

Received: May 2023 Accepted: June 2023
DOI: <https://doi.org/10.58262/ks.v11i02.101>

Moves And Linguistic Features Analysis of Online Course Previews: A Comparative Study of Institution and Private Based Discourses

Sirikarn Thongmak^{1*}, Passapong Sripicharn²

Abstract

Understanding discursive practices of promotional discourse communities can shed light on a new aspect of genre-based investigations. This comparative study thus aims to examine the prepared spoken discourse genre of new promotional text in the online course previews extracted from EdX (University platform) and Udemy (Private institutional platform). They are regarded as the largest international online learning website for private tutors and lecturers from well-known universities. The corpora comprise 28,631 words, compiled through 20 pieces of the top five online course previews within the two sub-genres, including Business and Education. The data were analyzed with both manual and the supported Antconc (Version 3.5.8). The results showed marked organizational moves and linguistic features in the new promotional speech texts that displayed a combination of promotional and academic properties. Their unique rhetorical organization in terms of employing the obligatory move structures—detailing the objectives of the course, establishing credentials, indicating the outline content of the course, and enticing the customers to join the course—was extensively found. The findings from the linguistic features at both semantic and syntactic levels showed similarities and differences between the two datasets in every move of both corpora. The results of both genres of EdX corpus demonstrated the preference for semantics of verbs, semantics of nouns, modal verbs, and If-clause in certain moves. However, the results of the Udemy corpus indicated the frequent use of evaluative adjectives, intensifiers, semantics of verbs, If-clause, and Imperative form in almost every move. The online course previews highlight that university and private institution platforms try to be recognized by the target learners with promotional effects by applying speech organization and linguistic features.

Keywords: *Contrastive Move Analysis, Promotional Discourse in Education, Online Course Previews, Linguistic Features in Promotional Discourse*

Introduction

With the advent of globalization, creating and selling online courses has become a new profitable trend for many educational providers seeking ways to provide their target students with tutorial courses in countless domains. Nevertheless, it is not easy to make an online course successful. Effective advertising and branding are vital, attractive messages to the right learners that boost their future engagement. As an indirect promotional text, previewing any online course is the opening door and the most crucial component in advertising a particular course.

Promotional texts are described with the linguistic phenomenon of expanding explanations through language use, such as promoting bargaining and inquiring and enhancing persuasive power to increase sales and profit trends. Thus, the nature of promotional texts is conceptualized as the relationship between communicative purposes, linguistic forms, and social interactions among the members of each discourse community (Swales, 2004). Proposed by many previous studies,

¹ Ph.D Student, Department of English language study, Faculty of Arts, Thammasat University Thailand. Email: sirikarnkarn45@gmail.com
Orcid ID: <https://orcid.org/my-orcid?orcid=0009-0006-2733-4096>

² Asst. Prof. Dr., Dean of Faculty of Liberal Arts, the Faculty of Liberal Arts, Thammasat University. Email: passapong.s@arts.tu.ac.th

especially Bhatia's (1993, 2004, 2005) genre analysis, promotional texts were generally investigated in terms of their structural moves to establish the comparability of the texts. Various studies have focused on generic promotional written structures based on Bhatia's (1993, 2005) seminal framework.

As a professional genre, textual analysis dramatically flourishes and clearly reflects competitiveness in academic and business communication worldwide (Bhatia, 2005, 2008). In particular, the investigation of the use of formal and functional properties of language, especially the analysis of rhetorical moves in particular contexts, has been extensively conducted to reveal the primary communicative purposes within the structural units, such as rhetorical moves with a relatively specific focus on diverse contexts (Swales, 1990). Several studies have focused on online marketization or promotional texts (e.g., Işık, 2023; Shahnaz, 2022; Xiong, 2012; Zhang, 2017). However, such an analysis of studies regarding online courses' moves and linguistic features is relatively under-researched. Hence, this study aims to identify the critical features of rhetorical move-based units in the online course previews of the university and private platforms. The researchers selected the online course previews: Business and Education genres extracted from Udemy.com as a private tutor platform and EdX as a university platform to reveal and compare their emerging fundamental rhetorical move structures and communicative purposes. In addition, the essential lexical items and grammatical features were discovered to purposively support the rhetorical organization of online course previews, which could effectively promote the courses and increase sales.

The findings of this study in terms of move organization and linguistic features have an impact on both university and private institution platforms in various aspects. To clarify, the nature of promotional discourse in the fields of Applied Linguistics and English Language Teaching and Learning, and English for specific purposes (ESP). The results derived from the study revealed the proportion of moves, linguistic features, and promotional strategies in the course previews of both Institution and Private Based Discourses. They can be applied to pedagogical implications to the teaching and learning of English for specific purposes (ESP) for Thai students and novice writers or tutors who wish to create their own course preview. The differences between the two corpora regarding the moves, linguistic features, and promotional strategies could provide a better understanding in writing to target learners. Additionally, the findings of the moves and linguistic features employed in this particular discourse could be used as a guideline to assist learners writing about online courses. The guideline presents eight moves of the online course previews which indicated the obligatory, conventional and optional moves, so learners could focus on practicing how to produce this particular text type. In the discourse community of the online promotional discourse of education, it seems challenging to novice practitioners or instructors to produce their own course previews to sell their courses. The current study suggests that new way of online course previews which are different from those of the general written text. The key promotional linguistic features that conjure positive emotion and image should be applied in producing the online course previews.

Research Questions

1. What are the similarities and differences of move features between the two corpora of institutional and private based discourse of the course previews?
2. What are the similarities and differences of lexical items and grammatical features of the same moves across the corpora of the course previews?
3. Do the linguistic features used in each corpus have the same promotional effects?

Literature Review

Genre and Rhetorical Move Analyses: In applied linguistics, analyses of genre and rhetorical moves have long been a trend owing to their diverse aspects to be examined, as well as their pedagogical implications (Swales, 1986, 1987, 1990, 2004; Bhatia, 1993, 2005, 2008; Halliday, 1994; Flowerdew, 2002; Hyland, 2006). Hyland (1992) maintained that genre analysis is an analytical examination of language use within a specific context. Each genre or discourse is designed and structured to achieve communicative purposes similar in structure, content, style, and target audience. Similarly, Bhatia (1993) believed that genres are meant to serve the goals of specific discourse communities, and in so doing, they tend to establish relatively stable structural forms and even constrain the use of lexico-grammatical resources in expressing forms. Consequently, the insight knowledge offered by genre analysis assists professional language users in producing texts within a particular genre more effectively. According to Swales (1990), rhetorical move-based analysis is one approach used to examine the structural organization of discourses identified by shared communicative purposes. A rhetorical move is regarded as a communicative unit that relates to the writer's purpose and how the message or meaning is conveyed (Zamani & Ebadi, 2016). This communicative goal can be realized in sentences, paragraphs, or several sentences and paragraphs. Owing to its purpose orientation, a particular genre has its own conventionalized rhetorical structure and method of linguistic expression, contributing to a specific function of the overall communicative purpose of each genre.

Theoretical Background: This study employed the move-structures model proposed by Swales (1990) and Bhatia (1993) as the main theoretical framework, as these models have been predominantly used in many research studies. These academic and promotional discourses focus on the manifestation of structural patterns of the genre. Based on Swales, many researchers have explored rhetorical movement patterns in academic disciplines, including thesis abstracts, scientific texts, and comparative analysis in academic genres (e.g., Amnuai, 2019a, 2019b; Gani et al., 2021; Nikpei, 2016; Ramadhini et al., 2021; Sabila & Kurniawan, 2020), as a way to explore the differences between several disciplines. Similarly, plenty of research focuses on rhetorical move analysis on promotional genres based on Bhatia's seminal framework.

Developed from his old model, Bhatia's (2005) newly revised model aims to analyze the critical structures of promotional text in terms of newspaper advertisements in ten moves. The characteristics of the new genre included Move 1. Headlines, move 2: Targeting the market, Move 3. Justifying the product or service by establishing a niche, Move 4. Detailing the product or service, Move 6. Endorsement or Testimonials, Move 9. Soliciting response and Move 10. Signature lines and logos of these moves display the uniqueness of visual marketing strategies, which cannot be observed in the 1993 framework. These moves display the uniqueness of visual marketing strategies, which could not be seen in the 1993 framework. For example, the headlines in Move 1 can be used to establish the context for customers interested in the product. Targeting the market can be realized through Move 2 when the details of potential customers wanting to buy the products are expressed. Then, the product's uniqueness or specific quality is presented to attract customer attention via Move 3. Next, an advertisement needs to explain in detail what the product or service is via Move 4. To gain the target customers' trust, the proof that the product is worthy by former customers is emphasized with Move 6. An advertisement aims to attract customers to purchase, calling for immediate action by Move 9. Finally, the signature line and logo are addressed as symbols of the product's identity.

Swales's (1990) CARS model was placed as the most important of the academic written genre. In the academic discourse community, Swales's (1990) CARS have been used as a long tradition, and it has been developed into an academic spoken discourse that could display textual excellence,

despite its' unstructured and inconsistent move structures within a singular text type. It was also found that lecture introduction has long been analyzed as a form of an invitation to listen to the whole oral text and that they can also open the door to the following parts of the academic lecture, providing valuable help to the reviewers in deciding whether the speakers will be invited at all. The above seminal works were the father framework for analyzing the movement structures of written text types. However, this study focuses on exploring the rhetorical movement patterns of spoken language. In other words, contrary to language in print, spoken discourse mainly consists of speech sounds intended to transfer objective and subjective information to the target audience in a particular setting. Its relevant context and specific genre -functioning as the co-text elements of spoken discourse, help unfold the construction and revision of the message conveyed (Cornish, 2003). The prevalent academic spoken discourse has been conducted through lecture introductions, academic conferences, and seminars. Hence, research on the prepared spoken discourse of promotional text types still lags. A genre-analytical framework proposed by Bhatia (1993) and Swales (1990) is applied in this study to examine this particular discourse, including rhetorical move features, their communicative purposes, and salient lexical items within each particular move.

Jacobs (1999) proposed the hybridization of spoken discourse, which occupies the communicative purposes of commodification, the sense of advertisement discourse, and the mixing feature of professional genres as a part of primarily marketing discourse. Several previous studies have focused on the concept of a hybrid genre. Catenaccio (2008) conducted a research study to analyze the generic features of press releases by companies or institutions to communicate newsworthy information. This study investigated the organization by which they convey different communicative purposes to target readers. The results indicated that major and minor moves in this genre displayed textual features of informative-promotional quality and strategies, which later persuaded the readers. In light of hybrid document investigation, Bhatia's (2010) study mainly focused on the four common types of discourses found in annual reports: (1) accounting discourse, (2) economics discourse, (3) public relations discourse, and (4) legal discourse. He suggested that public relations discourse, specifically directors' or chairs' messages in the annual report, were carefully worded to build stakeholders' confidence. He also noted that the president's or the chairman's letter to shareholders was placed together with the annual report and served as a communicative tool to highlight the corporation's mission, financial performance, and objectives. Combined with the analysis of hybrid discourse in educational settings, it was apparent that education's marketization has encouraged the teaching methodology and context to establish their international reputation by participating in the competition for economically driven academic growth and putting the predominant promotional culture on their realm. This phenomenon enormously inspires the attempts of academic institutions and lecturers to change the role of their learners from traditional co-peers in the actual classroom to consumers and take control of their learning path, such as through online resources. Therefore, the academic setting nowadays has shifted the classroom's role to uphold its unique status and has enjoyed its current condition in the digital society (Bhatia, 2004; Jarvis, 2007; Santoro & Snead, 2013).

Methodology

This study utilized a mixed-mode quantitative and qualitative methods design to analyze rhetorical move features regarding their structures, frequencies, and sequences. Lexical and grammatical features were also investigated to identify discursive strategies for the promotional method used in each communicative move. A corpus-driven tool was used to support this study to help the researcher

observe and detect lexical items' tendencies and co-occurrence patterns in a text and make generalizations related to the patterns they identified in terms of their frequencies and collocation (Poulsen, 2005). A corpus analysis, based on representative amounts of data, can reveal hidden language patterns (Baker, 2006, p. 19).

Data Selection: The data selected for this study were drawn from the prepared spoken texts of the online course previews of Udemy, a private commercial platform, and EdX, the largest online university platform established to facilitate international online learners worldwide. The uniqueness of these datasets is that they are a new hybrid promotional discourse that represents an online learning platform.

From a substantial number of texts in diverse categories, the researcher purposively selected 40 preview texts, 20 of which were selected from the two sub-categories of Business and Education. The criteria were their popularity among international online learners, rhetorical patterns, and communicative purposes. They were purposively selected from the top five best sellers of the courses to ensure their validity in terms of significance among other texts.

Up to 2019, there were more than 65,000 courses on the websites. Udemy and EdX rank amongst the most popular platforms and well-accredited online websites that effectively serve international instructors and learners worldwide. Their popularity is based on the number of students enrolled in the course due in part to the ease of online accessibility. Such qualities make the online course preview from Udemy, a representative of the private tutor platform and EdX as the representative of the university platform - appropriate subjects of this study.

Construction of the Corpora: The procedures of building the corpora will be divided into the following steps: All 20 online course previews selected from the top five best-sellers of the courses from Udemy and EdX complied with purposive sampling from the two sub-categories (Business and Education). The total number of words in the corpora is 28,631, which were divided respectively:

Table 1

Platform	No. of Words	Total No. of Words of Each Platform
EX Business	6808	13807
Education	6999	
Unemy Business	8064	14824
Education	6760	
Total of corpora		28631

The text of each corpus were codified, for example, into *T1BU, T2BU, T3BU, ..., and T20BU* for *Business* of Udemy category, *T1EEdX, T2EEdX, T3EEdX,, and T20EEdX* for *Education* sub-category.

Framework of Analysis: Since this study aims to conduct a genre analysis of a new hybrid text from Udemy.com's online course previews, academic and promotional seminal frameworks (Swales, 2004; Bhatia, 1993, 2005) were employed to develop my newly invented protocol. This study employed the seminal rhetorical move models of Swales (1990) and Bhatia (1993, 2004) as a guideline to create a new framework to identify rhetorical move structures in the corpora. This approach was selected because all corpora are hybrid texts that cannot be fully described by previous models (for example, Santos, 2002; Cheung, 2006, 2007, 2008, 2009; Flowerdew & Wan, 2006; Abbasian & Tahririan, 2008; Ho, 2009; Jalilifar & Beitsayyah, 2011; Santos, 2002). After conducting a pilot study, the following is the newly constructed protocol based on the researcher's analysis to provide a novel model to analyze the move features of promotional online course previews in a

different dimension. Altogether, eight primary and minor steps were used as the main framework for full-scale research. The details are as follows:

Table 2. Final rhetorical move structures used for analysis in the present study.

Move Name	Code
Providing the rationale of the course	Move1
1A Presenting situational facts or problems.	Move1A
1B Pointing out the gap of knowledge	Move1B
Indicating the objectives or expected outcome of the course	Move2
Giving an outline or the focus of the course	Move3
Describing the unique instructional approach	Move 4
4A Indicating the resources and technical supports.	Move4A
4B Indicating the instructional methods	Move4B
Establishing credentials	Move5
5A: Referring to the instructors' qualifications.	Move5A
5B: Giving the example of successful individuals	Move5B
Offering incentives	Move6
Reassuring / Restating the value of the course	Move7
Entice to join the course	Move8

Data Analysis: The corpora were examined using the following steps to answer the research questions: After identifying the structures of each corpus's primary moves and sub-moves, the researcher used manual and automatic computer tools to extract data. We counted move-step occurrences or frequencies using percentages. Next, a numerical comparison between each set of the three subcategories was conducted, and distinctive features were investigated. According to Kanoksilapatham (2005), these criteria were adopted to classify the status of a move as obligatory (=100%), conventional ($60\% \leq x \leq 60\%$), and optional ($x < 60\%$). The moves and steps were categorized based on their frequencies per hundred percent. To interpret the frequency of the moves and steps found in the study, according to these criteria, if a particular move or step occurs in the corpora of all three categories (100%), it is classified as obligatory. Moves or steps that appear in 60-99% of the corpus are considered conventional, while those that occur in less than 60% are classified as optional. To ensure reliability, two researchers who specialized in corpus-based analysis analyzed the texts in this corpus separately, yielding high inter-rater reliability rates of 90 percent agreement.

The illustration of these rhetorical move structures, as well as the examples found in each subcategory in the preview courses, are presented in the Results and Discussion section. Finally, an expert in move analysis was asked to re-check the classification of moves in the newly invented framework. Ten key lexical and grammatical features embedded in rhetorical move features were identified to determine their similarities and differences. The data analysis in this stage began by detecting the overall frequencies of the lexical and grammatical features found in each move-step structure of the three subcategories. Concordance lines of the frequencies of the identified lexical and grammatical features were then obtained. The researchers identified critical linguistic feature forms of particular move structures and steps. Although the researcher thoroughly conducted the analysis, an academic expert in discourse analysis was invited as an inter-coder to ensure the reliability of the analysis. The researcher also asked another scholar in this field to evaluate,

comment, and advise on the construct validity of rhetorical frameworks, rhetorical moves and sub-step analysis, and lexical features.

Results

RQ1. What are the similarities and differences of move features between the two corpora of institutional and private based discourse of the course previews?

In response to the first research question, the occurrence of moves, sub-moves, and movement patterns was hand-tagged using the new framework move model, as mentioned in the methodology section. The data were manually explored to classify obligatory and optional moves using the 60% cut-off frequency proposed by Kanoksilapatham (2005); it was found that the two sets, of course, previews of both platforms varied concerning the range of moves employed in each sub-corpus. From the above rhetorical move and step structures, the frequency counts of both corpora's corpus categories, including Business and Education, are illustrated in the table.

Table.3

Move Structures	Business (N=40)		Education (N=40)	
	Udemy (N=20)	EdX (N=20)	Udemy (N=20)	EdX (N=20)
Move1: Providing the rationale of the course.	6 (30%)	14 (70%) **	12 (60%)	18 (90%)
1A Presenting situational facts or problems.	13 (65%)	12 (60%)	**	**
1 B Pointing out the gap of knowledge	**	**	10 (50%)	14 (70%)
Move2: Indicating the objectives or expected outcome of the course	19 (95%) **	19 (95%) **	20 (100%*)	18 (90%) **
Move3: Giving an outline or the focus of the course	18 (90%) **	18 (90%) **	17 (85%) **	16 (80%) **
Move4: Describing the unique instructional approach.	9 (45%)	2 (10%)	7 (35%)	7 (35%)
4A Indicating the resources and technical supports.	16 (80%)	10 (50%)	10 (50%)	12 (60%)
4B Indicating the instructional methods	**	**	**	**
Move5: Establishing credentials.	18	11	19	11
5A: Referring to the instructors' qualifications.	(90%) **	(55%)	(95%) **	(55%)
5B: Giving the example of successful individuals	5 (25%)	2 (10%)	2 (10%)	1 (5%)
Move 6: Offering incentives	7 (40%)	1 (5%)	-	1 (5%)
Move7: Reassuring / Restating the value of the course	13 (65%) **	17 (85%) **	8 (40%)	9 (45%)
Move8: Entice to join the course	19 (95%) **	17 (85%) **	17 (85%) **	19 (95%) **

Note: * = Obligatory move / ** = Conventional move

N = the total number of course previews of both platforms in this study

% = the occurrence frequency of a move

Based on Table 3. Because of the distinct features of private and university course previews, the move frequencies of both data sets differ to some extent, as shown in the following sections. Both subgenres of the Udemy platform contained all eight moves. The most frequent and substantial move was Move2: Indicating the objectives or expected outcome of the course, and Move8: enticed to join the course, which was 95% of the business corpus and 100% of the education corpus. The second most frequently

occurring move was sub-move 5A: Referring to the instructors' qualifications of Move5: Establishing credentials, which were 90% and 95% of the Business and Education genres, respectively. The third most frequent move was Move3: Giving an outline or the focus of the course of both genres, constituting 95% of the business corpus and 85% of the education corpus. For the EdX platform, the most frequent moves found in the course preview data of two sets of genres were Move2: Indicating the objectives or expected outcome of the course, Move3: Giving an outline or the focus of the course, and Move8 Entice to join the course as 95%, 90%, and 80% of the corpora, respectively. Based on the specified cut-off point rate suggested by Kanoksilapatham (2005), the findings revealed that there were more optional moves than obligatory ones found in both corpora sets.

Table 4. Summary of Move Status.

Moves	Move status				
	Corpus	EdX Education	EdX Business	Udemy Education	Udemy Business
1A Presenting situational facts or problems.		Conventional	Optional	Optional	Optional
1B Pointing out the gap of knowledge		Conventional	Optional	Optional	Optional
Move2: Indicating the objectives or expected outcome of the course		Conventional	Conventional	Obligatory	Conventional
Move3: Giving an outline or the focus of the course		Conventional	Conventional	Conventional	Conventional
4A Indicating the resources and technical supports.		Optional	Optional	Optional	Optional
4B Indicating the instructional methods		Optional	Optional	Optional	Conventional
5A: Referring to the instructors' qualifications.		Optional	Optional	Conventional	Conventional
5B: Giving the example of successful individuals		Optional	Optional	Optional	Optional
Move 6: Offering incentives		Optional	Optional	Optional	Optional
Move7: Reassuring/Restating the value of the course		Optional	Optional	Optional	Optional
Move8: Entice to join the course		Conventional	Conventional	Conventional	Conventional

It was found that the move features as the textual organization of two corpora of EdX and Udemy in two genres (Business VS Education) generally conformed to the eight moves framework invented for this promotional discourse. However, there were some differences in the move status (obligatory, conventional, and optional) between both genres of the two corpora. This study found that there was no obligatory move within EdX corpora. Interestingly, more conventional moves appeared in both Education and Business EdX than in both genres of the Udemy corpus. On the contrary, the Udemy corpus contained Move2 as an obligatory move and had more optional moves than the EdX corpus. The details concerning the move status of the two sets of corpora are explained more as follows. In the Education EdX corpus, there were eight conventional moves which were Move1A, Move1B, Move2, Move3, and Move8 and contained six moves of Move4A, Move4B, Move5A, Move5B, Move6 and Move7 as optional moves. For the Education Udemy corpus, Move2 was considered an obligatory move. This corpus consisted of 7 optional moves, including Move1A, Move1B, Move4A, Move4B, Move5B, Move6 and Move7, and there were three conventional moves of Move3, Move5B, and Move 8. This approach implied that the instructors of Education EdX considered Move1A, Move1B, Move2, Move3, and Move8 more important than the other moves, while Education Udemy saw Move2 Move3, Move5B

and Move 8 more preferable than the others. In comparison, it was found that Business Udemu contained more conventional moves than Business EdX, and both corpora lacked obligatory moves. There were five conventional as Move2, Move3, Move4B, Move5A and Move8 in the Business Udemu, whilst only 3 Moves of Move2, Move3 and Move8 were considered conventional moves of Business EdX. This approach revealed that Move2, Move3 and Move8 were regarded as more important moves than the others of both corpora.

Regarding Move sequences, Move 1A, Move5A, and Move1B were the first moves beginning to state the rationale or the instructors' qualification of the courses in the opening phase found of both sets of EdX corresponding with the written organization of academic abstracts which made the text be formal written text type. In contrast, the set of the course previews of Udemu often moves sequences without the typical general-specific arrangement of information in the opening phase. In the middle phase, both corpora consisted of cyclical patterns in both moves and sub-move levels. Furthermore, it was revealed that every corpus always ended with Move 8. It appears that the instructors of both corporations favour finishing the course previews by enticing the target learners to join the course. This approach reflects the way to enhance the sales closing strategy. **RQ 2.** What are the similarities and differences of lexical items and grammatical features of the same moves across the corpora of the course previews?

Lexical Levels: The linguistic features which frequently occurred in EdX business (BEdX) and Udemu business (BUde) are shown in Table 5.

Table 5.

Move	Evaluative Adjective		Intensifiers		Pronouns		Modal verbs		Semantic of verb		Semantic of noun		Prepositional Phrase	
	BEdX	BUde	BEdX	BUde	BEdX	BUde	BEdX	BUde	BEdX	BUde	BEdX	BUde	BEdX	BUde
M1A	4%	8%	2%	3%	3%	3%	1%	1%	3%	5%	2%	4%	6%	2%
M1B	3%	5%	1%	2%	5%	5%	1%	2%	3%	2%	2%	2%	3%	6%
M2	5%	9%	3%	2%	6%	5%	2%	2%	5%	3%	4%	3%	4%	3%
M3	4%	4%	1%	1%	5%	6%	3%	3%	5%	4%	5%	2%	8%	5%
M4A	2%	2%	3%	2%	3%	10%	3%	2%	5%	4%	4%	3%	2%	2%
M4B	2%	4%	0%	1%	5%	8%	3%	4%	4%	7%	3%	4%	6%	5%
M5A	2%	3%	2%	2%	5%	8%	1%	0%	5%	5%	1%	1%	10%	9%
M5B	6%	4%	2%	2%	5%	3%	1%	1%	5%	5%	11%	3%	9%	28%
M6	8%	5%	0%	2%	10%	5%	8%	1%	6%	7%	6%	3%	4%	5%
M7	6%	4%	1%	2%	2%	6%	2%	2%	8%	7%	3%	2%	2%	5%
M8	1%	1%	1%	1%	17%	15%	0%	2%	5%	6%	6%	3%	8%	6%

According to Table 5, when comparing the BEdX (business of EdX) and BUde (business of Udemu) corpora among the eight moves, it is evident that ten linguistic features of both lexical and clause levels display variations in their usage. This finding indicated that the prepositional phrase (was found in the highest frequency rank in Move5 of both corpora (28% of Move5B and 10% of Move5A). Move5 consists of the primary communicative purpose of accentuating the credentials of the course by referring to the instructors' qualifications and examples of successful learners who used to join the course. The use of prepositional phrases as adverbials of time and place played a significant role in this move because they could clarify the time frame of the instructor's and the e-learner's background knowledge and experiences. This approach could convince the target learners to see their professional paths' timeframe

and fundamental facts. Evaluative Adjectives were found in the second-highest numbers in the BEdX and BUde corpora. They showed different percentages across the eight moves, with M6 having the highest percentage at 8% for BEdX and M2 having the highest percentage at 9% for BUde. This approach suggests that both corpora popularly employed evaluative adjectives in Move6 and Move2 to increase the course's attractiveness within the message of the incentive offering and the course objective proposal. Intensifiers in BEdX and BUde generally had lower percentages, but M1A stood out with the highest percentage at 3% of Intensifiers for the BUde corpus. This approach is because the intensifier that functions as a booster was employed in Move1A to highlight the situational fact at the beginning stage of the course previews to persuade the target learners to know more about the course.

For Pronouns, it was noticeable that in the BEdX and BUde corpora, the use of the second pronoun "you" and the first pronoun "we" exhibit variations. That is, in move8, the use of the second pronoun "you" had the highest percentages at 17% in the BEdX corpus and 15% in the BUde corpus, indicating a greater reliance on pronouns in that move. That is because Move8 aims to ask target learners to purchase the course quickly. Thus, using the second pronoun, "you," can effectively assist the communicative purpose of this move in calling for customers' action. Regarding the use of the second person pronoun "you," it is popularly employed in many kinds of advertisements (Leech, 1966). It can foster positive emotions and warm relationships between advertisers and customers. Modal verbs of "will" and "can" were found in both corpora of BEdX and BUde in similar results. Modal verbs were prevalent across all moves in both corpora. Move4B possessed the highest number of modal verbs "will" and "can" to inform the target learners about the teaching method they will and can learn in the entire course. For the use of verb semantics, it was found that Move7 and Move6 had the highest rank of frequency (8% vs 7%) in both corpora. In these moves, the use of semantic verbs in both moves comprises the main verb of the verb to be and the stative verb with adjectives. Using such verbs can boost messages as motivational devices, such as additional benefits, premiums, and special pricing, to promote the sale of a course. This move is a type of marketing communication used to inform or persuade target learners of the course's relative merits or additional offers to increase their motivation to enroll.

Education Genre of EdX and Udemy Platform

Comparing and analyzing the linguistic features usage between the BEdX and BUde datasets across the moves reveals interesting patterns and insights.

Table 6.

Move	Evaluative Adjective		Intensifiers		Pronouns		Modal verbs		Semantic of verb		Semantic of noun		Prepositional Phrase	
	EEdX	EUde	EEdX	EUde	EEdX	EUde	EEdX	EUde	EEdX	EUde	EEdX	EUde	EEdX	EUde
M1A	4%	2%	1%	2%	2%	4%	1%	1%	3%	3%	1%	2%	6%	5%
M1B	4%	3%	2%	2%	6%	6%	2%	4%	4%	4%	2%	1%	5%	3%
M2	3%	3%	1%	1%	4%	5%	2%	1%	5%	4%	3%	1%	6%	5%
M3	2%	2%	1%	1%	5%	7%	2%	3%	4%	4%	4%	2%	5%	4%
M4A	2%	2%	1%	1%	5%	7%	2%	3%	4%	6%	3%	2%	4%	4%
M4B	2%	4%	1%	1%	8%	6%	1%	2%	5%	5%	3%	2%	6%	10%
M5A	1%	3%	1%	1%	5%	7%	1%	0%	6%	8%	3%	4%	6%	8%
M5B	5%	4%	0%	1%	5%	4%	0%	2%	5%	11%	8%	4%	11%	6%
M6	3%	13%	0%	0%	7%	0%	7%	0%	10%	13%	7%	13%	3%	0%
M7	3%	7%	1%	3%	7%	10%	3%	2%	4%	4%	2%	1%	4%	1%
M8	3%	3%	1%	2%	7%	11%	2%	2%	9%	7%	2%	2%	7%	5%

Table 6 shows that many semantic verbs used in Move6 in both corpora are identified in the highest

frequency proportion in all sub-categories, with a ratio of 10% of EEdX and 13% of EUde. The use of verbs that emphasize the incentive of the course, such as enhance, enable to do, and guarantee, were found to inform or persuade target learners of the relative merits or additional offers of the course to increase their motivation to enroll in the course. Pronoun was observed as the second most frequent, with 8% of EEdX in Move4B and 11% of EUde in Move8. However, the second-person pronoun “you” was more preferably used in both corpora than the first-person pronoun “we” and “I” of both corpora due to the persuasive strategy to narrow the distance between the instructors of the course and the target learners as customers. Evaluative adjectives were relatively similar across the eight moves in both datasets. Positive evaluative adjectives, including great, value, important, key, and critical, were highly noticeable in both corpora of Moves 1, Move4, and Move7. Such an evaluation was mainly used to demonstrate the value and importance of the course in conveying emphasis or strength of expression, such as promotional advertisements. The educational genres of the EdX and Udey platforms tend to have similar linguistic features that assist the communicative purpose of each move in achieving the goal of selling the entire course. That is, the use of crucial linguistic features can foster statements highlighting the worth of the course, which eventually encourages the target learners to join the course.

Specific examples of linguistic features were found in the EdX and Udey course previews.

Semantic level

Evaluative adjective

T1Business EdX: we will also understand the *key* method for analyzing....

T13Education EdX: And this course focuses on understanding those *critical* issues more deeply.

T7Business Udey: Getting your MBA has never been *easier*. Haroun is one of the *highest* rated professors on Udey....

T12 Business Udey: This course is designed for sales professionals who want to extract insights from sales data for *better* decision.

Modal verbs and semantic of verbs

T1Business EdX: By the end of the course, you will be able to collect data on your influential customers.

T6Business Udey: At the end of the course, you're going to walk away with the tools and the confidence.

Prepositional phrase

T11Business EdX: *After completing the course*, you will understand how to build the right team.

T1Education Udey: *After completing this course* you will be able to critically think...

Pronoun:

T12Education EdX: This course will be interesting to you if you're a research student right now.

T3Business Udey: You'll gain the ability to successfully initiate the project. You'll be able to elicit quality requirements....

According to the examples above, there are key promotional linguistic features which enhance persuasive language of both corpora.

Syntactic Levels and Additional Distinctive Linguistic Units Found

The Results of 'If-conditional Sentences

Table 3. (See Appendix) shows the occurrences of If-conditional sentences found in the corpora. The total of the frequencies (F) is 76 items with the main structure of the If-conditional form: If + Subject + simple verb form. This conditional form implies the possibility that someone can do something or something will happen in the future. For example,

If you want to improve the performance of an organization, you have to improve... (T1BUde)

It is noticeable that these If-conditional forms vary in numbers according to the different sub-categories of the online course previews. The highest production of the If-conditional form belongs to the Business sub-categories, with 39 items in total. The second most frequent items of the If-conditional form are in the Education sub-category, as 23 items were found.

Using the conditional form in sentences persuades the course viewer to imagine the plausibility or future competency they can acquire if they learn in this course. Therefore, this sentence supports the rhetorical organization that indicates the benefit of what the learner will obtain.

The Result of Imperative Form

As can be seen from the results, the highest proportion of imperative forms belonged to Move8: Enticing individuals to join the course of all corpora. It was found that the structures of the imperative form used in this move constituted many words like “Enroll,” “Join,” or “Click,” which implied the meaning of requesting the target learners to purchase the course right away after listening to the course previews. The words “Please,” “Thank you,” and “Welcome” were additionally used together in the imperative structures of this move. The meaning of such words from a pragmatic perspective is meant to express gratitude for a desirable action, such as paying attention to the course previews or the things the instructors try to request. It can refer to the time reference in the future of the action that is asked to be done by the instructors. Here, the imperative aims to call for the future action of “buying the entire courses. “Please” and “Thank you” in the imperative sentences of Move8 express a more polite request that they bear in the sentence. This strategy supports the promotional function of imperative form to become more softened and polite in order to enhance friendly relationships between the instructors as a seller and the target learners as customers.

The Result of the Lexical Unit “Be Going To” Embedded Within the Moves

The second significant finding was the relatively higher concentration of the use of “be going to” bundles in Move 4: Indicating the benefit of learners (Obligatory) of the Business sub-category, amounting to 5 items compared to only two items and omitted item in How-to and Academics sub-categories. Move 4 Step 4A: Stating the need and expectations of learners contains a clear predominance of such bundle, which was found at five items in the Business sub-category. For example:

So, what we need to learn as entrepreneurs as business owners as people who are going to be successful, we need to learn how to set proper goals that will initiate the fire within us to be going to achieve well beyond our limits.

To summarize, using such lexico-grammatical items fosters the conveyance of each move statement to achieve the promotional purposes of these text types. In other words, the use of both if- conditional forms and the lexical bundle “be going to” found in the corpus data of all three sub-categories were found with flexible use based on their different pragmatic meanings depending on the intent to reflect the instructors’ clear intention.

The result found that ten key linguistic features of both semantic and syntactic levels were employed in almost all moves of both corpora. The use of ten linguistic features is similar in terms of their occurrences across all moves to serve each move's communicative purpose. However, each move's choice of these ten linguistic features varied depending on instructors' intentions and favorable towards their statements. That is, the frequent occurrences of individual linguistic features differ

according to particular characteristics of language preferred by the instructors from each corpus of the course previews. The results showed that among ten linguistic features, evaluative adjectives, intensifiers, modal verbs, if-clauses, and imperative forms could be observed predominantly in both genres of the Udemy corpus.

In contrast, the semantics of verbs, the semantics of nouns, and modal verbs were highly employed in both genres of the EdX corpus. Rhetorical questions were occupied only in MoveB1 of every corpus. The second-personal pronoun, "you," and prepositional phrases were extensively used in all moves of every corpus. Moreover, each move and sub-move purpose could also be realized through variations of these ten linguistic features. The cooccurrence of these linguistic features and how they interact with each other in a move to perform a particular communicative purpose can yield different promotional degrees within each corpus.

Specific examples of linguistic features in syntactic level were found in the EdX and Udemy course previews.

Imperative form

T1Education Udemy: Sign up and take the course right now!

T8Business Udemy: Enroll the course right now!

If-clause

T5Education Udemy: So, if all this sounds good to you, click that take this course and watch.

T3Education EdX: If you are ready to get started, Enroll now.

From the above examples, imperative form and if-clause play an important role in both corpora, especially in Move7 and Move8 of the course previews since both linguistic features empower the utterance at the end of the course previews become stronger in persuasive level and motivate the target learners to enroll the course immediately.

RQ 3. Do the linguistic features used in each corpus have the same promotional effects?

The online course previews highlight that university and private institution platforms try to be recognized by the target learners with promotional effects through speech organization and linguistic features. The findings have illustrated how instructors from both EdX and Udemy platforms utilize linguistic features and language patterns to enhance their positive image of the courses toward the online platforms. The results showed that the instructors of both online platforms employed promotional strategies based on their typical styles in making use of the linguistic features in both semantic and syntactic levels in promoting their courses and repositioned themselves to compete in the current academic scenario in the international arena.

Significant differences between the two platforms in terms of promotional strategies used in their course previews.

The occurrence of the eight moves are usually not fixed but are varied, which reflect the distinctive characteristics of promotional language (Bhatia 2005) except move1 of academic language in relation to Swales' CARS model (2004).

Overall, Move2, Move3, Move4, and Move5 are constructed to portray the informative content of the courses, whereas Move1, Move6, move 7 and 8 are used to persuade the target customers to buy the full courses. However, these variations still remain within the boundary of the promotional

hybrid genre which demonstrate the blending of academic and promotional natures. This could be seen from the academic and persuasive registers used within each communicative moves.

Table 7: Differences promotional strategies of nature of language between both corpora:

	Udemy		EdX	
	Academic Reg.	Informal Reg.	Academic Reg.	Informal Reg
M1A	1) Emphatics adverbs (e.g. <i>completely, exponentially</i>) 2). Verb to be as main verb/Occurrence verb (e.g., <i>grow, become</i>)	1) Evaluative attributive adjectives (e.g. <i>complex, excellent</i>)	1) Public verbs in passive voice form (It-clause) (e.g. <i>It's accepted as the fact that</i>) 2) Be as a main verb (e.g. <i>...is crucial to..</i>) 3) Relational attributive adjectives (e.g., <i>total</i>)	Evaluative attributive adjectives (e.g., <i>important, crucial</i>)
M1B		Evaluative attributive adjectives (e.g. <i>difficult, credible</i>)	Passive voice (e.g. <i>Students are required to go to...</i>)	Evaluative attributive adjectives (e.g. <i>far, stressful</i>)
M2	Semantics of verbs: 1) Causative verbs (e.g. <i>enable you to..</i>) 1) Verbs with intention (e.g. <i>be able to</i>) Adjectives: (factual)	amplifiers (e.g., <i>critically, objectively</i>)	Semantics of verbs: - Mental verbs: (e.g. <i>Recognize, understand</i>) - Private verbs (e.g. <i>consider</i>) Passive voice <i>This emotion should be recognized</i>	Evaluative attributive adjectives (e.g. <i>interesting, better</i>)
M3	1) Verb to be as main verb 2) Causative verbs (e.g. <i>provide...to, enable...to</i>) 3) Mental verbs: (e.g. <i>understand</i>)	1) Evaluative attributive adjectives (e.g. <i>prerequisite</i>) 2) <i>First and second pronoun</i>	1) Causative verbs: (e.g. <i>enable you to../trigger..</i>) 2) amplifiers (e.g. <i>Especially</i>)	1) Second pronoun 2) Evaluative attributive adjectives (e.g. <i>boon</i>)
M7	Causative verbs (e.g. <i>encourage to..</i>)	If-clause		<i>If-clause</i> Evaluative attributive adjectives.
M8		<ul style="list-style-type: none"> Imperative form Verbal phrase which express the anticipation statements. 		<ul style="list-style-type: none"> Imperative form Verbal phrase which express the anticipation statements.

Based on table 7., The similar linguistic features found in both corpora can function in the two aspects: to present information and to persuade the target learners. However, it was found that Udemy corpora consists of promotional key linguistic features , words and phrases in more informal degree than EdX corpus. This is because the tutors from Udemy are familiar with nature of daily conversation and teaching in informal way. On the other hand, EdX corpus comprises a lot of academic connotation of verbs and nouns since the instructors from EdX are the lecturers from prestigious universities. Thus,

the course previews of EdX platform are associated with the nature of lecture speech. Even though the nature of language use of both corpora are different in terms of academic and informal degree, the ultimate goal of their course previews aims to enable the target learners to recognize their product as the attractive door for the whole course.

Conclusion and Recommendation for Further Study

The objective of this study was to comparatively examine the prepared spoken discourse genre of new promotional texts in the online course previews extracted from EdX and Udemy platforms, the largest international online learning website of private tutors and lecturers from well-known universities. The corpora consisted of 28,631 words, compiled through 20 pieces of the top five online course previews within the two sub-genres of both corpora, including the Business EdX platform and the Education platform. The move analysis was conducted for the first research question to examine the move features occurring in the full-scale research. The researcher manually examined the corpora and determined the primary moves and sub-moves corresponding to these seminal frameworks. To illustrate, identifying the moves in the light of the two frameworks could be the initial step for constructing a specific coding protocol for move analysis. Subsequently, a finalized coding protocol from the final pilot study will be developed to guide the move analysis of the full-scale research. The course previews are subsequently dissected at the sentence relied on its central communicative purpose. In addition, the move identification can be flexible to realize key linguistic features embedded within each move. Then, ten linguistic features were analyzed to answer the second and third research questions. However, this study was conducted on a small scale. Therefore, this study can be extended in several ways. First, the size of the corpora may still be limited because of the smaller number of online previews in all the subcategories (only 20 pieces). The results of the present study may need to generalize the entire conception of move structures, move sequences, and the vital linguistic features found in the target discourse. Consequently, expanding the corpus size in future studies is worth investigating.

Second, apart from ten linguistic features based on the promotional language framework, other uses of linguistic devices such as transitional words (e.g., conjunctions), tenses, voices, and multimodal dimensions should be additionally investigated and analyzed to reveal other interesting communicative functions of each rhetorical moves and uncover more distinctive use between each set of the three corpora.

Finally, technical support, namely the AntConc concordance program (Version 3.4.4) (Anthony, 2014), should be fully employed to yield valid and concrete results in all subcategories of online preview courses to conduct the comparative analysis more effectively.

References

- Abbasian, F., & Tahririan, M. H. (2008). The discursual and formal analysis of e-mails: A cross disciplinary genre analysis. *Iranian Journal of Applied Linguistics*, 11(2), 1-22.
- Amnuai, W. (2019a). A comparative study of the generic structures of English research article abstracts: Moves and their realizations. *Social Science Asia*, 5(1), 47-59.
- Amnuai, W. (2019b). Analyses of rhetorical moves and linguistic realizations in accounting research article abstracts published in international and Thai-based journals. *Sage Open*, 9(1), 19.
- Anthony, L. (2014). *Ant Word Profiler (Version 1.4. 1)*[computer software]. Waseda University.
- Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Multilingual Matters.
- Bhatia, V. K. (2004). *Worlds of Written Discourse: A Genre-Based View*. Continuum International.
- Bhatia, V. K. (2005). Generic patterns in promotional discourse. edited by Helena Halmari, Tuija Virtanen. *Persuasion across genres: A linguistic approach*, 213-225. John Benjamins Publishing Company,

Amsterdam.

- Bhatia, V. K. (2008). Genre analysis, ESP and professional practice. *English for specific purposes*, 27(2), 161-174.
- Bhatia, V. K. (2010). Interdiscursivity in professional communication. *Discourse & communication*, 4(1), 32-50.
- Bhatia, V.K. (1993). *Analyzing genre: Language use in professional settings*. Longman, London.
- Catenaccio, P. (2008). Press releases as a hybrid genre: Addressing the informative/promotional conundrum. *Pragmatics. Quarterly Publication of the International Pragmatics Association (IPrA)*, 18(1), 9-31.
- Cheung, M. (2006). New media and sales promotion discourse: Implications on social strategy of credibility enhancement and persuasion. *Proceedings of the 56th Annual Conference of the International Communication Association*, Germany.
- Cheung, M. (2007). Chinese and English sales discourse: A comparative study in Hong Kong. *Proceedings of the Annual Conference of the International Communication Association*, San Francisco.
- Cheung, M. (2008). Click Here': The impact of new media on the encoding of persuasive messages in direct marketing. *Discourse Studies*, 10(2), 161-189.
- Cheung, M. (2009). The globalization and localization of persuasive marketing communication: A cross-linguistic socio-cultural analysis. *Journal of Pragmatics*, 42, 354-376.
- Cheung, H. Y. (2006). The Measurement of Teacher Efficacy: Hong Kong Primary In-Service Teachers. *Journal of Education for Teaching: International Research and Pedagogy*, 32, 435-451.
- Cornish, F. (2003). The roles of (written) text and anaphor-type distribution in the construction of discourse. *Text & Talk*, 23(1), 1-26.
- Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for specific purposes*, 25(2), 133-153.
- Flowerdew, J. (2002). Introduction: Approaches to the Analysis of Academic Discourse in English. In J. Flowerdew. *Academic Discourse* (pp.1-17). New York: Routledge.
- Gani, F. G., Kurniawan, E., Gunawan, W., & Lubis, A. H. (2021, April). Rhetorical moves analysis in soft and hard science lecturers' master's thesis and dissertation abstracts. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 156-161). Atlantis Press.
- Halliday, M. A. K. (1994). Spoken and written modes of meaning. *Media texts: Authors and readers*, 51-73.
- Ho, V. (2009). The generic structure and discourse strategies employed in downward request e-mails. *The Linguistics Journal*, 4(1), 46-66.
- Hyland, K. (1992). Genre analysis: Just another fad?. *Forum*, 30(2), 14-17.
- Hyland, K. (2006). Disciplinary differences: Language variation in academic discourses. *Academic discourse across disciplines*, 17-45.
- Işık, E. E. (2023). A corpus-based genre analysis of promotional-informational discourse in online painting exhibition overviews. *English for Specific Purposes*, 70, 44-56.
- Jacobs, G. (1999). *Preformulating the News: An Analysis of the Metapragmatic of Press Releases*. John Benjamins Publishing Company.
- Jalilifar, A. R. & Beitsayyah, L. (2011). Genre analysis of enquiry letters across cultures: Perspectives on rhetorical structures. *Concentric: Studies in Linguistics*, 37(1), 309-333.
- Jarvis, P. (2007). *Globalization, Life-long Learning, and the Learning Society*. Routledge: Taylor & Francis.
- Kanoksilapatham, B. (2005). Intonation meaning in English discourse: A study of Thai speakers. *Indonesian JELT*, 1(2), 24-51.
- Leech, G. (1966). *English in Advertising: A Linguistic Study of Advertising in Great Britain*. Longman.
- Nikpei, H. (2016). Rhetorical moves of abstracts written by TEFL students and molecular biology graduate students: A comparative study. *International Journal of English Language and Translation Studies*, 4(4), 172-179.
- Poulsen, S. (2005). *Collocations as a language resource A functional and cognitive study in English phraseology* (Unpublished doctoral dissertation). University of Southern Denmark, Denmark.
- Ramadhini, T. M., Wahyuni, I. T., Ramadhani, N. T., Kurniawan, E., Gunawan, W., & Muniroh, R. D. D. A. (2021). The rhetorical moves of abstracts written by the authors in the field of hard sciences. *Proceedings*

of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020) (pp. 587-592). Atlantis Press.

- Sabila, N. A. A., & Kurniawan, E. (2020). Move analysis of tourism research article abstracts in national and international journal articles. *Proceedings of the 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)* (pp. 514-520). Atlantis Press.
- Santoro, N., & Snead, S. L. (2013). "I'm not a real academic": a career from industry to academe. *Journal of Further and Higher Education*, 37(3), 384-396.
- Santos, V. P. (2002). Genre analysis of business letters of negotiation. *English for specific purposes*, 21(2), 167-199.
- Shahnaz, A. (2022). Marketisation of higher education: A genre analysis of university prospectuses in Pakistan. *Higher Education Quarterly*, 76(3), 653-670
- Swales, J. (1986). Citation analysis and discourse analysis. *Applied linguistics*, 7(1), 39-56.
- Swales, J. (1987). Utilizing the literatures in teaching the research paper. *TESOL quarterly*, 21(1), 41-68.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Swales, J. (2004). *Research genres: Explorations and applications*. Cambridge, UK: Cambridge University Press.
- Xiong, T. (2012). Discourse and marketization of higher education in China: The genre of advertisements for academic posts. *Discourse & Society*, 23(3), 318-337. <https://doi.org/10.1177/0957926511433786>
- Zamani, G., & Ebadi, S. (2016). Move Analysis of the Conclusion Sections of Research Papers in Persian and English. *Cypriot Journal of Educational Sciences*, 11(1), 9-20.
- Zhang, T. (2017). The marketization of higher education discourse: A genre analysis of university website homepages in China. *Higher Education Studies*, 7(3), 64-79.