CHAPTER FOUR

METHODOLOGY

4.0   Introduction

This chapter discusses the methodology involved in achieving the aims and addressing the research questions of the study. It begins by revisiting the aims and research questions of the study. This is then followed by a discussion of the research design in Section 4.2 and a description of the data in Section 4.3. An outline of the procedures for data collection is found in Section 4.4 while a discussion of how data will be analysed is covered in Section 4.5. With the exception of the data obtained from the interviews (Section 4.4.2) whose analysis is described in Section 4.5.2, the data from the brochures will be analysed based on the theoretical framework of the systemic functional linguistic (SFL) as outlined by Halliday (1985, 1994). The systemic functional genre analysis is discussed in Section 4.5.1 while visual analysis based on visual grammar is described in Section 4.5.3. This is followed with a description of the systemic functional linguistics analysis of the verbal texts in Section 4.5.4. Section 4.5.5 will propose a visual compositional framework in analysing cohesion of the semiotic resources in the Malaysian business brochures. Finally, this chapter ends with a summary in Section 4.6.

4.1   Revisiting the Aims of the Study

This study aims to investigate the genre of business-to-business (b2b) brochures by identifying the elements that constitute the schematic structure of these brochures.

Thus, the primary aim of this study is to come up with the generic structure of b2b brochures using the functional approaches of SFL. As a consequence of the primary aim, analysis will be carried out to identify the ways in which the functions of the b2b brochures are well served through the verbal and visual elements.

The juxtaposition of various semiotic elements in multimodal texts like the Malaysian b2b brochures would bring about discussion of how these elements cohere in the texts such that the meaning potential of the texts is realised. This study is also interested in establishing that cohesion in texts can be established based on visual-compositional resources in the b2b brochures.

Finally, this study would like to reaffirm the information value theory proposed by Kress and van Leeuwen (1996, 2006) in light of the criticism that the theory is valid only for the front pages of newspapers (Bateman, 2002), the data from which the theory was developed. This study would also like to ascertain the place of the components of business brochures against an existing advertising model, the hierarchy of effects model proposed by Lavidge and Steiner (1961).

4.2 The Research Design

This study adopts the functional approach of SFL in the analysis of data. SFL stresses the importance of "social purposes of genres and of describing the schematic (rhetorical) structures that have evolved to serve these purposes" (Hyland, 2002: 19). In addition, SFL possesses a systematic model of language that allows it to explicate the stages or moves in the genre with the lexico-grammatical choices that help to construct the function of the stages of the genres (Rothery, 1996).

Of equal importance is that SFL allows the analysis of how language negotiates meaning in cooperation with other semiotic systems as seen in the work of Kress and van Leeuwen (1996) who developed the visual grammar of semiotic modes and in van Leeuwen's (1993, 2005) work in multimodal genre analysis. These are in line with the aims of the study which are to identify the functional stages in the genre and to investigate the lexico-grammar and the visual elements of the genre for evidence of the functions of the genre. Similarly, SFL resources were adopted in establishing cohesion in the brochures.

The data analysed in this study are derived from Malaysian b2b brochures which are multimodal texts where multi-semiotic modes such as words, images, colours and typography are integrated in the meaning making of the texts. This implies the employment of multiple perspectives of analysis that can deal with the different modes present in the texts. Therefore, following the SFL approach adopted for the analysis, verbal elements were analysed based on systemic functional linguistics, as introduced by Halliday (1985,1994) while the layout and the visual images of the brochures were analysed using the visual grammar developed by Kress and van Leeuwen (1996). Cohesion among the various semiotic elements at the macro-text level of the business brochures will be established based on visual-compositional resources as outlined in this study.

The various analyses identified will be carried out after the generic elements of the brochures have been established using the various approaches of systemic functional genre analysis namely that of Hasan (1985), Martin (1992), van Leeuwen (1993, 2005), Baldry and Thibault (2006) and Fauziah (2007). The various approaches in genre analysis are used so as to meet the various aims regarding the genre of the study.

This study uses Hasan's (1985) approach in order to establish the generic structure potential of Malaysian business brochures while reference is made to Martin's (1992) approach in establishing the system network for the genre of the business brochures. In describing the visual and verbal elements of the genre, this study adopted van Leeuwen's (1993, 2005) method in analyzing multimodal texts. As the study will be analyzing the genre of the brochures in terms of clusters, Baldry and Thibault's (2006) method is used and this study expanded on the method with Fauziah's (2007) approach in managing clusters of the genre. Table 4.1 summarises the analytical framework and the methodological approach adopted in the study.

Table 4.1
The analytical framework of the study

Type of analysis	Analytical framework	Methodological approach	Level of analysis
Genre analysis (Systemic functional genre analysis)	• Hasan (1985) • Martin (1992) • van Leeuwen (1993, 2005) • Baldry and Thibault (2006) • Fauziah (2007)	Qualitative and quantitative	Micro-level
Visual analysis (Visual grammar)	• Kress and van Leeuwen (1996, 2006)	Qualitative and quantitative	Micro-level
Verbal analysis (Systemic functional linguistics)	• Halliday (1985, 1994)	Qualitative	Micro-level
Multimodal text cohesion analysis (Visual-compositional resources of text cohesion)	• Kress and van Leeuwen (1996, 2006) • Kress and van Leeuwen (2002) • van Leeuwen (2005) • Wertheimer (1938)	Qualitative	Macro-level

The study adopts both the qualitative and quantitative approaches in some of the analyses as the approaches could complement each other in providing an enriching description and at the same time ensuring the validity of the findings. Similarly, a macro-level as well as a micro-level analysis is employed such that the study is a comprehensive one about Malaysian b2b brochures.

4.3 Description of Data

This section will describe the data of the study. The first set of data is obtained from Malaysian business-to-business brochures while interviews with the discourse community will form another set of data. By incorporating two sets of data, a more comprehensive description of the findings can be obtained and at the same time enhance the validity of the information derived. The following subsections will provide a more detailed account of the various sources of data.

4.3.1 Malaysian Business-to-business Brochures

Malaysian business-to-business (b2b) brochures form the first set of data for this study. They are a type of business advertising genre and are produced primarily to inform (Bhatia, 2000) corporate companies of new or existing products/services in the market. These corporations, in turn, use the products/services to produce their own goods and/or services for end-users or other companies (Sobhie, 2003).

In this study, the brochures were collected from all the companies located within a Free Trade Zone (FTZ) in Selangor, Malaysia. Several factors influenced the choice of this particular FTZ as the source for data collection. Firstly, the FTZ comprises of both

local and multinational companies which are involved in the research, manufacturing and marketing of various products either for export or for local consumption. The varied nature of the companies, the different activities undertaken by them and the variety of products they manufacture mean that these companies would require their employees to be trained in various different aspects of human resource. Thus, they would be the target of training providers to promote their training programmes on the various areas of interests to these client prospects.

Furthermore, most of the companies in this FTZ have received numerous awards pertaining to human resource such as "The Best Employer Award", "The Prime Minister's Award in Human Resource Management" and "The Most Caring Employer Award". As such, it can be assumed that these companies dedicate a considerable amount of time, and money on human resource matters be it on training/retraining and in providing a conducive environment for their employees. Based on these factors, it can be concluded that the companies in this particular FTZ are popular destinations for training providers to promote their training programmes and as such, an abundance of training brochures could be obtained.

Brochures collected for this study are those that promote human resource training programmes in Malaysia. They informed the prospective clients of training programmes in the areas of

    i.   finance and accounting
   ii.   quality and productivity
  iii.   language and communication
  iv.   human resource management
   v.   information and communication technology

The training advertised by the companies providing training or otherwise known in Malaysia as 'training providers' could be in the form of seminars, workshops or courses. For pragmatic purposes, they will be termed as training programmes in this study. The b2b brochures of this study were produced by the training providers who conducted the training programmes. A total of sixteen Malaysian training providers were identified as the producers of the sixty-three business brochures. Appendix A identifies the training providers and the business brochures they produced and Appendix B provides the copies of the sixty-three Malaysian business brochures.

As mentioned in Section 1.2.4, these brochures are distributed to the corporate market or prospective business customers three or four times a year to inform the potential customers of the various training programmes available in the year. Some of the information included in the brochures are the title of training programme, target group, content of the programme, trainer's profile, feedback from past participants and contact details of the training provider.

These brochures take the form of an A4 size paper that can either be folded once or twice or left unfolded. They are usually between 2-4 pages long, printed on good quality paper with use of colours, varying types of typography, layout and images. For the purpose of this study, the brochures are divided into three sections: front cover, internal page and back cover.

a. Front cover – It is the front page of the brochure which usually contains the title of training programme, date and venue of the training, name of training provider and other elements like images and incentives for participating in the programme.

b.   Internal page – This page is enclosed between the front cover and the back cover and contains further information about the training programme which is usually not included in the front cover. The information is usually presented in paragraph blocks with subheadings for easy retrieval of information.

c.   Back cover – This is the last page of the brochure which usually contains the registration form and/or registration details of the programme.

In this study, all the pages of the b2b brochures were included in the analysis of the generic structure of the brochures. However, only the front covers were used in the layout and visual image analysis. This is due to several reasons. The physical structure of the front cover places itself as the initial stage of interaction with the client prospects thus encapsulating the message contained in the other pages (Sobhie, 2003). Therefore, it is usually in the front cover that the functions of the brochures would be realised for it is said to perform the phatic communion between the training provider who is the producer of brochure and the prospective client who is the reader of the text. Furthermore, when randomly scanning the pages of the brochures, almost all images, an element of analysis, are included on the front covers. Thus, analysing the layout and visual elements found only on the front covers would be justified.

4.3.2   Discourse Community of Genre

Bhatia (2004) has called for the need to draw on ethnographic data, in order to gain "insightful experiences of expert members of the community of practice… to provide useful background knowledge against which analyses of genres can be adequately grounded" (Bhatia, 2002:23). As such, interviews were carried out in this study to elicit information about the functions of the business brochures so as to complement

the analyses on verbal and visual elements of the texts in describing the purposes of the genre. As a communication process involves a sender and receiver of a message, interviews were conducted with the senders/producers of the brochures who are the training providers and the readers of the brochures, the prospective customers. These groups of informants are also described as the discourse community of the genre.

The first group of informants consists of five personnel from the human resource departments of all the five companies located in the FTZ which received the brochures. Thus, one human resource personnel was interviewed from each company. The personnel are the readers of business brochures sent to their companies and are usually members of the panel which decides on which training programmes the company would need and benefit the most. They were interviewed to obtain information regarding what they thought were the purposes of the brochures. This will provide information from the point of view of the readers of the brochures.

Another group of five informants consists of the training providers who produced and distributed the brochures to the companies. Similarly, each respondent represented their respective company, that is, information was obtained from five training providers. The informants were mainly training consultants of these training providers. They were interviewed as to what they regarded were the purposes of producing the business brochures to advertise the training programmes. This will provide information from the point of view of the senders of the brochures.

The number of interviewees from each group of informants is considered to be sufficient as random interviews conducted with the discourse community in general prior to the actual interviews produced rather similar responses. Thus, interviewing a

larger set of informants than what the study has carried out would have produced rather similar results.

Interviews with the members of the discourse community would help in verifying the functions of Malaysian b2b brochures as extrapolated from the verbal and visual analyses of the brochures.

4.4   Data Collection

This section will describe how data from the brochures and the interviews are collected. The different sources of data collected were necessary to enhance validity and to provide a richer description of the findings of the study.

4.4.1   Business Brochures

Eighty-five brochures on the various training programmes were collected between January – June 2005 from the Human Resource Department of all the companies situated in a free trade zone of Selangor, a state in Malaysia. From the collected brochures, those that promoted one particular type of training programme as opposed to promoting multiple training programmes in a brochure were selected so as to ensure homogeneity in the corpus. In addition, the brochures were scanned for duplicated copies and these would not be included in the data. However, brochures promoting similar training programmes but with different layout in presenting the information about the programmes are included in the data. Varieties of layout included in the data will give a richer description of the layout of the business brochures. Brochures 39 and

40 (Appendix B) are examples of brochures with similar programme title but with different brochure layout.

It is found that some training companies contribute more brochures than others and these brochures exemplify similar structures that they might skew the findings of the study. This study does not select brochures based on the companies that design them as this would negate the randomness of data sampling. The brochures that are included in the final sample are, therefore, those that reflect the actual types of brochures and actual companies that produce them as found in the discourse community selected.

A final total of 63 brochures thus formed the corpus of data for this study. The brochures were then compiled and an excel file was generated containing information about the title of the brochures, the name of the training providers and the physical structure of the brochures. Each brochure was labeled for easy reference in the study. Therefore, with this comparatively large corpus of business brochures, a more valid and representative description of the findings of the study could be obtained.

4.4.2   The Interviews

The interviews with the personnel from the companies and the training providers were conducted in the personnel's respective offices and at various human resource conferences held in Kuala Lumpur, Malaysia between November 2005 and April 2006. Their responses were analysed to determine the functions of these brochures. This information is used to verify the functions identified through textual and multimodal analyses which would determine whether the functions are realised in the verbal and visual elements of the brochures.

Previous studies, on company brochures (Askehave, 1997) and product/service brochures Sobhie, 2003) within the systemic functional framework extrapolated functions of brochures mainly through analysis of the verbal texts. However, this study not only will identify the purposes of the brochures through verbal analysis but also through visual analysis and feedback from the discourse community.

4.5   Analysis of Data

This section will describe the analysis of the data by firstly outlining the analysis undertaken to determine the components of the brochures which contribute towards the generic structure potential of the genre. It is then followed by a description of the analysis of the data obtained from the interviews and the analysis of the visual and verbal elements. Finally, this section will propose an analytical framework that is based on visual-compositional resources in analysing cohesion of the semiotic elements in the brochures.

4.5.1   Systemic Functional Genre Analysis

The genre analysis of the corpus in this study will be based on the Systemic Functional framework (Halliday 1985, 1994). Genre, in SFL, is seen as a staged, goal-oriented social process (Martin, 1992) meaning each stage in the genre contributes with one part of the overall meanings that must be made for the genre to accomplish its aims successfully.

Therefore, in genre analysis it is necessary to identify the different stages in the genre and then to assign a functional label to each stage. Stages are identified sequentially as they unfold in a time-based genre.

However, in spaced based genre of business brochures, elements are presented simultaneously and as such stages could *not* be clearly identified. Thus, this study will, instead, identify clusters as elements that make up the genre of business brochures. Following Baldry and Thibault (2006), clusters of this study are defined as groupings of multimodal elements that are spatially proximate. These clusters are functionally related to each other and they, in turn, will lead to the collective purpose of the texts. This is similar to the function of stages which collectively contribute to the overall purpose of texts.

Following van Leuwen's (1995) mutimodal genre analysis where each stage of the genre is described in terms of its mode and functions, this study will similarly described each cluster. In addition, this study will include descriptions of the various elements that make up each cluster and the frequency of occurrence of the cluster. A system network as proposed by Martin (1992) that will describe the paradigmatic and syntagmatic relations of elements in a genre will be generated for the clusters in the brochures. Subsequently, the generic structure potential of Malaysian b2b brochures will be established based on the information about the frequency of occurrences of the clusters.

4.5.1.1 Clustering Elements: Refining Baldry and Thibault's (2006) Method

This study would also like to make a methodological contribution to research by refining Baldry and Thibault's (2006) method of clustering elements and in proposing

a six-step procedure in clustering elements in a large corpus. Baldry and Thibault (2006) define clusters in multimodal texts as groupings of multimodal elements which are spatially proximate which they termed as 'spatially close'. Therefore, elements which are spatially close to each other are grouped into a cluster. However, what is meant by 'spatially close'? Therefore, a question arises as to what elements should be clustered together especially if they are found to be of the same distance to other elements within their vicinity. This is a concern if spatial proximity is the only parameter used in deciding which element is to be included in a cluster. This study would like to propose that other parameters be considered when grouping elements into clusters.

This study proposes that linguistic clues, visual cues of framing and functions of elements as other parameters to be considered when clustering elements in texts (Fauziah, 2007). This proposal came about based on the larger corpus used in the study compared to when clustering was proposed in Baldry and Thibault's (2006) study. Because of the larger corpus, this study was faced with challenging decisions of which element to include in a cluster as spatial proximity did not seem to provide an adequate guide. The following discussion will exemplify how clustering is carried out in a Malaysian b2b brochure based on the proposed parameters.

In the brochure, initial clustering of elements based on spatial proximity of the elements identifies six clusters as shown in Figure 4.1.
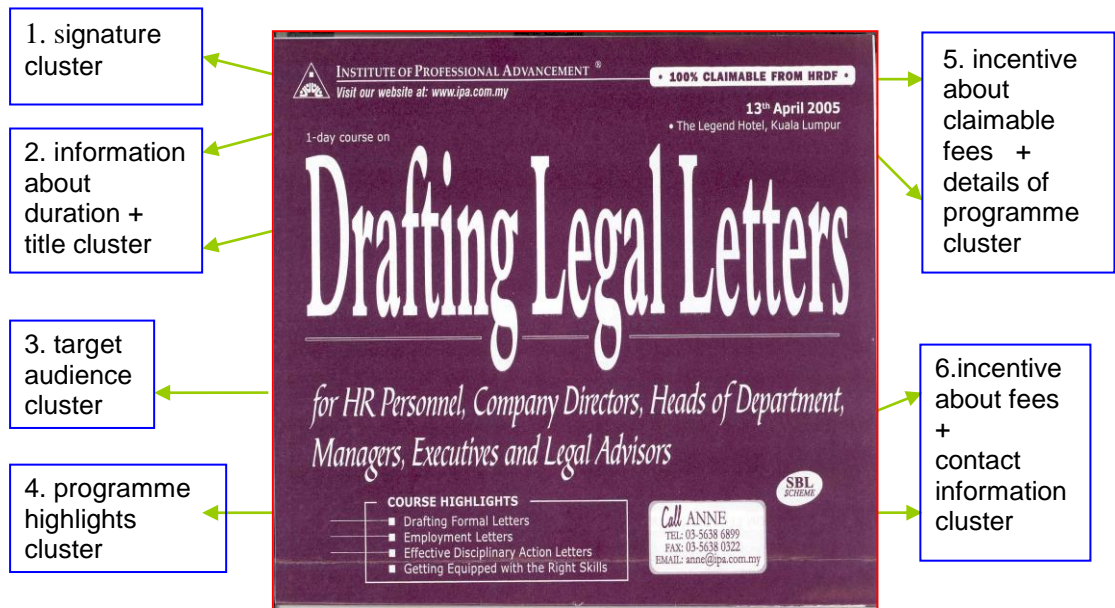
Figure 4.1
A sample of clustering elements based on spatial proximity

However, upon closer examination, some clusters could be further regrouped based on linguistic cues, visual cues and functions of the elements in the clusters. For example, the target audience cluster (cluster no. 3) could be included in cluster no. 2. This is based on the fact that the lexical item 'for' at the initial position of the target audience constituent phrase, signals that it is dependent upon the previous phrase, that is, the title of the programme. The duration of the programme was initially clustered with the title of the programme based on spatial proximity. Based on this linguistic evidence, the three constituents that is the title, duration of programme and target audience statement should be clustered as one entity (Figure 4.2).

Another example concerns the cluster that has included information about details of the programme such as the dates and venue of the programme cluster and the claimable fee cluster (cluster no. 4). These elements were initially grouped as a cluster since they are spatially close to each other.
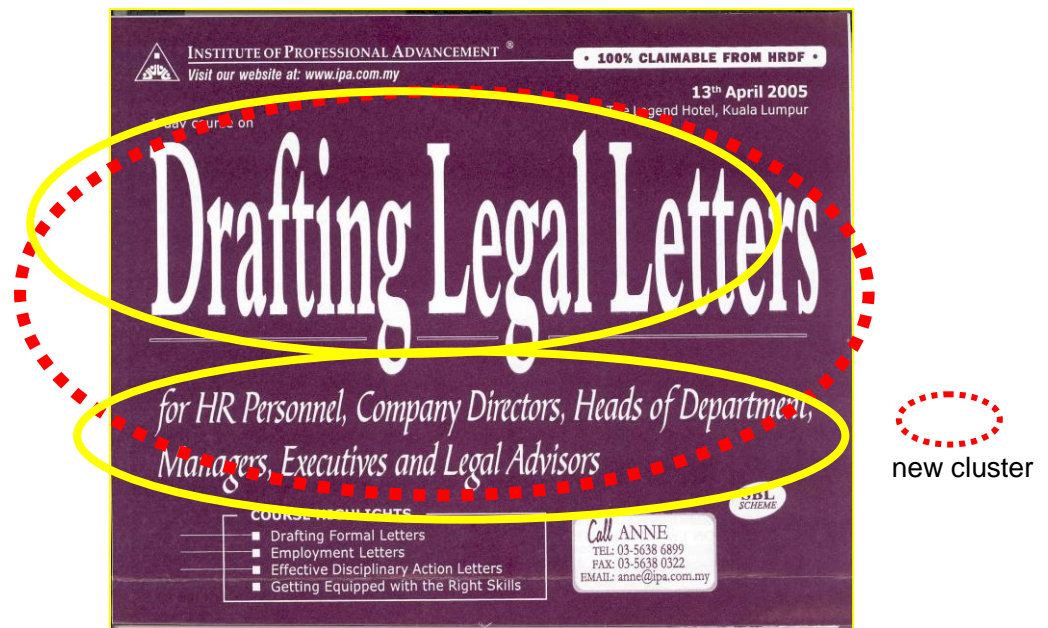
Figure 4.2
Reclustering the title, the duration of the programme
and target audience information based on linguistic clue

However, the functions of the two elements in the cluster are different as information about claimable fee functions as an incentive for participating in the programme whereas the function of the element that state the details of the programme is to provide information. Since, multimodal genre analysis also involves assigning a functional label to a constituent or in this case, a cluster, this may pose a problem. Therefore, they are separated to form two different clusters where each will be assigned their respective functional label. Furthermore, the heavy framing of the claimable fee information provided the visual cue that it could be a cluster on its own.

Similarly, there is a need to refine the cluster that has included contact information with the incentive fee element (cluster no.5). This cluster needs to be broken up to two clusters as the elements have different functions, even though they are spatially close. Contact information functions to provide readers with contact details to direct the readers to take action while the incentive element persuades the readers to participate in the programme by offering attractive fee scheme. Strong framing that exists in each

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element further justifies the move to separate the elements into two different clusters. As such, the two examples show that clustering of elements could also be on the basis of visual cues of framing and that the function of an element could further justify the clustering or vice versa.

This also shows that other parameters have to be considered when clustering the elements of texts apart from on the basis of spatial proximity of the elements. Nevertheless, spatial proximity is a good starting point for clustering elements as things which are closer together are usually seen as belonging together as proposed by gestalt psychologists in their principle of proximity regarding visual perception (Wertheimer, 1938).

4.5.1.2 Establishing a Six-step Procedure for Managing Clusters in a Large corpus

This study is proposing a six-step procedure of managing clusters of elements present in a large sample of multimodal texts for analysis. It is anticipated that in such analysis there is a need to make sense of the numerous clusters that would emerge from the initial clustering of the texts. Table 4.2 summarises the six steps in managing clusters in a large corpus.

The first step in the procedure is to cluster the elements based on spatial proximity and subsequently to refine the clustering based on linguistic clue, visual cue of framing and function of the element as discussed in Section 4.5.1.1. In the multimodal genre analysis of texts, there is a need to assign a functional label to a constituent of the text. Therefore, the next step after refining the clusters is to identify the function of each cluster (Step 3) and to assign a functional label to it (Step 4).

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Table 4.2
A six-step procedure in managing clusters of elements
(Fauziah, 2007)

Step	Procedure	Criteria
1	initial clustering of elements	spatial proximity
2	refining cluster (if necessary)	linguistic clues, visual cues, function of element
3	identifying function of cluster	information in cluster
4	labeling cluster	function of cluster
5	grouping clusters into super cluster	similarity in function of clusters
6	labeling super cluster	information in super cluster

In a large corpus, various clusters each with its own label would have arisen at the conclusion of this step. Therefore, for pragmatic purposes, the next step after assigning a functional label to each cluster is to group clusters based on their rather similar functions (Step 5). For example, the clusters that state the purpose, the objective and benefit of the training programmes in the brochures of this study will be grouped together as these clusters function to justify the need for the training. The groupings help to better manage analysis of large corpus for otherwise a researcher would have to deal with and make sense of an extremely large number of elements as encountered by this study. The final step in the procedure is to label the groupings of clusters based on their general purpose. These groupings of clusters will be termed as 'super clusters' in this study. Therefore, the grouping of the clusters that state the purpose, the objective and benefit of the training programme will be labeled as the 'justifier' super cluster. In summary, the 6-step procedure developed provides a systematic handling of clusters of elements in a large corpus of multimodal texts.

4.5.1.3   Coding of Clusters

A pilot study was carried out on a sample of ten brochures out of the sixty-three in the data. The purpose was to identify all the clusters in the brochures and to come up with a description of each of them to aid in the coding of the clusters. Based on the description, two raters hand coded all the clusters in the remaining fifty-three brochures. One of the two raters was the researcher herself while the other was a member of the discourse community who produces the business brochures. Including a member of the discourse community could provide insights from the discourse community as to what elements should be included in a cluster and whether descriptions of clusters used as the guide in the coding is justified. Furthermore, it allows discussion on "cases which will pose problems and escape identification or clear discrimination, however fine a net one may use" (Bhatia, 1993) especially when coding clusters that comprise of several elements.

The raters encountered such cases when they were coding the 'objective' cluster. It is found that there is a mismatch of cluster headings with the texts that accompanied them in some of the brochures. The heading 'objectives' is used in Brochures 4, 11 and 16 but the texts accompanying the heading do not reflect such information. In Brochure 11, the text actually states the purpose and not the objectives of the programme while in brochure 16, the text is more like an introduction to the programme for it includes a brief description of the programme while stating the programme aims. In Brochure 4, the text has information about the importance of the topic of the programme to organizations and about the trainer's credibility but without obvious mention of the objectives. Such information resembles more of the text for an introduction cluster rather than an objective cluster. Therefore, upon discussion, the

raters decided that the 'objective' cluster in these brochures will not be taken into account in the data due to the discrepancy in the information it provides.

Intercoder reliability is calculated to assess the degree in which the analysis can be reproduced by others. The study adopts Holsti's (1969) method that uses the formula given to determine the reliability of data in terms of percentage of agreement:

$$\text{Reliability} = \frac{2M}{N1 + N2}$$

where M is the number of coding decisions on which the two coders agree, and *N1* and *N2* are the total number of coding decisions by the first and second coder, respectively. The minimum reliability coefficient accepted for this method is about 90% (Wimmer and Dominick, 2000) and the coefficient calculated for the two coders of the study is found to be .91. Thus, the coding is described as reliable.

The presence of each cluster in the brochure was coded as '1' if the cluster is found on the front page, '2' if found in the internal or back page or "3' if found on both the front and internal or back page. They are catalogued in the *Statistical Package for Social Sciences (SPSS)* file to facilitate the computer analysis of the total frequency of each cluster in the corpus, and how frequently each cluster occurs on the front page, internal or back page of the brochures. Frequency analysis allows the categorization of clusters as being optional or obligatory and this information will be used to establish the generic structure potential of business brochures. Simultaneously, the information would describe which clusters are usually found in the layout of the front pages of the brochures and as such are identified as important clusters for the brochures.

4.5.1.4   Describing Clusters

Following van Leeuwen (1993, 2005) where he describes each stage in the genre analysis of multimodal text in terms of its verbal and visual realisations, each cluster identified in the texts of this study will be similarly described. As clusters are grouping of resources that carry specific functions within a specific text (Baldry and Thibault, 2006), the function(s) of each cluster in this study will also be identified. This is carried out by analyzing the *elements* that made up the cluster be it verbal or visual, the *mode* in which the cluster exists and the *spatial placement* of the cluster. For example, by virtue of its verbal element, the function of the 'title' cluster is to identify the training programme advertised. Based on its visual and spatial elements, it can also function to attract attention of the readers since it has the largest font and usually placed at the top centre region of the brochures' front pages. This cluster, therefore, can be said as having two functions, one of informing and the other, of drawing attention. The description would also include information about its frequency of occurrence in the brochures.

In summary, the description of the clusters is about the different elements that make up each cluster, the mode in which each cluster is found, the spatial placement of the cluster, the function of the cluster and its percentage of occurrences in the brochures. A summary of the frequencies for all the clusters can be found in Appendix D while Appendix E provides detail statistics of each of the clusters in the b2b brochures. The description and function of each cluster will lead to a better understanding of the design and purpose of the brochures in b2b markets.

4.5.1.5   Establishing the Generic Structure Potential of Business Brochures

Hasan (1985) brings forth the notion of generic structure potential (GSP) where elements are deemed as being obligatory and optional in a genre. Based on the frequency count of clusters in the study, some clusters are found to be present in all the business brochures while some are optional which means they do not record 100% frequency in the brochures. The obligatory clusters must exist in order to achieve the purpose of the texts while optional clusters account for the variation within the genre and could be left out without affecting the function of the texts (Hasan, 1985). GSP is usually presented in a form of linear presentation as previously shown in Figure 3.3. This study would also adopt similar representation when establishing the generic structure potential of the Malaysian business brochures.

However, establishing the sequence of the elements in the generic structure of business brochures does not follow similar strategies as that undertaken by Hasan (1985) who establishes the sequence based on the unfolding of the stages as they appear sequentially on the page. As discussed in Section 4.5.1, clusters or elements in space-based genre like the business brochures of the study are presented simultaneously, not sequentially, and therefore determining the generic structure in such a genre will have to be based on the principle of reading path (van Leeuwen, 2005). This would enable the unfolding of the linear process in spaced-based genre.

Therefore, based on the principle of reading path, the most salient and the least salient clusters in the text will be initially identified (Baldry and Thibault, 2006). The most salient would be the considered to be the first cluster in the generic structure while the least salient would be considered as the last cluster in the structure. However, it may be rather difficult to determine the clusters that come after the most salient and the

clusters that precede the least salient cluster especially in a large corpus of multimodal texts such as the data of the study as there could be numerous possible reading paths. Kress and van Leeuwen (1996) also recognise the fact that it can be difficult to agree on whether one particular reading path is more plausible than the other.

As such, the generic structure of the business brochures will be discussed in terms of the beginning-middle-end pattern (Baldry and Thibault, 2006) where the most visually salient cluster which is usually read first will be identified as the beginning cluster of the texts while the least visually salient cluster will be placed at the end of the pattern (Chong, 2004; Baldry and Thibault, 2006). The remaining clusters will be considered as making up the middle of the pattern with no definite sequence assigned to them. This is to account for the variations in the sequencing of the various clusters.

The study will also discuss the GSP of the b2b brochures in the context of the GSPs established for print advertisement within systemic functional theory. Reference will be made to Hasan's (1996) and Cheong's (2004) GSPs of print advertisements. Similarities and differences between the GSPs proposed by Hasan, Cheong and this study will be identified in the discussion. It must be pointed out that comparatively not much has been researched on print advertisements within SFL and hence references were made to only two studies.

4.5.1.6 Establishing a System Network for Business Brochures

Apart from establishing the generic structure potential of business brochures which provide a linear sequencing of the genre, this study would adopt Martin's (1992) system agnation representation to establish the system network for business brochures.

This network will encompass the paradigmatic and syntagmatic relations of the clusters and their realizations and thus would account for *all* the generic variations in the texts. In other words, this system network would provide the detailed description of the schematic structure and thus complement the generic structure potential established for the Malaysian b2b brochures.

The system network is read from left to right. The super clusters identified in the brochures are placed on the left-hand side of the system network. The curled bracket ({) in the system network signifies simultaneous choice to be made among the various super clusters in order to form the syntagmatic structure of the brochures. Thus, various combinations of the super clusters are possible based on the choices made. Even though, these super clusters have been identified as elements that made up the generic structure of the brochures not all of the super clusters will be found in all the brochures. This is because some of these super clusters are optional in the brochures. The notion of obligatory and optional has been discussed in Section 3.4.

After each super cluster in the system network, an arrow (⟶) will direct to a type of cluster or a type of cluster combinations that realizes a super cluster. A square bracket ([ ) in the system network signifies an either/or choice meaning that a choice need to be made among the options available. Another arrow after each cluster-type or cluster-type combinations will then direct to their realizations. This, again, would involve choices to be made if the square brackets are indicated adjacent to the combinations of clusters. The cluster-type and the combination of clusters that realise each super cluster are identified based on their occurrence against each super cluster in each brochure. These occurrences are hand coded as seen in Appendix F.

4.5.2 Analysing Data from the Interviews

Interviews were carried out with both the producers of the business brochures as well as with the readers of the brochure to obtain information about the functions of the brochures. The recorded interviews were transcribed and analysed in terms of content analysis to obtain conclusions about the purposes of the business brochures. The content analysis categorised information into what the producers stated as purposes of the brochures and what the readers of the brochures think are the functions of the brochures sent to them. Excerpts from the interviews will provide evidence in the discussion of the functions brought forth by the specialised informants, the producers and readers of the brochures. The findings will be discussed in the context of the findings on the functions of the components of the brochures and the visual analysis of the images.

4.5.3 Analysing Visual Elements

The visual grammar developed by Kress and van Leeuwen (1996, 2006) is adopted in analyzing the visual elements specifically in analysing the layout and the visual images of the brochures. The findings from the analysis will provide descriptions on the layout of the front pages of the brochures and the components of the layout such that it can be a guide to the producer of business brochures on the design of a typical front page. Percentages of occurrences of the different types of layout were tabulated to determine the common types of layout prevalent in the Malaysian business brochures.

In addition, the analysis on visual images of the brochures based on visual grammar will provide descriptions of what is presented by the images and their interactions with the readers of the brochures. The information will facilitate in determining the functions of the images in the business brochures. Frequency counts were included in the analysis to enhance the description of the images and to draw the importance of the images in the brochures.

Visual grammar consists of three components namely *composition, representation and interaction*. Composition analysis is used in analyzing the layout of the brochures while representation and interaction analyses are used in analyzing the visual images in the brochures. The following subsections will describe how each of the three analyses is carried out in the study.

4.5.3.1 Analysing Layout and its Components

Composition realizes the textual metafunction of systemic functional linguistics and its analysis is based on three important elements namely information value, salience and framing (Kress and van Leeuwen, 1996, 2006). In this study, identifying layout is based on the orientation in which the information value of the components of the layout will be discussed. This is further enhanced by discussions on its salience, framing, colour and typography. Thus, the three elements of composition analysis are considered in the analysis of layout of the business brochures.
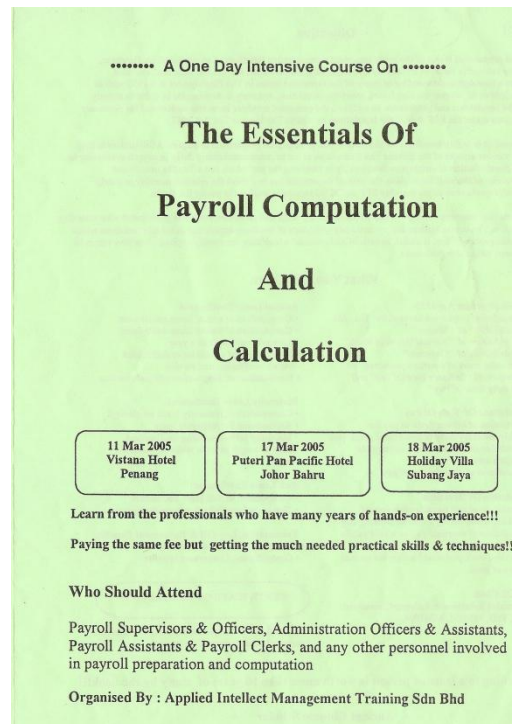
In this study, the composition analysis is carried out on only the front pages of the brochures. The importance of front pages as a subject of research is justified by the following statements. Van Leeuwen (2005) acknowledges that the front "presents the

identity and meaning of the composition". Similarly, the physical structure of the front cover of brochures places itself as the initial stage of interaction with the readers thus encapsulating the message contained in the other pages (Sobhie, 2003). As such the front covers would realize the functions of the texts and present important issues as they are the first point of "address" with the readers similar to that of the front pages of newspapers (Kress and van Leeuwen, 1996).

4.5.3.1.1 Describing Layout of Business Brochures

Layout of the brochures is described based on the orientation in which the information value of the clusters will be analysed. Therefore, the layout will be identified in terms of whether it is structured along the vertical or the horizontal axis or a combination of horizontal and vertical structuring (Kress and van Leeuwen, 1996). Vertical structuring means that there is a top and bottom section in the structure while structuring along the horizontal axis means that the space is divided into a left and right section.

The identification of the sections in the brochures is based on several visual clues. Firstly, the typography within a section can set it apart from the other sections. For example, in Brochure 5 (Figure 4.3), not only is the typography of the title in the top of the page the biggest but it is further enhanced by a bold font and capitalization of initial letters. This forms a section of its own. Another example of a section would be the body copy of the brochures whose typeface is smaller and/or of a different type than that of the title. Thus, not only is the typography a guiding principle in determining sections within a space, salience in the form of relative size could also be a factor.

······· A One Day Intensive Course On ·······

The Essentials Of

Payroll Computation

And

Calculation

| 11 Mar 2005
Vistana Hotel
Penang | 17 Mar 2005
Puteri Pan Pacific Hotel
Johor Bahru | 18 Mar 2005
Holiday Villa
Subang Jaya |

Learn from the professionals who have many years of hands-on experience!!!

Paying the same fee but getting the much needed practical skills & techniques!!!

Who Should Attend

Payroll Supervisors & Officers, Administration Officers & Assistants, Payroll Assistants & Payroll Clerks, and any other personnel involved in payroll preparation and computation

Organised By : Applied Intellect Management Training Sdn Bhd

Big type face, bold font and capital letters in the typography of the top half of front page

Figure 4.3
Brochure 5 whose top section is more salient than the bottom section

The different sections can also be identified through the colours used in the background of the sections as in Brochures 57-59. The upper section of these brochures has a white background while the lower section has either blue, purple or pink as the background colour as seen in Brochure 58 (Figure 4.4).

Besides typography, salience and background colour being the determinants of the sections, framing is also another such determinant. Framing devices like framelines, empty space and other boundaries that create dividing lines can separate elements or spaces.
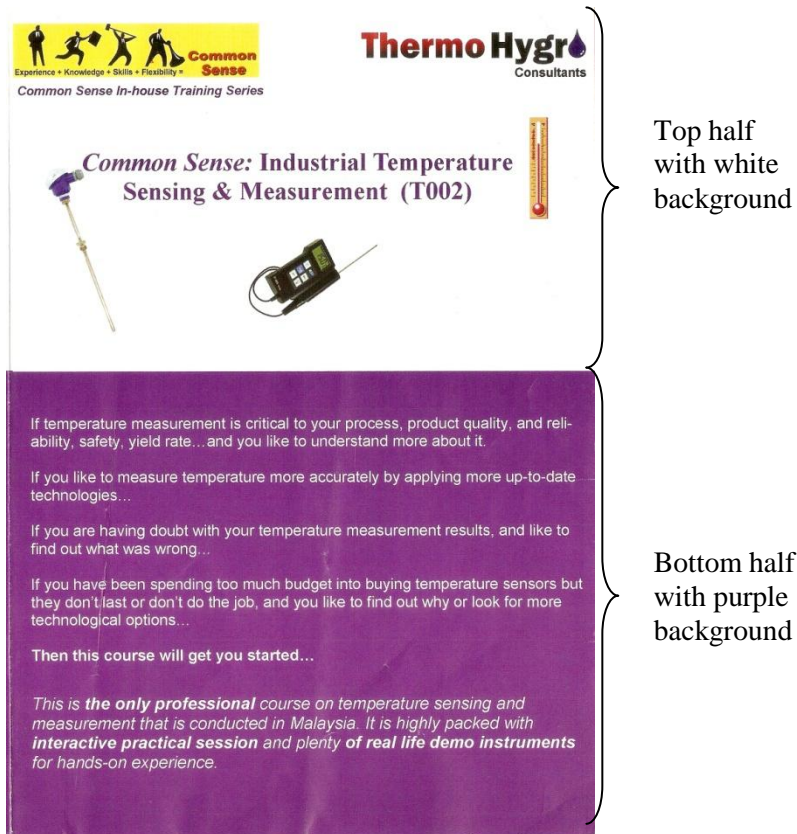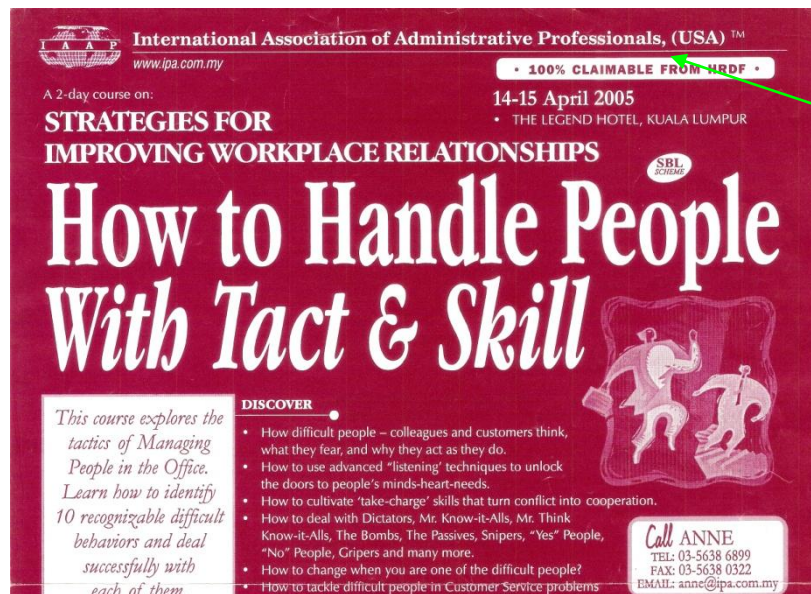
Figure 4.4
Brochure 58 where the top and bottom sections are determined based on background colours

For example, in Brochure 15 (Figure 4.5), a thin frameline separates the top from the bottom section. Therefore, visual clues like salience, typography, colours and framing are elements that can identify different sections in the layout of the business brochures. Similar visual clues are used to identify the different zones within the sections of the brochures. This study identifies 'zones' which are the division of space within a section. As such, there would be left and right zones as well as top, bottom and centre zones which are accorded similar information value as that of the sections.

Visual composition may also be structured along the dimensions of centre and margin where one element is placed in the middle (centre) and other elements are placed around it (margins). The centre is presented as the nucleus of information while others are classified as subservient, dependent elements. The structure of the centre and

margin can also combine with vertical (top and bottom structure) and horizontal (left and right structure) structuring (Kress and van Leeuwen, 1996: 206).

Frameline dividing the top half from the bottom half

Figure 4.5
Brochure 15 with frameline dividing the top half from the bottom half

One common mode of combining vertical structure with centre and margin is the triptych (Kress and van Leeuwen, 1996: 207). The structure of the triptych can either be a simple and symmetrical margin-centre-margin structure or a polarised structure in which the centre acts as a mediator between the left and the right or between the top and the bottom (Kress and van Leeuwen, 1996). There is also what is called a horizontal triptych where the structure is polarised to a left, a right and a centre that bridges the two and acts as a mediator as presented in Figure 4.6. Another version would be the vertical triptych where a centre bridges a top and a bottom. Based on the description, the layout of the texts will be determined.
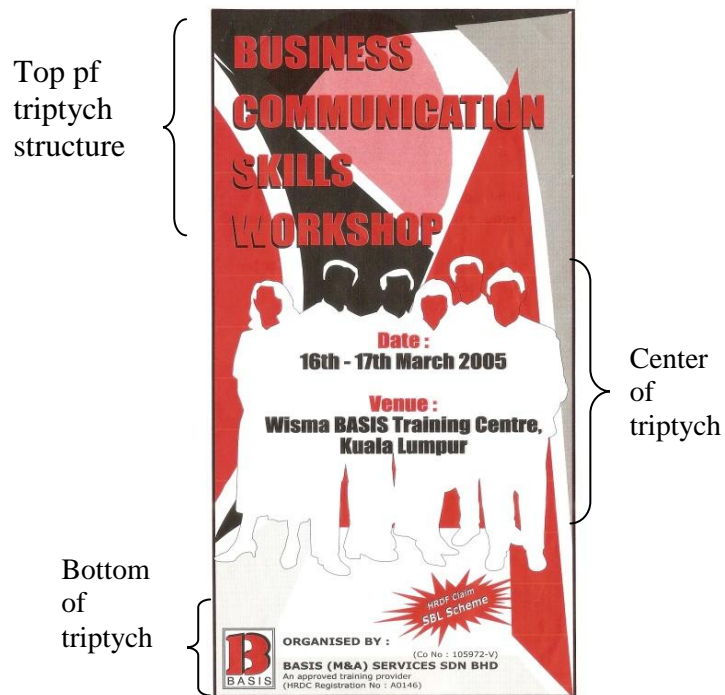
Top pf triptych structure

Center of triptych

Bottom of triptych

Figure 4.6
Brochure 8 depicting a vertical triptych structure

4.5.3.1.2   Analysing Information Value of Super Clusters

The analysis of the information value of the components of the brochures will be undertaken once the layout has been described. The components or super clusters that are found in the layout of the brochures will be described in terms of their types and their placements within the structure. The information value theory, introduced by Kress and van Leeuwen (1996), states that the position of the elements in the composition endows these elements with different information values in relation to the other elements. As such, elements placed in the top are considered as the ideal or the generalised information while those placed in the bottom are real for they present more practical information (Kress and van Leeuwen, 1996:194). In addition, elements presented in the left zone are considered as given information and those presented in the right are known as new information.

Similarly, values are accorded to elements placed in the centre and in the margins of a textual space where elements in the centre are considered as the nucleus of information and the margins as subservient to the nucleus. A detailed discussion of this theory is presented in Section 3.4.2.1. The same section also discussed the other two elements of the composition analysis, salience and framing. These elements will be again discussed in the context of establishing the layout of the business brochures.

4.5.3.1.3 Analysing Super Clusters in the Context of Advertising

As brochures are a type of advertising texts, parallelism between the super clusters and components of advertisements will be made. The super clusters and their placements within the layout of the brochures will also be discussed in relation to the hierarchy of effects model (Lavidge and Steiner, 1961) which stipulates the effects of advertisements on their readers. A detailed discussion of the model and components of advertisements is provided in Section 3.5. The findings from this analysis would affirm the place of business-to-business brochures in the advertising context.

Therefore, in the composition analysis, the layout of the texts will be identified, the super clusters and their placements within the structure and their possible effects on the readers will be determined and the information values attached to the various super clusters in the structure will be discussed. The analysis would provide knowledge and information that would lead to a better understanding of the composition of the Malaysian business-to-business brochures. This, in turn, could provide a guide to the local and foreign text producers when designing business brochures to suit not only the local but also the overseas business markets. With the advent of rapid globalisation

and the trend in localising global markets, the information will thus be a useful reference.

4.5.3.2 Analysing Representation

The visual images in the Malaysian business brochures are analysed based on two elements of visual grammar namely representation and interaction as described by Kress and van Leeuwen (1996, 2006).

In visual grammar, representation distinguishes participants which could be people, places or things and the processes they portray which could be conceptual or narrative process. A narrative process is signaled by the presence of vectorial relations between visual entities while the absence of vectors signals conceptual process. Conceptual processes are like attributive processes in Halliday's notion of transitivity (1985, 1994) that is the process of being, while narrative processes resemble material processes: the process of happening or doing (Halliday, 1994; Kress and van Leeuwen, 1996). A detailed description of this element of visual grammar is provided in Section 3.4.2.2.

An analysis of representation can be exemplified based on Brochure 12 (Figure 4.7), the image of the man in formal suit can be described to represent individuals in an organisation like the managers, corporate executives and officers, as reflected in the target audience cluster of the brochure.

Figure 4.7
The visual image in Brochure 12

In terms of processes, the eye line vector of the image in Brochure 12 is evident when the image is seen looking out of the brochure, though to whom/what the vector is directed to is not clear. It is therefore, a non-transactional reaction for there is only one participant in the image and that the action has no goal. Thus, representation analysis will determine the participants and processes brought about by the visual images in the Malaysian business brochures.

4.5.3.3 Analysing Interaction

Apart from analysing representation in images, the images will also be analysed in terms of their interaction with the viewers of the images. *Interaction* determines the relationships between the represented participants in the images and the viewers of the images in terms of contact, social distance, power and involvement. Interaction analysis realizes the interpersonal metafunction of systemic functional linguistics.

Contact is established between participants when the represented participants connect with the viewers through vectors like eyelines and gestures such that images can mean to 'offer' or 'demand'. *Social distance* between the interactive participants (images and viewers of images), on the other hand, is determined through the different ranges of shots whether close-up shot, medium shot, long shot and so on. Therefore, distance

signifies different relations. Finally, *power* is an important element in images of advertisements. Kress and van Leeuwen (1996; 1999) posit that 'power' can be portrayed through a high or low angle shot. These elements of interaction will determine the interaction between the images and the readers of the business brochures.

With regard to the image in Brochure 12 (Figure 4.7), it can be considered as a 'demand' image as the represented participant is looking at the viewers of the images as if he is demanding that viewers to enter "into some kind of imaginary relation" (Kress and van Leeuwen, 2006:118) with him. Furthermore, in terms of power, there seems to be no power difference between the represented participant in brochure 12 and the interactive participants, the viewers of the image, since the represented participant is shown at eye level.

In summary, the visual analysis of the study is aimed firstly at identifying the layout of the brochures and the placement of the super clusters in the business brochures and their functions as found on the front covers of the brochures. Secondly, the aim is to investigate the functions or roles of visual images by means of identifying the represented participants and the relationships that exist between the represented participants and the readers. This analysis would ultimately help in determining the purposes of Malaysian b2b brochures.

4.5.4   Analysing Verbal Text

Systemic functional linguistics (Halliday, 1985, 1995) is the framework used in analysing the verbal texts in the brochures. The purpose of SFL analysis is to unfold the meanings and the functions of verbal elements. Halliday (1985) states that an

English clause has a combination of three different functional components, which are referred to as the metafunctions of ideational, interpersonal and textual. For pragmatic purposes, this study limits the verbal analysis to transitivity analysis of the verbal text found in the clusters used to exemplify the components of the brochures. In addition, only ranking clauses in the clusters analysed would be subjected to transitivity analysis as these clauses would have the three components namely the participants, process types and circumstances on which transitivity analysis could be carried out. Ranking clauses are 'generally recognized to be the pivotal unit of grammatical meaning and also because patterns which can be identified for the clause have parallels for units of lower rank' (Eggins, 2004). Based on these considerations, ranking clauses are the focus of the verbal analysis in the study.

Transitivity analysis of the verbal elements complements the representation analysis of the visual images in the brochures. These analyses will, therefore, validate each other in determining the meanings and functions of the elements in the business brochures.

4.5.4.1 Transitivity Analysis

Transitivity construes experiential meaning and thus realises the ideational metafunction as stated in the following:

> The English clause structures each experience as a semantic configuration…Consisting of process, participants and (optionally) circumstantial elements…The tripartite interpretation of processes is what lies behind the grammatical distinction of word classes into verbs, nouns, and the rest, a pattern that is some form or other is probably universal among human languages.
>
> (Halliday, 1994:108)

Thus, transitivity structure expresses what the clause is all about. Its analysis entails describing three elements of a process; process type, participants in a process and the

circumstantial elements involved in the process. The elements are typically realised through different types of grammatical groups and phrases as shown in Table 4.3.

Table 4.3
Elements of transitivity and their realizations

Type of element	Realisations
1. Process	Verbal group
2. Participant	Nominal group
3. Circumstance	Adverbial group or prepositional phrase

This information in turn would describe the content and functions of the verbal text in the components that form the schematic structure of the business brochures. The function identified would then lead to the overall goal of the genre in line with what a genre is, a goal-oriented activity.

Halliday (1985, 1995) identifies the types of processes in the transitivity system namely the material, mental, relational, verbal, behavioral and existential processes. The transitivity system or process type is presented in Figure 4.8.

The most frequently used of the processes are the mental, material and relational processes while verbal, behavioural and existential processes are not so common in their usage (Matthiessen, 1999). Thus, the focus of the transitivity analysis of this study will be limited to the three frequently used processes of mental, material and relational processes.
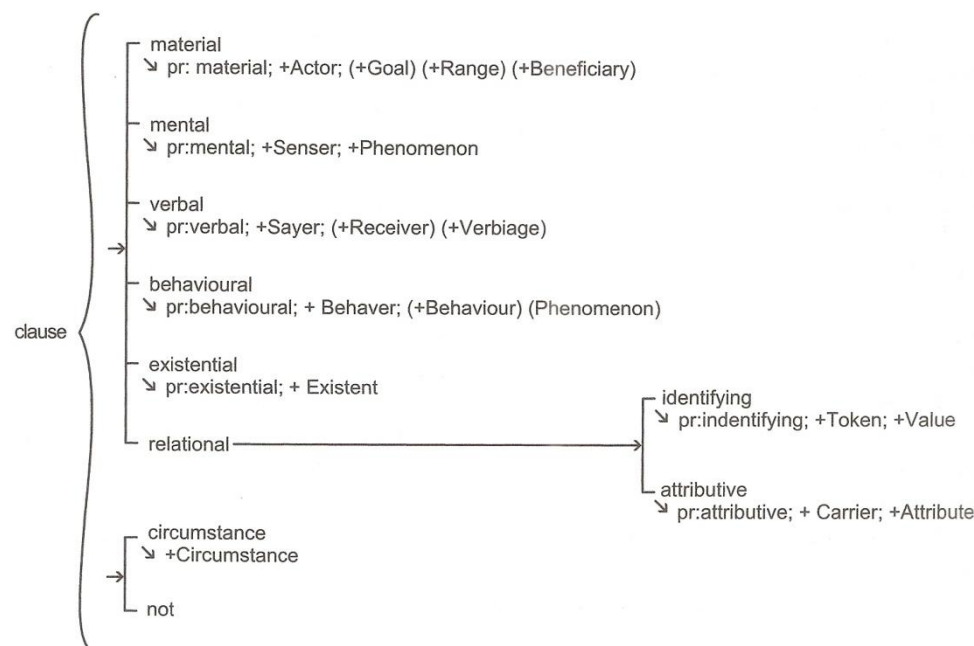
Figure 4.8
The transitivity system (Eggins, 2004)

The type of participants changes according to the type of process. In material processes, the participants are actor and goal. Actor is the entity that does something, while goal is the entity that something is being done to. In mental processes, the participants are called senser and phenomenon. The senser is 'the conscious being that is feeling, thinking or seeing' and 'the phenomenon is that which is 'sensed' – felt, thought or seen' (Halliday,1994:117). Participants in relational processes, on the other hand, are carrier/attribute or token/value (Halliday 1994/85) depending on the type of relational process. In attributive relational processes, an attribute can either be a quality, classification, or description that 'is assigned to a participant (carrier)' and 'the carrier is always realized by a noun or nominal group' (Eggins 1994: 256). However, in relational identifying processes, token refers to that which is being defined, whilst a value refers to that which defines.

The other classifications of participants, which are related to the main process types used in the analysis, are beneficiary and range. The beneficiary is the one who gains; for example, the beneficiary in a material process is a recipient or client, while in a relational process, it is known as a beneficiary (Halliday, 1994). The range, on the other hand, is described as the scope or domain (Halliday 1994). The range in a material process can be the scope, type, extent, quality or quantity, while the range in a mental process is the phenomenon.

The last element of transitivity is the circumstance, which is realised by an adverbial group or prepositional phrase (Halliday 1994/85). There are different types of circumstances found in clauses, for example, extent, cause, location, matter, manner, role and accompaniment as presented in Figure 4.9. The circumstance of extent describes how 'long' (duration) and 'how far' (distance); location considers 'when' (time) and 'where' (place); manner realises 'how' (means), 'how...-ly' (quality), 'what ... like' (comparison); cause describes 'why' and 'what for' (reason); matter considers 'what about'; role describes 'what as' and accompaniment realises 'with whom'. As such, circumstances are used to expand the information or to provide the details in the process types.

```
                          ┌─ Extent ──────────────→ ┌─ Duration (temporal)
                          │                          └─ Distance (spatial)
                          ├─ Cause
                          ├─ Location ────────────→ ┌─ Time (temporal)
                          │                          └─ Place (spatial)
Circumstance ──────────→  ├─ Matter
                          │                          ┌─ Means
                          ├─ Manner ──────────────→ ├─ Quality
                          │                          └─ Comparison
                          ├─ Role                    ┌─ Reason
                          └─ Accompaniment ───────→ ├─ Purpose
                                                     └─ Behalf
```
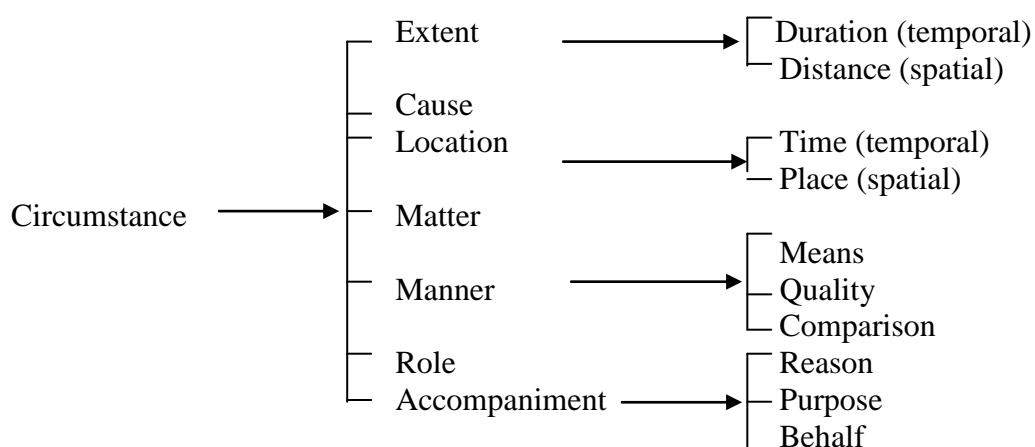
Figure 4.9
System of circumstance (Eggins 1994: 237)

The following subsection will describe the functional roles and the realisations of the three process types in order to show how the clause generates experiential meaning.

4.5.4.1.1   Material Processes

Material processes are processes of doing and happening. The basic semantic definition of a material process is that 'some entity does something' (Eggins, 2004:215). As material processes are processes of action, the participants involved are 'actor' and 'goal'. An actor is the entity that does something while the goal is the entity that is being done to, as shown in the following example.

We	Avoided	the road.
Actor	Process: material	Goal

The other classifications of participants in a material process are *beneficiary* and *range*. The beneficiary is the one who gains from the process like the recipient (the one to whom something is given) or client (the one for whom something is done). Example:

> We provide <u>you</u> with excellent training.
>   Recipient

> I'll print <u>you</u> a brochure.
>   Client

Range is either a "restatement or continuation of the process itself or that it expresses the extent or range of the process" (Eggins, 1994: 218). This is exemplified in the following clause.

They	are taking	a bath.
Actor	Process: material	range

In the example given, *bath* is a restatement of the process *taking* as you cannot have *a bath* unless it is *taken.* The two verbs can be collapsed into one process *bathed.* Range is, therefore, different from goal which is a fully autonomous participant.

4.5.4.1.2 Mental Processes

Mental processes are processes of sensing that is they encode meanings of feeling, thinking and perception. The following are realisations of each of the meanings (Table 4.4). Participants in mental processes are termed as *senser* and *phenomenon*. *Senser* is the 'the conscious being that is feeling, thinking or seeing' and the *phenomenon* is that which is 'sensed' – felt, thought or seen (Halliday, 1994:117).

Table 4.4
Meanings and their realisations in mental processes

Meaning	Realisation
Affection	like, love, enjoy, please, dislike, hate
Cognition	believe, doubt, guess, know, think, mean
Perception	see, hear, feel

The range of circumstantial elements that can occur with material processes can also occur with mental processes. The following examples illustrate analyses of the mental processes.

I	Enjoy	reading
Senser	Process: affection	Phenomenon

We	saw	her laughing	all night
Senser	Process: perception	Phenomenon	Circ:extent

4.5.4.1.3 Relational Processes

Relational processes realise meanings of 'states of being' by setting up a relation between two entities. Participants in the relational processes are *carrier/attribute or*

token/value (Halliday, 1985, 1994). There are four main types of relational processes (Askehave, 1997):

1. Intensive relational processes: Attributive or Identifying

2. Circumstantial relational processes: Attributive or Identifying

3. Possessive relational processes: Attributive or Identifying

4. Causative relational processes: Attributive or Identifying

Each type of relational process can either be an attributive or an identifying type. Therefore, the four main types of relational processes can be broken down into eight subtypes depending upon whether it is an attributive or identifying type. The following subsections will describe the eight subtypes of the relational processes.

4.5.4.1.3.1 Intensive Relational Processes: Attributive

An intensive relational process involves establishing a relationship between two terms, where the relationship is expressed by the verb *be* or a synonym. In an attributive sub-type, a quality, classification or descriptive epithet (attributive) is assigned to a participant (carrier). The carrier is always realized by a noun or nominal group. Attributive intensive is that "x is a member of the class a' (Eggins, 1994:256). A distinction is made between *classifying* and *descriptive* type of attributive intensive process. In the classification kind of attributive intensive, the attributive is also a nominal group, typically an indefinite nominal (introduce by a/an) as seen in the following example.

She	is	an experienced facilitator.
Carrier	Process: intensive	Attribute

In the descriptive attributive intensive, the attribute is the quality or epithet ascribed to the carrier, i.e. "x carries the attribute a" (Eggins, 1994: 256). The attribute is usually an adjective as given in the following example.

She	is	experienced.
Carrier	Process: intensive	Attribute

4.5.4.1.3.2   Intensive Relational Processes: Identifying

The intensive identifying process differs from the attributive in that it is not about classifying or ascribing but about *defining*. Thus, identifying intensive means that "x serves to define the identity of y" (Eggins 1994: 241). Identifying process involves two participants: a *token* (which stands for what is being defined) and a *value* (that which defines). Both are realised by nominal groups. Identifying clauses contain two reversible autonomous nominal participants as exemplified in the following clauses.

Managers	are	the main participants.
Value	Process: intensive	token

The main participants	Are	managers.
Value	Process: intensive	token

4.5.4.1.3.3   Circumstantial Processes: Attributive

In this process, the circumstance is expressed in the attributive or in the process itself. An attribute which expresses the circumstance is usually realised by a prepositional phrase or an adverb of location, manner, cause, etc. as in the following clause.

The training	Is	in PSMB .
Carrier	Process: intensive	Attribute/Cir: location

The circumstance which is expressed by the process is usually realised by a verb which carries the meaning 'is + circumstance' and given the term 'circumstantial'. This is exemplified in the following clause.

The seminar	lasted	half a day.
Carrier	Process: circumstantial	Attribute

4.5.4.1.3.4   Circumstantial Processes: Identifying

In these processes, the circumstantial meaning is encoded within either the participants or the process. When it is encoded through participants, both the token and value will be circumstantial elements of time, place, etc. while the process remains intensive as in the following example.

Yesterday	Was	the last day of the seminar.
Token/circ:time	Process: intensive	Value/Circ: time

The circumstance may also be expressed through the process by using verbs like *take up, follow, cross, accompany etc.* (Eggins, 2004: 246) and the process is specified as circumstantial. This is presented in the following clause.

The seminar	took up	the entire weekend.
Token	Process:circumstantial	Value

4.5.4.1.3.5   Possessive Relational Processes: Attributive

Possessive processes realise the meaning of ownership or possession where the established relationship between two participants is where one owns the other. Both the attributive and the identifying sub-types can be identified in which the meaning of possession can be encoded through the process or the participants of the carrier/attribute, token /value. Here, the attribute is the possessor while the process

remains intensive. In attributive possessive relational processes, possession may be encoded through the carrier and the attribute.

The pen	Is	yours.
Carrier	Process: intensive	Attribute/Possessor

The processes can also be encoded through the process expressed by verbs like *have, and belong to* (Eggins, 2004:247) and the carrier is characterised as a possessor as in the following example.

The trainer	has	much experience.
Carrier/possessor	Process: possession	Attribute/possessed

4.5.4.1.3.6   Possessive Relational Processes: Identifying

In identifying possessives, the possession may again be realised through the participants or through the process. When possession is expressed through the participants, the intensive verb used is *to be* while the token and value encode the possessor and the possessed respectively.

The notes	Are	the facilitator's.
Token/Possessed	Process: intensive	Value/Possessor

Possession can also be expressed through the process by the verb *to own.*

The company	Owns	the programme.
Token/Possessor	Process: possessive	Value/Possessed

4.5.4.1.3.7   Causative Relational Processes: Attribute

Causative relational processes mean that an agent causes the carrier to have an attribute ascribed or makes the token take a value. They can occur with either the attributive or identifying structures.

In attributive causative processes, an agent (attributor) causes the carrier to have the attribute ascribed.

The brochures	make	the programme	(become)	known.
Agent	Process:causative	Carrier	(Pr: intensive)	Attribute

4.5.4.1.3.8   Causative Relational Processes: Identifying

In the identifying type of causative relational process, the agent (assigner) makes the token take a value.

They	make	Her	the programme facilitator.
Agent/Assigner	Process: causative	Token	Value

The causative relationship may also be expressed through a causative circumstantial verb such as *results in, cause, produce* etc. Thus, the meaning of the verb is a fusion of the intensive meaning *be* and the expression of cause (Eggins, 2004:249). This is exemplified in the following clause.

Attending training	results in	productivity.
Token	Process: circumstantial	Value

In summary, the verbal analysis of the brochures will reveal whether the functions of the brochures are realised in the verbal elements. The analysis of the verbal text in the study is provided in Appendix H.

4.5.5   Analysing Cohesion of Semiotic Modes in Multimodal Texts

This study introduces what is termed as the **visual compositional resources (VCR)** of text cohesion as resources to establish ways in which the heterogeneous visual

semiotic modes found in multimodal texts, such as the Malaysian business-to-business brochures, could be bound into a coherent whole.

4.5.5.1   The Sources for Visual Compositional Resources of Text Cohesion

The resources for the visual compositional resources of multimodal text cohesion are based on the three visual and compositional perspectives outlined in section 3.4.2.4 namely the compositional perspectives of Kress and van Leeuwen (1996, 2006), visual resources of colour and typography of van Leeuwen (2005) and Kress and van Leeuwen (2002) and visual perceptual principles of gestalt psychology (Wertheimer, 1938). The call for a focus on visual and compositional principles came from Kress and van Leeuwen (2006) who emphasise that:

> The key to understanding [such] texts therefore lies above all in an understanding of the visual semiotic means which are used to weld heterogeneous elements into a coherent whole, into a text.
> (Kress and van Leeuwen, 2006:57)

Thus, the list of sources brings together and incorporates frameworks currently available in discussing the cohesive devices of composition and visual perception. This is undertaken with the aim of unifying these contributions in visual cohesiveness of elements and as such provides a more holistic framework in analysing visual cohesion of texts.

The three sources of visual − compositional framework of text cohesion give rise to seven resources for analysing cohesion of elements in texts. The seven resources are:

1.   information value
2.   salience
3.   framing
4.   colour
5.   typography
6.   proximity
7.   similarity

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The following subsections will describe the resources and outline how cohesion will be established based on these resources.

4.5.5.1.1 The Resource of Information Value

Information value establishes relations between elements by endowing different values to elements placed in different semiotic space. According to Kress and van Leeuwen (1996, 2006), elements placed on the right of a right-left placement is accorded greater value as compared to elements placed on the left. This is so as the right is perceived as 'new' and therefore, will receive attention of the readers.

With regard to top-bottom placement, the top is considered to be the more salient and thus carry the 'ideal' meaning to the reader while in center-margin arrangement, elements in the centre have a higher information value to those placed in the margins as the centre is regarded as the focus of the space. In summary, information value creates relations between elements based on their placement which in turn establishes cohesion in texts.

4.5.5.1.2 The Resource of Salience

Salience creates relations between elements by evidence of which elements have more weight in comparison to other elements. Weight is established by a complex configuration of factors like size, colour contrast, sharpness of focus and placement in text. Elements seen to have interactions of these 'weight' factors are considered to have more weight compared to other elements in the text. Thus, elements in the

brochures will be analysed in terms of their salience with respect to other elements to establish cohesion.

4.5.5.1.3   The Resource of Framing

Framing provides cohesion by means of how elements are regarded as being connected or disconnected. Connection is established between elements when there are no framing devices like framelines or empty spaces to separate the elements (Kress and van Leeuwen, 1996, 2006). As such, cohesion in the brochures can be visually established through this resource where the elements will be analysed on whether they are connected or otherwise.

4.5.5.1.4   The Resource of Colour

Cohesion between elements is established through colour when similar colour is used in elements such as in the typography and in the images of the text. Colour rhyme can thus bind visual as well as verbal elements. Colour coordination in which a range of colours in a particular colour scheme is used in the elements of the texts can also create relations between them. The resource of colour rhyme and colour coordination will be identified in the business brochures to establish cohesion.

4.5.5.1.5   The Resource of Typography

Typography is defined as the visual attributes of written printed language (Walker, 2000). Therefore, it is associated with letter forms, number forms and typographic signs like punctuation marks, bullet points, lines and arrows. The resource of

typography will establish cohesion through similarities in typographic features present in the business brochures. Cohesion can also be evident through the functions of graphic signs like when bullets points are used to identify information announced in the headings placed in the Malaysian business brochures.

4.5.5.1.6   The Resource of Proximity

The Gestalt principle of proximity describes that items that are physically close to each other are related to each other. Arnston (2007) reiterated that elements which are spatially close tend to be grouped together and are considered to be related. Thus, this resource will establish cohesion based on spatial proximity of elements. Similarly, in his study, Campbell (1997) proposes that the principle of proximity as advocated by Gestalt psychologists be considered as one of the spatial principles guiding integration of resources in texts.

4.5.5.1.7   The Resource of Similarity

Similarity is another Gestalt principle of visual perception that could establish cohesion. The principle posits that when humans see things that are similarity like similar in size, shape and colour, they usually group them together thus establishing relations (Walker, 2000; Arnston, 2007). This study is also proposing that similarity in terms of framing, typography, and spatial distance be observed in determining cohesion of texts. As such, the principle of similarity goes hand in hand with the principle of proximity to strengthen visual cohesiveness (Campbell, 1995). The elements in the business brochures will be analysed in terms of this resource to provide evidence of cohesion in the texts.

The proposed visual compositional resources of text cohesion could be integrated into the logico-semantic and lexis-image resources in describing cohesion in multimodal texts as established in previous studies. This is, in fact, necessary as "dimensions of semiotic integration and cohesion never occur in isolation only that one dimension may play the lead role in a particular type of media" (van Leeuwen, 2005:179).

The realisations of these visual-compositional resources in various Malaysian business-to-business brochures will be further exemplified in Chapter 10. For pragmatic reasons, an empirical analysis of cohesion based on visual compositional resources in the sixty-three brochures of this study would not be undertaken. As Hendricks (1988) in Campbell (1995) wrote:

> It takes Halliday and Hasan about seven pages to explain their scheme of coding the types of cohesion … and when one imagines the whole text, of say, *Alice in Wonderland* subjected to such an analysis, the result is bound to be a mass of data so overwhelming as to be practically useless.
>
> Hendricks (1988:104)

The same can be said about analysing cohesion in terms of the visual compositional resources in the sixty-three Malaysian business brochures of the study for they not only have visuals but also colour, typography and layout that need to be coded if they are subjected to quantitative analysis. Furthermore, the intention of this study is to provide an analytical framework for analysing cohesion on the basis of visual compositional resources.

4.6   Summary

The main aims of this study are to model the generic structure of Malaysian b2b business brochures and to investigate the functions of these brochures. It also hopes to

make sense of the relations of the various elements that realized the generic structure of the brochures in order to find out how the text is made cohesive. This is important in multimodal texts, such as the b2b brochures, for it is the integration of the various elements that brings out the meaning potential of the text.

Due to the aims of the study, the study used a heterogeneous combination of analyses. A combination of genre analysis and multimodal analysis is used in analysing the schematic structure of the genre and its functions. This is further validated with interviews, an ethnographic tool, with the discourse community of the genre. The elements of visual grammar are used to analyse the visual elements of layout and visual images in the texts while systemic functional linguistics is adopted in analysing the verbal texts of the brochures. In analysing cohesion of the various semiotic elements in the brochures, this study proposes a visual compositional framework which could describe cohesion at the macro-text level of the brochures. Therefore, the study adopts both qualitative and quantitative methods in analysing the data so as to provide a more enriching description of the findings of the study. By incorporating different analyses and methodological approaches, the study would be a rather thorough study of multimodal texts of Malaysian business brochures.