

The Analysis of Persuasive Language of Netvertisement: A Pedagogical Proposal

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Abstract

This paper is a part of my PhD research to develop a writing course to support business-major English language learners' development of persuasive strategies in the written discourse of digital advertisement (or netvertisement) on popular e-commerce platforms like Amazon.com. Despite abundant descriptive studies of linguistic features, pedagogical investigations into the emerging genre of netvertisement are yet rarely reported. The current study represents a key preparation for curriculum intervention analyzing the persuasive features of netvertisement in the pedagogical genre, with an orientation towards the frameworks from genre-based pedagogy (GBP) of systemic functional linguistics (SFL). Text analysis of 40 pieces of advertisement by 40 sound brands revealed five important discursive moves towards the genre of persuasion and identified three salient rhetorical strategies of engagement, graduation, and manipulation that were substantiated by both verbal and image resources. The results suggested pedagogical adaptations of move-structural model and linguistic models of evaluation in order to be succinct and acceptable to business students.

Keywords: netvertisement, pedagogical genre, persuasive features

Introduction

Given the possible unpredictable changes in written modes in the future, it is important to focus on the teaching of interpersonal skills that cope with the trend where the messages become rather short, brief, denotive, and multimodal. College students who are entering the workplace in the business industry are expected to use English as a *lingua franca* and write effectively to persuade, comfort, and negotiate with the stakeholders. This study is motivated to address this specific need, that is, to equip students with the writing strategies in the genre of persuasion.

This paper focuses on the writing of online advertisement, or netvertisement, on well-established e-commerce sites, like Amazon.com and eBay, that provide platforms as a service for sellers who create virtual stores and for buyers who shop with the search-engine results. Figure 1 shows an example of netvertisement of an electronic tablet from Amazon.com. In this new and underexplored text type of advertisement, SFL based frameworks should offer insight into the relationship between certain linguistic resources (form) and their functions (purpose) in the genre of persuasion. When writing a netvertisement of the latest launch of iPad, the author chooses certain lexicogrammatical features which are unlikely to be the same with the language the author uses to introduce the iPad to his/her close friends.

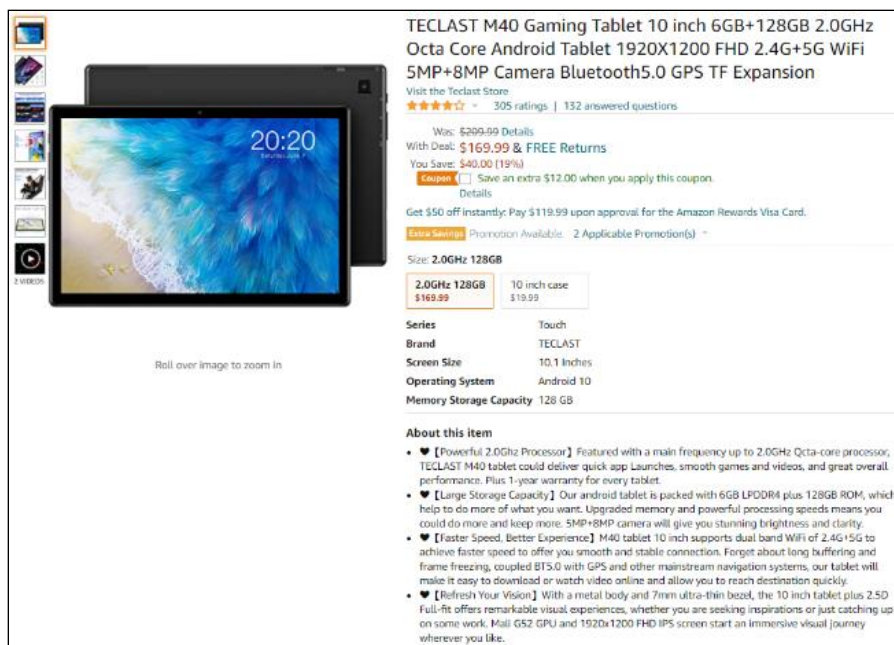


Figure 1. An Example of Netvertisement of an Electronic Tablet From Amazon.com

Admittedly, this study does not explore further into other resourceful tools of persuasion like feminism and interraciality (Hooks, 2016). Recent years witness colored female people being increasingly featured television commercials, and advertisers' interest in "diversity" should improve persuasion by indicating their concern over and attention to their non-Caucasian customers (Gordon, 2019). Few studies have explored whether similar emphasis on racial diversity is identified on online advertising. Still, the persuasive forces added by diversity or sexuality is beyond the scope of the study, as the current paper primarily aims to offer explicit descriptions of lexico-grammatical features for pedagogical purposes for beginner writers.

While there are a couple of studies, though limited in number, revealing the features of netvertisement (see e.g., Fortanet, et al., 1999; Labradora et al., 2014), most of them are merely descriptive and do not relate their findings to pedagogical theories. This paper addresses the gap of pedagogical practices and lays the foundation of my PhD study on developing a writing course of persuasive strategies to Chinese college students who are new to the discourse of netvertisement. According to Keck and Kim (2014), *pedagogical grammar* concerns "how grammar can most effectively be taught and learned in the second language classroom" (p.1). This study explores the potential of pedagogical grammar of persuasion by drawing upon SFL analytical frameworks of evaluation (grammar description) and SFL genre-based pedagogy (L2 grammar instruction). The research questions are: What are the common features of persuasive language found in the pedagogical genre of netvertisement? How do the findings imply for the teaching of persuasive netvertisement?

Literature Review

To develop an organized linguistic analysis, this paper offers a local definition and theoretical construction of persuasion. For this study only, persuasion refers to the effect or the consequence of an efficient discourse where effective rhetorical strategies contribute to persuasion but do not guarantee the fulfilment of the expected perlocutionary effect (i.e., purchase). Persuasion is multimodal since not only the words persuade, but all modes of communication that accompany verbal messages contribute to persuasive effects.

Persuasion and *engagement* are intrinsically related. To win the favour and motivate the readers' final decision, businesses need to anticipate their audience's expectations, which are primarily derived from specific cultural and institutional values and beliefs, to be able to reach them. In the promotional process through new e-genres, engagement is the necessary tool that involves readers as discourse participants who are informed of the competition among substantial business choices and aware of their increasing control over "every part of the business system" (Jiménez, 2019, p. 344).

This study takes the concept of engagement based on two influential theoretical frameworks of evaluation from the Model of Interaction by Hyland (2005) and the Appraisal System by Martin and White (2005). The two approaches to engagement are oriented towards different purposes for analysis. With a genre-based perspective, Hyland's (2005) discussion of engagement is somewhat binary with a distinction from stance which is related to the attitudinal aspect of textual voices, or more specifically, the writer's ethos for authority and credibility in the academic discourse. Engagement from the Appraisal System (Martin & White, 2005; Martin & Rose, 2007) takes a semantic approach to the analysis of texts, arguing that the same forms are interpreted into different functions according to the likely emphasis indicated by the context. The same adverbial "sure" in the Sentence 1 and 2 functions as Mood adjunct of intensity and an elaborating concessive.

- 1) The inability on the part of instructors to establish and maintain a personal connection with their students is a sure fire formula for disaster. [from 2019ACA of COCA]
- 2) Sure you want be physically fit and healthy, but finding time for a thoroughly effective cardiovascular workout is just plain difficult with your schedule. [from Stamina InMotion E1000 Compact Strider on Amazon.com]

Besides engagement, persuasion is related to the concept of *graduation*. In the Appraisal System by Martin and White (2005), graduation carries interpersonal persuasive weight as it overlaps with the intensity of attitudinal meanings and plays a dialogistic role in scaling the degree of authorial voice in the value positions in association with the values of prototypicality shared across the community and degree of aligning readers into the value position being advanced.

Attitudinal and engagement assessments can be graded in terms of "force" or "focus". Under "force", intensification applies to qualities and processes through three modes of realization—isolation, infusion and repetition, while quantification deals with imprecise

measuring of number and presence of entities and imprecise reckonings of extent in proximity and distribution. The interaction of force and attitude produces associated effects in alignment and solidarity. Graduation that operates on prototypicality is termed “focus” which references the degree to which the grading matches the exemplary instance within a category. This means graduation markers of “focus” are not scalable but able to sharpen or soften the specification of an exemplary feature.

Another related concept to persuasion is *manipulation*. The discourse of netvertisement is not manipulative in terms of either the truth-value of the product information or the reader’s unquestionable power to decide. Manipulative resources for this study refer to the manipulative potential of information packaging. It is useful to import the concept *Theme* from Hallidayan functional grammar. Theme System bears a close semantic relationship with the system of Information and interacts with the system of Mood in terms of its marked and unmarked themes.

According to Quirk et al. (1985), there is a habitual association between given information and thematic position (i.e., clause-initial) and between new information and rhematic position (i.e., not clause-initial). The structuring of given and new information could be manipulated by skilled rhetoricians like Chomsky whose argument is found difficult to challenge but wise to accept (Hoey, 1999). The following sentence serves a good example of manipulative evaluation in a thematic position.

- 3) The rather obvious comments apply directly to study of language, child, or adult. (Hoey, 1999, p. 33)

In contrast to the rhematic complementary position, the evaluation “rather obvious” embedded in the premodification of a noun makes it more readily acceptable by the readers as given information or common ground, which exempts the writer from the need to build any stage for justification for the evaluation.

It should be noted that the above discussion on persuasion in association with engagement, graduation and manipulation seeks to take into account the multimodal nature of netvertisement which consists of textual writings (usually on the right side) and promotional images (usually on the left side). On the one hand, Martin and White’s (2005) Appraisal System—despite their primary focus on texts—are applicable to the analysis of a multimodal discourse (see e.g., Breeze, 2019; Tan, 2010). A good example of engagement in advertisement pictures is a smiling face that shows discursive alignment with the readers who long for the pleasing experience with the product. The image of a happy model reinforces positive evaluations by resonating the verbal messages or exploiting metaphor scenarios relating to the product and the life with the product. On the other hand, manipulation can be seen in visual

patterns at the level of image where elements receive salience by the size, colour, strength of vectors, and their placements in relevance to the other elements (Kress & van Leeuwen, 2020; Martin & Rose, 2007; Jewitt, 2009).

Multimodal Discourse Analysis introduces two types of textual organizations for images (compositional), polarized and centred (Kress & van Leeuwen, 2020), into Theme analysis for image design of advertisement. According to the *polarized* and *centred* principles of organization, the right side is glossed as New and the top side as abstract and general, and meanwhile the centred position carries the nucleus of information in comparison with marginal elements.

This study takes a functional grammatical perspective of persuasion which contrasts radically from the prescriptive attitude toward grammar. Opposite to the tenet of grammar as static rules, this study views grammar as a skill and thus its mastery is based on opportunities to use and practice in communicative activities. Australia has led a pioneering role in trialing and developing a functional approach to language teaching since 1980s through the introduction of *genre-based pedagogy* (GBP) (see e.g., Martin, 1985; Christie & Martin, 1997; Christie, 2005) which has its theoretical roots in Hallidayan SFL. From the perspective of SFL, text types like netvertisement are realized as genres which are described as “social practices—dynamic, evolving ways of doing things through language” (Derewianka, 2012, p.130). In the promotional genre, Bhatia (1993, 2004) summarizes the strategic moves in achieving the communicative purpose and raises a universal model of move structures (see Table 1). Given the underutilized genre-based approach in the Chinese context of English learners, Yang (2016) advocates for localizing the advantages of GBP into the teaching practices of college students’ English writing.

Table 1. *Bhatia’s (2004) Move-Structural Model of Promotional Genre*

Number	Discursive move
Move 1	Headlines and images (for readers’ attention)
Move 2	Targeting the market
Move 3	Justifying the product or service by indicating the importance or need of the product or service
Move 4	Detailing the product or service
Move 5	Establishing credentials
Move 6	Celebrity or typical user endorsement
Move 7	Offering incentives
Move 8	Using pressure tactics
Move 9	Soliciting responses

The SFL-based genre approach to teaching apprentice language learners into a particular genre by developing a set of genre-specific lexicogrammatical and semiotic resources. In other words, genre-based pedagogy emphasizes on learner's acquisition of the knowledge and skill of linguistic resources (e.g., organization of text structure, vocabulary) in association with communicative tools in the socially and culturally valued genres (Martin & Rose, 2008). Table 2 outlines five features of SFL-GBP, though some educational theorists (see e.g., Hyland, 2007; Foley, 2012) may suggest a wider ranged list.

Table 2. *Features of genre-based pedagogy within SFL*

No.	Feature and Gloss
1	Holistic: To see linguistic features as the whole being influenced by the overall meaning of a text
2	Scaffolding: To facilitate learning through guidance and interaction through shared experience
3	Empowering: To provide students the specific resources to participate in the valued discourse (e.g., genre of persuasion)
4	Explicit and critical: To make visible the way linguistic features contribute to the overall meanings during which process students shall be able to read and produce texts critically
5	Bridge over process and product approaches: To recognize the need of students to be given knowledge about language, social purpose of language and opportunities of using linguistic skills such as content planning

Methodology

Context of Study

The main objective of the study was to develop the pedagogical grammar of persuasive netvertisement by delving into the rhetorical strategies by professional writers. This study was part of my PhD project which in general aims at developing a classroom intervention that would help business students to use rhetorical strategies of persuasion in their production of advertisement. The student participants to be involved in the writing courses, building on the pedagogical grammar this paper proposes, came from 2 separate classes at their final year in a joint degree program called TAFE. Students showed high passing rates (>75%) in College English Test Band 4 and were able to communicate fluently with teachers from the Australian party, as they had acquired basic business speaking and writing skills from the Australian business courses, especially in genres like marketing plans, strategy proposals and case study analysis.

Text Analysis

The 40 texts for analysis were drawn from popular international e-commerce websites including Amazon.com, ebay, and DHgate.com and belonged to three broad product

categories—electronic devices and household appliances (e.g., mobile phones), gifts for entertainment, and cosmetics (e.g. face cleanser). These promotional topics were supposed to reveal the distinction between two strategic gambits, that is *reason* versus *tickle* advertising. This distinction was useful for raising learner’s interest in the power of language and awareness of the exclusive linguistic choices that differentiated products for pure entertainment from smartphone advertisement, though advertisement on e-commerce platform tended to include both techniques of reason and tickle appeals (Labradora et al., 2014).

Table 3. *A List of Netvertisement for Detailed Analysis*

Type of product/service	Number of Netvertisement
Smart devices and household appliances	10
Gifts for entertainment	10
Skin care	10
Others (pillow, drain protector, pamper, tape for paste)	10

The mini-corpus of 40 pieces of netvertisement, selected from 40 brands with their star ratings more than 4 out of 5, was developed against three criteria for a pedagogical purpose: (a) the sample net-ad included linguistic/image features of three persuasive strategy—graduation, engagement, and manipulation of information packaging, (b) most vocabulary and clausal structures in the writing could be understood by my students, and (c) the sample net-ad that offered a simple list of product parameters and features should be removed. The selection prioritized banner advertisements with high frequency of ratings through the search engine for time efficiency.

The analysis of netvertisement was two folded. The macro-level analysis observed the fulfilment of generic moves based on Bhatia’s (2004) move-structural model for promotional genre. The micro-level analysis drew on the systems of Engagement, Graduation and Theme within the school of SFL that focused on ideational, interpersonal, and textual meanings. For the analysis of image-text relations in particular, Multimodal Discourse Analysis (MDA) was useful as it offered established theories and frameworks (e.g., Kress & van Leeuwen, 2020; Jewitt, 2009) for interpreting the meaning and power of semiotics in multimodal genres such as online advertisements on the companies’ websites (Harrison, 2008). Here, two types of textual organizations for images (compositional), polarized and centred principles (Kress & van Leeuwen, 2020), were introduced to Theme analysis for image design of advertisement.

Genre Analysis of Sample Netvertisement

The primary purpose of text analysis is to identify any language resources that are salient and important in the genre of persuasion and meanwhile attainable to language learners.

Generic Structure

The genre analysis based on Bhatia’s move-structural model of promotional genre identifies three essential moves across 30 pieces of netvertisement. Move 1 “Headlines and images” is obligatory as the headlines are always located at the top of written texts and images (and sometimes videos) at the left-hand side of the texts. Another two obligatory moves are Move 3 “Justifying the product or service by indicating the importance or need of the product or service” and Move 4 “Detailing the product or service”, though the two moves show much overlap with each other in the writings. In the following paragraph drawn from the advertisement for 300 LED lights, Move 3 and 4 are welded together for the positive evaluation and description of the product.

- 4) Easy to use: directly plug in and unplug it for power on and off. US standard outlet, voltage 110V. Plug to the controller: 1ft. Controller to the LED light: 8.9ft [from Twinkle Star 300 LED String Light on Amazon.com]

The subtitle “easy to use” at the beginning justifies the value of the product and introduces the details and features that support the compatibility of the plug. In this case, Move 3 is considered a repetition of Move 4 where evaluation seems inevitable in the process of description.

In comparison to Move 1, 3, and 4, the remaining six generic moves show varied frequency in each piece of advertisement. Table 4 summarizes the number of netvertisement that includes each optional move.

Table 4. *Distribution of Optional Moves*

Type	Smart devices and appliances	Gifts for entertainment	Skin care	Others	Sum
Move 2 ($\chi^2=21.176$, p=0)	0 (include Move 5)	6	0	0	6
Move 5 ($\chi^2= 14.167$, p=0.003)	2	3	9	2	14
Move 6 ($\chi^2=3.077$, p=0.380)	0	1	0	0	1
Move 7 ($\chi^2=13.750$, p=0.003)	6	1	0	1	7
Move 9 ($\chi^2=3.077$, p=0.380)	0	1	0	0	1

The Pearson Chi-square test is run on the 40 sets of data to determine the significant influence of topic choices on each move type. The moves that show p value < 0.01 include Move 2, 5 and 7. In combination with the higher frequencies of Move 2, 5, and 7 than Move 2 and 9,

the statistical analysis implies for the varied emphasis on introducing the three moves across different netvertisement topics.

More specifically, Move 2 Targeting the market is a salient move-structural strategy by netvertisement of gifts and games. Structures that target the potential market like “a great game for families and kids 6 and up” and “created for adults but appropriate for ages 12+” would be better introduced within the topic of entertainment. Move 5 Establishing credentials is an important move for skin care products (e.g., “skincare routine From Aveeno, a dermatologist recommended brand for over 65 years”) that are keen on pronouncing the safety and maturity of the beauty solution. While Move 2 and 5 take a flexible position in the 40 samples, Move 7 Offering incentives tends to occur as the consistent final move and to involve preferential policies such as “2 years warranty” and “money back”.

Features of Persuasive Language

Analysis into the persuasive features of language (and images) is organized along the use of rhetorical strategies of engagement, graduation, and manipulation. Since all the sample texts are selected to include all the three strategies, the focus of qualitative analysis is on the generic achievement of semiotic resources rather than the frequency of a particular structure.

Linguistic resources under Hyland’s (2005) Engagement system are grouped into five grammatical devices while Martin and White (2005) outline the linguistic resources as four major dialogic moves which are classified as expansion or contraction. The issues of interaction or dialogicity in the 40 samples are special in terms of the limited variety of engagement resources. Figure 2 includes two extracts from Today’s Deals on Amazon.com.

Sample 1



YANIBEST Silk Pillowcase for Skin and Hair - 21 Momme 600 Thread Count 100% Mulberry Silk Bed Pillowcase with Hidden Zipper, 1 Pack Standard Size Pillowcase

- Gorgeous silk pillowcase will help you have true beauty sleep; Yanibest luxuriously soft and stylish silk pillowcases are made from 21 momme pure charmeuse silk specifically chosen for its weight and feel; Pretty and classic colors are available for difference choice; Sleeping on silk does much more than making you feel like a Hollywood A-lister, it has many health and beauty benefits, and is recommended by leading professionals.
- Silk Pillowcase for Skin benefits: Do you wake up in the morning with sleep creases on your face? Silk contains 18 amino acids which nourish your skin while you sleep; Silk doesn’t absorb moisture from your face and body, preventing your skin from drying out; When you wake up after sleeping on a silk pillowcase,

your face will be better hydrated and also beneficial to those with dry flaky skin

Sample 2

TubShroom the Revolutionary Tub Drain Protector Hair Catcher, Strainer, Snare, Green



- A Revolution in Drain Protection: Unlike regular plugs that go over the drain, TubShroom fits inside, neatly collecting hair around it. When it's time to cleanup, simply wipe TubShroom off and GO! No harsh chemicals, no more tangled messes.
- No More Clogged Drains: Our bathtub drain strainer fits any standard tub drain and is to catch every hair, every time. TubShroom is designed to effortlessly catch any type of human or pet hair without disrupting the flow of water.
- Save Money and the Environment: A single plumber visit can cost hundreds. Drain snakes and liquid drain cleaners are a hassle to use and aren't always effective—not to mention the toll they take on the environment and on your pipes.
- Money-back: We're so sure that you'll love your new clog-free life with TubShroom, that we're giving you 60 days to return it if you're not completely satisfied. Over 12, 000+ raving customer reviews can't be wrong.

Figure 2. Two Samples of Banner Netvertisement for Analysis

Obviously, these two writings rarely display any dialogic expansion, or more specifically, they do not temper the propositions or leave their claims open to doubt. The texts seem to be bare assertions without overtly referencing or acknowledging alternative voices. Although the monoglossic and contractive moves dominate, it does not mean that dialogicity or construed communication plays a minor role in the genre. In fact, many of the utterances are found contractive, that is, they are strong assertions with contracted dialogic space by the means of denying the alternatives (as in “No More Clogged Drains”), countering the propositions to the readers’ expectations (as in “simply wipe TubShroom off and GO!”), pronouncing with explicit authorial interventions (as in “We’re so sure that you’ll love your new clog-free life with TubShroom”) and endorsing the message by association with authoritative sources (as in “[...] is recommended by leading professionals”). On the other hand, a noticeable number of questions and reader pronouns are found in the texts (e.g., “Do you wake up in the morning with sleep creases on your face?”) where they are used to directly address the reader and welcome potential voices in an ostensible way.

Engagement is realized as and manifested through visual codes at the level of image. Human face (e.g., expressions and directions of facing) represents paralinguistic signals that accompany writer-reader alignment or misalignment (Martin & Rose, 2007; Breeze, 2019). Except for phone netvertisement, the other samples include at least one promotional image of a happy model or models facing directly towards readers. In sample 1, the proposition of “Silk ... creating a nourishing sleeping surface for all hair types” alone may not sound persuasive.

The accompanying picture in sample 1 grasps the abstract idea “nourishing sleeping surface” to reassure the reader that the Silk Pillowcase brings a healthy and sound sleep as indicated by the relaxed posture and enjoying expressions of the girl in the picture. The image reinforces the positive judgement of the pillowcase, generating the impression that this is the right choice to make if one cares about his/her hair.

The second aspect for analysis is Graduation which is also part of the Appraisal System by Martin and White (2005). In the extract below, “completely” (isolated intensifier) is the grammatical item at the uppermost end of the intensity spectrum, and the upscaling of “satisfied” following the Deny movement “not” indicates that the value position of the expectancy of full customer satisfaction is not shared across community. Rather, high customer satisfaction is taken seriously by “we” only with the 60 days’ refund policy.

- 5) [...] and we’re giving you 60 days to return it if you’re not completely satisfied. Over 12,000+ raving customer reviews can’t be wrong. [from Sample 2 of Figure 2]

The reckoning of the huge size of positive customer reviews is realized through the number of “12,000” which is manifested by the assembling of synonyms “over” and “+” (repetition). The infused lexis of verbal process “raving” describes the customer reviews and calls the reader to align with the writer more strongly than he/she may otherwise not choose to believe.

- 6) Perfect for those who have wavy hair, silk helps prevent the frizz factor ... Gorgeous silk pillowcase will help you have true beauty sleep; ... Sleeping on silk does much more than making you feel like a Hollywood A-lister, it has many health and beauty benefits, and is recommended by leading professionals. [from Sample 1 of Figure 4]

Infused intensification like “gorgeous” and “perfect” with no separate lexical item functioning up-scaler or down-scaler are strongly attitudinal and they register positive judgement and feelings toward the product. Interestingly, the use of metaphor scenario “like a Hollywood A-lister”, though not frequent, is also identifiable in the description of electronic devices as in “...you’ll always feel like you’re listening from the front row”. In this case, the writer intends to provide a shared position to the reader who is likely to find it attractive and to have the

strengthened feelings about the product or service advertised. In general, linguistic structures of graduation vary from intensifier (e.g., completely, 100%), infused lexis (e.g., perfect, raving), repetition (e.g., sleepiness and comfort, over 12,000+), and metaphor (e.g., feel like a Hollywood A-lister).

Graduation as a rhetorical strategy is evident in the connection between images and verbal texts. On the one hand, it is useful to view the inclusion of a photo and feature introduction as a repetition of the verbal message (in the writings on the right-hand side) that is realized and reinforced at the level of image. In the advertisement for digital devices, important features like “binge-worthy battery” and “Dolby Atmos surround sound” in the writings are often selected and re-illustrated in separate images as in Figure 3.

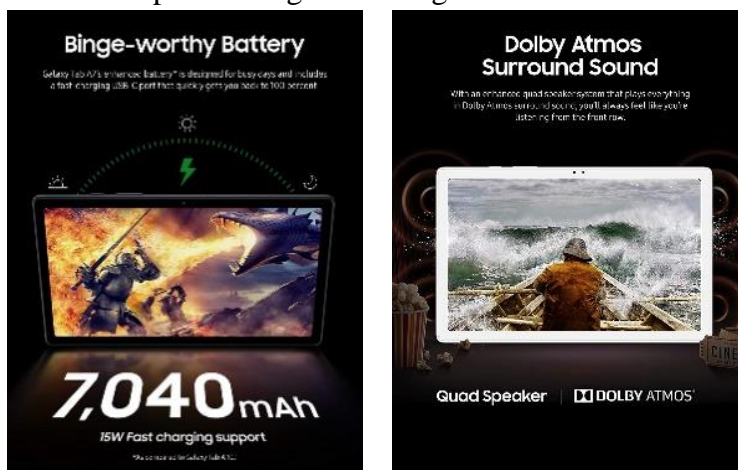


Figure 3. Promotional Images of a Smartphone

On the other hand, the second image use metaphor to highlight the benefits of surround sound. The photo of a tablet is located at the centre of the space which is deliberately presented as a cinema by elements of stereo speakers, popcorn, and a loosely wound roll of film. The offering of a metaphorical scenario of cinema reinforces the verbal message of the enhanced speaker system.

The third aspect for analysis is manipulation from the SFL framework of Theme System. Since the resources signaling textual and interpersonal themes are rarely found in the discourse of netvertisement, the focus of Theme analysis is on the markedness of themes in declaratives. Firstly, subtitles are frequently used at the beginning of each paragraph (theme of paragraph) and are often realized in the structures of nominal group or verbal group throughout the writings. Nevertisement of digital devices stands out of other products in its consistent and somehow “obligatory” use of subtitles that summarize key features. Secondly, at the level of sentence, theme analysis indicates the high frequency of uncomplete structures which may omit Subject, Subjective and Predicate or be a simple list of words as is in the extract below.

- 7) Natural and Organic Ingredients. Vegan. Cruelty-free. Eve Hansen products Made in USA. No Sulfates. No Parabens. No Phthalates [from Eve Hansen Vitamin C Face Wash on Amazon.com].

Listing is typical and understandable in the description of features, functions, and ingredients where the writers present ideas in a concisely in response to readers' professional demand for a quick identification of specific features. In the remaining compete structures, unmarked themes are frequently realized through nominal groups with embedded positive evaluations such as "this fun family card game" and "stunning brightness and clarity". The depth of embedding personal evaluation and attitude grants little room for rebuttal given the association between theme position and given information. Marked themes, less frequently than unmarked themes, are typically found in such prepositional group as "with high-speed network connections" that highlight product features in the netvertisement for digital devices.

Theme analysis is extended to the design of images in netvertisement based on Kress and van Leeuwen's (2020) polarized and centred principles of text-image organization. All 30 netvertisement offers photos of the product/service being positioned at the centre of space and represents the nucleus of information while the verbal texts are optional.

The advertisement image of mulberry silk pillowcase emphasizes the texture of the product by centralizing fabric creases while marginalizing textual information. Saliency of mulberry silk is further indicated by the contrast of sizes and colours (brightness) between the photo of silk and font of letters. In the advertisement for Samsung smart tablet, however, the textual information is not marginalized but placed at the top and bottom of image, which delivers idealized gist of information via an evaluation "binge-worthy battery" and then comes to more detailed information of the parameters via the numerals "7,040 mAh" and "15W" in the lower composition. The tablet screen and "7,040 mAh" catch the reader's attention by its enlarged size and colour brightness.

Discussion

The generic analysis of netvertisement described above allows for the development of a pedagogical approach that moves students progressively from genre awareness toward independent use of persuasive resources. Bhatia's (1993; 2004) move structural model should serve a good beginning and opportunity for students to understand the impact of communicative purposes on the structure of discourse. Adaptation is necessary so as to make the sophisticated linguistic framework succinct and acceptable to students of business major in a vocational college. Text analysis of 40 netvertisement indicates the great overlap between Move 3 and 4 and varied importance of each move. The change should include the clipping of similar moves in case of any students' confusion, the elimination of redundant moves such as targeting the market

move, and the grouping of moves that shared a common purpose. Table 5 outlines the move structures after adaptation for pedagogical purposes.

Table 5. *Adaptation of Bhatia’s Move Structural Model*

Number	Discursive move	Notes
Move 1	Headlines and Images	Obligatory/beginning move
Move 2	Detailing the Product or Service - By describing - By indicating the value	Obligatory
Move 3	Establishing Credentials	Optional
Move 4	Endorsement or Acknowledgement	Optional
Move 5	Encouragement to Buy - By offering incentives - By using pressure tactics - By soliciting responses	Optional/final move

It is useful to differentiate the discursive moves between advertisement of digital devices and skin care. While the technology businesses tend to end up with the new Move 5 Encouragement to Buy through “2-year warranty” and “100% money back”, cosmetics advertisers are motivated to establish credentials (the new Move 3) by pronouncing brand names (e.g., “Eve Hansen products made in USA”, “Aveeno, a dermatologist recommended brand for over 65 years”).

The analysis of engagement, graduation, and manipulation strategies offers a list of semiotic resources to be included into the pedagogical grammar. Firstly, netvertisement are characteristic of straightforward assertions without tempering the propositions or leaving their claims open to discussions (c.f. expanding move by Martin and White). The way the writer engages the audience is rather direct through personal address “you”, imperatives, and questions (c.f. reader pronoun, directive/question). The current study modifies Hyland's (2005) and Martin and White’s (2005) engagement system for a pedagogical adaption by removing the elaborated distinction within “Disclaim”, “Proclaim”, “Entertain”, and “Attribute” and integrating ostensible strategies of engagement into the same category. Table 6 serves a user-template for semantic analysis when students are offered opportunities to deconstruct texts critically according to SFL-GBP.

Table 6. *Pedagogical Adaption of Martin and White’s Engagement System*

Category	Room for dialogically alternative voices	Gloss	Example

Minimal engagement	0	Not overtly recognizing other voices	<i>Cyclonic action helps to keep the filter clean and power strong.</i>
Medium engagement (restricting alternative voices)	50%-	Rejecting the alternative voices	<i>No, not, xx-free, but</i>
		Enhancing or proclaiming the proposition	<i>Of course, xx proves..., be shown to, !</i>
High engagement (encouraging alternative voices)	50%+	Acknowledging the proposition as one of the possibilities	<i>may, maybe, can</i>
		Attributing the proposition to others/distancing	<i>recommended by xx, xx comments ...</i>
		Highlighting a proposition by first/second pronoun+ highlighting verbs (including directives)	<i><u>Explore our</u> variety of fun and helpful products, <u>our</u> customer service team will help <u>you</u> RETURN OR REFUND</i>
		Posing questions	<i>Do you wake up with crazy bed hair?</i>

Secondly, the text analysis of graduation resources indicates the variety of approaches to strengthen and emphasize evaluations and attitudinal meanings. The four common ways to graduate are isolated intensification, infusion, repetition, and metaphor. Though college students are likely to be aware of the scaling effect of intensifiers like “very”, their linguistic knowledge of graduation strategies can be further expanded to include repetition (e.g., “soft, beautiful and healthy-looking”) and be extended to promotional images. Repetition and metaphor are important approaches to possibly draw the reader’s attention and mark reliability and commitment to propositions.

Thirdly, manipulative strategies of information can take greater time and effort than the other two strategies, as the concepts of Theme and Rheme are new to non-linguistics students in the local context. The teaching and learning should start from the introduction to SFL Theme System before moving to the deconstruction of rhetorical strategies in texts. Text analysis highlights three important structures that utilize the default association between Theme position and Given information, that is, to provide a title for each paragraph, to embed evaluation in nominal group in Subject, and to make messages salient through text-image organization (e.g., brightness, size, centred or right-hand position). A differentiated emphasis on the first two structures should be noted between netvertisement of digital devices and the other products so as

to highlight the characteristics of reason appeals. More specifically, the “hard technology” netvertisement tends to suggest motives for purchase and organize the writings in the way that spotlight the advanced technological progress through consistent use of subtitles. Thematization of prepositional group like “with high-speed network connections” (adjunct) can further mark the importance of product features and functions.

Implications

The analysis of persuasive netvertisement as set out in the previous section implies for an explicit, language-focused, and scaffolded approach that is accessible to non-linguistics students who are new to the genre of persuasion. Table 7 proposes the syllabus of teaching persuasive netvertisement following the sequence of graduation, engagement, and manipulation of information packaging, along with the increasing complexity and difficulty of each rhetorical strategy.

Table 7. *Proposal of Syllabus of Persuasive Netvertisement*

Number	Title	Elements
Lesson 1	Background Knowledge of the Purpose of Netvertisement and Generic Moves	Functional grammar, move structure, language meaning-making resources
Lesson 2	Graduation Strategy	Four ways to graduate: isolated intensifier, infused lexis, repetition, and metaphor
Lesson 3	Engagement Strategy	Reader pronouns, directives, questions, shared knowledge Minimal engagement/ Medium engagement/High engagement
Lesson 4	Manipulating Information Packaging	Theme and information packaging Organizational patterns in text/image
Lesson 5	Review and Assessment	Independent Writing

The attempted syllabus informs the scope of possibilities for the future development of intervention programs to include teaching materials, plans, and rubrics. This study is pedagogically meaningful as little research has analysed the persuasive features of netvertisement with an SFL-GBP orientation.

The analysis can be criticized for the over-emphasis on verbal messages than image designs. In fact, this study overlooks the promotional audios that are attached alongside images and able to zoom out to automatic play. A more comprehensive analysis should address new literacy on such multimodal genres as netvertisement which is innovative and versatile in

delivering textual, image and audio messages. Admittedly, in the current research context, students may feel over-burdened if they are required to learn and use language of persuasion and meanwhile software for editing videos. Still, it is interesting to see how multimodal literacy can be incorporated into a SLF-GBP approach to netvertisement that gradually apprentice students towards independent construction using strong semiotic resources of different modes.

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