A CONTRASTIVE MOVE ANALYSIS OF ONLINE UNIVERSITY PROFILE INTRODUCTIONS:
A COMPARISON BETWEEN AMERICAN, BRITISH, AND THAI UNIVERSITIES

BY

MR. PHAISARN YAMWONG

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN TEACHING ENGLISH AS
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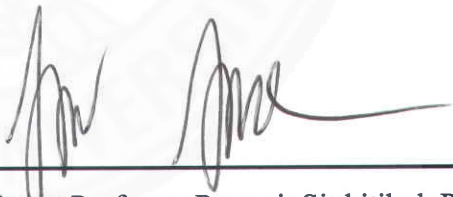INDEPENDENT STUDY PAPER

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ENTITLED

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ABSTRACT

This study aimed at investigating the rhetorical moves in the online university profile introductions from the US, the UK, and Thailand. The corpora consisted of 30 high-ranked university online profiles from the US, the UK, and Thailand. This study adopted Osman's (2008) framework for contrastive move analysis of online university profile introductions. The results revealed that Thai university online profiles were different from the US and the UK in terms of weight and sequence of moves. Thai university weighed the move of university background as the dominant move while the US and the UK weighed moves of academic programs and facilities as the dominant moves respectively. There was also a difference in end moves. The majority of Thai ended the texts with the move of endorsing the services while the majority of the US and the UK corpora ended with the moves of locations and facilities respectively. There were more than one obligatory and optional moves. For the obligatory move, move I, name of university and move c, background, were obligatory move in three corpora. Move D, academic program, was one of the important obligatory moves in both the US and Thai corpora while the UK corpus utilized move J, facilities, as the obligatory move. Move E,

endorsing the services, was the optional move in three corpora. The findings have also illustrated how American, British, and Thai universities utilize language pattern and lexicon to enhance student's positive image toward the universities.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
OUPIs	Online university profile introductions
EVTOUIs	English version of Thai online university profile introductions
AOUPIs	American online university profile introductions
BOUPIs	British online university profile introductions

CHAPTER 1
INTRODUCTION

1.1 BACKGROUND

Thailand now is one of the new destinations of international tertiary education for worldwide prospective students. From 2008 − 2011, the number of international students in this country had increased. According to The Office of Higher Education Commission (2014), there were 16,361 and 20,309 international students in 2008 and 2011 respectively. In 2012, there were 107 Thai universities where students from 135 counties decided to enroll. Moreover, 11,831 students were self-funded whereas 2,701 and 1,142 students were sponsored by Thai and overseas organizations respectively. From this information, it seems the system of Thai higher education is going to become a market. Thai universities are players in this business, and students are treated as consumers of educational services. Hence, business marketing has become unavoidably used in the field of higher education in order to attract clients.

An organizational profile which provides a summary of an organization is a trend applied in corporate public relations writing (Smith, 2012). University profile, which provides a brief introduction of the institution, is crucial for universities to give information to serve the educational purpose and attract prospective students. Therefore, it is challenging to produce effective online university profile introductions.

The internet search engine is the university's important channel to connect with students and university information (Phang, 2013). So, the online university profile introductions might be the first text that students see when they want to further their studies.

Thought patterns and culture may be different between Thai and others. People from different cultures are the main target readers of English versions of Thai online university profile introductions (EVOTUPIs). Therefore, in order to make the EVOTUPIs more readable for foreigners, the overall purpose of this study is to explore the schematic structure of online university profile introductions (OUPIs) of

universities in the US and Britain and EVOTUPIs. The structure of analysis of this study relies on Bhatia's framework (1993) and Osman's framework (2008) which is used to analyze the introductions of OUPIs which is the first paragraph of online university profiles. Qualitative methodology is employed in the current study, the register and communicative function of online university profile introductions will be primarily analyzed in order to predict the genre type of online university profile introductions.

It has been shown that business-like language has made inroads into the discursive practices found on university websites. Since universities have become more like business organizations, the online profile of the university may include promotional text. Therefore, this study aims at exploring the representation structure of online university profile introductions to reveal how this kind of discourse is organized to achieve its purpose.

1.2   STATEMENT OF THE PROBLEM

This study was conducted because of the marketing features in university discourse (Osman, 2008; Kheovichai, 2014). To develop Thai higher education, it is necessary for Thai universities to join the international market and learn the marketing strategies used and style of native English speaking countries in writing introductions of the university online profile to attract students and university discourse for public relations. Thailand as the country that treats English as foreign language has different styles in writing online university profile introductions from the US and British which use English as native language. Hence, it is important to investigate the pattern used in online university profile introductions from the US, British, and Thai in order to compare, and contrast the features in creating the introduction of a university online profile from the world top universities and apply this to Thai EVUOPs by employing professional genre analysis framework of Osman (2008)'s framework for analyzing university discourse.

1.3 RESEARCH QUESTIONS

This study will present a genre analysis of the online university profile introductions of American, British and Thai to answer the following questions:

1.3.1 What rhetorical moves exist in online university profile introductions?

1.3.2 What are the similarities and differences between online university profile introductions from the American, British, and Thai?

This research question can be expanded to sub-questions below.

1. What are the similarities and differences between the obligatory and the optional moves in American, British, and Thai corpus?

2. What are the similarities or differences between weight of move in American, British, and Thai corpus?

3. What are the similarities and differences between the opening moves and the ending moves in American, British, and Thai corpus?

4. How does pattern of move cyclicity exist in American, British, and Thai corpus?

1.4 OBJECTIVES OF THE STUDY

The objectives of this study are:

1.4.1 To identify moves of university online profile in American, British and Thai educational website.

1.4.2 To Compare and contrast the move structures of the online university profile introductions from the American, British, and Thai, in terms of frequency, sequence and cyclicity.

This objective can be expanded to sub-objectives below.

1. To identify the frequency of the obligatory and the optional moves.

2. To Compare and contrast weight of move between the US, the UK, and Thai corpus.

3. To Compare and contrast the occurrence of the opening moves and ending moves.

1.5   DEFINITION OF TERMS

Definitions of the terms of this study are the following:

Genre: a particular 'type' of communicative event which has characteristic and identifiable patterns and models of organizations and structure, and that has a particular and distinctive communicative function

Genre analysis: a kind of discourse analysis which seeks to understand the communicative character of discourse by looking at how language use is employed in particular communicative events (Paltridge, 2012).

Move: a part or period that relates both to the writer's purpose and to the content that is targeted to communicate (Dudley-Evans & St. John, 1998).

Step: a lower level text unit than the move that provides a detailed perspective on the options to the writer in organizing the moves of a text (Dudley-Evans & St. John, 1998b).

Weight of move: a measurement of number of words which are converted to percentage.

Move cyclicity: a reoccurrence of a move within a section of text (Swales, 2004).

Rhetorical pattern: an organizational structure that the writer uses in a text to achieve a communicative purpose of the genre in an effective way.

University online profile: an introduction part of an online university profile which provides a summary of the university background information (Smith, 2012).

1.6   SCOPE OF THE STUDY

There are 30 texts which were investigated in the present study. Their sources are from the educational websites, *www.collegedata.com*, *www.theguardian.com*, and *www.inter.mua.go.th*, from the US, British, and Thailand respectively. Furthermore, the study analyzes only the introduction part of online university profile introductions which occur at the initial position on the university only profile page.

1.7.   LIMITATIONS OF THE STUDY

The 30 introduction part of online university profile introductions were drawn from the US database, www.collegedata.com which consists of 417 profiles, the British database which consists of 177 profiles and 65 Thai online university profile introductions. The criterion of ranking by QS and number of words were applied but the samples size, 30 profiles, is still too small. So, the findings from this current study can be applied only for investigating the introduction part of online university profile introductions and since there is a limitation in a number of texts, the results cannot be generalized. The time constraint is also a reason that this study may not succeed in lining the culture aspect of language usage. The investigation for the opinion toward the communicative functions in the texts may not be done because of the time limit as well.

1.8   SIGNIFICACE OF THE STUDY

The findings of the current study will benefit higher education institutions in order to develop their online university profile introductions to not only give information but also attract prospective students. Indirectly, it will be beneficial for readers who may become prospective students as the consumers of the educational organization. The result could also be advantageous to English language learners to understand how online university profile introductions are organized in different cultures and to comprehend the communicative function or intention of writer or institution through the language used. Moreover, the results will explain the phenomenon of English version of Thai online university profile introductions which may borrow some communicative features from Native English countries like America or Britain. Finally, Materials for an ESP course in English for public relations can be developed from the results of this current study by employing the description of organizational structure in online university profile introductions for learners to practice reading and writing.

1.9   ORGANIZATION OF THE STUDY

The study of genre analysis of university online profile discourse in this paper is divided into five chapters. Chapter 1 describes background of the study, statement of the problem, objective of the study, definition of terms, and scope of the study and significant of the study, Chapter 2 accounts for related literature review, theoretical backgrounds, and relevant research studies, Chapter 3 discusses the methodology of undertaking this research. It describes materials, data collection, and data analysis, Chapter 4 describes the findings of the study, and Chapter 5 summarizes the findings, discusses interesting findings, and provides recommendations.
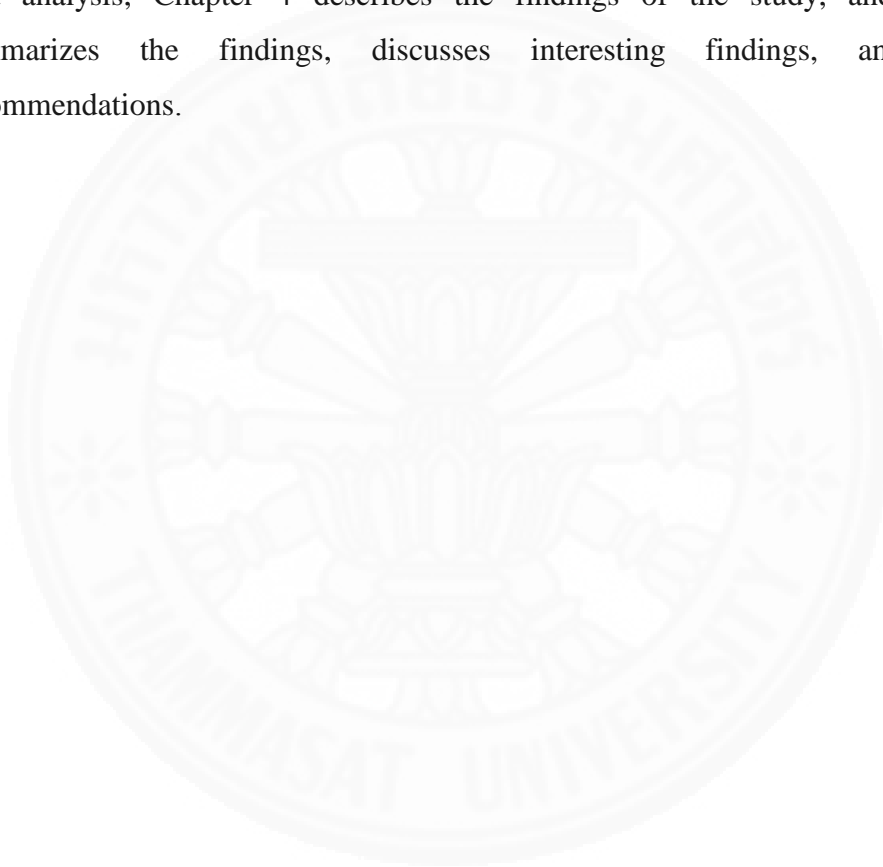
CHAPTER 2
REVIEW OF LITERATURE

In this chapter, online university profile introductions, move analysis, move analysis in university related texts, and relevant previous studies will be reviewed.

2.1 UNIVERSITY DISCOURSE

Discourse analysis is a linguistics study of relations and structures in discourse: speech or text. The study investigates the regulations that characterize the units of connected speech and analyses language use rather than grammatical units.

An organizational profile is brief written information which sometimes consists of history in order to look back at the organization. In addition, it provides the organization's mission or purpose, practices, philosophy, achievements, along with a description of study programs, including statistics, costs and services provided. Flexible writing styles are accepted in this kind of text which are sometimes written for readers with experience or who are unfamiliar with it (Smith, 2012). From the definition, it reflects an organizational image which is important in marketing, so a university as a business needs to include advertising elements to enhance the student's positive perception toward the organization through this text. However, universities are dissimilar to business organizations because some of them are non-profit institutions (Osman, 2008). Hence, it seems a university does not fully transform itself to be a corporation but the organization which provides community services and university profiles are a genre that represents a snapshot of the university may play a vital role in educational market.

2.2 MOVE ANALYSES

In the field of discourse analysis, genre is viewed as social proceedings characterized by rhetorical purpose or recognizable communicative events with a highly structured and conventionalized construct. The way to find the text's purposes or genre's purposes is called genre analysis. This process is to find the identity of the communicative purposes. In addition, language use in an organization or institution is

controlled by communicative conventions occurring in a group of members and also created by them, defined as discourse community (Bhatia, 1993a).

Genre actually has characteristics of complex, dynamic, versatile and unpredictable (Bhatia, 2004). Rhetorical moves are a key concept in genre analysis and Bhatia (1993) described move as a kind of cognitive structuring which relies on the communicative purposes that it serves. Swales (2004) emphasized the functional flexibility of its realization and rhetorical moves need to be sensitive to local discourse and functional features such as textual boundaries.

Genre analysis endures to provide an attractive analyzable framework for the language use for many purposes of applied linguistic and also for the teaching and learning of English for academic and professional purposes (Dudley-Evans, 2001, p.79; Bhatia, 2001). In conclusion, genre analysis focuses on the description of applicable and official text features and examines the phenomenon of how these features are influenced by the socio-cultural situation in which the text is used (Bhatia, 1993b; Swales, 1990a).

A study of rhetorical or linguistic pattern is called rhetorical move, a term was first coined by American linguist, John M. Swales. The text segment itself is call move and step, the sub-unit of move found in a text or in a segment of a text (Swales, 1990b). In rhetorical move analysis, move is a part or period that relates both to the writer's purpose and to the content that is targeted to communicate, while step is a lower level text unit than the move that provides a detailed perspective on the options to the writer in organizing the moves of a text (Dudley-Evans & St. John, 1998)
The main purpose of genre analysis of academic discourse was developed with the educational goal for non-native English speakers. Swales' moves concept was derived from general investigation of textual evidence of research articles. These move prototypes have contributed a research articles framework for analyzing across cultures in order to determine the model of research writing introduction section. The creation of the model of rhetorical move for a research article is comprehensive in the field of genre analysis (Hou & Li, 2011, p.5; Swales, 1990c).

As well as academic discourse, the investigation of communicative purpose of professional discourse like job application and sales promotion letters was conducted by Indian linguist, Bhatia (1993) who has tried to prove the promotion

communication in these professional discourses. The model of move analysis has been widespread in the field of genre study which emphasize the marketing side of language use as professional discourse.

2.3 MOVE ANALYSIS IN UNIVERSITY RELATED TEXTS

Kheovichai (2014) investigated the marketized university discourse by comparing and analyzing business and university discourse from academic and business job advertisements. The results showed that the university advertisements use a manner of business discourse by constructing the organization in a promotional manner in order to transform into entrepreneurs and service providers but still maintain their identity as university.

Han (2014) examined how the marketing trend occupied the discourse of Chinese universities which consist of ceremonial speeches, regulatory documents, insiders' accounts and field notes. The results showed that marketization does facilitate the transformation and restructuring process of Chinese university. As well as Yang (2013) who investigated how Chinese universities employ the business features to perform marketization in university discourse, 'why choose us?' section in 40 university websites by using move and corpus analysis. The results reflected the promotional language in the texts and opinions of potential readers showed that the university uses the marketing tools in promoting the organization in the text publication.

Furthermore, Osman (2008) conducted a study on genre analysis in Malaysian university brochures. The study aims to identify the tactics that recognize the persuasive functions in this brochure category as a fragment of the marketing process in Malaysian universities. The findings show that universities activate the use of promotional element rather than providing the information. In addition, the pattern of these university brochures has been identified by Osman (2008) as shown in page 10.

Osman (2008)' Model of Move in university brochure

Move I: Identifying the service (I)

Move A: Attracting reader attention (A)

Move T: Targeting the market (T)

Move C: Establishing Credential (C)

Move L: Locating the service (L)

Move D: Describing the service (D)

Move J: Justifying the service (J)

Move V: Indicating the value of service (V)

Move E: Endorsing the value of service (E)

Move S: Soliciting response (S)

2.4 RELEVENT PREVIOUS STUDIES

Brown (2010) claimed that the idea of linking context of business and higher education was introduced by the term 'Marketization' by the concept which was derived from the system of competition between universities for attracting prospective students as consumers. It is very challenging for many universities to find the way to attract their prospective students. Price, worth and accessibility becomes the factors of student choice for an institution. There is a competition between universities since the supply of programs is bigger than demand of studies.

In addition, Fairclough (1993, as cited in Kheovichai, 2014) raised the tendency of marketization in higher education; university discourse has become promotional and more similar to business discourse. From the idea of marketization and alternatives in communication, the university as a corporation has to make an effort for discourses which are published on web.

Bhati & Anderson (2012) studied with prospective Indian students by using focus group interview and found that the perception of these target groups on the information provided by the higher education institution is factual in nature and easily available on university websites, brochures and helplines. They required the information about university ranking, program details, application process and requirements, also information about housing and average cost of living.

Phang (2013) investigated the channel used to communicate between prospective students and the universities. The results show that the first way of connecting with the university is the use of Google, the channel used by the majority of the students. A channel of university website is always highly ranked among prospective students who want to pursue a degree because it is an important source which provides easily assessed information. They commented that a university that provides sufficient information about interesting programs attracts their attention. This directly influences their decision for higher education overseas. The first impression is significant in terms of choosing a study destination. Designing effective discourse which expresses the right type of information in various ways is needed in higher education. The university needs to get through digitally to students from different cultural backgrounds and languages. It is necessary to integrate a cultural perspective when designing international marketing strategies. A university needs to design the public relation which is a process of managing the spread of information between an organization and public.

Hemsley-Brown (2013) studied the effect of shared language in university discourse, or discourse of marketization, on the readers' utterances. The methodologies were qualitative research by coding and comparing the theme of 60 personal statements from online applications of graduate students with the details in British Council website. The results showed that specific nouns, adjectives and phrases published on the British Council and target university website were used by applicants as reasons for choosing an institution.

Huang (2013) studied the genre analysis of moves in medical research articles. He suggested that an obligatory criteria of frequency which lower than 80% seemed more appropriate than frequency 100% because of the limitation in the number of the articles.

Kanoksilapatham (2003) suggested that it is important to measure the length of texts before a study of rhetorical move analysis. The comparable corpora among texts are significant, a study should control the number of words to be equal or to have the smallest gap among text because it shows that the occurrence of moves relies on the length of texts so that means the high in a number of words, the more moves are found.

CHAPTER 3
RESEARCH METHODOLOGY

3.1   SOURCES OF DATA

In current study, corpora are three sets of online university profile introductions which were collected from three websites. They are ***www.collegedata.com***, ***www.theguardian.com***, and ***www.inter.mua.go.th***. These large online sources give information of universities for international prospective students who are interested in studying overseas in the US, the UK, and Thailand respectively.

www.collegedata.com is an American website whose purpose is to provide higher education information for people who plan to pursue their degrees in the US. This website consists of 411 online university profiles. As for the British universities, there are 177 online university profile introductions in ***www.theguardian.com*** for people who plan to study in British universities. Lastly, Office of the Higher Education Commission of Thailand, a government organization, provides 65 online university profile introductions in ***www.inter.mua.go.th*** for international students who plan to study in Thailand.

3.2   CRITERIA OF SELECTING UNIVERSITIES

For the US and the UK corpora, the university's QS rank was used to select the universities whose profiles will be used because QS is a well-known and prestigious organization with many university members.

Quacquarelli Symonds or QS, a recognized British organization, was founded in 1990 and has established as the leading world provider for specialists in higher education. It first published the university ranking in 2004 on the website ***www.topuniversity.com*** to respond to rising demand for advice on higher education and concentrates on research and also includes evaluations of universities and assessments of the learning environment which help prospective students over the world who want to pursue a degree in the university ("Topuniversity," 2016) By using of QS world ranking from www.topuniversity.com, only top 30 universities from the US and the UK were selected to form a corpus. For the Thai corpus, since only a few Thai universities made it to QS ranking, Thai online university profile introductions

were selected by the number of international student enrollment. These numbers reflect popularity among international students (Office of Higher Education Commission, 2015). 30 top Thai universities were selected. Three sets of university are illustrated in Table 1, 2 and 3 below:

Table 1 Top 30 American University Ranking

US Rank	World Rank	Universities
1	1	Massachusetts Institute of Technology
2	2	Harvard University
3	3	Stanford University
4	5	California Institute of Technology
5	10	University of Chicago
6	11	Princeton University
7	15	Yale University
8	16	Johns Hopkins University
9	17	Cornell University
10	18	University of Pennsylvania
11	22	Columbia University
12	26	University of California Berkeley
13	27	University of California, Los Angeles
14	29	Duke University
15	30	University of Michigan
16	32	Northwestern University
17	44	University of California, San Diego
18	49	Brown University
19	53	New York University
20	54	University of Wisconsin-Madison
21	59	University of Illinois at Urbana-Champaign
22	62	Carnegie Mellon University
23	65	University of Washington
24	77	University of Texas at Austin
25	79	University of North Carolina, Chapel Hill
26	84	Georgia Institute of Technology
27	85	University of California, Davis
28	89	Purdue University
29	91	Boston University
30	99	The Ohio State University

Data from www.topuniversity.com, 2015-2016

Table 2 Top 30 British University Ranking

UK Rank	World Rank	University
1	3	University of Cambridge
2	6	University of Oxford
3	7	University College London
4	8	Imperial College London
5	19	Kings College London
6	21	The University of Edinburgh
7	33	The University of Manchester
8	35	London School of Economics & Political Science
9	37	University of Bristol
10	48	The University of Warwick
11	61	Durham University
12	62	University of Glasgow
13	68	University of St. Andrews
14	70	The University of Nottingham
15	76	University of Birmingham
16	80	The University of Sheffield
17	81	University of Southampton
18	87	University of Leeds
19	103	University of York
20	109	Queen Mary University of London
21	121	Lancaster University
22	122	Cardiff University
23	137	University of Aberdeen
24	151	University of Liverpool
25	156	University of Reading
26	159	University of Bath
27	161	The University of Exeter
28	162	Newcastle University
29	182	Queen's University Belfast
30	187	University of Sussex

Data from www.topuniversity.com, 2015-2016

Table 3 Top 30 Thai University Ranking

Thai Rank	World Rank	Number of International Students	Universities
1	-	2661	Assumption University
2	295	1186	Mahidol University
3	253	725	Chulalongkorn University
4	-	598	Kasem Bundit University
5	701+	529	Khon Kaen University
6		517	Huachiew Chalermprakiet University
7	601-650	486	Thammasat University
8	-	470	Mae Fah Luang University
9	-	446	Chiang Rai Rajabhat University
10	-	445	Siam University
11	-	434	Prince of Songkla University
12	-	412	Webster University (Thailand)
13	-	408	Ramkhamhaeng University
14	-	408	Asia-Pacific International University
15	-	353	Burapha University
16	551-600	344	Chiang Mai University
17	-	339	Kasetsart University
18	-	318	University of the Thai Chamber of Commerce
19	-	307	Dhurakij Pundit University
20	-	294	Mahasarakham University
21	-	265	Payap University
22	-	252	Rangsit University
23	-	246	Lampang Rajabhat University
24	-	245	Nakhon Pathom Rajabhat University
25	-	189	Stamford International University
26	-	178	Chandrakasem Rajabhat University
27	-	175	Chiang Mai Rajabhat University
28	-	172	Phetchaburi Rajabhat University
29	-	172	Yala Islamic University
30	701+	164	King Mongkut's University of Technology Thonburi

Data from www.topuniversity.com, 2015-2016 and www.inter.mua.go.th

3.3   CORPUS AND CORPUS COMPILATION

The table 4, 5 and 6 below show the number of words in corpora of the US, the UK, and Thai online university profile introductions.

Table 4 Number of words in top 30 American Online university profile introductions

US Rank	World Rank	Universities	Number of words	Range
1	1	Massachusetts Institute of Technology	270	251-300
23	65	University of Washington	**241***	201-250
16	32	Northwestern University	**153***	151-200
4	5	California Institute of Technology	**131***	101-150
15	30	University of Michigan	**127***	
2	2	Harvard University	**111***	
14	29	Duke University	**101***	
3	3	Stanford University	**98***	51-100
8	16	Johns Hopkins University	**97***	
9	17	Cornell University	**96***	
10	18	University of Pennsylvania	95	
13	27	University of California, Los Angeles	94	
12	26	University of California Berkeley	91	
19	53	New York University	88	
29	91	Boston University	85	
11	22	Columbia University	83	
5	10	University of Chicago	**80***	
18	49	Brown University	72	
22	62	Carnegie Mellon University	71	
28	89	Purdue University	71	
26	84	Georgia Institute of Technology	65	
25	79	University of North Carolina, Chapel Hill	63	
21	59	University of Illinois at Urbana-Champaign	55	
20	54	University of Wisconsin-Madison	50	0-50
24	77	University of Texas at Austin	49	
6	11	Princeton University	47	
27	85	University of California, Davis	47	
7	15	Yale University	38	
17	44	University of California, San Diego	25	
30	90	The Ohio State University	18	

Table 5 Number of words in top 30 British Online university profile introductions

UK Rank	World Rank	Universities	Number of words	Range
18	87	University of Leeds	**205***	201-250
10	48	The University of Warwick	190	
14	70	The University of Nottingham	190	
19	103	University of York	190	
30	187	University of Sussex	182	
27	161	The University of Exeter	171	
17	81	University of Southampton	169	
3	7	University College London	160	
26	159	University of Bath	159	151-200
1	3	University of Cambridge	158	
15	76	University of Birmingham	158	
24	151	University of Liverpool	158	
28	162	Newcastle University	158	
2	6	University of Oxford	**154***	
29	182	Queen's University Belfast	152	
12	62	University of Glasgow	151	
21	121	Lancaster University	141	
8	35	London School of Economics & Political Science	**137***	
13	68	University of St. Andrews	123	
6	21	The University of Edinburgh	**122***	
11	61	Durham University	116	101-150
22	122	Cardiff University	116	
7	33	The University of Manchester	**113***	
16	80	The University of Sheffield	113	
9	37	University of Bristol	**112***	
20	109	Queen Mary University of London	**99***	
25	156	University of Reading	95	
5	19	Kings College London	**89***	51-100
23	137	University of Aberdeen	**79***	
4	8	Imperial College London	**63***	

Table 6 Number of words in top 30 Thai Online university profile introductions

Thai Rank	Number of International Students	Universities	Number of words	Range
10	445	Siam University	226	201-250
18	318	University of the Thai Chamber of Commerce	223	
7	486	Thammasat University	**213***	
2	1186	Mahidol University	179	151-200
1	2661	Assumption University	**156***	
20	294	Mahasarakham University	140	101-150
19	307	Dhurakij Pundit University	126	
11	434	Prince of Songkla University	124	
9	446	Chaing Rai Rajabhat University	**115***	
27	175	Chiang Mai Rajabhat University	114	
5	529	Khon Kaen University	**105***	
3	725	Chulalongkorn University	**103***	
4	598	Kasem Bundit University	**101***	
8	470	Mae Fah Luang University	**99***	51-100
14	408	Asia-Pacific International University	**98***	
24	245	Nakhon Pathom Rajabhat University	98	
30	164	King Mongkut's University of Technology Thonburi	95	
26	178	Chandrakasem Rajabhat University	94	
21	265	Payap University	91	
6	517	Huachiew Chalermprakiet University	**88***	
12	412	Webster University (Thailand)	**86***	
17	339	Kasetsart University	84	
16	344	Chiang Mai University	83	
22	252	Rangsit University	74	
29	172	Yala Islamic University	74	
25	189	Stamford International University	67	
13	408	Burapha University	48	0-50
15	353	Ramkhamhaeng University	40	
23	246	Lampang Rajabhat University	0	
28	172	Phetchaburi Rajabhat University	0	

The online university profile introductions of the 90 universities listed in table 1, 2 and 3 above have various lengths, which made them different to compare. The researcher took the following steps to compiles 3 corpus of 10 online university profile introductions.

Firstly, the study controlled the number of words to have the smallest gap among text (Kanoksilapatham, 2003). Then, the numbers of words of the online university profile introductions were counted. Secondly, they were grouped by the ranges of words (0-50, 51-100, 101-150, 151-200, 201-250, and 251-300). Lastly, 30 top -ranked online university profile introductions were drawn from each group of ranges. In other words, among the online university profile introductions in the same range of words, the one with higher rank were chosen. This steps are shown in table 4, 5 and 6 previously.

3.3.1 Size of corpus

The corpus used in this study consisted of 3,572 words of 30 online university profile introductions, 10 profiles in each corpus. The word ranges of the US, the UK and Thai corpus are 80-214, 63-205 and 86-213 respectively. The tables below show the details of corpora size of online university profile introductions in this study.

Table 7 Corpus of American online university profile introductions

No.	World Rank	Universities	Number of words
US1	65	University of Washington	241
US2	32	Northwestern University	153
US3	5	California Institute of Technology	131
US4	30	University of Michigan	127
US5	2	Harvard University	111
US6	29	Duke University	101
US7	3	Stanford University	98
US8	16	Johns Hopkins University	97
US9	17	Cornell University	96
US10	10	University of Chicago	80
		Total number of words	1,235

Table 8 Corpus of British online university profile introductions

No.	World Rank	Universities	Number of words
UK1	87	University of Leeds	205
UK2	6	University of Oxford	154
UK3	35	London School of Economics & Political Science	137
UK4	21	The University of Edinburgh	122
UK5	33	The University of Manchester	113
UK6	37	University of Bristol	112
UK7	109	Queen Mary University of London	99
UK8	19	Kings College London	89
UK9	137	University of Aberdeen	79
UK10	8	Imperial College London	63
		Total number of words	1,173

Table 9 Corpus of Thai online university profile introductions

No.	World Rank	Universities	Number of words
TH1	601-650	Thammasat University	213
TH2	-	Assumption University	156
TH3	-	Chiang Rai Rajabhat University	115
TH4	701+	Khon Kaen University	105
TH5	253	Chulalongkorn University	103
TH6	-	Kasem Bundit University	101
TH7	-	Mae Fah Luang University	99
TH8	-	Asia-Pacific International University	98
TH9	-	Huachiew Chalermprakiet University	88
TH10	-	Webster University (Thailand)	86
		Total number of words	1,164

3.3.2 Representativeness of corpus

To answer whether the chosen texts represent the online university profile introductions, the source of the texts in each corpus is explained below.

1. The US corpus

www.collegedata.com is a website which is a member of the National Association for College Admission Counseling *(NACAC)* in the US. *NACAC* was founded in 1937, and is an organization of more than 15,000 professionals from around the world committed to serve students as they make choices about pursuing postsecondary education. This website provides only university information in the US.

2. The UK corpus

www.theguardian.com is the website under Guardian Media Group (GMG), one of the UK's leading media organizations. The company aims to support quality, independent, liberal journalism. Guardian News & Media is core media which publishes the *Guardian newspapers*, the Observer newspapers, and theguardian.com . One feature of the website is the educational aspect which provides British university information for prospective students who plan to study in the UK.

3. The Thai corpus

www.inter.mua.go.th is a Thai-based website under the office of higher education commission, Ministry of Education, Thailand. The main purpose of this source is to promote international higher education in Thailand in order to provide a study choice for students from over the world.

3.3.3 Use of proper names in the texts

In this study, the university names have been maintained because these texts are published in the open access source. It is not necessary to keep their anonymity.

3.4   LIST OF MOVES

The Framework to identify structural organization of university brochures developed by Hajibah Osman (2008) was adopted in this comparative study of American, British, and Thai online university profile introductions. Ten moves identified in Malaysian university brochures were adopted to identify online university profile introductions. Ten codes to identify moves are as follows:

Table 10 List of Codes for move Analysis

Move Name	Code	Description
Identifying the service	Move I	The university name
Attracting reader attention	Move A	Slogan or motto of the university
Targeting the market	Move T	Vision/Mission statement
Establishing Credential	Move C	Profile/background or history of the university
Locating the service	Move L	The university's location and size
Describing the service	Move D	The university's academic programs
Justifying the service	Move J	Facilities available to support the academic programs
Indicating the value of service	Move V	Entry requirements, fees charged and duration of the programs
Endorsing the value of service	Move E	Career opportunities and the university recognition received from other institutions
Soliciting response	Move S	Contact address and soliciting phrase

1. Move I: Identify the service

Originally this move in the work of Osman (2008) includes crests or logos of the university as the symbol whose purpose is to attract the reader by graphic. However, with online university profile introductions the name of the university is used instead and identified as the move I which identifies the service by presenting the name of the institution.

2. Move A: Attracting reader attention

A motto is either a short sentence or a phrase whose function in to get attention from the target readers is identified as move A. this move also includes slogan.

3. Move **T**: **T**argeting the market

Move T is identified as targeting the market with a mission statement, a vision, or a philosophy which reflects the meaning of being a university and inform the target readers the type of organization and what it does.

4. Move **C**: Establishing **C**redential

University background, character or status and the number of students and professors, current status, founder's day, achievement in academic program, as they provide the communicative functions to establish credential is identified as move C.

5. Move **L**: **L**ocating the service

In move L, the state, city, or street address and also the size of the institution are given with the building explanation in this move. It also includes places of attraction such as tourist attractions, rivers, or some historic places.

6. Move **D**: **D**escribing the service

Move D, listing of faculties, the academic programs, teaching styles, or educational system offered by the faculties in detail to make the university more attractive. All the level degrees, fields of study, and conditions are described in this move.

7. Move **J**: **J**ustifying the service

The universities are endeavoring to justify the services reflected by the use of accommodations information to support the academic programs and extracurricular activities. In move J, provides details of extracurricular programs, housing, libraries, and other facilities which enhance campus quality of life are given. It presents strong points in atmosphere and student well-being.

8. Move V: Indicating the value of service

In this move V, requirement for the new entry to enroll in the university, the fees and duration of each program are identified as the service value of the university.

9. Move <u>E</u>: <u>E</u>ndorsing the value of service

Recognitions which are linked to students' career opportunities are considered as endorsement of academic program qualities at the university. The university online profile highlights the fact that the recognitions place the universities in high regard among universities in the country and internationally. Employment rate and rewards form surveys of popularity which are considered as move E.

10. Move <u>S</u>: <u>S</u>oliciting response

Move S is identified as soliciting response, contact information for further details such as telephone number, email, address, or phrase that requests response exist in this move.

3.5   DATA ANALYSIS PROCEDURES

The researcher took the following steps to analyze the data.

1. Read the online university profile introductions and code the words, phrases or sentences following Osman's framework (2008) in order to identify moves structures of the online university profile introductions

2. Count the number of words to measure weight of moves by converting them to percentages.

3. Identify the frequency of each move according to Huang (2014). If a particular move occurs in above 80% it is regarded as 'obligatory', if the occurrence of a move is below 80 %, it is 'optional'.

4. Compare and contrast weight of moves between the US, the UK, and Thai corpus.

5. Compare and contrast the occurrence of opening moves and ending moves.

6. Identify pattern of move cyclicity.

7. Identify business elements in the US, the UK, and Thai corpus.

CHAPTER 4

RESULTS

In the previous chapter, the methodology of the current research was illustrated. This part demonstrates the comparative results of move frequency and the occurrences number from the American, British, and Thai online university profile introductions and the key linguistic features which were used to identify each move.

4.1 MOVE FREQUENCY AND OCCURRENCE

Since it has mentioned in chapter 3, university ranking and words range are used as the criteria to compile corpus which is comparable. In this chapter, there are results of quantitative characteristics of corpus among American, British and Thai online university profile introductions. The table 7, 8 and 9 below show the corpora of the current study.
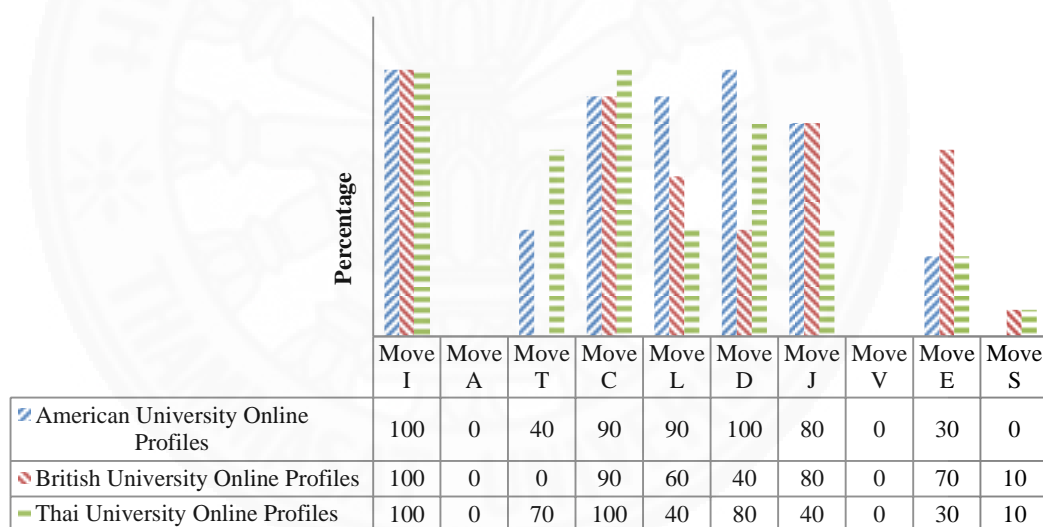
Table 11 Corpus of American online university profile introductions

No.	World Rank	Universities	Number of words
US1	65	University of Washington	241
US2	32	Northwestern University	153
US3	5	California Institute of Technology	131
US4	30	University of Michigan	127
US5	2	Harvard University	111
US6	29	Duke University	101
US7	3	Stanford University	98
US8	16	Johns Hopkins University	97
US9	17	Cornell University	96
US10	10	University of Chicago	80
Total words = 1235			
Average = 123.5			
S.D. = 46.44			
Range = 80 - 241			

Table 12 Corpus of British online university profile introductions

No.	World Rank	Universities	Number of words
UK1	87	University of Leeds	205
UK2	6	University of Oxford	154
UK3	35	London School of Economics & Political Science	137
UK4	21	The University of Edinburgh	122
UK5	33	The University of Manchester	113
UK6	37	University of Bristol	112
UK7	109	Queen Mary University of London	99
UK8	19	Kings College London	89
UK9	137	University of Aberdeen	79
UK10	8	Imperial College London	63
		Total words = 1173	
		Average = 117.3	
		S.D. = 40.89	
		Range = 63 - 205	

Table13 Corpus of Thai online university profile introductions

No.	World Rank	Universities	Number of words
TH1	601-650	Thammasat University	213
TH2	-	Assumption University	156
TH3	-	Chiang Rai Rajabhat University	115
TH4	701+	Khon Kaen University	105
TH5	253	Chulalongkorn University	103
TH6	-	Kasem Bundit University	101
TH7	-	Mae Fah Luang University	99
TH8	-	Asia-Pacific International University	98
TH9	-	Huachiew Chalermprakiet University	88
TH10	-	Webster University (Thailand)	86
		Total words = 1164	
		Word average = 116.4	
		S.D. = 39.19	
		Range = 86 - 213	

Table 14 Summarizes the Data in Table 11-13

Corpus	Number of words	Average length	Total size of corpus
American online university profile introductions	80-241	123.5	1,235
British online university profile introductions	63-205	117.3	1,173
Thai online university profile introductions	86-213	116.4	1,164

A table 14 show that in terms of length, Thai corpora is more similar to the British than to the American corpus, the American corpus is slightly different being the longest.

Figure 1 Move Occurrences in Online University profile introductions (%)

	Move I	Move A	Move T	Move C	Move L	Move D	Move J	Move V	Move E	Move S
American University Online Profiles	100	0	40	90	90	100	80	0	30	0
British University Online Profiles	100	0	0	90	60	40	80	0	70	10
Thai University Online Profiles	100	0	70	100	40	80	40	0	30	10

From Figure 1, the graphs show that move occurrences were different in American, British and Thai Online university profile introductions. With the criterion of 80 % frequency (Huang,2014), the moves which were found to be compulsory in American online university profile introductions are moves I, C, L, D, and J while moves I, C, and J are obligatory in British online university profile introductions. In Thai online university profile introductions, the necessary moves are move I, move C, and move D.

The moves which were found to be optional in American online profiles are moves T and E whereas move L, D, E, S are considered alternative in the university online profile of British. For Thai Online university profile introductions, moves T, L, J, E, and S were found to be optional.

Move S occurred in British and Thai online university profile introductions while it did not exist in the American one. Furthermore, move A and move V occurred in none of the online university profile introductions.

Figure 2 Weight of Move by Percentage of Words

	Move I	Move A	Move T	Move C	Move L	Move D	Move J	Move V	Move E	Move S
American	1.95	0.00	6.83	21.95	12.20	31.30	17.48	0.00	8.29	0.00
British	1.04	0.00	0.00	18.15	12.10	4.67	35.87	0.00	27.14	1.04
Thai	3.22	0.00	16.26	48.61	6.09	13.13	6.96	0.00	4.17	1.57
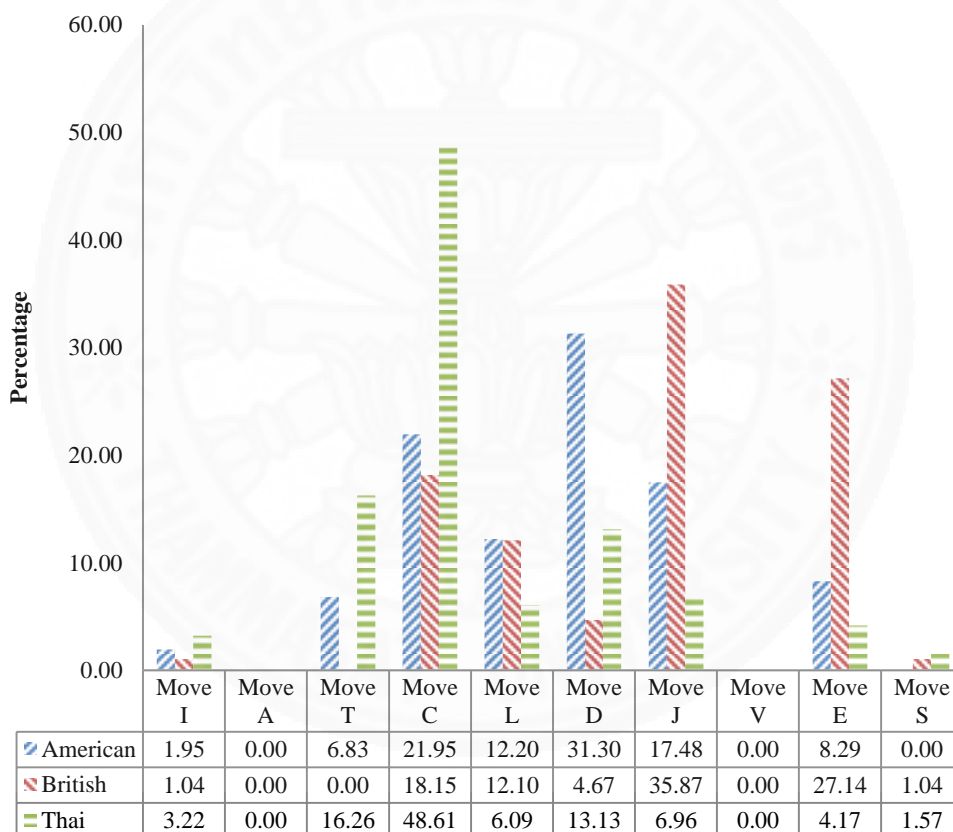
As for the percentage of words, it was found that move D is the move that takes the biggest weight in American online university profile introductions whereas move J is the biggest in British online profiles. However, move C takes the biggest portion in Thai Online university profile introductions.

In addition, moves C, E, and T are the second largest in online university profile introductions from American, British, and Thai respectively.

Figure 3 Opening move

	Move I	Move A	Move T	Move C	Move L	Move D	Move J	Move V	Move E	Move S
American	90	0	0	10	0	0	0	0	0	0
British	80	0	0	10	10	0	0	0	0	0
Thai	90	0	0	10	0	0	0	0	0	0
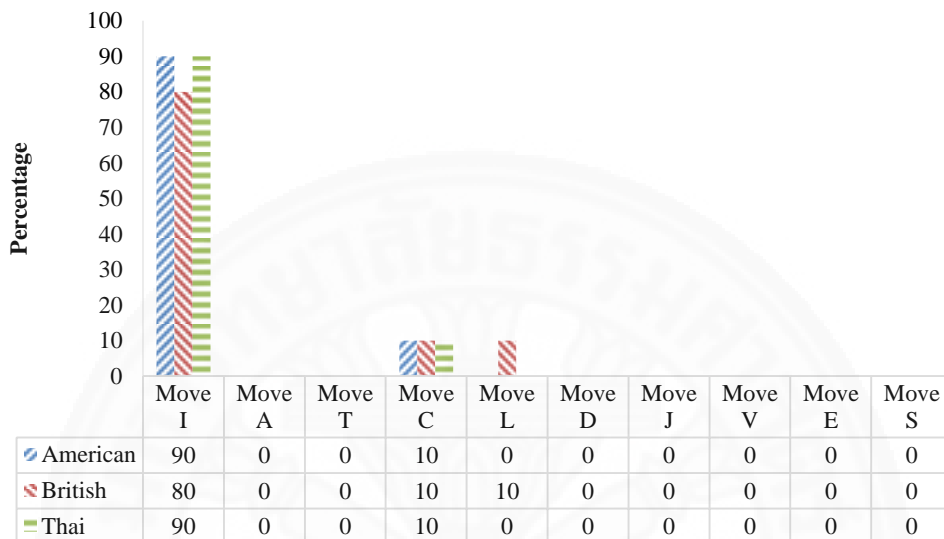
Figure 3 compares the opening move among the three groups. It was found that move I appeared most often as an opening move. It occurred 90 percent at the beginning of American and Thai online university profile introductions and 80 percent for the British profiles. Move C seldom occurred initially at 10 percent in every corpus. Lastly, move L was found to be at the beginning only in British profiles. (10%)

Figure 4 Ending move

	Move I	Move A	Move T	Move C	Move L	Move D	Move J	Move V	Move E	Move S
American	0	0	0	10	80	10	0	0	0	0
British	0	0	0	10	10	0	40	0	30	10
Thai	0	0	10	20	10	10	10	0	30	10
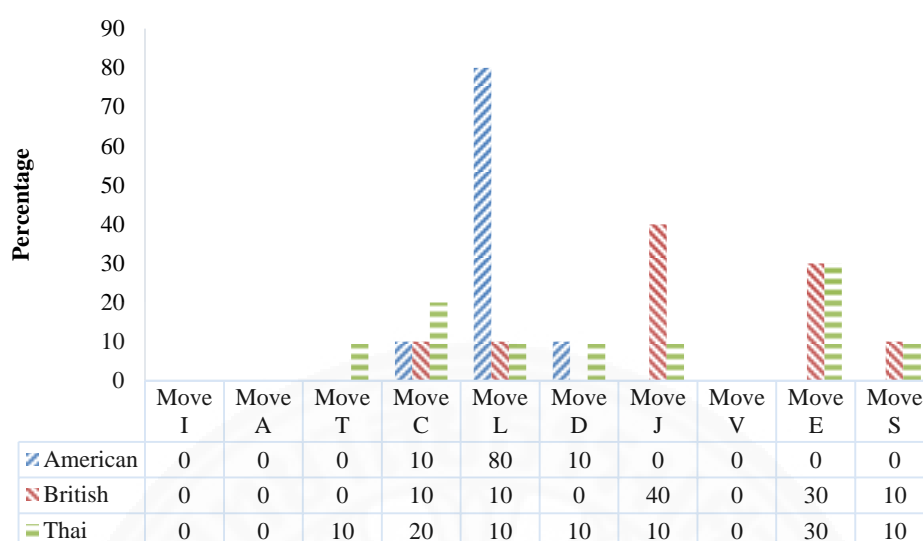
While The American corpus usually ends with move L (80%), the British corpus ends with move J almost half of the time (40%). About one-third (30%) of the British and Thai corpus end with move E.

Table 15 Move Sequence of online university profile introductions

American	Move occurrences	British	Move occurrences	Thai	Move occurrences
US1	I, C, D, L, D, J, C	UK1	I, C, E, D, J, L, E, J	TH1	I, C, T, C, L, D, E
US2	I, C, D, E, J, L	UK2	C, I, C, J, E, D, J	TH2	I, C, T, D
US3	I, C, T, C, D, L	UK3	I, C, J, C, E, J, E, L	TH3	I, C, T, D, J, E
US4	I, C, L, C, E, D	UK4	I, C, T, J, E	TH4	I, C, T, C, D, L, J
US5	I, C, D, J, L	UK5	I, C, E, J, E	TH5	C, I, C, T, C, T, D, C
US6	I, C, T, D, J, L	UK6	I, C, L, S	TH6	I, C, T, D, J, T
US7	I, C, D, J, L	UK7	I, C, E, D, L, J, L, C	TH7	I, C, D, J, S
US8	I, C, J, E, J, D, L	UK8	L, I, C, D, E	TH8	I, C, L, D, E
US9	I, C, T, D, J, L	UK9	I, C, L, D, J	TH9	I, C, D, C
US10	C, I, T, D, J, L	UK10	I, C, J	TH10	I, C, T, C, E, L

Table 14 shows that the name of online university profile introductions are transformed into codes following the sequence of moves in all online university profile introductions.

4.2   CYCLICITY OF MOVE

In American corpus, move C is the most cyclical move and the pattern is C-D-L-D-J-C, C-T-C, and C-L-C. An example of C-L-C is shown as follows:

"The University of Michigan (move I) is one of the great public research universities of the United States (move C), **located in vibrant Ann Arbor (move L).** U-M is distinguished by its unique alchemy of academic prestige, rich history and traditions, public ethos, and vibrant setting. (move C)", (US4)

From the example, move L which tells the reader the location occurred in-between move C, which is background information.

In the British corpus, move C, J, and E occurs as often as cyclical move and the pattern is C-I-C, C-J-C, J-L-E-J, J-C-E-J, E-J-E, and E-D-J-L-E. The example Of C-I-C is shown below:

"There's no doubt (move C) that **Oxford's (move I)** history – all 900 years of it – is very present. (move C) ". (UK2)

From the example, move I, the name of the university is embedded between Move C, which is background information.

In Thai corpus, move C and move T are the cyclical moves and the pattern is C-T-C, C-I-C, C-D-C, and T-C-T. The example of C-D-C is shown as follows:

"…With its administrative reform, CU boasts the new system that ensures good governance, academic excellence, and financial stability (move C). **In addition to its reputation as an establishment that produces high-quality Thai graduates, CU also aims for international recognition (move T), as it has 75 international programs in various fields (move D),** more than 80 collaborative research links, and approximately 100 international staff and students (move C).", (TH5)

From the example, move T and move D which tell the reader the mission statement and programs offered, occurred between move C, which is the background information.

4.3   MARKETING FEATURES

This section will illustrate in detail of key linguistic features of each move. Eight out of 10 moves according to Osman (2008)'s framework was found among corpora of the US, the UK, and Thai online university profile introductions.

1. Move I̲: I̲dentify the service

The move of Identify the service in university online profile which were mentioned previously has the purpose of telling consumers that the organization provides higher education services. The name of the university also tells the client how famous it is.

This move is often embedded in move C, which provides the information of online university profile introductions or backgrounds. In the university online profile, the lexical features found were the name of the university that occurred in both forms of full name or abbreviation. The majority of British online university profile introductions; the word "university" is skipped and mentions only the name instead. However, Thai prefers the US style of online university profile introductions.

> **Example:**
> "University of Michigan" (US4)   "King's" (UK8)
> "Chiang Rai Rajabhat University" (TH3)

2. Move T̲: T̲argeting the market

In move T, the university's vision as its ideal goal and mission as a means to reach that goal occurred in this move. This move purpose is for targeting the market by employing vision and mission statements to provide information about a duty of the organization and what it does. The university's educational philosophy, plan, and duty communicate to the reader the goal of that university. Move T does not occur in British corpus but in Thai and US corpus. Furthermore, it does not only inform the vision and mission of the university but also targets the market by using some adjective that enhances the feeling of students to apply to the university. The example below is the evidence of move T.

> **Example:**
> "has a long-standing reputation as one of the **world's great intellectual communities**, and for placing undergraduates at the center of it." (US10)

"the University has continued to be an **<u>innovative</u>** leader in education, preparing graduates to serve the increasing demand of high-qualified professionals." (TH6)

3. Move <u>C</u>: Establishing <u>C</u>redential

Move C generally discusses the background, history, character of university and number of students in order to know how proficient and popular the university is, current status, date of founding to establish qualification and experience of the university. In the corpus of the US, this move exists mostly in the first sentences with the phrase that shows the status and establishing year of the university in order to make a first impression for the reader.

Move C occurred in many parts of online university profile introductions. Thai and the US styles of writing online university profile introductions have the pattern of embedding move I, the name of a university, in this move and always in the first sentence. The lexical feature appearing in the move is the phrase "founded in ". The majority of online university profile introductions give the year of establishment or some pieces of background information probably because the institutions want the readers to realize how reliable they are. The business features that are found to let the reader know the strength of the institution are lexical such as adjectives which explain the characteristics of the university.

Example:

"Stanford University, **<u>founded in 1891</u>**, **<u>is a private, comprehensive, research-intensive university,</u>** where **<u>teaching, learning and research are part of a single enterprise</u>**." (US7)

"Bristol **<u>started out</u>** as a university college **<u>in 1876</u>** with just 99 students and has developed into an **<u>internationally respected academic powerhouse</u>**. Today, it has approximately 12,500 undergraduates and 3,500 postgraduates." (UK6)

"Huachiew Chalermprakiet University (HCU) **<u>was founded as the first non-profit private university in Thailand</u>** by Poh Teck Tung Foundation." (TH9)

4. Move <u>L</u>: <u>L</u>ocating the service

In move L, the state, city, or street name and also the size of the universities occurred with phrase "is located in ". The purpose is to inform the reader the location of the institution. However, location information also hides some business promotion as well. The name of a well-known city, state and road exist in this move in order to let the reader know the distance of the particular university to

the main location. Furthermore, some adjectives that enhance the promotion features are found in this move.

Example:

"Harvard's **historic** 380-acre campus **is located in Cambridge**, **across the Charles River from Boston**." (US5)

"…by its main **location** among the pomp and circumstance of one of **London's swankiest boroughs**." (UK10)

"It is **located** on **green fields** measuring 900 hectares**.** KKU has excellent facilities…" (Thai4)

5. Move **D**: **Describing the service**

Move D, listing of faculties, the academic programs, teaching styles, or educational system offered by the faculties in detail can be found in this move. In order to promote and highlight the strength of academic programs, the writer employed marketing features by using some words, mainly adverbs or adjectives in order to show the strength of its curriculum.

Example:

"Students **learn** to access, synthesize, and communicate knowledge **effectively**, to acquire perspective on **current and historical** events, to conduct **research** and solve **problems**, to develop a capacity for **hard and sustained** work, and to serve the community." (US6)

"The university offers **world-class teaching** and research at its nine schools and six Medical Research Council centres." (UK8)

"**English is used as the primary medium of Instruction** in the majority of courses with **Problem Based Learning** as a method of teaching." (TH7)

6. Move **J**: **Justifying the service**

Move J is the move that the writer of the online university profile introductions uses to justify why the university should be a choice for prospective students. Most online university profile introductions list the facilities available on campus to support the academic programs. In the corpus, the writer explains campus life. The building styles, atmosphere, and also student activities information is provided in this session. There are differences in strength of each institution to attract prospective students; some universities place emphasis on the academic support while others show the strong point in atmosphere and student well-being.

Example:

"Washington's state economy is **more dependent on trade than that of any other state in the U.S**., and it shows in the **local food, local products** and the courses taught at UW. Undergraduates are encouraged to take full advantage of UW's **superb** **faculty, libraries (ranked among the top 15 in the U.S.), computing resources, labs, scientific equipment and research projects."** (US1)

"The city is also **a big draw - down-to-earth and friendly, but increasingly hip** and happening. **Shopping** and **bar-hopping** are practically compulsory here and there are **plenty of venues** for both. Even just for an **amble around**, you can enjoy the **epic architecture** of the city's **industrial** past and **vibrant** present; it's all a **short walk from the university**." (UK5)

"KKU has **excellent** facilities and thus provides its students with and **environment conducive** to learning and with **proper support** to achieve academic success." (TH4)

7. Move <u>E</u>: <u>E</u>ndorsing the value of service

This move recommending the academic quality of the university occurred in the text. The university profile highlights the fact that the recognition received by other organizations which places the particular universities in high regard in the country or internationally. Employment rate and rewards from the survey are considered as move E as well because it guarantees the quality of the graduates. Some profiles emphasize well-known alumni as value added in educational service in order to convince a reader of the value of being a student in the university.

Example:

"Since 1817, U-M has been **a global model of a diverse and comprehensive academic institution**. It is **recognized as one of the top 20 universities in the world**, and one of the top public universities in the U.S. Students from all 50 states and 120 countries are mentored by some of the **world's most influential faculty and join a community of more than 500,000 living alumni.**" (US4)

"**Analysis of the results from the government's latest research audit suggests that the university is seventh in the UK for its research "power ranking".** King's graduates enjoy one of **the best graduate employment rates** in the UK and, typically, also **earn higher graduate starting salaries**." (UK8)

"Almost 200 students participated in exchange programs at the university and faculty levels **with about 200 Partner-Universities around the world**." (TH1)

8. Move <u>S</u>: Soliciting response

Move S, the soliciting response patterns are found as phrases that request response. They exist only in British and Thai corpus as follows:

Example:

"You can see why **<u>so many are clamouring to get into Bristol</u>**." (UK6)

"**<u>We invite you to consider MFU as the University of your choice</u>** on your path to **<u>future</u>** learning." (TH7)

From this observation, the qualitative aspect of particular move analysis shows only 8 outstanding moves while there are 2 moves which do not exist in corpora. They are move V which communicates about the entry requirement and payment fees, and move A which is slogan or motto. However, these two moves occurred in another part of online university profile introductions instead of occurring in the introduction part of online university profile introductions.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The summary of the study, findings, and discussion of the rhetoric move analysis among American, British, and Thai online university profile introductions, the conclusion, and further research recommendation will be presented in this chapter.

5.1   SUMMARY OF THE STUDY

5.1.1   Objectives of the study

The goal of current study is to examine rhetoric move patterns, move occurrences and the linguistic features between American, British, and Thai online university profile introductions, and also to examine similarities and differences of how the written online university profile introductions were organized to reach the communicative and business purposes.

5.1.2   Samples and procedures

Ten American, ten British, and ten Thai online university profile introductions out of 105 were analyzed in this study. All profiles were obtained by downloading the introduction part of online university profile introductions from the educational services website which is in the US, the UK and Thailand. Three criteria were used for corpus selecting. First, the QS world ranking 2015-2016 was used as criteria to screen only the top university. Second, in Thai online university profile introductions, the number of students as the evidence of popularity is used as a criterion while the number of words was used to select the comparable profiles which share the same range of words.

Both quantitative and qualitative methods were employed in the current study. The quantitative was used in counting frequency and percentage of the number of words move occurrences, and weight of moves in order to examine the movements and patterns regarding the frequency and occurrence of moves in the online university profile introductions. The next step was the qualitative method to examine the sequences of move and the linguistic features such as words use or phrases of each move. All move examples were shown in the previous chapter.

Following Bhatia's professional genre analysis of sales promotion, Osman (2008) developed move patterns from the genre of university brochure and this present study employs the model of move patterns proposed by Osman (2008b), who studied 11 university brochures from Malaysian public universities. The research aims to identify the rhetorical move structures and determine how the marketing process is used to attract students as consumers. From this study, eight moves out of ten patterns were suggested 1) Identify the service, 2) Targeting the market, 3) Establishing credentials, 4) Locating the service, 5) Describing the service, 6) Justifying the value of service, 7) Endorsing the value of service, and 8) Soliciting response.

5.1.3 Findings

As mentioned in the previous chapter, there were differences among American, British, and Thai universities in terms of writing styles and language patterns. Obligatory moves between American, British and Thai online university profile introductions were slightly different in terms of the number of obligatory move; American had 5 obligatory moves while British and Thai had 3 obligatory moves. In all profiles, the compulsory moves are move I and C which have function of naming of university and background information of the university. This shows that at least the name of background of the university in writing profiles is needed in order to identify that their service is about higher education with credential.

Furthermore, move D whose purpose is to provide the information about academic program, degree, and level was the compulsory in American and Thai whereas move J, the facilities information, was unavoidable in the pattern of online university profile introductions in American and British. It means the majority of Thai online university profile introductions are similar to American in providing academic program while British and American online university profile introductions emphasize function of facility in the profiles structure. Lastly, move L which is location and place detail is obligatory only in American online university profile introductions.

For the optional move, there was diversity in occurrence of these optional moves. Move E, which is about endorsing the value of service was commonly used in all online university profile introductions as an optional move. It

means the reward that the university received and employment rate are the important pieces of information in the structure of university online profiles. Move T, the move that shows the mission for targeting the market was commonly used in Thai and American profiles. Move S was utilized in a British university profile and a Thai one as an optional move in order to solicit customers to choose the university.

The current study indicates that communicative purpose and strategies used in Thai online university profile introductions were different from those in the West. American and British emphasize the information that attract prospective students by providing more weight on academic programs, evidence about ranking, career opportunities and facilities like housing and living while Thai universities focus on describing background of the institution which can be seen from the weight of move as shown in Figure 2 in chapter 4.

The marketing lexical features were found in the corpora of the online university profile introductions as mentioned in the example section of each move in the previous chapter. Words, phrases and sentences that enhance the positive attitude toward university were utilized such as 'historic' (US5), 'world great intellectual communities' (US10), 'London's swankiest boroughs' (UK10), 'so many are clamouring to get into Bristol' (UK6), and 'We invite you to consider MFU as the University of your choice' (TH7).

5.2 DISCUSSION

In the section of discussion, research questions will be answered with empirical data.

5.2.1 What rhetorical moves exist in online university profile introductions?

The Osman (2008) framework of move pattern for university brochures can be used to analyze move patterns that occurred in the US, the UK, and Thai online university profile introductions in the introduction section. However, move A: motto and slogan and move V: expenses did not occur in the corpus. This reflects the differences between online media and printed media that in online media, the expenses or motto may come after other parts of online university profile introductions.

5.2.2 What are the similarities and differences between online university profile introductions from the American, British, and Thai?

This research question can be expanded to sub-questions below.

1. What are the similarities and differences between obligatory and optional moves in American, British, and Thai corpus?

Move I and C were obligatory in all corpora of the online university profile introductions among the US, the UK, and Thai while move E occurred as an optional move in all corpora. Moreover, move D was obligatory in the US and Thai corpus. The result supported the idea of Bhatia (1993) who claimed that establishing credentials move type and introduction of the offer of the service or detailing move type are obligatory in sales promotion letters.

In contrast, move J, the facilities information, was obligatory in American and British online university profile introductions and move L which is location and place detail is obligatory in only American corpus. But Bhatia (1993b) explained that the offering intensive move type was a non-obligatory move.

2. What are the similarities and differences between weight of move in American, British, and Thai corpus?

From the percentage of weight of move in the corpora, move D, move J, and move C were the most dominant in the US, the UK, and Thai corpus respectively. This reflects that the US corpus emphasizes the details of academic program while the facilities details are highlighted in the British corpus. Thai online university profile introductions are written by emphasizing background and history.

The strategies the US and the UK used supports the idea of Brown (2011) who claimed that price, worth, and accessibility becomes the factors of student's choice for an institution. It is also similar to Bhati & Anderson (2012) who explained that prospective students required the information about program details, application process, requirements, and also housing and average cost of living. Although, move C, background of the institution, was the dominant move, it may be less important to prospective students.

3. What are similarities and differences between opening moves and ending moves in American, British, and Thai corpus?

Move I, the name of a university, was the dominant opening move in all corpora which agreed with Osman (2008) who claimed that the first move in her model is identifying the service. This move is always embedded at the initial position of move C, which functions to establish credential at the beginning of online university profile introductions. It functions in the same way as Bhatia (1993), move 1, in the sales promotion letters. However, move L was placed as the ending move in the majority of the US online university profile introductions while move J, facilities, was the ending move in the majority of the British corpus. For Thai, move E, endorsing the service, occurred most often as the ending move.

4. How does pattern of move cyclicity exist in American, British, and Thai corpus?

It is possible that some moves will repeat in a cyclical fashion within a section of text (Swales, 2004) and moves can be interrupted by -or have inserted in them- another move type (Upton, 2002). Move C was the most cyclical move in the US, the UK, and Thai corpus. The move purpose is to establish credentials for the university by using pieces of background information. There were moves embedded in move C and it agrees with Bhatia (2004) and Biber (2007) who claimed that the embedded rhetoric of moves tends to occur mainly in genres that are less controlled and allow more changeability than those that are more recommended.

5. What are the business elements in online university profile introductions?

The online university profile introductions highlight the fact that each university tries to be recognized. The findings have illustrated how American, British, and Thai universities utilize language patterns and lexicon to enhance student's positive image toward the universities which is similar to Featherstone (1991) who claimed that corporate writing is affected by consumer desire. These universities employed business strategies and repositioned themselves to compete in the current academic scenario in the international arena.

In addition, the language features as shown in chapter 4 shared the same characteristic with the printed media as the university brochure studied

by Osman (2008) who investigated that choice of language in the university printed media are functioning as corporations and becoming more market-oriented and competitive in attracting their consumers. This related to the needs of prospective students studied by Bhati & Anderson (2012) which showed that students prefer to know these piece of information when they consider the choice of higher education overseas. However, in Thai corpus the dominant move is move C which highlights only background and history.

5.3   CONCLUSION

From the discussion above, the conclusion can be drawn as follows:

The code scheme for analyzing university brochure which was created by Osman (2008) can be used with online profiles because it shares characteristics with online university profile introductions in many rhetorical moves. However, the pattern of motto, slogan, and price did not occur in the online university profile introductions.

These results reveal that not all of the moves are obligatory as not all were used in all online university profile introductions. However, the occurrence of move I and C which were obligatory moves in all corpora reflected that the online university profile introductions need to show their name and background as the minimum for writing this particular genre. The other extra obligatory moves in the US, the UK, and Thai corpus reflected that the US and the UK corpus highlighted the moves of academic programs, facilities and places while Thai emphasized on only educational programs. This may be due to the various marketing beliefs which affect the communication strategies used in the genre of university communication.

The results showed that the weight of moves reflected that different countries emphasized different aspects of moves. It showed that Thai corpus highlight move C which was background information while the US and the UK devoted the weight mainly for academic program and facilities. There was the process of maketization in the online university profile introductions which reflected the competition in attracting prospective students as customers. This may due to the business marketing among higher education institutions nowadays in all countries.

5.4 PEDAGOGICAL IMPLICATION

There are two aspects of the pedagogical implication from the results of the current study which are beneficial for writer and reader.

In the discourse community of the online university profile introductions, it is challenging to EFL practitioners to write an introduction of a university online profile. The current study suggests that American and British writing styles of online university profile introductions are different from those of Thai universities. America and Britain which are the original places of the English language and role models of international higher education markets, emphasize move D, J and E on their university online profile in order to describe the educational service, programs at all levels, facilities including accommodation, clubs, activities and also employment rate and well-known alumni rather than allow only weight of background and history as in move C. For Thai universities, the results of this study suggest that the writer of Thai university introductions place too much weight on move C so it is good for promoting the market of Thai university internationally by employing moves D, J, and E in Thai online university profile introductions. Business lexicon that conjure positive image should be applied in writing Thai online university profile introductions.

On the other hand, readers of online university profile introductions should be aware of these business strategies in higher education discourse. It is essential that instructors facilitate and remind their students when they explore reading a university online profile about the marketing features that embedded in the text. They should select a university for its prospective degree by the facts of the institute instead of being attracted by a writing technique which enhances their imagination toward a university.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this present study, the following recommendations are made for further research.

The current study, move analysis was the only analysis used. The mixed method should be employed to further research. The readers' perceptions and opinions can help a researcher to clarify the phenomenon of language pattern in university discourse by employing questionnaires and interview. Moreover, the

research beyond the introduction part of online university profile introductions should be investigated. The whole parts of online university profile introductions will be necessary in order to validate the move patterns.

Texts used in the current research are only 10 American, 10 British, and 10 Thai out of 105 universities online profiles which is still a small number of subjects. An increase in a number of texts for analysis is recommended in order to improve the generalizability of the results. Moreover, the results showed that there were differences in writing styles of online university profile introductions between English speaking countries and Thailand as a non-native English country. So, it will be beneficial that other English speaking countries should be considered as a subject in a future study.

Lastly, due to the crucial role of business strategies in university discourse, further study should focus on the main target of prospective students as consumers of Thai international higher education such as Chinese or South East Asian countries in terms of culture differences and the expectations which could help a university to design their public discourse.

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APPENDIX A

AMERICAN ONLINE UNIVERSITY PROFILE INTRODUCTION

APPENDIX B

BRITISH ONLINE UNIVERSITY PROFILE INTRODUCTION

APPENDIX C

THAI ONLINE UNIVERSITY PROFILE INTRODUCTION
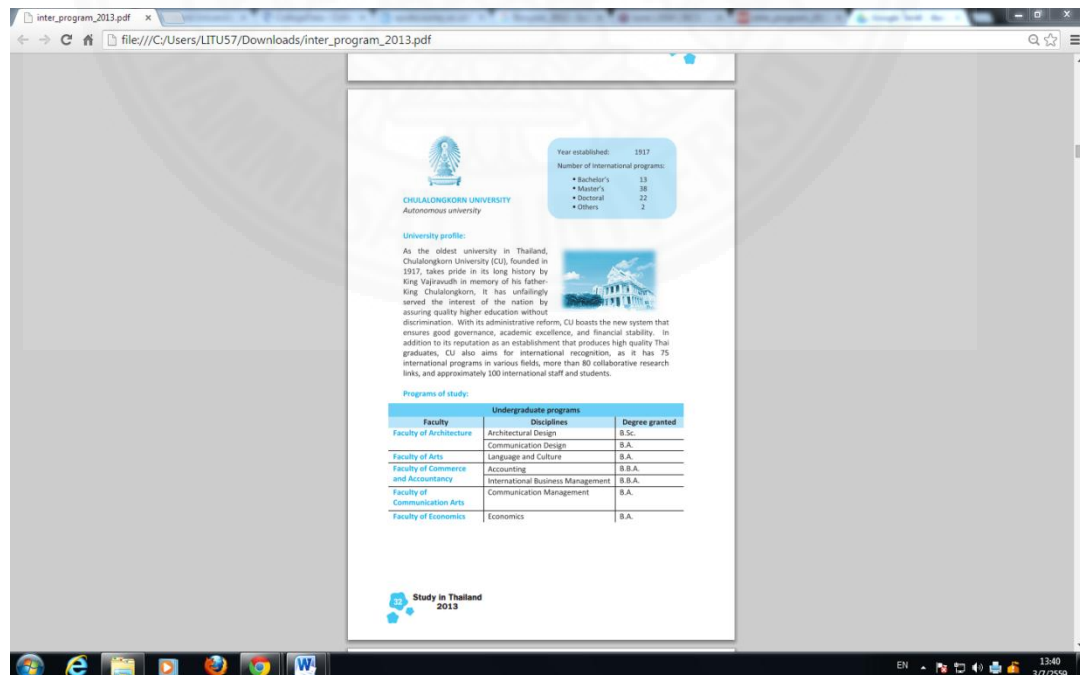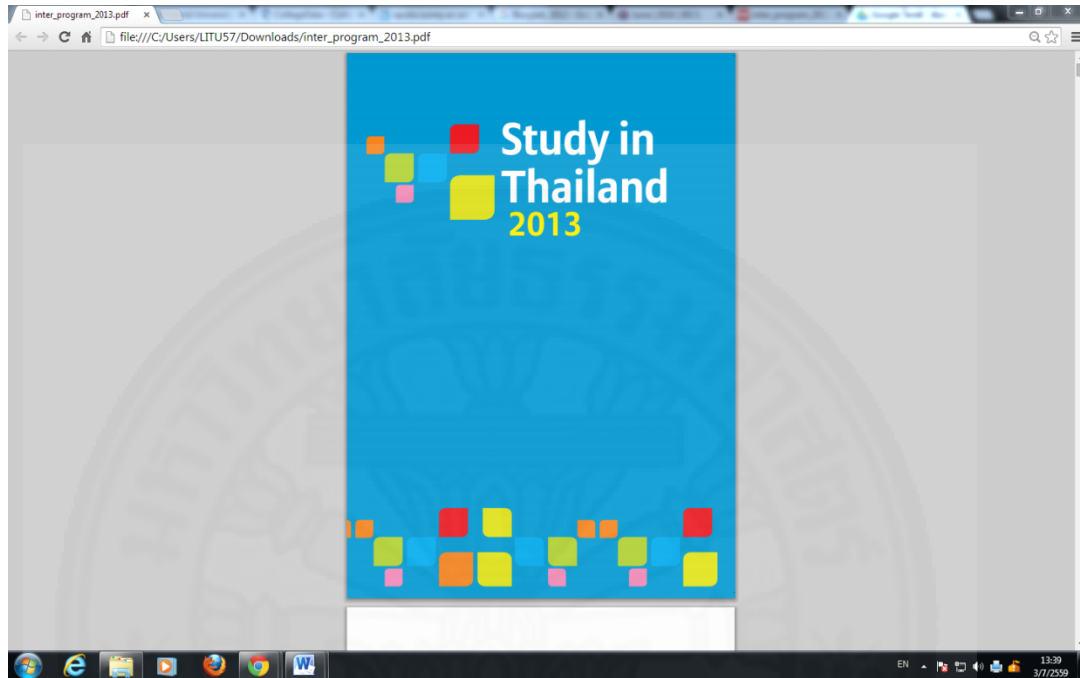
APPENDIX D

QS WORLD UNIVERSITY RANKINGS 2015/16

APPENDIX E

EXAMPLES OF ONLINE UNIVERSITY PROFILE
INTRODUCTION

US5) Harvard University

Harvard, founded in 1636, is a private, Ivy League institution. Its undergraduate college has no established "freshman program." Students sample courses at the beginning of each semester and create their own study plan with an academic advisor. At the undergraduate level, Harvard promotes close collaboration between students and faculty on coursework and research. Its popular Freshman Seminar Program enables small groups of first-year students to work intimately with faculty on any of 130 different topics. Nearly all Harvard undergraduates live on campus for the first year in dormitories and later in "Houses" led by senior faculty members. Harvard's historic 380-acre campus is located in Cambridge, across the Charles River from Boston.

UK5) The University of Manchester

Manchester is massive: almost 40,000 students and 11,000 staff make it the biggest university in the UK (bar the Open University). Manchester's continuing success is due in part to the positive experience that graduates report. The city is also a big draw - down-to-earth and friendly, but increasingly hip and happening. Shopping and bar-hopping are practically compulsory here and there are plenty of venues for both. Even just for an amble around, you can enjoy the epic architecture of the city's industrial past and vibrant present; it's all a short walk from the university. The university currently boasts no fewer than four Nobel laureates - more than any other university in the country.

TH5) Chulalongkorn University

As the oldest university in Thailand, Chulalongkorn University (CU), founded in 1917, takes pride in its long history by King Vajiravudh in memory of his Father-King Chulalongkorn, it has unfailingly served the interest of the nation by assuring quality-higher education without discrimination. With its administrative reform, CU boasts the new system that ensures good governance, academic excellence, and financial stability. In addition to its reputation as an establishment that produces high quality Thai graduates, CU also aims for international recognition, as it has 75 international programs in various fields, more than 80 collaborative research links, and approximately 100 international staff and students.

BIOGRAPHY

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