

Looks Great on Your Resume

Analysis of Volunteer English Teaching Discourse in
Nepal

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Tiivistelmä – Referat – Abstract			
<p>Tämä maisterintutkielma on laadullinen tutkielma vapaaehtoistöitä Nepalissa englannin opettajana tarjoavien kansalaisjärjestöjen internetsivuilla käytettävästä kielestä. Lyhytkestoinen vapaaehtoistyö on kasvava turismin trendi, jossa tyypillisesti länsimaalaiset nuoret työskentelevät kehittyvässä maissa erilaisissa tehtävissä, esimerkiksi orpokodeissa tai opettajina kouluissa. Vapaaehtoistyöstä ei makseta palkkaa, ja osallistuminen vapaaehtoistyöohjelmaan on maksullista. Humanitaaristen mielikuvien lisäksi lyhytkestoisen vapaaehtoistyön markkinointiin liittyy olennaisesti kuvaukset matkailukokemuksesta, mikä asettaa toiminnan kehitysyhteistyön ja turismin välimaastoon. Lyhytkestoista vapaaehtoistyötä on kritisoitu osallistumismaksujen epäselvästä jakautumisesta, sosiaalisesta hyväksikäytöstä, ja mahdollisesta vahingollisuudesta kehittyvien maiden yhteisöille, kun taas vapaaehtoistöitä tarjoavat järjestöt kuvailevat toimintaa filantropiana, josta hyötyvät kaikki osapuolet.</p> <p>Tutkimuksen kohteena ovat järjestöt, jotka tarjoavat vapaaehtoistöitä englannin opettajana Nepalissa. Aineisto koostuu kymmenen järjestön internetsivuilla julkaistuista englannin opettajan vapaaehtoistyöohjelmien kuvauksista. Tutkielman tavoitteena on tarkastella englannin opettajan vapaaehtoistyön markkinoinnissa käytettävän kielen ominaispiirteitä ja kartoittaa siinä esiintyviä lingvistisiä yhteneväisyyksiä. Keskeisinä tutkimuskysymyksinä ovat retoriset yhtäläisyydet ja suostuttelevan kielen tekniikat. Teoriapohjana analyysissä käytetään John Swalesin kehittämää genreanalyysiä sekä James Kinneavyn teoriaa suostuttelevan kielen analysointiin.</p> <p>Ensimmäinen tutkimuskysymys tarkastelee voidaanko vapaaehtoistyöjärjestöjen viestintää pitää omana genrenään kartoittaen diskurssin viestinnällisiä päämääriä. Tutkimuskohteena ovat tekstien retoriset osiot. Toinen tutkimuskysymys etsii suostuttelevan kielen keinoja tutkimusmateriaalista. Tutkimuskohteena ovat persoonapronominit, todennäköisyyden ilmentäminen, sekä tunteisiin vetoaminen viittaamalla nepalilaisiin toimijoihin köyhinä ja heikkoina.</p> <p>Analyysin tuloksena Nepalissa englannin opettajan vapaaehtoistyötä tarjoavien järjestöjen internetsivujen kieltä voidaan pitää omana genrenään, joka noudattaa yhteneviä muodollisia rakenteita ja jonka yhteinen viestinnällinen päämäärä on pyrkimys suostutella lukijaa osallistumaan vapaaehtoistyöohjelmaan. Kansalaisjärjestöjen diskurssissa englannin opettajan vapaaehtoistyö Nepalissa kuvataan tyypillisesti voimakkaan positiivisen muutoksen aikaansaavana toimintana. Englannin kielen vapaaehtoisvoimin toteutettavaa opetusta perustellaan englannin kielen keskeisellä asemalla sosiaalisen ja taloudellisen hyvinvoinnin edistäjänä. Kansalaisjärjestöjen diskurssissa lukijan tunteisiin pyritään vetoamaan kuvaamalla nepalilaiset toimijat köyhiksi, vähäosaisiksi ja avun tarpeessa oleviksi. Tämänkaltaiset representaatiot kytkeytyvät perinteiseen kehitysavun diskurssiin, jossa säälin ja syyllisyyden tunteisiin vedotaan köyhyyden ja heikko-osaisuuden kielellä ja kuvastolla.</p>			
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1. Introduction

This study analyses the language used to advertise short-term volunteer English teaching programs in Nepalese schools or orphanages. Short-term volunteer work is a growing trend among Western travelers (Tomazos and Cooper, 2012., Benson, 2011) and the popularity of volunteer tourism has developed into multi-billion-dollar industry, run by non-governmental organizations (NGO's). Requirements to participate in a program are usually low, and volunteering has therefore become a popular option for young travelers, for example, to spend a gap year abroad (Simpson, 2004). Short-term volunteering is seen as alternative way of travelling among morally aware backpackers, and volunteer tourism programs are advertised as meaningful experiences which will *make a difference* to the lives of *disadvantaged* people, while volunteers themselves are entitled to *life changing* travel experiences.

Ethical issues surrounding volunteer tourism industry have increased the amount of literature on the topic, and authors have voiced concerns over unethical practices within the industry. Even though volunteer tourism has been researched lately, volunteer discourse has not been the main subject of previous studies. Therefore, this study will concentrate on the language used to describe volunteer English teaching programs in Nepal. The topic was narrowed to these particular focus areas, as the role of English language is centralized in English teaching volunteer discourse, which adds to the status of English language as lingua franca. The country of Nepal was chosen to narrow down the amount of data, as similar programs are offered in multiple South-East Asian countries. The theoretical framework includes Swales' genre analysis (1990), which is used to identify and analyze moves and rhetorical patterns in the data, while Kinneavy's Theory of Discourse (1971) offers tools for analysis of persuasion.

Motivation for this study was born from a personal experience in post-earthquake Nepal, which was still two years after the disaster undergoing damage restoration, partly carried on by volunteer work force. In addition, other effects of the disaster were attracting travelers to participate in the reconstruction. The orphanages were among the most outstanding of volunteering options, as they were openly welcoming towards tourists and located in the hub of other tourist offices, such as bike rentals, tourist bus ticket retailers, and mountain trek or jungle safari organizers. This experience evoked an interest towards volunteering, and further research eventually inspired the decision to analyze promotion of volunteer English teaching in Nepal.

This thesis will determine if volunteer English teaching in Nepal constitutes as a genre by focusing on communicative purposes, rhetorical moves and persuasive techniques in the volunteer English teaching program descriptions in NGO public domains. Conducting a genre analysis on volunteer English teaching discourse in Nepal, the study seeks to answer the following research questions:

1. What are the rhetorical moves that characterize volunteer English teaching discourse in Nepal?
2. What means of persuasion are found in the data?

2. Background

Nepal is a landlocked country in Southern Asia, located mainly in the Himalayas. Bordering India in south, east and west and China in north, it is the 49th largest country by population with estimated population of 29 million (Rose, 2021, Worldometer, 2021). Nepal's relatively small land-area is extremely diverse, ranging from tropical lowland region known as Terai to subalpine forested hills, all the way to housing eight of the world's tallest mountains, including the Annapurna mountain range and the highest point on Earth, Mount Everest (Rose, 2021). Versatile nature and important religious sites make Nepal a popular tourist destination. Despite the growth in Nepal's economy, the country is still ranked as the 35th of 40 countries in Asia Pacific region determined by gross domestic production (Heritage 2021). Nepal is tried by extreme weather conditions and environmental disasters, such as the 2015 earthquake which resulted in death of nine thousand people, injured thousands, and damaged infrastructure in Kathmandu and surrounding areas (Rafferty, 2021). Aftermath of the 2015 earthquake is central to the study, as the reconstruction created a boom in volunteer tourism in Nepal.

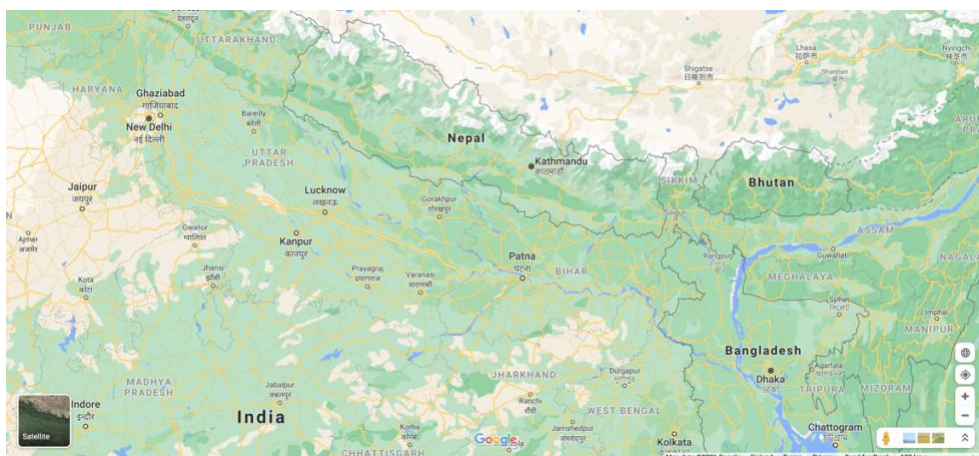


Image 1. Nepal on map. Source: screenshot of Google maps.

2.1 Volunteer Tourism

The pioneer international volunteer organizations were formed after the First World War. Pacifist movements or organizations such as Red Cross and International Fellowship of Reconciliation offered an outlet for the ambition to strive for peaceful cooperation. A few decades later, US Peace Corps were formed, and the volunteer work model developed by these organizations was later adapted as a guiding principle for volunteer tourism organizations (Tomazos and Cooper 2012).

At the time of writing, volunteer tourism is a commercialized branch of tourism industry and in the media the phenomenon is often referred to with neologism “voluntourism”. Due to popularity and increasing ethical considerations of short-term volunteer programs, volunteer tourism has attracted a great deal of interest among researchers, journalists and human rights organizations. Growing body of literature on the topic have come up with several neologisms for volunteer tourism, which adds to the complex and ambiguous conception of the practice. In addition to the term voluntourism, short-term volunteer work is referred to with such neologism as “poorism” (Baran, 2008), “guilt trips” (Crump, 2007), “volunteer vacation” (Vora, 2017), and “pro-poor tourism” (Scheyvens, 2008).

Several authors have offered definitions of volunteer tourism, and the widely used description is Wearing’s (2001, p. 1) view of volunteer tourist as individuals who “...for various reasons volunteer in an organised way to undertake holidays that might involve aiding or alleviating the material poverty of some groups in society, the restoration of certain environments or research into aspects of society or environment”. Wearing’s definition acknowledges the dualist nature of volunteer tourism as vacationing and as a morally aware, philanthropist tourism experience. Singh and Singh 2001 study (cited in Singh 2004, p. 183) describes volunteer tourism “as being more of a conscientious practice of righteous tourism - one that comes closest to utopia. At best, it may be regarded as an altruistic form of tourism, which has the capacity to uphold the highest ideals, intrinsically interwoven in the tourism phenomenon”. Later, Wearing and Lyons (2007, p. 4) have abandoned strict definitions and describe volunteer tourism simply as “contested alternative tourism”. Coming up with an all-embracing definition of volunteer tourism is a challenging task, as the range of volunteer program options is vast and spread around the globe. Nevertheless, unitive feature of volunteer tourism, regardless of the program’s subject area, is the absence of monetary compensation and

the fact that volunteers are required to pay a fee in order to participate in a volunteering program.

Short-term volunteer programs are offered by non-governmental organizations that produce social and health services usually in the countries with governments unable to provide all the required utilities. In Nepal, the outbreak of NGO's was result of Jana Andolan, the People's Movement in 2006, which aspired to more democratic society (Dixit 2006, p. 116). Nepal's government funded social work is under resourced and NGO's produce services in several sectors, such as child protection. However, NGO's are unable to make the services reach majority of those in need (UNICEF Nepal 2019, p. 8). The boom in volunteer tourism has blurred the original role of NGOs as establishments seeking to benefit public good for their position as both, providers of alternative tourism experiences aimed to meet the demands of ethically aware travelers, and as producers of humanitarian services for local communities.

2.2 Volunteer English teaching

English teaching ranks among the most favored positions in volunteering (Jakubiak, 2012). In Nepal, English programs take place in public or private schools and English teaching is typically one of the volunteer assignments in orphanage projects. Requirements for volunteering as an English teacher are basic level of English and the age of eighteen or above. Hence, native level in English, studies in the field of education or previous applicable work experience are not required from the volunteers. This opens up the possibility of volunteering as an English teacher in Nepal for people all over the world, and whereas teaching without studies in education may not be available option in the volunteers' home country, the experience can be achieved by participating in a short-term volunteer program.

Volunteer position can also involve work in both facilities, a school and an orphanage, as Nepal based NGO, Hands for Help describes under child-care program, "You will also be involved teaching English and other extracurricular in the school where your orphanage kids go". (See appendix for links to NGO volunteer English teaching websites). Guiney and Mostafanezhad (2014) studied economic realities of Cambodian orphanage tourism and conclude that NGO's may benefit from commercialization of orphanage volunteering, and some operators are taking advantage of the existing market logic behind volunteer tourism industry. Orphanages have attracted voluntourists especially in Cambodia, however, Nepal is following the trend, as the aftermath of the 2015 earthquake created a peak in establishing new children's homes.

2.3 Previous Research

Volunteer tourism has been researched especially in the field of developmental studies and tourism studies. Combining postcolonial studies and developmental studies, Eriksson Baaz (2005) researched postcolonial identity construction in international developmental discourse. Baaz's discourse analysis concentrated on the identity of donor and. The study found out that the images produced by developmental organizations have a major role in drawing the attention of donors. Eriksson Baaz concludes (2005, pp. 166, 167) that developmental organizations tend to produce postcolonial images of helpless other vs. strong self in order to attract donors. Eriksson Baaz's (2005) findings support the argument that representing developing countries with negative language and imagery have long characterized the discourse of developmental NGO's (Hudson et al., 2016).

The traditional representations of developmental aid are tied to representations of volunteer tourism experience by facilitators of the programs. In a content analysis study focusing on online marketing of volunteering in Zimbabwe, volunteer tourism was represented as beneficial for all involved; the volunteer, facilitators, and local communities, whereas contesting views were found, for example, in blog posts of ex-volunteers (Nyahunzvi, 2013). In a study of volunteer tourism perceptions (Verardi, 2013), voluntourism was represented as philanthropy on NGO websites, and this message was found to come up in interviews of the voluntourism program participants (Verardi, 2013, pp. 74-75). In turn, NGOs framed the need to "make a difference" by describing local actors as "poverty-stricken" or "disadvantaged" (Verardi, 2013, pp. 88-89).

Results of the studies of Nyahunzvi (2013) and Verardi (2013) illustrates a difference in describing the volunteering experience and impact from the volunteer's point of view. In Verardi's (2013) results, volunteers were interviewed during the volunteering project, and the descriptions of volunteering echoed the messages initiated by the NGO's. Contrastingly, Nyahunzvi's (2013) paper included descriptions of volunteering by ex-volunteers, and the analysis found critical reflections of short-term volunteering in these descriptions.

Focusing on the role of English language in voluntourism, discourses of English have been studied in NGO online material. Jakubiak (2012) researched the websites of NGOs which offer English language volunteering programs and found several representations of English language. Jakubiak (2012, p. 448) states that "English-language voluntourism is constructed as an altruistic practice because within English-language voluntourism discourse, English is a

magical cure-all". Jakubiak (2012, pp. 441-448) found that in NGO online discourse of volunteer tourism, English was described as central for opening way to global world, acting as an escape route from poverty, enabling move from rural to urban, and as an empowering force.

Acknowledging the background of volunteer tourism and the ethical considerations of the practice, this study examines the NGO online discourse on volunteer English teaching in Nepal. Content analysis methods have been applied to online materials of volunteer tourism organizations, however, content analysis is not restricted to linguistics, and therefore focus on language has been only one of the several components in the previous content analysis studies. This thesis will concentrate on linguistic elements in NGO online material, focusing on volunteer English teaching programs in Nepal.

2.4 Theoretical background

Theoretical background for this study consists of two frameworks: genre analysis (Swales, 1990, 2004) and analysis of persuasive discourse (Kinneavy, 1971). Whereas discourse is an umbrella term for any communicative practice, genre is a particular type of discourse; one that shares communicative purposes and uses similar linguistic features and structural elements to present information. Therefore, persuasive discourse as such does not constitute a genre. Television ads and political speeches can both be persuasive discourse, however, they employ different techniques of persuasion to further their goals and therefore cannot be treated as components of a same genre.

This study will use genre analysis for examining the form, frequent linguistic features and patterns in volunteer English teaching discourse in Nepal. Genre analysis is a framework which focuses on form and construction of text, aiming to offer understanding of function of written or spoken language. Hyland (1992, p. 15) states that "Genre analysis is the study of how language is used within a particular context. Genres differ in that each has a different goal and they are structured differently to achieve these goals". The goal of English volunteer discourse is essentially attracting people to participate in volunteering program, and persuasive language is used to achieve this goal. The framework of genre analysis is highly influenced by John Swales' (1990, 2004) approach to research articles. According to Swales (1990, p. 58), "exemplars of genre exhibit various patterns of similarity in terms of structure, style, content and intended audience". Thus, genre is a type of language that involves linguistic regularities, patterns, congruency in form, or other elements which form a distinct variety of discourse. In addition to structural similarities, shared communicative purposes are central features of a

genre. Swales (1990, p. 58) defines genre further as follows: “A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre”. Broad definition of a discourse community is “groups that have goals or purposes and use communication to achieve these goals” (Swales, 1990, p. 58). Further, Swales (1990, 24-7) defines several characteristics of discourse community:

1. has a broadly agreed set of common public goals
2. has mechanisms of intercommunication among its members
3. uses its participatory mechanisms primarily to provide information and feedback
4. utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, [...] has acquired some specific lexis.
6. Has a threshold level of members with a suitable degree of relevant content and discursal expertise.

This thesis will determine if NGOs share communicative purposes in their online material and thereby form a discourse community.

Move analysis is a framework within genre analysis which is used to identify and categorize different rhetorical moves in texts. Move is defined by Swales (2004, pp. 228-229) as a “rhetorical unit that performs a coherent communicative function”. Steps are smaller units within the move which constitute to the overall communicative purpose of the move. Create a Research Space (CARS) model (Swales 1990) for move analysis is tailored for analyzing academic research articles. Volunteer English teaching discourse is not an academic genre, and therefore CARS model cannot be used as such for analyzing volunteer English teaching discourse in Nepal. However, move analysis has successfully been used for analyzing various genres in addition to academic papers, for example, health and medical reports (Muangsamai, 2018), suicide notes (Abaalkhail, 2015), and online ads of electronic products (Labrador et al., 2014).

Moves are categorized according to their communicative purpose. For example, the obligatory moves found in Labrador et al.’s paper on persuasive language in the online marketing of consumer electronics were *identifying product and purpose* and *describing the product* (Labrador et al., 2014, p. 43). Obligatory steps included name and a picture of the

product, whereas manufacturer or applications of the product were optional steps (Labrador et al., 2014, p. 43). In this thesis, similar categorization of moves and steps in volunteer English teaching discourse in Nepal was conducted by applying move analysis to decode communicative purposes of the text units, for analyzing the structural features of the texts, and for justifying the treatment of volunteer English discourse in Nepal as a distinct genre.

In addition to move analysis, this study analyzes persuasive techniques in volunteer English teaching discourse in Nepal, by utilizing analytical tools provided in Kinneavy's Theory of Discourse (1971). Kinneavy defines discourse as follows: "in modern linguistics the term has come to mean any utterance larger than a sentence; in this sense it may or may not comprise of a full text in a given situation" (1971, p. 4). In Kinneavy's framework, discourse "can be directed to any aim of language or refer to any kind of reality" (1971, p.4). Discourse encompasses various mediums, oral or written, such as literary works, ads, discussions, or journalism (Kinneavy, 1971, p. 4). According to Kinneavy, purpose of the discourse is the most important factor, it affects all features in the discourse (1971, p. 48). Kinneavy (1971, p. 61) distinguishes four purposes, or aims of discourse: *Expressive*, *referential*, *literary*, and *persuasive*. Persuasive discourse is used, for example, in advertising for persuading the customer to buy a product or service, or in political rhetoric for gathering voters. Furthermore, examination of the language in NGO websites suggests that a potential main purpose of volunteer English teaching discourse could be attracting prospective volunteers to participate in a volunteering program. In this scenario, the aim of volunteer English teaching discourse in Nepal is persuasion, and Kinneavy's (1971) framework for analyzing persuasive discourse is used to test this hypothesis of the aim and purpose of volunteer English teaching discourse. In addition, analysis of persuasion is linked to genre analysis, as communicative purposes are central features of a genre.

Kinneavy (1971) divides persuasion in three different areas: decoder centered discourse, level of probability, and emotional appeal. According to Kinneavy (1972, p. 211), persuasive discourse is "Discourse which is primarily focused on the decoder and attempts to elicit a specific action or emotion or conviction". Decoder refers to the reader or viewer of the discourse, whereas encoder is the sender or originator of the message. Decoder centred discourse is achieved by making explicit references to the reader with direct second person reference. In addition to direct reference to the addressee, "assumption of identity" with the audience is achieved with first person plurals, such as *we*, *us*, and *our* (Kinneavy, 1971, p. 232).

In addition to focusing on the decoder, another central feature of persuasive discourse is the level of probability (1971, p. 220). Categorical maxims and generalizations are used to

make the presented choices seem highly probable (1971, p. 252). As Kinneavy (1971, pp. 253-254) puts it, “Facts that might do disservice to the cause must be concealed or minimised and facts that favour the cause must be magnified. Checking facts and comprehensiveness requires going out of the text and the situational context”. According to Kinneavy, the technique of seeming probability is “the encoder’s attempt to make what may be only questionable or even false appear as highly probable, even certain” (1971, p. 232). In this thesis, seeming probability is analysed by identifying instances of embellished descriptions of volunteer English teaching in Nepal by the NGOs.

Third major technique in persuasive discourse is the presence of emotional appeal (Kinneavy, 1971, pp. 220, 235). The roots of analyzing emotional reference in persuasive discourse originates from Aristotle’s treatment of the pathetic argument (Kinneavy, 1971, p. 241). Even though Aristotle’s analysis was developed in the classical era, centrality of emotional appeal still holds validity (Kinneavy, 1971, p. 242). The pathetic argument has been successfully used in propaganda, religion, and in advertising (Kinneavy, 1971, p. 243). Kinneavy (1971, p. 243) summarizes the importance of emotional appeal in persuasive rhetoric: “It is unmistakably plain, in any case, that emotional appeals account for a good portion of past and current persuasive techniques.” Moreover, developmental NGOs tend to use negative language to awaken feelings of pity and guilt in the public (Hudson et al. 2016). Hence, analyzing emotional appeal is central for examining the persuasive techniques in volunteer English teaching discourse in Nepal.

With the analytical tools of move analysis and persuasive discourse, this thesis seeks to identify and categorize rhetorical moves and steps in the data and determine persuasive techniques used in the discourse.

3. Material and Method

This section will provide an overview of the material used in this thesis and describe the method of data collection and analysis.

3.1 Material

Data for this study consists of volunteer English teaching program descriptions. The program descriptions are collected from the NGO websites. The dataset includes ten organizations, and criteria for the selected material was program location in Nepal and a program type as English teacher or childcare assistant with emphasis on English teaching. The organizations Hands for

Help and Save Children Nepal offered volunteer English teaching in schools and in orphanages, and the word count is a sum of both the program descriptions pages. In order to form a coherent picture of English volunteering in Nepal, the data includes both, Nepal based NGO's, and international operators based either in UK or USA, or labelled as multinational with branches in several continents. Nepal based NGOs operate on domestic voluntourism market, whereas other organizations are representative of international volunteer tourism business, as their English volunteer program in Nepal is one among the myriad of volunteering options offered across Asia, Africa or South America.

Table 1 includes the NGOs of the dataset and presents the word count of the volunteer English teaching program description pages.

Table 1. List of organizations.

Organization	Word Count
Friends for Asia (Int.)	1130
Global Vision UK (UK)	375
Hands for Help (NP)	1366
IFRE Volunteers (US)	2108
Involvement Volunteers International (Int.)	693
New Hope Volunteers (US)	960
Plan My Gap Year (AU)	1372
Projects Abroad (US)	1741
Save Children Nepal, (NP)	2147
Volunteer FDIP (NP)	850

The data was gathered by searching Google with search words “volunteer English teaching Nepal”. The quotation marks were not used in the search. Even though only ten organizations were analyzed, the purpose was to include a comprehensive sample of NGOs which offer volunteer English teaching programs in Nepal. Therefore, the dataset includes organizations which are based in different countries and continents. The NGO websites are hosted on public domains and are designed to advertise volunteer programs; therefore, the data is made available to everyone and there are no major data protection issues with the material. This thesis follows the ethical guidelines of Finnish Advisory Board on Research Integrity.

3.2 Method

This qualitative study was conducted by manual collection of research units from the data. Text from volunteer English teaching program description webpages were copied in web browser and pasted into Microsoft Word files. Word counts were calculated in Word, and the word counts include all text in volunteer English teaching program page. All linguistic features and rhetorical moves were identified and categorized by close reading and using the search tool in Microsoft Word. Volunteer English teaching program descriptions were brought from the NGO websites to text editing software, where structures and features of the texts were analyzed with the frameworks of move analysis (Swales, 1990, 2004), and persuasive discourse (Kinneavy, 1971).

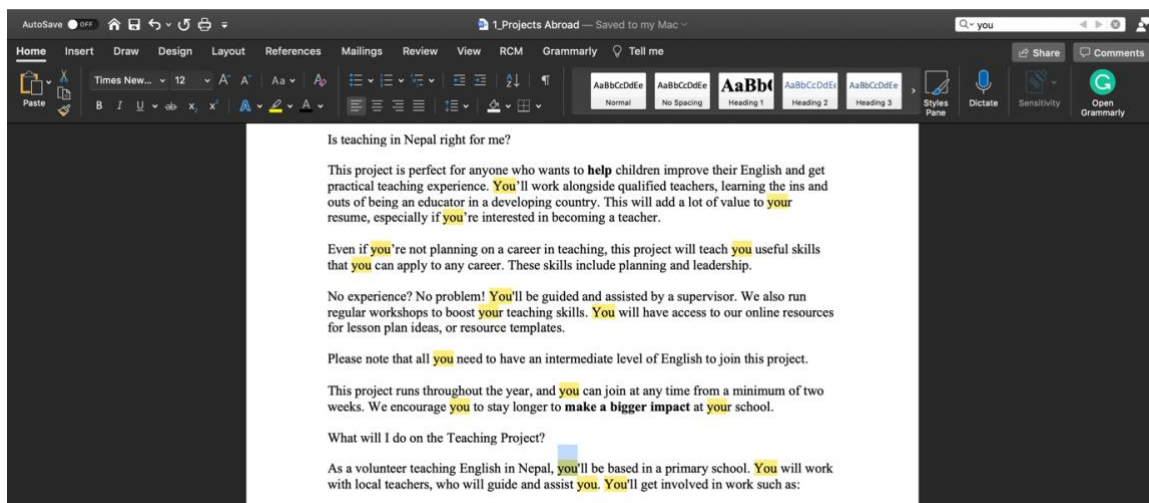


Image 2. Screenshot of search method

First, move analysis is conducted on volunteer English teaching program descriptions. The unit of analysis is a move, a segment of text that performs a distinct communicative purpose. In this thesis, moves were labelled as obligatory when they appeared in each program description, and as conventional when they appeared in more than 50 % but less than 100 % of the data. Top-down method was used to identify rhetorical moves by considering what are the communicative purposes of each of the sections in the program descriptions. Then these sections were labelled as moves according to their communicative purpose and the steps which constitute the move were identified and categorized.

Kinneavy's framework (1971) for analyzing persuasive discourse was used for identifying persuasive techniques in volunteer English teaching discourse in Nepal. The framework includes three separate areas of persuasion: decoder centered discourse, level of probability, and emotional appeal. Direct-second person references and first-person plurals were collected from the data for analyzing decoder centered features. Direct second person

pronoun *you* and first-person plurals *we*, *us*, and *our* were identified from the text files using search tool in Word. Close reading of the program descriptions suggested that volunteer English teaching in Nepal is often described with philanthropic expressions. Therefore, philanthropic descriptions were identified from the data for the analysis of the level of probability. In addition, close reading revealed that negative descriptions of Nepalese actors characterize the data, and traditionally developmental NGOs rely on language which seeks to awaken negative emotions in the reader (Hudson et al. 2016). Therefore, for the third area of persuasion, emotional appeal, negative descriptions of Nepalese actors were chosen as the subject of analysis.

4. Analysis

First, the analysis presents an overview of higher textual level of the data. The section 4.1 provides an example of the style of language and structural elements of volunteer English teaching discourse in Nepal by concentrating on a single typical program description, grounding for the following move analysis. Then, move/step analysis is conducted on the data. The second main part of the analysis focuses on persuasive techniques in volunteer English teaching discourse in Nepal. Three main features of persuasive discourse are covered in the section 4.2: decoder centered discourse, level of probability, and emotional appeal. The section 4.1 analyses the first research question, and the section 4.2 analyses the second research question.

Research questions

1. What are the rhetorical moves and steps in volunteer English teaching discourse in Nepal?
2. What means of persuasion are found in the data?

4.1. Move analysis

This chapter will first provide an overview volunteer English teaching program description of a single organization and then conduct move analysis for the entire data.

4.1.1 Overview of New Hope Volunteers' program description

Drawing on move analysis, this section concentrates on one typical program description. Organization New Hope Volunteers was chosen for the analysis, as its program description demonstrates the main features of the discourse eloquently. The following section goes through the New Hope Volunteers program description move by move to give an overview of the key concepts and features of the discourse.

The first rhetorical move typically consists of a short, dynamic description of volunteer English teaching, including main steps of the move, such as describing volunteering as philanthropy, for example with a phrase *make a difference* and emphasizing the *weak* situation of Nepalese actors. The first move may also introduce the idea of a unique travel experience and address the importance of English for enabling better future. These main aspects of the discourse constitute the core of the discourse, which are developed and repeated throughout the program descriptions. The program description of New Hope Volunteers has five distinguishable rhetorical moves, each focusing on a specific topic. These moves are:

- 1) Introducing main aspects of volunteer English teaching in Nepal
- 2) Establishing the importance of English
- 3) Describing volunteer tasks
- 4) Addressing skills and qualifications
- 5) Describing project location

4.1.2 New Hope Volunteers program description

Move 1. Introducing the main aspects of volunteer English teaching in Nepal

Your chance to make an impact by helping the less fortunate through love & care while on a lifechanging adventure. Fulfill your passion for improving the lives of others & make a difference for entire communities

- Provide lasting benefits to and change the lives of disadvantaged people and animals
- Enjoy your adventure in total safety with secure facilities that have been extensively vetted
- Join an incredibly affordable program trusted by over 18,000 since 1998
- Right this moment, many people in the world who need your help. Will you answer the call?

New Hope Volunteers first move consists of a short info paragraph and then continues with bullet points which present key ideas of English volunteering. Three main ideas of volunteer English teaching (philanthropy, describing Nepalese actors as *weak*, reference to travel experience) are found in this short passage with 91 words. New Hope Volunteers use a phrase *make an impact* to describe English volunteering with philanthropic connotation in the introduction move and then repeat this feature with a phrase *make a difference*. Othering descriptions found in these examples are Nepalese people as *less fortunate* and *disadvantaged*. In addition, New Hope Volunteers describe volunteering experience as *life-changing adventure*. These three main features are dynamically introduced in the first move and are repeated later in the text and they function as steps in the first move.

Move 2. Justification of volunteer English teaching

How would you like to teach eager children against a backdrop of the Himalayas?
This is your chance!

Nepal is desperately poor, and its schools often lack resources and skilled educators. English is an essential subject for young Nepalese to learn.

Often, a good ability to read and write in English will mean they can secure seats in good universities and ultimately, get well-paid jobs. Due to this, parents and teachers exert a lot of pressure on the young students to learn the language. Students are very eager to learn from an international volunteer, and you will be able to make a big difference.

You'll teach conversational English as well as from the official curriculum and you'll be encouraged to hold debates and discussions. This will make the children learn quickly and ensure they become confident individuals capable of believing in themselves.

Teach English in Nepal, and help improve the quality of education for the local children while enjoying the panoramic Himalayas and charming hospitality of the Nepali people!

First, this move renders Nepalese education system as defective (step a) with a description *its schools often lack resources and skilled educators*. Next, this move emphasizes the role of English in enabling better future (step b) by rendering English skills as a gateway for higher education and for better work opportunities. As a third step, the role of volunteer is centralized in the process of providing English teaching by stating *Students are very eager to learn from an international volunteer, and you will be able to make a big difference*. In addition, this move includes a brief description of volunteer tasks, however, this is treated a separate move, as

distinct part is devoted to this topic in the program description. Finally, this move repeats the ideas introduced in the first move.

The move *justification of volunteer English teaching* is repeated in the New Hope Volunteers program description:

How You Can Make a Difference

In Nepal, English is not part of the standard primary school curriculum. Many poor families cannot afford private English education, and often, students will enter higher schools with very little knowledge of basic English.

As a volunteer, you'll be helping to make the transition into the higher schools easier. With our volunteers, the students will be able to hold debates and discussions and this will help them to comprehend the language better through improved grammar and vocabulary. Your presence will encourage the students to speak English, and gradually build their confidence.

This repeated move focuses on the role of English for creating better prospects for Nepalese children by providing concrete examples how English will lift the status of Nepalese children and follows a similar structure as previously: first, Nepalese education system is rendered *defective* by addressing the lack of English teaching, and then the role of volunteer is centralized in providing English skills. Repetition of the move justification of volunteer English teaching suggests that this move is *cyclical* in New Hope Volunteers program description.

Move 3. Describing Volunteer tasks

Volunteers' Responsibilities

By teaching English in Nepal, your efforts will be focused on teaching conversational English in public or private schools, six days a week. Depending on your individual interests and skills, and on the needs of the local staff, your daily activities involve, but are not limited to:

- Teaching basic English to the students
- Helping students to improve their Basic English and conversational skills
- Supporting recreational and artistic activities focused on educational learning
- Organizing and developing activities that encourage learning
- Assisting the fulltime local teacher with class duties
- Educating children regarding personal hygiene
- Working alongside the local teachers on curriculum development
- Assisting school administrations with daily tasks
- Tutoring the students and help with their homework

New Hope Volunteers describes volunteer tasks with bullet point structure. This move consists of a listing of volunteer tasks (step a), which are not limited to teaching English. In addition, a

request to influence the teaching environment (step b) is presented in *Organizing and developing activities that encourage learning*.

Move 4. Addressing skills and qualifications

Skills and Qualifications

There are no specific qualifications needed to join our volunteer project in Kenya [sic] beyond a fluency in English. However, your understanding of the Nepali culture and language can help improve the experience for you and the children.

Consider enrolling in our one-week Language & Cultural Immersion program. Volunteer teachers should have strong English fluency, both written and verbal, although no previous teaching experience is required.

Volunteers should have a love for teaching, English and conversation. Volunteers should also be enthusiastic, reliable, flexible, patient and strive to be good role models for the students. Volunteers must also respect the locals and the host organizations, along with their rules and projects.

New Hope Volunteers' fifth move focuses on skills and qualifications for volunteering as English teacher in Nepal. New Hope Volunteers emphasize that previous experience on teaching is not a requirement on volunteering as an English teacher in Nepal (step a). Previously in the New Hope Volunteers program description Nepalese teachers were described as *unskilled*, therefore the lack of requirements from volunteers creates a contradiction. Then, this move includes an offer on additional language program (step b). As a third step, this move addresses the desired personal qualities of volunteer (step c).

Move 5. Describing program location

Project Location

This project is located in Kathmandu, Chitwan and Pokhara. Nepal is a country of matchless beauty. On the northern borders of Nepal, the majestic mountains of the Himalayas draw visitors in the thousands every year.

As you travel south from there, you'll pass countless snow-fed rivers, deep ravines and gorges, green valleys and a gorgeous panorama of overlapping hills. Nepal eventually ends on the flat plains that border India. In these varied terrains, countless ethnic groups thrive with their multitude of languages and unique cultures.

Kathmandu: Kathmandu is the capital and the largest city in Nepal. The city is known for pagoda style temples dotted around the city and the half a dozen ancient historical places and UNESCO World Heritage Sites.

During your free time, volunteers can do many things in Kathmandu like visiting Buddhist temples of Swayumbhunath and Bouddha or Pashupatinath, one of the holiest Hindu shrines.

There are also many fine restaurants and bars in Kathmandu and you can also visit mountain top retreat of Nagarkot for a one night sojourn. One a clear day, sunrise from Nagarkot has been described as spectacular and you can also see clear views of Langtang Himalayan range.

Chitwan: Chitwan lies about 4-5 hours drive from Kathmandu. Chitwan is a regional hub that connects the flat region of Nepal with the hilly region.

While the main town itself lies in the flat region, you can see the hills start from the Chitwan. Volunteers to Chitwan can enjoy traditional Nepali hospitality.

During your free time, you can visit Chitwan National Park, one of the best parks to see Bengal Tiger, one-horned Rhino and ride on the back of the elephants. The Park also attracts plenty of birdwatchers.

Pokhara: Pokhara is a beautiful, small valley that is a starting point of many treks to the Annapurna region. From Pokhara itself, you can see breathtaking views of Maccha Puchure (Fish Tail Mountain) and Annapurna range.

The town has many lakes and the lake side area of Lake Phewa has many fine restaurants and hotels. Other activities you can do while in Pokhara are paragliding, canoeing, boating and visits to spectacular mountain tops sights where you can see great views of the Valley and the snow-capped mountains.

The New Hope Volunteers' sixth move focuses on the location of the program. First, this move specifies the program location (step a). New Hope volunteers' programs take place in Nepal's three major tourist hubs: Kathmandu, Chitwan and Pokhara. Then this move describes the location in an exoticized manner (step c). This move also includes ideas for leisure-time (step d). Overall, the language of this section resembles typical travel advertising, with descriptions of tourist activities, references to tourist attractions and fine restaurants.

4.1.3 Summary of New Hope Volunteers

Typical philanthropic description *make a difference* is used by New Hope Volunteers, Nepal is rendered as *weak* for example, by depicting Nepalese agents as *unskilled* or *disadvantaged*, and simultaneously the country's nature and culture are described in an exoticized manner. In addition, knowledge of English is rendered as a gateway for better future prospects.

This section has provided an overview of a typical volunteer English teaching program description, and identified rhetorical moves found in the text. The next part provides move analysis of the entire data, discussing each move and steps within the moves separately.

4.1.4 Move analysis of the dataset

Table 2 includes moves and steps within the moves in volunteer English teaching discourse in Nepal. Five different moves were identified as obligatory or conventional, as they appeared in more than 50 % of the data.

Table 2. Move/step chart

	Move/step	Occurrence
Move	Introducing main aspects of volunteer English teaching	Conventional 90 %
Step (a)	Establishing volunteer English teaching as philanthropy	Conventional
Step (b)	Rendering Nepalese actors as <i>weak</i>	Optional
Step (c)	Establishing the importance of English for enabling better future	Conventional
Step (d)	Describing volunteering as travel experience	Optional
Move	Justifying volunteer English teaching	Conventional 60 %
Step (a)	Describing Nepali school system as <i>defective</i>	Obligatory
Step (b)	Addressing the importance of English for better future	Obligatory
Step (c)	Centralizing the role of volunteer	Optional
Move	Describing volunteer tasks	Obligatory 100 %
Step (a)	Listing volunteer tasks	Obligatory
Step (b)	Request to influence teaching environment	Optional
Move	Addressing skills and qualifications	Conventional 80 %
Step (a)	Emphasizing that teaching experience or native level of English is not required	Obligatory
Step (b)	Offering additional language / teaching courses	Optional
Step (c)	Indicating desired qualities of volunteer	Optional
Move	Describing the location	Conventional 90 %
Step (a)	Specifying program location	Conventional
Step (b)	Describing the premises	Optional
Step (c)	Describing Nepal's culture and sights	Optional
Step (d)	Presenting ideas for leisure time	Optional

The five obligatory or conventional moves identified in the data are *introducing main aspects of volunteer English teaching*, *justification of volunteer English teaching*, *describing volunteer tasks*, *addressing skills and qualifications*, and *describing program location*. The following section provides examples and analysis of the obligatory and conventional moves and the steps in the data. Each move and the steps within the move are discussed separately.

Move 1. Introducing main aspects of volunteer English teaching (conventional)

The move *introducing main aspects of volunteer English teaching in Nepal* establishes the main features of volunteering in Nepal as English teacher. This move is *conventional*, as it was found in 90 % of the program descriptions. The move *introducing main aspects of volunteer English teaching in Nepal* typically appears in the introduction paragraph or section of the program descriptions, and the move was identified to consist of up to four different steps:

- (a) establishing volunteer English teaching in Nepal as philanthropy
- (b) rendering Nepalese agents as *weak*
- (c) establishing the importance of English for enabling better future
- (d) describing volunteer English teaching in Nepal as travel experience.

Step (a) is a description of volunteer English teaching in Nepal as philanthropy. This step typically manifests in a form of a verb phrase such as *make a difference* or *make an impact*. Step (a) is *conventional*, it was found in 60 percent of the introductions. Step (b) renders Nepalese agents as *weak*. This step typically manifests as a description of Nepalese people (especially the school children) or the country of Nepal as *poor*. This step is *conventional*, it was found in 70 % of the introductions. Step (c) describes the knowledge of English language as enabler for better future prospects. Depending on the structural features of a program description, the importance of English can already be introduced in the first move, or it may appear in the move *justification of volunteer English teaching*. Step (c) is optional, it occurred in 30 % of the data. Step (d) is contrary description to the step (a), as it describes volunteer English teaching in Nepal as a travel experience, aspect which serves self-interest instead of philanthropy. Step (d) usually manifests with expressions that include exoticized notions of travelling and / or Nepal, for example, volunteering can be described as *a life-changing adventure* (this time for the volunteer, not the school children) or as *a great way to spend your gap year or holiday vacation*. This step is optional, it was found in 50 % of the introductions.

The function of the move *introducing main aspects of volunteer English teaching* is to present dynamically the main aspects of volunteer English teaching in Nepal, and these aspects are then repeated later in the discourse.

The following examples demonstrate the move *introducing main aspects of volunteer English teaching in Nepal*:

- (1) Your chance to make an impact by helping the less fortunate through love & care while on a lifechanging adventure. Fulfill your passion for improving the lives of others & make a difference for entire communities. (New Hope Volunteers)
- (2) Make a difference in one of the most underprivileged countries in world by supporting teachers at disadvantaged primary schools. Help students improve their English to open the door to better employment opportunities in a growing tourism industry. You will live with a friendly host family and use your free time to explore snow-capped mountains and sacred temples. (Projects Abroad)

Example (1) consists of two sentences which present similar ideas; the second sentence functions as an assertion of the ideas presented in the first sentence. This example includes three steps of the move *introducing main aspects of volunteer English teaching in Nepal*. Example (1) has three occurrences of philanthropic description (step a), as it includes phrases *make an impact*, *make a difference* and *improving the lives of others*. Example (1) also includes a description of Nepali actors as *weak* (step b) by describing Nepalese people as *less fortunate*, and a reference to volunteering as a travel experience (step d) with a description *a lifechanging adventure*.

Example (2) consists of three sentences and includes all four steps of the move *introducing main aspects of volunteer English teaching in Nepal*. Volunteer English teaching is described as philanthropy (step a) with a verb phrase *make a difference*, and Nepali actors are rendered as *weak* (step b) with adjectives *underprivileged* and *disadvantaged*. The middle sentence describes the importance of English in enabling better future prospects (step c), and in the final sentence, volunteering is described as travel experience (step d) by referring to *snow-capped mountains and sacred temples*.

Move 2. Justifying volunteer English teaching (conventional)

The move *justification of volunteer English teaching* provides reasons why international volunteer work is needed to carry out English teaching in Nepal. This move is conventional, it occurred in 60 % of the data. Three steps were identified in this move:

- (a) describing Nepali school system as *defective*
- (b) addressing the importance of English for better future
- © centralizing the role of (western) volunteer

Step (a) renders Nepali school system as *defective*, for example by describing Nepali schools as low-resourced, deeming Nepali teachers unqualified, or referring to ineffective teaching methods. Step (a) is obligatory, it occurred in each *justification of volunteer English teaching* move. Step (b) emphasizes the role of English for enabling better future, typically by appealing to opportunities in higher education or in work life. Step (b) is also obligatory. Step (c) addresses the role of the volunteer in the process of facilitating this progress. Step (c) is optional, it occurred in 50 % of *justification of volunteer English teaching* moves. The following examples demonstrate the move *justification of volunteer English teaching*:

- (3) Nepal is desperately poor, and its schools often lack resources and skilled educators. English is an essential subject for young Nepalese to learn. Often, a good ability to read and write in English will mean they can secure seats in good universities and ultimately, get well-paid jobs. Due to this, parents and teachers exert a lot of pressure on the young students to learn the language. Students are very eager to learn from an international volunteer, and you will be able to make a big difference. (New Hope Volunteers)
- (4) As you know English is a global language and the expertise in the language has always been an advantage on the edge to pursue better careers in any sector. The Private schools in urban Nepal have the system, where English language teaching is highly prioritized while teaching. However, the schools in remote Nepal still have not been able to adapt the system of teaching as in the schools of urban Nepal. (SCCN)

Three steps of the move *justification of volunteer English teaching* were found in example (3). First, Nepali school system is described as *defective* by stating *its schools often lack resources and skilled educators*. Second, the importance of English for better future is emphasized by rendering English language as a gateway for higher education and for furthering professional success with the sentence *Often, a good ability to read and write in English will mean they can secure seats in good universities and ultimately, get well-paid jobs*. Third, the role of volunteer is centralized in this process of enabling the change with a description *students are very eager to learn from an international volunteer*. Whereas example (3) described Nepali school system generally *defective*, example (4) refers to a gap between urban schools and rural schools, where *the schools in remote Nepal still have not been able to adapt the system of teaching as in the schools of urban Nepal*. This example, then, renders the schools in Nepal's cities as capable of producing high quality English teaching, while the remote schools are rendered *defective*. Example (4) is from a program description of Save Children Nepal, a Nepali NGO which organizes volunteer English teaching programs particularly in remote primary schools, whereas programs of the organization in the example (3), New Hope Volunteers, take place in Nepal's capital Kathmandu, in a popular jungle and safari destination Chitwan, and in the lakeside city Pokhara, which serves as a starting point for most mountain treks. This difference in rendering Nepali school system as *defective* seem to suggest that program descriptions might be shaped to fit the needs of a particular organization.

The following examples demonstrate further manifestation of the move *justification of volunteer English teaching*:

- (5) For the children the mere exposure to a western or native speaker of English is of huge benefit, while the progress made through new teaching methods is also a major plus. The ability to speak, read and write in English is becoming more and more important in Nepal and is fast becoming a required skill for job placement and educational advancement. Anything the children learn in your class will benefit them significantly in years to come. Not only can you enrich the students' lives during your time in Nepal, you can also help the teachers. Repetitive learning is still common practice in Nepal. (Friends for Asia)
- (6) English is second language in Nepal and very essential for academic and professional growth, but students find very difficult to go through this subject. Hence Volunteer

teaching project of FDIP is mainly started for teaching English, but depending on your interest and skills you can also participate to teach Mathematics, Science, Computer Basics and Arts. Educational institutes in Nepal, mostly community and rural schools lack qualitative education system. Learning with the folks from developed country can turn out to be a great experience for the students of such schools. (Volunteer FDIP)

Both of the above examples have all three steps of the move *justification of volunteer English teaching*. Example (5) renders Nepali school system as *defective* by referring to ineffective teaching methods with a description *Repetitive learning is still common practice in Nepal*, and example (6) state that *Educational institutes in Nepal, mostly community and rural schools lack qualitative education system*. This description resembles the above discussed example (4). Both examples emphasize the importance of English as a gateway for higher education and work opportunities with descriptions *the ability to speak, read and write in English is becoming more and more important in Nepal and is fast becoming a required skill for job placement and educational advancement* (example 5) and *English is second language in Nepal and very essential for academic and professional growth* (example 6). In addition, both examples render the volunteer as a citizen of global North, the example (5) by referring to *the mere exposure to a western or native speaker of English is of huge benefit*, and the example (6) by *Learning with the folks from developed country can turn out to be a great experience*. These descriptions place global North and global South into binary positions; simply by being from the global North, a person is able to make a significant change in the global South.

Move 3. Describing volunteer tasks (obligatory)

The move *describing volunteer tasks* is obligatory: it was found in the program description of each organization. The move lists tasks included in volunteer English teaching, either as a bullet point structure or as running text. Two steps were identified in this move:

- (a) listing volunteer tasks
- (b) request to influence teaching environment

Step (a) consists of a list or description of volunteer tasks and is an obligatory step in this move. Even though the programs are advertised under the title of English teaching, volunteers will

actually teach several other subjects in addition to English, including mathematics, health education, and information technology. Extra-curricular activities are also typically included in volunteer English teaching. Step (b) is a request to influence the teaching environment, for example by bringing own teaching materials and creating entertaining ways to teach. Step (b) is optional, it occurred in 50 % of *describing volunteer tasks* moves.

The following examples demonstrate the move *describing volunteer tasks*:

- (7) Your main role as a volunteer in Nepal is to teach English, Although, there is also the chance to teach other subjects such as Maths and Arts when required. The schools have local staff who will assist volunteers, but most of the time international volunteers lead their own lessons. In addition, the lessons are largely informal and volunteers have the freedom to be creative with their lesson plans. During your lessons, we encourage volunteers teaching English in Nepal to use engaging educational activities to hold the student's attention, as well as inspire their learning. Be creative, use exciting ways to learn new vocabulary and introduce interesting topics in a fun way. (Plan My Gap Year)
- (8) Although your main role will be to teach English, you will also teach additional subjects such as math, general hygiene practices, and life skills. Local staff will also be eager for you to organize extra-curricular activities such as art, drama, music, and sports. Participating in these activities will give your students a creative outlet, as well as helping to boost their self-esteem. (Friends for Asia)
- (9) As a volunteer you will be:
- Teaching and assisting children in English
 - Developing a creative environment
 - Helping or sharing teaching knowledge with local teachers
 - Apart from teaching, act [sic] extra-curricular activities
- (Hands for Help Nepal)

All three examples above have step (a) and step (b) of the move *describing volunteer tasks*. Examples (7) and (8) have the tasks listed in the running text, whereas example (9) uses a bullet point list. The volunteer program in example (9) includes only English teaching, whereas other

subjects are included in volunteering with the examples (7) and (8). These include math and arts (example 7), and math and health education (example 8). Examples (8) and (9) refer to extra-curricular activities, and all three examples have a request to influence the teaching environment.

Move 4. Addressing skills and qualifications (conventional)

The move *addressing skills and qualifications* describes the required level of competence for participating in volunteer English teaching program in Nepal. In addition to the level of competence, this move typically includes desired qualities of a volunteer, such as creativity or flexibility. This move is conventional: it was found in 80 % of the program descriptions. Three steps were identified in the move *addressing skills and qualifications*:

- (a) emphasizing that teaching experience or native level of English is not required
- (b) offering additional teaching programs
- (c) referring to desired qualities of volunteer

Step (a) emphasizes that no teaching experience or applicable education are required for volunteer English teaching in Nepal. This step also regards the required level of English. Step (a) is obligatory, it occurred in each *addressing skills and qualifications* move. Step (b) offers additional language or teaching courses prior to the volunteering program. This step is optional, it occurred in 30 % of the moves. Step (c) is optional, it occurred in 50 % of *addressing skills and qualifications* moves and refers to desired personal qualities of a volunteer.

The following examples demonstrate the move *addressing skills and qualifications*:

- (10) No formal teaching qualifications are required to teach English at a Nepali school. We do, however, ask for our volunteers to be fluent in both written and spoken English and have plenty of enthusiasm, initiative and patience. (Friends for Asia)
- (11) For the English teaching program, teaching experience is not essential as the mere presence of a native English speaker is invaluable. As long as you are creative, determined and resourceful you can have a constructive impact on the development of the children's education. (Plan My Gap Year).

Examples (10) and (11) demonstrate the two steps which build-up the move *addressing skills and qualifications*. Both examples first assure that no teaching experience is needed for participating in the program. Australian NGO, Plan My Gap Year (example 11) was the only organization in the data which required its volunteers to be native English speakers. Other organizations required fluency or intermediate level of English. The geographical location of Australia could explain the requirement for native speakers of Plan My Gap Year; the NGO could have made a choice to target their volunteer English teaching program to Australian audience, rather than competing on international level. Both examples present desired qualities of volunteers. In example (10), these qualities are *enthusiasm, initiative and patience*, and in example (11) volunteers are urged to be *creative, determined and resourceful*.

Organization Involvement Volunteers International was the only NGO in the dataset which mentioned qualified teachers in the move *addressing skills and qualifications*:

- (12) As a volunteer, you'll mainly assist the regular school teacher so no specific experience is required, however qualified teachers and aspiring teachers are very encouraged to apply! (Involvement Volunteers International)

As with examples (10) and (11), teaching experience or teacher qualification was not required for participating in the program.

Move 5. Describing program location (conventional)

The move *describing program location* consists of describing Nepal and especially the location(s) where volunteer English teaching programs are carried out. The style of language in these descriptions deviates from earlier depictions of Nepal's socioeconomics, as Nepal's nature and culture are typically glorified in an exoticizing manner when describing location, resembling travel advertising. This move is conventional, it occurred in 90 % of the data. Four steps were identified in the move *describing project location*:

- (a) Specifying the program location
- (b) Describing the premises
- (c) Describing Nepal and sights
- (d) Offering ideas for leisure time

Step (a) specifies the location of the program to a certain city or area in Nepal. Two organizations (Volunteer FDIP & IFRE Volunteers) in the data did not specify the location of their programs. Volunteers of the organization IFRE will learn about their placement after arriving to Kathmandu. Volunteer FDIP did not include any information on their program location in the program description, except a reference to poor conditions in rural schools. From this description, it could be inferred that their programs take place outside major cities and tourist hubs.

Step (b) describes the premises: the facilities and conditions in the school. This step is optional, it was found in 30 % of *describing program location* moves. Step (c) describes the location in an exoticized manner and is an optional step: it was found in 50 % of the program descriptions. Step (d) can include further description of Nepal and suggests free-time activities. This is an optional step: it was found in 40 % of the data. The following examples demonstrate the move *describing program location*:

- (13) Volunteers are based in Pokhara, a city considered to be the gateway to the Himalayas. Our base is located on the edge of Phewa lake with a view of the peaks of the Annapurna Range on a clear day. (Global Vision International)
- (14) Our organization SCCNNEPAL select only few of community school in different part of Nepal and some of Orphan homes in Kathmandu. In this movement we are supporting two schools in Nuwakot. Shree Amar Primary School and Shree Mahendra Primary School both are (North of Kathmandu – About 40km drive and one hour walk) Chauju village Thanapati 2 Tamang village and Shree Mahendra Primary School – Thanapati 9 Kaphal Danda . The school totally damaged from earthquake. 94 Children are sitting in a metal sheet covered room in ground and another 46 student are learning in traps rooms. Mahendra School building still under construction. (SCCN)
- (15) Nepal is a mystical country that has both snow-capped Himalayan mountains and jungles alive with exotic wildlife. There's no school on Saturday, so you'll have this time free to explore the surrounding areas. Get out there and find what's waiting for you! (IFRE Volunteers)

Example (13) is a dynamic manifestation of the move *describing program location* as it includes steps (a) and (c) in a short paragraph of only 39 words. First, example (13) specifies the program location and then describes the location in alluring manner. Example (14) specifies the location and then describes the conditions in the placement, and hence includes steps (a) and (b). This example provides explanation of the conditions in the placement and includes names of the schools. Example (15) only describes Nepal in a general level and then urges for free-time exploration; steps (c) and (d) are found in this example. As the table and above examples demonstrate, manifestation of the move *describing program location* has several forms, and deviation in describing Nepal occurs in volunteer English teaching programs descriptions. Descriptions vary from concrete examples of the conditions in the placement schools to tips on how and where to spent leisure time. However, descriptions of location have evident similarities in style and structure.

In addition to obligatory and conventional moves, the program descriptions included optional moves, which occurred in less than 50 % of the data. The optional moves were *describing orientation period*, *covering fees*, and *describing food and accommodation*. The fact that there was some variation in the number of moves does not unequivocally mean that volunteer English teaching in Nepal could not be treated as a genre. These optional moves address practical matters of volunteer English teaching period, and therefore do not relate to the core ideas put forward in volunteer English teaching discourse, such as emphasizing the need of volunteer English teaching and describing volunteering as philanthropy.

4.1.5 Summary of move analysis

This chapter has provided move analysis of volunteer English teaching discourse in Nepal. Purpose of this chapter was to determine whether this discourse can be treated as a distinct genre. According to Swales (1990), genre has shared set of communicative purposes, expressed with rhetorical moves. Each move asserts a single communicative purpose and includes one or several steps which contribute to the communicative purpose. The moves identified in the above analysis enable determining communicative purposes of volunteer English teaching online descriptions. The move analysis suggests that the communicative purposes are to justify volunteer English teaching in Nepal by describing volunteer English teaching as philanthropy and as a unique travel experience (move 1), providing reasons why English volunteer teaching is necessary (move 2) and attract people to participate in the programs by referring to low requirements (move 4).

According to Swales (1990, pg.) components of genre form a discourse community. Swale's definition of discourse community includes shared common goals, possession of a genre, and communication between the members of discourse community. It is evident that the goal of the volunteer English teaching discourse in Nepal is to attract people to participate in volunteering program. Attempt to get reader interested in volunteering and choosing over organization is the ultimate goal of the discourse, driving motivation behind communicative purposes in the moves. The discourse is utilized in NGO websites where similar linguistic choices, for example the tagline description "make a difference" or incitements and promises such as "fulfill your passion" and "change the lives" seek to persuade reader to embark on a voluntourism trip. Determining the level of intercommunication between the NGOs is beyond the scope of this study and therefore adds a level of uncertainty for determining whether volunteer English teaching discourse in Nepal forms a discourse community. However, the common rhetorical moves suggest some level of awareness of communication strategies among NGOs. In addition, some websites can have high resemblance to one another, aspect which is hard to pass as coincidental. The images 3 and 4 present screenshots of two organizations, New Hope Volunteers and IFRE Volunteers.



Image 3.

The image shows a screenshot of the IFRE VOLUNTEERS website. At the top left, there is a logo for IFRE VOLUNTEERS with the text "Highly Rated, 501 C 3 International Volunteer Organization" and "Since 2006, More Than 22,000 Happy Volunteers". To the right of the logo is a small image of two people and the text "Reviews rated excellent by many volunteers". Further right, there are contact details: "(214) 390-7947 (Overseas Callers)", "Toll-Free: 1-800-675-2504 (US/Canada)", and "01273 93 0514 (UK), (02) 8006 6640 (Australia)".

The main content area has a green navigation bar with links: HOME, ABOUT US, DESTINATIONS, SUMMER, INTERNSHIP, WILDLIFE, GROUP, FEES, INQUIRY, BOOK NOW, RESOURCES, CALL ME. Below this is a large banner with the heading "Volunteer as an English Teacher in Nepal!". The banner text reads: "A once-in-a-lifetime chance to realize your passion and improve the lives of children through education while creating life-long memories and friendships." Below this are four bullet points with checkmarks:

- ✓ Fulfill your passion and share your love by making a difference through teaching English
- ✓ Experience the joy of making someone else's life better and provide hope for the future
- ✓ Rest assured that your safety is well taken care of through careful vetting
- ✓ Join an incredibly affordable program trusted by over 22,000 since 2006

At the bottom of the banner, there is a call to action: "Right this moment, there are many children in Nepal in desperate need of your help. will you answer the call?" Below this is a button that says "Get more info now" and a small note: "Take a minute to complete the form and we will be in touch." Below the banner is a navigation bar with "Nepal Projects" highlighted and several sub-links: Overview, Date & Price, Accommodation, Free time, In Country Support, FAQs.

Image 4.

Results of move analysis suggests that NGO discourse of volunteer English teaching in Nepal could be treated as a distinct genre as the discourse has shared communicative purposes and features of a discourse community. Results of the move analysis also imply that the texts could have a high level of persuasion. In order to keep the organization active, it needs to recruit new volunteers constantly as the programs only last for few weeks or months. The move analysis indicated that NGOs seek to attract volunteers and justify the act of volunteer English teaching in their program descriptions. Therefore, the next chapter focuses on persuasive techniques in volunteer English teaching discourse in Nepal.

4.2 Persuasion in volunteer English teaching discourse

The following section focuses on persuasive techniques in volunteer English teaching discourse in Nepal. Kinneavy's (1971) framework for analyzing persuasive texts is used in this section. First, the analysis will concentrate on decoder centered discourse, covering occurrence of direct second-person references and first-person plurals in the data. Second, the level of probability is analyzed. Third, the analysis focuses on emotional appeal in volunteer English teaching discourse.

4.2.1 Decoder centered discourse

Kinneavy (1971, pp. 39, 59, 219) defines persuasive discourse as "discourse primarily focused on the decoder". The term *decoder* refers to the addressee, the viewer or hearer of the discourse. The aim of persuasive discourse is to elicit "some kind of action" (Kinneavy, 1971, p. 219).

The action can be intellectual, emotional or physical. Emphasis on the decoder is achieved, for example, by using direct second person reference *you* or uniting decoder and encoder with first-person plurals *we*, *us*, and *our* (Kinneavy, 1971, p. 232).

4.2.2 Direct second-person reference

Table 3 presents occurrences of direct second person reference *you*, possessive *your*, and contractions *you'll* and *you're* in the data:

Table 3. Direct second person references to addressee

Organization	Second person reference / Word count / Percentage		
Friends for Asia	51	1134	4.5 %
GVI UK	2	735	0.3 %
Hands for Help	46	1366	3.4 %
IFRE Volunteers	120	2111	5.7 %
Involvement Volunteers Int.	7	693	1.0 %
New Hope	29	963	3.0 %
Plan My Gap Year	68	1372	5.0 %
Projects Abroad	95	1743	5.5 %
Save Children Nepal	23	1064	2.2 %
Volunteer FDIP	26	850	3.0 %

As demonstrated in the above table 2, direct second person reference to addressee with the pronoun *you* (including possessive and contractions) appeared in the data with medium occurrence of 3,4 % of total word count. Out of ten organizations, eight used the pronoun *you* more than twenty times to address the decoder in their program descriptions. The highest occurrences of direct second person reference were found in the program descriptions of IFRE volunteers and Projects Abroad. IFRE volunteers used *you* 120 times, which is 5.7 % of word total in the program description, and Projects Abroad used the pronoun 95 times, which is 5.5 % of word total in the description. Lowest occurrences were found in the program descriptions

of Global Vision UK (GVI UK) and Involvement Volunteers International. GVI UK had only two occurrences of *you* and Involvement Volunteers International had seven occurrences. Even though Involvement Volunteers International had relatively low occurrence of direct second person reference, the pronoun *you* was used repeatedly as a part of a sub-headline in sections such as *how can you help* and *what can you do*, which highlights the use of direct second person reference.

The following examples demonstrate the use of direct second person reference in context:

- (15) As a volunteer teaching English abroad in Nepal, you will encourage students to develop a skill that will help them to achieve their future goals. By conversing with fluent, native English speakers, their language skills will greatly improve, which is essential for future employment. Therefore, education is the key to driving economic, political and social development. With the help of your volunteer work in Nepal, you can help to achieve this via the younger generation. (Plan My Gap Year)
- (16) If teaching is part of your interest and you want to make some contribution of your knowledge to the local and community schools then this affordable volunteering in Nepal might be project of your interest. Writing on blackboard with piece of chalk, you will help develop learning practice of students in Nepal. (Volunteer FDIP)

In the example (16), *you* is used twice as a pronoun and once as a determiner *your*. Structurally, the first occurrence is in the beginning of the paragraph and rest of the occurrences are in the end. This structuring put emphasis on the decoder. In the short section of the example (16) *you* is used five times, demonstrating the high level of decoder centered expressions in the program description of Volunteer FDIP.

Direct second person reference was found to occur most frequently in the move 3 *Describing volunteer tasks*. Six organizations had the most occurrences of direct second person reference in the move describing volunteer tasks. High occurrence of direct second person reference in the move describing volunteer tasks is not unlikely, as this move is directly centered on what the *volunteer* will do during the placement. The occurrence of direct second person reference was not unexpectedly high, yet it shows that decoder centered features are found in the texts to varying extent. Deviation with the use of *you* was found, as there were organizations in the dataset which referred to the addressee frequently in their program

descriptions, whereas some organizations were much more subtle in the use of direct second person reference.

4.2.3 First-person plurals: uniting

In addition to direct second-person address, persuasive discourse makes use of first-person plurals such as *we*, *us*, and *our*, in referencing to decoder. In Kinneavy's (1971) framework, use of first-person plurals is called *uniting* when encoder uses them inclusively, that is referencing to both, encoder and decoder. Purpose of uniting is to create an assumption of identity with audience (Kinneavy, 1971, p. 232). This occurs typically in political rhetoric where first-person plurals are used inclusively when referencing, for example to a *nation*. Due to the nature of volunteer discourse, this kind of inclusive use of first-person plurals did not occur frequently, as typical use of first-person plurals referenced to the organization. Kinneavy sees first person plurals as central features in persuasive discourse, however, this feature did not prove to be significant in volunteer English teaching discourse in Nepal. This result suggests that some texts can be persuasive and decoder centered without making extensive use of first-person plural.

Table 4 demonstrates occurrence of first-person plurals *we*, *us*, and *our* in the data.

Table 4. First-person plural reference

Organization	<i>we</i>	<i>us</i>	<i>our</i>	total
Friends for Asia	3 (0.3 %)	0	6 (0.5 %)	9 (0.8 %)
Global Vision International	2 (0.3 %)	0	5 (0.7 %)	7 (1.0 %)
Hands for Help Nepal	5 (0.4 %)	0	3 (0.2 %)	8 (0.6 %)
IFRE Volunteers	9 (0.4 %)	1 (0.05 %)	6 (0.3 %)	16 (0.8 %)
Involvement Volunteers International	1 (0.1 %)	0	0	1 (0.1 %)
New Hope Volunteers	0	0	1	1 (0.1 %)
Plan My Gap Year	4 (0.3 %)	0	3 (0.2 %)	7 (0.5 %)
Projects Abroad	18 (0.1 %)	7 (0.4 %)	15 (0.9 %)	40 (2.3 %)
Save Children Nepal	12 (1.1 %)	0	5 (0.5 %)	17 (1.6 %)
Volunteer FDIP	2 (0.2 %)	1 (0.1 %)	6 (0.7 %)	9 (1.1 %)

As table 4 demonstrates, first person plurals had moderately low occurrence in the data. With majority of the organizations, occurrence of first-person plurals was less than one percent of

the total word count. The organization Projects Abroad had highest occurrence of first-person plurals (2.3 %), which is 1,1 % lower than the medium occurrence of direct second person reference. The second most frequent use was in the program description of Save Children Nepal (1.6 %). The most frequent first-person plural in the data was *we*, which was used by every organization except New Hope Volunteers. The organization Projects Abroad made the most extensive use of *we*: it occurred 18 times in their program description. Moreover, Projects Abroad had the most occurrences of each first-person plural: *us* was used seven times, and *our* fifteen times. Lowest occurrence of first-person plurals was in the program description of Involvement Volunteers International. *We* was the only first-person plural used, and it occurred once. The second most frequent first-person plural was *our*. Only Involvement Volunteers International did not have *our* in their program description. The least frequent first-person plural was *us*. Total occurrence of *us* in the data was nine, and seven of the occurrences was in a single program description of the organization Projects Abroad.

The analysis of first-person plurals shows some variation in the use of *we*, *us*, and *our*. Whereas *we* and *our* occurred several times with 80 % of the organizations, *us* was used only by 30 % of the organizations. Occurrence of first-person plurals is lower than direct first-person reference, and as the occurrence is typically lower than one percent of the word count, first-person plurals are not central features in volunteer English teaching discourse. Inclusive, uniting use of first-person plurals was rare in the data, however, when first-person plurals were used, they contributed to the persuasiveness of the texts.

4.2.4 Philanthropic descriptions of Volunteer English teaching in Nepal

Typical description of volunteer English teaching in Nepal includes philanthropic notions. The most prominent depiction in the NGO program pages renders volunteering as a humanitarian act, most frequently by using a verb phrase *Make a difference* or variations of this form, although other expressions were found in the data as well. Table 5 demonstrates recurring positive, philanthropic descriptions of volunteer English teaching.

Table 5. Volunteer English teaching as philanthropy.

Organization	Description of volunteer impact
Friends for Asia	Make a real difference, making a difference, make a big difference, making a positive and ongoing contribution
Global Vision International	Making a global impact

Hands for Help Nepal	Make a difference
IFRE Volunteers	Make a difference, will have a huge impact, make a positive impact, makes a difference
Involvement Volunteers International	Making a real difference
New Hope Volunteers	Make a difference, make a big difference, make an impact, change the lives
Plan My Gap Year	Make a positive impact
Projects Abroad	Make a difference, make a bigger impact, makes a real impact
Save Children Nepal	Make positive impacts, change the lives
Volunteer FDIP	Leave a very positive impact

All ten organizations in the dataset used a verb phrase which renders volunteer English teaching as philanthropy at least once in their program description. The most frequent description was the verb phrase *Make a difference* in varied forms, either in base form, in non-finite form, in -S form, or in a form which was modified with an adjective. Both, the base form *Make a difference* and a form that includes a modifying adjective for the noun *difference* were used four times. The non-finite *-ing* form was used twice in the program descriptions, once as a simple verb + noun form (Friends for Asia) and once with a modifying adjective (Involvement Volunteers International). The *-S* form *Makes a difference* was used once (IFRE Volunteers). The modifying adjectives for the noun *difference* were *real*, and *big*. Both of these adjectives were used as a modifier twice. The adjective *real* refers to the actuality of the argued effect of volunteer English teaching, it assures that volunteering will have a true impact, whereas the adjective *big* refers to the significance of the act. The modifying adjectives *real* and *big* in the *make a difference* description portray volunteer English teaching as a powerful way to take action for generating a societal change.

Along with the *Make a difference* description, the second most frequent philanthropic depiction was a phrase that has the word *impact* instead of *difference*. This description was also found in the base form, in non-finite form, in -S form, and in a form modified with an adjective. Plural was used once (Save Children Nepal). The base form *make an impact* and the *-S* form were both used once, whereas a form with a modifying adjective for the noun *impact* was used six

times. Besides the verb *make*, impact of volunteering was also depicted with phrases *will have a huge impact* (IFRE volunteers) and *Leave a very positive impact* (Volunteer FDIP). Modifying adjectives for the noun *impact* were *bigger*, *real*, *positive*, and *global*. In addition to the two most frequent philanthropic descriptions, *change the lives* was used twice and *making a positive and ongoing contribution* was used once for depicting volunteer English teaching in Nepal as a humanitarian act.

Table 6. Occurrence of philanthropic descriptions.

Phrase	Number of occurrences
Variations of “Make a difference”	10
Variations of “Make an impact”	8
Other phrases	5

Out of ten organizations, six repeated one or several of the philanthropic depictions in their program descriptions. The repetition of philanthropic description foregrounds this aspect of the discourse and suggest that it is one of the main features of volunteer English teaching discourse in Nepal. This also leads to a notion that a verb phrase which renders volunteer English teaching as a philanthropic act functions as a discourse tagline (my term). Structural features and layout choices support this conception, as the tagline is often positioned in the beginning of the program description, it operates as a concluding idea of a paragraph, and it is used as a headline. Moreover, the philanthropic description is one of the features of persuasive discourse. The following section analyses this feature from the viewpoint of *seeming probability*.

4.2.5 Level of probability

One of the main features of persuasive discourse is the level of probability (Kinneavy, 1971, 235). When the goal of discourse is to persuade and make the decoder agree with presented ideas, then these ideas are outlined in a way that maximizes the probability level and leaves out aspects that might conflict with the views in question. Hence, the emphasis on probability of

presented facts in persuasive discourse is called *seeming probability*. As Kinneavy (1971, p. 232) defines, persuasion with seeming probability is “the encoder’s attempt to make what may be only questionable or even false appear as highly probable, even certain”. Certainty of the positive impact of volunteer English teaching in Nepal is frequently assured by NGOs in their online material.

Volunteer English teaching is portrayed by NGOs strictly as philanthropic, positive societal work which will significantly improve the condition and future prospects of Nepalese children. This assertion is spearheaded by the above discussed philanthropic tagline description, and the idea is elaborated in the discourse. The following examples demonstrate instances of portraying the positive impact of volunteer English teaching in Nepal as highly probable.

- (5) As a volunteer of FDIP you will leave a very positive impact on the students of local schools of Nepal. Your contribution of English language skills and knowledge of other subject can turn out to be a breakthrough for the future opportunities of these students. In Nepal teachers are termed as "Guru" and considered as gods. (Volunteer FDIP)
- (6) Your time volunteering teaching English in Nepal will have a huge impact on these children’s lives and open up a whole new world to them. (IFRE)
- (7) To become the part of poor abandoned kids, where you can make positive impacts to change the lives of these innocent stars on earth is itself the noblest act one can do. (SCCN)

These examples present the effect of volunteer English teaching as being highly positive and do this in a grandiose manner. In example (5), volunteer English teaching is said to leave a *very positive impact*, which will consequently become a *breakthrough* for the students, whereas volunteers with English skills are likened to *god*. In example (6), the impact of volunteer English teaching is described with a metaphor *open up a whole new world*. The example (7) renders the effect of volunteering as revolutionary by deeming it as life changing. All of these three examples portray volunteer English teaching as socially elevating work, practice which will certainly provide significant improvement for those who receive volunteer English teaching. Therefore, majority of the NGOs in the dataset set the level of probability high when describing the impact of volunteer English teaching in Nepal. This is problematic or might even

seem false when contrasted with criticism towards volunteer tourism and when considered outside the immediate textual context, for example real world context. It can be argued that a short volunteer teaching period conducted by inexperienced volunteer might have smaller effect on the lives of Nepalese children than what is assured in the NGO volunteer English teaching discourse.

4.2.6 Emotional appeal

This section focuses on negative emotional appeals in volunteer English teaching discourse. Main features chosen for the analysis of emotional appeal were depictions of Nepal and Nepalese actors in the discourse. The need for volunteer English teaching in Nepal is justified by describing local school system as *defective*, local teachers may be depicted as *unqualified*, and generally, people of Nepal are depicted as *poor*. This section analyses depictions of Nepalese actors which seek to awaken the feelings of pity and guilt in the decoder of the volunteer English teaching program descriptions.

Tables 6 and 7 include references which seek to awaken negative emotions of guilt and pity. Objects of the references are the country of Nepal and people of Nepal.

Table 6. Reference to Nepal

Reference to the country of Nepal	NGO
one of the most underprivileged countries	Projects Abroad
one of the most underprivileged countries	Projects Abroad
disadvantaged communities	Projects Abroad
disadvantaged communities	Projects Abroad
one of the poorest and the least developing nations in the world	Save Children Nepal
desperately poor	New Hope Volunteers
poor villages	Hands for Help Nepal
some of the most deprived communities	Plan My Gap Year
one of the poorest countries in the world	Involvement Volunteers International

Table 7. Reference to the people of Nepal

Reference to the people of Nepal	NGO
poor families	Save Children Nepal
poor families	Save Children Nepal

poor families	New Hope Volunteers
disadvantaged people	New Hope Volunteers
less fortunate	New Hope Volunteers
those less of than yourself	Friends for Asia
many of its people are poor	IFRE Volunteers
children from poor backgrounds	IFRE Volunteers
disadvantaged kids	IFRE Volunteers
disadvantaged youth	IFRE Volunteers
impoverished Nepalese children	IFRE Volunteers
disadvantaged children	Hands for Help Nepal
children from poor families	Involvement Volunteers International
underprivileged* children	Involvement Volunteers International

The tables 6 and 7 show variation in describing Nepalese actors with emotional appeal. Negative emotional appeal was found to occur at least once with each organization in the dataset, however, some organizations made extensive use of emotional appeal whereas some had only one or two instances of negative emotional appeal. In referencing the country of Nepal, 60 % of the organizations used negative emotional appeal. The organization Projects Abroad had a total of six negative references to the country of Nepal, including repeated expressions *one of the most underprivileged countries* and *disadvantaged communities*. Common negative references included descriptions of Nepal as a *poor* country or Nepal as *disadvantaged*. The organization New Hope volunteers used and intensifier *desperately* to render Nepal as a *poor* country.

References to Nepalese people were similar to the references of the country of Nepal. The most frequently occurring expressions rendered Nepalese people as *poor* or *disadvantaged*. In addition, *impoverished* was used by IFRE volunteers and *underprivileged* by Involvement Volunteers International. In total, 60 % of the organizations had a negative emotional appeal in their program descriptions when referring to Nepalese people.

The results suggest that negative emotional appeal can be used as means of persuasion volunteer English teaching discourse in Nepal, however negative emotional appeal was not a unifying factor in the data. Repetitive use of negative emotional appeal more than twice in the program description was found with third of the organizations. The negative emotional appeals found in the data render Nepalese agents as *weak*, using linguistic choices which emphasize the *poorness* of Nepalese people and descriptions of Nepal as *underprivileged* country. Hudson

et al. (2016, p. 5) states, “framing and images of NGO appeals aim to invoke emotional responses based on pity and guilt, which in turn fosters paternalistic attitudes towards those living in the global South”. Descriptions of Nepalese agents in the dataset, then, suggests that negative emotional appeal can be used to some measure in volunteer English teaching discourse in Nepal, yet various NGOs do not display this feature.

5. Conclusions

The purpose of this study was to determine if volunteer English teaching discourse in Nepal constitutes a genre, by conducting a move analysis on the data, and to examine persuasive techniques in the discourse. The move analysis found that volunteer English teaching discourse in Nepal has shared communicative purposes and these purposes are communicated with rhetorical moves. The main communicative purposes of volunteer English teaching discourse are portraying volunteer English teaching as philanthropy and justifying volunteer English teaching in Nepal. Consequently, aim of the discourse is to persuade prospective volunteers to participate in volunteer English teaching programs. Philanthropic description typically manifests with verb phrases such as *make a difference* or *make an impact* and is connected to portrayals of Nepalese actors as *weak*. Volunteer English teaching is justified by portraying English language as an enabler for better future, by claiming English language skills as gateway for higher education and for work opportunities. Further justification is achieved by describing Nepal as *poor* which in turn validates the need of international volunteer work. Five obligatory or conventional moves were identified in the data: *Introducing main aspects of volunteer English teaching discourse, justification of volunteer English teaching, describing volunteer tasks, addressing skills and qualifications, and describing the location*. In addition, optional moves were found in the data, however, they were not included in the analysis as the optional moves occurred in less than 50 % of the program descriptions.

According to Swales (1990, p. 58) components of genre form a discourse community. Definition of discourse community includes having shared goals among the members of genre. The analysis found that in volunteer English teaching discourse in Nepal, goal of the discourse is to attract people to volunteer in a program. This goal is typically tried to reach by means of persuasion. Another component in the concept of discourse community is that its members have a genre at their use. In volunteer English teaching discourse, organizations use their websites as a platform for sharing information on volunteering programs. Common rhetorical moves found in the program descriptions suggests that the NGO websites constitute a distinct

genre. Third component of discourse community is intercommunication within the member. The level of communication between the NGOs could not be determined in this thesis. However, similarities in style and structure of the texts suggest awareness of communication style between the NGOs. The analysis also showed that volunteer English teaching discourse in Nepal has acquired some specific lexis, for example the “make a difference” tagline.

Kinneavy’s (1971) three main areas of persuasion were found in volunteer English teaching discourse. Decoder centered discourse realizes as direct second-person reference to the addressee and as uniting with first-person plurals. Moderate occurrence of direct second-person reference was found throughout the data, although some deviation occurred within the dataset. The use of first-person plurals was not as frequent as direct second-person reference. In addition to decoder centered features, volunteer English teaching discourse was found to portray the positive impact of short-term volunteer English teaching as highly probable, even though the argued effect of volunteering can be contested when examining volunteer English teaching from a critical point of view. In change of fee payment, NGOs offer an opportunity to try teaching, a profession which requires extensive education in the global North, however, in volunteer English teaching discourse, NGOs portray western volunteers as applicable for achieving considerable change and progress in Nepal without any previous experience or studies in education. Untried volunteers may have a freedom to lead several classes, not only limited to English teaching, design class contents, as well as use their own teaching methods. Consequently, the positive effect of volunteer English teaching for the communities engaged with, or even for the volunteers themselves may not be as significant as assured by NGOs in their program descriptions. Traditional emotional appeals of developmental NGOs rely on awakening the negative emotions of pity and guilt and appeals to these negative emotions were found in the dataset in portrayals of Nepalese actors as *weak*, with descriptions such as *poor*, *disadvantaged* or *underprivileged*.

Analysis of rhetorical moves and persuasive techniques in the data found that volunteer English teaching discourse in Nepal constitutes a distinct genre by sharing communicative purposes, using similar linguistic features and congruent structural elements in presenting information on volunteer English teaching programs in Nepal. As persuasion is the main purpose of volunteer English teaching discourse, Kinneavy’s (1971) framework for analyzing persuasive texts was suitable for examining persuasive techniques in the data. Move analysis (Swales, 1990, 2004) provided insightful results and was adequate framework for analyzing volunteer English teaching discourse in Nepal as a genre. The framework is originally developed for analysis of academic texts, which are significantly different in structure and form

compared to NGO online program descriptions. However, move analysis has been used for analyzing a variety of genres outside academic context and hence the framework was applied to the NGO online discourse data of this thesis. The study was limited to ten organizations and considered volunteer English teaching only in Nepal. However, volunteer English teaching programs are offered throughout the South-East Asian countries, hence, the results cannot be used as a general description of the volunteer English teaching discourse. Future studies could include broader datasets of organizations and compare discourse features in other countries. The pronoun frequencies were not compared to corpus data, therefore future studies could use for example, a corpus of persuasive discourse to say more about decoder centered discourse in Volunteer English teaching discourse in Nepal. This thesis did not take into account multimodal features, even though images have an important role in NGO websites. Therefore, a multimodal study on volunteer English teaching discourse could provide a wider coverage of the genre features.

Most important result of the study was the identification of five obligatory moves. The move analysis found shared goals and communicative purposes, which paved the way for analysing persuasion. Persuasive language was found in the data; however, this thesis did not compare the frequencies to other persuasive texts. Therefore, conclusions on the level of persuasion are limited. Voluntourism has faced criticism and the ethics of the practise have been questioned in several mediums including academia, journalism, and internet blogs. This study presents linguistic evidence that the positive impacts of volunteer tourism might be exaggerated by NGOs.

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Appendix

All NGO websites were accessed 16 April 2021.

Friends for Asia

<http://volunteernp.eu.org/>

Global Vision UK

<https://www.gvi.co.uk/programs/volunteer-teaching-nepal/>

Hands for Help Nepal

<https://handsforhelpnepal.org/program/orphanage-assistance-child-care/>

<https://handsforhelpnepal.org/program/teaching-in-public-private-schools/>

IFRE Volunteers

<https://www.ifrevolunteers.org/nepal/volunteer-teaching-english-in-nepal>

Involvement Volunteers International

<https://www.volunteering.org.au/projects/volunteer-in-nepal/primary-school-teaching/>

New Hope Volunteers

<https://www.newhopevolunteers.org/volunteer-in-nepal/teaching-project.php>

Plan My Gap Year

<https://www.planmygapyear.co.uk/nepal/nepal-english-teaching-volunteers>

Projects Abroad

<https://www.projects-abroad.org/projects/volunteer-teaching-nepal/>

Save Children Nepal

<https://www.savechildrennepal.org/teach-english-orphan-child/>

<https://www.savechildrennepal.org/teach-english-remote-school/>

Volunteer FDIP

<https://www.volunteerfdip.org/volunteer-in-teaching>