

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

In this chapter the definitions of advertisement and genre are given. It also discusses the approach to genre analysis. The approach that is adopted in this study is the Swales (1990) approach of genre analysis, which focuses on the moves. Kathpalia's (1992) nine-move structure for straight-sell advertisements will be discussed. The development of English for Specific Purposes (ESP) is mentioned briefly in relation to genre analysis. Relevant theories and related literature are also reviewed.

### **2.1 Advertising**

#### **2.1.1 Definition of Advertising**

For this study, the following definition used by Kathpalia (1992:165) is adopted as it explains the role of advertising in the marketplace and it represents systematically all the essential elements in a promotional effort (Kathpalia 1992:165)

Advertising is any controlled form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor that is used to inform and persuade the selected market.

(Bolen, 1984:4 in Kathpalia, 1992:165)

According to Kathpalia (1992:165) 'controlled form' refers to the advertiser, in the case of this study, the private Institution of Higher Learning, that pays for the advertisement and thus has control over what the advertisement is going to say and where it will be placed.

Kathpalia (1992:165) states that the 'non personal' aspect differentiates it from personal selling by emphasising the fact that the message is communicated to the customer through various mass media like radio, television, publication, etc. In this study, this non-personal presentation takes the form of a local newspaper, The Star.

For the third segment of the definition, Kathpalia (1992:166) highlights the fact that advertising not only refers to selling a tangible product but also to service (e.g. commercial banks, insurance companies etc.) and ideas (e.g. Firms may sell the idea that they are good corporate citizens or charitable organisations). This part defines the product referred to in this study which is the service or the programmes offered by the Private college/university.

Kathpalia (1992:166) explains that the 'identified sponsor' informs the recipients of the message (the SPM/STPM school leavers) who is the sponsor of the advertising campaign (in this study, the private college/ university). This is to account for the advertising funds. However, the name of the institution is often made the main element of promotion as an identity or like a brand name.

Therefore, the name of the private college/university is also the product or service that is promoted or sold by the advertisement.

Kathpalia (1992:166) elaborates that the next three variables, namely inform, persuade and selected market, are the three most salient characteristics of the advertisements. Therefore, the advertisement has a dual function, which is to inform about a new product and also to persuade prospective customers to buy the new product. With reference to this study, the advertisement thus serves to inform about a programme or the college/university and to persuade the prospects (the potential students) that they require this programme or the college/university. The third variable selected market, emphasises the point that advertisements are not meant for everyone. Thus, an advertisement for a college/university is designed to appeal to a selected market, which comprises secondary school leavers aspiring for a tertiary education. A successful advertising effort for a private college/university is one that designs an advertisement (printed notice) and select the media (a local newspaper) on the basis of the target market (secondary school leavers).

Kathpalia (1992:176) also defines straight-sell advertisements as advertisements that focus on the promotion and sale of product and services. Kathpalia (1992:177) explains that hard-sell advertisements have an immediate increase in sales as their objective and therefore the move, Urging Action is an important feature in this kind of advertisements.

### **2.1.2 Language of Advertising**

The principal aim of advertising is to draw attention to a product or service in order to sell it (Crystal, 1987:390). Everyday, we are exposed to thousands of advertisements through various media and daily activities. The primary objective of the advertisement is to stimulate the senses especially the eyes and the ears of consumers to get them to notice it.

According to Crystal (1987:390) advertisements appear in varied forms and contexts. The largest and most noticeable group of advertisements is the commercial consumer advertisement. Other categories include trade-advertising (from manufacturer to retailers), retail advertising (from shops to customers), prestige advertising (e.g. by government departments), classified advertising (want advertisements, house sale, etc.), and direct mailing.

Crystal (1987:390) says that advertising activities come in the form of posters, notices, show cards, samples, circulars, catalogues, labels, wrapping paper, price tags, tickets, footballers' shirts and many other devices. To catch the attention of customers, advertisements target their visual and auditory senses through slogans, jingles, street cries, loudspeaker messages and all sorts of special effects in radio and television.

Crystal (1987:390) also states that most advertisements depend on visual content and design to make the initial impact to attract attention. The



use of language is, however, essential for customers to identify the product, remember the name and persuade them that it is worth buying. Both psychological and linguistic elements are important to produce a 'brand image' of a product.

According to Crystal (1987:390), the analysis of advertising language style has identified some features of this variety of language. The characteristics of advertising language are laudatory, positive, unreserved, and emphasising the uniqueness of a product. The vocabulary is vivid and concrete. Figurative expressions are common. Rhythm, rhyme and other phonetic effects are noticeable. These help to enhance the credibility of the whole advertisement.

Crystal (1987:390) says that the field of advertising is a controversial one, as people dispute the ethics and effects of 'hard' selling tactics which are fraudulent claims, commercial sponsoring in sports, the intrusiveness of advertisements and their effect on children. Its language thus requires careful investigation. It is not easy to classify this language as they are similar to other forms of persuasive language, such as speeches, sermons and public announcements.

2.1.3 Types of Advertising

Advertising can be categorised into two general groups; non-commercial advertising and commercial advertising (Vestergaard, Torben & Schroder, Kim, 1985). Non-commercial advertising involves communication from government agencies, institutions, non-government organisations and other bodies to create awareness, to disseminate information, to promote a healthy lifestyle, to appeal for charity and assistance and for other purposes. Examples of these are Anti-Drugs campaigns, blood donation drive, health awareness promotions and other community services oriented programmes.

Commercial advertising can be further grouped into 3 categories based on their functions: prestige/ goodwill advertising, industrial or trade advertising and consumer advertising (Vestergaard, Torben & Schroder, Kim, 1985).

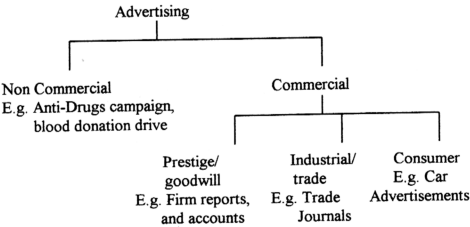


Fig. 2.1 Types of Advertising (Vestergaard, Torben & Schroder, Kim, 1985)

According to Leech (1966:25) most advertising comes into the class of 'Commercial Consumer Advertising' as quoted in Vestergaard, Torben & Schroder, Kim (1985:1) as it is targeted at consumers. This group also involves heavy financial burden and effort. Since private Institutions of Higher Learning are profit-oriented agencies they come under the category of commercial consumer product. Based on this reason this study concentrates on commercial consumer advertising.

The newspaper is a most frequently sought after media to put up commercial advertisements for obvious reasons of its massive coverage of consumers. This type can also be divided into two types, namely:

- i. classified advertisements
- ii. display advertisements.

Classified advertisements appear in special pages and are classified in different columns under different headings or subjects. Examples of such advertisements are the 'wanted' advertisements and 'for sale' advertisements. These advertisements are looked at only by readers who have a specific need of a certain product or service. Persuasive elements are absent as they are informing interested people that a certain item is available at a particular price (Vestergaard, Torben & Schrode, Kim, 1985).

Display advertisements on the other hand, are arranged in more prominent locations together with the editorial materials to capture the attention of readers who do not have any specific interest in any advertisement. These advertisements are sponsored by big companies or organisations through the mediation of a professional advertising agency (Vestergaard, Torben & Schroder, Kim, 1985)

The display advertisements are located amongst editorial materials with the intention to capture the interest of the reader who may just glance at them in passing. Therefore, the communication strategies of the advertisement have to be planned to attract enough attention of the reader to develop interest that would lead him/her to take steps to find out more information. He/she may make a telephone call, take action to go to an education exhibition or even make a visit to the institution advertised to source for more information. The advertisement must convince the reader that this is the college to go to for his/her tertiary education which is a life time investment. The advertisement must use language that contains the required moves to achieve the above communication purpose. These advertisements therefore are very suitable for genre analysis.

## **2.2 Genre**

### **2.2.1 Definitions of Genre**

The Linguistics Encyclopaedia (Malmkjaer, K. ed., 1991) defines genre as 'a text of discourse type which is recognised as such by its users through its characteristic features of style or form'.

In his book entitled *Genre Analysis: English in Academic and Research Settings* (Swales, 1990), Swales discusses three concepts 'genre', 'discourse community' and 'language-learning task' in great detail. According to Swales (1990:33), genre is used to refer to a distinctive category of discourse of any type, spoken, or written, with or without literary aspirations.

Swales (1990:24) then defines a discourse community as a group of individuals that meet the criteria of six defining characteristics which are: a set of common public goals; mechanisms of intercommunication among its members; uses these mechanisms to provide information and feedback; utilises and possesses one or more genres to achieve its communicative aims; has acquired a specific lexis; has a basic number of members who have a suitable level of expertise in the content and communication styles. Swales' (1990:29) example of a discourse community with all the 6 criteria is an international hobby group of stamp collectors which has an umbrella organisation in Hong Kong, called the Hong Kong Study Circle.

Swales (1990:74) goes on to discuss language learning task. He proposes that the teaching of academic English programmes adopt a four-fold investigative strategy that cover the strands of ethnography, evaluation and validations, discourse analysis and methodology. Swales (1990:73) brings in the conclusions of Crookes' (1986b: 32 in Swales, 1990:73) that "task" is widely applicable and has psychological reality. According to Crookes (in Swales, 1990:73) much of human activity in employment or in the classroom, can be seen as a series of tasks. Swales (1990:82) discusses several approaches of language learning tasks and concludes that a genre-centred approach focuses language learning on rhetorical action and on the organisational and linguistic means of its accomplishment.

Swales (1990:34-44) discusses the concept of genre in folklore studies, literary studies, in linguistics and in rhetoric and he offers a working definition of genre.

According to Swales,

genre comprises 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.

(Swales, 1990: 58).

The above definition can be explained by taking a medical research article as a genre. Genre is made up of a particular category of presentation and exchange of information, which is referred to as a class of communicative events. The shared set of communicative purpose refers to the reason the information in these medical research articles are exchanged by the members who comprise medical doctors and researchers who have a common goal to keep up with developments in the medical field. The purposes recognised by expert members refer to the specialised content of information exchanged in the medical articles which are written in a particular manner recognised and understood only by the people in the medical profession. These people form the experts of the parent discourse community. The shaping of the schematic structure of the discourse refers to this situation where a group of specialised people exchange commonly shared information in a particular manner that is characteristic of them, mutually understood by them

Bhatia (1993) defines professional and academic genre as:

a recognisable communicative event characterised by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalised with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognised purpose(s).

(Bhatia, 1993:13)

Bhatia (1993:13) states that professional and academic genre can be identified or distinguished by the purpose the communicative event takes place. The members of this professional and academic community mutually understand each other because of their common background, known expectations and their shared knowledge. Bhatia (1993:13) sees that genre is highly structured, that is, it has a regularised style or organisation typical of this group of people. This structure contains regularities in their aim, form and function.

Bhatia (1993) elaborates further that the shared set of communicative purpose(s) shapes the genre and gives it an internal structure. He adds that specialist members of any professional or academic community are the experts of the communicative goals of their community and the structure of the genres in which they regularly participate as part of their daily work. Their long experience within the specialist community shapes the genre and gives it a conventionalised internal structure. He explains further that although the writer has a lot of freedom to use linguistic resources in any way s/he likes, s/he must conform to certain standard practices within the boundaries of a particular genre. The members of the professional or academic community have greater knowledge of the conventional purpose(s), construction and use of the specific genre than the non-specialists. The expert genre writers who are more familiar with the uses of genres are more creative.



Bhatia (1993) says that his definition brings in the psychological level of genre construction. Swales (1990) offers a good fusion of linguistic and sociological factors in his definition of a genre. However, he underplays psychological factors, thus undermining the importance of tactical aspects of genre construction, which play a significant role in the concept of genre as a dynamic social process, in oppose to it as a static one. (Bhatia, 1991:16)

Bhatia (1991) sums up genre as an instance of a successful achievement of a specific communicative purpose using conventionalised knowledge of linguistic and discourse resources.

### **2.2.2 Areas of Study**

According to Swales (1990), the concept of genre has expanded out of the dictionary definition of being 'a distinctive type or category of literary composition'. It has been studied in different areas; genre in folklore studies, genre in literary studies, genre in linguistics and genre in rhetoric.

Swales (1990: 44,45) summarises the components of genres as follows:

1. a distrust of classification and of facile or premature prescriptivism;
2. a sense that genres are important for integrating past and present;
3. a recognition that genres are situated within discourse communities, wherein the beliefs and naming practices of members have relevance;
4. an emphasis on communicative purpose and social action;

5. an interest in generic structure (and its rationale);
6. an understanding of the double generative capacity of genre to establish rhetorical goals and to further their accomplishment.

### **2.2.3 Characteristics of Genre**

According to Swales (1990), the main characteristic of genre is that it is a class of communicative event and language plays a significant and indispensable role to fulfil the communicative purpose(s). This shared set of communicative purpose(s) shapes the genre and gives it its internal structure. Any major change in the communicative purpose is likely to result in a different genre. A writer may have a lot of freedom to use linguistic resources in any way s/he likes but s/he must conform to certain standard practices within the particular genre. According to Bhatia (1993:14), these standard practices distinguish a personal letter from a business letter, an advertisement from a promotional letter or an important editorial from a news report.

Bhatia (1993:43) also states that 'the communicative purpose is the most important factor in genre identification'. It is the common ground for establishing the logic behind the internal structure of each text and the regularities of organisation in it. Regularities are cognitive in nature and they reflect the strategies used by members of a particular discourse or professional community in the construction of that genre to achieve specific communicative

purpose (1993:31). These strategies are then the accumulated and conventionalised social knowledge that is available to these communities.

## **2.3 Genre Analysis**

### **2.3.1 Definition of Genre Analysis**

Genre analysis is defined by Swales (1990) to mean a system of analysis that can reveal a system of organising a genre. Dudley-Evans (1987) adds that genre analysis is a system used to analyse language used in expressing the problems involved while organising a genre. He proposes that genre analysis in the field of English for Specific Purpose can offer helpful recommendations to teach the way a particular genre ought to be written.

For Bhatia (1993), the main concern of genre analysis is to arrive at a 'thick' description of genre texts. It seeks to discover not only how a text is structured and what lexico-grammatical features it possesses and also why it is written the way it is written. In genre analysis, Bhatia (1993) emphasises the communicative purpose of a particular genre as being the most important factor for identification of genres. Genre analysis is thus used to determine whether communicative purposes (recognised by the members of a particular community) are the motivating factors in shaping the structure of a text enabling us to recognise texts with similar communicative purposes as belonging to a particular class.

### **2.3.2 Purpose of Genre Analysis**

The aim of genre analysis is to provide the means of classifying a particular genre or subgenre. A genre can have several subgenres, for example, the research article comprises subgenres such as the survey paper, the conference paper, research notes and the letter (Dudley-Evans, 1987: 2)

Genre analysis emphasises the communicative purpose of a particular text genre and it gives an explanation for the convention of genre construction and interpretation (Bhatia: 1993:43). Bhatia (1993:11) states that genre analysis is the most promising analytical framework that reveals not only the utilizable form-function correlation and helps to understand the cognitive structuring of the information in specific areas of language use. Genre analysis, therefore, permits the study of the institutional context, the system in which the discourse is used and the rules and conventions, such as the linguistic, social, academic or professional convention, that govern the language use in such settings. This can be utilised for a number of applied linguistic purposes, including the teaching of English for Specific Purposes (Bhatia, 1993:11)

### **2.3.3 Aspects in Genre Analysis**

Bhatia (1991,1993) emphasises three important aspects in genre analysis. They are, first, the linguistic aspect; second, the sociological aspect; and third, the psychological-cognitive or tactical aspect of writing. The linguistic aspect is concerned with the linguistic description of various texts,

emphasising on the incidence of certain linguistic features. The sociological aspect focuses on the conventional and standardised features of genre construction and provides non-linguistic explanations to the way the genre is written. The psychological-cognitive or tactical aspect refers to the cognitive structuring that is typical of particular areas of enquiry and highlights the individual tactical choices called 'strategies' employed by a certain writer to produce a more effective writing.

In Bhatia's study on professional and academic writing, (Bhatia, 1993:17) he links genre analysis with the linguistics, sociology, and psychology aspects. According to Bhatia (1993), promotional discourse is a genre and advertising is a sub-genre. All these three aspects of academic and professional writing described above are relevant to this study of newspaper advertisements because together, they present a detailed description of the advertisements.

#### **2.3.4 Approaches to Genre Analysis**

There are different approaches to genre analysis. Bhatia (1993) uses the notion of 'easification' for his study on genre in legislative documents. He notes that 'easification' attempts to make the text more accessible to the learner by using a variety of easification devices (Bhatia, 1993:146). This makes the texts reader friendly.

Kathpalia (1992) investigates the rhetorical moves of advertisements in her study of promotional texts based on Swales 4 Moves Model. She attempts to clarify the concept of genre by examining the practical and theoretical issues related to genre analysis. She critically reviews the various analytical approaches taken towards the concept of genre in the fields of literature, rhetoric, sociolinguistics, systemic grammar and applied linguistics. She also gives a step-by-step account of the various stages in genre analysis which includes the practitioner's perspective on a particular genre (e.g. functional, semantic, textual and linguistic); identification of the central and peripheral moves and the sequence, recurrence and embedding moves. This is the background for her analysis of three types of promotional texts, Blurbs, Print Advertisements and Sales Promotional Letters.

Kathpalia (1992) makes a comparison of the three promotional texts genre from several perspectives including the contextual, rhetorical, semantic, textual and linguistic and also describes the relationship between the three types of promotional texts. In her conclusion, she goes back to the theoretical issues related to genre theory. She discusses issues such as the relationship of the three semiotic planes of language (i.e. genre, register and language), the role played by the contextual configuration in the realisation of the texts, the rhetorical or genre structure of texts and finally, the creativity and generative power of genres.

The chapter in which Kathpalia (1992) analyses the print advertisements is most relevant to this study of advertisement on private Institutions of Higher Learning. Her sample consists of different print advertisements collected from various sources, which are divided into the following categories: Straight-lines/Straight-sell, picture caption, image building, testimonials, sweepstakes and lucky-draws and pretend genres. The main proportion of her print advertisements is that of the straight-line/straight-sell type which is also the focus of the chapter on print advertisements.

Kathpalia (1992) proposes the following framework of nine moves for a better and more delicate analysis of straight-line/straight-sell advertisements:

- |         |                                |                       |
|---------|--------------------------------|-----------------------|
| Move 1. | Headlines                      |                       |
| Move 2. | Targeting the Market           |                       |
| Move 3  | Justifying the Product/Service |                       |
| Move 4  | Appraising the Product/Service |                       |
| Move 5  | Establishing Credentials       |                       |
| Move 6  | Endorsements/Testimonials      |                       |
| Move 7  | Offering Incentives            |                       |
| Move 8  | Using Pressure Tactics         |                       |
| Move 9  | Urging Action                  | (Kathpalia, 1992:177) |

Lee (1995) carries out a study on the move structure of luxury advertisements using Kathpalia's (1992) nine-move structure for straight-

line/straight-sell advertisements. Her study focuses on the moves in watch and car advertisements. Her samples are collected from credit card magazines. Lee's (1995) results of analysis show that, in the case of luxury advertisements, of the nine-moves for straight-line/straight sell advertisements, only five are identified. The five obligatory moves are: Headlines, Targeting the Market, Appraising the Product / Service, Establishing Credentials and Endorsements / Testimonials. The other four moves are not significant for the 'luxury' advertisements.

Howe's (1995) study is on the move structure of car advertisements. Kathpalia's (1992) nine-move structure for straight-line/straight-sell advertisements is employed as a system of enquiry into the structure of the advertisements. Howe (1995) compares the advertisements of luxury car, normal car and small car in the Straits Times, a local newspaper in Singapore. Howe (1995) has sixty print car advertisements as sample and divides them into three sub-categories: 'luxury', 'normal' and 'small'. The sub-categorisation is based on the affordability in terms of actual on-the-road price. Each of the three sub-categories of car advertisements consists of twenty car advertisements. Howe (1995) studies the different realisations of each rhetorical move for all the samples and counts the frequency of occurrence for each of the nine moves in each of the sub-categories.



The results of Howe's (1995) study show that the nine-move structure for straight-line/straight-sell advertisements introduced by Kathpalia (1992:177) is applicable for investigating the patterns of car advertisements. It also shows that the nine-move structure can differentiate the sub-categories because differences in the frequency of occurrence in moves are revealed in different sub-categories. Howe (1995) explains the differences to be attributed to the different promotional strategies taken for each sub-category. 'Luxury' car advertisements, for example, apply the 'soft-sell' tactics, while the advertisements from the 'small' car sub-category apply more of the 'hard-sell' tactics.

Howe's (1995) analysis of the data indicates that certain moves are more prominent than others depending on the category or class of advertisements but all the classes prominently portrayed these three moves:

- a. Headline
- b. Targeting the Market
- c. Product Appraisal

Teh (1999) investigates twenty home advertisements from 'The Star' daily to discover their organisation and to provide an explanatory account of how the advertisements are structured. She uses the structure analysis adapted by Kathpalia (1992) as a system of enquiry into the structure of home advertisements. It is found that a standard pattern of organisation exists. A

nine-move structure is identified and each move has characteristics which distinguishes it from the other moves.

The four genre-based studies above ( Kathpalia's (1992) on print advertisements Lee's (1995) on luxury watch and car advertisements, Howe's (1995) on car advertisements and Teh's (1999) on home advertisements ) are useful to this study on advertisements on private institutions of higher learning because they are also considered as communicative events within the larger consumer advertising industry.

Apart from the above four studies, few genre-based studies are done on advertisements and to my knowledge no study has been done on advertisements of a service commodity like private institutions of higher learning. Considering there is an abundance of advertisements on private colleges/universities, there is a need to find out if there exists a structure in these advertisements such as those in advertisements of tangible products

Based on the nine-move structure of Kathpalia (1992), this study aims to discover the moves that advertisers use in 'The Star' daily to achieve their communicative purpose, that is, to capture the attention of prospective students who plan to enrol in the private Institution of Higher Learning. This study attempts to describe the features of each of the moves and to discover

the structure. The findings are discussed and compared with findings of other studies.

The findings of this study are useful in the area of the teaching/learning of English for Specific Purposes as it is in the context of advertising. They are also helpful in the process of syllabus or curriculum planning and to develop teaching materials for ESP.

## **2.4 English For Specific Purposes (ESP)**

With globalisation of English as a result of business and economics, it is necessary to meet people from different arena. English is being spoken by English speakers of the inter circle of Britain, USA, Canada, Australia and New Zealand. This stretches to the outer circle of non-English speaking countries but formerly under English speaking rule for example, Nigeria, West Indies, India and Malaysia. English is also extended to the expanding circle of other countries that use English primarily in the international arena of China, Korea, Japan, France and Germany.

ESP or English for specific purposes is a particular case of the general category of special-purpose language teaching. ESP is a major activity around the world today. It is an enterprise involving education, training and practice drawing upon language, pedagogy and the students' specialist areas of interest. ESP is thus English taught to specific people and an ESP course may be

written as though it consists of identical students. The students in the class are involved in the same kind of work or specialist studies.

English for Specific Purposes in economics plays a very important role. It is a vital tool of communication in the business world especially in the corporate circle. In Malaysia, ESP is getting more popular. It is an important tool of Human Resource Development and a major strategy in economic development. English for Specific Purposes is thus indispensable to promote improvement in the country. This is especially significant in the advertising industry.

Researchers and teachers of English for Specific Purposes are increasingly interested in this area of English teaching where the nature of learners' needs determine the teaching given to him. There is growing importance in the identification of their specific needs. Based on this situation, Swales (1990) has developed the genre analysis approach. Genre analysis aims to describe the text (e.g. in an academic article) and the communicative event (e.g. a business negotiation) that the students need to produce/participate in. It also studies the ways that enable the materials writer and the teacher to:

- i. understand the conventions and expectations about content and organisation of the text or events
- ii. understand the features of good examples of the texts/events

- iii. use the insights gained through the analysis to develop appropriate teaching materials.

Genre analysis provides the required background material about target text for materials writers and specialised groups. Genre analysis attempts to identify pedagogically useful form-function correlation and to explain such a characterisation in the context of the socio-cultural as well as the cognitive constraints operating in the relevant area of specialisation whether professional or academic.

In conclusion, genre analysis attempts to identify, describe and explain the moves so students of ESP can understand and learn the structure and function of language used to communicate meaning. Genre analysis also tells what task the student needs to perform and about the nature of the task.

In this study, the discourse community is that of the copywriters of advertisements of private Institutions of Higher Learning. There is a need to study the features/moves in a particular communicative event to understand the conventions of the content and organisation. It is also necessary to understand the features of texts of the copywriters of this genre and to see what are the moves that the advertisers use to achieve their communicative purpose that is to increase the enrolment rate of students. This study is important to find out

the rationale and the strategy behind the communicative events of advertisement of private Institutions of Higher Learning.

## **2.5 Conclusion**

In this chapter the definitions of advertisement, genre and genre analysis are given and explained. Swales' and Bhatia's definitions of genre and genre analysis are chosen as they are most suitable. Genre and genre analysis are also explained from aspects of areas of study, characteristics, purpose and approaches. Recent genre related studies are reviewed. These studies contribute considerably to the launching of this research. They also serve as good comparisons of various aspects of the study. For the analysis of the data in this study, Kathpalia's (1992) Nine Move Structure is adopted to investigate the structure of advertisements on private institutions of higher learning in 'The Star' newspaper. The concept of English for Specific Purposes is mentioned and the importance of genre analysis in the teaching of ESP is discussed briefly as a conclusion.