

IDENTITY CONSTRUCTION OF THAI UNIVERSITY WEBSITES: A MULTIMODAL DISCOURSE ANALYSIS

BY

MS. BENJAWAN RUNGRUANGSUPARAT

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES (INTERNATIONAL PROGRAM) DEPARTMENT OF ENGLISH AND LINGUITICS FACULTY OF LIBERAL ARTS THAMMASAT UNIVERSITY ACADEMIC YEAR 2016 COPYRIGHT OF THAMMASAT UNIVERSITY

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THAMMASAT UNIVERSITY FACULTY OF LIBERAL ARTS

DISSERTATION

BY

MISS BENJAWAN RUNGRUANGSUPARAT

ENTITLED

IDENTITY CONSTRUCTION OF THAI UNIVERSITY WEBSITES: A MULTIMODAL DISCOURSE ANALYSIS

was approved as partial fulfillment of the requirements for the degree of Doctor of Philosophy

on July 20, 2017

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Chairman

Member and Advisor

(Assistant Professor Saneh Thongrin, Ph.D.) Jand 10

10

(Assistant Professor Jantima Angkapanichkit, Ph.D.)

Member

Member

(Assistant Professor Suriyan Panlay, Ph.D.)

mon

(Assistant Professor Apisak Pupipat, Ph.D.)

Member

(Assistant Professor Kandaporn Jaroenkitboworn, Ph.D.)

Dean

(Associate Professor Dumrong Adunyarittigun, Ph.D.)

Identity Construction of Thai University			
Websites: A Multimodal Discourse Analysis			
Ms. Benjawan Rungruangsuparat			
Doctor of Philosophy			
English Language Studies			
Faculty of Liberal Arts			
Thammasat University			
Asst. Prof. Jantima Angkapanichkit, Ph.D.			
2016			

ABSTRACT

University websites are practically an online space for people interaction and for framing self-presentation to others in digital age. This study aims to study how Thai universities present themselves through their websites in English and how multimodal texts are designed to interact with the online audiences as well as to construct university identity. Multimodal Discourse Analysis (Kress and van Leeuwen, 2006) and systemic functional perspective were employed as crucial tools for analyzing online texts. Also, social constructivism perspective on Community of Practice (Wenger, 2008) and frame analysis (Goffman, 1986) were applied to explore and interpret the construction of university identity.

Totaling eight Thai university websites of both private and public universities in four different regions were continually investigated for twelve weeks from March 16th to June 1st 2016. The scope of data covered the English version of the main official homepages and the hyperlinked webpages of About, student life and news/events/activities under the main URL to find out its common and distinctive features. Verbal, visual and intertextual texts were simultaneously analyzed and interpreted to explore university identity. The study validity and reliability were supplemented by the co-rater technique and the questionnaires from the approachable university student volunteers.

The results revealed that both verbal and visual texts were relied on together to frame historical narratives and images of Thai universities. The common features and website patterns were generally found the same. The contents of information were intervolving and relating to the significant practices in the community to present and construct the university identities including the global citizen, the digital player, the care giver, the professionalism and the value holder. Multi-facet identities were dynamic based on digital ways of life as well as concerned factors of globally academic organizations.

This study argued that Thai universities used their websites as tools for both inner and outer interactions in the imagined community on the one hand. Constructed identity through online discourse of Thai higher education, on the other hand, was dialogic mediation to global arena of the prestigious educational institutions. Uniqueness of Thai university identity was also discussed for intercultural communication understanding.

The findings emphasized that the university website template could be one of learning spaces for online activities that focused on the viewers' orientation through institutional presentation of news, events, history and other information. By navigating online texts with multimodal instructions consisting of an English medium and visual illustration fundamentally found in the digital genre, the viewers learned meaningful topics of their interests. Yet, the institutional websites were designed to build up the images of Thai universities that preserved the local cultures as well as adapted global practices with their campus lives.

Keywords: Identity, Multimodal Discourse Analysis, University Websites, Digital Practices

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LIST OF ABBREVIATIONS

Symbols/Abbreviations

Terms

AP	Asia-Pacific International University
AU	Assumption University
CU	Chulalongkorn University
СМ	Chiang Mai University
НҮ	Hat Yai University
KU	Khon Kaen University
РҮ	Payap University
PU	Prince of Songkla University

CHAPTER 1 INTRODUCTION

This chapter describes Rationales, Objectives, Research Questions, Benefits of the Study, Scope of the Study and Definitions of Terms.

1.1 Rationales

The issue of relationship between identity, educational communication and public space is the mainstream argument particularly in this era of digital communication. Private and public space is sometime interchangeably in online communication. The question about how people construct identity or can be constructed through public sphere of communication is challenging. Also, how personal identity can be transformed to collective identity, especially institutional identity in the online practice is often initiating for the contribution of socio-cultural communication understandings.

For communicative purposes in daily lives, people represent selves from levels of individuals to collective units, with selected characters, and rely on social structures. Regarding Vignoles, Schwartz, and Luyckx (2011:6) looking on identity process through phenomenological lens highlight that a human could not have only one but many identities resulting in self negotiation for unity. From sociologists' views, identities of groups and administrative units are unavoidably adaptive to rapid changes of social and cultural contexts. Turner (2014:136) notes that groups residing in organizations either collaborate or compete with others involving with allocation of power, social capitals or economic resources throughout dynamic, overlapping social structures. In this sense, identity either personal or social identity, therefore, can be constructed and reconstructed throughout communicative purposes and communication context. Identity is not static but dynamic. People can identify themselves by presenting selves with speech, symbols, materials that reflect inner attributes, thoughts, beliefs, preferences, determinations and so on. Individual identity refers to consensus of one's personalities, values, obligations to others as a group and

social member, chosen material belongings, and self-identification of geographical space (Vignoles, Schwartz, and Luyckx, 2011:4).

Kress and van Leeuwen (2006:90) comment in their work of social semiotic communication that the individual and the casual emerged in a wider range of domains previously recognized as public and formal genres in both verbal and visual forms. The social structures comprise interrelations between social units under limitations of geographical as well as relational spaces in which individuals and groups are located to transfer explicit and implicit resources, and regulating cultural norms held by the social actors through symbols and activities.

In order to develop individual capability towards civil goals of which one becomes good membership of the global community, all humans require to learning about social norms by participating in formal instructed settings as well as social nurturing environment. Education as a practice of social learning is a continual dynamic process in which Vignoles, Schwartz, and Luyckx, (2011:12) remarks that the interplay between identity as self-representation overcoming in cultural, contextual platforms and challenges of social construction is needed to be a critical focus for future research with multi-methodology. At the same time, Wenger (2008: 4-5) relates practice, meaning, identity, and community altogether. Learning therefore involves doing, experiencing, becoming, and belonging to transform their individual identity to collective identity of community they engaged by experiencing through social action and social practices.

This brings about the questions to organizational cases, particularly the university setting or academic space, in which identity as self-representation is a mixture of personalized, institutionalized, socialized and more due to referential roles and brand positioning.

Higher educational institution is no longer an academic arena but also the marketplace of business competition as Bunzel (2007) and Mark (2012) suggest in their works. Bunzel (2007: 152) states that a university is both a higher education institute and a profitable corporate. Recognition of business combinations in an

aggressive marketplace turns to be increasingly significant. Marks (2012) also notes that the educational institutes after a high school level needed to compete harder with other current and new rivals to take all or fewer candidates in the market. In the time of strong competiveness in a business world, educational institutes have been experiencing the challenging period to adopt commercial concepts to survive and to sustain their uniqueness and competitiveness among both local and international universities of which marketing tools are designed to attract potential clients-students. This enlightens the importance of universities' sincerity to do what they inform their stakeholders, mainly students.

Interestingly, Marks (2012) argues that all the beneficiaries in an education service community such as executives, officers, financial agencies, partner institutes, alumni, and local as well as international learners or candidates have a broad scope of desires and diversity of perceptions on institutional pride and fame. Nevertheless, from an investigation of Whisman (2014), most universities applied commodity marketing from notable organizations with their educational institutes by paying attention to merely potential applicants while allowing no voices from the internal parties. As a result, rigorous, interactive, multimodal texts have been created in order to attract external customers who want to get the information from the universities.

Realizing a highly competitive situation among educational institutions affects its ideology as academic resources to the marketplace by making the better brand, the situation of the New Zealand university would be a clear example. Analyzing the New Zealand university brochures as advertising tools, Roggendorf (2008:99) found that higher education ideology gained from a free trade and the competitive start of the higher educational sector influenced the public representation and judgment of the universities. This supports what Bunzel (2007) states that the better brands of university concerns the quality of student and academic standing.

Using public space for meaning-making of academic institution, website is one of an effective sphere to interact people to promote self in terms of collective identity. Evidently, the world has been turning to be reachable in one touch through telecommunication bridging lives in scattered areas. Nilsson & Carlsson (2014:660) attest that "technological knowledge seemed to be a socio-economic necessity". This changing situation is happening in educational contexts. Developing from the physical concepts of personal and group presentations of selves, virtual identities could be activated in virtual spaces. In the social structures of higher education institutes, actors include not only scholars but also students and administrative staff who share physical as well as cultural resources in geographical location with technological instruments to accomplish ultimate goals of the members by regulating and communicative means. In the studies of Jaroenrat (2010) and Obee (2012), students are using social media sites to prepare for college and new jobs. As a result, the website pages, instant message (live chat and MSN), and social networking (Facebook, MySpace, and blogs) become necessary communication tools for the universities. These well serve end-users these days that rely on fast and tangible inputs in order to make decisions on continuing the study related to their investment of assets and time.

Previous studies found the same conclusion that among those digital marketing devices, websites are playing a crucial role of the external advertising communication to construct a sense of selves, as Chiper (2006) reveals his studying on the university websites in America. Also the websites as an interactional site of engagement are expected to serve these multi-facet needs of the universities for public communication to present their identities. Websites are officially institutional platform for reaching global audiences who more search information on internet than read texts from printed materials like the former generations. Regarding Boardman (2005), the website is "a collection of interlinked web pages, maintained at the same URL. The collection has a coherent structure, centered on a default page, and is usually attempting to promote the identity of an organization or person, both in terms of style and content" (pp.116-7). When considering meaningful contents involving self-representation of people and items by reading visual elements, scholars demonstrate how to analyze the non-verbal codes from materials - on and off-line (Boardman, 2005; Kress & van Leeuwen, 2006; Lee, 2015; Teo, 2007), and also Lee (2015) argues that the majority of linguistic landscape research investigates public

texts in the offline physical world rather than the online text of particular scale (p.178).

As the conclusion of previous studies, main arguments are mostly focused on the status and the main impact of online communication, identity and academic institution. The studies are mainly in western contexts, showing that the status of academic institution has been transforming into the business world as the marketing place rather the service place of knowledge. The important role of online communication, particularly university websites, which serves digital practice of younger generation, are highlighting people interactions as well as the space of presenting sense of identity. Most of studies have separately exploration in varying field and theories, the field of linguistics and social theories. Few studies have considered the relationships between online communications of institutional website patterns in general and the way in which identity construction through university websites in particular.

Looking closer to the current context of universities in Thailand, which have likely been challenging their role among the changing concept of administration and the pressure of competitiveness for higher education, Thai universities have rather become more autonomous university and self-administered regarding the standardized measurement of Office of Thai Higher Education Commission that encourages public universities less financially rely on the governmental support. At the same time, some of higher education institutes of Thailand in collaboration with Australian universities have initially established the network called 'Engagement Thailand' aiming to develop Thai universities' research, administration, skills, and global recognition for social service (Engagement Thailand, 2014). As a result, there is abundance of expectation and commitment obliged the universities and their stakeholders. It was suggested by Jaroenrat (2010) that the universities themselves together with concerned stakeholders including Thai government as well as higher educational policy planners should develop recognition of quality assurance and representation on quality reputation. Moreover, the concern about internationalization has increasingly been brought to assess the universities' performances and promoted through their institutional websites.

In order to enlighten Thai educational institutions which have challengingly been entering into ASEAN community competition, the study aims to identify features including forms, structures and functions employed for construction of identity in the online sites as a vital digital instrument to address institutional highlights and engage with their viewers. From many studies, identity construction has existed in personal texts and public media where the lives, experiences and their cultures were reflected (Benwell & Stokoe, 2006; McAdams, 2011; Weber and Mitchell, 2008) through interactions (Bamberg, De Fina & Schiffrin, 2011; Denzin, 1992). Undeniably, multimodality is a crucial instrument necessarily applied in analyzing data sets of university websites (Chiper, 2006; Hyland, 2012; Jenkins, 2014; Saichaie, 2011) for different purposes such as their self-representation, internationalization, gender, education and from different perspectives, for example, decision making for college choices, criticizing adaptation of internationalization in various continents.

The university's English websites are intercultural communication that combines multimodal elements. The official English websites are not only a big mirror for institutions themselves but also interactive spaces for their members to interpret identity constructed with specialized practices. In this study, I take a point of view that is different from other previous studies. My initial aim is to survey features of the university websites in Thailand that leads to further objectives for identifying the common features of the investigated websites. The realization of those characteristics is employed to interpret identity and explain identity construction on the university websites. To accomplish all these goals, both verbal and visual texts are critically analyzed with regard to Multimodal Discourse Analysis (Kress, 2010; Kress & Van Leeuwen, 2006) supported by Systemic Functional Linguistics (Halliday, 1977; 1987; 2005; Halliday & Matthiessen, 2004; Hasan, 2004). Moreover, markers of identities, concepts of social practices (Wenger, 2008) and the websites as digital practices are employed to reveal identity construction of Thai university through the websites. Affirmatively, the analysis promotes researchers in discovering multilayered, inter-discursive features of digital materials more often than they did in the past.

1.2 Objectives of the Study

The study aims to accomplish the following objectives relating to Thai university websites' features, identities, and their relationships between these components.

1.2.1 To investigate common features of English websites of Thai universities.

- 1.2.2 To identify distinctive features of English websites of Thai universities.
- 1.2.3 To interpret identities of Thai universities on English websites and explain the relationships between the features of English websites and the identities of Thai universities.

1.3 Research Questions

The research objectives are converted into four explicit research questions as follows:

- 1.3.1 What are common features of English websites of Thai universities?
- 1.3.2 What are distinctive features of English websites of Thai universities?
- 1.3.3 What are identities presented on English websites of Thai universities? and how are identities constructed on English websites of Thai universities?

1.4 Benefits of the Study

- 1.4.1 Recognize common features of English websites of Thai universities.
- 1.4.2 Obtain distinctive features of English websites of Thai universities.
- 1.4.3 Disclose social and digital practices of Thai universities discursively embedded in the English websites.
- 1.4.4 Reveal multiple identities of Thai universities underlying in the English websites.
- 1.4.5 Provide better understanding of multimodal discourses as means of selfrepresentation of Thai universities through websites.

1.5 Scope of the Study

The official websites of Thai public and private universities in four regions of Thailand including central, north, north-eastern and south have been analyzed with a focus on identity construction through contents and visual messages. The sources of data comprise the English homepages and webpages of 'About us', 'Student/campus Life'. Also, the hyperlinked pages related to news, events, activities as presented on the homepages were included.

The hyperlinks to any other main URLs beyond the university main address such as the webpages of departments, faculty or provincial campuses were excluded in this study.

1.6 Definitions of Terms

Multimodality discourse analysis refers to a study of visual and verbal elements of texts in university websites to systemically consider the pattern of text and the practice through text (Kress and van Leeuwen, 2006).

Identity means the agreement of university's characteristics, positioning, roles, referential groups and spatial reference produced on institutional websites to show who they are. The term of identity in this study includes but not limited to self-representation and community of practices. This definition was developed from the studies of Bamberg, De Fina & Schiffrin (2011); Varien & Potter (2008); Weber & Mitchell (2008); Wenger (2008).

Self-Representation means university representatives' behaviors, symbols, design and speech in university websites. This definition was adapted from Askehave, (2007); Goffman (1959); Saichaie (2011).

Thai University Websites refer to selected institutional English webpage collection including homepages and related webpages of eight universities in Chapter 3 section 3.2

Homepage are "the web presence for an organization or person, closely linked to the identity of that organization or person." (Boardman, 2005:106)

Hyperlink is "part of a web page that enables the reader to jump to another webpage by clicking on it with the mouse." (Boardman, 2005:106)

Hypertext refers to "electronic text in which documents are linked together with hyperlinks." (Boardman, 2005:106)

URL refers to "Uniform Resource Locator – a website address" (Boardman, 2005:116)

CHAPTER 2 REVIEW OF LITERATURE

This chapter includes the main concepts and relevant literatures to three topics which are Multimodal Discourse Analysis and Textual Analysis, Identity and Identity Construction, and Relevant Research.

2.1 Multimodal Discourse Analysis and Textual Analysis

In this section, Multimodal Discourse analysis as the most critical tool for analyzing the university websites was explained followed by other concepts of textual analysis including Systemic Functional Linguistics and Metafunctional Dimensions, Text and Context Analysis, Intertextuality, Media Discourse, and Online Discourse.

2.1.1 Multimodal Discourse Analysis (MDA)

Importance of multimodality in human language and linguistic research was more critically driven by Kress et al. (2005). A multimodal approach to sense-making offers more precise and more complete concepts of language and else (Kress et al., 2005:2). From this perspective, a wider range of opportunity to interpret meanings from paralinguistics rather than merely verbal texts by investigating underlying, uncovered messages with awareness of written forms and structures and their meaningful differences that possibly became a pitfall in communication and interpretation.

In a broader view, Bezemer (2012) asserted that multimodality was an inter-disciplinary methodology for understanding communication and image that were beyond language. Furthermore, Kress et al. (2005:21) stated that insightful elements of multi-modes were taken regarding one's culture to reach a specific goal. Multimodality relied on the hypothesis that meaning was created through the multiple means as called modes to form a culture for that purpose.

Deeply inside analytical layers, Bezemer (2012) described that a framework of multimodal methodology was based on sense making through

multi-sensory modes of communication such as verbal, visual, kinetic through a written or spoken format to represent the contents in a variety of situations. This agreed with Kress (2010) who explained that the multiple means of visual tools were composed "to present, to realize, at times to (re-) contextualize social positions and relations, as well as *knowledge* in specific arrangements for a specific audience" (p.139). In addition, it was suggested that the frequently employed modes included not only linguistic but also paralinguistic codes, for example, colour, movement, snap pictures as well as audio clips with 3D effects. However, these should appropriately serve representative and communicative purposes (Kress, 2010).

Referring to Kress and van Leeuwen (2006), visual texts developed from grammar of language based on SFL basis were comparable to verbal ones by allowing viewers read represented information resulted from cultural backgrounds and writers' design. Actions and eye contacts of participants performed processes like verbs in verbal communication. Color, size, and angles of participants could convey meanings similar to verbal speech. While composition of images reflected writers' intention, framing reveal connectedness of information. Information structure of visual design included Theme-Rheme, Topic-Comment and Given-New that relate with semiotics of space and place. Horizontal orientation (left-right) was diverted by cultures of different languages. Vertical dimension was another code telling what was ideal and real. However, in case of non-linear texts, the viewers deliberately chose their own reading path in which a starting point was where attracted their individual interests.

Furthermore, Van Dijk (1998) suggested the psychological importance of graphic structures on receipt of critical points as comprehensively interest controllers as well as insightful markers that possibly improved viewers' understanding and memorizing. At the same time, Kress & van Leeuwen (2006) commented that readers could perceive characters, moods and tones through representation of actors, goals and vectors because of multiple elements in visual images. Moreover, the structures of those

components were intently design, forwarded and viewed on the social institutional purposes. As a result, they represented ideology and reproduced the reality through complicated layers of semantic aspects in the formal-look.

However, visual images were not a definite substitute of verbal messages. Kress & van Leeuwen (2006:61) argued that usually the process was represented only visually, and the written text either did not paraphrase it at all, or provided contradictory or even misleading glosses. In the previous version of Kress et al. (2005:42), they agreed that there was possibility in interpretation among readers with varied background in a way that people as sign-makers of all signs recognized their own pasts and attention. As a result, interpretations always varied, while all encoders paid our attention to the sign-making.

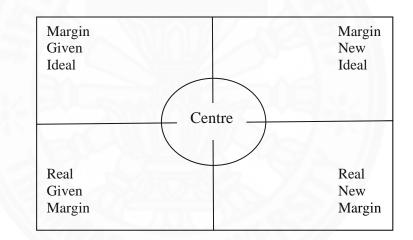


Figure 2.1 Spatial map for visual image reading (Kress & van Leeuwen, 2006)

According to Kress & van Leeuwen (2006:57) the crosscut axis could be interpreted. Horizontal elongation resulted in a shape to incline towards the type of structure in which 'Given' represented what appeared on the left and referred to information known by the reader that performed a 'departure point' for the contents. On the other hand, what was placed on the right was called 'New' which meant unknown information deserving readers' attention. The central point of the whole image space was the key area paid attention by viewers. Regarding layout of visual representation in Figure 2.2, Kress & van Leeuwen (2006:57) attested that positions of texts placed on templates implied their communicative functions. Vertical elongation constructed a more prominent difference between top and bottom, therefore a prejudice towards hierarchy in opposite direction commonly identifying the most significant appeared on top, whereas the less dominant was consigned to the bottom.

Closely looking at a communicative process in an image, Kress & van Leeuwen (2006:62-63) proposed the diagram of narrative structure (Figure 2.2) to explain elements of action processes of images that was similar to many realistic images, and stories were related to person or living things and the objects they did. Much more meaning in the stories was converted into verbs than in other non-narrative writing genre. This framework was called a single person/item 'Actor' if no any other one to be targeted with action. When visual illustration had only single participant, s/he was often an Actor. The ensuing structure, namely non-transactional process was the action without 'Goal' or point at any points.

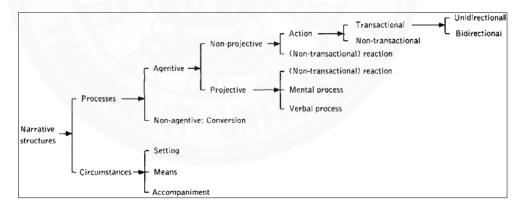


Figure 2.2 Narrative structures in visual communication (Kress & Van Leeuwen, 2006:74)

On the other hand, the target of an action in a visual image became 'Goal' when the 'Actor' interacts in any mean with participants. Kress & van Leeuwen (2006:64) advised that "the Goal" was the participant at persons or objects the vector was pointed, so it meant the participant to persons or objects the action was completed, or on persons or objects the target was focused. They also suggested that in case of unknown actors, the context surrounding the targeted participant or Goal without identification of actors was called 'Event'.

Interestingly, Kress & Van Leeuwen (2006:67) described the double set of transaction through visual representation analyzed through reactional processes in which the vector was shaped by an eyesight, by the glance of single and multiple represented participants, the process became reactional, and focused on Reacters who must really be human, or a recognized animal with communicated eyes and facial expression ability, together with Phenomena.

Originally, semiotics had been developed from the study of signs, which is originally introduced by de Saussure who specified the internal relationship between the sign and the signified arbitrary and varied by cultures. Sign required the designated message (the signified) communicated through forms of mediated tools (the sign). Unlike de Saussure's concept of sign, semiotics mainly focused on the concept of symbol which was used for making a meaning as declared by Kress (2003:44) that this was the sign methodology regardless of mode and level. It was applicable to writing, speech and visual presentation. This reflected that signs are constantly meaningful concurrences of signifiers and signified. Also, this implied that the signifiers could be employed to create hypotheses about the possible signified in any particular context since the chosen form was the most appropriate expression of the signified.

Semiotics could be applied to elaborate the concept of sign to identity. Harrison (2003) and Otubanjo (2012) described benefits of semiotic view used for understanding corporate identity because signs could make people recognize the process in which organizational truths was constructed and the functions performed by organizations in creating these realities. As the texts had been encoded with signs in not only verbal but also visual forms, Mayr (2008:33) argued that the symbolic picture represented interactions between participants and served for a marketing purpose by employing constructive lexis indicative of publicity to promote itself as a viable commodity that was simultaneously attentive to preserve a *caring* image for its students. These therefore developed them into prospective clients.

Semiotics could be applied to the study of literary texts with a storyline which was called historical semiotics (Lotman, 1990). In spatial aspect of symbol, Lotman (1990:194) saw symbolic mechanism of place through code interpretation and illustrates that the city meant the place of confrontation among various national, social and characteristic conventions and texts, at the same time, it was the space of hybridization, reconstructing, semiotic interpretations, and else that influentially generated new information.

Visual texts conveyed surfaced as well as symbolized messages that were decoded by culturally shared participants. Also, Chaney (1996:101) argued that our environment was full of other sorts of visual clues. These included advertising imagery, the signage of commercial and public buildings and the clutter of street furniture, litter and the iconography of public spaces. Hyland (2011) suggested that personal homepages of academics were selfrepresentation tools with portrayal of given information categories such as photo, position, research focus, and provided space for free-writing about oneself. These signaled personal presentation and interests through institutional narratives. However, the freedom of locating personal information was controlled by the institutional authority.

From my perspectives, visual images were a product created from authorized agents who might be actors, participants and gatekeepers with their selection of presenting what they intended to share with audiences. The perception of the single verbal code was differentiated by the viewers' background knowledge and experiential sources that were first and/or secondary. The written language, as a result, could not portray the single, static form of interpretation. The represented illustration suggested more objective meanings with examples or representative items. For instance, 'a flower' was a noun referring to a part of plants contributing beauty and providing seeds for breeding. The flower was drawn in individual's mind differently such as a rose, a sunflower in different colors, sizes and other attributes. When the sender of communicative event specified the term ' flower' with the visual item, it seemed to be clear that the selected one became a representative of the meaning intentionally conveyed.

Regarding Askehave's comparative study of multiple university prospectuses for international students (2007:725), obviously business alike the texts were in a way that many discourse kinds of higher education including leaflets, advertisements, postcards, booklets and home pages of websites had turned to completely advertising texts in their own ways, not trying to show or hide their main purpose for attracting fee-paying learners' admission.

Discourses for a business purpose of universities exist in current promotional texts available on and off-line channels. These communicative instruments evidently reflected a real aim of self-presentation and expected returns of the educational institutes. Comparing educational institutes as business organization which offered its service of learning process, Saichaie (2011: 79) disclosed that the 'About' webpages of American universities drew up methodology of discourse for projecting expected outcomes of its members. Finally, the discourse appeared to present an overview of the range of extraordinary and related components of the institutes' past events. Such discourse served as a marker for the future outlooks of the organizations and others who went into and left their ranks.

Discourse analysis was a significant device of understanding linguistic together with paralinguistic features and contexts. When those messages were communicated to readers, texts were seen as no solely single-layer to be interpreted. The discourse system had been dominantly segregated from discourse communities as Scollon, Scollon & Jones (2012: 8) clarified that

discourse systems means broader communication systems in which members of communities engaged. Rogers (2004: 5) insightfully argued its multi-layers that discourse was a package of consuming, energizing, allocating, and recreating processes that engaged with the society.

According to Kress's perspective (2003: 47), discourse developed from interpretative texts by readers and related to human's practices and social contexts. He stated that text was the consequence of public matters and tasks that utilized representational resources to realize social issues. Two of these were crucial in the analysis approach. First, the situation expressed the contextual relations of participants in social settings identifying participants, functions, taken roles and enacted power, and environment elements. The presentation of these social events shaped a certain pattern of texts called *genre*. Second, the social events of mentioned issues and topics after Michel Foucault's work were called *discourse*.

In addition, Halliday (1978:23) attested that the culture formed our behavior models, and a great matter of our performance was mediated through language. Furthermore, Van Dijk (2006:116) argued that ideology as a belief system that was communicated and commonly recreated in their members' social practices and more specifically acquired, guaranteed, altered and achieved through discourse. From these scholars' perspectives, analyzing texts took all linguistic elements from single unit to united elements of content and context into consideration. Therefore, not only semantic but pragmatic aspects were analyzed to identify meanings, purposes as well as features of the texts with regard to the society and cultures in which they engaged.

2.1.2 Systemic Functional Linguistics

Halliday's view of language as social semiotic was basically developed an approach of systemic functional perspectives on language which widely called as Systemic Functional Linguistics – SFL (2005) or Systemic Functional Theory, in particular focusing on language grammar. SFL approach consider metafunctional aspects of languages, which were interpersonal, ideational (experiential) and textual. Mainly, describing functional structure three functions by using formula as follows,

Interpersonal structural formula:

 \underline{S} ubject + \underline{P} redicator + \underline{C} omplement(s) + \underline{A} djunct (s), Ideational structural formula:

Actor (Participant(s)) + Process + Goal (Circumstance(s)) Textual structural formula:

Theme + Rheme

Given + New.

Halliday (2005: xxii) stressed on roles of functions in use by giving the comment that none of these three structures were ranked in priority. One did not choose as a representational content before decorating in the proper speech function, but all options were immediate.

In Figure 2.3, the ideational aspect combined logical and experiential metafunctions. The textual aspect covered cohesive and coordinating elements.

metafunction		ideational		interpersonal	textual			
rank [class]			logical		experiential			(cohesive)
clause		complexes (clause -		~~~~	TRANSITIVITY (process type)	MOOD MODALITY POLARITY	THEME CULMINATION VOICE	COHESIVE RELATIONS
phrase	(prepositio nal)	phrase -			MNOR TRANSITIVITY (circumstance type)	MINOR MOOD (adjunct type)	CONJUNCTION	
group	(verbal)	group -	INTERDEPENDENCY (parataxis/hypotaxis) &		EVENT TYPE ASPECT (non- finite)	FINITENESS	VOICE DEICTICITY	REFERENCE ELUPSIS/ SUBSTITUTIC
	(nominal)		LOGICAL- SEMANTIC RELATION (expansion/projection)	MODIFICATION	THING TYPE CLASSIFICATION EPITHESIS QUALIFICATION	PERSON	DETERMINATION	CONJUNCTIO
	(adverbial)			MODIFICATION	QUALITY (circumstance type)	COMMENT (adjunct type)	CONJUNCTION	
word		word)		DERIVATION	(DENOTATION)	(CONNOTA- TION)		
information unit		info. unit complex		ACCENTUATION		KEY	INFORMATION	
			complexes	simplexes				
		A "functi	ion / rank matrix* for the (ii) columns show me	grammar of Englie tafunction, and (iii)	h, where (i) rows sl capitals show syst	how rank and pri əm(s) in each ce	mary class, Il	

Figure 2.3 Function/rank matrix for the grammar of English (Halliday, 1973:141 cited from Martin, 2014:8)

From Halliday's clarification (2005:xxiii), ideational dimension dealed with combination of process and participants. The interpersonal aspect occurred throughout texts rather than identical units. Yet, textual semantic features appeared like periodical patterns or cycle.

Regarding Kok (2004:142), Halliday's functional systems for languages that had been adapted from O'Toole (1999) illustrated functions and ranks (clause, verbal group, nominal group, adverbial (also preposition group) and word (also lexical item)) in three metafunctional aspects: ideational (experiential and logical), interpersonal, and textual. Also, Halliday (2005:xxiv) suggested that the complex cases required critical consideration if the same words, for example "Yes" or "No" performed its functions in either the ideational or the interpersonal aspect. The ideational aspect could be defined as well transitive with actor identification or intransitive view in which medium and/or agent was involved because of non-interactant.

In addition, Hasan (2001:6 cited in Hasan, 2014:12) clarified Action, Reaction and Contact as three elements of experience for establishing social practice, whereas Field, Tenor and Mode became an apparent instance to work with the ground on which context of situation is recognized (Hasan, 2014:12). Moreover, Halliday (2005) identified three characteristics of linguistic contexts including "field" focusing on the social action, "tenor" pointing at interactants' statuses and roles, and "mode" revealing roles of texts with impact the whole event (p.xxi-xxii). Matthiessen (2009:12) remarked that systemic functional linguistics was an open system changed and enhanced by language users throughout the time. At the same time, Hasan (2014:20) classified *ideational* resources into <u>field</u> parameter through **action**, *interpersonal* ones into <u>tenor</u> through **relation**, and *textual* ones into <u>mode</u> through **contact**.

Regarding Hasan (2009:184-5), the performance of action in the field system could be divided into 'bounded' and 'continuing'. Bounded activities happened at a certain space and temporal context, whereas

continuing actions required ongoing process in which different situations for diversified so called 'stages' of action, and some stages possibly took place recursively each on a spatial-temporal site; the conclusion of each divide but relevant processes would contribute to a final stage of success.

In this sense, the interweaving actions could be analyzed as sequential or mutual sets of events. In addition, Webster (2009:3) stated that "the grammar "transforms experience into meaning"; the grammar was itself "a theory of experience." With this regard, the interpreted actions became experiential processes conveyed to readers.

Regarding Hasan (2014:6), the condition of which systemic functional linguistics linked texts with contexts: the need of correlation between linguistic and contextual features obliged a crisscross on both text and context by employing that hypothetical concept of 'realisation'. This relation was in need for register classification to descend the ground.

Unsurprisingly, there were similarities and differences between text structures regarding the contextual configuration (CC) of the same type as Hasan (2014:10) emphasized that the real structural pattern of a text was its uniqueness. It was recognized by its consistency of the aiming and wording of the speakers in corresponding to the situational context. The text was realizing in a particular type of CC. The register study aimed on researching the regularities between the CC features and their textual realization.

Also, 'option' of a system as a network called sys-net had been defined by Hasan (2014:17) as the so far undisclosed attribute of a potential shown in the system as possibly referred to 'select-able'. 'Choice' was employed option for more investigation of a particular property; the analysis could extend by each option employed as an entrance into the next scheme.

From the figure of linguistic studies in relation to other fields of scholarships around thirty years ago of Halliday (1978:11 cited in Matthiessen (2009:17), the relevant portion was depicted to illustrate 'language as

knowledge' linking to "internationalization production and understanding". Regarding Figure 2.4, the linguistic codes used in *marketing* has 'recommending' and 'promoting' processes. At the same time, linguistics for *educational* purpose dealed with 'expounding', 'enabling' and 'empowering' procedures. Moreover, *organizational* linguistics communicated through 'regulating' system. Broadly, these features were collective in extensive level of linguistic analysis methods.

Regarding Halliday (1977: 63-64), when text was situationally interpreted, he pointed out that it was the text which presented forms of relationship in the context. These patterns, the individual semantic trends and designs placing the text in its surroundings, comprised the "register"; each of them could be taken as an example of a textual class that was described by the record in question. The situation of field, tenor and mode cooperatively established the register and by this way served as components of the text.

field: socio-semiotic process		register focus			
		wide	intermediate	паттоw	
expounding		language description, multlingual studies, multisemiotic studies,	educational linguistics [1] academic literacy	educational linguistics [0] epistemological linguistics	
reporting		computational linguistics, linguistic computing, discourse analysis		media linguistics forensic linguistics	
recreating		anaiysis		artistic linguistics (literary stylistics)	
sharing			1		
doing					
recommending	promoting			marketing linguistics	
	advising			clinical linguistics [0]	
enabling	empowering	PAL U	educational linguistics [2] academic literacy		
	regulating			organizational linguistics	
exploring			academic literacy	ethical linguistics	

Figure 2.4 Field of socio-semiotic process & register focus -intermediate & narrow (Matthiessen, 2009:30)

In the sample of systemic-functional linguistic approach applied to genre of advertisement, van Leeuwen (2005:75) showed realizations of a question and 2^{nd} person address in the initial stage of suggesting audiences probably facing problem. Next stage was offering a solution with realization of a product's name. Then realization tools: statements, material clauses (nominalizations with agent-the product) and also 3^{rd} person were used for the

stage of describing the product's benefits. Again, the name of product was realized in the stage of reinforcing the solution. Finally, giving a reason for the audience stage was reached by realizing the use of the reason conjunction, the statements, the 2^{nd} and 3^{rd} persons and the relational clauses.

Kuswoyo et al. (2013) applied theme-rheme structural framework of textual metafuctional aspect with the political slogans in America and realized unmarked themes that were not explicit action such as 'Let's' and rhemes were the following parts fulfilling the clauses e.g. 'forward' needed clarification of contextual aspects including field, tenor and mode. In their samples, fields were about political campaign backgrounds where the slogans were communicated. At the same time, politicians' current statuses and situations were criticized. On the other hand, means of communication such as written form, public, prospective audiences were identified.

From much research, the systemic functional elements were beneficial to demonstrate the significance of subjects as either the actors or carriers. The processes were identified to state the roles and statuses of the participants. The attributes and manners were supportive in describing the being states and characters of the participants. By these reasons, the current study employed the SFL for exploring the features of the verbal texts on the university websites as the online sites of self-presentation.

2.1.3 Text and Context

Text was defined in different ways. Hoey (2001) defined the text as apparent proof of intentional interactiond between writer (s) and reader(s), in which the producers manipulated the personal interaction and typically produced nearly all of the language. Regarding Fairclough (2003), any parts of practical language became a `text'. Beside verbal codes, the 'text' that was defined by Fairclough also included visual images and audio data found in media genres such as films, TV programs. For McKee (2003:48), the texts could be demonstrated to influence cultural ways of making meanings through practices. In addition, the text revealed emotional functions of languages that relied on parts of speeches such as nouns, adjectives, adverbs. Regarding Thompson & Hunston (2000:6), evaluative roles of the texts consisted of expressing senders' attitudes or viewpoints by reflecting his/her personal and community's social values, establishing and nurturing interpersonal relationships between the senders and the receivers, and constructing discourses. By this means, Thompson & Hunston (2000) suggested that "adjectives: splendid, terrible, surprising, obvious, important, possible, untrue; adverbs: happily, unfortunately, plainly, interestingly, possibly, necessarily; nouns: success, failure, tragedy, triumph, likelihood; and verbs: succeed, fail, win, lose, doubt)" could signal evaluation of text producers at a lexical level (p.14). As a result, text evaluation referred to the indicators of subjectivity, comparison and value (Thompson & Hunston, 2000:21).

Not only paying attention to linguistic analysis, but textual analysis involved interdiscursive analysis by which interrelations among discourse, genres and styles are examined (Fairclough, 2003:3). Taking context into consideration, Helder (2011:11) suggested that all four elements were needed for textual analysis. These were sentence context, textual context, situational context and social context.

From the review of relevant studies, Chaney (1996:62) summarized that there were three steps of textual analysis which were identifying text attributes, categorizing those features into classified types and deconstructing 'cultural meanings' of the texts. Even though Helder (2011:12) argued that participants' life-worlds (individually cognitive conception) influenced their text construction and interpretation, those processes did not symmetrically reveal relations to social matters and reality but discursive ones based on experiences of individuals. In order to analyze the connectivity of the texts, Gee (2007:123) advised cohesion as a linguistic tool with a wide range covering conjunctions, pronouns, demonstratives, abbreviation, various kinds of adverbs, as well as repetitive words and phrases.

The development of architecture paralleled with linguistics, and visual design of artwork as well as buildings and landscapes could be interpreted to reveal signified connotation. The concepts of modernism and postmodernism could be illustrated comparatively in Table 2.1. When considering the literatures, the modernism concepts included relations of one to the others as a change results from some caused. In return, these led to many consequences. There was also an attempt to create the meanings of events by independent definitions that corresponded to 'capitalism' in an industrialized society. These modernism producers ignored historical impact but instead respected in human power to establish the truth with his freewill and strength throughout many decades until the beginning of the twentieth century.

From Table 2.1, the modernism attributes were explored to emphasize the wealthy society of which the forms and structural components were highlighted in order to address their physical existence and unify uncomplicated features. On the contrary, the post-modernism characteristics focused on sub-elements and relevancy to humanistic backgrounds. Applying the concept of literary studies, the university websites could construct their identities through multimodal representation of narratives and illustrations of their community of practices.

Also, Rahn (2011) highlighted that the trend of modernism literatures had moved from mainly well-being characters to marginalized actors who fell in economic suppression and social abundance.

As this pair of modernism and postmodernism was not yet employed to analyze the visual data of the university websites, this study also brought it into discussion that might be helpful to disclose underlying identities through visual designs.

Modernism	Postmodernism	
reductivism	pluralism	
simplicity	complexity	
homogeneity	heterogeneity	
unity	fragmentation	
anti-history	nostalgia	
absolute	relative	
hierarchy	anarchy	
presence	absence	
centring	dispersal/decentring	
depth	surface	
signified	signifier	
metanarrative / grand narrative	anti/little narrative	
determinacy	indeterminacy	
macroperspective	microperspective	
capitalism	late capitalism	
Fordism	Postfordism	
colonialism	postcolonialism	
structuralism	poststructuralism	
industrial	postindustrial	
universalism	contextualism/regionalism	
causality	intertextuality	
paranoia	schizophrenia	

Table 2.1 Comparison of modernism and postmodernism concept (Prasertsuk,2014:197)

2.1.4 Intertexuality

As text production served the most comprehensible function, each text interrelated with other former and latter texts. This emphasized linguistic nature of relationships among different pieces of texts resulting in complicated skills for readers to accomplish the communicative goals of the authors. This was in accordance with Allen (2000:1) who suggested that 'Choice' was employed option for more investigation of a particular property; the analysis could extend by each option employed as an entrance into the next scheme.

In the world of words and meanings, Vygotsky (1962: 121-2) raised the interesting issued about linguistic change and its interpretation in a dynamic environment that the word might initially symbolize one object and later became involved with another, like an overcoat, worn by different owners might construct us one character and transform to another. Linguistics did not recognize that the historical development of language as well structured meaning, and its mental nature also adjust. From archaic simplifications, verbal thought emerged to the most theoretical concepts. It was not only the meaning that altered, but the means by which reality was simplified and revealed in a word.

Therefore, texts and denotation meanings were never static from time to time. In the other words, they were designed and played by producers who created them for conveying intents and connotation meanings. Historically, interpretations of the same texts were continuingly altered.

Regarding Rose (2007:142), intertextuality referred to the meanings of any one digressive image or text relying on that single one and the meanings passed through other verbal and visual codes. As a result, the readers negotiated and interpreted literal codes with pragmatic dimension when going through texts. In addition, Worton & Still (1990:1-2) stated that texts were open to independent readers who were first audiences reading the texts but later became the first hand producers creating their own lively interpretation with regard to their experience and knowledge relating to the texts.

At the same time, Adami (2013) suggested that hyperlinks performed interactive function with viewers. The visual-verbal icons signaled further actions that contributed changes on the website screen. In addition, Vasquez (2015) found the online reviews of products intertwining customers' comments with offline texts. At the same time, the digital feedbacks were referential to others who were in the same status as consumers but might or might not hold the same perspectives. Also, the comments were intertextual to one's self historical posts.

2.1.5 Media Discourse

Locus of Attention (LOA) was employed for evaluating print advertisement: pulling viewers' interests interpersonally, communicating advertiser's intent ideationally, and developing main ideas textually (Yuen, 2004). Upon the cultural text representations on media, cultural understanding supports stories and subjects. Different forms of media or information technology transformed the authentic experience and its representations (Denzin, 1992). From this perspective, interactionist scholars paid more attention to messages containing the truth while less regarded genres adaptive to varied communication channels.

When Edelheim (2007) analyzed the airline's brochures created for promoting tourism in Australia, it was found that the image of activities mostly reflected facilities and indoor illustration in the cities whereas the pictures of outreach areas presented natural resources and outdoor activities. In addition, a majority of ethnic groups illustrated in the samples were Caucasian with blonde hairs. Yet, females were presented in less outgoing and found in more passive contexts. The male peers were found in more active activities at outdoor sites.

In digital platforms of newspapers in Germany, Great Britain and Poland, Tereszkiewicz (2012) found the key components of the news abstracts on the website included headlines, leads, visual items and links to full stories. The basic structures of headlines were nominalization, verb reducing clause, and intensive unit.

Analyzing the prospectus of University of Stirling, Askehave (2007) found that there was an attempt to draw readers' attention not by emphasizing academic merits but by imitating the tourist industry, 'selling' the place

(Stirling/Scotland) and its people and facilities to potential students" (p.732). Mayr's (2008: 22) study sample of the university's bulletin selling the programs showed 'consumer-oriented' relationship between students and universities. The result elaborates the boundaries between information ('The University was founded in 1900 and currently has 15,000 students') and persuasion ('The University is set in a *beautiful* 200 acre parkland campus'; 'Graduates of the University are *greatly in demand by employers*') were blurred.

These efforts of media discourses in higher education agreed with Lotman (1990:192) who remarked that there was a sharp increase in valuemarketing: what existed and had presented existence and 'our own' was negatively valued, while 'what was yet to come into existence in the future and was 'someone else's' was highly valued. Denzin (1992:78) also highlighted that the cool communication forms (satellite and cable TV, telex, fax machines, instant electronic communication [electronic mail]) had produced a global village predicted not only shared humanness, but on marginality and cultural and racial differences.

In order to understand how identity was impacted from social convergence and digital devices, many studies (Mickunas1994; Carrington 2015; Crystal 2001) showed the same conclusion that social media and online communication on internet platform could facilitate users as a mediated tool for displaying identity, sharing/collecting information as well as socializing. Mickunas (1994:159) stated that current modern globalization, the cultures absorbing modernization could not merely treat it as an ideological content to be either contested or compared; it came in forms such that in order to understand that its language had to conflate with the modern bearer of the language: mass media technology.

Considering the internet as one of media channels, Crystal (2001:197) remarked that the distinctive features of internet discourse on the websites easily kept readers away from linear-viewing by using multimedia techniques.

The viewers were allowed to read the non-linear online texts from their experience and interests that were resulted from producers' designs mostly found in commercial texts. The information could be arranged in multidirectional spaces with hyperlinks on the lists obviously offering choices to other webpages or hidden in other areas. Yet it was a must to establish structural, verbal and visual coherence as well as strong attack of interactive communication with a current tool of color elements on the webpages.

Educational institutes as units of business require virtual, ideological representation or identity. University website was widely argued to be a virtual place for the institution that served as the provider of intellectual development, leadership opportunities, and career preparation, not the individual qualities of the students (Saichaie, 2011:78). Organizations also relied on visual images in constructing their identities as many corporate identity practitioners had (and have) their roots in graphic design and understandably a good deal of importance was assigned to graphic design (Van Riel & Balmer, 1997:340). However, it was recommended in the language classroom to provide visual literacy with multiple interpretations as the learners should be aware of visual images meanings that were "socially constructed and cultural dependent" (Goldstein, 2008:9).

2.1.6 Online Discourse

This current study mainly focused on online discourse as platform of designed text and creating meaning to construct self-identity of academic institution. Previous studies, for example Aaker & Joachimsthaler (2000), explored patterns and genres of online texts and found that they comprised six tools including website, email, web PR (personal homepages, webboard & types of chat room), advertising and sponsored content, customer extranet, and intranet.

According to QS (2014) whose survey of graduate students aged ranging between 17 - over 30 year-old, a majority of respondents accepted that they considered online data was equally important to off-line sources when choosing a university for furthering their degrees. It was also suggested to Thai university that "to target the millennial international students, the university in Thailand needs plugged-in marketing" (Jaroenrat, 2010:127). From Lee's study internet language appearance in offline texts as advertising tools (2015:189), it was commented that digital discourse, like any form of literacy, did not only stay in one spatial domain. It traveled between domains of life and cut across genres and spatial boundaries. In addition, it was found that the influence of social media such as Facebook had been applicably interlinked on the various online sites.

The phenomenon of using visual elements of 'Like' button was highlighted by Scollon & Scollon (2004 cited in Lee, 2015:186) as highly intricate nexus of practice intertextually to the website of Facebook. Also, fanpages (public relation webpages) of the Facebook platform were found intertextual to the media texts for commercial intents in Lee's study (2015). The symbolic icon of @ as one example of computer mediated communication (CMC) code had been used in even the university's mission statement.

Yet, it could be observed that marketing strategies misled audiences' perception because of external communication of organizational texts. Rymes (2014:75) commented on YouTube as circulating tools with storytelling stocks, for digital-aged people, these mass mediated fragment of culture had become vital elements of our communicative repertoires. Digital practice of audiences was also mentioned in the work of Lockwood & Hadd (2010:3). They found that all students were virtually brand shoppers. Lee (2015) also pointed out that the popularity of Facebook marketing also created a culture of liking and sharing, and new meanings had been attached to the verb *like*. MacLaverty, McQuillan & Oddie (2007:9) argued that educational clients' feedback/ complaints as well as satisfaction with survey forms to investigate the current problems for improvement, and their loyalty to forecast future direction.

To fulfill the need of corporate presence, existence and human-like aspect tool allowed readers imagining of visual symbols that were created for online business purposes of recognition and communication. Harrison (2003) and Chiper (2006) state more likely that the Web, a common icon, is the house used to represent the home page. This form of communication recontextualizes basic management principles that operated in the business world, by the inclusion of mission statements, goals and organizational chart as well as in university prospectuses and on web pages.

Pattern and designing the web page was therefore, important to attract its audiences. Harrison (2003) advised that the composition of an image or the lay-out of a print or Web page represented visual syntax (p.55). The design of online sites became a visual tools supporting sense making process of corporate verbal messages. In Adami's study (2012), multimodal elements including fonts, colors and layout of aesthetics on the food online blogs signaled different identities. While one sample of varied stylish fonts, pastel colors and less numbers of columns with wide horizontal screen referred to informal, fun characters, another blog used consistent fonts, main shades of color and multiple columns conveyed cohesiveness and senses of professional as well as high economic class because of less concern about space on the blog sites. Moreover, Boardman (2005:47) suggested that using different fonts between the top part and updated information following section on the webpage broke the professional norms of media print.

Furthermore, Boardman (2005:47) commented on the institutional websites that fonts were closely linked to register and levels of formality, and the use of a sans serif font in the body text was a sign that the institution wanted to appear contemporary and modern: pragmatic meaning was embodied graphologically. On the other hand, handwriting fonts can have the effect of shifting the register of the page towards either intimacy or light-heartedness. In Lee's perspective (2015:178), with the domestication of digital media, however, technologies and their related linguistic practices and so embedded in people's everyday life that the opportunities for texts and their

associated styles and practices to flow between online and offline domains had dramatically increased. Regarding the presentation of the font styles, identities and characteristics could be reflected and discussed by its transfer from one to another mode.

Besides those motivations to share information on the online site, one's identity could be constructed through the personal websites by improvising, experimenting, and blending genres, patching together contrasting or even contradictory elements, creating and modifying meanings to suit the context and in response to the requirements, affordances, and meanings of the situation (Weber and Mitchell, 2008: 43-44). According to Romanian respondent groups investigated by Cosma, Tutunea & Bota (2012), the main purpose of visiting tourism product websites were communication followed by information search. The most focal content searched by the online users was accommodation.

2.2 Identity and Identity Construction

This section included six topics including Individual Identity, Social Identity, Corporate Identity and Brand Communication, Identity Construction, Social Practices, and Digital Practices.

2.2.1 Individual Identity

Identity was constantly multifaceted (Varien & Potter, 2008:15). Also, identity referred to "a many-faceted phenomenon" (Edwads, 2009:20). And it was emphasized that identities were dependent as constructed entity relating to others in specific social contexts (Varien & Potter, 2008: 16). The transfer stage of learning system could affect changes of individual identity on social perception.

There were relationships between self-presentation, temporal and social aspects mentioned in describing how identity looked like at an individual level. Considering human as individual, identity referred to his/her similarity in sum of all the situations that was significant to identify him/herself not any others at a certain period of time (Edwards, 2009:19). In general, identity referred to the state of constant remaining under changing aspects or conditions, or character of a person or a thing, and an instance of similarity (Dictionary.com Unabridged, 2015a).

However, De Fina & Georgakopoulou (2012:155) attested that identity can be viewed and classified as possessions of the person or as something that appeared during social interaction and recognized as existing in the thought or in solid behavior; or attached to the person or the group.

Also, there was a relationship between identity and communication to others through verbal and visual mechanism. In this sense, Varien and Potter (2008:16) commented that personal identity, and his/her groups, was never definite but, tended to be constantly contested. It was therefore a large component of any personal decision-making and repertoire of behaviors. Finally, individual identities of the material culture produced, maneuvered, cooperated with, and abandon.

From Edwards' perspective (2009:21), language could completely be regarded as an individual marker. At the same time, Varien and Porter (2008:16) stated that the objects used and how they were utilized identify who and where the users were in the world. In this sense, placing the image of symbolic or personal images purposively strengthened a sense of ownership (Weber & Mitchell, 2008:41) on social media platforms.

In conclusion, these descriptions promoted more understanding about individual identity in relations to external factors such as referential groups, periods of time and self-presentation dependent on physical objects visually observed and interpreted by others.

2.2.2 Social Identity

Social identity referred to assigning individuals in membership groups, engaging with favorite groups, comparing our group with others, and differentiating our identity from ones of other groups (Bamberg, De Fina & Schiffrin, 2011:188). Also, material culture was crucial to the self construction and the social relationship construction that could be deliberately utilized to estimate the benefits of specific social groups (Varien & Porter, 2008:16). However, Weber & Mitchell (2008:44) suggested that social and individual identities co-construct each other. As a result, identities could be dynamic and different kinds of identities could traverse and dominated each other (Varien and Potter, 2008:15-16).

When context was taken into consideration of identity construction, Van Dijk (1998:215) stated that ideological domains were social factor employed to identify group identity, implement activities, recognize shared goals, interrelate with relevant communities, and ratify their power and resources managed. The context became an interactive sphere for organization to reside, take action towards recognized goals, manipulate power and manage input factors.

However, Blommaert (2005:205) argued that establishing an identity needed social recognition among others in addition to oneself. Furthermore, Tanti, Stukas, Halloran & Foddy (2011:565) discussed about their results of study on adolescence's social identity in an Australian secondary school and university in the way that social identity was also eligible to adapt to extended period of social context changes, educational setting alteration. Van Dijk (1998:223) argued that discourse results from mission assigned from the authority at work. Any representatives in professional roles mostly performed on behalf the institutions.

In summary, the social impact on identity was more considerably influential in a wider range at the level of one's self than its individual scope.

2.2.3 Corporate Identity and Brand Communication

An organization represented itself as a human with characteristics revealing his/her mind and perception on the world. According to Kulvisaechana (2009: 44), organizational identity referred to the social phenomenon in which interactions between members within the institution and their processes with external communities constructed identity. Therefore, corporate identity had been described as mechanism involving social reinforcement and processes. The symbols were a critically represented tool for public relations in order to promote organization presence (Van Riel & Balmer, 1997: 340).

Furthermore, Alvesson (2011: 22) declared the underlying concept that resulted in identity representation of a corporate. The communication of organizational identity was often employed to show that institutional members were generally convinced of their institute significant attributes different from other corporations and consistent throughout a period of time in diverse situations. The necessity to take a unique position among all the players in the same industry was in line with Hickson & Jennings (1993:141) who stressed on corporate survival that the institute must respond to the requirements and aspiration of its internal and external environment for sustainability.

Regarding the Birkight & Stadler's model of corporate identity (Cornelissen, 2008: 67), corporate identity mix comprised behavior, communication, and symbolism surrounding corporate personality. The model reflected the impact of three components on what the organization features looked like. There were many components of brand equity construction. Logo was the critical instrument of corporate brand as it helped communicating broader senses of various products of an organization. Brand characters or personalities could promote consumers' awareness, perception, and advantages of the brand. Slogan was another tool that developed brand awareness and its image (Keller, 1998).

The elements of brand include visual and verbal identity. While visual identity might be logotypes, symbols, colours and typefaces, verbal identity referred to the name, a naming system for products, sub-brands and groups, a strapline, tone of voice principles and the use of stories (Allen & Simmons, 2004: 112-115). Balmer (2010:182) suggested that the corporate brand with signified meanings was treated as verbal code because corporate brands were

communicated to and recognized by specific groups and communities. The brand from an overall perspective insightfully extended from all parts of the organization and its contexts. Regarding Hatch & Schultz (2001:1045), organizational brands also contributed to reputation that were established and employed by institutional and community member and other stakeholders. This resulted from the corporate brand that created institutional relationships with the multiple stakeholders and organizational products and services.

Focusing on internal parts of corporate branding, Allen & Simmons (2004:116) demonstrated four elements of identity perception: products and services, communications, people and behavior, and buildings and environments. Success of branding developed from no single factor of the corporate' core output of production and operation but all relevant components that were driven for business synergy leading to mutual goals of the organization. As a result, this relied on physical input as well as information flows with strategic management to form alignment and corporate practices in need.

According to Aaker & Joachimsthaler's Brand Identity Planning Model (2000: 44), the brand identity system resulted from customer, competitors, and self analysis. The brand identity comprised three layered circles the inner: Brand Essence, the middle: Core Identity and the outer: Extended Identity. This was influenced by four perspectives of brand as product, organization, person and symbol. With regard to Lockwood & Hadd (2010:3), the leaders were considerably challenged to consolidate everyone in the organization for supporting the brand strategy.

The various impacts on different elements of the brand could be explained by reasons of belongings as Balmer (2010:181) argues that core value of sensational belongs to corporate stakeholders, even though the legal rights holder of institutional brand are the institution itself. When viewing corporate identity through an eye of sign studies, Otubanjo (2012:12) suggested that corporations would endlessly construct and reconstruct conceptual meaning of organizational identity relying on the sign interpretation process in which target audience were active participants.

With regard to WebFinance (2014), brand is defined as distinctive forms of signs or symbols served for corporate products and images that signal reliability and other positive attributes. This meaning of brand reflects visual, verbal features of a product that support client's perception of its distinctiveness, qualification, advantages, and contribution. Moreover, Allen & Simmons (2004:113) attested that brand has been illustrated as kinds of corporate identity which means the summation of experience provided by a corporate to its employees, customers and others, a stimulating and unique creation of intangible pledges and tangible qualities and benefits. By comparison between products and brand features, perceived characters of the brand did not contain only products but also furthered value and benefits.

In addition, Aaker & Joachimsthaler (2000: 52), compared brand with product involving scope, attributes, uses, quality or value and functional benefits and reveal its broader sense covering user imagery, emotional benefits, self-expressive benefits, brand personality, symbols, brand customer relationships, organizational association and country of origin. From this perspective, the process of perceiving corporate brand required activities and other components run by an organization to meet stakeholders' expectation regarding an abstract dimension as well as measurable, extrinsic motivation and outcomes. Yet, similarities of these two sources of meanings were uniqueness and gains in customers' minds.

Furthermore, Lockwood & Hadd (2010: 4) concluded that the movement of the institutions contributed to and present their brand images. Moreover, Keller (1998:413) suggested that corporate image was a result of eleven factors including: (1) communications e.g. advertising, publicity, promotions, (2) corporate business conduct such as reputation and management quality, (3) institutional social conduct e.g. environment, citizenship, quality of life, (4) contributions conduct of companies such as

charities and arts organizations, (5) institutional employees conduct e.g. respect, advancement, (6) support to client training and consultation, (7) communication channels regarding locations, service and competence, (8) products attributes, outcomes, compliance, sustainability, quality, dependability, repairability, style, (9) service (installation, repair quality and time, availability of parts), (10) sales manpower in terms of quantity and scope, capability, civility, trustworthiness and sensitivity, and (11) value related to price, fee discount, reimbursement, and financial terms.

Concerning aspects on company image consisted of people and relationships (employees and customers), values and programs (environmental and socially responsible), and corporate credibility (expertise, trustworthiness and likability). These could reveal as well as impact the corporate image (Keller, 1998). Regarding Hatch & Schultz (2001:1046), the corporate branding program became successful when stakeholders' feeling of belongings and recognizing of brand value exist. Yet, Kapferer (1992:20) argued that the continuing process of marketing and branding for products were the key to succeed with advertising for the products in a long-run. Shahri, (2011:52) also mentioned not only the implicative components of plural stakeholders but also the critical role and supreme accountability of CEO upon the corporate brand.

The ideas of marketing communication included not only mass media channels such as TV commercials, newspapers, but also direct and interactive distribution, for example, promotional event, websites, personal contacts by walking in, making phone calls, or emailing to target groups. However, De Pelsmacker, Geuens & Van den Bergh (2001:22) attested that it was currently in trends to develop loyalty among present customers rather than seeked for new clients.

Regarding marketing communication, tools and channels of public relations (De Pelsmacker, Geuens & Van den Bergh, 2001:257) could be categorized into internal and external organization as the Table 2.2.

T / T		Marketing		
Internal	Public affairs	Financial	Media	
Consultation Open-door policies Internal presentations Training programmes Team projects Team meetings Social activities Direct mailing Bulletin boards Newsletters or video Company television Annual reports Idea (suggestion boxes) Survey House style material	Corporate advertising Annual report Corporate events Sponsorship Lobbying Meetings Newsletters Flyers Brochures	Corporate advertising Annual report Meetings Newsletters	Press kit Press release Press conference Interviews Video or radio news release	Product placement Product events Sponsorship Meetings Newsletters

Table 2.2 Corporate communication: Internal & external organization (DePelsmacker, Geuens & Van den Bergh, 2001:257)

From the study of MacLaverty, McQuillan & Oddie (2006), the key tools and equipments are developed for implementing internal communication and sustainability factors for internal branding are as following Table 2.3.

Also, Lockwood & Hadd (2010: 2) argue that all members of the educational community can maximize the brand management by committing with brand promises of their universities. Regarding the research on internal branding in best practice organizations, the in charge parties were marketing, management teams, and personnel departments respectively (MacLaverty, McQuillan & Oddie, 2007:4).

Table	2.3	Implementation	of	internal	communication	(MacLaverty,	McQuillan	&
	(Oddie, 2006)						

Current Practices	Development	Best Practices	Challenges
Internal communication Employee newsletters; Regular employee town hall meetings; Push messages from president; Walk-the-talk (communication through behaviour, esp. at senior level); Videos with messaging demonstrating brand; Employee story telling; Involvement in customer promise through a range of communication tactics; Senior management site visits	Hiring internal Communications specialists; iPodcasts for additional training support to regions.	Senior management on brand behaviour; Relevant personal communication; Vehicles that enable sustained consistency of message	The trade-off between reach efficiency and personalize- tion; Constant communica- tion is necessary for consistent execution
Sustainability factors Internal communications; Internal focus groups with front-line staff to identify what they could be doing differently and deepen engagement; Continuous customer contact groups – fresh input to service experience	Recognition of connection to brand	Consistent, customer and employee relevant messaging	How to keep it real and relevant

In addition, the participants mentioned that the most important confrontation of internal branding was communication followed by consistency. Furthermore, Whisman (2014:5) emphasized that the universities could engage their employees as the most valuable asset in developing internal branding process of the institutes. As a result, the higher education institutes at present had to deal with not only the external parties who were both customers and key beneficiary but their own teams who shared sets of practices for sustainably personal as well as institutional goal achievement in fast-moving social contexts in which new media played a dominant role in global communication.

I therefore realized that corporate identity was a summative result of institutional agent's intents, influenced by surrounding factors, and it was represented through verbal practices as well as visual components provided for readers' interpretation.

The institutional identity had been dynamically progressive toward the business goal. In educational sphere, the universities in newly developed or developing countries still geared up to the models of more advanced and well recognized ones. Referring to the definition of brand given on the Northern Illinois University's website (2004), a brand was our overall experiences about a product, service or organization, and revealed a unique identity that diverts the branded unit from the competitors in the marketplace. The statement of NIU agreed with the comments of Marks (2012) on branding for Higher Education Institutes that a strong brand could support HEIs in presenting institutes as distinctive or even exceptional among other choices in the same industry. Therefore, Northern Illinois University (2004) further remarked that strategic application of reliable, branded communication became a key part of NIU's future accomplishment in admission, fundraising and image management. This emphasized the importance of universities' mission nowadays that synergized marketing and their brands for boosting numbers of new students and cash flows from alumni as well as sponsorship.

The importance of corporate identity had been mentioned as one of strategies for higher educational institutions' survival in competitive market like United Arab Emirates (Madichie & Kolo, 2013:97). It was unavoidably required to undergo marketing schemes to exist among others. The dynamic influential, rational institutional identity was necessary particularly for

recruitment, public relations and financial campaign purposes. Also, it worked with different types of corporate within and across the nations for designing academic, fundraising and advertising events on a continuing basis.

In addition, Cho & Palmer (2013:304) revealed that Koreans accuse of the policy tendency toward Americanization in depriving institutional and national identity of Korean universities. Furthermore, Chiper (2006:722), suggested the Romanian universities for activating local or international student interaction by presenting the authentic comments of both Romanian and international learners, who studied and evaluated their experiences with the institutes to prospective applicants.

2.2.4 Identity Construction

Identity referred to not only the process but also product of a discursive construction concerning about 'identification' stage of a social actor. It activated within a situated discourse for preserving stability in the social order established through the discourse (Tann, 2010:165). While Porter (1986:40) argued that the poststructuralist perspective challenges the authorship in changing passive audiences with his writing, it was criticized as devaluing devices of the writers who became only text producers working under language community's constraints. Bamberg, De Fina & Schiffrin (2011:178) argued that speakers were faced with confusions and options that languages offered to say things in different ways and to communicate ourselves in a diversity of ways. Davis (2011:164) suggested that people established their self-concepts when interacting with others in multiple sites, accumulating past interactions of themselves in their memory.

In addition, De Fina & Georgakopoulou (2012:160) elicited from the studies based on bibliography as narrative identity products of some scholars and found that narrative was intimately connected with life and experience as main way of sense making in story-telling about "self". This was in line with Benwell & Stokoe (2006:42) who acknowledged of up-to-date trends of textual styles used in identity construction by which narratives and

'biographical' work coherently and meaningfully constructed identities and selves. Considering identity as the self and relations to others such as family, environment in rhetorical studies, writing styles were classified into various categories: narration, description, illustration, classification and division, comparison and contrast, process, cause and effect, definition, and argumentation and persuasion (Moseley & Harris, 1994:xiv-xiviii).

Regarding Gee (2011:2), language enabled humans to identify their selves and social identities. Instead of looking on oneself's identity stigmatized by born, Bamberg, De Fina & Schiffrin (2011:178) emphasized that the discursive processes of texts were done similar to activities. In this sense, individual identity in texts interrelated with mental and cultural factors as McAdams (2011:112) stressed that the individual performed, attempted, and described personal identity as co-writing, psychosocial constructor, and an unite outcome of both members and culture. In addition, Dwyer (1998:50) revealed the phenomena of religious female youth adapted their selves within the changing social context on different discussion topics including Muslim dressing and consumed media. These led to the summary that identities were diversely negotiated in different places, created and challenged within specific spaces.

Furthermore, McAdams (2011:111-112) argued that narrative identity combined a life with time and culture. By providing a subjective, biological description for the past and personal statement in the future, the narrative identity also lent a right authority to a life, engaging the personal story with the main ethical narratives embedding within a rooted culture. More and more alike human, institutes had been employing the narrative texts through storytelling for creating their identities. Self-presentation concepts resulted in research on oneself's image presentation by employing both linguistic and paralinguistic features to create stories (De Fina & Georgakopoulou, 2012:168). Regarding Weber and Mitchell (2008), one of critical means contributed by media production to individual identity construction was reflexivity of which perspectives were resulted from culture and experience. In addition, Variel and Porter (2008:15) suggested that social identity construction was part of the most shared individual goals, and agents made lots of choices to define and negotiate their identities. Identity formation was dynamic and interactive with other participants in specific situations. In the personal websites, the self presentation of visual images and pieces of texts in different genres related to lifestyle, family, work and media of interests were collected to construct an identity. These demonstrated identity construction as similar to block construction that were able to be deposed, altered, or reorganized.

2.2.5 Social Practices and Community of Practices

With regard to Goffman (1959), identity of a person was projected by his/her own when entering into a floor of social practices. Everyone interacted with one another in an expected role with assigned and proper reaction. Besides being able to become something, Gee (2011:2) argued that language enabled us to do and connect with actions and activities. Davis (2011:119) argued that relational conceptions generally took on a more delicate view of interaction to describe regarding definite types of interactive affiliations. Furthermore, Weber and Mitchell (2008:43) commented that identities in forms of either individual or collective represented multiple, versatile constructed in action, employing cultural and experiential object is nearby.

Bamberg, De Fina and Schiffrin (2011:178) illustrated from constructionist approach to identity practices, as phenomena commonly involving internal aspects such as knowledge, agency, identity and external facets, for instance, marriage, money, event, location, and continuity. These represented their reality in an interpersonally accomplished agreement that was traditionally and culturally discussed. Their conformities were never static but supposed to continuous reconsideration—in which the patterns of discourse that players considerably counted on to deal with. There was relevance between social actions, symbols, and communication. With regard to Denzin's overview (1992), the social practices, relationships, and communication technologies representatively interacted in solid historical instants for creating particular conceptual, expressive and cultural meanings interrelated to the lived experiences of cooperating individuals.

According to the study of cultural interaction among multi-ethnic citizen of the Soviet Union, Arutyunyan (1978:85) remarked that cultural incorporation was a time-consuming and versatile process that dialectically united international and national characteristics. In the long-term, the rates of ethnic incorporation relied on the greatness of social developments, the liquidation of social dissimilarities, and the conception of economic wealth.

Regarding Mayr (2008:1), institutions' authority and political affairs were often manipulated through the members' discourse. According to the studies on media and institutional discourses, Mayr (2008:2) attested that corporations search for maximizing their own benefits and presence through discourses by which they aimed to convert or reshape social practices.

With regard to Goffman (1974:24), all social frameworks were related to regulations. In this sense, Goffman emphasized that guided 'doing' was an important instructional set required throughout the process and relied on goals of that mission. Furthermore, Bourdieu (1972) argued that the specialized agents having particular interests utilized capital relating to wealth for managing institutional equipment, dominating with devices of channels and critically manipulating resources in the field, and then bringing to profit creation. These social practices and relevant parties or agents played interactive roles to each other towards the goals relating to power and social equality.

From the concept of Wenger (2008: 73-85), any community was established in no certain place and time. In other words, it was virtual as well

as real engagement held by groups of people who shared a certain degree of time and belief towards things and practices. Therefore, the formulation of that community required mutually ideological engagement rather than verbal commitment or physical involvement as occurring in general human interactions.

In order to set up the community of practices (Figure 2.5), mutual engagement meant continuity of involvement called "community maintenance" that allowed all members sustaining relationships and intertwining information.

Characteristics of 'a community of practice' (Wenger, 2008: 74) comprises

• Membership is not just a matter of social category, declaring allegiance, belonging to an organization, having a title, or having personal relations with some people.

• A community of practice is not defined merely by who knows whom or who talks with whom in a network of interpersonal relations through which information flows.

• Neither is geographical proximity sufficient to develop a practice. Of course, mutual engagement requires interaction, and geographical proximity can help. But it is not because claims processors work in the same office that they form a community of practice. It is because they sustain dense relations of mutual engagement organized around what they are there to do.

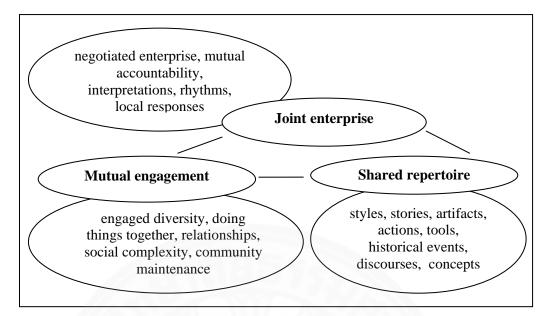


Figure 2.5 Dimensions of practice as the property of a community (Wenger, 2008: 73)

At the same time, the community of practices congregated all diversities of people and relationships from totally in agreements to fully in conflicts. Complexity of dilemmas was interweaving relations in shared practices. People had unequal status and differing power. The community itself was also eligible to negotiate meaning as well as the members created their own truth that were in line or against with what others did. The function of the members and institutional power on them were therefore considered and negotiated.

In order to formulate identity of the community, it involved making senses of belonging among members. Belonging concepts could be developed from three methods which were engagement, imagination, and alignment as shown in Figure 2.6.

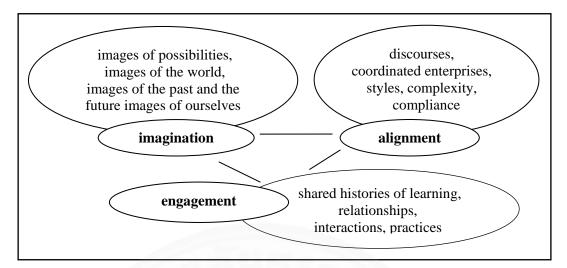


Figure 2.6 Modes of belonging (Wenger: 2008: 174)

Imagination played a critical role in providing ways to negotiate meanings of what we were and where we were through the activities we engaged as Wenger (2008:76) argued that imagination was a key element of our experience in our lives and our sense of space, so that a far difference for our selves' experience and the expectation for learning innate in our activities.

To imagine in this sense was not only perceive the world as we saw but we ourselves produced it with no limitation of place and time. In addition, Wenger (2008:190) pointed out how identity was constructed by linking with meaning through modes of belonging as shown in Figure 2.7.

Regarding Clarke (2009:2337), online communities had been maintained by members who used inclusive pronouns of solidarity establishment: we, our, us with other participants. This conclusion supported the linguistic forms of nurturing membership of Wenger. The online communities these days became more and more close to everyone's life.

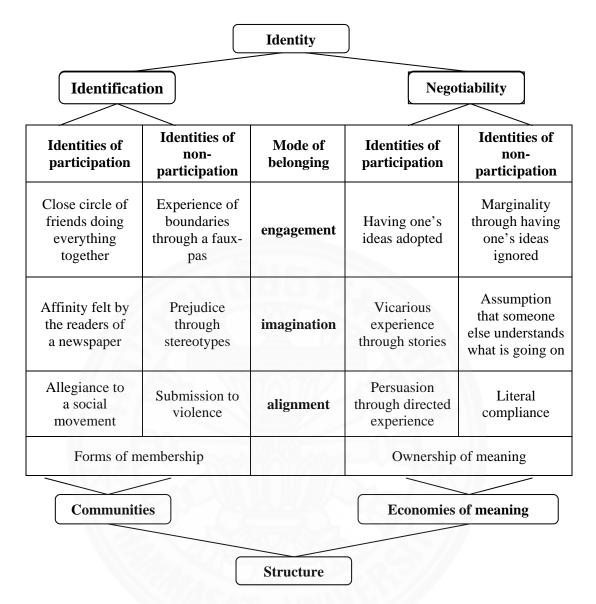


Figure 2.7 Social ecology of identity (Wenger, 2008: 190)

In Thongpahol's study (2014), the smartphone and tablet users spending about 4-6 hours each day in Thailand revealed engaging with people and gaining information as their two main purposes of using personal internet equipments. However, about one-third of total subjects accepted that the new media devices supported their family relationship. Moreover, Thongthungwong (2012) found that the subjects who were aged during 18 – 32 spending averagely 3 hours a day with smartphones that was longer than the former generation to connect with internet, social media applications, instant messenger, camera and music player functions. New media lifestyles

had been examined in not only an educational sphere but also a tourism industry.

From the results of Bovonratwet's study (2013), social media was perceived by the tourist samples as an information provided platform that was free from marketer's biases and user-friendly. However, the respondents did not solely rely on the contents viewed only but considered price and quality of the tourism products.

2.2.6 Digital Practices

In learning context, multimedia application based on dual coding theory of which systems of symbols and sensorimotors of human developed multimodal presentation of thoughts that encouraged better understanding among learners (Jiang & Benbasat, 2007:477). Regarding Merchant (2015:145), literacies were growingly multiple, multimodal, portable, and communicated via new equipments. In modern political sphere in which politicians sought for their self-identifying device to present their characters through social media as public space, Nilsson & Carlsson (2014:663) mentioned that the process of self-recognition emerged in varied ways in which the subjects realized approachability and needs from social members to regularly be existing online. Rafaeli, Raban & Kalman (2005:77) highlighted that most human-computer transactions were not interactive, whereas the prospective was presented that interactivity was responsible for desirability, inspiration, openness, and assurance between human and system.

In Carrington's (2005) narrative study, the subject who was interviewed revealed that the iconic material devices connecting to social media applications played a mental role in her daily life as valued artifact functioning in communicating with others. Also, Merchant (2015) investigated interactions in verbal and movement formats between children, adult, and iPad and realized critical roles of the tablet bringing multimodal items to the screen as mediated tool for education and literacy in young age. From Chik's analysis of online site for foreign language learning (2015), the reading paths were introduced by step buttons but limited space for personalizing users' profiles. With both verbal and visual designs, the learners could position themselves. The architecture of the online learning sites affects the freedom of choices to complete the provided tasks implying to the website treatment in which status of users were identified. Additionally, the categories required to fill in the profile page as well as creative options to interact with the webpages reflected the website's intent to allow the users' identity representation.

From Chaney's perspective (1996:99), an iconography in a unique way of both framing and viewing, new appearances of social involvement was the simplest means of performing lifestyles. Dant (1999:13) argued that all things were social representatives in the narrow sense that they broadened human action and reconciled meanings among community of humans. With regard to Weber and Mitchell (2008:41), the appearance and creation of identities through online media production frequently depended greatly on the illustration and their component pushing us into a more crucial reaction. Furthermore, Barker (2000:193) argued that race, ethnicity and citizenship were amid of the more lasting modes of identity in current western societies.

The approach to investigate identity development of the users were identified by analyzing contents of their wallposts, and a variety of friends in networks on the facebook accounts (Knobel and Lankshear, 2008 cited in Reinhardt & Chen, 2013:17). Moreover, Donath & Boyd (2014, cited in Reinhardt & Chen, 2013:17) recognized that friends in one's social network could perform as identity markers. It was found in Reinhardt & Chen's quantitative study (2013:25) of which the subject who was a Chinese Ph.D. student that her Facebook space with a display of updated statuses, wallposts and shared links in an English language, became a site of creating professional, international identities among academic members in a virtual community rather than the basic motivation of making friendships.

Among visual presentation techniques (still images, video with/without verbal narration), the product online presentation via both virtual

product experience (feel, touch and try sensory functions) tool and a video was perceived as a key leading to readers' perception of medium usefulness and their future revisits. Regarding cost effectiveness, the video clip posted on the website was sufficient to increase the consumers' understanding of the products. The virtual presentation technique adversely affected the users' product knowledge at different degrees in concentration because of task difficulty (Jiang & Benbasat, 2007).

Considering Facebook as another online platform for organizational communication, Shin et al. (2013:70) found that company facebook fan pages with a whole set of news link, image, video clip, audio files, wall for posting, and else contained four categories of information: product/brand promotion, event promotion (e.g. conference), news (e.g. business performance, recognition, general information), and public service announcement (e.g. weather, health awareness). It was found that the companies in different business sectors mostly posted hyperlinks to other websites comparing to verbal texts, but responded to the others' posts with more numbers of texts than the linked. The aim of Facebook usage implied the intent of organizations to establish strong customer relationships with revisits and new visitors.

One of new media tools was Really Simple System (RSS). According to Jensen (2007:329), RSS enabled content contributors to create awareness and establish interactive relationships with consumers. By this mean, an organization could send updated information in forms of e-newsletters and email to inform the customers about interesting issues.

In Kok's (2004) terminology, hypertext instantation in multimodal forms namely 'Item' was combined to develop 'Lexia' and 'Cluster' by higher complexity respectively. When the lexias in many digital sites were brought to the clusters of other agencies, the boundary of each specific lexias can become difficult to identify. Analyzing on the homepage of Ministry of Education of Singapore, Kok (2004) found top-left presentation with scrollability. Reading paths were reinforced by traditional orientation with alphabetical bullet mechanism from left to right and top to bottom. Similarly to newspaper articles, the hyperlinks found on the ministry's homepage performed like headlines showing nominal clues of the linked webpages. The visual instantiations such as magnifying glass as symbolic aid of focus and color brightness along the horizontal axis of the pages were also used on the sites to increase viewers' interests. The color contrast and conflict of white letters in the dark masthead and white webpage were found in the webpage.

2.3 Relevant Research

The related studies were reviewed to explore different perspectives of many researchers who focused on the offline materials and online platforms of the universities in multiple continents. This section showed the relevant aspects including identities, branding, social elements and global issues of higher education nowadays.

Regarding Brunner and Brown (2007:359), universities should cautiously scrutinize the contents consisted on Web sites, particularly home pages, since they were so apparent and broadly approached and possibly present the first sight of the institution that a learner experiences. At the same time, Hyland (2012:85), a growing number of staff members sustained an existence on the Web, whereas, identity had changed into a marketing device for universities who usually employed this genre to support the authority of the institution on accounts of the individual, minimizing academics on behalf of university branding. From Brunner and Brown's survey (2007) of university homepages registered throughout America in public, private and few proportion of other types such as historically Black higher education institutes, the diversities should reflect the truth of their value on social diversity situation on the online sites.

According to Saichaie's study (2011:96), 12 American universities' websites were investigated to reveal institutional representation with regard to decision-making process in the following parts: the homepages, the "About" or "Admission" page for applicants and new students, academic program related information webpages, relevant webpages about financial aid, fee paying and expenses, and also webpages

explaining about student life, activities and institutions. In the study of Teo (2007), two Singaporean universities presented their identity and positions through university prospectus with different verbal structures. While one of them used the institutional name as a subject of being or acting, the other showed more key reader – centered and less formal statements in passive voice sentences, the second person pronouns, interrogative sentences and contractions.

Interestingly, Gray et al. (2003 cited in Askehave, 2007:726) surveyed Singaporean, Malaysian and Hong Kong students on main attractive aspects of brand positioning of universities they concern. The results included learning atmosphere, reputation, graduate profession outlooks, representation of destination and cultural incorporation. Furthermore, Drori, Delmestriand Oberg (2013:150) commented that "branding demonstrates a wish to be counted on in contexts reflecting societal involvement of the university". This reflected a global agenda of academic institutes competing with others to recruit students who have more options for their selfdevelopment towards the future. Yet, Chiper's findings from university websites (2006:719) showed that Romanian universities created an image of the alive figure as normal and in full ability in designing oneself's future. In addition, both the university and sub-divisions occupied the left-top banner in even the personal homepages of the faculty members as well as placed the new information part on the right hand side of the screen to address its belongings-online space (Hyland, 2012).

In Chiper's study (2006:719) of vocabulary on Romanian university websites relating to educational reform, there were many keywords related to organizational unit: 'department'; learning instrument: 'curriculum', 'syllabus'; learning process: 'training', 'coaching', 'lifelong learning'; and social actors: 'trainer', 'leader', 'exchange student', 'visiting professor'. However, Drori, Delmestri and Oberg (2013:148) highlighted the truth of today situation of universities that recognized their changing interaction with public audiences. Instead of straightforwardly mentioning the academic activities with the institutional members, an academic symbol communicated with a broader community plunged into a marketing sense and its brand representation.

Moreover, Askehave (2007:728) analyzed international student prospectuses of Scott, Japanese and Australian universities and found the following moves: sender's identification, university description, courses/degrees description, destination explanation (city of university, closet big city, area or country), giving useful information – fast facts (health, living expenses, tuition and other fees, housing, application processes, enrollment) and showing contact information.

On the other hand, Chiper (2006:722) highlights that what found on texts of European universities on their websites were varied that UK universities stated their varied messages and redistributions to potential, current, and graduates. German university discourse appeared in so dialogical for younger institutes. French discourse stressed on facts and illustration. Italian university discourse was tremendously taken over by the EU discourse and national academic reform.

With regard to English as a medium of communication on the university websites, Jenkins (2014:87-88) found that Chinese university copied the images from their original version in Chinese language. However, most of them showed the language version of English as one of choices before other languages. Its positions were varied from top right to top left or even across the middle of the homepages. Nearly all pictures presented local and other Asian nationalities. Only one sample illustrated Caucasian actors: a student and a lecturer. The backgrounds were about Chinese culture, landscape and campus atmosphere. The critical focus in Jenkins' study was about internationalization throughout the nationalities of actors and English standardized tests and score requirements. Yet the use of non-native English was recognized throughout the analysis of countable versus uncountable nouns. Unsurprisingly, the websites of native English head-quartered universities showed stronger degree of English language requirements and use of standard English.

According to the findings of Saichaie's study (2011: 93), visual representations in the institutional websites of American higher education were included in Table 2.4. The represented visual figures of subjects in the homepages of American educational institutes in the study of Saichaie (2011:101) were mostly white male. However, a higher proportion of female was presented in other sections especially the Student Life pages (Saichaie, 2011:171).

Theme	Actor/Agent	Process	Scene/Location	
Athletics	players, sports statues, team uniforms, cheerleaders, stadium	cheering	on court, field, pool, rink, near stadium	
Architecture single/multiple building, marquee/ signs			on building	
Campus	trees, lawn, flowers, mountains, statutes, signs, snow		on campus	
Classroom Activities & Interaction	students, faculty/older individual, blackboard, instructor	lecture, in circle (with presence of instructor)	in a classroom, outside	
Commencement	cap, gown, professors cap, professors gown students, parents	posing for photos		
Lab Work	student or non-student, safety glasses, lab coat, scientific equipment, high-tech equipment		in lab	
Fine Arts (e.g., art, music, theatre)	costumes, artwork, museums, theatre stills	playing, singing, painting, acting, sculpting, drawing	on stage	
Student Life (Academic and Campus)	co-curricular activities, students, intramural sports, books	walking, biking, talking, cheering, exercising, individual studying, study abroad	outside/inside, foreign location	

Table 2.4 Visual representations on American university websites (After Saichaie,2011: 93)

Also, Chiper (2006:722) remarked that Romanian universities employed their discourse on websites with English language to signal their orientation on internationalization much more than universities in EU countries like Italy, France and Germany. Yet, Saichaie (2011:171) found that only around a quarter of all images shown on the twelve American university homepages were female subjects. Furthermore, the non-white participants were represented lesser than one-fifth of all

the photos in this type of webpages. Remarkably, the imbalanced proportion of gender and racial representatives existed in the online tool for identity construction of these universities. On the other hands, Chiper's study of Romanian university websites (2006:719) revealed promising obligations of higher educational institutes towards the society that institutional discourses had adjusted the conceptual idea of independence, flexibility, contest and texts created by higher education institutes. These implanted the faith in development, social improvement as well as in the liberated and equivalent individuals.

For Thai universities which were located in different regions of the country but all ranked on the international ranking agency, they were communicating to public audiences, particularly prospective students and parents who were readers and interpreters of institutional discourse via online channels. Regarding Weber and Mitchell (2008:44), technologies turned to be more intensely assimilated to continually expanding community's spaces; therefore their functions as intermediaries of identities and learning tended to be perceived nearly invisible. This reflected that they should be critically monitored and reflected at present. By this means, the visual element became an evident tool in digital communication.

From Vijitjaroen's study (2013) of the graduate students' perspective in one of Thai university, it was suggested that the social media platform such as Facebook should employ institutional color to establish users' recognition. At the same time, they recommended that visual design and updated events could promote viewers' access, and hyperlinks to other internal offices or departments were required on the front fanpage. However, the font size and background color should be designed with regard to viewers' eyes comfort and ease. The similar feedback from the marketing specialist was about using more graphic images and animation to attract internet surfers who had short period of time to check the news. In addition, the suggestion included providing useful bits of information that was in current trends. Moreover, the prospective students who were interested to further a master's degree advised that video clips were helpful to gain more information about the programs. In the current situation of higher education market, the main aim of Thai universities' websites, containing both verbal and visual components, is to represent institutional identities that embrace their presence, positions, and values among other local and global competitors. In America and Europe, the universities were attempting to show concerns about ethnic diversity and informal styles of communication (Brunner & Brown, 2007; Chiper, 2006; Saichaie, 2011). At the same time, the universities in Asia were evaluated more cultural integration (Gray et al., 2003 cited in Askehave, 2007:726). Undeniably, further returns of self-representation associated with communicating institutional brand and social marketing.

In Thailand, the socio-cultural contexts were different from other countries. Yet, the educational institutes faced economic driven conditions of more number of global competitors in higher education market. It was questionable that how characteristics and identities of Thai university websites were designed to differentiate themselves from other geographical cultures. As a result, a variety of constraints including socio-cultural factors, emerging sense making and intended messages found in Thai university websites was taken into consideration of my multimodal discourse analysis.

CHAPTER 3 RESEARCH METHODOLOGY

The chapter describes seven sections including Conceptual Framework, Population and Samples, Research Process, Data collection, Data Analysis, Research Validity and Reliability, and Pilot Study.

3.1 Conceptual Framework

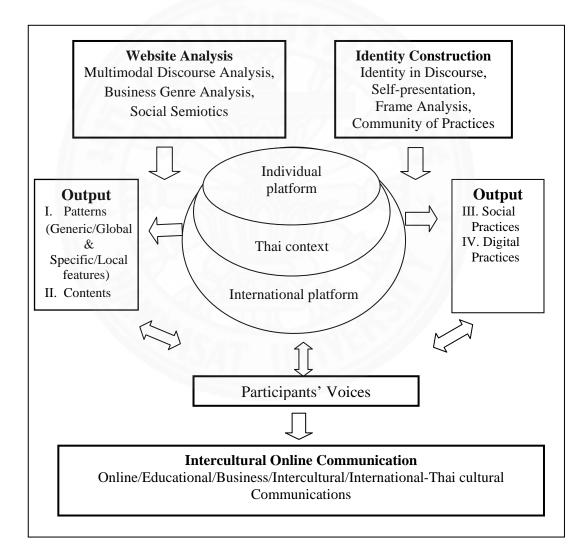


Figure 3.1 Conceptual framework

According to Figure 3.1, the English websites of textual data containing verbal as well as visual codes was mainly analyzed by Multimodal Discourse Analysis (MDA) followed by business genre and social semiotic concepts. At the same time, identity constructed through the university websites were interpreted with regard to identity in discourse, Self-presentation, Frame analysis and Community of practice. Based on the roles of Thai university's websites, expected viewers were interacting with the multimodal texts as an intercultural online communication tool comprising both global and local patterns of designs combining with cultural contents that revealed not only individual characteristics of the universities but also reflected international as well as Thai practices of the higher education institutes. In other words, both social and digital practices were blending to perform as institutional presentation to the online users who were mostly the students. As a result, their perspectives were examined to validate the relationship between the elicited patterns of the university websites as the international online communication genres and the identities interpreted by the researcher.

3.2 Population and Samples

As the educational institutions in the 21st century, Thai universities had offered international programs to enhance their academic services for foreign as well as local students in a Thai territory. Those Thai governmental universities in different contexts: Central, Northern, Northeastern, and Southern parts of Thailand were selected regarding sizes of the institutions and historical recognition as main higher educational institutes in local communities. Not only public but also private institutions put hard attempts on surviving in the highly competitive market of education.

However, few of them had been recognized internationally at a certain level of acceptance. The research impacts themselves resulted in funding amounts from the public and private organizations in national and international level. In addition, by-products were reputation and more numbers of candidates for future and further admission in higher degrees. While other arising universities provided education to serve specific needs in the local communities fit with geographical and cultural areas, a group of research institutions was driven to reach world standard and international

recognition because of their potentials and multi-resources in each region of the country.

According to Charmaz (2003:265), the way to validate the developed concepts was possible regardless of sample numbers when initial sampling of theory support clearer view of research scope. Moreover, Devers & Frankel (2000:264) argued that purposive sampling techniques were designed to develop understandings of chosen individuals or groups' knowledge(s) or for constructing theories and notions. My pilot study was conducted with the English website of Thammasat University. It was located in Bangkok, where most of higher education institutes, were established and expanded its campuses to other cities. The pilot results of the university sample were presented in section 3.7.

Regarding Duff (2008:30), qualitative research stressed on context influences on data observation and interpretation. With regard to Gray (2004:325), stratified purposeful sampling referred to a strategy requires a researcher selecting a category and intentionally choosing cases from each group. Gerring (2007:21) suggested that the sample in a case study was tiny, by definition, including the single case or small number of cases. Practically, the format of the research on case study was mostly maximized to "a dozen cases or fewer" (Gerring, 2007:22). As the objectives of the case study in qualitative research included to explore and to explain the specific phenomena, Aita & McIlvain (1999: 258) stated that sampling was determined to gain rich information. In the sampling process, Battaglia (2008:524) argued that a researcher additionally required relating skilled knowledge of the population to opt for a nonrandom manner samples representing a wide range of the population. Also, it was suggested that the professional researcher could initially specify the salient features of the representatives from the population.

At the same time, Simpson & Thammasathien (2007) claimed that Thai government and society had been more open to local Thai identities through speaking and writing the local varieties of the Thai language such as Kammuang (Northern Thai), Esan (Northeastern Thai) in official setting, public advertisement and mass media than ever before 1997 which was the year of introducing the new constitution of Thailand to avoid losing a national identity threatened by not only globalization, modernization but also particularly Westernization impacts among the new generation and well-to-do middle class population.

Therefore, these samples were all expected to illustrate characteristics of the English websites of Thai public and private universities that possessed different conditions such as location and year of institutional establishment. After finishing the pilot study, the total number of samples became eight including four public universities and four private universities in Thailand. The public universities were selected from their former establishment and main campuses were located in four main regions of Thailand: Central, North, Northeast and South. On the other hand, the private universities were later established and also mainly located in various regions of the country.

I realized that all the university samples were identical ones representing their own long histories and modern distinction in each region. Even though the public universities were formerly recognized as a public university, most of them became a self-governed institution under agreements with Ministry of Education of Thailand, which socially dominated other private and new born universities. On the other hand, the private universities with a higher degree of pressure and nature of marketization were founded later at varied time and in differing locations across the country. All of them were officially established at different years ranging from 1916 to 2009 as shown in Table 3.1.

The mentioned universities on the list, nonetheless, were all located in Thailand, one of South-east Asian countries leading to ASEAN Community in which all country members share cultural, economic and political agreements. Many private university samples had been originated from a school or a college before being accredited for a university by Thai Ministry of Education. In case of the universities in Table 3.1 that had several campuses across the provinces, only the main administrative campuses were referred as their locations and focus in the study.

Public University (abbreviation),	Private University (abbreviation),
located province	located province
[year of accreditation]	[year of foundation/accreditation]
1. Chulalongkorn University (CU),	1. Assumption University (AU), Bangkok
Bangkok[1916]	[1969/1990]
2. Chiang Mai University (CMU),	2. Payap University (PAYAP), Chiang Mai
Chiang Mai [1964]	[1974]
3. Khon Kaen University (KKU),	3. Asia-Pacific International University
Khon Kaen [1966]	(APIU), Saraburi [1988/2009] *
4. Prince of Songkla University (PSU),	4. Hatyai University (HU), Songkla
Songkla [1968]	[1997/2003]

Table 3.1 List of public and private university cases

* Saraburi was a province located in a border linking the central and north-eastern region of Thailand. In this study, APIU was selected as a representative sample for the north-eastern area as no other private university had a clear focus on website data of English communication with non-Thai viewers. Most of unselected ones offerred only Thai degree programs and present their website in only the Thai language, while only one of them starts providing English information, especially admission criteria for promoting the international program in business to mainly Thai prospective students.

3.3 Research Process

According to Table 3.2 based on the assumption of identity as selfrepresentation of Thai universities through English websites, I analyzed features of Thai university websites initially on homepages with regard to verbal (patterns and functions) according to Metafunctional dimensions of Halliday (2005) and Field-Tenor-Mode identified by Hasan (2009; 2014), multimodal (layout, font, size, color, image, sliding effects, graphic design and hyperlinks) with regard to Kress & van Leeuwen (2006); Kress (2010); Jones, Chik & Hafner (2015), Harrison (2003), Mayr (2008). Alike, the same elements were analyzed in the section of visual semiotics and thematic structure (Topic/Comment, Theme/Rheme, New/Given). This outcome illustrated the whole picture of Thai university websites' characteristics.

With regard to Halliday's Metafunctional aspects (ideational, interpersonal, textual) and Kress & van Leeuwen's framework of visual semiotics, the verbal and visual identity markers were disclosed in this study. Furthermore, social as well as

digital practices (social actors, participants, processes, situations, settings) as mentioned by Wenger (2008) were identified to reveal identities of Thai universities represented on the English websites as an intercultural communication tool for international audiences.

Finally, the connection of digital practices and Thai university websites were analyzed to present a model of identity construction through higher education websites. In addition, recommendations for further studies about higher education institutes' digital communication were provided.

Stage	Step
1. Research Foundation Development	1.1 Studied literatures and relevant studies1.2 Scoped the research focus and samples1.3 Defined the research objectives and questions
2. Data Collection	 2.1 Surveyed university homepages and relevant webpages 2.1.1 Opened the university URLs for English websites 2.1.2 Saved the screen shots from the top to the end of the homepage of each university 2.1.3 Saved the screen shots of other relevant webpages 2.2 Collected samples on the university homepages 2.2.1 Saved the components counted into the excel sheets 2.2.2 Assigned the component codes: PI for Photo image, MI for Multimodal image, VE for verbal text, HL for hyperlink text 2.2.3 Assigned the university code: CU for Chulalongkorn, AU for Assumption, CM for Chiang Mai, PY for Payap, KU for KhonKaen, AP for Asia-Pacific, PU for Prince of Songkhla, HY for Hadyai 2.2.4 Run numbers from the first to the last added for each components e.g. <i>PICU012</i> referred to the photo image of Chulalongkorn University no. 012 2.2.5 Counted frequency of each category of components 2.3 Returned to the websites each designated week for saving any new entry added.

Table 3.2 Research procedure

Stage	Step					
	 3.1 Visual components regarding concepts of Multimodal Discourse Analysis and Visual Semiotics visual grammars of Kress & van Leeuwen (2006); Kress (2010); Jones, Chik & Hafner (2015); Harrison (2003); Mayr (2008) 					
	3.1.1 Analyzed the homepage layout overview					
3. Data Analysis	3.1.2 Analyzed the homepage visual elements: font style and size, color, lighting, transactional process (actor, participant, vector, goal, attribute, phenomenon)					
	3.1.3 Analyzed visual elements of data coded under the PI and MI categories					
	3.1.4 Analyzed the HL category presentation effects: sliding effect					
	3.2 Verbal components					
	3.2.1 Analyzed verbal texts with Metafunctional Dimensions, (Halliday, 2005) regarding Fontaine's guidelines (2013)					
128	3.1.1.1 Identified the process and participants involved					
	3.1.1.2 Validated the internally structural scope					
	3.1.1.3 Established the type of process and the role of participant					
	3.1.1.4 Pointed out the role of circumstance					
	3.2.2 Synchronized the results from 3.2.1 into the model of Field-Tenor-Mode (Hasan, 2009; 2014)					
	4.1 Interpreted social practices by Bourdieu (1972), Communities of Practices (Wenger, 2008)					
4. Data Interpretation	4.2 Interpreted digitalized practices by Self-presentation (Goffman, 1959) and Frame Analysis (Goffman, 1974) with the identities					
	4.3 Synthesized identity construction and its relationships with the features of Thai university websites.					

Stage	Step
	5.1 Designed the questionnaire form to collect the student perspectives regarding the university websites designs
	5.2 Submitted the questionnaire form to be reviewed by the advisor and <i>Thammasat Social Sciences Research Ethics Review Committee</i> .
	5.3 Found the volunteers of the selected university samples nearby the campuses.
5. Questionnaire Supplementary	5.4 Explained the purpose of the study, information about the collection process and any other requested by the participants.
	5.5 Gave the volunteers the consent forms to sign up and provided the approved questionnaire forms approved by to complete.
	5.6 Observed the participants during the period of completing the questionnaires
	5.7 Asked the participants to ensure their answers and explained if any doubtful points before leaving.
	5.8 Analyzed the collected data and presented an overview of the results in frequency of categories and answers.
6. Discussion	6.1 Compared the results from the analysis of the university websites and the questionnaire results.
0. Discussion	6.2 Discussed the similarities and differences as well as additional perspectives.
7. Conclusion & Recommendation	7.1 Concluded the findings7.2 Provided recommendation

According to Table 3.3, I spent four months for data collection and analysis followed by two months of discussions and conclusions before proposing the full copy for a dissertation defense.

Table 3.3 Research timeframe

Research action	Time spent
Collecting samples of data	April – August 2015
Reviewing literatures and doing pilot study	July – September 2015
Preparing the proposal and presentation	October – December 2015
Defending the research proposal	January 2016
Revising the research proposal	February – March 2016
Collecting all designated data from the online sources & responded questionnaires	March – September 2016
Analyzing the data from the online sources & responded questionnaires	September – November 2016
Validating the result with the co- rater	October – December 2016
Discussing and concluding the findings	January – April 2017
Preparing the full dissertation	May 2017
Defending the full report	June 2017

With regard to the ethnographic and qualitative research method, I investigated and collected the data set by visiting the English websites of the samples periodically from middle of March to early June 2016 (every week on Wednesday) totaling 12 weeks as shown in Table 3.4 in order to ensure that the data set represented consistency in terms of features and structures along the whole period to support content validity and internal reliability of my interpretation.

According to the term of homepage defined by Boardman (2005:106), it was closely related to one's identity (see Chapter 1). The university homepages were the key interactive place of contact and identity constructing mode with the viewers. Therefore, I selected the online texts on Thai universities' English homepages as an international medium for communication with global audiences. Throughout these English homepages, verbal and visual features were investigated and constructed identities were analyzed to reveal the representation to online audiences connecting with universities digitally as alternative mode responding to their up-to-date lifestyle. Moreover, the revisiting technique promoted engagement of the researcher with the field of data and investigates change in terms of forms, functions and structures in both verbal and visual codes that might occur during that period.

Week	Date	Week	Date	
1st	March 16, 2016	7 th	April 27, 2016	
2^{nd}	March 23, 2016	8 th	May 4, 2016	
3 rd	March 30, 2016	9 th	May 11, 2016	
4 th	April 6, 2016	10^{th}	May 18, 2016	
5 th	April 13, 2016	11^{th}	May 25, 2016	
6^{th}	April 20, 2016	12 th	June 1, 2016	

Table 3.4 Periodical data collection schedule

Therefore, the total number of homepages to be investigated from all eight institutions during the designated period was 12 (week) x 8 (universities) = 96 pages. Not only the university homepages, but also other relevant webpages including 'About...' as well as 'Campus Life', 'Arts and Culture', 'Visit...', 'News', 'Prospective Students', 'Current Students', 'Student', 'Partners', 'Teacher', 'Staff' were collected.

Regarding the total components surveyed during February 1 - March 8, 2015 on the university websites, over ninety percent was person or physical items. In addition, the visual items founded were around five times more than the verbal texts. Table 3.5 identified the categories of the components investigated from each institute regarding type of university ranged from central, northern, northeastern and southern regions of Thailand.

		Components						
	Type of Institutions		Graphic Image	Verbal Text*	Hyperlink Visual icons	Total		
	CU	384	15	36	19	454		
	СМ	200	11	39	17	267		
Public	KU	74	13	12	27	126		
	PU	201	10	81	6	298		
	AU	41	10	23	12	86		
Duivata	PY	49	3	19	24	95		
Private	AP	46	4	60	16	126		
	НҮ		10	31	88	192		
То	tal	1058	76	301	209	1644		

Table 3.5 Amount of data on Thai university websites by categories of components

* The verbal texts counted included different units: sentences, paragraphs, and statements depending on purposeful appearance.

This summary of data amount stressed dominant features of multimodal texts on the websites that combined verbal and visual altogether. In some webpages, the pictures presented more than the written forms could explain in a limited space. However, the verbal codes were employed to guide and state the critical points on many webpages.

As explained in Chapter 1, the data found on the external links such as videos originally presented on YouTube platform separately from the institutional URL were not included in the study. Nonetheless, their presence of the icons on the university homepages was counted and discussed. The appearance of university or student life information embedded in any part of the university websites such as Gallery, Life@ (title of institution), Current Student, was observed and analyzed. In addition, the different texts of separate topics, for example, Accommodation, Transportation presented on the same webpages were not considered as a single text. Numbers of

those would be counted if there was no introduction passage as part of the whole text on the same webpage.

With regards to Charmaz (2003:251), I applied the process of analyzing data with a concern by developing, modifying and interpreting concepts of grounded theories. The relevant strategies consisted of immediate data collecting for coding and comparing the results before short written interpretation and modifying the emerging concepts as well as establishing the theories. Regarding Buchstaller and Khattab (2013:9), the local socio-cultural differences adopted through ethnographic fieldwork develop the research's descriptive possibilities, enabling them to go beyond ordinarily presumed macro social aspects, for instance sex, age and gender, and also toward *participant-designed* aspects. In addition, Whitehead (2005:4) suggested that ethnographic researchers who collected data from secondary sources required getting familiar with the fields of the studies consistently at a certain period as well as respectful to the meanings, processes and socio-cultural aspects in the specific contexts.

From the initial investigation during August 24 - 28, 2015 on eight of Thai public university websites, there were about 43 hypertexts or webpages linked from each English homepage, the sections of About (19%), Degree / Education / Admission (18%), Research (10%), Student (10%), International (5%), Campus life (4%), Organization / Faculty / Department (4%), and Staff / Teacher (4%). These components reflected the multiple layers of the university homepages as the first place of self-representations underlying the digital surface. This also highlighted the critical function of the About webpages under the Thai university homepages as the main texts revealing institutional selves.

In order to understand the significance of the university's English websites from the user perspectives, I included a questionnaire as a tool for collecting points of views of the international students who were studying in the first year at the university samples on the university's English website and its influence to intercultural communication and institutional presentation (see section 3.6). The one-page questionnaire consisted of four parts: General Background, Ranking, Rating and Open-ended Answers. Also, the separate set of university's English homepage samples were provided for the participants while doing the ranking task.

Regarding Food and Agriculture Organization of the United Nations (2016), the question list should be created concerning scope of the study and directions of the answers. Even though an open-ended question was advantageous to collecting wide ranges of respondents' viewpoints but it might be interpreted in various aspects because of different backgrounds and interests of the participants. In the process of data collection from the student samples, I used the interviewer-administered questionnaire form to ensure that the participants precisely respond to the questions in the planned format and receive prompt explanation in case of any request on the research sites. However, Gray (2014) commented that the respondents tended to exaggerate what they actually did or felt in face-to-face communication with the researcher. Therefore, I also observed the participants when they were filling the questionnaires.

3.4 Data Analysis

Recognizing dynamicity of interpretative procedure, St. Pierre and Jackson (2014:717) commented on natures of analyzing process for qualitative coded output. The point of views emphasized the continual process in dealing with qualitative data. While data had changed throughout the time, some has remained unchanged or even reproduced. As a result, the revisiting procedure contributed to insightful and well-rounded analysis and interpretation. As mentioned in data collection section, I designed a collecting period to investigate ongoing, interactive states of the self-representation and identity construction through the websites of Thai universities.

In this study, the framework carefully combined both Multimodal Discourse Analysis (Kress and Leeuwen, 2006; Kress, 2010) and Systemic Functional Grammar (Halliday, 2005; Hasan, 2009; 2014) to describe the characteristics of the Thai university websites. These two methods were employed to reveal visual and verbal identification of institutions as well as stakeholders as agency of transactional processes presented on the webpages. The visual and multimodal texts were analyzed regarding Table 3.6.

Visual & multimodal elements	Descriptions for analysis
Layout	horizontal (Given/New), vertical (Ideal/real), density, page length
Font	size, style
Color	top/bottom banner, background, shading, lighting
Image	 Actors: institutes' representatives/students/faculty members/ visitors, male/female, unidentified/single/group/abundant Process type: narrative, classificational, analytical, and symbolic representations; Goal: participants, objects Events/Phenomena: formal / casual, in-class/extra-curriculum, indoor / outdoor, natural / deliberate, local / international Graphics: 3D / 2D
Moving features	sliding, running, enlarging effects (interactive)
Hyperlinks	presented location of social media, news, video icons

Table 3.6 Visual and multimodal elements for analysis

The metafunctional dimensions including ideational, interpersonal and textual were taken as the critical tools for explaining the appearance of social actors, frequent actions, goals, events, relations among participants as well as time and spaces that were designed to portray for interactive purposes. Additionally, contextual aspects: field, tenor and mode that were responding to each of three former dimensions benefited the study by providing a reflection of the texts and evaluative criteria to identify the communicative purposes as shown in Table 3.7 mainly adopted from Měchura's guidelines (2005).

Furthermore, conceptual maps of Community of Practices (Wenger, 2008) as shown in Chapter 2 section 2.2.5 and Goffman's self-presentation and frame analysis (1959 & 1974) were adopted as guidelines to identify verbal and visual usages representing identity in the sample discourses on the university homepages. Practically, Cho and Trent (2006) suggested that "In essence, the experiential understanding of self surrounding educative issues should be represented in a public appeal of personal opinion that makes it possible to help the reader come to a new way of understanding a phenomenon or event under investigation" (p.331).

My professional and academic oriented backgrounds business in administration, educational institutions, language higher and culture for communication, and international relations areas resulted in my interpretation as a participatory researcher. According to Duff (2008:138), "in participant observation, the researcher plays another social role in the research site (e.g., as student, teacher, or co-worker, a co-participant within the local culture)". For me, visiting the university websites was not only in role of a researcher but also an academic networking member of higher educational community and academic profession culture.

Formats of Thai University Homepages and Visual Semiotics and Thematic Structure of Thai University Homepages were represented regarding verbal texts, non-verbal texts, multimodal texts and hyperlinks. These verbal, non-verbal, multimodal and hyperlinks features of Thai University websites together with verbal and visual identity markers as well as social and digital practices were analyzed and discussed in order to identify identities of Thai universities represented through the university homepages. The results were also expected to reveal a connection of digital practices and Thai university identities developed from but not limited to those concepts and my experiences.

After coding the data from the websites, the inter-rater was required to ensure that the findings are reliable by co-coder's agreement of at least two individual (Ellis, 1994). In this study, I provided the co-coder who have received both bachelor and master's degrees of Arts in English, and gained more than 10-year experiences in English teaching and training at many universities and organizations, with the website data set and coding instructions. The comparison between two coding results was calculated for developing reliability of my analysis.

Metafunctional Aspects	Text Dimension	Components
Ideational (Experiential)	Field	lexical words in certain/specialized domains, types of processes (material/mental/verbal) and circumstances
Interpersonal	Tenor	relative status (equality/inequality), social distance (speech acts of formality, friendliness, ellipsis/contractions showing familiarity), personalization (personal pronouns, solidarity, intimacy, interrogative/directive sentences), impersonalization (objectivity), standing (authority, expertise, criticism/praise, roles), stance (positive/negative attitudes, agency manipulation, transaction/non-transactional actors, active/passive voices, modal verbs/adjectives of likelihood, modal verb of obligation/necessity)
Textual	Mode	theme/rheme, spontaneous/prepared (nominalization, colloquial phrases, length of noun phrases), synchronous/asynchronous (real time/off- line), lexical density, interactivity markers (address terms, use of conversational verbal codes, deictic references, questions & answers), thematic features (pronouns, interrogative words), presupposition

Table 3.7 Corresponding criteria for systemic functional text analysis

Frequency (percentage) and proportion presentation of all the answers taken from the questionnaires including bar graph of collected data were employed to describe the components of university websites as well as compare between the different types of the components.

3.5 Research Validity and Reliability

According to Ellis (1994:89), validity revealed measuring extent of what were examined. At the same time, the research methodology, type or level of data have been extended from one to several choices in order to systematically incorporate a holistic view of existing and further knowledge with multiple tools as result validation (Flick, 2007:73). Regarding Ellis (1994:89), reliability referred to the trend of stability of data measurement over the period of time. Gray (2004:138) explained that reliability of the study was established when the results and summary of one researcher was agreed with another's replication. Referring to Flick (2007:39), triangulation was "an empirical results as well as a way to more insights and knowledge and to managing and promoting quality in the research". By this means, researchers were required to do the probes from different points of views (Flick, 2007:41). Gray (2004:344; 2014:184-5) suggested that triangulation techniques developed the reliability level of the study covering three aspects: time (historical or longitudinal), space (locations or research sites) and person (groups of subjects). In this study, I therefore designed the research process for collecting data from the samples whose campuses were located in different geographical areas on the schedule throughout the period of time and validating the result of my analysis with the co-rater as mentioned in the previous sections.

The co-rater who participated in the visual and verbal data coding process had a lot of experiences in higher education as a teacher a trainer in both public and private institutes. The agreement rate of visual data samples between the researcher and the co-rater were 76.30 %. Most differences were related to identification of specific carriers who took the recognized roles in the educational institutes and cultural events and campaigns that took place on the campuses. The similar interpretations were participants' facial expression and carriers' states of being that could be observed apparently with eyes. These reflected the importance of multimodal communication in which the visual aids support the verbal texts with atmosphere, emotion and abstract qualities. Yet, the visual data could not be employed without the verbal statement when the viewers were new to the information and unfamiliar to the specific communities in different cultural contexts.

On the other hand, the co-rater agreement percentage of verbal coding was 92.08 reflecting higher consensus between two coders. These implied smaller gaps between communication and interpretation via the written texts in separate clauses in which actors and carriers were identified with both the transactional and the non-transactional processes. Comparing to the co-rating process for verbal samples, the

one for visual examples was more complicated by the visible manners and varied details of settings that appeared altogether requiring critical analysis to identify what the main actors, reactors and intended purposes. As a result, the verbal data was significantly required to verify the facts and specify the messages intentionally conveyed.

Being applied to the qualitative study, semi-structured instrument as irregular research tools were frequently used with probes and research topics of interests (Gray, 2004:215). In addition, Smith & Bowers-Brown (2010:119) commented that the semi-structured interview was a qualitative research tool for collecting data from the subjects with further questions that were adaptive to varied contexts of individuals. According to Baker & Edwards (2016), suggestions from scholars and early academics were summarized to the depending size of samples upon time and budget constraints. However, the suitable numbers of the respondents should provide critical patterns of what have been studied.

To validate the research analysis, I designed a questionnaire for asking the international student samples who were voluntary representatives from the public and private universities about their perspectives on the university's English homepages. Regarding Gray (2014:185), my study was designed according to multiple triangulations consisting of different levels of data and research methods.

The supplementary questionnaire (Appendix A) and homepage patterns (Appendix B) was employed in this study with all the university samples. Total twenty-four subjects including three international students from each of eight universities regardless of their ages, nationalities and majors of the study were initially determined to participate on a voluntary basis to fill in the questionnaire forms. The subjects were acknowledged about the research purposes and given a consent form to sign for proving their intent of participation. The information sheet and consent form were provided (see Appendix C and D). To avoid pressure from authority of each institute over the responses of the participants, the volunteers and locations were randomly selected without formal settings and provided support by their universities.

The questionnaire took about 10-15 minutes to be completed in flexible situations in public space, for instance, along a pathway to/from classes, at a food or a coffee shop during the day. As a result, the subjects' names could be kept confidentially for only a research purpose. The collected data was summarized in percentage of frequency and analyzed to validate my analysis of the university websites. All individual responses were presented in an overview of the international students' perspectives from Thai university samples.

After the fieldwork on eight locations during August – September 2016, there were about two to five respondents of each institute who were willing to spend time in filling their perspectives regarding the questionnaires. Only one institute had none of volunteer took part in this study because of unavailability of surrounding community such as a shopping mall, a bus stop where the prospective participants stayed around for a short period of approaching. Therefore, the data collected from totaling twenty-five voluntary respondents and representing seven institutions in all four regions of Thailand was analyzed to support the analysis of multimodal data from the university website samples.

Regarding the results of the filled questionnaires, most of the respondents (68%) used the university website about 2-3 times per semester for different purposes. Twenty-eight percent of all the participants engaged with the institutional websites once a week. A majority of all the respondents (88%) spent less than one hour with the university websites. The most used function of the institutional websites among the volunteers was News/events, followed by Campus/student life, Service and About respectively. Eighty-eight percent agreed that the institutional websites could present the characteristics of their institutions. Moreover, eighty-four percent of them accepted that the university websites were important for learning about their institutes. The same number of volunteers suggested that the institutional websites were helpful to choose the universities.

The outstanding features of their university websites revealed by the respondents were the theme colors, logo and abbreviation of the institutions (36.67%), the architectures and atmosphere on the campus (26.67%), internationalization

through layout design, language choices and worldwide approachable network (23.33%), student activities and uniforms (13.33%) respectively. The significant parts of the university websites stated by the respondents were related to contact, maps, transportation, accommodation, and hyperlinks to sub-division such as a library, a faculty.

The secondary category mentioned in the questionnaires were academic information including admission, course registration, teaching methods, curricula and tuition fees. The additional components required by the viewers involved announcement, news & events and academic calendar and examination schedule. The last useful sections mentioned by the respondents were the About section and visual images that presented the atmosphere and facilities on the campus.

In the third section of the questionnaire, favorite university homepages were ranked with regard to the respondents' ranking by score weighting method. From all eight university homepage samples, the most favorable was Chiang Mai University's homepage (25.33%). The runner-up belonged to Asia-Pacific University's homepage (14.00%). Assumption University's and Hatyai University's homepages received the same scores (13.33%). The following rated homepages were Khon Kaen University's (12.67%), Payap University (9.33%), Chulalongkorn University (7.33%), and Prince of Songkla University (4.67%).

The reasons supporting the respondents' favorite homepages fell into perceived features including simply and uncomplicated design (21.55%), searching convenience (18.10%), interesting and aesthetic appearance (17.67%), eye-friendliness for online viewing (16.81%), orderly sectioned pattern (13.79%), simply looking colors (6.47%), and informative (5.60%). These findings were discussed to understand the viewers' perspectives towards multimodality features of Thai university websites in Chapter 4.

3.6 Pilot Study

In order to ensure the data collection and analysis processes and interpretation, I did the pilot study with the university website of Thammasat University (TU) as a representative. According to Table 3.8, the amount of components regarding the scope of the study was illustrated.

	Website Components						
Institution	r noto Otaphic		Verbal Text*	Hyperlink visual icon	Total		
TU	170	11	27	11	219		
Percentage	77.63 5.02		12.33	5.02	100.00		

Table 3.8 Amount of components found on the pilot study of the university websites

* The verbal texts counted included different units: sentences, paragraphs, and statements depending on purposeful appearance.

The homepage layout portrayed the Ideal part with a red top banner utilized as a visual welcoming remark. The key menu was on the top wide-spreading from the left to the right side of the webpage. No other divided part joined the following part of the collection of the large sliding images. Yet, the central space of the middle shot by scrolling presented the main content. On the right side but in a narrower column portrayed more hyperlinks including some ready-to-go icons as well as the video presentations related to the University but based in the YouTube platform. As a result, the following part was the Real information illustrating how the imaginative concepts of the University had been presented through visual and verbal narratives. Horizontally, the new information was placed on from the left to the central, whereas the given data was listed down on the right before the scroll bar.

At the same time, the visual data collected from the online data of Thammasat University revealed distinctive features of symbolic architecture: The Dome located in varied campuses. In the different occasions, the domes represented the University's symbolic identity as long-lasting carrier or adjunct of space to back up other carriers' narratives. This support was in accordance with Adami & Kress (2010) that the online information approached by the viewers in a time-saving manner and enhancing the reality realization formerly available on offline sites. The controlled part of the Ideal was the red top banner in all webpages even the menus have been gliding from the top horizontal space in the homepage to the left hand side. Regarding space used in the design of the website, most of the webpages portrayed the image before giving verbal explanation in the rest of the page. Only one or two more columns appeared along with the major area of the whole page.

In conclusion, the layout of the homepage clearly classified the contents by placing the hyperlinks on the right column as the New part or unknown information, and the main texts of full details on the left space as the Given part of familiarity to viewers. The list of icons revealed the cover page of institutional newsletters as well as promotional videos of the university. Mainly, the space and font was formal but simple that reflected a strong sense of communication by less bits of a variety in both vertical and horizontal directions but more meaningful contents to the viewers.

Besides the former important persons' roles, the President as a top executive of the university was present in guest welcoming occasion. Together with other executive team members, he performed as a carrier of institutional agenda in a formal suit, smiling and looking at the viewers in mostly near-centered focus of the frames. All the visitors were groups of foreigners. At the same time, the combination of foreign students and local friends were shown even lesser than the only Thai student groups but at the sliding slot in the top part of the homepage. The settings were all relevant to cultural situation, such as cooking Thai menu, sightseeing at the palace area. Thai participants were projected as actors in joining a social service program, participating in a company visit and using a transportation choice.

In verbal data of Thammasat University's website, the outstanding characteristics presented on the university websites were ideational metafunctional aspect by 'Thammasat' was the most frequently used subject that performs as 'Actor' and 'Carrier' of the material and experiential process. In this major proportion of the Actor categories, the dominant persons, Pridi and Puey with each of their personal pronouns were included. The facilities such as stadium and intangible assets like specific names of the inventions were also realized in an Actor role (Figure 3.2). The material processes mostly shown on the data included the positive categories of verbs, which were 'won', 'accommodate', 'offer', 'welcomed', 'provide', 'equip', 'share', 'produce', 'open up'.

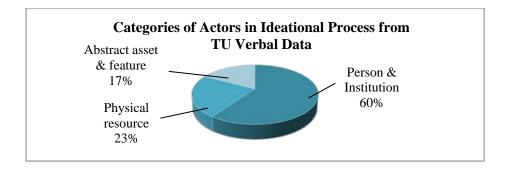


Figure 3.2 Categories of actors in ideational process in TU verbal data

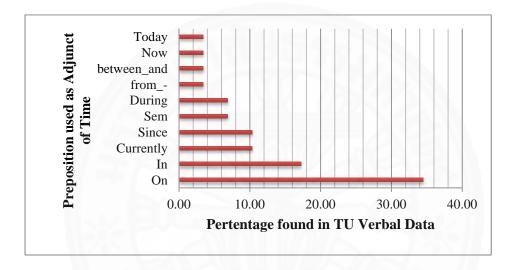


Figure 3.3 Preposition used as adjunct of time in TU verbal data

From Figure 3.3, the majority of preposition used for identifying the stories about the institutional history and events was specified with 'on'. The findings reflected the institutional identification of the shared history and events through the online space. Yet, the dominant temporal index comprising of 'Currently', 'Now', 'Today' implied an attempt of the website data to represent the up-to-date status in the fast-moving platform of contents.

The most found physical circumstances in the verbal data of the University were 'Tha Prachan', whereas 'Rangsit' was mentioned once and none of other campuses performing in the contextual part. This resulted from the origin of the university that engaged with the political phenomenon. On the other hand, the new campuses were referred for facility introduction without insightful narratives. However, the role of the university's branches was beneficial to embrace the meaningful of the Dome's symbol by architectural reproduction in different styles.

Regarding a horizontal dimension of the textual structures, there were over half of all graphic design images in the data set of Thammasat University presenting the left space or the Given part with background knowledge, corporate attestation, visual maps, index numbers, emblems of institutions. On the other hand, the New information such as the descriptions of the campus maps and the drawing photo of Puey appeared on the right of the frame. Vertically, nearly all of the graphic pictures portrayed the top part with the Ideal that was mainly written forms to introduce the stories, whereas the bottom areas identified the Real information by presenting visual and/or verbal codes to provide more details about topics and future events.

Culturally, the sliding image of the international student group with the background of the famous heritage landmark area implied the travelling tip for foreign visitors. With regard to tourism perspective, the Grand Palace with the Emerald Buddha image was mentioned as Thai people's most necessary sacred venues. At the same time, Thailand was recognized as a Buddhism country with high respect in salient styles of architecture of 'Wat' the Thai word referring to a temple (Boniface, Cooper & Cooper, 2012). On the other hand, there were still images of executive presented in the 'About' menu but a small number of them illustrated lively backgrounds of events that signaled the settings or situation. This agreed with Hyland's study (2012) that the presented personal photo in their homepages linked with the institutional one are left with a blank background resulting in timeless representation of individual selves. Nevertheless, the several images of executive members, that were shown on the Thammasat's webpages with their full names, nominated positions in smart attires with the bookshelves background, presumably convinced the viewers that they were knowledgeable faculty as well as executives.

When mapping the results into the Field-Tenor-Mode model, I recognized that the main data fell into corporate communication field in which "who", "what", "when" and "where" were presented. The information release was totally related to the university and its members. At the same time, represented designs and styles of the homepages and others were formal to the viewers. Only the student images were sometimes allowed to reveal relaxing moments by their extra-curricular activities, dress codes and graphic decoration. Nonetheless, there was no verbal data used to communicate in the casual manner except the pronoun 'I' addressed as a speaker in the President's speech. This is in line with Nasi & Gardner' s (2012) observation that the first personal pronoun is higher used in commentary as well as essays in philosophical, English and linguistic disciplines than ones in business and history fields. The frequently found genres starting with the 'I' revealed the authorial purpose to argue and provide evidence to readers.

Most of the verbal data indicated what happened and what were available for the members. However, the positive adjectives: 'world-class', 'necessary', 'useful', 'outstanding' were employed to tell successful stories of the researchers and position of the university. Finally, the key themes of the webpages were red top banners and verbal codes referring to the university and its leader.

In summary, the verbal code was accompanied with the visual code in order to reflect institutional identity by identifying the dominance of Thammasat University as an 'International', 'Social service provider', led by 'Rector' who was currently in position as well as the 'Former founder and Rector' referring to Pridi Banomyong and Puey Ungpakorn whose dedication engaged the university with political movement of Thai history. Moreover, the former leaders of Thammasat community had also received its certifying as the world's great personalities. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is recognized as the international organization that plays a major role and takes a leading position related to cultural heritages around the world in various aspects such as scientific, social and educational (Barthel-Bouchier, 2013).

The presence of the university's executives in the online university's narratives supported effective communication of the valuable experience to the viewers. This agreed with Keller's concept (1998) that the organizational brand requires interrelation among its stakeholders, environmental and social concerns, and accomplishment. As Shahri (2011) mentioned, the corporate strategic brand

considerably relied on the highest responsible leading with collaborations from all relevant members. The linkages between the university's role and Thai society through historical narratives as well as presented student activities were also in line with Drori, Delmestri and Oberg's comments (2013) on social involvement need in promoting the university's brand. In Thai current context of educational institutes with high competitive factors, undeniably any brand has shifted through an online platform, a website in which English is a global medium for intercultural communication.



Chapter 4 Thai University Website Features: Findings and Discussion

Regarding the research objectives, the first aim of this study was to investigate common features of English websites of Thai universities. After that, the second goal was to examine distinctive features of English websites of Thai universities. The results from two research questions would be supportive to identify identities of Thai university websites in the next chapter.

This chapter mainly focused on initially describing overview of Thai university websites in terms of patterns and features. Then the first two research questions were answered in forms of the generic and specific pattern of Thai university websites. In each section, the homepage and hyperlinked webpages of Thai university websites were analyzed in terms of verbal and visual data. After that, the distinctive features of Thai university websites were disclosed with regard to individual institutes.

4.1 Overview of Thai University Websites

This section portrayed an introduction to the layouts of Thai university websites as online communication platforms. The overview included patterns of Thai university websites, online practices in Thai university websites, and interweaving genres of Thai university websites.

4.1.1 Patterns of Thai University Websites

According to Kress and Van Leeuwen (2006), the university websites applied linguistic grammar perspectives of SFL by dividing the page into four parts which indicate particular position as mentioned in Chapter 2 section 2.1.1. In Figure 4.1, the top space vertically referred to the Ideal that conveyed the ideology, where as the bottom conveyed the Real information. Regarding horizontal dimension, the left space was called the Given part that was familiar to the viewers. On the other hand, the right referred to the New information attracting the viewers.

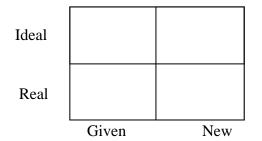


Figure 4.1 Visual semiosis for website analysis (Kress and Van Leeuwen, 2006)

The visual layout was developed to explain the meaningful interpretation for illustration of which the central space represented focal points differential from the surrounding areas as shown in Figure 4.2. The website patterns were found consisting of the frame at the both sides along the length of the homepages. This layout supported the appearance of the central space in which the contents were portrayed in the separated sections.

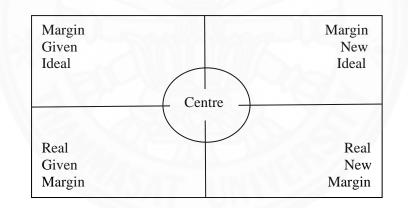


Figure 4.2 Spatial map as an analytical tool for analyzing website patterns (Kress & van Leeuwen, 2006)

As a result, the homepages were the entrance performing as an interactional point of the institutional communication. At the same time, it demonstrated the conceptual platform where the different positions conveyed underlying meanings from the producers' viewpoints.

4.1.1.1 Generic Pattern of Thai University Homepages

From all of the university homepages in this study, the components were found as shown in Table 4.1.

Components of Thai University Homepages	Public University				Private University			
	CU	СМ	KU	PU	AU	AP	HY	PY
Top banner	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Main menu bar	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Sub menu column			\checkmark	\checkmark			\checkmark	
Orientation*	С	С	R	R	С	С	С	С
Corresponding area	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	~	\checkmark
Bottom banner	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark

Table 4.1 Components of Thai university homepages

*Explanation: C=Centered, R=Right

The main components were found in nearly all the university websites. The distinctive pattern resulted from left orientation that was related to the sub-menu column. The homepage of Hatyai University was different from other centered-orientation as the sliding image was accompanied by the left and right sub-menu columns.

The pattern of Thai university homepage with mostly found components was described in Figure 4.3. The highlighted components were regularly found in the university homepages. The other elements were found around the space shown in the homepages. For example, the social media icons were presented on the right of the main menu bar in three university homepages (CM, HY and PU) and they were found in the corresponding sections and the bottom banners of the rest of the homepages (AU, AP, CU, KU and PY).

The top banner included mainly the university titles and emblems in the Given area on the left of the vertical direction, whereas the bottom consisted of the main menu bar. This combination conveyed the concepts of Ideal and Real concepts. The institutional symbols and ideologies were presented in the Ideal or top space as the most important part of the whole homepage. On the other hand, the actual references of institutional existence, mainly mailing address and contact information were represented in the bottom area of the homepage. The Real part implied the reality of the institutions as spatial bodies that possessed attributes and functions relating to their missions.

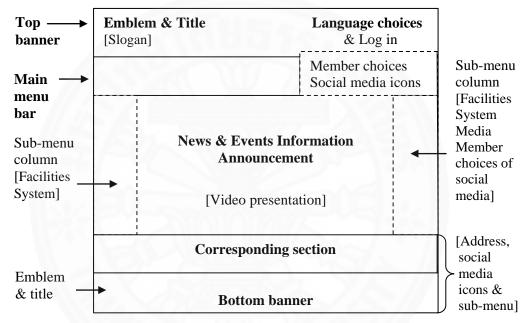


Figure 4.3 Generic pattern of Thai university homepage

In between the top and bottom banners was the largest space. The center area as the most dynamic and largest space was filled with activities, events and news combining both verbal and visual elements. For all types of homepage orientation, the right and the left parts of the homepage below the main sliding image screen were the spaces for spreading out the news/events/announcement and information in forms of sections and columns. Moreover, the choices that were more specific than the main menu and the shortcuts to other relevant system and units providing services were found in the space below the fold or the end of the first shot. This information was presented to meet the viewers' needs as the active members as well as the investigators who were looking for the fastest way to reach the desirable

points. At the same time, the ongoing events and necessary messages of the institutions were presented to interact with the viewers for specific purposes. More details of each feature were described in the next sections.

In Figure 4.4, the generic pattern of the homepage of Asia-Pacific International University displayed the components of the university homepages which performed as the main entrance to interact with the university websites. The top banner and main menu bar were positioned in the vertical order followed by the centered space for news, events and information including images and texts. The components were mostly similar to the generic patterns that represented all other university homepages.



Figure 4.4 Generic pattern illustrated with the homepage of Asia-Pacific International University (www.apiu.edu on March 30, 2016)

In general, the language choices were offered on the right of the top banner near the scroll bar when being presented to the viewers. The options of languages appeared in the New part for the viewers who might need other linguistic medium in learning the institutional contents throughout the homepages. On the other hand, the social media icons were provided in the corresponding section above the bottom banner as the Real part conveying the reproduction of communication channels besides the mailing and electronic addresses.

In overall, the definitely basic features of the generic patterns for Thai university homepages were top banner, main menu bar, central space and bottom banner. The centered image in the sliding screen below the main menu bar was not shared with any division of vertical columns.

4.1.1.2 Specific Pattern of Thai University Homepages

The specific patterns described in this section were not far different from the generic patterns but presented more differentiated characteristics of visual image genres such as the video clip cover pages, and also homepage orientation were different from most of the other homepages that were centered orientation.

(1) Sample of Specific Pattern I

The first specific pattern portrayed the right column below the main menu bar. This pattern was more complex with video clip icons, inserted social media banner and lots of multimodal sections. The homepage was longer than the generic pattern (Figure 4.5).

The homepage of Khon Kaen University illustrated the different features from the centered format by highlighting the New list of choices with the menu column in the top space. These menus were presented in the verbal and visual codes that connected with hyperlinks. Starting from the top banner, the Given part in the left was the emblem with visual designs for the special occasion.





(2) Sample of Specific Pattern II

The second specific pattern sample was two-column beside the center space. The left column of the homepage performed the list of sub-menu in mainly verbal codes. The right column included both verbal and visual hyperlinks. Alike the generic pattern, the social media icons in this specific pattern appeared in the top banner space (Figure 4.6).

However, the bottom banner did not present the visual emblem of the institute. The mailing address as corresponding section was shown in the centered at the end of the homepage.

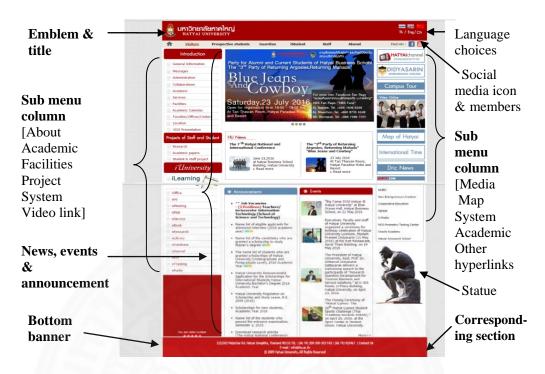


Figure 4.6 Specific pattern II illustrated with the homepage of Hatyai University (Retrieved from <u>http://www.hu.ac.th/english/</u> on June 1, 2016)

4.1.1.3 Hyperlink Webpages Pattern

The pattern of hyperlink webpages consisted of the fixed spaces of the top banners, main menu bars and bottom banners that embraced the identities of the institutions and engaged the viewers with the websites when being transferred from the homepages.

Regarding the webpages of the university websites, the orientation was investigated as shown in Table 4.2. The webpages of the public university websites mostly maintained the same orientation including either right or centered. The right orientation of the public university webpages was more found than the centered. On the other hand, the private university webpages employed the left orientation much more than the right and centered patterns. This disclosed the tendency of right orientation in the public university webpages that might related to the eastern writing style of various language such as Japanese, Chinese, and Arabic. The left orientation signaling the western writing style seemed to be the trend of the private university webpages. These differences possibly conveyed the underlying contents that the Given part of the left orientation contained the offered menu lists. At the same time, the New part was the full contents of information. On the other hand, the New part became the list of hyperlink choices, and the Given part was the large space filled with the related information under the main topics of the webpages.

Thai University Webpages	Public University				Private University			
	CU	СМ	KU	PU	AU	AP	HY	PY
About/Introduction	R	R	R	С	L	L	L	R
Student/Campus/ Facilities/Accommodation	R	C*	R	С	L	L	L	R
News	R	C	R	С	L	С	С	R
Activity	R	С	R	С	L	С	C	L

Table 4.2 Thai university webpage orientation

* The layout showed both right column of choices and left section of supportive illustration

With regard to all types of orientation, the columns of the sub menus for other promoted issues and relevant topics as shown in Figure 4.7. Comparing to the homepage patterns, the webpages were mostly less complicated but added more icons of social media for sharing others, emailing friends and switching to the other platforms. At the same time, the series of photo images from each event were exhibited in thumbnail formats for further viewing in the sub-menu column of the news webpages as well as under the large visual images in the center of the webpages. The webpages performed a memory function of which the past events and reported news could be traced back through the listed hyperlinks or icons.

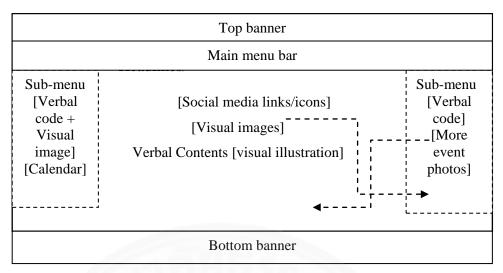


Figure 4.7 Generic pattern of hyperlinked webpages

Regarding one of the generic patterns, the webpages of the university were portrayed in the left (Figure 4.8). The sub-menu was on the left, whereas the main text was the new information of which the visual code was given part and the verbal code performed the unknown contents.

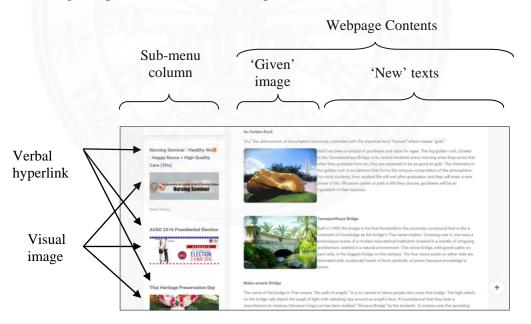


Figure 4.8 Left orientation of the Assumption University webpage (Retrieved from http://www.au.edu/index.php/aboutau/location/item/172-features-of-cultural-historical-significance)

In addition, the webpage was presented to emphasize the combination of the multimodal combination in which the visual images were placed in the Given part of the webpage contents and the Real part (bottom) of each menu abstract in the sub-menu column. The vertical combination of menu choices offered to the viewers was also found in the news section of the homepages. This emphasized the importance of verbal titles that identified the topics incorporated with illustrations that offered visual aids of relevant participants, settings and atmosphere.

In contrast, the right orientation of the contents was found in the main contents. The visual images with vivid colors and symbolic items relevant to the topics were shown on the right, whereas the verbal texts were given on the left in the large space of the page width as shown in Figure 4.9.

The Figure 4.9 presented the verbal column of sub-menu and social media choices on the right. The hyperlinks of the news abstracts were signaled in the blue at the beginning of each abstract. The right column offered the verbal choices that were able to bring the viewers the concerned webpages. In case of the further details were available, the blue hyperlink saying 'Continue reading' was also shown in the bottom line of the individual abstracts.



Figure 4.9 Right orientation of the Payap University webpage (Retrieved from http://ic.payap.ac.th/latest-news/)

4.1.2 Online Practices in Thai University Websites

The online practices were the significant activities that engaged the human with system designed for the viewers. When the viewers approached the homepage, they could interact with the hyperlinks by selecting from the presentation of verbal menus and visual images. The press or click upon the hyperlinked features could lead them to the new webpages related to the keywords and contents under the producers' website determination. At the verbal and visual hyperlinks connected the homepage with the other webpages in dual perspectives (Figure 4.10).



Figure 4.10 Series of hyperlinks (Retrieved from <u>http://cmu.ac.th/en/</u> on March 23, 2016)

4.1.2.1 Point of Contact for the Interaction Practice

The verbal menu labels were placed in the top banner. The main menu bar was the key list of topics representing more information. The hyperlinked verbal texts and visual images were the interactive spaces linking the homepage with the relevant webpages in which the freezing pattern of the top banner was coherently displayed and theme colors of the main menu and headings were transferred.

This way of connecting the anchors that referred to the connection icon linking the homepages with the webpages in the homepages to the other details as the hyperlinks reflected the attributes of intertextuality in the online practices. Besides the internal cohesive interaction devices linking the homepages with the other institutional webpages, the homepages included gateways to interact with the external world through the digital bridges across the platforms. Corresponding links and video presentation clips related the homepage to the other social media platforms.

4.1.2.2 Production and Consumption Practices

From the researcher perspective, the online practices could be criticized from both producer's and consumer's viewpoints.

(1) **Producer's intent**

From the production perspective, the top space portrayed symbolic philosophical and symbolic items that expressed institutional ideology. Together with the institutional color bar, the list of menu labels was the topics covering a drop-down list of sub topics. The hyperlinks underlying the visual images and verbal labels in the news and events section were placed to lead the viewers to the other coherent webpages that described news and events details. The cohesive devices were mainly the top banner and main menu bars that restated the institutional identity and presence. Nonetheless, the key tool of cohesion in each hyperlinked webpage was the news headlines and visual images.

Some webpages were hosted by other units in the educational organization but related to the self-presentation of the university. The hyperlinked video clips and media channels were posted on the homepages to engage the audiences with the online thread of these relations originated in the specific sites and internal departments such as International Affairs Office, Informational Technology Service Center, International Communication Center. These cases sometimes disclosed overlapping formats of contents written in Thai language shared upon the English homepages. The interrelation between the native and the international language were partially revealed when the Thai and English homepages shared the same patterns.

(2) Viewer's prospective

The viewers interacted with the institutional websites by approaching to the online address. From the users' perspective, the top banner with official logos and titles confirmed the right space where the viewers were visiting. Apparently, the screens of visual images dominantly occupied most space below the main menu and automatically moved from the right to the left accommodating the viewers. At the same time, the interactive arrows along the window allowed manual change of the presentation. The online readers went through news headlines and visual images addressing the issues and ongoing topics of the universities. The viewers could directly select the menus, news and events of their interests by clicking upon the hyperlinked headlines, menu labels and visual icons. Then the relevant webpages would appear on the users' computer, tablet or mobile phone screen for additional information.

The reaction loops between the viewers and the university websites occurred many times from the first step that the viewers decided to visit the homepage. In return, the homepages offered attractive space in the standard menu list and specifically selected images of events and agendas in the window presentation. The viewers could either first stop at the moving images or concentrate in finding the label of the needed topic or scroll down to check out the news abstract in which both verbal and visual codes were combined.

At any engaging point, the users perceived multimodal information and interpreted the lateral and pragmatic meanings regarding the given contexts and personal background. At the same time, the users manipulated their own power in response to the choices offered by the producers. When the hyperlinked icons and labels brought the viewers to the other webpages, the viewers went through the presented contents as long as they wanted before getting back to the homepages or switching to the other contents by clicking on the selected menu labels.

4.1.3 Interweaving Genres in Thai University Websites

The university websites combined multiple genres in their own dynamic spaces. The basic function of the institutional websites was information sharing to the viewers looking for information. In this sense, the university websites performed as the newspapers, bulletin boards and circulated materials within the organizations. The institutional members retrieved the news and events that matched with their needs and must-know information such as admission requirements, examination schedule, and graduation ceremony dates. In case of non-member audiences, the university homepages became the cover pages of the newspapers as well as the news agency homepages that expressed the highlighting issues in the large visual image on the top-half space of the whole page length without down-scrolling action.

At the same time, the emerging genre found in the university websites included advertising that normally exercised in public media spaces. As the institutional websites, especially the public organizations mainly aimed to manipulate their own communication channels for institutional objectives rather than the commercial purposes, the advertisement appeared in the online spaces were not totally irrelevant to the host businesses and separate from the other contents by sections or headings. On the other hand, the institutions advertise and represented themselves in their own manageable media through multimodal discourses via online platforms. The programs of study offered were communicate through not only verbal texts of information but also the visual images of the students' success, researchers' awards and supporting units as well as facilities to convince the viewers that the universities were capable of building their future careers with high quality resources.

The customer relationship management was another genre appearing in the university websites that also reflected changing ways of single channel communication. The social media options such as Facebook, Twitter were offered to spread out institutional information as active communicators rather than merely maintained the official platform in the websites. These inclusive digital tools implied that the institutions intended to blend the viewers' routines with the familiar networks used by the new generations and current trends of borderless, swift communication in all aspects of lives these days.

Regarding Foucault, knowledge was produced through interactions between senders and receivers that involved with power underlying discourses and varied modes of communication – written, spoken, manner, situation. Production, distribution, consumption were all aspects relating to discursive discourses in which power was manipulated through communication practices.

Considering the university websites as the service providers in hospitality industry, the material processes included such as 'to visit', 'to host', 'to welcome', and 'to reside' in the following samples.

Interested students should *visit* www.inter.chula.ac.th or call Tel. 02 218 3331 for more details.

(from Chulalongkorn University Website)

The Faculty of Science KKU *hosted* the Conference on Taxonomy and Systematics in Thailand 2016

(from Khon Kaen University Website)

I would like to *welcome* all new students to Hatyai University. (from Hatyai University Website)

Students are expected *to reside* in the dormitories to fully benefit from the extra-curricular activities offered on campus...

(from Payap University Website)

At the same time, the nouns conveyed the senses of virtual community paralleling with the real world. These samples were 'Home', 'Accommodation', 'Campus life', Dormitory', 'dormitories', 'dorm', 'residential buildings', 'residential institution', 'International House' and 'Hall'. The participants found in the sample data were 'residents', 'residential life program'. The spatial aspects provided in the PY data set were 'residential learning community'. While many vehicles provided online on the campus were presented as one of services available, the local modes of transportation reveal the cultural practices of commuting from and to the campus. The most evident sample found in the university website data of northern and southern Thailand was 'TukTuk' presented in red and blue colors (Rungruangsuparat, 2016). In the images of which the students appeared with this three-wheel motor bike combining with the pick-up space on the back, they performed as happy carriers looking at the viewers or an active actor stepping down from the vehicle.

In the capital city, Chulalongkorn University disclosed alternative travel methods reflecting the availability of multiple methods for the viewers arriving the public underground train station as follows: "From here, *you can* walk, board a bus or hire a taxi...". This signaled the intertextual space referred in the previous statement of situation in which the viewers were supposed to engage and directly interact with the online interlocutor represented for the institution. Also, the choices of transportation could imply geographical landscapes and infrastructure around the university campuses and served the visitors as travel guidance.

Besides the actual visit advice, the university offered information service through varied choices that reflected institutional availability of persons and communication channels to serve the viewers as their prospective clients in a formal genre of business contact as the following samples:

For inquiry, *please contact us* at email: grad@chula.ac.th, admissionschula@gmail.com or Tel. 02 218 3505, 02 218 3501 ext 602

(from Chulalongkorn University Website)

For confirmation of your participation or further information, *please feel free to contact* Ms.

(from Chulalongkorn University Website)

Moreover, online channels addressing the viewers with the second personal pronoun signaled intimacy with customers, for example,

You_can access information at http://www.library.au.edu.

(from Assumption University Website)

You can Renew Books online at http://www.library.au.edu.

(from Assumption University website)

Through the university websites, digital practices were the sites promoted for further knowledge, service interaction and contact. The full form of communication implied the institutional effort to remark the viewers' power in exploiting provided resources of the universities.

The readiness of the services was addressed with the possessive pronoun and relational process, for instance,

Our staff members are available to assist convention organizers with conference planning and coordination.

(from Chiang Mai University Website)

Not only human resources but also facilities were mentioned as the carriers and the beneficiaries were stipulated in the following sample:

Six dormitories are available to the students.

(from Asia-Pacific International University Website)

Moreover, the university websites revealed the nurses and doctors in the hospital space with friendly smiles. Also, the nurse students lined up behind one another while sitting in front of the building and looking at the viewers. The hospitals were verbally mentioned as one of the fields of the studies and service units offered by the universities, but they were visually presented with the participants who took the roles of the health service providers and learners.

The goal as the institutional objects were promoted to the viewers in forms of advertising texts to highlight the theme in the passive voice as the choice offered in a designated spatial situation, for example, All the aforementioned items *can be purchased* at the Homecoming event.

(from Chulalongkorn University Website)

The ability of institutional members was referred to support the global recognition of the academic degrees awarded by the institution in the following sample,

AU Graduates can pursue advanced degrees anywhere in the world. (from Assumption University Website)

In both cases, the authority in doing the actions required the spatial aspect that empowered the ability to possess memorable items and took acceptance of other institutes. At the same time, the omission of the subject of the clause,

Purchase tickets in advance at MC Mart.

(from Asia-Pacific International University Website)

This reflected the pattern of instruction for prospective clients was found in the university webpages.

The location was the textual theme that highlighted the place where the unspecified actor was empowered to have a preferable moment in exploiting institutional resources. This was similar to the tourist oriented texts instead of academic obligation expected from the members as follows:

At PSU, one can enjoy excellent teaching and learning facilities, outstanding sports provisions, and the opportunity.

(from Prince of Songkla University Website)

From these statements, the empowerment and privilege were possible with spatial conditions upon the institution and institutional events and services. Also, the critical part in the stated clauses was the modal verb that authorized the viewers as the beneficiary to do the provided actions and possess the offered things. At the same time, the viewers were acknowledged what they were allowed to do as the followers regarding the institutional orientation.

4.2 Features of Thai University Websites

The features of Thai university websites were the sections of findings for the research question one and two as follows.

4.2.1 Common Features of Thai University Websites

Research question one: What are common features of English websites of Thai universities?

The common features of Thai university websites including both verbal and visual elements of the homepages and related webpages in the scope of this study mainly covering About, Campus/Student life, and News/events were analyzed to answer the first question.

4.2.1.1 Common Features of Thai University Homepages

Regarding the positions portrayed in the homepage patterns, the common features of Thai university websites consisted of four main parts that were top banner, main menu bar and sub menu column, news / events / information / announcement, and bottom banner and corresponding section. Main menus appearing in the Real part offered choices, the sub menus as more choices of the main choices, slogans as verbal statements of the institutions, and news headlines and sections as either Real in the space below the whole homepage pattern or Given in the most of news abstraction.

(1) Top banner as Ideal part of the homepage semiosis

The top banner space presented institutional information relating to the identification of institutional titles, motto, choices of languages and contents, and channels of communication by the verbal codes.

Title of the universities and slogans were addressed in the top banner. The institutional title was proper nouns. The motto was noun phrases that emphasized the institutional core value.

Pillars of the Kingdom

(from the top banner of Chulalongkorn University)

The noun phrase of the slogan was created for special occasion that embraced the institutional strength, for instance,

50 years of social devotion

(from the top banner of KhonKaen University)

Chiang Mai University addressed the prepositional phrase that explained the ideologies of the institutions as follows.

University of Excellence Where Nature Nurtures Beautiful Intelligence.

(from the top banner of Chiang Mai University)

Also, the sub menu 'Search', 'Contact' and 'Login' sometimes appeared in the top banner to provide shot-cuts for visitors and members. The options of 'Web' and 'People' were offered in searching the needed information.

Enter keyword and *press* enter' was stated in the search gap in the top banner. This instructive statement represented another kind of interaction that allowed the viewers to independently explore the interesting information with the keywords and topics contained in the multiple-layer websites.

The visual images of the top banner in the university homepages incorporated institutional logos and colors with the titles as shown in the Table 4.3. In these top banners, all of the institutional names in full versions were presented in English to verify the online identities with global audiences. This space was occupied by institutional indexicality that comprised of signified and intentional meanings.

Half of them (CU, CM, HY and PU) were accompanied with the Thai spelling of the universities' titles. These Thai names co-occurred with the English titles to emphasize their local identities of origins. The national language was mostly presented with the larger size than the international one. This appearance reflected the recognition of institutional history and linguistic source of information.

Additionally, the English abbreviation still played the most critical role by color and size when appearing in the top banner of two public universities. Most private universities (AU, AP and PY) presented only English titles and logos, whereas the public institutes including CM and PU stressed on the emblem and abbreviation with the largest sizing comparing to the full titles of the institutes. There was no exemption for the private institute that tended to design their top banners by emphasizing the Thai institutional title (HY) and the English short name (PY) respectively.

Regarding the use of capital typeset, half of them (AP, AU, HY and PY) employed the capital letters in stating the English full title of the universities. Only three (CU, KU and PU) showed the English institutional titles staring with capital letter followed by small letters. These revealed the title capitalization as the key feature of the private institutional homepages. On the other hand, nearly all of the public university homepages stated the formal writing style in their top banners.

From all of the institutional emblems, half with uncomplicated designs were drawn in two main color themes upon the plain backgrounds. The rest of them required multiple color shades to illustrate their multi-layered emblem images. When the top banner performed as the most important part of the homepage space, the visual presentation of the emblems and titles became the institutional brands placing across the page width. Furthermore, half of the centered orientation homepages (CM, CU and PY) employed the two-tone colors. The same number (APIU, AU and HY) painted the multiple-color theme in the visual designs appearing on the top banners. Also, all top banners with the colored background

presented the titles in the white color (AU, HY, PU and PY). These showed favorite colors used by the university in designing the emblems.

University	Top banner	Given	New
AP	ASIA-PACIFIC INTERNATIONAL UNIVERSITY www.apiu.edu	Visual emblem in multiple colors	Verbal name in English
AU	ASSUMPTION UNIVERSITY http://www.au.edu/	Visual emblem in multiple colors	Verbal name in English
СМ	บท่งชารไข of Excellence Where Nature Nutures Beautiful Intelligence http://cmu.ac.th/en/index.php	Visual emblem in institute's two colors	English abbreviation& Thai verbal name
CU	Chulalongkorn University Subabosculuri Pillar of the Kingdom http://www.chula.ac.th/en/	Visual emblem in institute's two colors	English & Thai verbal name with motto
НҮ	มหาวิทยาลัยหาดใหญ่ HATYAI UNIVERSITY http://www.hu.ac.th/english/	Visual emblem in multiple colors	Thai & English verbal name
KU	https://www.kku.ac.th/?l=en	Visual emblem in multiple colors	English verbal full name & anniversary's slogan
PU	PSU มหาวิทยาลัยสงขลานครินทร์ Prince of Congkia University http://www.en.psu.ac.th/	Visual emblem in multiple colors & English abbreviation	Thai & English verbal full names & Visual image of statue
РҮ	PAYAP UNIVERSITY INTERNATIONAL PROGRAMS http://ic.payap.ac.th/	English verbal name & academic focus	Visual logo in mono color

Table 4.3 Top banner of university homepages in alphabetical order

In summary, the visual designs of the institutional homepages were mostly placed in the Given part, whereas the New part was occupied by the verbal codes of the university's names.

(2) Main menu bar & sub menu column of the homepage

The main menu bars and sub menu columns were portrayed under the top banners in the first half of the homepages that mostly referred to the functions of the universities relating to academic activities, the communication genres and the public relations contents as shown in the Table 4.4.

Regarding the Table 4.4, all the top part of the homepages presented the menus of Home, language choices, and About/Introduction. At least half of all homepages included the menus related to Student life/Campus life, Academic, Admission, Research, Department/Offices, Student status and Search. These implied that most of the university homepages paid more attention to the image presentation through the online platform containing multimodal presentation of 'who they are' in the past and at present through a variety of languages for multinational viewers. The favorite topics of choices highlighted in the first shot of the homepages expressed the key institutional members as the important target viewers and the institutional products and supporting services.

Yet the Table 4.4 did not include the other sections or list of choices below the first half of the homepage that was the main important part of the semiosis structure, so more labels in less significant parts were not presented. These implied the institutional recognition in designing the homepages with priority of contents that were expected to acknowledge and promote from the producers' viewpoints.

The essential functions of main menu and sub menu were the given choices for the viewers who looked for the knowledge shared in the deeper layers that were more specific than the terms used and definitions interpreted by first sights. Comparing to the main menu, the sub menu was the subsets that were clarified regarding the commonly used menu prediction by the producers and experiences researched by the units taking care of monitoring the systems.

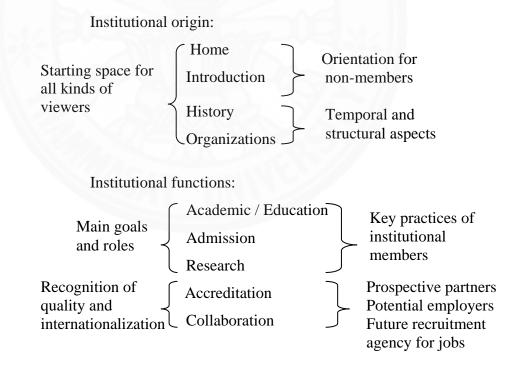
Main Menu Bar &	Public University				Private University			
Sub - Menu Column Topic	CU	СМ	KU	PU	AU	AP	HY	PY
Home	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
About/Introduction	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Language option	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Student life/Campus life/ Facilities/Accommodation/ Resources		~	~		~	~	~	~
News/Newsletter	\checkmark	\checkmark	//	\checkmark			~	
International/Global Reach	\checkmark		_	~			✓	
Academic/Education	66	\checkmark	\checkmark	\checkmark	~	\checkmark	✓	\checkmark
Admission	\checkmark		\checkmark	\checkmark	\checkmark		\checkmark	\checkmark
Apply	2			10	\checkmark	\checkmark	[\checkmark
Research	\checkmark	\checkmark	\checkmark	\checkmark			\checkmark	
Faculties/Departments/ Organization/Center/ Community	~	~	~		/		~	
Student status	\checkmark		\checkmark	\checkmark	\checkmark		\checkmark	\checkmark
People/Staff			\checkmark	\checkmark	\checkmark		\checkmark	✓
Parents/Guardian					\checkmark		\checkmark	
Visitors			\checkmark		\checkmark		\checkmark	
Contact		\checkmark				\checkmark		\checkmark
Login		\checkmark	\checkmark		\checkmark			
Search	\checkmark		\checkmark	\checkmark	\checkmark			\checkmark

Table 4.4 Main menu bar and sub-menu column topics

This part was therefore related to the practice of people interacting in online space. Appearing on top below the top banner and on the left side or, regarding Kress and van Leeuwen's theory of visual semiotics, the main menu bars and sub-menu columns concerned the important and new information and practices which online members knew how to do.

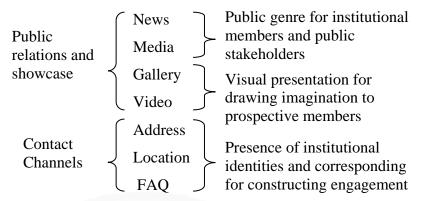
The list of menus were presented in eight forms: nouns, possessive pronouns combined with nouns, adjectives combined with nouns, compound nouns, noun phrases, institutional abbreviation or short names combined with nouns, prepositional phrases, and nouns followed by prepositional phrases.

First, the nouns were related to different aspects of institutions that conveyed their stories, functions and representation as follows.



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Institutional communication:



The multimodal resources were presented in the various genres and connected with the homepages as hyperlinked sections and icons. The contact channels that provided spatial references offered further interaction in person on the physical sites.

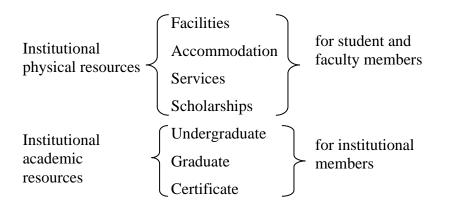
Also, the FAQ (frequently asked question) hyperlink implies online correspondence through interpersonal messages between the viewers who asked the questions and the answers given by the institutional authors. At the same time, it conveyed the sense of viewers as customers who were welcomed to interact with and to receive prompt responses from the institutions as service providers.

Institutional system:

Intranet ---- \rightarrow for institutional faculty members

Moodle ---- \rightarrow for institutional academic and student members

Institutional offer:



Institutional people: Staff Student Current members Alumni ------ shared past experience viewers Institutional stakeholders: Guardian Concerning current and

Parents Concerning current and prospective members

Visitors ----- newly viewers

Secondly, the possessive pronouns combined with the nouns including '*Our* Vision', '*Our* Foundation', '*Our* Mission', '*Our* Campuses' were listed in the drop-down menu. This combination constructed engagement with self-inclusive or in-group possession through the interaction between the texts and the viewers.

Thirdly, the combination of adjectives and nouns relating to the status of institutional members included

Status
$$\begin{cases} Current \\ Prospective \\ Current \end{cases}$$
 + student = $\begin{cases} Institutional members \\ with different stages \\ of experiences and \\ backgrounds \end{cases}$

iStudent referred to the system designed for institutional communication.

Also, the combinations between adjectives and nouns were used to state the online shortcut to information and services such as

Digital practice	$\begin{cases} Social Link \\ Quick Link \end{cases}$	}	Connection with outside community
-	Online Payment	٦	Institutional
	General Information	, }	provided tools
Borderless	∫ <i>Global</i> Reach		
sharing	International Time		

Fourthly, the compound nouns that declared information about the universities included

Institutional space Campus Accessibility ---- approachable feature Campus life ---- alive attributes with activities Campus Tour ---- sites for visits

The combination of the university's sites and the nouns were employed to invite the viewers for spatial engagement.

Also, practices and identities were selected and presented in the section of VDO Presentation and Job Opportunities.

Fifthly, the noun phrases of participants and the institutional guiding items of relevant units providing academic and supporting services for the viewers were offered as follows:

Staff and Faculty ----- Institutional personnel

Functional division	Faculties and departments Faculty and organization	Institutional units of academic & administrative
Functional	Resources & Offices	aspects
division	L IT & Network Services	Institutional system & technology for communication

The audiences who could become institutional members were offered the information about facilities and services of the university. This kind of useful lists conveyed the supportive and affordable resources they could exploit when becoming community members.

For the prospective, new members and external stakeholders such as representatives from partnering institutions, local community residents could learn about the briefly information summary, location and transportation from the following sections: *Map & Direction* illustrated the referential space with the symbolic codes of physical sites on the actual campuses such as buildings, landscapes.

Facts and Figure was the labels assigned for the statistics and graphic images that identified the numbers of students by nationalities and/or fields of study, other attributes of the institutions, academic outcomes and people.

Moreover, the relationship between the participants and their production was presented in the noun phrases such as

'President's welcome' / 'Welcoming speech' / 'Message from President/Vice President for....'

As parts of the introduction menu that referred to the interpersonal genre produced on behalf of the institutional leaders or their representatives at higher ranks for the audiences who were mainly the new members – students.

Sixthly, the institutional abbreviation and short name were combined with the nouns to express universities' belongings in the following samples,

(CMU Map		
Institutional abbreviation \prec	<i>CMU</i> Life <i>KKU</i> Life		Institutional commune and
			living states
	KKU Community	J	
	CMU Employee Senate	Ĵ	
	CMU Administration	}	Institutional executives, academic faculty & staff
	AU People	J	
	CMU Directory	٦	Institutional communication
Institutional	<i>KKU</i> Webmail		tools
initial word -	Hatyai Channel	J	

On the other hand, 'Map of *Hatyai*' identified the locations of nearby places in which the institution was situated. This implied that the institution recognizes its engagement with surrounding spaces and places.

Seventhly, the main menus of prepositional phrases included

About + AU / CMU / CU / KKU / PSU = Self introduction

Institutional abbreviation

The use of institutional acronyms emphasized the addressers' presence and possession. At the same time, this strategy fitted with the limited space provided along the menu bar as well as narrow column space.

Finally, the sub menu stated the nouns followed by prepositional phrases that identified the target audiences and approachable spaces of institutional online information systems.

Gateway for...International visitor, Student, Personal, Alumni, Guests

Hotline set for KKU President

The statuses of members were classified in order to keep in touch with each type of their members. These showed that there were the apparent technique in specifying of the users whom the producers needed to communicate with and either the university's leader who was addressed with the direct channel.

In case of the president contact, the community member's were commonly found his role as the supreme authorized person who performed tasks on behalf of the whole units of the institutions. Yet the viewers who were non-institutional members may perceive as the premier choice to keep in touch with the respectful, honorable executives of the university. Besides the mentioned groups of nouns, noun phrases and prepositional phrases, the verb forms including 'Apply', 'Give' and 'Giving' were also mentioned in the main and sub menu. These exhibited the strong intents of the producers to ask for the audiences. These transactional processes helped the viewers engaged with the texts that linked the homepages with the concerned webpages.

Also, 'Login' and 'Search' were mostly found in the sub menus. At the same time, the statements of '*Find* HU' and '*Follow* Us' followed by the icons of Facebook, YouTube, Instagram, Twitter and Gmail reflected that the digital actions borrow offline processes to advise the users along the online networks and interactive platforms, especially the New (right) space of the main menu and in the sliding images shown at the upper half of the homepages as more significant part comparing to the lower spaces.

In the corresponding section, specific names of the mailing addresses with cities, provinces and postal codes were declared to confirm their existence by location. From all university websites, the communication modes were mentioned in the different linguistic structures including nouns and instruction.

The 'Phone Directory' and 'Site Map' was a collection of institutional members. These reflected spatial aspects of the institutions that could be reached by distant communication through calling and internet systems. The illustration of information was presented in the university websites, whereas the viewers' feedbacks could be made through the offered labels including 'Comments/Suggestions' and 'Contact Us'. The reflection of the contents receivers was often urged to share through those channels shown at the bottom of the university homepages.

(3) News/events/announcement of the homepage

This part consisted of section title, instructions, headlines, and sliding texts and captions. In this space was the largest site of representation for the institutions to identify their activities, events and disciplines. The formats of hyperlinks were classified into three types in Table 4.5.

All the university websites portrayed the sliding images that contained the institutional information and promoted events and news for a certain period of time such as a month, a semester.

Туре	University	Sliding images	Sliding headlines	Feeding news
11 / ~	CU	\checkmark		
Dublia	СМ	\checkmark	\checkmark	
Public	KU	\checkmark	1	
	PU	\checkmark		\checkmark
R	AU	\checkmark		1 II
Drivete	AP	\checkmark	10-04-	
Private	HY	\checkmark	10	1 201
	PY	\checkmark		\checkmark

Table 4.5 Hyperlink formats in the university homepages

Institutional abbreviation and short name

The collected data of clauses in the websites and the visual labels verbally identified not only choices of the institutions, but also their belongings and networks with the institutional abbreviation and short names as shown in Table 4.6

The represented forms of the institutions performed various functions throughout the event clauses in the university discourses. In overall, the actor role of which the universities did actions towards the goals or the objects was most dominant. The carrier seemed to be the secondary role taken when the institutions demonstrated their qualities. Both roles supported the identity construction of the university websites as 'what they did' and 'who they were' could be identified.

		Function						
Туре	University	Actor (%)	Carrier (%)	Goal (%)	Existence (%)	Attribute (%)	Place (%)	Total (%)
	CU	27 (20.77)	41 (<i>31.54</i>)	32 (24.62)	1 (0.77)	17 (13.07)	12 (9.23)	130 (100)
Public	СМ	28 (<i>31.46</i>)	26 (29.21)	23 (25.84)	0 (0.00)	3 (3.37)	9 (10.11)	89 (100)
	KU	18 (40.00)	13 (28.89)	7 (15.56)	1 (2.22)	5 (11.11)	1 (2.22)	45 (100)
	PU	33 (25.98)	13 (10.24)	44 (<i>34.65</i>)	2 (1.57)	14 (11.02)	21 (16.54)	127 (100)
	AU	7 (13.73)	19 (<i>37.25</i>)	9 (17.65)	0 (0.00)	13 (25.49)	3 (5.88)	51 (100)
Di	AP	0 (0.00)	1 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (100)
Private	HY	8 (30.77)	12 (46.15)	2 (7.69)	0 (0.00)	4 (15.38)	0 (0.00)	26 (100)
	РҮ	7 (26.92)	5 (19.23)	6 (23.08)	0 (0.00)	3 (11.54)	5 (19.23)	26 (100)

Table 4.6 Frequency of institutional abbreviation and short name

Among public university websites, actor was the most founded role represented the institutions with their abbreviation and short forms as the brands when explaining the institutional events. For the public university websites, carrier was the main role in which the institutes addressed the attributes or identified qualities of institutional service and products.

The visual designs were helpful in highlighting the entrance in which the information could be retrieved as shown in Figure 4.11.

Digital Library Chiang Mai University	CMU	
CMU SIS		CUTE AJARN
Student Email	Staff Email	Registration Office สำนักทะเบียน มช.
CMU RESEARCH	CMU Portal	Сми Network
		O View Banner All

Figure 4.11 Visual labels of institutional system choices (Retrieved from http://cmu.ac.th/en/index.php) The use of institutional abbreviation in many multimodal hyperlinks promoted viewers' awareness of the institutional brand throughout the institutional homepage. Also, the abbreviation of the educational institute as the textual theme engaged the viewers with the presented texts.

This emphasized the institutional attempt to restate its abbreviation around the online space that also helped the viewers recognizing its verbal identity. The abbreviation became institutional brands.

Section Title

The titles of this section mainly involved the aims to acknowledge the viewers of institutional events and to promote selected messages that supported mutual understanding and establish relationship with the audiences. They were mostly compound nouns identifying types of information sharing, for instance,

Unspecified topic	University News)	
Specified topics & concerned members	Executive news Event News Events Calendar	}	Temporal elements & contents

The institutional components were combined and classified to share with the viewers who were members and public who could learn about the institutions with temporal reference.

Also, the adjectives were added before the keywords that was related to promotional communication of the institutional activities including

	<i>Most recent</i> events	
Updated status	<i>Upcoming</i> events	
	Latest News	Types of institutional genres
	[International News	gemes
Scope of information	{ International Programs	3
	<i>Thai Cultural</i> Program	

Furthermore, the institutional abbreviation was accompanied with the keywords of media genres for communicating with the institutional members in addition to the websites that embraced the institutional presence as follows:

> PSU / KKU + Newsletter KKU News AU Journal Hatyai / AU / KKU + Channel KKU / U-Radio

Regarding the samples, the institutional abbreviations of the public universities were merged with the sections of news and newsletter as circulated materials shared in the online platform. The private institute mentioned additional media choices to learn about academic and activity contents.

In addition, the nouns and nouns phrase of academic functions that reflected the importance of research and development publishing for public awareness and further implementation included 'Newsbyte', 'Catalyst' and 'Research and innovation'.

Headlines and instructions to the news and events

The headlines were presented in various forms involving compound nouns, noun phrases, prepositional phrases and sentences. The basic headline formats of university news were compound nouns and noun phrases such as

'Faculty of Business Retreat','Songkran Student Assembly','Water and Energy Conservation'.

These structures expressed the few keywords of the institutional activities and campaigns that saved the divided sections in homepage space. In addition, the headline phrases built up from institutional abbreviation, nouns and adjectives were appeared, for instance,

> CU-SNU Joint Graduate Korean Studies International Program ASEAN+3 Regional Conference Age-Friendly Environment

The prepositional phrases were added after the noun phrases to emphasize the participants or events as the main themes and to specify the locations of origin, for example,

> Honorable Guests from *Germany* The 9th Japan Education Fair at *PSU*

The noun and prepositional phrases of event titles, venues and dates were listed as the headlines, for example,

Big Camp 2016 Hatyai @ Hatyai University at Blue Ocean Hall, Hatyai Business School on 21 May 2016'.

In these cases, the headlines functioned as announcement that acknowledged the viewers of brief information.

The gerund verbs with objects and prepositional phrases performing as the headlines of the events were found such as

> Welcoming Students from Osaka City University and Chiba University Strengthening Relations and Signing Agreement with Kunming University of Science and Technology, China

In these forms, the processes were the textual themes of the headlines that focused on the institutional practices rather than the actors.

The headline sentences composing of institutions and their units, verbs, and objects were presented to identify the actors' roles and the key processes of the events, for example,

> CU Graduate School Offers Research Scholarships KKU sends Thai New Year blessings "Songkran Day, 13th of April 2016

The passive voice of the processes were presented in the shorten form similar to the newspaper headline structures, for instance,

> CMU Students awarded 2 prizes in GMS-ASEAN Student Network 2016 Vietnam

The commands or instructions found in the separate sections asked the users to interact with the hyperlink texts including

View all videos Visual action View all galleries View full event calendar View Banner All

Visual illustration as promotional illustration as targets

Digital action ---- Click here for Chula Panorama

This signaled that there were more than the shown on the homepage were available after clicking this hyperlinked clause. The verbal text also incorporated the visual image as the online invitation card that offered the visual simulation on the right as the new part of the frame as shown in Figure 4.12. Also, the backward and forward arrow icons were placed at the right bottom corner to support the viewers' sliding interaction if they needed to see either previous or following images.



Figure 4.12 Visual image with verbal instruction (Retrieved from http://www.chula.ac.th/CUpanoV1/)

At the same time, the invitations to establish long-term relationships with the viewers were stated as shown in

Follow the official Payap International College Facebook webpage for upcoming events

Find us on Facebook

The outstanding choice among other social media applications was Facebook claiming their users of hundred millions around the world and offered by all Thai university websites in this study.

The newspaper and newsletter practices were also employed in the online practices in the following samples

Read more *Subscribe* to CU E-News *Get* the latest news from Payap's International Programs The following parts of the online practices were the rheme of the instructional clauses that signaled the indexical features in which spatial aspect was addressed to engage the viewers with the current space and the hyperlinked webpages expected to see after the suggested actions.

Sliding texts and captions

The sliding texts appearing in the small gaps below the menu bars of the homepages presented the noun phrases of the events with the ordinal indices,

> 4th Drug Development International Conference 2016 (CDD2016)

> 3rd International Innovation, Design and Articulation (i-IDeA) 2016

The captions placed near the bottom line of the visual image frames in the sliding window below the menu bars as shown in Figure 4.13.



Figure 4.13 Sliding visual image with bottom caption I (Retrieved from <u>http://www.en.psu.ac.th/modules/ mod</u> <u>image show gk4/cache/banners.2016.05.CI_banner_EN1</u> 6gk-is-87.jpg)

The visual image portrayed the key participants who were the host and the partners. As the whole event could not be presented in the shown photograph, the verbal caption was helpful to clarify the main aim of the guest's visit. In this pattern, the Ideal part was the image critically presenting the presence of the institutional members and academic partners in their cultural costume, whereas the explanation was the Real information that was beyond the visual illustration.

Another multimodal pattern of the sliding images presented the verbal statement on the top of the whole image as shown in Figure 4.14. In addition, the instruction for the viewers to interact with the hyperlink was given in the right bottom space of the image.



Figure 4.14 Sliding visual image with bottom caption II (Retrieved from <u>http://www.hu.ac.th/english/slide/</u>img/slide-180.png)

This reflected the need to highlight the most important information that was the verbal announcement of academic recognition. The visual image became the background occupied the whole space but apparently revealed the large group of the certificate recipients below the main statement. This supported the aforementioned text by serving as the Real part of the awarding event. At the same time, the right-bottom corner offered the New part that could lead the viewers to the unknown information.

Regarding the caption components, the verbal forms found were presented in more different forms.

First, the noun phrases were presented to identify the issues in need to promote to the viewers, for instance,

AU Admission 2016 International Undergraduate Degree Program

ASEAN Youth Exploration Program Highlights from Graduation

The combination of visual and verbal was exemplified in Figure 4.15. The noun phrase of the promoted short program was placed on the top of the frame with the color banner similar to the homepage pattern. This emphasized the key message of the text producer. In the following line was presented with smaller font size but red color signaling critical information of time period in which the academic course were running. Interestingly the short form of academic degree program was offered in the visual design with multiple color tones in the left below the banner as the given information stressed by large sizing, whereas the right section was for the outdoor activity image showing four participants in casual attire but mostly similar t-shirt with flowery garlands around their neck. These visual codes were presented to the viewers in the New space in which fun practice of welcoming event was shared besides the main theme of academic matters.



Figure 4.15 Promoted program with a noun phrase

(Retrieved from <u>http://www.chula.ac.th/en/wp-content/</u> <u>uploads/sites/2/2016/04/</u> 20160412-2-adv.jpg)

Second, the gerund verbs and compound nouns were jointed together with prepositional phrases of locations, for example,

Studying in France and Scholarship presentations at PSU

Third, the gerund verbs functioned as hedging before the complete sentence as shown in the caption of

Moving forward...KKU becomes one of the top three of Thailand.

(from Khon Kaen University Website)

Fourth, the captions declared the news headline patterns with the sentences (objects, verbs and locations) in the shorten form of the passive voice, for instance,

AIT (Asian Institute of Technology) Seminar and Roadshow 2016 hosted at PSU

(from Prince of Songkla University Website)

The statements in the captions performed as the news headlines but accompanied with the visual images to guide the viewers what information was to be presented in the hyperlinked webpages or what happened in the relevant images.

Slogans

The positions of the universities were declared and stated in the top banners or beside the large images below the main menu bar. The noun phrases and preposition of location were coincided to address the institutional identity, for example,

'Digital Life Digital University@CMU'.

(from Chiang Mai University Website)

The universities were labeled with modern ways of livings. The statements that persuaded the viewers and acclaimed the recognized statuses and important roles of the institution in the following case:

Join the Houses of Honors

(from Assumption University Website)

Nevertheless, the institutional mottos that reflected the historical events and long-lasting values mostly appeared and were described in the About or Introduction webpages and hyperlinked where the visions and missions were declared.

The verbal headlines of news and events

The headlines of news and events were more discussed in the verbal elements of the webpages as these performed their tasks as the anchors that hooked viewers' interests for clicking and following to the full stories in the hyperlinked webpages.

However, the headlines were varied by types of topics related to international partner collaboration, academic rewarded members, researchers and guest speaker visits. Also, this verbal code section was the most dynamic parts in the large space of the homepages that played an important role in sharing institutional practices among their community's members as well as showcased their experiences through activities and interests through the news and events description of which the members and tools were portrayed.

For the new members and prospective students, this space helped them to draw up the upcoming events and past experiences expected to gain in their future at the university. The visitors could also learn about the institutional focus on fields of study, missions towards the society and social concerns of the host institutes presented through this kind of public relation materials on the digital platforms.

(4) Bottom banner and corresponding section as the signature

Bottom banner and corresponding section were the space for verifying the institutional online space in which titles and/or emblems of the universities mostly appeared as shown in Table 4.7.

University	Bottom banner & corresponding section	Features
AP	Asia-Pacific International University © 2015. All Rights Reserved. 195 Moo 3 Musklek Saraburi 18180 Thailand Tel. +86 036 720 777 info@apiu.edu MAP www.apiu.edu	Full name, the postal, email addresses, the phone number
AU	ASSUMPTION UNIVERSITY OF THAILAND Connect with us We're on Social Networks. Follow us 8 get in touch (f) (g) (g) (g) (g) http://www.au.edu/	Full name & the social media icons
СМ	Capyright © 2016 Chiang Mai University, All rights reserved. by Information Technology Service Center Chang Mai University 239, Heav Keev Road, Muang District, Chiang Mai Thaaland, 50200 Tel. 033-941300 http://cmu.ac.th/en/index.php	The English abbreviation, full name, postal address, phone number
CU	Address Chulalongkorn University 264 Pathumwan, Bangkok Thailand. 10330 Telephone: +682-218-3280 E-mail: int.off@chula.ac.th http://www.chula.ac.th/en/	The full name, The postal & email addresses & phone number
НҮ	125/502 Polpichai Rd. Hatyai SongMila, Thailand 90110 TEL: (66 74) 200-300-303 FAX: (66 74) 425467 Contact Us E-mail: info@hu.ac.th © 2009 Hatyai University, All Rights Reserved http://www.hu.ac.th/english/	The postal & email addresses, 'Contact us',phone & fax numbers
KU	© Copyright 2016 Khon Kaen University (KKU) 123 Moo 16 Mittapap Rd., Nai-Muang, Muang District, Khon Kaen 40002, Thailand. <u>Contact us Sitemaps Phone Directory Comments/Suggestions</u>	The full name, mailing address, sub menu & social media icons
PU	Contact: International Affairs Office, Prince of Songkla University 15 Karnjanavanich Rd., Hat Yai, Songkhla 90110 Tel: 66 74 282000 (Operator), 66 74 446824 (International Office). Fax: 66 74 446825 Email: psu-international@psu.ac.th Twitter: @PSUinter http://www.en.psu.ac.th/	'Contact' the full name, the postal & email addresses, Twitter code, phone & fax numbers
РҮ	Payap University © 2007-2016 Make Contact Giving Privacy Policy Copyright http://ic.payap.ac.th/	the full name &sub- menu ('Make contact' & others)

Table 4.7 Bottom banner and corresponding section

The bottom banner of the university homepages, mostly presented in the same color as either top banners or main menu bars, were employed to confirm the viewers who they were interacting with for online information and where they could contact in person, by post, as well as through online communication with assigned people and units. As mentioned earlier, the corresponding sections were also overlapped with the bottom banner. As a result, the contact addresses and channels were often shown in this space.

The commercial wordings referred to supporting applications of the software corporations such as 'Google play', 'Chrome', 'Window Phone', 'App Store' were presented in the bottom banner. In addition, the 'Copy right', 'policy' and 'privacy' were regularly presented in this area. Also, the copyright symbols and in-charge departments including 'International Relations', 'Information Technology Service Center' who administrated the English websites appeared in the colored bottom banner.

(4) Bottom banner and corresponding section

The section of the corresponding had none of visual figures but appeared mainly below the full name of the institution to support the existence of the institution and approachable channels by call or more online contacts.

Only one of all bottom banners included the institutional emblem and English abbreviation, and also single of them remained the capital letter of the full name in the bottom banner. Nearly all of the bottom banners included full postal addresses to acknowledge the viewers for additional choices of communication that was similar to the business correspondence practice in which both on site and distant channels were yet necessary in a long-term relationship.

To sum up, the verbal and visual features in the university homepages were presented together with the patterns that described the characteristics of the university websites as shown in Table 4.8 and Table 4.9.

Features	Verbal	Visual
Top banner	Title & slogan	Emblem, theme color, image of statue
Bottom banner	Title	Emblem, theme color, social media icon
Main menu	Menu list	Symbolic code, theme color
Sub menu	Menu list	Image
Image presentation	Caption & short messages	Photographs & multimedia images
News/events	Title sections, headlines, hyperlink instructions	Photo & multimedia images, hyperlink icons
Announcement	Program, date, time	Multimedia images
Corresponding section	Mailing address, email address, telephone number	Social media icons

Table 4.8 Multimodal combination in the homepage features

Regarding Kostrzewa (2016), blue conveyed security, loyalty and peace; and purple implied royalty, luxury and ambition. Also, orange expressed courage, confidence and success. In addition, red referred to love, passion and desire. White suggested clean, fresh and purity. In this study, not all universities' colors were used but the blue was popular when designing the institutional websites that were expected to look simple and professional in the respondents' eyes.

For Mutz (2016), the blue color involved intelligence. At the same time, both orange and purple relate to creativity. Furthermore, red is related to strength. As a result, the hot shades were applied because of not only the institutional ideologies regarding their histories, but were employed as the representative characters of the organizations.

Sample	Layout of top shot homepages [Given] + [New]	Theme colors	
AU	Visual image slide spread	Blue top banner & main menu	
AP	Visual image slide centered	Blue top banner & main menu	
PU	[Visual slide] + [Research & event headlines]	Blue top banner & main menu	
РҮ	Visual slide centered	<i>Blue</i> top banner, main menu & frame	
СМ	[Visual image] + [Verbal expression]	Purple top banner & main menu	
CU	Visual slide centered	<i>White</i> top banner <i>Pink</i> main menu & frame	
НҮ	[Service & Facilities & Location] + Visual image slide centered + [Campus tour & Video online]	<i>Red</i> top banner & main menu	
KU	[Visual slide] + [Hotline icon]	<i>Orange</i> top banner & main menu	

Table 4.9 Visual structures of the university homepages

4.2.1.2 Common Features of Thai University Webpages

The verbal features found in the hyperlink webpages included different parts of the texts including topics, history/introduction, accommodation, food and health services, transportation modes, sports and recreational activities, religious sites, and news/events.

(1) Topics

The topics of the webpages were mainly consistent with the homepage menus and headlines hyperlinks that led the viewers to approach the full contents. As shown in the homepages, the verbal topics found in the different webpages included compound nouns, noun phrases, prepositional phrases and sentences used in the newspapers format. Yet, the webpages were displayed to the viewers in forms of articles and newsletter that completely portrayed the texts across the width of the presentation space. Also, the left and right menu columns shared the width to offer additional list of choices. In addition, the left column was used as the space for showing the list of similar kinds of topics especially news or events.

(2) History/introduction webpage

The relevant contents involved the institutional histories and ideologies that were presented through sequential narratives, identification of institutional mottos, core values, symbolic codes, and declaration of vision and mission.

First of all features, the webpages of history told the events related to the process of 'established', 'set up' and 'organized'. Also, the self-introduction of the public institutions was verbally said by referring to the historical positions. Furthermore, the public universities claimed the factual attribute and competitive stances engaging with the spatial aspects.

Also, the regional spaces in which the universities were located were found, for example, the leading educational and learning centre of the Northeastern region, the major university in the Northeastern part of Thailand.

Besides stating the kind of educational institutes, private university introduction also mentioned the quality reliability and official approval, for instance, a leading private university in Thailand, the first fully accredited private university in Thailand.

Second, the institutional mottos that were declared in the webpages reflected the universities' believes and desirable practices, for example,

We can overcome all difficulties through working hard. (from Assumption University Website) Our Soul is for the Benefit of Mankind.

(from Prince of Songkla University Website)

Also, the webpages presented institutional values with the relational statements such as

Harmony: Being in harmony and unity.

(from Hat Yai University Website)

These verbal structures expressed the attributes of the abstract themes that explained what the institutions realized and promoted to their members and public viewers.

Thirdly, the institutions defined the symbolic codes with the descriptions such as

A book is the centre of knowledge that empowers the students wisdom and thoughts.

(from Hat Yai University Website)

the Mother of Christ is the Dwelling Place of the Supreme Wisdom of all science.

(from Assumption University Website)

These ideologies were presented through definitions given by the universities. While the symbols were the themes, the rhemes were explained regarding the institutional interpretation.

Fourthly, the mission and vision statements were presented in different structures. The institutional missions claimed that the material processes of 'provide', 'produce', 'develop', 'preserve', 'conduct', 'employ', 'offer 'would be done as their promises to the public audiences in forms of verb phrases with or without to, for instance,

Provide higher education and high level professional education emphasizing academic excellence and quality of

graduates with high moral and ethical standards under the Sufficiency Economy Philosophy.

(from Chiang Mai University Website)

To *produce* graduates with virtuous characters and high moral standards, along with sound wisdom and practical skills.

(from Asia-Pacific International University Website)

Also, the relational processes and attribute forms of the missions were declared, for example,

To be active in research in each academic faculty with findings published in national and international media.

(from Asia-Pacific International University Website)

KKU also emphasizes the role of local wisdom of the community and connecting the knowledge of interdisciplinary fields *to be in line* with community or social needs.

(from Khon Kaen University Website)

At the same time, the goals or objects the institutes interacted with their services and members who were also their representative of educational outcomes. These reflected the universities' obligations and expected results of administration.

Lastly, the visions declared the full statements of the institutions and mental processes of 'intends', 'aims' and also relational processes of 'is', 'become' in which the desires were communicated, for example,

Asia-Pacific International University *intends* to be a leading, international academic community dedicated to learning, teaching, and research that affirms human

potential, cultivates moral sensitivity, and nurtures character development.

(from Asia-Pacific International University Website)

Chulalongkorn University *is* Thailand's source of knowledge and reference, a guiding light of wisdom for sustainable development.

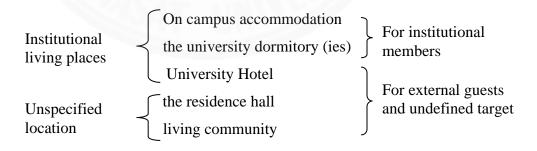
(from Chulalongkorn University Website)

From the examples, the mental process reflected the target positions in which the institutions planned to take. For the relational process, the institutions could explain what they defined themselves in the educational community that referred to the spatial aspect and signification.

(3) Accommodation webpage

The necessary parts of the physical spaces of the universities were accommodation provided for different kinds of institutional members by fields of study and statuses.

The samples reflected their ways of labeling the living places combining common nouns, specific names, residential types, marriage statuses, and institutional labels.



Specific names of institutions and sub-units

CU/	ſ			
Chulalongkorn		dormitory		Spatial
University/	{ .	International Guesthouse	\succ	belongings of
Paradornparp/	· ·	International Guestilouse		institutions
Sasa		International House		

Among the choices of accommodation represented in the websites, the specific names signaling western cultures were used to label the university residence that reflected the atmosphere of study abroad (Rungruangsuparat, 2016). Gender, marriage and citizenship were also used to classify the residents in the prepared living facilities.

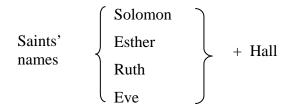
The co-occurrence of visual and verbal modes presenting the accommodation information was exemplified in Figure 4.16. The buildings of the western architecture found in the hyperlink icon supported the verbal statement of instruction. The instruction identified the digital practice to the viewers as the most important part from the top to the bottom lines at the center over the frame. The highlighted theme of the material process was shown in the red color and the rheme of the object was slightly changed to the darker color tone. The visual perspective presented as the background image implied the producer's intents to communicate high power and elegance of the institutional accommodation over the receivers' status through a bottom-up angle.



Figure 4.16 AU Residence Hall icon

(Retrieved from http://www.au.edu/images/stories/news/ dlbcresidencehall1.png)

Western names were illustrated to label the residential halls on the campus.



```
Gender separation:
Possessive and gender 

Alpha's Women + Dormitory

Men's Men's + Residence Hall
```

Marriage status signaled the residential requirements that were different from other statuses of the students who mostly finished their high schools and immediately continued their first university degree with parents' supports. Therefore, the sample 'Married Student Residences' was the one found in the websites.

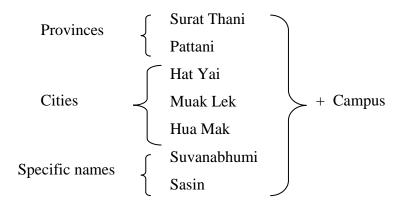
Status identification of functions in the community was criteria in dividing the institutional members for different living places.

Fields of study were also referred to identify the buildings for staying on the university campus.

the dormitory of + { the Faculty of Nursing the Faculty of Medicine

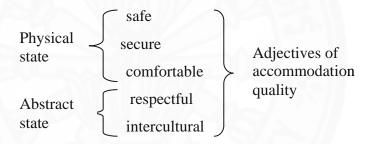
Also, the campuses mentioned in the institutional websites as universities' facilities mainly identified the institutions and locations where the accommodation was offered.

The proper names were also accompanied to indicate the campus branches, for example,



The combination of provincial, local location and common nouns of space supported the spatial identification of the universities as well as the engagement with local communities.

Attribution of the institutional accommodation was related to both physical and abstract elements promoted to the viewers.



(4) Food and health service webpage

The food service centers and also the shopping centers for necessary items, especially consumer products were as follows:

Catering facilities, the University Cafeteria, Three storey cafeteria

Food Court Rong Chang (Elephant Canteen), Food Center, the Food and Service Center (Complex), beverage, bakery, and coffee shop restaurants

the integrated retail *store*, the CU Cooperative *store*, Two storey *commercial Building*

MC Mart, AU Mall, AU Plaza

CU Bookstore, The bookshops

These samples reflected the basic needs for student life that required alternative places offering commodity and academic products.

The physical wellness of the institutions were recognized and presented as one of core services for the universities, especially the institutions who offered the academic programs related to medical studies as follows:

- The Health Service Center, the medical complex, Mission Health Promotion Center, and the Ratanachewaraksa complex
- Mission Hospital School of Nursing, the Bangkok Sanitarium and Hospital compound, and The Bangkok Adventist Hospital

Also, the specified number of equipment, 'six operating rooms', was mentioned to signal the qualification of the health service. At the same time, the mental health service was also provided by the following sample, The counseling Center office.

(5) Transportation modes

The transportation modes were mentioned in the university websites to acknowledge in which ways the viewers could commute from/to and around the campuses. The physical spaces were provided together with the vehicles as follows:

the parking lot and Tuk-tuk station

a fleet of vans, bus, truck and sedan, buses, coaches, and Shuttle Bus The public transportation systems including underground and sky trains , and buses were also available in the samples as follows:

The Metropolitan Rapid Transit, or MRT, BTS

The Bangkok Mass Transit Authority, BMTA, and public buses

(6) Sports and recreational facilities

The health supporting facilities of institutional members were presented in the following samples:

- The sports facilities, the Sport Center & Student Union, CU Sports Complex, and the Thomas Massengill Student Center
- Staff Club and Lecturers' Club, the CMU Officials Club, student sports club, and the Foreign Relations and Santhanakarn clubs
- The Physical Fitness Testing Room, The Weight Training Room, Reception room, The Fitness Room and Gym
- The 50-meter pool, The 25-meter pool, Sports Library, exercise equipment, Indoor sport field,

Audience stadium, Indoor Stadium and Outdoor Stadium

These represent readiness of the educational institutes in providing the exercising space and fixed equipment.

The facilities of the specific sports were identified in the following samples:

A beach volleyball field and Fitness center

Space for Movement exercise: Yoga room, Swimming Pool

and Aerobic room

One to one sports: Boxing, Judo, Karate, Taekwando, Fencing, Badminton court, Tennis Court

Team sports: Volleyball field, Basketball field, Basketball Court, Football Ground, Football Stadium

The architecture and physical spaces designed for on-campus activities were mentioned in the following samples.

a Multi- Purpose Building, the Student Center building and Students Activities Building

The entertainment hall, Albert Hall

Chamchuri Park 100 years, the Health Park, gardens, tree-lined walkways, the Lake Side, the Sithan Lagoon, a series of small lakes, and Pond



Figure 4.17 Facilities icon image

(Retrieved from http://www.en.psu.ac.th/images/gallery/2-1-2556-16-31-09_05.jpg)

In Figure 4.17, the verbal code of the key item was supported by the photograph of the indoor swimming pool. The depth of presented space signaled the large area of the sport center that could cover other provided facilities. The visual element therefore performed as the public and given space on the left expanding to the right of the frame. The verbal code was positioned on the New part and the Real part at the right end of the icon.

(7) Religious sites

For the private universities, the Christianity was communicated through the student life in the following samples:

the Robin Riches Fellowship Hall and the Sabbath School classrooms

the University Church, the Church, Chapel, the Chapel of St. Louis Marie de Montfort'

Also, 'Muslim Prayer Room' was the Islam places for the routine practices mentioned in the university websites. These facilitated the religious followers and institutional members in congregation for specific purposes relating to their faith and the provided orientation by the institutions. Yet, there was no much verbal description about these architectural aesthetics stating in the university websites.

(8) News/events

Regarding the clause structures, the participants performed actor, carrier, behaver, sayer and sensor. The process types consisted of material, relational, behavioral, verbal and mental respectively. The existent was also defined to figure out in the existential process. The other elements analyzed were adjuncts of manner relating to adverb and evaluative verb, and space as well as temporal aspects. The common features of Thai university websites were analyzed from all the data samples regarding participants, processes, academic practices, activities, cultural events and practices were presented and discussed.

The cultural halls of religious arts and Thai architectures were presented as follows:

Sodsai Pantoomkomol Centre for Dramatic Arts, The Art Center

Thai Sala, Sala ChaturamukPaijit

Outside the campuses were also the cultural places stated in the university websites, for instance,

Wat RongKhun (the white temple)

the Royal Bhubing Palace as a part of the visitors' programs

In addition, the critically functioning spaces used in holding the institutional events and external event organizers on academic, business, entertainment and other purposes were stated as follows:

an amphitheater, the Auditorium, CU Auditorium

The CMU Convention Center (CMUCC)

John XXIII Conference Center, the PSU International Convention Center, the PSU International Convention Center

Blue Ocean Hall, the Buddhist Arts Hall and St. Raphael Hall

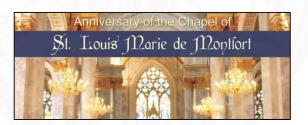


Figure 4.18 Chapel anniversary

(Retrieved from http://www.au.edu/media/k2/items/cache/ 5df34af2455770f7994d0625ff582c27_L.jpg)

In Figure 4.18, the interior design of the Christian site for religious and social activities on the campus was spread over the image that promoted events and news. The verbal statement of the event was highlighted in the blue ribbon across the top of the frame to advise the most important information of the news icon.

The common features of the university webpages composing the verbal and visual data of the common features was analyzed with regard to participants, processes, academic practices, activities. Most of verbal categories founded in the samples of Thai university websites were reflected through the following themes: institutional actors and carriers (the president, the executives, the students and staff), processes, temporal aspects, and space. The material and mental processes were related to institutional ambition and inspiration that expressed their selves to the viewers.

The relational processes were about the academic practices and activities. The pronouns, 'We' and 'I' existed to establish solidarity; 'You' identified interpersonal relationship with the viewers who were institutional members and visitors of the institutions. The direct address of the audiences also expressed the writers' intent to engage with the readers in order to persuade as much as instruct them.

Regarding interpersonal aspects of the verbal texts, the salient relationships between the university websites and the viewers included friend-friend, authorized persons-subordinates, news presenters-readers, and service providers-clients.

Example 1 Friend-friend

- (a) <u>I</u> would like to express <u>my</u> congratulations and welcome to <u>all of you</u> to *Hatyai University*. (HY)
- (b) <u>We</u> thank Mae Fah Luang University staff for the warm welcome and informative exchange. (PU)

Example 2 Authorized persons-subordinates

- (a) Complete school uniforms is required daily when attending classes or chapel services. That includes the pin/button, *the right kind* of shoes and belts. <u>No</u> jeans, <u>no</u> sandals, <u>no</u> jewelry! (AP)
- (b) If <u>you</u> are a prospective student <u>you</u> can request a campus tour. (PY)

Example 3 Information presenters-viewers

- (a) On the 23rd of May 2016 at 9:00 the Research and <u>Technology Transfer Division through the Office of Research</u> <u>Administration, Khon Kaen University held a seminar on the</u> topic of development of research for university rankings. (KU)
- (b) <u>For more information</u> *please click* on this link: Transportation Schedules. (AU)

Example 4 Service providers-clients

- (a) <u>You are welcome</u> to write to me if <u>you</u> feel more comfortable this way. (AP)
- (b)<u>You are invited</u> to the Payap International College Ball "*The Red Carpet Party*" on 13th May 2016 7:00-11:00 pm. (PY)

The first relationship in Example 1 included both friendliness and gratitude. The speakers performed on behalf of the institution and institutional members. Example 1(a) was found in the welcoming speech for the prospective viewers. The use of both the first and the second personal pronoun conveyed the senses of a sender and a receiver that was more specific than the authorial voice in a notice or news report formats. Example 1(b) identified the in-group pronoun to express the gratitude to another educational institute whom hosted their visit.

From Example 2, the institutions presented the power through a command or a condition concerning the viewers' status to be granted in interacting with the specific types of the participants. Even though, both Example 2(a) and Example 2(b) demonstrated different textual themes but conveyed the similar intents of rules by using the passive voices, negative nouns and the modal verbs. The Example 2(a) avoided using a direct speech to imply the instruction for the students. The Example 2(b) addressed the second personal pronoun to highlight the benefits of the

addressee when they complied with the designated condition of the institution.

In the information sharing relationship in Example 3, pronouns of institutions were omitted and more focused on telling the events with regard to time as temporal themes as shown in Example 3(a) and the recommendation in Example 3(b) to engage the viewers with further step in retrieving the extended story via hyperlink.

At the same time, Example 4 revealed the service provider and client relationship that expressed the second pronoun as the textual theme. These implied the importance of the viewers who interacted with the institutional as special persons who were honorable to join the glamorous activity in Example 4(a) and own their right to accept or deny the offers in Example 4(b).

These presented examples revealed the interaction between the institutions and the audiences through authorial and personal voices by employing interpersonal themes and textual themes that relied on manners such as modal verbs and adverbs of politeness.

On the other hand, the significant parts of the webpages were the visual images containing participants, settings and scenes, facilities and equipment, and events and activities as follows.

Participants

According to the university homepages, the represented participants and attribute were analyzed together with manner and place aspects as shown in Table 4.10.

Participants	Attribute	Manner	Place	
	in student uniforms, having a tablet	smiley, happily, friendly	terrace, green field, in building, corridor	
Student group	in graduation gowns, behind the university signboard	Happily	in front of the large building & pond	
Individual student	in a casual attire/ a student uniform/ a graduation gown/ a Thai traditional costume	happily, fun, serious, tempting, proud	Multimedia background	
President	in a business suit & necktie/ a Thai silk shirt	smiley, happily, serious	indoor background, on the stage	
Staff	in colorful shirts/ clothes/dress	fun, lively	On the event space in the tents, the outdoor area	
Executives & visitors	in business attires, in local clothes	smiley, happily, smart, proud, professional	in a meeting room, in front of the landmark/ building scene	
Guest speaker	in a formal attire	friendly, smiley	in a setting screen	
Students & Guest speaker	in a formal attire & student uniforms	friendly, smiley	in a lecture room	
Mixed members	in smart casual attires	friendly, smiley	in the park, on the event space	

Kress and van Leeuwen (2006) pointed out that the texts were produced for the readers in the represented way differing from two-way communication between senders and receivers of messages in a face to face situation. This meant that the author's intent was communicated but s/he did not respond to real-time feedbacks or questions from viewers. The components of the images contained direct address of the audiences and a visual code called a visual act.

With regard to the multimodal presentation, Kress and van Leeuwen (2006) stated that personal language was a simple form of verbal codes that used among familiar people who shared the known set of communication that need even few amount of information. Social language used with the larger scope of interaction that required both interpersonal as well as formal leveling codes. The non-verbal codes were more important in order to ensure that interlocutors understood all the intents. Furthermore, public language was more formal and prepared in advance with various choices to wide range of audiences.

For visual presentation, the distance between the viewers and the participants involved with the frame and proportion of the figures presented in the images. The images presented in the homepage samples contained intimate, close & far personal space, close & far social space, and public space as shown in Table 4.11.

Space	Visual image samples	Carrier	Attribute
Public	http://www.en.psu.ac.th/modules/mod_image_s how_gk4/cache/banners.2016.02.USA_banner_ EN16gk-is-87.jpg	Guest speaker Students Lecture desk Speaker phones	Formal Suits Student uniform Hiyap
	http://ic.payap.ac.th/wp-content/uploads/2015/ 10/pic3.jpg	Group of graduates Signboard Buildings	Success Happiness Dignity
	http://www.hu.ac.th/english/images/data/graph Big.gif	Topic Color bars Number Scales Label	Sub – categories Quantity

Table 4.11 Participants as carriers in visually different settings

Space	Visual image samples	Carrier	Attribute
Far personal shot	http://www.hu.ac.th/English/Guardian/image/ 02.gif	Display Museum Students Historical collection Lighting	Highlight Culture
Close personal Shot	International Admission	Group of youth	Smart Casual Fun
	Hotline set for KKU President Auce Prot Killichal I firstanasirchor https://www.kku.ac.th/images/president_en.jpg	The President	Offer A formal suit & Friendly Smart
Intimate	http://cmu.ac.th/images/uploadfile/enginfo- 091116172518.jpg	Basket-ball player Gym member	Offer Sporty Energetic Strong Healthy Intimate
	http://www.chula.ac.th/en/wp- content/uploads/sites/2/2016/03/20160211_2 _hotnews.jpg	Degree Celsius Weather Symbols Finger- pointer	Offer Power Deter-miner

However, the important part of the visual data that represented the institutional members and facilities on the university website samples was visual images. In addition, the types of the participants presented in the Campus/student life, News/events and relevant webpages could be discussed in the following section.

Students as participants

The found images presented on the homepage were narrative in which the vectors or actions could be identified. The single actors were mainly the students in the institutional uniforms and smart casual attire. The photo images of individuals who were the students were mostly presented in the far personal distance. The student individuals played, touched, pointed and held computers, notebooks and other telecommunication gadgets – a tablet and mobile phone in a happy and pleasant atmosphere. At the same time, the individual learners were presented when each of them concentrated in reading or intentionally looked at the viewers with his and her smiles. The individuals were revealed additionally in peaceful, goal oriented and proud manners in the graduation gown and the student uniform with a book and musical instruments such as an ukulele, a guitar.

From the images shown in the sliding screen and visual icons on the homepages, the individual shots of the students were parts of bodies especially hands and finger tips that related the students with their devices; whereas the represented participants were intimately communicated with the viewers. However, the public distance was found to present not only the individual but surroundings, for example, green environment, an indoor lobby and a library.

The student actors in pairs were mostly presented in the academic situations in which consulting between one and another about the information on the screen of the computers. Also, the pair of students was found as another sample in an exercise setting. The smiley faces of the student in pairs also expressed fresh and happy scene when presenting themselves to the viewers with the academic and leisure activities such as biking, talking.

The groups of the students were also presented in the actions of working together for academic purposes such as discussing about the task, presenting the information, sitting on the grass field and the terrace, standing outside the buildings. In this case, the participants were mostly presented in the public distance to show the settings through different angles. Yet, the eye sight view and direct contact was used to express their friendly smiles and conveyed equal power to the viewers.

When the student groups were interacting with each other by eye-contacts and smiles, the desirable and tempting atmosphere was communicated through their relaxed manners and body languages such as close interpersonal space, natural posture. The accompaniment of the student groups were related to academic items specifically tablets and hobby, for instance a camera, a dumbbell that signaled the sites of engagement.

Occasionally, the groups of students were embedded in the social service activities such as planting trees, constructing the landscape for the school. These represent the roles of young generation who participate in environmental preservation and dedicate to the local community.

The representational events, the viewers were acknowledged of the incurred events and activities. At the same time, the participants engaged themselves with the ongoing processes or the phenomena with the eye vectors as responses.

Presidents and executives as participants

The institutional executives were presented as the hosts who presented gifts to the visitors with smiles. Particularly, the president tended to be represented individually in a formal suit and happy look. The president was also found with the honorable guest speakers. At the same time, the executives appeared with verbal processes, for example, speaking, discussing.

The leadership and authority were communicated in the visual images in which the special events and formal reception for academic guest groups were promoted. In these occasion, the key persons performing as the hosts appeared in the center space among the whole group of participants. The attire of the presidents and executives were formal for business agenda and represented local culture. The settings were in the meeting room, the reception room, the conference room, the event venue, and the President's building.

The collaboration between the institutions and their partners were verbally accomplished via a signing ceremony for memorandum of agreement and also special lectures, seminars and academic activities.

Faculty members as participants

Most academic faculty members were an individual look in a close personal distance that conveyed the qualities of specialist, intelligence. Also, the instructors were presented in facilitated settings, especially computer room and lecture rooms. When the teachers appeared with the students, they performed the guiding role to explain information to the learners in the papers or on the screen of the computer. These scenes shared the viewers the mutual focus on the mediated materials that offered the academic atmosphere.

At the same time, the researchers were presented with their flower gifts and awards that conveyed successful scenes of the rewarding actions on the stages and lobby spaces. The renowned researchers and academicians of both Thai and foreign institutes were shown in close and far personal distances to express their friendship as well as professional looks engaging the viewers with reliable participants.

Non-academic participants

The supporting staff presented in the visual images often stood by their tasks to serve the needs of the students and other institutional members. The smiley faces were found when performing their roles as service providers and standing in the working sites with their demand for the viewers' interactions. The religious personnel taking care of the university church were revealed to specify the recognized persons.

Solidarity and unity were presented by a number of nonacademic members in cultural and corporate events such as Songkran ceremony, annual sports day. In this kind of representation, the staff shared the similar patterns of attires, for example, theme color t-shirts, flowery shirts that conveyed the mutual objectives for participants' congregation and institutional tradition.

Guests and visitors as participants

For the outsiders of the institutional communities, visits involved not only academic activities, but also campus service. high school student groups were the visitors represented alertness when interacting with the host faulty in both formal presentation session and lunch break time. At the same time, the prospective students expressed their demand to present happiness and pleasure to the viewers. The verbal codes of 'like' were found in the visual images in which the young guests were presented.

The exclusive guests were the recognized persons such as the American ambassador. For academic partners, the distinctive representatives appeared as the special guests who performed on behalf of the well-known institutions. The professional guests were the invited speakers from private organizations. Moreover, the honorable guests, especially the Royal princesses came to commence the annual graduation and occasionally opened the new building on the university campuses.

The exchange of souvenirs was captured to express the special occasions on which the host and the guest join the mutual practices of presenting and receiving the gifts after meeting on academic agendas. Besides the executives from the partnering institutes, the student groups were focused and presented in the visual images. The groups of short program students were taken with smiles for presenting their happy visits on the campus and the cultural sites such as temples.

Internationalization was presented through the figures of western and Asian visitors. The Muslim visitors appeared in the executive events as well as the academic visit that welcomed the local and regional guests that shared the similar religious orientation.

Collaboration with the local community in need was presented in the scenes of environmental trips in which the voluntary camp and forestation were held to contribute to the community and society.

Alumni as participants

In the visual data, rarely an alumni image was found. In case of the distinctive alumni who contributed great support to the university, the close personal photograph was specifically presented as the honorable case to appreciate the good deed and express the institutional gratitude as one of steppingstones of the history in the separate webpage.

Settings and scenes

The settings and scenes were the contexts that illustrated selfpresentation of the institutions and institutional participants in general statements on the digital platform and particular situations such as formal meeting, self-study, past-time activities. These included specific location, geographical areas, virtual spaces, pragmatic space.

Specific location as settings

The landmarks, including the buildings and the statue were mostly presented in the homepages as the background of the group photo of the host and the visitors and the inserted visual backdrop of the successful members and the presidents.

In addition, the meeting rooms and the reception rooms were presented in case the participants were discussing or two institutions presenting their signed memorandum of understanding copies. Mostly, the gift exchange between the guests and the hosts were made in the meeting room settings. The halls with the stages were the scene revealing the key speakers who involved the workshop, exhibition and award announcement events as executives, guests, faculty, and student members.

At the same time, the internal spaces within the buildings were mainly the libraries in which bookshelves and table sets were presented with the students who were reading, searching for the books, or holding books while looking at the viewers. The cafeteria, canteen and coffee counter were presented with the student groups talking, eating or looking at the menu board. The gymnasium were presented either unoccupied or in use by the students in the sports event. For the fitness center, the represented players were presented during bicycling, playing badminton, and visually checking their wellness.

Geographical areas as scenes

The natural scenes of the campuses were disclosed in the top point of view that allowed the viewers to see the far and wide area incorporating buildings and landscapes surrounded by either green rural spaces or skyscraping architectures in the city. These reflected the visual atmosphere in which the campuses were located rather than the provincial icons leading to viewers' identification.

The national territories were represented through the specific attractions well known to global viewers (Rungruangsuparat, 2016) such as a Japanese styled temple, a Thai northern temple, Eifel Tower in France, Big Ben Tower in England, the red giant swing poles located in front of Bangkok Metropolitan Office in Thailand. These photo or multimedia images played crucial roles in supporting the geographical identification for the international audiences who might feel interested in the promoted study programs and conferences in different countries.

In other words, the visual images create pleasant atmosphere by presenting the scenes of the cultural architectures as the settings for the guests who appeared in their emotion and demand to engage the viewers in the way that added meaningful details incompletely explained by the verbal texts.

Virtual space

The critical elements of the virtual image presented in the visual format were the multimedia maps made of 2D and 3D techniques that imitate the actual site of the campuses and nearby settings. These illustration images and motion series helped the viewers become accustomed to the places, locations and also directions from the neighboring community that were important for the new comers and early visits.

Besides the figures of virtual arena, the interactive areas updating the other digital platforms included the window of news feeding on the Facebook fanpage, the thumb of 'Like' with the logo of Facebook performing the speech act of invitation to follow the university's account by clicking upon its visual hyperlink. Also, the posted video clips made by in-house units to promote the successful stories of faculty members, especially researchers, and also the institutional stories produced by the outsourcing agencies were the virtual location presented as hyperlinks to bring the viewers the other places and persons upon the different online addresses mainly hosted by the YouTube platform.

The visual icons of 'Home' and social media applications such as Twitter and Instagram also referred the entrance to the virtual spaces either within the institutional threads or their user accounts registered with the hosts. In addition, gallery, digital portal and newsletter cover icons were the examples of the virtual spaces where the offline sites were uploaded into the digital spaces reachable by interacting with the hyperlink.

Referential space as settings

The responding colors were used in signaling the viewers. The arrows were placed upon the text line and the visual image items. The arrow figures put after the verbal instructions themselves were the pragmatic space that conveyed interactive functions to take the audiences from the current space to the new web pages.

Simulative space as settings

The scenes of historical events in the university websites were presented in the sepia color or brown shades that created the old days senses but reflected the original settings of events and places. The blue color was covered upon the photo images of classroom settings and student appearance across the contents in different webpages performed the controlled intents of the website producers in presenting the theme color and visual codes as a united format regardless of reality and authentic settings.

Apart from those cases, the multimedia designs of events were the main site reflecting simulative space. When the events were promoted to take place in the future, the figures of cartoons and humans were employed together with the verbal texts in the settings with the plain color or patterned backgrounds that was clueless to the viewers. Nevertheless, some patterned designs with iconic styles were recognized for honorable events and persons in Thai culture, especially the royal monarchy. The created spaces by multimedia techniques therefore pronounced the presences of animated items rather than specified prospective participants and settings. Exceptionally, the represented buildings from the external perspective and public distance could be used to remark the event venues while backing up the verbal information.

Similarly, the key speakers were presented in the intimate distance photographs with friendly and looks – smiling to the viewers in the smart suit that were posted upon the colorful background with relevant contents of when, where, and what the carriers would meet with the audiences for their prepared topics. Moreover, the demonstrative scenes from the other or past events were brought to portray the upcoming phenomena such as a graduation ceremony, a provincial trip, an academic conference.

Facilities and equipment

The visual images employed the scenes of physical constructions in both unoccupied and occupied spaces as settings in which the participants were present or doing their activities. The equipment were accompanied in those images depending on the categories of academic support, sports complex, non—academic activity support, religious sites, accommodation, health service center,

Academic support

Library buildings were presented but the bookshelves and tables with chairs could reflect their physical spaces in which the learners spent time to attentively search and read books. Moreover, the participants were represented happy and friendly while looking at the viewers with smiles and showing books close to their faces. Also, the group of students outside the classroom and the library appeared with smiles on the terrace and the grass field with the books in the public distance.

The computer rooms were the common scenes in the university websites as the participants were represented using the desktops. Also, the center for information technology was presented in the ways that the homogeneous and heterogeneous actors were learning together on the screen focus. At the same time, the pair of student users in the uniforms appeared as the hosts sitting in the chairs besides the computer sets in the laboratory and smiling to the viewers. These signaled the student life in which their daily life practices engaged with the digital equipment and peers.

The lecture rooms were presented with the groups of participants who were institutional members and guests in different situations. Many images showed the students, faculty and guests intentionally gaze at the viewers as witnesses of the visit and academic activities in the U-shape sloping classrooms where the attendees in the student uniforms sat at the desks or stood around the visitors. Also, the rows of sloping lecture chairs similar to the cinema seating were shown as the visitor groups were listening to the presentation of the university introduction and gazing at the front of the classrooms.

In addition, the free moving lecture seats with presentation instrument in the air-conditioned large rooms were exhibited during the workshop sessions in which the institutional members participated in discussion, group work and oral presentation. The wireless microphones were presented in those settings in hands of both trainers and participants who shared their ideas with the others.

Sports complex

The outdoor and indoor gymnasiums filled with football field, running lanes, basketball field, swimming pools and stands were presented unoccupied. The sports competition was not shown but instead the cheerleading shows were presented with the participants filled in the stands. The fitness equipment such as fixed bicycles, dumbbells were shown in use by the participants. Although, the verbal description gave much details of sport fields and facilities to the viewers, the photo images could provided multi-dimension perspectives that reflected their prosperity of physical spaces to serve the institutional members needs of playing various kinds of sports.

Non-academic activity supports

Besides the academic and sports events, the university websites presented the large venues for non-academic activity purposes. These included degree awarding and Wai Kru (Paying gratitude to the teachers/instructors) ceremonies, musical performances, student president introduction, arts exhibition and campus visit that required the capable, well equipped and impressive facilities. The auditoriums, art galleries and museum were the facilities shown together with the participants in those special events.

The outdoor activities such as scholarship awarding, group photo taking for visitors, dancing party on cultural occasions were presented in the cultural architectures and institutional landmarks on the campus, for example, the statue upon the recreational space, the buildings. Also, the private activities, for instance, biking, relaxing, walking and reading were presented in the scenes near the green areas, natural and human-made landscapes.

These recreational and occasional activities were not well explained in the verbal data, whereas the visual images could disclose lively moments when the participants spent their shared practices in the public spaces and multi-purposed buildings provided by the universities.

Religious sites

The critical places for the private universities were the churches presented as the background images for promoting the important events and the main contents. The provided spaces for congregation of participants in the merit making and religious practices were presented. The examples included the multi-purposed room with the long and narrow stage for placing the monk seats, the meeting room with the wide space for standing and doing religious programs. At the same time, the interior and exterior designs exhibited the aesthetics of religious architectures in the background images and stand alone photographs.

Accommodation

The external scenes of housing buildings were mostly presented in the university websites for the dormitory introduction. There was no any participant appearing in these photo images. Also, the surrounding areas such as the green field in front of the accommodation, the nearby buildings and cement ground were presented. Even though the verbal data stated the separation between male and female residents or specific fields of study, the visual images did not disclose identification of those differences.

On the other hand, the rooms and interior designs were exhibited mainly in the student/campus life and gallery sections that allowed the viewers to see provided bed sets, private desks and cabinets in the daylight shining from the transparent window. However, there was no in-use situation in which residents shared their private spaces in a dormitory shown in these images. On the contrary, the photographs signaled that the newly furnished room was more pleasant to the prospective residents who viewed the websites.

Health service center

The university websites revealed the nurses and doctors in front of the counters filled with documents and office supplies in the hospital space with friendly smiles. Also, the nurse students lined up behind one another while sitting in front of the building and looking at the viewers. The dentists were examining the patients with dental equipment such as an adjustable bed, a high power lamp, and technical tools. The hospitals were verbally mentioned as one of the fields of the studies and service units offered by the universities, but they were visually presented with the participants who served the health service providers and learners.

Events and activities

The presentation of the institutional events and activities was found in the visual images in which the participants, the actions, the manners and the symbolic icons signaling to the signified meanings of the events and activities' purposes on academic, sports and recreational, cultural, religious, social service and international relation aspects.

Academic activities

The activities related to academics were mostly presented in the classrooms and computer laboratories in which the instructors and students focused on the screen or the pieces of works. In most images, the eye-contact between the teacher and learners were found while the oral instruction was made. The group discussions among peers were presented in academic classroom and consultation between pairs of students.

One of the main functions for the executives was the memorandum of agreement signing presented in the news and event sections of the homepages. Most apparent actions related to the signing ceremonies were the agreement presentation of the representatives from the institutional hosts and the partner universities. The signing actions presented in the images in which the tables were set for the signing processes between two sides. The photo images were put into the full series starting from the welcoming actions in which the host groups checked hands with the visitors.

In many occasions for academic discussion and agreement signing, the visitors gave the souvenirs to and received the gifts from the host executives. The talks between two parties were shown while the participants in formal attires appeared in the U-shape seating formats mostly in the reception rooms at sizes suitable to the numbers of participants.

The conferences in the specific topics were shown in the multimedia images to create the atmosphere through visual figures of persons and architectures. Also, some visual posters promoted the academic events by inserting the smiling key speaker photographs upon the multimedia background. The academic training programs run on the campuses and external sites were presented with the photo images allowing the viewers to see the participants and trainers in the workshop settings where the trainees worked on their assigned tasks in group, and the trainers supervised and commented their results.

The visual images presented the research events in many ways. The research awardees were presented with the congratulation scenes in which the institutional executives gave bouquets to their members who received the rewards from the external contests, stood and smiled to the viewers. The researchers were shown in the photo images as inserted items placed among verbal texts of research significance and findings for promoting their works claimed as the institutional success stories. Furthermore, the photo images at a larger scale found in the university websites revealed the laboratory background in which the represented researchers wearing white gowns and showing the researched items to the viewers. In addition, the press interviews of the researchers were shown in the video clip cover pages that reflected the institutional intents to promote the awarded researchers in the media channels from external sources and also their own websites.

Sports and recreational events

The events shown in the university websites also related to the Sports Day on which the faculty and staff members appeared in the polo shirts coming to join the opening ceremony by freeing balloons into the sky. Also, the Sports events for the students were exhibited in the gymnasium where the participants occupied the stand seats and performed their cheering codes for competition. At the same time, the cheerleaders performed their dancing on the floor in front of their followers but turned their faces to the other side for presenting to the judges. Moreover, the special event for heath of the institutional members was presented in the sporty attires running in the mountain scenery.

Besides the lists of sports clubs, the recreational activities were not mentioned verbally but more presented in the visual images. The free time and after class periods were shown by the students in natural scenes doing activities as the youth lifestyles, especially, biking with friends, reading book under the tree, playing tablets in the unoccupied classrooms and computer laboratories, and sitting with peers in modern building spaces with western mini icons such as Learning Tower of Pisa and on the outdoor green field.

Cultural activities

Evidently, Songkran as Thai new year festivals culturally expressed the water pouring events in which the faculty members and executives sitting and putting their arms upon the pillows to have hands above the bowls approached by the participants who were younger faculty, staff members and students wearing flowery, colorful shirts and smiles. The Thai traditional dress and costumes of the smiley female presenter performing as the institutional presenter in the visual image beside the verbal code of 'Happy Songkran Festival' was employed to represent the historical events and practices that related to the silver bowls filled with scented water and rose pedals in her hands (Rungruangsuparat, 2016).

At the same time, on this occasion the image of the president in another university website was presented in the close interpersonal distance that revealed his Thai silk shirt in the institutional color shade and his happy face. Another side of the frame was a multimedia flow of water and flowers poured from the silver bowl. In addition, the Songkran event was promoted with the fun and fresh atmosphere through the sunlight shade of background colors decorated with flags hung down across the road and splashes of water. In summary, the cultural activities were communicated through different stages from the individual carrier to interactive practices between the participants in contextualized settings of symbolic items and places.

Cultural dancing performances created for welcoming different groups of visitors were also shown in the university websites. Mostly, the student performers appeared in Thai central costumes dancing along the music. The southern styled costume influenced by Malay community attire - flowery long-sleeved shirts, batik skirts and long plain scarves used widely in the southern Thailand and other Muslim countries in Southeast Asia were represented the regional cultures and dancing patterns that sometimes sitting and dancing on the floor. Moreover, the making merit events compounded Thai musical bands into the programs. The photo images of events presented the students sitting on the floor and playing Thai musical instruments that were distinctive from well-known western ones. On the other hand, the western cultural activities were presented in the classical music rooms where the students playing violins. Also, the smart poses of the students holding the violin, the ukulele and the guitar displayed their western kinds of hobbies. The western images found in the university websites were the multimedia posters showing the special themes, for example, the black night theme with sparkling light effects, the fancy mask and figure of golden Oscar award, in between the verbal name of the red carpet event. In addition, the balloon festival as a tourism event was presented with the colorful balloons and sparking firework image.

The international activity images were revealed to share the linguistic performances of foreign student participating in Thai speech completion in their home country. Thai cuisines, Thai flags, pieces of local patterned silk cloth and garland were shown to reflect the upcoming event related to cultural products of Thailand. The visual images supported the verbal texts of the programs.

Religious activities

The Buddhism making merit was shown as the religious activities. In the photo images, the respectfully offering manners of the Buddhists to the monks of which the givers lower their bodies than the bodies of the receivers, who stood or sat on the raised up floor were presented. These practices were not verbally explained but visually described through the observed actions and symbolic items, especially food and flower sets in both outdoor setting on the street in the morning period as usual practices of the monks at a nearby temple and indoor space with the appropriately prepared seats for the invited monks on the special occasion of the university.

On the other hand, the Christian practices were mostly mentioned with verbal texts to advise the viewers of appointed time of meeting, places for regular activities and rules for student members. The visual images mainly introduced aesthetics of the churches on the campuses from the outer and inner perspectives. The significant parts of the relevant images were the created statues of Christ and the Christ's mother. These components signaled the key places and physical items of Christianity involving practices of the fellows. Nonetheless, the photo images of the religious leaders who served the relevant service for the students and other institutional members were shown in the university websites. Also, the behavioral processes of individually calm standing for peaceful moments in the room of group session and holding hands of friends at both sides in a circle format under the sunlight were presented in the event and promoted religious program images.

Social service activities

Besides the mentioned activities, the images related to social service programs in which the participants in casual attires were helping others in different projects such as forestation, teaching primary school pupils, cleaning bathroom, constructing cement grounds. These photographs presented their candid scenes of working together with the institutional members and host community for designated purposes. At the same time, the participants' gazes at the viewers were revealed in the images that expressed their friendliness and happiness during the activities periods in the public spaces and on campus site.

International relations activities

One of the international relations activities were about taking the visitors who were students and faculty from the partner universities to tour around the campus and cultural attractions. The images of these activities presented through the foreign students sitting on the university tram with their smiles. Also, the student guests happily had meals together with peers in group. At the same time, they were taken to sightseeing the local temple in the nearby area. While the verbal codes stated who the visitor were and what general purposes were for the visits, the visual images illustrated the continuing programs shown to the viewers.

In conclusion, all of the verbal and visual elements involving the participants, the physical facilities and the activities were presented in the university websites for the main reasons to portray the frame of institutional community members, expected activities, important information, imaginary spaces and mediated tools for interacting with the others through the engaging activities varied by institutional ideologies, local community's needs and global concerns.

4.2.2 Distinctive Features of Thai University Websites

Research question two: What are distinctive features of English websites of Thai universities?

4.2.2.1 Distinctive features of Thai university homepages

(1) Top Banner

Only one of all top banners presented the logo in the right side of the verbal names. PY top banner was marked by this distinctive appearance. Also, the 'Payap' as the specific name was presented in the in the larger size than the common noun of University. This revealed the intents to promote the short name instead of the abbreviation.

For KU, the emblem was decorated by the occasional graphic design around the original emblem to highlight historical reference as well as institutional slogan. In addition, they employed the white shadow that highlighted the orange full title from the similar theme color of the background. These reflected the attempt to maintain the institutional color along the top banner space as the outstanding feature of the institutional identity.

Both CU and PU presented the bigger size of Thai names comparing to the English ones. These were helpful in remind the viewers to be aware of the local culture and language.

(2) Main menu bar & sub-menu column

The visual figure of 'Home' was the most dominant figure presented along the main menu bar of two out of eight homepages (AP, CU and HY), whereas all other menu labels were offered in verbal forms as mentioned in the university homepages.

Only KU and HY portrayed the sub-menu columns with more varied patterns of the multimodal combination in which the images were presented together with the verbal texts of choices. Also, HY and PY were only two homepages presented apparent options for the family's members of students. This implied the institutional recognized the mutual responsibility and information sharing between families and academic institutes.

(3) News/events/information/announcement

The apparent space occupied by the hyperlinks of news, events, information and announcement in the first half of the webpage length once the viewers approach the institutional homepages.

PU and PY were only the homepages presenting sliding texts of news instead of the fix panes of columns in the main space. Both of them placed these features on the right of the homepages that were the New part to the viewers. The PU set the news headlines into the small window where the texts were automatically running from the bottom to the top of the frame. PY presented the window of embedded Facebook window with the updated lists with the scroll bar.

As the news and events spaces that shared information and announcement were illustrated in the university homepages in short forms to save the limited space. The visual images could help to support the verbal headlines in the different positions including the Given (left) part (Figure 4.6) and the Ideal (top) part (Figure 4.7) of the news abstractions.



Figure 4.19 News column sections –Given/New (Retrieved from http://cmu.ac.th/en/index.php)

The critical feature of the university homepages was the institution news sharing, for example, CM's homepage (Figure 4.19). These included news abstractions composing visual images in the Given part and the verbal headlines in the New part. The columns were ranged between two to three but similar styles of layout. In this figure, the selected column was shown with the underlined heading in the darker shade of the green color comparing to the unselected one aside.

On the other hands, the CU's homepage presented the news abstraction (Figure 4.20) in a vertical pattern in which the visual images were presented in the Ideal part giving the ideologies of places and conceptual activities relating to the facts, whereas the Real part was the headlines of news and upcoming events to inform the viewers the real information.



Figure 4.20 News column sections – Ideal/Real (Retrieved from http://www.chula.ac.th/en/)

In addition, the visual lists of images from the news and events were shown normally in the bottom part of the homepage. In case of KU (Figure 4.21), the Given part was placed with selected participants to show. Not all video icons were revealed with the verbal codes. The New part was the icon of 'KKU radio' that linked to the online radio channel.



Figure 4.21 News video & radio section

(Retrieved from https://www.kku.ac.th/index.php?l=en&fs=y)

4.2.2.2 Distinctive features of Thai university webpages

The distinctive features of Thai university webpages were identified according to the following sections.

(1) Visual sequence

The presentation of multiple series of visual images was offered to the viewers in the smaller thumbnails under the main webpages as shown in Figure 4.22.



Figure 4.22 Multiple series of images in the webpage

(Retrieved from http://cmu.ac.th/en/engaboutcmu.php?id=24)

In Figure 4.22, the visual images were presented in the left end as the given part connecting with the verbal nouns of relevant topics including more details. The visual highlight was done by large sizing and positioning above the subsequent thumbnail images. Comparing to the long verbal list of sports, the visual series allowed the viewers quickly learned through the images of concerned kinds of contents. On the other hand, the new choice column offered at the right of the webpage encouraged the viewers to move from the current to the hyperlinks of their interests.

(2) Symbolic design

The distinctive features of symbolic design were found in the symbolic design in the webpage that acknowledged learners of on-campus map and direction as shown in Figure 4.23.

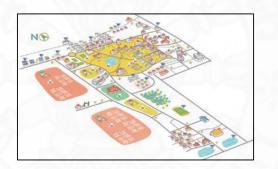


Figure 4.23 Visual design of KU on-campus map (Retrieved from https://www.kku.ac.th/map/80x120cm_ map1_edit2558_800.jpg)

From Figure 4.23, the asymmetrical shape of the graphic items and natural lines representing places and streets on the campus of KU. Also, the color shades looked friendly to the viewers. These were dissimilar to the formal designs in other parts of the website presentation. The spatial representation relied on designated symbols and angle in which the depth and area sizes were explored. Yet, the direction of north was required to help the viewers start their virtual tour through map reading.

(3)Visual geography reference

To point out the university presence and regional location of the campus (Figure 4.24), HY employed the Southeast Asian map with the emphasized font in the red color. Moreover, the arrows were used to imply the city in which the university was located. Not only the concerning city labels but also other neighboring countries were highlighted by oversize and white shadow effect. Apparently, the brightness was applied to highlight the geographical zone from the center of the image to the bottom part signaling their relevance between the capital city and Hatyai as the historical and big city of southern Thailand.



Figure 4.24 Map of Hatyai University in regional geography (Retrieved from http://www.hu.ac.th/english/images/Location/ map.jpg)

The presentation of the regional geography reflected the underlying concept to address the university as one of national and regional members of academic communities that welcomed students and interacted with scholastic partners from those origins.

4.3 Discussions: Forms and Contents of Universities through Websites

In an overview, the results from the multimodal discourse analysis on the university websites reflect the importance of institutional members' lifelong learning through multi-facets of presentation in which visual and verbal communication were intertwined. The shared discourses communicate with the viewers the practices about not only study life, but also other social issues related to individuals, communities and public concerns in the institutional, local, national, regional and global levels. This pattern of learning agreed with Barnett (2010:1) who argued that "Today, in a liquid age, however, individuals inhabit simultaneously as part of their lives multiple learning spaces: work, non-work, family, leisure, social networks, occupational networks, social engagement and manifold channels of news, information and communication, not to mention physical and global mobility (actual and virtual), burst open the possibilities for learning". When the technology devices were blended with daily lives of people in this era, undeniably, they learned who they were and constructed their identities from what presented in the interactive sites with individual interpretation regarding the given contexts. These continual phenomena paralleled with the real situations in which they lived by.

Ideology referred to "the framework of unspoken beliefs, assumptions, and orientations that underlie social structures, discourses, and practices" (Cascardi, 2014:192). The elicited ideologies in the website of the American higher educational institutions in Saichaie's study (2011), the genders and physical appearances of the participants were the social factors recognized. The institutional websites in this study reflected the cultural norms of the oriental society in which the age and status did matters in the social interactions between the institutional members and the community's stakeholders.

Regarding the student volunteers from the universities in this study, the comments can be discussed regarding the features of the university websites. The top banners of the university homepages mainly expressed the university's cores through institutional titles, logos, mottos, languages. Few offered the menus for members such as student, faculty dominantly on the top banners. This agreed with the respondent mentioning a variety of language choices and options for viewers' statuses were remarkable as institutional value and ease of use.

The listed choices for threads of hyperlinked pages had been hidden under the main labels and drop down signs that require clicking upon the said buttons. The respondent revealed that the condensed, multiple-column design was the reason for the favorite homepage. Inevitably, the further study should be done to investigate which information or menu deserves to be apparently shown without additional command.

The windows with a sliding effect on the university homepages presented images of events at different speed depending on numbers of all images provided. The speed should therefore be gauged with regard to the viewers' perception on the messages conveyed, especially when much detailed information was shown on the images.

In terms of the colors used, the top banner as the Ideal part of the homepage signaled the viewers with its color. As a result, the institutional colors supported the perception on the institutional online platform. From the survey, several respondents mentioned the color as the dominant feature of their university websites. This careful design of the top banner color tended to promote the institutional identity matching with its verbal statement that indirectly communicated solidarity of the institute itself.

The headlines of the news and events provided in the sections below the top banner are mostly highlighted by underlining and bolding. The color mark was also found used for section headings, and commented by the respondent as a helpful device for eye-catching, particularly the red letter implying the very important information.

The visual maps were important for the new comers who might be applicants, new students, parents, guests and so on. The multimedia figure portraying both numerically marked on-campus map and descriptions were useful for their transportation but the around campus map should be additionally provided for travelling from/to the outside area. Significantly, surrounding places such as the bus terminal, the train station, the airport, the hospital mentioned on the map were helpful to the viewers who learned how to reach the campuses from choices of public transportation modes.

The multimodal discourse analysis was employed to explore the generic features of the university websites. This concept developed from systemic functional analysis that stressed on the roles of feature placement in the multimodal media. The university homepages were identified as identity formation (Djonov, 2005) and selfpresentation (Saichaie, 2011). However, Djonov (2005) identified the identity communication of children oriented homepages through the cropping images and repetitiveness of names, illustrations and represented participants. Almutairi's developed system of Systemic Functional Multimodal Discourse Analysis supports the quantitative methods with coupling techniques of visual designs to figure out identity of American newspapers from the examples of social actors that yet required the sub-culture and more factors rather than solely rely on the statistical results with a certain level of variation (2014). In addition, Knox (2009) applied social-semiotic analysis as interrelating concepts with corpus studies to identify the structures of the newspapers websites that revealed the interesting patterns of newsbites with thumbnail images currently found in the university homepage. These studies emphasized the importance of identity analysis through the multimodal discourse analysis with the concerns about visual and verbal data selected to answer the research questions.

The static and dynamic features were found in the university websites. The static features in the university websites consisted of the top and bottom banners, the main menu bar, and sub menu columns. These spaces were static as the fixed contents that embraced institutional ideologies from the homepages to the hyperlinked webpages. At the same time, the static features accommodated the viewers with the choices of information through the hyperlinked icons and verbal labels of the main and sub-menu lists. The dynamic spaces offering regularly changing information were presented in the center space below the main menu bar. The homepage designs and patterns in these areas were varied by left, right and center orientation, page length, and numbers of columns recognized by the viewers. However, the dynamic spaces of news, events, announcement and information occupied the largest portion of the homepages.

During the data collection period (March – June 2016), the visual images of upcoming events and verbal headlines were consistently updated to interact with the viewers through institutional practices. On the other hand, the audiences were guided and engaged with the rigid portion containing the institutional core values and

symbolic codes such as logos, colors that established institutional presence and possession of virtual space.

Fragmentation was between fluid flows of forms and contents that signaled the post-modern style, paradox, and hybrid. Local and international appearance of students was presented as emerging truth of internationalization. Two students who were male and female with blond hairs and western faces appeared in the close shot with the smiles referring to small talk scene outside the building.

From the findings in this study, the university websites in Thailand confirmed the statements of Benwell & Stokoe (2006), McAdams (2011); Weber & Mitchell (2008) that the institutional presentation in public media were constructed with disclosure of individual and group practices under the academic and institutional contexts and natures in which participants possessed and lived in. Those characteristics were communicated and perceived by interacting with the provided facilities and multimodal interpretation (Bamberg, De Fina & Schiffrin, 2011; Denzin, 1992). However, the multimedia data found in the Thai university websites revealed more specifically cultural events than the American and European did in the previous study (Rungruangsuparat, 2012; Askehave, 2013). At the same time, this study agreed with Jenkins (2014)'s study in China that the national cultures and local students were mainly shared in the university websites.

With regard to Shaw's article (2013) developed from interviews with concerned parties of higher educational institutes in the United Kingdom, the websites of universities were designed to serve different tasks expected by institutional members and external stakeholders. For the U.K. colleges, the research contents were more focused to be approachable through the university websites. From this study, the research was placed in the sections of news and research conferences became the promoted events rather than the main themes of presentation.

On the other hand, Jaroenrat (2010) asks for more concerned from the universities in Thailand to develop their quality of educating learners fitting with the presented images of rankings. In case of the samples in this study, the world rankings

were shown as highlight of the news on the university websites with pride and positive status. Yet, no guarantee or any reflection was published in the shared online space for convincing the viewers. Merely the rewards and awards were published as social recognition judged by the designated groups of committees or specialists in specific arenas mostly relevant to academic and research fields. It was Multimodal communication unavoidably the critical tool for higher education to create the institutional images and communicate with the audiences who were both members and stakeholders with different background.

Therefore, the visual and verbal codes of communication play a dominant role in presenting messages in various genres ranging from reporting to story-telling to the global viewers that needed more and more skills in understanding by interpreting the underlying intents through images and styles of multimodal text producers with awareness and online, interactive media literacy than the former generations in the far previous decades.

Besides the carrier themes that engaged the viewers with the institutions and the institutional components and events, the attribution was made through the description of symbols, introduction, mottos and executive speech that referring to temporal aspects during the past, present and futuristic period.

The importance of temporal aspects was significantly referred to identify when the institution was established and the specific periods in which the institutions were developed by contributors. For public institutes, the royal monarchy had taken part in developing the institutions in different regions through higher education start-up period of Thailand. The public universities in the regions were also established in order to fulfill varied requirements of local communities. In case of private universities, the institutes were presented through non-governmental agencies such as university's licensees, religious foundation and private committees who realized in the educational philosophy that served as additional entities encouraging the learners to join their communities and gain the knowledge by well-designated experiences. In the end, the universities websites revealed the highlighted features of the institutions by embracing the ideological symbols and titles in the Ideal parts or the top banners in which the colors were helpful in expressing their identities, whereas the main menu across the width below the top banner became the identification of membership from the first start as the visitors who were new to the practices in the online community to the prospective students who had personal interests in applying for being the members as the current students who were able to engage with the institutional community at a deeper layer through the academic system for their study plan and monitor their performances throughout the period of their academic program enrolment.



CHAPTER 5

IDENTITY CONSTRUCTION OF THAI UNIVERSITY WEBSITES: FINDINGS AND DISCUSSIONS

This chapter aims to explore identity construction through Thai university websites by interpreting what have been found in the chapter 4 and applying the concept of community of practices to explain the relationship between text (in this case was multi-text) and practice to present 'who we are' of Thai universities. There were meaningful interaction and dialogic relationship between the presentation of Thai university websites' features, the combination of Thai university websites' practices, and the constructed identities of Thai university websites as shown in Figure 5.1.

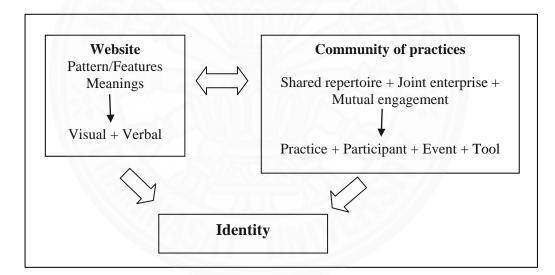


Figure 5.1 Mechanism of identity construction

5.1 Thai University Websites as the Sites of Engagement

Research question three: What are identities presented in the English websites of Thai universities?

The common features of Thai university websites revealed in Chapter 4 were classified into the components of Thai university websites' practices in institutional community that led to the identity construction of Thai university websites in this chapter. The university websites were the online space that engaged the audiences, practices of people, and social activities in academic community with mediational means or cultural tools to construct university identity through this public sphere. Websites seemed to be site of engagement, which was concept introduced by Scollon and Scollon (2001). Viewing or exploring websites were a social action (or mediated action) taken by people in order to engage with the communities represented in the online sites. Websites metaphorically were the window of people practices, social actions, cultural tools or mediational mean taking place in the community. Community, in which altogether were appeared, was, thus, community of practice, the term introduced by Lave and Wenger (1991).

The practices resulted from the activities running for a certain period of time that engaged participants via relevant tools in specific events. The said actions were presented as institutional members' routines and regular kinds of occasions with purposive reasons and significant meanings in forms of verbal statement and visual presentation. The institutional websites of Thai universities were identity constructing mechanism that educated the non-member viewers to become more familiar with the institutional practices that supported new member orientation and active membership of the institutional website's community. When the community's members were transformed their practices with the active roles, they are interacting with the activities in the appropriate ways in different occasions on which the participants, actions, tools and events were specifically involved.

Referring to Wenger's diagram of communities of practice's components (2008:73) as shown in Figure 2.4 (in Chapter 2), the joint enterprise, mutual engagement and shared repertoire were analyzed from the collected data from the university websites. Figure 5.2 represented elements of communities of practice in Thai university websites.

To illustrate figure 5.2 above, firstly, the joint enterprise was physically exploited to nurture communities by dormitories, landscapes with facilities, landmarks and transportation methods. From the sections of 4.1 and 4.2 (in Chapter 4), dormitories were presented to support availability of accommodation provided for

residential members on the campus, especially the verbal codes of naming the buildings by royal monarchy respects, institutional memorial, religious beliefs and local provinces in Thailand. These elements reflected the attempts of the institutions to embrace their physical belongings with social contexts and particular parts of key contributors. In addition, the physical creation of institutional accommodation and educationally supporting centers reflected the commercial-purposed presentation that expressed cultural and religious orientation with elegant designs and marvelous impressions.

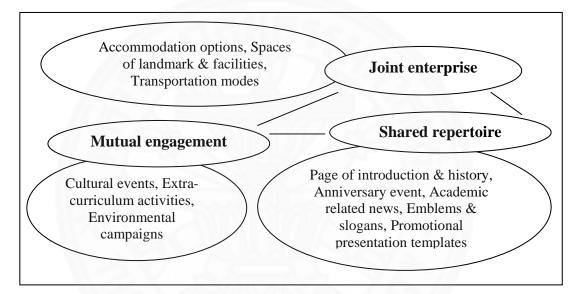


Figure 5.2 Community of practices' Thai university website components

Joint enterprise was the practice of initiating the outsider or a stranger to be a new community member. This practice performed by introducing the geographical and physical landmarks to attract the new comers. The institutional landmarks were backgrounds representing the uniqueness of the actual sites to address the viewers where they are visiting. The key venues were also used to be the settings in the special events with the institutional members performing as the carriers or the unfocused actors in the narrative scenes. Particularly, Prince of Songkla University highlighted the Prince of Songkla (Figure 5.3) by placing the image of the Prince of Songkla statue in the Ideal-New (top-right) part on the homepage. In this sense, the appearance of the statue was the most significant icon of the university and the proud to present symbol of the institution for the incoming visitors. Also, in most of the photo images in which the guests congregated to have photographed and shown on the sliding windows below the top banner revealed the background of the Prince of Songkla statue in front of the President's office on the main campus in Hatyai, Songkla province. This represented a high respect of the Prince of Songkla, the King Bhumibol's father, who had been honored as the father of medical service in Thailand as well as the inspiration of institutional establishment. In addition, the presence of the portraits of both the Prince of Songkla and Princess Srinakarindhra boromrachineenat, the Princess Mother of the King Bhumibol on the wall in the meeting room of PU was shown behind the host and the guest checking a hand of each other (Figure 5.4).



Figure 5.3 Prince of Songkla's statue (Retrieved from http://www.en.psu.ac.th/images/phocagallery/ Facilities/thumbs/13.jpg)



Figure 5.4 Royal portraits in the meeting room (Retrieved from http://www.en.psu.ac.th/images/thumbnails/ images/inter-news/ 2016/03/11/1/04_German_U-278x278.jpg)

The actors on the PU website were different from the others were the King, Prince and Princesses in Thai royal monarchy including 'Prince Mahidol' or 'HRH Prince Mahidol', 'Prince of Songkla', 'His Majesty King Bhumibol Adulyadej', 'HRH Princess Chulabhorn', and 'HRH Princess MahaChakri Sirindhorn'. This reflected the royal highness contribution towards higher education institutes from an initiative stage of establishment to advanced phrases of expansion and commencement practices. At the same time, the royal family had been declared as the carriers in the history page of the university website to provide background knowledge about the respect towards and grateful recognition of the royal contribution in Thai higher education.

The bridge between people and the royal monarchy in Thai society had been constructed in a long-lasting history for many centuries. The royal members contributed in infrastructural development and social services, particularly education. Unsurprisingly, honorable events of higher education institutes such as degree awarding ceremony and new facility opening programs were chaired by the Kings, Princes, Princesses and His majesty representatives. The presence of the royal members and Thai public and private universities has been parts of cultural norms in the Kingdom of Thailand.

Moreover, the transportation methods including buses and trams were represented to confirm the university's color themes. This was in line with the shared repertoire shown in the history and introduction as well as designated set of institutional logos regularly presented in the About webpages and highlighted in the homepage space. Anniversary events, academic news and promotional presentation were also the tempo and spaces to emphasize the history, courses, programs and event venues shared by the institutional members. Another component was mutual engagement that brought the members to interact with each other for specific purposes. Besides general classes of subjects and academic focused sessions provided, these concerned with cultural events, extra-curriculum activities, and environmental campaigns. Songkran festivals, scenes of annual events, sports games, occasional activities such as an election, a visit trip, campaigns for tree planting and water saving.

The second component of communities of practice was the shared repertoire found in the data including webpages of introduction and history, anniversary event, academic related news, emblems and slogans, and promotional presentation. The historical narratives and institutional introduction were story-telling parts that were shared not only among the internal members – current students, faculties, staff and alumni, but also the external viewers including prospective members and guests. The past records of the universities performed as the steppingstones evidencing who the institution was as similar as personal biographies identifying who they were. To embrace the relationship between the institutions and their stakeholders the anniversary events on occasion of institutional establishment day and alumni party (Figure 5.5) were introduced to the audiences with less direct experiences who learned about the universities through the institutional websites.

The main aims of these events were to establish in-depth senses of belonging in which the members were part of the institutional community. Yet, the individual experiences might affect their actual responses towards the represented events. At the same time, the current student respondents mentioned in the collected questionnaires in this study that the news and events sections were in need and mostly viewed. Therefore, the multimodal presentation techniques were as important as the meaningful contents with objectives related to public communication. These factors were in line with Lacey (2002) that public relations involved with institutional marketing at a surface communication, particularly in forms of news pieces, requiring pragmatic interpretation rather than lateral meanings in order to promote positive relationships with public audiences by considerable effects. In this study, the shared news and events supported institutional identity formation by demonstrating parts of practices as what institutional members regularly did and valued through various kinds of activities.



Figure 5.5 Alumni and current student party

(Retrieved from http://www.hu.ac.th/english/slide/img/slide-HU 012.png)

The emblems and slogans were also presented in the top banners and the institutional webpages. These long-term expression and communication were important in creating the shared sets of concepts, values and norms. The promotional presentation was also presented as part of institutional images that communicated the core value of the universities for certain period of time regarding the management and strategic policies of the institutions.

The third component was mutual engagement that was the critical factor of Thai university website communities of practices consisting cultural events, extracurriculum activities and environmental campaigns. The cultural events played important role in bringing all institutional members to take part with different roles. For executives and older faculty, the festival of Thai New Year was held to recognize the roles of former generation as respectful and more experienced members. On the other hands, the younger members including faculty, staff and students participated in the events as the visitors who followed the traditional practice with the action of pouring water over the hands of the invited elders in the universities. The involving activities were found significant in identifying characteristics of Thai university websites as a local culture respective and globally outreaching community.

The extra-curriculum activities were significant in bringing all student members to join social events. For example, the sports and cheering activities (Figure 5.6) congregate the students from different fields of study to participate in sports games and cheering competition that require teamwork and discipline according to the institutional norms of sports attires and color classification as well as institutional song tradition for promoting identity and solidarity among institutional members. The 'sports facilities' such as 'Stadium', 'Indoor Sports Gymnasium', 'Tennis Courts', 'Futsal Field', 'Swimming Pools' were mentioned as the engaging sites of the institutions in order to 'offer' services where the students could exploit the institutional spaces and equipments for individual and group practices.



Figure 5.6 Sports and cheering event

(Retrieved from http://multimedia.hu.ac.th/memory/events/59/067/ HU/img/ thumbs/HU_022.jpg)

The linkage between the global and the national practices was connected in the social activities that constructed mutual engagement. These reflected the universities in Thailand as part of the global communities. The environmental campaigns were also another sample of mutual engagement that shared the supreme goal for both personal and social benefits. The institutional members including students, staff, faculty and executives were encouraged to dedicate their time and energy for institutional practices. On the special occasion of King Bhumibol's birthday, this kind of environmental activities was held to sacrifice for His majesty the late king with mutual practices and benefits of the members (Figure 5.7).



Figure 5.7 Environmental campaign

(Retrieved from http://www.en.psu.ac.th/images/thumbnails/ images/inter-news/2015/12/14/Plant_trees_at_PSU_3-270x 203.jpg)

Even though the participants were both local and international members, the institutions reinforced the underlying ideologies of respectful Thai royal monarchy and global issues related to the energy saving and green development, for instance, 'World Water Day', 'Earth Day'. These were verbally adopted as institutional practices such as "Water & Energy Conservation Campaign", and explained as 'an environmental-awareness activity', 'eco-friendly action' with the aims 'to save water and energy' and 'focus on water and energy conservation'.

Besides the components of community of practices, the model of identity belonging of communities of practice was illustrated by Wenger (2008: 174) as shown in Figure 2.5. For Thai university website data, the imagination, alignment and engagement of Thai university identity were also explored (Figure 5.8).

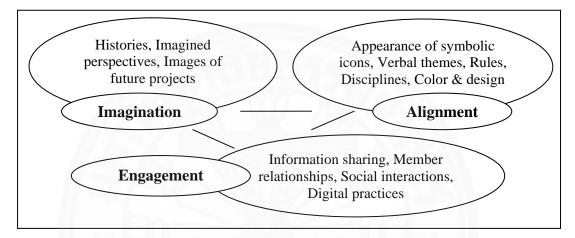


Figure 5.8 Identity belonging of Thai university websites

Imagination encouraged the viewers of Thai university websites to develop senses of belongings to the institutional communities by learning about historical narratives in which images of founders and initiated construction on the campuses were coincided with verbal texts to draw an imaginative sphere. Connected with those backgrounds of the institutes, the futuristic perspectives embrace continual processes of development and dynamic movement among rapidly changing society. The samples of the future plans were mostly revealed through multimedia images, for instance, the sketched scene of CU Centennial Park to be constructed on the occasion of 100th anniversary of Chulalongkorn University (Figure 5.9). The project image revealed the park filled with trees and grass close to the viewers in the New part in which sunlight shining down from the sky. The road and far scene of buildings and pairs of people was illustrated in the Given part.



Figure 5.9 CU Centennial Park Project

(Retrieved from http://www.chula.ac.th/en/wp-content/uploads/ sites/2/2016/03/20160328-1-adv.jpg)

Alignment comprised Appearance of symbolic icons, Verbal themes, Rules, Disciplines, Color & design. The symbolic icons appeared in forms of institutional abbreviation and universities' logos that embraced institutional identities and stamped in the top banners in not only the homepages but the relevant webpages. Also, the universities' full titles and abbreviation were consistently employed as the textual themes of the news headlines. The institutional names were displayed in the photographs, in which the facilities were shown, and the visual images of news, in which the educational institutes were the hosts or co-hosts of the upcoming events.

The institutional websites highlight the statues of the honorable inspirers who shared the values in the top banners or the sub-menu columns. In addition, the architectural landmarks such as the high-rising building, the statue in the bird eye's view were shown in the bottom banner and presented as the settings in the photo images of the guests. In many institutional websites, the symbolic items consisted of the neckties of the male students in the same colors as the institutional websites in which the photo images of the student uniforms were presented.

The alignment of verbal themes existing throughout the homepages were in forms of verbal abbreviation and full names stamped on the top banner as the most important space of visual semiosis components. Also, the emblems and titles were found at the corners of some photo images to verify institutional possession and brand itself differentiated from others. Also, the verbal names of the institutions themselves and their members as well as facilities served as actors, carriers, and locations in the online texts. With regard to the disciplines, the university students were oriented through the statements starting with the same thematic structure of subjects who were institutional members as actors followed with modal verbs of suggestion and obligation. At the same time, the rules were declared to advise the institutional members as shown in Table 5.1. In terms of institutional norms and practices, the universities used the modal verbs, 'must' and 'should'.

Theme	Rheme	
Institutional actor	Modal verb	Discipline & rule
Students	Must	organize their own lives
Students, Faculty and Staff		register their vehicles
Students of Payap University		learn self-development acquire knowledge exhibit wisdom, and think creatively
We	Should	do good deeds
		love our own Mother with our heart and soul
		be clean and sincere with all our thoughts, words and minds

Table 5.1 Alignment of suggestion and obligation

Theme was the key element in the verbal clauses positioned at the beginning as the Given information followed by the rest part of rheme to complete the intended meaning of the whole event. Also, the rheme was found in the hyperlinks that required the interactions from the viewers who needed to continue reading more contents. The rhemes were therefore shared as New information in the following parts of paragraph or in the relevant webpages after clicking upon the hyperlink icons.

Besides those instructions, the viewers addressed in forms of general subjects, anonymous pronouns and identified individuals were shared the good to know excerpt related to their wellness on campus, for example, AP stated its expectation on participation of the viewers with the example.

Example 1

"Cardiac arrests are more common than <u>most people</u> think. They can happen to <u>anyone</u> at any time. According to the American Heart

Association, 70% of cardiac arrests occur at home. But the good news is that <u>anyone can learn CPR – and everyone should!</u>"

Moreover, the command sentences, of which the actors were omitted, were found in the data of many institutes. In case of CU, the following sample was more casual and less serious to remind the viewers being mindful about the issue: *'Don't forget* to watch and to share these easy self-learning guides to kidney diseases with <u>your loved ones at (YouTube link)'</u>.

The verbal processes including 'ordered', 'declared', 'announce', 'announced', 'said', 'added' 'insisted' signaled a superior role in controlling resources and determine the policy, direction, news by the royal monarchy, the President and executives of institutional units.

The color shades of the top banners and/or main menu bars in the university homepages were used to address institutional identities and construct the online identities that conveyed the characteristics perceived by the viewers. According to Strizver (2017b), "Color can reinforce an identity, imparting a feeling of familiarity". The colors labeled on the on-campus vehicles shown in the photo images, for example, a pink bus, a red Tuk-tuk also matching with ones used in the top banners or the frame in the university homepages From the feedbacks of respondents who commented about the university websites, the distinctive colors supported the viewers' recognition of the universities and their facilities such as the purple tram on Chiang Mai University's websites, the light shade of blue color in the homepage of Asia-Pacific International University. At the same time, color matching between the top and bottom banners exhibited institutional visual design techniques of identity communication that were found in the university homepages.

The designs of the homepages were similar but different in colors and positioning of the visual images and the layouts. The patterns of the homepages investigated by the respondents were rated with the comments that the designs represented professionalism, modernity, user friendliness, clean, comfort, and aesthetics. The less numbers of the columns and the clear-cut sections of the homepages supported the viewers' reading and searching online information. The full lists of headlines and more number of columns conveyed informative and helpful looks of the institutional websites.

Finally, engagement including information sharing, member relationships, social interactions and digital practices supported identity belonging in Thai university websites. All the news and events sections aimed to share the information of what happened and was going to matter on the campuses with the partnering organizations who were both local and international stakeholders. The offer of additional social media platforms implied high effort to promote information sharing between the institutions and the viewers. The alternative new media icons implied the need for expanding the viewers' size by developing online choices for prospective visitors who were regularly present in different media platforms. The social recognition among global stakeholders and the social impact of institutional practices were more pronounced in a wider space.

At the same time, the main services of academic programs, admissions and educational reliability were presented in their own individual sections and emerging news when the upcoming schedule and rewards were updated. For the long established universities, the history or introduction part was yet the critical kinds of information acknowledgement that created more understanding and provided background knowledge among the new members and outsiders who occasionally visited the institutional websites for specific purposes.

The member relationships were expressed with persuasive statements and inclusive personal and possessive pronouns, for instance, "*May we* all do *our* part in making *our* campus greener", "*Let's* learn together about *your* hometown and *mine*". The first sample mildly requested the members in different roles to fulfill the expected goals of the institution of which the environment and facilities were shared; The second bridged the gap between the institutional members and stakeholders with spatial reference and senses of belongings.

Also, the new members who came from abroad were shared of cultural concerns in the samples "if *you* plan to live in *Thailand*, it is important to be *aware of* cultural *differences* and to know which blunders to *avoid*" and "Thais will appreciate foreigners who make a concerted effort to maintain a professional, reserved appearance". This implied the institutional recognition of local context in which the campuses were located in.

In addition, the institutional community engaged with the viewers through acceptable norms, for example, "*Ties* are not mandatory, but they are *recommended for formal occasions.*"

The social interactions were found in the university websites through their missions that recognized their roles towards not only their members, but also the outsiders in the following statement, "to *assist our students* and *the community* gain satisfaction and happiness in *their studies and lives*".

At the same time, the educational institution recognized "Learning community *culture* and *way of life*" as a critical part of blending their student life with the cultural contexts in which the campus was embedded. The prospective members were also advised to interact with the institutional contexts as the following statement, "experiences will ultimately *broaden your perspective* and *help you* grow and *get accustomed to the new environment*".

5.1.1 Practices of Thai University Websites

The practices of Thai university websites were identified through the contents and forms of the university websites represented in verbal and visual features. As mentioned in the previous section, the practices contributed to the development from the non-member viewers to the active members via Thai university websites. This section described the practices under six main aspects regarding the contents of Thai university features.

These are academic, digital communication, culture, social life, institutional ideologies, and qualification. Each practice was elicited through contents and forms in Thai university websites.

5.1.1.1 Academic aspect

The academic aspect that relates to formal education and knowledge learning in the informal situations shown in the university websites include studying, training, memorandum of understanding agreement signing, awarded member congratulating, and competition participating practices.

(1) Studying practice

In the verbal data found on the websites, the different kinds of academic activities of 'to talk', 'to learn', 'to study', 'to explore', 'to join', 'to attend', 'to graduate', 'to apply for', 'to register', and 'to enroll'. The relevant activities educating the learners were presented in forms of 'talk', 'seminar', 'assignments, 'group discussion' and 'lectures'. The common methods in academic teaching were found in forms of visual images that presented the group of student participants were considering their pieces of works, assignments, and listening to what the teachers were discussed. The visual images also revealed the active role of the students in speaking with the microphones to present their ideas or interact with the instructors on the occasions of the seminar and workshop sessions in the multi-purposed rooms and auditorium. The images of the individuals and pairs of students were focused with the processes of seriously reading books and working with computer desktops as well as laptops.

The interactions between the participants were set up for exchanging ideas and sharing knowledge. The academic session that provided interested participants with opportunities in discussing about specific issues concerning culture, military, economics, and healthcare, 'joint seminars', 'community-based learning', "'Urban Culture – Rural Culture: Overcoming a Dichotomy" seminar', 'Seminar on Thailand's Way Forward for SDGs and COP21', 'an International IP Seminar, "AUTM Asia 2016: Gateway to ASEAN, an Emerging Dynamic Market", Seminar on "Towards the NATO Summit in Warsaw 2016 — Challenges between 1989 and Today", 'Public Lecture: European Union at the Crossroads Again-Fragments of Integration in Recent Years', 'Nursing Seminar : Healthy Work : Happy Nurse = High

Quality Care (3HS)', and 'Free Seminar: Cave Microbiomes and Drug Discovery'.

The academic events focusing on the presentations of knowledge were found in titled conferences and symposium related to social media applications, education, social issues, sciences and technology, veterinary, cultural and religious studies in the following samples: 'International Conferences', "Google AdWords and Facebook Marketing", 'The 7 th Hatyai National and International Conference', The "International Mobility Program for ASEAN Education Activity", 'ASEAN + 3 Regional Conference "Age Friendly Environment', 'The 4th Current Drug Development International Conference 2016: Drugs Used in Aging-associated Diseases', 'the 5th International Biochemistry and Molecular Chemistry Conference: Biochemistry for a sustainable future', 'International Bioscience Conference', 'the 6th Conference on Taxonomy and Systematics 2016', 'International Conference on "Grow and Learn from Investing in Early Learning: Timing, Economic, and Efficiency", 'The 15th Chulalongkorn University Veterinary Conference 2016', '1st International Symposium on Thai Studies "The Globalized Face of Thai Studies", and 'the International Conference on "Islamic Values in a Changing World 2015'.

In some issues relevant to the specific group of participants and venue, the visual images were used to support the verbal statements of the upcoming events as shown in Figure 5.10.



Figure 5.10 International conference banner

(Retrieved from http://www.en.psu.ac.th/images/banners/2015/10/ CDD2016_banner_EN.jpg) The critical component of academic practices found in the verbal data of the university websites was research that combined both production and support with presentation and in-charge units for building network among institutional members and participants from partners as follows: 'Joint Research', 'research work by KKU called "Researchers meet the media", "Knowledge transfer and community-based action research", 'Participatory Action Research and Development', the "2016 National Research Papers and Case Studies Competition (Development Administration Field)", 'the 3rd Student Research Conference', 'the International Graduate Research Conference 2016 on "Creating New Knowledge through Graduate Research", 'Research Question Development for Tourism Business and Service Solutions', 'Urban Research Plaza Forum, 'Paris Agreement (COP21): What about Thailand?'.

In the academic events promoted on the homepages also addressed the focal topics relating to culture and language learning, higher education, book writing, scientific developing in the following examples, 'a short lecture on the implementation of the Confucius Institute at Chiang Mai University', 'the lecture called "The role of education institutions and students in driving the sufficiency economy principles", 'a special lecture on "The future, opportunities for economic development from biodiversity", 'Special Lecture "Transforming Society and Spirituality: The Heritage of the 500th Anniversary of Reformation in Europe", 'Book Launch and Special Lecture: Buddhism in World Languages and Literature', 'Seminar and Book Launch "THE MEKONG: Law, Dams and Development", 'Sirindhorn Lecture Series #31 on "Measures to Support the Elderly in Thailand"".

Among these samples of academic events promotion, the visual images relied mainly on graphic design of fonts, symbolic figures and colors to create imagination for the specific topics that had never been introduced to the viewers before. The regular events were also presented to highlight the upcoming programs hosted by the institutions that employed verbal codes of the institutional abbreviation and the visual icons of overseas transportation mode and foreign architectures as international landmarks upon the yellow half-circle representing the sunlight and implying the bright future as shown in Figure 5.11.



Figure 5.11 Job & education fair banner

(Retrieved from http://www.chula.ac.th/en/wp-content/uploads/ sites/2/2016/ 02/20160225_1_hotnews.jpg)

Even though the framework of the study excluded the academic focused menus on the homepages and their direct hyperlinks, the data, especially in the news/events sections of Thai university websites discloses the institutional intents to promote their academic programs for the educational degrees and training on specific skills that sometimes in collaboration with partner institutes as follows: 'Graduate Programs of Philosophy & Religion, M.A. & Ph.D.', 'The Masters of Education degree', 'Master of Arts Program in International Development and Center of Social Development Studies', 'Interdisciplinary Program Arrangements', and 'CU-SNU Joint Graduate Korean Studies International Program'. In summary, these samples called for the audiences' participation in the learning products that the institutions offered; even though the academic sections were not investigated and included in the data collection and analysis of this study.

The tools of studying practices appearing in the visual images included books, assignments, notebooks, graduation gown and hats that appeared as intermediary between the participants and the institutions. The verbal data mentioned 'the Student Handbook', 'study plan', 'learning materials', 'textbooks', 'academic calendar', 'stationery', 'education tools', 'uniforms', 'the courses', 'a primary research study'.

Also, the supporting devices relevant to study were the academic facilities presented in the verbal codes of study room', 'library', 'a modern multi-storey classroom', 'a large hi-tech auditorium for the performing arts', 'research centers' and visual images of bookshelves, a whiteboard, a study desk and lecture rooms.

(2) Training practice

The participants who were related to the training practices were, for example, 'master trainers', 'core trainers', 'clinical nurses', 'medical professionals', 'experienced staff', 'high qualified nursing trainers'. The processes involving the training for professionals included 'to organize', 'to provide', and 'to offer'.

Not many verbal texts referred training and co-operative education in the university websites. The samples were 'practical training', 'quality training', 'a non-accredited ministerial training program', 'Training courses', 'training sessions', 'students' job training', 'personnel development activities', 'specialized personnel development program', 'vocational development', 'training on marketing management', 'continuing education courses', 'real-life work experiences'.

More visual images were presented with training uniforms in mainly scientific fields in the settings of laboratory work and health service (Figure 5.12 and Figure 5.13). From the found photo images of the professional training, the gown suits and the uniforms were presented in the relevant settings. For example, the research students were in the laboratory with experimental instruments such as chemical tubes; whereas, the gastronomy students in cook uniforms appeared in the kitchen studio where they learned cooking with real materials and equipments. The tools in training practice were presented in the visual images of research tube, white physician gowns, nursing dresses, cooking coats and gowns. The 'laboratory' was verbally referred in academic facilities. These expressed the necessity of selfcommunication of the university websites to the viewers on availability of well-facilitated learning with well-equipped training spaces for practical sessions.



Figure 5.12 Nurse training

(Retrieved from http://www.apiu.edu/images/headers/About_Us/ Nursing150.jpg)



Figure 5.13 Dentist internship

(Retrieved from http://cmu.ac.th/images/crop/cropenginfo-091116 162807.jpg)

(3) Memorandum of understanding agreement signing practice

The memorandum signing practices that were presented continually in the series of visual images, the visitors who were 'partner universities' and the specific names of the educational institutes visited the campuses of Thai universities on which the host executives, particularly, 'President', 'Vice President' and 'administrators' performed their welcoming tasks in honor to the guests, 'international academic partners'.

The memorandum of understanding agreement signing was related to the academic collaboration between Thai universities and their educational partners. The activities concerned with the following processes: 'to sign', 'to extend', 'to expand', 'to visit', 'to work together', 'to strengthen', 'to discuss', 'to renew', 'to facilitate', to initiate', 'to bring about' and 'to benefit'. Regarding the concerned terms of these practices were 'academic collaborations', 'strategic partnership', 'academic agreement', 'joint research', 'lecturer and student exchange programs'. In the apparent visual image presentation, the presence of the executive actors of two partnering institutions sitting behind the long table decorated officially with the flower vases and mostly national flags of the institutes for the signing actions were shown. The finish shots of memorandum signing ceremony were the images in which the representatives and accompaniment were standing to show the signed agreements of both parties as shown in Figure 5.14.



Figure 5.14 MOU signing ceremony

(Retrieved from http://www.chula.ac.th/en/wp-content/uploads/ sites/2/2016/04/DSC_0048-1-550x367.jpg)

The tools involving the signing ceremony practice were mainly about the facilities in the meeting room settings in which the tables and chairs were provided for the signors and their teams for small talks or discussions. Interestingly, the souvenirs in the gift sets that were prepared by each party were presented to each other. The host executives and other participants dressed in either formal business attires or Thai silk costumes representing Thai culture and also local clothes.

The events were mostly the ceremony in which the representatives of two parties were presented to sign the copies of the agreements and had the formal meeting to discuss on academic matters. When the partner universities visited the host institutions, mostly, handshake seemed to be the formal business greeting manner between the two parties and also during the agreement presentation. The shots of formal greetings and gratitude expression were presented together with the national norms of placing the royal monarchy upon the main wall of the reception and meeting rooms behind the photo taking scenes. In many cases, the gift presentation images reflected the key actions for the first arrival of the new visitors and consequent visits of many alliances (Figure 5.15).



Figure 5.15 Gift presentation to the guest (Retrieved from http://www.prcmu.cmu.ac.th/images/activity/ 160307 142218.JPG)

(4) Awarded member congratulating practice

The practices involved 'President', 'Vice President', 'lecturers', 'researchers', 'representatives', 'award recipients', 'the award winners' and non-members who delivered the rewards or presented the awards including 'the National Research Council of Thailand (NRCT)', 'the government', 'the Thailand Toray Science Foundation'.

The concerning processes were 'to win', 'to receive', 'to congratulate', 'to grace', 'to celebrate'. The actions of the winning members represented the institutional success and recognition that indirectly promoted the quality of academic programs and supporting schemes of the universities.

Besides the above samples related to the research events and supporting units, the rewarding program for expressing institutional recognition and appraise the research of quality were set up in the samples as follows: '*Thesis* Award', 'National Outstanding *Researcher* Awards 2015', 'Excellent Distinction *Research* Award 2015', 'Excellent Science and Technology Award', 'Outstanding TVC Spot'. Consequently, the events took place and presented to the viewers were 'the award-winning ceremony' that included not only the awarded researcher but also the institutional executives who represented the university in congratulating to the recipient with bouquets as shown in Figure 5.16.



Figure 5.16 Congratulating to the awarded researcher

(Retrieved from http://www.chula.ac.th/en/wp-content/uploads/ sites/2/2016/03/201502021im 05A-550x367.jpg)

The tools presented in the visual images were not only the exhibition of the research projects, the backup scenes of the researched processes and instruments, but also the bouquets representing the recognition and appraisal of the institutions. The common nouns of achievement, awards, prizes and grants were verbally mentioned as the key tools. Also, more specific details were declared such as student research awards.

Nonetheless, the congratulating practices were mainly communicated through multimedia presentation in which the visual graphics and on-stage events were blended to highlight the key person who supervised the honorable awards with verbal expression as shown in Figure 5.17.



Figure 5.17 Awarding scene and key person (Retrieved from http://www.au.edu/media/k2/items/cache/0c0b1 da79361baab4d46a6 acea24eb5b_L.jpg)

These implied that the visual images were yet meaningful components in expressing the special message with relevant tools of award items and interesting congregation of concerned participants who worked in team and shared the successful recognition, but not solely sufficient in identifying the causes of human figure and setting presence.

In summary, the research and media project related samples reflected the key drive of the educational institutes that promoted multidisciplinary research conduction by providing not only policy, alternative research methods, presentation events and awarding ceremonies for the researchers.

(5) Competition participating practice

The participants of the competition participating practices were 'advisor', 'lecturer', 'student team', 'student' and 'alumni'. The activities that concerned with the competition implied the main processes and final result of the participants, 'to attend', 'to participate', 'to compete' and 'to win'. Also, the decision making of the judges were about 'to determine' and 'to host'.

The 'prize' and 'award' were the tools that engaged the participants with the competition objectives. In sports competition, the places and the gold, silver, bronze medals were examples of the tools engaging the participants with the competitive practices.

The different aspects of the events were about music, business, academic, and regional collaboration for example, 'Thailand Steinway & Sons Piano Competition 2016', 'The Venture Competition', 'the 14th Annual mai Bangkok Business Challenge @ Sasin', 'the Kiatnakin Bank 99-Second Pitch competition', 'the "Academic Accounting Quiz Competition" (University level)', 'the "2016 National Research Papers and Case Studies Competition (Development Administration Field)"', 'Thai Speech Contest', 'GMS-ASEAN Student Network 2016'.

5.1.1.2 Digital communication aspect

The social media choices including Facebook, Line, Twitter, Instagram, Google mail, RSS and YouTube were offered in the sub menu columns and bottom banners. Among these new media icons, Facebook and Youtube were mostly found in the university homepages (Rungruangsuparat, 2016). Other than the platform options, the institutional websites combined the digital actions with the information shared in the sliding visual images in the homepages and news webpages.

The interactions related the actions of daily lives with the online platforms. The "*Click* to open image" and "*Login* to post comments" instructions were the salient samples of AP that introduced the viewers for proceeding with the digital practices and reaching the hyperlinked destination. "You can *download* the handbook on using Chulalongkorn University logo at *the links* provided below" was another sample reflecting the target space at an online site instead of in a hard copy. The digital platform allowed the viewers to utilize resources of the institutions. More processes related to the digital presentation were found as follows: 'Tweet', 'Like', 'share', 'follow', 'See', 'back', 'view', 'read', 'continue reading', 'check out', 'sign up'.

Also, in order to promote the social platforms, CU invited the viewers to continue the engagement in the virtual space with the following statements: *"Find us on Twitter"* and *"For more information, please visit www.facebook.com/CUTUFootball"*.

In addition, the spatial references were increasingly important to address the hyperlinked positions leading the web users to the needed information, for instance, "View and download the Payap Introductory Brochure *here*". Furthermore, the spatial reference and manner in the communication terms of 'link(s)' and 'online' were identified to advise how the viewers could interact with the university platforms via digital networks. Yet, the in-house platforms could not completely engage and motivate the viewers to maintain sustainable relationships with the institutions.

The academic and communication interactions provided for the institutional members by means of electronic systems and archiving platforms as shown in the following samples: 'via CMU E-Thesis', 'via CMU-Net', 'E-learning', 'A Wireless network', 'Virtual Private Network (VPN)', 'An online learning system', 'CU E-Card', 'Chulapedia'. The systems designed for the institutional members were 'webmail'. The academic programs require digital practices that relied on institutional technology and application. Basically, the information technology regarding systems and components were referred in the university websites covering 'digital', 'multimedia', 'online', 'IT', 'e-learning', 'hardware', 'software', 'computer and information technology', 'intranet', 'Internet', 'website'.

On their own, the online addresses, for instance, email addresses, Facebook fanpage in the university websites were the interactive locations and online tools placed after the verbal statements to support the digital practices in recommending further views to the audiences. For the news/event webpages, the university like CU ended with the lines of invitation: 'For more information' and 'For more details' to invite the viewers for interacting with the other channels by calls, emailing, and also visiting the link of full information. This showed the availability to provide further process for audiences with interests.

5.1.1.3 Cultural aspect

The cultural aspect included local culture preserving practice, Thai culture promoting practice and International culture sharing practice.

(1) Local culture preserving practice

The local culture activities were referred in the university statement, for instance, 'to maintain', 'to preserve' and 'to support'. The responsible participants were 'the universities' and 'the community'. Besides verbal codes, the visual images presented the northeastern and southern styles of dressing and dancing as sub-cultures of Thailand.

Even though, the contents of academic events were promoted, the local cultures, for example, 'Isaan keed pattern' were presented in the verbal text and also combined as visual design of the bottom tab in the multimedia image of the academic event (Figure 5.18). This blended local culture through institutional design with applicable use in event promotion.



Figure 5.18 Isaan keed pattern in the multimedia image

(Retrieved from https://www.kku.ac.th/ikku/portal2/php/slide/ upload/imge 3996552a334575a22d4cbd17870accf.jpg)

(2) Thai culture promoting practice

The participants in this kind of practices were 'the students', 'the teachers', 'the executives', 'senior researchers', 'elders'. The conceptual participants who were mentioned consisted of 'Religion', 'Country',' and 'a democratic way of life'. In addition, 'the King', the 'Princess' and royal family members were the spiritual participants who dedicated for Thai higher education institutes. The national practices were about the cultural events varied by the specific occasions. For example, the Songkran or Thai new year events would refer the actions, 'to pour', 'to respect', 'to recognize', 'to bless'. The expected actions were communicated differently, but relied on the visual images of the event tools such as 'silver bowl', 'flowers', 'garlands', 'water' (Figure 5.19). In the other cases, the participants were presented in the Thai flowery shirts

or traditional dresses that visually reflected Thai dressing style these days for the celebrating events related to Thai cultures and holiday occasions.



Figure 5.19 Songkran practice

(Retrieved from http://www.apiu.edu/images/News_Images/ 2016 Songkran. jpg)

Thai cultural practices were presented through not only visual images and verbal texts of news and events webpages, especially 'The the "Pouring Water for Blessings", "Thai Traditional Songkran" Project', 'Songkran Festival', as the following statements, "*Senior members* of the KhonKaen University community *are blessed* by *pouring water* over their hands", "*dressed* in traditional *Thai clothes* in *conservation* of beautiful Thai culture". The 'Thai house' or 'Sala Thai' was another dominant icon of Thai architecture found in many Thai university websites but in different styles (Figure 5.20).



Figure 5.20 Thai house on campus

(Retrieved from http://www.apiu.edu/images/News_Images/ DSC_0155b.jpg)

Regarding Thai culture, the manner in staying with elders who were treated respectful was also advised in the English university website of PU as follows: "You should *avoid standing over* them for a prolonged period of time". Not only Thai costumes and architectures, but also cultural practices were presented through Thai dancing performances (Figure 5.21) and musical bands as components of traditional programs and welcoming ceremony for outsiders on the campuses.



Figure 5.21 Thai dancing performance

(Retrieved from http://multimedia.hu.ac.th/memory/events/ 59/083/HU/img/ thumbs/HU_055.jpg)

(3) International culture sharing practice

The participants in the international culture sharing practices were the students and academic members in the universities. The nonmember groups, for example, partner universities' students, nearby communities and public audiences were involved in the entertaining events that were promoted widely and created for all types of the participants such as a cultural fair and an orchestra concert.

The involving actions that supported the culture sharing practices were 'to study and visit', 'to learn', 'to join'. These implied the mechanism of the non-academic contents through the processes of experiencing on the exchange and study abroad programs paralleling to the formal instruction provided by the universities. Particularly, the international programs unavoidably included both local and international members in their study life that shared intercultural meanings among multinational peers and faculties.

In this sense, the appearance of the institutional members from different cultures was shown in the university websites as the samples for the newcomers with the meaningful manners of greetings and small talking between people from one and another culture. At the same time, the institutions and executives took their roles in the actions 'to organize', 'to support' and 'to promote' the variety of events that were beneficial to the members' learning.

International culture was offered through the exchange programs with verbal texts in the university website of CU, for example, "learn about Japanese culture, tradition and its people". Besides straightforwardly shared the international culture practices, the visual images of the events and programs presented not only activities but also event venues such as balloon showcase, intercultural exhibition, fancy party, campus visits of partner universities, summer programs in Asian and European countries that conveyed the objectives in promotion more understanding about and familiarity with western, Asian and ASEAN cultures (Figure 5.22 and Figure 5.23).



Figure 5.22 Arts award banner

(Retrieved from http://www.au.edu/media/k2/items/cache/642d 42e2da7734c 89c 4d0655b314c89a_L.jpg)



Figure 5.23 Cultural performance for ASEAN mobility program (Retrieved from http://multimedia.hu.ac.th/memory/events/ 59/069/HU/img/ thumbs/HU_026.jpg)

The universities allowed intercultural exchange events to encourage their members in more understanding the non-members from other cultures. The key tools in the international culture exchange were related to the accessories with symbolic meanings such as the fancy mask and the golden Oscar figure that signaled the global event of movie award ceremony and glamorous costume of participants. The simple scarf and wristband was used as cultural accessories in the students' dancing performance in presenting ASEAN cultures.

5.1.1.4 Social life aspect

The social life aspect consisted of religious and relaxing practices that were supporting parts of the student lifestyle as discussed below.

(1) Religious engaging practice

Religions as part of cultures and ways of living were presented in the university websites. Among three out of four private universities disclosed their religious orientation of Christianity (Rungruangsuparat, 2016), AP was the only institute stating the key persons and Christian practices as the actor of the transactional processes as well as the carrier of the relational processes. The participants consisted of 'Jesus', 'God', 'the students', 'all', 'everyone'. The events were related to 'The Pathfinders', 'A Youth Revival & Fellowship Camp', 'The Bible discussions', 'the occasion', 'the out-break', and 'the Sabbath'.

In addition, the tools of the religious engaging practice concerned on-campus accommodation labels with only common nouns and added specific Christian names which were 'in the Fellowship Hall', 'inside the Fellowship Hall', 'in the Robin Riches Fellowship Hall', 'Solomon Hall', 'Esther, Ruth and Eve Halls', 'in the residence hall, chapel, departmental worship', and 'Married Student Residences'.

These represented the close relationship between religion and lifestyle that followed the boarding school regulations and respected the marriage status of the residential members. Furthermore, 'Church' was dominantly referred in religious practices of the universities and also'Chapel' was visually presented as institutional landmarks (Figure 5.24).



Figure 5.24 Chapel upon the pond

(Retrieved from http://ic.payap.ac.th/wp-content/uploads/2015/ 10/pyu_chapel.jpg)

The mental processes, specifically 'pray', believes', 'trusted', 'hope', 'hopes', 'sings', and 'sang' represent transactions among the institutional members and their characteristics of good followers regarding the Christian norms. Another in the behavioral process type was 'meet', 'gather', 'gathered' and 'assemble' that reflected the AP official event emphasizing appointing solidarity. The statement of "We all need religion in life and mind" argued the necessity of religious orientation in people's way of livings.

The public university acknowledged of cultural practices in which dressing do matters in Thai context. For example, CU advised that "Shoes or sandals *should* always be removed before entering a home or a temple". The Buddhism places were presented in the visual images as national landmarks for promoting venues of events and related cultural elements of Thailand. In addition, the temple visits in the nearby areas of the campuses were shown in the photo images as part of touring programs for foreign students coming from partner universities.

However, Buddhism practices were selected to show the viewers that the institutions valued and nurtured local norms of traditions. These were presented through the visual images of on-campus events for specific occasions such as anniversary of institutional establishment in the university websites (Figure 5.25).



Figure 5.25 Merit making with monks

(Retrieved from http://multimedia.hu.ac.th/memory/events/ 59/083/HU/img/ thumbs/HU_048.jpg)

(2) Relaxing practice

The social life was also the key practice found in the university websites. These practices include exercising, biking, chatting, reading, relaxing that were mostly presented in the photo images. Yet, the students as the institutional members in the student uniforms (Figure 5.26) were found more often than ones in casual attires (Figure 5.27).



Figure 5.26 Free time practice in student uniforms (Retrieved from http://hbs.hu.ac.th/HBSBuildingGallery/ images/pin11.jpg)



Figure 5.27 Free time practice in casual attire (Retrieved from http://cmu.ac.th/images/crop/cropenginfo-09 1120180218.jpg)

The entertainment and sports as alternatives of social life practices were mostly presented through the images of facilities but few of them included participants who appeared in the fitness and gyms with exercise instruments such as a dumbbell, an electric bike. Social services as non-academic activities were more presented in news with the group participants who spent time to complete specific tasks of teaching pupils at a local school, planting trees, cleaning toilets, etc.

5.1.1.5 Institutional ideologies aspect

The institutional ideologies aspect included mission and vision declaring and history telling practices.

(1) Mission and vision declaring practice

The participants who involved in identifying the mission and vision statements were mainly institutions and other full-time members of the institutional communities including 'The university', 'the government', 'graduates, research, and academic functions', 'global citizens'. The actors were verbally communicated through institutional abbreviation and full names. The visual images were not presented as the key players in the webpages but support the verbal statements. However, the institutional logos and close-up shots of the remarkable buildings with the institutional emblems or the titles.

The activities were related to the processes that referred to institutional functions, objectives and expectation, for example, 'to achieve', 'to establish', 'to build', 'to continue', 'to formulate', 'to fulfill', 'to focus on', 'to emphasize', 'to produce', 'to support', 'to prepare', 'to promote', 'to develop', 'to maintain', 'to become', 'to serve', 'to operate', 'to provide', 'to uphold' and 'to aim'. Also, the processes that verbally represented the encoding the signifiers for the signified items 'to mean', 'to signify', 'to depict', 'to symbolize', 'to envision', 'to reflect', 'to represent' and 'to stand for'.

The signified symbols were about the symbols, for example, 'Ashoka Tree', 'book', 'the ship'. The positioning and identifying descriptions were, for example, 'a world-class university', 'a welcoming home', 'a guiding light of wisdom for sustainable development'. The supporting concepts were employed to express the implementation "under the Sufficiency Economy Philosophy and Sustainable Development". At the same time, the recommendation of religious followers were shared in the university website of AP as the following statement, "As *Christians*, we *should* learn to appreciate and protect nature". This revealed environmental issues and effort to communicate with the viewers of institutional core values.

As shown in the patterns of the institutional homepages, the mission and vision was presented through the Ideal part in the top banners and reflected in the visual images of the statues and the remarkable landscapes as the landmarks, the institutional icons and the settings in the members and non-member collaboration events. The depicted parts represented the institutional philosophy and important persons dedicating to the institutions and society.

(2) History telling practice

The participants who played a significant role in the history telling practice were the institutional founders. For the public universities, the main actors were the King and the royal monarchy. The private universities referred to the private agents who were the missionaries, the committees and the founders' families that aimed to provide educational service to the communities.

The processes represented introduction and story-telling about the institutions and their establishment included 'to establish', 'to set up', 'to start', 'to continue', 'to accept', 'to organize', 'to improve', 'to receive', 'to contribute' and 'to showcase'. These actions were about the institutional reliability, interactivity and progress.

The history telling practice was also communicated visually with the tools that were historical scenes taken in the past by the old photograph equipment presenting the black and white view (Figure 5.28). The visual images in this practice were not completely employed to display the action-oriented processes but instead to witness the long history of the institutions with the presences of the key participants and physical facilities established in the old days. The appearance of the past histories was presented to the viewers as members of the institutional community in order to embrace the originality and existence of the universities. The higher education institutions were communicated that they were not emerging creation performing specific tasks for solving problems. Yet, the universities possessed their biographies of place and time that collected the starting dates and important stages in the historical narratives emphasizing their identities to the viewers.



Figure 5.28 Thai university's title banner (Retrieved from http://cmu.ac.th/images/crop/cropenginfo-091013114616.jpg)

Also, institutional ideology and aspiration were presented through the verbal statements that were exhibited in the actual space as the institutional mottos and icons, for example, the statement "Our Soul is for the Benefit of Mankind." was displayed as the concrete icon at PU's campus (Figure 5.29).

The current images in colored presentation supported everlasting stories of the institutions and core principles in administration and sustainability of the institutional community.



Figure 5.29 Thai university's motto landmark (Retrieved from http://www.en.psu.ac.th/images/ phocagallery/Facilities/thumbs/10.jpg)

5.1.1.6 Qualification aspect

Qualification aspect composed environmental preserving, evaluating, dedicating, online information sharing, customer relationship management and advertising, and self-managing practices.

(1) Environment preserving practice

The environmental preserving practices involved the participants who were 'the universities', 'students' and 'everyone'. The actions were 'to give back', 'to recycle', 'to reduce', to support', 'to build', 'to plant', 'to save', 'to preserve', 'to nurture'. The objectives were to preserve the following resources, 'green spaces', 'green areas', 'good environment', 'the garden', 'a green land', 'new lungs of the city', 'water', 'electrical power', and 'an eco-system'.

The tools were relevant to the instruments in the forestation events and campaigns for saving environmental resources such as water, energy and managing the waste or garbage for social benefits and institutional community. Besides showing the involving processes, for instance, planting the trees and managing the garbage bags, the verbal code of the key process was emphasized by its size and the visual design of the water resource was employed to communicate with the viewers (Figure 5.30). Moreover, the global issues and events, for instance, 'World Water Day', 'Earth Day', 'Earth Hour 60+' were referred in this kind of campaigns and projects.



Figure 5.30 Water saving campaign

(Retrieved from http://www.apiu.edu/images/Save.jpg)

(2) Evaluating practice

The participants in the evaluating practice involved not only institutional members who were 'the universities', 'units', 'faculties', 'student' and 'people', but also the non-member agencies who had influence in evaluating and certifying the attributes and qualifications of the universities' services and their members.

In order to represent the well recognition and positive aspects of the institutes, the records and updated statuses of the ranks among other competitors were presented in mostly the news. The accompanied participants in this case as the key representative of the institutions visually found were 'the president' as the leader and responsible authority who manipulated power in constructing the institutional fames and communicating them to the public audience (Figure 5.31).



Figure 5.31 President and the university's ranking record (Retrieved from https://www.kku.ac.th/index.php?l=en&fs=y)

Nonetheless, the other cases relied more on the verbal statements and applied the visual spaces in which the institutional buildings were presented to proclaim the whole unit's success resulted from the received statuses given by the external agencies such as 'Webometrics'.

The processes required in the evaluating practices included 'to pass, 'to earn', 'to refer', 'to review', and 'to look at'. The actions of evaluation reflected the needs to compare the individual results with the set standard carefully in order to give the places and statuses concerning the selected criteria.

The tools employed in evaluating the institutional processes and outcomes 'the ISO/IEC 27001:2013 certification', 'QS Asian Universities Ranking', 'the world ranking'. Evidently, the measuring instruments were involved in the evaluating practices as follows: 'key performance indicators', 'the research impact', 'the impact of academic work', 'content of research and academic work', 'number of published research papers/person/year', and 'the number of academic articles and references'.

Regarding the quality identification of the measuring processes, the positive concerns about the academic services, products and institutional members were presented, for instance, 'stable', 'secure', 'standardized', 'certified', 'highly qualified', 'the top of Thailand', 'the top of ASEAN' and 'the top of the world'. These attributes were generally not represented through the institutional members without the verbal explanation.

Yet, the presentation of the multinational students in the student uniforms reflect the globally standard and reliable treat within the universities' territories where everyone was supposed to respect the same rules and behave in the acceptable manners suggested by the institutions (Figure 5.32).



Figure 5.32 International student group in the uniform (Retrieved from http://www.au.edu/media/k2/items/cache/ 69bc9c3e85c501b0a 6208cc7a55abbf 9L.jpg)

(3) Dedicating practice

The dedicating practices involved with the participants who were 'the university', 'donor', 'alumni' and the provided knowledge, monetary supports, scholarships, facilities and spaces that were beneficial to the institutional member learning and their stakeholders. Both the universities and other non-member organizations were promoted as the receivers who managed the donated resources for the persons in need such as 'low- income rice farmers', 'students in the risk areas of the five southern border provinces'.

The engaging actions were about 'to dedicate', 'to contribute', 'to help', 'to give', 'to donate', 'to send', 'to transfer'. The visual images were rarely shown with the actions that directly referred to the mentioned processes. However, the material processes that contributed to the public interests were shown in the social service camps or programs (Figure 5.33).

The concerning tools in this practices were the channels in supporting the participants and institutional projects, for example, account number, bank name, exchange rate, amount, the gift, the scholarships.



Figure 5.33 Constructing cement ground at the rural school (Retrieved from http://www.cmu.ac.th/images/uploadfile/ hotnews-16012813 2122.jpg)

(4) Online information sharing practice

The participants that involved the information sharing were mainly the universities themselves and their units – schools, faculty members, researchers, students and non-members who were stakeholders of the educational institutes such as the academic partnering institutes, the high schools, the provinces in which the campuses were located and nearby communities.

According to Kyrnin (2016), the online viewers spent less time to go further the hyperlinks at a reversing rate. The more times needed in clicking on the hyperlinks from the first webpage, the less number of viewers continue reading along the thread. The longer page with the scroll bar hinted the viewers to read through and found the interest part they wanted to know. However, the wide item across the webpage could distract the continuity of the viewers' scrolling behaviors. From all the samples, AP had the shortest length of the homepage, followed by AU, HY and PU. The longest homepage belonged to KU, CU, CM and PY respectively. The PU homepage was specifically interactive to the menu tabs below the first shot or below the fold of the newspaper copy in comparison.

Comparing to the newspaper cover length, 'above the fold' of the homepage was the top shot that appeared automatically when inputting or linking to the full URL. The pattern of the printed news sections usually separates the verbal frames from the visual images and below captions. On the other hand, the homepages serving as the covers were more complex with a multi-layer space where textual and visual were combined to create both senses of meaning and feeling. Even though the main sliding frames shown in the top parts of several university websites employed the similar techniques in adding the below captions upon the visual images, the others were designed by adding the verbal texts upon the visual backgrounds of photos in the larger size than the letter size in the bottom captions.

The capitalized letter was mostly used for the university's abbreviation. Also, the section headings were the capital letters. Brightness and shadow were blended in the images to bring up the mood of faith and hope communicated through the actors and participants. At the same time, font sizes and symbolic styles were used to highlight the news categories and correspondent to the topics in other hyperlinked webpages.

(5) Customer relationship management and advertising practice

The offline printed material produced to create a good relationship between the institution and its members was found on the university's homepage (Figure 5.34). The abbreviation of the institutional name was the most salient part of the cover, and the top part of the cover page was similar to the screen on the homepage's layout that placed the visual figure of the King in his majesty suit on the occasion of celebration for the 60th anniversary of his reign. Also, the persuasive phrases with the exclamation marks frequently found on advertising genres such as 'Contact us!', 'You deserve this!', and 'for more information!' were employed by Payap University.

Undeniably, the personal pronouns referring to the senders and the receivers were often addressed to bridge the gap of prepared messages for institutional communication. Regarding Oxford University Press (2016), the exclamation mark could refer to the writer's intent to communicate his/her voice level that was louder than usual in saying the statement or expressed the mood of amusement. However, it was suggested that this kind of symbols were mostly used in the informal writing in emails and short messages on phones and not recommended in formal communication.



Figure 5.34 Newsletter cover

(Retrieved from http://www.en.psu.ac.th/)

This kind of communication media for public relations and advertising the university programs of study also included video clips posted upon the institutional homepages. The multimedia presentation in the series of images and storylines visually supported the self-presentation of history, facilities, academic and recreational activities, and other prides from rewards, recognition and else to the viewers.

(6) Self-managing practice

The calendar was inserted on the homepage and also the event webpage. The current date was marked with the filled color. In Figure 5.35, the calendar was shown and the labels of the event dates were followed by the event short titles written in Thai language as adopting the same part from the Thai homepage.

Su	Мо	Tu	We	Th	Fr	Se	MAR 16 🛛 ณ หอประชุมจูฬาฯ	ประจำปี ๒๕๕
		1	2	3	4	5		MAR 22
6	7	8	9	10	11	12		ศาลาพระเกี้ยว
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30	31				

Figure 5.35 Calendar and event dates

(Retrieved from http://www.chula.ac.th/en/)

Moreover, the photo gallery icons was offered in the homepages to share all impressive shots of images taken from the campus facilities and institutional events for presenting selves and belongings. Also, the verbal period of service was declared to specify the availability of selves such as 'on 'Monday-Sunday 6.30-22.00hr'.

The 'Follow us on Facebook' and 'Find us on Facebook' were the statements that invited the viewers to explore more about the institutions via popular social media platforms with a number of users around the world.

Besides the verbal codes, the visual image was used to illustrate the event itinerary identifying categories of tempo and event descriptive program presented in the CU's website (Figure 5.36).

rch 26, 201	16. HRH Princess Maha Chakri Strindhorn will also preside over these ceremonies.
7.00 hrs.	An aims offering ceremony in front of CU Auditorium
9.00 hrs.	A ceremony to give birthday blessings to HRH Princess Maha Chakri Sirindhorn on the occasion of her majesty's birthday at Room 105, Maha Chulalongkorn building
10.00 hrs.	A music performance featuring Piphat duek dam ban at Chulalongkorn Main Auditorium
13.00 hrs.	An unveiling ceremony for The Faculty of Engineering's library at building 3, Faculty of Engineering
3.30 hrs.	The opening ceremony of an exhibition about Chula's history and valuables at Memorium Hall, Chakrabongse building
4.00 hrs.	An unveiling ceremony for new buildings at The Faculty of Veterinary Science

Figure 5.36 Timetable of event

(Retrieved from http://www.chula.ac.th/en/archive/6557)

The declaration of time schedule for the CU's event was place in the table. This falls into the classification sample that specific points of time were put into the left column, whereas the clauses of incidents were revealed in the right column.

In these practices also reflected the self-presentation of the reliable, well-planned and consistent characteristics of the institutions that required management skills in under the situations in which the formal genre is required for both public audiences and institutional members. Also, the participants who shared the practices recognized that point and period of time as invaluable resource of the institutions was definitely limited.

5.1.2 Thai University Identities

Regarding the community of practices constructed in Thai university websites, the activities were presented through presence of participants, actions, tools of transactions, location and time in regular patterns and synchronize with other factors of self-presentation to become the institutional practices that contributed to identity construction of Thai universities.

In other words, the institutional identities were also collective by their practices that were presented in verbal and visual communication in Thai university websites. The synthesized identities included the global citizen, the digital player, the care giver, the professionalism and the value holder.

(1) The global citizen identity

To communicate with the viewers who were more open to the broader culture and worldwide network, the universities including AU, AP, CU, CM, KU, PY, and PU addressed the key terms related to internationalization "an international community of scholars", "The University employs English as the official medium of instruction". AU defined the institution "a truly international community of scholars and professionals". Also, AP labeled the student images on the university website with "Truly International". These claims expressed attempts to establish internationalization.

Example 1

"Asia-Pacific International University intends to be a leading, international academic community dedicated to learning, teaching, and research that affirms human potential, cultivates moral sensitivity, and nurtures character development."



Figure 5.37 Multinational group of institutional members (Retrieved from http://www.au.edu/)

In the meantime, PY claimed itself by referring to the recognition within and across the region as follows, "well-known and admired as a leading educational institution, not only in Thailand, but *across the ASEAN Region*". Also, KU mentioned 'the Greater Mekong Sub-region (GMS)' as the focused areas of the institutional research and contribution.

In addition, AP and CM signaled diversification of their relations with multinational members and institutions by referring the word of 'around *the world*'. Also, the CU data set described the wide scope of the carriers with the following samples: 'all over *the world*', 'from *various countries*', 'around *the globe*' and 'from *all regions*'. AU addressed the international community with "a fairly large complement of *foreign* students drawn from 75 *countries of the world*'.

AU specified itself with the popular wording of academic institutes offering international programs as follows: "a truly *international* community of scholars and professionals". This agreed with PY's verbal statement, 'Truly *International*' placed upon the multi-image of students on the homepage. Additionally, AU described the institutional practice in which "*English* as the official medium of instruction" and engages "with a large network of *international* institutions of higher learning for scholastic *exchange* and research programs".

PU claimed itself as the institute "highly regarded in the *international* education sector". Also, PU addressed its realization to produce "*internationally* recognized graduates" for "the *international* job market" and attempts in establishing "academic cooperation with institutions *worldwide*" on "an *international* campus". Moreover, PU pointed out its mission to "instill intellectual wisdom, virtue, competency and *international* world-view vision in our graduates".

(2) The digital player identity

These included not only the system employed in communication, but also the facilities such as a computer room, an indoor space and outdoor settings where the students stayed or played with technological devices. The multimedia icons were shown in the main menu bars and top banners that were the Ideal part of the homepages.

On the other hand, the digital platform icons were exhibited in the bottom banners as the most Real part in the same spaces containing the addresses of the viewers. The instructions in the university homepages were given for following up the hyperlinks through digital actions such as 'view', 'click'. At the same time, the visual images often presented the students with the technological gadgets, especially notebooks and tablets in many settings, mainly out of class situations. At the same time, the presence of students also appeared in the computer laboratory with computer desktops. Upper body parts of anonymous users and keyboards were presented in close-up shots similarly to advertizing genre that reflected the digital lifestyles in which the symbolic icons and senses of connection as well as online platforms were highlighted.

In response to those images of telecommunication equipments, the multimedia labels of online systems reflected the multiple systems underlying the attractive homepage surfaces. In addition, the insertion of new media application icons in the aside column and under the main headlines became the must-have features that engaged viewers with the institutional accounts of social media as the digital lifestyle. The online locations of information were presented in forms of webpage addresses where the viewers could find more information at the end of the news contents and event promotion.

Also, further contacts were advised to be made through email addresses of persons and departments in charge of the provided services besides the traditional channels of communication. The viewers were urged to also share via Facebook and email information in the webpages to friends in their social network.

(3) The care giver identity

In Thailand, King Bhumibol Adulyadej was the father of the nation who initiated the philosophy and applications for Thai agriculture to efficiently rely on self-management of natural resources, situational adaptation and knowledge management. As a result, Thai universities adopted his majesty the King's initiations into their missions with the verbal phrases such as "in accordance with the *sufficiency economy principles*", "in line with the *Sufficiency Economy Philosophy*", and "under the *Sufficiency Economy Philosophy* and *Sustainable Development*".

For visual presentation, the green campus was revealed along the garden and grass field backgrounds in which the students were sitting in groups smiling to the viewers as well as concentrating in their individual activities such as reading. In addition, the green spaces at the different scales ranging from the bird eyes' view to the public distances were presented through decorative background and illustration of the verbal texts in the university websites for supporting the environmentfriendly atmospheres and nature embedded locations of the campuses.

Furthermore, the energy saving reflecting was embedded into the campaign by stating how the members could support the institutional program of water preservation on their own roles and powers in the university website of KU as following statement, "If we use recycled water, we can reduce the use of water by 30%". At the same time, the visual drops and waves of water was presented in the posters shown in the university website of AP promoting the water saving campaign. In addition, the benefit of human-made construction for conserving natural resource was shared in the following sample of KU: "the dam is able to produce water for consumption". Also, the research news in the KU English website mentioned the findings' qualification in measuring the quality of environment as follows: "Both types of newly discovered Diatom are able to be used as indicators for water quality assessment". The images of the awarded researchers and students were presented in the laboratory uniforms upon the technical room background.

More social services activities such as tree planting, garbage collecting, rural school service camping were held as mentioned in the verbal features of news/events webpages. The photo images were mainly designed in the settings of green trees, green parks, ponds where the students were sitting, reading, biking, working with peers. The multimedia images of saving energy and garbage recycling campaign presented the drop and wave of water and the garbage types to signal value of natural resources. Regarding the cultural practices, the local cultures were recognized in verbal codes of KU's institutional websites. These included musical styles and instruments as well as religious practices and relevant items. Most of the Thai words were borrowed to present in English as follows: '*Mor Lam* music performances', '*LukThung* singer', '*PiPuThai*', 'Udonsil *LukThung*', '*ThamNong* Kalasin'. Both 'Luk Thung' and 'Mor Lam' referred to Thai northeastern styles of music in which local music instruments were composed the songs with lyrics in local languages, but they were in different rhythms and combination of beats along the whole parts of each song.

Also, the key instruments played in the Thai northeastern songs were mentioned with general explanation in the samples: 'Thai drum music -so' and 'local music - Kaen'. The specific name of the province was found in the sample of '*Korat* music' meaning the music of Nakhonratchasima in the northeastern part of Thailand. The sample of 'For life songs' reflected the intent to literally translate from the word 'Peu Shiwit' in Thai language referring to 'for life'.

The practices of Buddhism were presented to explain how the institutional members interacted with the traditional events on the occasion of Thai New Year: "Pouring water over Buddhist images", "Buddhist relics merit making", "pouring water over their hands" and "Sand pagoda (Prathai) construction activities". These samples were easily communicated to share the local practices with global audiences. KU addressed the cultural value as the carriers including 'The Boon Duan Ha Buddhist Parade', 'Buddhist Parade Competition', 'Prathai competition', 'the Songkran Festival', and 'Songkran 2016'. The traditional terms referred to seasonal as well as religious practices embedded in the Isan area or the northeastern part of Thailand. April was a remarkable month with many official holidays for Thai New Year (Songkran) and Buddhists' merit making events in which cultural parades and competitions are held.

The Thai university advised the viewers who were not familiar with Thai norms to behave appropriately with the warning in an instruction form, for example, PU suggested that 'Do not touch a Thai person's head'. Moreover, the educational institute mentioned the Thai New Year festival differently with the traditional practice by pronouncing the Thai words in the following quotation: "Rod Nam Dam Hua" that referred to the activity of pouring water through the elders' hands to pay respects and to receive the blessing from them. Also, the material process was presented in the form of nominalization "Water pouring ceremony". This was accompanied with 'Songkran' to explain the key practice of this event.

(4) The professional identity

The images of the visual icons of graduation gowns, references to the research awards, the self-managing practices, and the seminars on global contents were represented to highlight the institutional concerns about social issues the future citizen would have to deal with. Host of conference conveyed the recognized roles as a facilitator and a leader who were eligible to manage institutional resources for incoming attendees. The success of students certifying the well trained participants who were recognized in terms of academic, research and future careers. The events that demonstrated the significant stages in producing the quality graduates also included not only internships but also exhibitions providing the onsite opportunity for job application and further study that supported better ways of life.

In Example 2, the professional identity was also described through the disciplinary discourse of PU that engaged the viewers with the institutional recommendations for different genders as the social practices of the professional community. The shared repertoire of dressing code was identified. Also, the place of work as the joint enterprise became the frame and situations in which the selves of individual members were engaging with the professional practices as rules of appearance in the appropriate manners. These suggestions expressed not only gender dressing differences and also identification of the status of faculty members that had no any definite patterns of uniforms, instead the range of what called 'formal dressing styles'. The samples of what should and should not be taken in the PU example emphasized the institutional classification between formal and informal situations.

Example 2

"A basic guide for <u>appropriate attire</u> *in the workplace* is as follows: *Women* should <u>avoid</u> wearing sleeveless or seethrough blouses. Dresses, skirts and slacks <u>are acceptable</u>, but <u>not</u> the jeans. *Men* should <u>refrain</u> from wearing sandals, shorts, T-shirts, and jeans."

At the same time, the visual image was employed to convey the professional repertoire in the white gown uniforms of medical expertise in the hospital setting in which the participants spent time to do their proficient practices with facilitating equipments and responsibility regarding professional roles.



Figure 5.38 Physician trainees on the ward

(Retrieved from http://cmu.ac.th/images/uploadfile/enginfo-091116162245.jpg)

(5) The value holder identity

Most of university websites presented the high status of the institutions through special events with the verbal codes of 'honor', 'honorable' and visual images of Princess in Thai royal monarchy's degree awarding for graduates (Figure 5.39). In Thai society, the royal

monarchy was respected equally to the nations and religions but placed beyond political affairs. The public universities in Thailand employed the titles of many royal members to honor and express institutional dignity to the royal monarchy.

Other than the social contribution and historical roles, the linkage between the people and their royal families were often found in higher education system with specific sets of practices and manners in which degrees were officially awarded to graduates in public universities. For Thai graduates and their families, the degree awarding ceremony with the royal members was basically once in lifetime memory. With the royal members' high status were presented through the visual images in the well prepared raise level on the stage as the giver and humble manners of the graduates as the receiver.



Figure 5.39 Princess Chulabhorn in the graduation ceremony (Retrieved from http://www.en.psu.ac.th/images/thumbnails/ images/event/57-9-4/convoc07-304x150.jpg)

The pronoun, 'we' significantly functioned as either the speaker or representative of the institutions and the listeners who were the target audiences with persuasive and harmony purposes. This reflected the underlying perspective of Davis (2011:164) that concepts of self developed through many sites in which interactions took place and embedded in memory for self-accumulation and reference. At the same time, the university reinforced in-group culture with the family reference in the following statement of AU, "*We should love* our institution as much as *we should love* our own parents". The statement referred to the institutional expectation in order to drive solidarity and gratitude at both personal and social level.

As students, the university signified the characters of the institutional members through regulations and "*The student dress code* at PSU not only serves to *identify* the respective faculty of each student, but also *shows respect* for both the teachers and the university" that was communicated as the core principle of Thai universities through verbal codes on their online texts and definitely in visual images. Moreover, the presence of the student uniforms was found in different contexts and moods on the campus as shown in Table 5.2.

From the visual presentations, the student uniforms were the compulsory dress codes for both men and women regardless of their nationalities and situations that the students were playing their significant roles in natural scenes and intentional communication with the viewers who were not only prospective and current university students, but also other stakeholders concerning higher education.

Situations	Visual images of student uniforms
Friendship out of class on campus	AU Uniqueness and Identity http://www.au.edu/
Partnership in computer laboratory	http://cmu.ac.th/images/uploadfile/enginfo-091120180025.jpg

Table 5.2 Uniform dressing in different situations

Situations	Visual images of student uniforms		
Individual selves with prides	MARKEN MARKEN		
Institutional harmony of representatives	Election for President of the Student Union. The Office of Student Development calls for the nominations from today until April 30, 2016 (12:00 PMI) • Nominate yourself at the Student Activity Division, Office of Student DevelopmentAt the Sport Center & Student Union		
	http://www.hu.ac.th/english/slide/img/slide-HU03.png		

In overall, the private universities communicated their privilege through visual images of elegant architectures and social actor presentations. The posture of not only students but president and executives reflected their pride as the members of the institutions. The manner of showing thumb up in student uniforms also signaled their intent to positively verify their own institutions to the viewers.

Comparing to the university websites of the public universities that focused on proving the quality of study programs and researchers with awarding and ranking guaranteed by both national and global organizations, the institutional websites of private universities presented more internationally non-academic events, especially the cultural exchange activities with foreign participants and international partners.

5.1.3 Individual Identities of Thai University Websites

Even though a variety of identities were constructed in all the university websites at a varied proportion and perspectives, the solid and apparent parts of them were highlighted in the site of engagement among the institutional members and the viewers who interacted with the represented identities constructed in the individual websites.

In this study, the outstanding characteristics in terms of verbal and visual codes of each Thai university website were presented with regard to the collected multimodal presentation through the institutional online platform interpreted by multimodal discourse analysis. The elicited identities from this study were described in the categories of public and private universities respectively.

(1) Public University

The higher education institutes which were public organizations in which the disciplines and histories were presented as the fundamental elements portrayed their institutional members and events in the online platforms with individual distinctions involving their designated roles to public audiences. The identities of each institute were described regarding the alphabetical orders as follows.

Chiang Mai University as an online, natural based community

The English website of Chiang Mai University was differentiated from others by its background and main menu color. The natural scenes of green trees and fields were found in the centered image of the student group and also the fixed background of verbal text saying "Where Nature Nurtures Beautiful Intelligence". The green color was used in the section titles and the bottom hyperlink for further reading of the news and event columns on the homepage. The scene of nature presented along both sides of the sliding image was referred by the respondent who liked the homepage.

The abbreviation of the university, the CMU was stated in both top and bottom banners in a large size comparing to the Thai full title. Also, it was also stressed by enlarging in the statement "We are CMU" in the New part of the sliding screen of the homepage. The CMU was accompanied with the nouns on the visual hyperlink icons such as 'CMU Research' and 'CMU Portal' in the homepage.

The transactional processes found in the university website were mostly 'to offer' and 'to welcome'. These referred to the visual images of smiley individual and group students. The welcoming ceremonies were also communicated through the photo images taken for each guest visit that portrayed the executives and visitors' practices of gift exchange, hand checking and group photos. The host teams appeared in the local attire made of Thai silk in either purple or yellow color represented the intents of the hosts in welcoming the international guests in the reception room where the pictures of King Bhumibol and Queen Sirikit were hung upon the pair of head chairs. In the real contexts of Thailand, the cultural manner in respecting the royal family by placing the photograph, drawing and painting images were commonly found in the public places such as schools, police stations and also private residences of Thai people.

The spatial aspects were 'at Chiang Mai University' and 'in the Northern Thailand' that signaled the key venue and geographical space in which the event took place. The foreign locations mostly included 'in Myanmar' and 'in China' that involved the collaborative events with the partner universities. Both countries were the neighborhoods whose a number of citizens come to Thailand for working and studying.

From the respondents' viewpoints, the homepage of Chiang Mai University was the most favorite sample because of its distinctive color theme and simply, modern looking design. Also, the homepage was commented orderly patterned and comfortable to the viewers' eyes. Moreover, the visual images placed across the width of the homepage were perceived large, clear and interesting to the respondents.

Chulalongkorn University as the oldest university for the modern world generation

Regarding the historical aspects, the institution referred to its initiation relating to the royal monarchy. At the same time, the academic institute claimed its status on the global ranking upon the visual image presented in the sliding window space as follows: "*CU* Subjects Top Country's List in QS World University Ranking by Subject 2016".

Dominantly, the respondents commented that the homepage of Chulalongkorn University was attractive and easy to search further information. 'The Phra Kieo' logo (the symbol of King Rama V's institution) was displayed at the top banner as the Ideal part (the top banner) representing the institutional ideologies and also employed in the visual banner to promote the historical campaign as shown in Figure 5.40. The similar pattern in which the symbolic icon placed in the Given section (left) of the top banner was presented distinctively in the visual images. This was confirmed by the respondent who addressed in the questionnaire that "Phra Kieo" represented the institutional identity.



Figure 5.40 Phra Kieo representation in promotional banner

(Retrieved from http://www.chula.ac.th/en/wp-content/ uploads/sites/2/2016/03/20160328-2-adv.jpg)

The institutional website of Chulalongkorn University was also highlighted by its visual presentation. The pink color as the color of the institution was used to highlight the frame around the white plain space of contents. From the questionnaires, the white and pink color theme was perceived as eye-friendly homepage that accommodated the viewers' reading.

The motto 'Pillars of the Kingdom' was declared on the left of the top banner as the Given information and important part below the institutional emblem and title in the homepage. The explanation was given in the institutional news as mentioned: "When <u>the society</u> faces a crisis, *Chula* provides <u>answers</u> and builds <u>excellence</u> in many areas from <u>cooperation</u> of the faculty members, human resources, *Chula* students, and *Chula* alumni". The value of the institutional mission was related to the institution's social responsibility as the problem solver of high quality. Also, the institutional short name was employed to embrace the institutional identity and membership among the viewers, particularly the mentioned stakeholders.

On the other hand, the abbreviation of CU was employed as the themes of the headlines such as "CU Graduate School call for application 2016" and hyperlink icons, for example, 'CU Centennial Souvenirs'. The visual and verbal combination of news abstracts was distinctively presented in a vertical axis in the Chulalongkorn University's homepage. The Ideal part was the visual images; whereas the Real part was the verbal titles.

Also, the visual images of the news and events presented in which the Given part was verbal texts. On the other hand, the New part was visual figures of humans and cartoons. This kind of patterns also switched to the other side. The modern design of event in the institutional color was also presented with the symbolic code of the graduation hat in the center of the image (Figure 5.41). The stripe figures running in vertical direction were also used to decorate both sides of the image. The white color of verbal codes was employed similar to the two-tone theme of the homepage.



Figure 5.41 Modern design of institutional event (Retrieved from http://www.chula.ac.th/en/wp-content/ uploads/sites/ 2/2016/05/2016050-2-adv.jpg)

Khon Kaen University as the glocal service space

The verbal data also represented the institutional theme of 'KKU' as the carrier in the About webpage, for instance, Also, actors in the news headlines, for example, internationalization,

<u>KKU</u> celebrates Her Majesty Princess Sirindhorn by organizing the *Isan*.

Regarding the participants' roles, the President was represented as the key person in the visual and verbal combination of the images in the position of the New part of the first shot of the homepage. The fixed hyperlink in the right column mentioned was the president look in a formal suit accompanying with the text saying 'Hotline set for KKU President'.

Also, the sliding screen image (see the Figure 5.31), in which the Ideal part of the homepage illustrated the university records on the world ranking and the figure of the President in the business attire holding a tablet by his right hand and looking out of the frame with a happy face and lively eyes, the Real (bottom) part presented the verbal text saying

Moving forward...KKU becomes one of the top three of Thailand

The KKU was institutional abbreviation represented by the President in the New space (right) of the image portrayed the table referred the list of the university ranking with the below text as previously shown in the Figure 5.31.

In addition, the President figure with his smile was present in order to express the warm greeting and blessing the institutional people and viewers for the Thai New Year holidays. His dress code was an orange Thai silk shirt that represented the cultural event with a small garland around his neck (Rungruangsuparat, 2016). At the same time, the President and his executive teams played a vital role as a sayer in the verbal data presented in the university website regarding different issues and events. The speakers who shared their perspectives included the faculty and guest from the external organizations. These supported the institutional genre similarly to the news reporting with the excerpts of interviews that allowed the participants' voices appeared while the viewers learned about the events from the verbal texts.

Regarding the places of the events, the Khon Kaen university website mostly presented 'inside Khon Kaen University' and the identification of its campus locations including 'in the northeast', 'in the northeastern part of Thailand' and 'in Isan'. The most transactional processes found in the KU were 'to organize' and 'to hold'. These actions represented the event organizing role of Khon Kaen University.

From the respondents' perspectives, the homepage was interesting because of its color shade and multi-lingual choices offered in the main menu bar. The visual image of Golden Jubilee Convention Hall was placed in the New column for the section of 'Faculty And Organization' and the background for the President figure in claiming the university ranking to represent the cultural architecture of the university. This landmark was also recognized by the respondent as a distinctive characteristic. The institutional color of orange was represented in the top and bottom banners, the menu bar and the section lines. The layout of Khon Kaen University was perceived by the respondents the well-organized pattern with the orderly, apparent sections providing much information and easy to go further.

The time period related to Songkran Festival and holidays were mentioned rather than the specific time and dates. The special occasions such as "on the occasion of the *Thai Heritage Conservation* Day" on which the events took place were dominantly referred in the Khon Kaen University.

The multimodal presentation of Khon Kaen university's website addressed environmental and social issues on water and energy saving and safety for drivers and passengers that expressed institutional concerns about the local community and daily life problems.

Prince of Songkla University as a hub of southern geography

Prince of Songkla University colored the top banner and the frame with the blue shade as its institutional color. The New part of the top banner represented the image of Prince of Songkla statue. The homepage layout was the right orientation with the New part of bottom-up running lines of the news headlines. The Given part of the first shot remarkably presented the sliding images of institutional executives and visitors from partner universities, the foreign embassies and other external organizations. The key scene was in front of the statue of Prince of Songkla performing as the landmark space used for welcoming the large group of guests. The public shot was mostly presented, so that the viewers could see the participants and settings in which the events took place.

Contrastively from the other university websites, the PSU was highlighted in the top banner with the golden yellow color was distinctive than other letters of the institution's full title. The social media icons were portrayed vertically in the right frame of the homepage and so adaptive that the viewers could see them all the time of scrolling up and down. The respondents mentioned that the blue color and multi-layer homepage with menu tabs at the bottom shot were the dominant features of the university website.

Other than the top banner, the 'PSU' was the themes of many news headlines on the homepage. The institutional members were the actor in the following sample,

PSU International Students join Plant Trees Activity.

The institutional campus performing as the carrier was shown as follows:

<u>PSU Pattani Campus</u> gets ready to open demonstration school.

Also, the About webpage mentioned the PSU as the actor of the mental process that conveyed the institutional ideology, for instance,

<u>PSU</u> *aims* to produce graduates who are able to compete in the international job market.

The institutional place, 'at PSU' was remarkably referred as the event venues. Geographical and social spaces were mostly mentioned in the university website as follows:

> <u>Prince of Songkla University (PSU)</u>, a public university established in 1967 as the first university *in southern Thailand*, consists of five campuses offering various programs of education consistent with the needs of their communities *in southern Thailand*

The project's objectives were identified by referring to the focused space in which the institution enacted their power through collaboration with the governmental offices.

<u>To provide</u> opportunity to students and people *in the risk areas of the southern border provinces* to search and access information.

Also, the national regional locations were often referred to define their recognition, for instance,

Therefore, as a leading research university *in Asia*, <u>PSU</u> has contributed significantly to *the development of the country* and consistently turned out well-qualified graduates of high professional standing.

These reflected the institutional focus of the events and concern about the projects run by the university. Moreover, the natural scenes and landscapes were stated, for example, 'from the beautiful tropical long beaches of Songkhla', 'along Klong U-Tapao', 'BP Samila Beach'

The location of institutional sub-campuses were described referring to the recognized label by public audiences, for instance,

<u>Phuket Campus</u> is set on the island of Phuket, also known as the *Pearl of the Andaman Sea*.

The distinction of the campus location was further explained to the viewers who were prospective students.

<u>Phuket</u> is Thailand's *largest island* and enjoys great popularity as *a travel destination*.

The transactional processes found in the university website were mostly 'to provide' and 'to offer' as shown in the example, <u>Hat Yai campus</u>, with its attractive landscape, *provides* a serene setting ideal for education and learning...

The city in which the campus was located became the highlight reflecting the cultural environment attracting new members who might be keen on touristic information and lifestyles of local people while study at the university.

It is a modern city, with a vibrant mix of Thai, Chinese, and Malay influences, making <u>Hat Yai</u> a thrill to visit with many cultural and modern entertainment attractions.

These actions represented the institution as the educational site of contribution and academic attraction. These findings agreed with the statement that was the institutional motto presented in the verbal text and in the landmark image near the statue of Prince of Songkla who transcended this ideology to the institutional members that dedicated their resources to help others in the society:

Our Soul is for the Benefit of Mankind.

The temporal aspects exemplified the contexts in which cultures played a role in suggesting appropriate manner. The cultural instructions were stated with the situational period coming after 'when', for example,

> As a general rule it is polite to Wai *when meeting someone older or in a more senior position than you.* You should also be careful of saying that you really like something *when shopping with your host family.*

The events were about the situations that recommended the appropriate manners for the viewers to adapt with Thai ways of lives that were different from their host cultures. The contents of cultural introduction of Prince of Songkla University were presented as the Office of International Relations directly took care of the English website. These were in line with the respondent who commented that another distinctive feature of the institutional homepage was the international news.

(2) Private University

Most of the private universities homepages presented western architectures resulted from institutional histories, religions and values. The private educational institutes had faced with more numbers of new established universities and the existing public academic institutions in which the long history, the educational ranking and summation of the reputation dominate over other younger institutes.

From most of the private university websites, the religious sites were commonly shown in the sliding visual images and became the background image of the multimedia text of event promotion. The religious practices of Buddhism and Christianity were presented in visual and verbal modes.

Asia-Pacific International University as an international Christian community

The homepage of Asia-Pacific International University was about one and a quarter page length by scrolling. Also, the respondents commented that the homepage was easy to use and clear, uncomplicated, orderly pattern with less number of menu labels than other homepage samples.

The blue and grey theme colors of the university homepage were commented by the respondents the pleasant design with simple shade of colors and friendly-looking. The behavioral actions, for example, to gather, to participate, were stated to signal mutual presence of the institutional members for specifically purposive events. The mountain scenery of the university campus was presented as the background of the executive figure in the sliding image in the homepage. The landscape of the campus was shown in multiple shots of the accommodation and activities (Figure 5.42).

Also, the visual photo in the relevant webpage presented the bird's eye view of the university's landscape in which the viewers could see the buildings on the campus located among the green nature and surrounded by the mountains from the high position. The respondents agreed that the natural atmosphere, aesthetics and delicate designs of buildings were all salient features of the websites. They claimed that the comfortable atmosphere was presented through visual images on the university website.



Figure 5.42 Mountain background in running activity (Retrieved from http://www.apiu.edu)

The news and events of the university were written by the students that revealed the perspectives from the students' voices as the sayer much more than other university websites did. In many events, the foreign students and faculty staff were the actors and carriers in verbal texts as well as the participants in visual images. Comparing to the other homepages, the additional languages offered were Bahasa Indo and Korean. This was in line with the respondent who mentioned that internationalization was also the outstanding feature of the university website.

The verbal texts revealed the disciplinary of dormitory on the campus combined the boarding school culture with western naming. Thai culture was presented in the photograph of the Sala Thai on the campus where the impressive event for presenting the student scholarships was held. The Christian activities were introduced and the student participants appeared in the visual images and verbal data such as 'Wednesday Chapel', 'Friday Vespers'. The congregation of institutional members was presented in many visual images of events and practices, for example, Figure 5.43.



Figure 5.43 Youth revival and fellowship camp (Retrieved from http://www.apiu.edu)

The interpersonal aspect of the verbal codes included the Church Pastor's proclaiming the relationship between the university church members as follows: "We are a diverse family of *faith*". The religious activity was recognized by the institution in the following statement: "*Chapel worship* is an important part of campus *spiritual* life".

Assumption University as a multinational center of learning

Historically, Assumption University developed from the college of business administration and missionary that was presented in the introduction and academic practices in which the institutional executives participated with Christian attire and symbolic icons reflect the faith in Christ (Figure 5.44). The university homepage was presented with the blue top and bottom banners. The left column listed the activity icons and titles in the hyperlinked webpage. The events were mostly to promote cultural learning and experience abroad.



Figure 5.44 Christ with bible statue

(Retrieved from http://www.au.edu/media/k2/items/cache/ 3b3e749 011568df 066956f2034087c10_L.jpg)

The western architecture with elegance designs, especially Cathedral of Learning (Figure 5.45) appeared in many perspectives and so distinctive presented at the bottom banner and the visual images that appeared in the webpages. This was in line with the AU respondents who mentioned that the iconic building was impressive scene in their memories because it was also portrayed as the background in the institutional computer screen.



Figure 5.45 Parts of Cathedral of Learning

(Retrieved from http://www.au.edu/media/k2/categories/ 57.jpg)

Internationalization was emphasized in the sliding images on the homepage that presented the multinational student group joined together and the individual figures appearing with different posts in the same frame. However, the promoted events and architecture that reflected national arts and cultures were mentioned with visual aids such as a flowery wrist garland, a Thai cuisine, a Thai house (Rungruangsuparat, 2016). The Wai Kru ceremony was combined in the regular activities for their students. Moreover, the multimedia design of luxury and premier with a black shade and sparkling effect plays a critical role in the images of successful events such as agreement signing, congratulations to the awardees.

This conformed with the mostly found transactional actions including 'to present', 'to show', 'to depict', 'to symbolize', 'to mean', 'to represent' and 'to stand for'. Also, these were related to relationships between the signified items or events and the underlying intents or purposes.

In addition, the mental processes found in this university website conveyed the positive moods, particularly, 'to enjoy', 'to appreciate' and 'to love'. In addition, the material processes with the constructive ways were 'to congrat or congratulation', 'to win' and 'to overcome'. Both types of processes supported the visual images in the same themes of successful outcome of learning through self-study and well-educated programs provided by the university.

This kind of appreciation in the successes of institutional members was also found in the visual images as shown in Figure 5.46. The main actor was the faculty who advised the student team to win the TV spot award was placed in the center space among the Given space illustrating the stage full of awardees applauding in spotlight. His eyes focused far to the left direction matching with the scene of success. In the New space, the golden symbol of videotaping device and visual settings of lighting and verbal texts highlighting the key purpose to 'Congratulations' to the relevant members.



Figure 5.46 Congratulations for TV Spot awards (Retrieved from http://www.au.edu/media/k2/items/cache/ 0c0b1da 79361baab4d46a6acea24eb5b_L.jpg)

Yet, the university emphasized the solidarity of its members and presence of the institution with the abbreviation coinciding with the nouns of physical and virtual spaces such as AU Mall, AU Community, AU Camp. These were in line with the visual images of all individuals performing different posts but wearing the same student uniforms presented mostly in the homepage.

Hatyai University as a touristic facilitating institute

The Hatyai University's homepage was commented by the respondents informative, easy to view and find information, uncomplicated patterns because of clear sections of news/events. The institutional website was designed in the centered orientation with both siding columns (in Appendix B). The pattern of which the sub-menu columns were paralleled with the centered contents supported the viewers' searching process as the respondents commented that the HY homepage accommodate their use and uncomplicated by sectioned listed along the vertical space. The homepage design was "orderly patterned" and informative by providing long arrays of news headlines and announcement. From the respondent's perspective, HY website was easy to deal with apparent presentation of hyperlinked choices that reduced long thread of drop-down lists.

Even though the institutional colors included blue, red and white, the top and bottom banners were all in red that was distinctive from other university websites that matched with the necktie color and the color of vehicle appeared in the visual images found in its websites. Even though the blue colored homepages were perceived professional, the red one was mentioned a standardized design.

Besides the verbal texts, the homepage also presented the Thinker statue in the New part of the webpage above the bottom banner (Figure 5.47). This agreed with the golden statement posted in the webpage that "*Know* to think, *Know* to hold moral values, *Know* to be successful" of which the verbal theme, color and size were highlighted. In the webpages related to the facilities, more western icons such as the statue of Liberty, the room with students playing classical music instruments.

The transactional actions, particularly, to keep, to maintain, to continue, to give, to participate in, to organize found in the website of Hat Yai University were related to cultural preservation and relationship establishment with the institutional members as the following events: 'The "*Thai Traditional Songkran*" Project' in which the national culture was communicated into the events and practices. At the same time, the external parties were recognized by the university in the events as follows: "The "Show & Share" Event" for exhibiting the students' products and "DRIC Thank You Party 2015" for expressing gratitude to the media agencies.

Southern Thai cultures and local provinces were presented in the activities and buildings' names on the campus such as Patong Auditorium, Phuket Building. These supported the main top menu that emphasized the viewers by stating 'Visitor' instead of 'Home' or 'Introduction' as the first label.



Figure 5.47 Long length of news columns (Retrieved from http://www.hu.ac.th/english/)

The 'Campus Tour' and 'Hatyai Map' were offered at the right vertical menu. At the same time, the red trams and Tuk-tuk were presented as the vehicles in the scenes (Figure 5.48) in which the students were presented with the happy faces. From these components, the website revealed touristic perspectives through promoting not only the institutional campus, the city where the university were located.



Figure 5.48 Local vehicle and participants in theme color

(Retrieved from http://www.hu.ac.th/images/facilities/ took.PNG)

Individual actors who were dominantly appeared as the Chairpersons and speakers in the institutional events included the President and the Licensee. The latter person's name was honored to label the institutional funding called 'Madam Praneet Didyasarin Scholarships' and also the building namely 'Praneet Silp Arts and Culture Center'. The President was distinctively presented in the past events on the stages and the meeting rooms while speaking behind the microphone. These visual images helped the viewers learning that the various activities were started by his speech and approved with his participation.

Payap University as an international community

The Bright sky blue shade was its differentiated color of the university. At the same time, the red brick part of building was the distinctive background in the image presenting the students in the small photo frame connected with the others. These visual features were mentioned by the respondents as remarkable components of the university website. Also, the outstanding appearance of the student in the university costumes with light blue neckties and skirts was another symbolic code of the institution.

Regarding the layout of the homepage, the critical distinction from other institutional websites was the embedded screen of the facebook fanpage. English communication and learning experience represented through the homepage were mentioned by the respondent. In addition, the multi-cultural communication was presented through the images of foreign students represented in the fun atmosphere in front of the Thai language class for foreigners and the group of international students concentrating in the foreign teacher's advice and working together among the peers at the lecture classes. The presentation of intimate shots were put together as multiple pieces of the international community as shown in Figure 5.49.



Figure 5.49 Multiple shots of international student life (Retrieved from http://ic.payap.ac.th/wp-content/uploads/ 2015/10/pic2.jpg) Moreover, the respondents stated that the photographs of activities and upcoming events were helpful to their student life. In Payap University's website, the events called 'Payap's Got Talent' and 'Payap's IC Ball' expressed the institutional belongings and adopted western culture of competition and graduation party. The collaboration with the external organization dominantly focused on intercultural events held for public audiences, especially 'Thailand International Balloon Festival'.

For Payap University, the second half of the full homepage portrayed the YouTube clip of the institution with the wide smile face of the female youth that conveyed the bright and fun sense to the viewers in the Given part aside the calendar and facebook embedded window as mentioned earlier (Figure 5.50). The real-time updated window was placed in the 'New' part (right) of the horizontal axis of the homepage.





(Retrieved from http://ic.payap.ac.th/)

Besides 'to provide' and 'to offer', the transactional processes were about 'to support' and 'to make' that expresses the institution as the active producer. At the same time, the action, 'to receive' referred to the taker part of the university who gained much recognition and reliability. The statement with asterisk marks as following, 'Contact us!' and 'You deserve this!' performed the lively intimate relationship between the institution and the viewers. The institutional locations of the events were mostly specified with the full name and abbreviation that signal friendliness and local community as the following samples, 'to/from Payap University', 'at Payap', '@Payap', 'on the Mae Khao campus'. The geographical territory, 'in Thailand' was more verbally referred than other narrow scopes of areas in the Payap University's website. These implied that the overseas visitors were highly welcomed to contact the campus as one of interesting institutes of the country.

5.2 The Relationships between the Features of English Websites and the Identities of Thai Universities

Research question three-consecutive: How are identities constructed on English websites of Thai universities?

From all the findings from the research question one and two, the common and distinctive features of Thai university websites were investigated. The identities of Thai university websites and the individual identities were identified in the findings for the research question three.

As Koller (2012:24) suggested the three-level of text analysis that contributed to collective identity construction, the micro-level was the data presenting how the identities were constructed. The meso-level requires perspectives from producers, communicators, adjustors/screeners and receivers to analyze what identities were established. Finally, the macro-level needed to take contexts as social factors of concerned parties and involved genres employed in constructing identities.

In this study, the micro-level of the data elicited from the university websites revealed that the universities were presented with social actors in verbal and visual forms. The verbal texts were communicated by restating the institutional titles, abbreviation and extending the mission and vision statements as self presentation and role identification. Also, the visual images played a highlight scene in presenting the powerful shots of attractive participants, facilities and activities. The meso-level was analyzed from the receivers' perspective that were based on the subjective judgment of the researcher and supported by co-rater's agreement percentage and the participating viewers of the universities who shared individual point of insider views. The visual features, especially homepage designs institutional landmarks, remarkable facilities and colors were mentioned by the respondents.

On the other hand, the verbal texts were more important and needed when the institutions shared details of information related to academic issues and specific points of time about activities and services as required by the institutional viewers. The macro-level revealed the whole picture of the university websites that displayed the social identities resulting from changing ways of lives, histories of institutions, Thai higher education and globally social issues.

The collective identities were constructed and declared in the university websites as Figure 5.51.

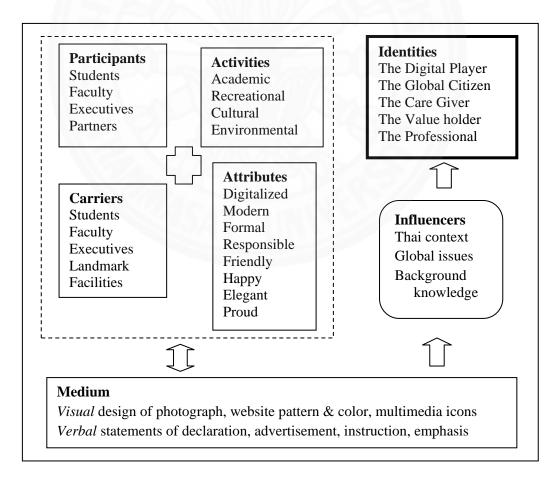


Figure 5.51 Identity construction components of Thai university websites

5.3 Discussions

Regarding all identities elicited from the university websites, the selfpresentation concept was also applied to understand the multiple selves in the institutional online discourses. With regard to Goffman (1986:573), the individuals and adopted roles are interrelated and adaptable to varied situations.

> [T]here is a relation between persons and role. But the relationship answers to the interactive system-to the frame-in which the role is performed and the self of the performer is glimpsed. Self, then, is not an entity half-concealed behind events, but a changeable formula for managing oneself during them.

In line with the concepts of self-presentation, the institutions presented the participants in the scenes under the conditions within organizational frames. The institutional members revealed the identities through represented practices that combined physical distinctions with temporal and spatial references to identify their presence (Van Riel & Balmer, 1997) and establish institutional sustainability by dynamically fulfilling both internal and external requirements of the institutions (Hickson& Jennings, 1993).

This also agreed with Alvesson (2011) that institutional identities represented institutional members who commonly possessed perception of their community. The emblems and uniforms in the educational institutions were communicated through the online websites. However, the individuals in the uniforms involved not only professional identities relating to their roles, but also qualities or characters of the participants recognized other than the rigid patterns of the institutions in the frame specifically shaped by the situational variables.

For the verbal statements, the institutions performed their roles in different statuses depending on the contexts and modes.

Example 3

 <u>Assumption University</u> has been *providing education* to the youth of the Thai and other nations since 1969.

- (2) "D" or Divinity represents "Religion". <u>We</u> all *need religion* in life and mind.
- (3) <u>All students</u> should *clean their rooms* regularly every day to ensure <u>their</u> own physical and mental health.
- (4) <u>AU Graduates</u> can *pursue advanced degrees* anywhere in the world.

In Example 3(1), the full name as the main agent expressed their power in identifying their responsibility in educating young generation in the kingdom and neighboring countries. These word choices conveyed the significance of the university as the intelligent source influencing future of the regional manpower in the formally international frame of self introduction to the global audiences.

The Example 3(2) illustrated the inclusive self and their members with the pronoun 'we' to engage with the shared practices regarding religious ideologies constructed in the symbolic code signification. This frame was drawn upon the community's belief and in-group characters that could simply convince the current and prospective members that the institutional concept was universally righteous.

From both examples, the author or producer of the verbal codes switched between the authorial and the personal voices by employing the institutional terms and word choices within separate what Goffman (1986) meant keyings and frames.

For Example 3(3), the institutional members as the participants were represented as the whole group whom were expected to comply with the obligations equally assigned by the institution. In this example, the temporal frame supported the routine of institutional members as the residential instruction for the sake of personal wellness.

In case of Example 3(4), the institutional members, labeled with institutional abbreviation as parts of the community, who passed the learning process and evaluation were assigned the ability to continue their higher degree without spatial limitation. Contrastively from Example 3(3), the last example performed two functions as declarative of recognition for the internal members who would plan their study life after graduation, and warranty of academic quality for external stakeholders

who might be the globally target institutes considering the participants' applications. These two examples demonstrated the frames in which the institution applied their presentation with regard to the potential audiences, designated interactions between the producer and the consumers and expected results from the communicative practices.

In overall, this chapter responded to answer the research question three by revealing what identities were presented through the university websites as an online platform for self-presentation of Thai universities. Also, the research question four was replied that those identities were interpreted in relations to the verbal and visual codes of contexts. The interpretation was enriched by multimodal techniques to construct senses of selves in their communities of practice and accommodate meaningful interpretation of the viewers.

All the university websites in this study were educational institutes in Thailand sharing the primary roles in academic and social services under officially controlling and monitoring system of Thailand for mostly but not limited to Thai youth. This agreed with Urban & Bierlein Palmer (2014) that the term of internationalization would applicably come true with needs of the overseas students who closely interacted and insightfully engaged with the institutional community.

Therefore, the English medium websites became a key instrument to approach international viewers who were not only interested candidates but also academics, researchers and members of global communities. These online visitors could learn more information about the institutes' facts, people in-charge, ongoing activities, institutional dominances, service spaces as well as cultural tips for living in the educational community and Thai contexts in which many ASEAN cultures were shared such as royal reigns are recognized and honored, elders were respects, and upper parts of bodies do matter.

Even though Buddhism as the most citizens' religion with long-lasting history in Thailand played significant roles in Thai society and higher education, Christianity dominantly administer resources from private sectors who were not only general donators but also alumni to support educational services for both Thai and foreign students.

Unlike other research, this represented the institutional identities collected from generic to specific features resulting from the global website designs and local cultures with the realization of the multimodal feature positions of the homepages. As Thai universities, the selected institutes displayed their freeze and dynamic contents in the main windows that included the hyperlinks bringing to the other webpages. These were the critical features aiming to construct institutional identities through the concept of community of practices.

Nevertheless, the public and private university websites in Thailand these days pay attention more on presenting academic and cultural activities of their own programs to create campus life atmosphere and international image. The international collaboration events such as memorandum of signing agreement signing ceremony, campus visit were often exhibited to proclaim their recognition among regional and global partners. This agreed with Begalla (2013) who emphasized the undeniable fact that all institutions faced challenges of increasingly competitive market of education with a borderless mindset in order to develop stakeholders' involvement and survive in the academic business.

The benefits of student mobility programs commented by international students were cultural, informal, interactions in order to exchange "other's cultures, history, politics, food, and social customs" (Urban & Bierlein Palmer, 2014:314). The products and services of educational system were internationalized. In this study, the websites of Thai universities promoted exchange programs, study abroad trips and intercultural events between Thailand and other countries.

Not all institutional colors were supportive to visual communication between the university websites and the viewers. Regarding West (cited in Jones, 2009), pastel colors were used to convey the lively sense of the websites. However, the vivid color tones of the university websites (AP, AU, CM, HY & KU) were more rated favorite than the mild color painted ones (CU, PU & PY). These implied that the outstanding shades of colors employed in the university websites were an effective tool in attracting the viewers.

Nonetheless, not all the educational institutes apparently displayed their social service practices as key roles in the university websites. The modern, hi-tech and good-looking presentation was more communicated through the online platform designs and contents in multimodal communication era. Even though the represented digital gadgets were mostly accompanied with the global brands known among international consumers as a result of globalization, the institutional facilities of informational technology room were offered to their students for learning together in their classes or training programs. This supported Nilsson & Carlsson (2014) who stated that digital technology was regarded as an advantage to all groups of people besides influential members. And different classes did not cause arguments, particularly in the field of social media anymore.

Seeing the interactivity between the multimodal medium and the audiences, Jones (2009) identified the roles of multimodal presentation as sites of display beneficial to social practices and the social relationships organizations between and among the users. In addition, relationships between the producers offering the spectacle and the viewers were constructed through multimodal sites. Even though the university websites did not allow the viewers to simultaneously respond the web content producers by writing or chatting, the movement of their eyes and online viewing paths could enable them select their own ways of navigation and interpretation in the multimodal sites of engagement.

CHAPTER 6

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

This chapter describes conclusions, recommendations and implications that result from the findings of the features of Thai university websites and identity construction.

6.1 Conclusions

The common features of Thai university websites, distinctive features of Thai university websites, and identity construction of Thai university websites including common features of Thai university websites and distinctive features of Thai university websites. The sites of engagement helped acknowledging institutional members of news and necessary information and attracting non-members with multimodal presentation through images and texts. These created imaginative pictures and promoted institutional images rather than merely shared the ongoing events and facts of the universities.

The university websites were multimodal spaces and sites of engagement in which interactions between institutions and viewers were focused for communication purposes. Inevitably, Thai educational institutes in four regions of Thailand presented their images through different modes of verbal and visual texts including layout, font, color, images of photos and multimodal design, and interactive effects of hyperlinks. The multimodal texts of Thai university websites were a communicative tool that was dynamic and interpretative by the viewers.

The data was collected from eight university websites in four regions: Center, North, North-east, and South. The period of data collection was March 16 to June 1, 2016 totaling 12 weeks. Scope of collected data covered visual and verbal texts in homepages and webpages of 'About', 'Student/Campus life', 'News/events' and related hyperlinks under the main institutional URL.

Research instruments for data analysis mainly included Multimodal Discourse Analysis, Systemic Functional Grammar, Identity Construction and Self-presentation. The co-rater technique with percentage of agreement was employed to verify research validity. Also, the questionnaire was used to collect the viewers' perspectives from the voluntary university students from the university samples in order to support the multimodal analysis of the researcher.

The verbal data of the common features was analyzed with regard to participants, processes, activities, events that involved place and time. Most of verbal categories founded in the samples of Thai university websites were reflected through the following themes: the institutional actors and carriers (the president, the executives, the students and staff), the processes or actions (academic, recreational, social service, cultural), the temporal aspects, and space. The material and mental processes related to institutional ambition and inspiration that expressed their selves to the viewers.

The relational processes were about the academic practices and activities. The pronouns, 'We' and 'I' existed to establish solidarity; whereas 'You' identified interpersonal relationship with the viewers who were members and visitors of the institutions. The direct address of the audiences also expressed the writers' intent to engage with the readers in order to persuade as much as instruct them. The salient relationships between the university websites and the viewers included friend-friend, authorized persons-subordinates, news reporters-readers, and service providers-clients.

By the dominance of multimodal presentation, the visual features were found as the indexical components, especially colors, architectural appearances, cultural activities, multinational participants in both narrative and representational images implying the institutional identity. The attributes such as participants' costumes, materials and settings were beneficial in describing the local contexts of events. The visual elements including both multimedia design of patterns and represented images therefore play a vital role in identifying the characteristics and interrelations between the institutes and institutional members contributing to identity development. The distinctive features found in the university websites included the embedded window of other social media platforms, the remarkable colors of the institutions, the institutional emblems. The institutional abbreviation labels appearing in the verbal themes and hyperlinked icons as institutional branding and local cultures were also varied by the different geographical areas.

The appearance of the institutional statues and identical landmarks in different positions such as the top banner and the right space of the homepage was shown to identify the historical distinction from other university websites. The central space at the top shot of the homepages was the display space for signifying remarks through symbolic and spatial elements.

The identities of Thai universities were elicited from the community of practices concept in which institutional practices promoted mutual engagement among members and relied on shared repertoire mainly emblems, colors and slogans.

The generic identities in the university websites consisted of the global citizen, the digital player, the care giver, the professionalism and the value holder representing through multimodal components and practices. The identities were supported by institutional practices in terms of academic and social aspects.

The institutional identities were related to the self-presentation oriented to the dominance in terms of practices, locations, and history. The private universities constructed their identities through the visual images of valued participants and architectures that conveyed historical, cultural (related to traditions and religions) and ideological meanings as shared repertoire. Also, the verbal codes were used by the private institutes to activate mutual engagement with the in-group pronouns and shared statements of the institutional practices and alignment.

For the public universities, the verbal texts were more employed to communicate the institutional practices involving members' roles as executives, students and so on towards the institutional communities and educational partners on the academic, environmental and locally cultural issues. The visual images in the public institutes focused on the presence of the relevant participants and social practices in partnering with the foreign universities and other academic awarding records.

The practices of Thai university websites were divided in the different aspects including academic, digital communication, culture, social life, institutional ideologies, and qualification. In each practice, the participants, the activities, the tools and the events were employed. As a result, the identities of Thai university websites were constructed through institutional practices in which the multimodal presentation supported the critical components of the institutions.

The English websites of Thai universities played their role in identifying who they are to the global audiences. This international communicative task performed in the first stage of self-introduction. Among other subordinate clauses, the main clause themes belonged to authorized representatives, mainly the presidents and executives who delivered welcoming speeches and chaired the institutional events. On the contrary, the rheme coming after in the clauses or left in the hyperlink webpages were the less important or influential actors, for example, lecturers and students.

Thai cultures were presented through local practices such as Buddhism tradition and royal family respects, costumes, musical instruments and other symbolic items. On the other hand, western practices of festivals, attires and activities were shown in the university websites. These reflected intertwining features of global and local practices that were blended to address the postmodernism ideologies-----traditional patterns were kept but detailed contexts were concerned.

However, the intended communication in the university websites was designed from the producers' viewpoints to promote positive images and recognition among the viewers that might not reflect all actual situations and identities from perspectives of their members. Regarding the marketing strategies, these multimodal presentations were employed by the educational institutes to construct institutional identities that captured interests of potential members as applicants and future partners. These stressed their communicative goals that were related to commoditization concepts rather than solely academic ideologies.

6.2 Recommendations

The study recommended further research in the fields of multimodal discourse analysis and identity construction as follows:

6.2.1 Multimodality Discourse Analysis

Multimodality discourse analysis (MDA) was an effective tool in working with the multimedia texts in both online and offline platforms. The institutional media producers and responsible units could employ this instrument in designing the homepages and other kind of social media platforms. Particularly, the MDA research methodology were recommended for the researchers who were interested in examining the visual structures of various kinds of media such as magazines, institutional web blogs, promotional videos that established relationships between viewers and multimodal texts. Furthermore, more aspects of those media types could be studied to more understand not only multimodal texts producers' intents but also viewers' interactions in different ways.

In the institutional texts in the digital communication era, the convergent group of media designs could be explored to investigate how the institutions shaped their multimodal discourse to communicate with the audiences across the media genres – You Tube video clips, Facebook fanpages, and other social media platforms.

6.2.2 Identity Construction

The identity could be constructed through different mechanism and various types of media discourses. The institutional identity as the representation of the organization could be communicated through institutional of practices. Other researchers could apply the concept of community of practices in analyzing constructed identities in discourses of other academic organizations. The practices found in the university websites were combined to create identical characteristics of the institutions. Therefore, the use of the community of practices was suggested for studying the universities in other cultural contexts. At the same time, the other factors in

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terms of socio-economic contexts and historical backgrounds should be taken into consideration in future research.

Moreover, it was encouraged to do further research on multinational comparison of the institutional practices that were presented through the multimodal texts. Any difference between one and other institutional practices could reveal more social elements and specific constraints affecting the identity construction.

6.3 Implications

The implications of this study covered three topics including website design and hyperlink, institutional genres and branding, and English learning.

6.3.1 Website Design and Hyperlink

As Weber and Mitchell (2008) noticed the requirements of digital gadgets in today world of communication, the functions of hyperlinks were to provide further space of informative contents. In this study, only the internal links under the same web addresses were examined. The gaps between the webpages and the shown hyperlinks included the language platform as the selected link bringing the viewers to Thai official webpages without English translation. This called for more attention to the international audiences who had no choice of language in order to approach the same set of information as Thai viewers. At the same time, Vijitjaroen's study (2013) about the viewers' perspectives on the educational homepages argued that the color, size and hyperlink in the homepages were the significant elements in designing websites. The colors applied in the university's websites supported the institutional color themes and differentiate themselves from other institutions.

The highest used social media in the 2016 ETDA survey among Thai youth was YouTube, followed by Facebook, and Line applications for communicating, viewing video play, online reading, and also searching information (Thairathonline, 2016). The websites of the universities in this study included all these icons on their homepages. However, the 'Facebook'

hyperlink and the embedded window of the Facebook's fanpages were more promoted and referred than the YouTube. Even though the video clips were placed for specific purposes of sharing research news and institutional promotion, the universities could enhance the communication capability and increase engagement with the viewers, particularly, the students as the institutional members through continually moving image series of story-telling such as short movies that focused on participants and practices rather than merely the running series of the still images presenting unoccupied facilities.

6.3.2 Institutional Genres and Branding

The university websites functioned as the communication mode for online audiences with digital devices. According to some respondents' perspectives, the news and events were the information expected and often reached on the homepages. Even though most updated news starting with the universities' names were unmarked themes representing institutional presence and roles, the marked themes of temporal adjuncts guiding when and how long the events took place provided more room for stressing a point or period of time as well as dynamic natures of embedded news report genres. The temporal aspect was helpful to the viewers who followed the ongoing phenomena of the universities.

Regarding social interaction, engagement with the public and partnerships with stakeholders, the university websites could be more supportive to nearby communities by addressing the attractions surrounding the university campuses. When the events were held on and off the campus, the background information of benefits for concerned parties fulfilled the gap for institutional purposes and promoted university's contribution to the community.

In the institutional websites, the statements of cultures performing as actor, carrier, attribute, and circumstances revealed dominant characteristics of not only institutions but also local shared values. As much as possible the cultural information was given as themes of clauses, so that the viewers perceived distinctiveness of the university and social environment nurturing academic communities.

The presentation of institutional history and physical buildings and spaces were parts of Thai universities' branding packages by linking the apparent elements with the institutional discourses. The visual logos with the institutional titles and accompanied icons with the strong branding schemes were stamped in the online images shared in the university websites to express the ownership as well as to showcase their enriching facilities and practices that could be approached by searching with other keywords such as the location in which their campuses were located. Unsurprisingly, some Thai higher educational institutions related their locations with local culture and tourism attractions to bridge the viewers from other countries with their platforms through their personal interests.

6.3.3 English Learning

As this study also found the news section and multimodal combination in which the verbal codes were coincided with the selected images in different patterns, the reading learners were recommended to employ the university homepages as the site of self-learning to improve their English skills with the real media while developing knowledge about the institutions of their interests. This suggestion agreed with Knox (2009) who recognized the benefits of learning language from newsbites presented in the newspaper websites.

Besides the application of multimodal discourse analysis on the media and aspects, the awareness of its benefits should be also paid to an academic facet. In the study of Hong (2012), the participants, who were English learners more satisfied with and encouraged by the newly designed multimodal activities and teaching model prepared by their teacher comparing to the traditional one. The results of the experiments and surveys showed higher learners' intrinsic motivation, perceived self-ability of English communication and autonomy in English speaking-listening learning. Considering the effects of teaching material design on English learning, Rominguez Romero & Maíz Arévalo (2010) found that the subjects received a lower highest score when doing the listening exercise with different horizontal layout in which the pre-main task was put on the right, and the main exercise part was placed on the left. In addition, the metafunctional analysis benefits second language learning in realizing the characteristics of actors from their speech (Bilal, 2012).

Therefore, learning from both verbal and visual communication through the institutional representatives' voices in the institutional news and events provided the viewers the channels in understanding the real participants who possessed different perspectives regarding their roles and shared concepts of the institutional communities and cultural contexts at local, national and global levels.

The study of multimodal analysis was linked with the interactions between the English learners and teachers. In the English version of the universities' websites, the institutional pronoun of 'we' and sayers' pronoun of 'I' represented the senses of two-way communication between the universities, their students, executives and the viewers. Focusing on multimodality impact on the teachers' roles in language classrooms, Kress et al. (2005:28) stated that 'I' as the personal pronoun of the teacher was commonly the authority, the knowledge source and the referential marker. In addition, Kress et al. (2005:30) highlighted distinctiveness of English as a subject among other classes of varied contents taught by English medium. English and its connotation were critically activated through the teacher's body in a way that English and the teacher served as one for each other.

This phenomenon was odd from any other subjects in the educational curriculum. These were the same situation when the English learners were encouraged to visit the online texts via the institutional websites. The viewers learned meaningful topics through the English language and digital instruction to go from one to another webpage, the top to the bottom, the left to the right and also in the opposite direction. The multimodal designs and elements of the university websites performed the facilitator's role in sharing news, events, history and other information with the audiences who were viewing by reading texts written in English and visual illustration in the digital genre.

The English version of the institutional websites was employed by the producers of the globally online texts to convey the meaningful messages for the multicultural audiences. The online platforms also performed the academic tasks in providing the informative orientation through the multimodal communication of the events and the dynamic contents of the news.

Also, the university websites for the learners of English could be the lessons expressing the authors' intents by demonstrating the daily life manners in the academic as well as professional genres for global communication in multiple roles between the organizations and their members that were beneficial to their learning progress and future careers. These phenomena of real-life learning in the online platforms were similar to the English classrooms from multimodal perspectives in the study of Kress et al. (2005) in which one teacher's viewpoints and visual texts in the class reflected that "English is life and therefore school English is about the students developing an understanding of what parts of life should be attended to" (p.55).

Furthermore, the multimodal designs in the online space could be interpreted as the reflection floors of identity constructing and assimilation through the large space of the shared practices. Considering a layout in classroom contexts, Kress et al. (2005:40) summarized that table arrangement for learning in groups supported learner-centered implementation and a teacher's role as a facilitator. In this study, the templates of the university websites could be another learning space for online activities that focused on the viewers' orientation. At the same time, Kress et al. (2005) found another classroom and the teacher's voice showing "English is about communication in a 'whole range of literacies' and the process of learning that underpins this process" (p.62). The effects of multimodality were critically in all stages of English learning: lesson planning, teaching material designing, facility and layout setting, classroom activity running, and so on. Similarly, English learning and multimodal texts required learners' literacy when they interacted with the inputs and processes. The knowledge gained from the websites was, therefore, presented in forms of contents and designs that conveyed meanings with supporting devices and predictable patterns.

6.4 Limitations of the study

The multimodal discourse analysis in this study revealed the features of Thai university websites from public and private universities in four parts of Thailand that were mainly the geographical area dividing criteria in the country. However, websites of universities in other sub-parts of Thailand such as the south-eastern area, the eastern seaboard were not represented in the study. In addition, different semesters and academic years of institutional presentation via the websites were not examined for a longitudinal study purpose.

Also, the questionnaire survey was supported by the volunteers who were the university students at seven out of eight institutes. The unavailability of more respondents at all universities during the collection period was a result of personal time dedication for participation, their research interests and activity programs at the universities. Therefore, the perspectives of the respondents in this study did not reflect comments from any students of the non-participatory university.

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APPENDIX	A
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Ref.	/	
1001	/	

Questionnaire

Part I: Please mark I in front of the answer you select.

 1. How often do you view your university's English website? □ Every day □ Once a week □ 2-3 per semester □ Other 		
 2. How long estimatedly have you viewed your university's English website each time? □ Less than 1 hr. □ about 1-2 hrs. □ More than 2 hrs. □ Other 		
3. What are features of your university's English website you mostly view?		
 About (the university) Campus or Student life News/Events Other		
 5. I think my university's English website is important for learning about my university. □ Agree □ Disagree □ Not sure 		
Part II: Please see the website patterns provided in the separate sheets and rank your top three favorite ones by putting the pattern numbers in the positions A, B		

Part II: Please see the website patterns provided in the separate sheets and rank your top three favorite ones by putting the pattern numbers in the positions A, B and C respectively and giving the reasons. Δ because

n		
В	because	
С	because	

Part III Please write down your answers in the provided space.

6. Do you think your university's English website is helpful when choosing to study at your university? Why?

7. What are the outstanding characteristics of your university you perceive from your university's English website?

8. Which parts in your university websites can provide you with new information needed for international students during your study at the university? How?

Thai University Homepage Patterns

Pattern 1



Source: http://cmu.ac.th/en/index.php

Pattern2



Source: http://www.en.psu.ac.th/

Pattern3



Source: https://www.kku.ac.th/index.php?l=en&fs=y

Pattern 4



Source: http://www.chula.ac.th/en/

Pattern 5



Source: http://www.hu.ac.th/english/

Pattern 6



Source: http://www.apiu.edu

Pattern 7



Source: http://ic.payap.ac.th/

Pattern 8



Source: http://www.au.edu/

APPENDIX C

Questionnaire Information Sheet for Participants

My name is Benjawan Rungruangsuparat, a Ph.D. student in English Language Studies. I am conducting a research about identity construction on Thai university websites. The main objectives are to investigate the patterns of English websites of Thai universities that contain multimodal texts for international viewers and to examine the identities constructed through the university's English websites that interrelate with social practices and cultural aspects. One of my research processes is to find out international students' perspectives on the official English websites of Thai universities where they are studying. Three international students in each of eight Thai universities are involved in this study. The participants will also recognize their roles as the viewers who interact with the online intercultural communication via their university's English websites and express their voices regarding the topic of English websites' patterns and favorites.

You can participate in this study by answering the questionnaire. You may spend between 10 and 15 minutes to complete the questionnaire. *There is 200 baht compensation for your participation*. <u>Participants must be not lower than 18 year-old</u>. Only I, the researcher will take care of and analyze the information you provided. The answers from all the participants will be combined and summarized to present the overview of the findings. The individual records will be retrieved only for internal educational examination and audit. In case of quotation, there will be no real name of the participant specified in any part of the dissertation or the research articles. Therefore, your responses will be anonymous to the public. If you have any question about this study, you may contact me by e-mail: bowbenjawan@hotmail.com.

Participation is fully voluntary. You are able to end participation at any time for any reason, or to refuse to answer any individual question without penalty. This study has been examined by, and obtained ethics approval from the Thammasat University Social Sciences Research Ethics Committee. In case of any comment, you are welcome to contact the committee at Office of Thammasat University Social Sciences Research Ethics Committee (the 2nd board), Research Planning and Administration Unit, Research Administration Section, President's Office (3rd fl.), Thammasat University, Rangsit Campus Tel./fax. 0-2564-4440-79 ext. 1804

Would you like to consent for participation in this research?

APPENDIX D

Participant Consent Form Identity Construction of Thai University Websites: A Multimodal Discourse Analysis

Ms. Benjawan Rungruangsuparat

Phd. student in the English Language Studies program, Faculty of Liberal Arts, Thammasat University, 2 Tha Prachan, Phra Nakorn, Bangkok 10200 Email: bowbenjawan@hotmail.com

This agreement is proof of a consent for answering the questionnaire(s) which take place on/2016.

Declaration: I, the respondent, confirm that

- ✓ I have read and understood the Questionnaire Information Sheet for Participants.
- ✓ I understand that this study has been reviewed and approved by the Thammasat University Social Sciences Research Ethics Committee.
- ✓ I understand the process to utilize my responses, who will have access to my data, and what will be the final stage involving my answers.
- ✓ I understand that my personal data such as nationality, age, field of study, time spent in Thailand will not be collected in the questionnaire.
- ✓ I understand that the data will be analyzed and written up as a doctoral dissertation as well as published papers or presentations for academic purposes.
- ✓ I understand that my personal as well as sensitive data collected from the questionnaire will be anonymised when being presented in the research and relevant studies.
- \checkmark I understand that I can share any concerns or comment about this study.
- ✓ I understand that I can withdraw from the research process at any time without informing reasons of withdrawal.
- \checkmark I have been able to ask for the additional information and receive satisfactory answers.
- \checkmark I consent to be a participant in this research, and hereby consign all copyright in my responses to the researcher who can use it in this research and other future studies (if any).

If you do not allow the researcher stating your information or disclose any data of your contribution in the research, please specify the condition(s) in the provided space:

Signed(Participant)	Signed(Witness)
Mr./Ms	Mr./Ms
Date/2016	Date//2016 Signed(Witness) Mr./Ms Date//2016

BIOGRAPHY

Name	Ms. Benjawan Rungruangsuparat
Date of Birth	August 21, 1980
Educational Attainment	2010: Master of Arts in Language and Culture for
	Communication and Development (Language
	Teaching), Mahidol University
	2003: Bachelor of Business Administration in
	Industrial and Operations Management,
	Thammasat University
Work Position	Independent academic
Scholarship	
Publications	
	Rungruangsuparat, B. (2016). University websites
	as intercultural bridges across Thailand.
	Proceedings of the Faculty of Liberal Arts
	Thammasat University (LATU) International
	Conference 2016: Modernity in Cosmopolitan
	Southeast Asia, August 22-23, 2016, Bangkok,
	Thailand.
	Rungruangsuparat, B. (2012). University's
	website: Educational community of practices.
	The 9 th ICED Conference 2012: Across the globe

higher education learning and teaching,

July 23-25, 2012, Bangkok, Thailand.

Suraratdecha, S. & Rungruangsuparat, B. (2010). World Englishes in the education of Thai tourism personnel: Awareness and attitudes. Proceedings of The 2010 Hawaii International Conference on Arts & Humanities, January 13-16, 2010 the Waikiki Beach Marriott Resort & Spa, and the Hilton Waikiki Prince Kuhio Hotel, Honolulu, Hawaii, U.S.A. Rungruangsuparat, B. (2009). Globalization Impact on English Learning: Motivation & Perspectives on Varieties of English. Proceedings of International Conference on Higher Education Research and Development, July 9-12, 2009 Dhurakij Pundit University, Bangkok, Thailand Rungruangsuparat, B. (2009). Do you know?: Diverse varieties of Englishes. Proceedings of The First Annual International Graduate Research Conference on Social Sciences and Humanities, April 2-3, 2009, Bangkok, Thailand

Work Experiences

2010-2015: International Exchange Advisor and Part-time Business English Instructor Bangkok University International College 2008-2010: Part-time General English Teacher Mahidol University 2005-2006: Export Sales Coordinator Oji Label (Thailand), Co., Ltd. 2003-2005: International Trade Officer Kasikorn Bank Plc.