

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter aims to present the rationale of the study. The significance and objective of the study are presented as well, following this, the research question is illustrated. Next, scope and limitation of the study and definitions of terms are proposed in this study.

#### **1.1 Rationale of the Study**

Today, the tourism industry is one of the most important aspects of Thailand's economy. The government realizes about this fact and plans the National tourism policy as "the top tourist destination in Asia" due to its beautiful beaches, unique culture, gastronomy, and especially, the friendliness and hospitality of the Thai people. Tourism is an effective way to create job opportunities and increase local income to the country. In Thailand, the Tourism Authority of Thailand (TAT) is an organization which is responsible for the promotion of Thai tourism and the image of the country. Many campaigns are used to attract both local and international visitors, such as "Unseen Thailand" which promotes new exotic touristic places via tourist organizations, public media, the Internet, newspapers, etc. One of many favourite instruments to promote knowledge of the country to tourists is the Internet.

It is public knowledge that, Internet is one of the greatest communication means in the world, as it is a low-cost distribution channel, and an information resource that offers excellent potential for global reach and multimedia capability. With the increasing popularity of the Internet, the print media face a declining readership and market penetration. A growing number of readers now skip the print version of the print advertisements or brochures advertising and instead read the online version of the web site publication. Thus, there is now a widespread acceptance in the application of web advertising by the tourism industry.

In Thailand, web advertising in the tourism industry is becoming increasingly popular, ranging the third place in Thai e-commerce website (ECRC, 2000 as cited in Rotchanakitumnuai, 2003:66). It has been used extensively as a communicative tool to enhance competitiveness in the tourism business. Web advertising consists of commercial messages on a website. Each website comprises many web pages and the most important page in most websites is the homepage (Nielsen, 2002). Both texts and pictures in a homepage play important roles in providing persuasive and informative content since they are where the readers get the first impression of the web-owner (Maciuba-kopple, 2002). Morkes and Nielsen (1998) suggest that web copywriters should consider factors of conciseness and objectivity in order to write a more usable web page. As a result, writing advertisements for a homepage seems to play an important role in the promotional genre. Bhatia (1993) showed that the two types of business letters which he calls 'promotional genres' as sales promotion letters and job application letters. He pointed out that these two business documents are instances of the same genre since both of them serve similar sets of communicative purposes and reflect this in their move structure. Other typical realizations of this include company brochures, leaflets and various forms of advertisements which can be regarded as 'sub-

genres' of the promotional genre. This use of language is also useful for language learners, applied linguists, and practitioners in English for specific Purposes (ESP) (Swales, 1990).

The above issue involves the field of English for Specific Purposes (ESP) particularly, the concept of genre analysis. Genre analysis informs the convention of language of a particular discourse community. It is basically a tool for analyzing moves and steps of a written text and can be used to teach language and communication (Swales, 1990). Genre analysis is also analyzed in the professional context by Bhatia (1993). In professional genre, Bhatia followed Swales' genre analysis model to analyse the move structure of sales promotion letters where he described moves and steps underlying the genre. Bhatia (1993) highlights the importance of the communicative purpose of a genre and develops a model of the text in the promotional genre.

Due to the growth of online community and specific communicative purposes of web advertising, there is more attention which should be paid to the writing in web texts. Thus, the work of Askehave and Nielsen (2005) is of interest since it reveals the features of online documents. Only a few studies have investigated the rhetorical structure of web text for instance, marketing copy on hotel chain websites (Akkhakraisri, 2004), corporate homepages (Askehave and Nielsen, 2005) and spam mails (Barron, 2006). However, genre analysis of homepages in the tourism business is still scarce.

## **1.2 Significance of the Study**

The findings in this study would have implications for language pedagogy and research in ESP. In particular, the findings are beneficial to ESP practitioners, learners in writing for occupational purposes and novices and non-native speakers of English (NNSs) copywriters. They would also serve as guidelines for effective web copywriting with the genre-specific language descriptions. These guidelines would be useful for language practitioners in preparing teaching materials and designing courses in English tourism. With these guidelines, students would also gain ideas of how to write tourist information in the web, and thus be more prepared for their future careers in the tourism industry.

In sum, the results of the study would benefit teachers and learners of the promotional genre. This would contribute to the teaching and learning of English for tourism and an improvement in the writing of tourism information in the web, particularly in Thailand and other countries where English is not the first language. This would also serve as a way to improve the marketing communication in the tourism industry.

## **1.2 Objectives of the Study**

This research employs the genre analysis framework proposed by Bhatia (1993) and Askehave and Nielsen (2005) to analyze move structures and linguistic features. In particular, the objectives of the study are as follow:

1. To identify move structures of tourism homepages.
2. To examine the linguistic features, particularly focusing on personal pronouns, modal auxiliary verbs, imperatives and adjectival pre-modifiers found in tourism homepages.

#### **1.4 Research Questions**

The study attempts to answer the three questions below.

1. What are the moves and steps found in Thai tourism homepages?
2. What is the frequency of occurrence in the moves and in the steps in Thai tourism homepage texts and pictures?
3. What is the frequency found for each linguistic features in the selected moves of the Thai Tourism homepages?

#### **1.5 Scope and Limitation of the Study**

The corpus of this study is selected from 30 English homepages that are used for promoting tourism in Thailand. They are taken from a tourism official website, provided by Tourism Authority of Thailand. The selected homepages include both texts and pictures. The written texts selected in the main body of the page have more than 100 words. Only one destination name from each tourism chain website is selected. Since the study is restricted to only 30 English homepages, the findings cannot be generalized to other kinds of homepages or web marketing copy however, the generalization can be made within the framework of the analysis in this study and it is restricted to the genre of the tourism homepages. Only the texts and pictures in the main body and the pictures in the headers are investigated. In the study of linguistic features,

only personal pronouns, modal auxiliary verbs, imperatives and adjectival pre-modifiers are investigated in detail.

## **1.6 Definitions of Terms**

**Web site:** a location on the World Wide Web, consisting of one or more web pages accessible at a single address (Webster's New World College Dictionary, 2000:1622).

**Web page:** the collection of text, graphics, sound, and video that corresponds to a single window of scrollable material displayed by a browser (Dictionary of the Internet, 2001:321).

**Home page:** the first page that a visitor to a Web site encounters (Dictionary of the Internet, 2001:145).

**Official website:** a formal website authorized by the web owner. **World Wide Web:** a group of Internet sites interconnected by means of hypertext, providing access to images and sound in addition to text (Webster's New World College Dictionary, 2000:1650).

**Internet:** the Internet is the worldwide, publicly accessible network of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP) (Dictionary of the Internet, 2001:45).

**Genre:** Genre is essentially defined in terms of the use of language in conventionalized communicative settings. They are meant to serve the goals of specific discourse communities, and in so doing, they tend to establish relatively stable structural forms

and, to some extent, even constrain the use of lexico-grammatical resources in expressing the form (Bhatia, 1997).

**Genre analysis:** a study of situated linguistic behavior in institutionalized academic or professional setting, in terms of the consistency of communicative purposes (Bhatia, 1997).

**Move:** a meaningful unit represented in linguistic (lexico-grammatical) forms and related to the communicative purposes of the activity in which members of the community are engaged (Vergaro, 2004:182).

**Step:** rhetorical strategies use to realize the communicative purpose of a move (Henry and Roseberry, 2001:154).

**Prototypical:** Prototypical is the exemplar having a high possibility of exhibiting similarity in terms of communicative goal, structure, style, content, and intended audience. These characters are accepted by parent discourse community (Swales, 1990:58).

**Web advertising:** web advertising or online advertising is advertising that attempts to distribute information in order to affect a buyer-seller transaction. Moreover, web advertising enable consumers to interact with the advertisement by clicking on the advertisement for more information, or take the next step and purchase the product online (Zeff and Aron, 1999:11).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides five sections concerning relevant literature. First, the concept of genre is discussed to clarify the notion of genre in this study. Second, characteristic of a homepage is described. Third, explanations of theory and type advertising are presented. Fourth, web advertising as a promotional genre, the language of web advertising, linguistic features of advertising and the language of web pages are examined. Fifth, related studies on promotional genre, with an emphasis on move structures and linguistic features, are investigated.

#### **2.1 The Concept of Genre and Genre Analysis**

The concept of genre has been a central issue in language teaching and learning especially in the field of English for Specific Purposes (ESP). The notions of genre tend to emphasize the importance of social situations in which the genre occurs and of the communicative purposes of the genre. From these definitions, it can be seen that the concept of genre does not only focus on the study of language but also attempts to relate language of a particular text to the content or situation in which it occurs. Thus, apart from the language used in a genre, genre analysis needs to take into account the contexts of situations including the reader, the writer, their relationship, and communicative purposes of the text.

In the ESP field, a well-known genre theory is that of Swales' (1990). He mainly emphasizes on the role of genre analysis in teaching academic writing. Swales defines genre as "a class of communicative events which share some set of communicative purposes" (Swales, 1990:58). Swales' definition is also similar to that of Holmes (1997), who defines genre as a class of texts characterized by a communicative function that tends to produce distinctive structural patterns. The term genre is used to describe types of activities, such as prayers, sermons, songs, and poems, which regularly occur in a society (Dudley-Evans, 1989:77 as cited in Paltridge, 1996). In addition, Robinson (1991) provides a clear introduction to genre analysis which supports the point of view of Swales (1990), and Holmes (1997) as the following (p.25): "...A genre analysis approach looks at the operation of language within a complete text, seeing the text as a system of features and choices. Selection is made according to the communicative purpose of the text producer..."

Apart from giving an interesting view on the concept of genre analysis, Swales (1990) also emphasizes the importance of the communicative purpose of the genre in the ways that the communicative needs will shape or influence both surface form and deeper rhetorical structures of that genre. He also proposes the role of the communicative purpose as "the privileged property of a genre"; as a consequence, the communicative purpose is the most privileged criterion for the identification of genres (Swales, 1990:58). According to Swales, communicative purpose is the crucial factor in determining text genre whereas other factors can be used to classify the prototype of such texts. In fact, dominant changes in the communicative purpose are possible grounds for creating different genre while any subordinate changes can support distinguishing sub-genres.

Genre analysis has become an important approach to text analysis, especially in the field of ESP (Dudley-Evans, 1994). Genre analysis situates texts within textual and social contexts, underlining the social nature of the production and reading of texts. According to Dudley-Evans and St. John (1998), genre analysis with its particular focus on the distinguishing features of different texts is especially useful in looking at both written and spoken texts in all areas of ESP.

The general aim of a genre analysis is to identify the moves, and strategies of a genre, the allowable order of the moves, and the key linguistic features (Henry and Roseberry, 2001). One of the main advantages of genre analysis is its ability to relate textual findings features of the discourse community within which the genre is produced. From the characteristics of discourse community, it could be concluded that members of a discourse community are those who participate in a genre: they have shared goals, they communicate with one another, and they use various participatory mechanisms to provide information and feedback. The concept of a discourse community is extremely useful for genre analysis because consideration of this concept leads to the conclusion that genre analysis needs to take seriously the academic and professional contexts in which genres exist (Dudley-Evans and St. John, 1998).

Much genre analysis has been concerned with the analysis of moves and the most common linguistic features associated with the moves (Henry and Roseberry, 2001). That is, move analysis is considered a way to explore the overall structure of a text. Genre analysis in ESP began with Swales's pioneering work (Swales, 1981 and 1990) on an introduction of a research article written in English. According to Hyland (2002), this kind of analysis has provided useful information about the ways texts are

constructed and the rhetorical context in which they are used, as well as providing valuable input for genre-based teaching.

In his pioneer work on genre analysis, which dealt with the introduction of research articles, Swales (1990) characterizes a move as a unit that relates both to the writer's purpose and to the content that he/she wishes to communicate and a step as a lower level text unit than the move. It provides a detailed perspective on the options open to the writer in setting out the moves in the introduction. From the pedagogic point of view, it is possible that the advantage of the move and step analysis reflects a reality in a text and in the way in which writers approach the task of writing up their research. Additionally, Swales (1990) offers a revised version of an identification of moves and steps model which is called Create a Research Space (CARS) model for analyzing the rhetorical structure of the research article introductions. His CARS model is shown in Figure 2.1 below.

**Figure 2.1: Moves and Steps in Research Articles**

<b>Move 1: Establishing a territory</b>	
Step 1	Claiming centrality and/or
Step 2	Making topic generalization (s) and/or
Step 3	Reviewing items of previous research
<b>Move 2: Establishing a niche</b>	
Step 1A	Counter-claiming or
Step 1B	Indicating a gap or
Step 1C	Question-raising or
Step 1D	Continuing a tradition
<b>Move 3: Occupying the niche</b>	
Step 1A	Outlining purposes or
Step 1B	Announcing present research
Step 2	Announcing principal findings
Step 3	Indicating RA structure

Source: Swales (1990:141)

This framework was later developed for description by Bhatia (1993:22-36). Bhatia illustrates seven stages for analyzing an unfamiliar genre which depends on the purpose of the analysis as summarized below.

### **1. Placing the given text in a situational context**

In this stage, the analyst realizes the convention of a text in a particular situation by relating their prior experience, internal clues in the text and general knowledge of the word. This helps the analyst to obtain an explanation of why the genre is conventionally written the way it is.

## **2. Surveying existing literature**

In this stage, the analyst is recommended to review relevant literature on genre theory, and guidebooks used in the community and discuss the social structure, interaction, history, beliefs and goals of community of the genre in question.

## **3. Refining the situational/contextual analysis**

In this stage, the analyst should point out the details, i.e. the relationship of member in the community and their goals, historical, socio-cultural, philosophic and/or occupational placement of the community, linguistic tradition, and relationship of the text to reality.

## **4. Selecting corpus**

In this stage, the analyst should define clearly a particular genre intended to be studied in order to select the right kind of corpus, and use well-defined criteria to select the corpus adequately.

## **5. Studying the institutional context**

In this stage, the analyst investigates the organization constraints or rules and conventions that govern the language in use.

## **6. Analyzing frequency of linguistic features**

In this stage, the analyst mainly indicates the frequency of linguistic features which leads to empirical evidence of stylistic variation. The linguistic analysis of genres should comprise one or more of the following three components:

### **6.1 Level 1: Analysis of lexico-grammatical features**

Generally, a corpus-based approach is undertaken to facilitate a quantitative analysis of specific linguistic features (either lexical or syntactic ones) that are commonly used in various segments of a particular genre or in the representative samples of different genres. The findings at this level only answer the questions about surface features but disregard insights of how the communicative purpose is achieved in that genre, and why the writers select and distribute such features the way they do.

### **6.2 Level 2: Analysis of text-patterning or textualization**

Analysis of textualization provides useful descriptions of the correlation between lexico-grammatical form and communicative function. It aims to answer the question "... Why do members of what sociologists call 'secondary cultures' write the way they do? ..." (Bhatia, 1993a:27).

### **6.3 Level 3: Structural interpretation of the text-genre.**

At this stage, the genre analyst exploits move analysis to investigate typical discursal movement or regularities in the organization of the genre. The moves which occur in a

definable environment with significant frequency are obligatory, while the moves with less frequency are optional. Some sets of moves may occur cyclically or alternately.

## **7. Consulting specialists**

In this stage, analysts are recommended to consult with specialist informants in the subject area where the research is conducted. This is to obtain explanations from the point of view in the subject area rather than just in the aspect of linguistics. However, it should be noted that it is not necessary to employ all of those seven stages. It depends on the objective of the research and the background knowledge of researcher.

In addition, Bhatia (1993) explored a couple of samples of promotional genre: sales promotional letters and job applications. It has been suggested that the two texts are instances of the same genre since they share the same communicative purposes (i.e. primarily to be persuasive and to elicit specific responses from the readers) as reflected in the move structure. Bhatia finally points out that other types of texts including various kinds of advertisements, company brochures and tourist brochures or leaflets, which can be regarded as promotional genre, are also worth investigating.

Regarding the structural description of a sales promotional letter, Bhatia (1993) assigns the following moves:

Move 1: Establishing credentials

Move 2: Introduction the offer

Step 1 Offering the product or service

Step 2 Essential detailing of the offer

### Step 3 Indicating value of the offer

Move 3: Offering incentives

Move 4: Enclosing document

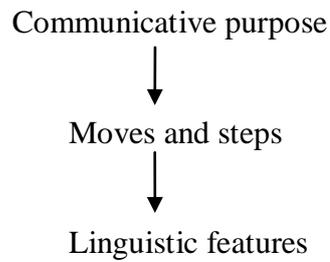
Move 5: Soliciting responses

Move 6: Using pressure tactics

Move 7: Ending politely

Furthermore, Bhatia (1993) views the main communicative purpose for persuading customers to buy products or services. In the medium of sale promotion letter, the moves and sequence are the instruments that writers use to achieve their communicative goals. He has mentioned business letter, advertisement and brochures or leaflets as some of the promotional genres since they share the same communicative purpose which is to persuade.

In conclusion, this section has primarily presented definitions of genre and concepts of genre analysis in the field of English for Specific Purposes. The best known definition of genre seems to be that of Swales (1990). He emphasizes the notion of communicative purposes which is a way to distinguish genres. He also stresses the notion of move and step as a way to observe the overall organizational structure of a text. Specific genres are recalled by members of a specific discourse. In genre analysis, Bhatia (1993) notes the socio-cultural aspects in analyzing text. He initiated using genre analysis in other kinds of text than academic genres. Therefore, it can be seen that genre analysis involves three main stages:

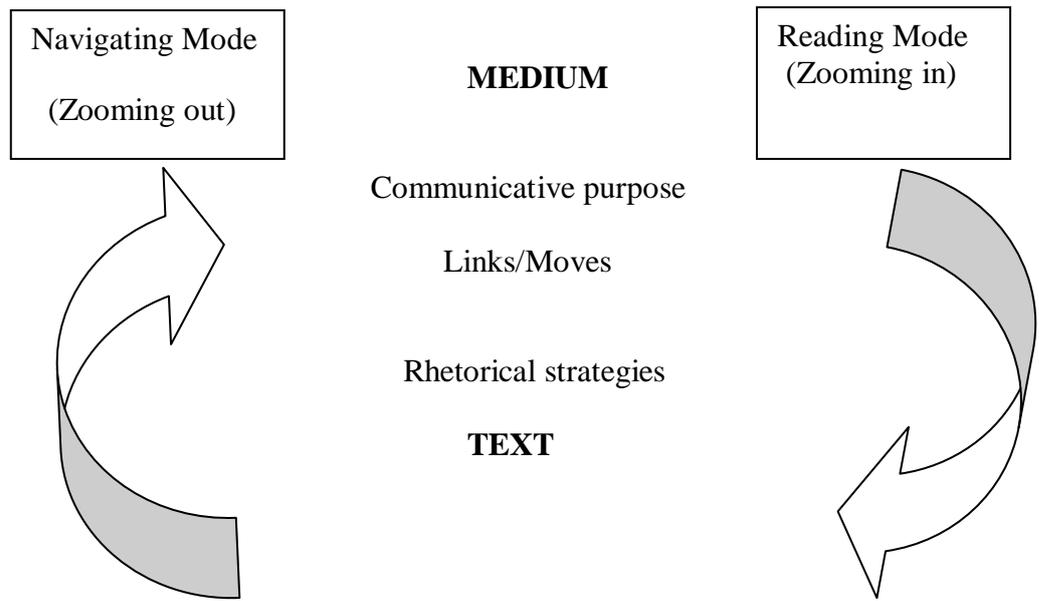


Following Bhatia's pioneering work on the sales promotion letters and the job application letters (Bhatia, 1993), other scholars applied genre analysis to other types of move in different genres.

### **2.1.1 Genre Analysis in Navigating Mode**

The moves and steps illustrated above are predominantly found in a static genre. In a dynamic genre like 'Internet', Askehave and Nielsen (2005) add a new characterization to the genre. They investigated corporate homepages and found that a suitable framework for analysing a homepage consists of two modes: reading mode and navigating mode. The reading mode in the written text is static since the 'message' is not changed. The navigating mode, on the contrary, reflects the characteristics of the Internet where the 'message' can be changed even in a short period of time. The combination of the two modes are actually possible because the main function of a homepage is to introduce the users to the general content of the site by presenting 'information' tables of contents and providing 'enticing' text bits and it also functions as the official gateway of the websites as it enables the readers to access and navigate the site by providing navigational tools or links that branch off into the website as a whole (Askehave and Nielsen, 2005:2). These two functions have led the readers to act as a navigator, not just reading but navigating the site. The genre model proposed by Askehave and Nielsen is illustrated below.

**Figure 2.2:** The Two-dimensional Genre Model

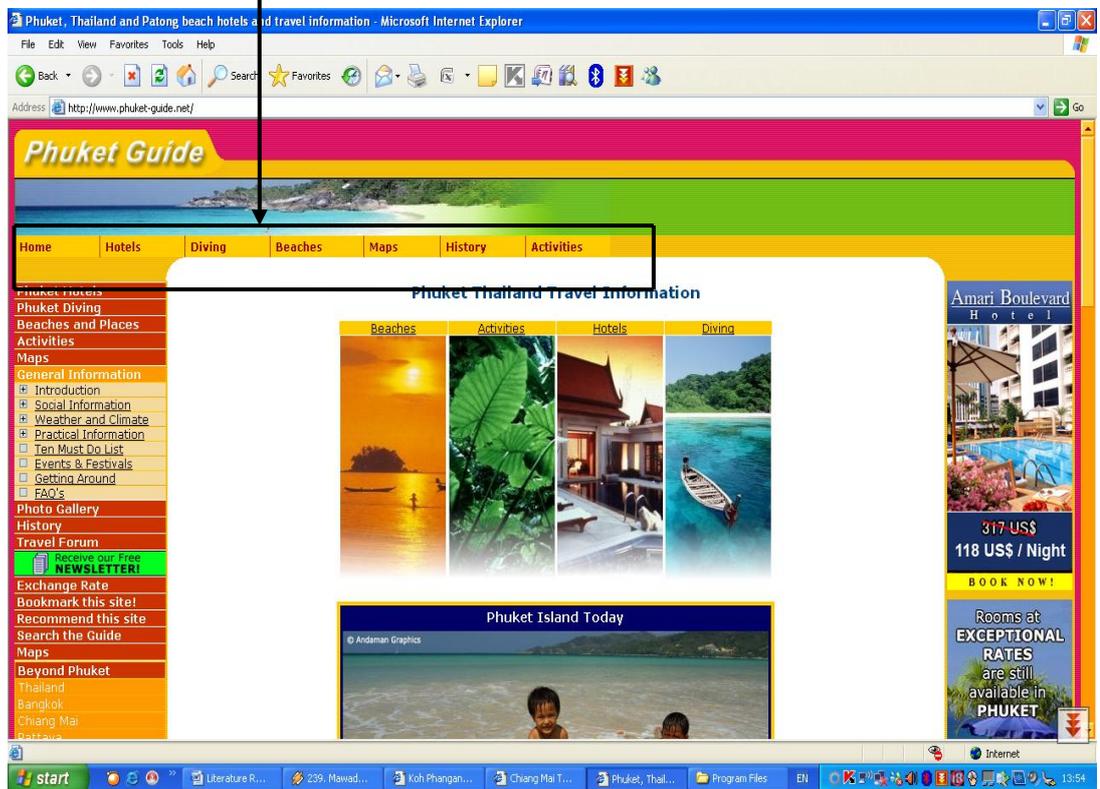


Source: Askehave and Nielsen (2005:3)

In the navigating mode, one important feature that needs to be investigated is 'hyperlink'. "Hyperlink" is a clicking object which allows the navigator to go from one page to another on a web page or a website (Askehave and Nielsen, 2005). The link is divided into two types: generic link and specific link.

1. Generic link is the link that provides details of the main menu. Common generic links in tourism homepages are: Home, Attraction, Getting There, Package Tour, Maps, and Activities. An example of the generic links taken from a tourism homepage is illustrated below.

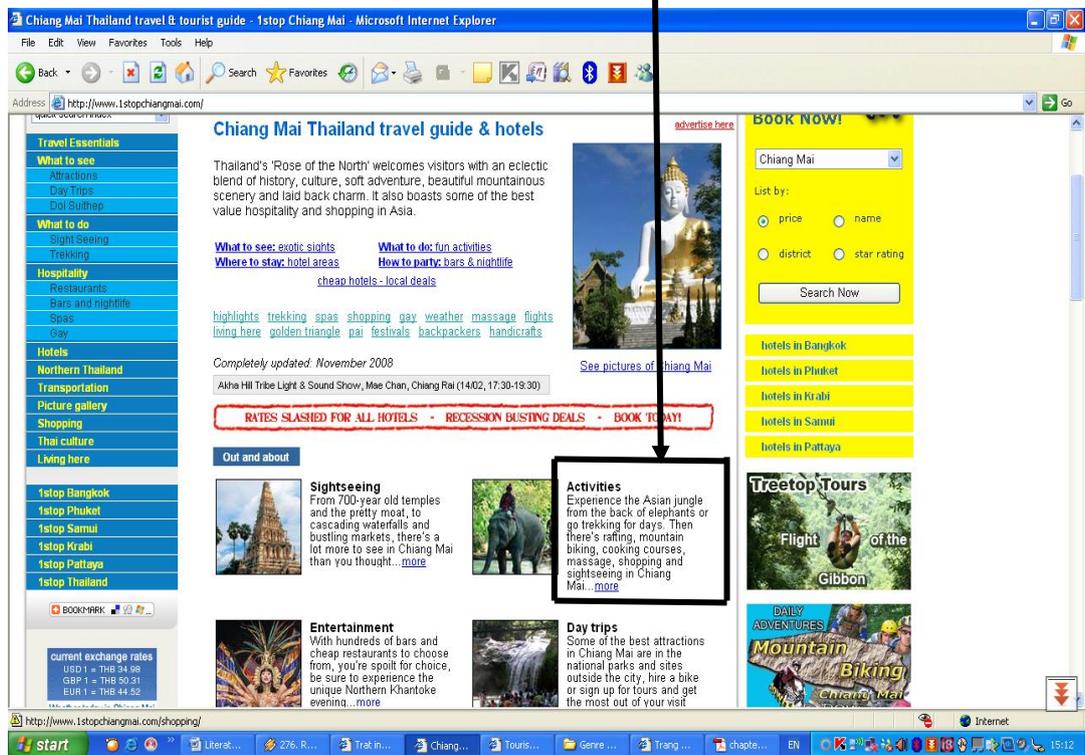
Home	Hotels	Diving	Beaches	Maps	History	Activities
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2. Specific link is the link that takes the navigator from the ‘lead’ to more elaborated details. For example, “read more” or “more information” is the specific link as shown below.

## Activities

Experience the Asian jungle from the back of elephants or go trekking for days. Then there's rafting, mountain biking, cooking courses, massage, shopping and sightseeing in Chiang Mai...more



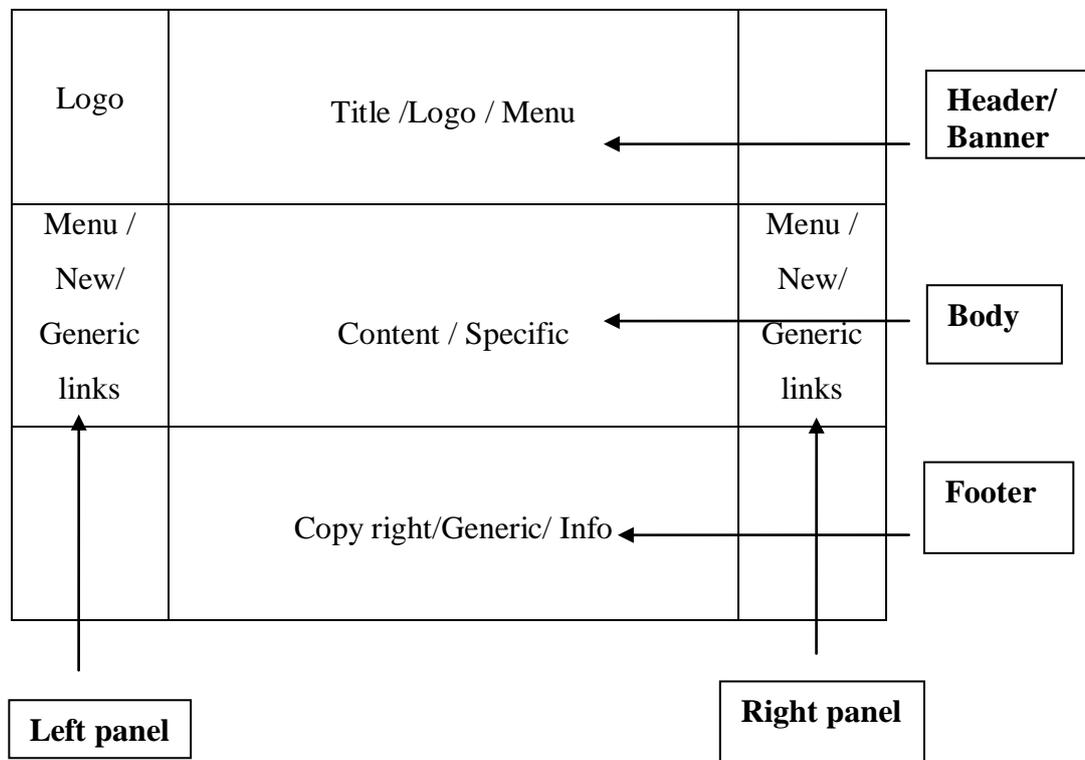
As shown in Figure 2.2, a genre model of a homepage consists of two modes: reading mode and navigating mode. Each employs different frameworks for analysis. Thus, the analysis of the text in the homepages, based on Askehave and Nielsen (2005)'s model is more appropriate.

## 2.2 Characteristics of Homepage

Homepage is defined as 'the first page that a visitor to a Web site encounters. It fulfils two functions: to give the visitor some indication of the content and purpose of the Web site and to provide the visitor with an incentive to continue the visit so that they view

lower-level pages in the site' (Dictionary of the Internet, 2001:145). To clearly describe characteristic of homepage, the layout of a homepage is illustrated in Figure 2.3.

**Figure 2.3:** A Typical Layout Scheme for a Web Page



Source: The Internet Encyclopedia (2004:773)

As shown in Figure 2.3, a typical layout of the web page is divided into five parts which are header, body, footer, right and left panel. The header consists of Logo, and Title/Logo/Menu which is sometimes called banner. The banner is the rectangular graphic located at the top of the web page. It usually consists of brand name, logo, slogan or other message. The body part which takes up most of the area in the web page consists of content in the form of pictures and text. The footer is situated at the bottom of the web page; it usually consists of Copyright/Links/Info. The last part, the right and left panels, are the vertical blocks in the far right and left hand which consists of Menus/Links/News.

From Figure 2.3, the generic links are usually found in the left or right panel and the footer. As for specific links, they are usually placed in the body part. This is to provide a shortcut to further details.

In this study, the part selected for the analysis is the header and the body part since the header is where the interesting banners posit and the body part forms the most part of the web page containing the messages for the readers.

### **2.3 Theory of Advertising**

Morrison (1989:58) defines advertising as “any paid form of non-personal presentation or promotion of ideas, goods, or services by an identified sponsor”.

Advertising is also a form of mass communication, and that is more complex and indirect than a simple conversation. Mass communication means public communication such as radio, newspapers, magazines, and television that reaches very large audiences (Moriarty, 1991). The process of mass communication has been represented in a communication model that outlines the important participants. It begins with a source who encodes the message that is presented through channels of communication. In spite of the noise, it is decoded by a receiver and responded to with feedback.

Communication is a two-way interaction between a sender and a receiver (Morrison, 1989). To design effective messages, hospitality and travel marketers (the sources) should first understand the target market (the receivers) and the communication process.

Morrison (1989) suggests that the communication process in hotel and travel industry has nine key elements:

1. **Source.** The source is the person or organization (e.g., hotel, airline, and travel agency) that transmits the information to the customers.
2. **Encoding.** Sources know exactly what they want to communicate, but they must translate or encode the information into an arrangement of words, pictures, colors, sounds, movements, or body language.
3. **Message.** The message is what source wants to communicate and expects the receivers to understand.
4. **Medium.** The medium or media are the communications channels that sources select to pass their messages to receivers. The medium is either impersonal, such as mass media, or interpersonal such as presentations from hotel salesperson or recommendations from a friend.
5. **Decoding.** When one sees or hears a message, one interprets it in such a way that it has real meaning for him/her.
6. **Noise.** In communications, noise can be a physical distraction.
7. **Receiver.** Receivers are the people who see or hear the source's message.
8. **Response.** The ultimate objective of all promotion is to affect customer-buying behaviour in some intended way (the response).
9. **Feedback.** Feedback is the response message that the receiver transmits back to the source. Obviously, feedback is expressed in the promotion's impact on sales.

### **2.3.1 Types of Advertising**

There are several types of advertising commonly used in the hospitality industry. They are:

- Outdoor advertising which includes the property's sign and billboards located along streets and highways.
- Displays which include advertising material such as transit cards and posters of the property in such places as buses and transportation terminals.
- Collateral materials which include brochures, fliers, and specialty items designed to promote the property's products and services. Unlike newspapers and magazines, which are designed for a mass audience, special collateral materials can be designed for smaller, more specific groups such as travel agents and in-house guests.
- Print advertising media which include newspapers, magazines, and directories. Magazines are different from newspapers in two important ways (Bly, 1991). First, newspapers are written for a general reader, while magazines are published for specific audiences such as women, teenagers, or business executives. Second, the reproduction quality of magazines is far superior to newspapers. However, directory advertising is different. When the readers turn to Yellow Pages or an industrial buyer's guide, they are searching for a supplier of a specific type of product or service.
- Direct mail advertising is the advertising mailed to customer's residence, containing information that tries to motivate the reader to purchase a product or utilize a service. It may contain a response mechanism for ordering by return mail.

- Web advertising is a form of promotion that uses the Internet and World Wide Web for the expressed purpose of delivering marketing messages to attract customers. It conveys a message that the website copywriter wants to impress on the users. This means that web advertising is arguably an instance of promotional genre. Morrison (2002:392) states that the three principal goals of promotion are similar to that of advertising in the sense that they aim to inform, persuade, and remind customers. The web advertising as promotional genre is likely to comprise one of these goals or the combination of these.

#### **2.4 Web Advertising as a Promotional Genre**

Based on the promotional genre as defined by Bhatia (1993:45-46), web advertising share the characteristics of genre in following.

1. To persuade the customers to take an action
2. To capture the attention of potential customers
3. To offer an appraisal such as the interests and needs of the potential customers.
4. To offer short and effective letters for business people
5. To encourage further communication

Similarly, web advertising also aims to:

1. “Disseminate information about the products or services of the company” (Belch and Belch, 2001:502; Zeff and Aron, 1999:11). The offering of information is given to affect a buyer-seller transaction. Belch and Belch (2001) consider this aim as a primary

function of web advertising. Moreover, Zeff and Aron added the second function of web advertising.

2. Enable consumers to interact with the advertisement by clicking on the advertisement for more information, or to take the next step and purchase the product online.

The following are additional purposes given by Belch and Belch (2001):

3. To stimulate consumers to try or purchase the products by offering incentives.
4. To create awareness of the organization in order to compete with other companies.
5. To gather research information and maintain relationship with clients.
6. To provide information, answer inquiries and offer an opportunity to register complaints in order to improve customer services.
7. To increase distribution by putting an advertisement on the affiliations site.

It can be seen that the main purposes of web advertising are to persuade and encourage the consumers to take action. In other words, web advertising can be characterised as a promotional genre due to its communicative purpose.

#### **2.4.1 Language of Web Advertising**

Language of web advertising, as the name suggests, is the language used in web advertisement. To investigate language used in the web advertisement, three aspects should be focused: language of advertising, linguistic features of advertising and language of web page.

## **2.4.2 Language of Advertising**

The point of an advertisement is to persuade the readers of the merits of a particular product or service, in order that they will take out some of their money. Since language is the main carrier of the message all along, the language in advertisements is of crucial importance. According to Blake and Bly (1998:3-17), eight elements of writing persuasive copy for advertisement are:

### **1. Getting attention**

The copywriters are recommended to use visual images to attract the target group; feature on offer that is free, low in price or usually attractive; type in boldface; and inject news into copy or announcing something that is new or improved.

### **2. Focusing on the customer**

The copywriters should start with customer's interest, goals, problems, needs, hopes, fears, dreams rather than stress on product. A good way to focus on the customer is using 'you'.

### **3. Stressing benefits**

The copywriters should claim product benefits within by telling the readers how the product can help them achieve the benefits they want.

#### **4. Differentiating oneself from the competition**

The copywriters should stress on the uniqueness of service, expertise, or some other intangibles.

#### **5. Proving the case**

The copywriter could back up their claims by including case histories and success stories, based on testimonials or show full or partial lists of the customers.

#### **6. Establishing credibility**

The copywriters could establish credibility by presenting the year the company was founded, the number of year in business, the number of employees, annual revenue, numbers of locations, number of units sold, patent and product innovations, awards, commendations, publications, and membership.

#### **7. Building value**

The copywriters must convince the customers that the price is reasonable or lower, or the product is better than other products at the same price.

#### **8. Closing with a call to action**

The copywriters should close with a call to action by specifying the next step instruction for the reader to follow.

It should be noted that these elements are possibly seen as functions of moves used to achieve persuasiveness, a major function of promotional genre. Apart from convincing or persuading, the copywriters should consider capturing readers' attention, informing details, offering short and effective message, and encouraging further contact.

However, the visual strategies are also investigated in term of moves; few copywriters can meet their success from writing multi-thousand word newspaper advertisements without incorporating pictures. Furthermore, they also state that pictures can greatly increase the chances of effective communication since pictures are given to attract the attention of the target audience; communicate product features or benefits; create a mood, feeling, or image, stimulate reading of the body copy (O'guinn, Allen and Semenik, 1998). It should be noted here that, the present study looks at the written text and the pictures which are seen factors that complete the function of each move.

### **2.4.3 Linguistic Features of Advertising**

A well-known classic study on advertising language is that of Leech (1966). He investigated English advertisings in Great Britain, mainly limited to the television advertisements of various fields (e.g. food, cosmetics, tobacco, and hygienic products). Although his work was later criticized as 'too descriptive' (Tonhong, 1991:34), his grammatical framework is still useful in advertising language study. In fact, Leech's analysis has interested several researchers enough to study advertising language and propose other useful ideas in this area.

## 1. Personal Pronouns

Advertising language is generally characterized by the use of personal style of writing. As Leech (1966) suggests, the use of the first person and second person reference is one of the characteristics of a personal style. He points out that the personal pronoun 'you' and 'your' are used as a direct way to address the readers. Cook (1992:157) also noted that "most striking and most frequent, even in narrative, and also most divergent from the uses of other genres, is the ubiquitous use of 'you'". Cook further claimed that 'you' is a part of a high-involvement strategy which attempts to win consumers over by addressing them directly and enables advertisers to avoid identifying their own voice. Additionally, Myers (1994) and Fuertes-Olivera, Velasco-Sacristan, Arribas-Bano and Fernandez (2000) suggested that 'you' works because it suggests a one-to-one relationship and it is also used for making general assumptions. In short, any person reading the advertisements feels it addresses him/her and s/he is not excluded from the communication (Goddard, 1998). Along with the great numbers of 'you' in advertisements, first person pronouns 'I' and 'we' (and the corresponding 'my', 'mine', 'us', 'our', 'me', and 'ours') are also frequently used. 'I' and 'We' are used to refer to the advertiser or the manufacture; they do not include the audience (Leech, 1966; Myers, 1994; Cook 1992). 'I' is often the "expert or the relater of experiences and motives leading to purchase of the product" (Cook, 1992:157) and in fact, the use of 'we' will make the advertisements sound "authoritarian" (Goddard, 1998:30). Furthermore, as stated by Fuertes-Olivera, Velasco-Sacristan, Arribas-Bano and Fernandez (2000), 'we' is used to identify the product or service with the company.

While the pronouns 'I', 'we', and 'you' indicates the basic communication relation of the writer (i.e., the first person) and the reader, Myers (1994) pointed out that the third

person pronoun 'he', and 'she' can function in referring to someone known to the reader, either through the ad, as with the person in the picture, or being taken for granted as part of the reader's life. In addition, Fuertes-Olivera, Velasco-Sacristan, Arribas-Bano and Fernandez (2000) suggested that the third person pronouns imply shared knowledge between the addresser and the addressee and are used for suggesting a personal bond between the two or the presence of a referent, which is not mentioned. However, Cook (1992) viewed 'he' and 'she' as a person who does not use the product. Myers (1994) further indicated the role of another third person pronoun 'they'. He stated that 'they' usually refers to the "great undistinguished mass that fails to use the product" and can also refer to "a new or nameless class of people to which the consumer will want to belong" (Myers, 1994:87).

## **2. Modal Auxiliary Verbs**

Leech (1966) indicated that the modals 'will' (in the form of contraction "'ll") and 'can' are common words in advertising language. He pointed out that these modal verbs are used to show promise and opportunity. According to Leech, 'will' or "'ll" appears in the form of conditional sentences in which imperatives perform the function of the conditional clauses. In addition, he stated that the modal verb 'can' is usually employed in informing the consumers about the possibilities or the benefits the product offers. Leech suggested that whenever 'you' appears with 'can', it is a way to communicate to consumers that the offered product can give them the power or ability to do something.

### **3. Imperatives**

Myers (1994:47) pointed out that “the most common generic sentence type for the ad is the command or imperative” because all advertisements are urging the readers to some action. Normally, an imperative sentence is used to direct someone to do something and can be introduced by politeness marker ‘please’ to make it more gentle and positive (Ballard, 2001). However, advertisers use imperatives, not just to tell the audience to do something, but because it will create a personal effect, a sense of one person talking to another. Myers (1994) further emphasized that commands in advertisements occur without the politeness device ‘please’.

In addition, as stated by Boonchayaanant (2003), the imperative form is one of the advertising linguistic features that characterize a personal style of writing. It can also function as a way to suggest that someone do or invite someone to do something. As Leech (1966:110) noted “the very high frequency of imperatives used in advertising is not a characteristic of other types of loaded language”. According to Leech, certain groups of verbs are frequently used in imperative forms in advertisements. The first group concerns the acquisition of the product (e.g. get, buy, and ask for). The second group concerns the consumption or use of the product (e.g. have, try, use, and enjoy). The last group acts as an appeal for attention (e.g. see, remember, and make sure).

### **4. Adjectival Pre-modifiers**

The language of advertising is normally very positive and emphasizes why one product stands out in comparison with another. Often the advertisers make extensive use of

adjectives to show the reader the product/service's outstanding qualities. As stated by Goddard (1998), adjectives occur frequently in advertisements and seem to be the most striking component of advertising language. Additionally, Schrank (2005) pointed out that adjectives in advertisements allow the writer to claim the product/service advertised is better, and there is nothing else quite like the product/service being advertised. Thus, adjectives help the advertisers to describe their products/services as attractively as possible. It is not enough and it is not common for advertisers to say their product or service is simply 'good;' they say it is 'perfect', 'spectacular', 'superb', etc. In fact, the adjective is carefully chosen since it is used to promote positive associations in the minds of the target audience. As indicated by Goddard (1998:106), as "the nature of audience is clearly different in what profile they might want to have for themselves, the words chosen to describe the supposedly desired object or service will also vary".

In discussing the frequent use of adjectives in advertisements, Leech (1966) pointed out that the interesting position of adjective is the pre-modifying position. As stated by Bhatia (1993:149), "linear sequence of a series of adjectives in pre-modifying position in complex noun phrases in advertising is rarely matched in other discourse in English". According to Bhatia, the use of complex noun phrases (i.e., full of adjectives positively describing the product or service being promoted) tend to be dominant in product or service advertising. According to him, the use of complex noun phrases enables the writer to add suitable modifiers to achieve her/his purpose in describing the product or service.

In addition, Leech (1966) further emphasized that for the most part the pre-modifiers in advertising "serve to specify in detail what the product is like and how it works" (Leech, 1966:127). While one reason for using pre-modifiers is to give information

about the product, describing it attractively is also important. In this regard, Leech stated that some 'attributive adjectives' such as good, lovely, etc. are widely employed, and he furthermore explained that clusters of two adjectives and three adjectives are common in advertising since both of them have an emphatically emotive effect. Furthermore, Leech found that the frequent use of the comparative and superlative degrees of adjectives is obvious in advertising. Comparatives and superlatives are mostly used for expressing some desirable quality such as better, greater, softer, finest, etc. In addition, Goddard (1998) emphasized that while adjectives in their base form occur frequently in the body copy of advertisements; comparatives are more likely to figure in slogans.

The four features discussed above are some of the linguistic features that are typically found in advertising language. Personal pronouns are widely used as part of an involvement strategy. In particular, the second person pronoun 'you' is generally used as a direct way to address the readers to produce a sense of solidarity and to create a one-to-one relationship. The modal verbs, especially 'will' and 'can,' are used to show the promise and opportunity which the product offers. Imperatives are generally used in advertising to create a sense of one person talking to another and to urge and motivate readers to buy or use the product. Finally, adjectives are frequently found in advertising since they are used to describe positive aspects of the product or service. In particular, adjectives in the pre-modifying position play a vital role in showing the readers the outstanding qualities of the product or service advertised.

As discussed earlier, these four features: personal pronouns, modal auxiliary verbs, imperatives, and adjectival pre-modifiers, appear to be the predominant characteristics of advertising and other promotional genres (e.g. sales letters, tourist leaflets, and

tourism homepages). Therefore, in the present research, personal pronouns, modal auxiliary verbs, imperatives, and adjectival pre-modifiers are investigated.

#### **2.4.4 Language of WebPages**

The language of the web page can be considered in two aspects: content and style, and format. In terms of content and style, web writers are suggested to be concise but provide useful information for the users and use plain English or conversational style (Lynch and Horton, 2002:1; Maciuba-kopple, 2002:104; Will- Harris, 2000:1). They also suggest the web writer to think globally so that the content can be understood by people across the world since they can access into their web pages. (Marsen, 2003:193 and Lynch and Horton, 2002:2). One aspect to remind the web writer is to avoid welcome text or instruction of how to use the text (Lynch and Horton, 2002:2).

In terms of formatting, Nielsen (1997) reveals in his research on “How users (reader and navigator) read on the web” that the users normally scan the page and select the word or phrase that attract their attention. Morkes and Nielsen (1998) also indicate that the writing should be concise and, objective, and scannable. Therefore, web writers should write a text by organizing text into small chunks (Marsen, 2003:192; Maciuba-kopple, 2002:106), using plenty of sub-heads (Will-Harris, 2002:2), using bullets (Will-Harris, 2002:2; Dorner, 2002:72; Maciuba-kopple, 2002:105), and restricting the use of capitals to major heading (Marsen, 2003:193). Bold text is suggested for introducing leads-in and italics is recommended for emphasis (Will- Harris, 2002:2).

## 2.5 Related Studies of Promotional Genre

Apart from the pedagogic benefits of research on academic genres, the interests in genre analysis are widely recognized by other non-academic subjects. As Robinson (1991:2) stated “there is a greater interest in the content with which ESP must be involved - the subject matter which ESP students have to study and work with through English”. In other words, the actual subjects that the students study are being analyzed more from the point of view of the language used, its structure, and particular genres. Thus, the understanding of the cognitive structuring of information in specific areas of language use may help the ESP practitioner “to devise appropriate activities potentially significant for the achievement of desired communicative outcomes in specialized occupational areas” (Bhatia, 1991:154 as cited in Akhakraisi, 2004:2-3).

The first and best-known analyst of a non-academic genre is Bhatia. Bhatia (1993) showed that the techniques of genre analysis developed originally for the study of academic texts can be applied to different communicative events in the business world. He looked at two types of business letters which he calls ‘promotional genres’ the sales promotion letters and the job application letters. He pointed out that these two business documents are instances of the same genre since both of them serve similar sets of communicative purposes and reflect this in their move structure. He pointed out that the job application is one specific realization of the category of promotional literature. Other typical realizations of this include sales promotion letters, while company brochures, leaflets and various forms of advertisements can be regarded as ‘sub-genres’ of the promotional genre.

### 2.5.1 Studies on Business Documents

To elucidate certain aspects of the promotional genre, Bhatia (1993) chose to study texts from the business world. Thus, he studied the structural description of the sales promotion letter and the job application letter. The virtually identical pattern of moves of sales promotion letter and job application letter are compared as follows:

<b>Sales Promotion Letter</b>	<b>Job Application Letter</b>
Move 1: Establishing credentials	Establishing credentials
Move 2: Introducing the offer	Introducing the candidature
Move 3: Offering incentives	Offering incentives
Move 4: Enclosing documents	Enclosing documents
Move 5: Soliciting response	Using pressure tactics
Move 6: Using pressure tactics	Soliciting response
Move 7: Ending politely	Ending politely

Bhatia (1993) stated that the move ‘Establishing credentials’ aims to catch the reader’s attention by implying that the company can fulfil the customers’ needs. According to him, this move is taken as the decision-making process which can lead to product buying. To capture the attention of the prospective customers, Bhatia (1993) suggested that the writer of the letter should represent a company in the way that it has a well-established reputation by highlighting the achievements of the company, emphasizing its specialty or long experience. He pointed out that ‘we’ orientation is a must in achieving this point. In addition, Bhatia also stated that this move can alternatively be achieved by “indicating the writer’s perception of the interests and needs of the potential customer, and implying that the product or service can fulfil those interests or

needs of the potential customers” (Bhatia, 1993:50). In achieving the point, he indicated that ‘you’ orientation is incorporated.

Bhatia (1993) also pointed out that the move ‘Introducing the offer’ is the most essential part of the letter, and the most crucial aspect of this move is to indicate the value of the product or service. It is regarded as the fulfilment of the promise referring back to the needs of the potential customers in the first move. The move ‘Offering incentives’ functions in offering discounts to persuade the customers to think seriously about the product offered while the move ‘Enclosing documents’ is an optional move since it depends on the writer’s discretion.

Apart from moves 1 and 2, the move ‘Soliciting response’ is another important move in the rhetoric of the sales promotion letter. Bhatia (1993) described that the main communicative purpose is to encourage the customers to continue further communication; thus, it is necessary for the writer to include the telephone number and/or the name of the person that the customer can contact. The move ‘Using pressure tactics’ aims to push the already inclined or half-inclined customer to make an immediate decision, and it may be similar to the move ‘Offering incentives’. The final move ‘Ending politely’ is an important move in the sales promotion letter since a polite, pleasant, and courteous ending of a business letters is significant in maintaining and strengthening the business relations.

Another similar study on business documents was conducted by Cheung (1993). Cheung’s (1993) study was conducted in order to analyze the text of direct mail sales letters. He investigated 50 direct mail letters from banks or credit card companies. As a result of his investigation, he proposed four distinct sequenced moves as follows:

Move 1: Attention-catching opening

Move 2: Describing product/service

Move 3: Calling for action

Move 4: Reminding

Cheung (1993) stated that the move ‘Attention-catching opening’ usually comes before the salutation and that this opening move normally contains one single phrase or sentence. The purpose of this move is to catch the attention of the reader so that he/she will read on. To achieve this objective, the opening attempts to arouse curiosity or to start the reader thinking about certain situations or problems. In the body of the letter, the move ‘Describing product/service’ is included. This move is devoted to providing information about the product or service which the writer wants to sell. It usually includes detailed information about the product/service, including its outstanding features and the benefits that the buyer will get when using it. Cheung (1993) pointed out that the persuasive force of the letter is in this second move.

Apart from move 1 and move 2, Cheung (1993) found that towards the end of the letters, there is another move, ‘Calling for action’. This move serves as a writer’s tactic in order to call for the reader’s action to purchase the product or service. It usually contains information on how to take action and encouragements for early action. The strategy used in this move includes offering incentives such as lucky draws or free gifts.

The incorporation of a postscript after the signature block can be regarded as the ‘Reminding’ move, which is analyzed as an independent optional move. It can function either to remind the reader of the need to take early action, remind he/she of the benefits

that may come along with the purchase of the product/service, or to remind the reader of the deadline for action.

In the above discussion, Cheung's (1993) findings are somewhat similar to the moves assigned to the sales promotion letter and the job application letter by Bhatia (1993) in several aspects. First of all, the move 'Attention-catching opening' of direct mail sales letters is similar to move 1 'Establishing credentials' of sales promotion letters and job application letters in that they all serve to attract the attention of the readers so that they will desire to read on. The move 'Describing the product/service' of the direct mail sales letter is close to the move 'Introducing the offer' of the sales promotion letter and the job application letter in that they all give information about the product/service and attempt to convince the readers of the benefits they will get if they buy the product/service. Move 3 'Calling for action' and the optional move 'Reminding' of the direct mail sales letter appear to be a combination of move 3 'Offering incentives', move 4 'Enclosing documents', move 5 'Soliciting responses', and move 6 'Using pressure tactics' of the sales promotion letter and the job application letter. They all aim to stimulate the reader to make a particular response.

Apart from the sequenced moves in the direct mail sales letter, Cheung (1993) also highlighted certain linguistic features that are characteristics of each move. He finds that the prominent linguistic features exhibited in the attention-catching opening move are imperatives (without 'please'), assertive statements, noun phrases, and exclamations. Imperatives are used without the polite marker 'please' to arouse the reader's curiosity about the advertised product/service so that they will read on. Assertive statements mainly prompt the reader to think about a certain situation or problem (and the product/service is offered to solve such problems). In some cases, a combination of

noun phrases and exclamations are used to introduce the offer and highlight the key customer benefits.

In the product-describing move, Cheung (1993) found that the modal auxiliaries ‘can’ and ‘will’ occur in great numbers. He stated that the letter writers make use of these auxiliary verbs in order to describe the customer benefits while complex noun phrases (with a full range of gradable or superlative adjectives in pre- and post modifying positions) are employed to provide detailed description of the product/service and its outstanding features. In the calling for action move, Cheung (1993) pointed out that imperative is the most striking feature but not in the same way as in the attention-catching opening move since imperatives used in this third move tend to co-occur with ‘simply’, ‘just’, and the polite marker ‘please’ in order to request or tempt the reader to take action. In association with imperatives, conclusion markers, mainly ‘so’, are often used in this move to lead the reader to respond to the call to action. He reasoned that ‘so’ is more widely employed than ‘therefore’ in the letters since the writers attempt to make the letters close to a conversational or informal style. He further found that the writers make use of thematic purpose clauses (i.e., informative purpose expressions) with ‘To’ and ‘For’ to provide channels for queries and further information. Another interesting characteristic underlying in the construction of direct mail sales letters found by Cheung (1993) was that there is a frequent use of the personal pronoun ‘you’ and related words (e.g. your, yourself, yours, you’ll, and you’re). He stated that the personal pronoun ‘you’ is the most common device to address the readers while ‘we’ and its family (e.g. our and us) are used with less frequency.

In conclusion, business documents (i.e., sales promotion, job application, and direct mail sales letters) share many features. Firstly, they exhibit at least three typical moves: 1) attracting attention, 2) describing a product/service, and 3) calling for action. The nomenclature of each move indicates the particular intention of the writer. In addition, these documents are found to exhibit prominent linguistic features such as ‘you’ and ‘we’ orientations, modal auxiliary verbs (e.g. ‘can’, and ‘will’), and imperatives (with/without markers). However, in direct mail sales letter, there is another prominent characteristic, that is, adjectives as pre- and post modifiers.

### **2.5.2 Studies on Tourist Text**

Together with sales promotion letters, job application letters, and direct mail sales letters, the leaflets and brochures used in tourism and travel industry are an important type of promotional document and serve a similar communicative purpose (i.e., to persuade readers to do something). One study on the promotional genre is that of Henry and Roseberry (2001). Their research was conducted on the genre “Brief Tourist Information”. The corpus comprised written English texts from airline magazines, newspapers, tourist information leaflets, and guidebooks worldwide (e.g. Australia, Canada, Great Britain, New Zealand, Southeast Asia, and The United States). They analyzed the rhetorical structure and proposed eight distinct moves as follows:

Move 1: ‘Motivation’ (emotional enticement to visit a place)

Move 2: ‘Identification’ (name of place)

Move 3: ‘Location’ (where it is)

Move 4: ‘Explanation’ (what it is)

Move 5: ‘Short History’ (brief historical background)

Move 6: 'Description' (what it contains that makes it an example of its kind)

Move 7: 'Facilities/Activities' (conveniences, not part of 'description')

Move 8: 'Directions' (how to get there)

Henry and Roseberry (2001) pointed out that these moves tended to occur in the order in which they are listed above. They claimed that four of the moves are regarded as obligatory: i.e., the identification move, the location move, the description move, and the facility/activity move.

In addition to the move structure, Henry and Roseberry (2001) also investigated linguistic features that characterize each move or what they call 'move register'. They found that the three obligatory moves: 'Location', 'Facilities/Activities', and 'Description', all shared two similar linguistic features: the prominent use of the present simple tense and the active voice (except for a few verbs such as 'locate', with which the passive is flavored). Furthermore, they found that these three moves are quite different from each other. For example, the move 'Location' frequently used distance terms and compass directions but contained no modalities or idioms.

Additionally, they found that within this move, there was the frequent use of 'the lexical phrase frames' (e.g. non-static verbs – lie, locate, be - followed by prepositional phrase(s); present and past participle forms of static verbs with a prepositional phrase; and adverbial phrases of location without a verb).

Henry and Roseberry (2001) also found that the location move frequently used imperative verbs, quantitative adjectives, the modalities 'can' and 'will', and the personal pronoun 'you' and 'your'. They particularly pointed out that 'you' was used in

addressing the reader to create a friendly personal tone. The analysis also revealed that three verbs (i.e., 'take', 'find', and 'enjoy') were usually used in the move 'Facilities/Activities'. In the description move, Henry and Roseberry (2001) found that there was a frequent use of adjectives (i.e., superlative forms) in both pre- and post-modifying positions. They suggested that a particular attributive adjective can modify only some categories of nouns. Finally, they also stated that the reader is generally addressed as 'you' and 'your' in this move.

Another study of tourist texts was conducted by Iborra and Garrido (2001). They investigated the genre of tourist leaflets, particularly those from tourist information centres of countries where English is the first language. They proposed the following model for writing tourist leaflets:

Move 1: General Description (main characteristics of the place)

Move 2: Places to Visit (attractions that the destination offers)

Move 3: Summary/Conclusion (a final call for visitors)

Move 4: How to Get There (means of transport, communication networks)

Move 5: For Further Information (telephone or addresses to make inquiries)

Iborra and Garrido (2001) found that the most frequently used pronoun is 'its' while 'you' is second most frequent. They found a connection between the personal pronoun 'you' and the modal verbs (e.g. 'can' and 'will') and claimed that 'you' and the modals are used to indicate possibilities that the destination offers visitors and to attract the interest of potential visitors. In tourist leaflets, the most common verb tense is the simple present tense, followed by the simple past. In addition, they pointed out that imperatives function as a device to encourage the readers to visit the place. In fact,

imperatives are used to persuade or to request action. According to Iborra and Garrido (2001), frequently used adjectives in the tourist leaflets are used to describe age, size or origin in great number, but few superlatives are used.

Furthermore, Iborra and Garrido (2001) also found that there was a frequent use of complex noun phrases and suggested that this is a typical linguistic feature of tourist texts. They emphasized that the use of complex noun phrases allows information to be added through pre-modification and post-modification thereby avoiding long descriptions in the texts. They explained that the function of complex noun phrases is to provide concise product-detailing as they allow such information to be packed in pre- and post-nominal modification. In sum, they suggested that the lexico-grammatical features of the tourist leaflet tend to point to the informative descriptive communicative purpose as primary whereas the persuasive promotional purpose is secondary.

Similarly, Boonchayaanant (2003) studied the genre of tourist leaflets, focusing on those produced and distributed in the United States of America. She stressed that the communicative purposes of the chosen leaflets were all the same, that is, to promote tourist attractions. In analyzing the move structure of the leaflets, she followed the move analysis approach suggested by Swales (1990) and Bhatia (1993). In her study of the move and step structure of the tourist leaflets, she assigned the move pattern as following:

Move 1: Identifying the Attraction

Move 2: Attracting Readers

Move 3: Describing the Attraction

Move 4: Giving Visiting Information

Move 5: Giving Contact Information

Move 6: Giving Other Information

According to Boonchayaanant (2003), the prototypical moves are move 1 to move 5. She pointed out that the moves found in the leaflets reflected the communicative purpose in that the leaflets not only gave information about attractions but also persuade tourists to visit the attractions. According to her, the main communicative purpose of the tourist leaflets is persuasion, thus her outcome is seems to be the opposite of what Iborra and Garrido (2001) suggested about the main point of the tourist leaflets, i.e., that the informative-descriptive communicative purpose is the most important aspect whereas the persuasive purpose is the secondary one.

Furthermore, Boonchayaanant (2003) indicated that the move 'Identifying the Attraction' and the move 'Attracting Readers' on the cover page of the leaflet serve of evident persuasive communicative purpose and its function is consistent with the headline of an advertisement, whereas the move 'Giving Visitor Information' and the move 'Giving Contact Information' aim mainly at giving information to readers. Her analysis of moves appears to be close to that of Henry and Roseberry (2001) in that the 'Identifying the Attraction' move and the 'Attracting Readers' move act in the same way as the 'General Description' move and 'Places to Visit' move of Henry and Roseberry's (2001) analysis. Furthermore, they function like the motivation move and identification move of Iborra and Garrido's (2001) study. All of them act to call the attention of readers by giving them an attractive image of the destination as a whole and thus motivating them to visit the place. Furthermore, she pointed out that examples of persuasive writing style can be found in each move of the leaflet because the whole text of the tourist leaflet serves the persuasive communicative purpose.

In analyzing the linguistic features of the tourist leaflet, she focused mainly on the move 'Describing the Attraction'. She found that the personal pronoun 'you' and the modals 'will' and 'can' are frequently used together in this move. In this respect, her results appear to be similar to Henry and Roseberry's (2001) and Iborra and Garrido's (2001) findings about the frequency with which the pronoun 'you' is used and the connection between 'you' and certain modal verbs such as 'can' and 'will'.

Apart from personal pronouns and modal verbs, Boonchayaanant (2003) also showed that certain verbs are also found in this move. Such verbs as 'come' and 'enjoy' are probably the most frequently used ones, and these tend to appear in the imperative forms. Her findings on imperatives appears to be similar to that of Iborra and Garrido (2001) who suggested that imperatives are mainly used to encourage readers to visit a place, and the use of imperatives presents more direct language in addressing the readers.

In addition, she indicated that complex noun phrases played an important role in move 3 of the tourist leaflets. She found that the complex noun phrases with pre-modifiers appeared most frequently, while noun phrases with post-modifiers and those with both pre-modifiers and post-modifiers were less frequent. In particular, adjectives with positive meanings (e.g. 'classic', 'unique', 'glorious', and 'famous') tended to be used as pre-modifiers. The role of complex noun phrases in her study accords with the suggestion of Bhatia (1993) since the main communicative purpose of advertising is to promote a particular product or service to potential customers, advertising needs an attractive description of the product and service, and as a consequence, complex noun phrases play an important role because they provide a way for the writer to add modifiers in the product information and make it more convincing to the readers.

In sum, all research on tourist texts discussed above appears to share certain characteristics. First of all, although the nomenclature for each move in the various studies is not the same, they do seem to be some connections. Each move serves a particular intention of the writer, and each move contains some dominant features. As can be seen, three studies revealed some similarities in terms of linguistic features, namely the frequent use of personal pronouns ‘you’ and its family (e.g. ‘your’), modal auxiliary verbs (e.g. ‘can’ and ‘will’), adjectives (i.e., pre- and post-modifying positions), imperatives, present tense, and active voice.

### **2.5.3 Studies on Online Document**

Studies on the promotional genre are not limited to business documents and tourist texts; some analysts have taken interest in web pages. One study on this subgenre was conducted by Askehave and Nielsen (2005). They used Swales’s (1990) model to investigate corporate homepages. Moreover, they pointed out the importance of the medium that it could reveal different characteristics added to the genre. Hence, they suggested the two-dimensional model, reading mode and navigating mode, as a framework for genre analysis of online document. Askehave and Nielsen (2005) found nine moves in the reading mode of the homepage, which are:

Move 1 Attracting attention

Move 2 Greeting

Move 3 Identify sender

Move 4 Indicating content structures

Move 5 Detailing (selected) content

Move 6 Establishing credentials

Move 7 Establishing contact

Move 8 Establishing a (discourse) community

Move 9 Promoting an external organization

In navigating mode, where they assigned hyperlinks as a characteristic of this particular mode, two types of links were described and specify their functions. The links are generic links and specific links. A generic link is a link that provides access to the main topics on a web site. A specific link functions as a gateway to the topic of the leads.

Similarly, Barron's (2006) he investigated 121 medical spam mails received in Germany. By using Swales' (1990) framework, he discovered seven moves as follows:

Move 1 Capture attention

Move 2 Establish credentials

Move 3 Welcome prospect

Move 4 Introduce the offer

Step 1: Introduce the primary offer

Step 2: Introduce the secondary offer

Move 5 Use pressure tactics

Move 6 Solicit response

Move 7 Give a polite way-out

The analysis concentrates on the macro-textual level, and reveals that unsolicited promotional emails undoubtedly belong to the promotional genre. However, a contrast of previous research on offline promotional letters shows differences between the conventional patterns underlying such letters and those underlying spam emails. These

differences are explained with reference to the particular contexts of use, spammers being, namely, forced to deal with a high level of competition from other spam mails, a bad reputation, an extremely fast pace of communication, the risk of being filtered out by spam mail filters and also legal restrictions.

In this work, less attention is given to the study of linguistics since the major goal of the study is a macro-textual analysis.

Most recent research concerning genre-based approaches in the online community is Klankanna (2007). She analyzed the move structures and lexical-grammar features of hotel homepage by using the framework of Bhatia (1993) and Askehave and Neilson (2005). The result shown that four moves appeared as following:

Move1 Attracting Attention

Move2 Establishing Credentials

Move3 Introducing the offer

Move4 Soliciting Response

Each move comprises various steps which help to accomplish the communicative purpose of the moves. In addition, the linguistic features frequently found in this study were noun phrase in move 1 to identify the products, adjective in move 2 and 3 to describe and evaluate facilities and service, superlative in move 3 to claim superior, and imperative in move 4 to call for action. She also analyzed the pictures, which represent various communicative purposes appeared in move 1, 2, and 3.

All above, the concept of genre is extended to cover hard copy and online documents. Genre analysis of hard copy is mainly based on Swales (1990) and Bhatia (1993). As for the online documents, genre analysis is based on the work of Askehave and Nielsen (2005). To put genre in action, the frameworks reveal the concept of communicative purpose as a privilege criterion to identify the move. The criteria can be realized by inferring from the content and linguistic clues. In this study, tourism homepage is a type of online document. Thus, the framework of Askehave and Nielsen (2005) has come into interest. As for the communicative purpose of tourism homepage, it is intended to persuade the readers to take action. This is similar to the purpose of web advertising given by Zeff and Aron (1999). To realize the purpose of web advertising, the web writers are suggested to look at the language of advertising including web writing guidelines. However, to achieve individual web advertising, the web writers could employ different strategies since some of the offering strategies might not be appropriate. The details of the methodology are discussed in the next chapter.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodological procedures of the study. It is divided into four main parts: research design, data collection, data collection procedures, data analysis of the study.

#### **3.1 Research Design**

The present study is designed to investigate the language of Thai tourism homepages. Bhatia's (1993) genre analysis of language in promotional genre is used to identify the occurrence of typical rhetorical moves and lexical-grammar features of the text in tourism homepages on the web. The study, therefore, is descriptive.

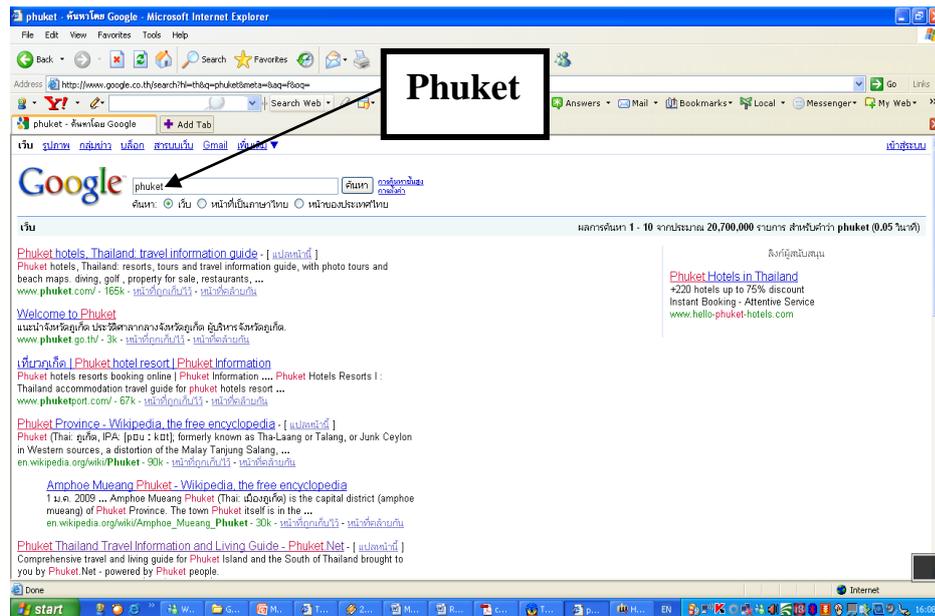
#### **3.2 Data Collection**

Data are collected from 30 English tourism websites, which are active from 1-31 March 2009. The websites selected are from top destinations in Thailand which are listed by the Tourism Authority of Thailand (TAT). The selection of representative samples is a purposive sampling design.

### 3.3 Data Collection Procedures

The data search began inserting by 30 attraction keywords in search box of www.google.com. to get tourism website directories as shown in Figure 3.1.

**Figure 3.1:** Example of Search Results from Key Word “Phuket”



Second, to find attraction names, each entry was accessed, then 30 attraction names from the list were selected purposively, using three criteria:

1. Being the official website of the tourism with both text and pictures in the homepage.
2. More than 100 words in the text of the main body of the page.
3. Only one attraction name from each tourism chain was selected.

The 30 official websites were finally obtained and illustrated as follows:

### **Tourism Websites**

1. [www.kosamet.net/](http://www.kosamet.net/)
2. [www.railay.com/railay/intro/intro.shtml](http://www.railay.com/railay/intro/intro.shtml)
3. [www.fullmoon-party.com/kohphangan/](http://www.fullmoon-party.com/kohphangan/)
4. [www.kanchanaburiguide.com/index.htm](http://www.kanchanaburiguide.com/index.htm)
5. [www.maehongsontravel.com/index.html](http://www.maehongsontravel.com/index.html)
6. <http://pai-thailandtravel.blogspot.com/2007/12/at-night-in-pai-1800-24.html>
7. <http://chiangrai.sawadee.com/#top>
8. [www.chumphontravel.com/index.htm](http://www.chumphontravel.com/index.htm)
9. [www.kohsamui.org/suratthani.html](http://www.kohsamui.org/suratthani.html)
10. [www.frangipani.com/huahin/huahin.htm](http://www.frangipani.com/huahin/huahin.htm)
11. [www.kolipethailand.com/index.html](http://www.kolipethailand.com/index.html)
12. [www.1stopchiangmai.com/](http://www.1stopchiangmai.com/)
13. [www.tourismthailand.org/destination-guide/trang-92-5597-1.html](http://www.tourismthailand.org/destination-guide/trang-92-5597-1.html)
14. [www.asiatravel.com/floating.html](http://www.asiatravel.com/floating.html)
15. [www.kohlarn.com/index.htm](http://www.kohlarn.com/index.htm)
16. [www.tourismchiangrai.com/e-ctmc/index.php?option=doitung](http://www.tourismchiangrai.com/e-ctmc/index.php?option=doitung)
17. [www.trekthailand.net/m18/index.html](http://www.trekthailand.net/m18/index.html)
18. [www.krabi.com/index.html](http://www.krabi.com/index.html)
19. [www.phuket-guide.net/](http://www.phuket-guide.net/)
20. [www.samuiguide.com/index.html](http://www.samuiguide.com/index.html)
21. [www.bangkoksite.com/](http://www.bangkoksite.com/)

22. www.phangngabaythailand.com/
23. www.kohtao.com/index.php
24. www.aonang.com/index.htm
- 25 www.phiphiholiday.com/index.php
26. www.pattayacity.com/intro.html
27. www.bangsaphanguide.com/index.htm
28. www.hatbangsaen.com/index.html
29. www.oceanlandthailand.com/index.html
30. www.thailandtraveltours.com/thailand-chaam-travel-guidethailandchaam  
travelguide.htm

Each website was accessed in order to collect the texts and the pictures included in the 30 tourism homepages as the corpus for the analysis. The written texts and pictures were drawn from the main body of the homepage and the pictures were also drawn from the header.

**Figure 3.2:** The Header and The Main Body of a Homepage



Lastly, the texts were then copied and pasted in a Microsoft word document format for the convenience of the analysis.

### **3.4 Data Analysis**

Data analysis is based on Bhatia (1993), and Askehave and Nielsen (2005) framework. Bhatia's (1993) framework suggested that move and step boundaries can be identified based on the content and linguistic features. Askehave and Nielsen (2005) added that a characteristic of text on web pages also concerns navigating mode or linkage. In this study, linkage was classified as a move-step. Data analysis was divided into two main stages. The first stage is the identification of moves and steps in both text and picture. These finding will provide answers to research question 1 and 2.

The second stage is the analysis of linguistic features in some selected moves of the Thai Tourism Homepages.

A move in genre analysis is defined as a meaningful unit represented in linguistic (lexico-grammatical) forms and related to the communicative purposes of the activity in which members of the community are engaged (Vergaro, 2004:182). As stated by Swales (2004:228-9), "discoursal or rhetorical unit performs a coherent communicative function in a written or spoken discourse". Pho (2009:17) also indicated that "each move has its own communicative purpose, and together with other moves contributes to the general communicative purpose of the text". Each rhetorical move can be realized by one or more steps, but not all moves comprise constituent steps (Samraj, 2009). Step is defined as the rhetorical strategies use to realize the communicative purpose of a move (Henry and Roseberry, 2001). Both moves and steps are functional units, and can

be optional or obligatory in a genre. Some moves or steps that occur regularly in a genre are considered obligatory while others that occur less frequently are considered optional. However, criteria for defining an obligatory unit are not consistent.

### **3.4.1 The Identification of Moves and Steps**

The move-step of 30 homepages was identified in the following.

First, two from the 30 homepages were randomly selected for setting criteria for the analysis. The two homepages selected were:

1. [www.kosamet.net/](http://www.kosamet.net/)
2. [www.railay.com/railay/intro/intro.shtml](http://www.railay.com/railay/intro/intro.shtml)

Second, based on Bhatia (1993) and Askehave and Nielsen (2005) framework, the analysis of moves and steps of those two homepages was identified. The result was the character of moves and steps which was used as the criteria in identifying the moves and steps.

#### **Move A: Identifying the Attraction**

Step 1: Stating the Name of Attraction with/or the picture of attraction sign

Step 2: Inviting Reader to Visit with/or the picture of Thai greeting.

Step 3: Stating the Attraction Slogan with/or the picture of attraction slogan sign

#### **Move B: Establishing Credentials**

Step 1: Indicating and/or Describing Locations with/or pictures of bird's eye view

Step 2: Claiming Superiority with/or pictures of a luxurious place

Step 3: Informing the Readers about the Background or History with/or pictures of history

Step 4: Claiming Outstanding Characteristics with/or pictures of outstanding of places

Move C: Introducing the Offers

Step 1: Giving Factual Details of the Services and Facilities in and around city with/or pictures of services, facilities and maps

Step 2: Offering Main Thing to see and do with / or pictures of activities

Step 3: Giving Information on Operating Time with/or pictures of time schedules

Move D: Soliciting Response

Step 1: Navigating More Detailed Information

Step 2: Calling for Action

Step 3: Ending Politely

Step 4: Giving Contact Information

Third, each homepage was examined to see the move pattern by looking at the order of move occurrence.

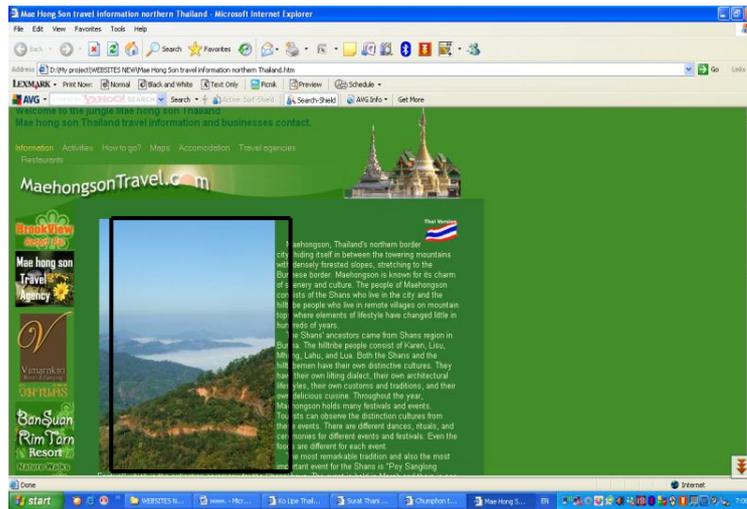
Fourth, each pattern was counted to see the frequency of the occurrence.

Fifth, the steps in each move were investigated to see the pattern of steps.

Sixth, each step pattern was counted to see the frequency of the occurrence.

Lastly, the pictures were analyzed to identify their moves and steps. For example,

Picture A



(Web No.5)

Picture A indicates step 1 (Indicating and/or describing locations) in move B (Establishing Credentials) since the picture depicts the bird-eye view locations.

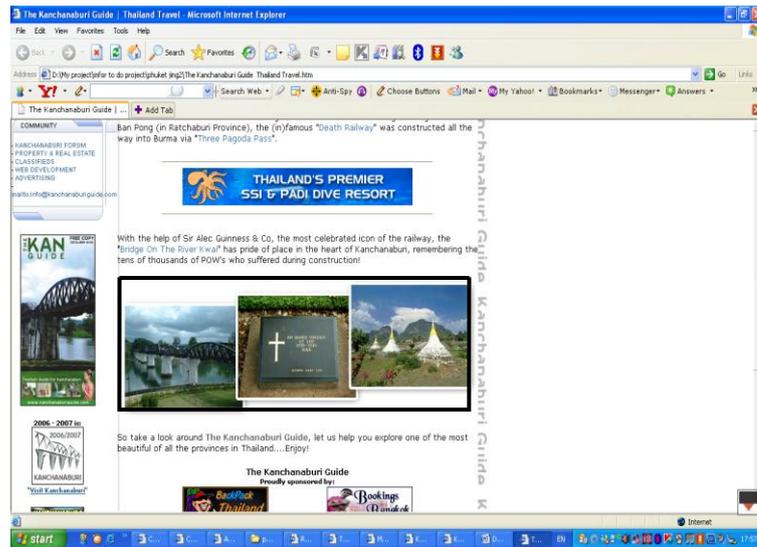
Picture B



(Web No.1)

Picture B indicates step 4 (Claiming Outstanding Characteristics) in move B (Establishing Credentials) since the picture and text show the outstanding feature of the attraction and persuading the reader to visit the tourist attraction.

Picture C



(Web No.4)

Picture C indicates step 3 (Informing the Readers about the Background or History) in move B (Establishing Credentials) since the picture and text show the history of the attraction.

### 3.4.2 The Analysis of Linguistic Features

The analysis of Thai Tourism Homepage begins with the identification of linguistic features found in the selected 30 tourism homepages created in the form of computer readable text. These are later saved as separate document files. Next, a computerized concordance program named 'Concapp Concordance Browser and Editor' by Greaves (1993-2008) was used to conduct two main types of analysis. The first type was the calculation of frequency of words found in these homepages by using the 'Unique Words List' function in the 'Statistics menu'. This function is able to analyze the text in terms of the frequency of use of each individual word.

The other type was the analysis of predominant linguistic features of the moves. The latter analysis was performed by inputting a desired word in 'Search String' in the 'Concordance Selection' dialog box to identify the surrounding co-text in the corpus. For example, the concordance program can list all occurrences of the modal auxiliary verb 'can'. For the analysis of certain linguistic features including adjectives and imperatives in these moves, the studied features were counted manually and the percentages of occurrences of these features were calculated. Then, the same function (i.e., Search String) was also used to identify the surrounding co-text of imperatives and to extract the nominal collocates of the adjectival pre-modifiers. The next chapter presents the results of the study illustrated above.

## **CHAPTER FOUR**

### **RESULTS AND DATA ANALYSIS**

#### **4.0 Introduction**

This chapter aims to illustrate the results and data analysis of the study of 30 Tourism homepages by answering the following research questions.

1. What are the moves and steps found in Thai tourism homepages?
2. What is the frequency of occurrence in the moves and steps in Thai tourism homepage texts and pictures?
3. What is the frequency found for each linguistic features in the selected moves of the Thai Tourism homepages?

#### **4.1 Frequency of Moves and Steps in Tourism Homepages**

This section answers the first and second research question, ‘What are the moves and steps found in Thai tourism homepages?’ and ‘What is the frequency of occurrence in the moves and steps in Thai tourism homepage texts and pictures? The second research question has a two part analysis, first to identify moves and steps in texts and second to identify moves and steps in pictures.

### 4.1.1 Identifying Moves and Steps in Texts

The moves and the frequency of moves in the tourism homepage text are illustrated in Table 4.1 below, and the frequency of each step including the examples are illustrated in Table 4.2- 4.9.

**Table 4.1:** Frequency of Moves in 30 Tourism Homepage Texts

Moves	Frequency of Occurrence	%
A: Identifying the Attraction	30	100%
B: Establishing Credentials	30	100%
C: Introducing the Offers	27	90%
D: Soliciting Response	27	90%

As can be seen in Table 4.1, Move A (Identifying the Attraction) and move B (Establishing Credentials) occur most frequently (100%), followed by move C (Introducing the Offers) and move D (Soliciting Response) with (90%) for each.

#### **Move A: Identifying the Attraction**

The purpose of this move is to capture the readers' attention. This move was realized by employing the three steps as stated below:

Step 1: Stating the Name of Attraction

Step 2: Inviting Reader to Visit

Step 3: Stating the Attraction Slogan

**Table 4.2:** Frequency of Steps Occurring in Move A (Identifying the Attraction)

<b>Steps</b>	<b>No. of Occurrence (n = 30)</b>	<b>%</b>
1) Stating the Name of Attraction	30	100%
2) Inviting Reader to Visit	10	33%
3) Stating the Attraction Slogan	4	13%

As shown in Table 4.2, step 1 (Stating the Name of Attraction) occurs most frequently (100%), followed by step 2 (Inviting Reader to Visit) (33%) and step 3 (Stating the Attraction Slogan) (13%). The examples of □ ‘Identifying the Attraction’ move are presented in Table 4.3.

**Table 4.3:** Characteristics of Move A (Identifying the Attraction) •

<b>Move A</b>	<b>Realization of move and example</b>
<b>Identifying the Attraction</b>	<b>Step 1: Stating the Name of Attraction</b> <i>Railay Beach Thailand</i> (Web No.2) <b>Step 2: Inviting Reader to Visit</b> <i>Welcome to Railay Thailand!</i> (Web No.2) <b>Step 3: Stating the Attraction Slogan</b> <i>The best dive site in the Gulf of Thailand</i> (Web No.23)

## Move B: Establishing Credentials

The purpose of this move is to include trustworthiness which is a factor affecting customers' decisions to perform the transaction via the Internet. This move includes four steps:

Step 1: Indicating and/or Describing Locations

Step 2: Claiming Superiority

Step 3: Informing the Readers about the Background or History

Step 4: Claiming Outstanding Characteristics

**Table 4.4:** Frequency of Steps Occurring in Move B (Establishing Credentials)

Steps	No. of Occurrence (n = 30)	%
1) Indicating and/or Describing Locations	26	86%
2) Claiming Superiority	6	20%
3) Informing the Readers about the Background or History	19	63%
4) Claiming Outstanding Characteristics	26	86%

As can be seen from Table 4.4, four steps occur in move B for 'Establishing Credentials'. Step 1 (Indicating and/or Describing Locations) and step 4 (Claiming Outstanding Characteristics) occurs most frequently (86%), followed by step 3 (Informing the Readers about the Background or History) with 63% and step 2 (Claiming Superiority) with 20%. The examples of 'Establishing Credentials' moves are presented in Table 4.5.

**Table 4.5:** Characteristics of Move B (Establishing Credentials)

Move B	Realization of move and example
Establishing Credentials	<p><b>Step1: Indicating and/or Describing Locations</b></p> <p><i>Covering an area of 191 square kilometers, Koh Phangan is located 20 kilometres directly north of Koh Samui, or approximately 100 kilometres from Suratthani mainland. Interesting attractions include secluded and virgin beaches around the island, a hilltop temple called Wat Khao Tham (ideal for meditation), Than Sadet Waterfall, and the Namtok Phaeng National Park.</i></p> <p>(Web No.3)</p> <p><b>Step2: Claiming Superiority</b></p> <p><i>These courses are world class and green fees and caddy charges are very reasonable. Electric carts are available at most though a walk in the beautiful climate of Hua Hin is a pleasure in itself.</i></p> <p>(Web No.10)</p> <p><b>Step3: Informing the Readers about the Background or History</b></p> <p><i>Kanchanaburi is also world famous among war historians. From the neighbouring town of Ban Pong (in Ratchaburi Province), the (in) famous "Death Railway" was constructed all the way into Burma via "Three Pagoda Pass".</i></p> <p><i>With the help of Sir Alec Guinness &amp; Co, the most celebrated icon of the railway, the "Bridge On The River Kwai" has pride of place in the heart of Kanchanaburi, remembering the tens of thousands of POW's who suffered during construction!.</i></p> <p>(Web No.4)</p>

**‘Table 4.5, continued’**

<b>Move B</b>	<b>Realization of move and example</b>
<b>Establishing Credentials</b>	<p><b>Step 4: Claiming Outstanding Characteristics</b></p> <p><i>Pai is a small community, embraced by rolling mountains and enveloped in natural setting that is fresh and beautiful. The atmosphere is clean, pure, quiet and warmly welcoming. The different ethnic groups, religious beliefs and languages of the people of plains and the people of the mountains have blended together here to form a unique set of cultural traditions.</i></p> <p>(Web No.6)</p>

### **C: Introducing the Offers**

The purpose of this move is to inform the details about the services or facilities. This move includes three steps:

Step 1: Giving Factual Details of the Services and Facilities in and around city

Step 2: Offering Main Thing to see and do

Step 3: Giving Information on Operating Time

**Table 4.6:** Frequency of Steps Occurring in Move C (Introducing the Offers)

<b>Steps</b>	<b>No. of Occurrence (n = 30)</b>	<b>%</b>
1) Giving Factual Details of the Services and Facilities in and around city	24	80%
2) Offering Main Thing to see and do	15	50%
3) Giving Information on Operating Time	6	20%

As can be seen in Table 4.6, step 1 (Giving Factual Details of the Services and Facilities in and around city) occurs most frequently (80%), followed by step 2 (Offering Main Thing to see and do) occurs by 50% and step 3 (Giving Information on Operating Time) occurs the least with 20%. The examples of ‘Introducing the Offers’ move are presented in Table 4.7.

**Table 4.7:** Characteristics of Move C (Introducing the Offers)

<b>Move C</b>	<b>Realization of move and example</b>
<b>Introducing the Offers</b>	<p><b>Step 1: Giving Factual Details of the Services and Facilities in and around city</b></p> <p><i>How to Get There</i></p> <p><i>By Car:</i> From Bangkok you can take Highway No. 4 (Phetchakasem Rd.) and turn left at Km. 80 for another 25 kms. along Bangpae-Damnoen Saduak Rd.</p> <p><i>By Bus:</i> There are public buses both air and non air-conditioned leaving from the Southern Bus Terminal. Pinklao Nakhonchaisi Rd. for Damnoen Saduak every 40 minutes from 06.00 hrs. onwards. Fare is around Baht 49 (one way) for air-conditioned (tel . 435-5031) and Baht 30 for normal buses (tel. 434-5558). The most suitable time to be at the market is from 08.00-10.00 hrs.</p> <p>(Web No.14)</p> <p><b>Step 2: Offering Main Thing to see and do</b></p> <p><i>There are many activities here for visitors to enjoy, some include para sailing, snorkeling, jet ski, banana boat, swimming in tropical waters, and there is even a shooting range located here. Because the island is mountainous there are also some spectacular views for those that like to take a few snapshots. Koh Larn is also very suited for bicycling and hiking, many bicycling events have been held here. Many movie production companies have used the island for movie shoots.</i></p>

**‘Table 4.7 continued’**

<b>Move C</b>	<b>Realization of move and example</b>
<b>Introducing the Offers</b>	<p><i>There are many accommodations that will make you feel right at home. Then there are the places to get many right on the beach, serving up fresh, catch of the day sea food. Many visitors come to stay their entire vacation on Koh Larn and return year after year, kind of a home away from home for some.</i></p> <p>(Web No.15)</p> <p><b>Step 3: Giving Information on Operating Time</b></p> <p align="center"><i>Pai to Chiang Mai, Chiang Mai to Pai 7.00 AM - 3.30 PM</i></p> <p>(Web No.6)</p>

**Move D: Soliciting Response**

The purpose of this move is to encourage the readers to take action such as looking for further information, calling for reservation and sending the enquiries via e-mail. This move includes four steps:

Step 1: Navigating More Detailed Information

Step 2: Calling for Action

Step 3: Ending Politely

Step 4: Giving Contact Information

**Table 4.8:** Frequency of Steps Occurring in Move D (Soliciting Response)

Steps	No. of Occurrence (n = 30)	%
1) Navigating More Detailed Information	21	70%
2) Calling for Action	7	23%
3) Ending Politely	4	13%
4) Giving Contact Information	13	43%

As can be seen in Table 4.8, step 1(Navigating More Detailed Information) occurs most frequently (70%), followed by step 4 (Giving Contact Information) with 43%, step 2 • for (Calling for Action) with 23%, and step 3 (Ending Politely) occurs the least (8%). The examples of ‘Soliciting Response’ move are presented in Table 4.9

**Table 4.9:** Characteristics of Move D (Soliciting Response)

Move D	Realization of move and example
Soliciting Response	<p><b>Step 1: Navigating More Detailed Information</b></p> <p><i><u>More Hotels in Koh Phi Phi &gt;&gt;</u></i></p> <p>(Web No.25)</p> <p><b>Step 2: Calling for Action</b></p> <p><i>If you have any questions please post them on our forum.</i></p> <p>(Web No.27)</p>

**‘Table 4.9 continued’**

<b>Move D</b>	<b>Realization of move and example</b>
<b>Soliciting Response</b>	<p><b>Step 4: Giving Contact Information</b></p> <p><i>For more information</i>  <i>Contact : Tourism &amp; Service Center</i>  <i>Multi – Purpose Hall, Doi Tung development Project,</i>  <i>Mae Fah Luang ,Chiang Rai 57240</i>  <i>Tel. 66 53 767015-7 Fax. 66 53 767077</i>  <i>Bangkok office: Tel. 66 2 2527114 Ext.217</i>  <i>Fax.66 2 2541665</i>  <i>website : <a href="http://www.doitung.org/">http://www.doitung.org/</a></i>  <i>E-mail : <a href="mailto:tourism@doitung.org">tourism@doitung .org</a></i></p> <p>(Web No.16)</p>

#### **4.1.2 Identifying Moves and Steps in Pictures**

A homepage consists of both texts and pictures that complement each other. The latter can replace the texts since it is better visualized as it provides descriptions of the place.

**Table 4.10:** Frequency of Moves in 30 Homepage Pictures

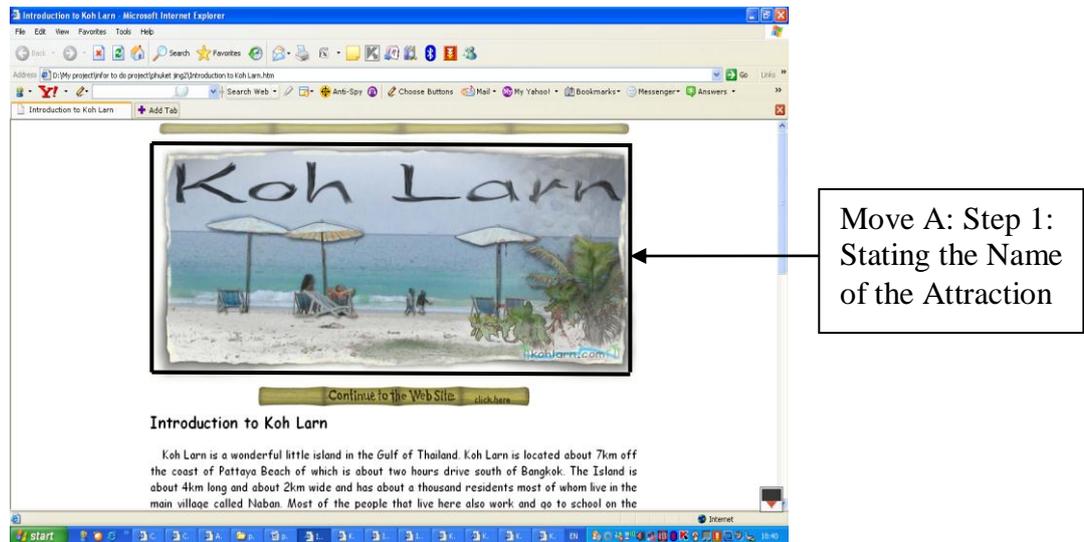
<b>Moves</b>	<b>Frequency of Occurrence</b>	<b>%</b>
A: Identifying the Attraction	6	20%
B: Establishing Credentials	27	90%
C: Introducing the Offers	18	60%
D: Soliciting Response	0	0%

As can be seen in Table 4.10, move B (Establishing Credentials) occurs most frequently (90%), followed by move C (Introducing the Offers) (60%) and move A (Identifying the Attraction) with 20%. Move D (Soliciting Respond) do not occur in the pictures. The examples of the moves represented by pictures are given below:

## Move A: Identifying the Attraction

The sign of the attraction represents the attraction name. For example,

Picture A - Move A, step 1



(Web No.15)

Instead of using the welcoming message, the web writers used a picture indicating the Thai way of greeting as shown in Picture B below.

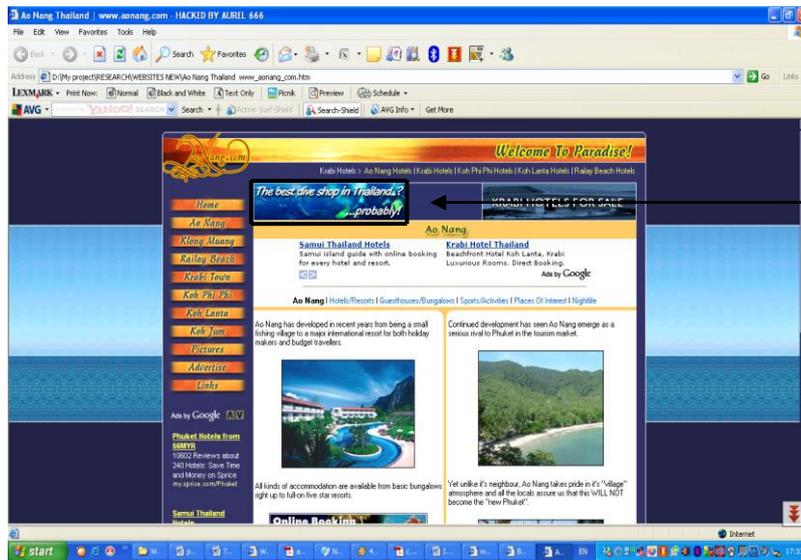
Picture B - Move A, step 2



Move A: Step 2:  
Inviting Reader to  
Visit

(Web No.18)

Picture C - Move A, step 3



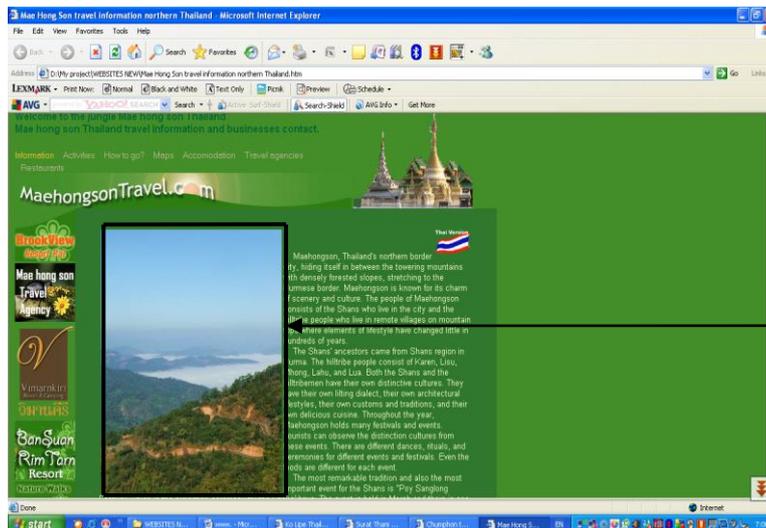
Move A: Step 3:  
Stating the  
Attraction Slogan

(Web No.24)

## Move B: Establishing Credentials

To establish trustworthiness, the web writers used the picture of a bird's-eye view area, a panoramic view and the surrounding area to indicate the locations, pictures of beautiful places represent superiority, and pictures of places represents history. This move realizes step 1 (Indicating and/or Describing Locations), step 2 (Claiming Superiority), step 3 (Informing the Readers about the Background or History), and step 4 (Claiming Outstanding Characteristics) as shown in Picture D-F.

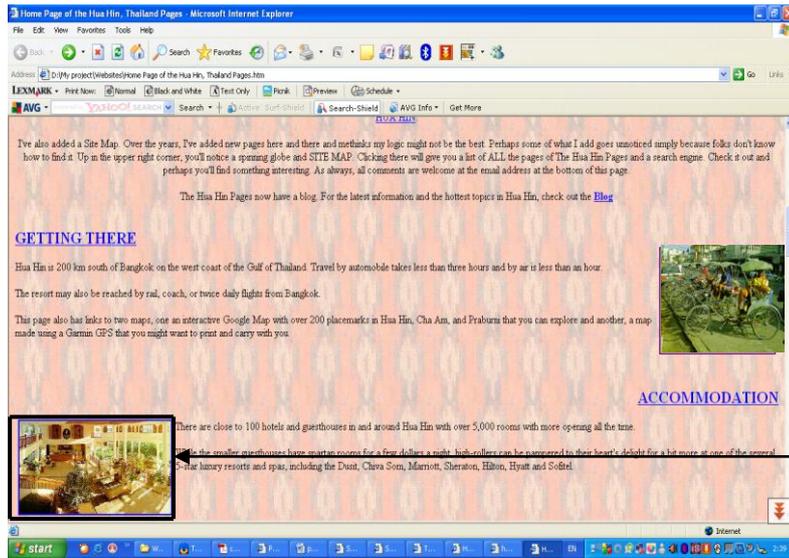
Picture D- Move B, step 1 (Bird's eye view)



Move B: Step 1:  
Indicating and/or  
Describing  
Locations

(Web No.27)

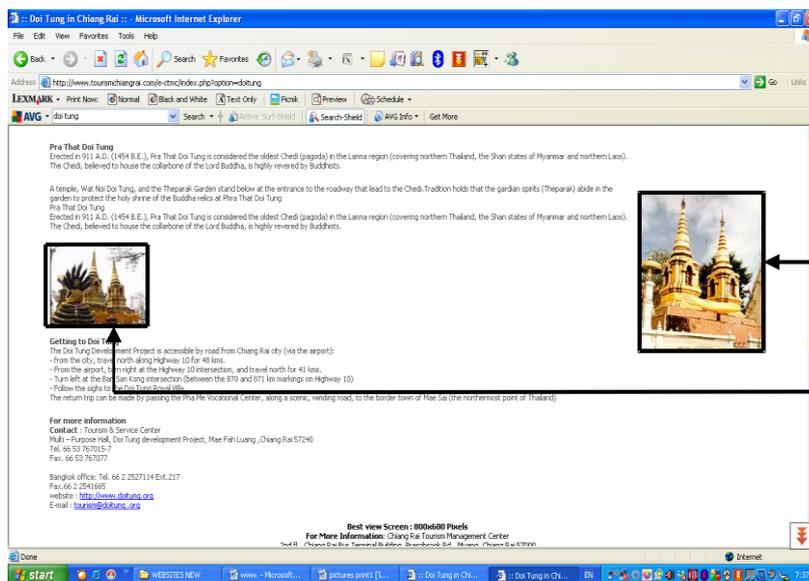
## Picture E - Move B, step 2



Move B: Step 2:  
Claiming Superiority

(Web No.10)

## Picture F - Move B, step 3



Move B: Step 3:  
Informing the  
Readers about the  
Background or  
History

(Web No.16)

## Picture G - Move B, step 4



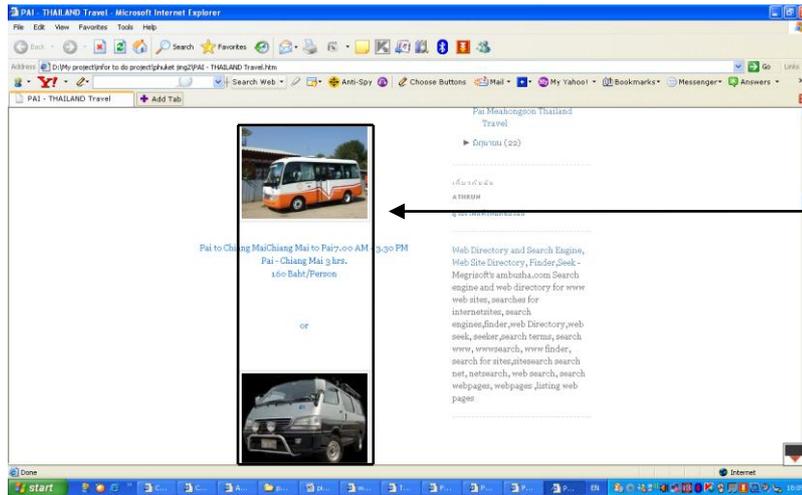
Move B: Step 4:  
Claiming  
Outstanding  
Characteristics

(Web No.1)

## Move C: Introducing the Offers

To introduce offers, pictures indicating details of describing the attraction were used. This move realizes step 1 (Giving Factual Details of the Services and Facilities in and around city), step 2 (Offering Main Thing to see and do) and step 3 (Giving Information on Operating Time) as shown in Picture H-J.

Picture H. Move C, step 1



Move C: Step 1:  
Giving Factual  
Details of the  
Services and  
Facilities in and  
around city

(Web No.6)

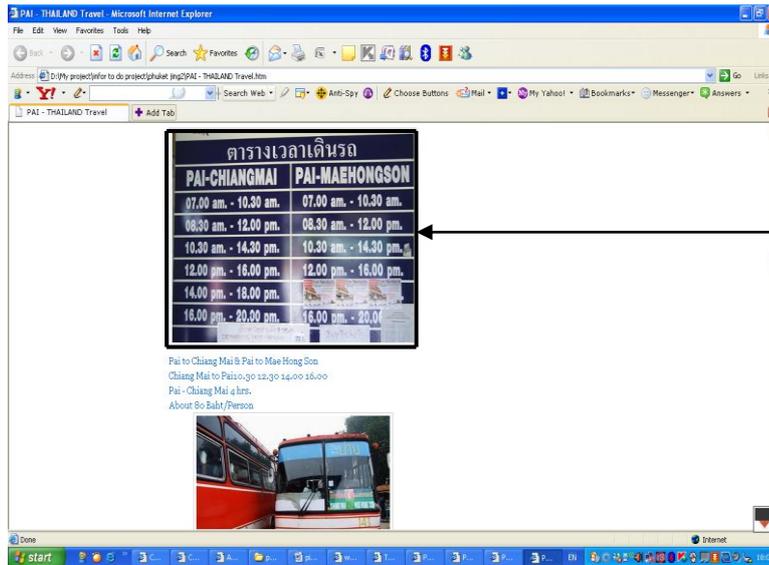
Picture I. Move C, step 2



Move C: Step 2:  
Offering Main  
Thing to see and  
do

(Web No.3)

### Picture J. Move C, step 3



Move C: Step 3:  
Giving Information  
on Operating Time

(Web No.6)

Overall, the prototypical moves and steps found in 30 tourism homepages can be shown as follows:

#### Move A: Identifying the Attraction

Step 1: Stating the Name of Attraction with/or the picture of attraction sign

Step 2: Inviting Reader to Visit with/or the picture of Thai greeting.

Step 3: Stating the Attraction Slogan with/or the picture of attraction slogan sign

#### Move B: Establishing Credentials

Step 1: Indicating and/or Describing Locations with/or pictures of bird's eye view

Step 2: Claiming Superiority with/or pictures of a luxurious place

Step 3: Informing the Readers about the Background or History with/or pictures of history

Step 4: Claiming Outstanding Characteristics with/or pictures of outstanding of places

#### Move C: Introducing the Offers

Step 1: Giving Factual Details of the Services and Facilities in and around city  
with/or pictures of services, facilities and maps

Step 2: Offering Main Thing to see and do with / or pictures of activities

Step 3: Giving Information on Operating Time with/or pictures of time  
schedules

#### Move D: Soliciting Response

Step 1: Navigating More Detailed Information

Step 2: Calling for Action

Step 3: Ending Politely

Step 4: Giving Contact Information

### **4.2 Analysis of Linguistic Features of selected moves in the Thai Tourism Homepages.**

According to Dudley-Evans (1994), move justification is not only identified by communicative purposes, but also by analysis of linguistic features. Hence, linguistic features of selected moves are investigated in order to answer the third research question ‘What is the frequency found of each linguistic features in the selected moves of the Thai Tourism Homepages?’. The selected moves for the analysis of linguistic features are moves B and C. Move B (Establishing Credentials) establishes credibility and is an important factor to stimulate customer’s decision to buy the product which is the move employed in almost all homepages. It convinces the readers to make a decision to visit the places described in the homepages. It is generally expressed in one or more phrases or sentences. Move C (Introducing the Offers) is another important move included in almost all homepages. The move contains information that web

writers need to inform to the readers. It gives details of things that are available to see and do at an attraction site or the value visitors would obtain when they visit the attraction. Analysis of moves B and C are made because the two prototypical moves are the some of the major moves which contain crucial information about the attraction and descriptions of the attraction and are usually found in the main body of a homepage. The analysis is focused particularly on four main aspects: personal pronouns, modal auxiliary verbs, imperatives, and adjectival pre-modifiers. The analysis was performed using a computer program named 'Concapp Concordance Browser and Editor' and yielded the following results:

The corpus of move B and move C consisted of a total of 12,516 words. Table 4.11 below shows the 100 most frequently found words in moves B and C from a total of 2,784 different words (i.e., only different words are counted).

**Table 4.11:** The 100 Most Frequently Found Words in Move B (Establishing Credentials) and Move C (Introducing the Offers)

Word	Frequency	Word	Frequency	Word	Frequency	Word	Frequency
the	747	this	49	best	19	see	16
and	432	all	44	city	19	town	16
of	354	Thailand	43	local	19	visit	16
to	273	most	38	place	19	available	15
a	238	more	35	time	19	both	15
in	236	your	34	along	18	main	14
is	218	many	33	not	18	well	14
for	137	one	29	restaurants	18	popular	13
are	116	small	29	their	18	famous	12
from	114	people	28	coast	17	may	12
on	101	we	27	hotels	17	our	12
you	96	area	26	new	17	experience	11
with	79	its	26	other	17	take	11
at	72	national	25	travel	17	enjoy	10
be	68	sea	25	year	17	nightlife	9
beach	60	located	22	bay	16	full	7
can	60	park	22	do	16	us	6
island	60	very	22	do	16	us	6
it	60	day	21	first	16	beauty	5
that	54	kilometer	21	few	16	big	4
by	53	beautiful	20	go	16	country	3
also	51	find	20	resort	16	yourself	2
will	51	around	19	royal	16	yours	1

#### 4.2.1 Personal Pronouns and Modal Auxiliary Verbs

Personal pronouns are found in Table 4.11. As shown in Table 4.11 ‘you’ and its family (i.e., ‘your’, ‘yours’ and ‘yourself’), ‘we’ and its family (i.e., ‘our’, and ‘us’) are pronouns that appear in great number in move B and move C. Figure 4.1 shows the language patterns for the pronoun ‘you’ and its family while Figure 4.2 shows the language patterns for the pronoun ‘we’ and its family. Among these items, it should be

noted that 'you' appears the most frequently with 3.4%, while 'yours' (0.07%) and 'yourself' (0.03%) are found the least often.

**Figure 4.1:** Language Patterns for the Pronoun 'you', 'your', 'yours' and 'yourself'

ists are not in a hurry, **you** can easily find a decent hotel a relat large island, so **you** can easily find a quiet place Arriv at Damnoen Saduak, **you** can either walk on the pas Cha Am, and Praburni that **you** can explore and another, a map wat your favorite sport, **you** can find a few places in the B s, nurseries, etc. Here, **you** can have the best view on Koh are much This is where **you** can help. Simply log on to www whe is something 'odd' , **you** can let go of your western operators on the island. **You** can make local and long-dista gi is another coffe shop **you** can not miss. Witching Well is ar the east coast, where **you** can now find a very wide wionline reservations so **you** can plan before you go! We can ith a lot of Teak trees. **You** can put tent here. ATTRACTION a ek, or even a month if **you** can spare the time. Which hote enter for a day or more. **You** can spend a day playing with an be tricky to get what **you** want. Having lived in Railay de on his visit in 1899. **You** will also find the Fishery f your holiday. Inside, **you** will find guides to the rt Recommendations Below **you** will find our personal ather small island where **you** will find some of the most ll show you the way, and **you** will find some very good e weekends and holidays, **you** will find this sleepy village laying with 200 dogs and **you** will never forget your visit and get the most out of **your** visit North...more Shopping nd you will never forget **your** visit to Koh Samui. DRCS has ryone. To help you find **your** way around the island this odd' , you can let go of **your** western rush and just Relax, and aquamarine water are **yours** to enjoy! There are 4 main activity here, so spoil **yourself** a little and "refill ery careful when driving **yourself**. BEACHES The white sand estination in Thailaad. **You** will not find hordes of save you a lot of time. **You** will probably want to know Song Kram Rd. about 100 m **you** will see it on your left , in Phang Nga. At Koh Yao, **you** will see the islands living

**Figure 4.2:** Language Patterns for the Pronoun 'we', 'our', and 'us'

r person) One Way 3500 Baht **We** can also make transport Saphan on the site so that **we** can be found for both search ver make it to Hua Hin but **we** can be proud of Fred's Baja ose during the low season. **We** can be reached by longtail or ou can plan before you go! **We** can be reached by longtail or olidays and long-weekends. **We** can recommend some idyll ound Railay you may like. **We** have just finished posting ailand. What's in a name? **We** have used both versions of neighbouring islands, and **we** hope that Samui Guide will actions - if nothing else, **we** hope to get across the huge lay for the last 20 years, **we** know all the owners and staff o participate in the place **we** love and if you so desire, om within Princess ok, but **we** may have a different idea to

### ‘Figure 4.2, continued’

s and staff of the hotels. **We** personally go to each hotel, to other common languages. **We**'ve added some new articles he Melia have been erased. **We**'ve got a translation gadget the main hotels are full, **we** will do our best to find you with your requirements and **we** will do the rest. (Data form then translated from Thai). **We** will focus on the larger and tell us your ideas, and **we** will incorporate that into but given past experience **we** would advise against booking u can do it all from here. **Our** aim is to introduce and get otels are full, we will do **our** best to find you something Snorkeling & Diving: See **our** dive section (coming it out and post your own. **Our** first attempt at doing ly. Also feel free to join **our** forum if you have any stions please post them on **our** forum. Bangsaphan he techno savvy, check out **our** Google Earth file If you tter still, have a look at **our** new Railey Interactive Map. oking forms go straight to **our** office on Railay where they ations Below you will find **our** personal accommodation for pictures and videos of **our** recent weddings. Things to room in high season. Using **our** site Select the topics which uggestions, please contact **us** and tell us your ideas, and he Kanchanaburi Guide, let **us** help you explore one of the and all the locals assure **us** that this WILL NOT become the Thailand trip. Please email **us** with your requirements and we please contact us and tell **us** your ideas, and we will

Apart from pronouns, modal auxiliary verbs that appear in Table 4.11 are ‘can’ and ‘will’. It was found that in move B and move C, ‘can’ generally occurs more often than ‘will’ (i.e., 60 occurrences of ‘can’ compared with 51 occurrences of ‘will’ including those in the contracted form ‘’ll’).

It was also interesting to find that the pronoun ‘you’ and modal auxiliary verbs often occur together. Table 4.12 shows that out of 20 cases of ‘you’ found in move B and move C, 20 cases, or 100%, were used with modal auxiliary verbs ‘can’; 13 of these, or 65%, were the use of ‘you’ with the modal auxiliary verb ‘will.’

**Table 4.12:** Frequency of Occurrence of the Personal Pronoun ‘you’ used with Modal Auxiliary Verbs in Move B (Establishing Credentials) and Move C (Introducing the Offers)

Feature	No. of Occurrences	%	Corpus1/
You+can	20	100%	20
You+can not	1	5%	20
You+will	13	65%	20
You’ll	4	20%	20
You+may	3	15%	20
You+might	3	15%	20
You+would	1	5%	20
You’d	1	5%	20

**Note:** 1/ The corpus is the number of occurrences of the pronoun ‘you’ in move B and move C.

In terms of the percentage of personal pronouns used with modal auxiliary verbs ‘can’, 100%, (or 20 of 20) occurrences of ‘can’ in move B and move C were used with the pronoun ‘you’ (see Figure 4.3 for details).

**Figure 4.3:** Language Patterns for the Modal Auxiliary Verb ‘can’ and ‘cannot’

sists of many islands that **can** be reached very easily from system . Snorkel equipment **can** be rented from most resorts. otorcycles and small jeeps **can** be rented from shops around ummit, Doi Jik Jong, which **can** be seen from Pai, is 1,972 i Province. Several places **can** be seen on “Doi Tung alace” irport. At any event, you **can** be sure that from the moment unity to do just that. You **can** be sure that it will never unity to do just that. You **can** be sure that it will never odation and facilities, it **can** be tricky to get what you iet deserted beaches which **can** be very attractive. There is efect place to unwind. You **can** book it online here: [ Koh , on highway no. 4. Groups **can** charter the whole boat. The meters from sea level. You **can** climb this mountain and r lazing on the beach, you **can** do it all from here. Our aim ou are not in a hurry, you **can** easily find a decent hotel

### ‘Figure 4.3, continued’

ing at Damnoen Saduak, you **can** either walk on the passage  
Am, and Praburni that you **can** explore and another, a map  
g your favorite sport, you **can** find a few places in the  
nurseries, etc. Here, you **can** have the best view on Koh  
r is something 'odd' , you **can** let go of your western rush  
erators on the island. You **can** make local and long-distance  
the east coast, where you **can** now find a very wide range  
ivals and events. Tourists **can** observe the distinction  
online reservations so you **can** plan before you go! We can  
h a lot of Teak trees. You **can** put tent here. ATTRACTION :  
days and long-weekends. We **can** recommend some idyll beaches  
Thai nightlife and parents **can** rest assured that there are  
THB for an hour. One child **can** ride on the back with you  
the countryside, where one **can** see rice paddies and  
ek, or even a month if you **can** spare the time. Which hotel  
ter for a day or more. You **can** spend a day playing with 200  
e By Car: From Bangkok you **can** take Highway No. 4 and turn  
n is small enough that one **can** wander for hours without the  
is another coffe shop you **cannot** miss. Witching Well is on

In addition, 65% (or 13 of 20) occurrences of ‘will’ in move B and move C saw the use of ‘will’ with the pronoun ‘you’ (see Figure 4.4 for details). Therefore, this shows that in move B and move C, modal auxiliary verbs especially ‘can’ and ‘will,’ tend to be frequently found with the pronoun ‘you.’

### Figure 4.4: Language Patterns for the Modal Auxiliary Verb ‘will’

o sustain you. Most resorts **will** accept credit cards at an  
e on his visit in 1899. You **will** also find the Fishery  
around Trang City, visitors **will** be amazed at the mixture  
also Hua Hin, Thailand. It **will** be broadcast live on ESPN  
office on Railay where they **will** be processed the same day  
are owned by the seller and **will** be sold together with the  
t your first sight of Samui **will** be unforgettable - either  
d atmosphere of this island **will** begin to catch you in its  
noise and disturbance this **will** cause at any given time,  
y, so knowing where to stay **will** certainly save you a lot  
s and historical sites that **will** create memories for all  
he main hotels are full, we **will** do our best to find you  
th your requirements and we **will** do the rest. (Data form  
amily on a holiday, golfers **will** enjoy the professional  
your holiday. Inside, you **will** find guides to the  
t Recommendations Below you **will** find our personal  
ther small island where you **will** find some of the most  
l show you the way, and you **will** find some very good  
here they want to stay, and **will** find this service  
weekends and holidays, you **will** find this sleepy village

### ‘Figure 4.4, continued’

n translated from Thai). We **will** focus on the larger since  
nd SITE MAP. Clicking there **will** give you a list of ALL the  
nd we hope that Samui Guide **will** give you plenty of ideas  
) or the subway (MRT). This **will** help you get around the  
tell us your ideas, and we **will** incorporate that into this  
ime. Which hotel in Bangkok **will** it be? There is always  
re many accommodations that **will** make you feel right at  
y vegetation, jungle if you **will**. Monkeys naturally inhabit  
aying with 200 dogs and you **will** never forget your visit to  
at. You can be sure that it **will** never get uncomfortably  
at. You can be sure that it **will** never get uncomfortably  
locals assure us that this **WILL** NOT become the "new  
stination in Thailaad. You **will** not find hordes of  
have visited Rai Lay before **will** probably know where they  
also be pleased. Taco Bell **will** probably never make it to  
have you a lot of time. You **will** probably want to know which  
accessible only by water, **will** prove to be remarkable  
s for lounging and vendors **will** satisfy your needs for  
sian Tour sanctioned event **will** see 148 leading Asian Tour  
ng Kram Rd.about 100 m you **will** see it on your left , in  
hang Nga. At Koh Yao, you **will** see the islands living in  
g the roadabout 100 m. you **will** see the little lovely white  
long the road about 50myou **will** see the Sabai-Dee on your  
tea, the list of pool bars **will** show you the way, and you  
gal Black Mountain Masters **will** take place 26-29 March,  
ired. Walks down the beach **will** take you to temples and  
lubs in Thailand. Not only **will** this event showcase the new

Another pronoun that was also found in move B and move C was ‘we’. However, unlike ‘you’, ‘we’ did not generally appear together with modal auxiliary verbs (see Figure 4.5). Only in two cases was ‘we’ frequently found with modals: one case was the use of ‘we’ with the modal auxiliary verb ‘will’ and the other was the use of ‘we’ with ‘can’.

### Figure 4.5: Language Patterns for the Pronoun ‘we’

ould like to see included. **We** also welcome suggestions for  
any problems or questions, **we** are on hand to help you. If  
r person)One Way 3500 Baht **We** can also make transport  
Saphan on the site so that **we** can be found for both search  
ver make it to Hua Hin but **we** can be proud of Fred's Baja  
ose during the low season. **We** can be reached by longtail or  
ou can plan before you go! **We** can be reached by longtail or  
olidays and long-weekends. **We** can recommend some idyll  
in LIVING IN HUA HIN Here **we** discuss education, housing,  
in Bangkok, Thailand) that **we** feel would be useful-to-know,  
nd 8am and goes to 5:30pm. **We** found the noise from within

### ‘Figure 4.5, continued’

to the increasing visitors **we** have experienced many more  
ound Railay you may like. **We** have just finished posting  
ailand. What's in a name? **We** have used both versions of  
neighbouring islands, and **we** hope that Samui Guide will  
actions - if nothing else, **we** hope to get across the huge  
lay for the last 20 years, **we** know all the owners and staff  
o participate in the place **we** love and if you so desire,  
om within Princess ok, but **we** may have a different idea to  
s and staff of the hotels. **We** personally go to each hotel,  
to other common languages. **We**'ve added some new articles  
he Melia have been erased. **We**'ve got a translation gadget  
the main hotels are full, **we** will do our best to find you  
with your requirements and **we** will do the rest. (Data form  
hen translated from Thai). **We** will focus on the larger  
nd tell us your ideas, and **we** will incorporate that into  
but given past experience **we** would advise against booking

In addition to the above frequency analysis, Table 4.13 shows the results of an analysis of the average number of sentences in moves B and C in which personal pronouns and modal auxiliary verbs appear. The study revealed that the sentences with ‘you’, ‘your’, ‘we’ and ‘our’ represented about 15%, 5%, 4% and 1% of total sentences in moves B and C, respectively, whereas sentences with the modals ‘can’ and ‘will’ constituted approximately 9% and 6%, respectively, of all sentences in moves B and C, as in the table 4.13 below.

**Table 4.13:** Percentages of Sentences in Move B (Establishing Credentials) and Move C (Introducing the Offers) in which Personal Pronouns and Modal Auxiliary Verbs Appeared

Websites	Total sent.	Linguistic Feature											
		You	%	Your	%	We	%	Our	%	Can	%	Will	%
1	17	3	17%	2	11%	0	0%	1	5%	0	0%	2	11%
2	33	16	48%	3	9%	9	27%	7	21%	4	12%	7	21%
3	13	2	15%	0	0%	0	0%	0	0%	2	6%	0	0%
4	8	2	25%	0	0%	0	0%	0	0%	0	0%	0	0%
5	14	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	60	8	13%	8	13%	2	3%	0	0%	9	15%	4	6%
7	12	0	0%	0	0%	0	0%	0	0%	1	8%	0	0%
8	18	3	16%	0	0%	0	0%	0	0%	0	0%	0	0%
9	39	4	10%	0	0%	0	0%	0	0%	2	5%	0	0%
10	61	14	22%	1	1%	3	4%	0	0%	7	11%	10	16%
11	42	6	14%	3	7%	3	7%	2	4%	8	19%	1	2%
12	11	0	0%	0	0%	0	0%	0	0%	0	0%	2	18%
13	32	2	6%	2	6%	0	0%	0	0%	0	0%	0	0%
14	25	2	8%	0	0%	0	0%	0	0%	4	16%	0	0%
15	17	2	11%	0	0%	0	0%	0	0%	0	0%	2	11%
16	16	0	0%	0	0%	0	0%	0	0%	2	12%	0	0%
17	15	0	0%	0	0%	0	0%	0	0%	1	6%	0	0%
18	6	0	0%	0	0%	1	16%	0	0%	0	0%	0	0%
19	15	2	13%	1	6%	0	0%	0	0%	0	0%	0	0%
20	22	12	54%	3	13%	2	9%	0	0%	6	27%	5	22%
21	14	0	0%	1	7%	0	0%	0	0%	0	0%	0	0%
22	8	2	25%	0	0%	0	0%	0	0%	1	12%	1	12%
23	23	3	13%	0	0%	0	0%	0	0%	1	4%	1	4%
24	9	0	0%	0	0%	0	0%	0	0%	1	11%	1	11%
25	6	2	33%	2	33%	0	0%	0	0%	1	16%	0	0%
26	12	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
27	22	7	31%	1	4%	6	27%	2	9%	4	18%	1	4%
28	9	3	33%	1	11%	0	0%	0	0%	1	11%	2	22%
29	23	0	0%	0	0%	0	0%	0	0%	1	4%	1	4%
30	30	2	6%	1	3%	0	0%	0	0%	2	6%	0	0%
<b>Total</b>	632	97	15%	35	5%	26	4%	12	1%	60	9%	40	6%

## 4.2.2 Imperatives

Another feature that was investigated in this research was imperatives. Apart from the personal pronouns and modal auxiliary verbs shown in Table 4.11, there were a few verbs that appeared in the list of frequently found words. Therefore, they are also worth discussing. As shown in Table 4.11, ‘find’, ‘see’, ‘experience’, ‘take’, and ‘enjoy’ occur quite frequently in move B and move C.

Figures 4.6, 4.7, 4.8, 4.9 and 4.10 shows that ‘find’ is often found in imperatives and the infinitive form. ‘See’ was also found in imperatives and infinitive form. Furthermore, both of them could also appear with the modal ‘will’ and ‘can’. ‘Experience’ could be used as both a noun and a verb. As a verb, it usually appears in imperatives, or after ‘and’. As a noun, it usually appears with adjectival pre-modifiers, for example, ‘extensive experience’, ‘holiday experience’, ‘medical experience’, ‘remarkable experience’ and ‘past experience’. In addition, ‘take’ usually appears in imperatives, after the modal ‘can’ and ‘will’, and in the infinitive form. Finally, ‘enjoy’ is often found in imperatives and after the modals ‘will’. It could also appear after ‘and’ as in ‘discover and enjoy’.

**Figure 4.6:** Language Patterns for the Verb ‘find’

not in a hurry, you can easily **find** a decent hotel room. It c  
g your favorite sport, you can **find** a few places in the Bars  
arge island, so you can easily **find** a quiet place here, even when  
have in common is they want to **find** a relaxed and easy going  
our holiday. Inside, you will **find** guides to the island's best  
ion in Thailaad. You will not **find** hordes of tourists in this  
ai-Dee on your left before you **find** Mitthai Art Shop SHOPPING :  
Recommendations Below you will **find** our personal accommodation  
er small island where you will **find** some of the most beautiful  
show you the way, and you will **find** some very good players to test

### 'Figure 4.6, continued'

heck it out and perhaps you'll **find** something interesting. As  
s visit in 1899. You will also **find** the Fishery Museum, and on the  
re they want to stay, and will **find** this service invaluable as  
eekends and holidays, you will **find** this sleepy village into a  
e full, we will do our best to **find** you something else. Those who  
t about everyone. To help you **find** your way around the island

### Figure 4.7: Language Patterns for the Verb 'see'

per person. Those who want to **see** all the three of the Floating  
there are a lot of things to **see** and do. Koh Phangan was before  
is a huge range of places to **see** and things to do on Samui and  
d shopping in Asia. • What to **see**: exotic sights • Where to  
arkets, there's a lot more to **see** in Chiang Mai than you  
Krut photos you would like to **see** included. We also welcome  
taway destination so come and **see** it now before the crowds  
Kram Rd.about 100 m you will **see** it on your left , in front of  
the way to Ban Ta Pai. You'll **see** it on your right. The Mouth of  
an Tour sanctioned event will **see** 148 leading Asian Tour  
ruises Snorkeling & Diving: **See** our dive section (coming  
n Hall, and the reading room. **See** picture Cha-am Forest Park  
he countryside, where one can **see** rice paddies and pineapple  
ng Nga. At Koh Yao, you will **see** the islands living in the  
the roadabout 100 m. you will **see** the little lovely white shop on  
ng the road about 50myou will **see** the Sabai-Dee on your left

### Figure 4.8: Language Patterns for the Verb 'experience'

ll prove to be remarkable **experience**. Additional attractions  
. Travellers with medical **experience** are asked to register in  
Unless you have extensive **experience** dodging kids, bicycles,  
rived in 1971. Those who **experience** Samui are rewarded with an  
quieter, gentler holiday **experience**. Samui's natural  
hought...more Activities **Experience** the Asian jungle from the  
n their lives to come and **experience** the summit of the north of  
n climb this mountain and **experience** the tropical forest and  
lt for choice, be sure to **experience** the unique Northern  
r of HATHA YOGA( 35 years **experience**, train in India )Small  
iven time, but given past **experience** we would advise against

**Figure 4.9: Language Patterns for the Verb ‘take’**

l on the right hand side or **take** a both at the pier nearby to  
CS can also advise on how to **take** a dog back to Europe/USA  
views for those that like to **take** a few snapshots. Koh Larn is  
ered during construction! So **take** a look around The Kanchanaburi  
rning to Chumphon each year. **Take** a look at these pictures from  
By Car: From Bangkok you can **take** Highway No. 4 (Phetchakasem  
so just to wander around and **take** in the bustling scene.  
tern rush and just Relax, or **Take** it Easy. No wonder the 2 most  
Black Mountain Masters will **take** place 26-29 March, 2009. This  
afternoon, ride an elephant, **take** tours into the mountains or go  
d. Walks down the beach will **take** you to temples and fishing

**Figure 4.10: Language Patterns for the Verb ‘enjoy’**

e, or perhaps you'd like to **enjoy** a beer watching your favorite  
els for you to discover and **enjoy**. Kata Beach with its  
- 5.00 PM Dinner included ~ **enjoy** local fruit selection. Open  
he provinces in Thailand... **Enjoy!** Maehongson, Thailand's.00  
- 12.00 AM Lunch included ~ **enjoy** original Indian cuisine. • 2nd  
vities here for visitors to **enjoy**, some include para sailing,  
on a holiday, golfers will **enjoy** the professional facilities  
e extra stop. Some seems to **enjoy** the variety of fruits in  
uamarine water are yours to **enjoy!** There are 4 main beaches  
inted here. However, if you **enjoy** walks through the quiet  
clubs and gentlemens clubs (**enjoy** your nights in Bangkok),

Apart from the verbs ‘find’, ‘see’, ‘experience’, ‘take’, and ‘enjoy’ that appear in the list of frequently found words in Table 4.11, a few verbs that were also used as imperatives in move B and move C were also found in the homepages in the corpus. The following are examples of these verbs:

- enter            - discover
- expect          - dine
- play            - etc...

Table 4.14 shows that of all sentences found in move B and move C, approximately 13% are sentences with the use of imperatives.

**Table 4.14:** Percentages of Imperatives in Move B (Establishing Credentials) and Move C (Introducing the Offers)

<b>Website</b>	<b>Total Sent.</b>	<b>Imperatives<sup>1/</sup></b>	<b>%</b>
<b>1</b>	17	2	11%
<b>2</b>	33	5	15%
<b>3</b>	13	4	30%
<b>4</b>	8	3	37%
<b>5</b>	14	0	0%
<b>6</b>	60	10	16%
<b>7</b>	12	0	0%
<b>8</b>	18	2	11%
<b>9</b>	39	1	2%
<b>10</b>	61	8	13%
<b>11</b>	42	4	9%
<b>12</b>	11	5	45%
<b>13</b>	32	5	15%
<b>14</b>	25	3	12%
<b>15</b>	17	2	11%
<b>16</b>	16	0	0%
<b>17</b>	15	0	0%
<b>18</b>	6	0	0%
<b>19</b>	15	3	20%
<b>20</b>	22	10	45%
<b>21</b>	14	3	21%
<b>22</b>	8	1	12%
<b>23</b>	23	3	13%
<b>24</b>	9	0	0%
<b>25</b>	6	0	0%
<b>26</b>	12	0	0%
<b>27</b>	22	3	13%
<b>28</b>	9	4	44%
<b>29</b>	23	0	0%
<b>30</b>	30	5	16%
<b>Total</b>	<b>632</b>	<b>86</b>	<b>13%</b>

**Note:** 1/ This column represents the number of sentences in which the imperatives appear.

As can be seen from Table 4.14, the rates of the use of imperatives in move B and move C is not consistent among all homepages in the corpus. Table 4.14 shows that it ranged from 0% to 45%. In general, the homepages that did not contain imperatives in move B and move C were those promoting such places as museums and places with some historical value (see Table 4.15).

**Table 4.15:** Websites with No Imperatives Found in Move B (Establishing Credentials) and Move C (Introducing the Offers)

Website	Name of the Attraction
5	Maehongson
7	Chiang Rai
16	Doi Tung
17	Similan Island Group National Park
18	Krabi
24	Ao Nang
25	Phi phi Island
26	Pattaya
29	Koh Phra Thong

### 4.2.3 Adjectival Pre-modifiers

Adjectival pre-modifiers seem to play a prominent part in the websites studied. As shown in Table 4.11, among the 100 most frequently found words in moves B and C, apart from personal pronouns, modal verbs, and certain imperative verbs, are some adjectives. Table 4.16 below shows the 60 most frequently found adjectives in move B and move C.

**Table 4.16:** The 60 Most Frequently Found Adjectives in Move B (Establishing Credentials) and Move C (Introducing the Offers)

Adjective	Frequency	Adjective	Frequency	Adjective	Frequency	Adjective	Frequency
All	44	first	16	traditional	10	great	6
most	38	two	15	different	8	perfect	6
many	33	both	15	holiday	8	short	6
small	29	main	14	large	8	spectacular	6
Thai	28	northern	13	full	7	warm	6
north	27	popular	13	good	7	beauty	5
national	25	famous	12	largest	7	interesting	5
South	22	long	12	natural	7	important	5
beautiful	20	night	12	architectural	6	international	5
best	19	southern	12	cultural	6	major	5
local	19	tropical	12	daily	6	quiet	5
new	17	village	12	easy	6	nature	5
other	17	little	11	forest	6	smaller	5
few	16	own	11	white	6	wide	5
royal	16	several	10	fresh	6	big	4

Table 4.16 gives an indication of what attributive adjectives are typically found in this domain of advertising. In other words, the 60 most frequent attributive adjectives were associated with particular types of product in the domain of tourism. Moreover, it is quite expected in the case of tourism homepages to find the adjectival pre-modifiers like ‘national’, ‘beautiful’, ‘popular’ and ‘new’, and others. Table 4.16 also shows that a particular adjective co-occurred only with a particular nominal collocate; for example, ‘beautiful’ tends to co-occur with beaches, places and islands but not restaurants. It should be noted that among these frequently used adjectives, adjectives in the superlative form are also found, for example, ‘most’ and ‘best’. All these attributive adjectives with positive meanings which function as pre-modifiers were used particularly to build a positive image of the tourism industry.

**Table 4.17:** Collocates of the 60 Most Frequent Adjectival Pre-modifiers in Move B (Establishing Credentials) and Move C (Introducing the Offers)

Adjectival Pre-modifiers	Collocates
<b>All</b>	ages, beaches, boats, booking, comments, covered, day, donating, kinds, levels, members, mentions, night, prices, sensitive, terrain, year, etc...
<b>most</b>	adventurous, attractive, beautiful, celebrated, comprehensive, developed, dive, famous, part, people, popular, remarkable, resort, suitable, tourists, etc...
<b>many</b>	accommodations, activities, beaches, bicycling, different, expatriates, festivals, islands, parks, reflect, restaurants, serviced, shops, styles, tourists, traditional, visitors, years, etc...
<b>small</b>	canals, classes, community, estuaries, fishing, groups, hillside, hotels, island, place, province, shops, tropical, etc...
<b>Thai</b>	airways, ceremony, cities, coastal, cuisine, cultures, food, kingdom, national, nightlife, people, shops, smile, style, tourists, traditional, village, word, etc...
<b>north</b>	central, coast, guesthouses, Thailand, south, east, etc...
<b>national</b>	marine park, museum, park, etc...
<b>south</b>	coast, east, rang, west, Thailand, etc...
<b>beautiful</b>	batik, beaches, climate, coastal, coastline, island, mountainous, park, place, rivers, scenery, tropical, waterfall, etc...
<b>best</b>	attractions, beaches, diving, explored, restaurant, Thai, time, value, view, etc...
<b>local</b>	attractions, Buddhist, businesses, deals, fare, focus, folk, food, fruit, handicrafts, inhabitants, peasants, restaurants, style, Thais, vendors, etc...
<b>new</b>	articles, climbing, content, course, hotels, pages, paint, section, year, etc...
<b>other</b>	beach, common, destination, islands, leisure, major, northern, parts, people, place, popular, rivulets, side, wildlife, etc...
<b>few</b>	dollars, hours, kilometers, minutes, months, people, places, remaining, sections, snapshots, years, etc...
<b>royal</b>	family, highness, palace, servants, sitting, villa, etc...
<b>first</b>	attempt, capital, city, class, golf, human, marine national park, public, residence, sight, time, tourists, etc...
<b>two</b>	hours, islands, major, maps, markets, towns, etc...
<b>both</b>	holiday, inland, mainland, ocean, restaurants, search, side, speed, version, etc...

**‘Table 4.17, continued’**

<b>Adjectival Pre-modifiers</b>	<b>Collocates</b>
<b>Main</b>	activity, beach, draw, feature, hotel, house, income, island, land, road, village, etc...
<b>northern</b>	border, extent, Laos, Thai, Thailand, tip, etc...
<b>popular</b>	beaches, classic, destinations, international, places, tourist, etc...
<b>famous</b>	night, Richelieu, rocks, tourist, tropical, welcoming, etc...
<b>long</b>	beaches, broad, distance, list, stay, stretch, tail, time, weekends, etc...
<b>night</b>	action, clubs, life, market, owls, simple, etc...
<b>southern</b>	bus terminal, coast, commercial, region, Thailand, etc...
<b>tropical</b>	airport, forest, hideout, island, paradise, retreat, scenery, vegetation, waters, wonderland, etc...
<b>village</b>	atmosphere, charm, heading, transforming, etc...
<b>little</b>	bars, beach, island, one, traffic, etc...
<b>own</b>	architectural, batik, customs, cuisine, culture, dialect, orchards, etc...
<b>several</b>	kinds, types, standard, attractions, spas, places, reasons, shops, resorts, etc...
<b>traditional</b>	shows, massage, Thai, recipes, restaurants, villages, etc...
<b>different</b>	areas, dances, ethic, event, idea, kinds, etc...
<b>holiday</b>	destination, experience, makers, etc...
<b>large</b>	area, discount, store, island, reception hall, shopping mall, size, etc...
<b>full</b>	day, moon, name, etc...
<b>good</b>	food, people, players, reason, restaurants, selection, etc...
<b>largest</b>	beach, island, province, whale, etc...
<b>natural</b>	attractions, inland, coastline, forest, resources, setting, etc...
<b>architectural</b>	attractions, design, elements, heritage, lifestyles, styles, etc...
<b>cultural</b>	event, heritage, performances, shows, traditions, etc...
<b>daily</b>	express, flights, life, etc...
<b>easy</b>	access, accessible, going place, etc...
<b>forest</b>	fire mist, park, types, etc...
<b>fresh</b>	fruits, seafood, etc...
<b>great</b>	andaman, way, restaurants, comfort, country, etc...
<b>perfect</b>	base, island, place, etc...
<b>short</b>	boat, distance, downpours, stop, etc...

**‘Table 4.17, continued’**

<b>Adjectival Pre-modifiers</b>	<b>Collocates</b>
<b>spectacular</b>	scenery, tropical, view, waterfalls, etc...
<b>warm</b>	andaman, gentle, waters, etc...
<b>white</b>	sand, sandy, shop, water, etc...
<b>beauty</b>	inland, coastline, contest, atmosphere, etc...
<b>interesting</b>	attractions, nightlife, place, points, etc...
<b>important</b>	event, export, number, source, etc...
<b>international</b>	airport, dishes, resort, standard, travel map, etc...
<b>Major</b>	cities, commodity, resort, rivers, tourist destination, etc...
<b>quiet</b>	deserted, place, winding streets, etc...
<b>nature</b>	long, offers, preserve, trails, etc...
<b>smaller</b>	guesthouse, one, etc...
<b>wide</b>	rang, variety, etc...
<b>big</b>	celebration, city, name, shelter, etc...

In conclusion, this chapter has presented three main sections of analyses: an analysis of the move structure in the texts, an analysis of the move in the pictures, and investigation of linguistic features of move B (Establishing Credentials) and Move C (Introducing the Offers). The discussion and conclusion of these analyses are discussed in the next chapter.

## CHAPTER FIVE

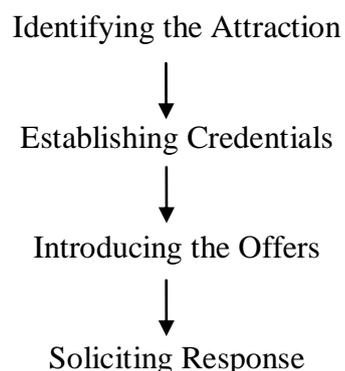
### DISCUSSIONS AND CONCLUSIONS

#### 5.0 Introduction

This study aims to investigate tourism homepages in the promotional genre in terms of text organization and linguistic features. This chapter discusses the results and conclusions. This chapter is divided into four parts: 1) frequent moves and steps and language features; 2) implications for web writers and teachers; 3) conclusion; and 4) recommendations for further study.

#### 5.1 Frequent Moves and Steps and Language Features

The results obtained from this present study show that a Thai tourism homepage it is made up of four moves. These moves are found to occur frequently in the order as shown below.



These four typical moves eventually lead to the realization of the overall communicative purposes of the tourism homepage in the corpus, which are not only to give information about tourist attractions but also to persuade readers to visit the tourist attractions. Using

the persuasive communication purpose of the text as a whole, it is expected to find examples of a persuasive writing style in each move.

### **5.1.1 Identifying the Attraction**

Move 1 (Identifying the Attraction) aims to inform readers of what the name of the attraction is. From the data, this move is realized in three steps. In general, it is realized by merely stating the name of the attraction. However, it is also found that move 1 is expressed in an imperative sentence, which invite readers to visit the attraction or join the activities available. The step also used, adjectival modifiers, a brief description as to what type of the attraction or where the attraction is. This step may also be used to modify the name of the attraction as following:

Step 1 Stating the Name of the Attraction

Step2 Inviting Readers to visit

Step 3 Stating the Attraction Slogan

From the findings, step 1 (Stating the Name of Attraction) is used the most often (100%) in move 1. It is usually found on top of the homepage. However, it is also possible to find both ‘Stating the Name of Attraction’ and ‘Inviting Readers to Visit’ in the same homepage. The step ‘Inviting Readers to Visit’ appears on top or top half of the homepage, while ‘Stating the Name of the Attraction’ is usually in the form of a logo, which usually contains the name and location of the attraction and appears at the top of the page.

Another interesting step in the Identifying the Attraction move is ‘Stating the Hotel Slogan’. Normally, a slogan is used to persuade the readers so that it is easy to capture the readers’ attention (Borchers, 2005:205). This step, however, is less frequent (13%). This is probably because the attractions are already well known. On the contrary, if the attraction is less famous, the attraction name occurs with a slogan such as, “*Had Bang San, an ‘Amazing Thailand Experience’*”. Hence, it still depends on the web-owner’s preference whether to have a slogan or not. The slogan appears in the form of a noun phrase with a pre-modifier and post-modifier.

### **5.1.2 Establishing Credentials**

Since credibility is an important factor to stimulate a customer’s decision to buy the product, Establishing Credentials, is the move employed in all thirty homepages. This is to convince the readers to make a decision to visit the places described in the homepages. It is generally expressed in one or more phrases or sentences. The findings also reveal that to achieve the purpose of this move, a number of steps can be employed. For example, step 1, indicating /or describing locations, usually informs the reader of the convenience of traveling by using the expression such as *‘Just little over 150km west of Bangkok, “Muang Kan” is the ideal travel escape from the fast-paced life in the big city!’*. Sometimes, when describing atmosphere, the use of descriptive adjectives in noun phrases is employed such as *‘Covering an area of 191 square kilometers, Koh Phangan is located 20 kilometres directly north of Koh Samui, or approximately 100 kilometres from Suratthani mainland. Interesting attractions include secluded and virgin beaches around the island, a hilltop temple called Wat Khao Tham (ideal for meditation), Than Sadet Waterfall, and the Namtok Phaeng National Park’*. In some cases, the images of the attraction are illustrated.

In addition, step 1 is usually followed by step 2 (Claiming Superiority). As a result, in this step, adjectives are frequently found. This conforms to those suggested by Leech (1966) that adjectives are frequently found in advertising to give positive description about products and value judgment. Beside, beautiful images are also used to enhance credibility.

Step 3 (Informing the readers of background or history), also helps to reach the goal of establishing credentials. It generally includes information about the year that the attraction was established, founders of the attraction, and background of the name of the attraction. Sometimes location information is also found in this step as in web no.4 *'Kanchanaburi is also world famous among war historians. From the neighbouring town of Ban Pong (in Ratchaburi Province), the (in) famous "Death Railway" was constructed all the way into Burma via "Three Pagoda Pass". With the help of Sir Alec Guinness & Co, the most celebrated icon of the railway, the "Bridge On The River Kwai" has pride of place in the heart of Kanchanaburi, remembering the tens of thousands of POW's who suffered during construction!'*.

As for the linguistics features, the step 3 text is found to use the present simple tense or the present perfect tense in might begin with a past participial phrase. It could be used in the past simple tense as well.

The final step in this move, step 4 'claiming outstanding characteristics'. This step is realized by claiming that an attraction is favourable or outstanding in some aspects. These aspects of the attraction may be favourable characteristics of the attraction or the value or intangible benefits that visitors would obtain if they visit the place.

### **5.1.3 Introducing the Offers**

‘Introducing the Offers’ is another important move included in almost all homepages (90%). This is perhaps the move contains information that web writers need to inform to the readers, which is to give details of things available to see and do at an attraction site or the value visitors would obtain when they visit the attraction. These offering details are frequently found in the following steps.

Step 1 ‘Giving Factual Details of the Services and Facilities in and around city’, is most frequently found (80%). It generally gives information that helps increase visitors’ convenience both before and after arriving at the attraction site and helps them fully obtain the benefits offered at the attraction. It is the step through which the message is generally informed. The message usually includes details of facilities and services, such as the hotel and resort reservation, operating time, transportation, and location and direction of the attraction. Furthermore, the message is usually in a short paragraph form. As suggested in web writing guidelines, the text should be concise and divided text into short chunk (Marsen, 2003:192; Mauciuba-kopple, 2002:106). Therefore, the text is usually brief and most of the time ends with hyperlinks. Illustration of facilities and services can also be found at times. This is due to the fact that viewing pictures helps readers to spend less time reading.

Step 2 (Offering Main Things to See and Do) generally refers to details of the things offered to visitors at an attraction. In addition, step 2 tends to specifically present the main tangible benefits that the visitors would obtain (i.e., things available to see and do). Regarding linguistic features, imperatives are normally found in step 2.

The final step of this move is step 3 (Giving Information on Operating Time) which contains information on operating time of the attraction. However, the main aim of step 3 is to motivate readers to read further details about the attraction. An example of this is web no.2 *'At night in Pai (18:00-24.00 )'*.

#### **5.1.4 Soliciting Response**

'Soliciting Response' is an important move since it serves the purpose of web advertising in that it encourages the readers to take an action such as contacting the attraction or finding more information. This move, namely, navigating for more detailed information; calling for action; ending politely; and giving contact information, can be found in almost all tourism homepages (90%).

In this move, 'Navigating for More Detailed Information' step occurs most frequently (70%) as it gives important details to the readers for further contact. On the other hand, it can be found in the form of 'Hyperlink'. It is usually found at the end of the page. It sometimes also appear after 'Indicating and/or Describing Locations' move, as in web no. 12 *"Visiting Lampang. An hour south of Chiang Mai is the little visited but interesting town of Lampang, here's 10 reasons to visit this ancient town...[more](#)>>>"*.

'Giving Contact Information' step usually occurs towards the end of the page. However, 'Giving Contact Information' step found in this present study sometimes appear at the beginning following 'Stating the Attraction Name'. In addition, the absence of the contact address in this step may be because it can be displayed in other main menus, normally naming 'contact us', 'reservation', or 'inquiry'.

'Calling for Action' step is similar to 'Ending Politely' step, a persuasive element in advertising suggested by Blake and Bly (1998). Although 'Calling for Action' step and 'Ending Politely' frequency are least in this study (23%) respectively, it still conforms to Blake and Bly's persuasive element in that the proportion of the step can be varied.

In terms of linguistic features, imperative structures are predominant features found in 'Navigating more detailed information' step and 'Calling for action' step and 'Ending Politely' step. This is perhaps because these two steps are aimed to get the readers to carry out the action (Thomson, 1996).

## **5.2 Pedagogical Implications**

Pedagogically, organization of moves and steps including linguistic features found in the tourism homepages can be used as a model of text organization for the students to follow when they are told to produce a similar one (Kay and Dudley- Evans, 1998:310). The implication of the moves and steps found in this study is not only raising the statistic awareness but also trying to make the most benefit for the ESP by giving the explanations of the functions of each move. Also, reasons of why the writers write the ways they do are given. Moreover, the lexical features listed statistically are further explained by their usage. Otherwise, the learners are provided with a list of vocabulary without knowing how to use it or use it in the wrong way since it may be used differently from general English. The language features that are needed to be present, in order to write a web content, are pronouns, modal auxiliary verbs, imperatives, and adjectival pre-modifiers.

### **5.3 Conclusion**

This study aims to investigate moves and steps including the linguistic features found in 30 tourism homepages. The moves and steps are identified by using Bhatia (1993) and Askehave and Nielsen (2005). The linguistic features are coded by using the program named ‘Concapp Concordance Browser and Editor’ by Greaves (1993-2008) which results in a word list and collocation of the key word. From the findings, it can be concluded that a typical tourism homepage contains four main moves, namely, identifying the attracting, establishing credentials, introducing the offer, and soliciting response. Even though the intention of certain moves is to give visitors information, the overall persuasive communicative purpose of the texts tends to be realized through each move. As the tourism homepages and other texts discussed in this study are also of a promotional genre, they tend to share certain similarities in move structures and linguistic features (i.e. personal pronouns, modal auxiliary verbs, imperatives, and adjectival pre-modifiers).

The findings including move structure in texts and pictures and linguistic features would provide a guideline for language teaching and learning of the genre. However, as Iborra and Garrido (2001) state, this type of study can be regarded as a starting point. It would at least be used as foundations for a syllabus design, teaching and learning, and especially for web writers of how to write a tourism homepage.

## 5.4 Recommendations for Further Research

One interesting point which the researcher comes across is the language errors, namely incorrect grammar and careless spelling. This can affect the credibility of the tourism homepages. Therefore, it may be useful to perform error analysis studies of web pages.

Due to a time constraint, the study is based on a limited number of data. Therefore, a larger scale of data is also recommended. Besides, homepages of other sub-promotional genre is recommended, for example, airline ticketing, shopping online, concert booking, movie ticketing and E-banking. These online advertisements possibly employ different ways of rhetorical structures to achieve their goals.

Moreover, the analysis of this present study concentrates on Thai tourism homepage. It studied only the front page of a website. Hence, it is interesting to look at the subsequent pages. An interesting aspect should be noted for further study is the other types of homepages including those promoting businesses in the tourism industry such as tour agencies and hotels. Apart from tourism homepages, other types of text in the tourism industry (i.e. magazines, leaflets, and newspapers) would also worth studying. In addition, as the present study focuses only on four main features: personal pronouns, modal auxiliary verbs, imperatives, and adjectival pre-modifier, further research on other linguistic features or on the same features with deeper analysis would be useful. For example, further investigation might focus on various types of phrases, the use of nouns and other prominent features, which could be obtained from the analysis of word frequency. It would also be useful to explore the factors that may affect the variation in the persuasiveness of the communicative purpose of tourist texts and in the language styles.