

## CHAPTER 1: INTRODUCTION

### 1.0 Introduction

This first section describes the background information of study abroad program within the context of higher education. In all instances where Study Abroad Program is referenced, it will be from this point forward stated by the acronym SAP. In addition, all italicized treatment of included excerpts is the emphasis of the researcher for directing attention to the respective selection of texts. This chapter contains six parts. Section 1.1 consists the background of study which includes information concerning the higher education context of Japan, China, Korea, Australia and United Kingdom which are the source of data for this study. Section 1.2 covers the purpose of study and subsequently the research questions will be addressed to better understand how and why SAP brochures are written the way they are in Section 1.3. In Sections 1.4 and 1.5, the significance and rationale of study are covered respectively.

### 1.1 Background of study

#### *1.1.1 Internationalization in higher education*

Tertiary educational institutions along with their governments are increasingly identifying various means of promoting international engagement with other universities. According to Fahey (2007), educational bodies at the higher level are incrementally becoming self-conscious of the need to be internationally recognized and research driven to sustain or enhance their position in rankings. She continues, universities need to continuously think about new strategies concerning international engagement given an increasing competitive environment.

Internationalization in higher education can be looked at from various perspectives such as institutional missions and goals, staff and student mobility,

academic curriculum and program, infrastructure and facilities as well as collaborations and networks within the knowledge society. For the purpose of this study, the emphasis is student mobility. Currently, tertiary education looks beyond the borders of their respective countries when considering students.

With the increasing trend of English programs available among the Asian institutions, countries like Japan, China, and Korea are experiencing an emerging population of higher education among the international community. Conversely, students from the Asian countries are travelling abroad to experience their study lives in English speaking countries. According to a report prepared for the United Nations Educational, Scientific and Cultural Organization (UNESCO) 2009 World Conference on Higher Education, there were more than 2.5 million students studying in countries apart from their own and this number is expected to reach 7 million by year 2020. Apart from North America, countries like Western Europe and Australia are popular destinations among students from Asia. Both universities and their education systems have developed several plans to tap the emerging global environment of higher education.

For instance, China's education has made significant efforts to encourage collaborations and exchanges between the country and the rest of the world. The number of international students pursuing their studies in China has gone up drastically. The Ministry of Education of the People's Republic of China, Mr. Yuan Guiren states that, there are over 240,000 international students from 190 nations and regions currently studying in China. The number has recorded an increase of 71.4% in 2009 from 140,000 international students, in 2005. China plans to attract 500,000 self-funding foreign students in 2020 which is in line with one of its government's strategies to boom international cooperation and

exchanges in higher education which is stated in the National Outline for Medium and Long-Term Education Reform and Development (2010-2020) published in mid-2010. The Chinese government's effort toward the positive outlook to attract more foreign students is also recognized through the offering of 800 million yuan in scholarships by the central government and 110 million yuan in scholarships by the provincial governments (China Daily, published on 28 September 2010).

According to Japan's Ministry of Education, Culture, Sports, Science and Technology, the 'Global 30' Project was launched to establish thirteen core universities for receiving and educating international students as part of internationalization strategy. The government aims to increase the number of foreign students in the country to 300,000 by 2020 under the formulation of the International Students Plan established in July of 2008. In addition, these selected universities receive prioritized financial aids of 200 to 400 million yen per annum over the next five years.

On the other hand, the Korea government is targeting to achieve 100,000 foreign students by 2012 from 75,850 foreign students in 2009 of which 70.5% are Chinese nationals. In attaining this goal, the Ministry of Education, Science and Technology also plans to reduce the monthly health insurance premium from the current 70,000 won to 36,000 won (The Korea Times, published on 8 November 2010).

According to a report 'Vision 2020: Forecasting International Student Mobility - a UK Perspective' published by the British Council, Universities UK, and IDP Education Australia, the total number of international student demand for the UK higher education is forecasted to reach 870,000 by year 2020. From

a global perspective, the UK has the second largest market share of international higher education students after the US.

In Australia, former Deputy Prime Minister Julia Gillard announced funding of \$5.1 million safeguard for international student course fees as one of the government's initiatives to ensure the country remains its status as a world leader in providing international education services to further strengthen Australia's international education industry. The amount is made available to top up the Education Services for Overseas Students Assurance Fund which was established in 2000 with a \$1 million start (Australian Education International, Minister's Media Centre, published on 22 February 2010).

This booming trend of student mobility has made the tertiary education market very competitive especially among the self-funding international community. In response to this new global environment, higher education institutions are persistently promoting their study abroad program which is considered as one of the tools to draw international students population as part of internationalization strategy. Given the rising popularity of study abroad programs (Hunley, 2010; Pedersen, 2010; Asaoka and Yano, 2009; Fahey, 2007; Anderson et al., 2006; Langley and Breese, 2005), which is identified in a considerable amount of existing literature that concentrates on foreign students' experiences while studying abroad, little research exists concerning text and contextual analyses of program printed materials. In fact, a new trend among Asian students flowing within China, Korea, Japan and ASEAN countries has emerged (Sugimura, 2008).

### *1.1.2 The origin of study abroad program*

The idea of study abroad program was initiated in the early 1920s in the United States of America. The initial intention for students to travel to another country apart from their own was to promote world peace and international understanding (Crabtree, 2008) among parties from diversified cultural and background. When the program first started, the international education experience was only enjoyed by a relatively small group of well-off students who were mainly the foreign language students as the idea was still new and not fully explored. After World War I, former U.S. President, Woodrow Wilson pressured America citizens to discard their isolationist standpoints which had become their practice (Bolk, 2010). Since then, the awareness for America to remain visible on a global presence in ensuring national safety and to realize new functions they could play in the eyes of the world by preparing more higher education students with international education experience had become more recognized.

The notion of study abroad program was originally called the 'Foreign Study Plan' which was first brought forward by Professor Raymond W. Kirkbride at the University of Delaware, U.S. in 1923 (Dorres, 2007). At that point of time, the idea was not completely valued as it was uncommon. Although the university was skeptical and not supportive about the venture of study abroad program, the strong determination of the institution former President, Walter Hulihan along with Professor Raymond W. Kirkbride had led them to a success when their journey gained financial support from politicians and private individuals. The achievement was evidenced when the very first group of eight students from the University of Delaware took part in a year-long program in France. Following World War II, the flow of students moving

globally for the purpose of studying grew significantly (Carter, 1973; Bolk, 2010).

### *1.1.3 Definition of a study abroad program*

Study abroad is referred to as students travelling overseas for educational purposes for a short to long term (Asaoka and Yano, 2009). The definition of a study abroad program in the present research is a program offered by tertiary education institutions to enable both exchange and visiting students going abroad in search for education, knowledge and skills for a period of time. Potential students can choose to study abroad for duration of a few weeks, a semester, a year or so. Some of the objectives of a study abroad program include allowing students to attain access to global experience, fostering thus enriching multicultural understanding through meetings with people from different backgrounds and cultures. Besides, participating institutions in the program can establish collaborations and expand relationships among themselves for the growth and development of the academic community.

The expansion of higher education globally has created a competitive market among universities, thus allows highly selective prospective students to consider and make their best choice of which institution to go while studying abroad. Therefore, the need for these tertiary educational bodies to market their programs is essential to attract these students. The print materials used by universities are the study abroad program brochures which are the focus of this study.

## 1.2 Purpose of study

The texts of the printed materials within the context of Japan, China, Korea, Australia and United Kingdom are examined from the textual and socio-cognitive perspectives (Bhatia, 1993). For textual analysis, the printed materials are explored in terms of the organizational patterns, how they are structured in terms of ‘moves’ and concurrently, the incorporation of intertextuality alongside the observation of interdiscursivity in the university SAP brochures are explored. With the additional analysis through the approach of the socio-cognitive perspective, the present study will show why the texts are created the way they are through the identification of the communicative purposes which often times are realized socially through members of the discourse communities.

## 1.3 Research questions

In the present study, the researcher attempts to understand the rationale of brochure writing. This is accomplished by focusing on the how and why SAP brochures are written the way they are and recognizing the utilization of the moves to realize the communicative purposes. In order to do that, the following research questions are investigated:

- a) What organizational patterns are realized within the texts of the SAP brochures?
- b) What are the purposes within each move contained in the SAP brochures?
- c) What are the socio-cognitive strategies employed to construct the purpose within the move?

In this research, organizational patterns are referred to as the move and sub-move observed within the printed texts while communicative purposes detail purposive

elements as to why the brochures are written in a specific manner. Socio-cognitive strategies are described as strategies exploited in constructing a particular genre to make the writing more effective and to achieve specific communicative purposes (Bhatia, 1993).

#### 1.4 Significance of study

A study abroad program is a crucial university agenda emphasizing internationalization as part of their strategy. Brochures are deemed to be one of the tools implemented as a persuasive device for prospective students (and their parents) in deciding which university to attend. It is essential to investigate the print material texts to understand the structural organization and the logic behind the construction of the SAP brochures. This study could provide explanations concerning understanding of the construction, interpretation, and usage in which study abroad program brochures are written to reach the desired target audience and also supplement universities with new information for later brochure designs.

A descriptive and interpretative approach of genre analysis employed in this study enables the communicative purposes and socio-cognitive strategies to be explored through a set of move patterns for a typical university study abroad program brochure. The findings can be beneficial for educators of English for Specific Purpose (ESP) in curriculum planning and development in the areas of academic brochure designing.

#### 1.5 Rationale of the study

Study abroad program is used as one of the tools to encourage student participation among universities globally in contributing to the process of internationalization of higher education. The language utilized within the construction of the program printed texts play an important role as a device to accomplish a set of



communicative purposes involving both the institutions and potential students. Because this genre brochure is considered the least written about (Teo, 2008; Bivins and Ryan, 1991 in Hajibah, 2006) despite its important functional aspects in the public sphere, it provides a reason to look into this particular genre.

Bhatia (2004) states, due to the present challenging environment, universities are exhibiting gradual steps of transforming into the concept of the marketplace. Universities' printed materials are often times designed to differentiate one institution from another's established educational body through the programs, courses, and facilities as a means (Fairclough, 1995) of promotion. Although informative in nature, these textual print materials sometimes exhibit promotional elements as seen in the contents and the language use which imitate advertising rhetoric to interest prospective students (Hajibah, 2008).

In view of this, the present study aims to explore these brochure printed materials focusing on universities within the context of Japan, China, Korea, Australia and United Kingdom in terms of the communicative purposes and socio-cognitive strategies in their structural construction. Subsequently, the findings also attempt to reveal how other discourses are used intertextually within the SAP brochure contents alongside interdiscursivity which is considered less commonly explored (Bhatia, 2010) especially in genre studies which may lead to further genre development.

## 1.6 Conclusion

This chapter has introduced the background information of the study. In addition, three research questions are also put forth in attempt to accomplish the objectives of study. Related publications concerning the subject of the current study will be discussed in the following Chapter 2: Literature Review.

## CHAPTER 2: LITERATURE REVIEW

### 2.0 Introduction

This section details the related studies concerning the subject matter of this study. This chapter contains four main parts. Section 2.1 consists the literature on genre analysis. Subsequently, Section 2.2 details literature on move analysis and Section 2.3 describes related studies focusing on intertextuality and interdiscursivity. Sections 2.4 and 2.5 will address past work concerning the internationalization of higher education and study abroad program respectively.

### 2.1 Literature on genre analysis

Analyzing discourse as genre has always been an interest to discourse analysts given the constantly increasing role of language in various fields such as scientific, business, technology and communication. Thus, there is a need for a deeper understanding of the structural description and function of specific genres. Genre analysis is referred to by Bhatia (2004) as “...the study of situated linguistics behaviour in institutionalized academic or professional settings” (p.22). A working definition of genre offered by Swales (1990) is as follows;

1. A genre is a class of communicative events.
2. The principal criterial feature that turns a collection of communicative events into a genre is some shared set of communicative purposes.
3. Exemplars or instances of genres vary in their prototypicality.
4. The rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning and form.
5. A discourse community’s nomenclature for genres is an important source of insight.

(Swales, 1990:45-57)

Taking genre after Swales (1990), Bhatia (1993) defined genre analysis in terms of consistency of communicative purposes. Bhatia further elaborated his definition in the following aspects;

1. Genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by members of the professional or academic community in which it regularly occurs.
2. It most often is a highly structured and conventionalized communicative event.
3. Various genres display constraints on allowable contributions in terms of their intent, positioning, form and functional value.
4. These constraints are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s).

(Bhatia, 1993:13-16)

Despite these different orientations of genre definition, Bhatia (2004) provided some common ground as summarized below;

1. Genres are recognizable communicative events, characterized by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which they regularly occur.
2. Genres are highly structured and conventionalized constructs, with constraints on allowable contributions not only in terms of the intentions.
3. Established members of a particular professional community will have a much greater knowledge and understanding of the use and exploitation of genres.
4. Although genres are viewed as conventionalized constructs, expert members of the disciplinary and professional communities often exploit generic

resources to express not only 'private' but also organizational intentions within the constructs of 'socially recognized communicative purpose(s).

5. Genres are reflections of disciplinary and organizational cultures, and in that sense, they focus on social actions embedded within disciplinary, professional and other institutional practices.
6. All disciplinary and professional genres have integrity of their own, which is often identified with reference to a combination of textual, discursive and contextual factors.

(Bhatia, 2004:22-23)

Researchers with regard to genre have expanded this field with numerous studies. Among the phenomena investigated are the research articles (Pho, 2008; Ozturk, 2007; Samraj, 2002 and 2005; Azirah, 1996; Swales, 1990), sales promotion letters and e-mails (Vergaro, 2004; Bhatia, 1993; Cheung, 2008 and 2010), conference proposals (Halleck and Connor, 2006), job application letters (Henry and Roseberry, 2001; Bhatia, 1993), personal statements (Ding, 2007), student prospectus (Askehave, 2007), advertisements (Teo, 2008; Faridah, 2006; Yong, 2001), money chasing letters (Vergaro, 2002), and sales letters (Zhu, 2000). One line of research has centered on rhetorical structure of academic texts in terms of move analysis. Swales (1990) defined the notion of move as a functional unit in a text used for some identifiable purpose. According to Ding (2007), section boundaries, paragraph divisions, and sub-headings served the purpose of move recognition. Vergaro (2002) refers rhetorical figures as "the kinds of ploy a writer chooses in order to persuade" and analyzing the organizational structure of a text would imply "to assign pragmatic function to a stretch of language and to build the schematic structure through which communicative purpose is achieved" (p.1214).

Since Swales's (1990) work with regard to the investigation of research article introductions, there has been a considerable amount of studies adopting his proposed Create a Research Space (CARS) model which includes three obligatory moves: establishing a territory, establishing a niche, and occupying the niche where each move is realized by a number of steps. The moves are;

**Move 1            Establishing a territory**

Step 1-Claiming centrality and/or

Step 2-Making topic generalization(s) and/or

Step 3-Reviewing items of previous research

**Move 2            Establishing a niche**

Step 1A-Counter-claiming or

Step 1B-Indicating a gap or

Step 1C-Question-raising or

Step 1D-Continuing a tradition

**Move 3            Occupying the niche**

Step 1A-Outlining purposes or

Step 1B-Announcing present research

Step 2-Announcing principal findings

Step 3-Indicating RA structure

(Swales, 1990:141)

The Move-Step analysis has been successfully applicable in determining the structural patterns of scientific research article introductions. However, Swales's (1990) suggestion that the CARS model can account for research article introductions' organization structure regardless of disciplines was proved to be insufficiently accurate in some studies explored by Ozturk (2007) in relation to the investigation of research articles introduction between sub-disciplines and Samraj (2002), a study conducted on

the same genre between two related fields, the Wildlife Behaviour and Conservation Biology which she regards as constituents of environmental sciences. Samraj (2002) suggested a modified version of the CARS model to account for the presence of the rhetorical moves that appeared in both the Conservation Biology and Wildlife Behaviour texts as her data revealed disciplinary variations in the organization structure of the introduction genre between the two disciplines. Ozturk (2007) has also identified deviations from the CARS model in his investigation on article introduction in applied linguistics between two sub-disciplines: second language acquisition and second language writing research. While his analysis on the textual organization of second language acquisition showed the move structure Move 1 - Move 2 - Move 3 which coincides with Swales (1990) CARS model, the second language writing research corpus resulting presence deviation from the move structure proposed by the CARS model. 30% of the article introductions in the second language writing research corpus did not include a Move 2.

A number of investigations have also adopted Bhatia (1993) move structure analysis such as a study concerning oral presentation on product promotion was undertaken by Sidek (2005) utilizing Bhatia's (1993) seven-move structure analysis on sales promotion letters as framework. Although Sidek's focus was on oral discourse as opposed to Bhatia (1993) written discourse, Sidek's study is applicable and the data revealed that all seven moves were identified in the oral presentation given the similar communicative goal of promoting the product. Bhatia's (1993) four moves analysis (purpose, methods, results, conclusions) was employed by Samraj (2005) to analyze research article abstracts. Bhatia (1993) claims that both abstracts and introductions of research articles are two related genre where this genre set fulfil different communicative purpose(s) therefore portray distinctive cognitive structuring. Samraj (2005) however, concludes otherwise where her investigation revealed that

communicative purpose and organization in a genre set i.e. article abstracts and introductions may not always be distinctive in all disciplines.

Some recent studies conducted among the Malaysian tertiary education include Hajibah (2005, 2006). Having Bhatia's (1993) seven move-structure model in mind as framework for analysis, Hajibah identified a ten move-structure based on 20 general brochures from both Malaysian public and private universities to investigate the specific communicative purpose of university brochures and the structural organization used by the writers to achieve these purposes. In her study, the rhetorical move-structure is identified with the aim of interpreting the regularities or organization in a particular genre to better understanding the reason behind its construction as the rhetorical moves help to present an overview of the structural construct of university brochures. In her later study, Hajibah (2008) explored structural and textual analyses on how Malaysian public university re-brand themselves. Utilizing general university brochures as the corpus of data, Hajibah concludes that these printed materials portrayed more promotional elements than informational as marketization is essential to stay competitive in the current academic scenario.

In genre studies, a lot of researchers adapted genre models created by Swales (1990) revised CARS model and Bhatia (1993) seven move-structure. Analyses by Swales (1990) mostly involved academic research particularly in research articles within the science field. On the other hand, Bhatia's work concentrates mostly on the analyses in professional genres. Bhatia's (1993, 2004) models are geared towards a thicker description of language use...which is rich in socio-cultural, institutional and organizational explanation...(1993, p.11). Bhatia (2004) nine-move structure in advertising discourse is employed given the applicability of the move structure upon the researcher's initial examination to detect possible structural moves in text organization of the printed materials.

Using content analysis as the framework of study, Pennington-Gray et. al (2005) in their research examined the travel brochures of US tour operators for specific information on culturally behavior in Kenya. The result was presented in three sections namely the 'tour operator information, 'destination information' and 'traveller information'. The researchers found that although culturally responsible behaviour is an important aspect of the tourist experience however, this information is lacking when tour operators communicate with their tourists. The study was mainly focused on the broad description of content in the printed materials and very little is said concerning the communicative intentions of the brochure content, giving reasons why these brochures are constructed the way they are. Very little is written in relation to brochure genre (Teo, 2008; Bivins and Ryan, 1991 in Hajibah, 2006) despite its important functional aspects to the public sphere.

Other studies include Cheong (1999) which involved the analysis of generic discourse structure of sermon genre and a comparison analysis of the cross-cultural variations of the sermon discourse structure delivered by Korean, Filipino and American pastors. The data analysis showed that there was no typical pattern of the sermons even though they shared the same elements of the generic structure. The discourse patterns varied individually depending on the subject matter and sermons' lengths. Adopting Kathpalia (1992) nine-move framework for print advertisements, Teo (2008) investigated the rhetorical structure of skin-care products advertisements in local women's magazines. Utilizing a cognitive structuring model, Wang (2007) investigated 156 business letters which were then categorized into three types: getting or sending information, persuading or negotiating, and collaborating. The findings showed that the three different types of business letters exhibit different moves based on their respective communicative functions. Zhu (2000) adopted the genre analysis model combined with sociolinguistic and intercultural approaches in her investigation of 20 English and 20



Chinese sales letters. The result showed that headlines and postscripts are common in English letters to put forth the notion of offer and the incentives. These two moves as Zhu claims "...will help attract the reader's attention with a clear focus on sales because of their conspicuous positions" (p.483). Chinese letters on the other hand, tend to utilize greetings and introductory sections for achieving long-term relationship with the readers. She further claims that the different use of moves is due to the specific communicative purposes. As concluded by Zhu, the Chinese writers are brief as compared to the English writers which have a tendency to provide more specific information.

Utilizing a multi-level discourse analysis, Ding (2007) conducted a study aimed at examining the contexts and the rhetorical as well as linguistic features of the genre of personal statements. Job application letters and personal statements share similar communicative functions where both are persuasive in nature, as in persuade the admission committee to offer admission to the applicant (Ding, 2007) for personal statements. As for the job application letters, the communicative function is to persuade the reader to create a suitable vacancy for the applicant (Bhatia, 1993). Ding (2007) further claims a difference between the two in terms of 'self-promotion'. Ding continues to emphasize that as job application letters serve as supplement documents in a job interview as in to highlight "relevant experiences and skills" (p.387) as Bhatia (1993) states "...to offer a favourable, positive and relevant description of the abilities of the candidate" (p.60), a personal statement plays a vital role in the application package.

The knowledge of both the rhetorical organization of texts as well as the linguistic realization of the moves to accomplish the set communicative purposes will be of great importance to text writers as one can see from the various studies conducted, different use of moves in general is constructed based on the specific intended communicative purposes. Bhatia (1997) points out that communicative goal can be a

“considerable overlap” (p.186) and the issue of mixing “private intentions” (p.187) with “socially recognized communicative purposes” (p.187) exist not only with the genre of academic introductions but also other professional genres.

## 2.2 Literature on move analysis

Headlines are short phrases or sentences used as an introductory section to capture the readers’ attention in hopes that they will continue to read the rest of the text. Yong (2001) defines a Headline as a short and precise catchy fragment of discourse which is the most outstanding feature in an advertisement that produces an impact. A Headline according to Yong (2001) and Teo (2008) should be straight to the point to accomplish its objective to capture the attention of the prospective customers and most copywriters resolve this problem by extending to an over line and/or sub-headlines. Hajibah (2008) suggests that slogans are used in university brochures as a promotional strategy to establish a reputable image. Bhatia (2004) provides the following examples to illustrate the use of Headlines.

### A) Dine in Style

At the Riviera

(2004:64)

### B) Genre Analysis

English in academic and research settings

(2004:172)

Examples A and B are the Headlines stating the brand name and the title of the book respectively for reader attraction and to persuade them to continue on reading the rest of the texts.

Teo (2008) and Yong (2001) suggest that the purpose of the Establishing credentials move is to raise consumer’s faith and confidence in the particular skills,

reliability, and integrity of a company which manufactures or supplies any advertised product or service. According to Bhatia (1993), this move can be realized by highlighting the achievements of the company, its uniqueness, or long-standing service of the company. Kathpalia (1992) suggests three methods of realizing the Establishing credentials move which are:

- identifying the company by mentioning the name of the company or manufacturer
- providing guarantee or warranty of product or service, trial offer, and after sales service
- provision of company profile

Hajibah (2005) provides additional tools through a similar approach which includes two socio-cognitive strategies to realize this move:

- providing the historical background of the university by stating the date of establishing the university and the reason for the establishment
- highlighting the present status by listing the university's achievements

The following examples are provided as excerpts from Bhatia's work (1993, 2004), to better illustrate sections used to identify the Establishing credentials move:

A) ...we have joined with the Riviera Restaurant at the Regal Hong Kong Hotel, Causeway Bay to present an exceptional value for money at one of Hong Kong's top hotel restaurant (2004:64).

B) We at Wright Services are well-established Management Consultants with experience in industries as diverse as mining, banking and manufacturing (1993:50).

These excerpts indicate the Establishing credentials move as they highlight the company's recognized reputation. For instance, the phrases such as 'Hong Kong's top

hotel restaurant’ in example A and ‘We...are well-established...with experience’ in example B are written to impress the reader.

Hajibah (2005, 2008) views Targeting the market as a corporate strategy used by a university to provide information on what and how they can contribute to the public in terms of tertiary education through the utilization of the institution’s bold and aspiring vision statement, mission statement, the objectives and/or the university’s philosophy to impress the potential customers. Teo (2008) and Yong (2001) define Targeting the market as a move that focuses on a selected group of people who are most likely in need of the advertised products or services. In Yong’s (2001) study, she includes the following four methods in the realization of the move:

- by indicating clearly the selected group.
- by appealing to the human self-perception.
- through the use of second person pronoun.
- through the Unique selling point.

Below are some examples taken from Bhatia’s (2004) analysis on book introductions to describe the realization of the Targeting the market move.

A) It is our hope, too, that this “Handbook of Business Administration” will find its way into the hands of many business executives...

Essentially the Handbook has been prepared to meet the needs of the following groups:

1. Executives of general managerial ranks who...
2. Those major functional executives who...

(Donald, 1931 cited in Bhatia 2004:77)

B) Genre Analysis will be important reading for all those directly involved in EAP and the analysis of academic discourse...key of interest to those working in post-secondary writing and composition

(Bhatia, 2004:172)

These examples indicate the Targeting the market move as they explicitly focus their messages on a specific market segment. From the examples above, the specific target audience for which the texts are written is a group of business executives in example A and the EAP and academic discourse analysis communities in example B.

According to Bhatia (2004), text producers realize the Detailing the product or service move in advertising discourse by identifying, describing and indicating value of the product or service to distinguish the product or service from that of their competitors. As Bhatia continues, 'product appraisal' is a commonly used strategy for hard-sell advertisements to persuade potential customers to buy the product or service offered by promoting the exclusive product features.

Teo's (2008) study on skin-care advertisements, a type of hard-sell promotion termed this move after Kathpalia (1992) as Appraising the product which includes three sub-moves of identifying the product or service, describing the features offered by the product or service and indicating the value of the product or service. The main purpose of this move in promotional texts according to Teo (2008) is to inform the consumers of the unique features of the product offered and to evaluate the product's value.

Below is an example extracted from Bhatia's (2004) analysis on advertising discourse provided to elaborate how the advertisement text producers identify, describe and indicate value of the service in realizing the Detailing the service move.

"...this premier restaurant serves the finest Mediterranean cuisine with breathtaking views of Victoria Harbour. It is decorated with crystal chandeliers, classic paintings, and beautifully crafted woodwork offering stylish ambience for superb

dining experience...present the voucher below so that you can enjoy a saving of HK\$200 when you spend HK\$500 or more...” (2004:64).

The above excerpt shows how the Detailing the service move is realized. The phrase ‘restaurant serves the finest Mediterranean cuisine’ is employed to identify the service offered. Subsequently, the description of the service follows such as ‘decorated with crystal chandeliers, classic paintings and beautifully crafted woodwork’. The writer of the advertisement then indicates the value of the service through the utilization of the phrase ‘enjoy a saving of HK\$200 when you spend HK\$500 or more’.

In order to entice prospective customers into accepting any products or services offered, it is essential to persuade them to strongly believe and have confidence in the advertised items. This can be done by adopting the Typical user endorsement move. According to Yong (2001) and Teo (2008), this move is a psychological process adopted by companies or manufacturers in enhancing potential customers’ level of confidence towards the advertised products or services by incorporating the evaluation from outside sources. According to the authors, positive comments or testimonials from satisfied consumers or words from expert researchers help to give credibility to the advertisements messages.

However, Kathpalia (1992) and Faridah (2006) state that often times, user endorsement can be obtained through genuine and/or paid customers, which may generate doubt concerning the reliability of the quoted comments as the testimonials may not exhibit authentic opinions when these customers are biased. Kathpalia (1992) proposes four methods to achieve the Typical user endorsement move as follows:

- by presenting the testimonials of well-known authorities
- by presenting the official or public citation of achievements and seals of approval
- by presenting the testimonials of average consumers

- by presenting the testimonials of artificial consumers

Bhatia (2004) in his analysis on typical structure of publisher's blurb states that endorsements are generally used in second editions as these are generated from reviews of the first editions. Extracts from prefaces written by established academics within the field besides the authors are usually noted as endorsements in a way to reinforce the validity of the publication as an accurate and competent material that represents particular elements of subject matter, or part of the discourse within that educational community.

The following example is given from Bhatia's (2004) analysis on publisher's blurb rhetorical structure to elaborate the realization of the Typical user endorsement move.

"If you only read one book on discourse analysis, this is the one to read. Gee shows us that discourse analysis is about a lot more than linguistics study; it's about how to keep from, as he says, 'getting physically, socially, culturally, or morally "bitten" by the worlds'." Ron Scollon, Georgetown University (2004:174).

The above example indicate the Typical user endorsement move by utilizing voices other than the author in this case an established academic, 'Ron Scollon from Georgetown University to further promote this book.

Bhatia (2004), from his advertising discourse perspective states that the Justifying the product or service move can be realized by stating the importance of the product or service as well as by establishing consumers' needs. Similarly, following Kathpalia's (1992) approach, Teo (2008) includes two strategies to realizing the Justifying the service move which are first, indicating the importance of the products or services by highlighting problems faced by facial product customers and second, establishing a niche with the reader in regards to the advertised texts.

Since education is an essential part of building one's knowledge to help in producing a promising future, it is not necessary to highlight the importance of educational service but instead it is more significant for the text producers to emphasize the supportive facilities and infrastructures to aid prospective students' learning. Hajibah (2005, 2008) defines Justifying the service as a move to describe all facilities and/or services and/or activities available to assist the academic program offered and to provide convenience for the students throughout their entire period of study with the belief that good facilities produce good programs which result in academic excellence. Excerpts below are taken from Hajibah's (2008) work to further elaborate the move, Justifying the service.

A) Every faculty is equipped with state-of-the-art computer laboratories and facilities to serve students (2008:68).

B) This campus houses all the facilities that a modern community is worthy of . . . a state-of-the-art sports complex complete with an Olympic-size swimming pool and stadium, a fully-equipped library, a 24-hour medical clinic . . . (2008:68).

Both examples A and B indicate the Justifying the service move by highlighting all facilities and/or services available to assist in student's learning through the use of phrases such as 'state-of-the-art computer laboratories', 'a state-of-the-art sports complex', and 'a fully-equipped library'.

According to Bhatia (1993), Soliciting response is an important move in sales promotion letters to build business relationships or reinforce existing ones. This crucial move serves as the first link between a potential seller and a prospective customer (p.54). As Bhatia (1993) continues, the perception of a satisfactory relationship on behalf of all involved party members greatly relies upon the positive outcome of their financial and personal involvement.



This move is considered as obligatory to Hajibah (2005) as she suggests that universities and colleges foresee responses from potential students. Therefore, it is essential for sales promotions letters as well as university brochures to include in the printed materials a contact number and/or fax number and/or contact person and/or email address and/or website should there be any queries from the reader for further clarification about the product or service offered (Bhatia, 1994 and Hajibah 2005).

The following excerpts from Bhatia's work (1993, 2004) are provided to illustrate the realization of the Soliciting response move:

A) For reservations, please call 2837 1799 (2004:64).

B) If you have any questions or would like to discuss the program in more detail, please do not hesitate to contact me (Telephone No. 532 6488 / telex No. 29052) (1993:48).

Examples A and B shows the realization of the Soliciting response move through the inclusion of contact details such as telephone and/or facsimile numbers to allow the reader for further communication.

The Locating the service move is important for prospective students as it helps them to find the location easier since they may be students from another place and most likely entering their chosen university for the first time. As an expansion to, and prompted by Bhatia's (1993) move analysis framework, Hajibah (2005) suggests that this move provides details concerning the location of the university campus. Hajibah (2008) continues that university brochures often times portray promotional elements in their text construction as a way to attract readers to the campus. In her study, she employed three strategies to realize this move as follows:

- Providing the location of the campus
- Describing the campus by indicating the size of the campus
- Accessing the campus

Below are some examples in Hajibah's (2008) study:

A) UiTM is located on a 300-acre hillock amidst lush greenery in the heart of Shah Alam, the rapidly developing capital of the state of Selangor (2008:67).

B) USM campus with its tropical setting of lush greenery exudes an atmosphere most conducive to learning and yet is located within easy reach of the state capital ...which has all the trappings and amenities of a modern city (2008:67).

From the above examples, the Locating the service move is realized by providing information concerning the location of the institutions for instance in example A and B, phrases such as 'located on a 300-acre hillock amidst lush greenery in the heart of Shah Alam' and 'USM campus with its tropical setting of lush greenery exudes... located within easy reach of the state capital' respectively are utilized.

### 2.3 Literature on intertextuality and interdiscursivity

Apart from studies on rhetorical approaches, work in the area of discourse studies has incorporated text along with context. Specifically in genre theories, this expansion beyond looking at the text alone has combined two very powerful elements such as intertextuality and interdiscursivity which complement one another and provided additional means of producing more complex analysis. The terminology 'intertextuality' was established by Kristeva who defines intertextuality as the property of texts in being able to incorporate previous texts (Kristeva, 1986 cited in Holmes, 2004). Similarly, Fairclough (1992) explains that intertextuality is 'the property texts have of being full of snatches of other texts, which the text may assimilate, contradict, and ironically echo (p.84). The dynamic complexity of the texts occurring in natural settings can be seen from the incorporation of various kinds of other texts within a genre or across genres, often times overlapping with conflicting communicative purposes (Bhatia, 2002). As this present research looks both inside and outside the sentence

boundaries, the multidimensional framework of Bhatia's (2004) is utilized for analysis of the SAP brochure text contents. The analysis of this study is discussed from a two dimensional perspective which involve the textual and socio-cognitive aspects of Bhatia's framework. For the present research, textual analysis involves the examination of the structure of the printed texts.

Advertisements and brochures are both considered as colony of promotional genres (Bhatia, 2004) designed to 'sell' the university (Fairclough, 1995) by imitating the rhetoric of advertising with emphasis on the promotional elements like a travel industry (Askehave, 2007) from a perspective of tertiary education. Like advertisements in magazines, brochures are important printed media designed to inform and persuade in the sense that brochures always try to 'sell' or publicize a product, service or idea (Newsom and Carrell, 2001) and "many genres of higher education such as flyers, posters, postcards, brochures, and home pages on websites have become *fully* promotional texts...to attract fee-paying students to come to the university to study" (Askehave, 2007:725). Simultaneously, this study explains the incorporation of other texts from various disciplines or 'text-internal factors' as termed by Bhatia (2004, 2010). Alongside this intertextuality, the observation of the interdiscursivity application within the university SAP brochure texts or 'text-external factors' (Bhatia, 2004, 2010) is also explored. The present research will also assist in discovering the rationale behind the creation of the texts the way they are through a set of communicative purposes and socio-cognitive strategies which often times are realized socially through members of the discourse communities.

Concerning teaching in English for Academic Purposes (EAP), Holmes (2004) mentioned that intertextuality involves creativity by looking at how new writing is formed, taking into account previous texts and transformed them into new texts as Bhatia (2010:35) says "...intertextuality refers to the use of prior texts transforming the

past into the present often in relatively conventionalized and somewhat standardized ways". Intertextuality deals with both direct and indirect relationships that a text or discourse has to prior, current, and potential future texts (Bazerman, 2004 in Afros and Schryer, 2009). Fairclough (1992) distinguishes intertextuality between 'manifest intertextuality' and 'interdiscursivity' (or constitutive intertextuality). The former can be further divided into the following categories; discourse representation, presupposition, negation, metadiscourse and irony (p.118). He points out that in manifest intertextuality, other texts are explicitly shown in the text whereby they are 'manifestly' marked by features on the surface of the text such as quotation marks. The principle of 'interdiscursivity' (or constitutive intertextuality) can be summarised as the configuration of discourse conventions that go into its production (p.104). Direct and indirect discourse representations are a form of intertextuality. For direct discourse, the words represented are in quotation marks and often said to use the exact words of the person being reported. In the case of indirect discourse, the quotation marks generally disappear and the represented discourse takes the form of a clause grammatically subordinated to the reporting clause, a relationship marked by the conjunction 'that' (p.107).

In genre studies, intertextuality has been well explored while interdiscursivity, on the other hand is paid very little attention (Bhatia, 2010). Haas et al.'s (2011) study concerning an examination of deixis and intertextuality in Interactive Network Writing (INW) particularly in Instant Messaging (IM) as discourse revealed that IM writers utilized mainly direct quotations by importing others' texts to make clarification, building, and maintaining the content of the exchange. The IM transcripts which were constructed by electronic interlocutors showed similarities in the usage of cultural references to contemporary movies. Both utilization of direct quotations and cultural references were mainly functioning as a tool to building and maintaining the social bond

between these writers in a way to acknowledge and accept each others' similarities and differences. Emphasizing on academic discourses, some past studies in relation to intertextuality include teaching of reading and writing methodology in EAP contexts (Holmes, 2004). In EAP methodology, Holmes proposed an intertextual approach which can be of help to students who encounter difficulties in responding to a written text by having the students to include their own experiences or backgrounding information and adding another perspective to the initial text by producing new texts of their own.

Whilst the inclusion of intertextuality in educational discourse leads to potential benefits for classroom teaching, it however affects learners who are from diverse linguistic, social and cultural backgrounds. It was suggested in a study by Duff (2004) that although the insertion of pop culture references in Social Studies classes created a fun and relevant learning environment that was personally appealing to students, an analysis of the pop culture infused talk revealed an uneven successful retention when the participants (the students) came from diverse backgrounds which positioned them as 'outsiders' to the referenced discourse communities. According to Afros and Schryer (2009) in their research on higher education syllabus genre, intertextual and interdiscursive elements were evidenced in the presentation of the course contents resulting from the incorporation of various discourses ranging from class materials, textbooks and assignments, academic research and publications to institutional policies and regulations on academic wrongdoings. The syllabi are interdiscursive in nature in the sense that they exhibit conventions, practices, and cultures of other discourses which are socially recognized by both the students and instructors in a specific setting.

Focusing on workplace discourses, Ho (2011) claimed that the construction of intertextual and interdiscursive elements were found in daily request emails exchanged among a group of professional English language teachers of a public education institution. In Ho's opinion, the use of both intertextuality and interdiscursivity in the

request emails was not necessary and the discourse recipients should still be able to have sufficient information to interpret the requests even with the absence of the intertextual and interdiscursive elements. According to Ho, the reason for associating both the elements is to further strengthen professionals' direct and indirect workplace communication by assisting them to achieve the communicative goals and purposes. For instance, by incorporating the aspects of intertextuality, the senders attempt to persuade the email recipients to comply and also to distance themselves from resentment. In the meantime, apart from workplace discourse, the incorporation of institutional, professional, and personal discourses as well as formal and informal registers was also present from the perspective of interdiscursivity. As suggested by Bhatia (2004), interdiscursivity refers to the creation of "novel constructs by appropriating or exploiting established conventions or resources associated with other genres and practices" (p.35) often times resulting in combining various generic norms which carry institutional and social meaning in professional settings.

In recent research, Bhatia (2010) explored the nature, function and application of interdiscursivity in three different professional contexts, particularly in corporate annual reports, colonization of international commercial arbitration practices, and philanthropic fundraising and commercial advertising practices. Bhatia suggested that corporate annual reports for instance, incorporate at least four different kinds of distinct discourses in the same document which somehow share similar professional discursive practices, procedures and cultures through the use of "specific lexico-syntactic as well as socio-pragmatic resources", which are "exploited to 'bend' the norms and conventions of 'reporting' to promote a positive image of the company" (p.39). Sharing the broad category of reporting genres (Bhatia, 2010), Camiciottoli's (2010) study of 20 earning call transcripts suggested that corporate financial disclosure not only aimed principally to disseminate factual information of the companies to their stakeholders,

but also “to persuade investors of the worth and soundness of the company” (p.346). The incorporation of secondary data such as professional informants’ contacts, investor relations web pages as well as other internet based resources related to corporate financial reporting practices in Camiciottoli’s analysis has helped in the illustrations of the presence of intertextual and interdiscursive features apart from revealing seven potential structural moves. The earning calls transcripts can be contextualized through references to other texts such as accounting, public relation, laws, and regulatory discourses of which they shared professional genres, practices, and cultures (Bhatia, 2010).

Academic discourse has been identified within the text of the SAP brochures which perform a function of informing prospective students and parents of program details, available facilities, and academically related activities. As defined by Hyland (2006), academic discourse typically exhibits the particular features of a formal register not generally used in professional or personal settings, vocabulary that deals with a specific topic, highly technical but brief descriptions, and an overall lack of an individual voice.

Afros and Schryer (2009) said, “syllabus is not only a document, but also a site of intertextuality and interdiscursivity” (p.224) especially with the advancement of Information and Communication Technology (ICT), businesses can reach a broader range of audience given the unlimited access of social networking which has led traditionally written genres to the increasingly available digital format via the internet. Besides, other texts can also be accessed through the incorporation of hypertext links should there be further information required (Camiciottoli, 2010). In the same way, SAP brochures are not just merely printed documents by which institution members inform students about the program details but also serve as an outlet to incorporate discourses from various disciplines which are intertextual and interdiscursive in nature. The

analysis of this study also looks at the presence of other discourses from disciplines such as travel, marketing and public relation which appropriates conventionalized procedures from within these social cultures and practices to achieve a specific set of communicative purposes.

In the era of knowledge society, ICTs are rapidly becoming the fundamental elements in our daily lives. With these technologies, production, dissemination, and reception of information have becoming almost immediate with the availability of various devices. Like Haas et al. (2011) said, all technology devices “often almost invisibly, woven into contemporary personal, social, workplace, academic, and civic lives” (p.288-289). The social and physical contexts of which spoken and written discourses are made may also be impacted by what Camiciottoli (2010) termed as “ICT-mediated setting” (p.355).

#### 2.4 Literature on Internationalization of Higher Education

Expansion of higher education in the 21<sup>st</sup> century is becoming rapidly diversified in response to the changing international landscape of tertiary education given the importance of internationalization. This leads to the question of what does internationalization in higher education really mean.

Over time, the concept of internationally recognized higher education has become increasingly broad and complex. As Jane Knight (2004) suggested, the meaning of true internationalization may define differently to a number of people in various ways. According to her, although it is difficult to accomplish the universal meaning of internationalization, the need to have a shared understanding of the terminology is important in order to be referred to by many different countries, cultures, and educational systems. Knight claimed that for some people, it means a series of international activities inclusive of academic mobility for students and teachers,



international collaborations and partnerships together with research initiatives. As for others, it can be defined as delivery of education to various countries through the establishment of new campuses and franchises using face-to-face and distance learning. To many, it means the incorporation of international, intercultural and global aspects into the academic curriculum and teaching-learning process. In her own revised concept, internationalization at the national/sector/institutional levels is defined as

“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”

(Knight, 2003, p.2)

In a similar study, Soderqvist's view of internationalization was introduced as

“..... a change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies”

(Soderqvist, 2002, p.29)

Internationalization in higher education can be viewed as export and import sectors just like in business. Universities are becoming corporate oriented given the increasing competition from the mushrooming of educational institutions (Healey, 2008; Fahey, 2007). When considering international engagement as Healey continues, universities are exporting higher education services to foreign students through new establishments of campuses or in the form of distance learning. From the perspective of importing higher education, universities foster a global consciousness among students through international student enrollment, while promoting intercultural understanding in an environment of global-mindedness (Lunn, 2008; Zahn, Sandell and Lindsay, 2007; Gacel-Avila, 2005). Through this practice of import and export, new partnerships and

alliances with universities around the world can be established in terms of joint projects and research activities that produce mutual beneficial outcomes to ensure the sustainability of the relationships.

In line with the broad conceptualization of internationalization in higher education, the Malaysian Ministry of Higher Education (MOHE) sets its definition as maintenance of benchmarks for Malaysian universities with leading institutions all over the world through formal collaborations with renowned faculties and institutions which results in knowledge transfer into the country. Benchmarking against the leading universities is a tool, as Fahey (2007) has said, that helps improve the universities' global standards in rankings to become a world-class player with first-class mentality (National Higher Education Action Plan 2007-2010).

Collaborations and networking between higher level institutions and multinational corporations as well as top international higher educational bodies resulting in knowledge and expertise exchange through international academic conference and trainings, journals and book publications and joint projects will help build world-class human capital (Healey, 2008; Ministry of Higher Education). These partnerships bring forth high quality education within the country in an internationalized environment. Given this subject's nature of complexity, internationalization in higher education has to be looked at from various perspectives such as institutional missions and goals, staff and student mobility, academic curricula and program, and infrastructure and facilities to collaborations and networks within the knowledge society. This study focuses on the student mobility emphasizing the study abroad program brochure contents textually as well as contextually in terms of how and why the printed texts are designed the way they are within the context of higher learning institutions of Japan, China, Korea, Australia, and the United Kingdom.

Hansen and Lehmann's (2006) study on universities as development hubs revealed that partnerships with universities and other higher learning institutions are crucial as agents of change towards sustainability at home country and in a global context. According to the researchers, these collaborations are important for improved economic development and for enhancing any national innovation system.

## 2.5 Literature on Study Abroad Program

Asaoka and Yano (2009) define studying abroad as students travelling overseas for educational purposes for a short to long term. In the present research, study abroad program is defined as a program that enables exchange and visiting students going abroad for a period of time with the aim to foster multicultural understanding among students from various nationalities and backgrounds as well as a tool for developing good relationships between participating institutions. The increasing trend of students' choice to study abroad (Hunley, 2010; Pedersen, 2010; Asaoka and Yano, 2009; Anderson et al., 2006; Langley and Breese, 2005) gives importance to how a study abroad program is communicated in order to reach the right target audience. As claimed by Fahey (2007), the number of undergraduate, postgraduate, and research students traveling overseas is increasing given the rising student awareness of being globally skilled with international experience in a competitive employment market.

There have been many studies conducted concerning students' experiences including psychological state (Hunley, 2010), intercultural awareness (Pedersen, 2010; Anderson et al., 2006; Langley and Breese, 2005), as well as personal and professional development (Green et al., 2008). Other studies include promotion of study abroad (Asaoka and Yano, 2009) and motivational factors and goals to study abroad (Chirkov et al., 2007). This information and the other studies that involved issues concerning students' experiences and motivations abroad can serve to assist in identifying strategic

marketing incentives universities may use in the construction of study abroad program brochures when targeting an international audience.

With regard to the study conducted by Hunley (2010), which involved the examination of psychological distress experienced by students abroad while they were trying to function in their academic environment, evidence was discovered that indicated a link between increases in distress and loneliness and decreases in daily functions while studying abroad.

Another study conducted by Green et al. (2008) utilizing semi-structured individual and group interviews together with documentary analysis revealed beneficial effects of an experience abroad where participants gained increase in self-confidence, professional skills and knowledge as well as broadened their exposures to multicultural experiences among students from different backgrounds and cultures. Sharing of experiences by former students creates great influence in persuading potential students to participate as students play the role of endorsers of a study abroad program (Askehave, 2007; Langley and Breese, 2005). Langley and Breese (2005) point out that the study abroad program authorities are advised to utilize former participants as representative of their programs. Testimonials or ‘typical user endorsement’ as termed by Bhatia (2004) help to raise consumers’ confidence and to reinforce the validity of the advertised product/service (Bhatia, 2004; Kathpalia, 1992; Teo, 2008; Yong, 2001).

As study abroad program brochures play an important role in providing information to prospective applicants as well as a link between potential students and the institutions, the way the information is constructed and what elements are incorporated in the textual prints are essential to reach the desired target audience and to capture the niche in the rising trend of students’ studying abroad. Highlighting these aspects may assist in potential students’ preparation at the initial stage for the study abroad program. As students’ expectancies play a significant role in how they judge

their experience abroad (McLeod and Wainwright, 2009), consideration of students' needs and expectations when constructing the study abroad program printed materials is essential when targeting an international community.

## 2.6 Conclusion

This chapter has included past studies that have been conducted in relation to the subject matter of the present study in order to address the research gap. Subsequently, the analytical framework and research methodology will be discussed in the following Chapter 3: Methodology.

## **CHAPTER 3: METHODOLOGY**

### **3.0 Introduction**

This section of the study describes the methodology used for data collection and the analytical framework employed. This chapter is divided into two parts. Section 3.1 contains an explanation of the corpus used for analysis and the rationale behind the data selection. Section 3.2 involves the multidimensional model proposed by Bhatia (2004), which forms the basis of the framework for the present study. Subsequently, each move will be analysed and illustrated with examples extracted from the brochure texts.

### **3.1 Collection of data**

The corpus for this study consists of 12 SAP brochures from universities in Japan, Korea, China, Australia, and the United Kingdom (a sample copy of the brochure is attached in Appendix A). These universities are selected given the availability of the SAP in a form of a brochure document for analysis while other SAP program details are mostly available in a form of website links at the time of this study. There are many types of brochures utilized by universities but the focus of the present investigation is on SAP brochures. The study emphasizes SAP brochures from 12 universities namely:

- Hiroshima University (Japan)
- Ritsumeikan University (Japan)
- Yonsei University (Korea)
- Korea University (Korea)
- Hebei Normal University (China)
- National University of Ireland (United Kingdom)
- Newcastle University (United Kingdom)
- The University of Sydney (Australia)

- The University of Adelaide (Australia)
- The University of Melbourne (Australia)
- University of Wollongong (Australia)
- The Royal Melbourne Institute of Technology University (Australia)

### *3.1.1 Semi-structured interview*

For further insights in addition to this primary data, semi-structured interviews were carried out among ten Malaysian students as respondents from the University of Malaya who are going abroad for educational and cultural exchange purposes. The purpose of this secondary data was to provide additional information concerning students' perspectives of the importance of certain information included in the SAP brochure. The semi-structured interviews were divided into three parts. Part A requests for respondents' personal information, Part B requests for respondents' opinion concerning the significance of certain key information included in the SAP brochure contents whilst Part C examines respondents reasoning for selecting certain information which are deemed as important.

### *3.1.2 Specialist informant*

In order to ascertain consistency in move classification, a specialist informant from the field of genre studies was also consulted to carry out data coding of moves based on predetermined set of move definitions. Excerpts from each section of the SAP brochures used in the current study were randomly selected for the purpose of move categorization by the specialist informant. Overall feedback from the specialist informant revealed consistencies in move categorization. Definition of Move 1: Headlines is expanded as suggested by the specialist informant for clarity purposes.

### *3.1.3 Rationale and limitation for data collection*

The global higher education landscape is changing due to the growing number of international student and players in the international student market which explains the competition among universities in seeking innovative strategies to attract more students (Verbik and Lasanowski, 2007). The United Kingdom and Australia are among the key players in terms of international student market share (Verbik and Lasanowski, 2007) in the English-speaking countries whilst Japan, Korea, and China are among the Asian countries that are considered popular destinations for overseas studies (Sugimura, 2008) which give reason to be the main focus of this study.

A study abroad program is a crucial agenda among universities that emphasizes internationalization as part of their strategy. Since brochures are deemed to be one of the tools implemented as a persuasive device for prospective students (and their parents) in deciding on which university to attend, it is important to examine the texts of these print materials from a textual perspective to understand the structural organization of the printed texts and simultaneously examines the application of intertextuality and interdiscursivity by brochure writers. From a socio-cognitive perspective, the logic behind the construction of the SAP brochures will be examined. This investigation will be limited to examining from the angle of textual and socio-cognitive perspective as proposed by Bhatia (2004). Therefore, a semiotic study of the graphics and the field of communication design of the SAP brochures will not be dealt with.

### *3.1.4 Selection of text type*

Although genres may sometimes occur as hybrids, i.e. mixed and embedded forms, they can usually be identified and categorized within a specific set of communicative purposes with similar characteristics (Bhatia, 1993, 2004). Brown and Yule (1983) state that since it is always a challenge to determine where a fragment of



discourse begins and ends for analysis as not all topics are divided using headlines and sub-headlines, analysts usually have to depend on what Brown and Yule call the 'intuitive notion of topic' (p.69) as undertaken by Henry and Roseberry (2001) which function as boundary markers to analyse moves in their study on job application letters. In this study, headlines and sub-headlines are used to divide the different segments of the brochure texts. The determination to categorize the moves was made, based on the linguistic evidence present, such as a comprehensive understanding of the text and the expectations that both the general community and the particular discourse community have of that text (Dudley-Evans, 1994b cited in Hajibah, 2005).

The brochures were found to have the following sub-headings which regularly appear during initial examination of the content.

- University name and tagline
- Introduction or background or profile information
- Mission statement/Objectives/Principles
- Message from the President and Chancellor
- Program committee members
- List of partner universities
- Student facilities and activities
- Program information
- Period of study
- Fee structure
- Academic transcripts
- Student experience
- Procedures for enrollment
- Admission requirements
- Application time-line

- Living expenses
- Academic calendar
- Statistics
- Contact and email addresses/telephone and fax numbers/website
- Campus map

### 3.2 Analytical framework

Because textual analysis of specific instances of text does not involve enough complexity to adequately represent genuine samples of text from the real world as ‘it incorporates texts of various kinds, serving often overlapping and at the same time, conflicting communicative purposes’ (Bhatia, 2002:7), it is important to approach these investigations in a more detailed manner. In order to have a comprehensive vision to capture the social and institutional realities of the everyday world Bhatia (2004) introduced his multidimensional perspective framework to add depth to genre analyses. The model provides a four-part multidimensional analytical perspective as shown in Diagram 1: World of discourse multidimensional analytical perspective (Bhatia, 2004)

<p style="text-align: center;"><b>TEXTUAL PERSPECTIVE</b></p> <p>Analysis of:</p> <ul style="list-style-type: none"> <li>• Statistical significance of lexico-grammar</li> <li>• Textual corpora</li> <li>• Textualisation of lexico-grammatical resources</li> <li>• Discourse/rhetorical or cognitive structures</li> <li>• Intertextuality and interdiscursivity</li> <li>• Generic conventions and practices</li> </ul>	<p style="text-align: center;"><b>ETHNOGRAPHIC PERSPECTIVE</b></p> <p>Analysis and understanding of:</p> <ul style="list-style-type: none"> <li>• Critical sites of engagement or moments of interactions</li> <li>• Practitioner advice and guidance</li> <li>• Social structure, interactions, history, beliefs, goals of the professional community</li> <li>• Physical circumstances influencing genre construction</li> <li>• Modes available for genre construction &amp; communication</li> <li>• History and development of the genre</li> </ul>
<p style="text-align: center;"><b>SOCIO-COGNITIVE PERSPECTIVE</b></p> <p>Analysis and understanding of:</p> <ul style="list-style-type: none"> <li>• Patterns of generic integrity</li> <li>• Patterns of audience reception</li> <li>• Nature and function of disciplinary cultures</li> <li>• Modes and patterns of professional practice</li> <li>• Appropriation of generic resources</li> <li>• Use and exploitation of rhetorical strategies</li> <li>• Patterns of interdiscursivity</li> </ul>	<p style="text-align: center;"><b>SOCIO-CRITICAL PERSPECTIVE</b></p> <p>Analysis and awareness of:</p> <ul style="list-style-type: none"> <li>• Patterns of language, ideology and power</li> <li>• Interaction of language and social structures</li> <li>• Interaction between discourse and social changes</li> <li>• Discourse and social practices</li> <li>• Cross-cultural, intercultural constraints</li> </ul>

Investigation of textual perspective focuses on the ‘surface of the text, which may include analyses of statistical significance of lexico-grammar based on a corpus of texts, textualization of lexico-grammatical resources used in the corpus, patterns of discoursal, rhetorical or cognitive structuring, and intertextuality as well as interdiscursivity, all analysed within the context of generic conventions and practices’ (2004:160-161).

A socio-cognitive perspective is explained by Bhatia as ‘investigating instances of conventionalised or institutionalised textual artefacts in the context of specific institutional and disciplinary practices, procedures and cultures in order to understand how members of specific discourse communities construct, interpret and use these genres to achieve their community goals and why they write them the way they do’ (Bhatia, 2002:6). ‘Analysis of rhetorical strategies, as well as appropriation of generic resources to respond to familiar and novel rhetorical situations’ may also be included (Bhatia, 2004:161).

Looking beyond professional or disciplinary practices, a more socio-critical perspective looks at ‘how and what people do with language’, which may include concepts such as ‘ideology and power, wider social structures, social changes, more general social practices, identities and motives and cross-cultural and intercultural environment, within which most of these discursive and disciplinary practices and genres are more generally embedded’ (Bhatia 2004:162).

An ethnographic perspective focuses on ‘typical sites of engagement or interaction highlighting analysis and understanding of practitioner advice and guidance, social structure, interactions, history, beliefs, goals of the professional community, physical circumstances influencing genre construction and modes available for genre construction and communication, all in the context of the historical development of the genre question’ (2004:161).

This research will be limited to examining from the analytical perspective of textual and socio-cognitive as proposed by Bhatia (2004). This investigation focuses on both within and outside the sentence boundaries, where the SAP brochure texts are analysed based on textual and socio-cognitive aspects of Bhatia's framework. To conduct the textual analysis, this study involves the examination of rhetorical structuring of the brochure texts in terms of 'move' structure and simultaneously details the inclusion of intertextuality as well as the use of interdiscursivity, all analysed within the context of conventionalized procedures within these practices.

Intertextuality or 'text-internal factors' (Bhatia, 2004, 2010) addresses the issue of how prior texts from various disciplines are recycled to create new meaning in which texts transform and embed other texts which are in a chain relationship with them (Fairclough, 1995:75). Interdiscursivity is defined as a "function of appropriation of generic resources across discursive, professional and cultural practices" (Bhatia, 2004:32). Interdiscursivity analyzes text across disciplines and genres mainly contextual in nature, emphasizing on the "conventions that constrain generic constructs as well as professional practices" (p.34). To examine the application of intertextuality, the present research looks at the existence of other texts or discourses from within and across genres in the SAP brochure written contents. Through the use of interdiscursivity, this analysis provides evidence of the presence of additional discourses within these SAP brochure texts from disciplines such as travel, marketing and public relation discourses which appropriates conventionalized procedures from within these practices in order to move from informing of academic content to institutional promotion.

Given the limitations of textual analyses, as Bhatia (2004) explains "too simple, and inadequate, often undermining the complex realities of language use" (p.161), this study covers additional exploration through the socio-cognitive approach which helps to explain why the texts are created the way they are through the identification of the

communicative purposes and socio-cognitive strategies which often times are realized socially through members of the discourse communities.

### 3.2.1 Data analysis

SAP brochure texts were first examined to identify common features and organizational structures to detect possible structural moves in text organization. The method for data processing involves the analysis of regularities of discourse organization.

Following the move structure for sales promotion letters (Bhatia, 1993 and Kathpalia, 1992), Bhatia (2004) established the nine-move structure to describe how writers organize the overall message in a text. Using Bhatia's (2004) model, the structural interpretation of SAP brochure texts among the 12 universities and the communicative purposes are explored. Seven out of nine moves are applicable for this study. These moves included the *Headlines*, *Establishing credentials*, *Targeting the market*, *Detailing the service*, *Typical user endorsement*, *Justifying the service* and *Soliciting response*. In addition, an extra move, *Locating the service* is also incorporated into this study which was included by Hajibah (2005) as an expansion to, and prompted by Bhatia's (1993) move analysis framework.

The present study does not incorporate Bhatia's Move 7, *Offering incentives* and Move 8, *Using pressure tactics* because as Bhatia (1993) points out, since sales letters are designed to offer products in a competitive market, the prospective clients may or may not have an immediate need for the product or service offered. Therefore, to make the product or service special, sales letters need to include additional incentives to entice the prospective customers into accepting the offer. As Hajibah (2005) suggests, incentives are not required for university brochures because prospective students know that universities award diplomas and degrees, which is in and of itself an incentive. In

addition, since university enrollment occurs bi-annually, the Using pressure tactics move is not necessary as educational services although competitive, still enjoy a consistent market.

### Rhetorical moves in the SAP brochures

#### **1) Headlines**

Sub-moves:

- by stating the university's name, logo and the title of the subject
- by stating the university slogan/motto to attract readers' interest

#### **2) Establishing credentials**

Sub-moves:

- by highlighting the established presence of the university
- by highlighting university achievements
- by stating university's association with International Student Exchange Programs (ISEP), International Accreditation and other established universities to which the institution is affiliated
- by identifying well established professionals connected to the university

#### **3) Targeting the market**

Sub-moves:

- by stating the university's commitment and promise
- by appealing to the students' needs, expectations, and desire

**4) Detailing the service**

Sub-moves:

- by stating the name and details of the program
- by indicating value of the service by stating the related requirements and fees structure

**5) Typical user endorsement**

Sub-moves:

- by stating staff testimonials
- by stating student testimonials

**6) Justifying the service**

Sub-moves:

- by describing academic support facilities
- by describing non-academic support facilities

**7) Soliciting response**

Sub-moves:

- by providing particular individuals' contact details and/or
- by providing telephone and/or fax number and/or
- by providing faculty and/or department and/or university address and/or
- by providing email address and/or
- by providing university website/homepage

**8) Locating the service**

Sub-moves:

- by describing the university location and its surroundings
- by stating ways to access the university
- by providing a location and/or a campus map of the university

### 3.3 Conclusion

By employing this method of analysis and the multidimensional model proposed by Bhatia (2004) as the framework, the researcher hopes this investigation will facilitate the discourse community to understand the rhetorical structures of these universities' SAP brochures in which they are written. In addition, the findings will also make it possible to detect the application of intertextuality and interdiscursivity within the SAP brochure discourses. Subsequently, the present research also aims to have more understanding of the rationale behind the structural organization of these brochures through the investigation of the communicative purposes and socio-cognitive strategies employed within each move.



## CHAPTER 4: FINDINGS

### 4.0 Introduction

This chapter analyses the data incorporated in this study to determine the structural patterns of the printed texts, the communicative purposes as well as the socio-cognitive strategies employed to achieve these purposes. In addition, the intertextuality and interdiscursivity of the printed materials will also be examined. In Section 4.1, the researcher will identify the move structure utilized within the SAP brochures in this study and each move will be analysed and illustrated with excerpts extracted from the printed materials. Together with this, the researcher will explore the communicative purposes and also examine the socio-cognitive strategies undertaken to construct the purpose within each identified move. Section 4.2 will show the relationship of the set of communicative purposes within each move. Subsequently, Section 4.3 will illustrate the relationship between communicative purposes and socio-cognitive strategies. Section 4.4 will explore the incorporation of intertextuality and interdiscursivity within the printed texts.

### 4.1 Analysis of moves in the brochures

Employing Bhatia's (2004) multidimensional framework, the first part of the analysis covers the rhetorical structuring of the brochure texts. Various move structures have been identified. The move analysis will be conducted using Bhatia's (2004) nine-move structure model to describe how the overall message in a text is organized.

The findings reveal that seven out of the nine moves are applicable to the brochure text organizations which are the *Headlines*, *Establishing credentials*, *Targeting the market*, *Detailing the service*, *Typical user endorsement*, *Justifying the service*, and *Soliciting response*. In addition, an extra move is also incorporated into the present study namely, *Locating the service*. The 'locating the service' move is an

additional move which Hajibah (2005) had also included as an expansion to, and prompted by Bhatia's (1993) move analysis with information to guide potential applicants for locating the university where study abroad programs are offered.

According to Bhatia (2004), the moves do not necessarily exist in the same order in all situations, and may not occur all at once. This can be understood to mean the same move may occur in various sections throughout the brochure structure while being separated by other moves. It is observed that some moves are embedded in each other. A move is considered as 'obligatory' when it appears in all brochures with the utilization of at least one sub-move. The regularity of observed elements that occur within the text will be used as a measure of the order in which each move will be discussed.

As Brown and Yule (1983) state, "the regularities are based on the frequency with which a particular linguistic feature occurs under certain conditions in his discourse data" and "the frequency of occurrence need not be as high as 90% to qualify the regularity". This explains that the main concern for the discourse analyst is the level of frequency which reaches significance in "perpetual terms" (Brown and Yule, 1983:22).

Table 1: Overview of moves in the SAP brochures

Move 1	Headlines	Obligatory
Move 2	Establishing Credentials	Obligatory
Move 3	Targeting the market	Obligatory
Move 4	Detailing the service	Obligatory
Move 5	Typical user endorsement	Optional (found in 11 out of 12 brochures)
Move 6	Justifying the service	Obligatory
Move 7	Soliciting response	Obligatory
Move 8	Locating the service	Obligatory

#### 4.1.1 Move 1: Headlines

Headlines are strategically worded sentences that produce short, precise phrases used as introductory sections for enticing potential applicants' interests to maintain their attention in order to continue reading the brochure. The Headlines move incorporated in this study is obligatory which is used to identify the initial attempts at catching readers' attention in order to interest them enough in continuing to read the rest of the printed materials. This move is utilized using two sub-moves. First, presentation of the university name, logo, and title of brochure is generally accomplished on the front page cover. In addition, incorporating university slogans and mottos serves as a component in realizing this move as they function to connect the concept of the institution with the subject matter of the brochure in the mind of the reader.

The SAP brochures included in the corpus of this study provide the university name, logo, and brochure title respectively as an introduction to readers for the purpose of identification as education service providers. It is important for readers to easily recognize a brand name because as consumers, their purchasing decision is partially based on the familiarity of a well-recognized brand. Concerning this point, an interview excerpt confirmed that “...I would say that the name is very important because in order for a student to know which university they are going in particular...” (Respondent 1 see Appendix C, p.199).

Korea University uses repetition to introduce the image of the academy to potential students. The institution is identified through the use of a logo in the lower right corner of the cover and includes the name in the brochure title, ‘Study Abroad at Korea University’ on the front page which serves to establish which university is being presented to readers. Both Yonsei University and Hebei Normal University have a round-shaped logo with their institution names embedded in it whilst Ritsumeikan University, Hiroshima University, The Royal Melbourne Institute of Technology

University, and National University of Ireland, Galway incorporate graphic designs in terms of abbreviation as in *R* for Ritsumeikan, *HUSA* for Hiroshima University Study Abroad, *RMIT* for Royal Melbourne Institute of Technology, and *NUI* for National University of Ireland.

A slogan is generally used as a tool to attract attention or designed for easy recall. The slogans utilized by Yonsei University and Korea University are bold and distinctive, which indicate the institutions' confidence in maintaining their strong positions in academia, and they portray this to their audience in the way they present their slogans differently than the other university brochures. Here are some examples illustrating how slogans are employed to attract readers' interests.

#### Example A

##### The Power of Asia YONSEI UNIVERSITY (Yonsei University)

In example A, this slogan appears at each section heading of the brochure designating a break for the reader to identify new information is being presented. The word 'Power' signifies a strong position the university has in academia and it also implies that the institution has the ability to influence others within the knowledge society in Asia. 'Power' means that the institution generates a source of energy in terms of contributions to the knowledge society within Asia. The repetition of the slogan in each section heading serves to give added emphasis and to remind readers that the university occupies a secure position in the world of higher education.

#### Example B

##### Global KU Frontier Spirit (Korea University)

The slogan in example B is located on the far right corner of the brochure cover. The global element incorporated in the phrase, 'Global KU' indicates the university is not targeting students within Korea, but instead from the international community. The

addition of the phrase, 'Frontier Spirit' is used to refer to an existing trait within the prospective students and the knowledge potential of the university. Candidates that choose to study at Korea University exhibit the potential of discovering personal frontiers that can be expanded through the possible experiences and opportunities available through the knowledge pursuits in Korea. On behalf of the university, they embody the concept of the frontier spirit through whatever active research programs that are being conducted to expand any of the known boundaries of existing knowledge in academia.

#### Example C

**BROADEN YOUR HORIZONS**  
(The Royal Melbourne Institute of Technology University)

This slogan appears on the front cover of the brochure which signifies the possibility of expanding one's perspective on life through knowledge and experience gained while studying abroad. This helps with the projection of a positive image of the institution with the reader by creating the concept of how the university works in the role of providing insights and experiences to prospective students in the discovery of new ideas.

#### Example D

**THE EXPERIENCE OF A LIFE TIME**  
(The University of Sydney)

This slogan serves as an introduction to the entire brochure in a way to capture readers' attention and to promote the institution by introducing into the minds' of the target audience the idea that having the chance to attend this university is an opportunity that can be forever remembered as a positive experience which permanently changes the life of the student in a significant manner. This implies that the institution is a unique

place to study. Immediately following this prearranged concept of the university, the use of repetition defines for the reader the experience which is study abroad, the importance of that experience which is of a lifetime, and most importantly, this brochure attempts to assure the audience that the only place this experience will occur is at the University of Sydney.

#### Example E

##### Sparkling Korea (Yonsei University)

This opening phrase used by Yonsei University serves as an appealing attempt to attract the reader with the way it presents the overall concept of the institution. The word 'Sparkling' is interpreted as referring to the university possessing the trait of an object that might be a precious treasure. This indicates to the reader that Yonsei University could be regarded as a rare and highly prized destination. The use of the phrase 'Sparkling Korea' as a headline functions to create a positive concept of the university with the reader. This is a positive word association, drawing upon typically collocating subject matter references relating to the word 'Sparkling', such as gem, water, stone, and other concepts involving rarity or purity.

#### Example F

##### ... the place to establish one's destiny (Ritsumeikan University)

This phrase is positioned at the end of the section detailing information about the university. This indicates to the readers that the university functions as a place from which the individual can develop already existing ideas that they have through the available resources of the institution in order to put those plans into actions. This appealing phrase captures the prospective students' interests by making them feel like their life dreams and goals are made possible to achieve through this institution.

Slogans and mottos are widely used by higher learning institutions for branding and promotional strategies because they are generally short, clear, and memorable (see

Hajibah, 2006, 2008). Logos and powerful slogans can create impact at first glance. Even if the reader does not read through the whole brochure, the Headline is the most important element for stopping the reader and luring them into the brochure and it should leave a greatest and most lasting first impression. Logos and slogans are reflective of a brand name. In a world of abundant competitions among higher education institutions, logos, slogans and headlines are important part of ‘association networks’ (De Mooij, 2005) in a reader’s memory.

#### 4.1.2 Move 2: Establishing credentials

Establishing credentials appears as Move 2 in the present study. It is found that this obligatory move is important to attract the readers' attention as well as to build trust and acceptance by highlighting the university's most significant credentials, achievements, long experience, and good reputation. After capturing readers' first impression through Headlines, the writer cleverly places Move 2 subsequently to further entice the reader into the brochure by portraying the positive image of the institution. The first sub-move used to realize this move is by highlighting a university's established presence to indicate its long existence in the academic field. The following examples show how this move is realized.

(i) Table 2: Highlighting university's established presence (Examples)

A	Since its <i>founding in 1885</i> , Yonsei University has been <i>synonymous with international education and exchange</i> in Korea...Yonsei by far enjoys the <i>longest history of international education</i> with the most extensive network of exchange partners world-wide.  Yonsei University...as <i>the pioneer of international education</i> in Korea.	Yonsei University
B	...is a provincial key university with a <i>hundred years' history and glorious tradition</i> ...was created in 1902.	Hebei Normal University
C	... <i>founded in 1905</i> , is widely acknowledged as <i>one of the country's oldest, largest and top-ranked</i> universities in Korea.	Korea University
D	When <i>the post-war educational reforms began</i> ,... <i>in 1949, they began life afresh as the new National Hiroshima University</i> .	Hiroshima University



E	<i>Established in 1845</i> , National University of Ireland, Galway is one of Ireland's <i>oldest</i> and <i>most prestigious</i> universities, with <i>over 160 years' of teaching excellence</i> across a wide range of disciplines	National University of Ireland, Galway
F	<i>Established in 1853</i> , the University of Melbourne is the <i>oldest University in Victoria</i> and the <i>second-oldest in Australia</i> .  ...this is a young and vibrant city, yet one that has <i>depth</i> and <i>history</i> .	The University of Melbourne
G	<i>Established in 1874</i> , less than 40 years after the first European settlers arrived, the University is one of <i>Australia's oldest and most prestigious universities</i> .	The University of Adelaide

A significant prevalent feature that is found in the brochures is the collocation of words such as 'pioneer', 'longest', 'history', 'oldest', 'second oldest', 'most prestigious', 'tradition', and 'depth' which are used in the mentioning of the establishment date as shown in examples A through G. This strategy to highlight the university's long-established presence in academia provides potential students and parents a sense of confidence. These words could generate the idea of the university having a great duration of existence in academia which in turn signifies expertise which is generally gained through experience over time. This is in line with Hajibah's (2006) view concerning the importance of university's established credentials for prospective students, as they need to know the establishment's background before enrolling into the academic program.

The second sub-move employed to exhibit the Establishing credentials move is to highlight the current status of the university in terms of its achievements. It is found that eight out of 12 SAP brochures include information on university position in terms of rankings in an academic system in a way to

portray an image to the readers that the institution is of quality and has a prestige status within the academic community. This also implies that the educational body is consistently assessing and enhancing its performance in order to stay competitive among its peers. This finding is in accordance with Fairclough's (1995) view that universities need to be constantly marketable in order to stay competitive in the global market, "...to 'sell' the university and its courses to potential applicants..." (p.156). Here are some examples to elaborate this move.

(ii) Table 3: Highlighting university's achievement (Examples)

A	Yonsei University <i>currently ranked as the top private university in Korea in the 2008 QS World University Ranking...and in The 2008 Academic Ranking of World Universities...</i> Yonsei University is actively <i>strengthening its international status as a competitive research university</i> by launching the "Global 5-5-10" program in 2005.	Yonsei University
B	One of the few private universities in <i>Asia</i> to be <i>ranked among the top 200 universities...</i>	Korea University
C	We are consistently <i>ranked in the top 20 in the UK</i> for research power and student experience.	Newcastle University
D	A number of our disciplines (engineering and IT, arts and humanities, biomedicine, social sciences and life sciences) have been <i>ranked within the top 200 of the Times Higher Education Supplement.</i>	The Royal Melbourne Institute of Technology University
E	<i>Ranked 73 in the 2010 Times Higher Education ranking of the world's top universities.</i>	The University of Adelaide
F	<i>WORLDWIDE RANKINGS 2009</i> <i>THES-Times Higher Education Supplement 36</i> <i>NEWSWEEK 50</i> <i>Shanghai Jiao Tong 97</i>	The University of Sydney

G	Our consistent, strong performance puts us at the <i>forefront of higher education</i> in the Asia-Pacific region and the world. World University Rankings 2009 36 worldwide	The University of Melbourne
---	--	-----------------------------

Examples A through G show that the universities present their achievements by declaring their ranking status to indicate that they are among the exclusive group of top universities. The words ‘ranked’ and ‘top’ utilized together in examples A, B, C, D, and E give the impression to readers that these institutions are among the elite universities based on a relative comparison to other academic establishments. Mentioning of recognition from well-established ranking systems such as The QS World University Ranking, The Academic Ranking of World Universities, Shanghai Jiao Tong, Times Higher Education Supplement, and World University Rankings in examples A, D, E, F, and G is employed as an evidence of institutional excellence.

It is worth noting that eight out of ten respondents felt the importance of university ranking information to be acknowledged in the decision making process. As one of the respondent stated “...so when the ranking is very good of the university, it will give a more reliable thing for the student...” (Respondent 1 see Appendix C, p.199). In fact, current trends indicate that the public measures the reputation of a university through such world ranking bodies which is in itself a commercial entity. In the public’s eyes, university ranking determines the quality of an institution as quoted “...university rankings are here to stay. They are a benchmark or a measurement of the quality of a university’s policies, products, programs or strategies...” (New Sunday Times, 23 May 2010).

Yonsei University in example A also incorporates the phrase ‘the “Global 5-5-10” program’ which uses numerical expression explicitly translates

the institution's ambition to be in a global top ten ranking in five areas within five years portray the university's global standing in higher learning education. Of all the SAP brochures incorporated in this study, the notion of ranking is heavily emphasized by Yonsei University, Korea University, Newcastle University, The Royal Melbourne Institute of Technology University, The University of Adelaide, The University of Sydney, The University of Melbourne, and University of Wollongong to reveal university profile, recognition, and quality in an attempt to enhance the reputation of the particular higher learning institution. This result supports Kathpalia's (1992) view that Establishing credentials move is significant to build consumers' faith in the reliability and integrity of the company by presenting evidence in terms of the company's current status in the market.

The third sub-move is by stating the university's association with ISEP, International Accreditation and other established universities to which the institution is affiliated.

- (iii) Table 4: Stating university's association with ISEP / International Accreditation and other established universities to which the institution is affiliated (Examples)

A	Korea University Business School (KUBS) is the <i>first and only business school</i> in the country to have <i>acquired both European Quality Improvement System (EQUIS) accreditation, and the accreditation granted by the Association to Advance Collegiate School of Business (AACSB).</i>	Korea University
B	Yonsei University <i>is a member of the International Student Exchange Programs (ISEP), which is a network of 275 post-secondary institutions in the United States and 38 other countries...</i>	Yonsei University

C	...has set up <i>interschool communication relationship with more than 20 universities</i> and colleges of America, Russia, Japan, Belgium, Korea...	Hebei Normal University
D	The University of Wollongong has <i>established formal exchange agreements</i> with a number of <i>leading universities</i> in the Americas, Europe, Scandinavia and Asia.	University of Wollongong
E	...has also flourished to the point where it currently <i>has educational and research partnerships with over 370 universities and research institutions in 60 countries</i> around the world.	Ritsumeikan University
F	RMIT has <i>links with more than 120 partner organisations</i> throughout the world, including other leading universities, companies and community groups.	The Royal Melbourne Institute of Technology University
G	The University of Sydney works in <i>partnership</i> with a <i>range of universities</i> and study abroad <i>organizations</i> ...	The University of Sydney

Example A shows that the institution is unique in a sense that it is the first and only institution in the country that obtained accreditation from both European Quality Improvement System (EQUIS), a leading international business school accreditation system and the Association to Advance Collegiate School of Business (AACSB) which are well recognized globally as premier accrediting agencies. The phrase ‘the first and only’ indicates to the reader that the university is the leader in the field of Business. This presupposes that there are other universities in the region that offer similar programs but they do not match the qualifications of this institution. Even if no other institutions exist for any relative comparisons to be made, this is a strategic phrasing to increase the perception of importance and quality of this university.

The phrases ‘a network of 275 post-secondary institutions in the United States and 38 other countries’ in example B, ‘communication relationship with more than 20 universities and colleges of America’ in example C, and ‘agreements with a number of leading universities in the Americas’ in example D give potential students the impression that the university is collaborating internationally with a developed and advanced country like the United States of America. Similarly, the words ‘partnerships’, ‘relationship’, ‘exchange’, and ‘links’ in examples C, D, E, F, and G indicate teamwork of the universities with other well-established institutional bodies.

Six universities, namely Yonsei University, Korea University, Hiroshima University, The University of Melbourne, University of Wollongong, and The University of Adelaide display the name list of their partner universities around the world and their host countries which signifies collaborations between the institution and the established names in education to enhance their credibility and recognition which added to credentials. On the other hand, the University of Sydney and the Royal Melbourne Institute of Technology University provide a website link to the list of the institution’s partner universities.

(iv) Table 5: Highlighting well established professionals connected to the university  
(Examples)

A	...a significant number of <i>top economists, including 2007 Economics Nobel Laureate Eric Maskin, have joined the faculty</i> of Yonsei College of Business and Economics.	Yonsei University
B	<i>Over 20% of Korean politicians and CEOs are alumni of Korea University</i>	Korea University

C	Our former students include <i>Prime Ministers, Nobel laureates, Oscar winners, business leaders</i> and <i>medical pioneers</i> , who have all benefited from our determination to develop curious minds that embrace challenges and devour knowledge, reveal new perspectives and devise solutions.	The University of Sydney
D	The University is <i>associated with five Nobel Laureates</i> , and has a long history of ground breaking research and scholarship of international significance.	The University of Adelaide

The fourth sub-move to realizing the Establishing credentials move is by presenting well established professionals connected to the university, shown in the examples and illustrations. To make the advertised SAP program of the university more convincing, these four institutions include names of well-established professionals to tell the readers that the particular higher learning institution is highly recognized.

Mentioning of famous icons who have been involved with the university includes the use of phrases like ‘top economists’ and ‘Nobel Laureate’ in example A, ‘Korean politician’ and ‘CEOs’ in example B, ‘Prime Ministers’, ‘Oscar winners’, ‘business leaders’, and ‘medical pioneers’ in example C as well as ‘Nobel Laureates’ in example D illustrates the reputable status of the institution therefore helps to create in the reader’s mind a position of prestige in academic circles. This increases potential applicant’s conceived status of relative credibility and reliability of the university. These positive highlights are produced by the university itself. As for the Typical User Endorsement move, all positive assessments in the form of testimonials are supplied by the staff as well as past and present students.

#### 4.1.3 Move 3: Targeting the market

This obligatory move aims to target a specific market segment, in this case, students interested in experiencing academic life in another country. Apart from student's own involvement in making choices concerning education, parents also play an important role in decision making process. The function of this move is exhibited by defining the university's goal statements and objectives based on the communicative purpose of promoting the university as a well-established higher learning institution.

The first sub-move used is by stating the universities' commitments and promises which are written in the form of mission and vision statements as well as objectives of the university as to what and how they can contribute to the educational community in the notion of internationalization as pointed out in the following examples. As quoted by one of the respondents "for me the first impression, the first thing to choose university is their vision, mission from the brochure, to know the level and about the university" (Respondent 10 see Appendix C, p.212), knowing the university's mission and vision is essential for prospective students to find out what kind of institution it is and what is its future prospects in the education arena.

(i) Table 6: By stating university's commitment and promise (Examples)

A	KU is <i>committed to becoming a leading world-class university</i> .	Korea University
B	We are <i>committed to excellence</i> with relevance, with a <i>mission to be a world-class</i> , research-intensive university, to deliver teaching and facilitate learning of the <i>highest quality</i> and to play a <i>leading role</i> in the economic, social and cultural development of the North East of England.	Newcastle University



C	<i>...maintaining its stature as one of the most modern, forward-looking, and liberal universities in Asia.</i>	Yonsei University
D	<i>...we aim to provide you with a world class education that will truly make you stand out from the crowd.</i>	The University of Sydney
E	<i>We aim to produce well-rounded graduates with specialised knowledge...to be leading contributors in the community.</i>	The University of Melbourne

These phrases ‘committed to becoming a leading world-class university’ in example A as well as ‘committed to excellence’, ‘mission to be a world-class’, and ‘to deliver...of the highest quality...play a leading role’ in example B are incorporated to suggest a superior position of the university within the academic field in the eyes of the reader thus creating an impression that the institution has reached a level of quality that matches other academic bodies of high standards internationally. These key phrases help to instill a feeling of inclusion with a prestigious academic institution concerning the goal of the university's status. This assists to increase the self-esteem of readers through thinking that the university they are planning to enroll in has established a prominent position within the global community. The word ‘committed’ is used to emphasize the university’s sole purpose through its intense belief and implied promise to achieving international standards.

The above excerpt in example C informs the potential candidates and financial supporters (i.e. the students and their parents) that the institution is a right place for highly prepared and motivated students who seek a forward-looking corporation with cutting-edge technology. It gives the impression that the institution always stays up-to-date in accordance with current academic

advancement where the phrase ‘maintaining its stature as one of the most modern, forward-looking, and liberal universities...’ is utilized. The word ‘forward-looking’ is used to paint a picture of the university being at the forefront of higher education thus to affect the readers positively by making the university as their first choice for academic progression.

The phrase 'aim to provide you with a world class education' in example D is to impress the prospective students concerning the institution's prestigious status for setting high standards of excellence in education. The phrase 'make you stand out from the crowd' is to emphasize the outstanding recognition gained within the competitive market through the institution's quality education. In example E, the phrase 'to produce well-rounded graduates' illustrates the institution being a place that develops fully equipped individuals with knowledge and skills in all aspects.

Out of these samples, the choice of phrasing used to build the perception of the university's status is dominated by adjectives that can take the position of representative roles. These symbolic elements can form concepts within the reader that could strengthen assumptions leading to the visualization of their own ideas of the meanings of those adjectives without being given specific concrete examples for the target group to make genuine comparisons. All of these ambitious words are used to inform interested parties what the higher learning institutions desire to achieve for the advantage of the knowledge society and how these educational bodies strive towards achieving those goals. This finding is in accordance with what Hajibah (2006) states as, “...to highlight a positive image of the organizations they represent” (p.44) with the intention to inspire the prospective students and their parents.

The second sub-move is by appealing to the students' needs, expectations, and desire. The following are some examples showing how this second approach is used to realize the move.

(ii) Table 7: By appealing to the students' needs, expectations and desire (Examples)

A	With a quality international education, <i>our graduates will be eagerly sought after by top global corporations</i> , and able to develop into responsible global citizens with satisfying and rewarding careers.	Korea University
B	<i>High-profile employers around the world actively seek out our graduates</i> , who are noted for their leadership potential, problem-solving skills and capacity for independent critical thinking.	The University of Melbourne
C	<i>...we want the brightest and best students</i> to join us, from all ages and backgrounds.	Newcastle University
D	International students participating in Yonsei... <i>get the valuable opportunity to receive the best international education in Asia</i> through its globally renowned faculty...	Yonsei University
E	Studying in Japan <i>gives students an opportunity to directly experience life and society of the country, thereby expanding their cultural understanding</i> .	Hiroshima University
F	<i>For foreign students who want...to raise their Putonghua level...</i> Shijiazhuang is a good place with appropriate language environment, convenient traffic conditions and suitable consumption level.	Hebei Normal University

In examples A, B, and C, phrases such as 'our graduates will be eagerly sought after by top global corporations', 'High-profile employers around the world actively seek out our graduates', and 'we want the brightest and best students' are used to emphasize students' positive self perception. These phrases

are targeted at students who desire to be in a leading position, consider themselves to be ambitious, and possess a self-image as a group of individuals with a promising future whose potential is ready to be unfolded. This finding supports Yong's (2001) study that people are inclined to feel themselves as important, being recognized professionally, and they like to think of themselves as being outstanding and extraordinary in order to cultivate self-importance.

The use of presupposition is also observed here by the way it portrays the 'absences in texts' (Fairclough, 1995). Presuppositions according to Fairclough (2001:127) "...are not properties of texts but they are an aspect of text producers' interpretations of intertextual context". For instance, the excerpt 'With a quality international education, our graduates will be eagerly sought after by top global corporations...' presupposes that these world-wide establishments are 'hungrily' targeting to employ graduates with internationally recognized qualifications. The word choice 'will be' is used to express 'certainty' that the graduates are wanted by these corporations. As Fairclough (2001) states, text producers in mass media have rather effective means of influencing audiences through attributing to their experiences.

The phrase 'get the valuable opportunity to receive the best international education in Asia' in example D attempts to entice students through the use of superlative 'the best' which implies the position of greatest importance in an academic field. This stimulates student's desire of wanting to be the one that surpasses all others thus being the most highly skilled individual through a globally recognized education. The text producer is trying to set forth the notion of excellence in the reader's thoughts which leads to students' optimistic self-perception.

In examples E and F, the target group of the brochures primarily consists of self-determining and motivated individuals who are keen to experience different cultures and wanting a unique, alternate direction in their academic lives. The expression ‘gives students an opportunity to directly experience life and society of the country, thereby expanding their cultural understanding’ implies that the printed text is aimed at students who are ready for self-discovery and taking part in a different culture from their own while studying abroad.

The brochure text is organized in this specific move with the purpose of creating in the reader’s mind the global exposure one can experience while studying in a foreign country to foster intercultural learning thus to cultivate and nurture long term personal relationships and friendships which implies some form of lifelong attachment with those people that were met at the university. This is another case of presupposition where long term relationships are a guaranteed result of an extended experience in a different location.

The phrase ‘For foreign students who want...to raise their Putonghua level...’ indicates that the institution is one for people who want to enhance their language skills in this case, the ‘Mandarin chinese’ in order to socialize with others and interact with the extensive Chinese population. The text producer is setting forth the important value of the Chinese language when working or studying abroad. This shows an impression that the university is a place for those who want to feel the sense of being connected with the Chinese language for better involvement in the community.

#### 4.1.4 Move 4: Detailing the service

As with Hajibah's (2008) study, Move 4 which is Detailing the service is considered the most straight-forward in terms of the listed information where most of the universities list in detail the academic programs or the faculties. The Detailing the service move is realized through two sub-moves. The first sub-move is realized by stating the name and details of the program which include the course information. Secondly, value of the service is indicated in terms of entry and language requirements as well as fees structure.

Detailing the service move is set as an important feature as evidenced in eight out of ten respondents as it enables potential students to have an idea of what to expect out of the program. Respondent 1 confessed "...I will choose program instead of the university...which I find that most of the time is very important to let students know what they are expecting in the whole sections and of course what are they going to do" (see Appendix C, p.200). Respondent 2 continued, "...we need to know how many credits, how many hours, what are they expecting and what is the course that they give" (see Appendix C, p.200).

##### (i) Identifying the service by stating the name and details of the program

The type of program or courses offered varies accordingly to the respective higher learning institutions. While Yonsei University, Korea University, Hiroshima University, Hebei Normal University, University of Wollongong, The University of Melbourne, The University of Adelaide, Newcastle University, The University of Sydney, and The Royal Melbourne Institute of Technology University offer both undergraduate and graduate degree programs, Ritsumeikan University presents a non-degree program which focuses on the Japanese language, global and business studies.

Syllabus and description of each course is provided in detail for six out of 12 universities. Conversely, five out of 12 universities supply a website link for potential applicants to further find out more information concerning the available courses. National University of Ireland includes the address of the International office for interested students to locate the Academic Information Booklet for course details.

Interestingly, Ritsumeikan University is observed to have the Typical User Endorsement move (Refer Section 4.1.5) embedded in each section of the listed courses where staff testimonials are utilized to promote the courses thus to increase the credibility of the selection of courses offered by the university.

For instance,

“The intensive Japanese classes are taught by enthusiastic and kind instructors and allow you to significantly improve your Japanese...” (IJL Instructor, Ritsumeikan University).

The use of adjectives such as ‘enthusiastic’ and ‘kind’ indicate to the reader the institution’s dedicated staff which indirectly increases the positive image of the university.

(ii) Indicating value of the service in terms of the entry requirements and fees structure

The value of the academic service provided is described by the requirements set by the institutions which are further classified into two sub categories namely the entry and language requirements. The academic requirement for a student to be eligible for the program is similar with Yonsei University, Korea University, University of Wollongong, The University of Adelaide, Newcastle University, The University of Sydney, and The Royal

Melbourne Institute of Technology University where, potential students are required to have completed at least two semesters in their home universities before enrollment for the study abroad program. In contrast, the minimum requirement for National University of Ireland is two years. As for The University of Melbourne, a website link for faculty specific requirements is provided.

Yonsei University, Korea University, and The Royal Melbourne Institute of Technology University have a lower minimum Grade Point Average (GPA) requirement of 2.5 on a 4.0 scale as compared to University of Wollongong, National University of Ireland, The University of Adelaide, and The University of Sydney which state 3.0 points on a 4.0 scale. On the other hand, this information is not included for Newcastle, Hebei Normal, Ritsumeikan and Hiroshima universities.

Four of the following institutions indicate a required level of English language proficiency expected of potential students as well as a functional capacity of the primary language used by the respective university. For example, the necessary language required for both Yonsei and Korea universities are the English language for courses conducted in English and Korean language where the medium of instruction is in Korean. Similarly, at Ritsumeikan and Hiroshima universities, the English and Japanese languages are required to allow students to better comprehend classes and tasks assigned. It is also found that five universities from an English speaking country specifically state the need for Certification of English language proficiency such as TOEFL (Test of English as a Foreign Language) and/or IELTS (International English Language Testing Scheme) to be required in addition to applications from potential students.



However, Hebei Normal University did not explicitly list the language requirements for academic acceptance.

In terms of the fees structure set by the institutions., the presentation of fee information is minimized as a primary issue through its relative placement within the brochures as well as the application of sub-headings like 'Estimated budget', 'Program expenses', 'Tuition fees', and 'Fees for International Students'. The embedding of information on scholarship facilities by Yonsei University, Ritsumeikan University, and Newcastle University immediately after the fee information is a strategy employed by the text producers to balance the high tuition costs of the audience with a means of supplementing a potential student's academic expenditures.

Descriptions of monthly events for international students in the form of an academic calendar are provided by seven universities whilst details concerning duration of study are also included to enable prospective students to arrange ahead of time their study plan such as for either one semester or a year. Other information such as application procedure and deadline, credit transfer, academic transcripts, and grading system are also provided in detail for the convenience of applicants.

Although the Detailing the service move is considered primarily as informational by providing details in a very explicit and straight-forward style, the occurrences of promotional elements have been observed within the printed materials. An introductory section (at the beginning of the section providing the program details) is incorporated as illustrated below as a preamble to detailing the service of the university which helps to further promote the university through the courses offered.

Table 8: Introductory section to detailing the university service

A	Through this program, we offer <i>a wide range of services</i> which include <i>over 500 undergraduate courses taught in English</i> each term, Korean Language lessons through the Korean Institute...  ...has a <i>wealth of experience</i> in designing tailor-made programs for a variety of educational institutions <i>across the globe</i> .	Yonsei University
B	Over 40% of courses are <i>delivered in the English</i> language with plans <i>to increase to 50% by 2015</i> ...KU has been offering a <i>variety of international programs</i> in accordance with the increasing interest and desire to learn about Korea from the <i>international education communities</i> .	Korea University
C	...IJL Track has a long history of providing <i>high-quality, intensive Japanese language instruction</i> to international students. Class sizes are kept small, between 10-15 students, allowing our <i>experienced instructors</i> to cater to the needs of each student individually.	Ritsumeikan University
D	These courses are <i>taught by world-class teachers and experts</i> including:  Alexander Downer, <i>Australia's longest serving Foreign Affairs Minister...</i>	The University of Adelaide
E	The HUSA advises the HUSA Program participants to fully utilize their opportunity to study at Hiroshima University, which is <i>one of the best universities in Japan</i> .	Hiroshima University
F	One of the advantages of RMIT's Study Abroad and Exchange programs is that you can choose classes from across <i>a huge range of disciplines</i> , and <i>design your own program</i> in order to meet your academic requirements and broaden your studies.	The Royal Melbourne Institute of Technology University

Example A and B indicate to the reader that their universities are moving towards an era of globalization by attracting international communities through the utilization of phrases such as ‘over 500 undergraduate courses taught in English’ and ‘across the globe’ in example A and ‘to increase to 50% by 2015’, ‘variety of international programs’, and ‘international education communities’ in example B. The emphasis on international education is put forward to develop in the reader’s mind that the institution is working towards developing global links to attract more foreign students within the educational community which will ultimately yield significantly increased sources of income for the graduate and other advantages for the universities such as social and cultural diversities.

The use of adjectives such as ‘high-quality’, ‘intensive’, and ‘experienced’ in example C and ‘world-class’ in example D help to strengthen the perception of the university quality in terms of staff value. In fact, the Establishing credentials move (Refer Section 4.1.2) is seen to be embedded here through mentioning of a well-established professional connected to the university such as ‘Alexander Downer, Australia’s longest serving Foreign Affairs Minister’. This credential is stated together with words like ‘world-class’ and ‘expert’ to further promote the quality education of the university. In example E, a superlative adjective, ‘the best’ is utilized to indicate the distinguished standing of the institution within the knowledge society.

The incorporation of this introductory section is to include promotional elements as a strategy to portray an image of uniqueness in the eyes of the potential students. The finding presented here is accordance with Bhatia’s (2004) perspective concerning the utilization of ‘product differentiation’ strategy in corporate advertising where copywriters make statements about how the offered product is different as compared to their competitors.

#### 4.1.5 Move 5: Typical user endorsement

Typical user endorsement move is employed in the SAP brochure texts to increase the prospective students' level of credibility towards the university, thus enhancing potential applicants' acceptance of the advertised institution. On the face of it, Typical user endorsement and Establishing credentials moves are considered two different types of texts, displaying their respective features accordingly. However, when the aims of the two kinds of text contents are taken into account, it is possible to determine that both the moves share a common goal in helping to increase the positive perception potential applicants may develop concerning the credibility and reliability of the institution in which they consider to enroll. This is what Bhatia (2004) and Swales (1990) call the 'shared set of communicative purposes'.

In the case of Establishing credentials, the positive assessment is produced by the university itself in terms of portraying its established presence, achievements, and positive reputations to build potential students' good faith in the institution, whereas for the Typical user endorsement move, all supportive comments are supplied by outside sources such as staff and students' testimonials to further strengthen the readers' confidence concerning the trustworthiness of the university thus to persuade the reader concerning the positive values of the educational service.

The two sub-moves incorporated to realize the Typical user endorsement move are accomplished by stating staff testimonials and student testimonials. From the analysis of the printed texts included in this corpus, 11 out of 12 SAP brochures utilize at least one of the two sub-moves. University of Wollongong interestingly provides its institution Facebook website, a database for social networking between the university and the former, current as well as prospective students. This helps portray the positive image of the educational body through the eyes of the university staff as well as current and former students in terms of sharing of study abroad experiences. In contrast, this

move is not seen in the Hebei Normal University SAP brochure. The first sub-move to realize the Typical user endorsement move is by providing first-hand experience through university staff testimonials to increase the level of confidence to the message in the brochure texts. The following examples exemplify the realization of this move.

(i) Table 9: Stating staff testimonials (Examples)

A	<p><i>“My academic and work experiences overseas have not only broadened my insights into different cultures...but have also...dedicate myself to enhancing mutual understanding among people with diverse backgrounds and providing new opportunities for students...I hope you will join HUSA and become part of the global community...Your academic and cultural experiences through the HUSA Program will be your treasure and assets in your lifetime as previous HUSA students have conveyed it to me”</i></p> <p>(HUSA Program Academic Adviser)</p>	Hiroshima University
B	<p><i>“The Faculty of Business Administration in 2008 distinguished itself by leading all other faculties at RU ...we offer a growing array of business courses taught in the English language, eager to welcome international students coming to RU from around the world. We urge...to select SKP’s Business Track! We also invite those SKP students in IJL or JWP Tracks to shuttle over to our Biwako-Kusatsu Campus to the extent possible to take our business courses!”</i></p> <p>(Dean, College of Business Administration)</p>	Ritsumeikan University
C	<p><i>“You will be in the company of great minds: many will be your teachers, others your fellow students...you will grow and learn, and not only in the academic sense”.</i></p> <p>(Vice-Chancellor and Principal)</p>	The University of Sydney

D	“Studying abroad is both stimulating and challenging, but <i>the rewards are great and will remain with you for the rest of your life</i> . You will learn about a different culture and way of living; you will experience <i>new ways</i> of learning; you will make friends from around the world...” (Vice-Chancellor)	The University of Melbourne
E	“Newcastle University <i>has a solid foundation</i> on which <i>to build future success</i> ...We are proud of what we offer as a university and a city”. (Vice-Chancellor)	Newcastle University
F	“The end result: <i>you graduate from your home institute with an Australian experience</i> . Find a <i>new world</i> and at the same time <i>enhance your professional skills</i> - consider an international student mobility experience today”. (The Study Abroad team)	The Royal Melbourne Institute of Technology University

Phrases found in staff testimonials stress equal importance on both academic courses and diverse cultural surroundings on campus to demonstrate the university as a place that emphasizes a status of academic distinction as well as an exciting environment. In example A, the indirect representation of former students’ statements in the phrase ‘Your academic and cultural experiences through the HUSA Program will be your treasure and assets in your lifetime as previous HUSA students have conveyed it to me’ is employed to further fortify the positive image of the university as a destination for academic excellence and multi-cultural experiences in a global community. It constructs an idea in the reader’s mind that having a chance to enroll and be part of the program is a golden opportunity one should not let go.

Example B explicitly places the importance of academic related courses through the phrases ‘offer a growing array of business courses’ and ‘to select

SKP's Business Track'. The following phrases such as 'courses taught in the English language', 'welcome international students', and 'from around the world' also implies that the university has taken a step further to strengthen its position as an internationalized higher learning institution by attempting to increase the level of international students intake to a higher degree through offering of courses taught in English.

In example C, the phrase 'company of great minds' puts emphasis on the quality educators the university has in a way to create the idea that the prospective students will be taught by highly-focused and qualified professionals. This implies the generation of students' growth and further enhancement beyond the academic boundaries following the phrase 'will grow and learn, and not only in the academic sense'. The whole idea is create the notion of a well-rounded education. Thus, to enhance the university's credential and to show how this credential can assist to build the potential students future undertakings.

Utilization of the phrase 'rewards are great' in example D puts forth the idea that through studying abroad, prospective students can obtain a remarkable incentive in return apart from obtaining paper qualification. This notion of 'great reward' is eternal and influential to one's life is observed through the phrase 'will remain with you for the rest of your life'. The idea is to create the thought of quality education provided by the university which yields an influential return.

In example E, the university is highlighting its stable position to increase the trustworthiness of its institution in the eyes of the reader by utilizing the phrase 'has a solid foundation' which translates to assist in developing the

student's prospective accomplishment through the phrase 'to build future success'.

In example F, the phrase 'graduate from your home institute with an Australian experience' implies an extraordinary opportunity a student can gain upon graduation by studying in the university. Highlighting phrases such as 'a new world' and 'enhance your professional skills' are utilized subsequently to strengthen the unique experience of studying abroad one encounters while enhancing personal professional development and career advancement. The incorporation of both phrases, 'an Australian experience' and 'a new world' after one another helps to increase the credibility of the university in the mind of the reader that having the chance to explore the country while studying abroad is like a complete, fresh, and exciting discovery.

The second sub-move incorporated is by stating both the former and existing students' testimonials to make the endorsement more creditable in the eyes of the public as exhibited in these examples.

(ii) Table 10: Stating student testimonials (Examples)

A	<p>"Coming to Yonsei University...is <i>surely an unforgettable moment in my life</i>. I can get many friends from different countries and cultural backgrounds. By experiencing this, I feel that <i>my understanding towards other people and their culture is getting deeper</i>. We also get to experience "the Korean college lifestyle" with other Korean friends. <i>Through many events held by Yonsei and students club</i>, exchange students do not only study in classes but also <i>experience the real Korean culture</i>" (student from Indonesia)</p>	Yonsei University
---	---	-------------------



B	<p>“I get to...<i>make friends from all over the world</i> in my course...I was the most deeply impressed and moved to see...<i>how they respect friendship between friends regardless of nationality</i>...I like the <i>spectacular buildings on campus of which I call ‘castles’</i>, and the <i>easy access that KU has</i> to various places nearby....it is <i>the KU atmosphere</i> that makes me feel that I am studying in a <i>multi-cultural environment</i>...All of the <i>professors and friends are so kind and take good care of me</i>...<i>I feel very much part of KU</i> and I am loving my time in Korea!” (student from China)</p>	Korea University
C	<p>“...it was <i>the best selection for a person like me who hardly spoke Japanese and knew about the country</i>. The Japanese classes provided by the HUSA program <i>had helped me to speak Japanese almost fluently with their wonderful system of backward-forward linkage classes</i>. Japanese cultural classes <i>had taught me a lot about Japanese society and the people’s lifestyle</i>....<i>club activities...various outdoor programs and part-time working experiences...source of connecting me to the real Japanese society and the people</i>” (student from Korea)</p>	Hiroshima University
D	<p>“I joined the cinema circle...<i>watching movies would be a good way to learn the language and have fun</i>...we saw movies, hung out in the circle office, went out to dinner, and even held a flea market at the school festival...<i>make lots of new friends</i>, and experience what <i>student life</i> is like in Japan” (student from America)</p>	Ritsumeikan University

E	“Travelling and studying abroad provides the sort of education that no book, movie or second party could ever teach. <i>My experience in Australia</i> has given me a new <i>understanding of the world, life and my own identity</i> ...The <i>music and nightlife</i> scenes are quite different to back home - I’ve been charged creatively, <i>socially</i> and <i>culturally</i> by the <i>vibrant myriad of festivals</i> and <i>local talent</i> , and enjoyed immersing myself in the <i>dining and coffee culture</i> .” (student from Canada)	The University of Adelaide
F	This <i>campus is so beautiful, so huge, lots of trees, grass</i> and a <i>good atmosphere</i> . There’s <i>a lot going on</i> and things to do. Union House has all kinds of food. One thing <i>I love is sushi</i> – it’s everywhere and very good and cheap! (student from Canada)	The University of Melbourne

Students are considered as the main asset of an academic institution and their voices, opinions or testimonials in terms of spoken or written discourse are utilized to personalize the texts and bring forth an atmosphere of genuineness and trustworthiness thus be influential to prospective students which is accordance with Askehave’s (2007) view that, ‘former students become ‘witnesses’ of the statements which the university puts forward about itself’ (p.738). The strategy employed by the text producers to present the student testimonials is similar in style by ten out of 12 universities as illustrated through the included examples.

Although the data samples included in this corpus are academically related, the key points in the testimonial texts do not specifically exhibit academic qualities with respect to the institutions. Instead, the texts contain lengthy descriptions of extracurricular topics such as the university environment, culture, food, lifestyle, activities, and facilities. This external sourcing from the

students' experiences gives an increased credibility from the aspect of student involvement thus increase reader interest based on the personalized comments.

In example A, phrases such as 'get many friends from different countries and cultural backgrounds', 'my understanding towards other people and their culture is getting deeper', 'get to experience the Korean college lifestyle', and 'experience the real Korean culture' explicitly place emphasis on the culture and lifestyle one gets to experience on campus.

Similarly, the phrase 'it is the KU atmosphere that makes me feel that I am studying in a multi-cultural environment' in example B indicates admiration of a satisfied student endorser concerning the quality experience of the multi-national surroundings attained within the Korean community. Besides, the notion of the university having a high-class infrastructure protected with solid walls is also put forth through the utilization of the phrase 'I like the spectacular buildings on campus of which I call castles'. The word 'castles' signifies power and protection which creates in the reader's mind, a sense of security for a positive and effective place to learn as well as the university's strong and recognized position in the academic field.

Phrases in example C such as 'club activities', 'music club', and 'various outdoor programs' and example D like 'watching movies', 'hung out in the circle office', and 'held a flea market at the school festival' indicate various activities students can enjoy throughout their studying life. Phrases such as 'dining and coffee culture' in example E and 'has all kinds of food' as well as 'I love is sushi' in example F suggest a relaxed lifestyle. Words like 'club', 'movies', 'hung out', 'festival', and 'dining' are used to indicate a stress-free, fun and enjoyable student life on campus which indicate that the university is a

place for pleasure, fun, networking and entertainment rather than enhancing one's knowledge intellectually.

Student testimonials incorporated in these brochures which are assessed from a peer perspective are designed to build the exciting lifestyle image of the universities therefore to further entice the prospective applicants who are excited to experience a 'happening lifestyle' while studying abroad. In a way, these institutions are employing a promotional strategy to attract readers with the 'added value' such as free gifts and discounts if one is buying a product, in this case, friendly atmosphere, fun activities, high-tech infrastructure and facilities. The findings presented here corroborate Askehave's (2007) view concerning the 'extras' apart from the academic courses and programs which reinforce Fairclough's (1995) claim that higher learning institutions in fact utilizing a rhetoric which serves to promote themselves in the context of a competitive market.

#### 4.1.6 Move 6: Justifying the service

From an educational point of view, knowing that the necessity for development is education, there is no need to justify the importance of education and prospective students' needs for knowledge unlike Teo's (2008) study on advertisements of skin-care products where highlighting day-to-day problems faced by facial product consumers and emphasizing on the importance of buying the product to overcome their complications are essential. This is because one of the primary topics of the SAP brochures is implicitly about education, that translates, the audience is already interested in the service of the institutions, the justification of the service should be emphasized in the individual qualities of the particular institution over the competition in the academic field in terms of the range of available infrastructures, services, and activities to facilitate students' learning.

In this study, there are two sub-moves utilized to realize the Justifying the service move which are describing the details of academic support facilities and non-academic support facilities available to assist in student's learning. For the purpose of this study, academic support facilities can be referred to as all services and/or facilities provided by the higher learning institution to aid the academic programs offered thus contributing to student's learning directly such as computing, library, scholarships, and research centers. On the other hand, non-academic support facilities are defined as other services and/or facilities such as accommodation, mentoring, sports and leisure, healthcare and various activities as well as societies which assist in students' convenience and easy access around campus. This move is obligatory as it appears across all SAP brochures included in this study. The following are some examples to illustrate the utilization of the first sub-move in realizing the Justifying the service move.

(i) Table 11: Describing academic support facilities (Examples)

A	Students have access to computer facilities... a socialized library... Scholarships... applies to Fee-paying Students...	computing library financial support	Yonsei University
B	Wireless Network: ...through the <i>campus-wide</i> wireless network and <i>multiple</i> computer labs...Libraries: Over 2.3 million books in Japanese, Chinese, English, and other languages...scholarships...are available to students.	computing  library  financial support	Ritsumeikan University
C	...three <i>large</i> libraries on campus,... <i>sizeable</i> collection of foreign language materials...there are computer facilities available for students...JASSO Scholarship is offered...only to the applicant who have a very serious academic purpose to study at Hiroshima University.	library  computing financial support	Hiroshima University
D	Over \$130,000 available in scholarships for international students each year...over 100 research centers, including the East Asiatic Research Center and the Korean Cultural Research Center.	financial support research centers	Korea University
E	Our main University Library...has over 200 networked computers, 15,000 electronic journals and more than one million books... a new social learning are...laptop loan service...librarians providing advice and guidance...full access to one of the best University computing services in the UK...over 1,300 PCs in 40 clusters located throughout the University campus...free access to full Internet services...an <i>extremely fast</i> Internet connection... students to apply for a Federal Student Loan	library      computing    financial support	Newcastle University

F	The Learning Centre and the Mathematics Learning Centre can help you develop the skills...Library is a network of <i>many</i> subject-specialist libraries located on several campuses...including over 70,000 electronic... gives you access to a range of services, including free email and access to e-learning facilities. A number of on-campus computer labs provide free access to computers, while there is <i>wide</i> wireless coverage.	learning centre  library   computing	The University of Sydney
G	...Library has a <i>comprehensive</i> selection of print and electronic information...able to access quality electronic information resources through the Library's website, 24 hours a day. Expert help to locate and evaluate information is available at the Information Desk, in workshops, on the web, and in lectures...provides training, user guides and the student computer resources, including nine central student computer laboratories, as well as teaching laboratories...students are eligible to apply for their regular Federal Financial Aid in order to undertake their studies...	library   computing  financial support	University of Wollongong

All universities' SAP brochures included in the corpus of this study provide descriptions concerning the facilities and/or services available to assist in student's learning through the academic programs offered. Computing, library, and financial support facilities are the most prevalent as seen across most universities as shown in examples A, B C, E, and G.

As for Korea University in example D, the availability of the extensive internet access and library facilities are embedded in its exclusive visuals included in the institution's brochure as a strategy to further entice potential students' interests by portraying a picture of its luxurious multi-level library

with global internet access. Instead of describing the infrastructure in a text form, visuals are used to develop reality in reader's mind as accordance with Teo's (2008) saying, "seeing is believing" (p.76). A string of adjectives such as 'campus-wide', 'multiple', 'large', 'sizeable', 'many', and 'comprehensive' are used to express the notion that these institutions have an extensive range of facilities available to aid students learning and is ready to cater for a larger student population.

Apart from that, ten out of 12 SAP brochures also highlight counselling and advisory services ranging from personal to study related matters utilizing sub headings such as 'Advice & Help', 'Tutor', 'SKP Buddies', 'Student Wellbeing Service', 'Student Advice Centre', 'The Academic Skills Unit', 'Counselling', 'Student Support Services', 'Academic Advisers', and 'Student Support Advisers'. This is to express the institution's care and concern for the prospective international student community, ultimately to put across the feeling of comfort, convenience, and assurance in the minds of the students. In fact, The University of Sydney, The University of Melbourne, Newcastle University, and University of Wollongong clearly state that the service is provided at no charge which helps students to feel more at ease and supported, which also adds to the construction of perception of the institution's sincerity towards assisting the student community.



The second sub-move employed to realize this move is by describing non-academic support facilities as shown in the following examples.

(ii) Table 12: Describing non-academic support facilities (Examples)

A	...the International House ...equipped with LAN connections for internet access... has toasters and refrigerators...with twin beds, dorm rooms are western-style... Global Lounge... <i>multi-functional compound space</i> that promotes international awareness...offers <i>various one-stop service</i> ...medical service ...receive treatment at the International Health Care Center...offers the most comprehensive and <i>modernized international complexes</i> in Korea ...Global Lounge Cinema...students can have a chance to see Korean movies... Yon-Ko festival.. annual athletic competition...	accommodation  leisure  health  leisure  activities	Yonsei University
B	...equipped with bathroom, refrigerator, TV, telephone, air-conditioner and internet line plug... <i>colorful extra-curricular activities</i> : visits, traveling to historical relics, parties and experiencing Chinese culture... student canteens ...activities...includes enjoying and learning Chinese martial art, Chinese calligraphy and painting...tour visiting various sites all around the country...	accommodation  leisure  cafeterias  activities societies leisure	Hebei Normal University

C	<p>...<i>fully furnished rooms</i>, free laundry facilities, lounges, kitchens, free internet access...Gymnasium...with training room, exercise equipment, and basketball courts...Medical Service Center...cafes and crepes to cafeterias and Subway...University Cooperative...meeting everyday students needs, from books and CDs to travel and lodging...students bands, live concerts in the quad, student festivals...Japanese drumming, martial arts, pottery and Noh theater...bus tours to Mt. Fuji...sushi-making parties...</p>	<p>accommodation</p> <p>sports</p> <p>health cafeterias mall</p> <p>activities/ societies</p> <p>leisure</p>	Ritsumeikan University
D	<p>...modern, two-bedroom apartments located on cosmopolitan Melbourne Street...a bathroom, kitchen, living/dining area ...to create a relaxed, friendly environment...landscaped gardens, open spaces...provides a choice of <i>fully furnished townhouses</i> and apartments...has its own gym on campus, the Sports Hub...many student clubs...wide variety of cultural, social and sporting activities from scuba diving and rugby to choral singing...Health service...main campus comprises both traditional sandstone buildings as well as more <i>modern state-of-the-art complexes</i>.</p>	<p>accommodation</p> <p>sports</p> <p>activities</p> <p>health</p> <p>leisure</p>	The University of Adelaide
E	<p>...self-catered and catered accommodation ...value for money...shops, restaurants, cafes and bars have special discounts and deals for students ...a compact and inexpensive city to travel around...within walking distance of the campus and the city centre ... Our <i>state-of-the-art sports centre</i> has a 125-station health and fitness suite...traditional sports such as hockey, rugby, football and lacrosse...parachuting</p>	<p>accommodation cafeterias</p> <p>leisure</p> <p>sports</p> <p>activities</p>	Newcastle University

F	... variety of accommodation...The University Recreation and Aquatic Centre... <i>world-class facilities...fully equipped gym</i> , tennis courts, squash courts, 50-metre heated swimming pool... <i>multipurpose sports centre</i> ...outdoor activities... health and medical services ....health doctor, optometrist and dentist...eight food outlets with a range of cuisines...shops, a bank, post office, travel agency, hairdresser and UniMovies ...smoke-free facility includes a main bar and food service area, quiet lounge and courtyard...over 50 clubs and societies on campus, ranging from religious and cultural groups to recreation and social groups...	accommodation  sports  health  cafeterias mall  leisure activities/ societies	University of Wollongong
---	---	---	--------------------------

It is observed that all SAP brochures stress heavily on the non-academic support facilities by providing extensive details ranging from accommodation, sports and leisure, and health facilities to exciting campus activities and societies to attract the attention of readers. These higher learning institutions seemingly share the same purpose of emphasizing non-academic credits to distinguish themselves from other universities.

The utilization of sub headings such as ‘Student Life’ by Yonsei University, Korea University, Newcastle University, and The University of Adelaide, ‘Campus Life’ by Ritsumeikan University and University of Wollongong and ‘Beyond the Classroom’ by The University of Melbourne to identify this section indicate to the reader that there is more meaning to life through the involvement of student activities and/or societies than just studying like in any other classroom setting.

The utilization of multiple word choice and phrases is also found such as 'multi-functional compound space', 'various one-stop service', 'modernized international complexes', 'colorful extra-curricular activities', 'fully furnished rooms', 'fully furnished townhouses ', 'fully equipped gym', and 'multipurpose sports centre' to express assurances and conveniences thus to create in the reader's mind a sense of completeness in terms of services and/or facilities provided.

Phrases like 'state-of-the-art' and 'world-class' are used such as 'modern state-of-the-art complexes' and 'state-of-the-art sports centre' in examples D and E respectively as well as 'world-class facilities' in example F are incorporated to generate the idea in the student's mind that the facilities available are up-to-date and of high quality with the latest development.

Apart from lengthy information provided to describe non-academic support facilities, Ritsumeikan University also incorporates the Typical user endorsement move (Refer Section 4.1.5) in this section focusing on accommodation facilities to increase the credibility of the institution concerning the exclusive accommodation services provided as evidenced in the voice of the International House Manager "...treasure every encounter, for each is unique. There is always a possibility that the people you meet in life you may never see again. That's how we approach our work...". This strategy is utilized to appeal to the emotions of the reader that the available student accommodation is one with an 'at home feeling' where the best service is provided.

The exclusive phrase 'treasure every encounter, for each is unique' is used to indicate that all potential students of the International House will be valued and appreciated like a member of a newly-discovered family thus be given the best student life experience while traveling abroad. This strategy is in

line with Bhatia's (2004) view concerning 'flexibility in move-structure' where there exists both the Justifying the service and Typical user endorsement moves in the same section which indicates a certain degree of freedom in sequencing of moves where more than one of the particular moves may occur in the same paragraph.

Although this move is obligatory as its existence is evidenced in all SAP brochures incorporated for this study, the non-academic support facilities seem to be the main focus with detailed descriptions. This implies that these higher learning institutions are striving to draw potential applicants' attention into coming to the university by highlighting the fun and enjoyable facilities and activities available. In fact, eight out of ten respondents feel that details of the activities are essential to be incorporated in the SAP brochures because it helps to create fun and excitement while studying abroad. Respondent 8 confessed "...education is not just about academic, study, it's more the experience, I think you learn so much from interactions, activities...it gives me broader perspective of life, when we go abroad, the culture..." (see Appendix C, p.209).

#### 4.1.7 Move 7: Soliciting response

Brochures also serve the purpose of connecting the link between the university and the potential applicants who are interested in the offered academic programs and this intention can be realized through the Soliciting response move. Since contents of the SAP brochures are very precise and straight to the point by highlighting only key areas concerning the program, relevant university contact information is necessary for the benefit of both the institution to initiate a relationship with potential applicants and for potential students to seek for more information with regard to the advertised programs. Within the data samples included in this corpus, the common sub-moves are;

- by providing particular individuals contact details and/or
- by providing telephone and/or fax number and/or
- by providing faculty and/or department and/or university address and/or
- by providing email address and/or
- by providing university website/homepage

Although the university brochure text organization included within the parameters of this study portray similarities in terms of the types of information provided, however, there still exist variations in the way the details are presented within the printed materials to realize the Soliciting response move. Some common sub headings utilized to indicate this move are ‘Important Contacts’, ‘Contact Addresses’, ‘Contact Details’, ‘Key Information’, ‘Useful Addresses’, ‘Where to send your application’, ‘For more information’, ‘Quick Reference’ and ‘Mailing Address’.

Yonsei University, Korea University, and National University of Ireland provide contact information of the Office of International Affairs whilst Hiroshima University, Ritsumeikan University, and University of Wollongong indicate International Student Center, International Center, and Student Central as the contact respectively. The University of Sydney, The University of Adelaide, and Newcastle University utilize a

similar strategy by stating International Office as the contact. Hebei Normal University on the other hand uses the College of International Culture Exchange while The Royal Melbourne Institute of Technology University incorporates Education Abroad Office as the heading for identifying contact. It is found that International offices/centers are incorporated as main contacts in this project as study abroad programs deal with the foreign student community.

In addition, Hiroshima University exhibited emphasis on providing information for specific personnel to contact which includes the address, telephone and fax numbers, email, and website of each faculty member in the university as well as the correspondence details of the study abroad program committee members. Websites of various departments are included as a means of contact for The University of Melbourne SAP brochure. In fact, a website link on study abroad and exchange is included at the bottom left of each page of the institution's brochure for potential students' easy reference. The current findings reinforce Bhatia's (1993) point of view that soliciting response serves as an effort to initiate business relationships or strengthen existing ones. The inclusion of correspondence details of the respective departments aim at connecting the link between the university and the prospective students.

It is also observed that politeness features to instruct or request are utilized such as 'please contact', 'please refer', 'please visit', and 'please do not hesitate to contact' to indicate a welcoming image and to initiate interpersonal relationships between the university and the reader. Politeness in this instance is important to maintain a pleasant connection between the participants in a way having a dialogue with the reader as Zhu (2000) states, the softener 'please' is utilized to indicate politeness which helps to lessen the imposition of a request.

Soliciting response is an obligatory move as evidenced in all SAP brochures included in this study. This move is essential for readers who are interested to take the

next step in maintaining contact with the institution for further information at the point of reading the brochure or at a later time. These potential students are foreigners and one of the ways to efficiently know in more details concerning the university and the academic programs as well as facilities offered is via telephone calls, emails, and published websites apart from visiting the institution. As evidenced in the semi-structured interview, nine out of ten respondents shared their experiences in relation to solicit response via emails. These respondents confessed “I would just email them first because you directly call them you have to pay more sometimes maybe like Japan, Korea, sometimes you call up, they don’t know how to speak English” (Respondent 3 see Appendix C, p.205) and “...for me email and they respond very quick, and again this info was available in the brochure and very specific...immediate respond, very convenient” (Respondent 8 see Appendix C, p.209).



#### 4.1.8 Move 8: Locating the service

The Locating the service move is an additional move introduced in this study, prompted by Bhatia's (1993) move analysis framework to guide the potential applicants in locating the university where study abroad program is offered. This move is obligatory as evidenced by its existence in all SAP brochures. This move is crucial because as the targeted audience is the foreign students travelling abroad while studying, they need necessary information on where and how to locate the institution they plan to enroll especially if it is their first time getting around the university location.

To realize this move, first, the text producers explicitly describe where the university is situated and also introduce to the readers with lengthy descriptions about its surroundings. Here are some examples with illustrations to show how this first strategy is utilized.

(i) Table 13: Describing the university location and its surroundings (Examples)

A	Yonsei University...situated <i>in a spacious, quiet, and well-wooded environment</i> with a mountain inside <i>located just in the center of Seoul's metropolitan area</i> . Its scenic campus has been described as " <i>one of the most beautiful campuses in the world</i> " by CNN's special program, <i>EYE ON SOUTH KOREA</i> .	Yonsei University
B	Within <i>five minute walk from the KU campus</i> is a wide variety of <i>restaurants, pubs, shops</i> and even a <i>famous Buddhist temple</i> .	Korea University
C	The main campus is situated in the city centre between the River Torrens and parklands. It is a short <i>walk to the main shopping and business districts</i> and is adjacent to the <i>state's art gallery, museum...</i> and other cultural institutions.	The University of Adelaide

D	Kinugasa campus <i>located in the northwest of Kyoto... Kyoto is home to some of Japan's most important UNESCO World Heritage Sites, some of which are located right at the doorstep of RU.</i> Biwako-Kusatsu Campus <i>is located southeast of Lake Biwa, the largest freshwater lake in Japan...calm, scenic environment...Kusatsu and the surrounding area are home to a variety of cultural locations...ample opportunities for networking, exploration, enjoyment, and new experiences.</i>	Ritsumeikan University
E	The main UOW campus in the city of Wollongong lies at the foothills of Mount Keira, beside <i>tree-covered mountains, botanic gardens, and the broad blue waters of the Pacific Ocean.</i>	University of Wollongong

In example A, the phrase ‘located just in the center of Seoul’s metropolitan area’ indicates to the readers that the location of the university is very urbanized surrounding by major cities. Besides, its claim as “one of the most beautiful campuses in the world”, endorsed by CNN’s special program is utilized to explicitly boast to the readers that the university is well-recognized for its beautiful environment and scenery. Highlighting the location in Seoul’s ‘metropolitan’ area implies the institution is of a quality of modernity. In examples B and C, other significant areas like ‘restaurants, pubs, shops, business districts, and cultural institutions’ within walking distance are highlighted to portray convenience and easy access to students.

The phrases ‘Kusatsu and the surrounding area are home to a variety of cultural locations’ and ‘opportunities for networking, exploration, enjoyment, and new experiences’ in example D emphasize the university’s location is within the reach of cultural diversity. This emphasis indicates to the readers that the connection to global community can be attained not only within the context of

the campus but also from the nearby areas of the university. Words like ‘spacious’, ‘quiet’, ‘well-wooded’, ‘beautiful’, freshwater, ‘calm’, ‘scenic’, ‘tree-covered’, and ‘broad blue’ are utilized to indicate the university’s quality atmosphere.

Apart from describing the location of where the university is situated and providing detailed description of other areas surrounding the institution, all brochure printed texts also incorporated an elaborated description of the country origin and/or capital city of the country origin as an introduction to the university’s location. In this section, the occurrences of promotional elements have been observed as shown in the following table:

Table 14: Introduction of the country origin and/or capital city of the country origin (Examples)

A	The capital city Shijiazhuang of Hebei Province...is a <i>key point on the main traffic lines</i> of south to north... <i>Many express ways through and across south to north and east to west of China</i> are crossing here...	Hebei Normal University
B	Home to people from 200 nations, Sydney is one of the most <i>multicultural cities</i> in the world... More than a quarter of Sydney residents speak a language other than English at home...Chinese (Mandarin and Cantonese), Arabic, Greek, Vietnamese, Italian, Spanish...	The University of Sydney
C	Newcastle is one of the most <i>exciting, friendly</i> and <i>cosmopolitan</i> cities in the UK and is emerging as an important centre for culture and science.	Newcastle University

D	Melbourne has hundreds of places to explore, a <i>thriving nightlife</i> and a perpetual calendar of world class events that ensures you will have no shortage of options for leisure time, enjoying the University's proximity to the heart of a <i>bustling, cosmopolitan</i> city.	The University of Melbourne
E	Melbourne is a <i>sophisticated, modern</i> and <i>friendly</i> city which also has a reputation for embracing the arts.	The Royal Melbourne Institute of Technology University
F	...Seoul, a city that boasts a population of over 13 million. Seoul is a <i>bustling</i> center of culture, finance, politics, and entertainment...	Korea University

The key phrase used to position the location of the university in example A, 'Many expressways through and across south to north and east to west of China are crossing here' indicates that the place where the institution is situated is very well-planned with connection to all major traffic lines. In example B, the phrase 'one of the most multicultural cities' is included to portray Sydney as an international gateway, and identifies that it is a centrally located place made up of a community with various nationalities, diverse background, ethnics, values and beliefs.

A string of adjective expression is employed such as 'exciting', 'thriving', and 'bustling' to indicate liveliness of the city as in examples C, D, and F. Other adjectives like 'cosmopolitan' and 'modern' are used to signify modernization as in examples C, D, and E whilst 'sophisticated' is utilized to indicate to the reader that this city where the institution is located is advanced and highly-developed.

The incorporation of this section of the texts is utilized in a way to create in the readers' mind an overall picture of the country they intend to pursue for

education. The included texts are not just informational but also promotional to attract more fee paying foreign students as they are part of the source of income to the institution. The current findings support Hajibah's (2006) point that, universities describe the host country as a preliminary introduction to attract the inflow of international students.

The second sub-move incorporated is by stating various means of transportation to access the university. Examples are as follow;

(ii) Table 15: Stating ways to access the university (Examples)

A	<p><b>Hebei Normal University</b></p> <p>...The developed public traffic network extremely facilitates travelers to go outside from here.</p> <table><tr><th>Between</th><th>Distance (km)</th><th>By train</th><th>By CRH train</th><th>By way of express way</th><th>By plane</th></tr><tr><td>Shijiazhuang-Beijing</td><td>277</td><td>About 2hrs and 40min</td><td>About 1hr</td><td>About 3hrs</td><td>-</td></tr><tr><td>Shijiazhuang-Shanghai</td><td>1410</td><td>About 19hrs</td><td>About 8hrs</td><td>About 20hrs</td><td>About 2hrs</td></tr><tr><td>Shijiazhuang-Xi'an</td><td>923</td><td>About 10hrs</td><td>-</td><td>About 12hrs</td><td>About 1hr and 30min</td></tr><tr><td>Shijiazhuang-Qingdao</td><td>691</td><td>About 8hrs</td><td>-</td><td>About 8hrs and 30min</td><td>About 1hr</td></tr></table>	Between	Distance (km)	By train	By CRH train	By way of express way	By plane	Shijiazhuang-Beijing	277	About 2hrs and 40min	About 1hr	About 3hrs	-	Shijiazhuang-Shanghai	1410	About 19hrs	About 8hrs	About 20hrs	About 2hrs	Shijiazhuang-Xi'an	923	About 10hrs	-	About 12hrs	About 1hr and 30min	Shijiazhuang-Qingdao	691	About 8hrs	-	About 8hrs and 30min	About 1hr
Between	Distance (km)	By train	By CRH train	By way of express way	By plane																										
Shijiazhuang-Beijing	277	About 2hrs and 40min	About 1hr	About 3hrs	-																										
Shijiazhuang-Shanghai	1410	About 19hrs	About 8hrs	About 20hrs	About 2hrs																										
Shijiazhuang-Xi'an	923	About 10hrs	-	About 12hrs	About 1hr and 30min																										
Shijiazhuang-Qingdao	691	About 8hrs	-	About 8hrs and 30min	About 1hr																										
B	<p><b>National University of Ireland</b></p> <p>Galway...serves as a great base for exploring...with flights to London, Manchester and Edinburgh. Dublin Airport is 2<sup>1</sup>/<sub>2</sub> hours from Galway, and offers flights to popular European destinations including Rome, Prague and Amsterdam while Shannon Airport, which is 1 hour from Galway, offers flights to destinations including London, Edinburgh and Paris.</p>																														

C	<b>Yonsei University</b>	
	From the Airport to Yonsei	
	<i>Student Club 'IYC'</i>	"USD 50; reservation required..."
	Airhelp Service	Please visit...for reservations. "Approx KRW 65,000 ( <i>discounted for Yonsei students</i> )"
D	Other transportation	"Regular taxi (KRW 60,000 or more)" "Deluxe taxi (KRW 75,000 or more)..." "Airport Limousine to Shinchon Subway Station (KRW 10,000); transfer to taxi (KRW 3,000)"
E	<b>Ritsumeikan University</b>	
F	BKC is approximately 65 minutes away from Kinugasa Campus by campus shuttle bus or 90 minutes by public transportation.	
E	<b>The University of Sydney</b>	
F	The main campus of the University of Sydney is located within minutes of the city centre by efficient public transport.	
F	<b>University of Wollongong</b>	
F	Wollongong is well connected with city buses going to all its suburbs; and	
	there's a free 'city loop' shuttle service that runs all day and into the night, linking UOW with the town's hotspots.	

In example A, the university uses its capital city of Hebei Province to indicate the strategic position of Shijiazhuang, which through the main traffic lines of railway, expressway, and skyway, connects China's major cities from north to south, and east to west with other information such as mileage and expected time frame. Likewise, in example B, the institution utilizes the city, Galway as a strategic destination which is located within the reach of main airports to suggest the convenience for students who want to tour around the country while studying abroad. This detailed fashion of the texts can also be deemed as information commonly found in a traveler guidebook which somehow portrays the university as a tourist destination rather than a higher learning institution.

Examples C, D, E, and F on the other hand provide useful information for prospective students in relation to means of transportation to the university or campus. For instance, phrases such as ‘Student Club ‘IYC’’ and ‘discounted for Yonsei students’ in example C and ‘there’s a free ‘city loop’ shuttle service...linking UOW with the town’s hotspots’ in example F indicate to the readers that students of that particular university have priority in the services rendered thus creating in the readers minds a sense of belonging and being special to the institution.

The third sub-move utilized is by providing a location and/or a campus map of the university. Ten of the universities included in this study provide map information to aid in locating the campus. The two universities, namely Korea and Newcastle University that did not follow the convention included alternative methods for finding the academies. Instead of including a map, these two institutions provide other contact details such as university address, telephone and fax numbers, email address, and university website of which reference is made to Soliciting response move (Refer Section 4.1.7) and are considered as sufficient to locate a particular university. Yonsei University, Hiroshima University, and University of Wollongong display a complete detailed campus map with various markers of faculties, offices, departments, recreational centers, student residential colleges and other significant buildings which indicate transparency to the readers. Besides, having a comprehensive campus map available to the readers also creates a positive outlook of the university featuring a highly-developed campus.

On the other hand, Ritsumeikan University provides a main railway lines map whilst Hebei Normal University, The Royal Melbourne Institute of Technology University, The University of Sydney and The University of Adelaide include maps with main freeway links connecting the campuses and

nearby cities for the case of Ritsumeikan University, The Royal Melbourne Institute of Technology University, The University of Sydney and The University of Adelaide while linking the capital city, Shijiazhuang to other major cities in China for Hebei Normal University. This strategy signifies easy access for potential applicants to explore the surrounding areas of the university or host country.

The size of the university is commonly described with reference to the number of staff, local and foreign students occupying the university for instance;

- ...the biggest National Universities in Japan, with an enrollment of about 16,000 students. (Hiroshima University)
- Consisting of over 18,000 students... (Ritsumeikan University)
- ...the university has 3,016 staff...There are 30,199 undergraduate students and associated students, 2,788 graduate students, and 21,328 adult education students (Hebei Normal University)
- ...RMIT provides education to over 70,000 students including close to 26,000 international (onshore and offshore) students. (The Royal Melbourne Institute of Technology University)

Both informational and promotional elements are discovered in the way these texts in the data samples included in this study are constructed to locating the service which seem like tourist brochures to readers given the extensive use of adjective expressions. The current findings support Hajibah's (2008) study concerning the existence of promotional strategies in the construction of Malaysian higher learning institution brochure texts to win the readers' hearts thus to attract them to the campus.



## 4.2 Communicative purposes

A set of communicative purposes are observed within each move contained in the SAP brochure texts. Apart from displaying a promotional element as a communicative function in most of the moves to competing with other higher learning institutions to sell their academic programs as suggested by Fairclough (1995), other communicative purposes as illustrated below are also seen throughout the organizational structure of each identified move.

Table 16: Communicative purpose(s) of the SAP brochure texts

<b>Communicative purpose(s)</b>	<b>Evident in Move(s)</b>	<b>AIDA model</b>
To capture the attention of potential applicants	<ul style="list-style-type: none"><li>• Headlines</li></ul>	Attention
To portray the university as a well-established academic institution	<ul style="list-style-type: none"><li>• Establishing credentials</li><li>• Targeting the market</li></ul>	
To inform the public concerning the educational service and offered academic programs, the facilities as well as other services available in the university	<ul style="list-style-type: none"><li>• Detailing the service</li><li>• Justifying the service</li></ul>	Interest
To persuade the readers about the value of the educational service from third party resources	<ul style="list-style-type: none"><li>• Typical user endorsement</li></ul>	Desire
To serve as the first link between the university and the prospective students	<ul style="list-style-type: none"><li>• Soliciting response</li><li>• Locating the service</li></ul>	Action

Table 15 shows a summary of each communicative purpose which is evident in at least one move. The communicative purposes observed within this corpus are somewhat reflective of the AIDA (Attention, Interest, Desire, Action) model as seen in Zhu (2000) (Refer Section 2.1). The AIDA model in this case reflects a series of mental activities that take place when a reader engages with a study abroad program brochure.

Following this approach, writers of SAP brochure first attract prospective students' attention, and then develop their interest in the printed materials subsequently stimulate their desire to make the particular university their preferred choice. Lastly, writers encourage readers to act upon the program offered or advertised.

#### 4.3 Socio-cognitive strategies

As Bhatia (2002) states, 'promotional concerns are often incorporated, especially in those that have been traditionally non-promotional or informational' (p.11). This is proven in the current research whereby the two predominant strategies that have been identified are informational and promotional. The five communicative purposes identified in Section 4.2 correspond with these strategies.

Table 17: Relationship between communicative purposes and socio-cognitive strategies

<b>Communicative purpose(s)</b>	<b>Socio-cognitive strategies</b>	<b>Evident in Move(s)</b>
To capture the attention of potential applicants	• Promotional	• Headlines
To portray the university as a well-established academic institution	• Promotional/ Informational	• Establishing credentials • Targeting the market
To inform the public concerning the educational service and offered academic programs, the facilities as well as other services available in the university	• Informational/ Promotional	• Detailing the service • Justifying the service
To persuade the readers about the value of the educational service from third party resources	• Promotional	• Typical user endorsement
To serve as the first link between the university and the prospective students	• Informational/ Promotional	• Soliciting response • Locating the service

In the past, universities used to function as an information provider where they furnished their potential applicants with relevant information concerning the academic programs offered, the historical background of the institution and types of available facilities to aid learning through the use of prospectuses and brochures. There were not many competitions among the higher learning education institutions. In this new millennium however, the international student community going abroad to pursue their studies has increased. Stiff competition among universities in foreign student enrollment has led these higher learning institution to promote their establishment through the use of brochures. A study conducted on Australian universities' study guides for international students revealed that university recognition (reputation/identified as Establishing credentials and Headlines), academic instruction (quality of teachers and resources/identified as Detailing the service), campus life (added features/identified as Justifying the service) and guidance (how to access services/identified as Locating the service) are the most prominent promotional features (Gatfield et al., 1999 cited in Gray et al., 2003). Similarly, the present research also observes the incorporation of promotional elements in these moves. Fairclough (1992) states '...production and consumption have a partially socio-cognitive nature, in that they involve cognitive processes of text production and interpretation which are based upon internalized social structures and conventions' (p.71).

Headlines move for example, the name of the university, slogan and motto which are incorporated serve as an introductory section to capture the attention of the potential applicants. Most importantly, these powerfully worded slogans (see Section 4.1.1) are embedded within the printed materials to promote a positive image of the institution as a 'slogan is an advertising concept and a marketing tool' (Hajibah, 2008:66). The Establishing credentials and Targeting the market moves not only serve to inform the prospective students and their parents the historical background of the

institution, but also aggressively promote themselves by highlighting their academic performance in terms of university ranking and also their student employability in the workforce (refer Section 4.1.2 and Section 4.1.3). University ranking has gained its importance in recent years and rankings can be a major influence in students' choice of institutions. It is essential for the university to promote their status in the education arena especially if the university is performing well.

From the findings, the Detailing the service and Justifying the service moves are included in the SAP brochures to inform the public the types of academic programs offered, the programs details, the entry requirements and the support facilities to aid learning. Interestingly, it is also noted that promotional elements are embedded throughout with excessive use of multiple word choice and string of adjectives (refer section 4.1.4 and Section 4.1.6). This promotional strategy is used to emotionally provide students with comfort and convenience knowing that all the necessary facilities in and out of campus are readily available. The Typical user endorsement move serves to persuade the public the value of the educational service from a third party's opinion. The university uses this move to promote their prestige outlook through the use of students and staff testimonials. The voices of the former or existing students increase reader's confidence with the university concerning the positive outlook the institution maintains.

Both the Soliciting response and Locating the service moves serves as the first link between the university and the prospective students. Explicitly, the Soliciting response moves provide readers with information concerning contact details of the university representative. However, this move is considered to employ a promotional strategy in that 'it solicits reactions' from the readers. Aside from informing prospective students how to access the educational service through the utilization of the Locating

the service move, SAP brochure contents exhibit promotional elements like in travel brochures with extensive use of adjectival phrases to attract reader's attention.

#### 4.4 The incorporation of intertextuality and interdiscursivity

##### 4.4.1 **Intertextuality**

This current research on the SAP brochure genre also places emphasis on features of intertextuality (see Section 2.3) to identify in greater detail the presence of other texts within the printed material of the brochures. This analysis revealed the inclusion of intertextual features through references to texts from various disciplines, some produced by other divisions of the respective universities.

As with Haas et al. (2011), the current research revealed traces of intertextuality through the incorporation of direct discourse by way of quotation marks. According to Fairclough (1992) other texts are intertextually manifested by features on the surface of the texts itself such as quotation marks. This direct discourse was included by the brochure producers and obtained from university staff as well as past and current students in the form of testimonials. Bhatia (2010) suggests that, prior texts from various disciplines are used to transform the past into the present in a manner that follows generalized conventions. The findings revealed that 11 out of 12 SAP brochures utilize the inclusion of direct discourse from either the institution staff or students or both. The application of direct discourse is usually marked by a commonly used device such as quotation marks. Examples of these references are illustrated below:

(Example A) "I am determined to return to Korea and find work here as soon as possible. I am indebted to the amazing people I have met through Korea University, who have played such a large role in making Seoul feel like my home away from home." (student from Finland/Korea University)

(Example B) “My first semester at Yonsei this fall has been so enjoyable that I’ve decided to extend my stay through the spring semester...Coming to Yonsei is an experience you will remember fondly for years to come” (student from America/Yonsei University)

In examples A and B, the writers are importing others’ texts in order to build and maintain shared contexts between the university, and past, current as well as prospective students. The inclusions of student voices marked with quotation marks are used by the brochure producers to strengthen the bond between the university and potential students. That is, to convince potential students to come to the respective university to experience memorable moments while studying abroad through the voices of first-hand experience users (past/current students).

The intertextual feature of direct discourse is important in these SAP brochure contents and is used in the form of a comment or opinion in an attempt to provide prospective students some kind of idea of what to expect. Direct discourse “is often said to use the exact words of the person being reported” (Fairclough, 1992:107). Direct discourses in a form of testimonials are somewhat similar to marketing disciplines where a product promotion usually incorporates consumer testimonials. Likewise, student testimonials are utilized as a promotional strategy to persuade potential students to enroll into the respective university. Testimonials are used to personalize texts and to create an environment of authenticity and trust (Askehave, 2007). Testimonials which can be in a form of written or spoken discourse are produced by an endorser who compliments the goodness of a product or service. Interview excerpts conducted with exchange students confirmed that often times, testimonials were assumed as genuine: “...having comments from students...that’s the real, it’s the experience itself...that would give you the real expectation so to speak as what you will be getting”

(Respondent 8 see Appendix C, p.208) and “...the students who actually giving the comments because they are the one who actually experiencing this kind of things, ...I think it’s more convincing” (Respondent 3 see Appendix C, p.204).

The following institutions: Yonsei University, Korea University, Ritsumeikan University, The University of Sydney, The University of Adelaide, University of Wollongong, The University of Melbourne, Newcastle University, and The Royal Melbourne Institute of Technology University which comprise nine of the 12 selected SAP brochures that incorporate examples from this study, exhibit voices from the university’s President and/or Chancellor and/or Vice-Chancellor and/or Dean and/or Director and/or Study Abroad team. These comments are included as a means to further strengthen the credibility of the respective universities. Below are some examples:

(Example A) I sincerely hope that you will be able to experience a part of the enduring “Yonsei Spirit”. I invite you to join us at Yonsei...  
(President, Yonsei University)

(Example B) We would like you to be part of our achievements...I look forward to welcoming you here  
(Vice-Chancellor, Newcastle University)

(Example C) ...come and join students from all over the world...I am looking forward to having the opportunity to meet all of you...  
(Chancellor and President, Ritsumeikan University)

(Example D) Come join us, we look forward to welcoming you!  
(President, Korea University)

Although these voices have none of the formal markers such as quotation marks, they are also identified as a form of direct discourse due to their grammatical forms and through the use of personal pronouns. In addition, signatures, names, and designations of authority are additional components included to supplement closing of the message to

show whose speech is represented. Pronouns such as ‘I’, ‘you’, ‘we’, ‘our’, and ‘us’ have been utilized in the printed texts in order to capture the prospective students’ interests and create a sense of involvement with the intention of persuading them to develop confidence concerning the educational services offered. These pronouns used could create a perception of a more intimate connection between the university authorities and prospective students in order to simulate a personal relationship with the reader. Incorporation of these pronouns serves the function of a personal invitation from the institution authorities to the prospective students. The use of personal pronouns is implemented here to involve the reader to create the feeling of inclusion by the institution and develop a sense of personal involvement to construct the concept that they are part of the university already.

In addition, all 12 SAP brochures asked readers to refer to internet links websites, or email addresses that were created to accompany the brochures for further details. For instance, in the National University of Ireland SAP brochure, the full details of the entry requirements and the application process were accompanied by the mentioning of a specific website for readers to click and search for more information. Other references are illustrated below:

(Example A) For more information on RMIT’s grading system please refer to the following web page: [www.rmit.edu.au/students/grading](http://www.rmit.edu.au/students/grading)  
(The Royal Melbourne Institute of Technology University)

(Example B) For the subjects offered in Japanese and English primarily to regular students...please see the online syllabus: <https://momiji.hiroshima-u.ac.jp/syllabus/>  
(Hiroshima University)



(Example C) Important dates-applications, orientation and university calendar  
[www.mobility.unimelb.edu.au/incoming/planning/important-dates.html](http://www.mobility.unimelb.edu.au/incoming/planning/important-dates.html)

(The University of Melbourne)

(Example D) Where to send your application: SKP Website:  
[www.ritsumei.ac.jp/eng/international\\_programs/skp/index.shtml](http://www.ritsumei.ac.jp/eng/international_programs/skp/index.shtml)

Email address: [skp@st.ritsumei.ac.jp](mailto:skp@st.ritsumei.ac.jp)

(Ritsumeikan University)

(Example E) Find us on Facebook. Our facebook is the place to ask question to UOW staff, share your Study Abroad experiences and hear about other students' experiences. 'Like' our page to meet future classmates and get your questions answered. Go to  
[www.facebook.com/uowstudyabroad](http://www.facebook.com/uowstudyabroad)

(University of Wollongong)

In examples A through E, the brochure producers have incorporated the Information and Communication Technology (ICT) discipline into the printed materials. Examples A, B, and C have a specific website link provided in order to enable potential students to find more information concerning the details of the program. The inclusion of email address in Example D allows interested students to develop a relationship with the university. In fact, the additional information gathered from the interview revealed that all respondents keep in contact with the respective university through emails. Respondent 2 states that "...from my experience, I think, email, normally we don't call persons...like we don't know whether they are busy...or you know it's like we have to do roaming...the easiest way is through email" (see Appendix C, p.201). Respondent 3

further agrees that “I would just email them first because you directly call them, you have to pay more, sometimes maybe like Japan, Korea, sometimes you call up, they don’t really know how to speak English...” (see Appendix C, p.205).

The incorporation of the use of ICT not only saves costs but is also very convenient and helps to remedy any possible communication barrier. University of Wollongong in example E included the institution’s facebook account. Through this social network site, potential students are able to find out more details from past and/or current students’ concerning their experiences and opinions of the university. Internet aid in providing the 'virtual' people-to-people interaction in which the past, current, and potential students are able to communicate. Electronics tools such as computers, laptops, mobile phones and handheld devices are greatly incorporated into modern personal, work, social and academic lifestyle. As Haas et al. (2011) states, these electronic devices are tools through which people get connected, share and exchange information across time and space.

Information and communication technology tools link readers to specific websites or internet sites for further information. Like in Camiciottoli (2010), findings of the present research also revealed that there exist some features which are closely linked to ICT mediated environment. Social network sites allow for the creation of the ‘virtual’ sharing session in which past and/or current and/or prospective students interact to exchange ideas and opinions about the program or the university. In this event, the availability of internet connections and computer is the key element. The inclusion of the ICT feature allows the interested student to read through the brochure whilst browsing through the respective university website for further details.

Through the use of intertextuality, brochure writers can help build or maintain social bonds between universities and prospective students. This is made possible because written discourse is dialogic (Bazerman & Prior, 2004). Likewise, brochure

writers also incorporated voices of others into their printed texts. From the examples given on student and staff testimonials, the language of others is incorporated into the brochure texts as a dialogue between university and potential students through the voice of present/past students as well as the university authorities. Scholars have agreed that authentic writing is always produced for a purpose, in a specific context, with audiences be it real or imagined in mind (Haas et al., 2011:288). This is to ensure that the relationship between the two parties, in this case university and prospective students is maintained from the moment the printed text is chosen to be read until the decision made by the student to enroll in a particular university.

#### 4.4.2 **Interdiscursivity**

The brochure texts also portrayed evidence of interdiscursivity through the application of social practices, cultures and procedures of other discourses and genres. The SAP printed materials are traditionally identified as an academic discourse (see Section 2.2) which serves the purpose of imparting information to potential students and their parents concerning the details of the university, available program, facilities and services as well as student activities.

The present findings revealed that the study abroad program brochures included in this corpus exhibit a typical combination of four distinctive discourses incorporated within the same document. This is generally because of the interdiscursive relations between these diverse discourses through the employment of the conventions and practices from these genres which are exploited to ‘bend the norms’ (Bhatia, 2010).

The universities adopt a standardized approach for their study abroad program brochures production based on pre-formulated templates by university authority. However, it is observed that alongside this standard template, there exists a distinct promotional and persuasive element, which is in line with Bhatia’s (2010) and

Camiciottoli's (2010) characterization of corporate financial reporting genre (see Section 2.2). The focus of this section of analysis is not so much on what the university did or did not publish in the study abroad program brochure in a particular year through the use of specific linguistic choices. More importantly, this section helps to clarify the social practices of the university in a competitive marketization of higher education culture to meet the continually changing needs of the international student community.

It is significant to recognise that the main purpose of university printed documents such as study abroad program brochures is to inform the prospective students about the offered program details of the university. However, the printed materials seem to be diverting their informing function to highly promoting and portraying the positive image of the university. The four types of discourses are academic discourse, public relation discourse, travel discourse, and legal discourse.

Academic discourse forms a major part of the study abroad program brochure which focuses on university establishments and achievements, the academic program details and academic related facilities and activities. Example A illustrates a section of the academic discourse:

(Example A) Since its founding in 1885, Yonsei University has been synonymous with international education and exchange in Korea. As the most internationalized and open institution of higher learning in Korea, Yonsei by far enjoys the longest history of international education in Korea with the most extensive network of exchange partners world-wide.

Yonsei is one of the leading universities in Korea as the pioneer of international education in Korea, and the numbers clearly prove this. Yonsei maintains the most extensive international network in Korea with 578 partner institutions in 59 countries and

educates the largest number of international students among Korean universities, with nearly 4,300 students in the academic year 2008. In addition Yonsei University currently ranked as the top private university in Korea in the 2008 QS World University Rankings published by the Times Higher Education Supplement and in The 2008 Academic Ranking of World Universities by Shanghai Jiao Tong University.

Based on its tradition of academic excellence, commitment to internationalization, and intercultural environment, Yonsei University will continue to attract leading international students throughout the academic year...

(Yonsei University)

The academic discourse (see Section 2.2) involves portions of promotional and marketing generic elements. This provides instruction for enrollment and other steps to become part of the desired university student body but more importantly it illustrates with specific language information about the university that would help to educate the reader about what the institution has to offer. The formal tone of an academic discourse is also adopted through the technical vocabulary interspersed throughout the brochures and the formal use of letters from presidents and deans of various universities.

A prominent characteristic of public relations discourse is an idealized or positively biased topical representation. Subject presentation is largely one-sided and rarely inclusive of balanced information about the topic in question (Grunig and Hunt, 1984; Wilcoy et al., 1995; Wragg, 1993 cited in Erjavec, 2005), especially in the case of press releases. The current research portrayed a consistently relevant occurrence of the same promotional style of text within the SAP brochures with letters or messages from the president or dean expressing the best traits within their respective university in order

to build confidence within the reader for the institution. Public relations discourse is utilized in the form of a Letter from the President, Chancellor, Vice-Chancellor, Dean, Director and/or Principal to prospective students and their parents. Below is a sample of a Letter from the President:

(Example A) Since its establishment in 1985, Yonsei University has been at the forefront of higher education. The “Yonsei Legacy” is a unique and powerful one. It blends tradition with the vision of maintaining its stature as one of the most modern, forward-looking, and liberal universities in Asia...Today, Yonsei is recognized by the global community as one of the most innovative and globalized universities. Founded in Christian values, Yonsei has played a unique role among Korean universities as a gateway for foreign scholars and students interested in Korean studies, language, and culture...I firmly believe that Yonsei University’s goal of becoming one of the top universities in the world depends on the level of its globalization. In this respect, the Office of International Affairs will continue to play a vital role in facilitating Yonsei’s global push...Yonsei today has the most extensive overseas exchange network in Korea, with exchange agreements with 578 universities worldwide...

(President, Yonsei University)

This discourse of public relations is a recontextualization of academic discourse with the purpose to build confidence in the reader’s mind that all of the claims concerning the university achievements and performance as well as the university status among the tertiary education community are true and correct. Although the public relations

discourse section is not placed in a particular order, the inclusion of this discourse serves the objective of creating a positive image of the institution in the minds of the reader.

Direct speech representation from these authorities is used to validate universities' claims and strengthen belief and trust with regard to the institution's reputation with the intention of gaining the potential applicants' confidence. These two discourses serve two different purposes of which academic discourse functions to inform the potential students and their parents concerning the university accomplishments, current elite status, and future achievements despite the tight competition in the realm of higher education. On the other hand, letter from the President or university authority attempts to promote a positive image of the university to their prospective students in order to create confidence in their enrollment to the institution.

Although both of these discourses are different in terms of textual resources and communicative purposes, however, it is interesting to reveal that both distinctive discourses are put together in the same document that is the SAP brochure. Bhatia's (2010) analysis is similar to this research in that he examined corporate disclosure documents that were traditionally considered as reporting genres. But in this study, the context remains primarily academic. Similar to Bhatia's analysis, this current study revealed that both the academic and public relation discourses are strategically located within the same document to establishing an interdiscursive relationship.

Legal discourse forms a major part of the disclaimers. Below are some examples of disclaimers:

(Example A) Every effort has been made to ensure that the information contained in this booklet is accurate. However, the University is not bound by any error or omission therein.

(National University of Ireland, Galway)

(Example B) With an aim to continual improvement, the University of Adelaide is committed to regular reviews of the courses and programs it offers to students. As a result of this, the specific courses available to students may vary from year to year. Updated information on the programs of study for specific certificates/diplomas/degrees and the courses available can be found at the following website: [www.adelaide.edu.au/programs](http://www.adelaide.edu.au/programs). The University of Adelaide assumes no responsibility for the accuracy of information provided by third parties.

(University of Adelaide)

Out of 12 SAP brochures, four of the universities included the disclaimer section. It is observed from examples A and B that whatever is claimed in the study abroad program brochure and on the university websites is ultimately clarified through the utilization of legal statement in a form of a disclaimer. From a legal perspective, a disclaimer is a statement that frees involved party from holding any responsibilities. In this case, the universities are not held responsible for any claims exhibited in the SAP brochures. For the prospective students who are unaware of the disclaimer details section, which is usually printed at the end of the last page of the brochure and tend to trust thoroughly all claims made, an unexpected surprise may occur if whatever is being claimed is not the same as the reality.



Travel discourse put emphasis on the locations and surroundings of the university. The inclusion of a detailed campus map and/or map of the nearby cities in ten out of 12 SAP brochures share some similar patterning in travel discourse within the tourism genre which are typically followed by specific directions of a destination. Just like in the travel industry, SAP brochures provide various markers to identify the specific location of the respective faculties, departments, centers as well as places to visits in the host country. It functions as a guidebook for student consumption like a travel book for tourists.

This rhetorical strategy may ease the stress and worries of the international student community, especially students who are travelling to a foreign country for the first time. The appropriation of the convention and practices of tourism genre by the university in the SAP printed materials has crafted the institution as a destination for not only education but also a place to experience fun and excitement. On this point, the respondents interviewed confirmed the reason for studying abroad with a reference to fun and excitement: "...an opportunity to explore the region to explore the cultural aspects...academic is not the main reason to go abroad, if it's for academic may as well stay here and study, so more emphasis on that like travelling in Asia, if talk about studying in Malaysia, can talk more about the region itself statistical... Nearby cities...main festivals in Malaysia..." (Respondent 8, see Appendix C, p.210) and "...the culture and to have fun" (Respondent 7, see Appendix C, p.210). The activity of educational tourism has increasingly been adopted by universities internationally as an attractive means of drawing additional students and income; consequently this provides the participants credit hours that are accepted by their home institution. This interesting travel activity also provides the host country a means of capital development which could be further promoted by the particular nation in order to continue generating new forms of income.

It is interesting to see how these four very distinctive discourses in terms of their technicality and complexity of information (Bhatia, 2010) are put together in a single document because of their interdiscursive relationships between these genres. The university in this case is generally connected to two very different professional practices. One is linked to the reporting genre practice and the other is the marketing practice. The former uses dissemination of factual information strategy whilst the latter uses promotional strategies to promote a positive image of the institution to the readers indirectly to persuade them to enroll in the university. The structural analysis of the 12 SAP brochures demonstrated a high degree of regularity with majority incorporating eight moves which serve a set of communicative purpose related to the Attention, Interest, Desire, Action (AIDA) model, which is a marketing concept utilized in business industry as illustrated in Section 4.2.

#### 4.5 Conclusion

The strength of this framework allows the printed texts within the SAP brochures incorporated in this study to be explored beyond the sentence boundaries and also discovers the rationale behind brochure makers' structural organization of the texts through a set of communicative purposes. A summary of the findings will be addressed in Chapter 5: Conclusion.

## CHAPTER 5: CONCLUSION

### 5.0 Introduction

This chapter provides a summary of the contained research and details answers to the research questions that were elaborated within Chapter 1. Section 5.1 illustrates an overview of the summary, Section 5.2 involves the significant findings, Section 5.3 presents a brief discussion of implications of the findings of this research, and Section 5.4 gives some suggestions for later projects.

### 5.1 Overview

The main directive of this study is to develop an understanding from the rationale of brochure writing. Focusing on how SAP brochures are written, why they are constructed in this manner, and recognizing the application of the moves to realize the communicative purposes helps to reach this understanding of brochure development.

A selection of 12 brochures from universities in Japan, Korea, China, Australia, and the United Kingdom make up the corpus of data collected for use in this study. To provide additional insight into the primary data, semi-structured interviews were conducted with ten Malaysian students who served as informants from the University of Malaya because they planned to travel abroad for cultural exchanges and study. Consultation from a professional informant within the field of genre studies was also incorporated to ascertain consistency in move classification and aid in direction of coding moves based on predetermined move definitions.

Both textual and socio-cognitive aspects of a two dimensional perspective of Bhatia's (2004) multidimensional framework were the basis for the analysis of this study. Within the textual aspect of the framework, this research involved an examination of the rhetorical construction of brochure texts based on aforementioned 'move' structures. Analytical incorporation of intertextuality and interdiscursivity is

accomplished alongside the textual analysis to highlight the multiple generic inclusions. Additional depth is provided with the socio-cognitive approach in order to substantiate reasoning in the construction of the texts through identification of communicative purposes and socio-cognitive strategies which are often realized in a socially contextual setting through the discourse community members.

## 5.2 Significant findings

A particular tool used in persuading potential students and parents in the choice of an institution for tertiary education is the study abroad program brochure. With this urgency of cultivating new members for academic institutions as a central focus of subject with SAP brochures, significant importance is placed on presenting the university in an idealized fashion in order to maximize response. The interestingly consistent move structure present within the 12 corpus brochures was comprised of seven notable moves in particular. The moves applicable to the organization of the brochure text are *Headlines*, *Establishing credentials*, *Targeting the market*, *Detailing the service*, *Typical user endorsement*, *Justifying the service*, and *Soliciting response*. *Locating the service* is an extra move incorporated into the present study that was added as an expansion to, and prompted by Bhatia's (1993) move analysis. The following descriptions provide a brief explanation of which moves were prominently figured into most of the brochure layouts.

Headlines are short sentences which are precisely worded and phrased in a purposeful design for introduction. They are used to entice and maintain the interest of potential applicants in order to textually usher onward to the rest of the brochure. Powerful logos and slogans are employed to generate impact immediately. This could be considered the strongest move within the brochure as it is relied on to create a lasting

impression, regardless of whether the reader does not follow through with reading the rest of the brochure.

The Establishing credentials move aids in attracting the attention of readers while building trust through highlighting significant credentials, achievements, academic experience, and reputation of the indicated university. It is particularly interesting to identify that eight of the 12 brochures examined included information on university rankings in order to suggest a position of dominance with regard to ranking in the academic community. This could be used to suggest continual performance assessment and enhancement of the showcased university to maintain a competitive pace with other institutions. Based on the proliferation of ranking popularity it would appear that the public relies on particular world ranking bodies, which are essentially commercial enterprises, to measure the reputations of most universities currently.

Targeting the market is a move that functions to define statements of goals and objectives for a university. The communicative purpose of this move resides in a promotional foundation to identify the university as a well-established institution of higher learning.

Detailing the service appears to be direct in presentation by identifying details about academic programs, facilities, and current faculty. This informational move is characterized by the explicit representation of information but certain promotional elements are also found embedded within this move.

The Typical user endorsement move increases the prospective credibility of the university by enhancing the potential acceptance of the interested student in the sponsored institution. The included testimonial texts are not directly representative of academic qualities but instead related information about the university environment, local culture, food, lifestyle, and available activities and facilities. This inclusion of

student experience provides credibility due to past student experience which is positioned strategically to potentially increase reader interest.

Justification of the service showed to be obligatory due to the existence of this move in all the analyzed SAP brochures. Instead of emphasis on academic infrastructure, services, and resources to enhance academic experiences, non-academic support facilities were of primary focus in detailed descriptions. This would appear to indicate the primary attraction emphasized to attract potential students related to leisure and entertainment instead of academic advantage.

Soliciting response serves to create a connecting link between the university and applicant via the brochure. This is an essential move wherein it is positioned to provide a means to maintain contact with the institution after the reader is finished examining the brochure.

Locating the service also proved to be an obligatory move due to its presence in every SAP brochure. Promotional and informational texts were combined in this instance in order to increase potential student intake. Both of these elements were identified because of a similarity to tourist brochures and adjective rich phrasing.

Through these indicated moves, the goal of influencing readers to select a particular university is attempted incrementally through each step. Following along the strong introduction of a university through crafted Headlines and reinforcement of institutional credibility with Establishing credentials and Targeting the market, potential students are generally presented with an initial impression of academic prestige. This is maintained at a key stage with the Typical user endorsement and then the peak of interest is capitalized upon with the inclusion of the Soliciting response move followed by Locating the service which allows readers to be able to make contact which could further cement follow-through of action.

Intertextuality is also incorporated within this SAP brochure genre study to aid in providing additional detail of the presence of other texts within the printed materials. Direct discourse in the form of comments and opinions were applied in order to build upon the ideas potential students derived from the brochures concerning the experiences possible at the university. In order to heighten the details of these formative ideas, student testimonials were employed as a promotional strategy. Every SAP brochure analyzed contained website links, email addresses, and suggestions for interested applicants to obtain further information through interaction with the additional information points. Intertextuality also helps to maintain social bonds between universities and applicants. Language interjected from others with vested interests or similar experiences in a semblance of a dialogue between the university and potential student acts as a reinforcement of connection to achieve a concept of attachment to that particular institution.

It is important to identify that university documentation such as study abroad program brochures are constructed in such a way as to appear informative. Through the analysis conducted though, the informative content carried with it other generic elements. The blending of more than simply an informational approach indicated both informational and promotional strategies in order to construct a positive representation of the institution and persuade eventual enrollment. There was a combination of four distinct discourses indicated by this research incorporated into these brochures. Academic, public relations, travel, and legal discourses were all represented as prominent genres.

In the past, universities used brochures to provide academic related information to prospective students. These materials were designed to equip students with details about the academic programs offered and the support facilities to aid learning. That was the traditional function of university brochures. Given the significant increase in

studying abroad program among the international community, the competition to attract fee paying students is becoming seemingly fierce. Many universities are becoming more business oriented in drawing in potential students. From an economic standpoint, importing fee paying foreign students is beneficial to the home country in a sense that they contribute to the increase of the foreign currency inflow in circulation. In addition, a large number of international student's intake means a better prospect for the home country in terms of human resource development. The tendency of the international students staying to work in the home country upon completion of their studies is high. This may contribute to the workforce of the home country. With the growing pace of information technology and available access to the internet, the educational industry has gone global. In order to capture the international student market share, universities are constantly promoting their presence through the utilization of study abroad program brochures as a marketing tool.

### 5.3 Implications

Readers can be informed by this analysis to have a greater awareness of the full manner in which SAP brochures are constructed. Since a cursory review of these brochures indicates an informative presentation of content, it could be concluded their primary purpose is to help potential students make informed decisions concerning future academic investments. The research indicates with the mixtures of genres present that the brochures are instead a complex marketing aid in order to further economic objectives of universities and capitalize on the continually expanding internationalization of higher education.



#### 5.4 Suggestions for future work

Future studies could involve an analysis of relationships between universities and potential students and how they are established linguistically within specific cultural perspectives. This particular analysis could be extended to examine potential similarities or differences that might exist within discourse organizational patterns between Asian and Western institutional systems. Including in-depth analysis of past and present students study abroad program experiences would help to provide further insight.

## REFERENCES

- Afros, Elena and Schryer, Catherine F. (2009). The genre of syllabus in higher education. *Journal of English for Academic Purposes* 8, p.224-233.
- Altbach, Philip, G.; Reisberg, Liz and Rumbley, Laura, E. (2009). *Trends in Global Higher Education: Tracking an Academic Revolution*. Executive Summary. A report prepared for the UNESCO 2009 World Conference on Higher Education (pdf. document). Retrieved online from: <http://unesdoc.unesco.org/images/0018/001831/183168e.pdf>
- Anderson, Philip H.; Lawton, Leigh; Rexeisen, Richard J.; and Hubbard, Ann C. (2006). Short-term study abroad and intercultural sensitivity: A pilot study. *International Journal of Intercultural Relations*, 30(4), p.457-469.
- Asaoka, Takako, and Yano, Jun (2009). The Contribution of “Study Abroad” Programs to Japanese Internationalization. *Journal of Studies in International Education*, 13(2), p.174-188.
- Askehave, Inger (2007). The impact of marketization on higher education genres the international student prospectus as a case in point. *Discourse Studies* 9(6), p.723-742.
- Azirah, Hashim. (1996). *Syntactic choices and text organization in medical research articles*. PhD thesis. Kuala Lumpur: University of Malaya.
- Bazerman, Charles and Prior, Paul (2004). *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. Mahwah, NJ: Erlbaum.

- Bhatia, Vijay K. (1993). *Analysing Genre: Language Use in Professional Settings*. London and New York: Longman.
- Bhatia, Vijay, K. (1997). Genre-Mixing in Academic Introductions. *English for Specific Purposes* 16(3), p.181-195.
- Bhatia, Vijay, K. (2002). Applied genre analysis: a multi-perspective model. *IBERICA* 4, p.3-19.
- Bhatia, Vijay K. (2004) *Worlds of Written Discourse: A Genre-based View*. London: Continuum.
- Bhatia, Vijay K. (2010). Interdiscursivity in professional communication. *Discourse & Communication* 21(1), p.32-50.
- Bohm, Anthony; Follari, Marcelo; Hewett, Andrew; Jones, Sarah; Kemp, Neil; Meares, Denis; Pearce, David and Cauter, Kevin V. *Vision 2020: Forecasting International Student Mobility - a UK Perspective* (pdf. document). Retrieved online on 11/2/2011: [http://www.britishcouncil.org/eumd\\_-\\_vision\\_2020.pdf](http://www.britishcouncil.org/eumd_-_vision_2020.pdf)
- Bolk, Tamara (2010). Study Abroad: An Exploration of Service-Learning Programs. *UW-L Journal of Undergraduate Research XIII*, p.1-16.
- Brown, Gillian and Yule, George (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Camiciottoli, Belinda C. (2010). Earnings calls: Exploring an emerging financial reporting genre. *Discourse & Communication* 4(4), p.343-359.
- Carter, William D. (1973). *Study Abroad and Educational Development. Fundamentals of Educational Planning-19*. New York: UNIPUB, Inc.

- Chapman Karen, Chew Sarah and Tan Ee, L. (2007, September 2). *Transforming higher education*. The STAR: Education.
- Chen Jia (2010, September 28). *Country looks to attract more foreign students*. Retrieved online on 30/1/2011: [http://www.chinadaily.com.cn/usa/2010-09/28/content\\_11359365.htm](http://www.chinadaily.com.cn/usa/2010-09/28/content_11359365.htm)
- Cheong, Eun-Ye (1999). Analysis of Sermons Delivered By Korean, Filipino and American Pastors: the View of Genre Analysis. *RELC Journal* 30, p.44-60.
- Cheung, Ming (2008). Click here: The impact of new media on the encoding of persuasive messages in direct marketing. *Discourse Studies* 10(2), p.161-189
- Cheung, Ming (2010). The globalization and localization of persuasive marketing communication: A cross-linguistic socio-cultural analysis. *Journal of Pragmatics* 42, p.354-376.
- Chirkov, Valery; Vansteenkiste, Maarten; Tao, Ran; and Lynch, Martin (2007). The role of self-determined motivation and goals for study abroad in the adaptation of international students. *International Journal of Intercultural Relations*, 31(2), p.199-222.
- Crabtree, Robbin D. (2008). Theoretical Foundations for International Service-Learning. *Michigan Journal of Community Service Learning*, p.18-36.
- De Mooij, Marieke (2005). *Global Marketing and Advertising: Understanding Cultural Paradoxes*. Sage Publications.

- Ding, Huiling (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *English for Specific Purposes* 26, p.368-392.
- Dorres, Paul (2007). Study Abroad as an Academic Program: Past, Present and Future (pdf. Document). Research paper. Retrieved online: <http://people.oregonstate.edu/~dorresp/CSSA%20Competencies/Examples%20for%20Portfolio/Study%20Abroad%20Research%20Paper.pdf>
- Duff, Patricia, A. (2004). Intertextuality and Hybrid Discourses: The Infusion of Pop Culture in Education Discourse. *Linguistics and Education* 14, p.231-276.
- Erjavec, Karmen (2005). Hybrid public relations news discourse. *European Journal of Communication* 20(2), p.155-179.
- Fahey, Stephanie (2007). *Rethinking international education engagement in the Asia Pacific region*. Keynote address. Sydney: Pacific Economic Cooperation Council Conference (pdf. document). Retrieved from Presentation notes online: <http://www.monash.edu.au/international/dvc/peccspeech.pdf>
- Fairclough, Norman (1992). *Discourse and Social Change*. Cambridge: Polity Press.
- Fairclough, Norman (1995). *Media Discourse*. London: Hodder Arnold.
- Fairclough, Norman (2001). *Language and Power*, 2<sup>nd</sup> edition. England: Pearson Education Limited.
- Faridah, Jantan (2006). *Genre Analysis of Bank Advertisements*. Unpublished Masters thesis Kuala Lumpur: University Malaya.

- Gacel-Avila, J. (2005) The Internationalisation of Higher Education: A Paradigm for Global Citizenry, *Journal of Studies in International Education*, 9(2), p.121-136.
- Gillard, Julia (2010, February 22). *\$5.1 million safeguard for international student course fees*. Australian Education International. Ministers Media Centre: Education, Employment and Workplace Relations portfolio. Retrieved from online website on 28/1/2011: [http://www.deewr.gov.au/Ministers/Gillard/Media/Releases/Pages/Article\\_100222\\_190353.aspx](http://www.deewr.gov.au/Ministers/Gillard/Media/Releases/Pages/Article_100222_190353.aspx)
- Gray, Brendan J.; Kim, Shyan F and Llanes, Violeta A. (2003). Branding universities in Asian markets. *Journal of Product & Brand Management*, 28(2), p.108-120.
- Green, Barbara F.; Johansson, Inez; Rosser, Megan; Tegnah, Cassam and Segrott, Jeremy (2008). Studying abroad: A multiple case study of nursing students' international experiences. *Nurse Education Today*, 28, p.981-992.
- Haas, Christina; Carr, Brandon J. and Takayoshi, Pamela (2011). Building and Maintaining Contexts in Interactive Networked Writing: An Examination of Deixis and Intertextuality in Instant Messaging. *Journal of Business and Technical Communication*, 25(3), p.276-298.
- Hajibah, Osman (2005). '*Structural Organization and Socio-cognitive Strategies in University Brochures: Implications for ESP*'. PhD thesis. Kuala Lumpur: University Malaya.
- Hajibah, Osman (2006). An Investigation of Socio-cognitive Strategies in University Brochures. *ESP Malaysia*, 12, p.39-51.

- Hajibah, Osman (2008). Re-branding academic institutions with corporate advertising: a genre perspective. *Discourse & Communication*, Vol 2(1), p.57-77.
- Halleck, Gene, B. and Connor, Ulla, M. (2006). Rhetorical moves in TESOL conference proposals. *Journal of English for Academic Purposes*, 5, p.70-86.
- Hansen, Jens A. and Lehmann, Martin (2006). Agents of change: universities as development hubs. *Journal of Cleaner Production* 14, p.820-829.
- Henry, Alex and Roseberry, Robert, L. (2001). A narrow-angled corpus analysis of moves and strategies of the genre: 'Letter of Application'. *English for Specific Purposes*, 20, p.153-167.
- Healey, Nigel M. (2008). Is higher education in really "internationalizing"? *High Education*, 55, p.333-355.
- Ho, Victor (2011). What functions do intertextuality and interdiscursivity serve in request e-mail discourse? *Journal of Pragmatics* 43, p.2534–2547.
- Holmes, John (2004). Intertextuality in EAP: an African context. *Journal of English for Academic Purposes* 3, p.73-88.
- Hunley, Holly A. (2010). Students' functioning while studying abroad: The impact of psychological distress and loneliness International. *Journal of Intercultural Relations* 34(4), p.386–392.
- Hyland, Ken (2006). *English for Academic Purposes: an advanced resource book*. London: Routledge
- Kathpalia, Sujata S. (1992). *A Genre Analysis of Promotional Texts*. PhD thesis. Singapore: National University of Singapore.

- Knight, Jane (2004). Internationalization remodeled: Definitions, approaches and rationales. *Journal of Studies in International Education*, 8(1), p.5-31.
- Knight, Jane (2003). Needed: updated internationalization definition. *International Higher Education*, Vol. 33, p.2-3.
- Langley, Crolyn S.; and Breese, Jeffrey R. (2005). Interacting sojourners: A study of students studying abroad. *The Social Science Journal*, 42(2), p.313-321.
- Ling, Koh Soo. "The debate continues." New Sunday Times 23 May 2010. Print.
- Lim, Peng G. (2007). *A discourse analysis of letters to the editor in a local newspaper*. Masters thesis. Kuala Lumpur: University Malaya.
- Lunn, Jenny (2008). Global perspectives in higher education: Taking the agenda forward in the United Kingdom. *Journal of Studies in International Education*, 12(3), p.231-254.
- McCarthy, Michael (1991). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
- McLeod, Mark and Wainwright, Philip (2009). Researching the Study Abroad Experience. *Journal of Studies in International Education*, 13(1), p.66 -71.
- Ministry of Higher Education, Malaysia. *National Higher Education Action Plan 2007-2010* (pdf. document). Retrieved from online website on 10/2/2010: <http://www.mohe.gov.my/transformasi/>



Ministry of Education, Culture, Sports, Science and Technology, Japan. *Launching the Project for Establishing Core Universities for Internationalization (Global 30).*

Retrieved from online website on 30/1/2011:

<http://www.mext.go.jp/english/news/1283454.htm>

Newsom, Doug and Carrell, Bob (2001). *Public Relations Writing – Form and Style*. 6th edition.

Belmont, CA: Wadsworth Publishing.

Nunan, David (1993). *Introducing Discourse Analysis*. London: Penguin Group.

Ozturk, Ismet (2007). The textual organisation of research article introductions in applied linguistics: Variability within a single discipline. *English for Specific Purposes*, 26, p.25-38.

Park Si-soo (2010, November 8). *Rules eased to attract more foreign students*. The Korea Times. Retrieved from online website on 30/1/2011: [http://www.koreatimes.co.kr/www/news/nation/2010/08/113\\_71275.html](http://www.koreatimes.co.kr/www/news/nation/2010/08/113_71275.html)

Pedersen, Paula J. (2010). Assessing intercultural effectiveness outcomes in a year-long study abroad program. *International Journal of Intercultural Relations*, 34, p.70-80.

Pennington-Gray, L.; Reisinger, Yvette; Kim, Jung E. and Thapa, Brijesh (2005). Do US tour operators' brochures educate the tourist on culturally responsible behaviours? A case study for Kenya. *Journal of Vacation Marketing*, 11(3), p.265-284.

- Pho, Phuong Z. (2008). Research article abstracts in applied linguistics and educational technology: A study of linguistic realizations of rhetorical structure and authorial stance. *Discourse Studies*, 10(2), p.231-250.
- Samraj, Betty (2002). Introductions on research articles: variations across disciplines. *English for Specific Purposes* 21, p.1–17.
- Samraj, Betty (2005). An exploration of a genre set: Research article abstracts and introductions in two disciplines. *English for Specific Purposes*, 24, p.141–156.
- Shieh, Carol (2004). International Exchange Program: Findings from Taiwanese Graduate Nursing Students. *Journal of Professional Nursing*, 20(1), p.33-39
- Sidek, Sarenah (2005). *The oral presentation of product promotion: a move structure analysis*. Kuala Lumpur: University Malaya.
- Sinclair, John (1997). *Collins Cobuild English Grammar*. London: HarperCollins Publishers.
- Soderqvist, Minna (2002). *Internationalization and its management at higher-education institutions: Applying conceptual, content and discourse analysis*. Helsinki, Finland: Helsinki School of Economics.
- Sugimura, Miki (2008). International Student Mobility and Asian Higher Education Framework for Global Network. Asia-Pacific Sub-regional Preparatory Conference, PR China, September 2008 (pdf. document). Retrieved from online website on 25/5/2010: <http://www.nefia.org/dokumente/Sugimura.pdf>
- Swales, John M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

- Teo, Lee M. (2008). *Genre analysis of advertisements of skin-care products*. Masters thesis. Kuala Lumpur: University Malaya.
- Tseng, Fan-ping (2008). *Research Article Abstracts in Applied Linguistics: Analyses of Move Structure and Verb Tense*. Paper presented at The Second Tamkang International Conference on Second Language Writing, Taiwan, December 2008 (pdf. document). Retrieved from online website on 20/4/2010: <http://www2.tku.edu.tw/~tfex/ch/board/conference/writingV1/slw.pdf#page=169>
- Verbik, Line and Lasanowski, Veronica (2007). *International Student Mobility: Patterns and Trends*. A report prepared by The Observatory on Borderless Higher Education (pdf. document). Retrieved online from: [http://www.stiftungskolleg.org/dokumente/International\\_Student\\_Mobility -  
\\_Patterns and Trends.pdf](http://www.stiftungskolleg.org/dokumente/International_Student_Mobility_-_Patterns_and_Trends.pdf)
- Vergaro, Carla (2002). "Dear Sirs, what would you do if you were in our position?" Discourse strategies of Italian and English money chasing letters. *Journal of Pragmatics*, 34(9), p.1211-1233.
- Vergaro, Carla (2004). Discourse strategies of Italian and English sales promotion letters. *English for Specific Purposes*, 23, p.181-207.
- Wang, Ji-yu (2007). Genre analysis on business English correspondence. *Sino-US English Teaching*, 4(12), p.42-47.
- Yong, Moi M. (2001). *A genre analysis of advertisements in a local newspaper*. Masters thesis. Kuala Lumpur: University Malaya.
- Yule, George (1996). *Pragmatics*. New York: Oxford University Press.

Zahn, Gail; Sandell, Elizabeth and Lindsay, Caryn (2007). Fostering Global-Mindedness in Teacher Preparation. *International Journal of Teaching and Learning in Higher Education*, 19(3), p.331-335.

Zhu, Yun X. (2000). Structural moves reflected in English and Chinese sales letters. *Discourse Studies* 2(4), p.473-496.