



universität
wien

DIPLOMARBEIT / DIPLOMA THESIS

Titel der Diplomarbeit / Title of the Diploma Thesis

„The marketization of higher education: a genre analysis
of ‘why choose us’ texts of Anglophone and mainland
European university websites“

verfasst von / submitted by

Nastassja Magdalena Mikl, BA

angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of
Magistra der Philosophie (Mag. phil.)

Wien, 2018 / Vienna, 2018

Studienkennzahl lt. Studienblatt /
degree programme code as it appears on
the student record sheet:

A 190 350 344

Studienrichtung lt. Studienblatt /
degree programme as it appears on
the student record sheet:

UF Italienisch UF Englisch

Betreut von / Supervisor:

Ao. Univ. – Prof. Mag. Dr. Ute Smit

to my mother, the bravest person I know

Abstract

In this study, a contrastive analysis of ‘why choose us’ (WCU) texts of Anglophone and mainland European university websites is presented. Specifically, this thesis examines the move structure, the lexico-grammatical patterns and multimodal features of 40 sample texts using a hand-tagged move analysis, the software AntConc and Pauwels’ (2012) framework for multimodal analysis.

This study shows that WCU texts of Anglophone universities tend to use more promotional strategies (both linguistic as well as extra-linguistic), in that they employ the strategy of comparative advertising, a more conversational style realized through direct reader address, colloquialisms and contractions, as well as pressure tactics. This research can particularly benefit website content writers and authors of academic info-promotion texts. In addition, this study might also entail implications for the ESP classroom, where successful promotional strategies could be analyzed and applied to the students’ own needs.

Acknowledgments

First and foremost, I would like to express my sincere gratitude to my supervisor Professor Ute Smit for her invaluable support, her patient guidance and thorough advice during the project work. I appreciate all her contributions of time and ideas to help me successfully complete this thesis. I am also very much indebted to the Department of English and American Studies for providing me with the best education possible. What an awesome place to study!

My deepest appreciation to my family whose unfailing support and unconditional love constitute the basis upon which everything is built. I could not have done it without them. I'm most grateful to my closest friends (you know who you are!), whose unyielding support during the last months is so deeply appreciated. Without their continuous encouragement and sympathetic ear, this journey would have been a lonely one.

This accomplishment would not have been possible without them. Thank you!

Table of contents

1	Introduction	1
2	The marketization of higher education discourse	3
2.1	Internationalization and globalization	7
3	Genre	9
3.1	Defining genre from various angles	9
3.1.1	Systemic Functional Linguistics	10
3.1.2	Rhetorical Genre Studies	10
3.1.3	English for Specific Purposes	11
3.1.3.1	Criticism on communicative purpose	16
3.2	Multimodality in online genres	18
3.3	Promotional genres	23
4	Previous studies	27
5	‘Why choose us’ pages	31
5.1	Genre definition and communicative purpose	31
5.2	Discourse community	32
6	Data collection and methods of analysis.....	34
7	Results and discussion.....	38
7.1	Move structure analysis.....	38
7.1.1	‘Why choose us’ pages of Anglophone universities	38
7.1.2	‘Why choose us’ pages of mainland European universities	42
7.1.3	Comparative analysis	45
7.2	Lexico-grammatical analysis.....	51
7.2.1	‘Why choose us’ pages of Anglophone universities	51
7.2.1.1	Keywords and collocations	51
7.2.1.2	Grammatical features	54
7.2.2	‘Why choose us’ pages of mainland European universities	55
7.2.2.1	Keywords and collocations	55
7.2.2.2	Grammatical features	57
7.2.3	Comparative analysis	59
7.2.3.1	Keywords and collocations	59
7.2.3.2	Grammatical features	62
7.3	Multimodal analysis	65
7.3.1	‘Why choose us’ pages of Anglophone universities	65
7.3.2	‘Why choose us’ pages of mainland European universities	70
7.3.3	Comparative analysis	74
7.4	Summary of findings	76
8	Conclusion.....	79
9	References	81
10	Appendix	92

List of tables

Table 1: Countries offering tertiary education programs in English (OECD 2014: 346)	7
Table 2: Classification of moves (Hüttner 2010: 205)	12
Table 3: Swales' (1990: 141) CARS Model	13
Table 4: Data of the study – Anglophone universities	35
Table 5: Data of the study – Mainland European universities	35
Table 6: Move structure of WCU pages of Anglophone universities	38
Table 7: Moves and their communicative purpose	39
Table 8: List of moves and steps of WCU pages of Anglophone universities.....	40
Table 9: Move structure of WCU pages of mainland European universities.....	42
Table 10: List of moves and steps of WCU pages of mainland European universities	42
Table 11: Detailed analysis of moves and steps (WCU pages of Anglophone universities): ..	92
Table 12: Detailed analysis of moves and steps (WCU pages of mainland European universities)	93

List of figures

Figure 1: Growth in the number of students studying outside their country of citizenship (OECD 2014: 344)	4
Figure 2: Pauwels' (2012: 252) multimodal framework for analyzing websites	21
Figure 3: Colony of promotional genres (Bhatia 2004: 62)	24
Figure 4: Links to social media (University of Western Australia)	66
Figure 5: Diverse student community (University of Wolverhampton)	67
Figure 6: Diverse student community (University of Western Australia)	67
Figure 7: Diverse student community (Victoria University of Wellington)	67
Figure 8: University location (Victoria University of Wellington).....	68
Figure 9: University location (The University of Western Australia)	68
Figure 10: Leisure activities (The University of Brighton).....	68
Figure 11: White background (The University of Canterbury).....	69
Figure 12: White background (Sheffield Hallam University).....	70
Figure 13: Links to social media (Stockholm University)	71
Figure 14: Diverse student community (University of Porto).....	71
Figure 15: Diverse student community (University of Vienna).....	72
Figure 16: University location (University of Bergen)	72
Figure 17: University location (Stockholm University).....	72
Figure 18: White background (University of Southern Denmark).....	73

List of abbreviations

AE	American English
BE	British English
BNC	British National Corpus
DC	Discourse Community
EEA	European Economic Area
EAP	English for Academic Purposes
ESP	English for Specific Purposes
ETH	Eidgenössische Technische Hochschule Zürich
EU	European Union
MIT	Massachusetts Institute of Technology
OECD	Organisation for Economic Co-operation and Development
RGS	Rhetorical Genre Studies
SFL	Systemic Functional Linguistics
WCU	Why choose us
WWII	World War II

1 Introduction

The past few decades have witnessed a surge in internationalization of higher education. With increasing globalization, universities worldwide are obliged to promote themselves to remain internationally competitive. Unsurprisingly, a variety of academic promotional genres have recently emerged, amongst them being the genre of ‘why choose us’ texts that can frequently be found on university websites. This genre, in particular, has become crucial for universities in order to promote themselves and to attract prospective (fee-paying) students. Whilst a growing body of literature has been devoted to academic genres such as university prospectuses (Fairclough 1993, Askehave 2007, Osman 2008), book introductions (Bhatia 1997), journal descriptions (Hyland & Tse 2009) or ‘about us’ sections of university websites (Caiazzo 2009, Zhang 2017), little research has been done on ‘why choose us’ pages, a genre that has recently become particularly interesting. In fact, ‘why choose us’ pages are gradually displacing the genre of university prospectuses since they are easily and universally accessible online. Print prospectuses, by contrast, are much more difficult to get hold of, especially for international students, and are therefore becoming increasingly unpopular in today’s age of instant information.

Thus far, previous work has only focused on the move structure and lexico-grammatical features of ‘why choose us’ pages of Anglophone universities, and has failed to conduct a contrastive analysis of texts from English-speaking and non-English speaking countries. This gap in research suggests that a cross-cultural comparison between ‘why choose us’ pages of Anglophone and non-Anglophone universities merits further attention to examine whether the generic structure and lexico-grammatical features vary due to their sociocultural, contextual and academic differences (Yang 2013b: 70). In addition, the multimodal features of ‘why choose us’ pages of university websites are not yet known, an issue this study promises to elucidate as well. Thus, the primary purpose of this paper is to conduct a comparative analysis of ‘why choose us’ pages of Anglophone and non-Anglophone universities, with the latter group consisting of mainland European universities. This corpus-driven study aims to examine the move structure, the lexico-grammatical features as well as the multimodal characteristics of both Anglophone and non-Anglophone European (also referred to as ‘mainland European’) ‘why choose us’ texts, which is followed by a comparative analysis of the two sample groups. Moreover, this study seeks to explore whether promotional linguistic and non-linguistic strategies of ‘why choose us’ texts of Anglophone and non-Anglophone European universities differ, and how these differences might be explained. Also, it would be interesting to find out which promotional strategies appear to be most persuasive for the reader. Hence, a corpus of

40 ‘why choose us’ texts (20 from Anglophone university websites, 20 from mainland European university websites) is compiled, which will be analyzed with a hand-tagged move-analysis, with the help of the Software AntConc to determine keyness, a manual analysis of lexico-grammatical features, as well as with Pauwels’ (2012) framework for multimodal analysis.

This paper is organized as follows: the first part will focus on theoretical aspects which will then be related to the corpus analysis in the second part of this paper. To provide the necessary theoretical framework, this thesis begins by giving an overview of the marketization of higher education discourse, which will be followed by a definition of the concepts of internationalization and globalization, terms which are often incorrectly used as synonyms. The chapter will then go on to introduce the notion of genre in three different traditions, namely Systemic Functional Linguistics (SFL), Rhetorical Genre Studies (RGS), and English for Specific Purposes (ESP). The latter will be discussed in greater detail, as it will serve as the basis for this study, together with Bhatia’s (1993) framework for genre analysis. Chapter 3 will also address the criticism that has been raised against the concept of communicative purpose as the defining feature of genre membership. Additionally, this chapter will address multimodality in online genres, which has challenged the traditional notion of genre. It will then focus on promotional genres, which have penetrated not only public, but increasingly also academic settings. Chapter 4 provides an overview of prior research and hence synthesizes available literature in the topic area of genre analysis and higher education discourse. Chapter 5 will introduce the genre of ‘why choose us’ pages by defining the genre, its communicative purposes as well as its discourse community. Chapter 6 will be concerned with the data collection and will also introduce the methodology chosen for the present study. In chapter 7, the results of the analysis will be discussed, including the move structure, the lexico-grammatical features as well as aspects of multimodality. The main conclusions are drawn in the final chapter, which also comprises limitations and possible implications for future studies.

2 The marketization of higher education discourse

Higher education institutions, in particular universities, have always been considered “the pinnacle of learning” (Osman 2008: 57) and used to follow their primary “role as producers and disseminators of knowledge” (Jarvis 2001: 36). Unlike today, however, the traditional image of universities was not based on advertising or branding, as admission was restricted only to the elite (Osman 2008: 57). In fact, for much of the history of tertiary education, universities used to be accessible “by invitation only” and “the mere mention of their names lit up the faces of those who had the privilege of learning from these fountains of knowledge and those who aspired to be associated with them” (Osman 2008: 57). Hence, universities were prestigious and powerful institutions that did not need to promote themselves; yet, they “acquired a promotional value” (Wernick 1991, quoted in Osman 2008: 57). Even though Randall (1997: 2, quoted in Osman 2008: 58) claims that “brands (and therefore also branding) are so fundamentally important to the survival and success of many firms”, this did not hold true for universities in the past, which could easily persist without advertising. Both Osman (2008: 58) and Zhang (2017: 64) suggest that this can primarily be ascribed to the fact that tertiary education had mostly remained isolated from market influence.

With increasing globalization, though, higher education institutions worldwide have been subject to substantial changes. According to Van der Wende (2010: 540), it was only in the second half of the twentieth century that Western countries underwent major political as well as economic changes that eventually led to “[i]nternational cooperation between nations in the field of higher education”. During post-war reconstruction after World War II, Europe and the United States established academic cooperations, amongst them being the Fulbright Program, which Van der Wende (2010: 520) defines as the “prime example of [the] so-called North-North cooperation”¹. During the period of decolonization in the 1950s and 1960s, “new forms of mobility and cooperation aimed at the development of a new intellectual stratum in the former colonial nations” (Van der Wende 2010: 540) emerged, hence the so-called “North-South cooperation” was established. Particularly from the 1980s onwards, there has been a considerable surge of international student mobility programs (Van der Wende 2010: 540), including the European Region Action Scheme for the Mobility of University Students

¹ In Austria, for example, the Austrian Marshall Plan Foundation was established and was based on the Marshall plan, a European recovery program aimed at rebuilding the European economy after WWII. This foundation is an academic exchange program that promotes exchanges between Austria and the U.S. to “see more Austrians and Americans participate in exchange programs, thereby increasing mutual understanding and image” (Marshall Plan Foundation). Between 2008 and 2017, more than 1000 scholarships have been awarded to both Austrian and American students (Marshall Plan Foundation). This program is a further example of what Van der Wende (2010: 520) identifies as a “North-North cooperation”.

(ERASMUS) established in 1987 (Kritz 2006: 8), or the University Mobility in Asia and the Pacific (UMAP) founded in 1991 (UMAP 2016). Despite the implementation of numerous types of multilateral exchange programs and scientific cooperation aimed at “the creation of international networks of elites and the enhancement of human capital” (Van der Wende 2010: 540), tertiary education has always comprised an international dimension; in fact, as pointed out by Van der Wende (2010: 540), students in medieval Europe already migrated to other countries to seek higher education. Thus, Van der Wende (2010: 340) goes on to assert that “higher education has always had, and has inherently, an international character”.

Despite the intrinsically international property of higher education, it is clear that the number of students enrolled in tertiary education outside their home country has increased dramatically. According to a study conducted by the Organisation for Economic Co-operation and Development (OECD 2014: 344), the number of international students² rose from 0.8 million worldwide in 1975 to 4.5 million in 2012. The following figure, provided by the OECD (2014: 344), shows the growth of students studying outside their country of citizenship from 1975 to 2012:

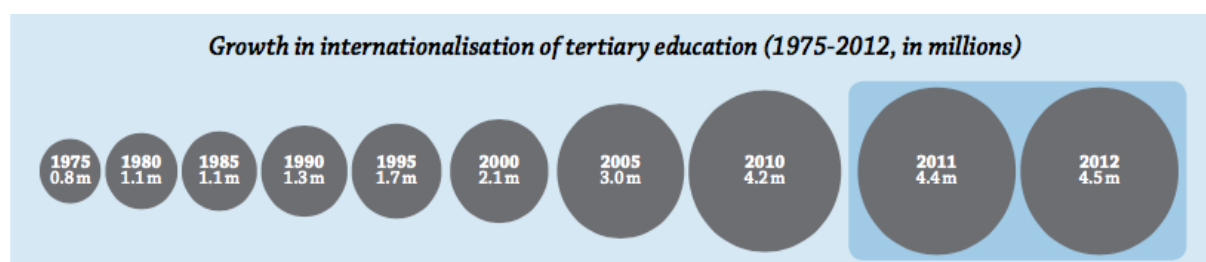


Figure 1: Growth in the number of students studying outside their country of citizenship (OECD 2014: 344)

In 2015, the number of international students has risen to approximately five million (ICEF Monitor). Although current data is not yet available, it can be assumed that by 2018 more than five million students will study outside their country of citizenship. Also, considering increasing economic globalization and competitiveness, it is very likely that these numbers will continue to grow significantly each year. In the 2015 International Trends report, for instance, the University of Oxford (2015: 5) refers to the OECD that has predicted that international student mobility is likely to grow up to eight million international students by 2025.

² The OECD (2014: 352) defines international or mobile students as “those who left their country of origin and moved to another country for the purpose of study”. Foreign students, on the other hand, are defined as “those who are not citizens of the country in which the data are collected” (OECD 2014: 352). However, the categorization of the latter is considered “inappropriate for capturing student mobility because of differing national policies regarding the naturalisation of immigrants”. Thus, the OECD (2014: 352) suggests that “interpretations of data based on the concept of foreign students should be made with caution”. Hence, this paper will solely focus on international and mobile students, while the numbers of foreign students will not be taken into account.

As international student mobility is constantly growing, it is obvious that tertiary education institutions in general are expanding extremely fast: whilst in 2000 about 97 million students worldwide attended higher education institutions, the number of university students has almost tripled by 2015, with a forecast of more than 263 million students enrolled in tertiary education (UNESCO 2013: iii). Hence, it becomes apparent that higher education is no longer an elite system, but has instead transformed into mass higher education worldwide, “something totally unfamiliar to the traditional university ethos” (Jarvis 2001: 6). This transformation has produced a growing body of literature on the subject (e.g. Daniel 1993, Altbach 1999, Tapper & Palfreyman 2005). Altbach (1999: 109) goes further referring to this rapidly increasing demand of tertiary education as “the ‘massification’ of higher education”.

The growing number of students attending higher education institutions has had a strong impact on the role of universities (Altbach 1999: 109, Jarvis 2001: 6)³. It has been argued that it was only towards the end of the twentieth century that the traditional function of universities began to shift from “serving the *state* in managing society to serving the *industry* and *commerce* in ensuring that people are employable” (Jarvis 2001, quoted in Osman 2008: 58; emphasis added). With the rise of today’s knowledge society, greater importance was attributed to tertiary education and higher quality of living (Osman 2008: 58). Also Askehave (2007: 724) refers to this substantial transformation, suggesting that

universities are spending more and more time attracting fee-paying students both nationally and internationally, competing for state-sponsored research grants, conducting research that attracts corporate sponsors, and developing marketable ‘products’ while focusing less on what used to be the civic mission of higher education: the teachings of the great thinkers, human development, and the creation of non-utilitarian knowledge.

Hence, universities seem to be “no longer just an institution of higher learning but also a business” (Bunzel 2007: 152). Likewise, Fairclough (1993: 143) argues that universities “operate [...] as if they were ordinary businesses competing to sell their products to consumers”, and also Bhatia (2005: 224) states that “universities are gradually coming closer to the concept of a marketplace”. This global phenomenon was referred to as the “marketization of higher education” (Fairclough 1993: 143; Askehave 2007: 723), a concept introduced to embrace the new trend of free market practices in tertiary education (Askehave 2007: 723-724). Kwong (2000: 89) defines marketization as “the adoption of free market practices in running schools. These include the business practices of cutting production cost, abandoning goods not

³ An earlier version of this paragraph (p. 5) was produced for a seminar paper in the winter term 2016/17.

in demand, producing only popular products, and advertising products to increase sales and the profit margin”. As higher education “has now become elaborately packaged as a tailor-made product, commercially publicised and sold to its prospective customers, students”, it is hardly surprising that the sector of tertiary education has become a highly competitive market (Yang 2013b: 46). Also, the relationship between academics and students has consequently converted into “the model of a service provider and customer” (Furedi 2011: 2).

With greater competition amongst higher education institutions, university rankings have gained considerable importance and have proliferated worldwide. According to Bunzel (2007: 152), rankings have assumed so much prominence that universities spend a large amount of money for rebranding programs “to burnish their image and enhance their position in these rankings”. Van der Wende (2010: 543) argues that ironically these rankings further enhance worldwide competition among universities; thus, competition seems to foster rankings, and rankings, on the other hand, seem to further increase competition. Additionally, Bunzel (2007: 152) also states that while thirty years ago the question as to which university to attend was rather academic (“did I want to go to a university close to home or one farther away?”), the decision-making process today, i.e. “[t]he logic, rationale, and analysis that go into today’s college admission process”, has become much more complicated.

It is also interesting to note that universities have adopted ideas and strategies of corporate management, as suggested by Zhang (2017: 64). For instance, higher education institutions in the United States have introduced a “customer-oriented approach”, as well as provisions such as “Total Quality Management” and “Employee Involvement” to guarantee quality of service (Brown 1995, quoted in Zhang 2017: 64-65). Similarly, Askehave (2007: 725) maintains that universities have implemented corporate identity programs with students turning into customers. In fact, “we do not *teach* courses to *students*; we sell *courses* to our *clients*” (Askehave 2007: 725; original emphasis). Hence, there is further evidence to suggest that universities seem to have become business entities.

It can therefore be asserted that higher education institutions have undergone radical transformations: they changed from an elite to a mass system, education has become a commodity, and the student a consumer⁴ (Hultgren 2014: 392). Universities seem to have turned into corporate businesses that need to apply successful marketing strategies to survive on the global market.

⁴ Barnett (2011: 43) differentiates between the student as a consumer and as a customer: while the former merely “consumes the service extended to him or her”, the latter even “extends his or her custom to the provider”. As costumers are using their own resources to make a purchase, and are hence more important for universities than consumers, who merely consume the product, Barnett argues that students have become customers, not consumers. This claim, however, must be interpreted with caution as university systems worldwide differ substantially.

2.1 Internationalization and globalization

A thorough discussion of higher education presupposes the contemplation of the following terms, which are often incorrectly used as synonyms: internationalization and globalization. This chapter aims to elucidate the differences between these concepts, which are similar only to some degree.

Internationalization can be defined as “any relationship across borders between nations, or between single institutions situated within different national systems” (Van der Wende 2010: 541). This means that universities become increasingly interconnected as academic cooperation is established across borders (Kaša & Mhamed 2013: 30-31, Van der Wende 2010: 541). The prime example of internationalization is student mobility, as pointed out by Kaša and Mhamed (2013: 32). Van der Wende (2010: 542) further adds international research cooperation as a second example, and considers them the “two important driving forces in the development of institutional strategies for internationalization” (Van der Wende 2010: 543).

To enhance student mobility, non-Anglophone universities increasingly adopt tertiary education programs held in English. Indeed, as suggested by Jenkins (2014: 3), internationalization has induced a vast number of universities in non-Anglophone countries to implement English medium courses in order firstly, “to attract fee-paying international students”, secondly, “to enhance the university’s international prestige and contacts”, and thirdly, “to develop the English language skills of their staff and students” (Ferguson 2007: 13, quoted in Jenkins 2014: 3). According to a study carried out by the OECD (2014: 346), non-English speaking OECD and partner countries are increasingly offering tertiary programs in English, as can be seen in table 1:

Table 1: Countries offering tertiary education programs in English (OECD 2014: 346)

Use of English in instruction	
All or nearly all programmes offered in English	Australia, Canada ¹ , Ireland, New Zealand, the United Kingdom, the United States
Many programmes offered in English	Denmark, Finland, the Netherlands, Sweden
Some programmes offered in English	Belgium (Fl.) ² the Czech Republic, France, Germany, Hungary, Iceland, Japan, Korea, Norway, Poland, Portugal, the Slovak Republic, Spain, Switzerland, Turkey
No or nearly no programmes offered in English	Austria, Belgium (Fr.), Brazil, Chile, Greece, Israel, Italy, Luxembourg, Mexico ³ , the Russian Federation

Note: The extent to which a country offers a few or many programmes in English takes into account the size of the population in the country. Hence, France and Germany are classified among countries with comparatively few English programmes, although they have more English programmes than Sweden, in absolute terms.

1. In Canada, tertiary institutions are either French- (mostly Quebec) or English-speaking.

2. Master’s programmes.

3. At the discretion of tertiary education institutions.

Table 1 clearly shows that more and more non-Anglophone countries are introducing English as the medium of instruction, a result of increasing internationalization. Jenkins (2014: 82), for instance, further adds that Chinese universities are also progressively implementing tertiary education programs in English, with the aim of gaining 500,000 international students by 2020. For this very reason Jenkins (2014: 5) argues that the English language holds a prominent position in the internationalization of higher education. In fact, also Luijten-Lub et al. (2004: 160, quoted in Kaša and Mhamed 2013: 31) point out that “English is becoming the new lingua franca in higher education”, and Kaša and Mhamed (2013: 31) regard the English language as “the new Latin of [...] academia”. The internationalization of higher education has therefore entailed the spread of English, which has undoubtedly become the main lingua franca in tertiary education.

Globalization, on the other hand, is defined as “an increasing convergence and interdependence of economies and societies and de-nationalization and integration of regulatory systems as well as a blurring role of nation-states” (Huisman & Van der Wende 2004, quoted in Van der Wende 2010: 541). Another definition is provided by McCabe (2001: 140), who identifies globalization as “standardization across cultures” leading to “greater levels of sameness”. Hence, whilst internationalization may comprise two units only, globalization is always a dynamic process including not only local but also national and global dimensions (Marginson & Rhoades 2002, quoted in Van der Wende 2010: 541). It should be noted, though, that globalization cannot merely be seen as an advancement of internationalization (Van der Wende 2010: 541); this point is made clear by Scott (1998: 122, quoted in Van der Wende 2010: 541) when he states that “not all universities are (particularly) international, but all universities are subject to the same process of globalisation – partly as objects, victims even, of these processes, but partly as subjects, or key agents of globalisation”. Thereby, Scott suggests that globalization profoundly affects all higher education institutions, whereas the level of internationalization may vary significantly. Internationalization can, however, be regarded “as one possible response to globalization” (Van der Wende 2010: 541). Thus, there clearly is a close relationship between internationalization and globalization that is “interactive, mutually generative, and continually reinforcing each other” (Van der Wende 2010: 541).

3 Genre

The following chapter will focus on the concept of genre. First, the notion of genre in three different traditions will be presented, namely Systemic Functional Linguistics, Rhetorical Genre Studies, and English for Specific Purposes; the latter will be discussed in greater detail, as their concept of genre, as well as Bhatia's (1993) framework for genre analysis will serve as the basis for this research. Second, this chapter will address the criticism that has been raised against the communicative purpose as the key determinant of genre identification. In addition, this chapter will go on to address multimodality in online genres, which has challenged the traditional notion of genre. The last part will be dedicated to promotional genres, which have invaded both public as well as academic domains.

3.1 Defining genre from various angles

Genre studies have received considerable attention from a variety of different fields. Yet, the question as to how genre can be defined has been highly controversial (Kwasnik & Crowston 2005: 77):

One of the challenges of studying genre in general is that there never has been, nor is there presently, a consensus on what genre is, what qualifies for genre status, how genre “works”, how we work with genres, how genres work with each other, or how best to identify, construe, or study genres. Genres are a way people refer to communicative acts that is understood by them, more or less, but which is often difficult to describe in its particulars.

Thus, the definitions of genre differ significantly “depending on the tradition from within which a researcher is working” (Kwasnik & Crowston 2005: 78). In fact, genres “have been conceived of in distinct ways by researchers in different scholarly traditions and in different parts of the world, making the genre literature a complicated body of scholarship to understand” (Hyon 1996: 693). The concept of genre has thus been examined by a vast number of different fields, including folklore studies, linguistic anthropology, rhetoric and literary theory, conversational analysis or applied linguistics (Paltridge 1997: 5). This chapter will only focus on three approaches which are commonly used in linguistics, and “where scholarship has taken significantly different paths” (Hyon 1996: 693). In a much-cited article, Hyon (1996) distinguishes between three linguistic genre approaches, or schools: Systemic Functional Linguistics (SFL), Rhetorical Genre Studies (RGS), and English for Specific Purposes (ESP), all of which will be addressed in the following sections.

3.1.1 Systemic Functional Linguistics

Influenced by the work of Michael Halliday, who established the University of Sydney's Department of Linguistics in 1975 and has since shaped language theory in Australia, Systemic Functional Linguistics (hence also called the Sydney School) focuses on "the relationship between language and its function in social settings" (Hyon 1996: 696–697). Thus, SFL assumes that "language structure is integrally related to social function and context" (Bawarshi & Reiff 2010: 29). Language must therefore not be viewed in isolation but "always in relation to a scenario, some background of persons and actions and events" (Halliday 1978: 28), which is the context of situation. Genre has thus been defined as "*staged, goal-oriented social processes*, structural forms that cultures use in certain contexts to achieve various purposes" (Hyon 1996: 697; original emphasis). SFL further analyzes texts from three viewpoints, namely field (the activity going on), tenor (the relationship between reader and writer), and mode (the channel of communication) (Hyon 1996: 697). These three elements constitute "the register of language" (Hyon 1996: 697). In terms of its pedagogical implications, SFL aims to "empower schoolchildren, endeavouring to provide equal access to the genres needed to function fully in society" (Kay & Dudley-Evans 1998: 310). Thus, SFL typically investigates texts in relation to their schematic structure as well as their lexico-grammatical features (Bruce 2008: 13).

3.1.2 Rhetorical Genre Studies

Rhetorical Genre Studies (RGS) have been influenced by Miller's seminal article "Genre as Social Action" (1984), in which she argues that "a rhetorically sound definition of genre must be centred not on the substance or the form of discourse but on the action that it is used to accomplish" (Miller 1984: 151). RGS emphasizes functional as well as contextual aspects, and multiple scholars have hence employed ethnographic rather than linguistic methods for genre analysis, "offering thick descriptions of academic and professional contexts surrounding genres and the actions texts perform within these situations" (Hyon 1996: 696)⁵. Due to the great importance of context and social aspects, RGS defines genre as "frames for social action [...], locations within which meaning is constructed", thus genres become "familiar places we go to create intelligible communicative action with each other" (Bazerman 1997: 19). Accordingly, RGS does not focus on teaching genre, but is rather interested in the social purposes of genres, and the contexts in which they are applied (Hyon 1996: 698).

⁵ In her analysis of the problem-solving veteran record genre, Schryer (1993: 202) also adds a description of the college, stating that "[a]fter walking through the oldest section of the complex, the visitor descends the stairs and walks through a series of tunnels to arrive at the Clinical Studies area". This example clearly demonstrates that RGS also takes non-linguistic contexts into account.

3.1.3 English for Specific Purposes

English for Specific Purposes (ESP) is always “linked to a particular profession or discipline” (Dudley-Evans & St. John 1998: 4), such as law, medicine or economics. ESP addresses, in particular, pedagogical implications of genres, and therefore considers genre analysis “a tool for analyzing and teaching the spoken and written language required of nonnative speakers in academic and professional settings” (Hyon 1996: 695). Hence, ESP focuses on how genre descriptions can benefit language learners, and how it can “feed into ESP materials development and pedagogy more generally” (Flowerdew 2013: 146). Bhatia (1993: 13), one of the leading proponents of ESP, views genre as

a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent, positioning, form and functional value.

Thus, the defining characteristic of genre is its communicative purpose, which, however, has frequently been criticized, as will be discussed in the next chapter. Bhatia (1993: 13) goes on to assert that the “shared set of communicative purpose(s) shapes the genre and gives it an internal structure”, and hence any major modifications in the communicative purposes generate a different genre. Minor changes, on the other hand, produce sub-genres (Bhatia 1993: 13). These communicative purposes typically appear in a sequenced manner, and therefore trigger the generic structure of a text, the latter of which can be defined as the second main genre characteristic (Askehave & Nielsen 2005: 122). As Askehave and Nielsen (2005: 122) suggest, “[g]enres are not only characterised by a shared set of communicative purposes, they are also highly structured and conventionalised in the sense that the genres represent or lay down the way to go about accomplishing particular communicative purposes”. The generic structure of a text is established systematically through a number of moves, which Swales (2004: 228) defines as “a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse”. It is to be noted that a move is not characterized by specific linguistic features, but “is better seen as flexible in terms of its linguistic realization” (Swales 2004: 229). Furthermore, Bhatia (1993: 35) asserts that “[j]ust as each genre has a communicative purpose that it tends to serve, similarly, each move also serves a typical communicative intention which is also subservient to the overall communicative purpose of the genre”. Hence, each move is characterized by a specific communicative purpose. Henry and Roseberry (2001: 154) provide a similar definition, considering move “as part of a text, written or spoken, which achieves a particular purpose within the text”, therefore adding “to fulfilling

the overall purpose of the text”. When analyzing texts, many ESP scholars have primarily focused on the structural characteristics of genres and have thus conducted a move structure analysis “to describe global organizational patterns” (Hyon 1996: 695). Examples include experimental research articles (Swales 1981, 1990), medical abstracts (Salager-Meyer 1990), business letters (Bhatia 1993), or university lectures (Thompson 1994).

Considering the flexible nature of moves, texts may contain both optional and obligatory moves, the latter “[defining] the genre to which a text belongs” (Halliday & Hasan 1985: 62). According to Henry and Roseberry (1998: 147), obligatory moves “are necessary to achieve the communicative purpose of the genre”, whereas optional moves are “those which speakers or writers may choose to employ if they decide those moves add to the effectiveness of the communication but do not alter the purpose of the text”. In her article “The potential of purpose-built corpora in the analysis of student academic writing in English”, Hüttner (2010: 205) discusses the special status of learner genres and provides a detailed guideline of how moves can be classified:

Table 2: Classification of moves (Hüttner 2010: 205)

Frequency of occurrence	Status	Comments
90% - 100%	obligatory	Genre exemplar usually considered inappropriate or in some way “flawed” without this move
50% - 89%	core	Typical of the genre, considered part of an appropriate and acceptable genre exemplar
30% - 49%	ambiguous	Status can only be decided with further expert information – can be core or optional, acceptable or unacceptable
1%-29%	optional	Not considered a typical feature of genre, can be considered an acceptable addition, or unacceptable

Hüttner’s classification clearly demonstrates that moves occurring in more than 50% of the sample texts are considered core or obligatory, whereas moves occurring in less than 50% of the texts are either optional or rare. It can be seen that frequency bands below 50% require further expert information concerning both their status as well as their acceptability (Hüttner 2010: 205). According to Hüttner (2010: 205), “[t]his takes into account the fact that a move in a student genre can be considered unacceptable by the gatekeepers despite comparatively high levels of occurrence”. Kanoksilapatham (2005: 272) makes a broader distinction, using the term “conventional” to refer to moves occurring in more than 60% of the sample texts, and

“optional” if the frequency is below 60%. Tessuto (2015: 16), on the other hand, considers moves obligatory only if they occur in all sample texts.

These moves can be realized by what Bhatia (1993: 30) and Askehave and Swales (2005: 123) call “rhetorical strategies”, which are smaller discourse units that each move comprises “to make the writing more effective, keeping in mind any special reader requirements” (Bhatia 1993: 20). Swales (1990: 141) refers to these discourse units as “steps”, a term also used by Yang (2013b: 53). It is interesting to note that Askehave and Nielsen (2005: 122) also use the term “stage” as a synonym; Eggins (1994: 36), by contrast, uses “stage” to refer to “the schematic structure of a genre”, where “[e]ach stage in the genre contributes a part of the overall meanings that must be made for the genre to be accomplished successfully”. Thus, Eggins’ definition of “stage” does not correspond to that of rhetorical strategies or steps, but rather refers to the notion of moves. One should therefore bear in mind that these terms are not used synonymously by all scholars. For reasons of clarity, this paper will only use the term “steps”, as suggested by Swales (1990: 141).

The relation between moves and steps can best be exemplified with Swales’ (1990: 141) CARS Model (Create a Research Space), which describes the organizational pattern of research article introductions. According to Swales’ model, this genre comprises three moves, each of which consists of several steps, as can be seen in table 3:

Table 3: Swales’ (1990: 141) CARS Model

<p>Move 1: Establishing a territory</p> <p>Step 1: Claiming centrality and/or</p> <p>Step 2: Making topic generalization(s) and/or</p> <p>Step 3: Reviewing items of previous research</p> <p>Move 2: Establishing a niche</p> <p>Step 1A: Counter-claiming or</p> <p>Step 1B: Indicating a gap or</p> <p>Step 1C: Question-raising or</p> <p>Step 1D: Continuing a tradition</p> <p>Move 3: Occupying the niche</p> <p>Step 1A: Outlining purposes or</p> <p>Step 1B: Announcing present research</p> <p>Step 2: Announcing principal findings</p> <p>Step 3: Indicating Research Article structure</p>

Although Swales' model has been revised a number of times, its "structure has been confirmed to be fairly stable at the move level in research articles that are published in English-speaking communities" (Kwan 2006: 33).

Taking all this into account, Swales (1990, quoted in Askehave & Nielsen 2005: 122) proposes a genre model "whose three constituents capture the essence of what we call 'genres'":

- the communicative purpose, realized by
- move structure, realized by
- rhetorical strategies

This three-step definition of genre clearly demonstrates that ESP pays particular attention to both social function and form, which is also reflected in other ESP genre definitions (see Bhatia 1993, Flowerdew 1993, Weissberg 1993, Thompson 1994, quoted in Hyon 1996: 695).

Based on Swales' contributions to ESP, "whose research has been seminal in shaping genre theory in ESP" (Hyon 1996: 695), Bhatia (1993: 22-36) developed a comprehensive framework for genre analysis, which comprises seven stages: placing the given genre-text in a situational context, surveying existing literature, refining the contextual analysis, selecting a corpus, studying the institutional context, levels of linguistic analysis (lexico-grammatical features, textualization, structural interpretation), and the consulting of specialist information in genre analysis. These steps do not have to follow the above order, nor do they all have to be necessarily taken into account (Bhatia 1993: 40). Instead, they "should be used selectively and in a flexible order depending upon the degree of prior knowledge" (Bhatia 1993: 40). Also, when conducting a linguistic analysis, the genre analyst may choose to focus on just one, two or all of the three levels presented above (Bhatia 1993: 24), depending on the purpose of the research.

More recently, Bhatia (2008: 166) noticed "a strong shift of emphasis from *text* to *context*, which has encouraged three interrelated developments" [original emphasis]: first, genre analysis has become much more multidisciplinary, hence "specific disciplinary concerns and methodologies are getting reflected in analytical frameworks" (Bhatia 2008: 166). Second, following the contextualization of genre analysis, Bhatia (2008: 166) noticed "more attention [being] devoted to the complexities of genres rather than to a convenient selection of ideal examples of such genres for the design of ESP practice". Third, genre analysis no longer focuses on text-internal aspects only, but has instead developed into "a multidimensional and multi-perspective framework" (Bhatia 2008: 166). In a study conducted on corporate disclosure documents, Bhatia (2008) not only consulted experts in business and finance for the corpus selection, but he also added a second corpus; the latter included newspaper reports on corporate

performance, journal articles, or assessments by rating agencies, all of which aim “to provide additional authoritative third-party perspectives on the performance of these companies” (Bhatia 2008: 169). Thus, Bhatia (2008) clearly goes beyond a purely linguistic analysis and attempts to broaden the notion of contextualization, and therefore creates a multi-perspective framework for genre analysis. However, as the consultation of specialists as well as the integration of a second corpus would go beyond the constraints of this thesis, only Bhatia’s (1993) original framework for genre analysis will be used.

A further important concept in ESP is discourse community (DC). Bawarshi and Reiff (2010: 44) argue that DC, communicative purpose and genre are “[t]hree key and inter-related concepts (...) [which] frame Swales’ approach to genre study”. Swales (1990: 9) identifies DCs as “sociorhetorical networks that form in order to work towards sets of common goals”. These common goals constitute “the basis for shared communicative purposes, with genres enabling discourse community members to achieve these communicative purposes” (Bawarshi & Reiff 2010: 44). Bhatia (1993: 14-15) provides a similar definition, referring to DC as “[s]pecialist members of any professional or academic community” who “have greater knowledge of the conventional purpose[s], construction and use of specific genres than those who are non-specialists”. Other scholars (e.g. Johns 1997, Porter 1986, quoted in Borg 2003: 398), however, argue that “discourse communities might have common interests, but not necessarily common goals”, such as, for instance, university alumni.

Swales (1990: 24-27) has proposed six defining characteristics for the conceptualization of a DC. First, “a discourse community has a broadly agreed set of common public goals” (Swales 1990: 24-25), which can either be explicit or implicit (Bawarshi & Reiff 2010: 44). Second, to achieve those common goals, a “discourse community has mechanisms of intercommunication among its members” (Swales 1990: 25), such as telecommunication technologies, newsletters etc. (Bawarshi & Reiff 2010: 45). Third, a “discourse community uses its participatory mechanism primarily to provide information and feedback” (Swales 1990: 26). Fourth, “a discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims” (Swales 1990: 26). These genres, however, must first be defined and acknowledged by members of the DC (Bawarshi & Reiff 2010: 45). Thus, conventionalization plays an essential role. Fifth, “in addition to owning genres, a discourse community has acquired some specific lexis” such as abbreviations and acronyms (Swales 1990: 26). Lastly, “a discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise” (Swales 1990: 27), who can transmit “knowledge of shared goals and communicative purposes to new members” (Bawarshi & Reiff

2010: 45). Swales (2016) recently revised the criteria of DC, since it “developed fuzzier boundaries as the world has changed” (Swales 2016: 4). Hence, Swales (2016: 9) added two further characteristics, namely that “a DC develops a sense of ‘silential relations’ (Becker 1995)”, meaning that some things “do not need to be said or to be spelt out in detail”, and that “a DC develops horizons of expectation”, which refers to the development of “a sense of its history, and value systems for what is good and less good work”.

3.1.3.1 Criticism on communicative purpose

The notion of communicative purpose as a key determinant of genre identification has been subject to severe criticism. Since the 1980s, there has been a burgeoning interest in genre studies and genre theory, and hence “the concept of ‘communicative purpose’ has (...) become more complex, multiple, variable and generally hard to get at” (Askehave & Swales 2001: 195). Already Swales (1990: 46) himself noticed that the concept of communicative purpose as a key factor of genre membership entails some difficulties:

At this juncture, it may be objected that *purpose* is a somewhat less overt and demonstrable feature than, say, form and therefore serves less well as a primary criterion. However, the fact that purposes of some genres may be hard to get at is itself of considerable heuristic value. Stressing the primacy of purpose may require the analyst to undertake a fair amount of independent and open-minded investigation, thus offering protection against a facile classification based on stylistic feature and inherited beliefs, such as typifying research articles as simple reports of experiments.

This passage appears to suggest “that expert opinion about purposes is ultimately of no greater credibility than that about nomenclature” (Askehave & Swales 2001: 198). Askehave and Swales (2001: 198) also argue that experts within a DC might disagree on the communicative purpose of a genre. Also, even if they do agree, Swales’ quote proposes that genre analysts should still conduct further research to investigate “the underlying rationales of genres” (Askehave & Swales 2001: 198). Moreover, Bhatia (2006: 80-81) rightly points out that defining a communicative purpose, particularly in EAP contexts, might prove difficult due to “the lack of knowledge of the disciplinary cultures that we, as genre analysts, are often concerned with”. Indeed, the communicative purpose is not only reflected in text-internal features but also “in the context of text-external aspects of genres” (Bhatia 2006: 81).

Moreover, Swales (1990: 47) noticed the complexities which sets of communicative purposes might involve. For instance, news broadcasts not only aim at keeping their audiences updated, but may also seek to shape public opinion, guide public behavior (e.g. in an emergency case), or positively portray controllers and paymasters of the broadcasting organization (Swales

1990: 47). Thus, some institutions might pursue hidden purposes, and might “have longer-term perspectives on underlying strategies and institutional dispositions” (Askehave & Swales 2001: 199). In her recent article, Askehave (2017: 21) addresses the complexity of hidden purposes, as firstly, “they cannot be assigned to one particular genre”, secondly, “they are extremely subjective”, and thirdly, “they are indefinite”. It can therefore be argued that “we are no longer looking at a simple enumerable list or ‘set’ of communicative purposes, but at a complexly layered one, wherein some purposes are not likely to be officially ‘acknowledged’ by the institution, even if they may be ‘recognized’ – particularly in off-record situations – by some of its expert members” (Askehave & Swales 2001: 199). The two scholars subsequently refer to shopping lists, and provide convincing evidence that the communicative purpose might not always be obvious, even with ostensibly less complex genres. While shopping lists may seem to only serve as an “aide-mémoire” (Askehave & Swales 2001: 201), Witte (1992, quoted in Askehave & Swales 2001: 201) found out that customers may also use them to gain self-discipline when going shopping. In addition, shopping lists may also serve as a poem, as can be seen in the following (Askehave & Swales 2001: 201):

Lemon and lime
Cabbage and kale
Parsley and thyme
Sherry and ale

Hence, the communicative purpose would no longer be mnemonic, but would rather be to entertain the reader. Askehave and Swales (2001: 201) add a further communicative purpose in that a shopping list may also serve as “an instrument of romantic hope”: a young man compiles a detailed shopping list to persuade his crush, the young lady “behind the delicatessen counter”, “of his fitness as a domestic partner” (Askehave & Swales 2001: 201). Hence, even simple genres may have a variety of hidden communicative purposes.

Askehave and Swales (2001: 204) also refer to the genre of company brochures “whose communicative purpose poses a real challenge to the analyst”; in fact, company brochures may not only promote, as argued by Bhatia (1993: 69), but they may also attempt to ease the establishment of trading relations, inform staff members about the company’s values and beliefs, consolidate corporate culture and create team spirit, or increase credibility, “i.e. if a company has a brochure, it is a ‘real’ company” (Askehave & Swales 2001: 204). Moreover, Askehave (2017: 19-20) states that defining company brochures simply as a promotional genre “is so general that it does not contribute much to the description of the genre as an intentional and purposeful activity from the view of the sender”. The analyst should therefore focus on the hidden intentions of texts, which may vary significantly from the obvious ones.

Thus, as genres may have multiple communicative purposes one should be prudent when assigning single purposes to genres, as has also been highlighted by Johns (1997: 24). Since the development of genre analysis, the communicative purpose as genre determinant “has assumed a taken-for-granted status, a convenient but under-considered starting point for the analyst” (Askehave & Swales 2001: 197). However, scholarly evidence was put forward to show that communicative purposes “are more evasive, multiple, layered and complex than originally envisaged” (Askehave & Swales 2001: 197). Hence, while communicative purposes should no longer be used “as the *primary* means of classifying texts” [emphasis added], they should still be taken into account (Askehave 2017: 22). Despite her criticism, Askehave (2017: 22) concludes by saying that she “[finds] it to be one of the most interesting aspects of text analysis – namely that of trying to find out what the intention behind a particular text is”.

3.2 Multimodality in online genres

With the advent of Web 2.0⁶, online genres have been gaining increasing popularity and have now become prevalent in today’s digital age. Thus, the traditional notion of genre has been challenged and eventually been re-evaluated: it is generally agreed that genre is not a static but a dynamic concept, as the continuous development of genres has generated overlaps (Lam 2013: 14). Also Kress (2010: 185, quoted in Lam 2013: 14) asserts that “the formerly settled patterns of communication – (at least relative) stability of genres, of discourses, of knowledge – can no longer be assumed”. With the proliferation of new online communication possibilities, genres develop and hybridize with other genres (Petroni 2014: 292), leading to an “increasingly multimodal realization of many genres” (Tomášková 2015: 78). As a result, genre boundaries become increasingly blurred and, in addition, it becomes more difficult to keep genres stable and conventionalized (Petroni 2014: 293). Yates and Sumner (1997: 3) make a similar point, stating that “[c]urrent technology has destabilised existing genres compared to print technology”. This, however, has not led to a “breakdown or loss of recognisable genre [sic]”; instead, the dichotomy “between producers and consumers of digital documents is being blurred and we are seeing the democratisation of genre production” (Yates & Sumner 1997: 3). In fact, users can now contribute substantially “(either implicitly or increasingly explicitly) [to]

⁶ In contrast to Web 1.0, the early days of the Internet, where users were restricted to the passive viewing of content, Web 2.0 is “characterized by greater user interactivity and collaboration, more pervasive network connectivity and enhanced communication channels” (Rouse 2015). For instance, websites such as *YouTube*, *Facebook*, *Twitter*, *Instagram* or *Wikipedia* “enable community-based input, interaction, content-sharing and collaboration” (Rouse 2015). Thus, the Internet is no longer a static source of information, but has instead evolved into what Levine et al. (2002, quoted in Kilian, Hass & Walsh 2008: 4) define as “Mitmachmedium”.

the creation and production of genres” (Yates & Sumner 1997: 3). Some websites and forums, for instance, provide users with the possibility to comment and write posts themselves, whereby they can shape and create genres.

Although many electronic genres have printed counterparts, Askehave and Nielsen (2005: 125) argue that the medium of the Internet “adds unique properties to the web genre in terms of production, function and reception which cannot be ignored in the genre characterisation”. Accordingly, Askehave and Nielsen (2005: 125-126) point out two important characteristics of web genres that need to be taken into consideration when analyzing cyber texts: first, the Internet enables multi-mediality by incorporating sub-mediums such as images, music or videos, thus creating a text “which has more in common with a television/video screen than with a text in its traditional sense” (Askehave & Nielsen 2005: 125). Hence, the emergence of Web 2.0 has resulted in modal shifts, which means that potential users may read, watch or even listen to a text. Multimodality, which is closely connected to the concept of multi-mediality and which refers to the combination of language and other meaning making resources such as images, writing, or gesture (Jewitt 2016: 69), is therefore considered the most prominent feature of the Internet (Catenaccio 2012: 30). As pointed out by Pauwels (2012: 250), “the multimodal nature of the internet (...) is in fact limited to two (super modes): the ‘visual’ and the ‘auditory’, ruling out all modes that address the tactile, olfactory and taste sense”. Thus, “[e]ven the most hybrid and advanced” multimodal genres can only address two of five senses (Pauwels 2012: 250).

Second, the frequent use of hyperlinks provides the reader, if interested, with additional information, and therefore allows for “a non-linear transmission of information” (Askehave & Nielsen 2005: 126). Thus, the information being accessed is largely contingent on the reader, who can choose whether s/he would like to read up on a topic by clicking on a hyperlink or not. This has resulted in what Sosnoski has defined as “hyper-reading”, which is “reader-directed, screen-based, computer-assisted reading” (Sosnoski 1999: 167). Due to this “interplay between medium and genre” (Askehave & Nielsen 2005: 128), Askehave and Nielsen (2005: 128) suggest that cybergenres should not be separated from the medium, but the medium should instead be viewed as an intrinsic part of any genre. The two scholars therefore revised the Swalesian genre model, taking also digital characteristics into consideration. Their approach is open to debate, though. Yates, Orlikowski and Okamura (1999: 100) argue that “it is the genres enacted within a medium that establish the communicative purpose of the interaction not the medium”, thus stating that the medium does not alter genre. However, they do acknowledge

the co-existence between medium and genre when they say that genres can be identified by their medium, which they defined as form back then (Yates, Orlikowski & Okamura 1999: 84).

There are, however, further changes and challenges that the Internet has inflicted upon the traditional notion of genre. For instance, as websites are publicly accessible the audience becomes unpredictable (Crowston 2010: 11). While talks given at conferences, for example, address a specific target audience many web-mediated genres do not allow for a “clear separation of communities” (Crowston 2010: 11). Furthermore, cybergenres frequently entail a search function, which enables users to find relevant information as quickly and easily as possible. Unlike readers of printed texts, online readers do not even have to scan texts anymore when searching for specific information, they can solely type in a keyword and immediately get directed to what they are looking for.

The past two decades have witnessed a surge of scholarly interest in the possibilities and limitations that the emergence of the Internet has brought along (see Jones 1999, Wakeford 2000, Andrews, Nonnecke & Preece 2003, Carter 2005, Hine 2006). In addition, there is also a growing body of literature dedicated to a multimodal analysis of digital texts, and multiple authors have developed guidelines for analyzing websites. Recently, Jewitt (2016) has proposed a framework for multimodal analysis, which consists of the following seven steps: collecting multimodal data, viewing data, sampling data, transcribing data, analyzing individual modes, analyzing across modes, and combining multimodality with social theories. Similarly, Pauwels (2012) developed a multimodal framework for examining websites from both a medium specific as well as socio-cultural perspective. Thus, his framework aims “to decode/disclose the cultural information that resides both in the form and content”, and to “track differences and specificities in organizational cultures (departmental or professional cultures)” (Pauwels 2012: 248). Pauwels (2012: 252) hence proposes the following six-step framework:

A MULTIMODAL FRAMEWORK FOR ANALYZING WEBSITES

1. Preservation of First Impressions and Reactions

- Categorization of 'look and feel' at a glance
 - Recording of affective reactions
-

2. Inventory of Salient Features and Topics

- Inventory of present website features and attributes
 - Inventory of main content categories and topics
 - Categorize and quantify features and topics
 - Perform 'negative' analysis: significantly absent topics and features
-

3. In-depth Analysis of Content and Formal Choices

3.1 Intra-Modal Analysis (fixed/static and moving/dynamic elements)

- Verbal/written signifiers
- Typographic signifiers
- Visual representational signifiers
- Sonic signifiers
- Lay out & design signifiers

3.2 Analysis of Cross-Modal Interplay

- Image / written text relations and typography-written text relations
- Sound / image-relations
- Overall design / linguistic, visual and auditory interplay

3.3 In-depth 'negative' analysis

4. Embedded Point(s) of View or 'Voice' and Implied Audience(s) and Purposes

- Analysis of POV's and constructed personae
 - Analysis of intended/implied primary and secondary audience(s)
 - Analysis of embedded goals and purposes
-

5. Analysis of Information Organization and Spatial Priming Strategies

- Structural and navigational options and constraints (dynamic organization)
 - Analysis of priming strategies and gate keeping tools
 - Analysis of outer directed and/or interactive features
 - Analysis of external hyperlinks
-

6. Contextual Analysis, Provenance and Inference

- Identification of sender(s) and sources
- Technological platforms and their constraints/implications
- Attribution of cultural hybridity

Figure 2: Pauwels' (2012: 252) multimodal framework for analyzing websites

The first phase aims at gaining a general impression of the website, and precedes the in-depth analysis. Pauwels (2012: 253) advises the analysts to “note down their affective reactions: whether they are attracted to the web presentation, or intrigued by some features, what they immediately don’t seem to like about it, what puzzles them, etc.”.

In the second phase, the analysts investigate salient features, such as the presence of graphs and tables, web cams, feedback areas etc. (Pauwels 2012: 253). However, also a negative analysis should be conducted, which focuses on “meaningfully absent” features that might “point to cultural taboos, or implicit values and norms” (Pauwels 2012: 253).

The third and most comprehensive phase includes an in-depth analysis of content and stylistic features, and comprises an intra-modal as well as a cross-modal analysis. The intra-modal analysis incorporates several sub-phases, namely verbal/written signifiers, typographic signifiers, visual representational types and signifiers, sonic signifiers as well as layout and design signifiers (Pauwels 2012: 252). Written signifiers involve the analysis of lexicogrammatical features (word register/lexicon, forms of address, use of first person singular or plural or impersonal, use of metaphors, use of abbreviations, use of paralanguage [emoticons], humor etc.), as well as topics and issues covered on the websites (Pauwels 2012: 253). Typographic signifiers involve the analysis of font choice, font size, font style (bold, italics, underlined), font color, combination of different fonts etc. (Pauwels 2012: 254). According to Pauwels (2012: 254-255), visual representational types and signifiers contain

- The material characteristics of the image: resolution, sharpness, color spectrum, image form etc.
- The signifiers and codes of the static image: composition (prominent elements, light contrasts, color, direction, shapes and forms), camera distance, camera angle, focal length, special effects etc.
- The signifiers and codes of the shot (moving image): camera movements, shutter speed
- Editing choices: shot length, image transitions, editing style
- Post-production: digital effects, size of visuals, position on screen

Sonic types and signifiers involve auditory features such as spoken or sung words, non-verbal vocal sounds (e.g. laughter), non-vocal sounds (e.g. car breaks) or music. Layout and design signifiers refer to broader aspects such as themes, templates, color schemes, backgrounds etc., all of which “are essentially tools used to attract, direct and invoke the desired effect on, or response from, website visitors” (Pauwels 2012: 255).

The cross-modal analysis, on the other hand, “pays explicit attention to the forms of interplay between linguistic, visual, auditory, spatial and time-based elements” (Pauwels 2012: 256). Thus, analysts examine the relationship between written and visual, sound and visual, and

between different elements of the same mode. Pauwels (2012: 256) again urges analysts to conduct a negative analysis, which focuses on “aspects, issues and arguments that are not covered and which exactly by their absence seem to become significant” (Pauwels 2012: 256). Following Watzlawick et al.’s (1967: 48, quoted in Pauwels 2012: 256) maxim “one cannot not communicate”, it becomes clear that absent features are of paramount importance as well.

The fourth phase is dedicated to “the inquiry into the cultural meaning of web utterances with the question: ‘who’ is really saying (...) ‘what’ to ‘whom’ with what ‘purpose’?” (Pauwels 2012: 256-257). Hence, underlying “points of view” or “voices” should be further investigated, as well as the primary and secondary target audience. The latter is closely linked to embedded goals and purposes, “only some of which are explicitly stated (and true)” (Pauwels 2012: 257).

In the fifth phase, the dynamic organization and spatial priming strategies are examined. The analysts should focus on “the number of layers one has to pass”, as “this may sometimes be indicative of the importance or sensitivity of the item (‘burying’ as the counter strategy to ‘priming’)” (Pauwels 2012: 258). Thus, it might be very interesting to investigate whether a specific site can be easily found, or whether it is somehow hidden. Pauwels (2012: 258) also suggests to take a closer look at outer directed features, such as email contacts, blogs, guest books, YouTube video links or Wikis.

In the last phase, the authorship should be identified, which, according to Pauwels (2012: 259), can be a highly difficult task due to “the multi-authored nature of many sites”, as well as “the strongly intertextual and globalizing aspects of contemporary media”. Also, technological platforms (templates, browsers, programming languages, data base structures) may depict cultural norms, and hence merit further investigation.

Pauwels’ six-step framework seeks to “contribute to the development of a more refined and elaborate analytical tool for disclosing cultural aspects” (Pauwels 2012: 261). This model “should only be considered a starting point” (Pauwels 2012: 259) and will serve as the basis for this paper’s multimodal analysis. Pauwels’ framework will be adapted, and thus not every step will be considered in detail as this would go beyond the constraints of this thesis.

3.3 Promotional genres

As has already been stated, genres may serve a variety of different communicative purposes, according to which they can be categorized. Bhatia (2004: 59) suggests that a group of closely related genres “serving broadly similar communicative purposes, but not necessarily all the communicative purposes in cases where they serve more than one” can be defined as “genre colonies”. These are characterized by what Bhatia (2005: 219) defines as “generic integrity”,

which refers to similar text-internal and text-external aspects of related genres. The former category includes lexico-grammatical as well as rhetorical features, whereas the latter comprises socio-rhetorical, contextual and procedural features (Bhatia 2005: 219).

With “‘promotional’ or ‘consumer’ culture [being] the main feature of contemporary culture” (Yang 2013b: 46), promotional genres have become salient in both public and academic settings. Some of the prime examples of the colony of promotional genres include advertisements, sales promotional letters, book blurbs or job advertisements (Bhatia 2004: 62). Secondary members, which can be defined as “mixed genres, partly promotional, partly information-giving or opinion-giving”, may comprise film reviews, grant proposals, travel or company brochures (Bhatia 2004: 62). The following figure provided by Bhatia (2004: 62) demonstrates the colony of promotional genres, with the solid line referring to primary membership and the dotted line referring to secondary membership:

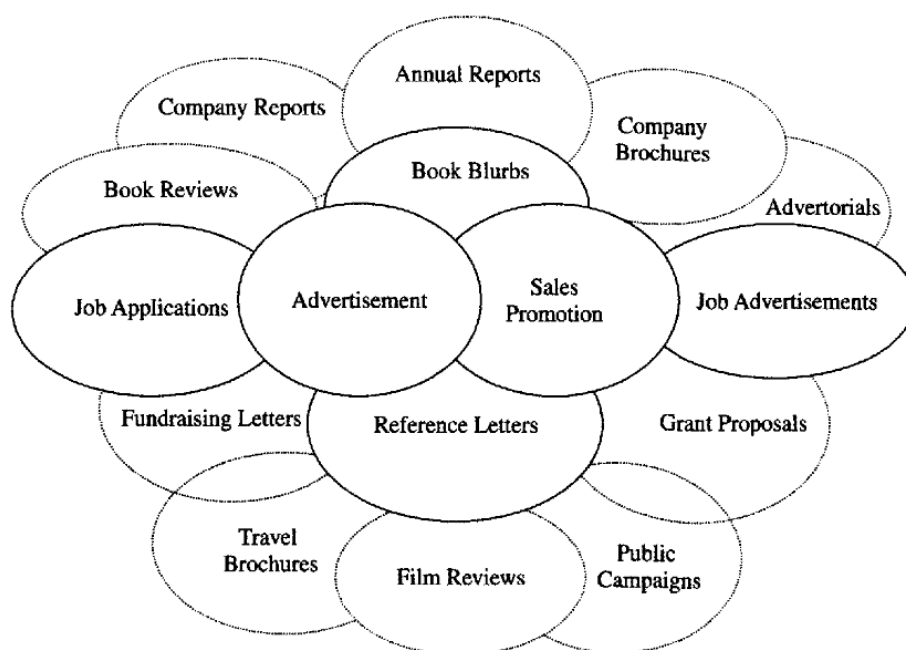


Figure 3: Colony of promotional genres (Bhatia 2004: 62)

It is important to note that this figure is not complete, as underlined by Bhatia (2004: 62): in fact, new genres may be added, and already existing ones may change, evolve, or even become outdated. Given that “[p]romotional genres (...) have undoubtedly become the most versatile and fast developing area of discourse” (Bhatia 2005: 213), it becomes obvious that Bhatia’s colony of promotional genres is highly dynamic.

While Bhatia uses the term “genre colony” to refer to closely related genres, Fairclough (2001: 165) introduced the term “colonize”, which, by contrast, relates to “the ‘colonizing’ tendencies of advertising discourse”. In fact, Fairclough (1993: 141) argues that “the genre of

consumer advertising has been *colonizing* professional and public service orders of discourse on massive scale, generating many new hybrid partly promotional genres” [emphasis added]. As an example of such a hybrid genre, Fairclough (1993) discusses contemporary university prospectuses, and emphasizes a rising tendency towards marketing strategies and promotional language use (see chapter 4). Likewise, Bhatia (2005: 225) states that “the discourse of advertising (...) has become one of the most dynamic and innovative forms of discourse today, which in turn has influenced the construction, interpretation, use, and exploitation of most other forms of academic, professional, and institutional genres”. This implies that advertising features have been adopted by a variety of genres “which only remotely and perhaps occasionally displayed promotional elements” (Bhatia 2005: 213).

The discourse of consumerism and advertising has become ubiquitous, thus exposing us “to massive daily injections of advertising” (Fairclough 2001: 166). The most traditional form of promotional genres includes advertisements, which “can boast of some of the most varied and innovative uses of lexico-grammatical and discoursal forms and rhetorical strategies” (Bhatia 2005: 214). According to Bhatia (2005: 216), one of the most important components of advertising is “product differentiation”, which “is achieved by offering a product description which is good, positive, and favorable”. Thus, as positive product descriptions and evaluations are used, advertisements can be considered what Shaw (2006: 1) defines as “interested genres”, which aim exclusively at persuading potential customers by focusing on favorable aspects only. Disinterested genres, on the other hand, provide an honest, impartial evaluation, including both positive and negative aspects, such as book reviews (Shaw 2006: 1). It is hence obvious that promotional genres are usually part of the former category. The strategy of product differentiation may also be used in ‘why choose us’ texts, whose name already implies the content, namely to convince prospective students of why this specific university is the best choice.

Bhatia (2005: 214) proposes the following move structure for print advertisements:

1. Headlines
2. Targeting the market
3. Justifying the product or service *by establishing a niche*
4. Detailing the product or service
5. Establishing credentials
6. Endorsement or testimonials
7. Offering incentives
8. Using pressure tactics
9. Soliciting response
10. Signature line and logo etc.

It is to be noted that advertisements do not usually follow the above presented order, nor do all moves have to be incorporated (Bhatia 2005: 215); instead, they “are often creatively exploited (...) to achieve an effect most suitable for a particular product or service keeping in mind the audience they target” (Bhatia 2005: 215). Thus, the discourse of advertising has changed “the process of writing into an art form” (Bhatia 2005: 224).

Furthermore, most advertisements are based on the famous AIDA model, an acronym standing for Attention, Interest, Desire and Action (Hassan, Nadzim & Shiratuddin 2015: 265). Even though it was introduced back in 1898 by the American advertising pioneer Elias St. Elmo Lewis and has since then undergone many changes, this principle is still highly relevant in today’s advertising industry (Hassan, Nadzim & Shiratuddin 2015: 265). The AIDA model consists of four stages, namely “to get attention, attract interest, create desire and then take action, which is making a purchase” (Heath & Feldwick 2007, quoted in Hassan, Nadzim & Shiratuddin 2015: 265). According to Rawal (2013: 39), the AIDA model “is perhaps the simplest formula you’ll ever find anywhere, yet also the most powerful”. Thus, a complete discussion of promotional genres needs to comprise one of the longest serving models in advertising.

Bhatia (2005: 218) distinguishes between two different forms of advertising, which share the same set of communicative purposes, however employ different strategies to achieve them. Straight line advertisements aim to sell a specific product, and therefore draw upon “product appraisal” as their main promotional strategy. Image-building advertisements, by contrast, primarily concentrate on “brand popularization”, and use “establishing credentials as the main source of persuasion” (Bhatia 2005: 218). Bhatia (2005: 218) also notes that some advertisements may rather rely on linguistic resources, whereas others, such as picture-caption advertisements, prefer visuals.

As discussed above, the frequent use of images is in fact a further defining characteristic of advertising. Fairclough (1993: 141-142) argues that “advertising (...) had undergone a well-documented shift towards greater dependence upon visual images at the relative expense of verbal semiosis”. Visual persuasion has in fact become essential in today’s consumer-driven world. According to Messaris (1997: 4), visuals in advertising serve two different purposes, namely to capture the viewer’s attention, and to elicit emotions, both of which ultimately aim to persuade the potential customer.

4 Previous studies

Over the last decades, major changes in higher education have received considerable attention, and a large body of literature has been devoted to these transformations (see Aguilera-Barchet 2012, Altbach 1999, Daniel 1993, Jarvis 2001). Only since the mid 1990s has there been a burgeoning interest in the linguistic impact of marketization on academic genres. This literature review examines what research has been done on academic genre analysis and addresses, in particular, the way marketization practices are disclosed on the discourse level in higher education.

With increasing competitiveness on the global market, universities have adopted marketing strategies which include advertising and promotional language use. As a result, a great number of academic genres have become highly promotional, as was first suggested by Fairclough in 1993 (see chapter 3.3). In fact, Fairclough's (1993) pioneering examination of British university prospectuses through Critical Discourse Analysis endorses the transformation in writing texts with promotion as the primary communicative purpose. In a diachronic study of university prospectuses from 1967, 1968 and 1993, Fairclough found out that the 1993 prospectus displays a lot more promotional elements, such as the personalization of the institution, the avoidance of explicit obligational meanings, and the shift in authority relations with the customer having authority. This has led to the emergence of "new hybrid partly promotional genres" (Fairclough 1993: 141), which demonstrates how marketization is pervasively transforming academic genres into promotional ones.

Fairclough's seminal study produced a growing interest in this field and inspired further scholarly work on higher education genres. In fact, several other researchers have addressed the genre of university prospectuses, amongst being Teo (2007), Askehave (2007) and Osman (2008). Teo (2007) also conducted a Critical Discourse Analysis to examine how globalization has changed the discursive practices in university prospectuses of two Singaporean universities, namely the Nanyang Technological University (NTU) and the Singapore Management University (SMU). He found out that NTU, the more established university, employs a more university-centred and authoritative voice by incorporating passive constructions, formal lexis and nominalization. The SMU, on the other hand, adopts a more student-centred voice and establishes a more egalitarian relationship between the university and the students by using personal pronouns, student testimonies and colloquialisms. Teo (2007: 106) argues that university prospectuses "become increasingly more promotional and less informative, as the emphasis shifts from *telling* to *selling*" [emphasis added]. He goes further on to predict that also traditional elite universities are likely to adopt a more inclusive position when attracting

prospective students due to the increasingly competitive global marketplace. This is also confirmed by Graham (2013: 76), whose study also suggests that elite universities have shifted towards a more egalitarian discourse. She notes that many Russell Group institutions⁷, which used to “highlight their elite reputations and their desire to recruit only the ‘brightest and best’ students” (Graham 2013: 90), have now adopted a much more inclusive and welcoming tone.

Askehave (2007) adds new evidence in support of Fairclough’s discourse analysis, as she examined genre characteristics and the move structure of international student prospectuses from Finland, Scotland, Australia, and Japan. In a second, more detailed analysis, Askehave investigated the linguistic features of the international student prospectus from the University of Sterling, Scotland. She confirms that this genre replicates the language of advertising, and that universities have in fact assumed “the role of a service-minded, supportive and [...] customer-driven organization” (Askehave 2007: 739). Yet, she argues that this purportedly “harmless” development may contort the social and professional responsibilities of higher education institutions (Askehave 2007: 740).

Likewise, Osman (2008) adopted a structural and textual analysis to investigate how Malaysian universities have re-branded themselves in their corporate brochures. She notes that the communicative purpose of university brochures is threefold, namely to inform the reader about the institution, to portray a corporate image of the university, and to persuade prospective students to apply, with the latter purpose greatly exceeding the former. Considering the mixing of multiple communicative purposes, which Fairclough (1993: 141) defines as genre hybridization, Yang (2013b: 46) introduced the term “academic ‘info-promotion’ genres”. Many studies have been published on these academic info-promotion genres, including academic book introductions (Bhatia 1997), journal descriptions (Hyland & Tse 2009), academic textbook blurbs (Yang 2012), or calls for papers for academic conferences (Yang 2013a). These studies support previous findings in that multiple marketization strategies substantially contribute to the realization of promotional purposes in academic genres.

Apart from analyzing academic genres in printed media, online genres have also been receiving much attention as they are considered a crucial source of university information (Yang 2013b: 49). Indeed, since international students are an important target audience, but are less likely to attend university open days, online genres have become a chief source of information.

⁷ The Russell Group is an association of twenty-four prestigious research universities in the United Kingdom, including, for example, the University of Oxford, the University of Cambridge and Imperial College London (<http://russellgroup.ac.uk/about/our-universities/>). The group is considered to represent the best universities in the UK.

In a corpus-based study of ‘about us’ sections of British and Indian universities, Caiazzo (2009) observes that the usually non-evaluative adjectives *national*, *international* and *global* eventually become evaluative, thus serving as a promotional strategy. In a later study, Caiazzo (2014) investigated the linguistic features of ‘about us’ pages of British universities, stating that most features resemble the generic structure of advertisements. She also notes that globalizing trends are now increasingly permeating the academic discourse of university websites. Zhang (2017) has recently conducted a similar study, analyzing the move structure, the communicative purposes, and the linguistic features of ‘about us’ sections from five Chinese university websites. His findings resonate with Caiazzo’s previous studies, and he further adds that Chinese universities also tend to promote their location, which “offers a new point of view to examine the marketization representation in higher education discourse” (Zhang 2017: 75). Similarly, also Askehave (2007: 732) suggests that universities increasingly simulate the tourism industry, attempting to “[sell] the place [...] and its people and facilities to potential students”. Zhang’s work is among the very few attempts to examine the discursive practices of tertiary education institutions in China. Other scholarly contributions include Xiong’s (2012) study on Chinese university job advertisements, or Han’s (2014) examination of graduation speeches.

Another prominent study was carried out by Yang (2013b), who examined the move structure as well as the linguistic features of ‘why choose us’ texts on university websites. He provides evidence that ‘why choose us’ pages also echo promotional language use in academic genres, which also confirms previous findings on different academic text types. In addition, Yang (2013b) is among the first to analyze reader opinions through questionnaires to investigate the impact of marketization strategies that universities employ. By establishing a connection between academic genre analysis and the impact of marketing tools on the reader, Yang made an outstanding contribution to the field of academic genre analysis; yet, his approach has not been taken on by many scholars so far.

Sauntson and Morrish (2011) conducted a corpus linguistic analysis of university mission statements, maintaining that the primary communicative purpose is branding. Further, they found that “the aim of university mission statements to represent uniqueness is displaced by a tendency to discursive uniformity and standardisation” (Sauntson & Morrish 2011: 83).

One of the very few studies analyzing both linguistic as well as multimodal features was conducted by Zhang and O’Halloran (2013), who examined the changing discourse of the National University of Singapore (NUS) website over a 14-year period, i.e. from 1998 to 2012. The earliest version of the website (1998) was primarily accessed by students and staff members

and did not serve “as a venue for promoting” (Zhang & O’Halloran 2013: 470). The second version of the NUS website launched in 2000, however, witnessed the emergence of promotional elements realized through hyperlinks and images. Since then, the NUS website has become increasingly promotional, incorporating also a university vision, mission, and identity. It was also found that the use of images changed, as the earlier websites tended to visualize teaching and research, whereas the more recent versions displayed more images of smiling students of different nationalities and ethnicities, hence promoting the university’s global orientation. Zhang and O’Halloran (2013: 483) therefore conclude that their study demonstrates the “subtle shifts of marketing strategies from promoting university education as concrete products and services to a type of lifestyle and experience, as the university moves toward a global knowledge enterprise”.

Greenall (2012) analyzed the bilingual website of the Norwegian University of Science and Technology. In his study, evidence is put forward to show that the English website is mainly aimed at attracting international students, whilst the Norwegian version targets local students only. He concludes that the English version, although likely considered by prospective international students a truthful translation of the original text, does not provide “a faithful portrayal of the University and the cultural context it is situated in” (Greenall 2012: 75). Instead, it aims to depict the university as “internationalized, Englishized, globalized” (Greenall 2012: 84). Although Greenall’s study does not contribute to academic genre analysis, his study raises new questions concerning the differences in marketization strategies of academic texts in English and the university’s original language.

In conclusion, it can be said that studies on higher education genres have become a major field of interest and research. Whilst much scholarly work has been done on academic texts in printed media, online genres have recently been receiving considerable attention as well. Also, previous studies have predominantly focused on student prospectuses, and comparatively little is known about the genre of ‘why choose us’ texts, an issue that invites further research.

5 ‘Why choose us’ pages

5.1 Genre definition and communicative purpose

‘Why choose us’ (WCU) pages can be considered a vital part of university websites, which provide an overview as to why a specific university is the best choice, as well as fast facts such as history, ranking, degree programs, location, facilities etc. Just like ‘about us’ pages⁸, WCU texts are usually among the first sites prospective students would click on and therefore “constitute the most representative part in the homepage, fully demonstrating (...) the unique identity of each university” (Zhang 2017: 67).

According to Yang’s (2013b: 46) definition of academic info-promotion genres, ‘why choose us’ pages, which can be viewed as an abridged, online version of university prospectuses, can also be considered part of this genre classification. In fact, the primary communicative purposes of WCU pages are promotional and persuasive, both of which aim to promote the respective university and recruit new students. The difference between the promotional and the persuasive purpose proves to be barely noticeable, though, as they both merge into one another: in fact, by promoting the university, the writer seeks to persuade prospective students to apply; and to attract new students, the writer needs to portray the university in a favorable light and hence promote it. In addition, WCU pages also seek to inform prospective students about the university. However, as every genre is characterized by hidden purposes as well (Askehave 2017: 21), it can be assumed that the other purposes of WCU texts are highly subjective, and probably also infinite. Thus, one can only speculate on further (hidden) communicative purposes, some of which might be to improve the university’s image, to increase credibility, or to respond to global competition and pressure at the higher education level.

WCU pages can thus be defined as a hybrid genre being “partly promotional, partly information-giving” (Bhatia 2004: 62), and can therefore be classified as secondary members of the colony of promotional genres (Bhatia 2004: 62). Also, given Shaw’s (2001: 1) definition of interested and disinterested genres (see chapter 3.3), WCU pages can undoubtedly be attributed to interested genres.

⁸ The distinction between ‘about us’ and WCU pages is not easy to make. The former can be defined as “an introductory section aimed at introducing and describing companies, institutions, individuals, or groups” (Casañ-Pitarch 2015: 70), implying that its primary purpose is informative. Graham (2012, quoted in Casañ-Pitarch 2015: 71) argues that the communicative goal of ‘about us’ pages for companies is “to tell the story of their business”. Tan (2013, quoted in Casañ-Pitarch 2015: 70) suggests that the main objective is to gain trust and loyalty, and set the company apart from its competitors, thus the purpose is also promotional. It can therefore be argued that the purpose of ‘about us’ pages is primarily informative, with the promotional purpose being only secondary, whereas the primary purpose of WCU pages is promotional, with the informative purpose being subordinate (Vyshnevskyi 2016: 40).

Although Kwong (2000: 89-90) states that universities sell themselves in both printed and online media, electronic texts are likely to reach a wider audience. Thus, WCU pages are probably much more used than their printed counterparts, university prospectuses, which are gradually losing popularity. Also, one should bear in mind that university prospectuses are more difficult to get hold of, particularly for international students, whereas WCU texts are universally accessible online (see chapter 3.2). In addition, it is important to note that WCU texts are frequently referred to as “why study with us”, “why study here”, “why study at *” (acronym of university name), “why choose *”, “why *” or “X reasons to choose us/*”.

5.2 Discourse community

WCU texts appear to be mostly written by marketing experts, webmasters or online content creators who work in the university’s public relations office. Jenkins (2014: 81) assumes that mission statements and ‘about us’ pages, which are very similar to WCU pages, “would be under ultimate control of senior management and faculty”. While some texts indicate the author’s name (e.g. the WCU page of the University of Liège was written, or perhaps just signed, by its rector Albert Corhay), most university websites do not state by whom the text was written. Yet, it can be assumed that it is the university’s public relations office that is responsible for the composition of WCU pages.

In addition, WCU pages are, first and foremost, addressed to prospective students interested in studying at the respective university. Depending on what the university can offer, the target audience includes undergraduate, graduate or postgraduate students. However, it is worth noting that the target group may also comprise their parents, whose opinions and finances often play a crucial role in deciding which university to attend.

While WCU pages of Anglophone universities are aimed at both local and international students, the English version of WCU pages of non-Anglophone universities target primarily international students, as domestic students are usually offered a WCU page in the university’s official language. It can be argued that international students might sometimes even constitute the primary target group, as some countries require them to pay higher tuition fees than domestic students⁹. In fact, there is an increasing tendency that universities “perceive

⁹ For instance, many European countries such as Austria, Belgium, the Czech Republic, Denmark, the Netherlands, Poland, Sweden or the United Kingdom have introduced higher tuition fees for non-EU/EEA citizens (OECD 2014: 348). Likewise, Australia, Canada, New Zealand, the Russian Federation or Turkey have also adopted higher tuition fees for international students (OECD 2014: 348). Thus, “[e]conomic contributions by international students are significant” (Andrade 2006: 132). Peterson et al. (1999: 69, quoted in Andrade 2006: 133) even go as far as to call international students “cash cows”. Only a few European countries, amongst them being France, Germany, Spain or Italy have the same tuition fees for international and local students (OECD 2014: 348).

international students as a source of additional revenue and therefore subject them to higher tuition fees” (Katsarova 2015: 5). Further, due to global competition among universities, it can be assumed that WCU pages might also be read by staff members of other higher education institutions. According to Andy Crestodina (2017), author of the book *Content Chemistry: an illustrated handbook for content marketing*, “analyzing competitor websites can quickly give you ideas for your own web marketing”.

As already stated in chapter 3.2, online genres involve a mass and indeterminable audience, and thus it is impossible to predefine a specific readership. Yet, webmasters and online content creators working in the university’s public relations office seem to be the authors of WCU texts on university websites, whereas the potential readers include, among others, both local and international students as well as their parents, and staff members of other universities.

6 Data collection and methods of analysis

For this genre-based text analysis, a corpus of about 19,000 words was created. A total of 40 samples of WCU texts were collected, with 20 texts each from Anglophone and mainland European university websites. The corpus comprises online texts for two reasons: first, unlike university prospectuses, they are easily and universally accessible; second, the Internet “has become an important promotional medium for educational institutions due to its broad coverage and easy accessibility” (Yang 2013b: 50), and thus online texts are increasingly gaining in importance.

Regarding the data selection, several aspects need to be considered: first, it has to be noted that the corpus contains texts from high-ranking universities, which enjoy an international reputation. Interestingly, though, some of the highest ranked universities worldwide, amongst them being MIT, Yale, Stanford, Oxford, Columbia, ETH or Caltech, do not feature WCU texts on their websites, and are thus not included in the corpus. A possible reason for this lack of WCU pages might be that “branding is probably not necessary” for the world’s top ranked universities, whilst “universities on the cusp of ‘élite status’” are more likely to advertise themselves to improve their academic prestige (Bunzel 2007: 153).

Second, WCU texts appear to be rather uncommon in Canada and the United States; hence, only one Canadian university and three U.S. universities are included in the corpus. Instead, WCU texts on university websites seem to be much more common in the UK, Ireland, Australia, and mainland Europe, where retrieving samples was much easier.

Moreover, only WCU texts directed at prospective students, both local and international, have been selected. Texts explicitly addressing a different target audience have been excluded from the corpus, as a different target group is likely to entail different moves as well as different linguistic and multimodal features. For instance, the University of Auckland offers a section named “Why choose Auckland for your son or daughter”, thus specifying parents as the primary target audience. Accordingly, the question arises as to what extent WCU texts targeted principally at students and those specifically addressing their parents differ from one another. This issue undoubtedly necessitates further research and could be investigated in future studies.

Furthermore, hyperlinks are not considered in the analysis, as this would go beyond the constraints of this study. In fact, since hyperlinks lead to other webpages frequently incorporating different genres (e.g. ‘about us’ page, course directory, FAQs) this would be beyond the scope of this thesis. Drop-down boxes, on the other hand, are included in the analysis, as they usually provide additional information on a specific topic covered on the WCU page.

The data was retrieved on November 25, 2017. The corpus consists of the following universities, divided into Anglophone and mainland European universities:

Table 4: Data of the study – Anglophone universities

Anglophone universities		
Number	University	Country
1	University of Hull	United Kingdom
2	University of Wolverhampton	United Kingdom
3	University of Brighton	United Kingdom
4	Birmingham City University	United Kingdom
5	University of Bolton	United Kingdom
6	Sheffield Hallam University	United Kingdom
7	University of Queensland	Australia
8	Macquarie University	Australia
9	University of South Australia	Australia
10	Victoria University	Australia
11	University of Western Australia	Australia
12	Trinity College	Ireland
13	Dublin City University	Ireland
14	University of Minnesota	United States
15	University of Oregon	United States
16	Rice University	United States
17	University of Auckland	New Zealand
18	Victoria University of Wellington	New Zealand
19	University of Canterbury	New Zealand
20	Western University	Canada

Table 5: Data of the study – Mainland European universities

Mainland European universities		
Number	University	Country
21	University of Helsinki	Finland
22	Stockholm University	Sweden
23	University of Uppsala	Sweden
24	University of Southern Denmark	Denmark
25	University of Amsterdam	Netherlands
26	University of Luxembourg	Luxembourg
27	University of Warsaw	Poland
28	University of Vienna	Austria
29	University of Jena	Germany
30	University of Mainz	Germany
31	Corvinus University of Budapest	Hungary
32	University of Bern	Switzerland
33	University of Trento	Italy
34	University of Tartu	Estonia
35	University of Porto	Portugal
36	University of Bordeaux	France
37	University of Oviedo	Spain
38	Comenius University of Bratislava	Slovakia
39	University of Bergen	Norway
40	University of Liège	Belgium

Concerning the methodology, the sample texts are first analyzed by manually conducting a move-structure analysis, which follows Henry and Roseberry's (2001) method of combining a hand-tagged move analysis with a computer-based analysis of lexical features. Despite its focus on learner genres, Hüttner's (2010) classification of moves will be used, as the precise division into percentages is highly useful for a close analysis. For reasons of clarity, however, Hüttner's (2010: 205) category of "ambiguous" will be labelled "optional", and her category of "optional" will be referred to as "rare".

As a second step, with the help of the Software AntConc, important keywords and collocations are identified. These keywords are considered "useful indicators of the characteristic style of a particular text or corpus" (Groom 2010: 59), and "often provide a way of identifying which words best distinguish the texts of a particular author or group of authors from another" (Hyland 2012: 68). It is to be noted that keywords "are not usually the most frequent words in a text (or collection of texts), rather they are the more 'unusually frequent'" (Walsh 2011: 96). As detailed by Walsh (2011: 96), a computer software "compares two pre-existing word lists and one of these is assumed to be a large word list that will act as a reference file or benchmark corpus", whereas the other one "is the word list based on the text(s) that you want to study". Due to the predominantly British English spelling and the prevalence of British universities among the Anglophone sample texts (6 out of 20), a wordlist by the British National Corpus (BNC) is used as the reference corpus to determine keyness. A keyword analysis aims to "identify the significance (or keyness) of lexis in a set of texts" (Groom 2009, quoted in Yang 2013b: 51). Overused keywords or positive keywords refer to "an unusually high percentage of occurrence" (Yang 2013b: 52) in comparison to the reference corpus, whereas underused or negative keywords signify "an uncommonly low percentage of appearance" (Yang 2013b: 52). Both types "are significant in terms of describing texts" (Yang 2013b: 52), as they constitute "the summation of the features of a given text or corpus" (Ishikawa 2011: 10, quoted in Yang 2013b: 52). Thus, keywords are closely linked to "the cultures, assumptions, and value systems of argumentative discourse in academic settings" (Bondi 2010, quoted in Yang 2013b: 51-52).

The analysis of collocations, on the other hand, examines "how language systematically clusters into combination of words or *chunks*" (Walsh 2011: 97; original emphasis), and can give valuable insights into how "the meaning of a word (...) is created by the associations of words" (Breyer 2011: 19), i.e. collocations. Unlike keyword lists, which rank single words by frequency of occurrence, it is also possible "to look for word combinations, for example two-, three-, four-, five-, or six-word combinations" (Walsh 2011: 97). For instance, in a genre analysis of 'why choose us' texts of language school websites, Vyshnevskiy (2016: 66) found

the most frequently occurring clusters (with a minimum of three and a maximum of five words) include “from all over the world”, “small class sizes” and “study with us”.

Moreover, the texts are investigated for grammatical features typical for WCU texts of university websites. In addition, Pauwels’ (2012) framework for analyzing websites is used for a multimodal analysis. While a full-scale investigation of multimodal aspects is beyond the scope of this study, visual aspects cannot be ignored altogether, in particular, their interplay and co-occurrence with textual information. Hence, the multimodal analysis will primarily focus on phase 2 (inventory of salient features and topics) and phase 3 (in-depth analysis of content and formal choices), with particular attention being paid to the intra-modal analysis (i.e. typographic signifiers, visual and representational types and signifiers, layout and design signifiers) as well as to the negative analysis. As some aspects of the other phases are already covered as part of the textual analysis (e.g. analysis of embedded goals and purposes, analysis of intended audience, analysis of lexico-grammatical features) and for reasons of space, phase 1 (preservation of first impressions and reactions), phase 4 (embedded point(s) of view or ‘voice’ and implied audience(s) and purposes), phase 5 (analysis of information organization and spatial priming strategies) and phase 6 (contextual analysis, provenance and inference) will not be considered.

7 Results and discussion

The following chapter will present the results of the study. Firstly, the move structure of WCU texts from both Anglophone and non-Anglophone European universities will be examined, which is followed by a comparative analysis. Secondly, the lexico-grammatical features found in both sample groups will be investigated, which is again, followed by a contrastive analysis. Lastly, a multimodal analysis will be conducted.

7.1 Move structure analysis

7.1.1 ‘Why choose us’ pages of Anglophone universities

After manually analyzing the sample texts of Anglophone universities, the following move structure¹⁰ could be devised:

Table 6: Move structure of WCU pages of Anglophone universities

Move	Occurrences	Percentage
Move 1: Establish high prestige	14	70%
Move 2: Refer to teaching quality	19	95%
Move 3: Ensure research excellence	17	85%
Move 4: Ensure friendly atmosphere	18	90%
Move 5: Offer attractive incentives	20	100%
Move 6: Ensure internationality	14	70%

Based on Hüttner’s classification of moves (see chapter 3.1.3), of which two categories have been renamed (see chapter 6), the moves are divided into obligatory (90% - 100 %), core (50% - 89%), optional (30% - 49%) and rare (1% - 29%). Table 6 clearly shows that moves 2, 4 and 5 can be considered obligatory, whereas moves 1, 3 and 6 can be identified as core. The supreme importance of move 2 is also reflected in a recent study conducted by International Student Survey (Times Higher Education 2016), which suggests that high-quality teaching is the most crucial factor for students when selecting a university.

Thus, Anglophone universities tend to emphasize their excellent teaching quality, their positive and welcoming environment as well as attractive incentives. Interestingly enough, though, other university-specific topics such as the establishment of high prestige, and the warranty of research excellence and internationality seem to be of secondary importance only. As argued by Askehave (2007: 735), the focus on non-academic attributes is likely to “draw an image of a university which is mainly defined in terms of its extra-curricular elements at the expense of its academic merits”. Thus, this move structure grid might point to the increasing

¹⁰ The move structure is partially based on Yang’s (2013b: 53) move structure analysis of WCU pages.

focus on extra-curricular amenities, whereas academic performance no longer seems to be the single top priority. It is surprising that the establishment of high prestige, which one might expect to be an obligatory move, is only used by 70% of the sample texts. This stands in contrast to Yang's (2013b: 54) move structure analysis of WCU pages, where the move "establish a distinguished status" proves to be obligatory with a 100% occurrence. While this discrepancy is worth noting, taking the results of the present study as evidence that the establishment of high prestige has become less significant for Anglophone universities would still be inaccurate. The most commonly used step for this move is the reference to university rankings, which have become increasingly important in today's age of tough competition, as "[m]ass higher education requires differentiation" (Altbach 2015: 2). Further, according to the International Student Survey (Times Higher Education 2016), a university's ranking is the third most decisive factor for students when choosing a university. Thus, the results do most likely not point towards a decreasing importance of prestige; instead, some universities might rather emphasize other appealing aspects which are of interest to prospective students, especially if their ranking is relatively low on a global scale.

Table 7 demonstrates the moves and their communicative purposes. This table suggests that the primary purpose of WCU texts from Anglophone universities is not only to promote the respective university by emphasizing its prestige and conveniences, but also to attract prospective students and persuade them to apply. Further, the sample texts aim to provide students with relevant information about the university.

Table 7: Moves and their communicative purpose

Moves	Communicative Purpose
Move 1: Establish high prestige	<i>Attract the reader's attention by highlighting the university's international reputation.</i>
Move 2: Refer to teaching quality	<i>Praise excellent staff quality and programs provided by the university.</i>
Move 3: Ensure research excellence	<i>Praise the university's leading role in research.</i>
Move 4: Ensure friendly atmosphere	<i>Promote a positive and welcoming learning and living environment.</i>
Move 5: Offer attractive incentives	<i>Persuade future students to apply.</i>
Move 6: Ensure internationality	<i>Ensure an international and diverse environment.</i>

These findings support Yang's (2013b: 46) definition of "multi-functioned genre-mixing instances such as integrating the purposes of information, persuasion and promotion", all of

which “can exist compatibly without distorting the communication role”. Yet, this table clearly shows that the promotional and persuasive purposes considerably exceed the informative one.

Table 8 shows a more detailed move structure analysis, including both moves and steps by which the former are realized. Colors are used for visual distinction: obligatory moves/steps are displayed in dark blue, core moves/steps in light blue, optional moves/steps in green, and rare moves/steps in yellow.

Table 8: List of moves and steps of WCU pages of Anglophone universities

Moves / steps	Occurrences	Percentage
Move 1: Establish high prestige	14	70%
Step 1.1 Ranking	11	55%
Step 1.2 University history	3	15%
Step 1.3 Membership of a league/group	1	5%
Step 1.4 Famous alumni	3	15%
Move 2: Refer to teaching quality	18	90%
Step 2.1 Teaching staff	16	80%
Step 2.2 Variety of programs	9	45%
Step 2.3 Unique programs	1	5%
Move 3: Ensure research excellence	17	85%
Step 3.1 Leading research	15	75%
Step 3.2 Top facilities	9	45%
Step 3.3 Investments	4	20%
Move 4: Ensure friendly atmosphere	19	95%
Step 4.1 Student satisfaction	4	20%
Step 4.2 Leisure possibilities	12	60%
Step 4.3 Student support	13	65%
Step 4.4 Inclusion of testimonials	4	20%
Step 4.5 University size	3	15%
Move 5: Offer attractive incentives	20	100%
Step 5.1 Career prospects/employability	10	50%
Step 5.2 Good location	17	85%
Step 5.3 Scholarships	5	25%
Step 5.4 Accommodation	8	40%
Step 5.5 Student jobs	2	10%
Step 5.6 Student exchange	11	55%
Step 5.7 Collaboration with other organizations	10	50%

Step 5.8 Affordability (tuition fees/living costs)	4	20%
Move 6: Ensure internationality	14	70%

Table 8 demonstrates that WCU texts comprise a range of different moves and steps, thus providing convincing evidence that this “genre is not static; rather, it is hybrid and dynamic, and it evolves with the advance of academic marketization” (Yang 2013b: 58). As a result of this genre’s hybrid and dynamic character, multiple ways of composing WCU pages have developed (Yang 2013b: 57-58).

It is striking that none of the steps is obligatory, suggesting that the same move can be realized by a series of different steps. In addition, about 40% of the steps (9 out of 23) are core, which means that they are commonly used by Anglophone universities to fulfil certain moves. In fact, steps like advertising the university’s good location (85%), its leading role in research (75%), as well as its excellent teaching staff (80%) are frequently used, and seem to be a common strategy in writing WCU texts. With 85% appearance, the step of promoting the university’s location proves to be almost obligatory, thus emphasizing the importance of the university’s location, which has eventually become a key deciding factor. Jeff Selingo, author of the bestseller *There is life after College*, highlights that “the location of your college or university is more important than ever”, as hands-on learning experience such as internships become increasingly relevant in today’s competitive society (Selingo 2016). It is highly interesting to note that both the University of Hull and the University of Bolton advertise their location by comparing it to London, thus shedding a negative light on UK’s capital. In fact, the University of Hull compares average prices in Hull to those in London, and thereby aims to show that students in Hull get “a lot more for less”. Similarly, the University of Bolton promotes its location as a small town in contrast to “big busy” cities like London, which are defined as “intimidating”. Likewise, the University of Western Australia advertises Perth by promoting the “city as more affordable than Adelaide, Brisbane, Melbourne and Sydney”. This strategy can be ascribed to “comparative advertising”, a common form of marketing, which can be defined “as an effective means of conveying the differentiating advantages of a brand” (Soscia, Girolamo & Busacca 2010: 109). Although the three universities do not explicitly refer to other universities, they do promote their location by distancing themselves from other cities which are described as either overpriced or intimidating. A more detailed analysis of moves and steps offering an overview of each text can be found in the appendix (see table 11).

7.1.2 ‘Why choose us’ pages of mainland European universities

As for the sample texts of non-Anglophone European universities, the same moves were identified, albeit with slightly different occurrences:

Table 9: Move structure of WCU pages of mainland European universities

Move	Occurrences	Percentage
Move 1: Establish high prestige	16	80%
Move 2: Refer to teaching quality	19	95%
Move 3: Ensure research excellence	19	95%
Move 4: Ensure friendly atmosphere	18	90%
Move 5: Offer attractive incentives	19	95%
Move 6: Ensure internationality	19	95%

Interestingly, moves 2, 3, 4, 5 and 6 turn out to be obligatory, whereas only move 1 can be identified as core. Hence, non-Anglophone European universities seem to focus on both academic (teaching quality, research excellence, internationality) as well as on non-academic features (friendly atmosphere, attractive incentives), and therefore do not appear to put a particular emphasis on extra-curricular amenities. The establishment of high prestige proves to be core with an occurrence of 80%.

Table 10 provides a more detailed move structure analysis, showing both moves and steps. Again, obligatory moves/steps are marked in dark blue, core moves/steps in light blue, optional moves/steps in green, and rare moves/steps in yellow.

Table 10: List of moves and steps of WCU pages of mainland European universities

Moves / steps	Occurrences	Percentage
Move 1: Establish high prestige	16	80%
Step 1.1 Ranking	11	55%
Step 1.2 University history	11	55%
Step 1.3 Membership of a league/group	3	15%
Step 1.4 Famous alumni	3	15%
Move 2: Refer to teaching quality	19	95%
Step 2.1 Teaching staff	12	60%
Step 2.2 Variety of programs	15	75%
Step 2.3 Unique programs	3	15%
Move 3: Ensure research excellence	19	95%
Step 3.1 Leading research	17	85%
Step 3.2 Top facilities	8	40%

Step 3.3 Investments	1	5%
Move 4: Ensure friendly atmosphere	18	90%
Step 4.1 Student satisfaction	7	35%
Step 4.2 Leisure possibilities	10	50%
Step 4.3 Student support	6	30%
Step 4.4 Inclusion of testimonials	3	15%
Step 4.5 University size	13	65%
Move 5: Offer attractive incentives	19	95%
Step 5.1 Career prospects/employability	10	50%
Step 5.2 Good location	17	85%
Step 5.3 Scholarships	1	5%
Step 5.4 Accommodation	3	15%
Step 5.5 Student jobs	2	10%
Step 5.6 Student exchange	10	50%
Step 5.7 Collaboration with other organizations	6	30%
Step 5.8 Affordability (tuition fees/living costs)	5	25%
Step 5.9 Courses taught in English	9	45%
Move 6: Ensure internationality	19	95%

Except for step 5.9 (courses taught in English), the same moves and steps could be identified. This additional step comes as no surprise, as “an increasing number of institutions in non-English-speaking countries now offer courses in English to overcome their linguistic disadvantage” (OECD 2010: 315, quoted in Jenkins 2014: 4). To attract international students, mainland European universities, whose language of instruction is other than English, hence frequently advertise programs in English on their WCU pages. Yet, it is interesting to note that only 45% of the sample texts of non-Anglophone universities refer to their offering of study programs in English, although further online search has shown that most sample universities do offer at least some English-taught degrees. For instance, the University of Vienna, despite not referring to its programs taught in English on its WCU page, does offer a variety of different English degrees, amongst them being Banking and Finance, Communication Science, Mathematics, English Language and Linguistics or Economics (Master programs taught in English, University of Vienna). Likewise, the University of Uppsala, the University of Southern Denmark, the University of Jena, the Corvinus University of Budapest and the University of Tartu, all of which do not explicitly point to their English-taught programs, do offer degrees in English. Considering that Anglophone countries boast the “highest recruitment of international

students” (Jenkins 2014: 83) due to English being the lingua franca, the question arises as to why non-English speaking universities, which do offer degree programs in English and could thus attract more international students, do not promote them on their WCU pages. To answer this question, I sent e-mails to the respective universities, and received only one reply: the University of Tartu states that “it seems default that if we are advertising in English, we must have something to offer to international students. It is quite uncommon that a university advertises itself internationally and has zero programmes for international students” (Soo 25 Jan. 2018). The University of Tartu then goes on to explain that “we have quite many marketing messages and we have to think which are the most important ones. Otherwise it gets too much and people lose interest” (Soo 25 Jan. 2018). Thus, the University of Tartu deliberately omits reference to English-taught programs as this would, first, exceed the amount of marketing messages they want to deliver, and, second, provide redundant information. Yet, it would be crucial to know for prospective international students which programs are offered in English. One would still expect this step to be core, if not obligatory – especially considering that “English (...) is preeminent and has become the main foreign language that is used as a means of instruction at universities in Europe and worldwide” (Doiz, Lasagabaster & Sierra 2013: xvii)¹¹.

It is to be noted that none of the steps is obligatory, suggesting that a variety of different steps are being used to realize the same move. The steps of commending the universities’ leading research (step 3.1) and their convenient location (step 5.2) both occur in 85% of the sample texts, and are hence virtually obligatory. The step of highlighting the large variety of programs the universities have to offer is also important, and appears in 75% of the sample texts.

¹¹ Coleman (2006: 1) refers to English as the lingua franca as a “killer language”, and notes that the increasing adoption of English in higher education stands in stark contrast to “[p]lurilingualism and multilingualism [which] are embedded in the official policies of the European Union and the Council of Europe”. In fact, although the European Commission’s 2004-06 action plan was aimed at “[promoting] multilingualism and language diversity” in the field of higher education, it is the English language that dominates European academia (Doiz, Lasagabaster & Sierra 2013: xvii). Thus, it is hardly surprising that the implementation of English as a medium of instruction is not only endorsed, but is also raising concerns (see Phillipson 2003, 2009, Coleman 2006, Schjerve-Rindler & Vetter 2013).

7.1.3 Comparative analysis

It is interesting to note that sample texts from both Anglophone and non-Anglophone European universities make use of the same moves and steps. However, one cannot only find similarities but, also differences, of which the most salient ones will be examined¹².

Regarding similarities, it is striking that the same moves and steps could be identified, with the sole exception that WCU texts from mainland European universities feature an additional step, i.e. the advertising of English degree programs which primarily target international students. Thereby, non-English speaking universities aim “to overcome their linguistic disadvantage” (OECD 2010: 315, quoted in Jenkins 2014: 4) and to be no longer restricted to domestic students only, but instead become international study destinations.

The fact that all sample texts draw upon the same moves and steps implies that the generic structure of WCU pages is consistent, even across countries. In fact, also Yang (2013b: 57) suggests that “a *typical* WCU text would generally follow [a] 6-move structure” [emphasis added]. Yet, “the preferred elements used for promotion tend to vary from country to country” (Yang 2013b: 57). This is reflected in the fact that Anglophone and non-Anglophone European universities place importance on different steps to realize the same move, which will be investigated below.

One of the most interesting similarities is the reference to university rankings, which occurs in only 55% of each Anglophone and non-Anglophone European sample texts. Given that rankings have become “benchmarks of excellence for the public” (Altbach 2015: 3), and that they are the third most important factor for students when selecting a university (Times Higher Education 2016), one might expect this step to be much more common. However, as already argued in chapter 7.1.1, taking this result as evidence that rankings have become less significant would undoubtedly be inaccurate. In fact, in today’s “competitive and market-oriented academic world of the 21st century, rankings are inevitable and probably necessary” (Altbach 2015: 3). Thus, the results might suggest that universities which are not among the highest ranked worldwide instead emphasize other aspects; indeed, rather than writing *we are ranked 150th* universities might choose to omit any reference to their ranking, and stress other aspects instead. Still, some universities do refer to their relatively low ranking, such as the University of Tartu which provides a detailed account of its ranking, stating that “13 subjects (...) are among the world’s best ones”, with the best ranking at rank 101-150 and the lowest

¹² Steps that differ only slightly (e.g. membership of a league, unique programs, leading research, top facilities, investments, student satisfaction, leisure possibilities, inclusion of testimonials) are not investigated.

one at 451-500. Whether the reference to relatively low global rankings helps attract or rather deters prospective students is a different question, and could be resolved in future studies.

Further, 85% of the sample texts from Anglophone and mainland European universities promotes the university's good location, and thus this step proves to be almost obligatory. This clearly shows that both Anglophone as well as mainland European universities "[imitate] the tourist industry, [by] selling the place (...) and its people (...) to potential students" (Askehave 2007: 732). While "[i]t has been a common practice in the tourist industry to brag the geographical location and scenery of a tourist destination", it is interesting to note that "these aspects have also been highlighted as promotional elements in higher educational genres" (Zhang 2017: 75). For instance, the University of Mainz promotes its location as being famous for its carnival season, Macquarie University advertises "picturesque mountains", and Stockholm University promotes the wide range of museums, theaters and nightclubs. Further, the strategy of comparative advertising was found in several WCU texts of Anglophone universities (see chapter 7.1.1), whereas it is not employed in texts of mainland European universities. Since comparative advertising is considered "an effective method of communicating benefits of [...] brands" (Gotlieb & Sarel 1991: 38), this strategy contributes significantly in elevating the texts' persuasiveness. Thus, it can be argued that a university's academic rigor is no longer the single top priority, and that a university's location has particularly gained in importance (Askehave 2007).

In addition, both sample groups refer to student exchange opportunities, with 55% occurrence in texts of Anglophone universities, and 50% occurrence in texts of non-Anglophone European universities. Yet, half of the texts do not address exchange programs at all, which reflects the fact that many universities consider student mobility the status quo which does not require any further promotion. Given that exchange agreements with partner institutions have become a matter of course in today's era of internationalization (Katsarova 2015: 3), it is surprising that about 50% of the WCU texts still refers to an aspect that could technically be taken for granted. This might suggest that the explicit reference to student mobility, the latter of which is "the most widespread and probably the most powerful means for internationalisation of higher education" (Katsarova 2015: 3), is still essential and perhaps not yet a matter of course for every university. In fact, as international experience has become indispensable in today's job market, universities might choose to emphasize student exchange opportunities precisely because they are so important. By listing partner institutions and exchange opportunities, universities not only ensure internationality, but they might also aim

to establish more prestige (true to the motto: the more partner universities the higher the institution's prestige) and possibly imply greater career prospects¹³.

However, not only similarities, but also differences between WCU texts of Anglophone and mainland European universities could be found. One of the most striking differences to emerge from the data comparison is that only 15% of sample texts from Anglophone universities refers to its university's history, as opposed to 55% of texts from non-Anglophone European universities. While this discrepancy may seem surprising at first, the answer is clear upon further investigation: with the oldest universities being in Italy, the UK, Spain, and Portugal, all established in the 11th and 12th centuries (The Telegraph 2017), European universities have a much longer tradition than universities in non-European Anglophone countries, such as the U.S., Canada, Australia, and New Zealand. For instance, the first university in the U.S. was the University of Harvard established in 1636 (Ranker 2018), and the University of Sydney in Australia was only founded in 1850 (University of Sydney 2018). It is therefore hardly surprising that two out of three Anglophone universities referring to their history are European, namely the University of Wolverhampton (UK) and Trinity College (IR). Accordingly, Rüegg (1992: xix) seems right in arguing that “[t]he university is a European institution; indeed, it is the European institution *par excellence*” [original emphasis]. Thus, European universities boast a long tradition, upon which they often also pride themselves on their WCU pages. By referring to their long-standing history, universities aim to establish a distinguished status, enhance their credibility, and differentiate themselves from their competitors, which do not have such a long tradition.

A further remarkable difference to result from the data is that Anglophone universities seem to put considerable emphasis on student support, as this step occurs in 65% of the respective sample texts. Non-Anglophone European universities, by contrast, refer to student support in only 30% of the sample texts. This discrepancy might most likely be cultural; in fact, it is common among Anglophone universities to offer a large variety of services to students, such as counseling and personal tutors (e.g. University of Brighton), financial aid counseling (e.g. University of Minnesota), career counseling (e.g. Sheffield Hallam University), postgraduate career service (e.g. University of Auckland), student employment agency (e.g. Birmingham City University, University of Bolton), English language support services (e.g. University of Brighton), help with accommodation and visas (e.g. University of Brighton,

¹³ According to the QS Global Employer Survey Report, “6 out of 10 employers around the world give extra credit for an international student experience, and more than 80% said they actively sought graduates who studied abroad” (Giolando 2016).

University of Hull), on arrival welcome service for international students (e.g. University of South Australia), or orientation weeks (e.g. University of Brighton). In her analysis of the student prospectus from the University of Sterling in Scotland, Askehave (2007: 739) also stresses the role of support services, arguing that “the university is cast in the role of a service-minded, supportive, and in many cases, customer-driven organization whose main purpose is to offer an interesting and challenging university ‘experience’ to meet the needs of the picky student who is spoiled for choice”. This strategy of promoting student support services “helps build a student-centred image of a university, where the students can give their potential to full play, explore various possibilities and achieve all-round development, not only in academic performance, but also in extra-curricular activities and personal life” (Zhang 2017: 75). While the afore-mentioned services are commonly offered by Anglophone universities, they are very rarely found in mainland Europe. Non-Anglophone European universities might possibly still be influenced by Wilhelm von Humboldt (1767-1835), founder of the Humboldt University of Berlin and father of the Humboldtian education ideal, “whose ideas and philosophy of education rejuvenated education on [sic] Germany and [whose] ideas continue to impact upon and globally influence higher education” (Nicolaides 2012: 913). Similarly, also Pritchard (2004: 510) states that Humboldt’s educational concepts “have demonstrated a longevity resonating right up to the present day”, and Schlaeger (2013: 30) maintains that “the likelihood that some of the central ideas around which the Humboldt model developed, are still relevant today, is considerable”. One of Humboldt’s central ideas was that

the university (and education in general, as in the Prussian education system) should enable students to become autonomous individuals and world citizens by developing their own reasoning powers in an environment of academic freedom. Humboldt envisaged an ideal of *Bildung*, education in a broad sense, which aimed not merely to provide professional skills through schooling along a fixed path but rather allow students to build individual character by choosing their own way (Anderson 2004, quoted in Rouse 2016: 20; original emphasis).

Thus, Humboldt idealizes an individual who attains independence, autonomy, responsibility, and self-determination; an individual who succeeds academically without extensive support provided by the university. This model is still relevant today, and has shaped and still shapes higher education in central, eastern, and northern Europe (Anderson 2004). Universities in Anglophone countries, by contrast, tend to offer a wide range of different services to students, and thus seem to consider student support extremely important. Given that these findings are based on a limited number of texts, these results need to be interpreted with caution. It would be premature to conclude that Anglophone universities value support instead of autonomy,

whereas mainland European universities value autonomy and self-responsibility over support. Yet, these results might indicate a tendency towards differing values in higher education.

The tendency towards extensive student support in Anglophone countries might also explain why the reference to accommodation occurs in 40% of WCU texts of Anglophone universities, and only in 15% of texts of mainland European universities. Again, it becomes obvious that Anglophone universities offer a service which non-Anglophone European universities do usually not offer.

In this context, it is also crucial to note that tuition fees in Anglophone countries tend to be much higher than in most European countries (Katsarova 2015: 1), thus Anglophone universities have more funds available to offer the afore-mentioned services. In his article *A higher education for the twenty-first century: European and US approaches*, Aguilera-Barchet (2012: 17) also argues that “US universities have much bigger budgets than those in Europe”, hence U.S. institutions have many more resources available to spend on each student. For example, compared to the average public university in the United States, the Complutense University of Madrid, one of the highest ranked universities in Spain, has some 30% less funds available for each student (Aguilera-Barchet 2012: 18). Similarly, Katsarova (2015: 16) argues that tuition fees are “expected to increase the resources available to education institutions and support their efforts in maintaining and developing quality programmes” as well as support services directed at students.

Given the high tuition fees that are commonly charged at Anglophone universities, it is not surprising that there is a greater necessity for scholarships in Anglophone countries than in non-Anglophone European ones. In fact, “in the EU, higher education is considered a public service and is generally offered for free or at low cost” (Katsarova 2015: 16), with egalitarianism being the leitmotif of European higher education (Aguilera-Barchet 2012: 26). In the U.S., by contrast, “students pay for the education they receive” (Katsarova 2015: 6)¹⁴. The need for scholarships is also reflected in the move structure, which shows that 25% of the sample texts of Anglophone universities refers to scholarships, as opposed to only 5% of the texts of mainland European universities. Although this step is rare in both sample groups, it can still be seen that scholarships assume more importance in Anglophone WCU texts than in non-

¹⁴ While it is very common for U.S. students (and students in Anglophone countries in general) to pay for their university degree with their private means, “Europeans are generally used to having an affordable education system”, where “taxpayers (...) are the main source of revenue for higher education” (Aguilera-Barchet 2012: 19). Aguilera-Barchet (2012: 19) even goes as far as to claim that “Europeans, simply put, do not want to pay [much] for higher education”. However, he also makes a negative remark on free education in Europe, stating that “most European students take for granted that they have ‘the right to study’; in many cases they become ‘perpetual students’, as there are no limitations for graduation, and it does not cost them much to remain at university” (Aguilera-Barchet 2012: 35).

Anglophone European ones; hence, some students in Anglophone countries might choose their future university depending on scholarship availability. Moreover, due to high tuition fees Anglophone universities are very likely to have more resources available for scholarships.

Furthermore, it appears that quantity is considered an important criterion in mainland Europe for the university's self-description, whereas it seems less important in Anglophone contexts. For example, the large variety of programs is promoted in 75% of the WCU texts of non-Anglophone European universities, and only in 45% of texts of Anglophone universities. Also, reference to the university's size (e.g. number of students, lecturers etc.) occurs in 65% of mainland European sample texts, as opposed to only 15% of Anglophone texts. These results might indicate that quantity may be considered an important criterion for self-definition in non-Anglophone contexts, whereas it is less relevant in English-speaking contexts.

A final interesting observation to emerge from the data relates to internationality. Only 70% of WCU texts of Anglophone universities ensures internationality, as opposed to 95% of texts of mainland European universities. These results corroborate Jenkins' (2014: 101-107) findings, which suggest that mainland European universities strongly emphasize internationality by referring to English-taught degree programs, by citing the presence of international students and staff members, and by ensuring a diverse and multicultural community. For Anglophone universities, by contrast, internationality "appears to play a secondary role in their internationalization strategy", as argued by Jenkins (2014: 112). This discrepancy might be ascribed to the fact that Anglophone universities rank first in international student recruitment (Katsarova 2015: 4), and hence might not see the necessity to explicitly highlight their internationality. Non-Anglophone European universities, however, seek to increase their number of international students (Aguilera-Barchet 2012: 32, Katsarova 2015: 3-4), and might therefore put particular emphasis on internationality. In fact, by promoting a multicultural, English-speaking community, the European university is more likely to appeal to international students, whose native language is other than the university's official language.

In summary, evidence was put forward to show that WCU texts of Anglophone and non-Anglophone European universities have a very similar move structure, and generally make use of the same moves and steps. The only exception is that non-Anglophone universities also promote their English degree programs "to overcome their linguistic disadvantage" (OECD 2010: 315, quoted in Jenkins 2014: 4). In addition, both sample groups refer to university rankings in 55% of their texts, which does not suggest that rankings have become less important, but might show that universities which are not among the highest ranked in the world highlight other aspects instead. Also, both sample groups refer to exchange opportunities in

about half of their texts, which shows that student mobility has not yet become a matter of course for all universities. Similarly, both sample groups refer to the university's location in 85% of the sample texts, which shows that non-academic attributes have become more important. WCU texts of Anglophone universities use comparative advertising in that they promote their location by comparing it to other cities, a strategy that is not employed by mainland European universities. This strategy can be considered particularly persuasive, as it helps universities emphasize their convenient location.

However, also differences could be found between WCU pages of Anglophone and mainland European universities. The former group values student support, and offers a range of different services, amongst them being also help with finding accommodation, while the latter group seems to put more emphasis on student autonomy and self-responsibility. This might be due to the fact that mainland European universities might still be influenced by the Humboldtian educational concept which idealizes autonomy and self-determination. Anglophone universities also refer more frequently to scholarships, which might be ascribed to the fact that, first, Anglophone universities tend to have bigger budgets and, second, students pay high tuition fees and are therefore more likely to need scholarships. Due to the long history of universities in Europe, European universities frequently refer to their history, as opposed to non-European Anglophone universities. Further, mainland European universities refer more often to internationality in order to recruit more international students. Lastly, it seems that mainland European universities see quantity as an important criterion for self-description, as they refer more often to their universities' size (number of students, lecturers etc.) and the number of programs they offer.

7.2 Lexico-grammatical analysis

In the following, keywords, collocations and genre specific phrases, as well as grammatical features of WCU texts of Anglophone and non-Anglophone European universities will be analyzed. The keyword and collocation lists can be found in the appendix. This chapter concludes with a comparative analysis of both sample groups.

7.2.1 'Why choose us' pages of Anglophone universities

7.2.1.1 Keywords and collocations

Given that the WCU pages are about the respective university, it is obvious that the majority of the most important keywords belong to the semantic field of higher education (*university, campus, student, graduate, ranking, research* etc.). In addition, being part of what Yang (2013b: 46) defines as "academic 'info-promotion' genres", WCU texts employ strong,

emotional language, hence “expressions [that] are more promotional than informational in that they not only present information to the public, but more importantly, try to convince the public about the quality of the universities” (Zhang 2017: 72). Examples include evaluative adjectives such as *renowned*, *leading*, *top* or *prestigious*. As argued by Yang (2013b: 59), adjectives promoting the university’s academic performance “exhibit a strongly promotional and subjective voice”. Adjectives describing non-academic events, however, such as *diverse*, *vibrant*, *friendly*, *cultural* or *thriving*, “have a relatively softer or less exaggerative voice than the former” (Yang 2013b: 59). It should also be noted that the adjective *international* occurs very frequently (21 hits), which “displays the universities’ response to the market trend and contributes to the establishment of university credentials in the new era” (Zhang 2017: 73). In addition, also promotional nouns carrying a positive connotation are being used, such as *excellence*, *experience*, *diversity*, *curiosity*, *passion*, or *opportunities*, all of which aim to persuade prospective students to apply. In fact, these words “construct a positive and vivid image in the readers’ mind, leaving a good impression on them” (Zhang 2017: 72).

As WCU pages aim to “sell courses to [their] clients” (Askehave 2007: 725), frequent reference to the advertised product, i.e. the respective university, is to be expected. Accordingly, the term *university* turns out to be the most used keyword (97 hits). In addition, the universities often refer to their full name (e.g. University of Bolton), as well as to their general location (e.g. Australia, Ireland, UK). According to research, the constant repetition of the product’s name leads to a better retention of the text’s message, and is also a strategy commonly used in advertising (Pilcher 2014). Thus, universities not only try to establish familiarity by constantly referring to their name, but they also attempt to keep their name in the forefront of their readers’ minds.

Further, the sample texts are characterized by a high degree of the personal pronouns *we* and *our*, which express the “personalization of the (...) institution” (Fairclough 1993: 146), create a sense of engagement, and simulate a personal relationship between the university and the addressee (Hyland 2005, quoted in Yang 2013b: 58). The pronouns *you* and *your*, which also occur frequently in the sample texts, acknowledge the readers’ presence (Yang 2013b: 59). As noted by Askehave (2007: 736), the pronoun *we* implies a supportive environment, while “the ‘you’ instance mainly occurs as the beneficiary of the action or ‘you’ is associated with actions or states concerned with pleasant feelings or emotions”. Teo (2007: 104) also suggests that the pronouns *you* and *we* “give the impression that the writer is speaking directly to the readers and exemplifies what Fairclough (2001: 52) calls ‘synthetic personalisation’”.

In addition, “[t]he personalization of both institution (*we*) and addressees (*you*), and the individualized address of potential applicants (it is a singular not a plural *you*), simulate a conversational and therefore relatively personal, informal, solidary and equal relationship between institution and potential applicant” (Fairclough 1993: 147; original emphasis). The pronoun *you* is particularly important, as it is also one of the most powerful and effective words in advertising¹⁵. The use of these pronouns thus “simulates [a] conversational genre” (Fairclough 1993: 146). Hence, the personal pronouns *we/our* and *you/your* serve as promotional elements and are particularly conducive to the texts’ persuasiveness.

The personal pronouns *they* and *I* show negative keyness, which means that they occur more infrequently compared to other text types. This lack might be ascribed to the fact that third person pronouns tend to exclude, whereas *you* and *we* imply inclusiveness. Other negative keywords include *but* and *not*, which proves to be obvious, as “it is highly unlikely to mix promotional purpose in advertising with negative evaluation of the product being advertised” (Bhatia 2005: 221).

It is also noteworthy that the contraction *ll* shows high keyness with 41 hits. This demonstrates that WCU texts of Anglophone universities seem to be prone to contractions, and hence prefer an informal style. Also, the fact that the sample texts use the auxiliary verb *will* instead of *would* can be considered a promotional strategy, since the will future implies a likely prediction (thus the texts insinuate the likely future of the prospective student at the university), whereas *would* entails uncertainty and therefore rather unlikely situations.

Regarding collocations, the data suggests that the Anglophone sample texts do not draw upon genre-specific phrases. Still, some collocations should be considered: as universities seek to promote themselves on their WCU pages, they do so by using the phrase *one of the* + superlative (e.g. “one of the finest institutions”, “one of the liveliest and most diverse places”, “one of the most forward-thinking cities”). Likewise, the phrase *some of the* also shows high frequency (10 hits), and is followed by superlatives (e.g. “some of the country’s most advanced medical facilities”, “some of the brightest minds”, “some of the leading figures”). In addition, the phrase *in the world* is commonly used (15 hits) as well to indicate the universities’ worldwide prestige. Furthermore, the collocation *the university of* also frequently occurs (12 hits) as universities often refer to themselves for promotional purposes (see chapter 8.2.1). The phrases *you’ll have* (10 hits), *you’ll be* (6 hits) and *if you’re* (5 hits) show high frequency too.

¹⁵ The pronoun *you* is “one of the most distinctive features of advertising” (Cook 2001: 157), as can be seen in slogans like: “Because you’re worth it” (L’Oréal), “Melts in your mouth, not in your hands” (M&M), “Once you pop, you can’t stop” (Pringles), “Have it your way” (Burger King), “Gives you wings” (Red Bull) etc.

These phrases also demonstrate that the sample texts make frequent use of the pronoun *you* in combination with contractions, both of which add to an informal and personal style.

7.2.1.2 Grammatical features

Regarding the grammar used in WCU texts of Anglophone universities, it is to be noted that, as typical for promotional genres, there is a rather informal style which is realized through a series of different elements.

One of the most striking features is the constant use of superlatives (*most, top, best, highest, largest*), which emphasize the universities' supreme quality. In addition, imperatives are frequently used (e.g. "join us", "discover our university", "find your perfect course now and start your journey", "choose your future") to directly address the reader, promote action and reduce the distance between the university and the addressee. Furthermore, the texts feature a large variety of different adjectives, particularly positively connoted ones (e.g. *unique, exciting, impressive, creative, outstanding, motivated, pioneering, ambitious, perfect, dynamic*), as well as adverbs of degree (e.g. *really, very, highly, fully*), both of which depict the university in a very favorable light. These examples suggest that WCU pages seem to be characterized by a genre-specific lexis.

Other informal elements such as contractions (e.g. *you're, wasn't, there's, it's, we're, you'll, that's, here's*) and phrasal verbs (e.g. *check out, carve out, set up, fit in, set apart*) further contribute substantially to the texts' colloquality, which creates a conversational tone, and establishes a casual relationship with the reader. Through the use of colloquialisms (e.g. "unwind with mates", "stress-busting bunny cuddling sessions", "let's be honest", "whatever you're into", "heaps of fun", "it's up to you", "oh yes") the reader feels personally addressed and is hence more likely to be affected and to be more inclined to respond to the text's message.

The use of rhetorical devices such as rhetorical questions (e.g. "torn between the two?", "why not find out if you're eligible?", "want to join our student family?"), ellipses (e.g. "and a life", "12 month work visa in Ireland available after graduation"), rhyme (e.g. "earn while you learn") as well as alliterations (e.g. "big and bold", "most money", "kickstart their career") also add to the texts' informal and advertising style.

It is also important to note that the texts feature hardly any passive constructions, since active constructions facilitate a personal connection between the university and the addressee. The most commonly used tenses in WCU texts are the present and the future, the latter referring to the possible future of prospective students at the respective university (e.g. "you'll have the chance to pursue your interest", "you'll have the beach on your doorstep", "you'll have the

chance to gain industry and professional practice experience”). The past tense, on the other hand, is less common and is mostly used when referring to investments (e.g. “the massive investments we’ve made in our campus”), or rankings (e.g. “The University of South Australia was awarded 5 Stars in the 2012 QS World University Rankings”, “VU ranked in the top 2% in the Times Higher Education World University Rankings 2018”).

It is also noteworthy that the Anglophone sample texts are relatively short, with the lengthiest text consisting of 739 words (University of Hull), and the shortest one of only 54 words (Western University).

7.2.2 ‘Why choose us’ pages of mainland European universities

7.2.2.1 Keywords and collocations

As the keyword list shows (see appendix), most keywords of the sample texts can be ascribed to the semantic field of higher education (e.g. *university, students, programmes, research, rankings, campus, degree, institution*). The texts also feature a high degree of evaluative adjectives describing academic performance (e.g. *prestigious, leading, top*), as well as non-academic events (e.g. *diverse, excellent, unique, friendly*). In addition, there is also a preponderance of positively connoted nouns such as *quality* (39 hits), *excellence* (9 hits), *reputation* (8 hits) or *diversity* (6 hits). As already argued in chapter 7.2.1.1, these words are highly persuasive as they carry emotive power, increase the texts’ expressiveness and thus evoke positive emotions within the reader. The adjective *international* also occurs very frequently with 93 hits, which is consistent with Zhang’s (2017: 73) analysis of ‘about us’ sections of university websites. Zhang (2017: 73) suggests that the high frequency of this term “describes a wide spectrum of arenas where international cooperation takes place including ‘teaching programs, partnerships, students and staff exchanges’ (Ayoubi & Massoud 2007: 329)”. Hence, this “discursive strategy displays the universities’ response to the market trend and contributes to the establishment of university credentials in the new era” (Zhang 2017: 73). Likewise, Caiazza (2009) found out that the former non-evaluative adjective *international* has now become evaluative, hence serving a promotional purpose. As established in the move analysis, the frequent occurrence of this adjective can be expected, since mainland European universities aim to recruit international students, and therefore need to highlight their internationality.

The term *university* shows the highest keyness with 277 hits, as the texts, when referring to the university, tend not to use the pronoun *we* but rather say *the university* or *the university of X*. Hence, given that universities frequently refer to their full name, there is a high keyness

of place names as well (e.g. Helsinki, Trento, Stockholm, Tartu, Porto, Uppsala, Jena, Vienna). As mentioned in chapter 7.2.1, the constant repetition of a product's name, in this case the university's name, is a highly persuasive strategy used in marketing, as it allows for a better retention of a text's message (Pilcher 2014). In addition, as a university's location is becoming increasingly important, the sample texts also frequently refer to their general location (e.g. Norway, Sweden, Estonia) or more generally to the European Union (EU – 6 hits), where many of the sample universities are situated.

Moreover, the texts are characterized by a preponderance of the personal pronouns *our* and *your*, which reduce the distance between the writer and the reader, and thus help create a personal and conversational tone. It is very interesting to note, though, that the pronouns *we* and *you* do not appear in the keyword list. This lack shows that instead of using the pronoun *we* as the acting subject, the sample texts rather use the university's name, which explains the extremely high frequency of the term *university*. Additionally, instead of directly addressing the prospective student by saying *you*, the sample texts tend to stay slightly more formal and utilize the terms *students* (118 hits) or *student* (50 hits). Thus, while WCU pages of non-Anglophone European universities sometimes do use personal pronouns to create “synthetic personalisation” (Fairclough 2001: 52), they still appear hesitant in using *we* on behalf of the institution, and in directly addressing the prospective applicant by using *you*.

The personal pronoun *they* shows negative keyness, which, again, is obvious as this pronoun tends to exclude, while WCU pages aim to create a sense of inclusiveness and community. The first person pronouns *I* and *me* also show negative keyness, and the former is only used in the WCU page of the University of Liège and the University of Southern Denmark to refer to either the author of the text (Albert Corhay – University of Liège) or to the testimonial of the interview (University of Southern Denmark). The terms *not*, *but* and *no* also show negative keyness, as they imply something negative or contrastive. This point is also supported by Yang (2013b: 60) who states that “no university PR would allow negative or equivocal language in WCU”.

Regarding collocations, the most striking result to emerge from the data is that the phrase *the university of* is by far the most frequently occurring one with 110 hits. This confirms previous findings, in that WCU texts of mainland European universities do not employ the personal pronoun *we* to refer to themselves, but rather do so by using this phrase. Similarly, university-specific phrases like “university of Helsinki” (21 hits), “university of Tartu” (17 hits) or “university of Vienna” (11 hits) support the afore-mentioned result. In addition, collocations serving a mainly promotional purpose also show high frequency, such as *one of the* +

superlative with 31 hits (“one of the most important choices”, “one of the 100 highest ranked universities”, “one of the top Italian universities”), or *in the world* with 16 hits (“the most prestigious award in the world”, “among the best cities in the world”, “the top 2% of universities in the world”). Furthermore, the frequent occurrence of the phrase *wide range of* (12 hits) is used to refer to the variety of programs and activities offered by the university or its location (e.g. “wide range of subjects and courses”, “wide range of international study programs”, “wide range of activities”, “wide range of cultural attractions”).

7.2.2.2 Grammatical features

Concerning the grammatical features used in WCU pages of mainland European universities, it can be noted that the sample texts use a friendly but slightly more distant style than Anglophone texts.

As typical for promotional genres, abundant superlative forms (*top, best, highest, largest, most, safest, strongest, oldest, greatest*) and (quasi-)superlatives (*unique, excellent, extraordinary*) are employed to promote the university’s prestige and its distinguished status. In addition, the sample texts make frequent use of strongly emotional language, including positively connoted adjectives (e.g. *spectacular, outstanding, proud, successful, picturesque*), nouns (e.g. *paradise, support, treasure, career, entertainment*), and verbs (e.g. *love, value, enjoy, encourage, help*). A further promotional strategy is the use of multi-word units such as *state-of-the-art, world-class, research-intensive, cutting-edge* or *high-level* which “are used not only to provide descriptions but more so to paint very vivid pictures of the facilities in the minds of the readers” (Osman 2008: 69). Similarly, a variety of different adverbs of degree (e.g. *entirely, closely, finely, exactly, really, very*) are used to emphasize the university’s supreme quality. By constantly using qualitative terms, the texts successfully depict the university in a highly favorable light and therefore make the audience establish a positive attitude towards the institution.

Other promotional elements include imperatives (e.g. “Find out more!”, “Explore and be inspired!”, “Come and help us”!, “Come to Jena and experience internationality first-hand!”), which directly address the readers and hence help establish a personal connection with them. In addition, the use of phrasal verbs such as *stand out, carry out, jump into, count on* or *opt for* contributes considerably to the texts’ informality and their conversational style. It is interesting to note, though, that among WCU texts of mainland European universities it seems rather uncommon to use contractions or colloquialisms. In fact, it is only the University of Southern Denmark that uses contractions, since its WCU page consists of student testimonies

and therefore imitates everyday spoken language (e.g. “It’s a really friendly country”, “Isn’t that incredible?”, “I’m still getting used to the change”). There might be several possible explanations for this result. On the one hand, it might be cultural, as many European countries, such as the German-speaking ones or Italy, prefer a high degree of formality in written language. Ziegler et al. (2013: 272), for instance, argue that “German academic discourse style” is characterized by “a higher degree of formality” than English. Whether or not non-Anglophone European countries prefer a higher degree of formality in academic-info promotion genres than Anglophone countries is debatable, and definitely necessitates further research. On the other hand, this lack might also be ascribed to the linguistic competence of the non-native writers, as a sophisticated usage of contractions and particularly colloquialisms requires the mastery of discourse conventions and communicative competence in the target language.

The sample texts also make rare use of personal pronouns such as *I*, *you*, *your*, *we* or *our*, which establish a casual and relaxed relationship with the reader by personalizing the university and explicitly addressing prospective applicants.

Furthermore, the use of rhetorical devices, such as rhyme (e.g. “green and clean”), rhetorical questions (e.g. “Would you like to be one of them?”, “Did you know that you are never more than 300 meters away from a park in Stockholm?”) and alliterations (e.g. “friendly folks”, “inextricably intertwined”) is also very powerful and persuasive, as they may evoke an emotional response within the reader.

Unsurprisingly, only a few passive constructions are used, many of which put emphasis on the prospective student (e.g. “You will be met by stunning waterfront views”) or the university (e.g. “The University of Jena was founded in 1558 by Prince Elector Johann Friedrich”, “The schools of the U.Porto are sought by the best Portuguese students”). Yet, active constructions prevail as they add to the texts’ conversational and informal style, and also facilitate a personal connection between the university and the reader. The tenses most commonly used are the present and the future, the latter including the possible future of the prospective applicant at the university (e.g. “you will develop your ability to think independently”, “you will be able to partake in research seminars”, “you will not be short of choices”), and how the respective university will benefit the future student (e.g. “having a degree from Uppsala University will prepare you to jump straight into the international job market”). The past tense hardly occurs in the sample texts, and is primarily used to refer to the university’s history (e.g. “The University of Vienna celebrated its 650th anniversary in 2015”, “The University of Jena was founded”), or rankings and awards (e.g. “Uppsala University

received the highest score”, “Amsterdam was ranked 12th”, “the university was awarded the ‘Initiative of Excellence’”).

It is also crucial to note that the sample texts include several spelling mistakes (e.g. *successfull, globallay, businnes, disciplies, stragic plan*), as well as grammar mistakes (“in the entire Europe”, “Luxembourg it is only a two-hour drive to Brussels”, “Convinced that in each student has the potential”). These could either be errors or mistakes, the former resulting from a lack of knowledge (hence being competence based), and the latter referring to a failure of an already known system (performance based) (Brown 2000: 217). In addition, the WCU page of the University of Liège shows inconsistencies in spelling, as it uses both American and British English spelling conventions, such as “globalization” (AE), “internationalisation” (BE) or “recognised” (BE). While these inconsistencies and mistakes are certainly not intentional, they might, on the one hand, be due to a lack of linguistic resources as the authors of the respective texts are most likely non-native English speakers. On the other hand, they might also be due to inattention or a lack of proofreading.

It is also important to note that the sample texts of mainland European universities are relatively lengthy, with the longest text containing 971 words (University of Trento) and the shortest one consisting of 226 words (Comenius University of Bratislava).

7.2.3 Comparative analysis

7.2.3.1 Keywords and collocations

Unsurprisingly, both Anglophone and non-Anglophone European sample texts use similar words such as *university, students, study, research, or education*. This similarity is to be expected, as all sample texts belong to the same genre of WCU pages aiming to promote the respective university by providing similar arguments such as research excellence, qualified teaching staff or a convenient location. Also, both sample groups show a high degree of promotional language and feature the same evaluative adjectives such as *diverse, leading, best, friendly, top* or *international*. The latter is particularly interesting, as it shows high frequency in both keyword lists, but yet reveals a considerable discrepancy: in fact, while the adjective *international* occurs 21 times in the Anglophone corpus (meaning that it occurs at least once on average in every single text), it appears 93 times in the non-Anglophone European corpus, and is thus the fifth most frequently occurring word in the non-Anglophone keyword list. Hence, the non-Anglophone European WCU pages use this adjective four times more often than their Anglophone counterparts. This implies that WCU pages of mainland European universities place particular importance on the university’s internationality, which is also

reflected in the move structure grid (see chapter 7.1.2). As the English WCU page of mainland European universities is specifically directed at international students (the WCU page in the university's official language would be directed at domestic students), the texts repeatedly ensure the university's international character to attract mobile students more effectively. Indeed, to compensate for their linguistic disadvantage, non-Anglophone European universities find themselves obliged to promote an international, multi-cultural, but yet English-speaking community. In this regard, it is also hardly surprising that the term *English* appears in the keyword list of the non-Anglophone European texts (23 hits), since many of the sample universities promote English-taught degree programs. For obvious reasons, this term is absent in the keyword list of the Anglophone corpus.

A further difference to result from the data comparison relates to the term *university*, which is the most frequently occurring word in both keyword lists. While it occurs 97 times in the Anglophone sample texts, it appears 277 times in the non-Anglophone European corpus. Although this discrepancy may be striking, it becomes clear upon closer examination: WCU pages of Anglophone universities not only use the university's full name (University of X, or The University) to refer to themselves, but also make frequent use of the personal pronoun *we* (83 hits). WCU pages of mainland European universities, however, seem to be more hesitant to use the pronoun *we* (which does not even occur in the keyword list), and instead keep using the phrase *the University of X* or *the University* to refer to the institution being advertised. Similarly, while the term *students* occurs 58 times in the Anglophone sample texts, it appears 118 times in the non-Anglophone European corpus. Also, the personal pronoun *you* appears 171 times in the Anglophone texts, while it is not even featured in the keyword list of the non-Anglophone European texts. Hence, it can be seen that the Anglophone WCU pages directly address prospective students by using the pronoun *you*, whereas non-Anglophone European texts tend to use a more impersonal voice and maintain a certain distance by referring to prospective students simply as *students*. Consider the following examples:

Extracts taken from the WCU pages of Anglophone universities (emphasis added):

“*We*’ll teach *you* skills that employers really value – giving *you* a head start on *your* career journey” (University of Hull)

“*We*’re constantly updating and adding to the facilities *you*’ll use” (Sheffield Hallam University)

“*We* offer *you* far more than just a qualification” (University of Queensland)

“*Our* international partnerships with leading universities and Study Abroad opportunities enable *you* to travel internationally, to experience other cultures” (Trinity College)

“*We* even provide a free on-arrival welcome service where *we* will meet *you* at the airport” (University of South Australia)

Extracts taken from the WCU pages of mainland European universities (emphasis added):

“The study programmes at the *UvA* offer *students* a high level of autonomy” (University of Amsterdam)

“*Students* accepted into the *university* can choose from a wide range of study programmes” (Comenius University of Bratislava)

“*The University* also offers Sports Facilities, which allow the *students* to practice all kind [sic] of sports easily” (University of Oviedo)

“*The university* has developed a wide range of international study programs that are taught in English (or other languages such as Spanish) and that offer *students* the possibility of completing joint or double degrees” (University of Bordeaux)

“*The University of Bern* provides its *students* with the very latest specialist knowledge in international terms and familiarizes them with academic methods” (University of Bern)

As these examples illustrate, it becomes clear that personal pronouns are much more commonly used in WCU pages of Anglophone universities than of mainland European universities. The personal pronoun *our*, for example, occurs 114 times in the Anglophone sample texts, as opposed to only 37 times in non-Anglophone European texts. Likewise, the pronoun *your* appears 62 times in the former, and only 38 times in the latter sample group. Thus, there is convincing evidence that WCU pages of mainland European universities make less use of personal pronouns than texts of Anglophone universities, and therefore tend to employ a more formal and distant voice.

In addition, the keyword lists also suggest that Anglophone WCU pages frequently use contractions. In fact, the contraction *ll* is featured in the Anglophone keyword list with 41 hits, whereas contractions are completely absent in the keyword list of non-Anglophone European WCU pages. Except for the WCU page of the University of Southern Denmark, which presents interviews with students and therefore simulates spoken language, non-Anglophone European texts do not use any contractions at all. The following examples demonstrate the frequent use of contractions in WCU pages of Anglophone universities (emphasis added):

“*It’s* the biggest ever investment in our history” (University of Wolverhampton)

“From day one *we’ll* help you build the real-world knowledge and transferable skills that employers look for in graduate recruits” (University of Brighton)

“*You’ll* receive a first-class education” (Birmingham City University)

“*There’s* a wide range of scholarships for students from all background, so be sure to check out *what’s* on offer” (Macquarie University)

“*We’re* proud to rank first in Western Australia” (University of Western Australia)

“*We wouldn’t* have it any other way” (University of Queensland)

“Of course, *there’s* so much more to learn” (University of Minnesota)

“all while *you’re* studying” (University of Auckland)

Summarizing, WCU pages of Anglophone universities use a considerably higher degree of personal pronouns as well as contractions, while the texts of mainland European universities

tend to use the terms *university* and *students* instead of personal pronouns, and do not employ contractions. Thus, due to the preponderance of personal pronouns and contractions, Anglophone WCU pages are more informal than their non-Anglophone counterparts, and hence create a highly conversational tone. This might be due to cross-cultural differences in writing conventions, as “different languages and cultures have different writing patterns” (Kaplan 1966, quoted in Nasiri 2012: 5). These results suggest that informality might be more common in Anglophone academic info-promotion genres, whereas it might be less favored in non-Anglophone European contexts.

Regarding collocations and genre-specific phrases, only a few differences between Anglophone and non-Anglophone European WCU pages could be found. The phrase *the university of* proves to be much more commonly used in the mainland European sample texts with a frequency of 110, as opposed to 12 in the Anglophone texts. As non-Anglophone European universities employ this phrase to refer to themselves rather than using the personal pronoun *we*, the high frequency is not surprising. In this regard, the non-Anglophone European list also shows multiple examples of this phrase in combination with place names (e.g. “the university of Tartu”, “the university of Vienna”, “the university of Bordeaux” etc.), which is absent in the Anglophone list. A further difference is the use of phrases including contractions, such as *you’ll have* (10 hits), *you’ll be* (6 hits) or *if you’re* (5 hits), all of which are only used in Anglophone WCU pages.

Concerning similarities, the quasi-superlative forms *one of the* + superlative and *in the world* are commonly used in both sample groups and serve as promotional elements as they aim to show the university’s supreme quality.

7.2.3.2 Grammatical features

Concerning grammatical features, both sample groups show many similarities, amongst them being the frequent use of imperatives, evaluative language (including positively connoted adjectives, nouns, verbs), adverbs of degree, phrasal verbs, and the use of rhetorical devices such as ellipses, rhetorical questions or alliterations. In addition, the sample texts hardly employ any passive constructions, and make frequent use of the present tense and the will future, the latter of which proves to be particularly persuasive as it helps the prospective student visualize his/her future at the respective university. This strategy might be simple, but yet highly convincing, as it depicts how future students would benefit if they chose the respective university. Further, both sample groups use the past tense to refer to university rankings, the university’s history or investments. These similarities demonstrate that WCU pages are a

conventionalized genre that is characterized by a rather informal, personal and highly promotional style.

Yet, the scrutiny of grammatical features also reveals substantial differences. As already examined in the previous chapter, one of the most striking differences to emerge from the data comparison is that WCU pages of Anglophone universities make frequent use of personal pronouns, as opposed to texts of non-Anglophone European universities, which appear to be much more reluctant in using them. In analyzing English academic texts written by English and German-speaking scholars, Clyne (1991: 58) found out that texts by German speakers show a high degree of impersonal constructions and lack personal pronouns. According to Clyne (1991: 62), this can “be attributed to insecurity in writing in a second language”. In a recent article published by Textworks Translations (2016), a network of academics in humanities and social sciences, it is suggested that “the use of personal pronouns [in English academic writing] is increasing – especially in the social sciences and humanities”, whereas in German the “use of personal pronouns is not as common”. While this lack of personal pronouns appears to be characteristic for German academic texts, it might also apply to academic writing conventions across Europe.

As non-Anglophone European texts tend to use phrases like *the university of* instead of the pronoun *we*, and *the students* instead of the pronoun *you*, their WCU pages consequently happen to be more formal as these phrases display distance between the writer and the reader. A further remarkable difference to result from the data is that Anglophone WCU pages appear to be prone to using colloquialisms (e.g. “grab a bite”, “we’re pretty chuffed”, “heaps of fun”, “it’s up to you”), which add to the texts’ informality and colloquiality. Such colloquialisms can only rarely be found in non-Anglophone European WCU texts. Once again, there is evidence put forward to show that WCU pages of mainland European universities seem to favor a more formal style as opposed to texts of Anglophone universities. This discrepancy could also be attributed to the linguistic competence of the authors of the non-Anglophone European texts who are most likely non-English native speakers. Particularly the use of sophisticated and catchy colloquialisms requires not only an excellent command of English, but most importantly the mastery of communicative competence, which encompasses both grammatical knowledge, as well as the knowledge of appropriate language use according to the context (Barron 2003: 8). As pointed out by Mizne (1997: 2), “even after studying another language for many years, learners often still never achieve this level of proficiency” and frequently have difficulties in using “idiomatic expressions and slang”. This might explain the lack of colloquialisms in the non-Anglophone European sample texts. In addition, this lack might also be ascribed to cross-

cultural differences in writing patterns, as some countries might prefer a more formal style, even in academic info-promotion genres. Galtung (1981, quoted in Siepmann 2006: 133), for example, describes the Teutonic academic community as “less democratic and strongly elitist, with academic knowledge passing from ‘masters’ to ‘apprentices’”. This hierarchy dominating the German academic discourse might explain the more formal style of the WCU pages of the two German universities as opposed to their Anglophone counterparts. To substantiate this claim an analysis of the respective text in the original language would be needed, which is, however, beyond the scope of this paper. Moreover, this assumption might also hold true for other European countries, whose intellectual style might also be slightly more formal than in Anglophone contexts, avoiding colloquialisms and slang words even in academic info-promotion genres. As “a specified text type will differ from one language to another” (Siepmann 2006: 140), it is a matter of course that stylistic differences also among the European sample texts can be found.

It is also striking that mainland European WCU pages exhibit a variety of different spelling and grammar mistakes, which could either be mistakes or errors (see chapter 7.2.2.2). While some mistakes can most likely be attributed to carelessness or a lack of proof-reading (e.g. *disciplies*, *stragic plan*) and can thus be considered mistakes, others are typical mistakes made by non-native speakers and are hence more likely to be errors; for instance, the misspelling *successfull* is a common error made by German speakers in particular, since German adjectives ending in [ʃʊl] are written with <ll> (e.g. *grauenvoll*, *liebevoll*, *humorvoll*). Unsurprisingly, this error was found in the WCU text of the University of Jena. Whether and to what extent spelling and grammar mistakes have a negative effect on student recruitment would be an interesting issue to resolve, and could be focused on in future studies. Yet, given that typos and grammar mistakes influence a reader’s perception of the text and might even portray the author as “less conscientious, intelligent and trustworthy” (Boland & Queen 2016), it can be assumed that mistakes might depict the writer and hence also the university as less professional.

Moreover, the WCU texts differ significantly in length: the longest text consists of 971 words (University of Trento), while the shortest is only 54 words (Western University). It can also be noted that texts of Anglophone universities tend to be shorter (7533 words in total, 375 words on average), whilst texts of mainland European universities are distinctly longer (11805 words in total, 590 words on average). This considerable difference in length between the Anglophone and non-Anglophone sample texts might be ascribed to the fact that many universities offer the most relevant information on their WCU page, while others provide

various hyperlinks, found in or around the running text, for further reference. Thus, Anglophone WCU pages might be shorter as they may use more hyperlinks for further information. In addition, as Anglophone universities are highly popular for international students (OECD 2014: 345), they might not see the need to write lengthy texts, whereas non-Anglophone European universities might want to present more arguments to persuade prospective students to apply. For example, non-Anglophone European WCU texts tend to have an entire paragraph on the university's internationality, while Anglophone texts just briefly mention it.

Summarizing, the preponderance of personal pronouns and colloquialisms in the Anglophone sample texts might reflect the overall tendency of WCU pages of Anglophone universities to use an informal, conversational and student-centred style. Non-Anglophone European WCU pages, by contrast, tend to substitute the personal pronouns *we* and *you* with the phrases *the university* and *the students*, and thus appear to prefer a slightly more impersonal, formal and distant tone. Hence, given that an informal, personal and colloquial style denotes propinquity, it can be argued that the WCU texts of Anglophone universities consequently happen to be more persuasive, as they use a higher degree of personal pronouns, contractions and colloquialisms.

7.3 Multimodal analysis

This chapter will focus on a multimodal analysis of WCU texts of Anglophone and mainland European universities, which will be followed by a contrasting analysis of both sample groups. Only the most salient items will be discussed, as a fully-fledged analysis of layout, design and multimodality would exceed the scope of this thesis.

7.3.1 'Why choose us' pages of Anglophone universities

The vast majority of Anglophone WCU pages show the university's logo on the top left of the webpage (19 out of 20 = 95%), which Loranger (2017) defines as the "standard location". It is only the Western University that features the logo on the right bottom, a placement which might cause some difficulties; research suggests that "logos positioned in nonstandard locations damage usability. Users are 6 times more likely to successfully navigate the homepage in one click when the logo is left-aligned" (Loranger 2017). Thus, logos not only help the reader identify and remember the brand, which in this case is the university, but also function as a hyperlink, redirecting the reader to the homepage (Loranger 2017). Thus, by simply clicking on the university's logo, the user is taken back to the first page of the website.

Most Anglophone WCU pages are organized in a horizontal top menu and a central vertical text column. On the right or left side, some websites additionally feature vertical columns with hyperlinks referring to other webpages relevant for prospective students, such as courses, fees or entry requirements. Hyperlinks are therefore commonly used in or around the running texts and are featured on all websites. Furthermore, every webpage includes contact details to solicit contact, and most websites (17 out of 20 = 85%) also link to their social media accounts such as Facebook, Instagram, Twitter, YouTube, Snapchat or LinkedIn. These platforms not only show that the universities are modern and up to date, but also enable them to easily and effectively interact with their current and prospective students, staff members and the public. The links to the universities' social media can usually be found in the footer at the bottom of the webpage, as can be seen in figure 4:

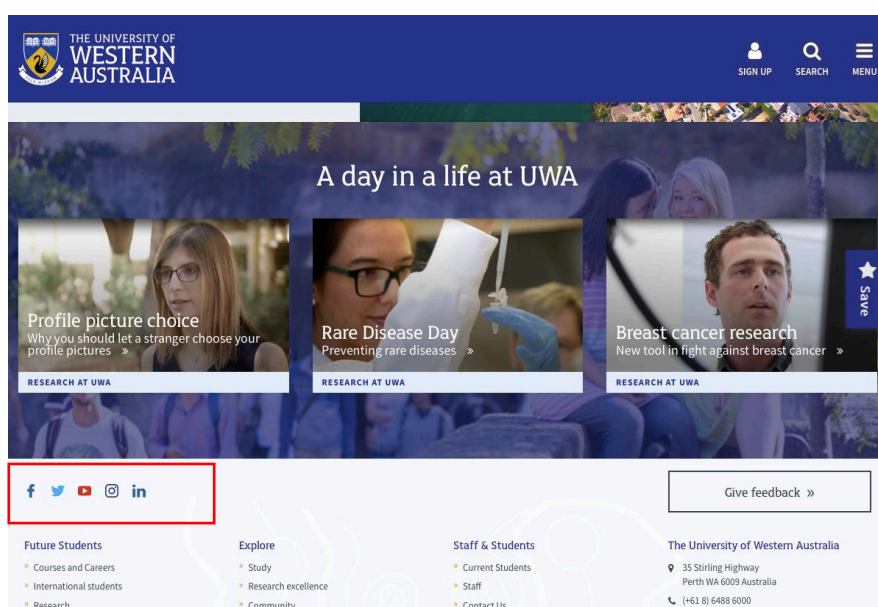


Figure 4: Links to social media (University of Western Australia)

It is also striking that most universities use pictures (16 out of 20 = 80%), which show the students, the professors, the facilities or other motifs connected to university life. Most images show smiling students (12 out of 20 = 60%), which not only demonstrate a positive and welcoming atmosphere for learning and living at the university (see move 4: Ensure friendly atmosphere – Students satisfaction), but also represent a diverse and multicultural community from different backgrounds (see move 6: Ensure internationality), which can be seen in figure 5 and 6:



Figure 5: Diverse student community (University of Wolverhampton)

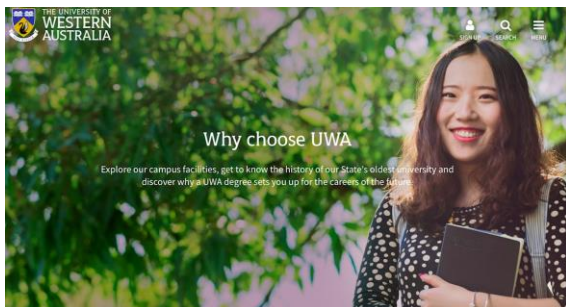


Figure 6: Diverse student community (University of Western Australia)

By incorporating images of students from different backgrounds, the universities aim to evince that they support diversity, equality and inclusion, and that students from all over the world are welcome.

The Victoria University of Wellington, for instance, starts its WCU page with an image of a Māori woman (figure 7), hence making a clear and powerful statement about its attitude towards indigenous people and demonstrating inclusiveness in higher education.

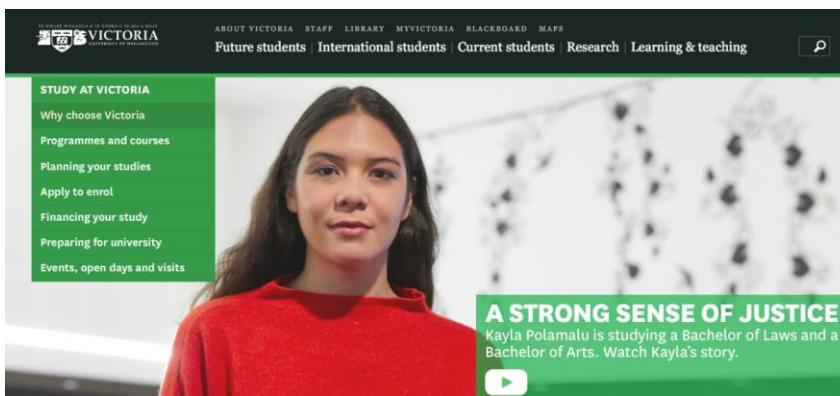


Figure 7: Diverse student community (Victoria University of Wellington)

According to Kress and van Leeuwen (2006: 117), an image of a person looking directly at the viewer is highly persuasive, as “[c]ontact is established, even if it is only on an imaginary level”, thus producing “a visual form of direct address”. This “acknowledges the viewers explicitly, addressing them with a visual ‘you’” (Kress & van Leeuwen 2006: 117).

Other images found on Anglophone WCU pages show pictures of students with their professors (7 out of 20 = 35%), the university's facilities (8 out of 20 = 40%), the city or the surrounding the university is located (7 out of 20 = 35%) or leisure activities (6 out of 20 = 30%). Images depicting the university's location as well as leisure opportunities are particularly powerful and persuasive, as they represent the university as a holiday destination or a leisure paradise rather than a place of intense study (see figures 8, 9 and 10).



Figure 8: University location (Victoria University of Wellington)



Figure 9: University location (The University of Western Australia)



Figure 10: Leisure activities (The University of Brighton)

Thus, similar to university prospectuses, also WCU pages are “trying to attract the attention of [their] readers – not by emphasising academic merits but by imitating the tourist industry, ‘selling’ the place (...) to potential students” (Askehave 2007: 732).

Some WCU pages also include videos (6 out of 20 = 30%), which are highly conducive to the texts' persuasiveness, as "video content is likely to engage us and ignite emotions" (Hainla 2018). Yet, it is interesting to note that both the University of Bolton and the University of South Australia neither use pictures nor videos, which makes their WCU pages look rather formal and dull. Their lack of visual media may fall into Pauwels' negative analysis, as absent features "may be as culturally significant as the present ones in that they may point to cultural taboos, or implicit values and norms" (Pauwels 2012: 253). In this case, however, it is highly unlikely that images and videos are "meaningfully absent" (Pauwels 2012: 253), and their lack might instead be a result of carelessness, indifference and a lack of knowledge in marketing.

Through the use of different font sizes, colors and font styles, all WCU pages visually distinguish between different levels of information. Visual prominence, e.g. strings of words written in capital letters only, are used to emphasize key information ("GREAT LOCATION" – University of Bolton, "CAREER FOCUSED" – University of Brighton, "WE'RE ONE OF THE WORLD'S MOST EXCITING CITIES" – University of Hull) or to address the reader more effectively ("DISCOVER YOUR POTENTIAL" – Macquarie University). If used wisely and not too often, words written in capital letters can be highly persuasive as they decrease reading speed and thus make the reader slow down and read the phrase more carefully (Strizver n.d.). It is also noteworthy that most Anglophone WCU pages use a white background, as a simple and minimalist style "is still a major trend (...). And a white background is the epitome of simple" (Cousins 2014). Also, considering that white, an inherently positive color, symbolizes purity, trust, softness, cleanliness and a positive atmosphere (Cousins 2014), it also serves as a highly persuasive tool, portraying the university as trustworthy and genuinely positive. The use of a white background in combination with colored and bold fonts, both of which can be attributed to visual prominence, can be seen in figures 11 and 12:



Figure 11: White background (The University of Canterbury)

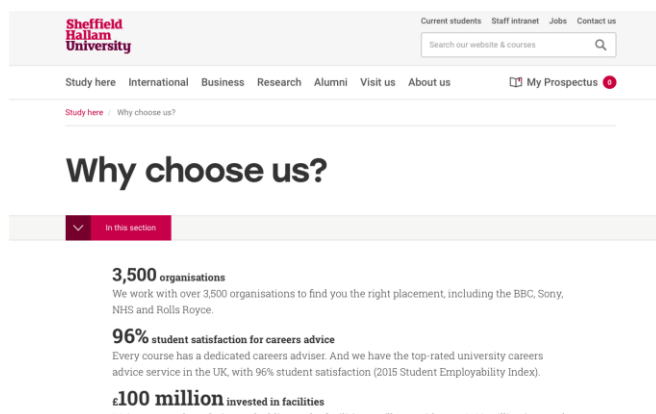


Figure 12: White background (Sheffield Hallam University)

Multiple Anglophone WCU pages (8 out of 20 = 40%) also feature buttons like “Apply at X”, “Apply now” or “Find your course”, thus inviting readers to apply as soon as they have finished reading the text. This strategy can be considered a pressure tactics, as it calls for the reader to take action.

7.3.2 ‘Why choose us’ pages of mainland European universities

Apart from the University of Jena, all other universities include their logo on their WCU pages. While the logo is most commonly featured on the top left of the website, it is only the University of Bern that incorporates the logo on the top right, a nonstandard location which might cause confusion amongst users (Loranger 2017). As argued by Loranger (2017), “right-aligned logos hurt brand recall” as they violate web conventions.

Most mainland European WCU pages are structured in a horizontal top menu and a central vertical textual part. On the left or right side, some websites additionally exhibit a vertical column including hyperlinks that refer to other webpages that might be of interest to prospective students (e.g. facts and figures, entry requirements, visa information). Hence, hyperlinks are commonly used in or around the running text and are present on all WCU pages. Moreover, most WCU pages (17 out of 20 = 85%) include contact details (either explicitly or implicitly as hyperlinks to click on) to solicit contact. The University of Mainz, the University of Jena and the University of Bordeaux do not state any contact information, which makes it more difficult for prospective students to get in touch with the university, as they first need to browse further to find contact details. In addition, most WCU pages (17 out of 20 = 85%) link to their social media accounts such as Facebook, Instagram, Snapchat, YouTube or Twitter. The University of Mainz, the University of Bern and the Comenius University of Bratislava do not include links to their social media, which might decrease their online exposure as opposed to universities which do so. Further, due to the absence of links to their social media accounts

these universities might miss out on possible interactions with prospective students. The links to the universities' social media accounts can be found in multiple different positions: in the footer at the bottom left or at the bottom right, in the top left or right corner, or on the right side in the center of the website, as can be seen in figure 13:

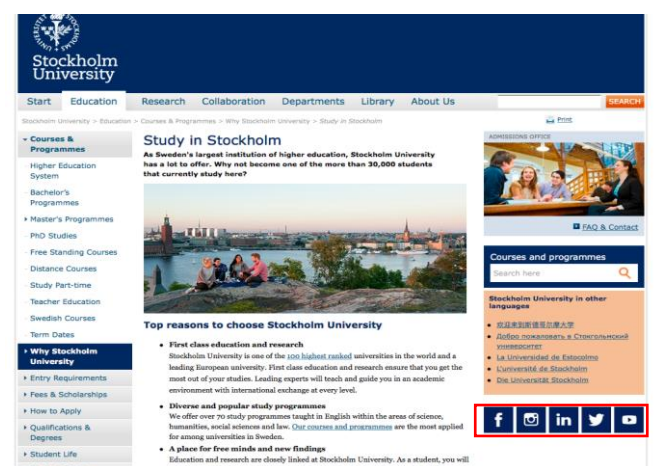


Figure 13: Links to social media (Stockholm University)

Some WCU pages also include the social media icons twice, on the top for sharing the text on the reader's social media, and at the bottom to get directed to the university's social media accounts (University of Helsinki, University of Bordeaux). The University of Luxembourg and the University of Vienna include links to their social media twice. This visual emphasis might increase the likelihood for readers to visit the universities' social media platforms.

Furthermore, most WCU pages make use of pictures (16 out of 20 = 80%), which show students, the professors, the facilities, the location, or other motifs associated with university life. The vast majority of images portrays smiling students from different backgrounds, which, again, demonstrates a positive and welcoming learning atmosphere (see move 4: Ensure friendly atmosphere – Student's satisfaction) and an international and multicultural community (see move 6: Ensure internationality), as shown in figures 14 and 15:



Figure 14: Diverse student community (University of Porto)



Figure 15: Diverse student community (University of Vienna)

Apart from the students' smiling faces, also the glasses of wine in figure 14 serve a persuasive function, as they symbolize ease, indulgence and companionship. Furthermore, several WCU pages (9 out of 20 = 45%) include images showing the university's campus, and the university's location, i.e. the city or its surroundings (5 out of 20 = 25%). The images depicting the location appear to be highly convincing, as they look as if they were taken out of a travel guide or holiday brochure, as shown in figure 16 and 17:



Figure 16: University location (University of Bergen)



Figure 17: University location (Stockholm University)

Videos are only used by the University of Warsaw and the University of Bordeaux (2 out of 20 = 10%), and can be considered highly persuasive as they engage the viewers and arouse emotions (Hainla 2018). It is interesting to note that the University of Helsinki, the University of Luxembourg and the University of Oviedo do not use any visual media at all, hence their

WCU pages appear very text-based, dry and formal, which might considerably decrease the texts' persuasiveness.

Furthermore, different font sizes, colors and font styles are used to visually differentiate between different levels of information. Visual prominence, including all capital letters (e.g. "JOIN US – STUDY AT COMENIUS UNIVERSITY" – Comenius University of Bratislava), bold fonts and/or colored fonts highlight important information. Additionally, most non-Anglophone European WCU pages (17 out of 20 = 85%) use a white background with a black font color, and they thus favor a simple but effective style. The bright background is a highly persuasive tool, as it not only facilitates reading, but also creates a positive, welcoming and trustworthy atmosphere, as can be seen in figure 18:

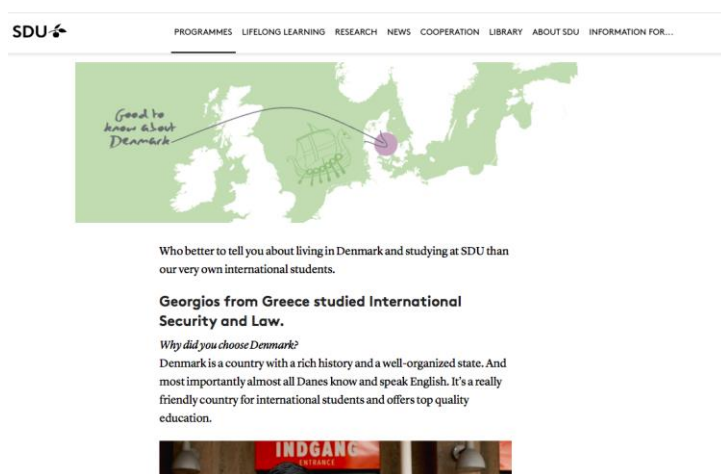


Figure 18: White background (University of Southern Denmark)

Moreover, it is worth noting that the University of Liège, Stockholm University, and the University of Jena include the author's name on their WCU page, which reduces the distance between reader and writer, and can thus be considered a persuasive strategy. Similarly, the Comenius University of Bratislava includes the name of the office being responsible for its WCU page (CU Public Relations Office). Further, some universities also state when their WCU page was last updated (7 out of 20 = 35%). While most of them were last updated in 2017, the WCU pages of the University of Mainz and the University of Porto were last modified in 2014 and 2015 respectively. As opposed to recent updates, modifications made three or even four years ago make the WCU pages appear outdated, neglected and unreliable, characteristics which might consequently be associated with the university.

7.3.3 Comparative analysis

By comparing the multimodal features of WCU pages from Anglophone and non-Anglophone European universities, a great number of similarities can be found: with few exceptions, the logo is commonly situated in the top left corner of the website, and serves as a hyperlink which redirects the user to the homepage. Also, both Anglophone and non-Anglophone European WCU pages are organized in a horizontal top menu with the text being vertically aligned in the center. All WCU pages include hyperlinks in or around the running text which refer to other websites prospective students might be interested in. In addition, most WCU pages provide contact details, as well as links to the universities' social media. While Anglophone WCU pages link their social media accounts at the bottom of the page (most commonly in the footer), non-Anglophone European universities locate their social media links in various positions (top, center, bottom), and some universities even include social media references twice. A further similarity is that most Anglophone and non-Anglophone WCU pages make use of images, which commonly feature smiling students from diverse backgrounds having a good time – with no trace of stress, anxiety or competition. These images serve a highly persuasive function, as the models' happy and relaxed smiles, which are related to the product (the university), increase positive product evaluation. Indeed, research suggests that a smiling face elicits target person joy as well as greater product appeal (Berg, Söderlund & Lundström 2015: 460). In addition, these pictures suggest a welcoming and enjoyable atmosphere for learning and living at the respective university (see move 4: Ensure friendly atmosphere – student satisfaction), and visualize the universities' global orientation (see move 6: Ensure internationality). These results also substantiate Zhang and O'Halloran's (2013) findings in that university websites increasingly incorporate images of smiling students of different nationalities.

In addition, the sample texts also show images of the university itself, the facilities, professors or the location, i.e. the city the university is located and/or its surroundings. Images depicting the university's location are particularly powerful, as they remind the reader of a holiday destination or an adventure trip rather than of a demanding university life. A further observation to emerge from the data comparison is the use of a simple and minimalist style with a white background and dark font colors.

Regarding differences, there is evidence to suggest that videos are more commonly used among WCU pages of Anglophone universities (6 out of 20 = 30%) than among texts of non-Anglophone European universities (2 out of 20 = 10%). These videos tend to summarize the content of the written WCU texts, and only in a few instances (see tables 11 and 12) they realize moves that are not present in the written text. Anglophone universities might consider audio

visual aids more persuasive than just written content alone to get the main message across, to engage and entertain the reader, and to differentiate themselves from their competitors. As video marketing is becoming increasingly popular, it is likely that more and more universities, both Anglophone and non-Anglophone, will soon incorporate videos on their WCU pages – to attract users with little time at hand who do not want to engage in reading all written information.

Moreover, it seems to be more common among WCU pages of mainland European universities to indicate when the page was last updated (7 out of 20 = 35%). Among Anglophone WCU pages it is only Trinity College which states its last update. Considering Pauwels' (2012) negative analysis and thus the question as to why references to last modifications are almost entirely absent on Anglophone WCU pages, one could assume that Anglophone universities might consider these references unnecessary. In addition, references to the last modification oblige the university to update its WCU page continuously in order not to appear negligent, whereas providing no indication of last modification makes the WCU page look current, and thus the reader will less likely question how up-to-date the provided information is.

A further observation to emerge from the data analysis is that non-Anglophone European universities indicate the authors' name (or the name of the section responsible) of the WCU texts more frequently (4 out of 20 = 20%) than Anglophone universities, which do not indicate the writers' names at all. Anglophone universities might not see the need to indicate the author's name, as contact details are given anyway in case prospective students have questions and wish to contact the university.

Lastly, Anglophone WCU pages use more pressure tactics than non-Anglophone European WCU pages, since 40% of Anglophone texts incorporates hyperlinks stating "apply now", "apply here" or "find your perfect course", links which are absent on non-Anglophone WCU pages. Thus, WCU pages of Anglophone universities appear to be more aggressive as they directly address the prospective student to take action.

Summarizing, Anglophone and non-Anglophone European WCU pages seem to employ similar multimodal features, including logos serving as hyperlinks in the top left corner of the website, contact details and links to the universities' social media (which may be found in different positions, though), and a simple and minimalist style with a white background and dark font colors. In addition, both Anglophone and non-Anglophone WCU pages make extensive use of images, which most commonly feature smiling students from different backgrounds who either look directly at the viewer, or are assembled in groups smiling at one

another. Images also show the university's location, which remind the viewer of a holiday destination rather than rigorous academic life. In addition, pictures also portray the university's facilities, professors, or the campus. Concerning differences, the use of videos seems to be more common among Anglophone WCU pages than among non-Anglophone European ones. Further, WCU texts of mainland European universities more frequently indicate the authors' names as well as the date of the last update. Also, Anglophone WCU pages are more prone to using pressure tactics, as they frequently include hyperlinks inviting the reader to apply to the respective university.

7.4 Summary of findings

In the first part of the analysis, a six-move structure could be identified, which confirms Yang's (2013b) findings. While Anglophone and mainland European WCU pages may use the same moves and steps, their emphasis differs distinctly. As opposed to WCU pages of mainland European universities, texts of Anglophone universities frequently refer to a range of different student support services, such as help with finding accommodation; non-Anglophone universities, however, seem to emphasize student autonomy and self-responsibility. This discrepancy might be attributed to the fact that mainland European universities might still be influenced by the Humboldtian educational ideal, which still shapes higher education in Europe (Anderson 2004), and which values student autonomy and independence. However, as the present study is based on a limited number of texts, further research would be required to examine differing values in higher education. Also, in Anglophone WCU texts scholarship availability appears more often than in non-Anglophone European texts, which rather highlight their long-standing tradition, the variety of programs, the university size as well as the university's internationality. In addition, non-Anglophone European WCU texts feature an additional step (courses taught in English) "to overcome their linguistic disadvantage" (OECD 2010: 315, quoted in Jenkins 2014: 4) and thus to attract more international students and to be no longer restricted to domestic students only. Regarding similarities, both Anglophone and non-Anglophone European WCU pages refer to university rankings in half of their texts, and promote extra-curricular amenities, such as the university's location. As opposed to texts from mainland European universities, however, some Anglophone WCU texts promote the university's location by comparing it to other cities, a highly persuasive strategy commonly found in advertising called "comparative advertising". This strategy is assumed to be particularly powerful, as it helps the university set itself apart from its competitors.

The lexico-grammatical analysis showed that both sample groups are characterized by a preponderance of evaluative language, imperatives, active constructions, rhetorical devices

and by terms related to the semantic field of higher education. While WCU pages of Anglophone universities use a high degree of personal pronouns, texts of non-Anglophone European universities appear slightly more reluctant in using these features. In fact, instead of using the pronoun *we* as the acting subject, non-Anglophone European WCU texts rather employ the phrase *the university*, and instead of directly addressing the prospective student by using the pronoun *you* non-Anglophone European texts tend to use the more impersonal phrase *students*. Thus, the terms *university* and *students* occur much more frequently in the non-Anglophone European texts (277 times and 118 times respectively) than in Anglophone texts (97 times and 58 times). Moreover, while the adjective *international* occurs only 21 times in the Anglophone texts, it occurs 93 times in the corpus of mainland European universities. This discrepancy suggests that non-Anglophone European universities attribute special importance to the university's internationality, which is also reflected in the move structure grid of non-Anglophone texts. In addition to that, Anglophone WCU pages incorporate more colloquialisms and contractions than non-Anglophone European texts. Thus, although WCU pages are characterized by a rather informal style, as typical for promotional genres, Anglophone texts seem to favor a more personal style, following a conversational and colloquial tone. Mainland European WCU texts, by contrast, tend to use a slightly more formal and distant voice, as they lack contractions, colloquialisms and direct reader address. These results might suggest that informality might be more common in Anglophone academic info-promotion genres, whereas it might be less favored in non-Anglophone European contexts – an assumption which should be validated by future research. Thus, since the frequent use of personal pronouns, contractions and colloquialisms creates a highly conversational tone and denotes propinquity, it can be argued that the linguistic strategies used in WCU texts of Anglophone universities appear to be more persuasive and effective than those used in texts of mainland European universities.

The multimodal analysis revealed that Anglophone and non-Anglophone WCU pages use similar features, including the university's logo serving as a hyperlink on the top left, contact details and references to the university's social media, and a simple and minimalist style with a white background and dark font colors. Images are commonly used, including smiling students from different backgrounds to visualize the university's international orientation (see move 6: Ensure internationality) as well as its inclusive and welcoming learning atmosphere (see move 4: Ensure friendly atmosphere – Student satisfaction). Images showing the university's location or its surroundings prove to be particularly persuasive, as they portray the university as a tourist destination rather than a place of intense study. Moreover, images

demonstrating the campus and the facilities are frequently presented as well. These features provide convincing evidence that universities attempt to appeal to prospective students not only through the textual part but also, and perhaps most importantly, through the use of (audio)-visual media. In terms of differences, non-Anglophone European WCU pages more commonly refer to the authors' names as well as to last updates, whereas Anglophone texts include more videos and pressure tactics ("apply now", "find your perfect course" buttons). The frequent use of audio-visual media as well as pressure tactics is likely to be highly persuasive, and thus the extra-linguistic strategies employed by WCU pages of Anglophone universities seem to be more effective than those of mainland European universities.

8 Conclusion

In this study, a genre analysis of ‘why choose us’ pages of Anglophone and mainland European university websites was conducted. The primary purpose of this paper was to examine how the move structure, the lexico-grammatical patterns and multimodal features of Anglophone and mainland European WCU texts are characterized, and to what extent they differ from one another. While previous research has predominantly focused on university prospectuses (see Fairclough 1993, Askehave 2007, Osman 2008), little is known about ‘why choose us’ pages of university websites, a cybergenre which is gradually displacing the genre of university prospectuses as it is easily and publically accessible online. Although previous studies have already investigated the move structure and lexico-grammatical features of WCU pages of Anglophone universities (Yang 2013b), a contrastive analysis between texts from English speaking and non-English speaking countries was yet to be conducted.

Thus, a corpus of 40 ‘why choose us’ texts (20 from Anglophone university websites, 20 from mainland European websites) was created. In this ESP based study, Bhatia’s (1993) framework for genre analysis was used. The texts were analyzed using a hand-tagged move analysis and Hüttner’s (2010) classification of moves, the software AntConc to determine keywords and collocations, a manual analysis of lexico-grammatical features, as well as Pauwels’ (2012) framework for multimodal analysis.

In this paper, evidence was put forward to show that WCU texts of university websites, as part of “academic ‘info-promotion’ genres” (Yang 2013b: 46), are characterized by a rather informal style which is realized through the use of evaluative language, imperatives, active constructions and rhetorical devices. WCU texts of Anglophone university websites seem to use more promotional strategies (both linguistic as well as extra-linguistic), in that they use the strategy of comparative advertising, as commonly found in the discourse of advertising, a more conversational style realized through personal pronouns, direct reader address, contractions and colloquialisms, as well as pressure tactics (“apply now” buttons). The WCU texts of mainland European university websites, by contrast, tend to employ a slightly more formal and distant style, as they use impersonal phrases such as “the university” and “the students” instead of the personal pronouns *we* and *you*. Thus, as the frequent use of pronouns, contractions, colloquialisms and pressure tactics creates a personal tone and hence denotes propinquity, it is argued that the linguistic and extra-linguistic strategies used in WCU texts of Anglophone universities seem to be more persuasive than those of mainland European universities.

The limitation of the current study lies in the fact that the corpus consists only of 40 sample texts, which reduces the generalizability of the findings. It is suggested that future

studies increase the corpus size and thus include more texts. In addition, future research could also conduct a contrastive analysis of WCU texts from non-English speaking universities, e.g. Asian and European universities. Given that Chinese universities in particular aim to substantially increase their number of international students (Jenkins 2014: 82), it would be interesting to explore whether they use different promotional strategies to recruit prospective students. Furthermore, this genre analysis could be combined with qualitative methods, as also suggested by Yang (2013b: 70). Interviews with authors of WCU pages about how they decide to structure the texts would present an important contribution to the understanding of the writing procedure. In addition, future studies on the current topic are required to establish whether academic info-promotion genres in non-Anglophone contexts do indeed prefer a higher degree of formality. Also, further experimental investigations are needed to establish the different values in higher education in Anglophone and non-Anglophone European contexts, and to verify whether the Humboldtian educational ideal does indeed have an impact on the offering of student services.

Despite its limitations, this study contributes to the understanding of how Anglophone and non-Anglophone European WCU pages are characterized, and how they vary from one another. This paper could particularly benefit website content writers and authors of academic info-promotion texts in general. Moreover, this study might also entail implications for the ESP classroom, where successful promotional strategies could be analyzed and applied to the students' own needs. In addition to that, this study might also lay the foundations for future research into contrastive analyses of academic info-promotion genres.

Word count: 30,684

9 References

- Aguilera-Barchet, Bruno. 2012. *A higher education for the twenty-first century: European and US approaches*. Brussels: Centre for European Studies.
- Altbach, Philip G. 1999. "The logic of mass higher education". *Tertiary Education and Management* 5(2), 107-124.
- Altbach, Philip. 2015. "The dilemmas of ranking". *International Higher Education* 42, 2-3.
- Anderson, Robert D. 2004. *European universities from the Enlightenment to 1914*. Oxford: Oxford University Press.
- Andrade, Maureen Snow. 2006. "International students in English-speaking universities". *Journal of Research in International Education* 5(2), 131-154.
- Andrews, Dorine; Nonnecke, Blair; Preece, Jennifer. 2003. "Electronic survey methodology: a case study in reaching hard-to-involve Internet users". *International Journal of human-computer interaction* 16, 185-210.
- Anthony, Laurence. 2014. *AntConc* (Version 3.5.2) [Computer Software]. Tokyo, Japan: Waseda University. Available from <http://laurenceanthony.net/>
- Askehave, Inger. 2007. "The impact of marketization on higher education genres: the international student prospectus as a case in point". *Discourse Studies* 9(6), 723-742.
- Askehave, Inger. 2017. "Communicative purpose as genre determinant". *Hermes* 12(23): 13-23.
- Askehave, Inger; Nielsen, Anne Ellerup. 2005. "Digital genres: a challenge to traditional genre theory". *Information Technology & People* 18(2), 120-141.
- Askehave, Inger; Swales, John. 2001. "Genre identification and communicative purpose: a problem and a possible solution". *Applied Linguistics* 22(2), 195-212.
- Austrian Marshall Plan Foundation. 2017. "Overview". <http://www.marshallplan.at/overview-1> (7 Oct. 2017).
- Ayoubi, Rami M.; Massoud, Hiba. 2007. "The strategy of internationalization in universities: a quantitative evaluation of the intent and implementation in UK universities". *International Journal of Educational Management* 21(4), 329-349.
- Barnett, Roland. 2011. "The marketised university: defending the indefensible". In Molesworth, Mike; Scullion, Richard; Nixon, Elisabeth (eds.). *The Marketisation of higher education and the student as consumer*. London: Routledge, 39-51.
- Barron, Anne. 2003. *Acquisition in interlanguage pragmatics: learning how to do things with words in a study abroad context*. Amsterdam: John Benjamins Publishing Company.
- Bawarshi, Anis; Reiff, Mary Jo. 2010. *Genre: an introduction to history, theory, research, and pedagogy*. Indiana: Parlor Press.
- Bazerman, Charles. 1997. "The life of genre, the life in the classroom". In Bishop, Wandy; Ostrum, Hans (eds.). *Genre and writing*. Portsmouth: Boynton/Cook, 19-26.
- Becker, Alton L. 1995. *Beyond translation: essays toward a modern philology*. Ann Arbor: University of Michigan Press.
- Berg, Hanna; Söderlund, Magnus; Lundström, Annika. 2015. "Spreading joy: examining the effects of smiling models on consumer joy and attitude". *Journal of Consumer Marketing* 32(6), 459-469.
- Bhatia, Vijay K. 1993. *Analysing genre: language use in professional settings*. London: Longman.
- Bhatia, Vijay K. 1997. "Genre-mixing in academic introductions". *English for Specific Purposes* 16(3), 181-195.
- Bhatia, Vijay K. 2004. *Worlds of written discourse: a genre-based view*. London: Bloomsbury.

- Bhatia, Vijay K. 2005. "Generic patterns in promotional discourse". In Halmari, Helena; Virtanen, Tuija (eds.). *Persuasion across genres: A linguistic approach*. Amsterdam: John Benjamins, 213-225.
- Bhatia, Vijay K. 2006. "Analysing genre: some conceptual issues". In Hewings, Martin (ed.). *Academic writing in context: implications and applications*. London: Continuum, 79-92.
- Bhatia, Vijay K. 2008. "Towards critical genre analysis". In Bhatia, Vijay K.; Flowerdew, John; Jones, Rodney H. (eds.). *Advances in Discourse Studies*. London: Routledge, 166-177.
- Boland, Julie; Queen, Robin. 2016. "Why grammar mistakes in a short email could make some people judge you". *The Conversation*. <https://theconversation.com/why-grammar-mistakes-in-a-short-email-could-make-some-people-judge-you-57168> (4 March 2018).
- Bondi, Marina. 2010. "Perspectives on keywords and keyness: an introduction". In Bondi, Marina; Scott, Mike (eds.). *Keyness in texts*. Amsterdam: John Benjamins, 1-20.
- Borg, Erik. 2003. "Discourse community". *ELT Journal* 57(4), 398-400.
- Breyer, Yvonne Alexandra. 2011. *Corpora in language teaching and learning: potential, evaluation, challenges*. Frankfurt am Main: Peter Lang.
- Brown, Frank. 1995. "Privatization of public education: theories and concepts". *Education and Urban Society* 27(2), 114-126.
- Bruce, Ian. 2008. *Academic writing and genre: a systematic analysis*. London: Continuum.
- Bunzel, David L. 2007. "Universities sell their brands". *Journal of Product & Brand Management* 16(2), 152-153.
- Caiazza, Luisa. 2009. "'National', 'international' and 'global' across British and Indian university websites". *ESP Across Cultures* 6, 45-60.
- Caiazza, Luisa. 2014. "Emerging conventions in the verbal component of the 'about' page of British University websites". In Evangelisti Allori, Paola; Bateman, John A.; Bhatia, Vijay K. (eds.). *Evolution in Genre: Emergence, Variation, Multimodality*. Bern: Peter Lang, 307-325.
- Carter, Denise. 2005. "Living in virtual communities: an ethnography of human relationships in cyberspace". *Information, Communication & Society* 8(2), 148-167.
- Casañ-Pitarch, Ricardo. 2015. "The genre 'about us': a case study of banks' corporate webpages". *International Journal of Language Studies* 9(2), 69-96.
- Catenaccio, Paola. 2012. "A genre-theory approach to the website: some preliminary considerations". In Campagna, Sandra; Garzone, Giuliana; Ilie, Cornelia (eds.). *Evolving genres in web-mediated communication*. Bern: Peter Lang, 27-52.
- Clyne, Michael. 1991. "The socio-cultural dimension: the dilemma of the German speaking scholar". In Schröder, Hartmut (ed.). *Subject-oriented texts: language for special purposes and text theory*. Berlin, New York: Walter de Gruyter, 49-67.
- Coleman, James A. 2006. "English-medium teaching in European higher education". *Language Teaching* 39(1), 1-14.
- Cook, Guy. 2001. *The discourse of advertising* (2nd edition). London: Routledge.
- Cousins, Carrie. 2014. "Tips on using white backgrounds in website design". <https://designmodo.com/white-backgrounds/> (6 March 2018).
- Crestodina, Andy. 2017. *Competitor analysis tools: 14 quick ways to compare websites*. <https://www.orbitmedia.com/blog/website-competitive-analysis-tools/> (17 Dec. 2017).
- Crowston, Kevin. 2010. "Internet genres". *Encyclopaedia of Library and Information Sciences* (3rd edition). DOI: <https://genres.syr.edu/sites/crowston.syr.edu/files/elischapter.pdf> (13 Nov. 2017).
- Daniel, John. 1993. "The challenge of mass higher education". *Studies in Higher Education* 18(2), 197-203.

- Doiz, Aintzane; Lasagabaster, David; Sierra, Juan Manuel. 2013. *English-medium instruction at universities: global challenges*. Bristol: Multilingual Matters.
- Brown, Douglas H. 2000. *Principles of language learning and teaching* (4th edition). White Plains, NY: Longman.
- Dudley-Evans, Tony; St. John, Maggie Jo. 1998. *Developments in ESP: a multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Eggins, Suzanne. 1994. *An introduction to Systemic Functional Linguistics*. Pinter: London.
- Fairclough, Norman. 1993. "Critical discourse analysis and the marketization of discourse: the universities". *Discourse and Society* 4(2), 133-168.
- Fairclough, Norman. 2001. *Language and Power*. (2nd edition). London: Longman.
- Ferguson, Gibson. 2007. "The global spread of English, scientific communication and ESP: questions of equity, access and domain loss". *Ibérica* 13, 7-38.
- Flowerdew, John. 1993. "An educational, or process, approach to the teaching of professional genres". *ELT Journal* 47(4), 305-316.
- Flowerdew, John. 2013. *Discourse in English language education*. London: Routledge.
- Furedi, Frank. 2011. "Introduction to the marketization of higher education and the student as consumer". In Molesworth, Mike; Scullion, Richard; Nixon, Elisabeth (eds.). *The Marketisation of higher education and the student as consumer*. London: Routledge, 1-7.
- Galtung, Johan. 1985. "Structure, culture and intellectual style". *Social Science Formation* 20, 817-856.
- Giolando, Elaina. 2016. "What do employers think of international experience?". <https://www.gooverseas.com/blog/what-do-employers-think-of-international-experience> (29 Jan. 2018).
- Gotlieb, Jerry B.; Sarel, Dan. 1991. "Comparative advertising effectiveness: the role of involvement and source credibility". *Journal of Advertising* 20(1), 38-45.
- Graham, Claire. 2013. "Discourses of widening participation in the prospectus documents and websites of six English higher education institutions". *British Journal of Sociology of Education* 34(1), 76-93.
- Graham, Shawn. 2012. "How to write great about us page content". <http://shawngraham.me/blog/how-to-write-great-about-us-page-content> (29 Dec. 2017).
- Greenall, Annjo K. 2012. "Attracting international students by means of the web: transadaptation, domestication and cultural suppression". *International Journal of the Sociology of Language* 216, 75-85.
- Groom, Nicholas. 2010. "Closed-class keywords and corpus-driven discourse analysis". In Bondi, Marina; Scott, Mike. (eds.). *Keyness in texts*. Amsterdam: John Benjamins, 69-78.
- Hainla, Liis. 2018. "8 powerful reasons you need to use video marketing". <https://www.dreamgrow.com/8-reasons-why-your-business-should-use-video-marketing/> (5 March 2018).
- Halliday, Michael. 1978. *Language as a social semiotic: the social interpretation of language and meaning*. London: Edward Arnold.
- Halliday, Michael; Hasan, Ruqaiya. 1985. *Language, context, and text: aspects of language in a social-semiotic perspective*. Oxford: Oxford University Press.
- Han, Zhengrui. 2014. "The marketization of public discourse: the Chinese universities". *Discourse and Communication* 8(1), 85-103.
- Hassan, Shadizan; Nadzim, Siti Zaleha Ahmad; Shiratuddin, Norshuhada. 2015. "Strategic use of social media for small business based on the AIDA model". *Social and Behavioural Sciences* 172, 262-269.

- Heath, Robert; Feldwick, Paul. 2007. "Fifty years using the wrong model of advertising". *International Journal of Market Research* 50(1), 29-59.
- Henry, Alex; Roseberry, Robert L. 1998. "An evaluation of a genre-based approach to the teaching of EAP/ESP writing". *TESOL Quarterly* 32(1), 147-156.
- Henry, Alex; Roseberry, Robert L. 2001. "A narrow-angled corpus analysis of moves and strategies of the genre: 'letter of application'". *English for Specific Purposes* 20, 153-167.
- Hine, Christine. 2006. *Virtual methods: issues in social research on the Internet*. Oxford: Berg.
- Huisman, Jeroen; Van der Wende, Marijk. 2004. *On cooperation and competition. National and European policies for internationalisation of higher education*. Bonn: Lemmens.
- Hultgren, Anna Kristina. 2014. "English language use at the internationalised universities of Northern Europe: is there a correlation between Englishisation and world rank?" *Multilingua* 33(3-4), 389-411.
- Hyland, Ken. 2012. *Disciplinary identities: individuality and community in academic discourse*. Cambridge: Cambridge University Press.
- Hyland, Ken; Tse, Polly. 2009. "The leading journal in its field: evaluation in journal description". *Discourse Studies* 11(6), 703-720.
- Hyon, Sunny. 1996. "Genre in three traditions: implications for ESL". *TESOL Quarterly* 30(4), 693-722.
- Hüttner, Julia. 2010. "Purpose-built corpora and student writing". *Journal of writing research* 2(2), 197-218.
- ICEF Monitor. 2015. "The state of international student mobility in 2015". <http://monitor.icef.com/2015/11/the-state-of-international-student-mobility-in-2015/> (1 Dec. 2017).
- Ishikawa, Shin'ichiro. 2011. "A new horizon of learner corpus study: the aim of the ICNALE project". In Weir, George; Ishikawa, Shin'ichiro ; Poonpol, Kornwipa. (eds.). *Corpora and language technologies in teaching, learning and research*. Glasgow: University of Strathclyde Press, 3-11.
- Jarvis, Peter. 2001. *Universities and corporate universities*. London: Kogan Page.
- Jenkins, Jennifer. 2014. *English as a lingua franca in the international university. The politics of Academic English Language Policy*. New York: Routledge.
- Jewitt, Carey. 2016. "Multimodal analysis". In Georgakopoulou, Alexandra; Spilioti, Tereza (eds.). *The Routledge handbook of language and digital communication*. London: Routledge, 69-84.
- Johns, Ann M. 1997. *Text, role and context: developing academic literacies*. Cambridge: Cambridge University Press.
- Jones, Steve. 1999. *Doing Internet research, critical issues and methods for examining the net*. London, Thousand Oaks, CA and New Delhi: SAGE Publications.
- Kaplan, Robert B. 1966. "Cultural thought patterns in intercultural education". In Croft, Kenneth. (ed.). *Readings on English as a Second Language*. Cambridge: Winthrop, 399-418.
- Kanoksilapatham, Budsaba. 2005. "Rhetorical structure of biochemistry research articles". *English for Specific Purposes* 24, 269-292.
- Katsarova, Ivana. 2015. *Higher education in the EU: approaches, issues and trends*. European Parliamentary Research Service. [http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/554169/EPRS_IDA\(2015\)554169_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/554169/EPRS_IDA(2015)554169_EN.pdf) (7 Feb. 2018).
- Kaša, Rita; Mhamed, Ali Ait Si. 2013. "Language policy and the internationalization of higher education in Baltic countries". *European Education* 45(2), 28-50.

- Kay, Heather; Dudley-Evans, Tony. 1998. "Genre: what teachers think". *ELT Journal* 52(4), 308-314.
- Kilian, Thomas; Hass, Berthold H.; Walsh, Gianfranco. 2008. "Grundlagen des Web 2.0". In Hass, Berthold; Walsh, Gianfranco; Kilian, Thomas. (eds). *Web 2.0*. Berlin: Springer.
- Kress, Gunther; van Leeuwen, Theo. 2006. (2nd edition). *Reading images: the grammar of visual design*. London, New York: Routledge.
- Kress, Gunther. 2010. *Multimodality: a social semiotic approach to contemporary communication*. London, New York: Routledge.
- Kritz, Mary M. 2006. "Globalisation and internationalisation of tertiary education". *Final report submitted to the United Nations Population Division*. http://www.un.org/esa/population/migration/turin/Symposium_Turin_files/P02_KRITZ_Rev3_Augst21.pdf (7 Oct. 2017).
- Kwan, Becky. 2006. "The schematic structure of literature reviews in doctoral theses of applied linguistics". *English for Specific Purposes* 25, 30-55.
- Kwasnik, Barbara; Crowston, Kevin. 2005. "Introduction to the special issue: genres of digital documents". *Information Technology & People* 18(2), 76-88.
- Kwong, Julia. 2000. "Introduction: marketization and privatization in education". *International Journal of Educational Development* 20, 87-92.
- Lam, Phoenix W.Y. 2013. "Interdiscursivity, hypertextuality, multimodality: a corpus-based multimodal move analysis of Internet buying deals". *Journal of Pragmatics* 51, 13-39.
- Levine, Rick; Locke, Christopher; Searls, Doc; Weinberger, David. 2002. *Das Cluetrain Manifest: 95 Thesen für die neue Unternehmenskultur im digitalen Zeitalter*. München: Econ Verlag.
- Loranger, Hoa. 2017. "Homepage links remain a necessity". <https://www.nngroup.com/articles/homepage-links/> (5 March 2018).
- Luijten-Lub, Anneke; Polydorides, Georgia; Van der Wende, Marijk; Williams, Gareth. 2004. "International comparative analysis and conclusions". In Huisman, Jeroen; Van der Wende, Marijk (eds.). *On cooperation and competition. National and European policies for the internationalisation of higher education*. Bonn: Lemmens, 249-276.
- Marginson, Simon; Rhoades, Gary. 2002. "Beyond national states, markets, and systems of higher education: a glonacal agency heuristic". *Higher Education* 43, 281-309.
- Master programs taught in English. University of Vienna. 2018. <https://slw.univie.ac.at/en/studying/degree-programmes/master-programmes/degree-programmes-in-foreign-languages/#c152670> (21 Jan. 2018).
- McCabe, Lester. 2001. "Globalization and internationalization: the impact on education abroad programs". *Journal of Studies in International Education* 5(2), 138-145.
- Messaris, Paul. 1997. *Visual persuasion: the role of images in advertising*. London: Sage Publications.
- Miller, Carolyn. 1984. "Genre as social action". *Quarterly Journal of Speech* 70, 151-167.
- Mizne, Claire Ann. 1997. "Teaching socio-linguistic competence in the ESL classroom". *Senior Thesis Projects 1993-2002*, 1-69.
- Nasiri, Sina. 2012. "Academic writing: the role of culture, language and identity in writing for community". *International Journal of Learning and Development* 2(3), 1-8.
- Nicolaides, Angelo. 2012. "The Humboldtian conception of research and learning – towards competitiveness in South African Higher Education". *Educational Research* 3(12), 912-920.
- OECD. 2010. *Education at a glance 2010: OECD Indicators*. Paris: OECD.
- OECD. 2014. "Indicator C4: Who studies abroad and where?", in *Education at a Glance 2014: OECD Indicators*. [http://www.oecd.org/edu/EAG2014-Indicator%20C4%20\(eng\).pdf](http://www.oecd.org/edu/EAG2014-Indicator%20C4%20(eng).pdf) (7 Oct. 2017).

- Osman, Hajibah. 2008. "Re-branding academic institutions with corporate advertising: a genre perspective". *Discourse and Communication* 2(1), 57-77.
- Paltridge, Brian. 1997. *Genre, frames and writing in research settings*. Amsterdam/Philadelphia: Benjamin's.
- Pauwels, Luc. 2012. "A multimodal framework for analyzing websites as cultural expressions". *Journal of Computer-Mediated Communication* 17, 247-265.
- Peterson, Dennis M.; Briggs, Peter; Dreasher, Luiza; Horner, David D.; Nelson, Trevor. 1999. "Contributions of international students and programs to campus diversity". *New directions for student services* 86, 67-77.
- Petroni, Sandra. 2014. "Collaborative writing and linking: when technology interacts with genres in meaning construction". In Evangelisti Allori, Paola; Bateman, John A.; Bhatia, Vijay K. (eds.). *Evolution in genre: emergence, variation, multimodality*. New York: Peter Lang, 289-306.
- Phillipson, Robert. 2003. *English-only Europe? Challenging language policy*. London: Routledge.
- Phillipson, Robert. 2009. *Linguistic Imperialism Continued*. New York: Routledge.
- Pilcher, Jeffry. 2014. "Say it again: messages are more effective when repeated". <https://thefinancialbrand.com/42323/advertising-marketing-messages-effective-frequency/> (10 Feb. 2018).
- Porter, James E. 1986. "Intertextuality and the discourse community". *Rhetoric Review* 5(1), 34-47.
- Pritchard, Rosalind. 2004. "Humboldtian values in a changing world: staff and students in German universities". *Oxford Review of Education* 30(4), 509-528.
- Randall, Geoffrey. 1997. *A practical guide to branding planning, organising and strategy*. London: Kogan Page.
- Ranker. 2018. "Oldest universities in the US". https://www.ranker.com/list/infoplease_s-oldest-us-universities/web-infoguy (31 Jan. 2018).
- Rawal, Priyanka. 2013. "AIDA marketing communication model: stimulating a purchase decision in the minds of the consumers through a linear progression of steps". *International Journal of Multidisciplinary Research in Social & Management Sciences* 1(1), 37-44.
- Rouse, Margaret. 2015. "Web 2.0". <http://whatis.techtarget.com/definition/Web-20-or-Web-2> (26 Dec. 2017).
- Rouse, William B. 2016. *Universities as complex enterprises: how academia works, why it works these ways, and where the university enterprise is headed*. Hoboken, New Jersey: John Wiley & Sons.
- Rüegg, Walter. 1992. "Foreword". In De Ridder-Symoens, Hilde; Rüegg, Walter (eds.). *A history of the university in Europe 1: Universities in the Middle Ages*. Cambridge: Cambridge University Press.
- Russel Group. 2017. "Our universities". <http://russellgroup.ac.uk/about/our-universities/> (21 Oct. 2017).
- Salager-Meyer, Françoise. 1994. "Hedges and textual communicative function in medical English written discourse". *English for Specific Purposes* 13, 149-170.
- Sauntson, Helen; Morrish, Liz. 2011. "Vision, values and international excellence: the 'products' that university mission statements sell to students". In Molesworth, Mike; Scullion, Richard; Nixon, Elisabeth (eds.). *The Marketisation of higher education and the student as consumer*. London: Routledge, 73-85.
- Schjerve-Rindler, Rosita; Vetter, Eva. 2013. *European multilingualism: current perspectives and challenges*. Bristol: Multilingual Matters.

- Schlaeger, Jürgen. 2013. "Prologue". In Henningsen, Bernd; Schlaeger, Jürgen; Tenorth, Heinz-Elmar (eds.). *Humboldt's model: the future of the universities in the world of research*. Berlin: Berliner Wissenschaftsverlag, 27-36.
- Schryer, Catherine F. 1993. "Records as genre". *Written Communication* 10, 200-234.
- Scott, Peter. 1998. *The globalization of higher education*. Buckingham: Open University Press.
- Selingo, Jeff. 2016. "Why your College's location is so important". <http://time.com/money/4366761/college-location-important/> (14 Jan. 2018).
- Shaw, Philip. 2006. "Evaluative language in evaluative and promotional genres". In Del Lungo Camiciotti, Gabriella; Dossena, Marina; Crawford Camiciottoli, Belinda (eds.). *Variation in business and economics discourse: diachronic and genre perspectives*. Rome: Officina Edizioni, 152-165.
- Siepmann, Dirk. 2006. "Academic writing and culture: an overview of differences between English, French and German". *Meta* 51(1), 131-150.
- Soo, Eveli. 2018. E-Mail to Nastassja Mikl, 25 Jan. 2018.
- Soscia, Isabella; Girolamo, Simona; Busacca, Bruno. 2010. "The effect of comparative advertising on consumer perceptions: similarity or differentiation?". *Journal of Business and Psychology* 25(1), 109-118.
- Sosnoski, James. 1999. "Hyper readers and their reading engines". In Selfe, Cynthia L.; Hawisher, Gail E. (eds.). *Passions Pedagogies and 21st century technologies*. Logan: Utah State University Press, 161-177.
- Strizver, Ilene. n.d. "ALL CAPS: To set or not to set?". <https://www.fonts.com/content/learning/fyti/situational-typography/all-caps> (6 March 2018).
- Swales, John. 1981. *Aspects of article introductions (Aston ESP Research Report 1)*. Birmingham: University of Aston in Birmingham, Language Studies Unit.
- Swales, John. 1990. *Genre analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Swales, John. 2004. *Research genres: exploration and applications*. Cambridge: Cambridge University Press.
- Swales, John. 2016. "Reflections on the concept of discourse community". *ASp* 69, 1-12.
- Tan, Gracelyn. 2013. "Getting started with volusion: how to build your about us page". <https://www.volusion.com/blog/how-to-build-an-about-us-page-with-examples/> (29 Dec. 2017).
- Tapper, Ted; Palfreyman, David. 2005. "The rise of mass higher education". In Tapper, Ted; Palfreyman, David (eds.). *Understanding mass higher education: comparative perspectives on access*. London: Routledge Falmer, 1-5.
- Teo, Peter. 2007. "The marketization of higher education: a comparative case-study of two universities in Singapore". *Critical Approaches to Discourse Analysis across Disciplines* 1(1), 95-111.
- Tessuto, Girolamo. 2015. "Generic structure and rhetorical moves in English language empirical law research articles: sites of interdisciplinary and interdiscursive cross-over". *English for Specific Purposes* 37, 13-26.
- The Telegraph. 2017. "The world's 15 oldest universities - where does Oxford rank?". <http://www.telegraph.co.uk/travel/lists/oldest-universities-in-the-world/bologna/> (29 Jan. 2018).
- The University of Sydney. 2018. "A history of thinking forward". <https://sydney.edu.au/about-us/our-story/australias-first-university.html> (29 Jan. 2018).
- Thompson, Susan. 1994. "Framework and contexts: a genre-based approach to analysing lecture introductions". *English for Specific Purposes* 13(2), 171-186.

- Times Higher Education. 2016. "Why do students go to university and how do they choose which one?". <https://www.timeshighereducation.com/student/news/why-do-students-go-university-and-how-do-they-choose-which-one> (15 Jan. 2018).
- Tomášková, Renáta. 2015. "A walk through the multimodal landscape of university websites". *Brno Studies in English* 41(1), 77-100.
- UMAP. 2016. "About UMAP". <http://umap.org/about/> (7 Oct. 2017).
- UNESCO. 2013. *The international mobility of students in Asia and the Pacific*. http://www.unescobkk.org/fileadmin/user_upload/library/edocuments/International_Student_Mobility_29_Jan.pdf (7 Oct. 2017).
- University of Oxford. 2015. *International trends in higher education 2015*. <https://www.ox.ac.uk/sites/files/oxford/International%20Trends%20in%20Higher%20Education%202015.pdf> (7 Oct. 2017).
- Van der Wende, Marijk. 2010. "Internationalization of higher education". In Peterson, Penelope; Baker, Eva; McGaw, Barry (eds.). *International encyclopaedia of education*. (3rd edition). Amsterdam: Elsevier Science and Technology Books, 540-545.
- Vyshnevskiy, Andriy. 2016. "The website of language schools. Genre analysis of the 'why choose us' webpage". MA thesis, University of Vienna.
- Wakeford, Nina. 2000. "New methodologies: studying the web". In Gauntlett, David (ed.). *Web studies: rewiring media studies for the digital age*. London: Arnold, 31-41.
- Walsh, Steve. 2011. *Exploring classroom discourse: language in action*. London, New York: Routledge.
- Watzlawick, Paul; Beavin, Janet H.; Jackson, Don D. 1967. *Pragmatics of human communication: a study of interactional patterns, pathologies, and paradoxes*. New York: W.W. Norton.
- Weissberg, Bob. 1993. "The graduate seminar: another research-process genre". *English for Specific Purposes* 12(1), 23-35.
- Wernick, Andrew. 1991. *Promotional culture: advertising, ideology and symbolic expression (theory, culture and society)*. London: Sage.
- Witte, Stephen. 1992. "Context, text and intertext: toward a constructionist semiotic of writing". *Written Communication* 9: 237-308.
- Xiong, Tao. 2012. "Discourse and marketization of higher education in China: the genre of advertisements for academic posts". *Discourse and Society* 23(3), 318-337.
- Yang, Wenhsien. 2012. "Keyness in academic textbook blurbs: lexical variations across disciplines". *Language and Language Teaching conference proceedings*, 63-73.
- Yang, Wenhsien. 2013a. "Two-folded messages behind CFP: a cross disciplinary study". *International Journal of Language Studies* 7(2), 83-108.
- Yang, Wenhsien. 2013b. "'Why choose us?' texts in university websites: a genre analysis". *Taiwan International ESP Journal* 5(1), 45-80.
- Yates, JoAnne; Orlikowski, Wanda J.; Okamura, Kazuo. 1999. "Explicit and implicit structuring of genres in electronic communication: reinforcement and change in social interaction". *Organisation Science* 10(1), 83-117.
- Yates, Simeon; Sumner, Tamara. 1997. "Digital genres and the new burden of fixity". Conference Proceedings of the Thirtieth Hawaiian International Conference on Systems Sciences. Vol VI, 3-12.
- Zhang, Tongtong. 2017. "The marketization of higher education discourse: a genre analysis of university website homepages in China". *Higher Education Studies* 7(3), 64-79.
- Zhang, Yiqiong; O'Halloran, Kay L. 2013. "'Toward a global knowledge enterprise': university websites as portals to the ongoing marketization of higher education". *Critical Discourse Studies* 10(4), 468-485.

Ziegler, Nicole; Seals, Corinne; Ammons, Steffi; Lake, Julie; Hamrick, Philipp; Rebuschat Patrick. 2013. "Interaction in conversation groups: The development of L2 conversational style". In McDonough, Kim; Mackey, Alison (eds.). *Second language interaction in diverse educational contexts*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 269-292.

Primary sources

- Birmingham City University. "11 reasons to choose us". <http://www.bcu.ac.uk/student-info/why-study-at-bcu/why-choose-us> (25 Nov. 2017).
- Comenius University of Bratislava. "Why to study at Comenius University". https://uniba.sk/en/news-detail/back_to_page/univerzita-komenskeho/article/join-us-study-at-comenius-university/ (25 Nov. 2017).
- Corvinus University of Budapest. "Why Corvinus?". <http://www.uni-corvinus.hu/index.php?id=45245> (25 Nov. 2017).
- Dublin City University. "Why choose DCU?". <http://www.dcu.ie/international/why-choose-dcu.shtml> (25 Nov. 2017).
- Macquarie University. "Why study here". <https://www.mq.edu.au/study/why-study-here> (25 Nov. 2017).
- Rice University. "Why Rice?". http://futureowls.rice.edu/futureowls/Why_Rice.asp (25 Nov. 2017).
- Sheffield Hallam University. "Why choose us?". <https://www.shu.ac.uk/study-here/why-choose-us> (25 Nov. 2017).
- Stockholm University. "Top reasons to choose Stockholm University". <http://www.su.se/english/education/student-life/stockholm-sweden/study-in-stockholm-1.254009> (25 Nov. 2017).
- Trinity College. "Why Trinity?". <https://www.tcd.ie/study/undergraduate/why-trinity/index.php> (25 Nov. 2017).
- University of Amsterdam. "10 reasons to choose UvA". <http://www.uva.nl/en/education/bachelor-s/studying-at-the-uva/studying-at-the-uva.html#anker-4-international-research-networks> (25 Nov. 2017).
- University of Auckland. "Why choose Auckland?". <https://www.auckland.ac.nz/en/for/future-postgraduates/fp-why-choose-auckland.html> (25 Nov. 2017).
- University of Bergen. "Why UiB?". <http://www.uib.no/en/education/105633/study-norway> (25 Nov. 2017).
- University of Bern. "Why Bern – good reasons". http://www.unibe.ch/studies/prospective_students/studying_at_the_university_of_bern/index_eng.html (25 Nov. 2017).
- University of Bolton. "Why choose us?". <http://www.bolton.ac.uk/International/AboutUs/WhyChoose.aspx> (25 Nov. 2017).
- University of Bordeaux. "Why choose us?". <https://www.u-bordeaux.com/Direct-access/Why-choose-us> (25 Nov. 2017).
- University of Brighton. "Why choose this UK university". <https://www.brighton.ac.uk/international/study-with-us/why-choose-this-uk-university/index.aspx> (25 Nov. 2017).
- University of Canterbury. "What is special about UC?". <http://www.canterbury.ac.nz/get-started/why-uc/> (25 Nov. 2017).
- University of Helsinki. "Why University of Helsinki?". <https://www.helsinki.fi/en/the-helsinki-programme/why-university-of-helsinki> (25 Nov. 2017).
- University of Hull. "Choose Hull". <http://www.hull.ac.uk/Choose-Hull/Student-life/Why-choose-hull/Why-choose-Hull.aspx> (25 Nov. 2017).
- University of Jena. "Six good reasons for studying in Jena". <http://www.uni-jena.de/en/International+Affairs/Studying+in+Jena/6+reasons+for+Jena.html> (25 Nov. 2017).
- University of Liège. "Choose to study at ULiège". https://www.enseignement.uliege.be/cms/c_9007831/en/choose-to-study-at-uliege (25 Nov. 2017).

University of Luxembourg. “5 good reasons to study at the University of Luxembourg”. https://www.uni.lu/university/about_the_university/5_good_reasons (25 Nov. 2017).

University of Mainz. “Why study at JGU?”. http://www.studying.uni-mainz.de/why-study-at-jgu/#Top_research (25 Nov. 2017).

University of Minnesota. “Why Minnesota?”. <https://admissions.tc.umn.edu/opportunities/whychoose.html> (25 Nov. 2017).

University of Oregon. “Why UO?”. <https://admissions.uoregon.edu/content/why-uo> (25 Nov. 2017).

University of Oviedo. “Why should you choose us?”. <http://www.uniovi.es/en/internacional/elegirnos> (25 Nov. 2017).

University of Porto. “Why choose UPorto?”. https://sigarra.up.pt/up/en/web_base.gera_pagina?p_pagina=porque-a-u-porto (25 Nov. 2017).

University of Queensland. “Why choose UQ”. <https://future-students.uq.edu.au/international/why-choose-uq> (25 Nov. 2017).

University of South Australia. “Why study with us”. <http://www.unisa.edu.au/Study-at-UniSA/International-students/Short-term-study/Why-study-with-us/> (25 Nov. 2017).

University of Southern Denmark. “Why choose us”. <https://www.sdu.dk/en/uddannelse/whychooseus> (25 Nov. 2017).

University of Tartu. “Why University of Tartu?”. <https://www.ut.ee/en/welcome/welcome-university-tartu-tartu-estonia%20> (25 Nov. 2017).

University of Trento. “Why choose the University of Trento”. <http://www.unitn.it/en/ateneo/1629/why-choose-the-university-of-trento> (25 Nov. 2017).

University of Uppsala. “Why Uppsala University”. <https://www.uu.se/en/admissions/master/why-uppsala-university-/> (25 Nov. 2017).

University of Vienna. “Why study here?”. <https://www.univie.ac.at/en/studies/admission/why-study-here/> (25 Nov. 2017).

University of Warsaw. “Why University of Warsaw?”. <http://en.uw.edu.pl/about-university/why-university-of-warsaw/> (25 Nov. 2017).

University of Western Australia. “Why choose UWA”. <https://study.uwa.edu.au/international-students/why-choose-UWA> (25 Nov. 2017).

University of Wolverhampton. “Why Wolverhampton”. <https://www.wlv.ac.uk/study-here/why-wolverhampton/> (25 Nov. 2017).

Victoria University. “Why choose VU”. <https://www.vu.edu.au/study-at-vu/why-choose-vu> (25 Nov. 2017).

Victoria University of Wellington. “Why Victoria”. <https://www.victoria.ac.nz/study/why-victoria> (25 Nov. 2017).

Western University. “Top 10 reasons to choose Western”. http://welcome.uwo.ca/top_10/index.html (25 Nov. 2017).

10 Appendix

Table 11: Detailed analysis of moves and steps (WCU pages of Anglophone universities):

Moves and steps	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Establish high prestige		x	x	x			x	x	x	x	x	x	x			x	x	x	x	
Step 1.1 Ranking			x				x	x	x	x	x	x	x				x	x	x	
Step 1.2 University history		x									x	x								
Step 1.3 Membership of a league/group											x									
Step 1.4 Famous alumni				x								x				x				
Move 2: Refer to teaching quality		x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Step 2.1 Teaching staff		x	x	x		x	x		x		x	x	x	x	x	x	x	x	x	x
Step 2.2 Variety of programs		x			x		x			x			x	x			x	x		x
Step 2.3 Unique programs																				x
3. Ensure research excellence	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Step 3.1 Leading research		x		x		x	x		x	x	x	x	x	x	x	x	x	x	x	
Step 3.2 Top facilities	x	x				x		x	x		x	x	x				x			
Step 3.3 Investments	x	x		x		x														
Move 4: Ensure friendly atmosphere	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
Step 4.1 Student satisfaction	x					x							x							x
Step 4.2 Leisure possibilities	x		x			x	x	x			x	x	x	x		x		x	x	
Step 4.3 Student support		x	x	x	x	x			x	x	x		x	x			x		x	x
Step 4.4 Inclusion of testimonials	x			x									x					x		
Step 4.5 University size					x	x							x							
Move 5: Offer attractive incentives	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Step 5.1 Career prospects / employability	x	x		x				x	x	x	x	x	x		x					
Step 5.2 Good location	x		x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Step 5.3 Scholarships	x	x						x									x			x
Step 5.4 Accommodation	x		x		x	x							x			x	x			x
Step 5.5 Student Jobs				x	x															
Step 5.6 Student exchange				x				x	x		x	x	x	x	x		x		x	x
Step 5.7 Collaboration with other organizations			x	x		x		x		x		x	x	x				x	x	
Step 5.8 Affordability (tuition fees/living costs)	x				x	x					x									
Move 6: Ensure internationality			x	x	x			x		x	x	x	x	x	x	x		x	x	x
Video	x			x						x			x					x	x	

* The red x refers to moves and steps realized through video.

Table 12: Detailed analysis of moves and steps (WCU pages of mainland European universities)

Moves and steps	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1. Establish high prestige	x	x	x		x	x	x	x	x		x		x	x	x	x	x	x		x
Step 1.1 Ranking	x	x	x		x		x				x		x	x	x	x		x		
Step 1.2 University history			x		x	x	x	x	x					x	x		x	x		x
Step 1.3 Membership of a league/group	x				x									x						
Step 1.4 Famous alumni			x						x					x						
Move 2: Refer to teaching quality	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Step 2.1 Teaching staff	x	x		x			x	x	x		x	x			x	x	x	x		
Step 2.2 Variety of programs	x	x			x		x	x	x	x	x	x	x	x		x		x	x	x
Step 2.3 Unique programs					x						x							x		
3. Ensure research excellence	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
Step 3.1 Leading research	x	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x		x
Step 3.2 Top facilities	x			x		x	x		x				x		x	x				
Step 3.3 Investments																x				
Move 4: Ensure friendly atmosphere	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x
Step 4.1 Student satisfaction			x	x	x		x				x			x					x	
Step 4.2 Leisure possibilities		x	x		x				x	x			x	x		x	x		x	
Step 4.3 Student support				x	x	x			x								x			x
Step 4.4 Inclusion of testimonials				x									x						x	
Step 4.5 University size	x	x	x		x	x	x	x	x	x			x	x		x		x		
Move 5: Offer attractive incentives	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x
Step 5.1 Career prospects / employability	x	x	x		x	x	x							x	x	x		x		
Step 5.2 Good location	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x		x	
Step 5.3 Scholarships													x							
Step 5.4 Accommodation					x								x				x			
Step 5.5 Student Jobs				x						x										
Step 5.6 Student exchange						x	x	x	x	x		x	x	x		x				x
Step 5.7 Collaboration with other organizations						x				x			x		x	x				x
Step 5.8 Affordability (tuition fees/living costs)				x		x	x		x										x	
Step 5.9 Courses taught in English	x	x			x	x	x						x			x	x		x	
Move 6: Ensure internationality	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Video							x									x				

Keyword list (Anglophone sample texts):

black – positive keywords
 red – negative keywords
 bold – semantic field of higher education
 blue – promotional language
 orange – university refers to itself or its location
 green – personal pronouns
 grey – negative evaluation keywords

#Keyword Types: 180

#Keyword Tokens: 2853

1	97	+	650.11	0.0084	university
2	25	+	262	0.0062	campus
3	45	+	297.38	0.006	student
4	58	+	341.6	0.0054	students
5	24	+	180	0.0048	universities
6	18	+	179.88	0.0045	ranked
7	26	+	152.17	0.0038	choose
8	15	+	134.81	0.0037	trinity
9	15	+	124.63	0.0035	graduates
10	15	+	116.53	0.0034	hull
11	14	+	123.8	0.0034	postgraduate
12	12	+	134.74	0.0031	rankings
13	13	+	101.31	0.003	graduate
14	12	+	89.86	0.0028	diverse
15	20	+	100.31	0.0027	career
16	39	+	167.55	0.0027	study
17	19	+	94.83	0.0026	facilities
18	17	+	89.76	0.0026	opportunities
19	114	+	422.79	0.0025	our
20	18	+	86.53	0.0024	learn
21	41	+	164.47	0.0024	research
22	9	+	78.05	0.0023	bolton
23	9	+	86.5	0.0023	vibrant
24	75	+	276.07	0.0023	world
25	31	+	116.64	0.0021	city
26	17	+	74.45	0.0021	learning
27	8	+	118.4	0.0021	qs
28	8	+	83.43	0.0021	scholarships
29	8	+	102.01	0.0021	uc
30	8	+	135.22	0.0021	uo
31	11	+	57.73	0.002	abroad
32	12	+	58.65	0.002	academic
33	15	+	66.01	0.002	courses
34	11	+	58.78	0.002	global
35	8	+	62.95	0.002	internationally

36	8	+	62.31	0.002	ranking
37	7	+	105.78	0.0019	macquarie
38	31	+	110.46	0.0019	top
39	23	+	85.61	0.0019	uk
40	8	+	50.39	0.0018	careers
41	8	+	50.23	0.0018	rice
42	15	+	62.43	0.0018	skills
43	10	+	47.97	0.0017	accommodation
44	7	+	51.63	0.0017	excellence
45	7	+	48.38	0.0017	sydney
46	7	+	44.11	0.0016	brighton
47	22	+	72.58	0.0016	experience
48	6	+	65.24	0.0016	globally
49	8	+	43.35	0.0016	located
50	13	+	51.32	0.0016	teaching
51	9	+	39.22	0.0015	australia
52	9	+	41.22	0.0015	cities
53	13	+	48.27	0.0015	degree
54	8	+	39.91	0.0015	discover
55	41	+	119.84	0.0015	ll
56	6	+	44.18	0.0015	renowned
57	7	+	37.47	0.0015	studying
58	6	+	35.97	0.0014	diversity
59	7	+	37.16	0.0014	dublin
60	22	+	64.45	0.0014	education
61	21	+	65.45	0.0014	international
62	8	+	35.49	0.0014	sports
63	19	+	58.73	0.0014	th
64	7	+	36.17	0.0014	victoria
65	7	+	32.24	0.0013	birmingham
66	6	+	30.69	0.0013	classroom
67	5	+	42.38	0.0013	placements
68	7	+	31.06	0.0013	reputation
69	5	+	53.49	0.0013	vu
70	5	+	29.04	0.0012	faculty
71	6	+	29.84	0.0012	flexible
72	16	+	45.24	0.0012	industry
73	13	+	37.67	0.0012	offer
74	8	+	30.45	0.0012	offers
75	5	+	36.45	0.0012	undergraduate
76	12	+	32.51	0.0011	art
77	17	+	45.31	0.0011	community
78	4	+	75.24	0.0011	dcu
79	5	+	25.11	0.0011	dedicated
80	4	+	51.69	0.0011	employability
81	9	+	29.35	0.0011	exchange
82	6	+	25.42	0.0011	experiences
83	4	+	37.51	0.0011	graduation
84	10	+	30.06	0.0011	leading
85	6	+	24.55	0.0011	options
86	6	+	24.81	0.0011	overseas

87	15	+	39.12	0.0011	range
88	10	+	31	0.0011	science
89	5	+	26.71	0.0011	transformed
90	4	+	75.24	0.0011	uwa
91	5	+	22.32	0.001	australian
92	5	+	22.75	0.001	awarded
93	5	+	21.02	0.001	degrees
94	6	+	23.42	0.001	employers
95	4	+	29.5	0.001	entrepreneurs
96	22	+	48.81	0.001	find
97	6	+	21.13	0.001	gain
98	8	+	23.07	0.001	ireland
99	4	+	28.4	0.001	perth
100	7	+	23.83	0.001	programmes
101	6	+	23.03	0.001	societies
102	23	+	49.72	0.001	why
103	6	+	22.52	0.001	winning
104	62	+	128.38	0.001	your
105	13	+	28.82	0.0009	class
106	5	+	18.8	0.0009	clubs
107	4	+	19.35	0.0009	cultures
108	4	+	22.9	0.0009	curiosity
109	4	+	19.18	0.0009	exceptional
110	5	+	20.27	0.0009	experts
111	5	+	17.52	0.0009	friendly
112	13	+	29.56	0.0009	future
113	11	+	27.53	0.0009	higher
114	4	+	20.46	0.0009	spaces
115	3	+	27.33	0.0008	alumni
116	11	+	22.07	0.0008	big
117	6	+	17.71	0.0008	cultural
118	3	+	20.17	0.0008	festivals
119	3	+	23.19	0.0008	hub
120	6	+	17.59	0.0008	join
121	9	+	19.92	0.0008	living
122	7	+	18.05	0.0008	opportunity
123	3	+	23.83	0.0008	passions
124	30	+	53.76	0.0008	re
125	8	+	18.01	0.0008	studies
126	4	+	17.73	0.0008	succeed
127	15	+	29.39	0.0008	support
128	3	+	20.32	0.0008	thriving
129	3	+	20.97	0.0008	transforming
130	3	+	48.12	0.0008	uq
131	3	+	56.43	0.0008	wifi
132	3	+	17.87	0.0007	auckland
133	15	+	26.04	0.0007	best
134	3	+	18.04	0.0007	globe
135	3	+	17.43	0.0007	investing
136	3	+	18.81	0.0007	online
137	3	+	17.97	0.0007	prestigious

138	171	+	232.02	0.0007	you
139	14	+	21.6	0.0006	every
140	83	+	88.14	0.0006	we
141	2	+	18.03	0.0005	aqua
142	2	+	28.09	0.0005	embeds
143	2	+	18.5	0.0005	erasmus
144	2	+	20.3	0.0005	eu
145	2	+	19.3	0.0005	intakes
146	2	+	29.25	0.0005	internship
147	2	+	33.8	0.0005	internships
148	2	+	37.62	0.0005	qaa
149	2	+	22.79	0.0005	sessional
150	2	+	17.57	0.0005	uni
151	2	+	17.87	0.0005	volunteering
152	23	+	23.14	0.0005	work

Negative keywords

170	9	-	18.8	0.0001	which
171	4	-	19.18	0	been
172	6	-	33.62	0	but
173	1	-	55.84	0	his
174	4	-	81.21	0	i
175	22	-	48.93	0	it
176	8	-	26.78	0	not
177	8	-	21.86	0	they
178	9	-	26.53	0	this
179	3	-	108.15	0	was
180	4	-	25.31	0	were

Clusters and N-Grams list (Anglophone sample texts):

#Total No. of N-Gram Types: 21408

#Total No. of N-Gram Tokens: 22299

1	19	1	one of the
2	15	1	in the world
3	15	1	the world s
4	12	1	the university of
5	10	1	in the uk
6	10	1	of the world
7	10	1	some of the
8	10	1	you ll have
9	9	1	of the world s
10	7	1	in the top
11	7	1	ranked in the
12	7	1	world university rankings
13	6	1	one of our
14	6	1	you ll be
15	5	1	if you re
16	5	1	is one of
17	5	1	of the art
18	5	1	of the best
19	5	1	one of the world
20	5	1	one of the world s
21	5	1	or further study
22	5	1	qs world university
23	5	1	qs world university rankings
24	5	1	state of the
25	5	1	state of the art
26	5	1	the uk for
27	5	1	the world s top
28	5	1	world s top
29	5	1	you ll find
30	4	1	around the world
31	4	1	as well as
32	4	1	cost of living
33	4	1	find out more
34	4	1	further study within
35	4	1	further study within six
36	4	1	further study within six months
37	4	1	in the uk for
38	4	1	is one of the
39	4	1	live and study
40	4	1	ll have the
41	4	1	of the art facilities
42	4	1	or further study within
43	4	1	or further study within six
44	4	1	per cent of
45	4	1	ranked in the top

46	4	1	reasons to choose
47	4	1	so you ll
48	4	1	state of the art facilities
49	4	1	study within six
50	4	1	study within six months
51	4	1	the art facilities
52	4	1	the top of
53	4	1	times higher education
54	4	1	to help you
55	4	1	u of m
56	4	1	wide range of
57	4	1	within six months
58	4	1	you ll have the
59	3	1	a range of
60	3	1	a university that
61	3	1	a wide range
62	3	1	a wide range of
63	3	1	according to the
64	3	1	allows you to
65	3	1	and home to
66	3	1	and study abroad
67	3	1	and you ll
68	3	1	at the university
69	3	1	be one of
70	3	1	check out our
71	3	1	cities in the
72	3	1	cities in the world
73	3	1	education world university
74	3	1	feel at home
75	3	1	for cost of
76	3	1	graduates are in
77	3	1	higher education world
78	3	1	higher education world university
79	3	1	in one of
80	3	1	in the world s
81	3	1	in the world s top
82	3	1	in work or
83	3	1	in work or further
84	3	1	in work or further study
85	3	1	in your future
86	3	1	many of our
87	3	1	new zealand s
88	3	1	of our graduates
89	3	1	of south australia
90	3	1	of the most
91	3	1	of the top
92	3	1	of the world s most
93	3	1	one of the best
94	3	1	one of the top
95	3	1	our graduates are
96	3	1	part of our

97	3	1	part of the
98	3	1	ranked in the world
99	3	1	ranked in the world s
100	3	1	research excellence framework

Keyword list (mainland European sample texts):

black – positive keywords
 red – negative keywords
 bold – semantic field of higher education
 blue – promotional language
 orange – university refers to itself or its location
 green – personal pronouns
 grey – negative evaluation keywords

#Keyword Types: 287
 #Keyword Tokens: 5147
 #Search Hits: 0

1	277	+	2189.67	0.0203	university
2	118	+	757.03	0.0092	students
3	59	+	393.11	0.0066	programmes
4	47	+	373.61	0.0066	universities
5	93	+	474.46	0.0056	international
6	50	+	297.21	0.0052	student
7	30	+	345.49	0.0051	helsinki
8	95	+	453.62	0.005	research
9	66	+	294.16	0.004	study
10	31	+	182.05	0.0038	academic
11	21	+	351.05	0.0036	trento
12	22	+	170.72	0.0034	denmark
13	20	+	205.57	0.0034	stockholm
14	19	+	213.36	0.0032	rankings
15	21	+	142.65	0.0031	sciences
16	18	+	293.07	0.0031	tartu
17	26	+	135.67	0.003	offers
18	39	+	157.41	0.0029	quality
19	18	+	153.16	0.0029	ranking
20	17	+	150.31	0.0028	campus
21	25	+	122.83	0.0028	master
22	26	+	119.79	0.0027	courses
23	16	+	173.77	0.0027	porto
24	27	+	121.44	0.0027	teaching
25	22	+	102.7	0.0025	choose
26	45	+	154.48	0.0025	education
27	15	+	125.59	0.0025	warsaw
28	18	+	96.22	0.0024	abroad
29	19	+	98.21	0.0024	cities
30	41	+	141.79	0.0024	city
31	25	+	102.84	0.0024	degree
32	17	+	102.05	0.0024	researchers
33	15	+	102.02	0.0023	norway
34	15	+	98.81	0.0023	sweden

35	13	+	176.38	0.0022	uppsala
36	12	+	174.76	0.0021	jena
37	12	+	146.57	0.0021	uva
38	12	+	99.78	0.002	ranked
39	14	+	81.78	0.002	studying
40	13	+	87.59	0.002	vienna
41	11	+	101.87	0.0019	bordeaux
42	11	+	128.4	0.0019	erasmus
43	11	+	153.64	0.0019	liège
44	11	+	94.69	0.0018	bachelor
45	15	+	66.92	0.0018	institution
46	24	+	77.04	0.0018	offer
47	12	+	72.47	0.0018	programs
48	14	+	65.27	0.0018	sports
49	22	+	71.97	0.0018	studies
50	62	+	156.39	0.0018	world
51	12	+	60.43	0.0017	degrees
52	10	+	89.55	0.0017	estonia
53	10	+	85.6	0.0017	faculties
54	13	+	62.53	0.0017	global
55	15	+	57.44	0.0016	cultural
56	10	+	62.56	0.0016	diverse
57	11	+	56.95	0.0016	located
58	14	+	56.78	0.0016	opportunities
59	14	+	55.71	0.0016	scientific
60	20	+	61.51	0.0016	wide
61	9	+	98.74	0.0015	doctoral
62	22	+	61.12	0.0015	europe
63	9	+	62.97	0.0015	excellence
64	13	+	48.15	0.0015	excellent
65	9	+	72.06	0.0015	humanities
66	19	+	54.72	0.0015	knowledge
67	9	+	80.4	0.0015	phd
68	28	+	71.97	0.0015	top
69	12	+	49	0.0015	u
70	23	+	55.74	0.0014	english
71	8	+	143.42	0.0014	jgu
72	11	+	44.93	0.0014	sport
73	11	+	45.54	0.0014	unique
74	29	+	60.86	0.0013	best
75	12	+	38.5	0.0013	career
76	12	+	42.54	0.0013	institutions
77	43	+	83.57	0.0013	life
78	8	+	56.37	0.0013	prestigious
79	10	+	42.25	0.0013	taught
80	7	+	79.18	0.0012	bergen
81	7	+	80.21	0.0012	bern
82	21	+	47.06	0.0012	centre
83	7	+	113.28	0.0012	corvinus
84	8	+	44.35	0.0012	equality
85	10	+	34.04	0.0012	fields

86	10	+	37.18	0.0012	highest
87	8	+	42.56	0.0012	innovation
88	14	+	39.42	0.0012	leading
89	7	+	74.5	0.0012	mainz
90	15	+	37.7	0.0012	natural
91	12	+	34.06	0.0012	region
92	13	+	36.06	0.0012	science
93	18	+	36.62	0.0011	among
94	17	+	34.91	0.0011	experience
95	7	+	41.54	0.0011	graduates
96	15	+	34.09	0.0011	higher
97	11	+	30.2	0.0011	learning
98	8	+	32.81	0.0011	numerous
99	12	+	30.48	0.0011	professional
100	18	+	38.78	0.0011	range
101	8	+	30.8	0.0011	reputation
102	6	+	36.37	0.001	amsterdam
103	10	+	26.37	0.001	culture
104	6	+	68.36	0.001	eu
105	9	+	28.72	0.001	largest
106	10	+	28.72	0.001	learn
107	7	+	29.2	0.001	medicine
108	8	+	28.98	0.001	nations
109	6	+	46.62	0.001	nobel
110	6	+	79.48	0.001	oviedo
111	14	+	28.19	0.001	programme
112	6	+	80.58	0.001	qs
113	11	+	27.36	0.001	reasons
114	6	+	53.42	0.001	shanghai
115	8	+	29.82	0.001	studied
116	6	+	107.57	0.001	uib
117	26	+	42.41	0.001	why
118	7	+	32.03	0.001	worldwide
119	10	+	21.83	0.0009	activities
120	11	+	22.61	0.0009	capital
121	5	+	79.05	0.0009	comenius
122	12	+	22.64	0.0009	countries
123	6	+	30.8	0.0009	diversity
124	11	+	23.39	0.0009	environment
125	14	+	24.76	0.0009	european
126	5	+	46.9	0.0009	friedrich
127	8	+	20.88	0.0009	network
128	9	+	24.24	0.0009	subjects
129	5	+	89.64	0.0009	unitrento
130	6	+	18.01	0.0008	accommodation
131	11	+	20.06	0.0008	according
132	6	+	22.56	0.0008	architecture
133	5	+	22.62	0.0008	careers
134	16	+	21.08	0.0008	country
135	5	+	25.75	0.0008	disciplines
136	6	+	22.54	0.0008	economics

137	8	+	18.07	0.0008	exchange
138	6	+	18.15	0.0008	friendly
139	13	+	20.02	0.0008	future
140	22	+	28.65	0.0008	high
141	5	+	27.09	0.0008	innovative
142	5	+	26.83	0.0008	laboratories
143	12	+	19.7	0.0008	language
144	37	+	39.03	0.0008	many
145	37	+	38.15	0.0008	our
146	5	+	38.65	0.0008	rhine
147	5	+	36.49	0.0008	slovak
148	6	+	20.06	0.0008	spanish
149	4	+	26.4	0.0007	attracts
150	5	+	18.55	0.0007	awarded
151	4	+	36.08	0.0007	campuses
152	4	+	42.2	0.0007	collaborations
153	4	+	29.19	0.0007	cu
154	20	+	21.84	0.0007	different
155	4	+	36.8	0.0007	globally
156	4	+	57.29	0.0007	gotland
157	4	+	33.99	0.0007	graduation
158	4	+	22.79	0.0007	impressions
159	4	+	22.54	0.0007	internationally
160	4	+	24.15	0.0007	luxembourg
161	5	+	21.02	0.0007	masters
162	38	+	35.27	0.0007	most
163	4	+	22.83	0.0007	partnerships
164	21	+	23.55	0.0007	place
165	4	+	37.98	0.0007	schiller
166	4	+	59.35	0.0007	semesters
167	18	+	18.67	0.0007	social
168	4	+	26.38	0.0007	tuition
169	4	+	18.32	0.0006	challenges
170	4	+	21.59	0.0006	conducting
171	4	+	21.55	0.0006	diploma
172	4	+	21.61	0.0006	portuguese
173	38	+	25.57	0.0006	your

Negative keywords

270	33	-	42.29	0.0001	i
271	17	-	30.32	0.0001	not
272	38	-	34.6	0.0001	on
273	69	-	30.87	0.0001	that
274	13	-	32.57	0.0001	they
275	10	-	50.05	0	but
276	3	-	19.15	0	do
277	3	-	76.88	0	had
278	5	-	30.14	0	if
279	1	-	21.15	0	me
280	3	-	29.32	0	no

Clusters and N-Grams list (non-Anglophone European sample texts):

#Total No. of N-Gram Types: 32840

#Total No. of N-Gram Tokens: 34689

1	110	1	the university of
2	31	1	one of the
3	21	1	university of helsinki
4	20	1	the university of helsinki
5	17	1	university of tartu
6	16	1	at the university
7	16	1	in the world
8	16	1	the university of tartu
9	15	1	at the university of
10	15	1	the quality of
11	12	1	of the university
12	12	1	wide range of
13	11	1	is one of
14	11	1	the university of liège
15	11	1	the university of vienna
16	11	1	the university s
17	11	1	university of liège
18	11	1	university of vienna
19	10	1	the u porto
20	10	1	university of warsaw
21	9	1	a wide range
22	9	1	a wide range of
23	9	1	is one of the
24	9	1	of the most
25	9	1	of the world
26	9	1	quality of life
27	9	1	the university of bordeaux
28	9	1	the university of warsaw
29	9	1	the world s
30	9	1	university of bordeaux
31	8	1	as well as
32	8	1	taught in english
33	7	1	according to the
34	7	1	as a student
35	7	1	of the city
36	7	1	of the world s
37	7	1	to study at
38	6	1	by the university
39	6	1	choose the university
40	6	1	choose the university of
41	6	1	it is a
42	6	1	of helsinki is
43	6	1	of tartu is
44	6	1	one of the most
45	6	1	the heart of

46	6	1	the university is
47	6	1	the university of bern
48	6	1	the university of helsinki is
49	6	1	the university of oviedo
50	6	1	the university of tartu is
51	6	1	the university of trento
52	6	1	university of bern
53	6	1	university of helsinki is
54	6	1	university of oviedo
55	6	1	university of tartu is
56	6	1	university of trento
57	5	1	all over the
58	5	1	all over the world
59	5	1	cities in the
60	5	1	cities in the world
61	5	1	education and research
62	5	1	in order to
63	5	1	learn more about
64	5	1	of the university of
65	5	1	of warsaw is
66	5	1	over the world
67	5	1	quality of education
68	5	1	the needs of
69	5	1	the quality of education
70	5	1	the rhine main
71	5	1	the top of
72	5	1	top of the
73	5	1	universities in europe
74	5	1	universities in the
75	5	1	universities in the world
76	5	1	university in estonia
77	5	1	world university rankings
78	4	1	about the university
79	4	1	about the university of
80	4	1	biggest university in
81	4	1	for students and
82	4	1	friedrich schiller university
83	4	1	from different countries
84	4	1	heart of the
85	4	1	impressions of denmark
86	4	1	in your life
87	4	1	is located in
88	4	1	it is the
89	4	1	located in the
90	4	1	master s programmes
91	4	1	of higher education
92	4	1	of life in
93	4	1	of southern denmark
94	4	1	of study programmes
95	4	1	offers a wide
96	4	1	offers a wide range

97	4	1	offers a wide range of
98	4	1	part of the
99	4	1	programmes at the
100	4	1	programmes taught in

1. University of Hull (UK)

CHOOSE HULL DISCOVER OUR UNIVERSITY.

Whichever university you consider, it's important to know the facts before you make your choice. Here are some of the main reasons why so many choose Hull.

VIDEO

96.1 % EMPLOYMENT PROSPECTS

We're proud that more than 96% of our students are in work or further study within six months of graduating, according to the Higher Education Statistics Agency.

Many of our courses offer additional opportunities, such as a professional year in industry, structured work placements, or a year studying or working abroad.

We'll teach you skills that employers really value – giving you a head start on your career journey.

OUR ACCOMMODATION GUARANTEE

We guarantee rooms for new full-time unaccompanied students – with free WIFI, plus utility bills and insurance included in the rent.

Choose from halls of residence; shared houses and flats; on campus or off campus; catered or self-catered; big budget or small. There's something to suit everyone – check out our accommodation.

£ 2,000 - GET HELP WITH LIVING COSTS

If you're from the UK or the EU and you achieve 120 UCAS points or higher from three A levels or equivalent, you may be eligible for a University of Hull Merit Scholarship of £2,000 (terms and conditions apply) to help with living costs. And you don't even have to apply for it – we'll award it to you automatically. Students at Hull receive the most money in the country through scholarships - you could be one of them.

RELAX AND REFUEL AT OUR STUDENTS' UNION

Your social hub at the University. Whether you just want to grab a bite to eat between lectures or are looking for somewhere to unwind with mates into the early hours, our student's union has you covered. As well as four eateries, it's home to the award winning Asylum nightclub, which has hosted gigs by everyone from The Pigeon Detectives and Tinchy Stryder to Aqua and S Club. And stress-busting bunny cuddling sessions too. Oh yes.

TOP 10 – WE'RE ONE OF THE WORLD'S MOST EXCITING CITIES

Rough Guides named Hull as one of the top 10 cities in the world to visit in 2016. The Daily Telegraph agree, rating us among the UK's best destinations. And if that wasn't impressive enough, things get even better as Hull is the current UK City of Culture for 2017. So join us and you'll get a front-row seat for all the action.

WE'RE PLUGGED IN

Here at Hull we know that being connected everywhere, anywhere is what you need. There are more than 1,100 open-access computers and 1,600 study spaces around the University for you to use. With our free high speed WIFI network it turns the entire campus into a virtual classroom. That's a lot of wireless benefitting every hall, house and flat run by the University.

£ 200 m: We invest in the best – our students

You will benefit from the massive investment we've made in our campus.

An injection of £200 m is transforming our campus into one of the finest institutions of its kind in the country with improvements including a major regeneration of the Brynmor Jones Library.

Our £9m investment in Middelton Hall now boasts a concert venue, surround-sound cinema and industry-standard recording and rehearsing facilities.

Our £28million newly-opened health campus features some of the country's most advanced medical training facilities with a full mock hospital ward, operating theatre and intensive care unit.

At the University of Hull we continue to make investment in our facilities and your future.

MAKING MONEY MATTER

At Hull, you could find yourself getting a lot more for less. This is how some average prices compare to what you'd find in London.

Average price of a ...

MONTHLY RENT
(ONE-BED CITY CENTRE FLAT)
HULL £416.67
LONDON £1,677.82

MEAL IN A BUDGET RESTAURANT
HULL £12
LONDON £15

MONTHLY GYM MEMBERSHIP
HULL £35
LONDON £45.72

CINEMA TICKET FOR NEW RELEASE
HULL £9
LONDON £12

PINT OF LAGER IN A PUB
HULL £3
LONDON £4.50

- awarded a Silver in the Teaching Excellence Framework which recognises excellence in teaching and learning in UK Universities and colleges
- located in Hull, UK City of Culture 2017 and one of The Guardian's 2017 Hot List of places to visit
- rated five-star for teaching, employability and facilities by world university ranking experts, QS
- a university where 96.1% of our graduates are in work or further study within six months of completing their studies – Higher Education Statistics Agency, published 2017

2. University of Wolverhampton (UK)

Why choose the University of Wolverhampton?

1. We put you first

Central to our history – with roots dating back to 1851, is our commitment to providing students (that's you!) with the opportunities presented by a first class education. We now have more students than ever, with more gaining degrees, than ever.

2. We're the university of opportunity

It says in our coat of arms – our motto 'Innovation and Opportunity' is what guides us, as we help you to realise your potential, whatever your starting point.

3. Our graduates get jobs

A huge 96% of our class of 2015 were in work or further study six months after graduation, according to the most recent Destination of Leavers of Higher Education survey.

4. We're investing over £250m in new facilities, teaching and much, much more

We've committed to generating over £250 million investment in new buildings, courses, learning and teaching, research, skills and training as part of the 'Our Vision, Your Opportunity' strategy. It's the biggest ever investment in our history – so the future looks bright!

5. You'll be spoilt for choice!

With over 300 undergraduate and over 200 postgraduate courses to choose from, you're certain to find something you'll love.

Torn between two? You can study selected courses as a joint award.

6. We awarded over £2.5 million in scholarships and bursaries in 2015/16!

That's money helping students like you to access higher education, changing lives in the process. Why not find out if you're eligible? If you're one of our graduates, you might even be entitled to a Postgraduate Loyalty Discount.

7. Our facilities are better than ever

The Performance Hub, the Wolverhampton School of Art, Rosalind Franklin Science Centre, the new Business School... the list goes on. We invest in multi-million pound buildings and state-of-the-art facilities so you, our students, can have the best possible learning experience.

8. We were the first university in the region to be commended by the QAA

The Quality Assurance Agency (QAA - basically, the University equivalent of Ofsted) awarded us a commendation for the enhancement of student learning opportunities. We're pretty chuffed about that!

9. We're on the pulse of research

Our research is at its highest ever-level with all areas having world class aspects (Research Excellence Framework 2014) – so you'll directly benefit from teaching informed by the latest in research.

Want to join our student family?

Find your perfect course now and start your journey.

3. University of Brighton (UK)

Why choose this UK University

We welcome over 3,000 international students to the University of Brighton each year. Our focus is on helping you unlock your potential. We provide a thriving academic community where you can learn from experts and gain the qualifications you need, and give you an all-round experience that you'll remember forever.

Career focused

Studying at Brighton offers an experience that goes way beyond the classroom. From day one we'll help you build the real-world knowledge and transferable skills that employers look for in graduate recruits. And by the time you graduate you'll feel confident and fully prepared to start your career anywhere in the world.

- **Learn from industry experts** who bring their professional experience into the classroom.
- **Gain teamwork and collaboration skills** by working on projects with other like-minded students.
- **Learn how to use specialist equipment** such as radio and tv studio kit, a flight simulator, hospital and a real-time trading room.
- **Put your learning into practice, gain work experience and meet new contacts** on your job placement. Recent placements include Rolls Royce, Nike, British Airways and American Express.
- **Create an online portfolio** of your university experiences, work and skills to support your CV when you graduate.

Follow your passions

While you're here you'll have the chance to pursue your interests, or discover new ones, by taking part in a wide range of activities through the university or Students' Union.

With over 100 societies, 60 sports clubs and close links to local community groups, there's something for everyone, whatever your interests.

- **Improve your employability skills and gain work experience** through volunteering for a local community project.
- **Explore your interests and meet new people** by joining a society, club or event. We have a year round programme of sports, cultural, political and course-related activities.
- **Develop your own business ideas** and meet like-minded students by joining our entrepreneurial network.

Brilliant and inspiring

Brighton is a friendly and open city, and one of the liveliest and most diverse places in the UK to live and study. Home to global organisations, ambitious entrepreneurs and creative and digital communities alike, Brighton attracts some of the brightest minds from all over the world. With a mix of cultures, nationalities and religions, you'll soon feel at home here no matter what country or background you're from.

Outside of your studies, Brighton offers festivals, galleries, museums, street art, nightlife and a huge range of independent shops, cafes and entertainment venues.

The university buildings are located across Brighton, and further along the south coast in Eastbourne and Hastings. Wherever you're based you'll have the beach on your doorstep and be within easy reach of London.

A supportive international community

With staff and students from over 150 countries around the world, the university enjoys a wonderful and culturally diverse atmosphere. From the moment you arrive you'll be part of our international community, and everyone will make you feel welcome.

If you're an international student who is coming to the UK for the first time, we'll help you settle in to your new environment and support you every step of the way. This includes:

- accommodation in halls of residence
- an orientation programme to help you feel at home
- advice on visa applications from our immigration specialists
- a personal tutor to support your academic studies
- English language support service.

High ranking subject areas

The University of Brighton excels in many subjects - here are the subject areas we're in the top 20 in the UK for:

- 5th for information management *
- 5th for occupational therapy *
- 12th for sports science **
- 16th for medicine (BSMS) **
- 17th for education ***
- 17th for physiotherapy *
- 18th for architecture ***
- 18th for building and town planning **
- 18th for fashion and textiles **
- 20th for art **

* Complete University Guide League Tables 2018

** The Guardian University League Tables 2018

*** The Sunday Times University League Tables 2017

4. Birmingham City University (UK)

11 Reasons to choose us

VIDEO

If you decide to come to Birmingham City University, you can be confident that you'll be transformed with the skills and confidence to succeed when you graduate.

You'll receive a first-class education with a focus on practical skills and professional relevance. Not only that, but Birmingham offers so many opportunities for transforming lives and setting up a business. Just look at our Chancellor, Sir Lenny Henry!

Birmingham has transformed...

Sir Lenny Henry

"I auditioned for a talent show in Birmingham and it transformed my life completely."

Businesses

Multiculturalism in the city influenced Aktar Islam and his successful restaurants.

BCU is transforming...

Our students

We build our students' confidence and personalities through our support networks.

Our graduates

We transform our graduates from student life to work life to kickstart their careers.

Taking a Higher Education course is a big investment in your future, and you'll want to be sure that you're choosing the right course and the right university. So here's our top reasons to choose Birmingham City University.

1. Nine in 10 graduates are employed or in further study

Our commitment to developing graduates with the skills and experience that employers need means that 94 per cent of our graduates are in employment or further study within six months (Destinations of Leavers from Higher Education survey 2014/15).

2. Investing in your future

We're investing £260 million in industry-standard, state-of-the-art facilities to ensure you have the best possible environment for practice-based learning.

3. Earn while you learn

Our student employment agency, OpporTUNity – Student Jobs on Campus, allows you to apply for paid roles at the University, gaining experience in crucial aspects of job applications and valuable feedback on your work.

4. Work experience and placements

You'll have the chance to gain industry and professional practice experience through work placements, mentoring schemes, Erasmus+ and Study Abroad exchanges overseas. We also work on course-related projects with companies and organisations like Microsoft, Cisco, Jaguar Land Rover, Sky UK and the City of Birmingham Symphony Orchestra.

5. Get £150 free credit for books and learning materials

To welcome all new home and EU undergraduate degree students starting in 2017 or 2018, we're giving away at least £150 worth of credit to spend in a host of ways, on books and a range of learning materials. Even better, it doesn't have to be repaid. Find out more about the [£150 free credit](#).

6. Internationally accredited courses

Many of our courses have internationally recognised accreditations, such as the ACCA (Association of Chartered Certified Accountants), CIMA (Chartered Institute of Management Accountants) and RIBA (Royal Institute of British Architects).

7. Enhanced career prospects

We offer career support and advice throughout your time with us and for up to five years after you graduate. Our Graduate+ scheme embeds career-related skills into every one of our

degree courses, from becoming a course rep to studying abroad. Graduate+ embeds career-related skills into every one of our degree courses.

8. A global city

Study with us and you will be located at the heart of the dynamic city of Birmingham – with all the social and employment possibilities that brings.

9. Learn from the best

From the UK's leading criminologist to a 'Hot 100' jeweller, our teaching staff come from and maintain links with industry, and are some of the leading figures in their fields.

10. Practice-based research

Almost 90 per cent of our research was judged to have delivered 'outstanding' or 'very considerable' external impact (Research Excellence Framework 2014).

11. Transformed teaching

We have transformed our curriculum with a new range of contemporary, flexible courses with practice-based learning and international opportunities built into every stage. Our 1,700-strong team of teaching staff come from and maintain their links with industry and the professions, ensuring you benefit directly from their knowledge, insight and contacts.

5. University of Bolton (UK)

Why choose us?

Choosing which University to go to in the UK is not an easy decision and is not one that should be rushed. Every University in the UK is different and would appeal to different people. A few examples of the differences are:

- Located in a big busy city, a smaller town or in a country / seaside location.
 - Bolton is a town so has everything you may need but is not as big and intimidating as somewhere like London.
- A big University of 30,000 students or a smaller one of 5 – 10,000.
 - Bolton has around 10,000 so you will get to know a lot more students and staff.
- An older more expensive University or a newer and lowest cost one.
 - Bolton has only been a University since 2004 but is one of the lowest cost in the UK.

The University of Bolton may not appeal to everyone but it would be the perfect option for some. Some of the key points that make Bolton great as are follows:

- **Great location** - Bolton is the largest town in England (and is only 15 minutes away from Manchester City Centre) so has everything that a student would need.
- **Friendly community** - Bolton is a small university with a friendly atmosphere so you will make many new friends and will know your lecturers too.

- **International** - Bolton (and the surrounding areas) is very multi-cultural so any international student will never feel alone. You can also buy products (including food) from around the world so you will always feel at home.
- **Flexible programmes** - We offer courses from pre-session English, foundation, Bachelors, Masters and PhD so have something to offer most students.
- **Multiple intakes** - We have 2 intakes a year for academic courses and 6 for pre-session English so we can create the best option for you.
- **Value for money** - Our tuition fees are very competitive with other UK Universities and Bolton is considered to be one of the most affordable places to live.
- **Superior student comfort** - Our dedicated team offers support to all our students in matter including, finances, accommodation, health, disability etc.
- **Great career prospects** - A dedicated JobShop on campus will help you find a part-time job while you study or a full-time job when you graduate. Remember, the job market is highly competitive so you have to be very motivated!

We would also recommend that all new students speak to any friends or family with experience of the UK and especially any who have previously studied in the UK. They would be able to give really good advice and unbiased inside information.

6. Sheffield Hallam University (UK):

Why choose us?

3,500 organisations

We work with over 3,500 organisations to find you the right placement, including the BBC, Sony, NHS and Rolls Royce.

96% student satisfaction for careers advice

Every course has a dedicated careers adviser. And we have the top-rated university careers advice service in the UK, with 96% student satisfaction (2015 Student Employability Index).

£100 million invested in facilities

We're constantly updating and adding to the facilities you'll use, with over £100 million invested in new facilities in the last 5 years. This means 24-hour libraries, student-designed study areas, and the same equipment you'll find in your future workplace, whether it's an aeroplane manufacturer or a hospital.

60,000 students in one city

Sheffield has everything you need, from thriving independent scenes in music, art and culture to the beauty of the Peak District, which covers a third of the city. With over 60,000 students, whatever you're into, you'll find it – and you'll make new friends who are into it too.

Number1 for cost of living

Sheffield has a low cost of living compared to other major UK cities. We were ranked 1st in the UK for cost of accommodation and 2nd in the UK for cost of living in a 2015 student survey (Autumn 2015 All Student Barometer survey, administered by i-graduate with 19 participating institutions).

Top 5 modern university for research

Be taught by people who are experts in their subject and passionate about sharing their knowledge and industry experience with you. You'll be learning from some of the best – we are one of the top 5 modern universities in the UK for research (Research Excellence Framework 2014).

Guaranteed accommodation in your 1st year

If you're moving away to go to university, it's important for your new place to feel like home. That's why we guarantee to help you find accommodation for your first year.

7. University of Queensland (AU)

Why choose UQ

A degree the world will recognise

We offer you far more than just a qualification. We're a university that answers life's biggest questions. A university with endless possibilities. A university that will equip you for future success – locally and globally, today and tomorrow.

Don't just choose any path. Choose your future.

We understand academic interests are as diverse as our students. That's why we provide choices to give you flexibility in your learning process. Offering a breadth of study that leads the way in Australia, you can choose a degree to match your interests, passions and career goals.

A balance of study and play

Get an education. And a life. We wouldn't have it any other way. UQ students enjoy a healthy study/life balance. With the great outdoors close at hand, it's easy to enjoy an active lifestyle.

Our highly awarded teachers

With a passion for big ideas and little details, you'll learn from teachers and scholars who are acknowledged international experts in their own fields. Find out how to ask questions. Learn how to search for answers.

A reputation built on research

We connect the brightest minds to find innovative solutions to some of the world's greatest challenges. From poverty and sustainability to climate change and cancer studies, our pioneering research is shaping the future of our planet and its people.

A few things we're proud of

Queensland's only university ranked in the top 50 as measured by the QS World University Rankings. A degree from UQ shows you have achieved a globally competitive standard of excellence at one of the world's most respected universities.

47th: WS World University Ranking

52nd: Best Global Universities League Table

45th: Performance ranking of scientific papers of world universities

65th: Times Higher Education World University Ranking

55th: Academic ranking of world universities

8. Macquarie University (AU)

Why study here

Discover your potential

Being a Macquarie student will be one of the best times of your life because you'll have so many opportunities to discover your potential. As well as starting to carve out a fabulous career for yourself, you'll have opportunities to travel the globe with our support, undertake an internship with a leading organisation and awaken your adventurous side.

Whether you're an audacious high-school leaver, a non school applicant, a highly skilled postgraduate or an ambitious international student, we look forward to welcoming you to Macquarie University.

Employability

Some still see university and the eventual job you get as two separate entities. We don't. At Macquarie we work with both Australian and international students to ensure your studies lead you to a satisfying and prosperous career, one that allows you to dream big and make a difference in this world.

Uni is about so much more than getting a degree and a great job at the end – but let's be honest, carving out that dream career is definitely one of the major reasons people come to uni. At Macquarie, we ensure your studies lead you to a satisfying and prosperous career – one that allows you to dream big and make a difference in this world.

Our reputation

Many of the best universities across the US, UK, Europe and Asia choose to partner with us, as do global organisations such as Microsoft, Optus, Google, and Johnson & Johnson. Such partnerships are testament to our reputation as a university that produces research, and learning and teaching innovations that are world class.

It is because of our reputation that we rank among the top 2% of universities in the world and the reason why we hold a 5-star QS rating recognising that our graduates are among the most sought-after professionals in the world.

Our campus

Macquarie is uniquely located in the heart of Australia's largest high-tech precinct. Our park-like campus spans 126 hectares, with open spaces and state-of-the-art facilities that allow you to think, grow, achieve and affect change.

Just 15km from Sydney's city centre, our campus is the perfect place to study in one of the world's greatest cities.

Scholarships

Each year Macquarie University awards around \$2.5 million in scholarships, most of which are given on the basis of financial need or other hardship. Others recognise factors such as leadership or voluntary experiences, or sporting achievement.

There's a wide range of scholarships for students from all backgrounds, so be sure to check out what's on offer.

Exchange and overseas opportunities

As a Macquarie student, your opportunities to learn about the big issues – the ones that are important not just in Australia but across the globe – are limitless.

Our Student Exchange program is one of the best – with more than 150 partner universities in more than 40 countries you'll be spoiled for choice. As well as being heaps of fun, by

participating in exchange you'll increase the value of your degree – employers look favourably on overseas experiences as it shows you have initiative, can adapt to change and have well-developed intercultural skills.

Living in Sydney

Sydney is a destination like no other. From the iconic Sydney Harbour and more than 100 beaches, to picturesque mountains and arts and cultural festivals, Sydney has something for everyone.

Ranked as the 4th best student city in the world – and home to the regional headquarters of around 500 multinational companies – Sydney is the ultimate place to live and study.

9. University of South Australia (AU)

Why study with us?

We're dynamic, vibrant and successful

The University of South Australia was awarded 5 Stars in the 2012 QS World University Rankings! A typical Five Stars university is generally considered world class in a broad range of areas, enjoys a high reputation and has cutting edge facilities and an internationally renowned research and teaching faculty.

In the 2011/2012 QS World University Rankings (rated among the most trusted in the world), the University of South Australia was ranked 11th in Australia and among the top three per cent in the world.

We have great teachers

Almost three-quarters of our academic staff hold PhDs which means they know what they're teaching. They're always winning awards like Citations for Outstanding Contributions to Student Learning. And they are also really friendly!

What you learn can be put to work

The Employer Reputation Indicator puts the University of South Australia amongst the world's top 100 universities for smart, work ready graduates. As a Study Abroad student with us you could find yourself working in clinical and field placements, assisting with industry-based projects, working alongside people from industry and the professions or completing part of your studies overseas.

We'll support you all the way

Our dedicated support services are designed to help our students succeed, and to get the most out of their university experience! We are on hand every step of the way with services for all students as well as additional assistance for our international students. We even provide a free on-arrival welcome service where we will meet you at the airport, bus depot or train station and take you to your accommodation.

Testimonials

Hear all the great things our Exchange and Study Abroad students have to say about their experiences!

10. Victoria University (AU)

Why choose VU

Victoria University (VU) is known for its industry-focused courses, flexible approach to education, and supportive and culturally diverse learning environment. Our research and international reputation is also regarded as world-class. Ranked in the top 2% of universities globally (*Times Higher Education* World University Rankings), Victoria University is world class in the west.

VIDEOS

A first year like no other

Our First Year Model is designed so you achieve the early wins and confidence that set you up for a successful university experience.

Industry-relevant courses

Our courses are designed with industry to ensure that you learn the skills employers are looking for.

Diverse student community

Experience a diverse range of cultures, religions, and languages at Victoria University

World-class research

At VU, you can undertake collaborative research for and with industry, government and community.

Flexible study options

We offer a range of flexible study options. You can choose how, when and where to study.

Global ranking

VU ranked in the top 2% in the Times Higher Education World University Rankings 2018 and ranked 56 in the world's top universities aged...

Leaders in sport

Victoria University (VU) is ranked in the Top 25 globally for sport science education.

11. University of Western Australia (AU)

Why choose UWA

Explore our campus facilities, get to know the history of our State's oldest university and discover why a UWA degree sets you up for the careers of the future.

We're proud to rank first in Western Australia and place in the Top 100 of universities globally

1st

Equal first overall in Australia for student demand, graduate starting salaries, research intensity and research grants

7

Seven of our subjects are ranked in the world's top 50

Top 100

Ranked 93rd in the Top 100 universities of the world

Leading the world in research

As the only Western Australian university in the Group of Eight, UWA is a research-intensive institution and home to globally recognised scholars such as Nobel Laureate Professor Barry Marshall. We have more than 75 research and training centres and receive about 80 per cent of all research funding to WA universities annually.

UWA is one of only two Australian members of the Worldwide Universities Network, a partnership of 18 research-led universities, and is a foundation member of the Matariki Network of high-quality, research-intensive universities with a particular focus on student experience.

Spend a semester on exchange

Broaden your degree by travelling overseas and studying at one of our 180+ internationally renowned partner institutions such as University College London, National University of Singapore or Tsinghua University. You could choose to undertake Science in Singapore, Finance in France or Business in Britain – it's up to you.

Vibrant and diverse student community

Our main campus offers cafes, bookshops, banks, a vibrant cultural precinct and medical centre, along with more than 100 clubs and societies. University colleges and residential apartments are also within walking distance.

Live and study in one of the world's top 10 cities

Perth has a warm, sunny climate and relaxed outdoor lifestyle. It has been voted one of the top 10 cities in the world in which to live, according to the 2016 Economist Intelligence Unit's Liveability Ranking. Located in the same time zone as 60 per cent of the world's population, Perth has international appeal with strong cultural diversity and urban sophistication. Perth is placed 49th in the 2017 Economist Intelligence Unit's Worldwide Cost of Living Survey, rating our city as more affordable than Adelaide, Brisbane, Melbourne and Sydney. International students in Perth receive a Western Australian government-sponsored 40 per cent discount on all public transport. The city also offers free WiFi, and free buses called CATS operate around the central business district.

12. Trinity College (IR)

Why Trinity?

Join Ireland's top University

Trinity is Ireland's leading university and is ranked 88th in the world*

Trinity delivers world class education and employers worldwide hold Trinity graduates in high esteem. Graduates include Nobel Prize winners in literature, science and medicine; presidents and world leaders; award-winning actors and film makers; internationally renowned poets and playwrights, entrepreneurs and business leaders.

**QS World University Rankings 2018*

Experience World Class Education

Trinity offers a world class education at Ireland's leading University where you can work at the highest academic level with some of the most influential people in your field.

As we have for over 425 years, we will continue to educate our students to be leaders and facilitate student internships with multi-national industry partners.

Our international partnerships with leading universities and Study Abroad opportunities enable you to travel internationally, to experience other cultures.

In the heart of Dublin City Centre

Dublin is a vibrant, multicultural, European capital and Trinity students take full advantage of everything the university and the city have to offer.

The vibrant social scene in the city and on campus ensures that students enjoy a unique university experience. In recent years Dublin has become a hub for some of the world's leading technology companies, housing the European headquarters of a number of the world's most prominent tech giants. This has led the docklands area adjacent to Trinity's Enterprise Campus being labelled 'the Silicon Docks'.

Join our Clubs and Societies

Trinity has 120 student societies which constitute the most dynamic and active set of university student societies in Ireland. Student societies have been an essential part of life at Trinity since the 17th century. Find out more [here](#). Trinity also has 48 official sports clubs including: American F.C., Basketball, Boat, Cricket, Croquet, Equestrian, Fencing, Gaelic Football, Hurling, Karate, Rugby, Sailing, Snow Sports, Soccer, Sub Aqua, Swimming, Table Tennis, Ultimate Frisbee, Triathlon, Volleyball, Windsurfing. Find out more [here](#).

State of the Art Facilities

Trinity's main campus of cobbled squares, historic buildings and green playing fields also includes state-of-the-art modern facilities for teaching and research and a Sports Centre with a climbing wall and swimming pool. The Trinity Library is one of the world's great research libraries. The Science Gallery is a vibrant, international award winning forum for exploring science through art and public engagement, and some of the country's major research centres in fields such as the Arts & Humanities, Nanoscience and Biomedical Sciences sit side by side with our rich heritage.

Enhanced Career Opportunities

In a world of new opportunities, today's graduates need to be adaptable, flexible and innovative.

Trinity instils in its graduates the confidence and capability to nurture and build a career that may span fields and industries, or address industrial and societal challenges which may not yet exist.

Trinity also encourages an entrepreneurial spirit, providing incubation programmes for student-led companies, and has been named as Europe's leading university two years in a row for producing venture backed entrepreneurs.

Be a global citizen

Interact with students from around the globe. Trinity is home to students from every county in Ireland and more than 120 countries around the world.

Study abroad – the university-wide exchange programme is an opportunity to live and study in one of our European, North American, Australian or Asian partner universities, while

earning credit towards your degree. Many students take part in an exchange during their third year (fourth year for Computer Science and Engineering students).

13. Dublin City University (IR)

VIDEO

Why choose DCU?

Dublin City University (DCU) is one of the best young universities in the world as ranked by the Times Higher Education Top 100 Under 50. We are the only Irish university to have featured in this league table every year since the rankings were first published. Dublin City University has risen 13 places to 353 in this year's QS World University Rankings, the highest increase of any Irish university.

We have a proud tradition of world-class academic excellence, research and innovation.

From foundation and language programmes and online degrees to

respected undergraduate and postgraduate degrees, Study Abroad

and Erasmus/Exchange opportunities, DCU has a clear study path for every student.

By choosing one of our many Bachelor or Master's degrees you will gain great work and life experience as many of our degrees include workplacement or a consultancy or research project with industry.

1. Join our community of 13,000 students and 50,000+ Alumni on our safe, modern green campus located close to Dublin city centre
2. Almost 20% of our students are international - there are 2,300+ international students from 109 nationalities
3. 92% of graduates are in employment or further study within six months of graduation
4. We are the No. 1 university in Ireland for work experience and careers advice (International Student Barometer)
5. Over 70% of our undergraduate students participate in an internship or study abroad as part of their Bachelor degree
6. All DCU Masters programmes are full-time and 1 year in duration, unless otherwise stated
7. International students in Europe are the happiest and most satisfied studying in Ireland
8. Twitter users say that Dublin is the friendliest city in the world
9. QS Top 250 Subject Rankings in Computer Science & Information Technology and Chemistry (2016)
10. 12 month work visa in Ireland available after graduation

What our students say (VIDEOS)

14. University of Minnesota (US)

Why Minnesota?

Come Curious

Curiosity is what drives us to discover. To keep questioning science, art, life, and opinion. To go beyond what we know. To uncover what we don't. Curiosity leads to discovery. When you come curious to the University of Minnesota, you'll master the skills, learn the facts, and

make the connections you need to explore the world, secure a job, and find your future. In fact, when you bring curiosity to campus, the first thing you'll find is that you fit right in.

Academics

At the U of M, you'll have...

- World-renowned professors. So you'll learn from the best as you carve out a path for your future.
- Research opportunities. So your curiosity can take you beyond textbooks and towards solutions to the world's grand challenges.
- 140+ majors to pick from. So you'll have a lot of options if you have a variety of interests.

Location

Just minutes away, you'll find...

- Live performances of everything from "Pompeii" to Black Swan. So you can take advantage of the vibrant Twin Cities arts scene.
- 17 Fortune 500 companies like Target and 3M. So you can take another step toward your dream career.
- Famous festivals, like the largest **Renaissance Fair** in the nation, and **Northern Spark**, a modern art festival. So you can connect with your community—or discover a new one.
-

Opportunities

On our campus, the curious can...

- Go ice climbing. The Center for Outdoor Adventure goes several times a year.
- Work in politics. Student government works on local, state, and federal policies, and U of M students intern at offices on all levels.
- Explore the world. The Learning Abroad Center has programs in 80+ countries, so you'll have plenty of options on where to go.

Value

The U of M is an exceptional value. You can count on...

- Advisers with answers, from orientation to graduation. So you get the guidance you want while you achieve your dreams.
- Professional financial aid counselors. So you and your family can make a plan for college and beyond.

Big 10

As a Golden Gopher, you might...

- Shout "**Ski-U-Mah!**" as you cheer on 23 Division I teams.
- Learn the true meaning of "Pride and Spirit" during Welcome Week.
- Fall in love with one of the nation's top mascots, Goldy.

Diversity

You'll prepare for life in a global society by...

- Exploring student communities, like the nine cultural centers in Coffman Memorial Union.
- Engaging with a kaleidoscope of cultures in the Twin Cities.
- Expanding your knowledge of tradition and revolution.

Rankings

Academic rankings can help you get a quick grasp of where our programs stand, so here's a list. Of course, there's so much more to learn, so feel free to schedule an interest-specific [campus visit](#) to learn more in person. (Or, if you want an instant sneak preview of campus, [check out our virtual tour](#).)

Apply

Interested in applying to the U of M?

[Check out our Apply page](#) to learn more about important dates and deadlines, and important information on the admissions process.

15. University of Oregon (US)

WHY UO?

The reasons to choose the UO are as varied, big, and bold as our students' imaginations and ambitions. Here are just a few of the many things that make the UO unique:

Exceptional education.

The UO's academic rigor and advancement of scholarly research draw extraordinary students and faculty members. Together we form a community determined to change the world, one society, school, law, or person at a time.

Commitment to environmental sustainability.

A longtime pioneer in efforts to preserve the environment, the UO leads the way in sustainable technology, design, and action. We make green part of our daily lives.

Classic college town—with a twist.

Ideally situated between the Pacific Coast and the Cascade mountains, the city of Eugene is progressive, welcoming, and home to flocks of Duck fans. We are outdoor adventurers, entrepreneurs, intellectuals, artists, and free thinkers of all stripes, united by a common desire to keep Eugene uncommon.

Global perspective.

While the world gets smaller every day, the UO's presence in it keeps growing. Oregon Ducks hail from every part of the planet and travel the world studying, interning, and volunteering.

Community of individuals.

At the UO, we believe that diversity in background, thought, and belief benefits every single member of the university community.

Launch pad for success.

When Ducks leave the nest, they soar—thanks to the skills, knowledge, and real-world career preparation they acquire at the UO.

16. Rice University (US)

Why Rice?

Comprehensive Research University

Rice is a leading research institution that fosters diversity and an intellectual environment that produces the next generation of leaders and advances tomorrow's thinking.

Access to Faculty

Outside the classroom, you'll have the opportunity to interact with faculty members through experiential learning and hands-on research.

Residential Colleges

More than just a residential hall, your college will be the place you dine, study, socialize and develop lifelong friendships. Whether you choose to live on or off campus, you will be affiliated with your college throughout your time at Rice.

Diversity

As an integral part of the university's mission, we seek a broadly diverse student body where educational diversity increases the intellectual vitality of education, scholarship, service and communal life at Rice

City Life

Houston is an international city, with an energetic and diverse culture. From attending premier performing arts events to eating at outstanding restaurants to shopping at trendy stores, you'll find plenty to do and see.

NCAA Division I Sports

Rice athletes are at the top of their game, both in the classroom and on the field. Rice supports 14 teams — 7 each for men and women — that compete in the most competitive division of intercollegiate sports

Impactful Alumni

A Rice education will take you places. Just take a look at some of our alumni who developed their passions at Rice, and have made an indelible mark on the world.

17. University of Auckland (NZ)

Why choose Auckland?

We offer quality, choice and the opportunity to study at a world-ranked university* with internationally renowned academic staff and facilities. If you want an excellent range of postgraduate study options in a top-ranked city*, then choose the University of Auckland.

New Zealand's world-ranked university

Find out what makes us New Zealand's world-ranked university.

Guaranteed postgraduate scholarships

Are you a straight-A student? The University is offering guaranteed postgraduate scholarships to high-achieving students.

Our range of programmes

We offer more than 130 top-quality programmes in subjects ranging from traditional disciplines to emerging cross-disciplinary areas.

Internationally renowned research

Learn from and work with exceptional scholars who are acclaimed for their research both here and around the world.

Facilities

You'll have access to excellent research facilities, extensive library resources and dedicated study spaces for postgraduate students.

Scholarship opportunities

Each year we offer nearly 2,200 postgraduate scholarships to a total value of more than \$26 million.

Postgraduate support and services

Our School of Graduate Studies and extensive range of student services ensure that you will have all the support you need to succeed.

Postgraduate Careers Service

Our specialised Postgraduate Careers Service provides consultations, online resources and workshops to help you plan your future career.

Accommodation

The University provides a wide range of accommodation for postgraduate students, including options exclusively for postgraduates.

Auckland Abroad Student Exchange Programme

Learn another language, have an overseas adventure and build professional networks - all while you're studying.

18. Victoria University of Wellington (NZ)

Why choose Victoria

At Victoria, you'll be pushed to think independently and inspired to succeed. Be part of our diverse and friendly community in the thriving capital. Let our students tell you what sets Victoria apart.

Watch our student videos

VIDEO

Wide range of subjects

Study what you love and get a degree that prepares you for a rewarding career. Discover our range of undergraduate and postgraduate subjects.

Enjoy student life

You can join a variety of clubs and programmes, enjoy amazing new experiences and make lifelong friends along the way.

Our national and global rankings

We are New Zealand's top ranked university for research quality and consistently rank among the world's best universities.

Living in Wellington

Compact, diverse and lively, Wellington is ideal for student life. Hear our students talk about why they love living in the capital city.

19. University of Canterbury (NZ)**What is special about UC?**

The University of Canterbury will give you an excellent educational foundation that you will be able to turn into an amazing career.

VIDEO**Graduate attributes**

Our UC7 student profiles embody our official graduate attributes. Meet our UC7 students.

Innovative courses

There is something for everyone, with internships, global study opportunities and a world-standard curriculum

Prestigious learning

UC is a prestigious destination that is ranked in the world's top 250 universities

Support

UC offers a range of services to help you settle into University so get familiar with what's on offer.

Research

UC has award-winning and prestigious researchers who supervise and collaborate

Vibrant community

Find out more about our vibrant and active student community and what we have to offer outside of study

Fabulous campus

With expansive green spaces and gardens the University's campus simply builds off of the natural beauty it is located within

Growing city

New and exciting developments have made Christchurch one of the most forward-thinking cities in the world.

Our students

UC students across all our disciplines describe their UC journeys, what motivates them and their future plans.

20. Western University (CA)

Top 10 Reasons to Choose Western

1. Unique Programs & Academic Choices
2. Award-Winning Faculty and Staff
3. Bright, Diverse & Satisfied Students
4. First-Rate Residence System
5. Exceptional Financial Support
6. Classroom Connections to Real-World Experiences
7. Support Networks for Work Experience
8. Global Connections
9. A Beautiful Campus
10. The Western Guarantee

21. University of Helsinki (FIN)

WHY UNIVERSITY OF HELSINKI?

You are at a very significant stage in your life. Either you have already decided to study abroad or are at least considering it. This will be quite possibly one of the most important choices you have made in your life so far. The University of Helsinki has so much to offer and we would like to challenge you to learn more about us: why choose The University of Helsinki.

One of The Best Research Universities in the world

The University of Helsinki is one of world's leading multidisciplinary universities specialising the area of research. It is a founding member of the League of European Research Universities (LERU), which includes such universities as Oxford and Cambridge. The University is internationally renowned for its high quality teaching, research, and innovation. International rankings consistently place the University of Helsinki amongst the 20 best universities in Europe. The main strength of the University of Helsinki is considered to be scientific research and the teaching which is derived from it, as we believe that teaching is closely linked to research. This is reflected in our philosophy: "All teachers are researchers and all researchers teach."

Some facts about the University of Helsinki

The biggest university in Finland with over 35 000 students, 6% international
11 faculties and 4 campuses within the Helsinki area
8200 employees: 55% teaching and research staff (13 % international)
180 000 alumni all over the world

A truly international university

The University of Helsinki is a significant international player and a multicultural institution and attracts students from all over the world. Some 13% of the research and teaching staff and nearly a third of the doctoral trainees and postdoctoral researchers come from abroad. International students typically choose the University of Helsinki because of the excellent reputation for high-quality research and teaching. The University of Helsinki offers a wide range of master's programmes taught in English.

Find the right programme for you

Programmes in English

The University of Helsinki offers a wide range of Master's Degree Programmes, taught in English. The scope of our programmes is 120 ECTS credits, completed with two years of fulltime study. Some programmes are organised by the University of Helsinki along with other Finnish and foreign universities. All programmes comply with the national legislation governing university education and are, therefore, recognised globally.

Our Master's Degree Programmes provide students a solid foundation for doctoral studies. All PhD programmes at the University of Helsinki can be carried out in English. Doctoral degrees are of a high quality and enjoy international recognition. Doctoral graduates from the University of Helsinki possess excellent skills and knowledge for research work and other demanding expert positions in both Finnish and international businesses and organisations. Would you like to be one of them? [Find out more!](#)

Inspiring study environment

The reason which makes international students choose the University of Helsinki is the university's good reputation and the high level of research and teaching. Research funding, honours and prizes awarded to our researchers are an indication of the wide-spread esteem among the global scientific community. In the International Student Barometer 2014, our international students ranked technology, our learning spaces, and above all, our laboratories to top positions globally. The University of Helsinki is committed to provide excellent library and information services to all students and researchers. There are modern libraries on all four campuses, the latest being the award-winning City Centre Campus Library.

A degree from The University of Helsinki makes you competitive on the job market

Regarding what is likely to be the main goal in your life, studying at the top ranking university gives you numerous opportunities for your professional life. The University of Helsinki has an immaculate reputation and education received here is highly valued anywhere. It makes sense to study: especially, a degree earned at a reputable institution makes seeking employment much easier.

The University as Pioneer for Equality

The University of Helsinki is committed to promoting equality and preventing discrimination in all its operations. Equality is one of the guiding values of the University of Helsinki. The University intends to be a forerunner in the promotion of equality and the creation of an atmosphere of respect for diversity. It recognises and eliminates practices and structures that create and sustain inequality. Equality and, as a related factor, accessibility contribute to the quality of a multicultural and multilingual University community. [Read more!](#)

Student City Helsinki

Helsinki is a very safe, modern, and green city with half a million friendly folks. Everything here is within easy reach and things work here. Helsinki is a good place to explore the cool urban culture, surrounding nature and the sea that makes its presence felt everywhere in Helsinki. Naturally, Helsinki was recently nominated as the [The Best Cities to Live in \(#3\)! by Metropoly 2016 Rankings](#). In addition to being the capital city of Finland, Helsinki has a reputation of being a vibrant city for students. With several higher education institutions in the Helsinki area and 60 000 university students, it is well set up to cater to the needs of students from all walks of life. A wide range of international study programmes welcome new students to Helsinki from all over the world. [Explore and be inspired!](#)

22. Stockholm University (SWE)

Study in Stockholm

As Sweden's largest institution of higher education, Stockholm University has a lot to offer. Why not become one of the more than 30,000 students that currently study here?

Top reasons to choose Stockholm University

First class education and research

Stockholm University is one of the 100 highest ranked universities in the world and a leading European university. First class education and research ensure that you get the most out of your studies. Leading experts will teach and guide you in an academic environment with international exchange at every level.

Diverse and popular study programmes

We offer over 70 study programmes taught in English within the areas of science, humanities, social sciences and law. Our courses and programmes are the most applied for among universities in Sweden.

A place for free minds and new findings

Education and research are closely linked at Stockholm University. As a student, you will have direct contact with leading researchers in your field and access to the most recent scientific findings. You will develop your ability to think independently, to analyse and to solve problems, qualities that are required in advanced international careers.

International career opportunities

An education from Stockholm University prepares you for a career in Sweden and abroad. A new regulation is making it easier to launch an international career after studying in Sweden. Stockholm University is ranked first in Sweden and 62 globally, in the 2016 Global University Employability Ranking, which ranks universities' capacity to educate work-ready graduates. Students with a residence permit for studies in Sweden, who have completed at least two semesters of fulltime studies at a Swedish university, may get a residence permit that allows them to stay in Sweden for up to six months to look for work or start a business.

Unique location

Our campus is situated in the Royal National City Park, just minutes away from the centre of Stockholm city.

Exciting student life

Student life in Stockholm is broad and diverse. The student union offers both educational activities and social events, and many museums, cinemas, gyms and other places offer student discounts. You can lead a fun and exciting student life while enjoying all the benefits of one of the world's most beautiful capitals.

Everything Nobel

The Nobel Prize is the most prestigious award in the world. Presented in Stockholm each year, many researchers at the university are part of the committees that elect the laureates. International students in Stockholm have the opportunity to attend the Students' Nobel NightCap that takes place after the Nobel Banquet in the Stockholm City Hall in celebration of the Nobel Laureates.

Top reasons to choose Stockholm

A unique and beautiful capital

Stockholm is a unique capital in many ways. It offers everything you expect to find in a cosmopolitan city; beautiful architecture, trendy shopping, museums, theatres, night clubs, international food and a music scene that attracts stars nationwide and globally. On top of that you are met by stunning waterfront views almost wherever you go, as Stockholm is built on fourteen islands.

A culture of innovation

Spotify, Skype, IKEA, King and H&M are a few of the most well-known Swedish brands. While the Global Innovation Index consistently rates Sweden as one of the world's most innovative nations, Stockholm is Sweden's business centre and named the "Start-up capital of Europe".

Safe, green and clean

Stockholm has recently been rated the safest capital in Europe, and is famous for its many green and clean areas. Did you know that you are never more than 300 meters away from a park in Stockholm?

An open society

Stockholm is leading in areas such as social welfare, equality, IT, sustainability and innovation. Known for being an open society, Sweden is also ranked second in the world in the Social Progress Index.

In one of the best student cities in the world, Stockholm University creates new opportunities for individuals and society through education and research at the highest international level. Welcome to study with us!

23. University of Uppsala (SWE)

Why Uppsala University?

We care about your future career

Choosing where and what to study is one of the most important decisions you will make in your life. Many factors will influence your choice, such as the quality of education, rankings, cost, and student life. Your final decision will depend on your ambitions and future plans. On this page we will tell you what we are looking for in a Master's student and, if you fit this profile, why Uppsala University should be at the top of your list.

Current rankings

#60 - Academic Ranking of World Universities 2016 (the Shanghai ranking)

#98 - QS World University Rankings 2016/17

#93 - Times Higher Education 2016/17

Who we are looking for

You acquired a broad theoretical base during your Bachelor's studies and now want to expand your skillset and dig deeper into your chosen subject. You may have gained some practical experience in a professional role after earning your Bachelor's degree, but the knowledge you obtained as an undergraduate student is still fresh, as are the study techniques you acquired.

You have a good working knowledge of the English language. You are willing and able to express your thoughts in both written and oral form and expect to contribute as much to the educational experience of others as you expect to learn from their experiences and knowledge. You are capable of critically analysing problems, and creative and innovative enough to come up with your own ideas. You enjoy problem solving and your natural curiosity drives you to seek a deeper understanding of issues, and not just learn the facts.

A PhD education is a distinct possibility in your future. You would therefore value an education that puts you in close contact with current research and prominent researchers at Uppsala University and around the world. You may also be interested in gaining a job directly after graduation so you want to keep your options open for now

Who we are

- 40 000 students at 11 campus areas
- More than 14 000 Master's applications from 163 different countries in 2016
- Sweden's First University - Founded 1477

Pave the way for your research career

Uppsala University is a comprehensive university in every sense of the word. Research and education are closely linked, and regardless of what you study, as a student you will have close contact with research groups and make important academic connections. You will be able to partake in research seminars and other activities at your department, and gain practical, hands-on experience conducting field and laboratory work. In a 2011 peer-reviewed evaluation of all of our research groups, almost 100 of them were deemed “Top-quality/World leading”, the highest possible ranking. This means that as a student at Uppsala University, you will be immersed in a world-class research environment.

It is no surprise that as many as 35% of our Master's students continue with PhD studies somewhere in the world after graduation. So if your future plans hold the possibility of a PhD education and a career as a researcher, Uppsala should be one of your top choices.

World leading research

- 8 Nobel Prizes
- 3,000 teachers/researchers
- 2,500 PhD students
- 5,000 peer reviewed scientific publications in 2015

Prepare to enter the job market

If you intend to look for employment directly after graduating with a Master's qualification, having a degree from Uppsala University will prepare you to jump straight into the international job market. The close proximity you will have to research during your studies will ensure that the knowledge and methods you acquire will be the most current and up-to-date. Our approach to teaching and learning means that as a student, you will gain finely-tuned skills in creative and critical thinking, and learn to apply your knowledge innovatively in new and different contexts. Those are skills that are becoming increasingly important to employers.

The best place to be a student

Both Uppsala and Gotland are ideal places to live as a student. In fact, in the 2013 International Student Barometer, where students rate their international education experience, Uppsala University received the highest score amongst all of the 178 universities evaluated when it came to the subject “A good place to be”.

In the city of Uppsala, student life revolves around the 13 student nations. The nations are student clubs that date back hundreds of years. Only students can become a member of the nations, which are responsible for arranging activities and events specifically for students. Most nations have a café, pub and restaurant, and popular nation activities include club nights, formal dinners, balls and musical events. As a member, you can also join a wide array of personal interest groups and sporting clubs.

On the island of Gotland, Uppsala University's campus is located in the World Heritage listed medieval town of Visby. With its pristine beaches, medieval architecture and warm summer months, Gotland is one of Sweden's favourite holiday destinations. As a student at Campus Gotland, you can enjoy studying at Sweden's most picturesque learning environment.

24. University of Southern Denmark (DNK)

Why choose us

Who better to tell you about living in Denmark and studying at SDU than our very own international students.

Georgios from Greece studied International Security and Law.

Why did you choose Denmark?

Denmark is a country with a rich history and a well-organized state. And most importantly almost all Danes know and speak English. It's a really friendly country for international students and offers top quality education.

Why did you choose the University of Southern Denmark?

Because of the Master's degree it offered. It was exactly what I was looking for. Also the reputation of Denmark's exceptional educational system.

Mingle from Lithuania studied Economics and Business Administration

What are your impressions of Denmark?

Denmark is a great country in many different ways. It is a very historical, safe and wealthy country. You get education for free, and the overall feeling encourages you to start a healthy lifestyle. My favourite aspect is that biking is the best form of transportation ever. You literally go by bike everywhere, it's efficient, you get fit from it and of course it's cheap - besides the actual cost of buying the bicycle itself. Other than that, you get to appreciate the sun a lot, especially after this long period of darkness that Denmark experiences during the wintertime.

What about the University of Southern Denmark?

I like how it is organised. You can easily solve administrative issues with the help of Student services. They answer e-mails quickly and you can get advice in person as well if needed. It is a huge University that has faculties in five different cities.

The buildings in Sønderborg and Kolding are brand new. The architecture is breath-taking and personally I found the university a much better and cosier place to study than just doing that at home, mainly because in campus Sønderborg, the building is full of light, huge transparent glass walls help achieving greater energy efficiency and create a greenhouse effect so we actually have real trees growing inside! Isn't that incredible?

Ahmad from Lebanon studied Strategic Entrepreneurship

What are your impressions of Denmark?

I like it, I find it quiet but still lively. It could be because I live in a small city. I'm still getting used to the change in the length of the day between summer and winter.

What about the University of Southern Denmark?

It's a nice university, and now in Kolding we have a new building which is very beautiful. It's also bigger than the universities in my home country.

Hannah from England studied American Studies

Why did you choose Denmark?

With a Danish boyfriend, I had been to Denmark many times before and really liked the country and the lifestyle here. I liked the emphasis on collaboration, which is a different experience from the one-on-one tutorials I had during my BA in Britain.

How about the teachers and lectures?

I could see from the very beginning that everything about studying in Denmark is more relaxed and less intimidating. I can knock on my teachers' doors at any time to ask a question, and in lectures, there is so much group work and interaction that you feel comfortable expressing opinions and doing presentations in front of your classmates. The teachers are really supportive and are always willing to give advice, not only about my studies here, but also my plans for the future.

George from Greece studied International Business and Management

Do you think Denmark is expensive?

Denmark is not cheap, especially when you compare it to a Southern European country. But you may be surprised at how many different things you can find for the same and (at times) lower prices. Most students I know, including me, actually spend less money here than they did in their own country because as an international student you don't need that much to be happy!

Where are you working while studying?

I have worked in a Danish restaurant, greenhouses and as a cleaner for different cleaning companies.

Sara from Spain studied Biology

What are your impressions of Denmark?

It is difficult to sum up my impressions of Denmark, but I can highlight how well organized the country is. I am very impressed about the tax system, there is trust in the system and the government and everything works so well. The system flows in a perfect equilibrium. I have been living in Norway before and I knew a bit about the "Scandinavian way," and that is why I have chosen Denmark. I also have to say that compared to Norway, Denmark is surprisingly flat. When I travel to Spain it is very weird to see mountains again. I think Denmark is an unknown treasure, a country that can teach us a lot and a place to feel as home.

What about the University of Southern Denmark?

I have to say that I have been there for a year and a half and I can still get lost...

Other than that, it is a great University. I feel that it cares about the quality of the programmes. It has a lot of very good practical work. In my programme we had many excursions where we could see the things we were learning and not only believe them from a book. The University also helps a lot with the master thesis. To have a year to develop your own project is not very common. And you can use the University cars and get help for so many things. I can say that I made the better choice joining this programme.

25. University of Amsterdam (NLD)

10 reasons to choose UvA

1. Rankings

The UvA scores highly in various world university rankings (Times Higher Education, Shanghai; Centre of Higher Education Development, Leiden). It is ranked among the top 20 universities in Europe and the top 100 worldwide.

2. Range of study programmes

The UvA offers 15 English-taught Bachelor's programmes and has one of the largest selections of international Master's study programmes of any university in Europe. This includes nearly 200 taught in English and several entirely unique to the UvA.

3. Depth of study programmes

Students benefit from excellent academic career paths, with multiple options to pursue a study within or across disciplines, from the Bachelor's up to the PhD level and beyond. Teaching and research are closely linked in all Bachelor's and Master's programmes at the UvA.

4. International research networks

The UvA is a member of the League of European Research Universities (LERU) and of Universitas 21, a leading global network of research-intensive universities. It is also an active partner in many EU-wide initiatives with other universities and research institutions.

5. History

The UvA's open, tolerant and international academic tradition dates back to 1632, when its predecessor the Athenaeum Illustre was founded. With almost 30,000 students, it is now one of the largest comprehensive research universities in Europe.

6. Quality of life

Amsterdam was ranked 12th out of over 200 cities worldwide in Mercer's 2017 'Quality of Living Survey'. In the pan-European 'International Student Barometer', 94% of students polled were satisfied with safety, and 91% said Amsterdam was 'the place to be'.

7. Practical support

Some 3,000 international degree and exchange students from over 90 countries are presently enrolled at the UvA. They are actively supported by UvA staff and fellow students during their time in Amsterdam. The UvA helps with practical matters such as opening a bank account, applying for visas and finding accommodation.

8. Career prospects

The presence of numerous Dutch and international businesses (e.g. Philips, ING, Heineken), academic institutions and cultural organisations makes Amsterdam the commercial, social and artistic heart of the Netherlands and a prestigious global business centre.

9. Prime location

Amsterdam is well connected for travel within Europe and has excellent links to the rest of world. The city has long been a cultural and commercial crossroads, and offers students access to the many arts, entertainment and social activities of a capital city. The UvA's faculties are located in or near the centre of the city or in the state-of-the-art Amsterdam Science Park.

10. Personal development

The study programmes at the UvA offer students a high level of autonomy, reflecting the respect for individual opinions and convictions that is characteristic of Dutch society. The result is an interactive teaching style that encourages students to develop self-reliance and independent thought.

26. University of Luxembourg (LUX)

5 good reasons

...to study at the University of Luxembourg

A modern and dynamic university

- Founded in 2003
- Bachelor's and master's degrees, as well as doctoral schools
- Suiting the needs of the employment market
- Europe-oriented
- An academic staff of 250 professors and lecturers
- Supported by 850 professional experts (in finance, lawyers, entrepreneurs and practitioners)
- Research-oriented
- High-quality equipment, Wifi on campus
- Close ties to the business world and to the Luxembourg labour market

A university at the heart of Europe

- Luxembourg it is only a two-hour drive to Brussels, Cologne, Strasbourg...
- Close to the European institutions and to the Luxembourg financial centre

A multilingual and international university

- Courses taught in English, French, German
- Generally bilingual degrees (usually French/English or French/German); some degrees are taught entirely in English
- Students originating from 113 different countries
- Personnel originating from 84 different countries
- Language courses available for students and personnel
- International networking
- No additional tuition fees for foreign students; enrolment fee generally 400 euros in semesters 1 and 2, 200 euros for all other semesters

A university promoting "mobility"

- Bachelor students have to spend one semester abroad
- Over 100 exchange agreements and research cooperations with universities
- We help you find a partner university

A university with a personal touch

- Nearly 6,200 students
- Tutoring for the majority of 1st-year bachelor students
- Small auditoriums and working groups

27. University of Warsaw (POL)

Why University of Warsaw?

VIDEO

International position

UW hold high positions in international rankings, such as the Times Higher Education World University Ranking and the Academic Ranking of World Universities (also known as the Shanghai Ranking). Taking into account the total number of research universities that reaches 20 thousand, the University of Warsaw is among the top 3% of the world's best universities. According to international rankings, it also is the best university in Poland and one of the leading ones in this region of Europe. In addition, the University of Warsaw holds very good positions in comparative evaluations of the quality of education, in particular study programmes, such as the Quacquarelli Symonds World University Ranking and Eduniversal Best Masters and MBA Worldwide. 16 programmes provided by UW have been listed in QS World University Rankings by Subject 2017. 15 programmes offered by UW have been listed in Eduniversal Best Masters & MBA Ranking 2017.

The quality of education

The quality of education at the University of Warsaw is confirmed by the annual appraisals conducted by the university itself which show that the majority of students are satisfied with their selection of the university and the education programme. The University's strongest points are: its prestige, development opportunities, the study environment. The quality of education is also confirmed by research conducted with the University's graduates. The University of Warsaw conducts the largest research enterprise of its kind in Europe by monitoring the careers of former students. Results demonstrate that having a diploma from the University of Warsaw is a definite asset in the job market; 94% of respondents have found employment after graduation.

The broad offer

Approximately 47,600 people study at the University of Warsaw every year. The candidates are offered a very broad range of courses in the fields of humanities, social sciences and natural sciences, as well as many interdisciplinary courses combining knowledge and skills of many disciplines:

- a wide choice of programmes of 1st, 2nd cycle studies, and long cycle (uniform) Master's studies,
- 35 programmes of doctoral studies (3rd cycle),
- 3 MBA programmes,
- over 130 postgraduate programmes,
- over 25 English-language programmes,
- courses in 37 languages.

University research

The leading concepts of the University's activity are the unity of teaching and research, and the harmonious development of all branches of knowledge represented in its curriculum. The University employs 3,750 scholars, ¼ of whom hold professorial titles. Their scientific enquiry extends over 3,350 research topics; students who they concurrently teach have the opportunity of joining in their research projects. The University's research teams have won worldwide recognition in many areas of knowledge and have joined international research programmes.

In the heart of Europe

The University of Warsaw community includes 4,400 foreigners: students, doctoral students, employees and grantees of, among others, the Erasmus+ programme. With respect to academic exchanges, the University of Warsaw stands out not only in Poland, but also internationally, being one of the leaders of the European Commission ranking issued as part of its assessment of student exchange at over 3,000 institutions of higher education in the entire Europe. The University of Warsaw is most popular among students from Spain, Germany, Italy, France and Turkey.

The academic city

The University is located in the capital of Poland, one of the most dynamically developing European cities. Warsaw is the centre of political and economic life and has a lively social and cultural scene. It is steadily climbing the international rankings of the world's most attractive urban areas: Top 50 of the City Brand Index, United Nations State of the World's Cities report, best cities ranking and report by the Economist Intelligence Unit. In 2017 Warsaw took 15th place among most sociable and friendly cities in the world (Business Insider, The 19 most sociable and friendly cities in the world, 2017). Warsaw has also – for the second time running – been named fDi's Polish City of the Future (fDi Intelligence, Financial Times, Polish Cities of the Future 2017/18, 2017). According to QS Best Student Cities 2017 Warsaw took 52nd place among the best cities in the world. It receives a very high score in the affordability category – within the top five of the entire index – thanks to its combination of low living costs and reasonable tuition fees.

Two faces

The University's historical Main Campus, located in the very heart of Warsaw, is renowned for its splendid architecture. Its imposing buildings, some going back to the 17th century, are one of the city's main tourist attractions. The opening of the nearby University Library building, which took place at the very end of the millennium, marked a new chapter in the history of the University's architecture. New buildings, completed in the following years, are modern, functional and moreover architecturally interesting. The Natural Sciences campus consists of imposing structures with state-of-the-art laboratories.

28. University of Vienna (AT)

Why study with us?

With 175 degree programmes, 40 university continuing education and training programmes and about 94,000 students, the University of Vienna is the largest and most diverse educational institution in Austria.

Students: about 94,000 including non-Austrian students from 140 different nations that account for a third of the student body

Degree programs: 174 including more than 100 master programmes.

Continuing education courses: about 40 to acquire interdisciplinary, vocational and complimentary qualifications

Frequently asked questions

How to apply to the University of Vienna

"I would like to study at your University. How can I apply?" This is one of the most frequently asked questions we receive on [Facebook](#). To make things easier for you, we have collected [FAQs for international applicants](#) wishing to study at our University.

650 years of experience

The University of Vienna celebrated its 650th Anniversary in 2015. It is the oldest university in the German-speaking world and one of the oldest universities in Europe. Our 650 years of experience prepare us for the issues and challenges of the future.

Our large & diverse community

Studying at the University of Vienna means being part of a large and diverse community. About 94,000 students are currently pursuing a degree at the University of Vienna. About 28,000 of them are foreign students and come from 140 different countries.

We run the most diverse degree programmes

From astrophysics to zoology: Our students can select from the largest range of degree programmes in Austria. The University of Vienna provides 174 degree programmes, including bachelor's programmes, master's and doctoral programmes and diploma programmes and university continuing education and training programmes.

Our research & teaching are inextricably intertwined

The University of Vienna is also the largest research and educational institution in Austria with a total of 6,600 academics. Our teaching staff embeds the principle of research-led teaching in their lectures. They impart knowledge about latest research findings in their courses and their students are able to participate in original research.

We are international

We are participating in the ERASMUS network and are partners of the best universities in the world. This opens up ample opportunities for exchange: About 1,000 students of the University of Vienna study at a university abroad for one ERASMUS semester and about 1,000 students choose the University of Vienna as their study abroad destination.

We value diversity

At the University of Vienna, we are convinced that diversity enriches community life and work. Diversity is encouraged by applying the principle of equal opportunities in all areas of university activity.

We are right at the heart of the city of Vienna

With its more than 70 locations, the University of Vienna shapes Vienna's cityscape. For many years Austria's capital has been the world's most liveable city and has been ranked among the most popular student cities in the world.

29. University of Jena (GER)

Six good reasons for studying in Jena

Jena is a true student city. One quarter of its 105,000 inhabitants are students. At the Friedrich Schiller University, currently ca. 18,000 students benefit from perfect study and living

conditions. Jena, the "City of Light", offers many things to do and explore. Jena is a City of Science with a modern infrastructure, well connected to other German regions. It nestles in the green Saale valley, offering recreation inside and outside the city. One can enjoy life here, in the beautiful "paradise" park, a theatre and three cinemas, many shopping facilities and numerous cafés and restaurants, a colourful and diverse student culture. Life is amiable and affordable. Learn more about Jena City, the students' paradise and what makes it so attractive. Visit our [facebook](#) page and [YouTube](#) channel!

The University of Jena was founded in 1558 by Prince Elector Johann Friedrich, aka Hanfried. It was named after one of the major German national poets. We value tradition and are very proud of a long history with many famous names such as Goethe, Hegel, Fichte, Zeiss, Döbereiner und Eucken. Find out more about our [University](#) and its history.

High-end research is conducted in all 10 Faculties of Friedrich Schiller University. We cooperate with renowned research institutions such as Max Planck Institutes and Leibniz Institutes in Jena and around the world. This is the basis for our state-of-the-art teaching and study conditions. Learn more about the research at Jena University.

More than 200 study programmes are available at Friedrich Schiller University Jena: medical subjects, Natural and Life Sciences, Humanities, Business/Economics and Law, Mathematics, IT and Theology. Many programmes are interdisciplinary and open up manifold professional opportunities. There are no tuition fees. Learn more about the profile of our Faculties and their study programmes.

Studying successfully and under best conditions is enabled by modern laboratories, our University [Library](#) hosting 4 million books and connected to all German libraries, a Multi Media Centre and Computer Centre.

More than 2,300 international students from over 100 countries are currently being educated at Friedrich Schiller University Jena. Interculturality is a very important aspect for the university and its student life. We cooperate with partner universities all over the world and in more than 200 Erasmus partnerships in Europe. Come to Jena and experience internationality first-hand! Contact Jena students to learn more about their every day life.

Excellent support and student services facilitate a successful, enjoyable study period. The International Office cooperates with many university institutions such as the Language Centre, the [Sports Centre](#) and the [Writing Centre](#). We also support intercultural student groups in the International Centre and work with external partners - e.g. Studierendenwerk Thüringen - and offer numerous free-of-charge services for international students.

30. University of Mainz (GER)

Why study at JGU?

The special features of Mainz University - 11 good reasons to study here

Wide range of subjects and courses

JGU offers a wide range of subjects and courses, including humanities, natural sciences, social sciences, media and economics, medicine, art, music, and sport - only technical subjects and engineering are not offered.

International courses in humanities and economics enable bi- or trinational qualifications to be obtained.

Diverse combinations of courses

The wide range of courses on offer means that a large number of combinations between subjects are possible, e.g., in the fields of the humanities and economics.

Top research

JGU carries out top research in natural sciences and medicine. The university has several graduate schools, schools of excellence, and DFG -supported research projects in all academic fields.

International flair

JGU is a university with about 37,000 students and an international flair due to the high proportion of foreign students from 130 countries.

Student exchange

JGU actively supports student exchanges. The university is in second place throughout Germany for the number of students spending one or two semesters abroad.

Academic contacts and collaborations

With a large number of international collaborations, JGU has a global network of academic contacts (approx. 400 collaborations).

Campus university

JGU is one of the few campus universities in Germany: The university buildings are not dotted around the city, but are - with just a few exceptions - located on one large site with a relaxed atmosphere. The JGU Botanic Garden is the perfect setting for relaxing and chatting in summer. A lively academic culture is encouraged on the campus. A wide variety of collaborations and events promote dialog with interested members of the public. The university also offers a wealth of leisure activities, ranging from the choir and orchestra of the Collegium musicum and the EuropaChor Academy to the general university sports courses, which cover 70 types of sport, through to theater groups and a diverse range of student initiatives.

In the heart of the Rhine-Main region

Mainz is located in the Rhine-Main district and is the capital of the Rhineland-Palatinate region: a city with around 200,000 inhabitants. Its location in the Rhine-Main region means that transport links are excellent. There are two airports and an extensive public transport network: bus, tram, train. The Rhine-Main region is characterized by an extensive economic and industrial diversity and is home to a large number of international companies. Many media and broadcasting companies are headquartered here. The Rhine-Main economic region offers job opportunities for students to work alongside their studies, as well as apprenticeships.

Culture and nature

Mainz offers a wide range of cultural attractions, as well as nature and recreation areas such as Rheingau, Rheinhessen, and the Palatinate Forest. The climate is mild.

Open atmosphere

Anyone looking to meet new people won't have a problem in Mainz and the surrounding area - the people in Rheinhessen and Rheingau are regarded as being extremely open and friendly.

Carnival, also known as the fifth season

Mainz is famous for its "carnival season", which is celebrated from November 11 to the start of lent. A further attraction in Mainz is the "three W's of Mainz", i.e. "Weck" (bread rolls), "Worscht" (pork sausage) and "Woi" (wine), which can be enjoyed in the many restaurants, as well as at home.

31. Corvinus University of Budapest (HUN)

WHY CORVINUS?

Prestigious university in Hungary and the region

- Excellent reputation, which has been proven in various domestic and international rankings.
- Award for the excellent education making the management profession globally competitive.
- The highest index of satisfaction among the employers concerning the students having graduated from Corvinus University.

Academic excellence

- 3-cycled programmes with focus on Master's in foreign languages.
- Internationally accredited programmes (in the EPAS system).
- Aim: to reach international standards in education and provide competitive degrees on the European and global market.
- Unique in Hungary: degree programmes in landscape architecture, public administration and food science.
- The wide range of interesting courses at Corvinus offer a unique experience of academic content, working with Hungarian and international students and exposure to practical problems of Hungarian and regional issues.
- The teaching professors have a great experience in conducting classes not only in the Hungarian environment, but several of them are regular visitors at other European universities and Business Schools in the United States.
- A lot of emphasis is put on learning versus teaching at Corvinus. Learning also means exploration, often putting the emphasis rather on questions than answers, dilemmas instead of clear-cut solutions.
- Nevertheless, Corvinus is solid on academic theory and making students work hard. After all, rest feels good when serious accomplishments are achieved!

Rankings

- According to the Financial Times European Masters in Management Rankings the CEMS degree that is offered also at Corvinus is regularly the first or second most recognised programme in this field.
- According to the different domestic rankings the University and its faculties are all featured among the best.

Student life - international atmosphere

Every year about 1,500 international students choose to study at Corvinus University.

32. University of Bern (CH)

Studying at the University of Bern

Why Bern – good reasons

Knowledge creates value

Knowledge is one of the most important resources we have as a society and will continue to increase in significance in future. Knowledge is the key to solving the problems facing society and dealing with global challenges. Universities make an indispensable contribution to the development and circulation of knowledge, and the importance of this role will continue to grow.

A rich selection of study programs

The University of Bern offers a full range of courses and numerous degree programs with the option to make various combinations, including across different faculties. Whether you want to combine economics with archaeology or psychology with computer science, you will not be short of choices.

Teaching and research

The University of Bern provides its students with the very latest specialist knowledge in international terms and familiarizes them with academic methods, as well as encouraging them to think in an academic way and undertake their own research. The University of Bern is a global leader in a selection of research areas such as space or climate research.

The university as the focal point of the capital city

The University of Bern occupies a central location in the city in the lively Länggasse district. The proximity to various institutions like the Federal Administration and other private and public concerns opens up opportunities to create a close network between academia and the "real" world.

International collaboration

Researchers and lecturers at the University of Bern are highly networked all over the world. This helps promote international academic careers in the field of research and offers students the opportunity to study at foreign universities as well during their studies.

33. University of Trento (IT)

Why choose the University of Trento

The Great Reasons to Choose UniTrento

International study programmes

For academic year 2017/2018, the University offers 11 doctoral programmes, 18 Master's degrees and 1 degree course in English. Many courses are organized in collaboration with other universities in Italy or abroad, and with professional associations.

The quality of teaching

National and international classifications rank the University of Trento as one of the top Italian universities. Besides the traditional lectures, there is much laboratory work and many small seminar groups. Trento is a medium-sized university, where it is easy for students and teachers to meet one another and there is a continuous exchange of ideas among students from different disciplines: in short, the (virtuous) dynamism of a small university.

Opportunities to study abroad

From the second year of their studies, students can choose to spend a period abroad, with the possibility of receiving grants for international mobility and of obtaining credits for examinations taken abroad or for their research work.

The University of Trento also offers many double-degrees: there are currently 33 programmes in place (4 with non-EU universities in China and in the United States), in addition to 6 double-degree programmes with EIT Digital and 3 with the EIT Raw Materials Consortium. There are 140 bilateral agreements in place with non-European universities, and 20 Erasmus+ International Credit Mobility agreements. The University collaborates with 300 partner universities in Europe within the Erasmus+ programme, which also includes scholarships to study and perform research work abroad, and internship opportunities.

The students of the University of Trento participating in a study, research or internship programme abroad receive financial support to cover mobility costs.

Being international also means being able to offer a multicultural environment. Trento does this very well because it attracts researchers and talented young people from abroad. There are over 800 students of 60 different nationalities living in the halls of residence “San Bartolameo”, situated just a few hundred metres from the town centre, and “Sanbapolis”.

Financial benefits and merit awards

At the University of Trento, commitment to study pays off.

In order to reward the most deserving students, the Collegio Bernardo Clesio was established in 2005. The Collegio, located in a historical building in the centre of Trento, accommodates about a hundred students free of charge and organises study meetings with professors, researchers and leading members of the society. Each year about 30 places are advertised, which are assigned after a selection procedure based on each applicant's curriculum and examinations. Future students who wish to enrol in one of the degree courses, the second-cycle degree courses, or the single-cycle degree courses can apply.

The quality of life in Trento

Trento in top position for the fourth consecutive year, according to the 16th edition of the survey regarding the "Quality of life 2014" carried out by the University of Rome La Sapienza for Italia Oggi.

According to Il Sole 24 ore (the Italian national daily business paper), Trento is the town with the highest quality of life in Italy. With its 100,000 inhabitants, it is a people-and student-oriented town, set in an extraordinary natural and cultural environment:

"The deep gap between the two Italies" - from *Italia Oggi* (29/12/2014)

"Trento is the greenest town in Italy" – *IX Ispra Report (A higher institute for environmental protection and research)* (edition 2013)

"Trento can boast a green profile" – *Report by ISTAT (National Institute of Statistics)* 2013

"Trento, the most appealing city in Italy" – *Classification by Assirm* (An association carrying out market, social and opinion research) 2013

According to the IEEE Institute of Electrical and Electronics Engineers Trento is a smart city. Trento was selected together with other 9 cities of the world to participate in the “IEEE Smart Cities Initiative”: a project aimed at improving the quality of life of citizens and promote local sustainable development. In order to be selected as a smart city, candidate cities need to have already started a social, cultural and technological innovation development, where

information and knowledge are produced, shared and used to improve the collective wellness and the quality of life.

The University services at your fingertips and 2.0

The University of Trento offers a lot: libraries, study areas (open until midnight), laboratories, computer classrooms, a language centre and three sports centres.

Studying in Trento does not just mean studying. Thanks to “Opera Universitaria” and to UNITrento Sport, Trento offers much more: scholarships, tax waiver, subsidized accommodation in the halls of residence and in apartments, bicycle loans, concerts, cinemas, themed events, fitness courses, sports centres, and the “facoltiadi” (a sports event that takes place every year in which everyone in the University takes part, including students, teachers and technical-administrative staff).

The “control panel of MyUnitn” allows those who study and do research at UniTrento to easily access all the services online (enrolment in examinations, managing career, etc.)..

Opportunities for Practising sport

In Trento, sport is not just a holiday from studies and work. The University has concentrated on sports activities in order to help students and researchers to balance study and sport and it has set up a sports network: UNITrento Sport. Within UNITrento Sport, three different programmes have been developed to meet the various needs of students practising sport: TOPsport, a one of a kind programme in Italy, is dedicated to high level athletes, and aims at combining competitiveness and training, thanks to the support of teaching tutors, the opportunity to agree examinations dates and to make up the lessons missed and other benefits.

UNI.Team is a programme that gives support to students/athletes who compete as members of CUS-Trento – the University Sports Centre. Among the benefits given, there are subsidised accommodation, special concessions for training practice, the support of a sports tutor, sport equipment.

UNI.Fit is the programme for those who are not professional athletes but who want to get back on form.

34. University of Tartu (EST)

Why University of Tartu?

The University of Tartu is known for its high reputation of the quality of studies and research. Students choose our university, because they can count on the excellent reputation of the diploma they receive upon graduation.

Historical and national university

The University of Tartu is one of the oldest universities in Northern and Eastern Europe. It was founded in 1632 by King Gustavus Adolphus of Sweden. The university, modelled after the University of Uppsala in Sweden, was intended to pursue research and advance learning in a wide variety of disciplines. It has continued to adhere to this tradition.

The University of Tartu is the leading centre of research and training and the only classical university in Estonia. It preserves the culture and language of the Estonian people. For many Estonians higher education equals with the University of Tartu.

Top 2% of the world’s best universities

The University of Tartu belongs to the top 2% of world's best universities (THE World University Rankings 2016-17, QS World University Rankings 2016-17) and is the 5th university in the Eastern region (QS EECA 2016). It is the highest ranked university in the Baltics.

Estonian science, led by the University of Tartu, belongs to the upper 50% of the world's countries in all 22 fields of research specified in the Essential Science Indicators (ESI) database. According to the ESI, the University of Tartu has reached the top 1% of the most-cited universities and scientific institutions in 10 fields.

According to QS Subject Rankings 2017, 13 subjects at the University of Tartu are among the world's best ones.

Subject	2017 Rank
ARTS & HUMANITIES	
Arts & Humanities	301
Archaeology	151-200
English Language & Literature	251-300
Linguistics	101-150
Modern Languages	251-300
Philosophy	101-150
ENGINEERING & TECHNOLOGY	
Engineering & Technology	
Computer Science & Information Systems	401-450
LIFE SCIENCES & MEDICINE	
Life Sciences & Medicine	396
Agriculture & Forestry	201-250
Biological Sciences	351-400
Medicine	301-350
Pharmacy & Pharmacology	251-300
NATURAL SCIENCES	
Natural Sciences	451-500
Chemistry	401-450

Physics & Astronomy 351-400

SOCIAL SCIENCES & MANAGEMENT

Social Sciences & Management 394

Communication & Media Studies 151-200

Strongest research university in Estonia

The University of Tartu is the strongest research university in Estonia. It is the only Baltic university that has been invited to join the Coimbra Group, a prestigious club of renowned research universities, and it also belongs to the Utrecht Network.

The university's hall of fame includes physicists Moritz Hermann Jacobi and Emil Lenz, chemists Carl Claus and Wilhelm Ostwald, physiologist Carl Schmidt, pharmacist Johan Georg Dragendorff, anatomist August Rauber, naturalist Karl Ernst von Baer, founder of cultural semiotics Juri Lotman, and many more.

High-level research is conducted as well by the university's Centres of Excellence. UT is an innovative R&D partner for small enterprises and multinational corporations.

Satellite EstCube-1 made Estonia the 41st space nation in the world. IdeaLab of the university connects students from different faculties to develop innovative solutions to complex problems.

Biggest university in Estonia

The University of Tartu includes 4 faculties. Most of the university is located in Tartu; however, it also has colleges in Pärnu, Narva and Viljandi and a representation & a section of the School of Law in Tallinn. The University of Tartu is the biggest university in Estonia with 13 400 students, incl. 1300 international students.

Modern study system and high-quality education

The University of Tartu follows the Bologna process in the organisation of its studies and programmes. The quality of study programmes is assured through programme-based organisation of study designed to pay more attention to the needs of society and prospective employers. Annual polls are conducted among graduates of the university to evaluate their initial success in the labour market. Relevant findings contribute to the development of further curricula.

Several joint-degree programmes at the University of Tartu hold the prestigious status of Erasmus Mundus programmes, awarded to selected curricula in the EU as a sign of high quality. Several of UT's international master's programmes have received the "Most Attractive International Master" national award from the Ministry of Education and Research of Estonia. And last but not least, the International Master in Applied Measurement Science has been awarded a "EuroMaster" label.

Successful alumni

The University of Tartu's graduates are competitive in the job market at home and abroad, and many enjoy successful careers in international companies, government organisations, and within Europe and Estonia's leading businesses and institutions.

International university

Internationalisation is an important part of the university's strategic plan. The University of Tartu has many partner universities all around the world and it cooperates with many world-class universities: the University of Helsinki, Moscow State University, Tsinghua University, University of Melbourne, Uppsala University, Lund University, Hokkaido University etc. The university's scientists conduct research with global companies like Samsung, Philips, Mercedes-Benz and ImmonoQure. Students have an opportunity to study abroad through various student exchange networks (Erasmus+, ISEP, AEN etc.). The University is a member of many prestigious international networks.

Vibrant student life

The University of Tartu is known for its active student life. There are many faculty-based clubs, international student organisations, an orchestra, various choirs and a theatre for students to join. There's four centuries of student life. Estonia has been voted as the #1 place to stay by Erasmus Student Network and the average level of satisfaction with experience in Estonia is 89% (I-Graduate ISB).

35. University of Porto (PT)

Why choose U.Porto?

Why should you head to one of the most peripheral countries of Europe to study or develop scientific research? Why should we encourage cooperation with the best Portuguese university? The University of Porto can give you ten excellent reasons:

Quality | With over a century of history, the University of Porto is a modern university committed to providing a teaching of excellence in different fields of knowledge.

Appeal | The schools of the U.Porto are sought by the best Portuguese students, and by thousands of foreign students, too, who come to enrich their curricula.

Multiculturalism | Attended by the most diverse and cosmopolitan academic community in Portugal, the campus of the U.Porto offers all necessary facilities to guarantee the very best academic, social and cultural experience.

Employability | The U.Porto provides high rates of employability at home and abroad.

Leadership | The U.Porto creates leaders. Some of the most highly rated Portuguese entrepreneurs studied at the University of Porto and our alumni make us proud.

Prestige | The U.Porto is a benchmark institution for higher education and scientific research in Portugal and is one of the top 100 European universities according to the major international ranking systems.

Knowledge | The U.Porto is a Research University, populated by hundreds of highly qualified researchers who are determined to respond to the needs of society.

Innovation | The U.Porto is deeply committed to promoting innovation and entrepreneurship, and fostering the skills and talents of its academic community. Bring your ideas and we turn them into successful projects!

Openness | The U.Porto is an institution open to society and to the world. It cooperates with companies and other institutions working in the Northern region of the country and with the best higher education institutions worldwide.

Hospitality | Living up to the spirit of the city and of the Portuguese people in general, the U.Porto offers the best welcome ever.

Discovery | Ensconced in one of Europe's most beautiful cities, the U.Porto provides a unique higher education experience. Indeed, "being U.Porto" means combining learning and research with a wide range of other activities that make it an unforgettable experience.

If you are looking for another reason to join us, here it is: our ambition is to establish the University of Porto as one of the top 100 universities in the world by 2020. Come and help us!

Why not!?

36. University of Bordeaux (FR)

Why choose us

The University of Bordeaux welcomes over 53,000 students and nearly 6,000 staff members. Here are just 10 reasons to come and join us!

VIDEO

1. Multidisciplinary study programs

The University of Bordeaux offers 245 Master and 125 Bachelor (incl. vocational) programs.

- Science and Technology
- Law, Political Science, Economy, Management
- Life and Health Sciences
- Social and Human Sciences

A large range of qualifications are possible, including of course a national diploma in oenology, thanks to our expertise within the domain of Vine and Wine Sciences.

2. International study programs

Approximately 13% of students at the University of Bordeaux are international. The university has developed a wide range of international study programs that are taught in English (or other languages such as Spanish) and that offer students the possibility of completing joint or double degrees.

Over 50 international study programs exist at Bachelor, Master and Doctorate levels including 11 EU-labeled programs. The University of Bordeaux is a leading university in France for participation in the Erasmus Mundus Program.

3. Highly qualified teaching staff

The university employs around 5,600 staff members, of which nearly 4,000 are academic and research staff. They are recognized for the quality of their scientific and teaching qualifications. They all hold doctorates or PhD degrees and the medical lecturers are all active hospital practitioners at Bordeaux University Hospital.

4. Cutting-edge research

The field of research is a driving force of the University of Bordeaux. The excellence of its competencies in all scientific fields was recognized in July 2011 when the university was awarded the "Initiative of Excellence". This award consists of an endowment of 700M€ to support the growth and development of research. In 2016, the University of Bordeaux was one of only three universities in France to obtain confirmation of this program.

The university welcomes almost 2,000 PhD students, currently has 280 joint thesis (co-tutelle) agreements running, boasts 19 international associated laboratories and much more. Check out our key figures section to discover the scope of our research activities.

5. International recognition

The University of Bordeaux is positioned N°190 within the Shanghai Ranking (2017) and N°164 within the Shanghai Alternative Ranking (2016) published by the University Jiao Tong (China). Amongst the French establishments that feature in the first 500 of this ranking (22 in total) it is placed in the top ten.

Our university features in the following broad subject fields of the Shanghai 2016 ranking:

N°101 - 150 for Natural Sciences and Mathematics

N°101 - 150 for Clinical Medicine and Pharmacy

6. Open to the world

The University of Bordeaux remains true to its open and humanistic philosophy. This openness is illustrated via the numerous partnerships with international universities (over 1,000 cooperation agreements have been signed with over 500 establishments worldwide). Dedicated programs have been implemented with Japan (Tsukuba, Kyoto, Kyushu), California, Canada (Laval, Montreal, Waterloo) and the Basque campus of excellence, "Euskampus".

7. Implicated and involved students

Students play an active and important role in university life. They are elected to the university boards (Board of Governors, Scientific Council, Council on University Studies and Life) and participate in various consultative bodies.

Students are also involved in the annual appraisal of the teaching staff and become active members of cultural or faculty associations, all contributing in their own way to keeping the university "on the move". There are in total over 135 student associations within the university.

8. Career guidance & professional insertion

Thanks to the multitude of study programs on offer, students are able to design their own personalized course of study that is best adapted to their personal and professional plans. Many courses are designed along with professional organizations, especially in the fields of pharmaceuticals, oenology, sport management, etc., with professional degrees and sandwich courses, as well as mandatory work experience starting in the first year.

For the duration of their studies, students are able to benefit from career guidance specialists on-site. Within the region, solid industrial partnerships have been established with the various economic sectors that exist (aeronautics, space, chemistry, health, IT, optic / laser, forestry and wine) and that offer promising career perspectives for our graduated students.

9. Dynamic campuses

The University of Bordeaux has one of the largest campuses (187 hectares) in Europe. It is composed of several sites that are located near to the city and that offer a wide range of services and amenities. In terms of sports equipment, the offer is extensive: 3 synthetic and 1

football turf pitches, 5 rugby turf pitches, a sports hall of 2,000m² for basketball, tennis, table tennis, badminton etc., 3 squash courts, an athletics track, a weights room... the list goes on! Within each site, dedicated offices (for students and international researchers) offer advice and information to support the newcomers' integration to university and city life. In addition, the future looks bright! Operation Campus is an ongoing renovation project of 538M€ destined to modernize and better equip the four main campus sites.

10. A unique location

Bordeaux is located at the very heart of Southern Europe, only a few hours from major EU capitals and cities. Here are just some of the city's greatest characteristics:

It is part of the UNESCO World Heritage List, described as "an outstanding urban and architectural ensemble"

It is a dynamic metropolis, blessed with a particularly prestigious historical and cultural heritage. It is classified as "City of Art and History"

It is the wine capital of the world with around 10,000 wine-producing châteaux

It is located just one hour from the Atlantic Ocean, thus enjoying a mild oceanic climate and rich natural surroundings...

37. University of Oviedo (ES)

Why Should You Choose Us?

The University of Oviedo is an excellent destination for students and researchers. Throughout its more than four centuries of history, it has situated itself as a reference academic institution in different disciplines and has stood out for providing high quality teaching and conducting cutting-edge research. Since 2009, it bears the seal of Campus of International Excellence.

Its solid academic offer attracts more than a thousand international students and researchers each year who strengthen our institution's links with the most prestigious research institutes in the world. The University of Oviedo is one of the driving forces of economic, social and cultural progress in Asturian society, a region that has one of the highest levels of quality of life in all of Spain.

This academic offer is increased by several programs made specifically for foreign students and for the Spanish ones which want to have a quality international education. This offer includes Bilingual Degrees (including subjects in Spanish and English), International Masters, Erasmus Mundus Masters and Double Degrees (Business Administration and Management with Law, Physics with Mathematics, and Civil Engineering with Mining and Energy Resources Management). We have also a wide academic offer with a number of subjects taught in English for both undergraduate and master degree.

"Throughout its more than four centuries of history, The University of Oviedo has stood out for providing high quality teaching and conducting cutting-edge research".

Apart from the academic offer, the University of Oviedo has several services as complements. One of these services is the University Extension, where the student will be able to take part in courses and debates within a huge variety of topics. In this way, we want to highlight the role played by the Casa de las Lenguas, which offers a dozen languages courses at a competitive price; including different levels of Spanish for Foreigners. The University also

offers Sports Facilities, which allow the students to practice all kind of sports easily: football, basketball, swimming or hiking are part of the sports offer.

In order to help the international students, the University of Oviedo has an accommodation service; thanks to it you will find specific help when looking for a place to live. One of the modalities of accommodation is based on staying with a local family, which make the direct integration in the Spanish and Asturian culture much easier and promotes a better learning of the Spanish language.

"The University of Oviedo offers an accommodation service with local families, which allows a better integration in the local culture and an easier learning of the language"

Asturias offers the visitor a privileged enclave in which to live, with tremendous historical, cultural and natural heritage. The region is considered one of the safest in the country and is able to strike that exceptional balance between urban life and the spectacular natural landscapes the cover its entire territory.

Asturian people are open and friendly, the conveniences of everyday life include short distances to get from one place to another, a wide catalogue of quality public services, as well as an intense offering of leisure and cultural activities to suit all tastes.

38. Comenius University of Bratislava (SVK)

Why to study at Comenius University?

Comenius University in Bratislava (CU) is the oldest and biggest university in the Slovak Republic that comprises thirteen faculties (twelve in Bratislava, one in Martin), with around 27,000 students at all three levels of study. Studying at the our university enjoys popularity with international students – 2,500 students from more than 70 countries study at CU. Students accepted into the university can choose from a wide range of study programmes (many of them are unique in the Slovak context and can only be studied at CU), which number in the hundreds.

Comenius University produces the highest-earning graduates in Slovak Republic.

Since its foundation in 1919 CU has occupied the forefront position of the national system of higher education and has become an internationally recognized centre of science and research. As the most complexly built university of the classical type in the Slovak Republic, it holds the position of national university.

Comenius University is also an important research institution, which participates in top-level research in a number of scientific disciplines. It is also a centre of hundreds of domestic and international science and research projects. The university is the home institution of 19 top-level research teams (out of a total of 37 at all Slovak universities). Comenius University is regularly ranked among the best universities in the world in global university rankings.

39. University of Bergen (NO)

WHY UIB

Study in Norway

As a student at the University of Bergen you can experience the best Norway has to offer, such as quality education and spectacular nature.

The University of Bergen is situated in Norway's second largest city. Our students love the fact that they can enjoy a bit of city life with plenty of cultural events and simultaneously make use of Bergen's unique opportunities for outdoor adventures.

Why choose UiB?

In 2016 the University of Bergen received an award for Excellent International Student Satisfaction, based on almost 16,000 reviews from international students. This is only awarded to universities with an average rating of 9.0 or higher, on a scale up to 10.

Quality education

The University of Bergen offers quality tuition-free education to all students, whether they are from an EU/EEA/EFTA country or not. While Norway's high quality of life goes hand-in-hand with a higher cost of living, the cost of living in Bergen is compensated for by benefits such as free education, quality health care, and ready access to the natural environment.

- Johannes from Germany was looking for an attractive city with good life quality and found UiB and Bergen.
- Iryna from Ukraine loves the positive and open culture at UiB
- Nelson from Nigeria was captivated by Norway's lovely nature and small cities

What can you study at UiB?

We have roughly 25 two-year master's programmes taught in English within the fields of humanities and aesthetic studies, medicine, natural sciences and technical subjects, social sciences and psychology. Here are five reasons for starting your master's at UiB.

High English language proficiency

Students from outside Scandinavia who are considering studying in Norway may be concerned that there will be a language barrier. However, Norwegians generally have high English language proficiency, and learn English in school from the age of six. In fact, most Norwegians are fluent speakers of English.

What's special about Norway?

Norway is known worldwide as a peaceful and safe democratic country that favours equality. Norway is also known to offer a high quality of life in many aspects. Here are few examples of areas where Norway stands out:

- Norway is ranked #1 on the Human Development Index (2015), and has been “the best country in which to live” more than 10 times according to the United Nations Development Programme (Human Development Reports)
- Norway is ranked in the top 5 of the countries with the highest performing graduates: OECD Education at a Glance 2016
- Ranked #1 among residents who say they feel safe in their country

- Norway is among the top 3 countries in gender equality: World Economic Forum, Global Gender Gap Report, 2016
- Ranking 3rd in using ICTs to improve educational learning outcomes: World Economic Forum, Global Information Technology Report, 2015

40. University of Liège (BEL)

Choose to study at ULiège

Building your life course with the University of Liège...

Joining the University of Liège means opting for a bicentenary institution

With this history and that of its community, animated by numerous projects, the University of Liège makes every effort to help its students build their futures, both today and throughout their lives.

Students are offered all sorts of possibilities

Our training programmes, powered by cutting-edge scientific research, cover all areas of knowledge. In each programme, the choice of options, specializations, etc. will make each path a unique one. Exigency, mastery of concepts, a project-based approach, and innovative and multidisciplinary pedagogies are all at the heart of our teaching.

A university attentive to the needs of society and expectations of professional work environments

The University of Liège places particular importance on the professional future of its students. Engaged in a process of continuous assessment, each year the university rethinks its programmes and constantly develops their internationalisation.

Shaking up borders

The University of Liège is fully European and open to the world. Anchored in international networks of excellence and conscious of the challenges tied to globalization, it deploys partnerships throughout the world and contributes to the influence of unified research and development of other regions. This engagement on the international stage has been recognised by several international labels. You will take advantage - I hope - of all the opportunities presented: study trips, work placements abroad, dual degree programmes, development cooperation projects...

An engaged university that showcases talents

Choosing the University of Liège also means experiencing civic engagement. A place of culture and reflection, of debate organisation and encounters in the heart of the city, the University of Liège keeps a critical and democratic watch.

More than ever, the University of Liège emerges as an institution which is particularly attentive to the intersection of life courses, research paths, and academic careers that take place on its grounds. Convinced that in each student has the potential of being daring and creative, the University of Liège supports innovation and relies on its talents. So that students can develop in the best conditions, the university provides a convivial living environment, numerous aids for success, and promotes their investment in the institution while respecting the political, philosophical, and religious convictions of each in accordance with its charter of values.

All while being sure to promote attentiveness, dialogue, well-being, health, and the respect of the environment, the University of Liège seeks to render its students tolerant citizens, engaged with political, social, and industrial realities and capable of integrating into the vast cultural and economic space of a globalized world. It considers that in order to learn, research, work and "live together", respect for diversity and freedoms are essential values.

Conscious of the challenges ahead, the University of Liège is a lucid institution, turned resolutely toward the future.

A University of journeys for all. A University to experience.

Zusammenfassung

Die vorliegende Diplomarbeit beschäftigt sich mit einer vergleichenden linguistischen und multimodalen Analyse von ‚why choose us‘ („warum wir“) Webseiten von englischsprachigen und nicht-englischsprachigen europäischen Universitäten. Dabei werden der textuelle Aufbau, die lexikalen und grammatikalischen Muster sowie die multimodalen Charakteristika von 40 Beispieltexten analysiert. Hierfür wurde zuerst die strukturelle Organisationsform der Texte beschrieben, gefolgt von einer Korpusanalyse mit Hilfe der Software AntConc. Hinsichtlich der multimodalen Analyse wurde Pauwels' (2012) Analyseraster herangezogen.

Diese Studie zeigt, dass die Beispieltexte anglophoner Universitäten vermehrt überzeugende Strategien einsetzen, da sie vergleichende Werbung benutzen, einen umgangssprachlichen und beinahe dialogorientierten Stil verwenden, welcher mit Hilfe von Personalpronomen, grammatikalischen Zusammenziehungen sowie umgangssprachlichen Ausdrücken erzielt wird. Zudem werden häufig aggressive Strategien, wie „Bewerbe dich jetzt“-Schaltflächen, verwendet. Die Ergebnisse der vorliegenden Arbeit könnten vor allem Autoren von (Universitäts-)Webseiten zu Gute kommen, sowie auch im ESP Kontext verwendet werden, in welchem SchülerInnen erfolgreiche Werbestrategien analysieren und für ihre eigenen Bedürfnisse verwenden können. Zudem ist die Arbeit relevant für allgemeines textbasiertes Marketing, im akademischen Bereich und darüber hinaus.