

**Univerzita Palackého v Olomouci
Filozofická fakulta
Katedra anglistiky a amerikanistiky**

**A Multimodal Analysis: The Influence
of Promotional Genres on University
Websites**

Diploma Thesis

2022

Bc. Jan Navrátil

**(A Multimodal Analysis: The Influence of Promotional Genres on University Websites)
(Diploma thesis).**

Author: Bc. Jan Navrátil

Study program: Angličtina pro tlumočení a překlad

Supervisor: Mgr. Ondřej Molnár, PhD.

No. of characters: 119,503

No. of pages (according to characters /1800): 66

No. of pages (according to numbers): 79

Abstract

This diploma thesis explores the influence of promotional genres on discourse of universities presented on their websites through several established hypotheses. The thesis firstly provides a theoretical framework, describing concepts and processes taken from Systemic Functional Linguistics and English for Specific Purposes for text analysis and a semiotic model for an analysis of visual material borrowed from Kress and van Leeuwen. The analysis itself focuses on the exploration of promotional rhetoric moves, present in texts published on university websites, as well as utilized images and reasons behind their choices. The results of the analysis are then compared against formulated hypotheses in order to confirm or refute them.

Key words

Systemic Functional Linguistics, semiotic analysis, rhetoric moves, metafunction, genre mixing, university, websites

I hereby declare that the print version and the electronic version of my thesis deposited in the IS/STAG system are identical. Contents of this thesis are my own work and a complete list of cited and used literature have been provided.

V Olomouci dne 10. 8. 2022

Podklad pro zadání DIPLOMOVÉ práce studenta

Jméno a příjmení: **Bc. Jan NAVRÁTIL**
Osobní číslo: **F190479**
Adresa: **Nádražní 440, Tlumačov, 76362 Tlumačov, Česká republika**
Téma práce: **Analýza webových stránek evropských univerzit**
Téma práce anglicky: **Analysis of websites of European universities**
Vedoucí práce: **Mgr. Ondřej Molnár, Ph.D.**
Katedra anglistiky a amerikanistiky

Zásady pro vypracování:

Práce se zabývá analýzou webových stránek evropských univerzit z hlediska systémové funkční lingvistiky dle M. A. K. Hallidaye, přičemž porovnává přístupy k propagaci vlastních služeb, resp. studia. Cílem práce je porovnat odlišnosti v propagačním diskurzu mezi západními, českými a východními univerzitami. Pilotní studie ukázala, že zatímco západní univerzity preferují interaktivní přístup v rámci své sebeprezentace, uvýchodní skupiny univerzit naopak převažuje přístup ideační. Vzhledem k tomu, že se práce zabývá i semiotickou stránkou, metodologicky analýza také zahrnuje rozbor vizuální složky (Kress a van Leeuwen). V neposlední řadě čerpá z žánrové analýzy (Bhatia).

Seznam doporučené literatury:

- Askehave, Inger. 2007. „The impact of marketization on higher education genres – the international student prospectus as a case in point.“ In *Discourse Studies* 9, no. 6: 723–742. London: SAGE Publications. <https://doi.org/10.1177%2F1461445607082576>.
- Bhatia, Vidjay K. 2005. „Generic Patterns in Promotional Discourse.“ In *Persuasion Across Genres: A Linguistic Approach*, 213–228. Amsterdam: John Benjamins Publishing Company.
- Caple, Helen. 2013. *Photjournalism: A Social Semiotic Approach*. Hampshire: Palgrave Macmillan.
- Jewitt, Carey, Jeff Bezemer and Kay O'Halloran. 2016. „Systemic Functional Linguistics.“ In *Introducing Multimodality*, 30–57. London: Routledge.
- Kress, Gunther and Theo van Leeuwen. 2006. *Reading Images: The Grammar of Visual Design*. London: Routledge.
- Tomášková, Renata. 2011. „Advertising Education: Interpersonal Aspects in the Genre of University Websites.“ In *Power and Persuasion: Interpersonal Discourse Strategies in the Public Domain*, 44–73. Ostrava: Filozofická fakulta Ostravské univerzity.
- Tomášková, Renata. 2015. „A Walk through the Multimodal Landscape of University Websites.“ *Brno Studies in English* 41, no. 1: 77–100. <https://digilib.phil.muni.cz/handle/11222.digilib/134765>.

Podpis studenta:

Datum:

Podpis vedoucího práce:

Datum:

I would like to express my thanks to Mgr. Ondřej Molnár, PhD. for his valuable feedback and guidance, which made the completion of this diploma thesis possible.

V Olomouci dne 10. 8. 2022

CONTENTS

Introduction	6
1.1 Hypotheses.....	8
2 Theory	11
2.1 Analyzing text.....	11
2.1.1 North American tradition	11
2.1.2 ESP tradition	11
2.1.3 Australian tradition.....	12
2.2 Analyzing images	13
3 Methodology	15
3.1 Move structure analysis	15
3.2 Analysis of visual material	16
4 Analysis	18
4.1 Analysis of move structures	18
4.1.1 Eastern group of universities.....	18
4.1.2 Czech group of universities.....	25
4.1.3 Western group of universities	30
4.2 Analysis of visual material	40
4.2.1 Eastern group of universities.....	40
4.2.1.1 Ideational metafunction.....	41
4.2.1.2 Interpersonal metafunction.....	43
4.2.1.3 Textual metafunction.....	44
4.2.2 Czech group of universities.....	45
4.2.2.1 Ideational metafunction.....	45
4.2.2.2 Interpersonal metafunction.....	49
4.2.2.3 Textual metafunction.....	53
4.2.3 Western group of universities	55
4.2.3.1 Ideational meanings.....	56
4.2.3.2 Interpersonal meanings.....	60
4.2.3.3 Textual meanings.....	62
Conclusions	67
Resumé	71
Analysed material	73
Works cited	76
Appendix	79

INTRODUCTION

With ever-increasing rate of globalization and technology development, the public has access to a tremendous variety of texts on a daily basis. Ranging from newspapers, magazines and brochures to scientific articles, textbooks and administrative writing, each of these texts belongs to specific genres and therefore, had certain purposes. However, the continuous spread of globalization tendencies also leads to an increased diversity of audiences as well as new target audiences with different preferences. These new audiences also represent a possible new market, leading to competition between companies and institutions, which attempt to address the needs of the people. This contributes to an increased frequency of using advertisements which, apart from creating an appeal for the products or services, also gave the texts a new purpose.

Studying a purpose of a text – or rather its function – has become an important part of linguistic analysis, as each and every piece of communication is created for a certain purpose. Therefore, in addition to studying linguistic choices, the analysis also has to account for the intended meaning the speaker was trying to convey. Michael Halliday (1994) established an approach to linguistic analysis, explaining how language manifests its functionality, which is labelled Systemic Functional Linguistics. Several researchers adopted this approach in their explorations, such as Jewitt, Bezemer and O'Halloran (2016), Thompson (2014) or Martin (1994). A significant result of adding this layer of analysis was more accurate definitions and easier assessment of different genres of texts, allowing to study in detail properties and purposes of a genre, as was done by Bax (2011), Bazerman (1994) or Biber (2009) with regard to standard designations of genres, and Askehave (2005), Garzone (2007) or Clerehan and Buchbinder (2006) with regard to digital genres.

However, due to the tendencies mentioned above, the boundaries between genres cease to be definite, with certain genres influencing others. One of the most “invasive” genres is said to be the genre of advertisements (Bhatia 2005, 213), as it effortlessly influences various texts belonging to other genres. Even genres, purposes of which are far from promotional, such as professional and academic discourse (2005, 220–221) are increasingly prone to this “genre mixing”. One such example is exemplified by Fairclough (1993), who analyzed prospectuses of several British universities in search for promotional tendencies. It turns out that university prospectuses seem to be a good example of genre mixing, due to the increasing influence of promotional genres, leading to a new approach in academic discourse of universities. Further analysis of prospectuses was conducted by Askehave (2007), who points out that universities

adopted an attitude that focuses more on the needs of the “customers” rather than the institution itself.

With the continuous development in technology, websites on the whole began to utilize visual material for aesthetic purposes, but more importantly, for communication purposes, functioning as an aid for the associated text. An example would be the use of imagery on websites of newspapers, a topic studied for example by Knox (2009) or Caple (2013). As for university websites, they have become the primary domain of acquiring any information about the institution a reader might desire. As a result, the influence of promotional genres spread from an isolated text of the prospectus to the overall discourse of the university website. An analysis of the promotional character of university websites was conducted by Tomášková (2011) who, using the framework of rhetorical moves typical for promotional discourse proposed by Bhatia (2005), analyzes texts featured on university websites from various countries, in order to describe how genre mixing manifests in the digital domain. Additionally, the use of digital media allows the texts to incorporate visual material, such as tables, pictograms and mainly photographs, which in turn provide new ways of realizing promotional strategies. Research into this matter was again carried out by Tomášková (2015), who focused on how the use of visuals enhances meaning of the websites, with regard to Halliday’s Systemic Functional Linguistics.

While the previous research points out the presence of marketing strategies, highlighting the change of attitude from formal relationship to a customer-service provider relationship, the degree to which this approach is adopted varies from university to university, due to both internal and external factors. Even though the researchers mentioned above included universities from various countries to show the distribution of genre mixing features cross-culturally, they involved only institutions of a significant international recognition and standing. Furthermore, the analyzed universities were located in highly developed countries of the western world. The only variation was the inclusion of Czech universities by Tomášková in her research mentioned above. Since multimodality is also a fairly modern approach towards website structuring, it might clash with the more traditional approach and internal values of institutions, especially those established earlier in history. As for the external factors, a significant one, affecting the self-representation of an institution, is the geopolitical background of the country it is located in.

The aim of the thesis is to analyze selected university websites to see if and how universities promote themselves as an institution. In contrast with the previously conducted research, the material for this thesis includes universities from various cultural and historical

backgrounds, to see to what degree do these backgrounds influence discourse of the institutions. I chose 13 universities in total, further divided into three groups: the Eastern group of universities (Alexandru Ioan Cuza University in Romania, Belarusian State University, National University of Kyiv-Mohyla Academy in Ukraine, Sofia University St. Kliment Ohridski in Bulgaria and Vilnius University in Lithuania), Czech group of universities (Charles University, Masaryk University and Palacký University) and Western group of universities (Heidelberg University in Germany, Helsinki University in Finland, Katholieke Universiteit Leuven in Belgium, University of Oxford in United Kingdom and University of Paris in France). Each of the universities is the oldest higher education institution in their respective country and they were chosen specifically due to their geopolitical location to possibly show different tendencies with regard to the content of their websites.

For the purpose of this thesis, specific sections of the websites, related mainly to information about the institution, were selected: “About us” section, providing general information about the university and “Admissions” section, presenting information regarding applying for studies. Attention is paid both to the textual and visual portions of each webpage. The analysis of the textual material is based upon the theoretical notions of Bhatia’s rhetoric moves regarding promotional discourse (2005) to see what promotional strategies the institution employs, if any. As for the visual material, the analysis draws on the classification of visual material proposed by Kress and van Leeuwen (2006) in an attempt to uncover deliberate decisions in the choices of the utilized images.

1.1 Hypotheses

With the general aim of the thesis being established in the previous section, it is now time to address specific questions and expectations, which led to the conduction of this research to begin with.

Given that the topic is mainly about the utilization of marketing strategies, the focus is generally placed on the results of selecting certain strategies of one genre and applying them to texts belonging to another. However, promotional genres are culturally sensitive, as different cultures uphold different values due to both their history and political situation. That is the reason why the collected material includes institutions from various countries and therefore, various cultural environments. Furthermore, all of the universities were chosen deliberately due to the fact that they are the oldest in their respective countries, making them closely intertwined with historical and current beliefs and values. Staying on the topic of historical and geopolitical

factors, it is without doubt that the political regime which ruled over eastern Europe for a large portion of 20th century influenced the tradition and values of universities, results of which got carried into the 21th century as well. While competition between universities in Western Europe continuously grew to try and attract students, both domestic and foreign, by employing visual aids side by side with text. On the other hand, universities in Eastern Europe did not have this need, since the primary target group were only domestic students, as a result of strict foreign policies of the previous regime. That is why Hypothesis 1 is concerned with the preferences of universities in Eastern Europe leaning towards textual descriptions.

Hypothesis 1: The Eastern group of universities prioritizes traditional approach and prefer standard descriptive text to visual material.

However, even though the Eastern group of universities might prefer textual over visual material, it still might utilize images on a small scale. If that is the case, it is reasonable to expect that the selection of images will correspond with the overall traditional approach of the university. Therefore, Hypothesis 2 is based upon the expectation that East European universities, following the traditional approach, use conceptual imagery which contributes to the neutrality of the discourse, while West European universities, following an approach focused on readers and potential students, utilize narrative images, making the website more interactive.

Hypothesis 2: The Eastern group of universities uses predominantly conceptual imagery; the Western group of universities uses predominantly narrative imagery.

The analysis of textual material in this thesis consists of finding and analyzing rhetoric moves typical for promotional discourse. There are several types (described in the following section), each of which involves slightly different meanings: while some of them focus more on the relationship with the reader (carrying mainly interpersonal meanings), others are more concerned about presenting objective data (therefore, conveying mainly ideational meanings). On the basis of all the facts and expectations already presented, Hypotheses 3 and 4 were formulated, regarding the dominant moves (and therefore type of meaning) that were prevalent for the Eastern group and Western group respectively.

Hypothesis 3: Dominant moves in the Eastern group of universities include “Detailing of the service” and “Establishing credentials.”

Hypothesis 4: Dominant moves in the Western group of universities include “Attracting the reader” and “Targeting the market.”

While the main differences will be possibly found between the Western and Eastern groups, it could be quite interesting to see what choices prevail on the borderline between them – that is where the Czech group comes forth, as it is closer geographically to the Western group but shares its political history with the Eastern group. Therefore, Hypothesis 5 considers which of these two groups are the Czech universities leaning closer to.

Hypothesis 5: The Czech group of universities is more similar to the Eastern group universities than the Western group of universities.

The thesis itself is divided into several parts: Chapter 2 provides a theoretical framework for the analysis, such as definitions and explanations of all the concepts mentioned in the Introduction section. Chapter 3 describes specific methods to carry out the analysis, chosen to provide valuable information with regard to formulated hypotheses. Chapter 4 describes details of the analysis, both textual and visual, which is further divided into subsections to address findings within each group of universities. The thesis is then closed by a commentary on the findings for each respective group and comparison of the results with formulated hypotheses.

Now, in order for the thesis to be comprehensible, it is necessary to explain all of the concepts presented in the previous sections. Therefore, the following section introduces theoretical background as well as explanations for the concepts used throughout this thesis.

2 THEORY

As this work is founded on the notions of genre theory, this chapter serves as a theoretical background and a foundation to the methods presented in the previous section. The following sections will go over genres and genre analysis, describing both traditional schools and approaches towards genre, as well as modernized approach towards genres in new media.

2.1 Analyzing text

With regard to public knowledge, the word “genre” is usually associated with products of culture, such as genres of music, literature, film etc., that have certain aspects in common. This sort of a classification is nothing new, as categorization based on stylistic similarities have been used since classical times (Garzone 2015, 1). However, it was mainly concerned with classifying works of art only, until the 20th century, during which the scope of genre classification turned to non-literary domains as well, increasing the attention and amount of research conducted with relation to this matter (2015, 1). Several approaches were chosen to tackle genre analysis, with three of them gaining significant traction, ultimately resulting in creating three separate traditions: the North American tradition, the ESP tradition and the Australian tradition (2015, 2).

2.1.1 North American tradition

The North American tradition of genre analysis views genre as “essentially rhetoric” (Garzone 2015, 3), due to which the tradition is also sometimes labelled New Rhetoric. The first work which laid foundation for this tradition was Carolyn Miller’s article Genre as Social Action (1984), in which the understanding of genre as such shifts from the classical stylistic categorization and becomes “pragmatic, fully rhetorical, a point of connection between intention and effect, an aspect of social action” (1984, 153). This means that genre is no longer a set of static features but rather a dynamic entity, with its features varying in dependence to the social situation.

2.1.2 ESP tradition

Following up, the English for Specific Purposes (ESP) tradition works with social context of discourse as well, however, it is mainly focused on language use, meaning that linguistic choices are understood with regard to the social context they appear in (Garzone 2015, 6). This tradition describes genre as having two key features: “communicative purposes and the fact of being mutually understood by the members of the discourse community that uses it” (2015, 6).

In order to reach the mutual understanding, users need to have a certain knowledge of a particular genre in use; that is why this tradition also considers the cognitive processes required to create a discourse that belongs to a desired genre (2015, 6). These processes are labelled “moves,” functioning as a sort of steps in creating discourse, with the presence or absence of specific types of moves being dictated by the function of the discourse (2015, 6-7).

This notion of moves was further described by Bhatia with regard to discourse belonging to specific genres, for example professional and academic discourse (2013) and promotional discourse (2005). In the latter, Bhatia proposed a generalized move structure present in promotional genre, which this work adopts in the analytic part to see the influence of promotional genres on academic discourse of university websites.

2.1.3 Australian tradition

Lastly, the Australian school is centered mainly around Systemic Functional Linguistics (SFL). As the name suggests, this tradition deals with the function and purpose of created text, as well as the steps followed during the text’s creation (Garzone 2015, 4–5). Due to the interconnection of genre analysis and SFL, the concept of register presents a key notion, as it “captures the semiotic configuration of a text and the variation in language use as a function of context of situation and context of culture” while genre “foregrounds the social purpose of a text and captures its distinctive schematic” (2015, 5).

This school uses the traditional description of register, described by Halliday as variation of linguistic choices depending on their context of use (Thompson 2014, 40). The concept of register is further divided into three contextual factors: field, which is essentially the topic of a discourse; tenor, addressing the relationship between participants of a given discourse; and mode, dealing with the medium of the discourse, mainly distinguishing, whether it is spoken or written (2014, 40). Each of these parameters is also connected to three metafunctions – ideational, interpersonal and textual – respectively, as these parameters contribute to their realization (2014, 40–41).

The concept of metafunctions is adopted by this work as well, specifically in two ways: firstly, as a part of describing the rhetorical moves of promotional genre, and secondly, to describe the functions of images presented on the selected websites.

2.2 Analyzing images

As was mentioned in the previous section, the use of metafunctions is not limited just to written texts but spans across visual material as well. One such model for analyzing images has been proposed by Kress and van Leeuwen (2006), who adopted the concept of metafunctions from SFG to define an analysis of structures present in visual material: their model uses ideational, interpersonal and textual functions to describe structures of representation, interaction and composition (2006, 40–41). In order to unify the terminology in this paper, Halliday's labels will be used to address both text and images.

Furthermore, each type of structure has its own taxonomy of parameters. With regard to ideational metafunction (structures of representation), the main division is into “narrative” and “conceptual” structures, defined by Kress and van Leeuwen as follows:

“Visual structures of representation can either be narrative, presenting unfolding actions and events, processes of change, transitory spatial arrangements, or conceptual, representing participants in terms of their more generalized and more or less stable and timeless essence, in terms of class, or structure or meaning.” (2006, 79)

In other words, narrative representations are dynamic, showing participants engaged in some type of an action while conceptual structures are more of a static nature, presenting images with an illustrative or symbolic value. Narrative structures can also be further categorized based on the direction of the action captured in the image, which is labelled “vector” (2006, 42). There are several possible directions an action may move in, however, due to the selection of images, the possibilities with regard to this paper were narrowed into three options: when a vector stems from a participant towards a goal, when vectors stem from several participant towards a single goal (cooperation) and when the vectors between participants are oriented towards each other (interaction).

Interpersonal metafunction (structures of interaction) deals with creating a relationship between different participants. It is possible to establish a few relationships through images: between the captured people, between the photographer and captured people or between the captured people and the viewer of the image, as described by Caple (2013, 69), who draws on Kress and van Leeuwen's model. Similar to the structures of representation, interaction has several parameters as well. For the aim of this thesis, the parameters of “Contact”, which deals with the eye contact between the viewer and captured participants, “Social Distance”, concerned with the proximity of participants to the camera, and Attitude, describing the angle

a photo was taken from (Caple 2013, 70–71), will be of the main priority.

Lastly, the textual metafunction (structures of composition) ties together the meanings established by the other two metafunctions into a unified structure through three systems: Information value, related to the placement of information within the image, Saliency, which deals with the prominence of certain elements within the image and Framing, describing the internal structure of the image (Kress and van Leeuwen 2006, 177). In this thesis, the system of Framing will be the main priority, to study how images are incorporated into the university websites and if they contribute to the meanings of accompanying texts.

That concludes the theoretical framework established specifically for this thesis. The following section describes selected methodology and ways of application of the described concepts to the collected material, regarding both text and visual material.

3 METHODOLOGY

To gather appropriate data relevant to the propositions presented in section 1.1, I selected the following methods and procedures. The analysis is qualitative and is divided into two parts, focusing on the textual and visual content presented in selected sections on the websites. Each part of analysis is based on notions from Systemic Functional Grammar, which is concerned about what purpose people are using language for (Thompson 2013, 29–30) and the theories developed from them.

3.1 Move structure analysis

The first part of the analysis deals with the textual portion of websites. The analysis draws from the area of genre analysis, specifically from the concepts developed by the English for Specific Purposes tradition. From this tradition, the notion of rhetoric moves common in promotional discourse, as described by Bhatia (2005), was drawn upon and applied on the discourse of selected university websites. The collected texts were analyzed in order to see whether the following moves, which were adjusted to fit the academic environment, are present:

- *Attracting the reader* move is used to capture the reader's attention by drawing to a matter the reader might find appealing;
- *Targeting the market* move which is manifested by stating which target audience the proposed information is directed to;
- *Justifying the service* move is related to providing arguments why is the specific service the best option for a potential student;
- *Detailing the service* move is in this case related to providing details not about the provided education but about the institution itself;
- *Establishing credentials* move regards for example the presentation of accolades, accomplishments and milestones the specific university achieved;
- *User endorsement* in this case deals with positive feedback provided by current students or members of staff to the reader;
- *Soliciting response* is attempting to encourage the reader to conduct some action; in this case, this move is mainly related to getting in contact with the institution;
- *Pressure tactics* and *Offering incentives* moves are not expected to be found in the selected material, as they are usually employed to increase the exclusivity of provided offer, which would be in the case of universities of detrimental consequences.

While it is an approach similar to Askehave (2007) in her analysis of university prospectuses, it needs adjusting to fit the domain of websites, as their nature allows for the structuring to be less constraining than with prospectuses. A prospectus is a concept borrowing from various leaflets, brochures and catalogues, all of which provide prospectuses with some inherent promotional structure to get necessary information across, which Askehave pointed out in her research. Moreover, prospectuses are a printed media, which once produced cannot be adjusted. Websites on the other hand, serve as a dynamic whole, where the flow of information can be unstraightforward due to the implementation of hyperlinks, allowing access to information on another part of the website. Moreover, websites are being continually edited, with alteration both to the structure and overlay of the page. Therefore, rather than focusing on the structure and ordering of the moves, the focus is placed on the frequency of use of every move, as well as their realization for each respective university group.

3.2 Analysis of visual material

The second part of the analysis focuses on images and photographs presented in the previously mentioned sections of university websites. The approach toward the analysis of visual material is based upon the concepts presented by Kress and van Leeuwen (2006), who built their model upon the notions presented by Halliday, adjusted to accommodate analyzing meanings in images (2006, 1–2).

The visual material is analyzed for each respective group, in order to gain an idea about tendencies in given groups. Initially, the images were divided into two categories, based on whether they portray a static scene (conceptual images) or a dynamic one (narrative images). Then, the analysis is conducted with regard to three metafunctions of language, namely ideational, interpersonal and textual, with parameters specific for each of them.

The ideational metafunction is mainly concerned with vectors of action, featured in images showing narrative process. More specifically, the analysis focuses on whether the vector signifies action of an individual towards a passive goal (for example a person writing notes), interaction between the participants (for example people talking with each other) or cooperation of the participants towards a single goal (Kress and van Leeuwen 2006, 42).

As for the interpersonal metafunction, the images are analyzed from the point of their content, whether the images contain people, scenery, illustrations etc. Photographs were further analyzed with regard to the Social Distance, describing how far are the participants from the camera, Attitude, which deals with the angle of the shot and Contact, which is concerned with

the presence or absence of eye contact.

Lastly, with regard to the textual function, the images are considered from the point of how they are integrated in the structure, whether they stand isolated or are embedded in the accompanying text, as well as the website itself and if their meanings contribute to the accompanying text.

4 ANALYSIS

4.1 Analysis of move structures

This section describes the process of analysis of the textual portions present on selected websites and considers the findings, resulting from such analysis. The chapter is divided into subsections for each group of universities, to describe overall tendencies. The analysis describes the rhetoric moves on the grounds of frequency of use, each of which is supported by numbered examples, and explains the meanings stemming from the choices behind the used moves.

The texts analyzed here were taken from the following universities: Alexandru Ioan Cuza University (UAIC), Belarusian State University (BSU), National University of Kyiv-Mohyla Academy (Kyiv-Mohyla Academy in short), Sofia University St. Kliment Ohridski (Sofia University in short) and Vilnius University. In line with the proposition considering the promotional aspects of university websites, the texts were analyzed from the point of view of move structures related to promotional discourse as proposed by Bhatia (2004). The prediction for this analysis is that the main difference between the eastern and western groups of universities will be in the type of move prevalent for each group respectively.

4.1.1 Eastern group of universities

At first glance, the websites of eastern universities appear modest and plain, with texts written in a comprehensive format with a sense of detailing in mind. This format follows the expectations of a text belonging into the academic style of writing – this corresponds with the fact that the prevalent move structure present is “Detailing of the service.” This particular move is associated with the description of the studying offer provided by the universities, their background, both historical and social, as well as provision of any additional information the institution finds necessary to share with wider audience. This move is mainly realized in two ways: a) as a structured text ranging from a single sentence to a short paragraph (examples [1]–[3] below) and b) as a list of points, offering a quick rundown of facts related to the topic sentence (examples [4] and [5]). The latter is mainly concerned with presenting general facts about the university.

[1] *The university offers an academic environment focused on excellence in research and teaching.* (Vilnius University)

- [2] *Nowadays the University offer the complete cycle of fundamental and applied research, production, distribution and promotion of scientific and technical developments.* (BSU)
- [3] *Being the largest city of Ukraine, Kyiv is a leading industrial and commercial center of the country.* (Kyiv-Mohyla Academy)
- [4] *Total number of students: 25 587:*
Bachelor studies (full time and distance learning): 18 870
Master studies (full time and distance learning): 5 607
Doctoral studies (full time and distance learning): 966 (UAIC)
- [5] *Quick Facts about Kyiv*
Area: 827 sq km
Location: Kyiv region, on the River [sic] Dnepr (Kyiv-Mohyla Academy)

Interestingly enough, the examples from the Kyiv-Mohyla Academy's website do not detail anything about the university itself but rather present facts and attractions of the Kiev city the university is located in. A reason for this might be the fact that these specific examples were extracted from the "Admission" section, which constitutes a whole separate website. The "About" section on the main website does not contain an iteration of the move at hand, only a chronological list of events related to the establishment and administration of the institution. Even though the main way of realizing this move is through plain descriptive text, as was shown in the examples above, there are also several cases of using hyperlinks to provide readers with a quick access to additional information. Two ways of using hyperlinks can be observed: a) the hyperlinks are correlated with the standard text and are either embedded in the text (example [6]) or appear at the end as a cohesive device to direct the readers to relevant information after they finish reading (example [7]); and b) the hyperlinks form a list, with a little to none accompanying standard text, serving as signpost and providing pathways to more specific information (examples [8] and [9]).

- [6] *If you are applying for doctoral studies, you should also check the [METHODOLOGY for the organization and conduct of admission to doctoral studies for the academic year 2022-2023](#)* (UAIC)

- [7] *More information: <https://ums.bsu.by/en/for-applicants/admission-en>
More information is available on <http://e.bsu.by/>
Freshman Guide <https://info.bsu.by/> (BSU)*
- [8] *Studying at UAIC:
[Academic Calendar](#)
[Learning Facilities](#)
[Internet Facilities](#)
[Student Associations](#)
[Recognition Procedures](#) [...] (UAIC)*
- [9] *[Bulgarian System of Higher Education](#)
[General Rules for Admission](#)
[Application procedure](#)
[Applicants from EU member countries](#)
[Applicants from non EU](#) [sic] [member countries](#) [...] (Sofia University)*

The use of hyperlinks was the most frequent on the websites of UAIC, as the analyzed parts involved a full set of FAQs with links to their respective answers, and Sofia University, where the whole “Admission” part of the website was consisting of hyperlinks to different relevant parts of the website. BSU and Vilnius University featured very minimal use of hyperlinks and lastly, the website of Kyiv-Mohyla Academy featured no hyperlinks whatsoever.

The topic of structuring information into lists or bullet points brings forth the next important move, which is “Establishing credentials.” In advertising discourse, this move is one of the core moves, as every product needs solid proof of its legitimacy, usually in the form of positive encouragement or recommendation from a third party. In the case of universities, credentials include international rankings and accolades related to various aspects, whether it is the quality of education, high level of research work or simply the number of facilities the university has at its disposal, as can be seen from the following examples below:

- [10] *Vilnius University is Lithuania’s leading academic institution, ranked among the top 400 universities worldwide (QS).*

[11] *The Belarusian State University is a national leader in higher education, ranking among the world's top 1.5% universities according to the QS World University Rankings.*

[12] *Alexandru Ioan Cuza University is a member of some of the most important university networks and associations: the Coimbra Group, EUA – European University Association, Utrecht Network, International Association of Universities, University Agency of Francophony [sic] and the Network of Francophone Universities (RUFAC). (UAIC)*

[13] *Kyiv-Mohyla Academy is among three leaders of the Top 50 Ukrainian Universities by the Recruiters' Choice presented by Focus Journal.*

Since these texts fall into the category of academic discourse, the use of this heavily promotional move is quite modest in this group of universities. Furthermore, the content of the moves includes only accolades from widely recognized and highly respectable sources (such as the “QS World University Rankings mentioned in examples [10] and [11]) to bolster the prestigious image of the universities, since they are the oldest institutions in their respective countries. It is not only quality rankings that show the prestige of a university, but also memberships in recognized international networks, as is shown in example [12]. An opposite situation can be seen in the example [13] from the Kyiv-Mohyla Academy website which uses recognition from a more local point of view, rather than international. There were no specific intentions related to the choice of this example; the website simply did not contain credentials similar to the other examples above. The suggested reasoning for this is that the university, despite having a dedicated website for international admissions, mainly aims at local potential students and therefore, the use of international recognition is not exactly a priority.

Overall, the websites of Eastern universities utilize the move “Establishing credentials” on a small scale with only few instances on each website respectively. Placing this in comparison with the dominant move of “Detailing the service,” it falls in line with the more traditional sense of academic discourse by being field-oriented. Nevertheless, there is a small deviation from other members of this group with regard to presenting credentials, as the website of UAIC presents a considerable list of projects the university has participated in. However, the description of the projects is quite technical, missing any explanation or elaboration that would make the presented information comprehensible for uninitiated readers. Thus, this lack of clarity makes the move considerably weaker.

The following move “Attracting readers” goes hand in hand with “Establishing credentials,” as it is the first step of capturing the reader’s attention. The realization of this move comes predominantly in a form of short, catchy sentences, including but not limited to headlines on the top of the section or dividing paragraphs, university slogans or the university’s own evaluation. It also involves a greater interaction between the institution and the reader, as some of the iterations are tailored to specific needs of the target audience.

[14] *Any student who have [sic] outstanding academic performance and actively participate in research and social activities is entitled to a discount. (BSU)*

[15] *Welcome to Vilnius University – the oldest and largest Lithuanian higher education institution. (Vilnius University)*

[16] *Sofia University St. Kliment Ohridski is the first Bulgarian high academic school establishment. Its history is an embodiment and a continuation of the century long cultural and educational tradition of the Bulgarian nation. (Sofia University)*

[17] *Kyiv is a city of invaluable historical and cultural monuments, a city of great events and outstanding people. (Kyiv-Mohyla)*

Examples [14]–[16] show that the BSU, Vilnius University and Sofia University assign great significance to the fact that they are the first established universities in the history of their nation: while Vilnius University and Sofia University state it quite explicitly, BSU presents itself as “a European classical university.” Example [17] again shows, that the Ukrainian university does not promote itself but rather the city of Kiev the university is located in. The lack of self-praise can come across as a notion that it is not necessary to promote itself in this way, as all the readers come to their website with sufficient knowledge about the establishment.

The move “Justifying the service” is mainly concerned with underlining the importance or the uniqueness of the service on offer (Bhatia 2004, 74). Since the analyzed texts all come from universities which offer the same (or vastly similar at least) educational services at the core, there not many possibilities to utilize this move. One of the main justifications for any higher education is the applicability and utilization of gained knowledge in real life; that is why all of the iterations of this move used by Eastern universities are related to post graduation employment, as can be seen in the following two examples:

[18] *A large number of international students have graduated from BSU, among them are outstanding professionals in different fields of industry, education and science.* (BSU)

[19] *With the support of social partners, the university educates globally-minded specialists who successfully integrate in the modern European community.* (Vilnius University)

The most instances of this move are found on the BSU's website, all of which regard the assuring of readers that by graduating at the university, they will gain necessary skills and knowledge to be able to apply for high-ranking and professional positions. The Vilnius University's website contains only one instance of this move in example [19], which suggests that graduates will leave the university with a well-rounded knowledge and skill base that will help them find a job position in a more general sense. Lastly, the website of Kyiv-Mohyla Academy does not feature this move at all in none of the website sections in question.

The next move in line is "Targeting the market," which has a very specific use and form when it comes to websites. The purpose of this move is to provide relevant and personalized information tailored for one or several target audiences in order to create a maximum appeal to their needs, which in turn results in an increase of interest in the product or service. There were only two possible instances of a website potentially containing this move, namely the website of UAIC: one was concerned with EU and non-EU citizens and the other with whether a potential student was applying to graduate or doctoral studies. However, this categorization was only related to the instructions about how to make a valid registration for application and therefore, only the headings could be regarded as manifesting the "Targeting the market" move.

In promotional discourse, it is nothing uncommon to feature positive responses from people associated with the promoted product or service. Specifically, readers assign the largest value to statements submitted by users and recipients of said product or service, as they provide assurance stemming from a seemingly objective evaluation assessed by someone who belonged to the target audience as well. This move is labelled by Bhatia as "User endorsement." In the case of universities, this move involves statements either from students currently studying at the institution or graduates. The Eastern group of universities however, does not utilize this move whatsoever. The only text that might have been considered as having aspects of endorsement is presented in the example [14] below, taken from the Vilnius University:

[20] *If in doubt about your study choice – ask a student!*

Even though there is an instigation of a contact between a reader and a user, there are two reasons for not considering this example as a user endorsement: firstly, in this case, the purpose of this text is more in a sense of delegating certain aspects of troubleshooting to the users, as they are familiar with the perspective of an applicant, rather than using the contact for promotional purposes. Secondly, the text in fact facilitates another move, “Soliciting response,” which is next in line.

The move “Soliciting response” is primarily concerned with evoking the need in readers to actively conduct inquiries; whether it is done through questionnaires, polls or providing direct contact details does not matter, as the main purpose of this move is to generate activity on the side of the target audience. In the realm of internet, the most frequent way to construct this move is to provide direct contact details in their own specific section on the website, to which hyperlinks are placed in other relevant sections, often introduced by a headline. Example of such can be found on the Vilnius University’s website: in the “Admission” section, there is a “Contact us” headline, followed by an introductory sentence and a hyperlink containing a contact e-mail address, which opens up an e-mail service provider of the reader’s choosing, allowing for a relatively quick establishment of communication. Apart from example [20], this is the only instance across the Eastern group of an institution encouraging readers to provide any kind of a response. This might be due to the way in which the websites are structured, as they provide a considerable amount of information upfront, decreasing the need to ask further questions.

As Tomášková (2011) stated in her research paper, the other core moves of promotional discourse defined by Bhatia, such as “Pressure tactics” or “Offering incentives,” appear in this type of academic discourse very rarely or not at all. Upon conducting the analysis of websites of the selected Eastern European universities, the results proved that it is true for this selection of texts as well.

The results of the analysis show that the most prominent move in this group is “Detailing the product,” confirming the expectation about utilizing mainly ideational meanings. However, there is a tie on the second most prominent move, with “Establishing credentials” and “Attracting the reader” sharing very similar data regarding frequency of use. While the former move was expected to appear quite frequently, the latter shows that the Eastern group of universities possibly started to adopt an approach inspired by the western world in trying to actually reach out to people rather than passively using prestige and renown of the institutions.

4.1.2 Czech group of universities

The next group to be analyzed is the Czech group of universities: Charles University, Palacký University and Masaryk University. This group serves as a sort of stepping stone, due to the fact that it includes features of both eastern and western groups, both with regard to geographical and political background and the websites themselves. It is clear from an initial overlook of the webpages that there were two approaches adopted with regard to the structuring and content of the websites. While Palacký University and Charles University follow in the footsteps of the traditional approach, with the top priority put on the textual portion of the websites and the use of the visual material being mainly complimentary, Masaryk University is a clear example of the more modern approach towards the presentation of the university.

In this group, the overall dominant move across all of the included websites is “Establishing credentials.” Given that all of the included universities have considerable standing in the QS World University Ranking as well as rich history, it is an expected outcome. However, there is a slight division between the Masaryk University and Charles and Palacký Universities, with regard to the frequency of use of this move, with the Masaryk University having the lowest frequency of the trio. The presentation of the accomplishments also differ with regard to this matter, as can be observed from the following examples:

[21] *Charles University collaborates with a broad spectrum of renowned universities from all over the world, and one of its priorities is to enable every one of its students interested in studying abroad to spend some time in another country.*

[22] *Palacký University Olomouc (UP) is one of the most important Central European centres [sic] of education and research, boasting achievements on the European and global levels in a number of disciplines.*

[23] ***Sustainability and environmental responsibility is [sic] our priority***
Last year, Masaryk University was the best Czech university in the implementation of the UN Sustainable Development Goal 4: Quality Education.

The examples [21] and [22] follow along the lines of academic discourse, by presenting the facts neutrally, with only minimal use of marked expressions. While the main portion of the example [23] complies with the traditional approach as well, it is prefaced with a title that includes features not common for academic discourse (text in bold). The message is more

personalized, with the university not being portrayed as an institution but rather as a group of people: the use of the pronoun “our” lays the foundation for a more personal and engaging attitude. This adds even higher promotional value on top of what is already a heavily promotional move. Similar to the universities in the Eastern group, the accomplishments presented are generally drawing on objective statistics and rankings based on analyses carried out by third-party institutions of international recognition.

While it is quite important to lay a foundation required build a successful university profile, for example by presenting internationally recognized accolades, unique contributions to research or success rates of graduates, it might not come across as interesting to some readers due to the information density. A solution to this lies in the move “Attracting the reader,” engaging the readers’ and draw their attention to information that might be important or interesting to them. With regard to the Czech group of universities, this move was present mainly on the Masaryk University website, which may not be as surprising, due to the style of the text and its distribution on the website. Fewer uses of this move were also found on the Palacký University website, although they are seamlessly embedded into the surrounding text and as a result they do not stand out of the text as in the case of Masaryk University. The realizations of the move could be divided into two groups: a) the move provides readers with information about benefits of studying at the university (examples [24] and [25]) or b) the move draws readers’ attention towards some unique accomplishment of the university, which the readers may find generally interesting (examples [26] and [27]).

[24] *We bridge gaps and connect countries*

Thanks to the Erasmus programme alone, over 1,000 of our students discover the world every year. (Masaryk University)

[25] *On the other hand, students are given sufficient space for their extracurricular activities, whether in university sports facilities (the docks, gym, sports fields), culture (film clubs, student theatres, magazines) or in the context of social events ("Majáles" festival, dance balls, departmental parties). (Palacký University)*

Example [24] presents potential students with an opportunity, that will become available to them should they choose to study at Masaryk University, namely the option to partake in the Erasmus program, allowing students to travel and complete a portion of their studies at a university abroad. A different scenario can be seen in example [25] taken from Palacký

University's website which focuses on opportunities outside of studying, listing various options for how the students might spend their free time in the city.

[26] *We left our scientists out in the cold*

We established a research station in Antarctica (Masaryk University)

[27] *In 2013, the scientific output of the Olomouc University outgrew all other institutions of higher education in the Czech Republic!* (Palacký University)

Although example [26] might seem to belong under the “Establishing credentials” move, I classified it in this thesis under “Attracting the reader” due to the fact that it stands out from the other texts regarding accomplishments. The purpose of this information is to present the reader with a story that occurred “on the university grounds” rather than focusing on the university contribution to the success of the project. About the same applies to [27], which is related to Palacký University building new research centers. The accompanying text describes various beneficial outcomes that resulted from the creation of the centers, but again, the actual contribution of Palacký University, which made it all possible, is put aside.

A follow up to catching a reader's attention is to ensure that the offer is valid for various audiences the reader might be a part of. That is the purpose of the next discussed move labelled “Targeting the market.” Similar to the Eastern group, the Czech universities utilize this move in the form of links, directing the reader towards the specific content they seek and desire. However, this move also poses a division within the group. The use of hyperlinks on the website of Charles University is minimal, with links serving either the function of a general signpost, providing shortcuts to the main parts of the web structure or as a cohesive device at the bottom of the page, providing quick access to additional or relevant information, which belongs rather into the “Detailing of a product/service move.” Therefore, the “Targeting the market” move is realized mainly as a standard descriptive text (shown in example [28]).

[28] *Charles University offers an increasing number of study programmes taught in foreign languages. The most common foreign language of instruction is English. There is, of course, a wide range of study programmes taught in Czech.*

Palacký University utilizes hyperlinks in this way as well. However, there are also several cases of hyperlinks being incorporated into the descriptive texts too, providing access to relevant documents and associated websites, as can be seen in example [29] (the underlined text being the hyperlink).

[29] *You can find more detailed information by choosing your programme in our catalogue.*

However, the highest frequency of use of both the “Targeting the market” move and hyperlinks in general was on the website of Masaryk University. Here, due to the division of the text into short units, consisting of headlines and brief introductory sentences, hyperlinks serve as openings to access detailed information for each of the specific target audience (shown in example [30], with the underlined texts being the hyperlinks), resulting in a more interactive approach, as each reader can easily access information tailored to their interests.

[30] *Join us*

STUDY AT MU

WORK AT MU

TAKE PART IN RESEARCH AT MU

BECOME A UNIVERSITY PARTNER

Nevertheless, Masaryk University manifests this move in a standard text as well, similar to the other universities, but the portions of the text are very short, resembling newspaper headlines or slogans, as can be seen in example [31].

[31] *The perfect place for YOUTH*

The next frequent move is “Detailing of a product or service.” In this group, this move was realized in two ways: in the case of Charles University (example [32]) and Palacký University (example [33]), the move is manifested in the same way, as in the Eastern group; that is, in a standard, descriptive text. Masaryk University however, due to the nature and structure of the website, realizes the move both by standard text (usually as a list of figures, such as in example [34]) and by the use of hyperlinks (underlined text in example [35]).

[32] *Tuition fees are charged usually for study programmes in foreign languages.*

The university provides all study programmes in the Czech language free of charge. (Charles University)

[33] *Applicants may choose from a broad variety of programmes, ranging from theology, education, physical culture and sports, through the humanities, social sciences and arts, to natural, medical, and health sciences. (Palacký University)*

[34] *400 study programmes*
30,500 students
7,000 graduates per year (Masaryk University)

[35] ***More to know:***
How to apply
Application deadlines
Tuition fees
Accommodation
Scholarships
Get in touch with ambassador (Masaryk University)

No matter what form and realization of this move was chosen, its function remained the same across all of the websites: to provide general information and guidelines about the university, organizational matters, associated institutions or instructions regarding the application for studies.

Conveniently enough, the example [35] also partly includes the next move on the list, namely “Soliciting a response.” A highly promotional and interactive move, its use in academic discourse, and this specific group as well, is quite rare; for example, on the Charles University website, this move does not appear at all. The purpose of the move is not different from its use in promotional discourse; that is, to encourage the reader to actively seek out information by reaching to a designated contact (example [36] and [37]).

[36] *Get in touch with current students!* (Masaryk University)

[37] *Contact the study office of your faculty to learn more about scholarships and bursaries.* (Palacký University)

As can be observed from the examples, each university uses this move in different ways: while Masaryk University encourages potential students to contact current students in order to resolve any questions that may arise, the contact on the Palacký University website is an official unit of the university’s organization (specifically the study office of the appropriate faculty). Here, Masaryk University adopts a more personal approach, by guiding potential students towards actual students, who are of a similar age and who can easily empathize with the applicants, since they were in the same position. It also creates an informal atmosphere, making the conversation less stressful and more welcoming to the newcomers. Moreover, by creating a

relationship on a more personal level, the university's focus on individuals and their social surroundings is highlighted even more. On the other hand, Palacký University directs the reader towards a specialized part of the university's structure in order to provide precise and necessary instructions and answers for questions with regard to administration. This approach might seem more professional, as the matters are handled by well-informed personnel who are prepared to offer any help a (potential) student might need.

The situation about the "Offering incentives" and "Using pressure tactics" is the same as it was in the Eastern group; that is, these moves are not present on the websites of Czech universities since using them might have detrimental effects on the public opinion of the reputation of the university as well as the quality of provided services.

The findings of the analysis shows that the most frequently used moves are "Establishing credentials" and "Detailing of the service," proving that ideational meaning prevail. However, the moves "Targeting the market" and "Justifying the service" have a considerable frequency of use as well, resulting in a non-negligible utilization of interpersonal meanings as well. If compared with the Eastern group of universities, the approach by this group could be considered as the next step in the direction of a more dynamic approach; the reality, however, is not as straightforward. As could be seen from the analysis, the universities were split into two groups: the first one, consisting of the two oldest institutions (Charles University and Palacký University) followed a more static and neutral approach; the second one, being the Masaryk University, chose a significantly dynamic and interactive approach, so much that the interpersonal meanings outweighed the ideational. Nevertheless, despite yielding mixed results, the analysis showed that tradition and prestige do in fact influence the discourse of the institution, making it prefer ideational meanings on the whole.

4.1.3 Western group of universities

The last group consists of five universities, similarly to the Eastern group, namely Heidelberg University, University of Helsinki, University of Oxford, University of Paris (Université Paris Cité) and KU Leuven (Katholieke Universiteit Leuven). Upon the initial observation of websites of these universities, it is clear that, in contrast with the traditional approach of the Eastern universities, they apply a more modern approach, with enhanced visuals and finely threaded paths through the information by a heavy use of hyperlinks.

This frequent use of hyperlinks makes "Detailing of the service" the most dominant move used consistently across all of the websites. Consequently, the ratio of the hyperlinks to the standard text is much higher than in the previous groups. In a few cases, the standard text is

reduced to a headline (example [38]) or a topic sentence (example [39]), followed by a list of bullet points consisting purely of hyperlinks.

[38] ***Application & Enrollment***

- *Enrolment*
- *Starting an Undergraduate Degree Programme in an Advanced Academic --*
- *Semester*
- *Starting the First Academic Semester of your Degree Programme*
- *Starting your Degree Course in the First Academic Semester (Master's Degree Programme)*
- *Starting in an Advanced Academic Semester (Master's Degree Programme)*
(Heidelberg University)

[39] ***Continuing Education***

Adult learning: more than 1000 part-time courses and programmes offered each year.

- *Undergraduate qualifications*
- *Postgraduate qualifications*
- *Short online courses*
- *Weekly classes*
- *Day and weekend events*
- *Summer schools*
- *Continuing professional development* (University of Oxford)

This is however, an extreme example of hyperlink use, appearing only on the University of Oxford and Heidelberg University websites. Although hyperlink lists themselves are quite commonly used across the websites, they are shorter (2–4 lines on average) and their function is complimentary, serving as an expansion of information presented in preceding associated text. There are two variations of the hyperlink list use: a) they appear after the standard text, serving as a crossroad of related topics, allowing the reader to choose their desired path without the need to scan through unwanted information (examples [40] and [41]) or b) the links are placed after the associated portion of a text ends, providing a route to additional information immediately without diverting the reader's attention (examples [42] and [43]).

[40] **Press**

KU Leuven makes every effort to publicise its findings and share its scientific insights with the public. From press releases to in-depth magazine articles, there are multiple avenues available for finding out about the many fascinating research lines and individual researchers at KU Leuven.

- [Press releases](#)
- [News](#)
- [Stories](#)
- [Media resources](#) (KU Leuven)

[41] **HEIDELBERG LIFE**

Heidelberg is considered one of Germany's most beautiful cities and boasts an exceptional quality of life and living. The city and its environs offer a wealth of recreational activities, including culture, sport and leisure.

- [Culture & Events](#)
- [Living in Heidelberg](#)
- [Studying with Children](#) (Heidelberg University)

[42] **All Subjects**

- [Learn more](#)
- Application & Enrollment*
- [Learn more](#)
- International Studies*
- [Learn more](#)
- Doctoral Students*
- [Learn more](#)
- Key Dates and Deadlines*
- [Learn more](#) (Heidelberg University)

[43] **OPEN POSITIONS AND CAREER OPTIONS**

Open position

We are continually looking for new professionals for a range of teaching, research and support services positions.

Read more

Academic careers

We offer a range of open positions in teaching and research.

Read more

Specialists and support service careers

We wish to be the best possible employer to our staff. Our expert organisation employs a staff of over 3,000 specialist and support staff.

Read more (University of Helsinki)

In general, the first option a), presented in examples [40] and [41] seems to be the preferred variant, as variant b) occurs only on the websites presented in examples [42] and [43]. The reason for this is quite simple: while option b) might seem more precise and specific, since the hyperlink and the “introductory” information are in a close proximity, it might prove somewhat difficult to navigate quickly between the links wanted information, as they tend to contain the same words, such as “Read more” for every topic, as can be seen in the example [43] above. On the other hand, option a) includes the specific topic, to which the link provides additional information, streamlining the navigation of the page even when accessing it repeatedly.

However, there is also a deviation among the universities with regard to this pattern. The analyzed webpages of the University of Paris feature neither of these options, because they contain no hyperlink lists. The way that the “Detailing of the product/service” is manifested on the University of Paris website is similar to the use of hyperlinks in the Czech group of universities; that is, they are either embedded in the text (underlined text in example [44]) or appear at the end of an associated paragraph (underlined text in example [45]).

[44] *You may possibly be entitled to financial assistance for your accommodation expenses. The CAF (Caisse d’Allocations Familiales), a family allowance fund, can allocate personal accommodation assistance (APL) in some cases.*

[45] ***Cultural tips***

There are very often hidden aspects of a culture that may not seem obvious that are discovered only after staying in the country for an extended period of time.

Read more for some tips to help you navigate through the cultural adjustment.

Of course, this way of using hyperlinks is present on the websites of all the other universities, combined with the types of use described earlier.

Due to the fact that the majority of information is segmented into various parts connected together via the use of hyperlinks, the standard accompanying text can fulfill a different purpose rather than descriptive. That is the reason for a considerable frequency of use of the “Attracting the reader” move in this group. The texts used to realize this move are mainly concerned about the general approach of the university and its self-image, as can be seen in examples [46] and [47]. It practically serves as a sort of a summary, mentioning accomplishments, mission and attitude of the university in a general manner.

[46] *Université Paris Cité is part of the incarnation of a world city, aware of its place and missions, open to youth and knowledge.* (University of Paris)

[47] *Oxford is a world-leading centre of learning, teaching and research and the oldest university in the English-speaking world.* (University of Oxford)

While it could be argued that the examples above could belong rather under the “Establishing credentials” move, there is a small difference: the texts regarding university’s accolades are always detailed, presenting evidence for the stated claims. On the other hand, the texts in examples [46] and [47] stand alone, serving as headline on the upper part of the page, without any elaboration regarding the claims made within them. In some instances, rather than upholding the status of the university, the text focuses on some benefits of becoming a student at its respective university, as shown in examples [48] and [49].

[48] *Depending on the subject area, students can move directly into related MSc or PhD programmes, as the graduate schools already support.* (University of Helsinki)

[49] *There are variety of study and research opportunities on offer to visiting and exchange students at KU Leuven, both short- and long-term.* (KU Leuven)

Even though the main purpose for using hyperlinks in this group of universities is to provide access to additional information or important documents, the hyperlink lists also manifest reader attraction to a certain degree, due to the form the hyperlinks assume, such as in example [50].

- [50] - *Learn about postgraduate college life*
- *Up to 1,000 graduate scholarships are available*
- *Find out about life in Oxford* (University of Oxford)

The first two lines in the example above catch the reader's attention by proposing a unique offer regarding accommodations for students, as well as a vast number of options to secure financial funding via various scholarships, which might make studying at the University of Oxford a viable possibility for a wider range of people.

Catching the reader's attention also goes hand in hand with addressing them individually or at least the groups they are a part of. That is why the "Targeting the market" move is one of the most frequently used moves in this group. In promotional discourse, after the reader's attention is caught, it is quite important to present them with something that is appealing to the target audience group they are a part of, in order to maximize profit and gain advantage against competitors. While profitability is not the priority of institutions providing higher education, there is still a competition amongst them, as each institution strives to be the best with regard to a range of factors, such as research, participation in international projects, quality of education and lives of students on university campus and so on. However, these goals cannot be reached without people, which is why universities apply this move. The main targeting technique is based on what study program readers might be interested in, presented in the examples [51] and [52].

[51] ***Bachelor's Programme in Science***

*Want to study science? Find out more about the programme and how to apply.
Applications are open 1 Dec 2021-5 Jan 2022 and 16-30 March 2022.*

International Master's programmes

Get to know our 36 master's programmes with teaching in English and how to apply from 1 Dec 2021 to 5 Jan 2022.

Doctoral Programmes

Find out more about our four doctoral schools offering a total of 32 doctoral programmes. (Heidelberg University)

[52] *KU Leuven offers a number of opportunities to broaden your horizon and to go beyond the boundaries of your own study programme.* (KU Leuven)

Although university websites mainly target potential students, as providing education is the primary function of the institutions, they also offer various job opportunities and positions, since an institution is still an employer, seeking staff both to keep the institution steady on its course and to acquire adequate specialists to ensure continuous progress in research, as can be seen in example [53] and [54].

[53] ***Open position***

We are continually looking for new professionals for a range of teaching, research and support services positions.

Academic careers

We offer a range of open positions in teaching and research.

Specialists and support service careers

We wish to be the best possible employer to our staff. Our expert organisation employs a staff of over 3,000 specialist and support staff. (University of Helsinki)

[54] ***Working at KU Leuven***

A job at KU Leuven means contributing to top-level teaching and research together with 13,000 colleagues.

Discover our job offers (KU Leuven)

In both of these examples, the prestige of the workplace and value of the job position is highlighted, providing the reader with justifying arguments, making the offer more appealing as a result. However, these texts were categorized under the “Targeting the market” move, as the justification is not as prominent as the targeting. Last but not least, there are a few cases across the websites in this group, where the targeting is focused on specific groups of people, which cannot be classified as belonging to the main groups completely.

[55] *Adult learning: more than 1000 part-time courses and programmes offered each year.* (University of Oxford)

[56] *Université Paris Cité aims to promote access for international students who wish to undertake their academic studies at the master's level and for those pursuing research projects at the doctoral level.* (University of Paris)

[57] *Studying with disability, as a working student, artist or student athlete? Or are your [sic] studying in special individual circumstances? You may be eligible for accomodations [sic].* (KU Leuven)

The examples above involve some of the additional target groups of people, such as adults who are interested in getting a degree but cannot attend regular classes (example [55]), potential students who might be coming to the university from abroad (example [56]) or people from different social backgrounds, people with disabilities and other special needs (example [57]).

Of course, every offer needs some evidence to ensure that it is in fact a good choice for the receiver. In promotional discourse, this is called the “Justifying the product/service” move, which serves the purpose of providing factual information about the product or service, that makes it unique or desirable. This group of universities adapts this move as well, utilizing various aspects of the institution to persuade the reader. While a high-quality education is inarguably a beneficial thing, it loses its value if it is applied incorrectly or not at all. That is why universities in this group include information about employment of their graduates, in order to bolster the notion that studying at their respective institution is in fact useful and meaningful.

[58] *The University, including the colleges and Oxford University Press, is the largest employer in Oxfordshire, supporting around 33,700 jobs in the county and injecting more than £2.3bn annually into the regional economy.* (University of Oxford)

[59] *Heidelberg University helps its graduates launch their careers through a variety of services that ensure a successful transition into the workforce.* (Heidelberg University)

In the example [58], the University of Oxford places importance upon the statistical data, describing its contribution towards the economy of the region, presenting itself as a significant part of life for many people. On the other hand, Heidelberg University in example [59] shifts their focus on the students themselves, highlighting its commitment to equip its students with necessary skills to succeed on the labor market. Another approach is to present missions and

goals the university is trying to achieve, while simultaneously offering readers an opportunity to partake and contribute to the successful completion of these ambitions.

[60] *As a world leading institution, Université Paris Cité has a proactive role to play by serving the needs and aspirations of society in a global context.* (University of Paris)

[61] *Leuven (University Hospital), our researchers and students work together on new insights and sustainable innovations. In this way, we better arm society against the challenges of today and tomorrow.* (KU Leuven)

[62] *The strategic plan is founded on the University's shared values of truth, Bildung, freedom and inclusivity, which steer the University community's everyday activities and interaction.* (University of Helsinki)

Here, all of the universities emphasize their contributions to making a positive impact on the society, whether by creating new innovations, making progress with regard to research or applying acquired knowledge for the benefit of the society as a whole. Rather than mentioning employment after the studies are finished, these examples focus on the benefits resulting from participation in projects and cooperation among the institution's community during the studies.

The highly engaging and interactive profile of a website cannot be complete without some input of the reader as well. That is the concern of the "Soliciting response" move, realized mainly by providing a way for acquiring additional information not presented on any part of the website, as is shown in examples [63] and [64] below.

[63] *Get in touch with KU Leuven online* (KU Leuven)

[64] *Sign up for our admissions reminder, news and advice.* (University of Helsinki)

Example [63] showcases a common way of soliciting a response by providing contact details of a designated person, to which a reader may direct any questions they might have and seek out additional information not present on any part of the website. Example [64] however, presents quite a unique idea: the reader can sign up to the university's newsletter, by providing his e-mail address, to receive information, tips or invitations to events on a regular basis. Both of these examples also utilize hyperlinks (thus why the words are underlined), providing an instant access to both the contact details and the window for newsletter subscription.

Interestingly enough, there only a couple of cases of using “Establishing credentials” move in this group of universities, each of assumes the same form: that is, facts and figures, an excerpt of which is shown in example [65].

[65] - *Oxford was ranked first in the world in the Times Higher Education (THE) World University Rankings for 2017, 2018, 2019, 2020 and 2021.*
- *There are over 24,000 students at Oxford, including 11,955 undergraduates and 12,010 postgraduates.* (University of Oxford)

However, the lack of this move might not be as surprising, since all of the universities are the oldest in their respective countries granting them a prestigious status with regard to history. Furthermore, they occupy high placements in international and global rankings of universities and boast considerable numbers of international students, which in turn makes the institutions established, internationally recognized and valued. Therefore, with all the information in consideration, there is no need to present accomplishments on the analyzed parts of their websites, as the majority of people who browse these websites are familiar with the institution. Moreover, presenting credentials on every part of a website might come across as boasting and self-absorbed, ruining its image and public opinion as a result.

With regard to the “Offering incentives” and “Pressure tactics” moves, this group of universities also follows suit with other groups, as there are no instances of using this moves whatsoever. While it could be argued that presenting potential students with the opportunity to gain a scholarship might be perceived as a sort of an incentive, I do not consider them as such, as the scholarship is not granted upon acceptance, but only after specific conditions are fulfilled.

Interestingly enough, the results of this group’s analysis somewhat differ from the initial expectations. While it is true that the moves manifesting mainly interpersonal meanings, such as “Targeting the market,” “Attracting the reader” and “Justifying the service” are used quite frequently in this group, the dominant move was nevertheless “Detailing of the service.” Similar to the Czech group of universities, the results are mixed due to the fact that there was a certain division between the Western universities: while Heidelberg University, University of Helsinki and University of Oxford all reported the dominance of interpersonal meanings by creating highly interactive websites, KU Leuven and University of Paris employed surprisingly modest and static approach, creating a notion of stillness and decisiveness. What these universities share though was the lack of the “User endorsement” move, which did not come as a surprise since all of the institutions boast a high position on international ranking of universities.

4.2 Analysis of visual material

Visual imagery plays an important role across various fields of discourse; it can provide a context for an accompanying text, have symbolic meaning which sets the tone and atmosphere, convey additional information that is not mentioned in text but most of all, engage the reader's attention. University websites are no exception, using images to decrease a feeling of depersonalization of the institution and to approach readers of its website on a more familiar note.

This chapter is divided into subsections with respect to the university groups, similarly to the textual analysis in the previous chapter. Within each group, the images were analyzed with regard to which of the three metafunctions proposed by Halliday (Thompson 2013, 30–31) they fulfil, i.e., the ideational, interpersonal and textual metafunction, via concepts proposed by Kress and van Leeuwen: within ideational metafunction, I firstly classified the images into two groups, based on whether they were of a passive nature (conceptual images) or portrayed some kind of an activity (narrative images), to gain a general idea of how dynamic the respective websites are; interpersonal meanings were described via Social Distance, Contact and Attitude; and lastly, textual meanings considered how images are integrated into the website and contribute to meanings of accompanying text.

4.2.1 Eastern group of universities

Even though visual material is in general commonly used across various informational websites nowadays, the Eastern group of universities uses pictures and photographs is very scarcely, prioritizing conveying messages in a verbal manner rather than non-verbal. Out of the five university websites in question, only three of them make use of visual material: Kyiv-Mohyla Academy, UAIC and Vilnius University. Thus, this group contains the least amount of visual material across all groups, with 10 pictures in total. Interestingly enough, all of the pictures represent the conceptual category of images, contributing to the more static structures of the traditional approach towards academic texts.

4.2.1.1 Ideational metafunction

Given the nature of the images at hand, the majority of them carry ideational meanings. Quite common is the use of photographs capturing the main university building (Figures 1 and 2).



Figure 1. Kyiv-Mohyla Academy

Since these universities are the oldest in their respective countries, the buildings carry quite prominent historical importance, evoking a sense of a prestigious and honorable institution, as well as each of them having a unique aesthetic value, both of which serve to present an appealing environment for potential students.



Figure 2. UAIC

Apart from snapshots capturing the architectural prominence of university campuses, the websites also involve a few symbolic images, contributing to the visual appeal of the website, rather than the institution. The purpose of symbolic imagery is to fill the empty space that would be left due to the structuring of the text, which would make the website seem dull and monotonous. An example of this is presented in Figure 3, where a symbolic picture of a hand and pencil fills a large portion of the website which would otherwise be left blank.

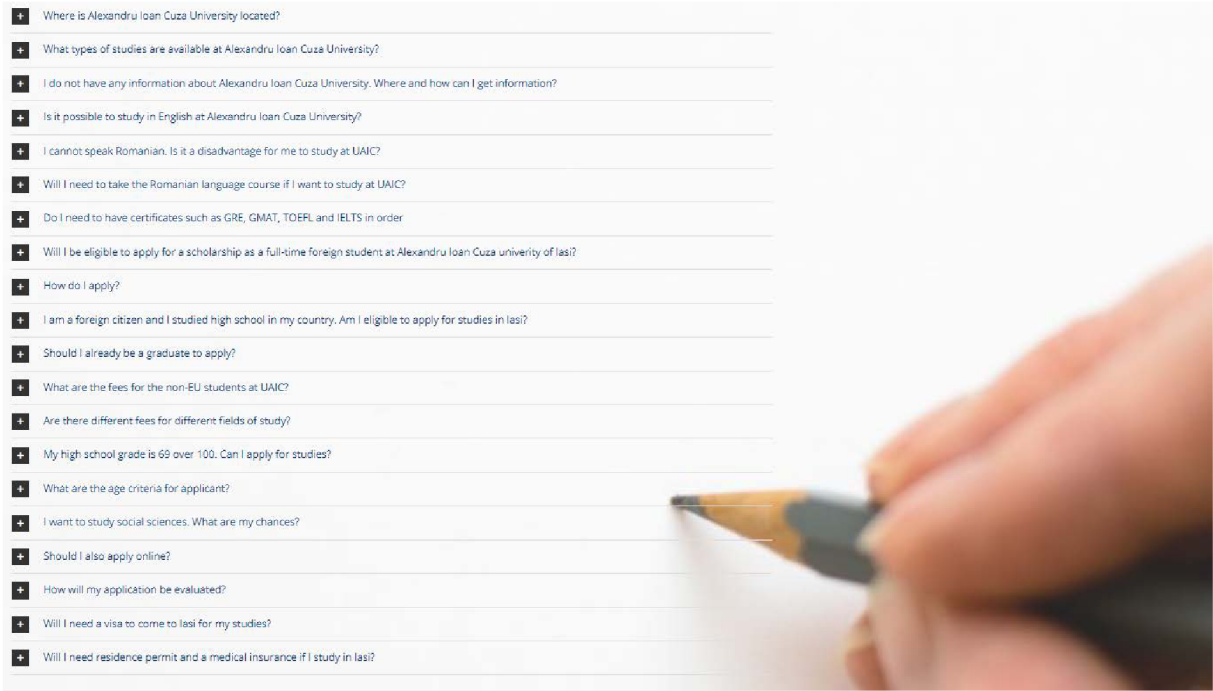


Figure 3. UAIC

It is not, however, only about showing buildings and objects: Vilnius University, is the only institution in this group that also used photographs involving people. In the Admission section, the website features three photographs of people in various working environments, each related to the different type of studies (Figure 4).



Figure 4. Vilnius University

All of the three photographs capture people during a certain activity, possibly working on some matters related to studying. And while activity is the main attribute of narrative processes, I labelled these photographs as conceptual due to the Social Distance and the Attitude – angle of the shot. With regard to Social Distance, all of the photographs feature long shots, creating an impersonal relationship between participants and the viewer, as the focus is placed rather on the scene as a whole rather than individual people. Moreover, the angle of the left photograph offers a back view of the participants, while the middle and right photographs feature a top view, further strengthening the lack of contact with the viewer, rather offering passive representations of the working environment the university contains.

4.2.1.2 *Interpersonal metafunction*

The effect of an interpersonal meaning creating a connection between the reader and the text, by capturing their attention, addressing their needs and ultimately, generating a (hopefully positive) response from them. With regard to this group, there is only one case of pictures containing interpersonal meanings, shown in Figure 5.



Figure 5. Vilnius University

The picture above is taken from the Admissions page of Vilnius University website, showing three people looking directly into the camera. Creating a direct eye-contact with the camera (and therefore with the reader) is associated with creating demands postulated upon the viewer (Caple 2016, 70–71). In this case, the demand is simply to engage in a conversation with a current student of the university, if the reader had any questions about studying, as is evident from the accompanying text. Using close-up shots of the students' smiling faces has also beneficial effects on creating a personal, friendly and relaxed atmosphere, which would not be achieved if only the encouraging accompanying text was present. However, since this is the only case of using a picture with significant interpersonal meanings, the effect seems to be minimal.

4.2.1.3 Textual metafunction

This metafunction is related to how pictures are incorporated to the overall structure and composition of the website and how they contribute and correlate to the accompanying text. There are two extremes that could be identified: a) the pictures are quite isolated from the text, with a clearly distinguishable border and little to none contributions to the associated text, such as on the Admission page on the Kyiv-Mohyla Academy website (Figure 6) and b) the images are seamlessly embedded into the structure of the page, designating the part of the text they are connected to, such as the image in Figure 3, which is located on the background of the page, encompassing a part of page dealing with Frequently Asked Questions.



Figure 6. Kyiv-Mohyla Academy

Similar to the type b) mentioned above is also the use of universal banner, which appears at the top of each page of the website. An example of this use is the header on Vilnius University website, shown in Figure 7 below.



Figure 7. Vilnius University

This specific use of an image serves as a cohesive device: it helps the reader's orientation to stay on track even after exploring various parts of the website, since the header always stays on top in an unchanged state. The picture portrays the university building, the purpose of which is in line with the pictures described in section 4.2.1.1 regarding ideational meanings, however, here it might also have additional aesthetic purpose, with the width of the picture encompassing all of the main hyperlinks giving rise to a feeling of unity and stability, as well as having all of the related matters, ranging from studies and research to business and events, "under the same roof."

Some of the pictures also serve as signposts, each having a hyperlink incorporated in them to serve as a clickable shortcut to desired information. By introducing an image to the link, it effectively makes it stand out from its surroundings as well as providing additional specification of the information the reader can gain access to via the hyperlink (Tomášková 2015, 93). Example of this is shown in Figure 4, however, due to the genericity and similarity of the chosen photographs, no additional specification can be obtained by observing them.

Concluding this part of analysis, this group behaved accordingly to expectations: on top of the images being used scarcely, as is suggested by their low number, they generally did not take up much space on the webpage, underlining their low priority. Contrary to expectations, the images were in several cases well embedded into the accompanying text and even into the webpage itself. Nevertheless, all of the images belonged to the conceptual category, and majority of them carried mainly ideational meanings as well, portraying the institution as static and factual instead of focusing on dynamic relationships and presenting stories.

4.2.2 Czech group of universities

When it comes to the selected Czech universities, the use of visual materials across their websites is higher than in the Eastern group, with 57 images in total. Moreover, the variation of images is greater, as they involve both narrative and conceptual categories as well as different ways of incorporating images into the structure of the website. However, the distribution across websites is quite uneven, as Palacký University and Charles University include only 7 images in total, with rest being taken from Masaryk University website.

4.2.2.1 Ideational metafunction

The dominant type of the visual material used in this group includes photographs of students during different activities, related both to studies and student life outside of class. These activities are presented to readers by the use of narrative structures: the main distinction of narrative structures is that they contain a vector, showing a direction of an action portrayed by the image. The vector can be directed from one active participant to a goal of the action, labelled “passive” by Kress (2006, 74), from several active participants, creating a cooperation to fulfil a certain goal, directed at other people forming an interaction or towards a goal that is off-screen and therefore, assumed (Tomášková 2015, 81). The first type of vector, focusing on an individual, usually captures a student working on study related matters, such as in the photograph shown in Figure 8. Pictures featuring this type of vector have a generic use, as having photographs of people engaged in studying activities is fairly expected on a university website. In this group however, the use is not very frequent; rather than focusing on an

individual, it seems that the priority is to show the students as a collective unit, which is the main feature of cooperation and interaction. Cooperation is present in photographs regarding to study related activities, showing students as a team working on projects, research or just engaged in group study session (Figures 9 and 10). Apart from the exception in Figure 10, the position of the shots is usually frontal, with the distance of the shot being fairly close.

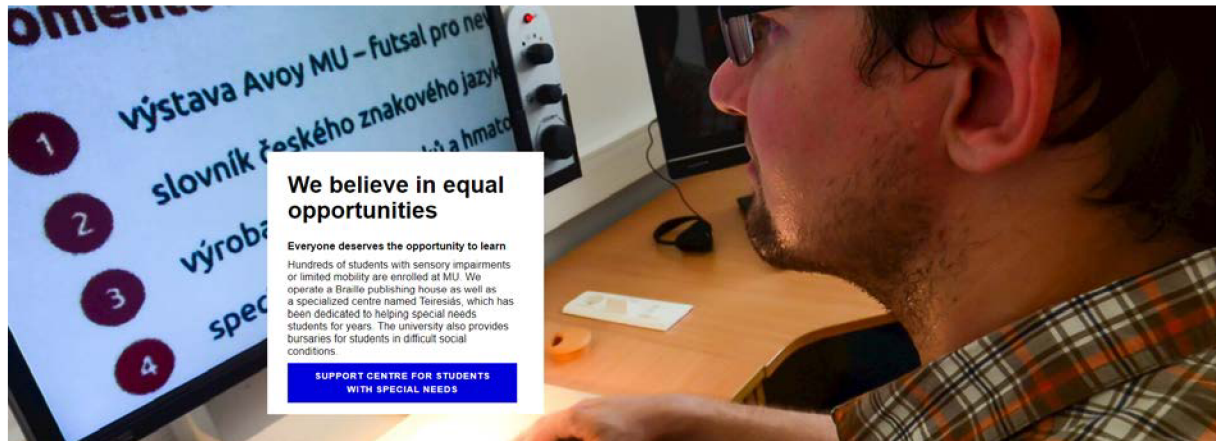


Figure 8. Masaryk University



Figure 9. Masaryk University



Figure 10. Charles University

On the other hand, interaction is present in photographs of people during their spare time in various surroundings. It should be pointed out that the photographs capture interactions exclusively between students, never with teachers or other academic staff (Figure 11). The angle and distance of the shots when capturing people interacting is slightly different from cooperation, with the angle being shifted towards a side profile and the distance being further away, as to capture both the people participating in the action and the surroundings.



Figure 11. Masaryk University

The main purpose of choosing photographs capturing these types of action is to shift the focus from the institution and related matters towards people and social relationships, creating a friendly atmosphere, highlighting the caring attitude of the institution towards its students. Even though the photographs are portraying cooperation, the spotlight is always placed on people rather than the activity they are participating in, making the connection with the reader on a more personal level. However, this is only applicable to the Masaryk University website, as the other two institutions use visual materials very scarcely. The last vector, stemming from participants towards an off-screen goal, serves as a window into the life of students, capturing them during class, which provides the viewer with the most realistic impression of what attending a given university entails (Figure 12).



Figure 12. Palacký University

Of course, the photographs of university buildings are present in this group as well, but they consist only a fracture of the overall number of images. However, there is a difference with regard to content within this group: while Palacký University and Charles University both feature photographs of historical university buildings (Figure 13), Masaryk University chose a different approach, focusing more on the modernity of its buildings (Figure 14).



Figure 13. Charles University

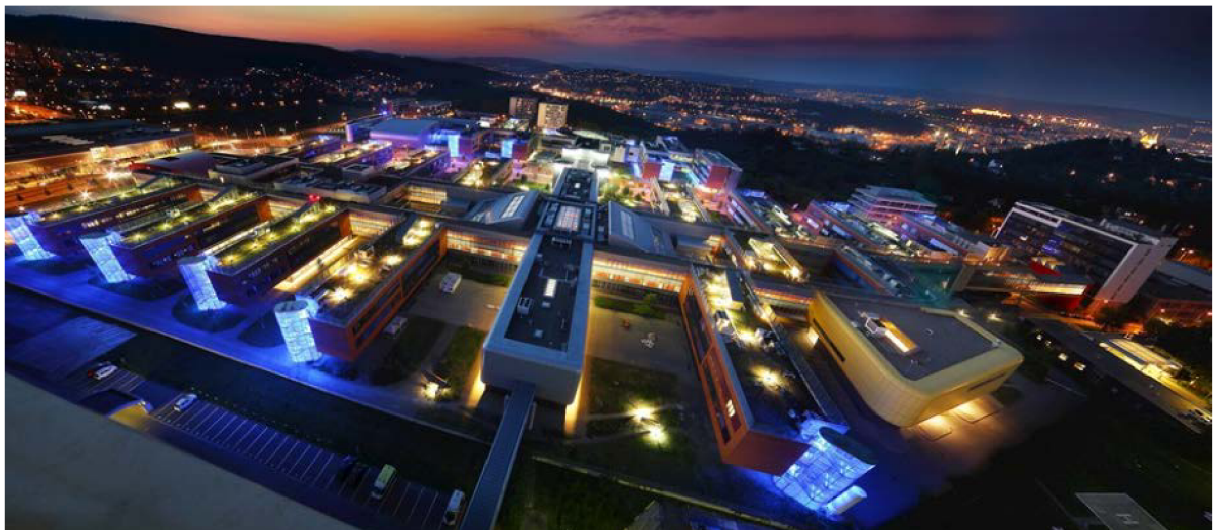


Figure 14. Masaryk University

There are two possible explanations for this choice: a) even though Masaryk University is the third oldest university in the country, it was founded several centuries later than the other two

universities, and therefore its historical buildings do not carry as much prestige as the buildings of the other two; and b) it suggests that the university adopted an approach towards self-presentation that is more focused on modern values, such as progress, open-mindedness and social relations, rather than traditional ones, such as prestige of the institution or quality of education.

4.2.2.2 *Interpersonal metafunction*

With regard to the interpersonal function, this group is similar to the Eastern group of universities, except the amount of visual material is much higher. Furthermore, interpersonal meanings are much more prominent in this group, due to the fact that photographs capturing people consist more than half of the overall number of images. This is in agreement with the more personal approach towards addressing readers and self-presentation that has been established in the previous section. An example of this is presented in Figure 15, which shows a photograph associated with text explaining the use of online courses and electronic study materials. Instead of employing an image purely showing the system's interface, which would be sufficient enough, Masaryk University chose to feature a person in the shot as well. The purpose is to establish a notion that people are of high priority for the institution; the inclusion of a person in the photograph in Figure 15, apart from making a connection with the viewer, might convey a message that the information system was developed to be as much user friendly as possible.



Figure 15. Palacký University

There is also quite a number of photographs capturing people looking directly into the camera, engaging the viewers. These pictures can be further divided into two groups, that is, photographs of individuals and group photographs. Individual shots are used when

accompanying contact information, personal accounts and stories about studying at the university (Figure 16) or information related to a specific matter regarding studies, such as application (Figure 17).



Figure 16. Masaryk University

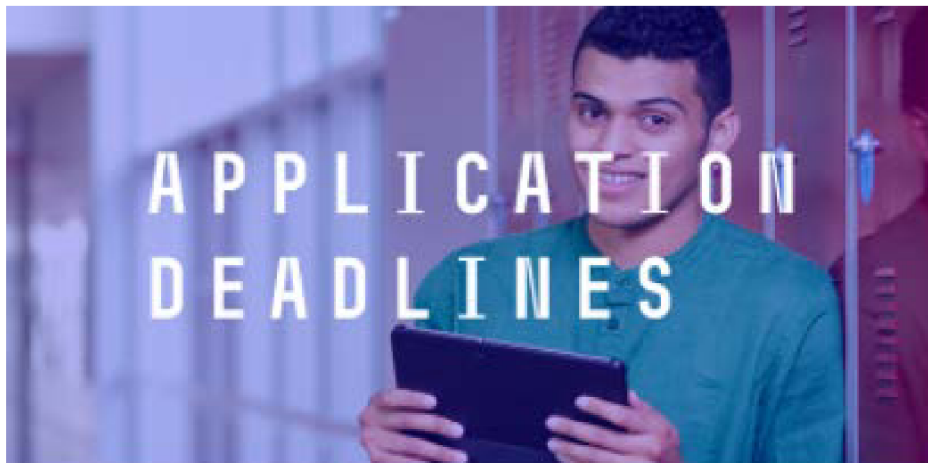


Figure 17. Masaryk University

Photographs capturing more than one person are related to more “informal” matters, such as extracurricular activities or general information, for example, Figure 18 shows a group of people taking a photo, possibly at a university event. Even though there is some level of staging, as the people are captured holding props containing jokes and wordplays related to the university, the overall feeling is spontaneous which creates the notion of realism as a result. There are some exceptions, such as the one shown in Figure 19, which has a strictly promotional purpose due to the degree of staging and editing of the image.



Figure 18. Masaryk University



Figure 19. Masaryk University

In cases where the people portrayed establish a direct eye contact with the viewer, the angle of the shot is always on eye-level, suggesting a feeling of equality. The parameter that varies across the selected images is Social Distance. The most frequent distance is a mid-shot, labelled

“Social” by Kress and van Leeuwen (2006, 124–125). This distance of the shot applies to photographs of individuals as well as group photos, as can be seen in Figure 16–19. Close-ups or Personal distance is reserved primarily to photographs of individuals, for example in the portion of the page containing contact details, with a close-up portrait next to each name (Figure 20). The close-up portraits of people establish a connection on a personal level, evoking the feeling of trust and honesty. Long-shot or Impersonal distance is used only once, specifically on the Masaryk University website, where the photo captures people engaged in various activities in front of the university building (Figure 21). Use of this type of shot places the main focus on the whole rather than the individual components, in this specific case providing an idea about the university’s atmosphere as well as showing that the student life is not just about sitting in class.

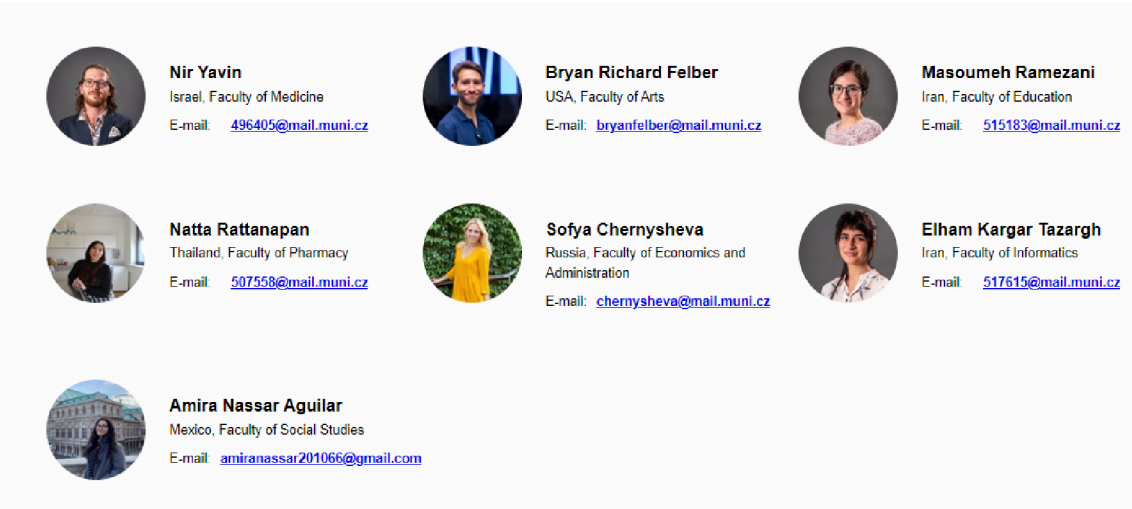


Figure 20. Masaryk University

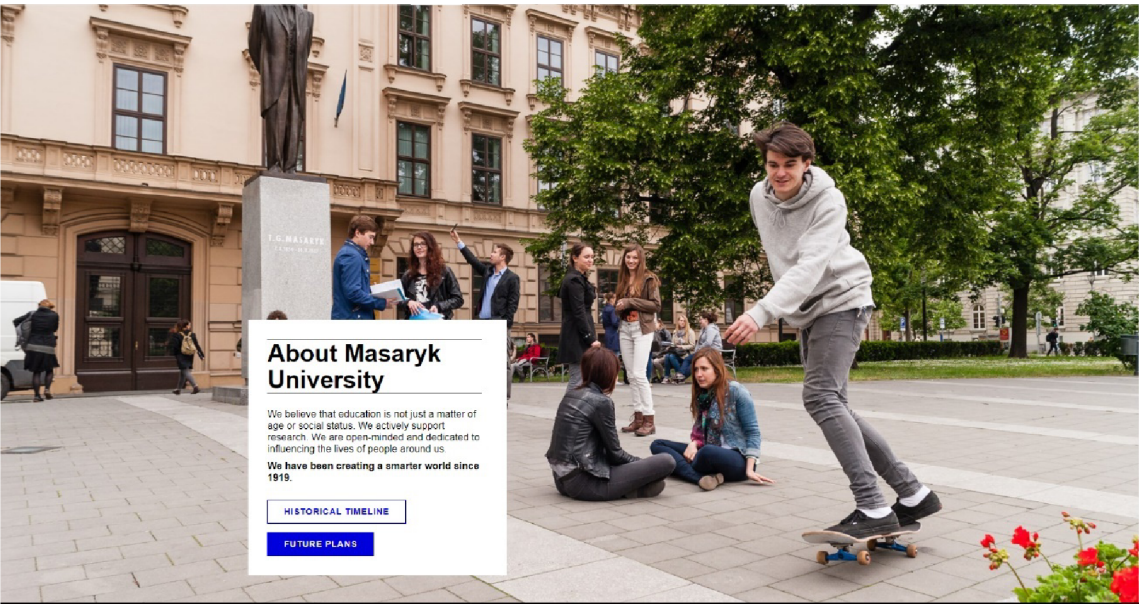


Figure 21. Masaryk University

The way of using close-ups with contact information, presented in Figure 20, is taken from Masaryk University, which provides contact details of current students from various faculties and cultural backgrounds. However, Masaryk University is the only institution in this group adopting this practice.

4.2.2.3 Textual metafunction

With regard to the website composition and image incorporation into its structure, the Czech universities can be divided into two groups based on their tendencies. Charles University and Palacký University are on similar grounds with the use of visuals as the Eastern group of universities, as the images they use are quite isolated from the accompanying text. Both of these universities follow a similar pattern, where the image is placed at the top of the page, in a close proximity to the main headline (Figure 22).

Basic Information



Palacký University Olomouc is a university with long-standing tradition. Founded in the 16th century, it is the oldest university in Moravia and the second-oldest university in the Czech Republic. Today it is a modern higher education facility with a wide range of study programmes and copious scientific and research activities. In 2020, 21,824 students studied in 840 accredited study programmes at eight faculties. The university also provides exchange programmes and lifelong learning programmes. Palacký University Olomouc is one of the very top Czech universities, and ranks among the best universities in the world, according to international rankings.

Figure 22. The “About” section on the Palacký University website

On the other hand, the website of Masaryk University employs high integration of the visual and textual material. Large portions of the selected sections feature images filling in the background with text embedded into them, as can be seen in Figure 23. Since the texts presented on this website are in general quite concise, they do not obscure the image and create a good flow of information, as each image is related to a different topic. In case there are additional information related to a certain matter, the text is placed below the picture on a solid color background, also serving a sort of a divider between images.

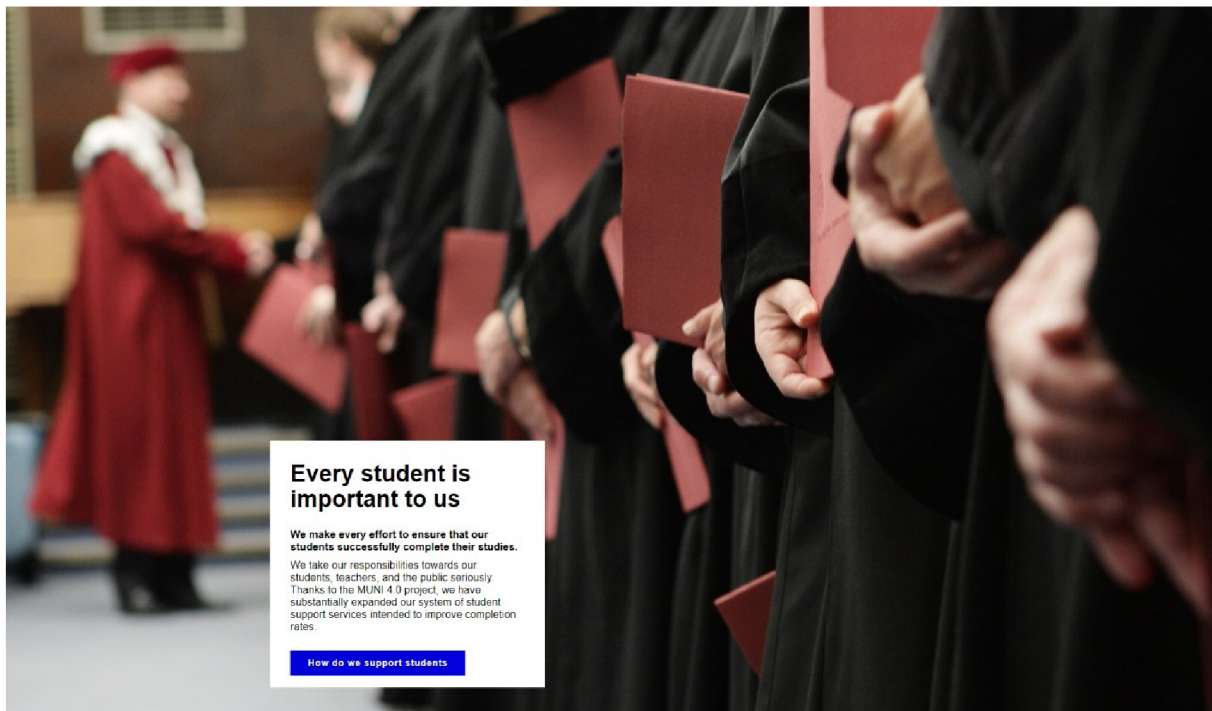


Figure 23. Masaryk University

There is also another purpose of embedding texts into pictures and that is in hyperlink lists; specifically, the use of images as signposts in a hyperlink list where the image itself serves as a clickable entity functioning as a hyperlink, as can be seen in Figure 24.

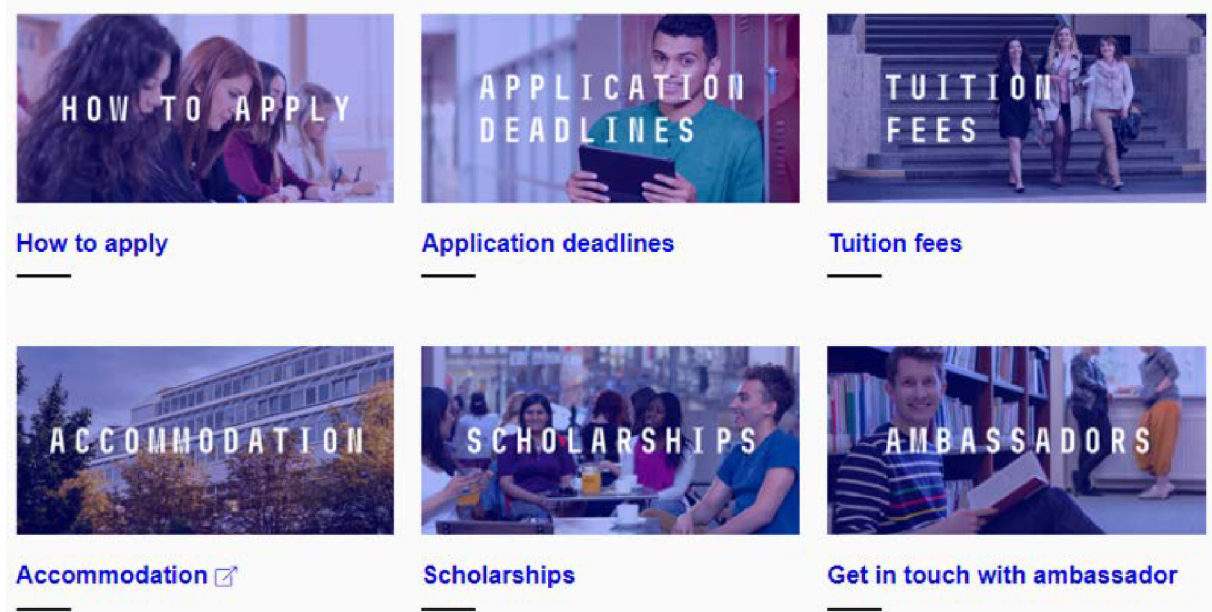


Figure 24. Masaryk University

With regard to this use of images, the universities can again be divided into two groups. This feature is present only on the Charles University and Masaryk University websites, with Palacký University relying more on hyperlinks in their textual form. However, the frequency of using images as signposts varies greatly, as the selected sections of Masaryk University

website contains multiple iterations of this feature but the Charles University website it is present only once.

To summarize this group, the findings give mixed results: while the two older universities (Palacký University and Charles University) tend to follow the traditional approach to academic discourse, relying mainly on well-structured and descriptive texts, using visual material only rarely, assigning them purely aesthetic value. Furthermore, the visual material carried mainly ideational meanings, as a considerable portion consisted of images with symbolic meanings. Masaryk University on the other hand employs images in different surroundings, assigning them various purposes, whether to complement an accompanying text, serve as a hyperlink or present genuine pictures from the university environment. The dominant content of the images were people in various situations, a significant portion of which carried mainly interpersonal meanings through their staging and use of eye contact. With regard to the Social Distance, all types of shots were present, although the most frequently used was mid-shot or “impersonal” distance, focusing both on the participants and their surroundings in order to present them as a part of a whole. Regarding Attitude, all of the images were shot at eye-level, symbolizing equality of the participants and the viewer as well as honest attitude of the institution towards all types of visitors on their website.

4.2.3 Western group of universities

This group features some of internationally well-known and established universities, each of which also has long and rich history. As a result, this may lead to a clash between the way of tradition, established through decades and centuries since the foundation of the institutions, and the modern approach, tending to social and cultural relationships, which is due to their international reach almost necessary.

This group includes Heidelberg University, University of Helsinki, KU Leuven, University of Oxford and University of Paris. The amount of visual material is on par with the Czech group of universities, with 45 images in total. Contrary to expectation, the majority of the images – 31 to be specific – fall into the conceptual category, with only 14 belonging into the narrative category. However, compared with the rest of visual material, the choice of conceptual images in this group is quite unique; the explanation why is described in the following section describing ideational meanings and the chosen image used to utilize them.

4.2.3.1 Ideational meanings

Beginning with the visual material capturing narrative processes, this group of universities utilizes all of the three vector manifestations established in methodology, that is, cooperation, interaction and orientation to a passive goal. In all cases, the content of these images are students in situations, which show certain pattern with regard to each type of action. Cooperation takes place in university environment and captures actions such as group studying or participation in various projects, using laboratory tools (Figure 25). Interaction on the other hand involves students in more informal settings, portraying students talking to each other and generally spending time together outside of class (Figure 26). Lastly, orientation towards a passive goal is realized in two ways: either capturing an individual student engaged in study related activities (Figure 27) or capturing a class during a lecture, where a number of people focus on an off-screen goal (Figure 28).



Figure 25. KU Leuven



Figure 26. University of Oxford



Figure 27. Heidelberg University

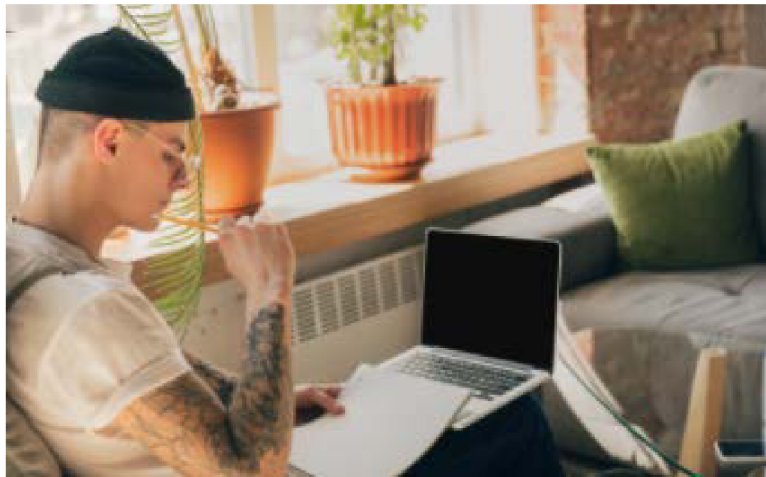


Figure 28. University of Helsinki

However, while there are examples of all of the three types of vectors being utilized, they are not employed evenly throughout the various university websites. For example, University of Oxford uses pictures only featuring interaction; a choice which shows, as a result, that this institution heavily prioritizes community and encourages social relations. Helsinki University employs cooperation and passive orientation, however, only two images from the narrative category have been used. Moreover, University of Paris does not feature any images capturing narrative processes and only one image from the conceptual category, highlighting the inequality of image distribution in general.

In respect to the images containing conceptual processes, the variation of the actual images used is not high, even though they are used in larger numbers. Nevertheless, all of the universities in this group follow the pattern present in the previous groups as well, which is

using pictures capturing university buildings or the city the university is located in. However, Heidelberg University also features the use of university interiors as well, as can be seen on the picture in Figure 29.



Figure 29. Heidelberg University

This type of images serves dual purpose: first, probably more explicit, is to show the aesthetic value of the building interior, capturing whether the institution leans more towards modernity, through equipment and room design, or history by focusing on architectural details; second is more implied, where letting people to freely “look inside” also evokes a sense of honesty and openness, on top of coming across as welcoming.

What is unique in this group is the use of symbolic and, in some cases, even abstract images. The content of this images varies from the use of people, similar to the Czech group of universities. There are images featuring people in a highly staged environment, carrying no specific meaning other than aesthetical addition to the accompanying text (Figure 30).



Figure 30. University of Helsinki

Next group of images shows people in situations somewhat related to the university itself. For example, University of Oxford uses an image portraying a procession of people in ceremonial gowns symbolic of the university (Figure 31). However, these images also do not contribute to the accompanying text, as there is no connection other than being related to the institution itself in some way.



Figure 31. University of Oxford

As was mentioned earlier, there is a notable use of images with abstract meanings, which appear in two scenarios. The first follows similar circumstances as the symbolic images mentioned above – that is, they do not exactly correspond with the information presented in the accompanying text, example of which is shown in Figure 32, and therefore, have only aesthetic value.



Figure 32. University of Oxford

In the second, the images do connect with their accompanying text, which in turn helps to narrow the abstract meaning of the picture to a more specific one. An example in Figure 33 is taken from University of Helsinki, which chose to attach this image to a text describing the institution's approach towards environment and sustainability.



Figure 33. University of Helsinki

4.2.3.2 *Interpersonal meanings*

Following up with interpersonal meanings, the amount of visual material carrying predominantly interpersonal meanings is smaller than expected, due to the higher usage of symbolic images. Nevertheless, this fact does not hinder the variety of Social Distance and Contact presented in the images.

The dominant Social Distance in images in this group is “social” or mid-distance, which keeps the people in focus but also captures the surroundings and background. This type of Social Distance is reserved to photographs of individuals and small groups of students. In both

cases, the purpose is to highlight the importance of an individual, but also place them in a situation the potential students are likely to occur in (Figure 34). Furthermore, this type of shot is also used when capturing people looking directly into the camera, allowing to add atmosphere and personality to the presented image through the choice of the background (Figure 35).



Figure 34. University of Oxford



Figure 35. University of Helsinki

Close distance shots or “personal” are much less frequent than in the previous group; in fact, only one picture in this group carrying interpersonal meanings falls into this category. Interestingly enough, in this group, close distance shots are present more frequently in images with ideational meanings rather than interpersonal meanings. Lastly, long distance or “impersonal” shots are not present in this group at all.

Moving on to Contact, this group utilizes the use of direct eye contact, as was already mentioned above, although on a smaller scale than the Czech group of universities. The use of images featuring this type of Contact is usually at a point where the reader is called upon to make an action of some sort. For example, the image presented in Figure 35 is related to the application for international study programs, inviting the reader to seek out additional

information and potentially filing up for the application.

With regard to Attitude, this group of universities follows suit with the two previous groups by prioritizing a frontal angle, positioned on the eye-level between the viewer and the portrayed people, putting them in a position of equality and honesty. However, there are a few deviations from the pattern. With regard to group photos featuring interaction between the participants, there are a few cases of using a side angle, lending the viewer a more observant position. Additionally, the situation captured in the photograph feels more genuine as the participants are not particularly lined up for the picture (Figure 36).



Figure 36. University of Oxford

On the topic of observant position, there are two cases of using an angle from above. Both of the images show people sitting at a table working. However, these images convey primarily ideational meanings, since they are of a more symbolic nature, due to the lack of details with regard to both the participant and the activity.

4.2.3.3 *Textual meanings*

On the topic of textual meanings, the group shows similar uses as were described in the Czech group of universities, specifically with regard to Masaryk University. That is, the images are well worked in in the overall structure of the website. An example in Figure 37 was taken from Heidelberg University. It shows the use of image as a large header on top of the page, unique for each section of the website, with a name of the currently selected section embedded inside the image. Similar use is also present on the website of KU Leuven and University of Helsinki, where the image too serves as a header, but also as an anchor point for the accompanying text, which provides access to general information a reader expects in this section, via the use of a hyperlink (Figure 38).



Figure 37. Heidelberg University

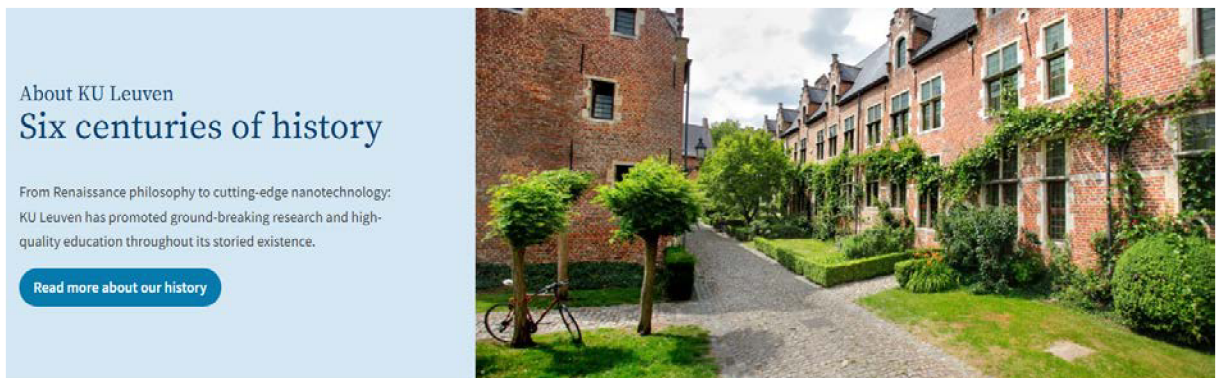


Figure 38. KU Leuven

KU Leuven also features smaller headers in hyperlink signposts, however, the images themselves do not serve as a clickable entity, but rather as a divider of related topics, even more so due to the fact that only first three portions of the signpost are accompanied by images (Figure 39). The other universities employ images in hyperlink lists or signposts in a way similar to the previous groups; that is, an image followed by heading, functioning as one clickable hyperlink (Figure 40).



Degree seeking

Graduate study programmes at KU Leuven are divided into four categories: bachelor's programmes, initial master's programmes, advanced master's programmes, and doctoral studies

- > [Bachelor's programmes](#)
- > [Master's programmes](#)
- > [Advanced master's programmes](#)
- > [PhD's](#)

All information for prospective students >



Exchange and International Mobility Programmes

There are variety of study and research opportunities on offer to visiting and exchange students at KU Leuven, both short- and long-term.

Learn more about which one is the best option for you!

- > [Exchange programmes](#)
- > [Mobility for all](#)
- > [Summer schools](#)



Online programmes

KU Leuven offers Massive Open Online Courses via its own channel on the well-known MOOC platform edX.

[MOOCs >](#)

Figure 39. KU Leuven



Open position

We are continually looking for new professionals for a range of teaching, research and support services positions.

[Read more](#) →



Academic careers

We offer a range of open positions in teaching and research.

[Read more](#) →



Specialists and support service careers

We wish to be the best possible employer to our staff. Our expert organisation employs a staff of over 3,000 specialist and support staff.

[Read more](#) →

Figure 40. University of Helsinki

But there also a few cases of images being somewhat isolated from the surrounding text; this approach usually applies to universities that do not utilize images in large numbers. In this group, it applies to University of Paris, which uses its only image as a sort of divider between the introduction and the rest of the page (Figure 41). Heidelberg University and University of Helsinki tend to put their images on the halfway point between isolation and integration, where images are seemingly isolated with regard to the layout of the page but they correspond to the texts attached to them. For example, the image in Figure 42 shows a copy of a historical bill, possibly related to the founding of the university as the accompanying text is centered about history of the university.

Université Paris Cité covers a wide range of disciplines, with one of the most comprehensive and ambitious educational offerings available in the world. Located on some twenty campuses and research sites, our University has an exceptional heritage within Paris and its inner suburbs. Between history, prestige and modernity, Université Paris Cité is fully integrated into its urban environment.



A Fully Comprehensive University in Paris

At the heart of a global network of knowledge and innovation, Université Paris Cité is France's leading multidisciplinary university. It covers a wide range of disciplines, with one of the most comprehensive and ambitious educational offerings available in the world. Université Paris Cité is part of the incarnation of a world city, aware of its place and missions, open to youth and knowledge.

Figure 41. University of Paris



HISTORY OF THE UNIVERSITY

SEMPER APERTUS (Always open) has been Ruperto Carola's motto since its founding in 1386. Numerous great minds have studied, researched and taught here. Reflecting this spirit of openness, Germany's oldest university has significantly shaped knowledge and society since 1386.

Chronology [→](#)

Nobel Prize Winners [→](#)

Museums and Collections [→](#)

[Learn more →](#)

Figure 42. Heidelberg University

Another example is shown in Figure 43, taken from University of Helsinki, where the image shows a slightly artistic shot of the Milky Way galaxy as seen from Earth. Although the image seems out of place with regard to the page itself, its placement is not coincidental, as the related text is concerned with science and research.



Figure 43. University of Helsinki

The analysis of the collected data provided a few interesting results. Contrary to the initial expectations, the websites of these institutions use images belonging to the conceptual category on a much larger scale; in fact, images containing conceptual structures constitute a majority of the collected material. The dominant content of the conceptual images were shots of university grounds, focusing primarily on the institution's buildings, and shots of the city the institution is located in. Moreover, the distribution of visual material was uneven, with two websites containing just a handful of images, and one extreme where the University of Paris website contained just a sole one image.

Although all three types of Social Distance could be found in the collected material from this group, the most prominent was the use of mid-shots or “social” distance. The overall lower frequency of using direct eye contact, paired with employing side angle shots, creates a presentation that provides the reader with objective facts and leaves him to make an action on his own accord. Even though the frequency is lower, direct eye contact is still utilized at places in the text that require some sort of an input from the reader.

Finishing off with the textual meanings the images play an important role in the page layout – when they are used. Apart from hyperlink signposts, the images are of a considerable size and are on the whole well integrated, as there are only a few cases of images being somewhat isolated from the accompanying text.

That is the summary regarding the analysis of visual materials of the last group of universities. The only thing left to do now is to compare all of the results from both textual and visual analyses in order to either confirm or refute previously stated hypotheses. This final conclusion is presented in the following section.

CONCLUSIONS

This thesis studied and analyzed whether and how strategies of promotional genres affect and influence discourse of other genres, specifically discourse of university websites. The qualitative analysis was conducted with regard to both visual material and textual material presented on websites of selected institutions from various countries, in order to observe if and to what degree promotional strategies manifest themselves in different cultural environments. The analysis explored the collected materials with several hypotheses in mind, which were established in Section 1.1, each of which was compared with the findings of the analyses in the following paragraphs.

Starting with the Eastern group of universities, the first hypothesis is concerned with the choices made with regard to the preferred mode of communication, specifically prioritizing textual descriptions over visual material. As the Eastern group mainly utilizes ideational meanings, it is safe to presume that the group will follow the traditional approach in other ways. Furthermore, the Eastern group employed the lowest number of images out of the three groups; images which in majority did not constitute a significant part of the webpage and were used in isolation, leaving main information to be conveyed by the accompanying text. On these grounds, Hypothesis 1 is also confirmed, with text highly outweighing the use of images.

However, even though the use of images in the Eastern group of universities was minimal, there were still certain choices made behind their utilization. Now, even though these choices vary from group to group and ultimately from university to university, they tend to follow the overall approach selected by the institution. That is what the next hypothesis is concerned about: the choice of using mainly images portraying narrative structures or conceptual structures. As could be seen from the analysis, the answer is clear cut for the Eastern group of universities which uses exclusively images belonging to the conceptual category, utilizing images with symbolic or aesthetic values or presenting the state-of-things (for example the shots of university buildings). Surprisingly, the Western group utilizes mainly conceptual imagery as well, contrary to the initial expectations. The analysis observed an unexpectedly frequent use of symbolic imagery, which added to the overall number of images carrying conceptual structures. Furthermore, few of the universities in the Western group contained only a small number of images as they were again leaning towards a more traditional approach; therefore, preferring images containing conceptual structures. So, in light of these findings, only half of Hypothesis 2 can be confirmed: while Eastern group of universities indeed followed the expectations that conceptual imagery will be dominant, the Western group behaved contrary to

expectations, by predominantly utilizing conceptual imagery as well.

Moving on from visual material towards textual material, the analysis was interested in the presence of specific rhetoric moves in texts presented on university websites, as they indicate the application of promotional strategies. Even though the search was for presence of promotional strategies, which are all about establishing relationships with the readers, not all of the moves mediate primarily interpersonal meanings. For example, moves related to the presentation of objective data manifest primarily ideational meanings, as their first and foremost function is to present factual information. These types of moves are the topic of Hypothesis 3, which presented the expectation that these moves, such as “Detailing of the service” and “Establishing credentials” are dominant in the Eastern group of universities. The analysis yielded results which confirm that “Detailing of the service” is indeed the most frequently used move which further highlights the traditional tendencies of using longer descriptive texts, providing detailed information. “Establishing credentials” is in the second place with regard to the frequency of use, however, it is tied with another move from the standpoint of frequency of use, which was “Attracting the reader,” a move heavily oriented on creating interpersonal relationships. Due to the fact that the frequency of use of this move is tied with the expected one, I would declare the part of hypothesis regarding the second most frequent move as refuted, since a tie means that there is no dominance of either move. To sum it up, Hypothesis 3 is only partially correct as only one of the mentioned moves clearly had an upper hand.

The same proposition was presented with regards to the Western group of universities as well, the only change being the type of move expected to be dominant. As the universities in the Western group are expected to follow a more modern approach by focusing on the people and social relationships in order to reach out to as many people as possible, the dominant moves were expected to be “Attracting the reader” and “Targeting the reader.” Both of these moves are heavily oriented on mediating interpersonal meanings as they present the very core purpose of promotion: to capture readers’ attention and offer something appealing for the target audience they are a part of. However, the results of the analysis show that the most frequently used move throughout the Western group of universities is in fact “Detailing of the service,” which is the same result as for the Eastern group of universities. There a few possible explanations for this phenomenon. Firstly, it is the way of structuring the page into shorter textual units, allowing for information to appear multiple times on a webpage, increasing the places where a rhetoric move can manifest itself. Secondly, it might be just the fact that despite the infiltration of another genre, the webpages still keep to their ultimate purpose, which is to convey information. This is further supported by the fact that the second, third and fourth most

used moves are focused on the interpersonal meanings, namely “Targeting the market,” “Attracting the reader” and “Justifying the service.” Based upon these findings, Hypothesis 4 is again only partially true, as only one of the expected moves proved to be dominant.

Until now, the focus was placed on differences in utilizing promotional strategies; differences which are most clearly recognizable by analyzing the opposing ends of the collected material. However, the analysis included the Czech group of universities which lies on the crossroads between the two other groups as it shared political background with the Eastern group for a number of years but now is closer towards the Western group. And it is the shared background which laid foundation for the last hypothesis, stating that in general, Czech universities lean towards the tendencies present within the Eastern group of universities rather than the Western group. The analysis provided mixed results, both with regard to the textual and visual material, as tendencies of both approaches were present in this group. The two oldest universities (Charles University and Palacký University) adopted the traditional descriptive approach, proving that historical prestige plays a considerable role regarding university discourse. Despite the third institution, Masaryk University, being the third oldest university in the country, it was founded at a considerably later date and thus lacks the historical value of the other two institutions. That is why Masaryk University utilizes a modern approach towards its website, showing tendencies similar to those found in the Western group of universities. Nevertheless, Hypothesis 5 focuses on the similarities of choices and likeness of approach overall; therefore, with regard to the material collected for this analysis, Hypothesis 5 is confirmed as the tendencies in on websites of the selected universities correspond in general to those found in the Eastern group of universities.

The findings provided by the analysis in this thesis correspond with the results presented in the research carried out by Tomášková (2015) in the matter of external factors influencing discourse of universities as well as a constant development of university websites, which can be seen by comparing the results and collected material in this thesis with the material and results in her research. It is safe to say that since Tomášková carried out her research, the increasing rate of globalization as well as rising numbers of various international cooperations continue to expand the target market reaches further and further beyond borders, which in turn shapes university discourse to attract potential students. It is not a unified front though, as some of the universities from the Western group do not follow the trend as much the others (such as KU Leuven or University of Paris), despite having similar rank of quality and prestige. It might be worth exploring the reasons behind these choices and how they affect the universities’ performance. The results of the analysis also confirm predictions stated by Askehave in her

research (2007), concerned with universities turning their attention to provide an appealing offer of unique experience, tending to individual needs of potential students as a result. And while the universities belonging to the Eastern group are still somewhat behind regarding this trend, it is possibly just a matter of time before they decide to match their Western group counterparts.

RESUMÉ

Tato práce se zabývá analýzou obsahu webových stránek různých evropských univerzit s cílem zjistit, jakým způsobem a do jaké míry se na vybraných univerzitních stránkách projevují marketingové strategie, vzhledem k odlišným kulturním prostředím. Pro účely konkretizace výzkumu bylo stanoveno několik hypotéz, k jejichž vyhodnocení posloužily výsledky kvalitativní analýzy vybraného materiálu. Shromážděný materiál zahrnuje webové stránky 13 univerzit dále rozdělených do tří skupin dle jejich geografické a geopolitické pozice: skupina západoevropských univerzit, skupina českých univerzit a skupina východoevropských univerzit. Samotná analýza se ubírá dvojí cestou, tedy na analýzu textového obsahu a vizuálního materiálu. Textový obsah stránek je zkoumán z hlediska přítomnosti základních rétorických postupů (rhetoric moves), čerpající z myšlenek a konceptů prezentovaných v odvětví žánrové teorie zvané English for Specific Purposes. Analýza vizuálního materiálu využívá model představený Kressem a van Leeuwenem, kteří vycházejí z poznatků M. A. K. Hallidaye, konkrétně konceptu metafunkcí.

V úvodu se práce věnuje teoretickým poznatkům a definicím konceptů využitých v obou částech praktické složky práce. Jsou zde popsány prvky třech hlavních odvětví žánrové teorie, včetně seznamu poznatků, které byly z jednotlivých odvětví vybrány pro účely analýzy. Dále je zde i popsán model pro zkoumání vizuálního materiálu a vysvětlivky konkrétních bodů zájmu, na které se analýza vizuálního materiálu zaměřuje.

Dále jsou pak popsány konkrétní metody a postupy, jakými jsou vybrané teoretické poznatky aplikovány na shromážděný materiál. V rámci textové složky se jedná o analýzu textů z částí webových stránek označených „About Us“ (O univerzitě) a „Admissions“ (Pro uchazeče), za účelem zjistit, v jaké frekvenci se každý ze stanovených rétorických postupů vyskytuje v rámci každé skupiny. Analýza vizuálního materiálu se soustředí na dva parametry: 1) poměr využitých obrázků se statickými procesy proti obrázkům zachycujícím dynamické procesy a 2) analýza vizuálního materiálu s ohledem na jednotlivé metafunkce (ideační, interpersonální a textová) a způsoby, jakými jsou tyto metafunkce zprostředkovány.

Na metodologii navazuje praktická část, počínaje analýzou textového obsahu. Ta postupuje po jednotlivých skupinách, popisuje rétorické metody od nejvyšší frekvence využití po nejnižší a doplňuje vysvětlení konkrétními příklady. U skupiny východoevropských univerzit se prokázalo nejnižší marketingového žánru, jelikož nejčastěji užívané „moves“ spadaly spíše pod ideační funkci než interpersonální, která je v marketingu hojně využívána. Analýza české skupiny univerzit přinesla smíšené výsledky, kdy univerzity s dlouhou historií

vykazovaly obdobné tendence jako východoevropská skupina, avšak u ostatních se vyskytovaly takové volby materiálu, které směřovaly spíše k interpersonálním významům. Nicméně v rámci skupiny jako celku převládaly tendence k takovým rétorickým postupům, které zprostředkovávaly primárně ideační významy. Západoevropská skupina přinesla taktéž smíšené výsledky, ne však z hlediska rozdílů mezi jednotlivými univerzitami, ale z hlediska nejvíce frekventovaných rétorických postupů. Ukázalo se, že i přesto, že zde bylo využití rétorických postupů nesoucích prioritně interpersonální významy, nejvyšší frekvenci zaznamenal opět rétorický pohyb primárně ideační. Prokázalo se tedy, že univerzitní stránky se drží svého primárního významu, což je informovat čtenáře, a vytváření vztahů na osobní úrovni má prioritu sekundární, přičemž se míra využití strategií apelujících na mezilidské vztahy mezi skupinami značně lišila.

Co se vizuálního materiálu týče, analýza prokázala, že volby obrázků a fotografií jsou úzce spjaté s tendencemi přítomnými v souvisejících textech. Ve východoevropské skupině univerzit bylo vizuálního materiálu využito nejméně, obrázky zabíraly na webové stránce minimum prostoru, primárně byly využívány izolovaně od textu a bez rozdílu zachycovaly statické struktury. Ideační významy měly převahu, využívalo se fotografií budov či symbolických obrázků. Česká skupina univerzit opět poskytla smíšené výsledky: univerzity s historií taktéž vykazovaly minimální využití obrázků a ve svém přístupu následovaly východoevropské instituce. Univerzita s kratší historií však využívala řadu různých obrázků, které byly do značné míry integrované jak do souvisejícího textu, tak i do samotné struktury webové stránky. I když bylo, obdobně jako u ostatních univerzit v této skupině, využito obrázků především statických, z hlediska metafunkcí měly prioritu významy interpersonální. Obdobně tomu bylo i u univerzit západoevropských, kde byl důraz na mezilidské vztahy očekáván. Překvapivé však bylo využití obrázků se symbolickými a estetickými funkcemi, která ve výsledku přispěla k celkové tendenci využívat statické obrázky místo dynamických. Navíc, využití vizuálního materiálu nebylo rovnoměrné, jelikož některé univerzity se svým přístupem k vizuálnímu materiálu podobaly spíše univerzitám východoevropským. Obecně však instituce měly tendence využívat větší množství vizuálního materiálu, který byl interaktivně integrován do textů, sloužící jako odkaz k dodatečným relevantním informacím.

Při porovnání s předchozími výzkumy, zabývajícími se tématem univerzitního diskurzu, prokázaly výsledky této práce vyšší míru využívání strategií marketingového žánru, především v západoevropské skupině a částečně i v české skupině univerzit. Východoevropská skupina byla tímto cizím žánrem ovlivněna jen minimálně, a tak je otázkou času, zda se tendencím přítomným u institucí ve zbytku Evropy podaří proniknout i sem.

ANALYSED MATERIAL

Alexandru Ioan Cuza University. N.d. "About the university." Accessed October 29, 2021.
<https://www.uaic.ro/en/about-uaic/university/>.

Alexandru Ioan Cuza University. N.d. "Admission." Accessed October 29, 2021.
<https://www.uaic.ro/en/international/international-students/full-degree-students/>.

Belarussian State University. N.d. "About us." Accessed October 29, 2021.
<https://bsu.by/en/bgu-segodnya/>.

Belarussian State University. N.d. "Admissions." Accessed October 29, 2021.
<https://bsu.by/en/for-applicant.php>.

Charles University. N.d. "About." Accessed October 29, 2021.
<https://cuni.cz/UKEN-10.html>.

Charles University. N.d. "Admissions." Accessed October 29, 2021.
<https://cuni.cz/UKEN-385.html>.

Heidelberg University. N.d. "University." Accessed October 29, 2021.
<https://www.uni-heidelberg.de/en/university>.

Heidelberg University. N.d. "Study." Accessed October 29, 2021.
<https://www.uni-heidelberg.de/en/study>.

Katholieke Universiteit Leuven. N.d. "About KU Leuven." Accessed October 29, 2021.
<https://www.kuleuven.be/english/about-kuleuven/>.

Katholieke Universiteit Leuven. N.d. "Study." Accessed October 29, 2021.
<https://www.kuleuven.be/english/study/>.

Masaryk University. N.d. "About us." Accessed October 29, 2021.
<https://www.muni.cz/en/about-us>.

Masaryk University. N.d. "Study at MU." Accessed October 29, 2021.
<https://www.muni.cz/en/admissions/bachelors-and-masters-studies>.

National University of Kyiv-Mohyla Academy. N.d. "About us." Accessed October 29, 2021.
<https://www.ukma.edu.ua/eng/index.php/about-us/today>.

National University of Kyiv-Mohyla Academy. N.d. "Why to come to NaUKMA." Accessed October 29, 2021. <https://dfc.ukma.edu.ua/coming-to-naukma/why-come-to-naukma>.

Palacký University. N.d. "Basic Information." Accessed October 29, 2021.
<https://www.upol.cz/en/university/basic-information/>.

Palacký University. N.d. "Why Palacký University?" Accessed October 29, 2021.
<https://www.studuj.upol.cz/en/why-palacky-university/>.

Sofia University St. Kliment Ohridski. N.d. "Admission." Accessed October 29, 2021.
https://www.uni-sofia.bg/index.php/eng/admission/international_students.

Sofia University St. Kliment Ohridski. N.d. "Presentation of the University."
https://www.uni-sofia.bg/index.php/eng/the_university/presentation_of_the_university

University of Helsinki. N.d. "About us." Accessed October 29, 2021.
<https://www.helsinki.fi/en/about-us>.

University of Helsinki. N.d. "Admissions and Education." Accessed October 29, 2021.
<https://www.helsinki.fi/en/admissions-and-education>.

University of Oxford. N.d. "About." Accessed October 29, 2021.
<https://www.ox.ac.uk/about>.

University of Oxford. N.d. "Admissions." Accessed October 29, 2021.
<https://www.ox.ac.uk/admissions>.

University of Paris. N.d. "About us." Accessed October 29, 2021.
<https://u-paris.fr/en/universite-de-paris/>.

University of Paris. N.d. "Admissions." Accessed October 29, 2021.
<https://u-paris.fr/en/welcoming-international-students/>.

Vilnius University. N.d. "About VU." Accessed October 29, 2021.
<https://www.vu.lt/en/about-vu>.

Vilnius University. N.d. "Studies." Accessed October 29, 2021.

<https://www.vu.lt/en/studies>.

WORKS CITED

- Askehave, Inger. 2007. "The Impact of Marketization on Higher Education Genres – the International Student Prospectus as a Case in Point." In *Discourse Studies* 9, no. 6: 723–742. London: SAGE Publications. <https://doi.org/10.1177%2F1461445607082576>.
- Askehave, Inger, and Anne Ellerup Nielsen. 2005. "Digital genres: A Challenge to Traditional Genre Theory." In *Information Technology & People* 18, no. 2: 120–141. Bingley: Emerald Group Publishing.
- Bax, Stephen. 2011. *Discourse and Genre: Analysing Language in Context*. New York: Palgrave Macmillan.
- Bazerman, Charles. 1994. "Systems of genres and the enactment of social intentions." In *Genre and the New Rhetoric*, edited by A. Freedman, and P. Medway, 79–101. Bristol: Taylor and Francis.
- Bhatia, Vijay K. 1993. *Analysing Genre: Language Use in Professional Settings*. <https://doi.org/10.4324/9781315844992>.
- Bhatia, Vijay K. 2005. "Generic Patterns in Promotional Discourse." In *Persuasion Across Genres: A Linguistic Approach*, 213–228. Amsterdam: John Benjamins Publishing Company.
- Bhatia, Vijay K. 1997. "Genre-Mixing in Academic Introductions." *English for Specific Purposes* 16, no. 3: 181–95. doi:10.1016/S0889-4906(96)00039-7.
- Bhatia, Vijay K. 2004. *World of Written Discourse: A Genre-based View*. London: Bloomsbury.
- Biber, Douglas, and Susan Conrad. 2009. *Register, Genre, and Style*. Cambridge and New York: Cambridge University Press.
- Caple, Helen. 2013. *Photojournalism: A Social Semiotic Approach*. New York: Palgrave Macmillan.

- Clerehan, Rosemary, and Rachele Buchbinder. 2006. "Toward a More Valid Account of Functional Text Quality: The Case of the Patient Information Leaflet." *Text & Talk* 26(1): 39–68.
- Fairclough, Norman. 1993. "Critical Discourse Analysis and the Marketization of Public Discourse: The Universities." In *Discourse & Society* 4 (2): 133–168. London: SAGE.
- Garzone, Giuliana E. 2015. "Genre Analysis." In *The International Encyclopedia of Language and Social Interaction*. Hoboken: John Wiley & Sons.
- Garzone, Giuliana. 2007. "Genres, multimodality and the world-wide web: Theoretical issues." In *Multimodality in corporate communication. Web genres and discursive identity*, ed. by Giuliana Garzone, Paola Catenaccio, and Gina Poncini, 15–30. Milan: Franco Angeli.
- Halliday, Michael A.K. 1994. *An Introduction to Functional Grammar*, 2nd ed. London: Edward Arnold.
- Jewitt, Carey, Jeff Bezemer and Kay O'Halloran. 2016. "Systemic Functional Linguistics." In *Introducing Multimodality*, 30–57. London: Routledge.
- Knox, John S. 2009. *Multimodal discourse on online newspaper home pages: A social-semiotic perspective*. An unpublished PhD thesis. University of Sydney.
- Kress, Gunther and Theo van Leeuwen. 2006. *Reading Images: The Grammar of Visual Design*. New York: Routledge.
- Martin, James R. 2011. "Systemic Functional Linguistics". *Continuum Companion to Discourse Analysis*, ed. by Ken Hyland, and Brian Paltridge, 101–119. London: Continuum.
- Miller, Carolyn R. 1984. "Genre as Social Action." In *Quarterly Journal of Speech* 70 (2): 151–167. doi.org/10.1080/00335638409383686.
- Swales, John M. 2004. *Research Genres: Exploration and Applications*. Cambridge: Cambridge University Press.
- Thompson, Geoff. 2014. *Introducing Functional Grammar*. Oxford: Routledge.

Tomášková, Renáta. 2011. "Advertising Education: Interpersonal Aspects in the Genre of University Websites." In *Power and Persuasion: Interpersonal Discourse Strategies in the Public Domain*, 44–73. Ostrava: Filozofická fakulta Ostravské univerzity.

Tomášková, Renáta. 2015. "A Walk through the Multimodal Landscape of University Websites." In *Brno Studies in English* 41, no. 1: 77-100.
<https://digilib.phil.muni.cz/handle/11222.digilib/134765>.

APPENDIX

The appendix contains full texts of the selected university websites (with basic formatting), in which all of the observed moves have been highlighted. This appendix is available on the CD attached to this thesis.