



Universidad
Zaragoza

Trabajo Fin de Grado

**A contribution to the study of professional
genres: the case of the Occupational Therapy
leaflet**

Autora

CELIA PISA BORBÓN

Directora

Dra. CARMEN PÉREZ-LLANTADA AURÍA

Facultad de Filosofía y Letras / Grado en Estudios Ingleses
Junio, 2015

Table of Contents

1. Describing genres	1
1.1 Genre use in professional settings	3
2. Methodology	9
2.1 Selecting the corpus	9
2.2 Data analysis	10
3. Results	12
3.1 Layout and text organization of the leaflets	12
3.2 Content and language features	20
4. Discussion	27
References	33

1. Describing genres

Over the past decades, genre analysis has been a prominent theoretical field of research that has sought to understand how language is used above sentence level and how language use is linked to social practices in professional communities for the enactment of social intentions (Miller, 1984; Swales, 1990; Bhatia, 1993, 1997). Bhatia (1993) explains that “the main object of all these studies has been to understand the structure and function of language use to communicate meaning” (p. 3).

Scollon et al (2012) explain that discourse communities are “bounded groups of people (defined respectively by the texts they use and by the practices they engage in together)” (p. 9). They also explain that discourse communities establish conventions through their discourse practices and shape texts in order to communicate knowledge. In the field of English for Specific Purposes (ESP) Swales (1990) defines ‘discourse communities’, along similar lines: “sociorhetorical networks that form in order to work towards sets of common goals” (p. 9). Swales proposes six defining characteristics in order to identify a group of people as a discourse community:

1. A discourse community has a broadly agreed set of common public goals.
2. It has mechanisms of intercommunication among its members.
3. It uses its participatory mechanisms primarily to provide information and feedback.
4. It utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, a discourse community has acquired some specific lexis.

6. It has a threshold level of members with a suitable degree of relevant content and discursal expertise.

Genres are participatory mechanisms to provide information. The concept of 'genre' is defined as a type of text with a prototypical form which is recognized by the discourse community. In other words genres follow standardized conventions and that is why members of the community use them in recurring communicative situations and hence involve social intentions. Swales (1990) defines 'genre' as "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). Examples of professional genres include a variety of written text exemplars such as business letters, memos, reports, oral presentations or brochures, to cite but a few. This author further states that the set of communicative purposes of these genres is recognized by the expert members of the parent discourse community. In other words, communicative purposes "constitute the rationale for the genre" (p. 58).

According to the literature in genre analysis, it is the communicative purpose of a genre that shapes its schematic structure, determining other characteristics such as the form and structure of that genre (Swales, 1990; Bhatia, 1993). The intended communicative purpose of a specific genre will be as well the potential determinant of its content and stylistic features. In genres, both their schematic structure and their form (i.e. language and style) perform rhetorical goals. Choice of structure and form is made with the aim of accomplishing the specific communicative needs of a given discourse community (Bazerman, 1994; Martin, 1985; Miller, 1984; Swales, 1990; Bhatia, 1993, 1997). It is important to bear in mind who the intended audience of a genre is when writing a specific genre and for this reason, genre users should be aware of the fact that

each genre is targeted at a particular audience and that there are established conventional features that shape the genre. As Kress (1985: 19) points out:

The social occasions of which texts are part have fundamentally important effect on texts. The characteristic features and structures of those situations, the purposes of the participants, the goals of the participants all have their effects on the form of texts which are constructed in those situations.

What Kress means here is that a text on its own is meaningless unless it is considered within its context of use. Information such as the social roles or the purpose for writing a specific genre type, are important when trying to understand why members of a discourse community write the way they do. Likewise, Bhatia (1993) also remarks that writers of professional genres make use of strategic choices in order to achieve a goal or create a specific effect on their audience.

1.1 Genre use in professional settings

Genre analysis is a key analytical framework that is used in the field of applied linguistics to understand how language is used in professional communities (Flowerdew and Wan, 2010; Bhatia, 1993, 2004, 2013; Askehave, 1998). Valdez (2011) states that “[p]rofessional discourse is goal and expert oriented, socially organized, conventionalized in terms of form, and discourse dependent” (p. 1). Genre analysis of professional texts has also been a key theoretical framework, for example, in the field of pedagogy and, more specifically, in the teaching of English for Specific Purposes (ESP).

There are many recent studies that have investigated both major and minor (or unfamiliar) genres that professional communities use at work. Koteyko and Nerlich (2007), for example, analyze company webpages of dairy products containing probiotics. These authors explain that the aim of the texts included in those webpages is to promote probiotics by conveying a message that generates trust for their products, a textual message often accompanied by multimodal elements such as photographs. Another interesting investigation related to unfamiliar genres is Flowerdew and Wan (2010). This study focuses on the audit report and analyzes the way in which communicative purposes are accomplished through a strategic use of structural and linguistic features. On pedagogical grounds Flowerdew and Wan recommend that ESP teachers should raise the awareness of the writers of these reports as regards the particular features of this genre, and by this means help them improve their writing skills. Another relevant study in a similar field is Bhatia's (2013) analysis of the linguistic and rhetorical resources exploited within the genre of the Corporate Social Responsibility (CSR) report. Bhatia (2013) explains how this genre is strategically constructed so as to convey both "promotion and self-justification". CSR reports display a promotional type of discourse (Bhatia, 2013) very similar to that of advertising, portraying PetroChina as a 'socially conscious corporation', and being unfaithful to its real nature.

The genre type that will be analyzed in this dissertation is the leaflet genre, a minor (unfamiliar) genre typology. The reason why I selected this genre was the fact that, to my knowledge, it is an unfamiliar genre, and a rather under-researched genre compared to other genres such as business letters or reports. Questions such as why leaflets are written the way they are or, what are the main intentions or sets of purposes

that shape the construction of leaflets are the focus of this dissertation. Another reason for selecting this specific genre was the fact that I was interested in and felt curious about the combination of text and images (multimodal elements) in professional genres such as leaflets. Bhatia (2012) emphasizes the idea that, currently, most professional texts aim at “promoting their corporate image and interests by means of using certain rhetorical strategies by which they put together a diverse range of discourses” (p. 20). One of those strategies is to borrow features of other discourses, for example, features of advertising texts (e.g. layout, use of images). Multimodal analysis takes into account the functions and meaning of the visual images, together with the meaning arising from the integrated use of the two semiotic resources, language and images (O’Halloran, 2004). In this dissertation it is also my aim to analyze the way in which leaflets combine both text and images in order to fulfil certain communicative purposes and rhetorically persuade the audience.

Leaflets have been described as informative or advertising types of texts created in order to grab the reader’s attention. Leaflets are written with the aim of advertising a product, providing information about important issues or events or drawing attention to any organization or cause (Abedi, 2013). The layout and information organization of this genre should be appealing, clear and well planned, helping the reader to find the information that s/he needs to know as quickly as possible. Leaflets also include a title or slogan and other elements such as subheadings, attractive illustrations and contact information where the reader can get further details. The use of such a clear and attractive organization helps to keep the idea or product in the mind of the reader or to encourage him/her to take action (Abedi, 2013). The content in these texts is something that the reader should be able to guess by simply observing the front page of the text. A

reader will choose to pick up a specific leaflet because s/he may have some needs that s/he thinks could be fulfilled by the information in the leaflet. Presumably, the target audience of this genre accesses these texts because they want to look for specific information and it is for this reason that leaflets should provide clear and concise answers to the possible questions that the target reader might have. In other words, the main function of a leaflet is to facilitate this search of information to its readers (Kokemuller, n.d.; Abedi, 2013).

Askehave (1998) studies company brochures and concludes that they are used both for informing and persuading the reader by promoting something, being this something a product, a service or a company. This author explains that their real purpose is to exhibit the companies as qualified partners proving in this way that the companies “possess the qualities needed to enter into long-lasting trading relationships with potential customers” (p. 199). Similar results have been reported by Alberola Colomar (2004) regarding bank leaflets. This author contends that the genre follows a prototypical macrostructure that recalls the advertising strategy called AIDA (Attention, Interest, Desire and Action), a persuasion strategy for attracting the readers’ attention.

Askehave and Swales (2001) thus contend that genres can be multi-functional and claim that ‘communicative purpose’ is generally considered the main determinant factor for classifying genres and that ‘communicative purpose’ is “more evasive, multiple layered, and complex than originally envisaged” (p. 197). These authors illustrate their claim with the shopping list genre. They explain that such a simple genre, whose apparent aim is to remind the shopper what s/he needs to buy, could have as well different purposes such as avoiding unnecessary acquisitions “if not on the list, don’t buy it” (p.201). They point out that identifying the communicative purposes of a genre

is difficult for the analyst and propose different steps for identifying ‘communicative purpose(s)’ in a given genre (Figure 1). What they propose is that analyzing the structure, style and content of a given genre should be done by looking at the text in context. By this means, the analyst is able to ‘repurpose’ the genre. Askehave and Swales (2001) claim that communicative purpose is “no longer privileged by centrality, prominence or self-evident clarity” (p. 210). It is my aim to analyze the leaflets and support these authors’ claim.

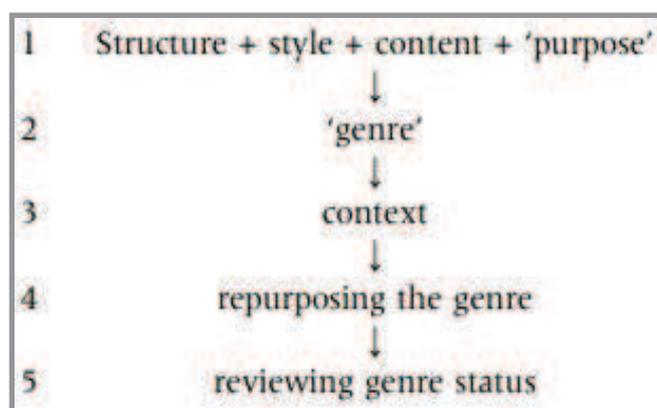


Fig.1 Analytical procedures (source Askehave and Swales, 2001)

This dissertation takes as its database Occupational Therapy leaflets taken from the British Association of Occupational Therapists and College of Occupational Therapists website. The main objective of this research is to attempt to identify the communicative purpose/s of OT leaflets. The analysis was carried out using the genre analysis framework (Swales, 1990; Bhatia, 1993), and also discourse studies dealing with multimodality (O’ Halloran, 2004; Bateman, Delin and Henschel, 2007; Bateman, 2008). These authors provide interesting insights into the way in which different modes of expression (language, images, typography, colour, etc.) work together in the creation

of documents or recognized genres. They also examine the way in which genres such as online newspapers are currently using ‘sophisticated layout and typography’. They explain that by means of such carefully selected patterns and choices, the ‘new’ multimodal genres result in ‘multidimensional access structures’ which are very different from the ‘monomodal’ traditional texts.

This dissertation aims to answer three main questions:

- What is the information structure of OT leaflets? How are the texts physically arranged?
- What are their recurring linguistic features and what functions do these perform at a discourse level?
- What kind of images and photographs accompany the text and what rhetorical effects do they create?

In looking at the texts in their context of use, I will finally try to explain why this genre is constructed the way it is and what the combination of text and images reveals regarding the communicative purpose(s) of OT leaflets. More broadly, I will try to explain why the texts are constructed the way they are bearing in mind their intended audience and, from a sociorhetorical perspective, why members of the OT community (Occupational therapists) write these leaflets the way they do.

2. Methodology

2.1. Selecting the corpus

The criterion that should be followed in order to conduct a successful analysis of a corpus is that all the documents should have the same characteristics (Stubbs, 1998; Biber, Connor and Upton, 2007). The corpus of analysis included 14 OT leaflets, amounting to a total of 13,689 words. All the leaflets that I analyzed were retrieved from the same source, the website of a professional association, the British Association of Occupational Therapists and College of Occupational Therapists (<https://www.cot.co.uk/>) (Figure 2).

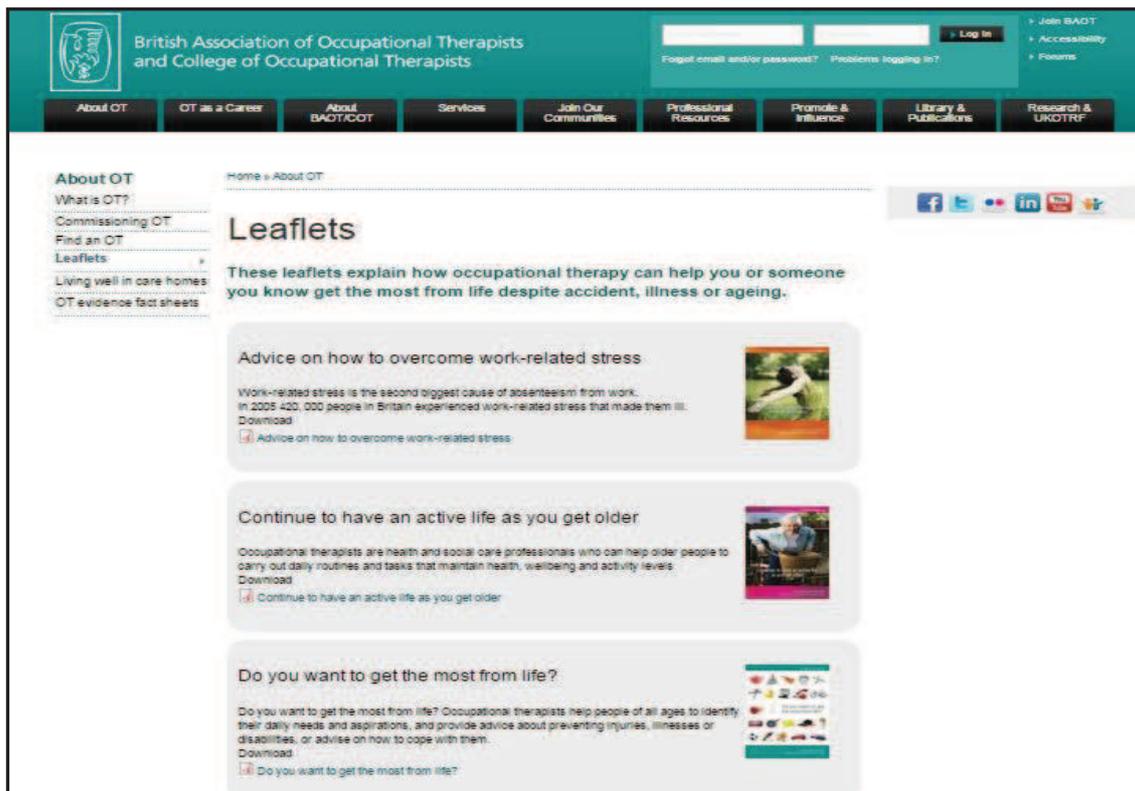


Fig. 2 Screenshot of COT

This website provides information and services offered by this professional association. The different tabs on the website provide information regarding who occupational therapists are, about the COT publications, the services they offer and how one can contact them (Figure 3). How to access the leaflets is indicated with an arrow in Fig. 3. In this link, all the OT leaflets were available in PDF format. I downloaded them and converted them to txt format for software analysis.

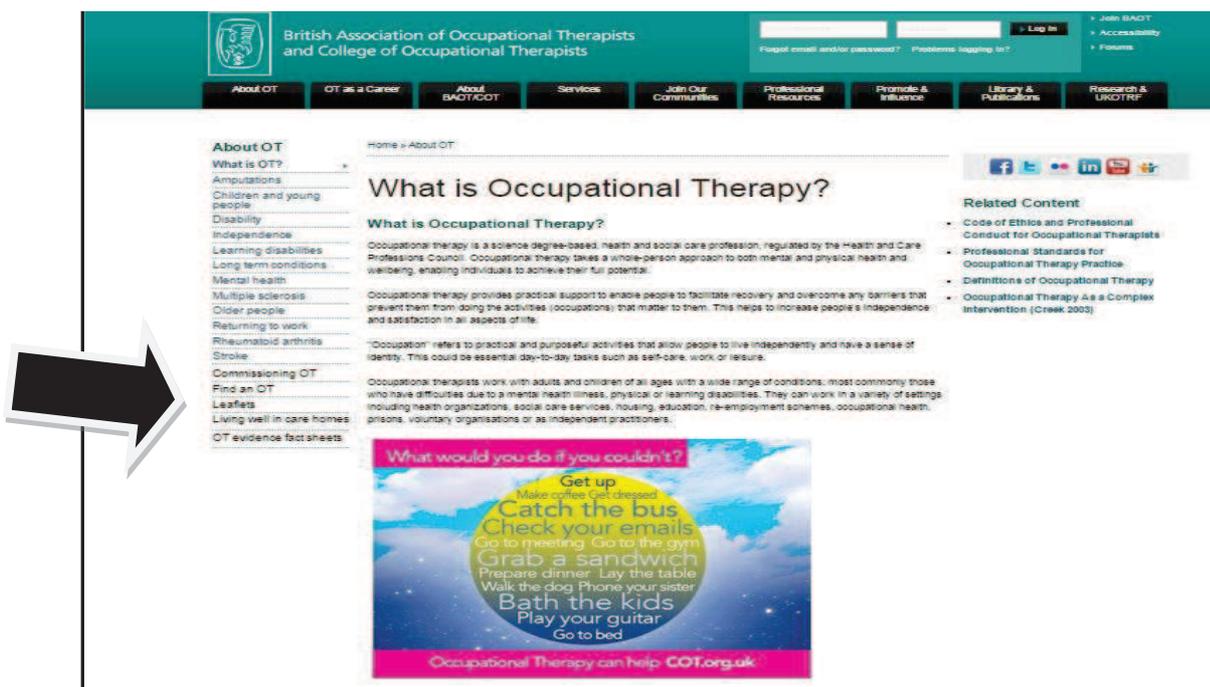


Fig.3 COT website image

2.2. Data analysis

For the textual analysis I used both qualitative and quantitative methods. Firstly, I analyzed how different features of the texts (i.e. layout and physical organization of the information) were combined with multimodal elements (i.e. images accompanying the text). Afterwards, I first conducted a close analysis of the texts to understand how

leaflets are shaped and constrained by their intended communicative goals. Firstly, I looked at the overall rhetorical macrostructure of the texts. This involved manual analysis, as *AntConc* (Anthony, 2014) is not able to recognize how the information is organized in the texts. Secondly, I used *AntConc* to identify the main content words of the texts and the semantic meanings they conveyed. The corpus files, which were in txt format, were uploaded into the program and I generated a word frequency list. The frequency list retrieved a rank of words listed according to their frequency of occurrence. These data helped me to comment the overall semantic meanings of the messages conveyed in the texts. I also used other tools available in *AntConc* (Anthony, 2014) to identify other textual features in the leaflets. For example, I used the concordancing tool to explore how the high-frequency words were used in context (i.e. I looked at concordance lines) and I analyzed the co-text accompanying the words that had ranked the higher frequencies of occurrence (following the procedures described in Anthony, 2014; Stubbs, 1998; Biber, Connor and Upton, 2007). According to Brown and Yule (1983), “the more co-text there is, the more secure the interpretation (will be)” (p. 50). The analysis of all these features proved to be very insightful, in my view, to understand the features of the leaflets and, more broadly, to understand how these leaflets are shaped by their communicative goals and intended audience.

3. Results

3.1. Layout and text organization of the leaflets

All the OT leaflets are carefully structured and designed documents in which both images and text are combined resulting in appealing and captivating templates to the eye of the reader. In general, the brochures are 4-5 page leaflets structured using a careful and clear textual organization, which is always accompanied by visual elements. Content (information) is displayed in columns at times, or presented within boxes or in charts with coloured columns that provide a synthetic, and visually attractive overview of the information. Visual impact is a key feature of all the leaflets. At other times, bullets are used and by this means the most important and interesting points are presented. Figures 4 and 5 illustrate the layout of the leaflets. As also illustrated in both figures, all the leaflets analyzed display different font sizes, combine colours and provide headings that split the text into sections. Often, there are leaflets in which the text and an image intersect, creating a very appealing presentation of the information.

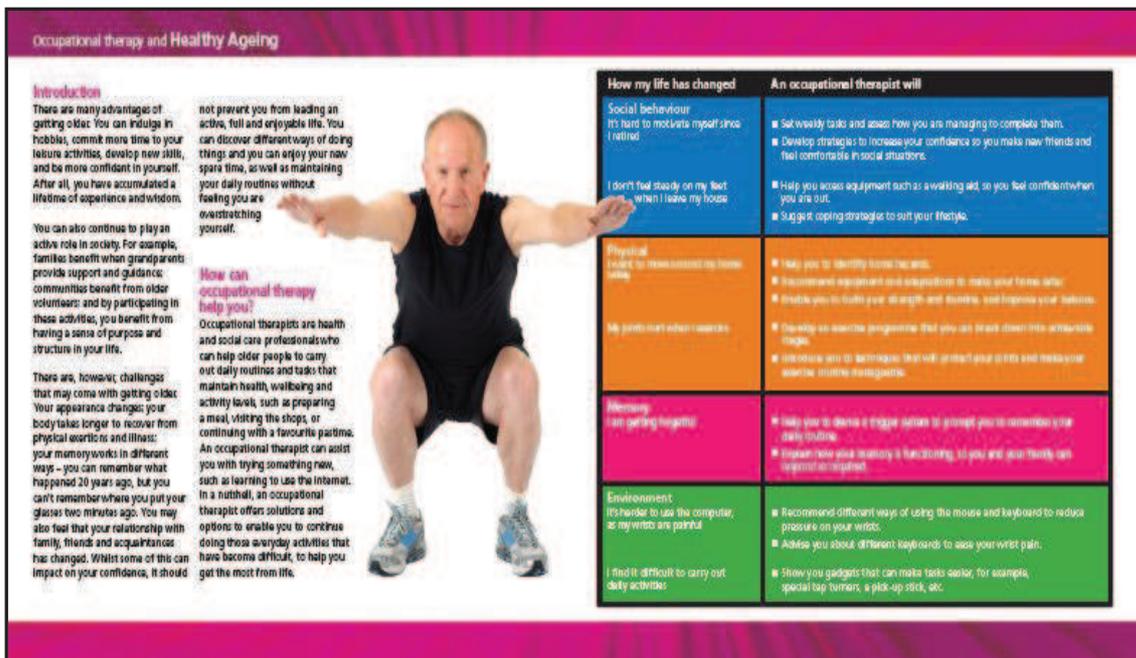


Fig.4 Example of layout and text organization ('Healthy ageing' leaflet)



Fig.5 Example of leaflet layout ('Healthy ageing' leaflet)

The COT (College of Occupational Therapists) website information is also displayed in almost every page of the OT leaflets. It is displayed in a font size bigger than that used in the text. Information is very synthetic and visually appealing as well (Fig. 5).

One of the most salient elements of all the leaflets is the use of a visual (photograph or image(s)) of considerable size on their front page. All the leaflets display in its central part an engaging photo, as seen, for instance, in Figure 6. In agreement to the generic structure of print advertisements proposed in Cheong Yin Yuen (in O' Halloran, 2004) for advertising genres, this element is termed as 'Lead'. According to Kress and Van Leeuwen (1996, in O' Halloran, 2004) the 'Lead' would be the 'Interpersonally most Salient' component because of its prominent size, location and colouring.

I list below the kind of images used in the front pages:

- elderly people feeling happy and energized, depicted doing daily activities such as having lunch or cooking, talking on the phone, having a walk, gardening, doing the shopping, exercising, etc.
- other leaflets show in their front page people carrying out daily life activities, such as doing the laundry, having a shower, etc.
- images of parents and children having fun together are also used, conveying the idea of a blissful happy family.
- at other times, the front page includes an image of disabled people of different ages. The images seem to convey that they have a happy and normal life in spite of their difficulties (e.g. having depression, surviving a stroke, getting old, having dementia, etc.)
- stress-free people (before and after depression thanks to Occupational Therapy), pictures of relaxing places, etc.
- everyday life objects and symbols such as telephones, computers, cars, buses, etc.

Yin Yuen (in O' Halloran, 2004, p. 165) also explains that within the 'Lead' another element, called the 'Locus of Attention', is used in advertising texts. This is also the case of the leaflets analyzed. As this author describes it, this is an element which stands by its salience and unusual quality that with its outstanding size and colour, attracts the attention of the reader, i.e. the 'LoA' would be the most important element in the picture

and in the OT leaflets this would apply to the happy people and their beaming smiles.

Fig. 6 exemplifies the use of the ‘Lead’ and the ‘Locus of Attention’.



Fig.6. Example of front page with the ‘Lead’ and the ‘Locus of Attention’ (‘Healthy ageing’ leaflet)

The OT leaflets analyzed also include another element of print advertisements, the ‘Emblem’. According to Yin Yuen, the ‘Emblem’ “may be realized visually as the logo of the product or service advertised and its linguistic realization is in the form of the brand name of the product or service” (in O’ Halloran, 2004, p. 171). Figure 7 illustrates the Emblem, the logo of the College of Occupational Therapists. It appears at the bottom of the back page of all the brochures. The ‘Emblem’ “is the stamp of authority bespeaking and validating the authenticity of the product advertised” and it helps to bestow an identity, as well as to confer status to a product, “it is interpersonally Salient to Capture attention” (Yin Yuen in O’ Halloran, 2004, p. 172-173). It conveys the corporate image of the professional community.

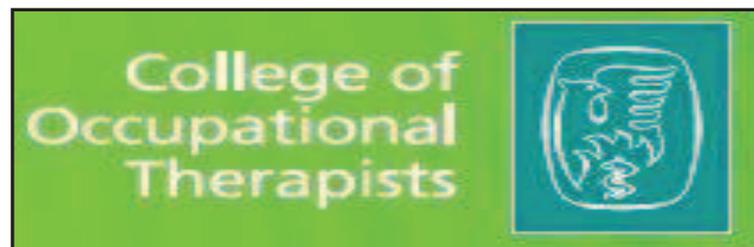


Fig. 7 COT Emblem

Apart from the previously mentioned elements, there is another feature of the layout of print advertisements that also applies to the OT leaflets. This element is what Yin Yuen defines as the “most Salient linguistic item” and is called ‘Announcement’ (in O’Halloran, 2004, p. 173). According to O’Toole (1994, in O’Halloran, 2004, p. 173) “the Announcement has relative prominence in scale and colour, font, and size”. As seen in the figures below, the design of the ‘Announcement’ in the OT leaflets draws on the use of a bigger and more striking font than that used in the text of the leaflets and it is normally placed in the middle or close to a picture for eye-catching purposes.



Fig.8 Example of Primary Announcement ('Healthy ageing' leaflet)



Fig.9 Example of Secondary Announcement (common to most of the leaflets)

The OT leaflets use two types of announcements. The 'Primary Announcement', which is "the most interpersonally salient" one, and the 'Secondary Announcement', a "less interpersonally salient announcement" (Yin Yuen in O'Halloran, 2004, p. 173). All the OT leaflets include one 'Primary Announcement' and one or more 'Secondary Announcements'. Below are some other examples of 'Primary Announcements':

- 'Do you want to get the most from your live?'
- 'Occupational therapy helping people to live with dementia'
- 'Continue to have an active life as you get older'
- 'Occupational therapy can help you to manage pain'

All the leaflets also include 'Secondary Announcements' conveying key messages to their target audience (Fig. 10). "Ideationally, the Announcement captures and conveys the essence of an intended message the advertisers wish to foreground to the consumers" (Yin Yuen, in O'Halloran 2004, p. 173).

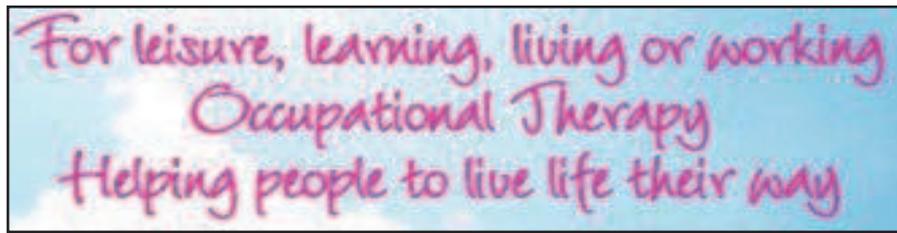


Fig. 10 Example of Secondary Announcement ('Pain management' leaflet)

The following are some other examples of secondary announcements:

- 'Occupational therapy Helping people to live your way'
- 'Occupational therapy Helping people to live their way'
- 'For leisure, learning, living or working Occupational Therapy Helping people to live life their way'

The last element from the layout of print advertisements applicable to the OT leaflets is termed as 'Call and Visit Information'. Yin Yuen (in O' Halloran, 2004) explains that this is written "in small print and non-salient" and comprises "contact information as to where, when (or) how the product or service is available to the consumer" (p. 174). The 'Call and Visit Information' is placed at the very bottom of the back page of the leaflets that I analyzed, next to the 'Emblem'. In many of the leaflets that I analyzed it also appears in all the pages of the template. The 'Call and Visit Information' found in the leaflets states as follows:

- '*College of Occupational Therapists. The professional body for occupational therapy staff 106–114 Borough High Street, London SE1 1LB Tel: 020 7357 6480 www.cot.org.uk*' (Figs. 11, 12 and 13).

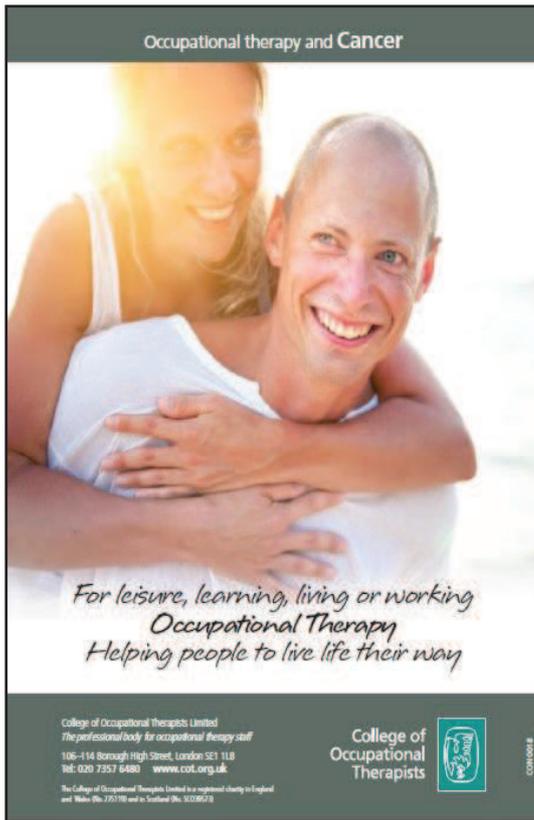


Fig.11 Example of back page ('Cancer' leaflet)

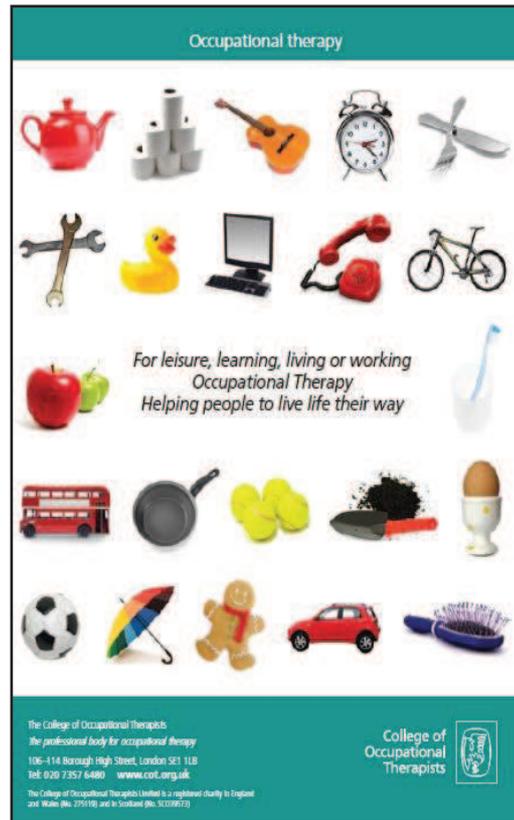


Fig. 12 Example of back page ('OT' leaflet)



Fig. 13 Example of Call and Visit Information

In sum, the consistent use of elements such as the 'Lead', the 'Emblem', the 'Announcement' and the 'Call and Visit information' in all the leaflets analyzed suggest that they are a typical feature of the OT leaflets. Their main goal is that of attracting the readers' attention, as also happens in print advertisements of general services.

3.2. Content and language features

As I explained in the previous subsection, the Occupational Therapy leaflets include several subheadings where the different information is displayed. These sections include information that answers the following question in a brief and simple form: *Who should look for an Occupational Therapist?*

First of all, every leaflet starts with a message referring to ailments, illnesses, needs and wants. e.g. ‘Dealing with depression’, ‘Occupational therapy can help you to cope with pain’, ‘Occupational therapy-helping people to live with dementia’, ‘What is stress?’, etc. An interesting feature of the leaflets is that some of them include testimonies of individuals’ problems or difficulties in life, as the examples below illustrate. Including these testimonies may suggest that the intended purpose of the text is to persuade the readers about the fact that Occupational Therapy is highly beneficial for their wellbeing and convince them that they should use the services of an Occupational Therapist.

- ‘I sometimes put the cooker on and then forget it, I’m worried that I’ll cause a fire’.
(‘Dementia’ leaflet)
- ‘Last month I fell over and they wanted to put me away in hospital’ (‘Dementia’ leaflet)
- ‘I have lost the use of one side of my body’ (‘Stroke survivors’ leaflet)
- ‘I am finding it difficult to get dressed’ (‘Stroke survivors’ leaflet)
- ‘I am feeling sad or worried’ (‘Stroke survivors’ leaflet)

	Ask yourself – is there a different way of doing this? <i>An occupational therapist can advise you on the different techniques needed to carry out your daily tasks.</i>	What equipment will help? <i>Ensure you choose the equipment that's right for you. Trial the equipment, if possible.</i> <i>The equipment suggested below are examples of what may help you to do the things you need to do.</i>	What other help is available? <i>An occupational therapist can give you guidance and information on different pieces of equipment or conduct a personal assessment. They will also explain how to use the equipment safely.</i> <i>Please see some examples below of the type of equipment available.</i>
I would like to... Move around my home, my garden, visit the shops and go to work	Make sure you are wearing appropriate footwear around your home. Ensure you remove loose rugs and mats. Use public transport or your own car instead of walking.	A wheeled walker might help you get to the shops or to work. A seat and basket will help you rest and carry things.	Walking frames and wheelchairs may help you get around your home or garden, visit the shops or get to work. Install grab rails by steps or ramps.
Get into and out of the bath	Use a slip-resistant mat and let the water drain, so it's not so slippery. Make sure someone is available when you take a bath in case you experience difficulties.	A bath seat and slip-resistant mat might help you get out of the bath.	Bath boards or bath lifts will help you to get in and out of the bath, or you may consider having a shower instead of a bath.
Have a shower	Consider having a shower at a time when you are not tired.	A small seat or shower stool will help you to keep steady and safe. A swivel bather might help if your shower is over the bath.	Fit your shower with rails or a seat to help you remain steady. You can also use long-handled sponges to reach your back and feet.
Cook a meal	Buy pre-prepared vegetables or meals, or prepare food at a time of day when you are in less pain or your joints are less stiff. Pace yourself, do a little at a time.	Electric tin openers, jar openers, non-slip mats, and cooking baskets are just a few examples of equipment that may help you.	Review your kitchen layout, such as the height of your worktops. Use a stool to perch on while preparing food.
Get into and out of bed	Roll onto your side so you face the edge of your bed. Then, swing both legs over the side of the bed, push yourself up with your arms so you are sitting on the edge of the bed, and then stand up.	A rail by the bed or bed-raisers might help you get in and out of bed.	Special beds or mattress elevators are available. These make it easier to get in and out of bed independently.
Stand up from my chair	Edge your bottom to the front of the chair, keeping both feet flat on the floor and back under the chair. With both hands on the arm rests, push yourself up.	Chair-raisers will heighten the seat of your chair. This may help you to stand up and sit down.	Electric-riser chairs will help you to get up and sit down.

Fig. 14 Screenshot of possible needs for OT services

In response to the above situations, the leaflets provide different solutions. Figure 14, for instance, illustrates how this information is presented, often, in an appealing visual format (e.g., a table with different colours, clearly differentiating problems and solutions. It is explicitly stated that Occupational Therapy can offer ways of overcoming all those problems. The problem-solution pattern that the textual information follows in the leaflets is also illustrated in the table below (Table 1).

PROBLEM	SOLUTION
'I have lost the use of one side of my body'	'An occupational therapist will encourage you to use your physical strength to help get you moving in whatever you can, etc'.
'I am finding it difficult to get dressed'	'You will be encouraged to dress the affected side of your body first, because it will be easier and it will encourage you to take notice of and use that side, etc'.
'I am feeling sad or worried'	'An occupational therapist will work with you to identify the difficulties you are experiencing and support you in managing the emotional adjustment to life after a stroke'
'I want to continue with my hobby again, but I don't know where to begin'	'An occupational therapist will examine any difficulties you are experiencing to establish the cause of the problems, and suggest alternative ways to help you adapt, etc'.
'I don't feel safe at home and I'm not confident about going out'	'An occupational therapist will assess your home for safety hazards and may suggest equipment or adaptations for your home to increase your independence, etc'.
'I feel as if I am losing my mother... she is not the person she used to be. All our old social activities don't interest her, and she just gets angry with me'	'An occupational therapist can show you how to use reminiscence and life story work to share with your mother, bringing back smiles and even tears, etc'.
'Dad is terrified of becoming dependent and not being able to look after himself. He's getting depressed and agitated'	'An occupational therapist understands how exercise can help relieve anxiety and depression in dementia and can recommend suitable exercise, etc'.
'I sometimes put the cooker on and then forget it. I'm worried that I'll cause a fire. Last month I fell over and they wanted to put me away in hospital'	'An occupational therapist knows about safety devices and alarms that are low cost or free and readily available. All occupational therapists are trained and have experience, etc'.

Table 1. Examples of information sequencing (from problems/needs, etc. to solutions)

After this, the leaflets provide information about OT professionals. This is done in the form of questions or with short descriptions of what an OT professional can offer. By this means, the text provides the readers with relevant information to solve their problems or to cater to their needs. I list below some examples included in the leaflets:

- 'What is an occupational therapist?'
- 'How can an Occupational Therapist help you?'
- 'What can/will Occupational Therapists do for you?'

- ‘Where can you find an Occupational Therapist?’
- ‘An occupational therapist can provide help and training in undertaking daily activities such as bathing, dressing, eating, playing and participating in a favorite hobby, etc’.
- ‘An occupational therapist can: help people with work- related stress to re-prioritize tasks to improve their work-life balance, support children with co-ordination disorders to develop new skills, to help them remain in school and reach their full potential, help older people to remain independent, living in their home for longer by providing adaptations and equipment, and providing strategies for managing fatigue, support people to return or remain in work, etc’.

This information is then followed by simple statements informing the reader how to get in touch with OT services. This is a typical generic feature of advertising genres:

- ‘How to contact an occupational therapist’
- ‘To find an occupational therapist (...)’, etc.

As regards the use of the language in the leaflets, *AntConc* (Anthony, 2014) showed that in the texts analyzed the most frequent nouns are nouns related to health and services-related semantic fields: ‘activities’ (82 occurrences), ‘health’ (60 occurrences), ‘equipment’ (56 occurrences), ‘care’ (55 occurrences), ‘home’ (52 occurrences), ‘way’ (43 occurrences), ‘depression’ (33 occurrences), ‘ways’ (32 occurrences), ‘stroke’ (31 occurrences), ‘services’ (28 occurrences), ‘advice’ (25 occurrences), ‘changes’ (17 occurrences), ‘adaptations’ (16 occurrences), ‘professionals’ (16 occurrences), ‘difficulties’ (15 occurrences), etc. These recurrent words have to do with daily problems, illnesses and difficulties and also with the possible solutions to such problems. They lead to a significant fact, the idea that whenever people have a health-related problem, Occupational Therapy services are a feasible solution. The leaflets are not only informative but also persuasive texts, as also argued by Alberola Colomar

(2004). In this respect, I think it is interesting to note that the use of second person pronouns and oblique forms (highlighted in bold type) is a very recurrent language feature in the leaflet analyzed, as shown in the following examples:

- ‘An occupational therapist will help **you** to incorporate exercise into **your** daily activities to help you counter your fatigue’ (‘Cancer’ leaflet)
- ‘An occupational therapist can support **you** and **your** family to live positively’ (‘Multiple sclerosis’ leaflet)
- ‘An occupational therapist can give advice about reducing **your** risk of falling’ (‘Multiple sclerosis’ leaflet)
- ‘The occupational therapist may also suggest adaptations to **your** vehicle to keep you safe while driving’ (‘Multiple sclerosis’ leaflet)

The second person pronoun is a relevant language item within the overall problem-solution pattern of the OT texts. ‘You’ scores 313 occurrences, and ranks 4th in the frequency list. Its oblique form, ‘your’, scores 232 occurrences and ranks 9th in the frequency list rank. The 2nd person pronoun also appears in direct questions as in the examples below:

- ‘Are **you** feeling pressured?’ (‘Stress’ leaflet)
- ‘Are **you** experiencing no joy or fun being at work?’ (‘Stress’ leaflet)
- ‘Are **you** easily irritated?’ (‘Stress’ leaflet)
- ‘Are **you** complaining more?’ (‘Stress’ leaflet)

The *AntConc* concordancing tool (Anthony, 2014) also shows that the pronoun ‘you’ often appears in sentences in which modals are also used. In fact, an interesting

quantitative finding was the fact that modal verbs proved to be high frequency words, being ‘can’ the most recurrent modal, 6th in the rank, scoring a total of 249 occurrences. ‘Can’ is followed by ‘will’ (97 occurrences) and ‘may’ (56 occurrences). These modals perform rhetorical goals, they explicitly state solutions to the readers’ problems, needs or wants, or, at other times, persuade them of how useful Occupational therapy can be for them.

Co-occurrence of the second person pronoun ‘you’ with modal verbs suggests that the language used anticipates the advantages and solutions to the problems that the potential readers of the leaflets may have. This is done using simple grammar constructions and an informal style, creating proximity towards readers, aiming at engaging the audience, which is also a feature in advertising genres (Bhatia 2004). As Martin states, genre is a “stage, goal oriented process” (1997, p. 13) that is, language is used in order to accomplish determined communicative goals. In the case of OT leaflets such an informal style is intentionally used with the aim of accommodating the reader. Below are some examples:

- ‘**you can** talk to the occupational therapist about any aspect of **your** health’ (‘Dementia’ leaflet)
- ‘**you can** indulge in hobbies, commit more time to (...)’ (‘Healthy ageing’ leaflet)
- ‘Helping **you** to focus on what **you can** do’ (‘Multiple Sclerosis’ leaflet)
- ‘**you may** need to consider how equipment could help **you**’ (‘Equipment’ leaflet)
- ‘**you may** be worried about how **you** and **your** family will cope’ (‘Multiple Sclerosis’ leaflet)
- ‘**you may** find you gradually lose skills to look after yourself’ (‘Care homes’ leaflet)
- ‘**you will** be introduced to relaxation strategies and shown ways to (...)’ (‘Cancer’ leaflet)
- ‘**you will** learn how everyday activities that **you** enjoy can break your (...)’ (‘Cancer’ leaflet)

- ‘**you will** be given advice on any benefits **you** are entitled to receive’ (‘Stroke survivors’ leaflet)
- ‘**you will** benefit from employing an occupational therapist’ (‘Social Housing’ leaflet)

The list of high frequency words also shows that the leaflets are all related to the topics of health and well-being and emphasize ideals of capability and strength to overcome challenges, professional support, life and vitality; this is so because the leaflets seek to foreground well-being. The written text is supported, as I explained earlier, by visuals —positive images of people who in spite of their illnesses are able to continue living a happy life putting an end to their problems thanks to Occupational Therapy. The most frequently used verbs in the leaflets are ‘help’ (174 occurrences), ‘work’ (127 occurrences), ‘do’ (52 occurrences), ‘find’ (50 occurrences), ‘support’ (40 occurrences), ‘develop’ (27 occurrences), ‘enable’ (24 occurrences), ‘assess’ (24 occurrences), among others. These verbs convey support and encouragement. By this means the texts suggest that Occupational Therapy can provide a range of solutions to problems. The examples below illustrate how references to occupational therapy actions (verbs) co-occur with modal verbs conveying certainty and possibility:

- ‘**An occupational therapist will help** the child to **develop** skills and techniques for everyday activities such as dressing, using the toilet, etc.’ (‘Children and young people’ leaflet)
- ‘**Occupational therapists will work** with individuals to find alternative ways to do those activities to help people live life their way.’ (‘Dementia’ leaflet)
- ‘**An occupational therapist will observe** Mr Smith and talk to him to find out what he **can do** and what he **wants to do.**’ (‘Care homes’ leaflet)
- ‘**Occupational therapists will work** with individuals to help them to **find** ways of managing the everyday activities that they **need or want** to do.’ (‘Depression’ leaflet)

- ‘**An occupational therapist will support** parents to help their baby succeed through play.’
(‘Young people’ leaflet)
- ‘**An occupational therapist can support you** and your care team to consider what may cause the falls and agree ways to reduce any risks.’ (‘Care homes’ leaflet)
- ‘**An occupational therapist can support** a recovering alcoholic to introduce routine into their life by doing voluntary work.’ (‘Working is good for you’ leaflet)
- ‘**An occupational therapist will support** them to develop interests, socialize, and take part in hobbies.’ (‘Children and young people’ leaflet)

4. DISCUSSION

Martin (1997) states that genre is a ‘stage, goal oriented process’ (p.13) that is, language is used in order to accomplish a set of communicative goals. The use of the layout and information organization features in the OT leaflets make one realize that these texts are designed bearing in mind a specific target audience: people of all ages but in particular adults and old people, all of them having in common the fact that they suffer from physical or mental illnesses, disability, or the effects of ageing, or that they have specific needs. The problem that these people have is that they need to carry out activities that they want or need to do, but which they are not able to accomplish; this is where Occupational Therapy comes in. This easily may explain why the leaflets follow the problem-solution structure that Alberola Colomar (2004) referred to, the problem is explained and the solution is provided (using the services of an Occupational therapist).

It is often assumed that the principal communicative purpose of the leaflet genre is to inform the reader with respect to a specific product or service; nevertheless, as argued earlier, the leaflets analyzed also seem to have a persuasive function, which supports Askehave and Swales' (2001) claim that identifying the communicative purpose of a genre is not a simple task to fulfill. Therefore, for now it is better to simply maintain the idea that the main communicative purpose of the OT leaflets is to inform and to give a description of Occupational Therapy and its benefits. The analysis of the leaflets shows that they are advertising texts in the sense that their layout and the way language is used perform an 'advertising function'. As it was put forward, the leaflets possess a well planned layout, and make a particular use of language features. This supports Bazerman's (1994) claim that genres are normally shaped following a specific pattern because they happen to fulfill 'contextual requirements' and aim at achieving specific social actions. It is through the analysis of the different features of genres that we can draw our own conclusions about their explicit and implicit social intentions and intended meanings.

The OT templates analyzed, like other types of professional genres in general, make use of such clear and well organized structures with the aim of making the reading of the text an easy task for the intended audience. In the case of the OT leaflets, the elements described are used rhetorically in order to inform about the professional services offered by the College of Occupational Therapists and, at the same time, to maintain the interest of the target reader. That is, they invite the intended audience to think about the utility of the services advertised in the leaflets.

The use of multimodality has also been a key feature of the OT leaflets. The use of noticeable colours as a "significant resource for meaning" (Kress and van Leeuwen,

2002, in O'Halloran, 2004, p. 5), prominent titles, bullets or charts allow the readers to scan and identify an information that goes to the principal point and can be read much more quickly than if on the contrary it had been structured by means of longer and extended paragraphs. In agreement with the literature (Fairclough and Wodak, 1997) in the case of the OT leaflets, by means of using these strategies, the construction of a simple message aimed at clarity is achieved. Lemke (1998, in O'Halloran, 2004) argues how the combination of more than one semiotic code results in the 'multiplication of meaning' and other authors such as Van Leeuwen (2005) or Thibault (1991) emphasize the importance of social semiotics to understand how social meaning is created by means of combining text and visuals. From the analysis above, there is no doubt that the combination of images and text in the templates does fulfill an important 'multiplication of meaning' function.

Rather than constructing separate accounts of the various semiotic modes (...) social semiotics compares and contrasts semiotic modes, exploring what they have in common as well as how they differ, and investigating how they can be integrated in multimodal artefacts and events. (Van Leeuwen 2005: preface)

Taking into account the type of images used in the OT leaflets we can say that they are elements that suitably complement the written information and work hand in hand with the text for the construction of meaning (O' Halloran, 2004). The images together with the use of key words and highly positive lexis construct a positive and idealized image that transmits the audience an idea of well-being and happiness.

Yin Yuen states that "the three-fold functions of the Locus of Attention include Interpersonally attracting attention, and Ideationally construing reality in a way

intended by the advertisers, where the viewer's perception of reality is manipulated' (in O' Halloran, 2004, p.165). Endorsed by Yin Yuen's statement, I would conclude that the layout of the OT leaflets aims at convincing the reader of how beneficial Occupational therapy is and persuading him/her to believe that what s/he sees in the pictures is exactly how pleased s/he will feel after using the services of an Occupational Therapist.

According to Thibault (1991), 'in social semiotics, the basic logic is that of contextualization (and) no semiotic form, material entity or event, text, or action has meaning in and of itself'. In order to understand the intended meaning of a text, it is presumably necessary to be familiarized with its context. Regarding OT leaflets' context, the labor that Occupational Therapists perform must be unscrambled. As it is put forward in the website from which the leaflets were retrieved, 'Occupational therapy enables people to achieve health, well-being and life satisfaction through participation in occupation'. COT's website puts forward as well the idea that OT it is a discipline which 'takes a whole-person approach to both mental and physical health and wellbeing, enabling individuals to achieve their full potential (COT website).

The analysis above has also shown that this specific genre aims at fulfilling two different communicative purposes. Similarly to the results found in Alberola Colomar's (2004) study of the genre of bank leaflets discussed in the introduction to this dissertation, the prototypical design and the recurring linguistic features of the OT leaflets appear to follow the advertising strategy AIDA (Attention, Interest, Desire and Action) (Alberola Colomar 2004), i.e. apart from their informative purpose, and as many other brochures of various types, the OT leaflets can be considered promotional

literature (Bhatia, 1993) whose aim is to call the attention of the audience and raise its interest.

In conclusion, the OT leaflets are texts aimed at offering solutions to problems related to people's illnesses, health concerns or wellbeing needs (Parrot, 1995 in Jacobson, 2002). Accordingly, they are texts that are constructed, as described above, with a clear intended audience in mind (Crabtree & Ford, 1988 in Jacobson, 2002). By informing the reader, with this new knowledge or information, the reader will find in it a motivating force that will affect and control his/her behaviors and opinions towards their health (Stiles, 1999 in Jacobson, 2002). Therefore, it can be asserted the fact that OT leaflets fulfill several sets of communicative purposes, supporting Askehave (1998) and Askehave and Swales' (2001) idea that genres perform "sets of communicative purposes" and not just one single communicative purpose. The templates analyzed are informative texts but also aim at creating a corporate image and persuading the audience to use their services. Such persuasive function has also been reported in previous studies of professional genres (Kress, 1985; Hodge & Kress, 1988; Van Dijk, 1997; Flowerdew and Wan, 2010). The leaflets achieve this persuasive function by combining texts and images creating an image of reliability and quality of the professional community (Valdez, 2011; Bhatia, 2013). The OT leaflets convey the idea that the College of Occupational Therapists is a reliable organization that looks after people's wellbeing and whose services can be trusted with complete confidence by their clients. As Bazerman (1997) states, "genres are not just forms. [...] They are frames for social action. They are locations within which meaning is constructed" (p. 19). From the analysis of the OT leaflets, I would not only agree with Bazerman's statement but also

with Askehave and Swales' (2001) claim that communicative purpose is "no longer privileged by centrality, prominence or self-evident clarity" (p. 210).

References

- Abedi, S. (2013). Leaflet Writing. In Slideshare. Retrieved from:
http://es.slideshare.net/saima_abedi/leaflet-writing-presentation
- Alberola Colomar, P. (2004). La macroestructura del folleto bancario como instrumento de persuasión: estudio contrastivo inglés-español. *Ibérica* 8, 41-62. Retrieved from:
<http://www.aelfe.org/documents/04-RA-8-Alberola.pdf>
- Anthony, L. (2014). AntConc (Version 3.4.3) [Computer Software]. Tokyo: Waseda University. Available from <http://www.laurenceanthony.net>
- Askehave, I. (1998). *A Functional Interpretation of Company Brochures - from context to text*. PhD thesis. The Aarhus School of Business.
- Askehave, I. & Swales J.M. (2001). Genre identification and communicative purpose. A problem and a possible solution?. Aarhus School of Business. Oxford University Press.
- Bateman, J., Delin, J., & Henschel, R. (2007) Mapping the multimodal genres of traditional and electronic newspapers. In T. Royce & W. Bowcher (Eds.). *New Directions in the Analysis of Multimodal Discourse*. New Jersey: Lawrence Erlbaum Associates.
- Bateman, J. (2008). *Multimodality and genre. A foundation for the systemic analysis of multimodal documents*. Hampshire: Palgrave Macmillan.
- Bazerman, C. (1994). Systems of Genres and the Enactment of Social Actions. In A. Freedman and P. Medway (Eds.). *Genre and the New Rhetoric* (pp. 67-87). London and Bristol: Taylor and Francis.
- Bazerman, C. (1997). The life of genre, the life in the classroom. In W. Bishop & H. Ostrom (Eds.), *Genre and writing: Issues, arguments, alternatives* (pp. 19-26). Portsmouth, NH: Boynton/Cook.
- Bhatia, A. (2013). International genre, local flavour: Analysis of PetroChina's Corporate and Social Responsibility Report. *Revista Signos*, 46 (83) 307-331. Retrieved from:
<http://www.scielo.cl/pdf/signos/v46n83/a02.pdf>
- Bhatia, V.K. (1993). *Analysing Genre: language use in professional settings*. London: Longman.
- Bhatia, V. K. (2012). Critical reflections on genre analysis. *Ibérica*, Vol. 24, (pp. 17:28).
- Bhatia, V.K. (1997). Introduction: Genre analysis and world Englishes'. *World Englishes*. (16), 313-19.
- Bhatia, V. K. (2004). *Worlds of Written Discourse*. London: Continuum.

- Biber, D., Connor, U., & Upton, T. A. (2007). *Discourse on the move: using corpus analysis to describe discourse structure*. Amsterdam: John Benjamins Publishing Company.
- British Association of Occupational Therapists and College of Occupational Therapists (2011). Retrieved from: <https://www.cot.co.uk/>
- Brown, G. & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Couture, B. (Ed.). (1986). *Functional approaches to writing: research perspectives*. Norwood, NJ: Ablex.
- Fairclough, N. & R. Wodak. (1997). Critical discourse analysis. In Teun A. van Dijk, (Ed.). *Discourse as Social Interaction*. London: Sage. 164. (pp. 258-84).
- Flowerdew, J. and Wan, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. *English for Specific Purposes* 29, 2, 78–93.
- Hodge, R. & G. Kress. (1988). *Social Semiotics*. Ithaca: Cornell University Press.
- Jacobson, H. E. (2002). Translation of the health brochure and impact on the target reader: a contrastive analysis of the structural and pragmatic features of texts translated into Spanish versus texts written originally in Spanish. (Unpublished PhD Thesis). Available from the University of Arizona Campus Repository.
- Kress, G. (1985). *Linguistic Processes in Sociocultural Practice*. Geelong: Deakin University Press.
- Martin, J. R. (1997) Analysing genre: Functional parameters. In F. Christie & J.R Martin (Eds.) *Genres and Institutions: Social processes in the work place and school* (pp.3-39). London: Cassel.
- Martin, J. R. (1985). Process and Text: two aspects of semiosis. In J. Benson and W. Greaves (Eds.). *Systemic Perspectives on Discourse. Vol. I: Selected Theoretical Papers from the 9th International Systemic Workshop*. Norwood, NJ: Ablex, (pp. 248-74).
- Miller, C.R. (1984). Genre as social action. *Quarterly Journal of Speech*, 70 (pp.151-67).
- O'Halloran, K.L. (Ed.). (2004). *Multimodal Discourse Analysis. Systemic-Functional Perspectives*. London: Continuum.
- Scollon, R., Scollon, W. S. & Jones, R. H. (2012). *Intercultural Communication. A Discourse Approach*. Wiley-Blackwell.
- Stubbs, M. (1998). *Text and Corpus Analysis: Computer-assisted studies of language and culture*. Oxford: Blackwell Publishers.
- Swales, J.M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

- Thibault, P. (1991). *Social Semiotics as Praxis*. Minneapolis: University of Minnesota Press.
- Kokemuller, N. (n.d.). The Function of the Leaflet. Retrieved from:
<http://yourbusiness.azcentral.com/function-leaflet-23225.html#>
- Koteyko, N. and Nerlich, B. (2007). Multimodal discourse analysis of probiotic web advertising. *The International Journal of Language Society and Culture*. (pp.20-31).
- Valdez, P. N. M. (2011). [Review of the book *Professional Discourse*, by Britt Louise Gunnarson, 2009]. Elsevier 30, 241-243.
- Van Leeuwen, T. (2005). *Introducing Social Semiotics*. London: Routledge.
- Yin Yuen (2004). The construal of ideational meaning in print advertisements. In O'Halloran, K.L. (Ed.). *Multimodal Discourse Analysis. Systemic-Functional Perspectives*. London: Continuum (pp. 163-195).