



RESEARCH PAPER

Promotional and Communicative Functions in the Brochures of Business Professional People University, UK in Comparison with Riphah International University, Pakistan: From a Genre Analysis Perspective

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ABSTRACT

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The study aimed to investigate and identify the structures of the brochures of Business Professional People University, UK and Riphah International University, Pakistan from a Genre Analysis Perspective. Both universities are recognized internationally. The aim was to investigate the rhetorical structures in these brochures. All the universities share in common those promotional structures for the sake of their advertisement. The proposed study aimed to identify the various moves in the brochures. It also analyzed the differences and similarities between them. This study explored the emotional links between the students and universities. The personal and impersonal relationships in these brochures to make successful bargaining with the students were examined respectively in a detailed and patterned way.

Introduction

Higher Education takes steps to enhance the educational quality. For this reason, some changes take place over the course of time. The discourse events are taken into consideration to increase the quality of education. The discursive events deal with the students communicatively. According to Fairclough, the discursive practices of higher education are in the process of being transformed through the increasing salience and they deal with the students communicatively. The discursive structures in the brochures function communicatively in order to convey their messages to the students to attract them. The students look for the advertisement tools e.g. brochures to get information. They get to know the application criteria, offered programs, fee structures, residence quality, location, facilities, transportation and academic information etc. The universities mostly don't offer the courses to the students but they do sell their courses. In order to compete with other educational sectors they advertise their academic courses and therefore, they create emotional and personal links with the students in order to manage successful bargaining with the students. They use different tools e.g. brochures to approach large amount of

consumers. The universities not only try to attract the students nationally but they attract them also globally for the monetary purposes. They try to manage the things according to the desires of the students. They adopt the marketed discourse in the brochures. The universities deal with the students as the consumers therefore, they even sometimes eliminate the less favored programs to build a good relationship between the seller and the consumer. According to Askehave, Universities do not teach courses to students, they sell courses to their clients. (Uhm, 2017)

The brochures facilitate the students. The students use them as their information tools. The academic institutes do advertise themselves and use language differently. For instance, Korean universities deal with the students impersonally by not using inclusive pronouns unlike Americans who use personal pronouns like 'we' and 'you' to create more emotional link between the students and universities. Apart from it, there are the similarities and differences among the brochures of different countries and universities. There are different promotional rhetoric structures of the brochures. Simply, the brochures not only function differently but the communicative strategies taken by them are also different. The language which is used is also different in many ways. The moves not only function in different ways but the promotional and discourse structures are also different to each other. Therefore, the proposed study would intend to know that what types of moves are taken to convince the students and how they are similar to one another along with their differences. It would also study that how the relationship is constructed between the university brochures and the students. The objective of all the brochures is same but the way they deal with their consumers is quite different. Some brochures show authority over students by directly calling them 'students' instead of using personal pronouns like 'we' and 'you.' The proposed study would, therefore, try to investigate and find the similarities and differences between the brochures of Riphah International University, Pakistan and Business Professional People University, UK from Genre Analysis Perspective.

Literature Review

The research is needed to know that how the different moves are structured in the advertisement tools with its major focus on the brochures of Riphah International University, Pakistan in comparison with Business Professional People University, UK to know the purpose of moves, and how these universities are emotionally and personally linked with the students. There are number of research studies on the role of brochures to function effectively and communicatively but there is a need to investigate the brochures of BPP University and Riphah International University comparatively. One of the great scholars namely Fairclough (1993) points out the advertisement of University Education in UK. Accordingly, the universities are doing businesses to sell their products to their clients. According to him, the universities attract more students and compete with each other to get the grants from the government. The brochures, according to him, provide more than just information and the students are kept in view as their consumers. They not only 'tell' but also 'sell' the products to the clients and therefore, they try hard to make a successful bargaining with them.

The brochures use a specific language. They sell their products and therefore, they deal with the consumers interpersonally. In order to affect the consumers, according to a great scholar, personal pronouns are used like 'we' and 'you' instead

of 'university' or 'student' (Hyland, 2001). Another prominent study was conducted by Askehave (2007) who investigated the generic structures of international prospectuses from Australia. She identified the moves in the brochures comparatively in the light of the findings of Fairclough who said, "institutions of higher education come increasingly to operate as if they were ordinary business competing to sell their products to consumers."

Like Askhave, Osman (2008) also used this genre analysis method to study the university brochures from Malaysia and discussed the way the advertisement is done strategically to attract the students. She also discussed that how the communicative functions were employed in the brochures to attract the clients or the students. Scholars had researches with reference to genre analysis of prospectuses and brochures in their respective countries but some researchers like Pakistanis are not interested or even not so familiar with this area of study. Therefore, there is a need to investigate the roles, purposes of the moves in the brochures with its major focus on the promotion of communicative functions and rhetorical structures.

Research Methodology

Data collection

This study is proposed to identify the 'moves' in the brochures of BPP university, UK and Riphah International University, Pakistan comparatively by looking into the similarities and differences in the discourse promotional rhetorical structures. The brochures adopt the communicative strategies. One of the university brochures is selected from one of the universities of UK namely BPP to compare with the brochure of Riphah International University from Pakistan. University brochure of BPP is downloaded in PDF form from their website and another one is in hard and scanned-PDF form.

Material and Methods

Multi-method approach can be applied to analyze the data. This multi-method way can yield more superior results. Every method has weaknesses which can be overcome by the strengths of another method. The current method would use some tools to analyze the collected data. It would apply genre analysis structures in the brochures for data analysis. Move analysis will be conducted to analyze all the moves generally and specifically to identify which move is used more frequently in these two different brochures and how they have the similarities and differences.

The obligatory moves which consist of more information commonly are identification of the service and description of university. It consists of history, mission statement, achievements of the faculty and alumni which are commonly endorsed by all of the brochures because these are the necessary and needed information for the students. The description of the courses, admission criteria, scholarships, financial aids, and residence are also obligatory moves commonly. Description of destination like city, region, country and location of university is also necessary part in all of the brochures along with the address and contact information at the end. These names and obligatory moves are adapted from Askehave(2007) . This study is proposed to follow this methodology adapted by Askehave in order to

identify the moves in the selected brochures. In addition to these obligatory moves in all brochures, there are other moves taken optionally by the brochures e.g. welcoming messages, facts of university, student volunteer services, list of affiliated research institutes and campus map. This methodology would be focused largely to do genre analysis of the brochures.

Results and Discussion

All the brochures have communicative functions of similar nature to address the students or clients effectively in order to sell their products to the students. Here, the obligatory moves need to be described in order to communicate the readers about the rhetoric strategies used in the brochures.

Move 1: Identifications of University

Identification of university is a move which communicates the students effectively and it is obligatory move in all of the brochures. It deals with the name of the university and logo.

- (1) Riphah International University (With Emblem) (P1)
- (2) 24 Years Of Excellence In Imparting Quality Education (P2)
- (3) Choose The Right University
Choose
Riphah
International
University (With Emblem) (P3)
- (4) BPP
University(With Emblem) (L1)
- (5) Your Management Career Starts Here (L2)
- (6) BPP University: the professional university for **career-focused** students.
- (7) We specialize in developing your skills to succeed in your career. (L3)
- (8) 95.6% of our postgraduate students go straight into employment. (L4)

All universities have their own emblem; the example 1, 2, and 3 use it in front page of brochure. Here, (P) refers to Riphah International University, Pakistan and (L) refers to London BPP University. Example 4 and 5 are also used in first page of brochure but the examples 6 and 7 are used in next page of the brochure. Example 8 is used in second page of the brochure at the corner of the end of a page. All the universities don't communicate strategically in a same way to attract the students. All of the brochures must have this obligatory move but they will use different ways

to communicate. In all of these moves, the universities are trying to make an impact on the students and trying to influence them and claiming that once the students have decided to enter their university will make history and support their right choice to join their world and then impacting the rest of the world.

Move 2: Description of University

This is a move which has its sub-moves e.g. mission statement, history, and achievements of faculty and alumni. These are actually the communicative functions to make an impact on the readers and to sell their products.

Mission Statement

According to a great scholar Falsey, the brochures have mission statements which inform the students about the purpose of institution or university (Falsey, 1989). It communicates about the core purpose and focus of the university. Universities tell the students what they can achieve by joining their university.

- (9) Why choose us? (L1)
- 10 You will join our inspirational community of learners, tutors and professionals from industry. Over 11,000 study currently study with BPP University. (L2)
- 11 We educate students from over 100 countries across the globe as you will join a diverse and multicultural community of students who prioritize professional study and their career. (L3)
- 12 We successfully deliver programmes to some of the largest and internationally renowned banks, businesses and accounting firms (L4)
- 13 Modern education integrated with Islamic ethical values (P1)
- 14 Excellent employability of graduates. (P2)
- 15 All programs recognized by relevant regulatory bodies (P3)

Business Professional People University, UK tells the students about their purpose and it focuses very clearly but it seems missing in the brochure of Riphah International University, Pakistan. Furthermore, it doesn't discuss the purpose more emotionally as the personal pronouns are missing. On the other hand, BPP uses the personal pronouns 'we' and 'you' to create an emotional link with the students. Riphah University seems to address the students by directly calling them 'graduates.' Examples 10, 11, and 12 indicate that the students were are addressed with the pronouns like 'you' and 'we' to communicate interpersonally. On the other hand, Riphah International University seems to tell the purpose differently and does not use pronouns like 'we' and 'you.' The relationship between the students and university are impersonal.

History

The brochures communicate the history of the university with the students effectively to make an impact. This is also a communicative function and promotional strategy which states the superior history of the university to attract the consumers.

(16) Riphah International University was established in 2002 with the charter granted by the federal government of Pakistan. Its genesis dates back to 1995 when the Islamic International Medical College Trust (IIMCT) was set up by Late. Maj. Gen. (Retd.) Muhammad Zulfiqar Ali Khan. (P1)

(17) Establishment of township campus...2012

Riphah College of Allied Health Sciences...2012

Establishment of Raiwind campus...2015

Riphah school of Management sciences...2015

Riphah Institute of Applied Sciences... 2015

Riphah College of Sciences and Technology...2015

Riphah Institute of Language and Literature...2015

Establishment of Quaid-e-Azam campus...2016 (P2)

(18) BPP University made history by becoming the first publicly owned company to obtain degree awarding powers in the UK, having cleared on extensive audit and assessment in the process which goes to demonstrate the expertise and work behind what we deliver as an education provider to learners, businesses and the wider community.

Pakistani University, example 16 and 17, informs the readers about the history of it from the day of its foundation to the present in its brochure whereas BPP, example 18, states their rich history in general in one or two sentences which gives an impression of how well they established and have made their history.

Recognition and Achievements of Faculty and Alumni

Universities attract the students on the basis of the rich history and achievements they have. They provide evidence through the moves in the brochures and attract the students on the basis of international and national recognition and on the basis of what the alumni have achieved. They tell the students that they have been recognized worldwide.

(19) National and International Accreditations and Recognitions (...)

Chartered by Federal Govt. of Pakistan (...), Recognized by HEC

Accredited by Pharmacy Council of Pakistan (...), ISO certified 2015,

Recognized by Veterinary Medical Council, National Business Education Accreditation Council (...) (P1)

- (20) HEC RANKING *In general category(...) 2nd Position in Private Sector Universities (P2)
- (21) Riphah International University, RAK college of Dental Sciences, UAE, which offers Bachelor in Dental Surgery, has the distinction of receiving accreditation by Minister of Higher Education (...), Abu Dhabi, UAE.
- (22) 160+ PhD Faculty Members from National and International reputed universities (P3)
- (23) MLT graduates got gazette BS-17 scale jobs of Medical Lab Technologist in all public and private health care centers, hospitals and labs. (P4)
- (24) More than 100 Alumni having MS SPEECH LANGUAGE PATHOLOGY (P5)
- (25) Alumni Are Doing Phd With Fully Funded Scholarships (P6)
- (26) Speech Language Pathologists Are Working In Foreign Countries (P7)
- (27) Internationally Recognized Degree With 124 Credit Hours (P8)
- (28) Foreign Qualified Phd Faculty(P9)
- (29) 95.6% of our postgraduates go straight into employment (...). (L1)
- (30) We educate students from over 100 countries across the globe (...). (L2)
- (31) (...) international firms enables us to truly understand what they need from graduates (...) so we design our courses to ensure our graduates deliver it from day one. (L3)
- (32) Many of the postgraduate degree programmes are designed in consultation with employers (L4)
- (33) Our Master's degree are accredited by CMI(L5)

The university from Pakistan uses a word 'rank' as an evidence in example 20. The academic institutes convince the students on the basis of international recognition as in examples 19, 20, 21, 27, 28 and 31, the words like 'international', 'globe or global', 'foreign' and 'world' can be seen in both of these brochures. The universities attract the students on the basis of recognition of university, alumni and faculty as well. Both of the said brochures communicate the readers on the basis of national and international recognition of their alumni, university and faculty. This is indicated in the examples 22, 23, 24, 25, 26, 27, 28, 29 and 30.

The universities state the achievements of alumni in order to attract the students. Riphah International University, Pakistan seems to tell the recognition of alumni with respect to their areas of interest. They tell the readers that their faculty is qualified internationally and hence, they affect the choices of the readers. Business

People University, UK focuses on how their alumni can be recognized as the best employers and there is very little recognition of their faculty as compared to Riphah International University, Pakistan. Riphah International University mentions that they have 160+ PhDs from internationally recognized institutes.

Move 3: Description of Academic Courses

Brochure is an information tool which informs the readers about their university or organization. Academic courses and their details are also given to the readers. This move is a strategy to provide the readers with the necessary details of programs and academic courses.

(34) List of faculties i.e. Rehabilitation & Allied Health Sciences, Language and Literature, Veterinary Sciences, Science and Technology, Pharmaceutical Sciences (P1)

(35) Department Of Human Nutrition And Dietetics

Faculty Of Rehabilitation & Allied Health Sciences (P2)

(36) Department Of Physical Therapy

Faculty Of Rehabilitation And Allied Health Sciences (P3)

(37) Department Of Linguistics

Faculty of Language and Literature (P4)

(38) The program will be implemented by qualified faculty in well-equipped laboratories and clinical training in general hospital along with facility of physical as well as digital library (P5)

(39) The program of this degree fulfills the international standards of physical therapy education and clinical practice (P6)

(40) The aim of Speech-Language Pathology program is to produce graduates in the country who will be competent to identify, access, evaluate, manage, treat, educate and help to prevent language, speech, voice, fluency (...) and other related communication disorders (P7)

(41) Our Management Courses (L1)

(42) (...) our courses in business, management, and leadership are tailored to meet the needs of today's business climate (L2)

(43) List of degree programs i.e. MSc Management, International MBA, MSc Finance, MSc Project Management (L3)

(44) Our master's degrees are accredited by CMI (L4)

(45) These modules enable you to gain relevant work experience. (L5)

(46) When you will complete your programme you will have the opportunity to apply chartered manager status awarded by CMI (L6)

Example 34 lists the faculties in general which is in the first page of brochure of Riphah International University. It, then, informs the readers about all faculties along with its departments one by one. As examples 35, 36 and 37 explain each faculty and department respectively by their names. In next examples of 38, 39 and 40 the aims, purposes and recognition can be seen as well. Simply, there are the details of the academic courses. This is a communicative and informative strategy which is used by all the brochures. The next examples, simply, state the lists of programs and courses and tell the readers about their need and requirement in general. There is no specification of each faculty and its departments.

The brochures try to attract the students or their parents and therefore, they use personal pronouns as in example 45 and 46 it is clearly stated how BPP University uses personal pronouns 'you' to create emotional attachment unlike Riphah which seems to call the students by their names 'students' or 'graduates.' There is no indication of using personal pronouns rather it deals with the students generally or impersonally. Another difference is that BPP University generally talks about all the courses but Riphah seems to deal with all the departments specifically. The information about academic courses is similar in nature. Both seems to give information in a way they are not 'telling' but 'selling' them.

Move 4: Providing Practical Information

According to a great scholar, one of the moves which attracts the students more and communicate effectively is the availability of resources and facilities (Yang, 2013). The facilities and resources are admission criteria, financial aid, scholarship and residence.

Admission Criteria

This sub-move tells the readers about criteria of admission and provide with the lists of the requirements regarding admission.

(47) ELIGIBILITY CRITERIA: 50% Fsc Pre Medical Or Equivalence (P1)

(48) ADMISSION OPEN FALL 2019 (P2)

(49) MINIMUM 60% MARKS IN Fsc Or Equivalence (P3)

(50) Get a print of admit card (...), Send to admission accounts, (...) Results will be announced later on website (...), receive your offer letter through online admission and get the challan form from any campus (P4)

(51) **Your management journey. (L1)**

A-levels or equivalent qualifications

Undergraduate or equivalent professional qualification

(53) Note – to become a fully qualified chartered manager, you must have completed the assessment and proved your experience in management (L2)

(54) Our International Admission Officers can give advice and information on: choosing a course, choosing location, applying for a course, acceptance of studies, securing your visa (...) (L3)

Here, the example 47 clearly states the admission is based on 50% marks in FSc. The eligibility criteria is also clearly mentioned. Furthermore, there is no indication of the university enrollment test or GTA. Eligibility Criteria is very simple and clear. In number 48, there is an indication of the deadline of admission which means to enroll the students for this semester in the beginning of Fall 2019. The brochure of Riphah tells its readers about all the departments and their eligibility criteria individually. Number 49 states very similar to number 47 but the eligibility criteria is different here. 50 number example states complete process of how to get admission. The next example, number 51, states the assessment requirement of BPP University. There is no indication of the criteria of all the fields in isolation but is indicated in general.

In example 53 there is an indication of who is eligible for BPP whereas, 54 number states the complete admission process from choosing a course and getting a visa to get enrollment slip. The admission criteria could have similarities but Riphah is more explanatory unlike BPP which recommends the readers to get advice and information from admission officers instead of getting this directly from a brochure. Furthermore, brochures use personal pronouns like 'you' and 'we' as indicated in 50, 53 and 54 number examples. BPP uses more emotional strategy to attract the students when it says, 'Our International Admission Officers can give advice and information' in comparison with the brochure of Riphah International University which deals with the students more often impersonally.

Financial Aid or Scholarship

The universities offer their aids and scholarships to the students to attract them effectively. They indicate these resources and facilities in the brochures as well. They have some space in their brochures to indicate the packages they offer to their students.

(55) Scholarships available (P1)

(56) Scholarships Offered (...) 50% Scholarship for students with 80% or above Marks in FSc (...), Condition for maintenance of above scholarship is 3.55 GPA. (P2)

(57) 33% Scholarship for 60-79% marks in FSc (P3)

(58) Our support starts now with dedicated assistance for finance, visa enquiries and accommodation. (L1)

(59) Supporting your studies (...), there is a comprehensive support system that you can access to ensure you can focus on your studies. (...), providing special support to learners with disabilities (...), helping with every part of your application

including visa, finance and accommodation (...), they also have (...) and welfare service providing (...).

These words like aid, scholarship, debt or loan attract the students. Riphah International University focuses on the word 'scholarship' in the examples 55,56 and 57. It mentions it again and again while giving information about all the departments. BPP University deals strategically and uses words like 'finance' and 'support' to make an impact on the students. Apart from it, BPP deals with the students emotionally by using personal pronouns but Riphah deals and communicates impersonally.

Residential System

The universities approach the students from all over the world through different tools and a brochure is one of them. The students join the universities from various cities and countries therefore, this resource or facility is one of the best communicative moves. The students are attracted to those universities more which provide the residential facility. This is the key communicative function in the brochures.

(60) SALIENT FEATURES (...), Advanced Labs, Training Facility, Modern Education with Islamic Ethical Values, and Financial Assistance of 234 Million, Hostel and Transport Facilities (...). (P1)

(61) You will join a diverse and multi-cultural community of students (L1)

(62) Study in the heart of London at one of our well-equipped professional study centers (L2)

(63) Helping with every part of application including finance and accommodation (L3)

Move 5: Description of Destination

Universities communicate to the students effectively by not only telling them about geographic location but deal with them in a strategic way by informing them about the cultural, industrial, medical, clinical and historical attraction of the cities where university is located. The messages attract the students when they go through promotional and rhetorical moves in the brochures of the university and influence them to think about historical and cultural attraction as well before taking admission in the university. Students prefer the universities which are located near the city where the facilities are easily available and they are easily accessible to the cultural attractions of the city and transportation services.

(64) Township Campus 13-14 Civic Center Township Lahore (with sketch)
(P1)

(65) Quaid-e-Azam Campus 28-m Industrial Estate Kot Lakhpat (with sketch)
(P2)

(66) Raiwind Campus (...) (with sketch) (P3)

(67(...)) clinical training in general hospital along with the facility of (...) in the community and industry will be given to students by study trips and research projects (P4)

(68)(...) the programme will provide (...)the medical laboratory sciences facilitating the diagnostic services in the hospitals (P5)

(69) You will join our inspirational community (...) and professionals from industry. (...) we successfully deliver programmes (...) in banks, businesses and accounting firms (L1)

(70) Study at the heart of London at one of our well-equipped professional study centers (L2)

(71) At BPP University, there is a professional atmosphere where all of the lecturers have vast experiences from different industries.

Many of the examples state the richness of the city in terms of the facilities like hospital, clinics, labs, and industries. Examples 64, 65 and 66 indicate the details of university campuses and their locations. There is an explanation of hospitals, industry, and medical facilities in the city too where university is located in the examples 67, 68, 69, 70 and 71. This is a similarity between two brochures that both indicate the enriched destination where university is located. There is a difference too in terms of the degree of emotional attachment universities have with their students. Riphah, as in example 67 indicated, deals with the students impersonally by directly using the words like 'students' but the example 69 sates somewhat different than Riphah by using the personal pronouns like 'you.'

Move 6: Providing Contact Information

Universities use different moves to influence the students and hence, they expect something positive from the side of students and parents. In order to entertain the students, they provide them with the contact information so, they can ask the questions. This is a promotional strategy to ask the students to contact if they have any confusion related to admission criteria, fee structure or residential system.

(72) For further information: admission.riphah.edu.pk (P1)

(73) Quaid-e-Azam campus 28-M, Quaid-e-Azam Industrial Estate, Kot Lakhpat, Lahore, Ph: 042-35126.. (P2)

(74) Township Campus 13-14 Civic Center Township Lahore (...), Ph: 042-3511...(P3)

(75) Raiwind campus (...) Raiwind Road (...) (P4)

(76) Still have questions? Speak our Admission team who can advise on the best route to suit your career plans. Ph: +44(0)3300 603 (...) InternationalAdmissions@bpp.com (L1)

Example 73, 74, 75 states their phone number and address on the last page of brochures. Example 76 however provides email and phone number unlike Riphah which also provided the exact location of the campuses for further question. For those who are far away from the university are also provided with the phone number and websites.

Other Optional Move Structures

In brochures, Universities affect the students by the messages of graduates, presidents, students, faculty and all those who are connected to their university. In the brochure of Riphah there is no such kind of messages at all because it is not an obligatory move. BPP, however, provides the messages of such kind.

(77) “(...)our research is practitioner oriented and, therefore, you can be sure if you came to BPP you are going to get professionals (...) teaching experience will be interesting, innovative and will ensure that (...) that you need to” Sarah McIlroy Dean of the school of Business and Technology (L1)

(78) “At BPP University, there is a professional atmosphere (...). If I could describe BPP in three words, they would be professional, supportive and diverse.” Lala Jagun Management graduate (L2)

(79) “BPP university has qualified (...) because of their great careers (...)” (L3)

These examples show the point of views about those who are connected to the university and experienced the things. Brochure takes the point of views of the dean and graduates here. The sayings of graduates are more communicative for the students as compare to the dean of any faculty as the students share things commonly. Brochure of BPP, therefore, focuses on the sayings of graduates because their sayings comparatively can make more impact on the students and influence them largely.

In addition to these obligatory moves, there are some other moves which are not obligatory but the brochures contain them optionally. Those are welcoming messages, description of faculty and students’ life, students’ volunteer services, list of affiliated research institutes and universities, academic calendar and campus map.

Riphah International University, Pakistan welcomes the students saying, “Choose The Right University, Choose Riphah University” whereas BPP welcome them saying, “your management career starts here.” Both universities don’t take the description of faculty and students in the brochures. There is no list of affiliated research institutes in the brochure of Riphah International University. It simply tells how Riphah has been recognized by other institutions which are indicated above in depth. Riphah International University tells in one linear point that they have 180+ PhD Faculty Members but it doesn’t give the description of their names in the brochure. Business Professional People University gives the description of the professionals who develop the courses in their partnership with CIMA, IPL, CMI, CISI, CIPD and ACCA. Riphah International University provides the list of the institutions recognized by PM&DC, HEC, PEC, PEP and WA.

Academic calendar is not indicated in the both of the brochures. The brochure of Riphah International University provides the students with the maps of campuses at the end on the last page of brochure but it is not seen in the brochure of BPP. These are also called quasi obligatory moves which take universities optionally to maintain the uniqueness.

Conclusion

The present study examined the moves in the brochure. It explored the promotional and rhetoric discourse structures in the brochures of Business Professional People University, UK and Riphah International University, Pakistan comparatively. It also indicated the communicative functions used by these brochures. It identified all the moves one by one and explained them in a detailed manner. The proposed research also explored the relationship between the students and universities. It analyzed the degree of attachment between the students and universities. The study also clarified the purpose of each move in the brochures. It investigated and found the differences and similarities between the brochures. Simply, it dealt with the promotional, rhetoric and communicative functions in the brochures comparatively.

The findings and results show that BPP University deal with the students more emotionally and personally as compare to the degree of attachment of Riphah with the students. From the findings, we can infer that there should be interpersonal relationship between the students and universities to communicate effectively through the moves in the brochures rather than dealing with them impersonally and showing authority over the students. There should be solidarity of universities with the students to communicate effectively.

This study was proposed within limited tim and resources. It investigated the brochures of only two universities. This is a close study. It is recommended to have more brochures of other universities in order to evaluate them from a genre analysis perspective. This study can be contributing to know the trends of market and business strategies. There is a need to conduct more researches to explore and examine the generic, promotional and rhetoric structures in the brochures. It is needed to know the trends of market in accordance with the communicative functions structured in the brochures to attract the students or clients from a genre analysis perspective. The more researches can be conducted to explore the more strategies and communicative functions.

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