

## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

The purpose of this study is to analyse pamphlets and sample boxes of formula milk products using a genre analysis approach. The researcher has adopted the genre analytical approach to analyse the rhetorical structure of the pamphlets and sample boxes of formula milk products. The researcher also seeks to investigate the reason behind the structure in these product pamphlets and sample boxes. Within this first chapter, the background of the study is described. This first chapter also covers the rationale and aims of the study, the research questions, and finally the significance and limitations of the study.

### **1.2 Background to the Study**

In today's time, one cannot run away from advertisements, they are everywhere, no matter where we are or what we do (Cook, 2001). Whichever roads we travel on, we can see advertisements on billboards, on the side of buses, trains, and even some company cars. They are on escalators, the doors of lift, and even inside lifts in public areas. Even if we seclude ourselves and live at home, we receive flyers, pamphlets and brochures (Teo, 2008). As the world gets more creative producing more products and services that need to be sold, there is fierce competition in getting the attention of potential customers. However, there is still no clear understanding of what exactly advertising is because it is a relatively new genre and it thrives on the high growth of the global market (Cook, 2001).

Researchers have studied advertisements through genre analysis, with most of the studies having collected their data from newspapers or magazines on topics such as property, luxury watches, cars, and beauty products. However, not much research has been conducted on advertisements for formula milk products although there have been studies done on advertisements in the newspaper and magazines. Therefore, the researcher has decided to look into formula milk sample boxes and pamphlets as advertising tools of formula milk companies in promoting their products to parents.

### **1.3 Statement of the Problem**

In 1865, chemist Justus von Liebig developed and patented an infant food. In the beginning he sold it in liquid form, and though later, he changed to a powdered form for better preservation. Liebig's formula—consisting of cow's milk, wheat and malt flour, and potassium bicarbonate—was considered the perfect infant food (Radbill, 1981 in Stevens et al., 2009). Formula milk sales have flourished since its invention. Currently, there are numerous products for parents to choose from unlike in those days. These days, however, there has been a group of people strongly advocating for babies to be fed with breast milk instead of formula milk and government hospitals in Malaysia have since banned formula milk products from being brought into the hospitals. Mothers have also been rising up to advocate for breast milk and have started a Facebook group that has 56,868 members. This group discourages mothers from feeding their child with formula milk; instead they provide practical and moral support in helping a mother successfully breast feed her child. Other than that, they also encourage mothers to breast feed the child until he/she is 2 years old following the World Health Organization

(WHO) recommendation. With that, formula milk companies are now facing a challenge in keeping their sales up.

The formula milk companies now need to think of various ways to persuade parents to feed their infants with formula milk products. Some of the methods include promoting the products via advertisements such as pamphlets, sample boxes, and road shows. This study hopes to provide an insight into what moves are found in the advertisements of formula milk products, particularly in pamphlets and sample boxes, and how they persuade potential customers in believing that the particular product is the right product via the pamphlets and sample boxes genre.

#### **1.4 Formula Milk Sample Boxes and Pamphlets**

In the different ways of promoting a product, formula milk sample boxes and pamphlets are avenues for formula milk companies to give information and persuade potential buyers to use their product. There is not much difference between sample boxes and pamphlets as both give information and details regarding the product and both enable the potential customer to contact the company if they want to. The only difference is that sample boxes contain the sample product, whereas pamphlets do not. However, for some pamphlets, information is provided on how to obtain a sample. These sample boxes and pamphlets can be found in private hospitals, private clinics, leading pharmacies, hypermarkets, and supermarkets. Sometimes, they are even distributed in the mailbox.

## **1.5 Purpose of the Study**

Much money is spent in creating these advertisements. Hence, the researcher would like to find out the rhetorical structure that is used to create these advertisements and how the companies effectively achieve their desired purpose through those advertising genres.

The findings in this study can also be used to determine whether these pamphlets generated by formula milk companies are providing the information desired by parents, in order to make an informed decision, besides helping the companies themselves to know what information should be included in the pamphlets. While there is a lot of information to be conveyed, space is limited in pamphlets and sample boxes. Through these findings, advertisers can better decide how to best use the limited space available.

## **1.6 Research Questions**

1. What are the communicative purposes of formula milk pamphlets and sample boxes?
2. What is the rhetorical structure of formula milk pamphlets and sample boxes?
3. What is the role of metadiscourse in formula milk pamphlets and sample boxes?

## **1.7 Scope of the Study**

As there is such a wide range of both advertisements and formula milk products, there is no possibility to cover such a wide scope in this study. Therefore, the researcher has narrowed down the study by only studying formula milk products that have been nominated by five parents as their chosen formula milk product through a questionnaire given to the parents. The criteria to consider the parents' response were that they needed to be living in Malaysia and their child had to be between the ages of 1-3 years.

The data collected were from different sources, private clinics, and directly from the company. Thus, the researcher cannot be certain of the date the pamphlets were created and some might be newer while others might be older versions.

## **1.8 Significance of the Study**

Every day, a person is bombarded by messages from everywhere, be it the mobile phone, or the internet, billboards, signposts, or even pop ups on the computer. In order to get someone's attention, communication strategies need to be employed in order to be able to get the attention. Therefore, this study hopes to find out what communication strategies need to be employed. It hopes to recommend the kind of information advertising companies can wisely place in the limited space in pamphlets that parents actually need in order to make an informed decision on a formula milk product. This way, parents do not have to do further information research nor end up being indecisive.

## **1.9 Organisation of the Research Report**

This first chapter has discussed the background of this study, the purpose, the research questions, the significance of the study and the limitations. The theoretical framework of this study will be discussed in the next chapter. In Chapter Three, the research methodology will be presented. Chapter Four presents the findings and discussion, while in Chapter Five the conclusion is given along with recommendations to advertisers, as discovered from the findings.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter will discuss the different concepts that are present in this report; the definitions of advertising, its' functions, genre, genre analysis, and metadiscourse. The frameworks that have been recommended for advertisement such as AIDA, Bhatia's and Kathpalia's framework will be discussed. As Kathpalia's framework has been chosen for this study, it will be discussed in detail. Finally, related studies in the field of advertisement and genre analysis will also be discussed.

### **2.2 Advertising**

Advertising is everywhere, but not in a particular place, we are bombarded with advertisements whether in the form of billboards, flyers, media, and a brand label on what we wear (Cook, 2001). According to Cook (2001), advertisement has changed from being hard core to be more entertaining and enlightening. There is difficulty in defining what advertising is, due to it being a relatively new genre and it being closely associated with the values of the high-growth global market economy in which it thrives in (Cook, 2001). However, there are many definitions of advertising that will be presented below.

### **2.2.1 Definition of Advertising**

The first definition is by Bolen (1984:4) in Kathpalia (1992) that states:

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

(Kathpalia, 1992:165)

Similarly to Bolen, The American Marketing Association in Gilson and Berkman (1980:11) refers to advertising as “any paid form of non-personal presentation of ideas, goods, or services by an identified sponsor.”

Other writers agree that it is to persuade the potential customers to the identified sponsor such as Burke (1973:7) who states that advertising is a sales message that is directed to a mass audience, it seeks to sell goods, services, or ideas on behalf of the paying sponsor through persuasion. Frey (1961) explains that advertisement is circulated through paid media and is concerned with the preparation of visual and aural messages to fulfil its purpose to make people aware and inclined towards a product, brand, or service. The ultimate goal is to increase profits compared to what it would be without advertisements.

### **2.2.2 Functions of Advertising**

There are a few functions of advertising to influence society for good or bad, and as an amoral to reflect the condition of the society (White, 2000 in Cook, 2001). Through advertising, people are urged to consume more which leads them to feel more worried and inadequate as it appeals to greed, worry and ambition (Cook, 2001). Industry professionals tend to regard advertising as a powerful marketing tool, a means



of persuasively communicating with millions of customers. Advertising's ability to sell tends to be overplayed: its ability to persuade consumers to think in terms of brands is the source of its economic power. A narrow definition of what advertising is obscures consideration of what advertising does. We might categorize a given piece of communication as an advertisement in terms of its parallels with a vague and fuzzy mental prototype of what an ad should look or sound like, perhaps in line with the stereotypes mentioned above (Rosch, 1977, in Cook, 2001: 13), but the marketing industry itself has a vested interest in challenging its own norms. Advertising may be communications that at some levels have a promotional motive, but this hardly prepares us for all the kinds of promotional messages we are likely to encounter. Neither can it prepare us for the subtlety of motive that underlies many hybrid promotional forms.

Advertising lies in a continuum between “informing” and “manipulating”. An informative mask is used through textual and interpersonal metadiscourse. Communication strategies such as personalization through pronouns, intertextuality and softening the persuasive strategies through hedges are the informative masks used (Leech, 1966; Williamson, 1978; Dyer, 1982).

### **2.2.3 Pamphlets**

Raymond (2003:5) says that in the early days of Modern England “a pamphlet typically consisted of between one sheet and a maximum of twelve sheets or between eight and ninety six pages in quarts. By 1580, pamphlets were seen as a regular feature in a book sellers' stall. It was mainly used to disseminate news and propaganda in the early 16<sup>th</sup> century. He noted that pamphlet reading exercised social influence from the

mid-16th century until the end of the 17th century where it was part of the everyday practice of politics, creating and influencing public opinion (Raymond 2003).

It was considered very economical to produce pamphlets and buy and distribute pamphlets. “Available to any in return of a small payment” (Raymond, 2003: 9) Therefore, pamphlets were then used as a mode of expression and means of influencing the public. (Raymond 2003)

The writer in “Pamphlet Literature” (1952) states that a pamphlet is able to do a complete selling job and it paves the way for a sales man. It provides an opportunity to tell possible purchasers interestingly and in some detail of the product sold (“Pamphlet Literature,” 1952).

In current times, pamphlets are easily available and it is distributed by reputable and less-than-reputable sources because of the ease of creation. They are used to disseminate general information and work as a quick reference. (“Types of Sources,” n.d.)

#### **2.2.4 Sample Boxes**

Greenwald (2014) states in her article that giving sample boxes to potential customers is one of the most effective marketing strategies as it enables the consumers to try the brand risk-free. Consumers will not have to research and spend time and money on something they might not like. The companies offer samples of the product that match the consumer profiles to the potential customers. There are sample boxes ranging from jewellery to organic food products.

## 2.3 Genre

Genre is defined as a distinctive category of discourse of any type, spoken, written, with or without literary aspirations (Swales 1990). Swales (1990) defines three concepts “genre”, “discourse community”, and “language-learning task” in detail. According to Swales, “we operate in society, both at work and at play, partly through a repertoire of genres that most of us add to and therefore become more proficient in as we become older (Swales, 1983). Genre does not only involve text type but also the role which the particular text plays in the community that produces it. Swales stresses that the communicative purpose of the author is of most importance as it characterizes the genre other than its content, form, intended audience, medium and channel. So, where communicative purposes differ, genre will defer. Communicative purposes as written by Swales:

It is communicative purposes that drive the language activities of the discourse community; it is communicative purpose that is the prototypical criterion for genre identity, and it is communicative purpose that operates as the primary determinant of task.

(Swales, 1990:10)

Swales summarizes his concept of genre as:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. The purposes are recognised by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.

Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realised, the exemplar will be viewed as prototypical by the parent discourse community. The genre names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation.

(Swales, 1990: 58)

There are other definitions on genre that differ slightly from each other. Ruse (1992) describes genre as a system that can categorize literary work depending on their type, purpose, and whether the work conforms to a particular set of techniques. Examples are such as ballad, comedy, epic, documentary drama and short story. Ben-Amos (in Swales, 1990) says that genre is a classificatory category just like how stories could be classified as a myth, legend, or tale. Mohamed and Rosli (2000) say genre is used to designate literary works into distinct types based on category form, technique or subject matter. Hastings in (2002:174) defines genre as “a type or category form which literary works can be grouped according to form, technique or purpose.”

Other definitions such as Todorov (in Swales, 1990), who states that a new genre always transforms from one or more old genres, then through inversion, displacement, or combination before being formed.

Saville-Troike in Swales (1990) describes genre as communicative events such as jokes, lectures, stories, greetings, and conversations. According to Richard (2002: 224), a type of discourse that occurs in a particular setting that has distinctive and recognisable patterns and norms of organization and structure, and that has a particular and distinctive communicative function”. Genre is a combination of register and purpose (Thompson, 2004). Thompson (2004 : 43-44) says that genre “includes the more general idea of what the interactants are doing through language, and how they organize the language event, typically in recognizable stages, in order to achieve that purpose”

In Bhatia’s research (1993), he seeks to discover not only how a text is structured and what lexico-grammatical features it possesses, but also the reason why the writer wrote it that way. The most important part for Bhatia is the study of communicative purpose. Genre-analysis allows one not only to understand more than

the rules and conventions that the discourse follows, and not only the institutional context of what governs the language. Bhatia says the following:

... of all the contextual factors associated with a conventionalised speech event, communicative purpose is the most privileged criterion for the identification of genres.

(Bhatia, 1993:43)

It is not simple to categorize a discourse into a genre. Cook (2001) states that a single discourse could be classified under many different genres at the same time. Therefore, since genre is a class of communicative events, and is identified through its communicative purpose and specific discourse community, it is then important to understand what communicative events, communicative purposes and discourse community are to further understand genre.

## **2.4 Communicative Events**

Saville-Troike (2003) defines that a communicative event is when a communication episode that involves communicative activity occurring such as a meeting, a conflict interchange, an informercial, a public speech, etc. Swales (1990) defines communicative event as an activity which involves language, and activities such as the act of jumping and sewing are not considered as communicative events.

There occurrences of a particular kind of communicative event can vary from extremely common to relatively rare. In order to be recognised and accepted as a genre, communicative events that are not common or rarely occur need to be prominent and significant within a certain culture.

Therefore, a communicative event is summarized as something that consists of the discourse and also the participants. The participants are both the producer and also receiver. What role the discourse plays, and where the discourse is produced, and received together with its historical and cultural associations play an important role according to Swales (1990).

## **2.5 Communicative Purposes**

Swales (1990) and Bhatia (1993) both emphasize that in genre analysis it is important to look at the communicative purpose of each genre that has been created to fulfil and that is the key to genre identification.

Swales states that:

It is communicative purpose that drives the language activities of the discourse community; it is... the prototypical criterion for genre identity, and it... operates as the primary determinant of task.

(Swales 1990: 10)

According to Bhatia (1993) the main communicative purpose of every genre can be realized through the realizing of additional communicative purposes. These communicative purposes are represented by a structural description in terms of moves. Hence the study of each move in every genre has become important in the field of genre analysis as for the genre to reach its ultimate communicative purpose; a structural description in terms of moves is most likely assigned.

He further explains by using both a sales promotion letter and a job application letter on how the communicative purposes of both are to persuade and solicit a response from the reader. However, in order for this ultimate communicative purpose to be met, other communicative purposes that are represented by a structural description in terms

of moves are required. In a sales promotion letter, the communicative purpose(s) is realized by the structural moves such as capturing the attention of the potential customer, appraising the product/service, providing enough details about the product/service in the shortest but most effective way and initiating business relations between potential customer and prospective seller (Bhatia, 1993). For a job application letter, the moves pointed out by Bhatia (1993) are establishing credentials, introducing candidature, offering incentives, enclosing documents, soliciting response, using pressure tactics and ending politely.

According to Bhatia (1993), the sales promotion letter and the job application letter can be considered as the same genre which is called promotional genre as they share the same communicative purpose, which is to promote something. The sales promotion letter promotes a product/service, while the job application letter promotes the job applicant. Also, both of them are persuasive and use almost the same form. However, they do differ in one aspect where the sales promotional letter usually is unsolicited while job application letters are usually written in response to an advertisement.

## **2.6 Discourse Community**

A discourse community is recognized by the specific genres that they employ, whether speech events or written text types (Swales, 1990). Swales (1990: 9) defines discourse community as “sociorhetorical networks that form in order to work towards sets of common goals. In a discourse community, the members are supposed to recognize the particular genre which is used to achieve its set goals of the community.

Speech communities and discourse communities differ as what needs it meets and activities it implies. Members of a discourse community would interact and respond to each other through writings rather than speech as it is different than speech community and the communication could take place with other members from distant places. In speech communities, the need to socialize and maintain group solidarity is important whereas for discourse communities, the need to achieve goals is more important than group solidarity.

To sum up the difference between speech communities and discourse communities would be what they do to the people. According to Swales (1990: 24), “speech communities are centripetal”; they aim to draw people together, while “discourse communities are centrifugal” that they tend to put people in different groups based on their specialities, occupations and/or interests. The criteria to become a discourse community instead of just a group of individuals would be if there are common goals, participatory mechanisms in place, information exchange, community specific genres, a highly specialized terminology and a high general level of expertise amongst group members (Swales, 1990).

## **2.7 Moves**

Wales (in Teo, 2008) describes a move as the smallest significant unit in a discourse. This definition was taken from the discourse analysis model created by Sinclair et al. (1975) which built on the work of Bellack et al. (1966). Wales explains that these moves are very important in teacher-pupil exchanges.

Sinclair (1975) mentions a whole unit which consists of three parts such as the initiation, response, and feedback are called an “exchange”, and each of the individual



parts is known as moves. It is similar to Bellack's moves of soliciting, responding, and reacting. Almost similar to what was said about genres, each utterance does not stand alone, and instead it links back to what has been said and forward to what is going to be said. It builds upon each other.

A move ranges from a sentence to a paragraph, but not usually longer than a paragraph. Depending on the writer's purpose and the linguistic features of the move, is move is made to be different from another. A move is made up of acts and is related closely to every contribution by the speaker (Azirah, 1996). Swales was the first to use "Moves" in his study of research article introductions, and after him, many more researchers have analysed texts according to the moves (Azirah, 1996). There have been other researchers that study the moves of research articles. Bhatia (1993) used 'move' in the study of sales promotional letters and also job application letters and have found different moves that are related to promotional genre. Prior to Bhatia, Kathpalia (1992) found a nine-move structure the straight-sell advertisements which framework his study employs.

## **2.8 Genre Analysis**

While genre is 'a class of communicative events of which members share some set of communicative purposes' Swales (1990) defines genre analysis as a system of analysis that can reveal the patterns of organization of the genre and the language used to express those patterns. He goes on to explain how genre analysis would help in understanding how language is used in an important discourse community which would gain insights into the nature of a genre in order to help with the learning of English for Specific Purposes.

Genre analysis as described by Bhatia (1993: 11) is “an insightful and thick description of academic and professional texts, and has become a powerful and useful tool to explain the significant form-function correlations.” In genre analysis, Bhatia (1993) stresses that the communicative purpose of each genre are the most important factor that allows for identification of genres. Genre analysis is then used to determine whether communicative purposes that are recognized by the members of the particular community are the motivating factors in shaping the structure of the text through the moves, enabling genre identification to happen through recognizing texts of similar communicative purposes in a particular class.

## **2.9 The Theoretical Framework**

There are different frameworks used to analyse advertisements such as the Problem-Solution Pattern by Hoey (1983) which is used for analysing most narrative texts as he claims most texts begin by presenting a problem before proceeding to present a solution. Though it is used for narrative texts, he claims that this framework too can be used for advertisements because most advertisements begin by stating a problem before presenting a solution through the product/ service. However, Howe (1995) found the framework too general as his study of property advertisements presented more than just a problem to convince the potential customers. The other frameworks of advertising are discussed below.

In this study, the genre approach using the move analysis is adopted. Swales (1990) first introduced genre analysis in his analysis of research introductions, and later on it was refined further and adapted to account for advertisements and sales promotion letters by both Kathpalia (1992) and Bhatia (1993).

Swales (1990) presented the '4-move' model through his findings in the analysis of research introductions. Later, Swales revised it as Create a Research Space (CARS) model in which there was other steps to help realize the move. The term *move* is defined as a language unit, which contains the writer's purpose as stated by McKinlay (in Aziarah, 1996). The researcher can identify a move based on certain semantic criteria and it can be realized by one or more sentences (Swales, 1990).

### **2.9.1 AIDA Model**

Advertisements do not function as an instruction, whereas it is used to persuade the potential buyer. An advertisement creates the need of the product/ service in the buyer by structuring the text in a sequence of functional moves. In the AIDA formula by White (1980), the functional moves are Attention getting, stimulating Interest, creating Desire and urging Action. As mentioned above in regards to genre, copy-writers who are more experienced would be able to manipulate the moves and transmit the communicative purpose to the readers.

### **2.9.2 Bhatia's 1993 Framework**

Bhatia (1993) uses this structure to analyse promotional letters in a business setting. He states that the main communicative purpose of a sales promotional letter is to persuade and to elicit a specific response from its reader while the purpose of advertising is to promote a particular product/service to a specific group of potential

customers, hence both serve similar purposes and so this framework could be used to analyse advertisements.

Bhatia's 1993 framework consists of seven moves. These moves are:

1. Establishing Credentials
2. Introducing the offer
  - (i) Offering the product of service
  - (ii) Essential detailing of the offer
  - (iii) Indicating value of the offer
3. Offering incentives
4. Enclosing documents
5. Soliciting response
6. Using pressure tactics
7. Ending politely

In Bhatia's study, he found out that some moves are obligatory such as Establishing Credentials, Introducing the Offer, Soliciting Response and Ending Politely. Whereas Offering Incentives, Enclosing Documents, and Using Pressure Tactics are optional. He also finds through his study that the moves are not sequenced in a regular pattern and therefore there is freedom in sequencing the moves. However, for this study, the nine-move structure by Kathpalia (1992) will be employed.

### **2.9.3 Kathpalia's 1992 Framework**

Kathpalia (1992) did an extensive study on print advertisements from various sources and she divided her data into the following: straight-lines/straight-sale

advertisement, picture caption advertisement, image-building advertisement, testimonials advertisement, sweepstakes and lucky-draws (Choo, 1999). Kathpalia's 1992 framework has been used by different researchers in Singapore and Malaysia to analyse advertisements and have been found to be applicable. Therefore this study would also adopt the nine-move structure proposed by Kathpalia (1992).

Kathpalia (1992) explains that straight-sell advertisements can be analysed using a nine-move structure. These nine moves are:

1. Headlines

This move functions to attract and capture the readers' attention so that they will continue to read the body copy of the advertisement.

2. Targeting the Market

This move narrows down a big and unfocused market segment to a smaller, more specific and focused segment which the product or service is most suitable for.

3. Justifying the Product/Service

This move prepares the grounds for the advertisement by indicating the importance of the product or service advertised and establishing a need in the reader.

4. Appraising the Product/Service

This move introduces the product or service being advertised to the reader through product identification, product detailing and product evaluation.

5. Establishing Credentials

This move functions to build the consumer's faith and confidence in the company which produces or supplies the product or service through identification of the company or the brand-name, presentation of the company profile, product or service guarantee or warranty, and after-sales service.

#### 6. Endorsements/Testimonials

This move functions to help raise potential customers' confidence in the advertised product/service by presenting expert researcher's or satisfied customer's comments.

#### 7. Offering Incentives

This move functions to make the purchase of the advertised product or service more attractive by offering incentives which may be considered by potential consumers before they actually need and purchase the product or service.

#### 8. Using Pressure Tactics

This move exerts constraints so that the potential customers are hastened to decide to buy the product or service being advertised.

#### 9. Urging Action

The main aim of this move is to urge potential customers to take action, as to acquire the product or service or to make contact to get further information, with the hope that they will be converted to buy the product or service.

(Kathpalia, 1992:177)

The other researchers who used Kathpalia's nine-move structure are Lee (1995) that carried out a study on luxury advertisements which focuses on watch and car advertisements. She collected her data from credit card magazines and she finds that only five are obligatory moves. The obligatory moves are Headlines, Targeting the Market, Appraising the Product/ Service, Establishing Credentials and Endorsement/Testimonials. Next, is Howe's (1995), the study was on car advertisements. Howe analysed 20 advertisements for each 'luxury', 'normal', and 'small' cars, by looking at the actual on-the-road price. The structure is able to differentiate the sub-categories based on the differences of the frequency of occurrences

in each sub-category. All classes prominently displayed the three moves which are Headline, Targeting the Market, and Product Appraisal.

Though both Bhatia's (1993) and Kathpalia's (1992) frameworks are suitable for analysing promotional genre, since this study is an analysis of pamphlets of formula milk which is an advertisement, Kathpalia's (1992) framework is deemed more suitable to analyse the data of this study.

#### **2.9.4 Related Studies**

Kathpalia's study in 1992 looked at 355 straight-sell advertisements where she has found that the nine-move structure she formed is relevant to all straight-sell advertisements. Kathpalia (1992) found that the central moves of straight-sell advertisements are headlines and appraising the product/service, where both had the frequency of occurrence of 98%. The least prevalent moves are Using Pressure Tactics at 4% and Targeting the Market at 2%. There are also other studies that use Kathpalia's nine-move structure to conduct their research, some of which were mentioned earlier. Teh (1999 in Yong, 2001) studied twenty home advertisements that are taken from "The Star" newspaper, it was discovered that the nine-move structure by Kathpalia can be used and each move has characteristics that distinguished it from other moves.

In the study of Choo (1999) she finds similar results that confirm Howe's (1995) and Kathpalia's (1992) findings. She records a 100% frequency of occurrences for headlines in bungalow subcategory and 95% in the other remaining subcategories. Choo (1999) stresses the importance of headlines through the following quote by Hopkins.

Don't think that those millions will read your ads to find out if your product interests. They will decide by a glance—by your headline or your pictures. Address the people you see and them only.

(Hopkins, 1968: 36, in Choo, 1999:111)

In Targeting the Market, Choo (1999) says that the advertisement targets a certain group of people that the product/service is suitable for and promotes the product by creating a desire/interest in the prospective buyer to read on. In her study, Unique Selling Point is considered Targeting the Market. She however discovers that Justifying the Product is important which differs from the other studies, for property advertisements the explanation of the location of the property project influences the price and value of the product and so that is a necessary move in the property advertisement. For the move Urging Action, unlike items that are cheaper, a house would take up life savings or even some might have to take loans so Choo (1999) noted that impulsive purchase would not happen, whereas most people would prefer to view the location and a model. When meeting with the potential buyer in person, the seller can then influence them into buying the house.

Teo (2008) did her study on skin care products on 10 different brands with 30 advertisements. She noted that all the prominent moves that she found such as Targeting the Market, Justifying the Product, Appraising the Product/Service, Establishing Credentials, Endorsement/Testimonials, Urging Action are similar to Kathpalia's (1992), Howe's (1995) and Choo's (1999). However, her study added the two moves that are prominent Establishing Credentials, and Endorsement/Testimonials which were not prominent in the other studies because she studied about skin-care products and people were persuaded based on the feedback of other customers and the credibility of the company that is selling the product.



## **2.10 Metadiscourse**

Metadiscourse is discourse about the discourse (Crismore, 1989; Vande Kopple, 1985) it is used to guide, direct, and help readers to understand the text better, the content and the author's attitudes towards the content. Hyland (2000, in Hyland 2005) states that a writer is able to transform a difficult text into something that is reader-friendly and also relate it to the writer's personality, credibility, and showing that the writer is audience-sensitive.

Hyland (1998) says that metadiscourse is the aspect of text which explicitly refers to the organization of the discourse and shows the writers' stance towards either its content or the reader. Through metadiscourse, the writer is able to involve their audience by helping them to comprehend what the writer's interests, position, and perspectives are (Hyland, 2005).

It is used as "a cover term for self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer to express a viewpoint and engage with readers as members of a particular community" (Hyland, 2005:37).

Metadiscourse is made out of textual and interpersonal functions of language, everything that is not the ideational function (Halliday, 1973).

### **2.10.1. Textual Metadiscourse**

Textual function is the component that allows the writer to organize what he is saying in such a way that it makes sense in the context and fulfils the function of its message.

Hyland's (1998) textual metadiscourse refers to devices that are used to form a coherent text that helps different parts of a text to relate to another part of the text. Examples of textual metadiscourse are logical connectives, frame markers, endophoric markers, evidentials, and glosses (Hyland, 1998). Logical Connectives are used to connect blocks of information to another block of information, whereas frame markers are used to give text boundaries and provide understanding through sequencing, announce the discourse goals and topic shifts. Endophoric markers remind the reader that the text is also mentioned in other parts of the text, and Evidentials are used to refer to text from elsewhere. Lastly, Glosses are to indicate the intended meaning of the author.

### **2.10.2. Interpersonal Metadiscourse**

According to Koople, V. (1985) interpersonal metadiscourse is made up of validity markers which guide the reader to assess the truth-value of the content and how much the writer believes in the assessment. It consist of hedges (*e.g. may, perhaps*), emphatics (*e.g. obviously, surely*), and attributors (*e.g. according to X*). Other than that, attitude markers reveal the author's attitudes towards the content (*e.g. it is unfortunate that, amazingly*) and commentaries which draw an implicit dialogue between the author and the reader (*e.g. Dear reader, you might want to read the second page first, you might not agree that*).

### 2.10.3. Interpretive Markers

In Crismore, Markanen, and Stefensen (1993) they introduced Interpretive Markers from a revision of Vande Koople's 1985 system. Under interpretive markers there are code glosses, illocution markers, and announcements as these three helped the readers to interpret and understand the authors' intended meaning. Code glosses are used to explain a concept through something else (*e.g. X means Y*) and illocution markers explicitly tells the reader what speech act is happening at that point (*e.g. to sum up*).

## 2.11 Visuals

According to Messaris (1998), visuals are very important for persuasion as it evokes the emotions of the viewer towards the product. It helps to make an advertisement believable, conveys messages that are hard to convey verbally, it attracts the right audience, and interests the target audience to read its headlines and copy.

Bulmer and Oliver (2006: 55) states that:

“Visual rhetoric can be described as a form of communication that uses images for creating meaning or constructing an argument. Hence, an analysis of visual rhetoric considers how images work alone and collaborate with other elements to create an argument designed for moving a specific audience.”

Advertisers use visuals as a way of expression to enhance what they want to communicate and increase the effectiveness of reaching its communicative purposes (Köksal, 2012. She continues to say that it masks their selling purpose and add value to their product by the artwork.

## **2.12 Conclusion**

This chapter has discussed the important terms and notions related to this study such as advertisement, genre, genre analysis, and multidiscourse. It has also discussed the framework of analysis that this study would adopt, which is proposed by Kathpalia (1992). Short descriptions of the role of visuals and other studies in genre analysis have also been reviewed in this chapter. After this, the researcher will explain in detail the analytical framework that will be used to analyse the data in the next chapter.

## **CHAPTER 3: METHODOLOGY AND DATA COLLECTION**

### **3.1 Introduction**

This chapter explains how the data was collected for this study and the analytical framework that is used to analyse the data. It also discusses how the data is analysed and presented.

### **3.2 Data Collection**

In order to narrow down the scope of this study, the researcher decided to study the pamphlets of formula milk products Malaysian parents have chosen for the consumption of their toddlers (age 1-3 years). To further narrow down the scope, only formula milk products that were chosen by at least 5 parents were taken into consideration as the researcher wanted to do a study on the formula products that were mostly chosen by Malaysian parents and find out why they were chosen and if pamphlets and sample boxes made a difference in their decision. The researcher posted a questionnaire survey made through Google Form, which aimed to find out the choice of formula milk product of parents of toddlers age 1-3 who live in Malaysia, to parents in two different Facebook groups, “Healthy Food for My Baby” and “Mummies’ Home Baking and Cooking Recipes – Tested and Proven Delicious”. The questionnaire was posted four times within the period of three months and there were a total of 95 respondents. The questions the researcher asked in the questionnaire are available in Appendix B. Based on the replies of the respondents, the researcher only took into consideration the responses by those who live in Malaysia, those whose child were aged 1-3, and those that purchased formula milk for their toddlers. A total of 16 responses were not taken into consideration as they were either parents who were not from

Malaysia, or their child was not between the ages of 1-3, or they did not provide their child with formula milk as this study focuses on the product pamphlets of formulas that make up the choices of most Malaysian parents.

The purpose of question Question 3 “Which brand of formula milk do you feed your child?” is to determine and narrow down which brand and product pamphlets the researcher should analyse. Questions 4 and 5 “What is the reason for your choice of formula milk brand?” and “If you changed from a different product to this one, why?”, were asked to find out whether pamphlets or sample boxes played a part in the decision making process of parents and what other factors determined their choice.

After tabulating the replies, nine formula milk products which are chosen and purchased by at least 5 parents for their toddlers respectively, were identified for analysis. The product choices of these parents were Enfagrow A+ by Mead Johnson Nutrition (18), Annum Step 3 by Fonterra (10), Similac Total Comfort by Abbott Nutrition (8), Pediasure by Abbott Nutrition (7), Gain Plus Eye Q by Abbott Nutrition (6), Mamil Gold by Dumex (6), Isomil by Abbott Nutrition (5), Nutren by Nestle Nutrition (5), Frisogold by FrieslandCampina (5). The formula milk products that had less than five parents using it were are not mentioned here.

The researcher contacted the nine different formula milk companies to request for a pamphlet. Both Fonterra, and FrieslandCampina replied that they no longer give out pamphlets alone. Therefore, they sent a sample box that contained similar information as the pamphlet. Two other companies ran out of pamphlets and suggested to try getting the pamphlets from private clinics or hospitals.

The researcher went to two different clinics to collect the pamphlets, one was a child specialist clinic, and one was a general clinic. The child clinic echoed that the companies now do not provide pamphlets but instead samples that come in boxes which

contains information of the product. The researcher managed to find pamphlets in the general clinic and the doctor mentioned that the pamphlets have been there for some time as he gets more adult patients than children. The researcher received the Frisco Gold box sample by mail from FrieslandCampina, collected Annum Essential 3 and Abbott Nutrition Similac Total Comfort Plus from the child specialist, and Mead Johnson Nutrition Enfa, Abbott Nutrition PediaSure Complete, Abbott Isomil Plus Advance Eye Q, Abbott Gain Plus Eye Q, Nestle Nutrition Nutren Solutions, and Dumex Mamil Gold pamphlets from the general clinic.

Therefore, the researcher has both the pamphlet and a sample box. A sample box contains the sample milk product but the information on the box is similar to the pamphlet which would be analysed in this study. For the analysis and the presentation of the data, all the pamphlets were numbered. Although there are four different products from Abbott Nutrition, the researcher has considered them as separate products instead of analysing them under one brand.

1. *Enfagrow A+* by Mead Johnson Nutrition (Pamphlet 1)
2. *Annum Step 3* by Fonterra (Sample Box 1)
3. *Similac Total Comfort* by Abbott Nutrition (Sample Box 2)
4. *Pediasure* by Abbott Nutrition (Pamphlet 2)
5. *Gain Plus Eye Q* by Abbott Nutrition (Pamphlet 3)
6. *Mamil Gold* by Dumex (Pamphlet 4)
7. *Isomil* by Abbott Nutrition (Pamphlet 5)
8. *Nutren* by Nestle Nutrition (Pamphlet 6)
9. *Frisogold* by FrieslandCampina (Sample Box 3)

Next, the researcher created another questionnaire available at Appendix C was disseminated through Google Form to collect data from parents on what information

they required to make an informed decision on their choice of formula milk product for their child, criteria that affected their decision on the product, whether they read pamphlets, whether the pamphlets gave sufficient information for the parents to make an informed decision, if the visuals made a difference in their understanding of the product. This questionnaire was posted to parents from the similar two Facebook groups “Healthy Food for My Baby” and “Mummies’ Home Baking and Cooking Recipes – Tested and Proven Delicious”. Again the researcher narrowed the scope of the study by only taking into consideration responses of parents who live in Malaysia. Twenty-four parents responded, but only fifteen were considered as the other five respondents do not live in Malaysia. Three respondents do not feed their child formula milk, and three do not read Formula Milk Pamphlet or Sample Boxes. This data was collected in order for the researcher to provide recommendations in Chapter 5 based on the analysis of the responses given through the survey.

### **3.3 Analytical Model Framework**

Kathpalia’s Nine-Move structure has been found to be effective in analysing advertisements and hence it was adopted as the framework in this study. The structure as named consists of nine-moves that will be explained in detail below.

Move 1: Headlines (HL)

Move 2: Targeting the Market (TM)

Move 3: Justifying the Product/Service (JP)

Move 4: Appraising the Product (AP)



Move 5: Establishing Credentials (EC)

Move 6: Endorsement/ Testimonials (E/T)

Move 7: Offering Incentives (OI)

Move 8: Using Pressure Tactics (UPT)

Move 9: Urging Action (UA)

### **Move 1: Headlines (HL)**

The HL move functions to raise the interest of the reader to continue reading and finding out more about the product. To do so it could contain the key message of the pamphlet, describe the unique selling point of the product, put forth a proposition to the reader, or use a visual to convey the message. The verbal text, visuals and fonts play a crucial part in the headlines to help achieve its communicative purposes (Teo, 2008).

### **Move 2: Targeting the Market (TM)**

This move is to get the targeted group of people to pay attention to the advertisement instead of addressing a faceless crowd to increase the chances of them getting the product advertised (Kathpalia, 1992). This bridging move links the Attracting the Attention move to the body copy. Choo (1999) agrees that the function of this move is to attract the intended audience to read further into the advertisement.

Kathpalia (1992) states that TM can be realized based on education, interests, degree of specialization, sex and age, social roles and profession of the readers.

### **Move 3: Justifying the Product (JP)**

According to Kathpalia (1992), Justifying the Product move prepares the ground of the advertisement and to persuade customers of the importance of having the product. In this move, the writer places specific emphasis on the qualities of the product/service such as different time, seasons, and occasions of when the product/service is best used.

### **Move 4: Appraising the Product (AP)**

This move describes the features and evaluates the value of the product. The writer evaluates the product/service is through lexical items such as adjective, positive connotations. The features of the product are linked directly to consumer benefits (Kathpalia, 1992).

The product that is sold is explicitly indicated in this move. In her study, Kathpalia (1992) noticed that if it is very expensive and it is a new item with a lot of differences from the counterparts, its description of service/product is very lengthy. On the contrary, if it is not expensive, and there are not many differences between the product/service and the competitors the description is short.

### **Move 5: Establishing Credentials (EC)**

The main function of this move is to gain faith, and confidence of the potential customer by making them feel that the product/service offered is by a company that is safe and can be trusted.

To realize this move achievement and award related to the services are included in the company profile to increase reliability. Research studies are used to back up statements in the advertisements.

## **Move 6: Endorsement/ Testimonials (E/T)**

This is very similar to EC which is to raise reliability and the confidence of potential buyers. However, instead of the efforts done by the company to increase their credentials, endorsements/testimonials are from outside sources. There is a psychology tendency for customers to believe outside sources instead of in-house credentials. There is an increase of trust in the product when potential buyers read feedback from satisfied customers or experts. However, it is important to note that these endorsements might have been invented. Lastly, the faith of the consumers increase in when the religious authority approves the product because the company fulfilled the rules and regulations of what is approved by that religion.

Kathpalia (1992) suggests that there are some ways to achieve this move:

1. By presenting the testimonials/testimonies of acclaimed authorities regarding the product.
2. By presenting seals of approval



For example: [Sample Box 1]

3. By presenting the testimonies of average consumers.
4. By presenting the testimonies of fictional customers.

## **Move 7: Offering Incentives (OI)**

This move tries to persuade the potential buyer by offering incentives such as discounts, free gifts, extra services, lucky draws, etc. It encourages and tempts the

readers to respond, and the potential customer might buy the product not because of the need for the product but because of the incentives offered.

### **Move 8: Using Pressure Tactics (UPT)**

Kathpalia (1992) notes that this move is realized through exerting constraints on the readers that would hasten their decision on buying the product. It may appear through the limited quantity offered, emotional blackmail on certain groups of people, time constraint in obtaining the product, and/or optimum period of product usage before the problem is unable to be solved/ prevention opportunities are missed.

### **Move 9: Urging Action (UA)**

The aim of this move is to urge the potential customer to make a decision and seal the deal. The way this move is realized depends on whether it is a hard sell advertisement or soft sell. For hard sell, imperatives are used and it prompts the customer to make an immediate decision to make some orders, or get some catalogues. On the other hand, soft sell method persuades the customer to get in touch and to find out more information from the company. This is that they can be convinced that this is the right product/service for them (Kathpalia, 1992).

## **3.4 Data Analysis**

In order to answer the research questions, qualitative and quantitative measures will be used to analyse the data collected. Every move in each advertisement will be identified. Examples of each move found in the advertisements will be recorded.

Teh's (1999 in Yong's 2001) four level system is used to categorise the frequencies of occurrence of the various moves. It is used to trace the general pattern and structure in the frequencies of occurrences of the moves.

**Table 3.1:** Strength Level System to Classify Frequency of Occurrence

Frequency of Move Occurrence = $\frac{X \text{ no. of samples it appears} \times 100}{N \text{ no. of samples}}$	Level of frequency of Move occurrence
$75\% \leq f \leq 100\%$	Most Obligatory
$50\% \leq f \leq 75\%$	Obligatory
$25\% \leq f \leq 50\%$	Optional
$0\% \leq f \leq 25\%$	Not Obligatory

(Adapted from Yong 2001: 60)

To calculate the Frequency of Move Occurrence (%)

- a. The X number of samples the move appears in is divided by the N number of samples that is 9 for this study.
- b. The percentage is then obtained by multiplying the result of step 'a' by 100.

A short account of each move will be given in the data analysis. The analysis is done to determine the significance of each move in the pamphlets and sample boxes of formula milk.

Lastly, the research attempts to find out the role of metadiscourse in the pamphlets by looking at the language used, to study if metadiscourse is used in pamphlets. Examples and the frequency of occurrence of a particular metadiscourse is recorded and displayed in a table. The percentage of pamphlets which contain a particular metadiscourse is also calculated.

The frequency of occurrence of a particular metadiscourse is calculated the same way the frequency of occurrence of a particular move is calculated as shown in Table 3.1.

The percentage of pamphlets which contain a particular metadiscourse is calculated as follows:

$$\frac{\text{Number of advertisements which contain a particular metadiscourse}}{9 \text{ (Total number of advertisements)}} \times 100\%$$

The three categories of metadiscourse that the researcher is using in this study is

1. Textual Metadiscourse: whereby words that are used by the writer to help organize the text to give a logical flow and to identify one part of a text and how it is related to another part of a text. It is to help the reader make sense of the flow of how the author is arranging his/her thoughts.
2. Interpersonal Discourse: helps to guide the reader to assess how much the writer believes in what is written. By using hedges (e.g. may, perhaps), and emphatics (e.g. obviously, surely). Next, the use of pronouns such as “I”, “you” and “we” to make connection with the reader and to engage the reader as members of a particular community. Also, by showing the author’s attitude to what is being written (e.g. unfortunately, amazingly). Lastly, attributors to support what the author is saying through other people. (e.g. according to x)
3. Interpretive Markers: discourse that give the reader more understanding to what is being said, such as glosses (e.g. x means y), and illocution markers to announce what speech act is happening at that time (e.g. to sum up). For the researcher to analyse the responses by the 20 parents regarding which information they deemed as necessary and important for them to make an

informed decision on formula milk products, the similar method employed in Table 3.1 will be used.

Other than that, the study hopes to find out what criteria are important in choosing which formula milk product to feed their child with. This information is important for companies selling baby food items. Examples and the frequency of mention of a particular criterion is recorded and displayed in a table. The percentages of the frequency of mentions for the particular criteria parents have are calculated as:

$$\frac{\text{Number of mentions of the particular criteria}}{\text{Total number of parents}} \times 100$$

Finally, there are 4 yes-no questions that the parents were asked in the questionnaire.

1. Do you feed your child formula milk?
2. Do you read the pamphlets of formula milk products?
3. Do the pamphlets give you the information you need to make an informed decision about which formula milk to feed your child with?
4. Do visuals such as tables and graphs make a difference in your understanding of the product?

The full version of the questionnaire can be found in Appendix B.

The percentages of the answers are calculated by:

$$\frac{\text{Number of a particular answer}}{\text{Total number of responses}} \times 100$$

Through the analysis of this responses collected from the parents, the researcher will answer the question of whether pamphlets are used by the potential customers.

Therefore this will determine whether it is an important advertising tool for the advertiser to continue employing.

This will help answer whether information given in the pamphlets are sufficient and hence effective in helping the advertisement reach its communicative purpose, and thus will help copywriters know whether parents find visuals important in helping them to understand the text better.

For each question that has been asked by the researcher, the answers will be tabulated in a table and displayed in a table. The level of importance of that particular category will be based on the percentage of frequency, which is calculated through the formula shown in Table 3.1.

### **3.5 Conclusion**

This chapter has discussed the analytical framework for this study. The analysis of the data will be discussed in the next chapter.



## **CHAPTER 4: FINDINGS AND DISCUSSION**

### **4.1 Introduction**

This chapter shares the findings of this research through tabulating the findings. The information found through the analysis of the 9 different pamphlets and sample boxes are synthesized and presented. Examples from the different pamphlets and sample boxes are shared in this chapter and the full version can be viewed in Appendix A.

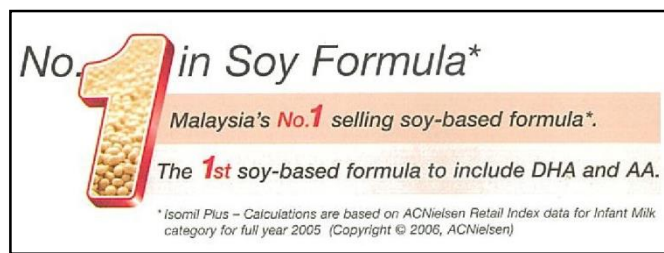
### **4.2 Communicative Purposes of Formula Milk Pamphlets and Sample Boxes**

The communicative purpose of Formula Milk Pamphlets and Sample Boxes are similar to Teo's (2008) study which is promoting a product to potential customers, explaining the importance of the advertised product, building up the confidence of the readers, giving additional information regarding the product advertised or related information, soliciting a response from the reader, getting them to give the product a try, and finally selling the product.

To be able to reach the aim of getting the customer to purchase the product, the communicative purpose of Formula Milk Pamphlets and Sample Boxes has to be achieved. Formula Milk Pamphlets and Sample boxes first need to capture the attention of the targeted readers. This is seen through the use of attention grabbing wordings and pictures. For example: "Unlock your child's amazing potential to learn" and "Improved growth for picky eaters in less than 90 days." Then the content has to address the potential customer who might not know they have the need for the product yet. The advertisement then provides grounds for why this product is important and necessary to have and what value it can bring to the potential customer. For example: "Helping your

child build a stronger inside will let him explore the world freely. And there are three key aspects that help build your child's natural body resistance.”

Other than that, related information like explanation of medical terminology, health benefits from certain ingredients, references and related documents that were used to back up the claims made in the pamphlets or sample boxes is used to explain the benefits that can be obtained through the product are given. In the beginning the reader might not have much confidence in the product though he/she may agree that the product would be good to have. Confidence of the potential customer can be built through introducing the company that produces the product and research that has been done by the company in order to produce the product. For instance:



On top of that, information is given to the potential customer on how to approach the company to gain more information regarding the product or to purchase the product, a very common one would be providing a toll free number or webpage address.

#### **4.3 The Rhetorical Structure of Formula Milk Pamphlets and Sample Boxes**

Based on the data collected, it is found that the rhetorical structure of formula milk pamphlets and sample boxes contain the following moves:

Move 1: Identifying the Company (IC)

Sub-Move 1.1: Identifying the Brand (IB)

Move 2: Attracting Attention (AA)

Move 3: Targeting the Market (TM)

Move 4: Justifying the Product (JP)

Move 5: Appraising the Product (AP)

Sub-Move 5.1: Identifying the Product (IP)

Sub-Move 5.2: Describing the Product (DP)

Sub-Move 5.3: Evaluating the Product (EP)

Move 6: Establishing Credentials (EC)

Move 7: Providing Endorsement/ Testimonials (PE/T)

Move 8: Offering Incentives (OI)

Move 9: Using Pressure Tactics (UPT)

Move 10: Urging Action (UA)

Move 11: Providing a Guide to Switching Products (PGSP)

Move 12: Giving the Terms and Conditions (T&C)

Move 13: Giving Related Information (GRI)

It is interesting that in many occurrences, moves are embedded in each other in the formula milk pamphlets and sample boxes. It made identifying each move difficult, as it seemed to overlap. E.g. “Clinical studies have shown that soy-based formula supports normal growth and development in children.” It shows the EC move as it uses

research to validate the product. On the other hand, it also reveals the EP move as it indicates the value of this particular product, which is the ability to support normal growth and development in children. So, “Clinical studies have shown that soy-based formula supports normal growth and development in children” encompasses the EC move and also the EP move. Another example: “In a study of underweight children, *PediaSure Complete* with *synbiotics* reduced the number of sick days by 30%” realizes the EC, DP, EP, and JP moves. These moves are found embedded in each other.

The Most Obligatory moves ( $75\% \leq f \leq 100\%$ ) in formula milk pamphlet and sample boxes are AP, JP, IC, UA, AA, and GRI. They were present in all the 9 formula milk pamphlets and sample boxes. The Obligatory moves ( $50\% \leq f \leq 75\%$ ) are TM, PE/T, IB, T&C, and OI. The Optional moves ( $25\% \leq f \leq 50\%$ ) are EC, and UPT. The only Not Obligatory move ( $0\% \leq f \leq 25\%$ ) is PGSP.

The researcher found that there are no fixed rules of the sequencing of moves. Some of the pamphlets and sample boxes begin with IC move, and some JP or AA. Within the body copy, the other moves are present and repeated throughout. UA is most often present at the ending of the body copy, however there are times that it is in the middle.

### **Move 1: Identifying the Company (IC)**

This is a new move found by the researcher. A logo or the name of the company is used to identify the company that links the product. Companies that are established and reputable in the market for the product will enjoy added advantage of the confidence the potential customer will have in their product. On the other hand, for companies that have yet to gain a solid status amongst consumers would have the

opportunity to introduce themselves to the readers and get a break into the market. For example:



[Pamphlet 1]







[Sample Box 1]

It is note-worthy that none of the other related studies mentioned in this study included IC as one of their moves. IC move could fall under “Additional Information” move under Zanariah’s (2003) study as she mentioned that informing about hotels of the same group located elsewhere and membership with certain organization fell under that move. However, the researcher did not adopt the “Additional Information” move as part of this study as it also involved information to avoid any possible misunderstandings, highlighting a bonus point which the researcher feels falls under the move T&C and also EP which is the Sub-move of AP. Teo (2008) placed the brands and the reputations of the companies as the unique-selling point of the company.

Yong (2001) categorizes this move as Product Identification, the sub-move of Appraising the Product. However, though the means of how this move is realized is similar to what is mentioned by Yong, the researcher does not agree as she feels the company is not the product and will elaborate further on her definition of Product Identification in under that subtitle. Whereas, in Teo’s (2008) and Teh’s (1999) studies they categorize the name of the company under Establishing Credentials and as a unique selling point of the product because they feel that people would buy the product because of the reputation and history of the company. This study agrees that the company name is to establish the credentials of the product however has decided that this is a separate move from EC as would be further explained in the EC move.

This move is realized through the logos of the company or the use of a specific font that is repeated whenever the company name is written. Its placement on the pamphlet and sample box is not fixed; it is found at the front, bottom, and sometimes within the folded pages. Its' appearance ranges from 0-6 times in the samples this study has collected.

**Table 4.1:** Examples of Identifying the Company (IC)

Examples:	Full version can be viewed at:
	Appendix A Sample Box 1
	Appendix A Pamphlet 1
	Appendix A Pamphlet 5
	Appendix A Pamphlet 6

**Sub-Move 1.1: Identifying the Brand (IB)**

This is also an additional new move discovered by the researcher in order to categorize the findings more accurately. This sub-move is about the brand that the product being advertised is under. The company may produce many different brands

and under each brand could have different products. The different products under the brand would be identified under the Identifying the Product move.

Sometimes the brands of a company is more well-known than the company itself depending on which the advertisements emphasize on. Potential customers may purchase the product because of the reputation of the brand. If it is not a famous brand yet, advertising it would help people begin to recognize the brand.

Examples of Identifying the Brand:



[Sample Box 3]





[Pamphlet 5]

This is the sub-move of IC. IB is only an obligatory move as it only appeared in 5 of the pamphlets and sample boxes. The IB move is also an added move by the researcher and is unique to this study. The example of the IB move is found in Annum, Friso Gold, Similac, Mamil and Nutren pamphlets. Friso Gold, is the company name was not mentioned in the pamphlet and the researcher had to find it online. The company is not a well-known company in Malaysia but their brand is well-known. Unlike Similac that is under the company Abbott which publicizes both their company name and brand name all over the sample box.

This move is not found in the other studies, the closest would be Teo's (2008) study EC move. However, her EC move only considers Company and Product Names, and does not take into consideration the Brand.

**Table 4.2:** Examples of Identifying the Brand (IB)

Company Name	Brand Name	Product Name	Full Version Can be Viewed at:
FrieslandCampina			Appendix A Sample Box 3
Abbott	Similac	Similac Total Comfort Plus	Appendix A Sample Box 2
Fonterra	Annum	Annum Essential Step 3	Appendix A Sample Box 1

**Table 4.2,** continued

**Move 2: Attracting Attention (AA)**

This move’s main function is to capture the attention of people and this is usually done through the use of larger and more attractive fonts or visuals. To realize this move, the sentence usually contains the key message of the pamphlet or sample box, the unique-selling point is described, a proposition is given to the reader, or an attractive visual of a desired state of the target market is put forth. Hence, it is sometimes difficult to differentiate the JP, AP, UA, and TM move as these moves are used to realize the AA move.



This study agrees with Choo’s (1998), Teh’s (1999), and Zanariah’s (2003), study that the AA move which is known as the Headline move in their study is an obligatory move. It is present in 100% of the 9 formula milk pamphlets and sample boxes. It disagrees with Teo (2008) that it should not be viewed as a move itself since there is no difference in terms of functions of the body copy as though the AA move is realized by the JP, AP, and UA. The importance of the AA move is stressed by Claude Hopkins as

“Don’t think that those millions will read your ads to find out if your product interests. They will decide by a glance—by your headline or your pictures. Address the people you seek, and them only.”

(Hopkins, 2009:14)

**Table 4.3:** Examples of Attracting Attention (AA)

<b>Examples:</b>	<b>Criteria</b>	<b>Full version can be found at:</b>
“Mummy feeds me the right milk”	Key message	Appendix A Sample Box 2
“Unlock your child’s amazing potential to learn”	Proposition	Appendix A Pamphlet 1
“Improved growth for picky eaters in less than 90 days.”	Unique selling point	Appendix A Pamphlet 2
“It is time to turn knowledge into action.”	Proposition	Appendix A Pamphlet 3



	<p>Visual to attract the attention of the target market where parents would like their child to do things that are out of this world and deal with scientific things.</p>	<p>Appendix A Pamphlet 3</p>
<p>a)</p> 	<p>Visual to show the soy milk and that it is the number one brand</p>	<p>Appendix A Pamphlet 5</p>

Table 4.3, continued.

### Move 3: Targeting the Market (TM)


This move is to attract the intended audience that the advertisement is made for. It is to get that particular group of people to pay attention to the product being sold to increase the chances of getting the product sold (Kathpalia, 1992).

The TM move is found to be an obligatory move in all the other related studies that were mentioned in Chapter 2. Choo (1999) specifically mentioned that this move is the most crucial among the 6 prominent moves in her study. She states that it plays an important role not just to promote the product but to create a desire or interest in the prospective buyer to continue reading on. This study agrees that in order to attract the intended audience to the product, it should appeal to what the potential buyer could enjoy through the product. Zanariah (2003) mentions that this move highlights the special features of the product and it appeals to the intended audience who is the target market; this study agrees with her as well and thus making the task of making a distinction between the JP move and AP move from TM difficult at times. However, in this study, this move is not Most Obligatory, but Obligatory as it only appears in 6 out of the 9 pamphlets.

**Table 4.4:** Examples of Targeting the Market (TM)

<b>Examples:</b>	<b>Criteria:</b>	<b>Full version can be found at:</b>
As parents, you cannot help but worry when your child is not eating well, especially when his/her weight and height are not keeping up with age.	Special features of the product	Appendix A  Pamphlet 2

<p>Are you a mum who...</p> <ol style="list-style-type: none"> <li>1. Concerned about your child's digestive health?</li> <li>2. Want easy digestion and better absorption of nutrients for your child?</li> </ol>	<p>Special features of the product</p>	<p>Appendix A Sample Box 2</p>
<p>Spend more time enjoying motherhood, less time worrying</p>	<p>What could be enjoyed by the potential buyer of the product</p>	<p>Appendix A Pamphlet 4</p>
<p>Children with the following conditions have increased nutritional needs.</p> <p>Poor oral intake/ Loss of appetite</p> <p>Recovering from illnesses</p> <p>Lactose intolerance</p> <p>Pre &amp; Post surgery</p> <p>Nausea &amp; Vomiting</p> <p>Fever</p> <p>Injury</p> <p>Pain</p> <p>Infection</p>	<p>Solve the problem for parents whose children have the following conditions.</p>	<p>Appendix A Pamphlet 6</p>
<p>Soy based formulas are highly recommended for children with</p>	<p>This product caters for people who have these</p>	<p>Appendix A</p>

<p>special feeding needs associated with:</p> <p>Lactose intolerance</p> <p>During and post-acute diarrhea feeding</p> <p>Cow's milk protein allergy (CMPA)</p> <p>Vegetarian substitute</p>	<p>special needs</p>	<p>Pamphlet 5</p>
	<p>Aspiration of parents:</p> <p>This visual suggests the aspiration of parents as many parents would like their child to excel in problem solving and creative thinking. This picture shows a boy who is supported by the Formula Milk and creating something out of the world.</p>	<p>Appendix A</p> <p>Pamphlet 3</p>

**Table 4.4**, continued.

#### **Move 4: Justifying the Product (JP)**

The communicative purpose of the JP move is to persuade the importance of having the product to potential customers (Kathpalia, 1992). Specific qualities and purposes of the product are described. It usually highlights the problems and needs of people that the product is able to address, and even problems it can prevent.

In this study, the JP move is an obligatory move and it is the second highest in terms of occurrences while AP is the top. This finding stands out as the JP move was a non-obligatory move for Kathpalia's (1992), Teh's (1999), and Zanariah's (2003) study. Whereas in Choo's (1998) study the JP move was an optional one, because she considered location of the property project as one of the justifying factors of the advertisement as compared to Kathpalia (1992) that did not. In this study, the researcher found that this move was used widely in order to help differentiate one formula milk product to another. This move highlighted what problem and what needs it met of potential buyers and the importance of having the product meet that need and it varies from product to product. The findings in this study agree with Teo (2008) that it prepares the ground so that the potential buyers feel the need to buy the product.

**Table 4.5:** Examples of Justifying the Product

<b>Examples:</b>	<b>Criteria:</b>	<b>Full version can be viewed at:</b>
Helping your child build a stronger inside will let him explore the world freely. And there are three key aspects that help build your	Importance of the product	Appendix A Sample Box 3

child's natural body resistance.		
Soy-based formula can be used as a suitable alternative for children with CMPA	Solve a problem	Appendix A Pamphlet 5
Feeding difficulties amongst picky eaters may increase the risk of nutritional gaps in their diet.	Problem that can be avoided	Appendix A Pamphlet 2
"Soy based formulas are highly recommended for children with special feeding needs associated with:..."	To meet a need	Appendix A Pamphlet 5

**Table 4.5**, continued.

### **Move 5: Appraising the Product (AP)**

This move explicitly highlights the features and specifies the value of the product through visuals and or lexical items such as adjectives, positive connotations and features of the product that correlates to consumer benefits.

From the study we find that one of the main communicative purposes of the formula milk pamphlets and sample boxes is to persuade the potential buyer to purchase

the product. It is necessary to give sufficient information to convince them about the value of the product, to influence them that the experience is something they want. It is not surprising that the AP move is the highest in occurrence in this study. This finding agrees with all the other related studies mentioned in Chapter 2.

This move is categorized into three sub-moves as:

1. Sub-move 1: Identifying the Product
2. Sub-move 2: Describing the Product
3. Sub-move 3: Evaluating the Product

### **Sub-Move 5.1: Identifying the Product (IP)**

When the product that is being sold is explicitly written, or a picture is shown.

For example:



1. [Pamphlet 3]
2. Annum Essential Step 3 [Sample Box 1]



This is highest occurring sub-move of the AP move. This move is realized through explicit mentioning of the product that is being sold, or visuals that show the product being sold.

It is important to categorize the sub-moves as IP is quite different from the other two sub-moves. Through the IP move the potential customers are aware of what exactly



is being sold, this helps in giving clarity to the target market and captures the attention of those who are interested.

**Table 4.6:** Examples of Identifying the Product

Examples:	Criteria:	Full version can be viewed at:
	Product Name in a logo	Appendix A Sample Box 3
	Visual to identify the product sold	Appendix A Pamphlet 6
Similac® Total Comfort® Plus	Product Name	Appendix A Sample Box 2

### Sub-Move 5.2: Describing the Product (DP)



The creator of the pamphlet describes the features of the product/service. For example:

1. “consists of 90% galacto-oligosaccharides (GOS) and 10% long chain fructo-oligosaccharides (lcfOS)” [Pamphlet 4]
2. “...as it is fortified with Taurine, Choline, Phospholipids, AA, Omega 3&6, and Antioxidants.” [Pamphlet 3]

This sub-move describes what the product is made out of; the ingredients of the product, and what different types of the product are available.

It is an essential sub-move as it engages the reader by describing what the potential buyer is actually going to purchase and what makes up the item.

**Table 4.7:** Examples of Describing the Product

Examples:	Criteria:	Full version can be viewed at:
	Ingredients in the product	Appendix A Sample Box 1
	How much the user will get through the product	Appendix A Pamphlet 1
Frisoshield provides your child with Vitamins B6 and C, Selenium, GOS, Zinc and DHA.	Ingredients in the product	Appendix A Sample Box 3

### Sub-Move 5.3: Evaluating the Product (EP)

When the value of what the product can bring is mentioned. For example:

1. “Whey Protein is broken down to enable easier and faster digestion.” [Sample Box 2]
2. “In a study of underweight children, ... reduced the number of sick days by 30%.” [Pamphlet 2]

The sub-move that realizes the communicative purposes of persuading the potential customer to purchase the product by describing through adjectives and positive connotations how the product is able to give them the experience they want, solve their problems, prevent problems, and meet their needs.

**Table 4:8:** Examples of Evaluating the Product

<b>Examples:</b>	<b>Criteria:</b>	<b>Full version can be viewed at:</b>
It is designed for total nutritional support as well as a supplement to enhance children’s irregular eating habits.	Solve the problem of children eating irregularly and not getting enough nutrition	Appendix A Pamphlet 2
Fulfill daily nutrition requirement in recommended dosage	Meet the need of fulfilling daily nutrition requirement	Appendix A Pamphlet 6
My child has all the right combination of nutrients	Prevent the problem of lack of nutrition	Appendix A

		Pamphlet 3
Friscoschild provides your child with Vitamins B6 and C, GOS, Zinc and DHA. <b>Together they support your child's overall natural body resistance so you can experience and discover the world together.</b>	The experience that the product offers.	Appendix A Sample Box 3
Scientifically formulated to promote softer stools and help in fat and calcium absorption	Prevent the problem of constipation and meeting nutritional needs	Appendix A Sample Box 2

**Table 4.8,** continued.

### **Move 6: Establishing Credential (EC)**

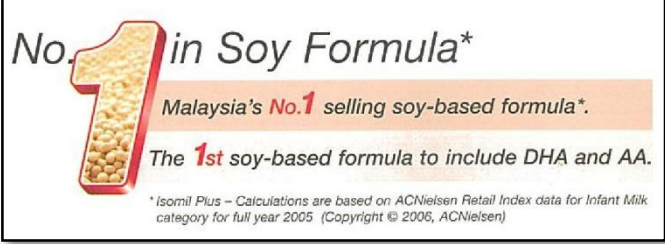

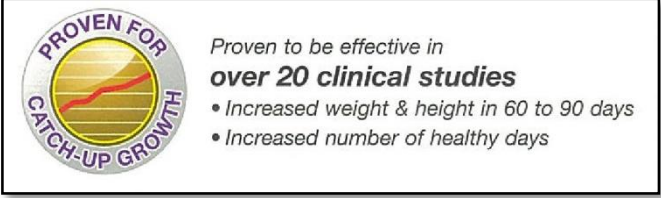

The EC move is an optional move as it occurs 4 out of 9 the formula pamphlets and sample boxes. The communicative purpose of this move is to increase the potential buyer's confidence towards the company and the product. Through that, the potential buyer will be assured of the quality and the value of the product.

This move is used as the parents who buy formula milk products for their child want to know that they are giving their child good quality formula milk and helping their child to grow well. Hence, they are concerned with the background of the company and whether the product meets with the standards set by the health authorities. The way this move is realized in this study is different than the studies mentioned in Chapter 2. This move is realized by linking what is being said in the advertisement to research

done by reputable organizations, quoting authorities in related fields such as the health industry, and where the product comes from.

Teh's (1999) study found the EC move most prominent move because developers want to gain the confidence of buyers through associating with the big names available for that industry as the properties involved a lot of money. Yong's (2001) study found it as a quite prominent move as the parents want to have confidence of their child's education. In Teo's (2008) study the EC move was a prominent move as it was used not only to promote the products with the goal of a sale but to also promote brand loyalty. Kathpalia's (1992) study discovered a 22% for the EC move for straight-sell advertisements. Choo's (1998) study show that the EC move is not an obligatory move in the advertising of residential properties though it was more than Kathpalia's (1992) and Howe's (1995). Choo observed that there was more space in her study that allowed the additional information to be included. The EC move was used more frequently in the advertisements for Condominiums for it was more important to get all the blocks sold as the construction would still have to continue even if only half the blocks were sold as compared to Bungalow units. It could be that EC move is crucial for products that are more commonly sold and the effects of the usage can be immediately seen and felt. For example, formula milk products that could cause allergies and health issues for a child, the skin care products as mentioned in Teo's (2008) study that could cause effects that can be immediately felt. As compared to the property and education products that are larger in investment and effects are only seen in the long term.

**Table 4.9:** Examples of Establishing Credentials (EC)

Examples:	Criteria:	Full version can be viewed at:
	Survey results by independent surveying company.	Appendix A Pamphlet 5
	Origin of product	Appendix A Sample Box 3
	Proven by multiple research	Appendix A Pamphlet 2
	Recommendation by WHO	Appendix A Pamphlet 1

**Move 7: Providing Endorsement/Testimonials (PE/T)**


Almost similar to the EC move, this move is used to increase the faith in potential customers DHA regarding the quality and value of the product being advertised. In order to continue to raise the confidence level of these target market, outside sources' evaluation is used to persuade the customers by sharing their experience after using the product or stating how they feel about the product. Also, because it is a product that is

ingested and the majority of the potential customers are Muslims in Malaysia having the HALAL sign is an important increase in credential for the product. With the HALAL approval obtained by that product it means that the product fulfills the rules and regulations that is required by that religion.

This move is however an optional move in this study as most potential buyers would put more trust in products that are backed up by research and also the reputation of the company instead of testimonies that could be made up by the advertising companies.

In contrast, Teo’s (2008) study found that a lot of skin care product advertisements used well known people as a visual representation of what the product could do for their skin and also written testimonials from their customers that included adjectives and numbers such as “80% of users felt their pores tighten within 5 seconds”. Also, Zanariah (2003) found that this move was used more often in the hotels and resorts than the states advertisements in order to build up their image.

**Table 4.10:** Examples of Providing Endorsement/Testimonials

<b>Examples:</b>	<b>Full version can be viewed at:</b>
91% of mums agree that Similac®Total Comfort ® Plus helps ease their child’s disgestion.	Appendix A Sample Box 2
	Appendix A Pamphlet 6

### **Move 8: Offering Incentives (OI)**

Kathpalia (1992) explains that this move is used to offer monetary benefit to make it very difficult for the customers to buy competing brands that are equally as good. The researcher for this study finds that move is used to help entice the potential buyer and hasten the purchase time by offering incentives such as a chance to win a prize, or get a discount.

This move is an optional move as it is found only in 44% of the formula milk pamphlets and sample boxes and as compared to the property advertisements that buyers would require spending a lot of money and it is a long term investment like in Choo's (1998) study that had more occurrences of the OI move. Formula milk products can be changed to another brand if it really does not suit the customer and the damage done financially is not comparable to buying a house and not liking it. Therefore the incentives given are not required to be as much or extravagant.



**Table 4.11:** Examples of Offering Incentives

Examples:	Full version can be found at:
	<p>Appendix A</p> <p>Pamphlet 3</p>
	<p>Appendix A</p> <p>Sample Box 2</p>


**Table 4.11,** Continued.

**Move 9: Using Pressure Tactics (UPT)**

This move is realized through exerting constrains (Kathpalia, 1992). It could be constrains on the availability of the product, the offer time, or even emotional blackmail.

The UPT move is an optional move in this study as there are many formula milk products available everywhere so it is less likely that advertisers place limitations on quantity. Instead of using the UPT move, the UA move was widely used in this study and it could be that it is better to urge someone to do something in a positive manner rather than pressure them and the opposite reaction could happen. The potential customers of the formula milk products are parents who are already under constant pressure therefore it is wise that the advertisers do not add pressure on them. Also, formula milk products are a necessity for most parents for their children and the cost is not terribly high therefore it is something they have to purchase almost monthly unlike properties like Choo's (1998) study for the Country Homes because there was limited supply and the cost is very high.

**Table 4.12:** Examples of Pressure Tactics

Examples:	Criteria:	Full version can be found at:
	Limited time period	Appendix A Sample Box 2
Adopting guidelines from experts is beneficial during the early childhood.	Limited time period	Appendix A Pamphlet 1


### **Move 10: Urging Action (UA)**

This move is realized when the potential buyers are given a proposition and urged to take up a challenge or do something about what they have read. It could be

more subtle by inviting the readers to call, email, or write to them if they would like to find out additional information about the product that was described through the advertisement.

As one the communicative purpose for the formula milk pamphlet and sample box is to persuade the customers to buy the formula milk product this move occurs in all the 9 formula milk pamphlets and sample boxes. Similar to all the related studies present in chapter 2, which also have UA as an obligatory move except Teh's (1999) study where it is found to be a non-obligatory move where it occurs only in 20% of the advertisements. She mentions that it could be that because the purchase is an expensive one therefore the potential buyer would still require to view a show house or a physical office before making any decisions therefore space is not wasted on urging them to buy the house but instead to make contact with the developer.

**Table 4.13:** Examples of Urging Action (UA)

Examples:	Criteria:	Full version of where it can be found:
	To contact for further enquiries	Appendix A Sample Box 1


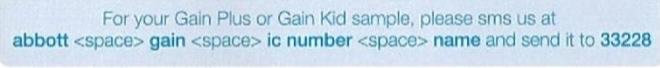

	To contact for further enquiries	Appendix A Pamphlet 1
It is time to turn knowledge into action	To buy the product	Appendix A Pamphlet 3
	To contact for samples	Appendix A Pamphlet 3
	To learn more about the technique to read more	Appendix A Sample Box 2



Table 4.13, continued.

### Move 11: Providing a Guide to Switch Products (PGSP)

It is a new move from the analysis of the data. In this move, there is a specific guide on what should be done in order to switch successfully from one product to another with the least complications. It is also to inform them that making a switch is

possible and there is a way to do it that would cause least disruption to the child's routine. It could be one of the ways that the advertisers gain faith and give assurance to the potential buyers of the possibility of switching products.

DAY \ FEED	1	2	3	4
1 to 3	▽	▽	🛡️	▽
4 to 6	▽	🛡️	🛡️	▽
7 to 10	▽	🛡️	🛡️	🛡️
≥ 11	🛡️	🛡️	🛡️	🛡️

 Mamil® Gold with IMMUNOFORTIS™     
  Existing Milk Formula

### Guide to milk formula change

**Day 1 to 3**

- Continue regular feeding routine with existing milk formula for the 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> feed.
- Use Mamil® Gold with IMMUNOFORTIS™ for the 3<sup>rd</sup> feed.

**Day 4 to 6**

- Continue regular feeding routine with existing milk formula for the 1<sup>st</sup> and 4<sup>th</sup> feed.
- Use Mamil® Gold with IMMUNOFORTIS™ for the 2<sup>nd</sup> and 3<sup>rd</sup> feed.

**Day 7 to 10**

- Continue regular feeding routine with existing milk formula for the 1<sup>st</sup> feed only.
- Use Mamil® Gold with IMMUNOFORTIS™ for the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> feed.

**Day 11 onwards**

- Congratulations, your child's daily feeding routine now includes Mamil® Gold.

a) For example: [Pamphlet4]

This is not a non-obligatory move and it only appeared 22% of the formula milk product pamphlets and sample boxes. The other studies reviewed in chapter 2 did not have such a move as this product relates to young children and switching products could cause a negative effect on them as compared to the other products studied.

It is worthy to note that for both times it occurred the advertisers found it important enough to explain the steps through writing and also visually.

**Table 4.14:** Example of Providing a Guide to Switching Products (PGSP)

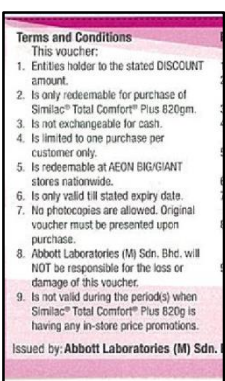
<p>Examples:</p>	<p>Full version can be viewed at:</p>																									
<div style="border: 2px solid #d9534f; border-radius: 15px; padding: 10px; background-color: #fff9c4;"> <p><b>Step by step to introducing Similac® Total Comfort® Plus to your child</b>            Day 1 - 3 : Substitute the 2<sup>nd</sup> feed with Similac® Total Comfort® Plus            Day 4 - 6 : Substitute the 2<sup>nd</sup> and 3<sup>rd</sup> feed with Similac® Total Comfort® Plus            Day 7 onwards : Your child should be consuming Similac® Total Comfort® Plus on a regular routine</p> <p>如何逐步介绍您的孩子饮用Similac® Total Comfort® Plus            第一至三天: 以Similac® Total Comfort® Plus代替第二次喂食            第四至六天: 以Similac® Total Comfort® Plus代替第二及第三次喂食            第七天起: 您的孩子应该可以长期饮用Similac® Total Comfort® Plus了</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9534f; color: white;"> <th style="padding: 5px;">Feeding Per Day / 每天哺的次数</th> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">Day / 天</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">1 to 3 / 1 至 3</td> <td style="padding: 5px;">Existing formula / 现有配方</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Existing formula / 现有配方</td> </tr> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">4 to 6 / 4 至 6</td> <td style="padding: 5px;">Existing formula / 现有配方</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">7 onwards / 7以上</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table> </div>	Feeding Per Day / 每天哺的次数	1	2	3	Day / 天				1 to 3 / 1 至 3	Existing formula / 现有配方		Existing formula / 现有配方	4 to 6 / 4 至 6	Existing formula / 现有配方			7 onwards / 7以上				<p>Appendix A Sample Box 2</p>					
Feeding Per Day / 每天哺的次数	1	2	3																							
Day / 天																										
1 to 3 / 1 至 3	Existing formula / 现有配方		Existing formula / 现有配方																							
4 to 6 / 4 至 6	Existing formula / 现有配方																									
7 onwards / 7以上																										
<div style="background-color: #fff9c4; padding: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-bottom: 10px;"> <thead> <tr style="background-color: #d9534f; color: white;"> <th style="padding: 5px;">DAY \ FEED</th> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> <th style="padding: 5px;">4</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">1 to 3</td> <td style="padding: 5px;">▼</td> <td style="padding: 5px;">▼</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">▼</td> </tr> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">4 to 6</td> <td style="padding: 5px;">▼</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">▼</td> </tr> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">7 to 10</td> <td style="padding: 5px;">▼</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">🛡️</td> </tr> <tr> <td style="background-color: #d9534f; color: white; padding: 5px;">≥ 11</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">🛡️</td> <td style="padding: 5px;">🛡️</td> </tr> </tbody> </table> <p style="margin-bottom: 10px;"> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9534f; border-radius: 50%; margin-right: 5px;"></span> Mamil® Gold with IMMUNOFORTIS™           <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9534f; margin-left: 20px; border-radius: 50%; margin-right: 5px;"></span> Existing Milk Formula         </p> <p><b>Guide to milk formula change</b></p> <p><b>Day 1 to 3</b></p> <ul style="list-style-type: none"> <li>• Continue regular feeding routine with existing milk formula for the 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> feed.</li> <li>• Use Mamil® Gold with IMMUNOFORTIS™ for the 3<sup>rd</sup> feed.</li> </ul> <p><b>Day 4 to 6</b></p> <ul style="list-style-type: none"> <li>• Continue regular feeding routine with existing milk formula for the 1<sup>st</sup> and 4<sup>th</sup> feed.</li> <li>• Use Mamil® Gold with IMMUNOFORTIS™ for the 2<sup>nd</sup> and 3<sup>rd</sup> feed.</li> </ul> <p><b>Day 7 to 10</b></p> <ul style="list-style-type: none"> <li>• Continue regular feeding routine with existing milk formula for the 1<sup>st</sup> feed only.</li> <li>• Use Mamil® Gold with IMMUNOFORTIS™ for the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> feed.</li> </ul> <p><b>Day 11 onwards</b></p> <ul style="list-style-type: none"> <li>• Congratulations, your child's daily feeding routine now includes Mamil® Gold.</li> </ul> </div>	DAY \ FEED	1	2	3	4	1 to 3	▼	▼	🛡️	▼	4 to 6	▼	🛡️	🛡️	▼	7 to 10	▼	🛡️	🛡️	🛡️	≥ 11	🛡️	🛡️	🛡️	🛡️	<p>Appendix A Pamphlet 4</p>
DAY \ FEED	1	2	3	4																						
1 to 3	▼	▼	🛡️	▼																						
4 to 6	▼	🛡️	🛡️	▼																						
7 to 10	▼	🛡️	🛡️	🛡️																						
≥ 11	🛡️	🛡️	🛡️	🛡️																						

## Move 12: Terms and Conditions

This move is an additional new move found by the researcher. A continuation of the “Offering Incentives” move, this move states that there are terms and conditions to be fulfilled before that specific offer that is presented by the company can be realised.

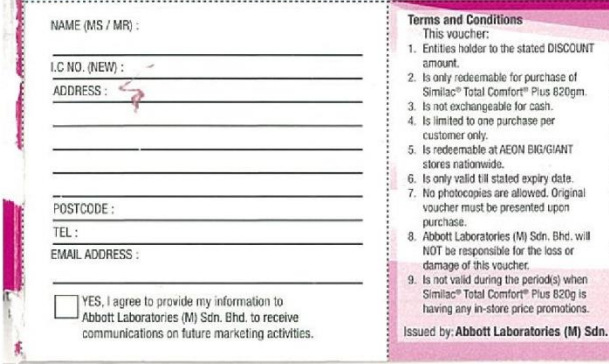
For example:

1.  [Pamphlet 3]

2.  [Sample Box 2]

This is an added move by the researcher and it is present in 44% of the pamphlets. Though it is an obligatory move, it is a move that should not be ignored. Its communicative purpose is to align expectations so that there will not be any unhappy customers that feel they are shortchanged by the company. It is also to save space as not all the information can be written in the space available. Zanariah (2003) has it under her “Additional Information” move however her move includes special features of the place which is not exactly what the T&C move does in this study. Therefore the researcher decided to add this move in this study to represent all the terms and conditions that the potential buyer is agreeing to when requesting for a sample, or joining the contest, or asking for more information from the company.

**Table 4.15: Examples of Terms and Conditions (T&C)**

<p>Examples:</p>	<p>Criterion:</p>	<p>Full version can be viewed at:</p>
<p>**With regular diet</p>	<p>It will fulfill WHO recommendations only if the child has a regular diet on top of drinking the formula milk product</p>	<p>Appendix A Pamphlet 1</p>
 <p>The image shows a coupon form with the following fields: NAME (MS / MR), I.C NO. (NEW), ADDRESS, POSTCODE, TEL, and EMAIL ADDRESS. Below these fields is a checkbox for agreeing to provide information to Abbott Laboratories (M) Sdn. Bhd. To the right of the form is a 'Terms and Conditions' section with 9 numbered points. The text is partially obscured by a pink highlight.</p>	<p>Explanation of what is agreed to when giving the information to redeem the voucher</p>	<p>Appendix A Sample Box 2</p>
<p>Terms &amp; Conditions apply. For more information, visit <a href="http://www.abbottnutrition.com.my">www.abbottnutrition.com.my</a></p>	<p>To receive a sample</p>	<p>Appendix A Pamphlet 3</p>

**Move 13: Giving Related Information (GRI)**

This is an added move by the researcher to fulfil the needs of this study. To realize the GRI move, many companies use research studies or quote established organizations to back up their claims. In order to prove that they have quoted from these reliable sources, they give a reference list. This reference list links the readers to



additional related information if they would like further understanding the context. Other than that, some companies explicitly tell the customers where the products are available for purchase at.

For example:

1.

References: 1. Carver JD et al. Brain Res Bull. 2001; 56(2): 79-85. 2. FAO/WHO. Expert consultation on fats and fatty acids in human nutrition. Interim summary of conclusions and dietary recommendations on total fat and fatty acid. Geneva, Switzerland: FAO/WHO, 2010. 3. Drover JR et al. Child Development 2009; 80(5): 1376-84. 4. Birch EE et al. Dev Med Child Neural 2000; 42: 174-81. 5. Birch EE et al. Early Human Development 2007; 83: 279-84. 6. Birch EE et al. Pediatr Res 1998; 44: 201-9. 7. Birch EE et al. Am J Clin Nutr 2010; 91: 1-12. 8. Morale SE et al. Early Human Development 2005; 81: 197-203. 9. Pastor N et al. Clin Pediatr 2006; 45: 850-5. 10. Birch EE et al. J Pediatr 2010; 156: 902-6. 11. Willatts P et al. Lipids 1998; 33: 973-80.

[Pamphlet 1]

2.

References:  
1. Bischoff SC. Gut health: a new objective in medicine? BMC Medicine. 2011;9:24.  
2. Schley PD, Field CJ. The immune-enhancing effects of dietary fibres and prebiotics. Br J Nutr. 2002;87:S221-S230.  
3. Delcenserie V, Martel D, Lamoureux M, et al. Immunomodulatory effects of probiotics in the intestinal tract. Curr Issues Mol Biol. 2008;10(1-2):37-54.  
4. EFSA. Scientific Opinion on the substantiation of health claims related to zinc... EFSA Journal. 2009; 7(9):1229.  
5. EFSA. Scientific Opinion on the substantiation of health claims related to vitamin C... EFSA Journal. 2009; 7(9):1226.  
6. Maggini S, Wintergerst ES, Beveridge S, et al. Selected vitamins and trace elements support immune function by strengthening epithelial barriers and cellular and humoral immune responses. Br J Nutr. 2007;98(1):529-535.  
7. Tee, E.S. et al. 1997. Nutrient Composition of Malaysian Foods. 4th Ed. Kuala Lumpur: pg 134.

[Sample Box 3]

3.

**NUTREN®** is available at all leading pharmacies.

[Pamphlet 6]

This move is realized by information such as explanation of medical terminology, health benefits from certain ingredients, references and related documents that were used to back up the claims made in the pamphlets or sample boxes.

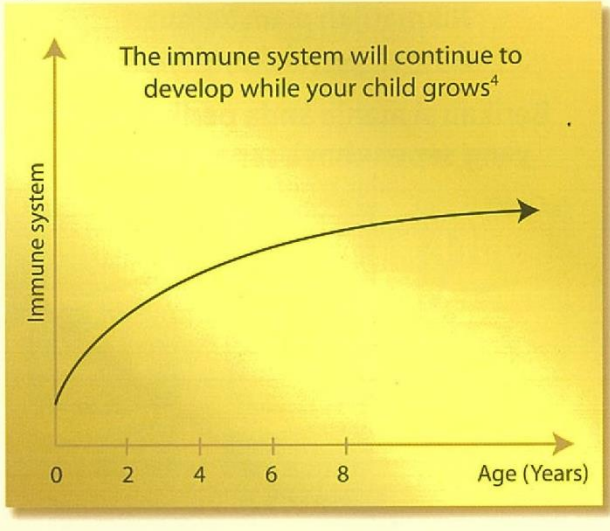
The communicative purpose of this move is to give the readers background knowledge to understand what is presented to be able to justify the product more effectively. The reference list gave the readers the option of doing further reading on the topic and increases the credentials of the company by indicating that they are using research to back up their claims.

In Teh's (1999) study she mentioned the move Essential Information where the location of the show houses and time of the open house was given. Zanariah (2003) has the move Additional Information that provides the terms and conditions of the package

by the hotel, the taxes the hotel charges and the other hotels the particular hotel is affiliated to. These two moves by the two different researchers are somewhat similar that they give additional information to make what is being offered clearer. However, it does not encompass what this study requires and therefore the researcher has added this move. The other studies mentioned in Chapter 2 do not have this move.

**Table 4.16:** Examples of Giving Related Information (GRI)

Examples:	Criteria	Full Version can be Viewed at:
<p>Cow's Milk Protein Allergy (CMPA) is the most common food allergy in babies and children. It shows up in a variety of forms. A child can experience one or more symptoms, such as:</p> <p>CMPA adalah alahan makanan yang paling biasa dialami oleh bayi dan kanak-kanak. Ia boleh dikenalpasti dari pelbagai aspek. Seseorang kanak-kanak boleh mengalami satu atau lebih gejala-gejala berikut :</p> <p>牛奶蛋白过敏症(CMPA)是初生宝宝及儿童最常见的食物过敏问题之一。它所显现的症状因人而异。每个儿童可以出现一种或以上的过敏症状。</p> <p><b>Skin Reactions / Reaksi Kulit / 皮肤过敏</b></p> <ul style="list-style-type: none"> <li>• Rashes / ruam / 皮疹</li> <li>• Eczema / ekzema / 湿疹</li> <li>• Hives / gatal-gatal kulit / 荨麻疹</li> </ul> <p><b>Intestinal Problems / Masalah Pencernaan / 肠胃过敏</b></p> <ul style="list-style-type: none"> <li>• Vomiting / muntah / 呕吐</li> <li>• Colic / kolik (Kembang perut) / 腹绞痛</li> <li>• Diarrhea / cirit-birit / 腹泻</li> <li>• blood in vomit or stool / darah dalam muntah atau najis / 呕吐或粪便带血</li> </ul> <p><b>Respiratory Complaints / Masalah Pernafasan / 呼吸道过敏</b></p> <ul style="list-style-type: none"> <li>• Coughing / batuk / 咳嗽</li> <li>• Wheezing / nafas berbunyi / 喘息</li> </ul> <p>All these symptoms are not specific to CMPA as they are also symptoms of other problems. Therefore, <b>if you suspect your child is allergic to cow's milk, please consult your doctor.</b></p>	<p>Explanation of a Medical Condition</p>	<p>Appendix A Pamphlet 5</p>

<p><b>The importance of the immune system</b></p> <ul style="list-style-type: none"> <li>✓ The immune system is a complex network of organs and cells, that protects children from infections caused by bacteria, viruses and other harmful substances</li> <li>✓ At birth, the immune system of your child is not fully developed. The first years of your child's life are important in the development of the immune system<sup>2,3</sup></li> </ul> <p><b>Figure 1: Development of the Immune System<sup>4</sup></b></p> 	<p>Explanation of a scientific term</p>	<p>Appendix A Pamphlet 4</p>
<p><small>Ref: 1. Carruth BR et al. Prevalence of picky eaters among infants and toddlers and their caregivers' decisions about offering a new food. J Am Dietetic Assoc. 2004;104:S57-S64. 2. Manikam R et al. Pediatric feeding disorders. J Clin Gastroenterol. 2000;30:34-46. 3. Carruth BR et al. The phenomenon of "Picky Eater": A behavioral marker in eating patterns of toddlers. J Am Coll Nutr. 1998;17:180-186. 4. Galloway AT et al. Parental pressure, dietary patterns and weight status among girls who are "picky eaters". J Am Diet Assoc. 2005;105:541-548. 5. Lindberg L et al. Feeding disorders related to nutrition. Acta Paediatr. 2008;95:425-429. 6. Dubois L et al. Problem eating behaviors related to social factors and body weight in preschool children: a longitudinal study. Int J Behav Nutr Phys Act 2007;4:9. 7. Chatoor I et al. Failure to thrive and cognitive development in toddlers with infantile anorexia nervosa. Pediatrics 2004;113:e440-e447. 8. Fisberg M. et al. Effect of oral nutritional supplementation with or without synbiotics on sickness and catch-up growth in preschool children. Int Pediatr 2002; 17(4):216-222. 9. Alarcon P et al. Effect of oral supplementation on catch-up growth in picky eaters. Clin Pediatric 2003; 42:209-217.</small></p>	<p>Reference List</p>	<p>Appendix A Pamphlet 2</p>

**Table 4.16, continued.**

In summary, the frequency of the data collected is shown in the table below:

**Table 4.17:** Frequency of Occurrence of Each Move

Number Brands		Identifying the company	Attracting Attention	Targeting the Market	Justifying the Product	Appraising the Product	Establishing Credentials
1	Enfagrow A+	7	6	1	8	25	3
2	Annum	2	1	0	5	12	0
3	Similac Total Comfort	7	2	1	2	20	1
4	Pediasure	3	1	5	5	22	4
5	Gain Plus EyeQ	2	7	0	11	25	0
6	Mamil Gold	1	1	0	4	6	0
7	Isomil	4	4	2	7	28	5
8	Nutren	2	3	2	5	13	0
9	Friso Gold	3	2	4	0	8	0
	Total Number of Pamphlets/Sample Boxes Occurred in	9	9	6	8	9	4
	Percentage (%)	100	100	67	89	100	44

**Table 4.17, Continued.**

Number	Brands	Providing Endorsement/ Testimonials	Offering Incentives	Using Pressure Tactics	Urging Action	Providing a Guide to Switch Products	Giving Terms and Conditions	Giving Related Information
1	Enfagrow A+	0	0	1	1	0	1	1
2	Annum	1	1	0	2	0	0	0
3	Similac Total Comfort	3	1	1	4	1	1	2
4	Pediasure	1	0	1	2	0	0	1
5	Gain Plus EyeQ	0	1	0	5	0	2	2
6	Mamil Gold	0	0	0	2	1	0	1
7	Isomil	0	1	0	3	0	1	1
8	Nutren	3	1	0	3	0	0	2
9	Friso Gold	2	0	0	6	0	1	1
	Total Number of Pamphlets/Sample Boxes it Occurred in	5	5	3	9	2	5	8
	Percentage (%)	56	56	33	100	22	56	89

#### 4.4. Role of Metadiscourse in Formula Milk Pamphlets and Sample Boxes

Interpersonal metadiscourse is found in 78% of the pamphlet and sample boxes that makes it fall under the most obligatory category. The most frequent used is the personal pronouns e.g. I, you, we, your, etc and possessive pronouns e.g. your. The use of metadiscourse in this study is to get the reader to feel part of the community and to engage the reader personally. To help the reader place him/herself in the shoes of the writer and helps cause the reader to believe what is said easier.

**Table 4.18:** Example of Metadiscourse

Examples:	Criteria:	Full Version can be Viewed at:
“Mummy feeds <i>me</i> the right milk”	Personal pronoun – me	Appendix A – Sample Box 2
Unlock <i>your</i> child’s amazing potential to learn	Possessive pronoun – your	Appendix A – Pamphlet 1
When <i>your child</i> has a stronger inside, <i>you</i> and <i>your child</i> can enjoy the incredible journey of growing up together.	Personal Pronoun – you Possessive Pronoun – your	Appendix A – Sample Box 3

Through using possessive and personal pronouns the writer captures the attention of the reader. This study agrees with Teo’s (2008) study that using these pronouns makes the reader feel like an individual, it captures their attention and it is like having a conversation with the reader.

## **4.5 Other Findings**

Data from the “Information Wanted in a Formula Milk Pamphlet and Sample Box” questionnaire, indicates 86% “ingredients used to make the product”, 79% “where it is produced”, and 64% “what needs of their child it meets” as the top three information that parents needed on the pamphlet to make an informed decision on the formula milk.

These findings further supports the justification of the most obligatory moves found in this study that are AP, JP, IC, and GRI. Through the AP move the information regarding the ingredients found in the formula milk product and where the product is produced is given. The JP and GRI moves explain what needs of their child it meets and why the product is important.

The top two criteria that parents looked at when making a decision on which formula milk to feed their child is “where it is produced” and “recommendation by Paediatrician”. The finding supports that the AP and IC move are most obligatory and PE/T is obligatory. Interestingly, the least important criteria are “advertisements made by the company”. This is something that should be taken into consideration by formula milk companies.

## **4.3 Conclusion**

The analysis of data gives us an understanding of how advertisers have tried to reach out to potential customers through the different strategies in order to accomplish their aim that is to persuade him/her to purchase the product. A summary of the findings will be presented in Chapter 5.

## CHAPTER 5: CONCLUSION

### 5.1 Introduction

This research report is a genre-based analysis on pamphlets and sample boxes of formula milk products that have been nominated by at least five parents as their chosen formula milk product. The criteria to consider the parents' response were that they needed to be living in Malaysia and their child had to be between the ages of 1-3 years.

Chapter 1 gives an introduction to this research and rationale to why this study is done. It also gives the three research questions that serve as a guide when analysing the pamphlets and sample boxes.

Chapter 2 reviews related literature. It includes giving the background of the terms that were used in this study, and about advertisements, that is the foundation of this study. Also, related research that have been done in the past regarding genre analysis.

Chapter 3 shares the methodology that is used in this research, the process that is involved from collecting to analysing the data. The analytical framework, which is used to analyse the moves, is described.

Chapter 4 discusses the findings from this research, and compares it to the findings of related research that was discussed in Chapter 2.

Lastly, Chapter 5 summarizes this study and answers the research questions mentioned in Chapter 1. Here, the significance and implications of this study is also presented and suggestions of future study are given.



## 5.2 Summary of the Study

Similarly to the related research studies reviewed in Chapter 2, this study finds that Kathpalia's nine-move structure is applicable in the study of formula milk pamphlets and sample boxes.

The most obligatory moves of this study are AP, that includes its' three sub-moves IP, DP, and EP. JP, IC, UA, AA and GRI. This agrees with Teh (1999), Choo (1998), Kathpalia (1992), Zanariah (2003), except IC, and GRI, which are not found to be prominent in those studies. These moves are essential in creating the pamphlets and sample boxes. The AA move encompasses the Headline move but more than that it includes visuals that are used to attract the attention of the potential customer. The IC and GRI move are added moves by the researcher in this study. The IC move is two pronged in nature; well-known companies could use it to establish credentials, whereas the less known companies would use it to gain visibility in the market. As found in the research, parents want to know what ingredients are used to make the product, where GRI is used to give explanation on why certain ingredients are more superior than others or the benefits of it for the child.

AP is the most prominent move because the most important information that parents want to have in order to make an informed decision on the product is "ingredients used to make the product", "where it is produced", and "what needs of my child it meets". Through DP the first and second question is answered, and EP answers the third question. JP answers the last question too, where it highlights the importance of having the product and the benefits that can be gained from the product.

The toll-free number, careline, website address given is regarded as a form of urging action for the potential customer to contact the company to get more information on the product.

### 5.3 Research Questions

The research questions will be stated again here and the answer to the questions will be given.

- i. What are the communicative purposes of formula milk pamphlets and sample boxes?

Through the findings, the researcher concludes that the communicative purposes of the formula milk pamphlets and sample boxes is to reach out to the targeted market through describing the product to gain the confidence of potential buyers, urge them to contact the company for further details, get a sample product and finally buy the product.

- ii. What is the rhetorical structure of formula milk pamphlets and sample boxes?

The rhetorical structure of the formula milk pamphlets and sample boxes from the most obligatory to non-obligatory is:

AP (100%), IC (100%), UA (100%), AA (100%), JP (89%) GRI (89%), TM (67%), PE/T (56%), IB (56%), T&C (56%), OI (56%), EC (44%), UPT (33%), PGSP (22%).

Therefore the most prominent moves in formula milk pamphlets and sample boxes are AP, IC, UA, AA, JP, and GRI whereas PGSP is the least.

- iii. What is the role of metadiscourse in formula milk pamphlets and sample boxes?

Interpersonal metadiscourse is used in formula milk pamphlets and sample boxes to engage the reader and make them feel it's a personal message to them.

#### **5.4 Significance and Implications**

This study is significant because it adds to our understanding of the rhetorical structure of formula milk pamphlets and sample boxes. The researcher hopes that it will increase the understanding of those who are new in the advertising field of how to use language to realize the communicative purpose of an advertisement in a restricted space.

The findings of the study also inform advertisers what information parents need in order to make an informed decision on the formula milk product and what are major criteria that are considered in making the decision. This will help the advertisers decide what information should be given within the limited space to reach their aim of increasing sales.

Through educating advertisers of formula milk pamphlets and sample boxes, it is desired that the parents would have less difficulty in making the critical decision of which product would best suit their child's needs.

#### **5.5 Limitations of the Study**

This study is basically only focusing on formula milk pamphlets and sample boxes found in Malaysia and the data for this study is limited to formula milk brands that are chosen by at least five or more parents who live in Malaysia and whose child is aged 1-3. Also, due to the limited time frame, only 95 replied to the survey and so many other formula milk product pamphlets and sample boxes have not been covered in this research.

Another limitation is that only formula milk brands that were used by Malaysian parents were taken into consideration while the formula milk brands that are used by

others in the world were not considered. Also, there is an imbalance of representation of the companies where Abbott is represented by four brands whereas Dumex is only represented by one.

### **5.6 Suggestions for Future Study**

For future studies, the researcher suggests that studies can be done on formula milk brands that are used not only by toddlers age 1-3 but also from lactating period until childhood. There are companies that currently offer a full range of milk products from conception until preteen age. Therefore, researches can be done on the full range of products available by the brand. Advertisers will know how to make use of language to appeal to the different age groups, who belong to different target group.

Studies could also be done on the pamphlets that promote and educate breast-feeding provided to compare the different approaches used in these advertisements to compare the communicative purposes and aims of the pamphlets.

Besides that, pamphlets and sample boxes of other brands for other target groups such as people who want to gain weight or lose weight and formula milk especially for older people.

Advertisements on different media can also be investigated. Internet advertising is very popular amongst the new generation of users can be looked into.

## **5.7 Conclusion**

The findings in this study support that of Kathpalia's nine-move structure and is found to be applicable in formula milk pamphlet and sample boxes with four additional moves i.e. Identifying the Company, Providing a Guide to Switch Products, Giving the Terms and Conditions, and Giving Related Information by the researcher. Appraising the Product, Identifying the Company, Urging Action, Attracting Action, Justifying the Product, Giving Related Information are the most prominent moves based on the communicative purposes of this advertisement which is to inform and persuade. However, there is much to be done as there are limitations to this study. Therefore, it is the researcher's desire that more studies of this kind will be carried out in the future.