (appointment of such deputy-judges by the chief *qadi* of the city or region was a common practice). Some of these deputy-judges were non-Hanafis who held court in neighborhoods and large villages whose inhabitants were either Shafi ʿi, Hanbali or Maliki. **But the official system and government apparatus were Hanafi to the core**, and any advancement in a government legal career (under the Ottomans the most prestigious and powerful of all legal arenas) presupposed Hanafi legal education as well as membership in the

	Hanafi school. If the chief *qadi*s appointed from Istanbul were all Hanafi, it was because the legists who ran the judiciary were products of the exclusively Hanafi royal *madrasa*s of Istanbul. And in order to rise to the highest levels of judicial and government careers, they had to stay Hanafi through and through.
Consequence 2: Indirect effect of the adoption: massive shift of the non-Hanafis to the Hanafis for sake of career	**The effects of this policy were clear: the legal profession, law students and legists of non-Hana*fi* persuasion were encouraged to, and indeed did, migrate to the Hana*fi* school in search of career opportunities.** For instance, in Greater Syria, the majority of the population in general and the population of the legists in particular were Shafiʿis at the time of the Ottoman conquests in 1516–17, whereas by the end of the nineteenth century only a tiny minority of Shafiʿis remained in that region, the rest having become Hanafis. Such effects constituted the culmination of a deliberate effort to create uniformity in the subject populations, and to streamline the administration of justice throughout the Empire if possible, but certainly throughout each of its main provinces. The age of uniformity had begun, in the Ottoman Empire no less than in Europe. Uniformity, in other words, entailed low costs of governing, management and control, for, after all, economic efficiency in domination was a desideratum of any form of rule.
Consequence 3 Indirect effect: the Arab legists were marginalized and became inferior to the Turk elites.	**An indirect effect of adopting Hanafism as the official school of the Empire was the considerable marginalization of legists from the Arabic speaking provinces**, for they had little, if any, role to play in the administrative bureaucracy centered in Istanbul. The same appears to have been true of the Balkans. Not only were the high-ranking administrators in the capital all "Turks" (known as Rum), raised by the Istanbul elites and educated in the royal madrasas of the same city, but so was virtually every chief qadi appointed to run the judicial affairs of the Arab provinces, including Syria and Egypt. Syrian and Egyptian muftis and qadis received their education locally, particularly in Egypt. These muftis, while enjoying local prestige by virtue of their erudition and religious–social standing, remained outside the pale of officialdom, just as the locally trained qadis could aspire to no higher position than that of deputy-qadi under the "Turkish" chief justice.

5.1.2.9 Genre of Exposition

This genre is the first typical Argument genre which comes up within the present Islamic legal corpus. Its emergence seems rare enough: 3.3%. Regardless of its infrequency, the pattern of its construction is quite identical to the given

framework (Coffin, 2006; Christie and Derewianka, 2010) where two crucial stages are always logically intertwined: *Thesis* and *Argument*. Due to their undoubted importance, both stages are always found within the corpus. Therefore, they are considered obligatory. Excerpt 50 exemplifies how the stages move all the way through the passage.

Excerpt 50: ILC5S4

Exposition Thesis	The legal maxim, AMICABLE SETTLEMENT is the best verdict.
Argument 1: Legal ground to support the key claim	**It represents a long-standing tradition in Islam and Islamic law, reflecting the deep-rooted perception, both legal and social, not only that arbitration and mediation are integral to the legal system and the legal process but that they even stand paramount over court litigation**, which was usually seen as the last resort. In a society that viewed as sacrosanct all family relations and affairs, disputes involving intimate and private matters kept away from the public eye and scrutiny. For every case that went to court – and these were countless – many more were informally resolved at the local level, with the intervention of the elders, the imam, the household matriarch, or others of equal prestige and authority.
Argument 2: Social ground to support the key claim	**Informal mediation was also necessary in order to avoid the escalation of conflict**. In communities that heavily depended on group solidarity and in which the individual was defined by his or her affiliation to larger group-units, private disputes had great potential for becoming "expandable into political disputes between competing groups." If the sanctity of family was paramount, it was so also because it constituted an integral part of a larger consideration, namely, the maintenance of social harmony. Attending to and eliminating disputes at the most local level preempted the escalation of disputes that might have disrupted such harmony.

5.1.2.10 Genre of Comparative Report

This genre emerges with 2.5% of the overall genres. The social purpose of this genre is found to be slightly different from the given framework. Rather than focusing on the similarities of the two things compared (Derewianka and Jones, 2012), this Comparative Report within the present legal textbook completely concerns about their differences. However, its structure turns out to be entirely consistent with the given

framework (Derewianka and Jones, 2012): *Classification* and *Description*. The

Description stage is always recursive since it elaborates the distinction between both

entities under the scrutiny. Excerpt 51 shows how the stages are put together to form

the genre.

Excerpt 51: ILC9S3

Comparative Report	
Classification: Two key actors are about to be compared are classified: the Islamist and the Ulama	The latest but by far **the most significant actor is the Islamist camp**, **distinguishing itself from the ulama in two critical ways**, among others of lesser significance:
Description 1 Elaborates how Ulama is different from its counterpart	**the first is that the ulama**, strictly speaking, **continue to uphold their "traditional" methods of interpretation** or a semblance thereof, which is to say that they generally espouse the authority of their legal sources, treatises, legal schools, leading jurists and ways of instruction (although none of these spheres is an exact replica of its historical antecedents). **A second important difference is the ulama's professional loyalty to their area of specialization**: they have continued to dedicate themselves to religious knowledge, either by acquiring it as students or by imparting it as teachers, professors, muftis or preachers. Although their functions are now nearly exclusively educational (i.e., not legal in the sense that obtained before the nineteenth century), they remain largely dissociated from other technical professions. (But this is not to say that such religious universities as Azhar do not offer extensive programs of study in the sciences.)
Description 2 Elaborates how the Islamist is different from its counterpart	**By contrast, the Islamists** since the 1980s have come to represent an influential and pervasive camp, stretching across the entire Muslim world, and spanning the whole gamut of the social and economic orders. Generally speaking, **they are not trained in traditional disciplines**, nor (in part as a consequence) do they read the classical sources with the same perspective as the ulama. **They are trained in a wide variety of modern technical disciplines**, ranging from engineering and medicine to accounting, business and teaching in "secular" schools. Those of the Islamists who discourse on matters religious and legal seem willing to employ any modern interpretive amalgam. **The interpretive methods they employ** – what they say, how they say it and why – are of complex hybridity. **They are not bound by an established or a given reading of the Quran and the Prophetic Sunna**, as the ulama generally are. Their interpretive techniques with respect to these sources can invoke a

> wide range of principles ranging from the social to the natural sciences. In other words, having shed the mantle of traditional juristic and hermeneutical authority, the Islamists do not feel bound by the cultural and epistemic systems developed throughout Islamic intellectual and legal history.

5.1.2.11 Genre of Conditional Explanation

This genre is found to have rare occurrence among the whole genres: 1.6%. Regardless of its infrequency, its structure is completely on the basis of the selected analysis framework (Martin and Rose, 2008). *Phenomenon Identification ^ Conditions*. The opening stage, *Phenomenon Identification,* introducing the key phenomenon under observation, which then is intertwined with the next stage *Conditions*, elaborating the effects caused by the multiple variables. This stage is always found to recur. Excerpt 52 exemplifies how the genre is constructed according to the given pattern.

Excerpt 52: ILC2S3

Conditional Explanation	
Phenomenon Identification Reliable transmission is very crucial for a hadith to be a basis of legal reasoning	**One of the concerns of legal theory was to provide criteria by which the subject matter of the hadiths** (which, in their entirety, exceeded half a million) **might be transmitted from one generation to the next in a reliable manner.** The application of these criteria finally resulted in the acceptance of only about 5,000 sound hadiths. **Thus, a hadith that had been passed down via a defective or interrupted chain of transmitters, or by transmitters known to be untrustworthy, was held to lack any legal effect even though its language might be clear and unequivocal.**
Condition 1 the hadiths which are soundly transmitted in the beginning and in the end but the transmitters that are doubted in the middle can not be the basis of legal reasoning	For example, **if I know that a hadith was transmitted to me from A, B, C, D and F on the authority of the Prophet, but the identity of E is unknown to me or, alternatively, I know him to have been untrustworthy, then I cannot use the hadith for reasoning about the law.**

Condition 2	**If the hadith passes the test of sound transmission but consists of ambiguous words** whose exact meaning I am unable to determine with any precision, **then the hadith is also rendered useless as the basis of legal reasoning.**
Reliable transmitted but ambiguous hadiths can not be the basis of legal reasoning	

5.1.2.12 Genre of Discussion

Discussion genre is found to have 1.6% occurrence within the investigated Islamic Law textbook. Its structure is entirely similar to Coffin (2006) and Christie and Derewianka (2010) in which the fundamental stages: *Issue* and *Perspective* emerge. The *Perspective* stage is always found to be recursive in the present corpus. This is certainly because this genre is to demonstrate how at least two perspectives are contesting to one another to discuss one key issue. In addition to this, the *Position* is also unfolded in the final part of the passage. Excerpt 53 exhibits how the genre is constructed with the common logical configuration: *Issue ^ Perspective 1 ^ Perspective 2 ^ Perspective 3 ^ Position*.

Excerpt 53: ILC2S10

Discussion	
Issue	Thus, when the reasoning jurist encounters in the Quran and/or the Sunna a word that has an imperative or a prohibitive form (e.g., "Do" or "Do not do"), he must decide to which of the five legal norms they belong. **When someone commands another, telling him "Do this," should this command be regarded as falling only within the legal value of the obligatory, or could it also be within that of the recommended and/or the indifferent? The very definition of the imperative was itself open to wide disagreement.**
Perspective 1	**Some writers saw it as language demanding of a person that he or she perform a certain act**.
Perspective 2	**Others insisted that an element of superiority on the part of the requestor over the person ordered must be present for the expression to qualify as imperative; i.e., an inferior's language by which he commands his superior cannot be taken as imperative**.
Perspective 3	**Against the objection that one can command one's equal, they argued that such a command, though it may take the imperative**

	form, is merely a metaphoric usage and should not be treated as a command in the real sense.
Position The given position resolves the disagreement among the jurists	These varied interpretive positions do not seem to have offered a satisfactory or consistent solution to the problem of the imperative form. **But by the eleventh century, some jurists had succeeded in resolving the issue. They pointed out that the significations of linguistic forms, including the imperative, must be understood in light of what has been established by convention, which is known by means of widespread usage of the language.** Through this pervasive usage, which cannot be falsified, we know from past authorities what the convention is with regard to the meaning of a word, or we know that the Lawgiver has accepted and confirmed the meaning as determined by that convention. Such reported usage also informs us of the existence of any consensus in the community on how these words are to be understood or, in the absence of a consensus, how they were understood by scholarly authorities whose erudition, rectitude and integrity would have prevented them from remaining silent when an error in language was committed.

5.1.2.13 Genre of Theoretical Explanation

Another type of Explanation genre unfolded within the investigated textbook is Theoretical Explanation which makes up 1.6% of the overall genres. However, its generic structure basically follows that in the framework (Veel, 1997): *Statement of Theory ^ Elaborations.* Like most of the middle stages in Sydney School genres, the middle stage of this genre, *Elaboration*, is also found to be recurrent. Excerpt 54 exemplifies how the passage is arranged following the given pattern.

Excerpt 54: ILC9S8

Theoretical Explanation	
Statement of Theory Shiʿi theory as a fundamental doctrine in Iran Republic is introduced	In chapter 7, we had occasion to speak of the **distinctive Shiʿi theory which holds the Imam to be the lawgiver and the inspector of its application. But since the Imam is in hiding, and since law must continue in operation, several functions that the Imams would have fulfilled must now be dispensed – by proxy – by the Jurist-in-Charge. This delegation of duty has become known as Vilayat-i Faqih, the theoretical foundation of governance in the new Islamic Republic.**
Elaboration 1:	**Building on three centuries' worth of Twelver-Shiʿi doctrine**, but simultaneously charged with intense anti-colonialist sentiments, **Ayatullah Khomeini** (the charismatic leader and

The doctrine and how its expansion are elaborated	theorist of the Revolution) **expanded on this theory and argued that, as long as the Imam remains in hiding, the Jurist-in-Charge, the MARJAʿ-TAQLID, must fulfill the role of political and religious ruler, representing the Imam's functions in all worldly and spiritual affairs. This doctrine became formally enshrined in the 1979 Constitution of the new Republic,** where Article 5 states that the Jurist – or a group of such Jurists – who has fulfilled the qualifications of ijtihad (mastery of the law) is entitled to exercise leadership, provided the Imam continues to be absent. The extension of the Jurist's powers to the political, military and other secular realms was justified, in Khomeini's discourse, by reasoning to the effect that, for an Islamic state to be run in genuine compliance with the Shariʿa, it must be supervised and administered by the ultimate expert in the law, the Marjaʿ-Taqlid.
Elaboration 2 The Shi'i doctrine encountered modification	**Khomeini's position,** it must be noted**, represented an expansion on the doctrine he elaborated during the decade or so before the Revolution**. **In that earlier version, the Marjaʿ-Taqlid assumed a supervisory role** – very much like that prescribed by the 1906 Constitution – **whereby the Jurist or Jurists evaluate(s) all legislation in order to ensure that laws stand in conformity with the rules of the Shariʿa**. As we just saw, this position was revised shortly before 1979 so that governance, including the supreme exercise of political power, might rest exclusively in the hands of the Marjaʿ-Taqlid. **In both versions of the doctrine**, the Marjaʿ is responsible for exercising ijtihad in those unprecedented cases that may befall the community and its state, but otherwise the Marjaʿ is to regard and treat the established law of the Shariʿa, at least in its broad outlines and foundational principles, as unchangeable. This permanency of the law as structure and principles constituted the essence of the Islamic rule of law, a feature that continues to be advocated and cherished by the majority of Islamists today.
Elaboration 3 The doctrine is elaborated more	Toward the end of his life, however, **Khomeini modified his doctrine for the second time**. **Now he maintained that the Marjaʿ is not bound by the Shariʿa and its laws, and can make his own determination of what the law is**. The Marjaʿ can abrogate even the essential pillars of Islam – such as pilgrimage – and demolish mosques, among other things, if "the interests of the Islamic country" are threatened. Very much in the spirit of the modern state which sees itself – and acts – as a system whose function is to create and impose discipline with a view to correcting any deviation from the self-established norm, Khomeini fully absorbed this modernist perception of the law's function. He adopted the view, unknown – in its modernist political connotations – to pre-modern Islamic jurists of any strand, that: "Islam regards law as a tool, not as an end in itself. Law is a tool and an instrument for the establishment of justice in society, a means for man's intellectual and moral reform and his purification."

Evaluation (of the theory implementation)	Be that as it may, **very little in Khomeini's doctrine was implemented immediately**, for even the Marjaʿ himself, the Supreme Leader, could not overhaul the Pahlavi state with the speed he hoped for, and in fact he died before much of his legal ideology was implemented. **Part of the reason may lie in the paradox of his conception** that Islamic governance grounded in the Shariʿa's rule of law was gradually fading away in favor of a modernist perception of governance (a change that can be explained by the weight of his experience as a political leader of a modern state which, under the Shah, had cultivated a sophisticated system of surveillance and bureaucracy). Yet Khomeini's paradox was that of the Islamic Republic as well, for the tension between the Islamic ideal, even in its modernized form, and the reality of the modern state was and remains dominating.

5.1.2.14 Genre of Challenge

The last Argument genre unfolded in the present textbook of Islamic Law is Challenge. The structural configuration of this genre is entirely similar to that in the framework (Coffin, 1997; 2006): *Challenged Position ^ Rebuttal Arguments ^ Anti-Thesis* which is clearly presented in Excerpt 55. ILC2S1 is the only evidence found within the present corpus. The given excerpt is considered unique due to the *Anti-thesis* is generated through synthesizing the challenged claim with another idea. In other words, the generated alternative is not entirely new nor contradicting to the given *Position*. It is, instead, a marriage of the *Position* under challenge and a new idea .

Excerpt 55: ILC2S1

Challenge	
Challenged Position Human reason was questioned for its insufficiency as the only source of law. Rational thinking is also criticized for destructing natural environment.	**Since the first century of Islam, Muslim legal thinking has had to wrestle with the problem of the extent to which human reason can guide humankind in conducting its material and spiritual affairs.** Some philosophers thought that the leading intellectuals might be able to exercise their rational faculties in order to judge what is good and what is bad in the way we deal with each other as social beings, and with the natural world around us. They may know, thanks to their trained intellects, that a certain code of morality or a set of particular laws is rationally required for the orderly and civil functioning of society. They may even understand – given that they have all the facts at hand – that the natural environment around us must

not be abused and that we are an integral part of this natural order. Damage that and we damage ourselves in the process.

Yet law is not relevant only to intellectuals, since it is essential to society at large, i.e., to the uneducated man or woman as much as to the highly learned. How can ordinary people come to understand the need to abide by certain patterns of conduct if they do not possess the means to think through life's intricate situations or the world's more complex problems? How can even the elite intellectuals determine the exact way in which we should behave properly? **Thus, Islamic law and theology posed the central question: Does rational thinking, on its own, accomplish the job? Or, to put it differently, is rational thinking – even in its best forms –sufficient for Muslims to know precisely how to conduct themselves in their worldly and religious affairs?** (To bring this point into sharp relief, and to continue with the aforementioned example about the natural order, one might consider that our best rational and scientific thinking has led us – during the last century or so – to the virtual destruction of our natural environment.)

Rebuttal Argument

against the rational thinking alone as source of law

The Muslim jurists and most Muslim theologians held the view that rational thinking is a gift from God and that we should fully utilize it – like everything else that He bestowed on us – in as wise and responsible a manner as possible. Just as His material blessings (the wealth some of us have come to possess) must be deployed for good works, our intellects must likewise be exercised for good causes. But what are these good works and causes? What is their content? If God granted us precious intellects, by what measure do we think about the world, about its human, material and physical components? In other words, how do we determine what is good and what is evil, what is beneficial and what is harmful in both the short and long runs? In yet other words, **it is not only precisely how we think but also, and equally important, what substantive assumptions must we make when exercising our processes of thought?** For example, the content of our modern rationalist thinking about the natural environment may be our immediate concern with material welfare and physical comfort (leading, among other things, to heavy industrialization), but the consequences of this thinking and the ensuing actions could well lead us to an environmental disaster. On the other hand, if the positive content of our rationalist thinking were to be, say, the integrity of the natural order (as, for example, Buddhism teaches), then our conclusions and therefore resultant actions and effects would be entirely different, despite the fact that nothing in our rationalist methods themselves has changed. It was precisely this dilemma that Muslims encountered virtually from the beginning of their religion. **And their solution was, as it continued to be for centuries, that, however precious, rationalist thought on its own is insufficient.**

Anti-Thesis	Islamic legal tradition adopted the position that, while our reason is to be exercised to its fullest capacity, the content of rational thinking must be predetermined, transcendental and above and beyond what we can infer through our mental faculties. **Implied in this thinking was the assumption that humans simply do not understand all the secrets of the world, so that attempting to control it is to be vain and arrogant. God is the One who created the world and therefore the One who knows its secrets. We may exercise our intellects to their fullest capacity, but without His aid, we will overlook and misunderstand much. The content of rationality, in their thinking, must thus be predetermined by the all-knowing God, who has revealed a particular body of knowledge through the Quran and the Prophet. This combination, viewed as a marriage between reason and revelation, was the ultimate source of law.** Law, put differently, was the child of this marriage.
Offering an alternative: combination of human reason and revelation as the ultimate source of law.	

Excerpt 55 presents an important picture of how reasoning is positioned within Islam. Reasoning plays central role within the intellectual tradition of ushul fiqh. Along with Qur'an, Sunna, and Ijma', reasoning serves as "the foundations of all law in Islamic Jurisprudence" (El Fadl, 2013, p.9). Both deductive and inductive reasoning are typical tools working in opposite mechanisms one another in Islamic law making. The deductive reasoning works to withdraw conclusion from the general rules or principles to the specific cases whereas the inductive reasoning is to withdraw conclusion from the specific and individual cases to the general things.

5.1.2.15 Genre of Biography

The last genre unfolded within the pesent Islamic legal textbook is another type of History genre: Biography. It is the least frequent genre among the existing History genres scattered around within the textbook. The configuration of this genre is similar to Christie and Derewianka (2010): *Person Identification ^ Episodes* which is presented in Excerpt 56. ILC7S6 turns out to be the only evidence found within

the present textbook. Similar to the common middle stage of the Sydney School's genres, the *Episode* is also found to be recurrent.

Excerpt 56: ILC7S6

Biography	
Person Identification	Where India had its Sir William Jones, **Indonesia boasted Cornelius van Vollenhoven, an in*fl*uential Dutch Orientalist specializing in "*adat-law*" – or what was by his time called "*adatrecht*."**
	Coined by the other stellar Dutch Orientalist Christian Snouck Hurgronje, this field of study confirmed the legal duality that had been "discovered" by the Dutch. There is no indication that this duality was construed by the Malay peoples in oppositional terms; nor was the relationship between one and the other problematized. Rather, before the end of the nineteenth century, *adat* and Shariʿa appear to have been viewed as complementary and intertwined. But Snouck's "discovery" of *adat*, and van **Vollenhoven's elevation of the study** of this discovery into a "science," in effect opened a Pandora's box within the political and legal life of Indonesia that has not been closed to this day.
Episode 1	Hailing from a pedigree of Dutch scholars who viewed Islam as a threat (very much in the same vein as the French saw this religion and its law in Algeria**), van Vollenhoven vehemently espoused the position** that adat, not the Shariʿa, should be employed to govern the pluralistic societies of the Netherlands Indies. Criticizing the proponents of Shariʿa, **he argued** that adat exercised such a wide sway over the Archipelago's population that Islamic law stood in comparison as both thin on the ground and virtually irrelevant. (Remarkably, all this knowledge he managed to garner from two, rather brief, visits to the colony.)
Episode 2	**He also espoused the view that any attempt at weakening adat** was nothing less than an invitation to open the floodgates to Islam, a religion seen by van Vollenhoven and many of his compatriots not only as a native political tool of unification, but as the very religion that had threatened Christendom for centuries. Furthermore, to side with adat was to promote secularism, the new religion of Europe.
Episode 3	**Among other initiatives, he compiled an extensive work** in which he committed to writing the otherwise oral adat, identifying eighteen versions of it, when in fact the archipelago consisted of over a thousand islands, each with its own version (or versions) of adat. The writing down of adat "violated a primary principle of adat law theory, that the adat lived in local tradition. Now, written, it lived in books, which Dutch judges, and Indonesian judges half a century later, used as if they were codes."

5.1.3 New Genres Found in the English Language Textbook of Islamic Law

This section presents the genres which are not recognized before in the account of Sydney School genres. Therefore, the genres listed in Table 5.3 can be considered new. It is necessary to classify the following genres because the unfolded purposes of the texts are found to be quite or completely different from the recognized genres used as the analysis frameworks. Table 5.3 displays that there are three new genres found in the main textbook of Islamic Law: Preview, Historical Comparative Report, and Historical Categorizing Report. The unfolded structures of these genres are considered potential because they can consist of stages that might be obligatory and optional but may not be limited to the ones presented below.

Table 5.3 New Genres and Their Potential Structures Unfolded in the Islamic Law Textbook

No	Genres	Potential Structures
1	**Preview**	*Background ^ Preview Details*
2	**Historical Comparative Report**	*Categorization ^ Comparisons*
3	**Historical Categorizing Report**	*Categorization ^ Categories*

5.1.3.1 Genre of Preview

This new genre is considered to have a main purpose which is to give the readers a general view of the present chapter which is about to be in coverage. Most of its emergences are found in the very beginning section of the textbook chapters. However, it does not always appear in every chapter. So, its percentage is not high: 4.1%. The potential structure of this genre could be *Background ^ Previewing Details*.

a) Background

This contextual stage is considered to give the readers factual or historical information toward the main theme(s) of the current chapter that are about to be put in focus. This stage, however, may be regarded elective since it is not always unfolded. This stage usually uses simple past or past perfect, and several wordings, such as historical entities, terms but may not be limited to those presented in the following excerpts.

The Ottomans, the longest-ruling dynasty in Islam, **governed** vast territories extending from Arabia to Eastern Europe to North Africa. **The history and practices of the Empire** are documented in modern scholarship more extensively and better than those of any other **Islamic dynasty**.	**ILC6S1**
By 1900, the Shariʿa in the vast majority of Muslim lands **had been reduced** in scope of application to the area of personal status, including child custody, inheritance, gifts and, to some extent, waqf. In the Malay states and the Indonesian Archipelago, **its sphere was even narrower**, partly because of the adat which **had long prevailed** in some of these domains, and partly because of massive Westernization of its contents and form.	**ILC8S1**

b) Previewing Details

The purpose of this stage is considered to provide a brief view of the main theme or sub-themes that are about to be covered in the present chapter. In all of its occurrences, this stage is always unfolded and even sometimes repeatedly emerges. Therefore, its presence is considered obligatory. The following excerpts exemplify the previewing paragraphs.

With the background provided in the previous chapter, **we now turn to discuss** how the class of legists perpetuated itself. **The story of this chapter** is that of the transformation of legal scholarship	**ILC4S1**
As in the foregoing two chapters, **here too we will pay special attention** to the legal and judicial practices of this Empire.	**ILC6S1**
The present chapter therefore focuses on personal status, following the fortunes (indeed misfortunes) of Islamic law roughly from the end of World War I until the dawn of the twenty-first century.	**ILC8S1**

5.1.3.2 Genre of Historical Comparative Report

This genre is considered new in this present study for its purpose is found to be quite different from that of Derewianka and Jones' Comparative Report (2012). There are two differences. The first difference is the time domain. This new genre only deals with the entities which existed in the historical period rather than in the modern days as in Comparative Report. Therefore, this new genre is more appropriately put under the genre family of History rather than the Report one. Secondly, the social purpose of this genre turns out to be dissimilar to Derewianka and Jones (2012). This is found to entirely deal with any distinctions rather than commonalities possessed by at least the two historical subjects under the scrutiny. However, scrutinizing the entities that existed in the past and how they were different from one to another is certainly more difficult than that of the present ones mainly because things are subject to change across time and space.

Within all of its emergences, two stages always occur to construct this genre; namely, *Categorization* and *Comparison*.

1) Categorization

The opening stage, *Categorization,* is considered to introduce two things that are about to be put in comparison. Given its frequent occurrences and its key function, this stage seems compulsory. Its absence, therefore, potentially makes the readers confused of the main things that will be covered all the way through the passage.

2) Comparison

The opening stage is then followed by a middle stage, *Comparison*. Its function is to examine the differences of the things. It is always repeatedly unfolded depending on the number of the aspects of the differences. Therefore, its existence is

important and obligatory which seems to indicate that those things have more differences than the similarities. Thus, they deserve to be categorized differently.

Excerpt 57: ILC3S4

Historical Comparative Report	
Categorization	**Indeed, as it came to pass, the standard reference of the technical term "madhhab" was to the doctrinal school, which featured several characteristics lacking in its personal counterpart.**
Comparison 1: The first difference of personal and doctrinal school: collectivity of the legal doctrine	**First, the personal school comprised the substantive legal doctrine of a single leading jurist, and, at times, his doctrine as transmitted by one of his students. The doctrinal school, on the other hand, possessed a cumulative doctrine of substantive law** in which the legal opinions of the leading jurist, now the assumed "founder," were only the first among equals; that is, equal to the rest of the opinions and doctrines held by various other jurists, also considered leaders within the school**. In other words, the doctrinal school was a collective and authoritative entity**, whereas **the personal school remained limited to the individual doctrine of a single jurist**.
Comparison 2 The second difference of personal and doctrinal school: methodology and principles	**The second characteristic** was that **the doctrinal school constituted as much a methodological entity as a substantive, doctrinal one**. In other words, what distinguished a particular doctrinal school from another was largely its legal methodology and the substantive principles it adopted in dealing with its own law. **Methodological awareness on this level had not yet developed in the personal schools**, although it was on the increase from the middle of the eighth century.
Comparison 3 The third difference of personal and doctrinal school: the boundaries	**Third, a doctrinal school was defined by its substantive boundaries, namely, by a certain body of law and methodological principles that clearly identified the outer limits of the school as a collective entity**. **The personal schools, on the other hand, had no such well-defined boundaries, and departure from these boundaries in favor of other legal doctrines and principles was a common practice.**
Comparison 4 The fourth difference of personal and doctrinal school: loyalty	**The fourth characteristic**, issuing from the third, was loyalty, for departure from legal doctrine and methodological principles amounted to abandoning the school, a major event in the life of a jurist. **Doctrinal loyalty, in other words, was barely present in the personal schools**, **whereas in the later doctrinal schools it was a defining feature of both the school itself and the careers of its members.**

5.1.3.3 Genre of Historical Categorizing Report

Adopting the same mechanism and due to the same reasons as Historical Categorizing Report found in the present textbook of Islamic Economics (see 4.2.1), this Islamic legal analysis also derives the similar new genre. In the given textbook, this genre is built by two specific stages: *Categorization* and *Category*.

1) Categorization

This mandatory initial stage aims to classify certain entities that existed in the past by paying attention to a particular set of criteria. This stage may consist of:

    a) a brief introduction about the entities that will be elaborated,

    b) a specific criterion by which the entities are categorized into several classes, and

    c) an outline of the classes or group as a result of the classification.

2) Category

It is to characterize or describe the features that are owned by the entities in the past. Similar to the common middle stages in the account of Sydney School's genres, the number of this stage must logically depend on how many classes or groups that are derived from the given classification. So, this middle stage tends to be recursive.

The way how stages are logically intertwined to make up the genre is exhibited in the following passage. The structure of this passage is *Categorization ^ Category 1 ^ Category 2 ^ Category 3 ^ Category 4*.

Excerpt 58: ILC4S1

Historical Categorizing Report	
Categorization four categories of legal personnel are outlined subject to their fundamental roles in the construction, elaboration and continued operation of the Shariʿa.	For now, we will speak – in a limited fashion and by way of an introduction – of **four types of legal personnel who played fundamental roles in the construction, elaboration and continued operation of the Shariʿa. These are the *MUFTI*, the AUTHOR-JURIST, the judge and the law professor**. of course, there were other *"players"* in the legal system, including the notaries, the court witnesses and even the ruler himself (to be discussed in due course), but their role in the construction of the system and its continuing operation was not *"structural"* (by which I mean that the system would have remained much the same with or without their participation). But **without the fundamental contributions of *mufti*, author-jurist, judge and law professor, the Shariʿa would not have had its unique features and would not have developed the way it did**. **These four players, each in his own way, made the Shariʿa what it was**.
Category 1: Mufti	**We begin with the mufti** because of his central role in the early evolution of Islamic law and his important contribution to its continued flourishing adaptability throughout the centuries. **The mufti**, performing a central function, **was a private legal specialist** who was legally and morally responsible to the society in which he lived, not to the ruler and his interests. **The mufti's business** was to issue a **FATWA,** namely, a legal answer to a question he was asked to address. As a rule, consulting him was free of charge, which means that legal counsel was easily accessible to all people, poor or rich.
Category 2: Author-jurists	The great majority of Islamic legal works, however, were written not by the mufti, but rather by **the author-jurists** who depended in good part on the fatwas of distinguished muftis. **The author-jurists' activity** extended from writing short but specialized treatises to compiling longer works, which were usually expanded commentaries on the short works. Thus, a short treatise summing up the law in its full range usually came to about two hundred pages, and often elicited commentaries occupying as many as ten, twenty or thirty large volumes. **It was these works that afforded the author-jurists** the opportunity to articulate, each for his own generation, a modified body of law that reflected both evolving social conditions and the state of the art in the law as a technical discipline. **The overriding concern of the author-jurists was** the incorporation of points of law (for the most part fatwas) that had become relevant and necessary to the age in which they were writing.
Category 3: Judges	Many of the works written and "published" by the author-jurists served as standard references for **judges**, who studied them when they were students and consulted them after being appointed to the judiciary. Hence, if the authority of the law resided in the mufti's opinions and the author-jurist's treatises, then **the judge** – **unless he himself was simultaneously a mufti and/or an author-jurist – was not expected to possess the same level of expert legal knowledge**. **This is to say that a person who was a mufti or an author-jurist could usually function as a judge,** although a judge who was trained

	only as a judge could serve neither in the capacity of a mufti nor in that of an author-jurist. **It is obvious that the business of a judge is to adjudicate disputes**, which is indeed the chief task of a modern judge. But this task was only one of many other important duties that the Muslim judge, the QADI, had to undertake. **The qadi**, like the mufti, **was a member of the community he served**. In fact, Islamic law itself insists that **a qadi**, to qualify for the position, **has to be intimately familiar with the local customs and way of life in the community in which he serves**.
Category 4: Law professors	**Finally, we must say a few words about the law professor**. The beginnings of legal education in Islam can in fact be traced back to the muftis who emerged during the last two or three decades of the seventh century as private specialists in the law. **They did not have salaries and their interest in the study of law** was motivated by piety and religious learning. **Around each of these early muftis gathered a number of students** – and sometimes the intellectually curious – who were interested in gaining knowledge of the Quran and the biography of the Prophet Muhammad as an exemplary standard of conduct. These gatherings usually took place in the new mosques that were built in the various cities and towns that had come under the rule of Islam. Following the practice of Arab tribal councils when they assembled to discuss important issues, **these scholarly gatherings took the form of CIRCLES**, **where the mufti/professor** would literally sit on the ground, legs crossed, having students and interested persons sit to his left and right in a circular fashion. (This was also the physical form that court sessions took.) **Students did not have to apply formally to study with a professor**, although his informal approval to have them join his circle was generally required – as was proper decorum on the part of the student. There were no fees to be paid, except the occasional gift the professor might have received from students or their family members. There were no diplomas or degrees conferred upon graduation, only a license issued by the professor attesting that the student had completed the study of a book that he in turn could transmit or teach to others. **The license was personal**, having the authority of the professor himself, not that of an impersonal institution (as are the degrees granted by today's universities).

5.1.4 Genre Families in the English Language Textbook of Islamic Law

After the results are presented and consecutively explained in the previous sections, this section aims to explain how the results can be viewed particularly in broader perspectives which might touch upon the disciplinary complexity of the discipline or even further the ideological standpoint. Nineteen genres presented in Table 5.1 are found to be scattered around the chapters and sections within the present

textbook. They turn out to be split into four main genre families: History, Explanation, Report, and Argument.

5.1.4.1 Genres of History

Surprisingly, genres of History turn out to be very frequent in the textbook of Islamic Law. Their emergence is roughly more than half of all genres (51%). This genre family encompasses five sub-genres of History: Historical Report, Historical Account, Historical Categorizing Report, Historical Comparative Report, and Biography.

An important task done through the genres in the main textbook is considered as organizing historical information. This idea could mean that constructing a body of historical knowledge which embodies historical matters (events, entities, epistemes, discipline apparatuses, discursive practices, etc.) that is considered to have disciplinary significance. This seems to be affirmed by the author of the present textbook that "The first half of the book is devoted to a discussion of Islamic law in its pre-modern natural habitat" (Hallaq, 2009). This first half covers Chapter 1 until Chapter 6 where most of the History genres unfolded. The significance tends to be "ideological rather than logical" (Coffin, 1997). Decision on what is considered important and the otherwise might not be value-free. This could be due to a dual role of the author of the textbook who simultaneously enacts as a historian as well as an Islamic Law scholar. This task seems to be mainly achieved through the genre resources of Historical Report, Historical Categorizing Report, Historical Comparative Report, and Biography.

The final point that could be drawn is that this genre family is an important device within pedagogic discourse to facilitate Law students so that they are

aware of what had been done and what had ever existed in the past disciplinary account of the Islamic Law.

5.1.4.2 Genres of Explanation

The next genre family unfolded in this present Islamic Law textbook is Explanation genres. This genre group covers six sub-genres of Explanation; namely, Causal Explanation, Factorial Explanation, Consequential Explanation, Sequential Explanation, Conditional Explanation, and Theoretical Explanation. The first three genres seem to have an important commonality which is causation. The unfolding of this genre family is considered as a written way to promote to university students how to explain events scientifically. Veel (1997) asserts that

> "Explaining events scientifically refers to the way science constructs explanations of phenomena on the basis of experimentation and observation" (p.168).

Therefore, the genres focus on unfolding any cause-effect connection in order to account for how and/or why the phenomena in the past world of Islamic law took place. The experimentations and observations from which the explanations within the genres are constructed seems to have varied mechanisms. The mechanism might begin from the simple ways to the more complex ones. In Causal Explanation, for instance, the investigation focuses on how and why one particular variable leads the given phenomenon to happen. In Factorial Explanation, the mechanism looks more complex in the way that one particular phenomenon (e.g. gender-specific prejudicial transformations) is affected by several variables that are either separated or combined (e.g. the collapse of the local markets, the rise of new elite groups, importation of European systems and philosophies of education, and the rise of a new and anomic psycho-social order). In Consequential Explanation, on the other hand, the mechanism

is not only complex but also looks opposite to the previous ones in the way that the phenomenon under scrutiny (e.g. the adoption of one legal school within a state) has several aftermaths that can be independent each other or chained (e.g. the appointed Hanafis judicial and government apparatus, a massive shift by the non-Hanafis legists into the Hanafis legal doctrine, and the marginalization of the Arab legists due to the superiority of the Turk elites).

The above explications could indicate that this group of genres also has a previleged place within the discipline of Islamic Law which is by chance under social science. Following Osaka's claim (2002) about other sciences, the discipline under scrutiny also has an important goal, that is, to explain how actually the world, the legal world, works.

5.1.4.3 Genres of Report

Three genres unfolded within the present textbook belong to Report genres family; namely, Descriptive Report, Classifying Report, and Comparative Report. The presence of the genres is understood as key devices to achieve one ultimate purpose that is mentioned by Veel (1997) as organizing scientific information. It is to organize and store scientific knowledge as the result of the scholarly investigations and observations of how the present Islamic world in general and legal practices in particular as they are. The storage of scientific information presented in the main textbook consists of 1) the features and activities of the legal entities, 2) the taxonomic information of the subject matters, and 3) the comparative and distinctive features of the particular significant subject matters. The usage of these genres is no other than to facilitate the Law students through this pedagogic discourse so that they know what have been done in the present account of the discipline of Islamic Law.

5.1.4.4 Genres of Argument

Three genres unfolded within the present textbook can be categorized under Argument genres family. They are Exposition, Discussion, and Challenge. The use of Argument genres in the present Law textbook is considered to attain what Veel (1997) refers to as challenging science. This practice is to argue about the importance of the principles, ideological resources, etc., then persuade the readers of the textbook who are novice in the discipline to accept and act upon the presented ideology, legal doctrines, paradigms because the given disciplinary matters are fundamental in the discipline. Veel (1997) claims that this is central to "the innovation and renovation of scientific concepts and scientific practice" (p.168). This conclusion seems to be supported by Kuhn's influential ideas (1996) which argue that the scientists in normal science do not attempt to examine or falsify the commonly held principles, theories, etc. but they necessarily accept them.

An interesting example is presented in ILC2S1 where Challenge genre is used to question and challenge the sufficiency of human reasoning as the only source of law. Interestingly, this Challenge does not entirely discard the use of rational thinking by examining its limited faculty to guide both the worldly and religious affairs of humankind, yet it proposes a synthesis (in the *Anti-thesis* stage) by combining both the logic and the ideological sacred texts to be the ideal sources of the law making in Islam. Within Islamic Law, the usage of logic is well-known as *Ijtihad*. According to the interviewed Islamic legal specialist at UIN-SU, logic is central to Islamic jurists. By logic here, it is more than to use mind as the faculty of human nature. Rather, it is to think in such a way on the basis of postulates, rules, and syllogism to avoid any illogical fallacies, etc. The legal specialist continued that the existence of logic does not have to

be contradicted to the divine texts. Rather, it has to be considered as a priceless gift granted by God. Undoubtedly, it is human nature. Logic is such a crucial matter that its usage has various concepts and applications in Islamic legal practices; namely, *Qiyas* (analogy), *Istihsan* (good consideration), *Maslahah Mursalah* (human virtue), *Urf* (customs), and *Istishhab* (presumption of the principle continuity). These are the ways to respond to any encountered cases on the basis of the available legal resources: *Qur'an* and the *prophetic Sunna*, and *Ijtihad* (the reasoning). The first two resources are the formal basis of law making. Therefore, both are considered to have absolute truth. On the other hand, *Ijtihad* as the intellectual practices in using reasoning to interpret the ideological texts are considered to have relative truth.

All in all, the four major genre families (History, Explanation, Report, and Argument) unfolded within the present Islamic Law textbook enact what Bernstein (1990) refers to as pedagogic discourse. Through these genres, the legal discourse is manipulated for the purpose of effective transfer of knowledge of the discipline to the students of Islamic Law. The genres are expected to enable them as the main readers to acquire the transmitted knowledge of fundamental ideological resources, the significant historical events and facts, court records, the legal principles, the legal doctrines (*Madhhab*), the legal apparatuses, epistemes, etc.

5.2 Research Question 5: What are the Genres and the Generic Structures in the English Language Textbook of Law Used by Indonesian Students in the State Islamic University of North Sumatra, Indonesia?

The presentation of the results of the genre classification and the generic structures in the textbook of Law will cover the genericity of the structures of the genres and also the emergence of the new genres which are not recognized before in the analysis frameworks.

5.2.1 Overall Genres Found within the English Language Textbook of Law

Table 5.4 sums up the whole result of genres along with their patterns found in the textbook of Law. It includes the recognized genres in the account of Sydney School as well as several newly derived genres which altogether consist of 16 genres.

Table 5.4 Overall Genres and their Generic Structure Variations Found within the English Language Textbook of Law

No.	Genre	Generic Structures	Number	%	Coding
1	Descriptive Report	1) *Classification ^ Descriptions* 2) *Classification ^ Descriptions* 3) *Classification ^ Description 1- Description 3* 4) *Classification ^ Description* 5) *Classification ^ Description* 6) *Classification ^ Description* 7) *Classification ^ Description* 8) *Classification ^ Description* 9) *Classification ^ Description* 10) *Classification ^ Descriptions* 11) *Classification ^ Description* 12) *Classification ^ Descriptions* 13) *Classification ^ Descriptions* 14) *Classification ^ Descriptions* 15) *Classification ^ Descriptions* 16) *Classification ^ Descriptions* 17) *Classification ^ Descriptions* 18) *Classification ^ Description* 19) *Classification ^ Description* 20) *Classification ^ Description* 21) *Classification ^ Description* 22) *Classification ^ Descriptions*	43	38	1) LC1S2 2) LC1S4 3) LC1S5 4) LC1S6 5) LC1S7 6) LC1S8 7) LC1S9 8) LC1S11 9) LC1S12 10) LC1S15 11) LC1S16 12) LC1S18 13) LC1S19 14) LC2S2 15) LC2S9 16) LC2S10 17) LC3S1 18) LC3S2 19) LC3S11 20) LC3S14 21) LC3S15 22) LC4S2

Table 5.4 Overall Genres and their Generic Structure Variations Found within the English Language Textbook of Law

No.	Genre	Generic Structures	Number	%	Coding
		23) *Classification ^ Description*			23) LC4S3
		24) *Classification ^ Description*			24) LC4S7
		25) *Classification ^ Description 1- Description 4*			25) LC4S8
		26) *Classification ^ Descriptions*			26) LC4S
		27) *Classification ^ Descriptions*			27) LC5S3
		28) *Classification ^ Description 1- Description 3*			28) LC5S5
		29) *Classification ^ Description*			29) LC5S8
		30) *Classification ^ Description*			30) LC5S8
		31) *Classification ^ Descriptions*			31) LC5S18
		32) *Classification ^ Description 1 ^ Description 2*			32) LC5S
		33) *Classification ^ Descriptions*			33) LC6S3
		34) *Classification ^ Descriptions*			34) LC6S15
		35) *Classification ^ Description 1- Description 3*			35) LC7S1
		36) *Classification ^ Description*			36) LC7S2
		37) *Classification ^ Description*			37) LC7S6
		38) *Classification ^ Description*			38) LC7S7
		39) *Classification ^ Description*			39) LC7S8
		40) *Classification ^ Description*			40) LC7S10
		41) *Classification ^ Description*			41) LC7S16
		42) *Classification ^ Description 1- Description 3*			42) LC7S17
		43) *Classification ^ Description*			43) LC7S18
2	Classifying Report	1) *Classification ^ Type 1-Type 8*	17	15	1) LC1S3
		2) *Classification ^ Type 1 ^Type 2*			2) LC1S10
		3) *Classification ^ Type 1 ^Type 2*			3) LC1S14
		4) *Classification ^ Type 1 -Type 5*			4) LC1S17
		5) *Classification ^ Type 1 ^Type 2*			5) LC2S1
		6) *Classification ^ Type 1 ^Type 2*			6) LC3S5
		7) *Classification ^ Type 1 ^Type 2*			7) LC4S4
		8) *Classification ^ Type 1 -Type 3*			8) LC4S5
		9) *Classification ^ Type 1 ^Type 2*			9) LC4S6
		10) *Classification ^ Type 1 -Type 6*			10) LC5S17
		11) *Classification ^ Type 1 -Type 4*			11) LC5S
		12) *Classification ^ Type 1 ^Type 2*			12) LC6S9
		13) *Classification ^ Type 1 -Type 3*			13) LC6S11
		14) *Classification ^ Type 1 ^Type 2*			14) LC7S4
		15) *Classification ^ Type 1 -Type 3*			15) LC7S9
		16) *Classification ^ Type 1 ^Type 2*			16) LC7S11
		17) *Classification ^ Type 1 -Type 5*			17) LC7S13
3	Challenge	1) *Challenged Position ^ Rebuttal Argument*	10	8.8	1) LC3S7
		2) *Challenged Position ^ Rebuttal Argument*			2) LC3S8
		3) *Challenged Position ^ Rebuttal Argument*			3) LC3S8
		4) *Challenged Position ^ Rebuttal Argument*			4) LC3S18
		5) *Challenged Position ^ Rebuttal Argument*			5) LC3S19
		6) *Challenged Position ^ Rebuttal Argument*			6) LC4S11
		7) *Challenged Position ^ Rebuttal Argument*			7) LC4S12
		8) *Challenged Position ^ Rebuttal Argument*			8) LC5S2
		9) *Challenged Position ^ Rebuttal Argument*			9) LC5S6
		10) *Challenged Position ^ Rebuttal Argument*			10) LC6S10
4	Exposition	1) *Thesis ^ Argument 1 ^ Argument 2*	10	8.8	1) LC3S20
		2) *Thesis ^ Argument*			2) LC5S4
		3) *Thesis ^ Argument*			3) LC5S17
		4) *Thesis ^ Argument*			4) LC6S5
		5) *Thesis ^ Argument*			5) LC6S12
		6) *Thesis ^ Argument*			6) LC6S13
		7) *Thesis ^ Argument*			7) LC7S12
		8) *Thesis ^ Argument*			8) LC7S14
		9) *Thesis ^ Argument 1 ^ Argument 2*			9) LC7S15
		10) *Thesis ^ Argument 1 ^ Argument 2*			10) LC7S20

Table 5.4 Overall Genres and their Generic Structure Variations Found within the English Language Textbook of Law

No.	Genre	Generic Structures	Number	%	Coding
5	Discussion	1) *Issue ^ Perspective 1 ^ Perspective 2* 2) *Issue ^ Perspective 1 ^ Perspective 2* 3) *Issue ^ Perspective 1 ^ Perspective 2* 4) *Issue ^ Perspective 1 ^ Perspective 2* 5) *Issue ^ Perspective 1 ^ Perspective 2* 6) *Issue ^ Perspective 1 ^ Perspective 2* 7) *Issue ^ Perspective 1 ^ Perspective 2*	7	6.1	1) LC5S9 2) LC5S10 3) LC5S11 4) LC5S12 5) LC5S13 6) LC5S14 7) LC6S6
6	Comparative Report	1) *Classification ^ Description 1 ^ Description 2* 2) *Classification ^ Description 1 ^ Description 2* 3) *Classification ^ Description* 4) *Classification ^ Description 1 – Description 3* 5) *Classification ^ Description 1 ^ Description 2* 6) *Classification ^ Description 1 ^ Description 2*	6	5.2	1) LC1S12 2) LC3S12 3) LC4S9 4) LC4S13 5) LC6S14 6) LC7S21
7	Responsive Explanation	1) *Phenomenon Identification ^ Response* 2) *Phenomenon Identification ^ Response* 3) *Phenomenon Identification ^ Response* 4) *Phenomenon Identification ^ Response*	4	3.5	1) LC5S20 2) LC5S21 3) LC5S22 4) LC6S1
8	Factorial Explanation	1) *Phenomenon Identification ^ Factors* 2) *Phenomenon Identification ^ Factor 1- Factor 5* 3) *Phenomenon Identification ^ Factors*	3	2.6	1) L2S8 2) LC4S10 3) LC5S4
9	Causal Expanation	1) *Phenomenon Identification ^ Explanation* 2) *Phenomenon Identification ^ Explanation* 3) *Phenomenon Identification ^ Explanation*	3	2.6	1) LC2S6 2) LC3S16 3) LC6S7
10	Period Studies	1) *Period Identification ^ Period Description 1- Period Description 3* 2) *Period Identification ^ Period Description 1- Period Description 3* 3) *Period Identification ^ Period Description 1 ^ Period Description 2*	3	2.6	1) LC2S3 2) LC2S4 3) LC2S7
11	Biography	1) *Person Identification ^ Description 1- Description 4* 2) *Person Identification ^ Description 1- Description 3* 3) *Person Identification ^ Description 1 ^ Description 2*	3	2.6	1) LC3S3 2) LC3S4 3) LC3S10
12	Preview	*Preview Details 1 ^ Preview Details 2*	1	0.9	LC1S1
13	Conditional Explanation	*Phenomenon Identification ^ Condition 1 ^ Condition 1*	1	0.9	LC3S13
14	Theoretical Explanation	*Statement of Theory ^ Elaboration 1-Elaboration 6*	1	0.9	LC1S13
15	Gradual Explanation	*Background ^ Phenomenon Identification ^ Grade 1- Grade 3*	1	0.9	LC7S3
16	Compositional Report	*Classification ^ Component 1-Component 3*	1	0.9	LC3S6
	Total of Occurences		114		

Figure 5.2 displays the graphic of the overall genres unfolded within the Legal textbook on the basis of their percentage of occurrence.

Figure 5.2 Summary of All the Genres Found in the Legal Textbook

5.2.2 The Recognized Genres and their Generic Structures Found within the English Language Textbook of Law

In this present study, the structures of the genres are considered common if they are identical with those presented in the chosen frameworks. Overall, there are 13 genres across the existing genre families: Report, History, Explanation, and Argument which are found in the textbook of Law to have the identical pattern to those in the chosen frameworks.

Table 5.5 The Existing Genres Found in the English Language Textbook of Law Configured with the Recognized Generic Structures

No.	Genres	Generic Structures
1	**Descriptive Report**	*Classification ^ Descriptions*
2	**Classifying Report**	*Classification ^ Types*
3	**Challenge**	*Challenged Position ^ Rebuttal Arguments*
4	**Exposition**	*Thesis ^ Arguments*
5	**Discussion**	*Issue ^ Perspectives*
6	**Comparative Report**	*Classification ^ Descriptions*
7	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
8	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
9	**Period Studies**	*Period Identification ^ Period Descriptions*
10	**Biography**	*Person Identification ^ Episodes*
11	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
12	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
13	**Compositional Report**	*Classification ^ Components*

5.2.2.1 Genre of Descriptive Report

This genre is found to be the most prominent one and also seems to be the only very dominant one that emerges in the Law textbook. As displayed in Table 5.3, its percentage discrepancy from the other genres or the genre by the rank is far enough. This genre encompasses 38% of the total ones. Given that this genre is a very typical one under genres of Report, its prominence seems consistent with the Sydney School's claim that Report genres are the major genres in science textbooks (Martin, 1990, and Shea, 1988 cited in Veel, 1997).

The most configuration of this genre is identical to Martin and Rose (2008) in the way that two fundamental stages always occur: *Classification ^ Description*. In the account of SFL-based Report genres, *Classification* stage always constitutes all kinds of the genres. This stage seems to be the most notable feature of all the Report genres. At a broader standpoint, its crucial mechanism is shown through its key task: to sort any objects under study into particular kinds. In the account of philosophy of science, Okasha (2002) claims this task "plays a role in every science" (p.103). All scientists do classification; economists classify taxation systems, chemists

classify substances, geologists classify rocks, and so on. Therefore, the existence of this genre in particular, and the Report genres as a family at large in this textbook of Law is not surprising but privileged. It proves that legal scientists also do this very common scientific practice which is to classify any legal objects within the field. Given its dominance within the textbook, the matters described are, therefore, widely various. It could range from the general to the particular ones, such as any general notions and concepts (rules, morality, norm, right, justice, liberty, happiness, policy, sanction, etc.), all kinds of school of thoughts and legal approaches (formalism, materialism, positivism, empirism, socological jurisprudence, etc.), all kinds of legal theories (sociology of Law, the nature of law, imperative theories, feminist legal theory, etc.), and many other matters. One of these is exemplified through Excerpt 59 in which the feminist legal method is characterized as having three important features. This passage has a pattern of *Classification ^ Description 1 ^ Description 2 ^ Description 3.*

Excerpt 59: LC7S17

Descriptive Report	The Methodology of Feminist Legal Theory
Classification	**There are three notable features characterising the feminist investigation into the nature of law:**
Description 1	**• Asking the 'woman question'** That is, determining and recognising the experience of women inrelation to the law. For KT Bartlett ([1970] HLR 103), the essential 'woman question' is: …how the law fails to take into account the experiences and values that more typical of women than men, for whatever reason, or how existing legal standards and concepts might disadvantage women.
Description 2	**• Feminist practical reasoning** Employing a mode of reasoning arising from context, which appreciates the differences between persons and values the experience of the unempowered.
Description 3	**• Consciousness raising** Raising individual awareness of the collective experience of women through a sharing of experiences.

5.2.2.2 Genre of Classifying Report

The next genre which has the second highest frequency of occurrence is Classifying Report. It encompasses 15 % of the total genres found. All of the texts categorized as Classifying Report within the textbook are configured through Martin and Rose (2008): *Classification ^ Types.* The beginning stage, *Classification*, usually consists of criteria of the classification and an outline of the categories that are about to be described in the following stages: *Type*. Excerpt 60 shows how the passage is constructed on the basis of the generic structure: *Classification ^ Type 1 ^ Type 2*.

Excerpt 60: LC1S10

Classifying Report	Moral Philosophy
Classification	The formalised attempt to understand the thought underlying or reinforcing moral judgments. **There are two main approaches to moral philosophy which comprise distinct theoretical schools of thought**:
Type 1 Formalist approaches	**Formalist approaches** These argue, generally, that what **constitutes morality is entirely a question of personal value judgments**—morality is a question of the attitude which a person has to a particular issue or problem, rather than an intrinsic quality of the issue or problem itself. **Morality cannot**, therefore, be **made the subject of empirical and objective observation and analysis**; there is no theoretically defensible answer as to what morality is. Moral philosophy should, therefore, be concerned with purely formal questions. In this regard, a moral judgment may be identified by having regard to three formal characteristics. It must be: (a) prescriptive—that is, it must constitute a specific recommendation, directed at oneself and others, as to how to act in certain circumstances; (b) overriding—that is, it must be intended that, where there is a conflict between the moral judgment in question and any other other recommendations, then the former must take precedence; (c) universalisable—that is, the recommendation which constitutes a moral judgment must be capable of, and intended to apply, not only to the issue or problem in hand, but also to all similar cases.
Type 2 Content theories	**Content theories** These regard **morality as something which has or can have a specific content** and which, therefore, **can be objectively identified and empirically analysed**. Morality constitutes a definite social phenomenon which has developed to assist mankind in dealing with recurring problems of the human condition. It comprises principles for establishing the proper balance in the interrelationships between persons in society and for protecting interests and values which are regarded as being vital in various

> societies. Therefore, law can be judged as being invalid if it substantially deviates from the requirements of such principles. An example of this approach to morality is HLA Hart's 'minimum content theory' in *The Concept of Law* (1961), where he argues that, given survival as an aim and given the five characteristics of the human condition, law and morality must contain a specific content, primarily concerned with the protection of life, property and promises.

Similar to the Descriptive Report, this genre also has a wide range of subject matters to be put into the classifications. They also seem to range from the the more common ones to the more specific ones, such as the general notions and concepts (rule, secondary rules, rules of change, Law, liberty, basic rights, principles of justice (according to various legal scholars), areas of jurisprudence, etc., and legal approaches and views (moral philosophy approaches, Utilitarianism approaches, realism views, natural law theory views, etc.

5.2.2.3 Genre of Challenge

The next genre found in the textbook of Law is Challenge genre that covers 8.8% of the whole genres. The way how this genre is configured in the textbook is found to be slightly different from the selected framework (Coffin, 1997; 2006) in the way that an ending stage, *Anti-Thesis* does not exist. Thus, the genre is simply made up by the two fundamental stages: *Challenged Position ^ Rebuttal Argument*. The primary purpose of this genre, however, is found to have agreement with Coffin (1997; 2006): to present how particular existing theories in discipline of Law (proposed by particular scholars) are criticized and rejected by other scholars.

The absence of the *Anti-Thesis* within the entire current analysis of the Law corpus could indicate that the author of the texts simply intends to present to the readers that discursive formations of any legal theories, models, approaches, and claims are both dynamic and complex. Once the theories were generated, proposed, and then

became established within the given field, they could not be long-standing or taken for granted to be entirely flawless. Other theories, claims, or approaches (proposed by different scholars) could come up, and then challenge and criticize them. The latter would point out any problems and flaws within the first by scrutinizing its sufficiency, validity, or generality.

How dynamic the arguing practices actually are in Law (as a science) at large and as a legal tradition could be apparent through the middle stage: *Rebuttal Argument*. In this stage, the positions under challenge and their opponents are struggling in the way that the arguments supporting the position are consecutively followed by the arguments against it. As presented in Excerpt 61, the continuous validity of the existing laws (claimed by one scholar) has tacit consents of the new sovereign. The notion of the so-called tacit consents was criticized by other scholars as problematic.

This kind of struggle seems to be explained by Hegel (in Chinhengo, 2000) as a Dialectic. In Hegel's historical observations (Chinhengo, 2000), Hegel found that any single idea would always encounter contradiction within itself. This struggle happened through a continuous cycle in three different forms. An existing idea (Thesis) would be challenged by an opposite (Anti-Thesis). This contradiction (between the Thesis and Anti-Thesis) would generate a new and sophisticated idea: Synthesis. Thus, this dialectical cycle was endless as the Synthesis would encounter a struggle as well.

Excerpt 61: LC3S8

Challenge	The Problem of the Persistence of Laws
Challenged Position Austin's model is criticized	**Austin's model characterises all laws as the commands of a sovereign**. **Therefore, all laws owe their existence, validity and authority to a particular and determinate sovereign and, practically, there can be no law without a sovereign expressing wishes in the form of commands.**
Rebuttal Arguments Arguments both support and against the Austin's model are presented	**The problem that this raises is** one of the continuing validity of laws when the sovereign who is their author is no longer in existence. How can certain laws continue to exist validly and to be applied authoritatively when those who created them have long passed into oblivion? **Austin's answer to this problem** was that such laws retain their validity through the 'tacit consent' of the new sovereign. **However, one problem with the notion of tacit consent is that** it requires that the new sovereign positively apply his or her mind to the existence of these laws and to consciously make a decision authorising their continuing validity, even if this decision is not expressly communicated or published. The fact of the matter is that, in most cases, new legislators do not go through this deliberate process of validation of laws pre-existing their own assumption of legislative authority. They simply accept the validity of such laws, because there normally is a 'rule' in most mature legal systems validating these laws. Austin's problem, again, is that his command theory lacked the notion of such a rule, according to Hart.

5.2.2.4 Genre of Exposition

The next unfolded genre in the present legal textbook is another type of Argument genre: Exposition. It encompasses 8.8 % of the overall genres. Excerpt 62 shows how this genre is constructed through its structure: *Thesis ^ Argument 1 ^ Argument 2*. The unfolded structure of Exposition basically consists of the fundamental stages: *Thesis* and *Argument* as mentioned by Coffin (2006) and Christie and Derewianka (2010). The unfolded purpose of the genre within the given textbook also agrees with Coffin (2006) and Christie and Derewianka (2010) which is primarily to argue for particular claims and interpretations supported by a series of reasonings.

The unfolded structures of this genre seem to show a concise structure of reasoning at large. Therefore, it could show to the students as the readers how arguing practices can be done in a particularly rhetorical tradition in their legal field, such as in the law court practice. It is by following the structure of the Exposition in this textbook which is simpler and more straightforward in the way that the claims or judgements are stated in the first place (in the *Thesis* stage) which are then straightforwardly backed up by any substantial reasons (in the *Argument* stage). This simple top-down structure of logic, therefore, could be more easily followed by Law students as the novice members of the discipline.

Durant and Leung (2016) argue for the importance of language in Law due to the absorption of rhetorical tradition into legal advocacy. They claim that it is for two reasons:

> 1) Legal advocacy emphasizes the high value placed in legal formats on verbal submissions and the weighing of evidence as the appropriate means for achieving just outcomes. This sense of the value of skilled speech brings together different levels of legal thinking: from day-to-day courtroom pleading, through the structuring of legal hearings around formats involving verbal disputation (opening speeches, evidence, summing-up, etc.) to the fundamental formulation and operation of law in democratic societies,
> 2) Understanding legal reasoning as a kind of rhetoric involves acknowledging that styles of persuasion and argument necessarily adapt to different purposes and settings. Classical rhetoric identified and described specific lines of argument. But it also showed how stylistic register must be modulated for different purposes and audiences, and drew a distinction between high, middle and low styles of language suited to different kinds of speech event (p.23).

Thus, the rhetorical skills of structuring clear arguments seem very important to the Law students particularly in their workplace as legal practicioners. These skills can be applied in many kinds of speech events either in the courtroom

speech activities or the process of lawmaking in the parliament. The students' good rhetorical skill on the basis of the argument structure along with any necessary legal reasonings can enable them to achieve the ultimate goal of persuasion: to influence people to believe them and act upon what they expect.

The incidences within the present Law textbook show that the given claims and judgments are usually value-based. They usually state how important, problematic, or difficult any given subject matters are, for example, the role of any subject matters (legal protection, liberty, rights, etc.), and the definitions and identifications of particular subject matters (feminism, basic norm, etc.).

Excerpt 62: LC3S20

Exposition	The Basic Norm as an Hypothetical Presupposition
Thesis A main claim of how difficult to recognize basic norm within society is put forward	Finally, it must be noted that **the identification of the basic norm in any society is an extremely problematic exercise**.
Argument 1 The first ground to back up the given claim	**Since that norm does not have a specific content**, and since it is primarily presupposed, its role in the validation of the other norms in the hierarchy can be fraught with obscurities.
Argument 2 The second ground to back up the given claim	**Since the *Grundnorm* plays such a pivotal role in the validation of the other norms of a system**, it follows that any problems which might arise with its identification and explication may affect the entire coherence and consistency of the hierarchy which it supports, thus depriving the concept of a legal system of its very foundations.

5.2.2.5 Genre of Discussion

Discussion genre is found to have 5% occurrence scattered around within the investigated Legal corpus. The structure of this genre is basically similar to Coffin (2006), and Christie and Derewianka (2010) in the way that the two fundamental

stages: *Issue* and *Perspective* emerge. The *Perspective* is always found to be recursive in the corpus for the nature of this genre is to present how at least two viewpoints (proposed by two different scholars) are contesting to one another in response to the given issue.

However, the *Position* stage in this current analysis is entirely absent. Its absence seems to indicate that the given issue and the perspectives are open to judgement, which then could trigger the students to be critical readers. The given issues are, moreover, the common matters which should be open to be understood, responded or evaluated by people at large, such as happines or satisfaction, justice, and the nature of human beings. Paul and Elder (2006) mention that critical thinkers constantly open their minds and evaluate the relevant information. At this extent, the students in particular as the main readers of the present Law book seem to be encouraged to put the given issues and the viewpoints under scrutiny. At the end, they might choose which perspective they have to follow. In a higher thinking process, they can practice the Hegelian dialectical method (as explained in 5.2.2.3) by synthesizing the two perspectives into a new and more sophisticated one. At this point, they probably can generate the last stage, the *Position,* which is absent.

Excerpt 63: LC5S13

Discussion	Utilitarianism and the need for happiness: hedonism vs altruism
Issue One issue trigger two contesting perspectives by two different scholars: John Stuart Mill and Jeremy Bentham	Mill's consideration of **the justification and the process of the Utilitarian search for collective social happiness** led him to different conclusions from those reached by Bentham:

Perspective 1	• **Jeremy Bentham argued that, in the pursuit of happiness, people are or should be motivated to secure the happiness of others**, because, by doing so, they ensure their own happiness. To this extent, the motivation for any actions which assist others to achieve happiness would be based upon an individualistic pursuit of personal satisfaction, even though the cumulative effect would be a general increase in the happiness of the group.
Bentham's perspective of the pursuit of happiness is on the basis of Individual happiness or interest	
Perspective 2	• **John Stuart Mill, on the other hand, argued for an altruistic approach, emphasising that the search for happiness should be primarily based upon a consideration of the interests and welfare of others, rather than the interests of the individual**. Those engaged in the creation and evaluation of the institutions and processes aimed at promoting happiness in society must ensure, as far as this is possible, that the interests of the individual are aligned with those of the group.
Whereas Mill's perspective of the pursuit of happiness is on the basis of people interest rather than individual	

5.2.2.6 Genre of Comparative Report

The next typical Report genre is found to have 5.2% occurrence of the overall genres. The result of the analysis shows that this type of Report genres has identical structure to that in Derewianka and Jones (2012): *Classification ^ Descriptions*. The *Classification* is at least to introduce the two entities which are about to be described. The *Description* stage always recurs because it elaborates both entities under the comparison. Within the present legal textbook, the purpose of this genre, however, seems slightly different from that in Derewianka and Jones (2012). Rather than simply concerning about the resemblances of the two things compared, in most of the emergence of this Comparative Report, it completely concerns about their distinctions. The only evidence confirms Derewianka and Jones (2012) is LC4S9 in which two general notions, Law and Morality, are described in terms of their resemblances. Excerpt 64 shows how this genre is arranged on the basis of the given structure yet its particular purpose is to describe the distinctions instead of the similarities.

Excerpt 64: LC4S13

Comparative Report	The differences between rules and principles
Classification Two key entities about to be described are outlined: rule and principle	<u>**Dworkin distinguishes between rules and principles in the following manner**</u>:
Description 1 The first difference between rule and principle is their own mechanisms.	• In the process of adjudication, <u>**principles apply or operate differently from rules**</u>. Where a rule applies, it does so in an 'all or nothing' fashion, requiring that the case be decided or the dispute resolved in accordance with it. Where a principle applies, however, it does not do so in a conclusive fashion. It provides a reason for the case to be decided in a certain way, but does not require that the decision be necessarily in accordance with it. This is because it is possible for principles to conflict and, in such situations, they have to be weighed and balanced against each other before the decision is made to apply the one or the other.
Description 2 The second difference of rule and principle is their tendency to have dispute.	• Because of their propensity to conflict, <u>**principles have weight, a quality or dimension which allows them to be compared, balanced and for choices to be made between them**</u>. <u>**Rules do not have weight in this sense**</u>. The validity or invalidity of rules is not debatable. Either a rule is valid or it is not. Either a rule applies to a particular case or it does not. There is no question of balancing rules one against the other.
Description 3 The last difference of them is in terms of the existence of the important dimension of the weight.	• Because they do not have the dimension of weight, <u>**rules cannot conflict and remain both valid**</u>. <u>**Principles can**</u>, however, <u>**both be valid and legally binding, even if they conflict.**</u>

5.2.2.7 Genre of Factorial Explanation

This typical Explanation genre has 2.6% of emergence in the present legal textbook. The generic structure of this genre follows Veel (1997) in which two obligatory stages always come up: *Phenomenon Identification ^ Factor.* Given that the social purpose of this genre is to account for how the multiple causes lead to the phenomenon that happens, the *Factor* stage is necessary to be recursive. Conflicting with Veel's claim (1997), the factors can be independent and are not necessarily a

combination of one factor and another one. Excerpt 65 presents how the stages are

logically interwoven to make up the genre.

Excerpt 65: LC4S10

Factorial Explanation	Survival as a Basic Human Goal
Phenomenon Identification To explain the factors which can cause any problems in human survival	Hart asserts that the most basic goal of all human beings is to survive, since 'in general, men do desire to live, and…we may mean nothing more by calling survival a human goal than that men do desire it'. Society is not a 'suicide club'; therefore, **questions of law and morality must deal with issues relating to the continued existence of its members**. **Whilst humans seek to survive and to continue to survive**, **law and morality must confront some basic problems, which may make this a difficult goal to achieve**. **These problems arise from the following 'truisms'**:
Factor 1 Human vulnerability can cause any problems in human survival	*Human vulnerability* Humans can be and occasionally do get physically injured. Law and morality, therefore, consist mainly of prohibitions, one of which is against the use of force and/or killing others.
Factor 2 The second factor of survival problems: *Approximate equality*	• *Approximate equality* Humans are relatively equal in physical strength and ability; this allows for competition where there are no guaranteed winners, since 'even the strongest must sleep sometimes'. The fact that this competition could have negative consequences necessitates the creation of a system of mutual forbearance and compromise, which is the base for legal and moral obligation. To this extent, then, law and morality make life 'less nasty, less brutish and less short' than it would otherwise be.
Factor 3 The third factor of survival problems: *Limited altruism*	*Limited altruism* Human society is plagued by the fact that 'men are not devils dominated by a wish to exterminate each other…but…neither are they angels'. The possibility of causing each other harm in certain circumstances necessitates the articulation, through both law and morality, of mutual promises and forebearances. If all humans were angels, then such provisions would not be necessary and, if they were all devils, these provisions would not be possible.
Factor 4 *Limited resources* can cause any problems in human survival	• *Limited resources* Humans exist in an environment which does not have a limitless supply of resources for food, clothes and shelter. The possibility of some unfairly depriving others of such resources necessitates the creation of rules, both legal and moral, for the protection of some institution of property, though not necessarily private property.
Factor 5	• *Limited understanding and strength of will*

| The fourth factor of problems in survival: *Limited understanding and strength of will* | Knowledge and understanding of the rules protecting persons, property and promises in society is difficult for some; for others, even when they know the rules, the temptation to break them may be irresistible. This necessitates the stipulation of sanctions to deter those who might harm others in breach of the rules |

5.2.2.8 Genre of Causal Explanation

The next genre unfolded is Causal Explanation. Like the other genres under the Explanation genre family found, this very typical Explanation also does not have any significant frequency. Its emergence is found to cover 2.6% of all genres. Nevertheless, the result of its deconstruction shows that this genre has an identical configuration to Veel (1997) in the way that the two compulsory stages always occur: *Phenomenon Identification ^ Explanation.* How the text is constructed according to the Causal Explanation mechanism is exhibited in Excerpt 66.

Excerpt 66: LC6S7

Causal Explanation	**Establishing Principles of Justice**: the need for an overlapping consensus
Phenomenon Identification The key phenomenon is about to be explained in the way that there is a problem to make people agree in social contract to generate principles within the given society	**One problem in the search for principles of justice is**, according to Rawls, **the problem of getting people to agree on the actual principles, without being influenced by improper motives and considerations**.
Explanation To explain why the problem in searching for the principles of justice happened	**This problem arises mainly because human beings are rational beings and are, therefore, self-interested**. **This self-interest tends to interfere with the making of impartial judgments as to what is acceptable and what is not. A person who is aware of his abilities or his social status will naturally tend to think in terms of what would be most beneficial to him, given his advantages or disadvantages compared to the other members of society**. Thus, a person who is fairly well off economically may not accept principles of justice which might require him to part with some of his

wealth in order to improve the economic status of other, less well off persons. At the same time, these other persons may favour such principles, and yet they might find any arrangements which might further improve the position of the well off unacceptable. One requirement for consensus in the choice of principles of justice is, therefore, according to Rawls, the neutralisation of such negative selfinterest.

On the other hand, however, Rawls notes that human beings are not just rational, but are also moral persons. In other words, they do have a sense of justice. People have an intuitive sense of what is just and what is not and, at the same time, they are also capable of making considered moral judgments of what would constitute a just or unjust situation. This fact means that, given the right conditions, people are capable of making impartial decisions about principles of justice and this makes it possible to have what he calls an overlapping consensus regarding such principles.

5.2.2.9 Genre of Period Studies

This genre is the first genre found under the History genres family in the present Law textbook. It appears in a low frequency: 2.6%. Overall, this seems to show that History genres are less favorable within the textbook. Table 5.3 shows that there are only two sub-genres of it; namely, Period Studies and Biography. This genre is basically to describe any significant events related to the given legal themes during particular historical time. For example, in Excerpt 66, the key episodes of the decline of theory of natural law during particular historical periods are reported. It is no other than the events which make the given periods matter. Therefore, the periods are considered significant (by the author of the present textbook) to gain particular attention.

Regardless of its infrequency, its configuration entirely follows the selected pattern in Christie and Derewianka (2010): *Period Identification ^ Period Descriptions*. The following passage shows how this genre is constructed through the common pattern: *Period Identification ^ Period Description 1 ^ Period Description 2.*

Excerpt 66: LC2S7

Period Studies	The Decline of Natural Law Theory
Period Identification Two important periods are identified and will be reported in terms of the key events encountered by Natural Law theory	**The 18th and 19th centuries saw the decline of Natural Law theory as it came under attack from rationalist and increasingly secularist approaches to the problems of the human condition.**
Period Description 1 intellectual episodes happened to the theory by several prominent scholars during a particular time	**The 18th century** **In this, the 'age of reason'**, thinkers like Charles de Montesquieu (1689– 1755), David Hume (1711–76) and Adam Smith (1723–90) criticized Natural Law theory for its assertion that there was some ultimate, metaphysical purpose to human existence and human society, separate from the moral and physical realities of everyday life. Hume especially attacked the *a priori* reasoning behind most Natural Law thought, especially what he regarded as being the irrational attempt to derive *ought* propositions from *is* propositions.
Period Description 2 More harsh intellectual episodes encountered by the theory during a particular time	**The 19th century** **This period saw an even more virulent attack on Natural Law theory**, as emphasis was placed on the notions of State power and coercion. For example, the German philosopher, Hegel, sought to deify the State, which he regarded as an end in itself, an absolute sovereign whose essence derived from the laws of history and was, therefore, not subject to some external, higher law. **The 19th century also saw the rise of the Positivist approaches to law**, as expounded by such theorists as Jeremy Bentham and John Austin, which sought to place a strict separation between the two notions of what the law is and what it ought to be. Law and morality could and, indeed, should be kept separate, and the principles of Natural Law were regarded as belonging more to the realm of morality than to that of law.

5.2.2.10 Genre of Biography

The next History genre unfolded within the present Legal textbook is Biography with 2.6% emergence. The configuration of this genre is found to be identical to Christie and Derewianka (2010): *Person Identification ^ Episodes* as exemplified in Excerpt 67. Similar to the common middle stage of the Sydney School's genres, the *Episode* is also found to be recursive. This recursivity is considered

necessary in order to provide sufficient and substantial information about ideas, thoughts, or works of the legal scholars who are being reported. The descriptions of the particular historical figures seem important to be offered since those figures are considered undoubtedly prominent within the discipline and indeed, they had significant works related to the legal themes that are being dealt with in the present textbook. As exhibited in Excerpt 67, Jeremy Bentham is identified as one of the prominent legal scholars. The unfolding of Biography genre here seems to indicate that the given textbook could serve as second hand account particularly for Law students since the descriptions of the given scholar's works and thoughts are simply a kind of summary. This genre, therefore, could be an introductory text to students who are eager to have further access to Bentham's works in order to gain more insights about his legal thoughts. This is confirmed by the interviewed legal specialist of UIN-SU who said that direct access to Jeremy Bentham's books is important to any students belonging to the Department of Shariah who needs to have a great deal of perspectives and insights of not only the Islamic-oriented Law (Shariah) but also Law as a pure science (Jurisprudence). The Legal specialist informant also adds that this direct intellectual access is, however, impossible without any sufficient faculty in English reading.

Excerpt 67: LC3S3

Biography	Jeremy Bentham (1748–1832) Origins of the command theory of law
Person Identification Identify a particular philosopher, Jeremy Bentham, who is about to be described	**Jeremy Bentham is generally credited with being the founder of the systematic imperative approach to law**, although most of what he wrote in this regard was not in fact published until almost a century after his death.
Episode 1	The first intimations of this approach to law, which may rightly be described as the 'command theory' of law, did appear in at least **two texts which were published in his**

The works of the scholar are described	**lifetime, that is,** ***A Fragment on Government*** **(1776) and** ***An Introduction to the Principles of Morals and Legislation*** **(1789). Most of his work, however, remained in manuscript until it was discovered and published under the title** ***The Limits of Jurisprudence Defined*** **(1945). This text was later revised and republished by Professor HLA Hart as** ***Of Laws in General*** **(1970).**
Episode 2 Scholar's thoughts particularly in the account of Law	**Bentham was a reformer who believed that** laws should be created in accordance with the principle utility, that is, that laws should be aimed at advancing the greatest happiness of the greatest number of persons in society. He rejected the Natural Law approach which contended that laws should be judged in respect of their goodness or badness in accordance with the requirement of some higher law and did not believe in the notion of natural rights, which he famously described as being 'nonsense on stilts'. For Bentham, only happiness was the greatest good. The 'art of legislation' consisted in the ability to tell or predict that which would maximise happiness and minimise misery in society. The 'science of legislation', on the other hand, comprised the adequate and effective creation of laws which would advance or promote social happiness or pleasure whilst, at the same time, reducing social pain and misery.
Episode 3 Scholar's thoughts particularly in the account of Law	**Bentham argued that** a distinction should be made between what he called 'expositional jurisprudence', which may be said to be an attempt to answer the factual question 'what is the law?', and 'censorial jurisprudence', which involves the normative question of what the law ought to be, that is, 'what is good law?'. Bentham's answer to the first question was a Positivist one, for he believed that law could only be identified and described in terms of legally relevant facts, involving issues concerned with the processes of law creation and its enforcement by persons in positions of power and control in society. In this regard, he stated his intention in legal theory to be:

5.2.2.11 Genre of Conditional Explanation

This genre is found to have the least occurrence: 0.9 %. Regardless of its infrequency, its configuration is entirely on the basis of the selected analysis framework (Martin and Rose, 2008): *Phenomenon Identification ^ Conditions*. The opening stage, *Phenomenon Identification,* introduces the key phenomenon under observation, which is then intertwined with the next stage *Condition*. In line with many middle stages belonging to SFL-based genres that usually come up more than once, this

stage also has the same recurrent characteristics. Its recursivity is considered necessary since its function is to elaborate more than one result caused by at least more than one variable. Thus, each of the *Conditions* has to present one result along with its own cause.

Excerpt 68 exemplifies how one act, throwing stones at certain buildings, can have a variety of consequences. The consequences are then to be explained on two different bases: one without any legal consequence due to the absence of law, and another with a legal consequence for the law regulating the act exists. Thus, the passage can be seen that it is arranged according to the given pattern: *Phenomenon Identification ^ Condition 1 ^ Condition 2*.

Excerpt 68: LC3S13

Conditional Explanation	Primary Norms and the Legal Significance of Actions
Phenomenon Identification **Condition 1** Explanation of a condition of the act of throwing stone at people's building on the basis of the absence of the particular legal norm regulating it.	**For Kelsen, all actions have a subjective meaning and an objective meaning**. An act may have no more significance than that which can be derived from its mere occurrence, for example, the act of picking up a stone and throwing it at a wall may mean only that the simple physical act of employing one's musculature in the physical elevation of a solid piece of matter and forcefully propelling it in a certain direction, with the intention that it collide with another, larger piece of solid matter. **This is the subjective meaning of the act and, if there were no law against this sort of activity, then no more would be thought of it and the matter would lie where it fell**.
Condition 2 Explanation of the condition of the given act, throwing stone at people's building, on the presence of any legal basis which regulates the action.	**However, if there were a law against throwing stones at certain buildings**, for example, people's homes, **then there would be a primary norm which directs officials to apply sanctions** in the event of some person acting in a way which fulfils the conditions under which sanctions may be applied under that law. In this case, the act of picking up a stone and throwing it at a wall would automatically acquire legal significance, in that if the wall forms part of some person's abode, then the stone thrower's act will have fulfilled the conditions under which an official would properly be required to apply a sanction by the relevant legal norm. **This then becomes the objective meaning of the act**. Moreover, in a legal

	system which is, on the whole, efficacious, the appropriate sanction would be duly applied.

5.2.2.12 Genre of Theoretical Explanation

Another sub-Explanation genre unfolded is Theoretical Explanation that is very rarely found within this Law textbook. Table 5.4 shows that it makes up 0.9% of the overall genres. This could be because the overall Explanation genres indeed have lowest emergence compared to the other genre families: Report and Argument. Nevertheless, its configuration basically follows Veel (1997): *Statement of Theory ^ Elaborations.* Like most of the middle stages in Sydney School genres, *Elaboration* is indeed recurrent. The evidence shows that it occurs many times within the given passage. Excerpt 69 is the only evidence exemplifying how the passage is constructed following the given pattern in the way that the legal concept of positivism is elaborated in a variety of ways through the generic structure: *Statement of Theory ^ Elaboration 1 ^ Elaboration 2 ^ Elaboration 3 ^ Elaboration 4 ^ Elaboration 5 ^ Elaboration 6*.

Excerpt 69: LC1S13

Theoretical Explanation	Positivism
Statement of Theory the legal concept of Positivism is elaborated in variety of ways	**The approach to the study of law which regards valid laws as being only those laws that have been 'posited', that is, created and put forward by human beings in positions of power in society. Generally, Positivism rejects the attempt of Natural Law theory to link law to morality**. **Professor Hart has identified at least six different ways in which the term 'Positivism' may be employed**:
Elaboration 1	(a) **Positivism in the definition of law**—that law, in the wider sense, is defined as the expression of human will, and that law as the command of the 'sovereign' is the most prominent example of this form of Positivism.
Elaboration 2	(b) **Positivism as a theory of a form of legal study**, the object of which is the analysis or clarification of meanings of legal concepts; analytical jurisprudence, which is purely a conceptual, as distinct

	from a sociological, historical, political or moral investigation of the law.
Elaboration 3	(c) **Positivism as a theory of the judicial process**—that a legal system is a closed logical system, in which correct decisions can be deduced from a conjunction of a statement of the relevant legal rules and a statement about the facts of the case.
Elaboration 4	(d) **Positivism as a theory of law and morals**—that there is no necessary connection between law as it is and law as it ought to be (the so-called separation thesis).
Elaboration 5	(e) **Positivism and non-cognitivism in ethics**—that moral judgments cannot be established by rational argument, evidence or proof.
Elaboration 6	(f) **Positivism and the obligation to obey the law**—that there is an unconditional obligation to obey the law, regardless of the content.

5.2.2.13 Genre of Compositional Report

Unlike Descriptive Report that is the most dominant one in this textbook, this another sub-Report genre is rarely found with only 0.9% presence. The analysis reveals that the configuration of this genre is entirely identical to Martin and Rose (2008) where the two obligatory stages are unfolded: *Classification* and *Component*. In the present Law texts, the middle stage of *Component* repeatedly emerges. The nature of this genre is mainly to describe how at least two elements compose an entity. Therefore, its recurrence is necessary and inevitable. As exhibited in Excerpt 70, a single conception of law is described as a constitution of three fundamental elements: sovereign, command, and sanction that are then described one at a time in the *Component* stage consequtively. Thus, the unfolded pattern is *Classification ^ Component 1 ^ Component 2 ^ Component 3*.

Excerpt 70: LC3S6

Compositional Report	
Classification Categorize the key elements which make up law	Ultimately, **Austin's conception of law** can be reduced to the simple statement: Law is the command of a sovereign backed by sanctions.

	The three main elements of that conception were explained by Austin as follows:
Component 1: The first element is Sovereign	*Sovereign* For Austin, **the sovereign is the essential source of all law in society and, indeed, where there is no sovereign, there can be no law**. The sovereign must be a determinate and common political superior, that is, it must be possible clearly to identify and determine a person or group of persons who are habitually obeyed by the bulk of the members of society and who do/es not habitually obey anybody else. The sovereign must be legally illimitable and indivisible and is the sole source of legal authority: Every positive law, or every law simply and strictly so called, is set, directly or circuitously, by a sovereign person or body, to a member or members of the independent political society, wherein that person or body is sovereign or supreme. It follows that the power of a monarch properly so called, or the power of a sovereign number in its collegiate and sovereign capacity, is incapable of legal limitation… Supreme power limited by positive law is a flat contradiction in terms.
Component 2: The second element is Command	*Command* **The sovereign's will is expressed in the form of a command**. A command is an imperative form of a statement of the sovereign's wishes and it is different from an order, in that it is general in its application. It is also different from other expressions of will, in that it carries with it the threat of a sanction which may be imposed in the event of the subject of the command not complying with it. As Austin puts it: If you express or intimate a wish that I shall do or forebear from some act, and if you will visit me with an evil in case I comply not with your wish, the expression or intimation of your wish is a command. A command is distinguished from other significations of desire, not by the style in which the desire is signified, but by the power and the purpose of the party commanding to inflict an evil or pain in case the desire be disregarded. If you cannot or will not harm me in case I comply not with your wish, the expression of your wish is not a command, although you utter your wish in imperative phrase. Furthermore: A command, then, is a signification of desire. But a command is distinguished from other significations of desire by this peculiarity: that the party to whom it is directed is liable to evil from the other, in case he comply not with the desire.
Component 3: The third element is Sanction	*Sanction* A sanction is some harm, pain or evil which is attached to a command issued by a sovereign and which is intended as a motivation for the subjects of the sovereign to comply with his or her commands. **The sanction is a necessary element of a command**

and there must be a realistic possibility that it will be imposed in the event of a breach. It is sufficient that there be the threat of the possibility of a minimum harm, pain or evil:

The evil which will probably be incurred in case a command be disobeyed or (to use an equivalent expression) in case a duty be broken, is frequently called a sanction, or an enforcement of obedience. Or (varying the phrase) the command or the duty is said to be sanctioned or enforced by the chance of incurring the evil.

5.2.3 New Genres Found in the Law Textbook

It is considered necessary to classify the following genres because the unfolded purposes of the texts are found to be sufficiently or entirely different from the existing ones in the analysis frameworks. Without this effort, the given data would remain unclassified and unexplainable in terms of their uniqueness and particular novelty. Therefore, the genres listed in Table 5.6 could be considered new in this present study. They are Responsive Explanation, Gradual Explanation, and Preview. The unfolded structures of these genres are, however, considered potential since they can consist of stages that might be obligatory and optional but may not be limited to the ones presented below.

Table 5.6 New Genres and Their Potential Structures Unfolded in Law Textbook

No	Genres	Potential Structures
1	Responsive Explanation	*Phenomenon Identification ^ Response*
2	Gradual Explanation	*Background ^ Phenomenon Identification ^ Grades*
3	Preview	*Preview Details*

5.2.3.1 Genre of Responsive Explanation

The first new genre found within the textbook is a new type of Explanation genres. Although its emergence is not high: 3.5%, the repeated data show that this genre contains different features from the existing one: Causal Explanation in

terms of its purpose and the function of its stages through which the main purpose has to be achieved. It is classified to be different since the data show that in the beginning paragraph of the passages there are usually situations that have a particular tendency to be considered as problem. Therefore, the given phenomena can be considered problematic. Since the phenomena invite a particular concern, they demand any responses to handle, reduce, or solve them. Thus, this genre usually moves through two stages**:** *Phenomenon Identification* and *Response* as exemplified in Excerpt 71**.**

Excerpt 71: LC5S21

Responsive Explanation	The Problem of Predicting Pleasures
Phenomenon Identification A key problem which is about to be responded is identified	**Another problem for Classical Utilitarianism is the question of how to determine accurately exactly what people desire under a given situation**. **It is therefore difficult to decide upon what measures to take in order to maximise the happiness/satisfaction of the greatest number of people in society**.
Response To respond to the given problem	**EAL proposes an approach to the problem which reduces people's desires to economic units**. A person's desire for a particular thing may be measured in terms of how much that person is prepared to pay for the thing, either in money or in the form of some other resource which they have available to them, such as time or effort. In this case, therefore, what a person wants is what they are willing to pay for, and the extent to which they want it is determined from the amount which they are prepared to pay for it.

a) *Phenomenon Identification*

This stage introduces a problematic phenomenon which needs to be considered and solved. This stage usually addresses difficulties, questions or any situations related to particular concepts, terms, or theories which can be regarded as problem. Then, they will be responded or solved in the next stage: *Response***.** The concept of problem may be signaled by any possible lexical items: *difficulty*, *problem*, *question*, etc.

b) Response

This stage explains any approaches which are necessary to respond to or solve any difficulties, problems, etc. introduced in the initial concepts, terms, or theories. Of all its occurences, this stage is not found to repeatedly emerge since the given response might be successful in explaining, answering or solving the given questions and difficulties. Therefore, it seems to have no alternative solution which leads the stage to come up again. Following Hoey's argument in his elaboration of problem-solution pattern (2001), this stage is labelled as *Response* rather than *Solution*.

5.2.3.2 Genre of Gradual Explanation

At a glance, this new genre may look similar to Cyclical Explanation (Derewianka and Jones, 2012). However, it has a difference in its social purpose in the way that it is to explain particular phenomena that happened in linear and gradual way rather than the cyclical one since the phenomena have encountered a particular escalation.

Within its occurrence, two key stages are found to construct the genre: *Phenomenon Identification* and *Grade*. Likewise, the majority of Explanation genres, this *Phenomenon Identification* also introduces a particular phenomenon and then it outlines several gradual phases through which the phenomenon happened. The phases are then explained through the next stage: *Grade*. Given that the phase is always multiple, the recursivity of the stage is certain and necessary. As exemplified in Excerpt 72, Law is explained to encounter development through three gradual phases: charismatic, traditional, and rational. The idea of gradual here is understood when the current phase (*Grade 1*) is denied or changed because the given entity takes another form in the next stage (*Grade 2*).

Excerpt 72: LC7S3

Gradual Explanation	Max Weber (1864–1920): German sociologist and economist
Background	Weber regarded the sociology of law as being central to general sociological theory. He was the first to try and provide a systematic sociology of law and, in doing this, he sought to understand the development and workings of Western capitalist society. Weber engaged in historical and comparative studies of the major civilisations in the world as he tried to understand two main features of Western society, that is, capitalism as an institution and rationalism in the legal order.
Phenomenon Identification	<u>**He saw law as going through three 'ideal' stages of development**</u>:
Grade 1 *Charismatic*	• *Charismatic* Where legality arises from charismatic revelation—that is, as a gift of grace—through 'law prophets', who are rulers believed to have extraordinary personal qualities. The law which they propound is supported by an administrative apparatus of close aides or 'disciples'.
Grade 2 *Traditional*	• *Traditional* Where charisma may become institutionalised through descent and the law making powers pass to a successor. Law is then supported by tradition and inherited status, as in the case of new monarchies.
Grade 3 *Rational*	• *Rational* Where there is a 'systematic elaboration of law and professionalised administration of justice by persons who have received their legal training in a learned and formally logical manner'. In this case, the authority of law is based on the accepted legitimacy of the lawgivers, rather than on charisma. There is a rationalised legal order which dominates in an impersonal fashion. According to Weber, the rationality of law in Western societies is a result of the rationalism of Western culture. Legal rationalism is the product of a number of factors. Economic forces have played a significant, but not necessarily a pivotal, role. Capitalism provided the conditions under which rational legal techniques, once developed, could spread. Institutions of the capitalist system are predicated upon calculation and, to this extent, they require a 'calculable legal system', which can be rationally predicted. The growth of bureaucracy established a foundation for the systematisation of the administration of rational law. Legal professionals have also contributed to rationalisation. Indeed, Weber regarded English lawyers, with their vested interests in the retention of the anachronistic formalism of the English legal system, as a major impediment to rationalisation of the law in this country.

5.2.3.3 Genre of Preview

This newly derived genre is considered to have a social purpose to give the readers a general view of the current chapter which is about to be in coverage. It is

found in the opening section of the textbook chapters. The only incidence is Excerpt 73 that shows that this genre is only consitituted by one stage, *Previewing Details.* The reason why this genre is only unfolded in this chapter could be because this chapter is considered (by the author of the textbook) different from the other chapters. It can be seen in the stage of *Preview Details 2*. Thus, this chapter seems to deserve a kind of description alone (in its very initial part) before its main body is described.

Excerpt 73: L1C1S1

Genre of Preview	Introduction
Preview Details 1 To give preview to the readers about the goal of the given chapter	Unlike the other chapters of *Essential Jurisprudence,* **this first chapter sets the scene on the whole area of jurisprudence**. **It is the aim of this chapter to identify and to clarify some of the more general issues and questions which confront a student approaching jurisprudence as a subject for the first time**. Such questions usually concern matters relating to an initial appreciation of the nature and scope of the subject, as well as the mode and purpose of the enquiry which it involves. In the main, these are questions of definition, content and relevance, such as those listed above. Such questions arise mainly from the fact that, as a subject, jurisprudence is occupied with different issues and generally takes a different approach from the other, mainly black-letter, law subjects, in the manner in which it deals with the subject matter of its enquiry. It is usually this difference in approach which makes many a law student feel disconcerted and disoriented, and much of this has to do with the unfamiliarity of the variety of devices, both terminological and methodological, which this philosophical study of the law employs.
Preview Details 2 To describe the unique feature of the current chapter from the rest of the textbook	Thus, in dealing with the various issues of definition and clarification, **this chapter takes an approach and a style which is distinct from that which will be followed in the rest of this text**. This is because it is not possible to explain the subject matter in the same format and an emphasis has been put on explanation, rather than exposition. **Essentially, this could be regarded as a reference chapter** to which the student may turn from time to time to discover the meaning and implications of various terms, phrases and distinctions which he may encounter, either in the course of this text or elsewhere.

5.3 Research Question 6: What are the Similarities and Differences of the Genres and their Generic Structures Found in the English Language Textbook of Islamic Law and those of Law?

The result of comparison and contrast of the two present textbooks that are about to be elaborated here will not be put in separate sections of the similarities and differences. Rather, they need to be put under a single major section. This is simply because the findings of the analysis seem to show that any commonalities or differences between them are not easily clear-cut in the way that any elaborations of their commonalities will also involve their differences, such as the degree of dominance or the genres percentage. Moreover, the examinations will be in the level of genre family rather than the sub-genres by grouping several genres that belong to the same family on the basis of the selected analysis frameworks.

5.3.1 The Comparison and Contrast of the Genres and their Generic Structures Found within Both of the Textbooks of Islamic Law and Law (Jurisprudence)

The result of the scrutiny of two textbooks under two different kinds of Law reveals that there are four major genre families that will be elaborated in this section; namely, Report, Argument, History, and Explanation genres.

Table 5.7 sums up the overall genres and their most structures found in both of the Islamic Law and Law textbooks and they are listed from the highest to the lowest frequency.

Table 5.7 Comparison and Contrast of the Overall Genres and the Structures in both of the English Language Textbook of Islamic Law and that of in the Textbook of Law

No.	Islamic Law		%	Law		%
	Genres	Generic/Potential Structures		Genres	Generic/Potential Structures	
1	Historical Report	*Identification ^ Descriptions*	24	Descriptive Report	*Classification ^ Descriptions*	38
2	Causal Explanation	*Phenomenon Identification ^ Explanations*	18	Classifying Report	*Classification ^ Types*	15
3	Historical Account	*Background ^ Account Sequence ^ (Deduction)*	13.2	Challenge	*Challenged Position ^ Rebuttal Arguments*	8.8
4	Factorial Explanation	*Phenomenon Identification ^ Factors*	7.4	Exposition	*Thesis ^ Arguments*	8.8
5	Descriptive Report	*Classification ^ Descriptions*	6	Discussion	*Issue ^ Perspectives*	6.1
6	Preview	*Background ^ Preview Details*	4.1	Comparative Report	*Classification ^ Descriptions*	5.2
7	Classifying Report	*Classification ^ Types*	3.3	Responsive Explanation	*Phenomenon Identification ^ Response*	3.5
8	Historical Comparative Report	*Categorization ^ Comparisons*	3.3	Factorial Explanation	*Background ^ Phenomenon Identification ^ Grades*	2.6
9	Sequential Explanation	*Phenomenon Identification ^ Explanations*	3.3	Causal Explanation	*Phenomenon Identification ^ Explanations*	2.6
10	Consequential Explanation	*Input ^ Consequences*	3.3	Period Studies	*Period Identification ^ Period Descriptions*	2.6
11	Exposition	*Thesis ^ Arguments*	3.3	Biography	*Person Identification ^ Episodes*	2.6
12	Comparative Report	*Classification ^ Descriptions*	2.5	Preview	*Preview Details 1 ^ Preview Details 2*	0.9
13	Historical Categorizing Report	*Categorization ^ Categories*	1.6	Conditional Explanation	*Phenomenon Identification ^ Conditions*	0.9
14	Conditional Explanation	*Phenomenon Identification ^ Conditions*	1.6	Theoretical Explanation	*Statement of Theory ^ Elaborations*	0.9
15	Discussion	*Issue ^ Perspectives ^ Position*	1.6	Gradual Explanation	*Phenomenon Identification ^ Grades*	0.9
16	Theoretical Explanation	*Statement of Theory ^ Elaborations*	1.6	Compositional Report	*Classification ^ Components*	0.9
17	Challenge	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*	0.8			
18	Biography	*Person Identification ^ Episodes*	0.8			

5.3.1.1 Genres of Report

The first comparison between the two textbooks is in terms of the emergence of Report genres. In the textbook of Jurisprudence or Law as a pure science, this genre family is found to be the most dominant with more than 50 percents of the overall genres. On the other hand, within its counterpart, although Report genres are not the dominant ones, they are not the least ones either. They make up more than ten percent of the total ones. This degree of dominance shows a consistence with SFL scholars' claim that Report genres are popular genres in the textbooks of science (Martin, 1990, and Shea, 1998 cited in Veel, 1997).

The variations of the genre types and their configurations more or less are similar. Descriptive Report, Classifying Report, and Comparative Report are the common types within the textbooks. And the generic configurations of the genres across the textbooks are also similar. Each of the sub-genres entirely follows the given structures in the frameworks where *Classification* and *Description* stages are never optional.

The consistent occurrence of Report genres across the present textbooks seems to affirm that classifying has "a role in every science" (Okasha, 2002, p.103). Scientists in every science do classifications of the objects that they are studying. They classify countless things according to the episteme of their disciplines. Biologists classify animate matters like plants, animals, humans rather than the unanimate ones, such as rocks, metals, starts, planets, and many else. Therefore, the presence of this kind of classifying-oriented genres within the two kinds of legal textbooks are considered to tell the Law students about the episteme of their discipline in order that they are aware of the subject matters that they need to pay attention to and

study about. The disciplinary matters are certainly wide and various. The matters described across the two textbooks could be both ideologically similar and ideologically different. As for the discipline of the Islamic Law, they cover but might not be limited to the legal apparatuses, legal schools, the transmissions of the ideological texts, legal pluralism, and reasoning. On the other hand, those, in its counterpart, are any important notions and concepts (norms, policy, sanctions, justice, morality, etc.), any categories of key subject matters (rules, principles of justice, liberty, etc.), any key philosophical approaches to the discipline (realism, formalism, positivism, materialism, utilitiarinism, etc.), and other disciplinary matters.

5.3.1.2 Genres of Argument

The second aspect of comparison is the presence of Argument genres. This genre family is found in both of the Legal textbooks that encompasses three sub-genres; namely, Exposition, Discussion, and Challenge. Yet, their percentage are more in the Law textbook (23.7%) than in its counterpart (5.7%). This discrepancy could be due to the ideological emphasis rather than merely any logical reason. This will be elaborated below.

The present analytical deconstruction implies that the presence of Argument genres has two key purposes. The first purpose is to persuade and argue for the importance of any subject matters within the two kinds of Law: Islamic Law and the Jurisprudence. This purpose is particular to the Law-majoring students for they are the main readers of the present textbooks. It seems a prerequisite to anyone who are about to enter the disciplinary community of the Law in order to accept the presented ideologies, principles, legal doctrines, etc. These epistemological entities of the field, according to Kuhn (1996), are important to be taken for granted rather than to be

examined in terms of their faculty, sufficiency, generality, validity, and so on since they are consensus within the community and considered proved to be effective and fundamental in understanding and handling countless events, cases, or problems beforehand. Therefore, any members of the legal discipline community, regardless of who they are, seem obligued and bound to think and act on the basis of the epistemological entities. This persuasive purpose is considered to be achieved primarily by the genre resource of Exposition. Interestingly, all of the evidences show that the unfolded Exposition has entirely identical configuration within the two textbooks where any claims or judgements are initially put forward in the first place (through the *Thesis* stage) and then it is immediately followed by any reasoning (in the *Argument* stage). This simple and more straightforward structure of logic seems to be more promoted to the students because it looks more easily for them to follow when they are structuring their arguments particularly in speech events like classroom discussions and debates. This rhetorical skill is pivotal (Durant and Leung, 2016) when they do their legal practices in trials either in shariah or general courtrooms where they need to put any legal cases and legal subjects under legal examinations and disputations. This is also supported by the interviewed Legal specialist informant who emphasizes that the ability to argue is very important for the students particularly in their career later while they are practising law. The usage of argument is varied subject to their legal professions. For example, as lawyers, they need arguments of defense or arguments of prosecution to argue about their cases.

The second purpose of these Argument genres is to present how complex and dynamic the discursive formations are within the discipline regardless of the ideology to which it is oriented. This seems to be explained by Okasha (2002)

through the so-called context of discovery where he defines it as "the actual historical process by which a scientist arrives at a given theory" (p.79). However, the present excerpts show a slight difference from Okasha's example of how a particular scientist arrived at a particular hypothesis. The present evidences seem to show that process does not belong to a single scientist alone. Instead, after the ideas, claims, or theories are proposed (by a single scientist), they are scrutinized and criticized by other scientist(s) with regard to their own clearity, problematicity, sufficiency, etc. At this extent, the given ideas encounter a struggle within themselves (claimed by Hegel in Chinhengo, 2002). Thus, the complex and dynamic processes of the disciplinary discovery are aimed to be simplified through the simple structure of the genres resource of Discussion and Challenge in order that the students are more easily to learn them. This kind of manipulation, Bernstein (1990) argues, is important practices of pedagogic discourse to give the students access to their field.

5.3.1.3 History and Explanation Genres

The next contrastive scrutiny between the two textbooks of Jurisprudence and Islamic Jurisprudence is dealing with the consistent occurrence of the History genres across the legal textbooks under two different ideological bases. Unlike the Argument genres, this genres family is much more dominant within the Islamic one (43%) than that within its counterpart (5.3%). This large discrepancy could be primarily due to but not limited to the context of ideology. The presented ideology from which the Islamic Law begun as legal practices and then came into existence as a discipline had encountered long historical periods. Therefore, it seems paramount for the author of the Islamic Law textbook to chronicle the story of the context of the

disciplinary discovery (Okasha, 2002) and that of complex discursive formations of the discipline (Foucault, 1972).

The importance of history in studying Law is confirmed by the Legal specialist informant of UIN-SU who explained that Law students need to learn history. Law changes subject to particular historical effects. In Jurisprudence, the study of history is known as History of Law whereas in the field of Islamic Law, it is also known as *Tarikh Tasyri*. The specialist informant affirms that one can not formulate any regulation without historical effects of the actions or the matters regulated. One action, which had no legal consequence in the past, may have legal a consequence in this present. In the context of Islamic ideology, the historical effects can be learned through the context of reasons why the divine texts were revealed. This reason is known as *asbabun nuzul*.

The explanations of the legal historical consequence can be presented not only through the genres of History but also through the genres of Explanation. The data show that a number of variations of Explanation genres are found in both of the Legal textbooks. In Islamic Jurisprudence alone, they encompass 35.5% which can be considered quite high. Their variations across the textbooks also include the new genres; namely, 1) Causal Explanation, 2) Factorial Explanation, 3) Responsive Explanation, 4) Sequential Explanation, 5) Consequential Explanation, 6) Conditional Explanation, 7) Theoretical Explanation, 8) and Gradual Explanation. Each of them has their own social purpose and mechanism. This finding seems to indicate that causation is also crucial in Law in general which is not only law as a field of study (Jurisprudence) but also law as a practice and as a system.

5.4 Summary

This chapter has presented and discussed the results of the deconstruction within the Islamic Law and Law textbooks in terms of the unfolded genres and their pattern. The findings of the two textbooks were also compared and contrasted to reveal the commonalities and discrepancies between the textbooks. More interestingly, the results were also discussed through various standpoints.

Chapter 6 will scrutinize the similarities of the genre findings between the Islamic Economics and Islamic Law textbooks.
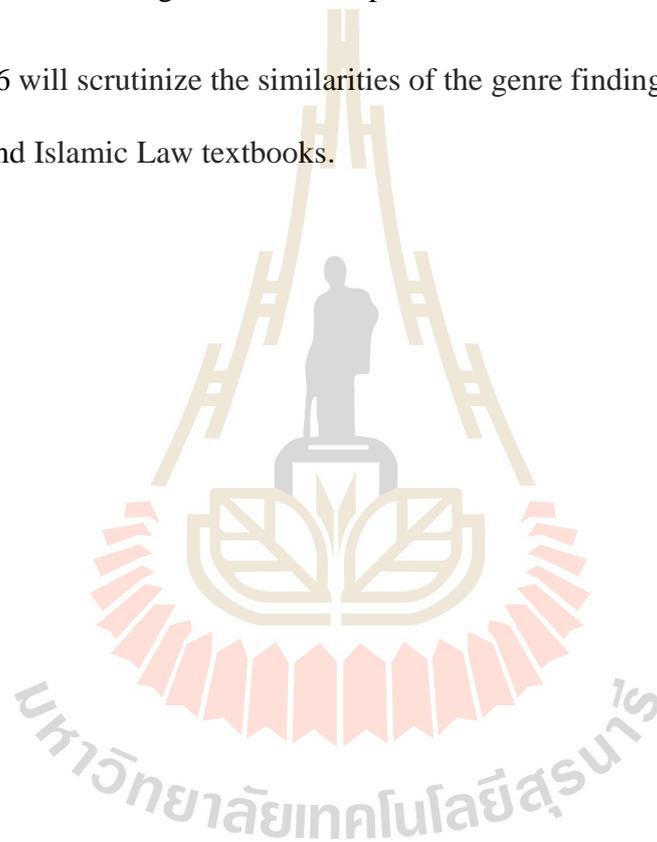
CHAPTER 6

THE COMMONALITY BETWEEN THE GENRES

IN THE UNIVERSITY TEXTBOOK OF ISLAMIC

ECONOMICS AND THOSE IN THE

ISLAMIC LAW TEXTBOOK

This chapter focuses on describing the results of the scrutiny of the two university textbooks under two different disciplines yet belonging to one identical ideological orientation primarily in what ways both of the Islamic Economics and the Islamic Law textbooks are similar. Afterward, the chapter investigates why the similarities happen as they are.

6.1 Research Question 7: What are the Commonalities between the Genres in the English Language Textbook of Islamic Economics and Those in the English Language Textbook of Islamic Law Used by Indonesian Students in the State Islamic University of North Sumatra, Indonesia?

The scrutiny of any commonality between the two textbooks under the two different diciplines mainly focuses on the genres unfolded within them. The report of the commonality will mainly deal with the genres in the level of family rather than that

in the level of the sub-genres or further the level of the structure. Nevertheless, the smaller level can be touched upon if necessary, such as to exemplify or support the given explanations, the drawn claims or conclusions. The explanations in the broader level could be more important than that in the smaller level (sub-genres) because a bigger picture could be drawn in terms of how the present textbooks as well as the disciplines to which the textbooks belong are underscrutiny look like. More importantly, the reasons why the genres exist as they are can be disclosed. Perhaps through this kind of reasoning-driven mechanism, any substantial explanations and sufficient descriptions of their commonalities can be figured out. As presented in Table 4.1, 25 genres have been identified in the Islamic Economics textbook whereas in Table 5.1, 18 genres have been found within the Islamic Law one. Thus, Table 6.1 sums up altogether 16 genres found to be resemblant within the two investigated textbooks. They are sequentially arranged according to the frequency of their occurrence. The genres in bold refer to the new genres for they are considered to have different purposes and mechanisms from the existing ones.

Table 6.1 Commonalities of the Genres and their Structures along with their Frequencies Found in both of the Textbook of Islamic Economics and those in the Textbook of Islamic Law

Islamic Economics			Islamic Law		
Genres	**Generic/Potential Structures**	**%**	**Genres**	**Generic/Potential Structures**	**%**
Descriptive Report	*Classification ^ Descriptions*	15.3	Historical Report	*Identification ^ Descriptions*	*24*
Factorial Explanation	*Phenomenon Identification ^ Factors*	9	Causal Explanation	*Phenomenon Identification ^ Explanations*	*18*
Biography	*Person Identification ^ Episodes ^ (Evaluation)*	9	Historical Account	*Background ^ Account Sequence ^ (Deduction)*	*13.2*
Classifying Report	*Classification ^ Types*	8.3	Factorial Explanation	*Phenomenon Identification ^ Factors*	*7.4*
Exposition	*(Background) ^ Thesis ^ Arguments ^ Reinforcement of Thesis*	8.3	Descriptive Report	*Classification ^ Descriptions*	*7.4*
Historical Report	*Identification ^ Descriptions*	8	Classifying Report	*Classification ^ Types*	*3.3*

Table 6.1 Commonalities of the Genres and their Structures along with their Frequencies Found in both of the Textbook of Islamic Economics and those in the Textbook of Islamic Law (Cont.)

Islamic Economics			Islamic Law		
Historical Categorizing Report	*(Background) ^ Categorization ^ Categories ^ (Deduction/Conclusion)*	6	**Historical Comparative Report**	*Categorization ^ Comparisons*	*3.3*
Consequential Explanation	*Input ^ Consequences*	3.6	Consequential Explanation	*Input ^ Consequences*	*3.3*
Historical Account	*Background ^ Account Sequence ^ (Deduction)*	3.3	Exposition	*Thesis ^ Arguments*	*3.3*
Conditional Explanation	*Phenomenon Identification ^ Conditions*	3.3	Comparative Report	*Classification ^ Descriptions*	*2.5*
Discussion	*(Background) ^ Issue ^ Perspectives*	2.3	**Historical Categorizing Report**	*Categorization ^ Categories*	*1.6*
Challenge	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*	2	Conditional Explanation	*Phenomenon Identification ^ Conditions*	*1.6*
Causal Explanation	*Phenomenon Identification ^ Explanations*	1.7	Discussion	*Issue ^ Perspectives ^ Position*	*1.6*
Comparative Report	*Classification^ Descriptions*	1	Theoretical Explanation	*Statement of Theory ^ Elaborations*	*1.6*
Historical Comparative Report	*Categorization ^ Comparisons*	0.7	Challenge	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*	*0.8*
Theoretical Explanation	*Statement of Theory ^ Elaborations*	0.7	Biography	*Person Identification ^ Episodes*	*0.8*

Figure 6.1 displays the comparison of all the genres through a graphic within the two textbooks belonging two different disciplines, Economics and Law, yet under one identical ideological orientation: Islam.

Figure 6.1 Summary of Comparison of the Overall Genres between

the Islamic Economics and Islamic Law Textbook

6.1.1 Genres of History

Surprisingly, the first similarity is the unfolding of the History genres. This finding could be considered as the most prominent similarity possessed by the textbook of Islamic Economics and that of the Islamic Law. Within these two textbooks, these genres come up more frequently than the other genres. They are also more frequent than the Report genres that the Sydney School claims as the major genres in the textbooks of science (Martin, and Shea, cited in Veel, 1997). Even though both textbooks are used for the pedagogy in different disciplines; they come into existence from the same ideology: Islam. The ideological basis on which the key paradigms or principles of the two disciplines are formulated is identical. It is taken from Qur'an and Sunna. Qur'an as divine texts in particular is considered to lay fundamental basis of all aspects of the worldly human affairs. This includes both economy and law as well as any potential

issues and problems which can occur within the life aspects in the future. Therefore, it is considered of relevance across time and space.

Speaking about these ideological resources is inseparable of both the time domain when the key ideology came up hundred years ago (A.D. 571) and the space domain where Islam began (in the Arab land) then spread out to the rest of the world. These two domains are fundamental matters in history. Therefore, History genres are substantial within the present textbooks in particular and also perhaps the disciplines per se in general to which the two books belong. The history world, as presented through the disciplinary textbooks, are vast which covers a huge range of matters among others events, entities, figures (persons), periods, sites, etc. These matters seem to have particular complexities. Moreover, they are subject to change from one historical period to another one. In some extent, this seems consistent with Foucault's (1972) postulate of the discontinuity of history in observing the history of ideas, thoughts, knowledge, epistemes, etc. How one particular subject matter (of a discipline) was defined in a particular period can be dissimilar or in discontinuity with that in another or the subsequent periods. The discourse formations as well as the discursive practices of particular Economics concepts in the earlier periods, such as *Kharaj Tax* and *Indexation*, could be different from those in the latter periods.

At this point, it could be figured out why the History genres, in both textbooks, have a lot of varieties (sub-genres). Altogether, there are 10 sub-genres of History unfolded. The given matters along with the way they are presented through the written texts are widely varied. This leads to several new genres being derived in this present study. The unfolding of the newly derived genres is considered to show that the SFL-

based genres presented in the analysis framework are less sufficient to explain the given textbooks. Considering that the frameworks were generated from research in the lower educational level (primary and secondary schools) whereas the present study is carried out in the higher education (university) whose subject matters tend to be more complex and more varied. Thus, the genres in the Sydney School are open to derivation (Personal communication with Derewianka and Macken-Horarik, 2017). Following SFL perspectives (Martin, 1997), the given historical subject matters are understood as the goals which are necessary to be achieved through particular stages which make up the genres.

Out of the ten History genres, five genres are found to be new. Two of them, Historical Categorizing Report and Historical Comparative Report, are found within both of the textbooks. These new genres are the result of synthesizing two genres existing in the analysis frameworks. Historical Categorizing Report, for example, is a synthesis of Historical Report and Classifying Report. Its percentage is, indeed, quite high. This kind of synthesis, in this present study, is considered necessary to sufficiently explain the data which are found to be intricate. Otherwise, the given data can remain unclassifiable and unexplainable. This synthetic way, however, has been validated through the intercoding checking with another coder.

To sum up, the commonality of the genres is because of the identical ideology, Islam, which makes up the two disciplines to which the two textbooks belong. This signals that both textbooks have complexities in terms of the historical subject matters and also variations of the genres along with their own structures.

6.1.2 Genres of Explanation

The next commonality deals with the emergence of Explanation genres. This seems to indicate that both of the textbooks belonging to the fields of science have similar attempts to play their role as explanatory: to account for how the scientific worlds of economic and law actually work and why they work as they are. The explanations constructed are the results of constant observations, investigations, and analyses of the economic and legal events by the scholars in the related field. Most of the events explained actually are historical in the sense that they did happen in the past. Some of them might happen on regular basis which allow the scholars to do any constant observations on them. The way how the explanations are constructed in both of the textbooks is various depending on the purpose of the explanations. Thus, five sub-genres of Explanation are unfolded in both of the textbooks: Causal Explanation, Factorial Explanation, Conditional Explanation, Consequential Explanation, and Theoretical Explanation. Each of them has their own mechanisms that may start from the simple to the complex ways.

6.1.3 Genres of Report

The next similarity of the two textbooks is in terms of the presence of Report genres. This could indicate that the two textbooks although belonging to different subjects they turn out to have the same role as pedagogic discourse in the way that they store all kinds of information in both of the Economic and Legal fields that the students need to know. The information may include but not limited to the epistemes of the two fields, the subject areas along with the subject matters that they need to learn, and also what have been done particularly in the present account of the fields. Based on the three sub-Report genres unfolded in both of the textbooks: Descriptive Report, Classifying

Report, and Comparative Report, typical information presented in the two textbooks can be categorized into three kinds: 1) the features and activities of the the economic and legal entities, 2) the taxonomic information of the subject matters, and 3) the comparative and distinctive features of the particular significant subject matters.

6.1.4 Genres of Argument

The next commonality unfolded between these two textbooks is the presence of Argument genres which interestingly have the least frequency in both of the textbooks. The ground of the frequency occurences of those Argument genres is as well as that of the History genres.

The overall purpose of the use of these genres is to argue about and persuade the textbooks readers that the presented disciplinary matters are of importance and interest, therefore, they deserve to be put into the large account of the disciplines. Coffin (1997) puts this in a simple way that is "to advocate a particular interpretation of the past" (p.198) whereas Veel (1997) simply claims this as the idea of "challenging science" that is significant to "the innovation and renovation of scientific concepts and scientific practice" (p.168). Mainly through Exposition and Challenge, it is apparent that the authors of both textbooks advocate how central the given ideological paradigms, legal principles, postulates, thoughts, etc. are in both the Islamic Economics and Islamic Law. This is particularly fundamental to the university students who are novice within the fields.

Through the genre of Challenge in particular, it is clearly seen how the ideological resources (Qur'an and Sunna) are defended from particular critiques through sound reasonings either by the first-hand account or the second-hand one.

Kuhn's (1996) influential claims could be used as a postulate to explain this in which he asserts that the normal sciences have normal practices, such as experiments and observations. The scientists have paradigms as the worldview or formal basis of how phenomena, cases, problems, etc. have to be understood, treated, and solved. The paradigms or the principles have been proved to be effective and useful to treat and solve countless cases and problems beforehand. On this ground, Kuhn (1996) affirms that the existence of the paradigms is taken for granted by anyone within the disciplines in the normal practices.

Bernstein's complex arguments in language code theory (1990) seem connected to this finding. "The social division of labour" between the authors of both textbooks and their readers, and simultaneously their attributed "internal social relationship" between the expert and novice members of the discipline communities apparently cause these arguing practices central and therefore can be achieved through the genre categories of Argument unfolded within the present textbooks.

The emergence of Challenge and Discussion in both of the textbooks seems to indicate that the discursive practices conducted by the disciplinary scholars are part of the discourse formations of any important concepts, methods, etc., such as *monetary policy*, *leasing*, *indexation*. Foucault's (1972) ideas of the archaeology of knowledge affirm that the constitution of any disciplinary subject matter can be historically traced through all the statements about the matter, even though they could not be referring to a single matter alone. The statements found in the present textbooks are presented in the *Perspective* stages of Discussion genre which consist of competing propositions, critiques, pros and cons, etc. This could indicate that the process of the discourse

formations of the matter within both Islamic Economics and Islamic Law are quite dynamic and complex. The matters, that Foucault (1972) calls "objects" in his work, seem to be precisely laid down in the beginning stage of the genre: *Issue*. The following stage of *Perspective* consists of the scholars' propositions that attempt to label, split, describe, or explain the objects, and trace their developments as well as their prior relations. Through the legal perspective, the interviewed legal specialist of UIN-SU affirms that Law is, indeed, such a complex object of study that it encompasses many aspects, such as social, history, economic, politic, etc. The specialist informant elaborates that this complexity caused Law has various fields and approaches; namely, natural law, legal positivism, sociology of law, sociological jurisprudence, socio-legal studies, etc. That is why many prominent philosopher and scholars who were mostly concerned in social phenomena were inevitable to write on Law, such as Max Weber, Karl Marx, Emile Durkheim and their contributions to the the discipline were significant (Chinhengo, 2000).

6.2 Summary

Considering the two textbooks under two different fields of study are oriented to one identical ideology of Islam, they were considered interesting and important to be scrutinized in this present study. Therefore, the list of similarities between them have been obtained and presented. Further, they also have been discussed to reveal both the ideological and logical reasons underlying the presented findings.

Chapter 7 will present the summary of all of the findings responding to the raised research inquiries in Chapter 1.

CHAPTER 7

CONCLUSION

This final chapter presents a summary of the major findings generated from the present study. The findings are the answers of the seven research questions that can be split into three major findings: 1) the findings of the genres and generic structures in each of the two different university textbooks: Islamic Economics and Economics, and the commonalities and the discrepancies between them, 2) the findings of the genres and generic structures within each of the two university textbooks of Jurisprudence, and Islamic Jurisprudence, and also their commonalities and discrepancies, and 3) the findings of the major commonalities in terms of the genres and their generic structures between the textbook of Islamic Economics and the textbook of Islamic Jurisprudence. Subsequently, sections of recommendations for further research and the pedagogical implications are put forward.

7.1 Summary of the Research Findings

The present study has attempted to extend the genre frameworks on the basis of SFL traditions commonly used in the primary and secondary schools to the higher educational level or university particularly in Indonesian context. Four textbooks in the English Language under two different fields of study of Economics and Law in an Islamic-oriented University in Indonesia are used as the data of the present study to be deconstructed in order that the genres and the generic structures of the texts within the

textbooks are classified and unfolded. The four university textbooks are each of Islamic Economics, Economics, Islamic Law (Islamic Jurisprudence), and Law (Jurisprudence) textbooks. Seven research questions have been put forward in Chapter One and afterward each of them has been investigated and answered subsequently in Chapters Four, Five, and Six. The following is the summary of the findings of each of the research questions.

7.1.1 Research Question 1: What are the Genres and the Generic Structures in the English Language Textbook of Islamic Economics?

Following the analysis frameworks of the five main genre families of Report, Explanation, Argument, History, and Response presented in Chapter Two, 25 types of genre including the new ones are found to be scattered around within the university textbook of Islamic Economics, and are configured by their generic or potential structures. Stages in the brackets refer to the optional ones. Thus, altogether 25 types of genre are listed in Table 7.1 from the highest to the lowest frequency.

Table 7.1 Summary of the Genres and the Generic Structures in the English Language Textbook of Islamic Economics

No.	Genres	Generic Structures
1	**Descriptive Report**	*Classification ^ Descriptions*
2	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
3	**Biography**	*Person Identification ^ Episodes ^ (Evaluation)*
4	**Classifying Report**	*Classification ^ Types*
5	**Exposition**	*(Background) ^ Thesis ^ Arguments ^ Reinforcement of Thesis*
6	**Historical Report**	*Identification ^ Descriptions*
7	**Book Review**	*Book Identification ^ Context ^ Text Descriptions ^ Text Judgement*
8	**Historical Categorizing Report**	*(Background) ^ Categorization ^ Categories ^ (Deduction/Conclusion)*
9	**Consequential Explanation**	*Input ^ Consequences*
10	**Historical Recount**	*Background ^ Record of Events ^ (Deduction)*
11	**Historical Account**	*Background ^ Account Sequence ^ (Deduction)*

Table 7.1 Summary of the Genres and the Generic Structures in the English Language Textbook of Islamic Economics (Cont.)

No.	Genres	Generic Structures
12	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
13	**Discussion**	*(Background) ^ Issue ^ Perspectives*
14	**Historical Movement Studies**	*(Background) ^ Movement Identification ^ Movement Descriptions ^ Evaluation*
15	**Period Studies**	*Period Identification ^ Period Descriptions*
16	**Challenge**	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*
17	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
18	**Compositional Historical Period Studies**	*(Background) ^ Period Division ^ Periods*
19	**Compositional Report**	*Classification ^ Components*
20	**Comparative Report**	*Classification ^ Descriptions*
21	**Gradual Explanation**	*(Background) ^ Phenomenon Identification ^ Grades*
22	**Historical Comparative Report**	*Categorization ^ Comparisons*
23	**Compositional Historical Site Studies**	*Site Division ^ Site Elements*
24	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
25	**Historical Site Studies**	*Site Identification ^ Site Descriptions*

7.1.2 Research Question 2: What are the Genres and the Generic Structures in the English Language Textbook of Economics?

Following the selected analysis frameworks, altogether 17 types of genre are unfolded within the Economics textbook along with their generic or potential structures. Stages in the brackets refer to the optional ones. Briefly, those 17 types of genre including the new ones are presented in Table 7.2 in descending order.

Table 7.2 Summary of the Genres and the Generic Structures in the English Language Textbook of Economics

No.	Genres	Generic/Potential Structures
1	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
2	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
3	**Descriptive Report**	*Classification ^ Descriptions*
4	**Conse Consequential Explanation**	*Input ^ Consequences ^ (Reinforcement of Consequences)*
5	**Exposition**	*(Background) ^ Thesis ^ Arguments ^ (Reinforcement of Thesis)*
6	**Preview**	*Background ^ Overviews ^ Previewing Details*

Table 7.2 Summary of the Genres and the Generic Structures in the English Language Textbook of Economics (Cont.)

No.	Genres	Generic/Potential Structures
7	**Discussion**	*Background ^ Issue ^ Perspectives*
8	**Responsive Explanation**	*Phenomenon Identification ^ (Explanation) ^ Responses*
9	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
10	**Classifying Report**	*Classification ^ Types*
11	**Comparative Report**	*Classification ^ Descriptions*
12	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
13	**Challenge**	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*
14	**Compositional Report**	*Classification ^ Components*
15	**Sequential Explanation**	*Phenomenon Identification ^ Explanations*
16	**Systemic Explanation**	*Phenomenon Identification ^ Explanations*
17	**Historical Account**	*Background ^ Account Sequence ^ Deduction*

7.1.3 Research Question 3: What are the Similarities and Differences of the Genres in the English Language Textbook of Islamic Economics and those of Economics?

After comparing and contrasting the key findings of the genres reported in Research Questions 1 and 2, it is revealed that the two textbooks of Islamic Economics and Economics have several commonalities as well as discrepancies.

Table 7.3 presents that overall the two textbooks share the four major genre families: Report, Explanation, Argument, and History are. The presented sub-genres indicate that the two textbooks contain several similar genre variations.

Table 7.3 Summary of the Similarities of the Genres in the Textbooks of Islamic Economics and Economics

GENRES OF REPORT	✓ Descriptive Report
	✓ Classifying Report
	✓ Compositional Report
	✓ Comparative Report
GENRES OF EXPLANATION	✓ Causal Explanation
	✓ Factorial Explanation
	✓ Consequential Explanation
	✓ Conditional Explanation
	✓ Theoretical Explanation
GENRES OF ARGUMENT	✓ Exposition
	✓ Discussion
	✓ Challenge
GENRES OF HISTORY	✓ Historical Account

On the other hand, the genre scrutiny also reveals that both of the Islamic Economics and Economics textbooks possess several discrepancies which could be considered to be due to but not limited to their ideological bases as well as disciplinary resources from which the discipline of the textbooks are generated. The differences encompass the genre families as well as their sub-genre variations. Further elaborations of the differences have been presented in Chapter 4. Thus, they have different variations in the three genre families of History, Explanation, and Response. Firstly, in History genre family alone, its History genres are much more varied in the Islamic Economics textbook than in its counterpart. Secondly, in the Economics textbook, the Explanation genres have slightly more variations than those in its counterpart. Thirdly, a Response genre of Book Review is only found in the Islamic Economics one whereas Preview genre is only found in the Economics one.

Table 7.4 Summary of the Differences of the Genres in the Islamic Economics and Economics Textbook

Genre Families	Islamic Economics Textbook	Economics Textbook
HISTORY	✓ Biography ✓ Historical Report ✓ Historical Categorizing Report ✓ Historical Recount ✓ Historical Movement Studies ✓ Period Studies ✓ Historical Compositional Period Studies ✓ Historical Comparative Report ✓ Historical Compositional Site Studies	✓ Historical Account
EXPLANATION	✓ Gradual Explanation	✓ Responsive Explanation ✓ Sequential Explanation ✓ Systemic Explanation
RESPONSE	✓ Book Review	×
Unspecified	×	✓ Preview

✓ means that the genre exists

× means that the genre does not exist

7.1.4 Research Question 4: What are the Genres and the Generic Structures in the English Language Textbook of Islamic Jurisprudence?

Following the selected analysis frameworks of the four main genre families of Report, Explanation, Argument, and History, overall 18 sub-genres including the new ones are found within the university textbook of Islamic Jurisprudence, and are configured by their generic or potential structures. Thus, those 18 genres are ordered in Table 7.5 from the highest to the lowest frequency.

Table 7.5 Summary of the Genres and the Generic Structures in the English Language Textbook of Islamic Jurisprudence

No.	Genres	Generic Structures
1	**Historical Report**	*Identification ^ Descriptions*
2	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
3	**Historical Account**	*Background ^ Account Sequence ^ (Deduction)*
4	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
5	**Descriptive Report**	*Classification ^ Descriptions*
6	**Preview**	*Background ^ Preview Details*
7	**Classifying Report**	*Classification ^ Types*
8	**Historical Comparative Report**	*Categorization ^ Comparisons*
9	**Sequential Explanation**	*Phenomenon Identification ^ Explanations*
10	**Consequential Explanation**	*Input ^ Consequences*
11	**Exposition**	*Thesis ^ Arguments*
12	**Comparative Report**	*Classification ^ Descriptions*
13	**Historical Categorizing Report**	*Categorization ^ Categories*
14	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
15	**Discussion**	*Issue ^ Perspectives ^ Position*
16	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
17	**Challenge**	*Challenged Position ^ Rebuttal Arguments ^ Anti-thesis*
18	**Biography**	*Person Identification ^ Episodes*

7.1.5 Research Question 5: What are the Genres and the Generic Structures

in the English Language Textbook of Jurisprudence?

Within the Jurisprudence textbook, altogether 16 types of genres are unfolded along with their generic or potential structures. Briefly, Table 7.6 sums up all the 16 sub-genres including the new genres in descending order.

Table 7.6 Summary of the Genres and the Generic Structures in the English Language Textbook of Jurisprudence

No.	Genres	Generic Structures
1	**Descriptive Report**	*Classification ^ Descriptions*
2	**Classifying Report**	*Classification ^ Types*
3	**Challenge**	*Challenged Position ^ Rebuttal Arguments*
4	**Exposition**	*Thesis ^ Arguments*
5	**Discussion**	*Issue ^ Perspectives*
6	**Comparative Report**	*Classification ^ Descriptions*
7	**Responsive Explanation**	*Phenomenon Identification ^ Response*
8	**Factorial Explanation**	*Phenomenon Identification ^ Factors*
9	**Causal Explanation**	*Phenomenon Identification ^ Explanations*
10	**Period Studies**	*Period Identification ^ Period Descriptions*
11	**Biography**	*Person Identification ^ Episodes*
12	**Preview**	*Preview Details*
13	**Conditional Explanation**	*Phenomenon Identification ^ Conditions*
14	**Theoretical Explanation**	*Statement of Theory ^ Elaborations*
15	**Gradual Explanation**	*Background ^ Phenomenon Identification ^ Grades*
16	**Compositional Report**	*Classification ^ Components*

7.1.6 Research Question 6: What are the Similarities and Differences of the Genres and their Generic Structures in the English language Textbooks of Islamic Jurisprudence and Jurisprudence?

Proceeding to the comparison and contrast of the genre findings reported in Research Questions 4 and 5, it is concluded that both of textbooks of Islamic Law (Islamic Jurisprudence) and Law (Jurisprudence) have not only several similarities but also differences. Table 7.7 concludes that the two textbooks share the four major genre

families of Report, Explanation, Argument, and History and also have several similar
genre variations.

**Table 7.7 Summary of the Smilarities of the Genres in the Islamic Jurisprudence
and Jurisprudence Textbook**

REPORT	✓ Descriptive Report ✓ Classifying Report ✓ Comparative Report
EXPLANATION	✓ Causal Explanation ✓ Factorial Explanation ✓ Conditional Explanation ✓ Theoretical Explanation
ARGUMENT	✓ Exposition ✓ Discussion ✓ Challenge
HISTORY	✓ Biography
Unspecified	✓ Preview

Nevertheless, the scrutiny also reveals that both of the Islamic Law and Legal
textbooks contain several diffferences which are assumed as main result of but not
limited to their ideological orientations and disciplinary resources difference from
which the legal subject area to which the textbooks belong are generated. Their
differences encompass the genre families as well as their sub-genre variations. Further
descriptions and explanations of their differences have been presented in Chapter 5. It
is concluded that the two kinds of Legal textbooks possess difference variations of the
two major genre families; namely, History and Explanation. Firstly, History genre
family is found to be very dominant in the Islamic Jurisprudence compared to its
counterpart where these genres are very few. Therefore, it leads the History genres to
have more variations including the new ones. Secondly, in terms of the Explanation
genres, the two textbooks have difference of genre variations where Responsive
Explanation and Gradual Explanation as the newly derived genres are only found in the

Jurisprudence whereas now new Explanation one is generated in the Islamic Jurisprudence but Consequential Explanation and Sequential Explanation are the existing ones that are not found in its counterpart.

Table 7.8 Summary of the Differences of the Genres in both of the Islamic Jurisprudence and Jurisprudence Textbooks

Genre Family	Islamic Jurisprudence Textbook	Jurisprudence Textbook
HISTORY	✓ Historical Report ✓ Historical Categorizing Report ✓ Historical Movement Studies ✓ Historical Comparative Report	✓ Period Studies
EXPLANATION	✓ Consequential Explanation ✓ Sequential Explanation	✓ Responsive Explanation ✓ Gradual Explanation

7.1.7 Research Question 7: What are the Similarities of the Genres in the English Language Textbooks of Islamic Economics and Islamic Jurisprudence?

The comparison of the genres in the two university textbooks under two different disciplines, Islamic Economics and Islamic Jurisprudence, reveals that they have several commonalities. These commonalities could be considered as a result of but not limited to the shared ideological orientations and disciplinary resources. Table 7.9 sums up the four genre families, History, Explanation, Report, and Argument along with the genre variations of each that encompass altogether 16 types of genre are found in both of the textbooks.

Table 7.9 Summary of the Similarities of the Genres in the English Language Textbooks of Islamic Economics and Islamic Jurisprudence

HISTORY	✓ Historical Account
	✓ Historical Report
	✓ Biography
	✓ Historical Categorizing Report
	✓ Historical Comparative Report
EXPLANATION	✓ Causal Explanation
	✓ Factorial Explanation
	✓ Conditional Explanation
	✓ Consequential Explanation
	✓ Theoretical Explanation
REPORT	✓ Descriptive Report
	✓ Classifying Report
	✓ Comparative Report
ARGUMENT	✓ Exposition
	✓ Discussion
	✓ Challenge

7.2 Pedagogical Implications

The findings of the present study are considered important to be transferred into a real practice of teaching reading text structure. The present study attempts to design how the findings can be applied in any pedagogical aspect. To identify the patterns of how the English texts are organized is important but it is not the ultimate objective in teaching the text structure. The ability to recognize any text structure is beneficial only if the students internalize the knowledge of the given text structures through their reading or writing and subsequently make use of the knowledge to facilitate their comprehension. The capacity of the students to put the new knowledge and information that they will find in their reading into the existing ones that they already have from

their experiences, such as the background knowledge of the text structure and that of the field topics, is claimed by Strong et al (2002) as a key to reading success. Given the starting point of the present study as elaborated in Chapter 1 is to fix the English reading problems of the students, in this section, the genres of the texts and their structures are planned to be taught in order to improve students' reading comprehension. Therefore, the necessary activities during the teaching may consist of into two kinds activities: pre-reading and while-reading activities.

Pre-reading activities may be considered very decesive in facilitating the students to improve their reading skill. Therefore, the teacher needs to have preparations beforehand. One of the preparations is selecting one Economic text which is about to be read by students. Teacher can select the text from any available textbooks or write up his own text adjusted to his students' English Language level. In this part, an economic text about *Shift in Demand Curve* (EC4S6) is selected because it has a simple structure that can be used in teaching the Factorial Explanation genre. The structure of the genre that will be taught is based on the findings presented in Table 4.5 where it consists of *Phenomenon Identification ^ Factor 1^ Factor 2 ^ Factor 3 ^ Factor n.*

Next, the teacher teaches background knowledge to the students which has two parts. The first part is the knowledge of topic of the text which will be read during the class. It is related to the subject matters of the text. The teacher gives the students a step-by-step summary of what happens within the text. A visual presentation would be easier for them to understand. Therefore, the teacher may need to draw a picture or illustrate what is actually happening within the text.

While the visual overview of the text or the genre is being given, simultaneously the second part of the background knowledge is also taught which is the knowledge about the genre and its generic structure consisting of the stages which construct the given text. A lot of researchers have proved that the students' awareness of the text structure is effective to facilitate their reading ability (Meyer, 1975; McGee, 1982; Carrell, 1985, 1992; Richgels et al, 1987; Dickson et al, 1999; Zhang, 2008; Zarrati, Nambiar, and Maasum, 2014). He/she teaches the signaling words for the structure. Stages within the structure of the genre of the given texts can be recognized through particular linguistic features within them. He/she may need to encourage students to talk aloud as they engage in the process with the teacher. For example, he asks students to talk about the clues they use to try to identify the structure. In these activities, he/she can also introduce any economic terms and concepts encountered during the reading, such as *demand*, *income*, *substitution*, *complementary*, *law of demand*, etc. This part is considered as one of the most challenging parts not only for the students who are novice in the field but also for the English teachers who basically have no background in Economics or the given fields.

The following figures are the previewing visual materials that the teacher can do in both pre-reading and while-reading activies. The diagram on the left basically is what the teacher would do in the classroom while he/she is teaching the genres and their generic structure. On the other hand, the diagram on the right is what the teacher mainly could express verbally while he/she is teaching the lesson. The questions raised within the diagram basically are to trigger students' critical thinking through interaction, discussion, and brainstorming their minds. Therefore, both of them are connected to each other, and can be referred to back and forth which can be shown through the direction of the arrows.

Teacher gives a preview of what students have to expect in Paragraph 1 (Para 1). The first paragraph tells about an important economic concept. Teacher asks them to have a quick look at (scan) any word(s) repeated many times in Para 1. Ask them to highlight with their marker. The word is the important concept that will be explained all the way through the passage. Here is the excerpt of Para 1.

"Because the market demand curve holds other things constant, it need not be stable over time. If something happens to alter the quantity demanded at any given price, the **demand** curve shifts. For example, suppose the American Medical Association discovered that people who regularly eat ice cream live longer, healthier lives. The discovery would raise the **demand** for ice cream. At any given price, buyers would now want to purchase a larger quantity of ice cream, and the demand curve for ice cream would shift. Figure 3 illustrates shifts in demand. Any change that increases the quantity demanded at every price, such as our imaginary discovery by the American Medical Association, shifts the demand curve to the right and is called an increase in demand. Any change that reduces the quantity demanded at every price shifts the **demand** curve to the left and is called a decrease in **demand**. There are many variables that can shift the **demand** curve. Here are the most important".

So, the first paragraph tells about a key economic concept of demand. It tells us that demand changes across the time. The changes can be seen in real through the movement of a demand curve. Then, teacher gives example of demand of ice cream. It would be helpful if teacher can draw a table of ice cream purchase in particular time on regular basis. Teacher tells students that demand of ice cream is not stable over time.

"Now, everyone please highlight the word 'Demand'.

"What is Demand? "Does Demand (of a good) stay the same over time?"

"Who likes ice cream?" how many cones of ice cream do you buy every day, every week, every month, or every year?

Time	Quantity of ice cream cones
Jan, 2019	8
Feb, 2019	12
Mar, 2019	20

"Are they all in the same quantity?"

Then, Teacher tells students that that there must be some reasons (factors) why the demand changes. At this point, he/she is about to start teaching genre and the structure.

Teacher tells them that there is a genre which can explain what factors or variables causing a phenomenon happened. The genre is Factorial Explanation. Then, teacher uses a graphic organizer of the structure of the genre which was prepared before the class or he/she needs to draw a figure of the genre on a board (see the diagram on the right) and tell them that the genre can be constructed of several stages: *Phenomenon Identification, Factor 1, Factor 2, Factor n.* Afterward, he/she can start describing the first stage and then tell them the genre purpose can be found in the stage of *Phenomenon Identification.* Identifying the purpose of the text before reading is crucial.

Next, teacher informs them that the purpose of the passage is primarily to explain the factors leading the phenomenon of the ice cream demand to change over time.

"So, in this passage, we are going to find out what makes the ice cream demand is different from time to time"

"So, what is the phenomenon that we identify in this text?"

"Can you tell me the purpose of the passage is?"

Phenomenon Identification

Factor 1
Factor 2
Factor 3
Factor n

Figure 7.1 1st Para Preview

While the class is reading aloud Para 2, they are need to recognize a cause-effect relationship between two ideas or sentences. Instructor can brainstorm the students' mind to draw any connection between two events. After one event happened, what could be the effect to the other event?

Here is the excerpt of Para 2.

Income **What would happen to your demand for ice cream if you lost your job** one summer? Most likely, it would fall. **A lower income means that you have less to spend** in total, so you would have to spend less on some—and probably most—goods. If the **demand for a good falls when income falls**, the good is called a normal good.

In the mean time, teacher explains how cause-effect connection can be used grammatically in passage. Teacher can explain that the relationship can be signaled in several ways. One of which is conjuction, such as *because, since, as, consequently, as a result*, etc. but more importantly, teacher emphasizes that the identification is in the level of ideas or meaning.

Then, teacher asks students to highlight sentences showing any cause-effect connection. Afterward, teacher writes on the board two connected events and ask the students to think about them.

In the end, teacher picks out one word to conclude that *Factor 1* following the *Phenomenon Identification* is Income.

"The effect is clear already which is the change of the ice cream demand. But what about the cause? What is it? What makes the demand as it is?"

✓ Salary goes down→ demand for ice cream?

✓ Income goes up → demand for ice cream?

✓ You lost your job → demand for ice cream?

Figure 7. 2 2nd Para Preview

Figure 7.3 3rd Para Preview

Thus, the lesson of the genre can be instructed to facilitate the students' reading comprehension by strengthening their background knowledge of the given topics and the subject matters while simultaneously the knowledge of the genres and their configuration inside the passage are informed to them. The figures above present how

Paragraphs 1, 2, and 3 can be learned whereas the remaining paragraphs of Factor 4, 5, and so on basically can follow Figures 2 and 3.

7.3 Recommendations for Further Research

This present study has narrowed down particular areas as the key focus of the research. Therefore, it has several limitations that are expected to be further explored by other genre researchers and practitioners. Several recommendations may need to be put forward to the next research both theoretically and practically.

First, considering that present study primarily investigated four textbooks recommended by university teachers within the two fields of study, Economics and Law, the results of this present study could not be generalizable to other textbooks within the same subject fields in particular and any textbooks within different subject fields in general. Therefore, future research which is eager to add the number of the data is very necessary and also plausible to be conducted since many textbooks in the English Language of the Economics and Law are available and also used in the related pedagogy. This extension can be important efforts to enrich the study in providing the descriptions and explanations of the characteristics of the analyzed texts belonging to the given fields.

Second, more and more research is expected to be carried out because genre research with SFL tradition is mainly carried out in the lower level of primary and secondary education. The extension and the expansion of such research is not without any significant challenges because the higher the educational level is, the more sophisticated the subject fields that leads the texts analyzed to be more complex. The

complexity deals not only with the linguistic aspects but also the content matters and the contexts. Regardless of the ideological basis of the discipline, the subject field of the Economics alone has a wide range of areas. The present textbook under scrutiny actually belongs to Micro-Economics whereas the discipline per se also has Macro-Economics and Monetary Economics, Business Economics, Environmental Economics, Financial Economics, and many others. Similarly, the subject field of Law that is usually taught in law schools has also various areas of study, such as Criminal Law, Contract Law, Family Law, Banking and Finance Law, Litigation, Tax Law, Constitutional Law, and many others whereas the present legal textbooks under scrutiny tend to be introductory and historical. Therefore, the genre research expansion to the given areas of the study may face complexities particularly the methodology of the analysis. The genre researchers may need to incorporate a synthesis of more than one different genre approaches rather than limited to the SFL. The present study has shown that the incorporation of SFL approach alone, to some extent, is not sufficient. Thus, any synthesis can be within and across the selected approaches.

Thirdly, the present analysis does not put the linguistic features into the main focus. Therefore, the future research can enlarge the scope of the analysis to the linguistic aspect of the genre. It is also considered important that the knowledge of the signaling verbs, nouns, adjectives, conjunctions, etc. to be taught in both of the English reading and writing skills.

7.4 Summary

This chapter put the whole present study to an end by summarizing the main findings of the study. Each of the findings was briefly reported on the basis of the results and discussion scattered in Chapters 4, 5, and 6 subsequently, and also the research questions which have been formulated in Chapter 1. This concluding chapter continued to the limitations of the study as well as the suggestions to future investigations. And finally, it ended with the pedagogical implications for teaching the genre structure in reading comprehension.
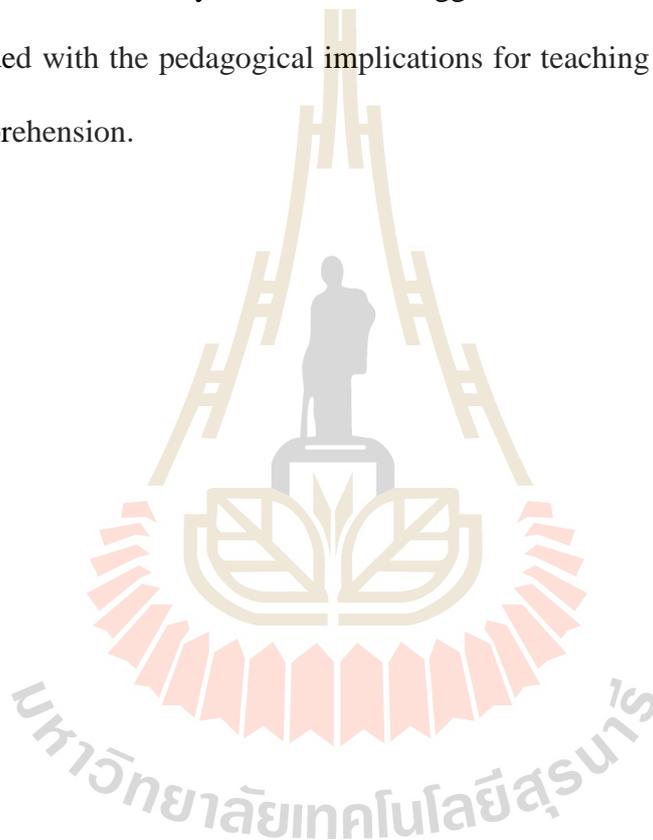
REFERENCES

Azar, A. S. (2012). The Self-Promotion of Academic Textbooks in the Preface Section: A Genre Analysis. *Journal of the Spanish Association of Anglo-American Studies*, 34, 147-65.

Bawarshi, A., and Reiff, M. J. (2010). *Genre: An Introduction to History, Theory, Research, and Pedagogy.* Indiana: Parlor Press and WAC Clearinghouse.

Behnam, B. and Mozaheb, M. A. (2013). Identity, Religion and New Definition of Inclusiveness in Iranian High School EFL Textbooks. *Procedia - Social and Behavioral Sciences*, *70*, 1099 – 1108.

Ben-Amos, D. **(**Ed**.) (**1976). *Folklore Genres*. Austin: University of Texas Press.

Berkenkotter, C., and Huckin, T. N. (1993). Rethinking Genre from A Sociocognitive Perspective**.** *Written Communication, 10*(4), 475-509.

Berkenkotter, C., and Huckin, T. N. (1995). *Genre Knowledge in Disciplinary Communities*. Hillsdale*:* Lawrence Erlbaum.

Bernstein, B. (1990). *Class, Codes and Control*: *The Structuring of Pedagogic Discourse.* London: Routledge.

Bhatia, V. K. (2004). *Worlds of Written Discourse: A Genre-based View*. London: Continuum.

Bhatia, V. K. (2013). *Analysing Genres: Language Use in Professional Setting*. New York: Routledge.

Bondi-Paganelli, M. (1996). Language Variations Across Genres : Quantifiers and Worlds of Reference in (and around) Economics Textbooks. *Asp-la revue du GERAS*, (11-14), 33-53.

Carrell, P. L. (1985). Facilitating ESL Reading by Teaching Text Structure. *TESOL Quarterly*, *19*(4), 727-752.

Carrell, P. L. (1992). Awareness of Text Structure: Effects on Recall. *Language Learning*, *42*(1), 1-18.

Chinhengo, A. M. (2000). *Essential Jurisprudence* (2nd ed.). London: Cavendish Publishing Limited

Christie, F., and Martin, J.R., (Eds.). (1997). *Genre and Institutions: Social Processes in the Workplace and School.* London: Continuum.

Christie, F., and Derewianka, B. (2010). *School Discourse: Learning to Write Across the Years of Schooling*. London: Continuum.

Coffin, C. (1997). Constructing and Giving Value to the Past: An Investigation into Secondary School History. In F. Christie and J.R. Martin (Eds.). *Genre and Institutions: Social Processes in the Workplace and School* (pp. 196–230). London: Continuum.

Coffin, C. (2006). *Historical Discourse: The Language of Time, Cause and Evaluation*. London: Continuum.

Coffin, C., Donohue, J., and North, S. (2009). *Exploring English Grammar: From Formal to Functional*. London: Routledge.

Crandall, J., and Charrow, V. R. (1990). *Linguistic Aspects of Legal Language*. United States of America: Educational Resources Information Center (ERIC).

Denzin, N. K. (1973). *The Research Act: A Theoretical Introduction to Sociological Methods*. New York: Mcgraw Hill Book Company.

Derewianka, B. (1990). *Exploring How Texts Work*. Maryborough: Australian Print Group.

Derewianka, B**.**, and Jones, P**. (**2012**).** *Teaching Language in Context***.** Victoria: Oxford University Press.

Devetak, I., and Vogrinc, J. (2013). The Criteria for Evaluating the Quality of the Science Textbooks. In M.S. Khine (Ed.). *Critical Analysis of Science Textbooks* (pp. 3-15). New York: Springer.

Dickson, S**.** (1999). Integrating Reading and Writing to Teach Compare-Contrast Text Structure: A Research-based Methodology. *Reading and Writing Quarterly, 14, 49-79.*

Durant, A., and Leung, J. (2016). *Language and Law*. New York: Routledge.

Duff, P.A. (2008). *Case Study Research in Applied Linguistics*. New York: Taylor and Francis Group

Edge, J., and Wharton, S. (2001). Patterns of Text in Teacher Education. In M. Scott, and G. Thompson (Eds.). *Patterns of Text: in Honour of Michael Hoey (*pp.255-286). Amsterdam: John Benjamins Publishing.

El-Ashker, A., and Wilson, R. (2006). *Islamic Economics: A Short History*. Leiden: Brill.

El-Fadl, K. A. (2013). The Shari'ah. In John L. E. and Shahin E. E. (Eds.) *The Oxford Handbook of Islam and Politics (*pp.7-26). Oxford: Oxford University Press

Elliott, D. L., and Woodward, A. (Eds.). (1990). *Textbooks and Schooling in the United States (89th Yearbook of the National Society for the Study of Education).* Chicago: National Society for the Study of Education.

Expert Advisory Group on Language Engineering Standards (EAGLES). (1996). *Preliminary Recommendations on Text Typology. EAG---TCWG---TTYP/P.* Pisa: Consiglio Nazionale delle Ricerche. Istituto di Linguistica Computazionale.

Foucault, M. (1972). *The Archaeology of Knowledge and the Discourse on Language*. New York: Tavistock Publications Limited.

Giinthner, S., and Knoblauch, H. (1995). Culturally Patterned Speaking Practices-The Analysis of Communicative Genres. *Pragmatics*, *5*(1), 1-32.

Grabe, W. (2009). *Reading in A Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.

Hallaq, W. B. (2009). *An Introduction to Islamic Law*. Cambridge: Cambridge University Press.

Halliday, M.A.K., and Martin, J.R. (Eds.). (1993). *Writing Science: Literacy and Discursive Power*. London: Falmer Press.

Halliday, M.A.K. (2009). Method, Techniques and Problem. In M.A.K. Halliday and J.J. Webster (Eds.). *Continuum Companion of Systemic Functional Linguistics* (pp.59-86). London: Continuum International Publishing Group**.**

Halliday, M**.A.K. (**2014**).** *Halliday's Introduction to Functional Grammar (4ᵗʰ ed.).* London**:** Routledge**.**

Hancock, D.R., and Algozzine, B. (2006). *Doing Case Study Research: A Practical Guide for Beginning Research*. New York: Teachers College

Hanks, W. F. (1987). Discourse Genres in A Theory of Practice. *American Ethnologist*, *14*(4), 668-692.

Harris, P. (2007). *An Introduction to Law* (7th ed.). Cambridge: Cambridge University Press.

Hoey, M. (1983). *On the Surface of Discourse Analysis*. London: Allen and Unwin.

Hoey, M. (1994). Signalling in Discourse: A Functional Analysis of a Common Discourse Pattern in Written and Spoken English. In M. Coulthard (Ed.). *Advances in Written Text Analysis* (pp. 26-45). London: Routledge.

Hoey, M. (2001). *Textual Interaction: An Introduction to Written Discourse Analysis*. London: Routledge.

Hoey, M. (2006). Problem-Solution Patterns. In K. Brown. (Ed.) *Encyclopedia of Language & Linguistics* (2nd ed.). (pp.112-115). New York: Elsevier

Hussin, I. (2014). Sunni Schools of Jurisprudence. In E. E. Shahin (Ed.) *The Oxford Encyclopedia of Islam and Politics*. Oxford: Oxford University Press.

Hutchins, J. (1977). On the Structure of Science Texts. *UEA Papers in Linguistics, 5,* 18-39.

Hyland, K. (2000). *Disciplinary Discourses: Social Interactions in Academic Writing*. Harlow, UK: Pearson Education.

Hymes, D. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach.* Philadelphia: University of Pennsylvania Press.

Irez, S. (2009). Nature of Science as Depicted in Turkish Biology Textbooks. *Science Education*, *93(3)*, 422–447.

Jordan, M. P. (1984). *The Rhetoric of Everyday English Texts*. London: Allen and Unwin.

Juan, E. U., and Flor, A. M. (Eds.). (2006). *Current Trends in the Development and Teaching of the Four Language Skills*. Berlin: Mouton de Gruyter.

Kuhn, S.T. (1996). *The Structure of Scientific Revolutions* (3rd ed.) Chicago: University of Chicago Press.

Lee, C. D., and Spratley, A. (2010). *Reading in the Disciplines: The Challenges of Adolescent Literacy*. New York: Carnegie Corporation of New York.

Leon, J. A., and Carretero, M. (1995). Intervention in Comprehension and Memory Strategies: Knowledge and Use of Text Structure. *Learning and Instruction*, *5(3)*, 203-20.

Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

Macken-Horarik, M. (2002). "Something to Shoot for": A Systemic Functional Approach to Teaching Genre in Secondary School Science. In A. M. Johns (Ed.). *Genre in the Classroom: Multiple Perspectives* (pp.17-42). New Jersey: Lawrence Erlbaum Associates Publishers.

Mankiw, G. N. (2002). *Principles of Microeconomics*. Toronto: Nelson Thomson Learning.

Martin, J. R. (1989). *Factual Writing: Exploring and Challenging Social Reality (*2nd ed.*)*. Oxford: Oxford University Press.

Martin, J. R. (1993). Literacy in Science: Learning to Handle Text as Technology. In M. A. K. Halliday and J. R. Martin (Eds.). *Writing Science: Literacy and Discursive Power* (pp.166-202). London: Falmer Press.

Miller, C. (1994). Genre as Social Action. In A. Freedman and P. Medway (Eds.). *Genre and the New Rhetoric* (pp. 23-42). London: Taylor & Francis.

Martin, J. R., and Rose, D. (2008). *Genre Relations: Mapping Culture*. London: Equinox.

McGee, L. M. (1982). Awareness of Text Structure: Effects on Children's Recall of Expository Text. *Reading Research Quarterly*, *17(4)*, 581-590.

Mellinkoff, D. (1963). *The Language of the Law*. Boston: Little, Brown & Co.

Meyer, B. J. F., (1975). Identification of the Structure of Prose and its Implications for the Study of Reading and Memory. *Journal of Reading Behavior*, *7(1)*, 7-47.

Okasha, S. (2002). *Philosophy of Science: A Very Short Introduction*. New York: Oxford University Press.

Orwin, R.G (1994). Evaluating coding decisions. In: H. Cooper and L.V. Hedges (Eds). *The Handbook of Research Synthesis* (pp.177-200). New York: Russell Sage Foundation.

Paltridge, B. (1996). Genre, Text Type, and the Language Learning Classroom. *ELT Journal*, *50*(3), 237-243.

Paltridge, B. (1997). *Genre, Frames and Writing in Research Settings*. Amsterdam: John Benjamins Publishing.

Parkin, M. (1993). *Economics* (2nd ed.). United States of America: Addison-Wesley Publishing Company, Inc.

Parkin, M. (1996). *Economics* (3rd ed.). United States of America: Addison-Wesley Publishing Company, Inc.

Parkin, M. (1998). *Economics* (4th ed.). United States of America: Addison-Wesley Publishing Company, Inc.

Parodi, G. (2010). The Rhetorical Organization of the Textbook Genre Across Disciplines: A 'Colony-in-Loops'? *Discourse Studies, 12(2)*, 195-222.

Paul, R. and Elder, L. (2002). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. New Jersey: Pearson Education, Inc.

Paul, R. and Elder, L. (2006). *Critical thinking: learn the tools, the best thinkers* use. USA: Pearson Education, Inc.

Rabb, I. A. (2009). Fiqh. In J. L. Esposito (Ed.) *The Oxford Encyclopedia of the Islamic World*. Oxford: Oxford University Press.

Richards, J. C., John, P., and Heidi, P. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. Harlow: Longman.

Richgels, D. J., McGee, L. M., Lomax, R. G., and Sheard, C. (1987). Awareness of Four Text Structures: Effects on Recall of Expository Text. *Reading Research Quarterly*, *22*(2), 177-196.

Rohlf, W. D. (1993). *Introduction to Economic Reasoning* (2nd ed.). United States of America: Addison-Wesley Publishing Company, Inc.

Rose, D. (2012). Genre in the Sydney School. In J. Gee and M. Handford (Eds.). *The Routledge Handbook of Discourse Analysis* (pp. 209-225). London: Routledge.

Samuels, W. (ed.) (1990). *Economics as Discourse: An Analysis of the Language of Economics*. New York: Kluwer Academic Publishers.

Scott, M. (2001). Mapping Key Words to Problem and Solution. In M. Scott, and G. Thompson. (Eds.). *Patterns of Text: in Honour of Michael Hoey (*pp. 109-127). Amsterdam: John Benjamins Publishing.

Selander, S. (2006). Towards a Theory of Pedagogic Text Analysis. *Scandinavian Journal of Educational Research*, *34*(2), 143-150.

Simmelhaig, H., and Spenceley, G. F. R. (1984). *For Australia's Sake*. Melbourne: Nelson.

Stanford, M. (1998). *An Introduction to the Philosophy of History*. Oxford: Blackwell.

Stern, L., and Roseman, J. (2004). Can Middle School Science Textbooks Help Students Learn Important Ideas? Findings from Project 2061's Curriculum Evaluation Study: Life Science. *Journal of Research in Science Teaching*, 41(6), 538-568.

Strong, R. W., Silver, H. F., Perini, M. J., and Tuculescu, G. M. (2002). Reading for Academic Success: *Powerful Strategies for Struggling, Average, and Advanced Readers, Grades 7-12*. California: Corwin Press, Inc.

Swales, J. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Twinning, M., and Miers, D. (2010). *How to Do Things with Rules: A Primer Interpretation* (5th Eds.). Cambridge: Cambridge University Press.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2009). *Promoting Gender Equality Through Textbook: A Methodological Guide*. France: United Nations Educational, Scientific and Cultural Organization.

Unsworth, L.C., (1995). *How and Why Recontextualizing Science Explanations in School Science Books* (Unpublished Doctoral Dissertation). University of Sydney, Sydney.

Valverde, G. A., Bianchi, L. J., Wolfe, R. G., Schmidt, W. H., and Houang, R. T. (2002). *According to the Book*: *Using TIMSS to Investigate the Translation of Policy into Practice Through the World of Textbooks*. New York: Kluwer Academic Publishers.

Veel, R. (1997). Learning How to Mean-Scientifically Speaking: Apprenticeship into Scientific Discourse in the Secondary School. In F. Christie and J. Martin (Eds.). *Genres and Institutions: Social Processes in the Workplace and School* (pp.161-194). London: Continuum.

Wacks, R. (2015). *Law: A Very Short Introduction* (2nd ed.). New York: Oxford University Press.

Wignell, P., Martin, J., and Eggins, S. (1993). The Discourse of Geography: Ordering and Explaining the Experiential World. In M. A. K. Halliday and J. R. Martin (Eds.). *Writing Science: Literacy and Discursive Power* (pp. 136 - 165). London: Falmer Press.

Wignell, P. (1994). Genre Across the Curriculum. *Linguistics and Education*, *6*(4), 355-372.

Winter, E. (1994). 'Clause Relations as Information Structure: Two Basic Text Structures in English.' In M. Coulthard (Ed.). *Advances in Written Text Analysis*. (pp. 46-68). London: Routledge.

Yasid, A. (2016). *Logika Hukum: Dari Mazhab Rasionalisme Hukum Islam Hingga Positivisme Hukum Barat*. Yogyakarta: Saufa

Zarrati, Z., Nambiar, R. M., and Maasum, T. N. R. T. M. (2014). The Importance of Text Structure Awareness in Promoting Strategic Reading among EFL Readers. *Procedia-Social and Behavioral Sciences*, 118, 537-544.

Zhang, X. (2008). The Effects of Formal Schema on Reading Comprehension: An Experiment with Chinese EFL Readers. *Computational Linguistics and Chinese Language Processing*, *13*(2), 197-214.

Appendix A

ISLAMIC ECONOMICS

CONTENTS

Appendix B

TEXTBOOK OF PRINCIPLE OF MICROECONOMICS

Table of Contents

PART II
HOW MARKETS WORK   63

CHAPTER 4
THE MARKET FORCES OF SUPPLY
AND DEMAND   65

Appendix C

TEXTBOOK OF ISLAMIC LAW

Appendix D

TEXTBOOK OF ESSENTIAL JURISPRUDENCE

CURRICULUM VITAE

Name : Ahmad Amin Dalimunte

Indonesian Address : Jl. Perjuangan, gang Perbatasan no.3, Medan Perjuangan, North Sumatra, Indonesia 20223

Thai Address : Surasammanakhan 2 (Room 6055), Suranaree University of Technology, 111 University Avenue, Suranaree sub-district, Muang district, Nakhon Ratchasima 30000

Thai Mobile Number : 0969 900885

0986376139

E-mail address 1 : aldmunthe@gmail.com

E-mail address 2 : the_dalie@yahoo.co.id

Academic Qualifications

Year awarded	Degree	GPA	University
2010	Master in English Applied Linguistics (M.Hum.)	3.65	Universitas Negeri Medan
2008	Undergraduate in English Literature (S.S)	3.31	Universitas Negeri Medan

Research Works and Publications

Year	Title	Publisher
2016	Implementasi Kebijakan Bahasa dan Implikasinya dalam Penguatan Identitas, Integritas, dan Pluralitas Bangsa	Jurnal Humaniora dan Teknologi, Vol. II No.1; October 2016
2013	English Metafunction Analysis in Chemistry Text	International Journal of English Language and Translation Studies (IJ-ELTS)
2012	The Role of Indonesian Language in a Modern Nation-State	Proceeding of International Seminar, Faculty of Teaching and Education, Universitas Mataram, Indonesia
2011	Indonesian language-status Planning through Language Policy, Law No. 24 of 2009	Proceeding of International Seminar of Applied Linguistics, Postgraduate

		program of Universitas Negeri Medan, Indonesia
2010	Grammatical Metaphor in Senior High School English Textbook	Master Thesis
2008	Speech Function and Speech Role in Advertisement on Television	Undergraduate Thesis

Paper Presentations

Year	Title	Conference
2017	SFL-based Genres in the Textbooks of Economics and Islamic Economics: An Inquiry into the Ideological Discrepancy	44th International Systemic Functional Linguistic Congress, University of Wollongong, Australia
2016	Text Structure in University Textbooks of Economics and Islamic Economics: In Search of An Analysis Approach	The 3rd Asian Conference on the Arts, Humanities and Sustainability, Nagoya, Japan

Work Experiences

Period	Position	Institution/Company
2011-Now	English Lecturer	UIN North Sumatra (State University for Islamic Studies)
2009-Now	Language Consultant	Orang Utan Republik Foundation & CPOI Sumut, North Sumatra
2008-2010	English Lecturer	LP3I (Center of Education and Professional Development)
2009-2010	English Teacher	SMK BM Josua (Vocational School)
2008-2009	English Lecturer	Faculty of English, Universitas Dian Nusantara
2007-2010	English Mentor	Primagama Study Course

Organizational Experiences

Period	Position	Organization
2012-2013	Staff of Research and Study Department	L-Indonesiana (Center of Indonesian studies)
2006-2007	Head of Educational Dept.	Student Senate of Universitas Negeri Medan
2005-2006	Head of Member Training Dept.	HMI (Islamic Student Association)
2004-2005	Staff of Member Training Dept.	HMI (Islamic Student Association)