

Analysis of Linguistic Features and Persuasive Techniques Used in Advertisements of Learning a Language on Social Media in Iran

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Abstract. The fundamental intent of all advertisements and any marketing approach is persuading and inducing the audience, whether the advertisements are in traditional or virtual format. The present research is qualitative, descriptive, and explanatory to examine the posts, pages, and channels on social media like Telegram, and Instagram, inspecting the linguistic features and persuasive techniques practiced in advertisements of learning a language by way of Grey's (2008) linguistic features model and Rank's (1988) persuasive formula. For Grey's model, document analysis is employed since this research's spotlight is on analyzing internet-transmitted documents in virtual advertisements. Afterward, the data were securitized with thematic analysis to assort data grounded on the paradigms. The data were distributed with similar codes in related categories for Rank's model. The number of posts in each category was counted, and the results were tabulated through a non-parametric analysis of Chi-square to ascertain the frequencies in the observed categories. The results showed that hyperbole, weasel word, familiar language, use of imperative and potency linguistic features, and desire-stimulating and confidence-building persuasive techniques are used more frequently than the others by the advertisers astutely on the basis of Iranian audiences' culture, beliefs, values,

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concerns, needs, and desires. Accordingly, media literacy of social media should be prevailed for marketing practitioners to have sufficient knowledge about the nature, mechanism, and function of social media and social networking.

Keywords: Social marketing, persuasive advertisement, linguistic features, persuasive formula, virtual environment

1. Introduction

Social media is a term turned to account somewhat repetitively these days, which is a groundbreaking in-thing; ninety percent of people find a use for it in some way or the other. Approximately all of these people are not able to name a handful of social media platforms excluding the ones that are avail for them due to the development pace in social media arena or just deficiency of awareness in the developments as it strikes as coming out of nowhere and flabbergasted people.

Social media, the talk of the town these days, has turned out to be an unavoidable part of our everyday life, being employed extensively, notably among the youth. Businesses not using social media are scrambling to get on board the trend as they get attentive to this medium's massive power and potential. Social Media is well-defined as "the media that allows one to be social, or get social online by sharing content, news, photos, etc. with other people." (Taprial & Kanwar, 2012, p. 3).

Social media emerged by sharing information and communication of people with each other. The former platforms were more technology-based and required deftness to use; henceforth, using these platforms was confined to a limited number of people. After a while, with the maturation of technology, platforms were prevailing users-friendly, which was a turning point in the history of the Internet. Henceforward, people could bring about their own content, share it with others, respond to people, and fraternize and interact with them, which was the impetus for the advancement of social media with its present connotation (Taprial & Kanwar, 2012).

1.1 Social media marketing

Internet-based social media made it plain sailing for individuals to connect with thousands of people worldwide and make online discourses by

producing content, sharing, and bookmarking. All sorts of social media offer marketers the opportunity to acquaint themselves and their products with dynamic communities and interested individuals (Roberts & Kraynak, 2008). Social media make provisions for applicants to post, tag, dig, blog, etc. This is a piece of online information created, spread, and brought into play by consumers keen to apprise others about products, brands, services, and problems (Xiang & Gretzel, 2010). Sundry of these virtual environments known as social media are Facebook, Myspace, Digg, Twitter, LinkedIn, and Google+.

Social media marketing trend is a quickly growing way for businesses to reach out to targeted customers easily. Social media marketing can be expounded as the exploitation of social media channels to promote products and producers. It can be a subsection of online marketing activities such as email newsletters and online advertising campaigns as traditional Web-based promotion strategies (Barefoot & Szabo, 2010). Social media marketing has inserted a new term of exponential dissemination and trust into mass communication and mass marketing by prompting users to spread messages to personal contacts (Hafele, 2011).

Social media streamline more advanced customers to inaugurate novel strategies for searching, evaluating, selecting, and buying goods or services (Albors, Ramos, & Hervas, 2008). Recent research exposes modern behavioral trends in customers rooted in Social Media usage, such as the call for personalized products (Kera & Kaynak, 1997) and the customer's volition to be actively wrapped up in the product development process (Drury, 2008; Kim & Bae, 2008; Parise & Guinan, 2008; Piller & Walcher, 2006; Prahalad & Ramaswamy, 2004); and customers concern to have their words in different stages of the business process.

Such needs changed the way of operating and marketing practices by marketers at strategic and tactical levels, making them face complex selections and challenges (Sharma & Sheth, 2004; Thomas, 2007; Winer, 2009). Marketers offer products customized based on the consumer's needs and create the conditions of collaboration with customers in the stages of developing and testing innovative products, which are recognized as co-creation (Prahalad & Ramaswamy, 2004; Piller & Walcher, 2006).

1.2 Advertisements

The term ‘advertising’ is engendered from the Medieval Latin verb ‘advertere’, since any sort or manner of public declaration strives to address people’s attention to the accessibility, qualities or charge of the specific commodities or service (El-daly, 2011). Advertisements as persuasive media communications are contrived to stand by businesses in achieving their marketing goals (Gilson & Berkman, 1986). Businesses yearn for an upsurge in their sale by the messages the advertisers transmit to people to behave or believe (Weilbacher, 1984). Hence, businesses are better to make the most exquisite and alluring advertisements using appropriate language styles to fulfill the consumers’ needs. Attention value, readability, memorability, and selling power are four substantial functions of efficacious advertisements marked out by Leech (1972), which provoke specialized linguistic features and persuasion techniques into play to attain the four substantial functions of efficacious advertisements.

Four functions of advertisements are well-defined by Taylor (1986) as follows: Firstly, to create consumer awareness as advertisements evince the potentiality of businesses to assure the customers that their products are among the most advantageous ones in comparison to the same products. Secondly, advertisements are the vehicle for creating goodwill for the customers by paving the way for new consumers to look upon the product as the most correct pick, choosing to buy the products through advertisements. Thirdly, advertisements are better to consolidate the extant behavior, letting the customers be apprised of the product. Hence, businesses should keep on advertising so as to persist in the customers’ awareness and establish visibility for the product. Last but not least, the ultimate goal of advertisements is to make sales by persuading the customers, and being profitable for the businesses. Accordingly, customers buy the product indubitably while they do not necessitate it at that time.

1.3 Persuasive techniques

Persuasion is expounded by Lakoff (1982) as “an attempt or intention of one party to change the behavior, feelings, intentions, or viewpoint of another by communicative means” (as cited in Hardin, 2010, p. 155). Where as Searle (1969) regarded persuasion as an instructive

speech act to prevail upon the hearers to commit themselves to carry out an action or to say, persuasion is an endeavor by speakers to tie the world with their words (as cited in Bu, 2010). According to Brown & Levinson's (1987) politeness theory, persuasion is a Face Threatening Act (FTA), derived by Lakoff (1982), it is considered as an imposition by the speaker upon the hearer, or else Searle (1969) pointed out persuasion as a sort of commitment or urge for the accomplishment of an action by a speaker to a hearer. Ross (1994) spells out persuasion as "a process of skillfully and ethically using logical thoughts, effective appeals, credibility, and ethical proof to influence and motivate others to respond as you wish them to" (p. 168). Accordingly, the persuasion technique is a strategy used to persuade people to consume the products. Hardin (2010), based on the findings of Rank (1988) and Leech, found out that "memorability (making the audience remember the message), force (emotional and logical appeals and the strength of a message), and participation (the desire for a response or audience/hearer involvement) are primary persuasive goals" (as cited in Hardin, 2010, p. 156).

Persuasive techniques in language learning can be of relevance to online blogs being accessible on the world wide web, and subsequently, English learners might get reinforcement by them when they share information (Blood, 2000; Kajder & Bull, 2004; Dyrud et al., 2005). Correspondingly, through online blogs and social media sources, the visitors send messages and comments on different posts, which might elevate the English language ability of the learners (Mutum & Wang, 2010). As to Goodwin-Jones (2003), available online communities can be advantageous for English language learning and vocabulary development; on the other hand, social media give the green light for users to share views and make social connections with other users (Gaudeul & Peroni, 2010). Constructivists' approach seriously supports online blogs like social media by underscoring learners' interaction (Kern, 2006). Ferdig (2007) pinpointed that the position of social media is full of interaction, which is inescapable and relatively constructive in the language learning process. Social media plays a leading role in the English language learning process as it opens windows for English language learners to make strides in writing, reading, and in the same way, reading new texts and phrases

to gain ground in vocabulary knowledge.

The pertinence of this research with English language teaching is in teaching English for Specific Purposes (ESP) and genre-based teaching grounds. Petrovska (2008) approves that “the ESP students can be encountered with interesting uses of language, culture, and visual elements in ads; even more they can suggest ways of exploiting them in the classroom” (p. 167). ESP students are able to get acquainted with the target language culture closely, reconnoitering the linguistic features and persuasion techniques of advertising. They can see advertisements contrived with distinct language styles, which makes the learning process more delectable and prodding. Meanwhile, advertisements’ linguistic features and persuasion techniques are conjoined with genre-based language teaching. Conveyed by LUU (2011) that “genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing.” (p. 123). In this case, the study is quantifiable in genre-based writing skills in teaching the English language, as learning language styles in advertisements are of benefit in elevating the writing skill, such as short functional text like an advertisement with congruent linguistic features.

This research can also be expedient for advertisers, and consumers, as advertisers are in a contest to have the competence to make striking advertisements. Moreover, they are able to design high-quality advertisements with reflections of some features such as appropriate linguistic features and persuasion techniques. Furthermore, the research makes wiser consumer decisions making while buying products based on the advertisements. Being aware of the language styles streamline the meaning and purpose of the advertisements for consumers, increasing the cognizance of consuming a product and not placing trust in all the words written in advertisements.

Notwithstanding, thick on-the-ground studies worldwide on media advertising focus on linguistic features and persuasive techniques, but the advertisements of learning a language on social media have received less attention. Therefore, due to the novelty of the subject and lack of previous research in this regard, the ground of this article is to examine the linguistic features and persuasive techniques in advertisements of

learning a language on social media, including Instagram, Telegram, and WhatsApp. In this regard, the following questions come to light:

1. What are the linguistic features used in advertisements of learning a language on social media?
2. What persuasive techniques are used in advertisements of learning a language on social media including, Instagram, Telegram, and WhatsApp?

2. Materials and Methods

Recently, with the prevalent acceptance of social media in Iranian society, specifically Telegram, WhatsApp, and Instagram, social media has witnessed the launch of countless channels of communication, pages, blogs, posts, and advertisements with the thematic breadth of learning a language, whereas, the concentration of this study is on channels, pages and posts persuading learning a language. The research data included 30 persuasive posts on Telegram, WhatsApp, and Instagram during the first three months of 2022. The advertisements were chosen randomly with some considerations regarding the reactions and likes they received and were looked upon as persuasive, which conveys that the advertisements thrived in attracting the consumers' attention. Bearing this point in mind, 30 advertisements were selected on the basis of qualifications.

2.1 Design and Procedure

The research objectives are to scrutinize the linguistic features and persuasion techniques used in advertisements of learning a language on social media in Iran by employing two pertinent theories to answer research questions. Initially, to answer the first research question, the theory of linguistic features in the advertisement by Grey (2008) is used to explain every related feature evidently in two parts. Lexical features, which pertain to the words put to use in the advertisements, were assorted and analyzed. Meanwhile, diction and the meaning of the words associated with the lexical features are examined. Every feature has a code and a mark of its own; accordingly, the data is codified based on the pattern. The lexical features comprise hyperbole, neologism, weasel

word, familiar language, simple vocabulary, repetition, euphemism, humor, glamorization, and potency. Syntactic features are the second part of linguistic features analysis composed of short sentences, long noun phrases, ambiguity, use of imperative, simple and colloquial language, present tense, syntactic parallelism, association, ellipsis, and incomplete sentence. Rank's (1988) persuasive formula is used to answer the second research question in the next step. Based on the data insights in the linguistic features section, the persuasion techniques in the advertisement were examined. Since this study sets sights on disclosing the content, picking out the apparent and hidden meanings in the texts, and providing a kind of description with an inductive approach, the results were tabulated through a non-parametric analysis of Chi-square to verify the frequencies in the observed categories.

2.2 Data Classification and Analysis

To do so, the advertisements data was noted down. Three tables of observation were propounded to put the linguistic features, and persuasion techniques that have been used in the advertisements in order to systematize the linguistic features in advertisements into ten lexical features and ten syntactic features (Grey, 2008). The other table components were disposed of Rank's (1988) persuasive formula. The pigeonholed linguistic features were examined through thematic analysis. There were six themes as the patterns in gathering the data, presenting the foremost linguistic features used in advertisements of learning a language on social media. Afterward, through the inferences of linguistic features, the kind of persuasion techniques utilized in each advertisement was investigated grounded on the persuasive formula of Rank (1988). In the next stage, the posts were categorized with similar codes in related categories (themes), which led to the distillation and summarization of the collected data. After analyzing and gathering the findings, the encapsulation of the results is presented in the concluding drawing part.

3. Theoretical Framework

3.1 Linguistic features

Every advertisement has its own language style, and is relevant to lin-

guistic features. In the opinion of Grey (2008), there are two linguistic features in advertising: lexical, and syntactic features.

a. Lexical Features: Lexical features bestow uniqueness to the advertisements, using captivating words to persuade consumers, which produce a language style. Likewise, the advertisers keep the use of diction in advertisements in view, grasping customers' attention and willingness. Lexical features pose ten features as follows:

1) Hyperbole: Hyperbole is put to use to exaggerate something and make the advertisements thought-provoking by giving intensification to products' sense of superiority, using usually adjectives and adverbs. Leech (1972) approves that hyperbole is associated with personal values and sentiments together with viewpoints and personal emotions. Hyperbole is devised by the advertisers' conception using words like real, perfect, fresh, more, new, and improved in some advertisements.

2) Neologism: The new words invented by mingling one word with another word are termed neologism. Advertisers attempt to produce innovative expressions or words to make fascinating advertisements, winning over the consumers' attention, and giving a sense of novelty to the readers. Grey (2008) construes neologism as a new expression or word coined by evolving two or more word parts together to generate a new-fangled word. Staycation is a neologism of a vacation at home or in the immediate local area, combining stay with vacation words.

3) Weasel word: Weasel word tones down the statements or weakens any authentic meaning or force. By means of weasel words denying any specific meaning later if the statement is impugned is permissible for the reason that the statement was never precise in the first place. Grey (2008) declares that weasel words come up with meaning without in point of fact being exact or detailed. Helps, supports, is useful, better, improved, gains, works, effective, seems, like, most, almost, up to, and as many as are the most typical weasel words used in advertisements, making the consumers flabbergasted about the exact meaning of the word. Change your color skin in an advertisement, is an example,

whereas the word change makes customers wonder what kinds of change, as there is no elucidation of the statement in the advertisement. There are two kinds of weasel words; open comparative and bogus superlative. Open comparison can be seen in Meatloaf is better (better than what?), and bogus superlatives in Brown's Jacket are best (rated alongside what?).

4) Familiar language: Involving the readers with the feeling of familiarity with advertisements and drawing their attention is done through familiar language. According to Grey (2008), the use of pronouns makes the impression of getting involved with the advertisement for the audience, making the advertisement friendlier and leaving a good perspective in customers' minds. Because You're Worth It, using you in L'Oral's slogan gives the feeling of worth to customers. Accordingly, consumers approve the statement and buy the product.

5) Simple vocabulary: Using simple vocabulary makes the advertisements uncomplicated to remember. The unforgettable advertisements are superb advertisements, not only being comprehensible or common but also succinct and intelligible. Above and beyond, they should give an attractive feeling. There is a slogan for Chitato, Life is never flat, which is a simple sentence, easy to apprehend, and consumers can effortlessly recollect the word.

6) Repetition: If something is said repeatedly, it grabs the attention without difficulty. The three classifications of repetition are alliteration (the repetition of the initial consonant sound of a word to bring forth a rhythmical and musical upshot, for instance, in Bobby read a book by the babbling brook /b/ sound is repeated to make the sentence winsome), rhyme (a pattern of the identity of sound between words extending from the end to the last fully accented vowel, like nearest and dearest), and rhythm (a systematic pattern assembled by reordering the stressed and unstressed syllables of the words, such as To inFINity and beYOND).

7) Euphemism: Euphemism contains fake meaning, softening the word that is not appropriate to be heard, and feigning communication

but, in point of fact, does not. Grey (2008) elucidates euphemism as a figurative language, conveying a connotative meaning. Euphemism is practiced to show bad, giving the impression of good, the negative seems positive, the unnatural looks natural, and the unpleasant appears attractive or at least appropriate or acceptable, for instance, using economic disadvantages rather than poor.

8) Humor: Everyone loves funny things rather than serious ones, as laughter attaches all human kinds together. The sense of humor is used to lead the consumers astray by making the advertisements wittier, which helps the advertisers to hand over every kind of information in advertisement with no trouble, which is by making an emotional link between the consumers and the advertised products. A dexterous emotional connection will concoct a lasting impression, which is looked for to keep the consumers certain in consuming the products, as in this milk is so good, the cat wants it.

9) Glamorization: Glamorization is used to aggrandize the message of the advertisements by amalgamating some infrequent words to generate glamorization. Glamorization typically comes about when the advertiser integrates uncommonly everyday speaking words in the advertisement. Grey (2008) gives a sample: old house is changed with charming, characterful, olde, worlde or unique house. The use of these words makes the word old house more attractive.

10) Potency: The words which have the potential to offer a new value, novelty, or immediacy are potency words (Grey, 2008), which lead to revenue in influencing the audience. Advertisers utilize potency words to describe the products' quality. As to Grey's (2008), free, new, suddenly, announcing, introducing, it's here, just arrived, important, development, improvement, amazing, sensational, remarkable, revolutionary startling miracle, magic, and offer are examples of potential words.

b. Syntactic features: Syntactic features are concerned with the groups of words having the same grammatical properties, classified into ten types based on turning up similar grammatical structures in the form of a phrase (Grey, 2008). The use of syntactic features in the advertise-

ments expresses the simple language styles employed in advertisements.

1) Short sentence: Short sentences are used to expedite the consumers to comprehend the message plainly by summing up all the information about the products. They leave a paramount impact since short sentences make the advertisement distinguished and graspable in the same way. Break the limit is an advertisement using a short sentence in order that the meaning of the sentence is clear and memorable.

2) Long noun phrase: A long noun phrase frequently is used to illustrate products' qualifications concisely. Long noun phrases entail a noun and a modifier, which frequently are pre-and post-modifiers for descriptions in the advertisement. Based on Grey (2008), a long noun phrase is more than three words or more than two independent phrases to portray the advertised products, put to use with some adjectives in an artistic and mesmerizing way. Long noun phrases intensify customers' feelings to think about the outstanding qualities of the product, making the product more advantageous than other similar products. International ice cream sensation and thick rich Belgium chocolate are two samples of long noun phrases that the readers can realize how ice cream was, what are the qualities of chocolate and how is the gratification of eating that ice cream.

3) Ambiguity: Ambiguity increases the consumers' curiosity about the products; therefore, an ambiguous phrase is a phrase or sentence with more than one cognitive meaning underneath. Leech (1972) discriminates two types of ambiguity; lexical ambiguity (lexical homonymy and lexical polysemy) and grammatical ambiguity (grammatical homonymy and grammatical polysemy).

For instance, mole is a lexical homonymy word having three unlike meanings, a tiny mammal, a small dark spot on the skin, and a person working for an organization or government but surreptitiously giving information to the opponents. I love moving chair is a grammatical homonymy, whereas the moving chair in the sentence is ambiguous, whether it means a chair that moves or moving the chair somewhere. In this sentence, Mark drinks banana; the use of present tense in the sentence makes the meaning ambiguous, whether it is a habitual activity

or something that is just happening, which is a kind of grammatical polysemy.

4) Use of imperative: Advertisers use an imperative to command, as imperative words have the power of directing an action, usually used to order the customers to act or do something such as buy and use their advertised product. Grab it fast! the poster of clothing discounts, it makes the consumers mesmerized to grab the product fast. The imperative words are written in a short sentence; thus, consumers can read the order faster.

5) Simple and colloquial language: Using simple and colloquial language increase the informality of advertisements; subsequently, they do not bear the meaning that they normally have (Grey, 2008). Ain't in They ain't got to say makes the sentence look informal, used in speaking activities and shows the colloquial language. The word ain't is a slang word in English that means no. It is the abbreviation of am not, are not, has not, have not, and is not.

6) Present tense: The present tense is usually exerted to inform something which is taking place right now, bringing the sensation of "happening now" to the consumers, implying a universal timelessness (Grey, 2008). In other words, the present tense gives a real-time effect to the consumers when they hear or see the advertisements. The present tense exposes the emotion of the topic to view, and the writer's point of view, such as the future is now.

7) Syntactic parallelism: Syntactic parallelism is the repetition of words having similar structural forms. As to Leech (1972), parallelism corresponds to the repetition of formal patterns of two or more similar ideas in alike structural forms. For instance, in happy wife, happy life, the word happy grabs the attention of readers with similar patterns.

8) Association: An advertisement has to relate or associate the product's positive side with something else in a positive way, usually indicated by using the words such as like and as. In the advertisement, fresh as a mountain stream, freshness is associated with a mountain stream, which are two dissimilar things. It ties up a product or service

with something previously liked by the readers to construct an emotional transfer, as all good babies use Johnson's baby products.

9) Ellipsis: "Ellipsis is the omission of part of a structure" (Godard, 2002, p. 123) in delivering a message. On the other hand, an ellipsis is a style that aims to create a sense of informality in the advertisement (Cook, 1996) needed to make a fascinating advertisement. Espresso, what else? in the advertisements is grammatically wrong because it should be, You'll take Espresso. What else would you like to drink? in grammar rules, but it is a kind of ellipsis to attract the audience's attention.

10) Incomplete sentence: Consumers pay thorough consideration to the sentences expressly in the visualized advertisements. Furthermore, Grey (2008) pinpoints that incomplete sentences can assist the consumers in catching the key point of the message in the form of an incomplete message but to the point. A slogan of a well-liked brand is Have a break, have a KitKat. It is more gripping instead of saying When you have a break, you have to eat KitKat.

3.2 Persuasive techniques in advertisements

Distributing persuasive messages is the focal point of advertisements. Hornby (1995) mentions that "persuasion refers to the action of persuading or being persuaded" (p. 864). As a matter of fact, persuasiveness is raised by persuasion, becoming a substantial part of advertising. Rank (1988, p. 10) offers a persuasive formula for advertisements, political speech, and other persuasive discourses. This formula comprises five components which are:

1) Attention-getting, 2) Confidence-building, 3) Desire-simulating, 4) Urgency-stressing, 5) Response-seeking.

1) Attention-getting: Attention-getting is arranged into three crucial categories regarding the content of advertisements:

1. physical attention-getters: general signals to the senses, usually sight and hearing;

2. emotional attention-getters: words and images with robust emo-

tional associations;

3. cognitive attention getters: defined patterns, attractive to our intelligence, making us interested to discover more (Rank, 1988).

2) Confidence-building: One of the most efficacious methods to persuade is to increase the confidence of the addressees by imposing the first-rated image, being skillful, honest, and benevolent. Persuaders make an attempt to give a pleasant mood to the audience, to have a good feeling, by words and in a nonverbal way, or through the choice of the presenters, including the ones making recommendations and authorizations and are categorized as authority and friend figures. Brand names and trademarks are the most frequent types of confidence-building methods. The personal touch is a new way in computer-based direct emails and telephone sales. Corporations may use image-building advertisements to give a good feeling about them and their policies, imposing the image of being on our side and making us believe in them and trust them (Rank, 1988).

3) Desire-simulating: Advertisements simulate our desires by the claims and promises which are explicitly stated in words or implicitly proposed by an excessive diversity of verbal and nonverbal means and are categorized in groups of superiority, quantity, beauty, efficiency, scarcity, novelty, stability, reliability, simplicity, utility, rapidity, and safety.

Advertisers, as benefit-promisers, make advertisements appealing by making claims and promises. Advertisements use splendidly connotative words and figures of speech which are tropes and schemes, and propose several messages by inspiring the addressees to make interpretations and make another deep meaning. Claims are the fundamental features of the products, such as superiority, quantity, beauty, efficiency, etc., or propose almost intangible benefits by linking the product with a kind of human need and want, for instance: food, sex, security, belonging, esteem which are by now looked-for by the addressees (Rank, 1988).

4) Urgency-stressing: Urgency might be exposed to view with common words such as: hurry up, rush, right now, the last chance or in crossroads metaphors like time for a decision, critical point, junction,

now-or-never, either/ or, and with nonverbal signs like clocks, beating drums, and countdowns. Though, they are fundamentally concerned with time and urgency requests and are regularly grouped with concepts of scarcity such as lack of quantity and availability like chance and opportunity (Rank, 1988).

5) Response-seeking: The response is the ultimate goal of the advertisements, as advertising means selling a product and provoking a response. Most commercial advertisements are designed to sell a specific product, at a specific effective cost, during a specific time limit. Mail and newspapers distribute coupons and magazines, and many people are coupon-savers, as coupons are adequate response devices (Rank, 1988). As Rank (1988) mentioned, coupons are adequate response devices, but to date, new ways of using coupons are trending on social media. Millions of bloggers and public figures in virtual environments advertise for different products. They not only advertise for pages, posts, products, etc., but they also get discounts for those mentioning their names or pages.

4. Results and Data Analyses

Linguistic features in advertising by Grey (2008) and persuasion techniques by Rank (1988) were used; thence, many features got classified, using a coding technique for each feature, bearing some considerations in mind to use coding in this research. Coding facilitated minimizing the slip-ups in analyzing since every feature had a label and a pattern. The table below clarifies each feature with its own code:

Analyzing the data with thematic analysis was the following step being applied to unveil the furthestmost frequent linguistic features utilized in advertisements of learning a language on social media. Six themes were well-defined to classify the findings to minimize bias in the result. Each research question had three themes as the answer, and the list of themes is as follows:

Table 4.1 Coding Scheme

Number	Categories	Codes
1	Hyperbole	{Braces}
2	Neologism	Sky blue
3	Weasel Word	Red
4	Familiar Language	Pink highlight
5	Simple Vocabulary	Green
6	Repetition	Pink
7	Euphemism	purple
8	Humor	orange
9	Glamorization	*Asterisk*
10	Potency	/Solidus/
11	Short Sentence	<i>Italic</i>
12	Long Noun Phrase	Bold
13	Ambiguity	(Parenthesis)
14	Use of Imperative	Sky blue highlight
15	Simple and Colloquial Language	[brackets]
16	Present Tense	<u>Underline</u>
17	Syntactic Parallelism	UPPERCASE
18	Association	“Quotation mark”
19	Ellipsis	Yellow highlight
20	Incomplete Sentence	Strikethrough

- 1) The linguistic features used to exaggerate products' superiority
- 2) The linguistic features used to introduce new products
- 3) The linguistic features used to explain the effects of using the products
- 4) The persuasive techniques used to persuade consumers to buy new products
- 5) The persuasive techniques used to compete with other products
- 6) The persuasive techniques used to manage the products' existence

The proceeding step was identifying the kinds of persuasion techniques used in each advertisement through the findings of linguistic features, first based on Rank's (1988) formula and then based on the last three themes.

4.1 Linguistic Features Used in Advertisements of Learning a Language

At this point, the table of the linguistic features used in advertisements of learning a language is presented:

Table 4.2 Linguistic Features Used in Advertisements of Learning a Language

NO	Linguistic features	Is it used in Advertisements of Learning a Language?		Numbers
		Yes	No	
1	Hyperbole	✓		23
2	Neologism	✓		2
3	Weasel Word	✓		18
4	Familiar Language	✓		16
5	Simple Vocabulary	✓		11
6	Repetition	✓		3
7	Euphemism		✓	0
8	Humor	✓		1
9	Glamorization	✓		3
10	Potency	✓		11
11	Short Sentence	✓		8
12	Long Noun Phrase	✓		6
13	Ambiguity	✓		7
14	Use of Imperative	✓		14
15	Simple & Colloquial	✓		1
16	Present Tense	✓		5
17	Syntactic Parallelism		✓	0
18	Association	✓		2
19	Ellipsis	✓		4
20	Incomplete Sentence		✓	0

From the above table, it is noticeable that advertisements of learning a language did not use all linguistic features defined by Grey (2008). There were three syntactic features not being applied by the advertiser, syntactic parallelism, euphemism, and incomplete sentences. While hyperbole, weasel word, familiar language, simple vocabulary, potency, and the use of imperatives are the most practiced linguistic features, other linguistic features are rarely used in advertisements.

Table 4.3 Observation Table of Lexical Features Used in Advertisements of Learning a Language

NO	Sentences	Translation	H	N	WW	FL	SV	R	EU	H U	G	P
1	قلم کاشن هنوز برای تو و دوستت جا هست تا دیر نشده اقدام کن	Filmcusston There is still room for you and your friend Act before it's too late		✓		✓						
2	انگلیسی با واتساب چیسی فوق کاربردی	English with pocket WhatsApp /{Super} functional /	✓		✓		✓					✓
3	جذاب ترین راه یادگیری انگلیسی برای کودکان	The /{most attractive}/ way of learning English for children	✓		✓							✓
4	با یک تیر چند نشان رو هدف بگیر آموزش زبان یا لهجه بومی افزایش سطح علمی و اطلاعات علمی بازی کردن کودک با خودش افزایش خلاقیت و هوش کودک	Kill two birds with one stone teaching the language with native accent /Increasing/ the level of scientific language and scientific information The child plays with himself /Increasing/ the child's creativity and intelligence			✓		✓					✓
5	شروع با سلطان دو زبانگی	Start with the {king} of bilingualism	✓				✓					
6	مجموعه وی آی پی دو زبانگی	Bilingual {VIP} center	✓				✓					
7	همه چیز محیاست فقط کافیست شروع کنی	{Everything} is /available/ Just start	✓		✓							✓
8	شروع ترم جدید به همراه کیسول افعال ترم اول رایگان	The beginning of the new semester along with verb capsules	✓				✓					✓

		The first semester is /{free}/				
9	انگلیسی سمی و آئی English	{fast} and {toxic}	✓	✓	✓	
10	بده بزئیم پادشاه گرامر انگلیسی شو چو بزئیم؟ نکنه داریم اشتباه میزئیم؟ یعنی دقیقا چی کار؟ یعنی نده بزئیم؟ خب حالا چاره چیه؟ پادشاه شدن اصول داره و من اصولش رو در دوره ایگرام به شما میگم	*let's hit it* Be the {king} of English grammar what to hit? Are we making a mistake? What exactly should we *hit*? It means don't *hit*? So, what is the solution now? Being a {king} has its own principles And I will tell you its principles in the Igram course	✓	✓	✓	✓
11	خفن ترین دوره رایگان	The {coolest} {free} course	✓	✓		
12	مهلت این آفر در حال پایان رسیدن میباشد آموزش قطعی و فوق سریع زبان انگلیسی به یک روش جدید و نوین به کمک افزایش عملکرد مغز و هیپنوتیزم صدروزه دارای مدرک بین المللی صد درصد تضمینی با ضمانت بازگشت وجه در صورت عدم رضایت	This /offer/ is about to expire /{certain}/ and /{super- fast}/ English language training With a /{new}/ and /{innovative}/ method By /{increasing}/ brain function and /{hypnosis} In hundred days with an /{international} degree/ {One hundred percent} /guaranteed/ With a money back guarantee in case of dissatisfaction	✓	✓	✓	✓
13	اولین دوره تخصصی لهجه آمریکایی در ایران	The /{first}/ /{specialized}/ American accent course in Iran	✓	✓		✓
14	انگلیسی روزمره رو کاربردی بهتون یاد میدم اولین اپلیکیشن دو زبانته داستان محور	I will teach you /{practical}/ everyday English The /{first}/ story- oriented bilingual application	✓	✓	✓	✓

15	اولین پنج آموزش زبان انگلیسی کودکان	The first page of children's English language education	✓					✓
16	اینجا گرامر و مکالمه رو از پایه با لذت یاد میگیری برای شروع هرگز دیر نیست	Here you will learn grammar and conversation from the basics with {pleasure} It's never {too late} to start	✓		✓			
17	سطحو پیدا کن هدفو پیدا کن شروع کن انگلیسی = سکوی پرش به سمت موفقیت های چشمگیر	Find your level Find your purpose Start English = springboard to {remarkable} success	✓	✓	✓	✓	✓	
18	یاد میگیریم که یاد بدیم	I learn to make you learn				✓		✓
19	به کلبه زبان ما خوش آمدی	Welcome to our language hut				✓	✓	
20	اینجا هم زبان یاد بگیر هم یادبگیر چجوری زبان رو یاد بگیر	Learn the language here Also learn how to learn the language						✓
21	زبان انگلیسی شیرین میشه وقتی شیرین درسش بدی	English becomes sweet when you teach it sweetly				✓		✓
22	توی پیجم با اصطلاح هایی که یادت میدم انگلیسی رو قورت بده	*Eat English* in my page with the expressions I teach you				✓	✓	✓
23	تا حالا دقت کردی بچه ها زبان فارسی رو چجوری یاد میگیرن؟ فقط از طریق دیدن و شنیدن و فرار گرفتن در محیط اگر محیط مناسب رو برای کودکت فراهم کنی کودکت میتونه خیلی سریع و راحت	Have you ever noticed how children learn Persian? Just by seeing, hearing, and being in the environment. If you provide a {suitable} environment for your child, your child can learn English {quickly} and {easily} like Persian. Go to the next page to tell you how	✓	✓	✓			

<p>زبان انگلیسی رو مثل فارسی یاد بگیره ورق بزن تا بهت بگم چجوری محیط رو برای کودکت فراهم کنی همین حالا سن کودکت رو توی دایرکت بفرست تا بهت بگم چجوری خیلی سریع و راحت کودکت رو دو زبانه کنی</p>	<p>to provide the environment for your child. Send your child's age in direct now to tell you how to bilingualize your child {quickly} and {easily}</p>	✓	✓	✓	✓
<p>24 میخواهی بچت قبل ۵ سالگی استاد زبان انگلیسی بشه؟</p>	<p>Do you want your kid to be an English {Master} before the age of 5?</p>	✓	✓	✓	✓
<p>25 دوستان عزیز سلام مریم هستم. حقیقتش چطور بگم زبانم در حد IM A BLACKBOARD بود هرچی خرج کردم کلاس رفته، هیچی به هیچی... دیگه داغون شده بودم، نا امید شده بودم، تا اینکه با این کانال آشنا شدم یعنی فک کنم همه ی دوستا و فک و فامیل رو کوپوندم زمین بخدا این چنل بهم زندگی دوباره داد خییییییییی عالییییییییی</p>	<p>Hello dear friends. I am Maryam. Let me tell you the truth. My English was limited to *I am a blackboard**. I spent {so much} money on classes, but no use... I was {devastated}, I was {disappointed} up to the time I got acquainted with this channel. I mean, I think I took all my friends and family down a peg or two... {My God}, this channel revived my life... {soooooooooo gooooooooood}</p>	✓	✓	✓	✓
<p>26 میدونستین که لایلا حاتمی برای جشنواره وژول فرانسه به عنوان رییس هییت داوران انتخاب شده؟ چی جوری انقدر خوب فرانسه یاد گرفته؟ فقط لینک زیر رو زده</p>	<p>Did you know that Leila Hatami has been selected as the head of juries for the Vesoul Film Festival of France? How did she learn French {so well}? She just had clicked the link below. You click on the link too, to speak French {fluently} like Leila Hatami</p>	✓	✓	✓	✓

	<p>تو هم بزَن تا مَثل لایلا حاشمی مَثل بلبل فرانسه صحیحیت کنی</p>					
27	<p>به این پیج سر بزَندید پشیمون نمیشید</p>	<p>Take a look at this page, and you will {never} regret it</p>	✓		✓	
28	<p>هنوز مَثل قبل زبان میخونی؟ دیگه روش های قدیمی فایده نداره کافیته که به پیج دکتر امامی سر بزنی تا بهت یاد بده چطور میثونی به روش NLP زبان یاد بگیری اینجوری میثونی در کمترین زمان و فقط و فقط با ۵۰۰ تومن انگلیسی یاد بگیری</p>	<p>Are you still learning the language like before???? Old methods are no longer helpful. All you need to do is to take a look at Dr. Emami's page to teach you how to learn NLP. This way you can learn English in the //shortest// time and //only// for 500 Tomans</p>	✓	✓	✓	✓
29	<p>به دلیل درخواست های مکرر شما برای آخرین بار لینک کانال رو میذارم خواهشا دیگه کسی تو پی وی در خواست نکنه هر کس بخواد جوین باشه، فقط تا امشب وقت داره تا توی دوره ۵۰۴ لغت شرکت کنه اونم به صورت رایگان</p>	<p>Due to your {repeated} requests, I shared the channel link for the last time. Please, no one else asks in PV. Anyone who wants to join only has time up to tonight to participate in the 504- words course for free</p>	✓	✓	✓	
30	<p>کافیته تا روی لینک زیر بزَندید تا در دوره آنلاین فشرده شرکت کنید پیج فاطیما رو مَشن کنید و ۵۰ تَمن تخفیف بگیرید</p>	<p>Just click on the link below to participate in the intensive/ online course. Mention Fatima's page and get a /discount/ of 50 Tomans for the course</p>	✓	✓		✓

H: Hyperbole **N:** Neologism **WW:** Weasel Word **FL:** Familiar Language

SV: Simple Vocabulary **R:** Repetition **EU:** Euphemism **HU:** Humor

G: Glamorization **P:** Potency

Table 4.4 Observation Table of Syntactic Features Used in Advertisements of Learning a Language

NO	Translation	SS	LNP	A	UI	SCL	PT	SP	AS	EL	IS
1	Filmcession <u>There is still room for you and your friend</u> <i>Act before it's too late</i>	✓	✓		✓		✓				
2	English with (pocket WhatsApp) Super functional			✓							
3	The most attractive way of learning English for children										
4	<i>Kill two birds with one stone</i> teaching the language with native accent Increasing the level of scientific language and scientific information <i>Child playing with himself</i> Increasing the child's creativity and intelligence	✓			✓						
5	<i>Start</i> with the king of bilingualism				✓						
6	Bilingual VIP center		✓								
7	<u>Everything is available</u> <i>Just start</i>				✓						
8	The beginning of the new semester along with (verb capsules) The first semester is free			✓							
9	Fast and (toxic English)			✓							
10	<i>(let's hit it)</i> Be the king of English grammar <i>(what to hit?)</i> Are we making a mistake? (What exactly should we hit?)	✓		✓	✓					✓	

	<p><i>(It means don't hit?)</i></p> <p>So, what is the solution now? Being a king has its own principles And I will tell you its principles in the Igram course</p>			
11	The coolest free course	✓		
12	This offer is about to expire certain and super-rare English language training With a new and innovative method By increasing brain function and hypnosis In hundred days with an international degree One hundred percent guaranteed With a money back guarantee in case of dissatisfaction			
13	The first specialized American accent course in Iran	✓		
14	I will teach you practical everyday English The first story-oriented bilingual application	✓		
15	The first page of children's English language education Let's learn English with simple structures			
16	Here you will learn grammar and conversation from the basics with pleasure <i>[It's] never too late to start</i>	✓	✓	✓
17	<i>Find your level</i> <i>Find your purpose</i> <i>Start</i> English = springboard to remarkable success	✓	✓	
18	<i>I learn to make you learn</i>	✓		✓

19	Welcome to our language hut			
20	Learn the language here Also learn how to learn the language		✓	
21	English becomes sweet when you teach it sweetly			
22	(Eat English) in my page with the expressions I teach you	✓	✓	✓
23	Have you ever noticed how children learn Persian? Just by seeing, hearing, and being in the environment. If you provide a suitable environment for your child, your child can learn English quickly and easily like Persian. Go to the next page to tell you how to provide the environment for your child. Send your child's age in direct now to tell you how to bilingualize your child quickly and easily		✓	
24	Do you want your kid to be an (English Master) before the age of 5?		✓	
25	Hello dear friends. I am Maryam. Let me tell you the truth. My English was limited to ('I am a blackboard'). I spent so much money on classes, <i>but no use...</i> I was devastated, I was disappointed up to the time I got acquainted with this channel. I mean, I think (I took all my friends and family down a peg or two)... My God, this channel revived my life... soooooooooo gooooooooood.	✓	✓	✓
26	Did you know that Leila Hatami has been selected as		✓	✓

	<p>the head of juries for the Vesoul Film Festival of France? How did she learn French so well? She just had clicked the link below. You click on the link too, to speak French fluently “like” Leila Hatami.</p>				
27	<p>Take a look at this page, and you will never regret it</p>	✓			
28	<p>Are you still learning the language “like” before???? Old methods are no longer helpful. All you need to do is to take a look at Dr. Emami’s page to teach you how to learn NLP. This way you can learn English in the shortest time and only for 500 Tomans</p>	✓		✓	
29	<p>Due to your repeated requests, I shared the channel link for the last time. Please, no one else asks in PV. <i>Anyone who wants to join</i> only has time up to tonight to participate in the 504-words course for free</p>	✓	✓	✓	✓
30	<p>Just click on the link below to participate in the intensive online course. Mention Fatima’s page and get a discount of 50 Tomans for the course</p>	✓	✓	✓	

SS: Short Sentence LNP: Long Noun Phrase A: Ambiguity UI: Use of Imperative

SCL: Simple and Colloquial Language PT: Present Tense SP: Syntactic Parallelism

AS: Association EL: Ellipsis IS: Incomplete Sentence

4.2 General evolution of linguistic features

It is confirmed that the use of hyperbole feature primarily illuminates the advertisers' overmuch view of the product's particularity, presenting new things and clearing up the effects of using them. The consumers reason exaggeratedly that the outstanding feature cannot be found elsewhere. Hyperbole is used in 23 out of 30 advertisements which is the most frequent linguistic feature. The word first was one of the prevailing hyperbole words being used in advertisements of learning a language, such as the first specialized American accent course in Iran. The other words such as super, quickly, easily, effective, remarkable, and the like also brought the use of hyperbole to light, which came forth in 44 dissimilar words in the advertisements.

A weasel word proposes a meaning which is not clear-cut or unequivocal. Weasel words are used in 18 out of 30 advertisements with words such as provide, helpful, certain, suitable, and so forth, which were shown up in 27 dissimilar words, as in certain and super-fast English language training, with a new and innovative method. Familiar language is the third most frequent linguistic feature employed in 16 advertisements, whereas I and You are the most frequent pronouns used 11 and 14 times, respectively. Advertisers use imperative language when they want the consumers to act or do something, such as buying and using their advertised product. It has been used in 14 advertisements, such as take a look at this page, and you will never regret it. Potency feature was used in 11 advertisements, which are the words being able to offer a new value, novelty, or immediacy. Potency was used by the advertiser to expound the unrivalled value and also the fruit of using their products. The most frequent potency words are first, only, and increasing, such as the first story-oriented bilingual application.

On the other hand, incomplete sentences, syntactic parallelism, and euphemism were not used in the advertisements. Neologism is used twice, making filmcussion which is made with film and discussion, and igram, which is made of I and grammar. Humor is used just once; in the sentence let's hit it, which is viral on social media about a mosquito who wants to sting and says, let's hit it funnily, and simple and colloquial language is used just tonce, using it's instead of it is.

4.3 Persuasive techniques used in advertisements of learning a language

To investigate the persuasive techniques in advertisements, Rank's (1988, p. 10) persuasive formula for advertisements of persuasive discourses is utilized. This formula comprises five components which are:

1) Attention-getting, 2) Confidence-building, 3) Desire-simulating, 4) Urgency-stressing, 5) Response-seeking, and the advertisements are classified in the table.

Table 4.5: Persuasive Techniques in Advertisements of Learning a Language

No	Attention-getting	Confidence-building	Desire-simulating	Urgency-stressing	Response-seeking
1					✓
2	✓		✓		
3			✓		
4		✓			
5		✓			
6	✓	✓			
7	✓				
8	✓				✓
9			✓		
10		✓			
11			✓		
12		✓		✓	
13	✓		✓		✓
14		✓	✓		
15			✓		
16		✓			
17			✓		
18	✓				
19	✓				
20		✓			
21		✓			
22		✓			
23	✓	✓			
24	✓				
25	✓		✓		
26		✓			
27		✓			
28			✓		✓
29				✓	✓
30					✓

4.4 General Evolution of Persuasive Techniques

The research data encompassed 30 persuasive Telegram, Facebook, WhatsApp, and Instagram advertisements during the first three months of 2022. The text of all posts (including words, sentences, paragraphs, etc.) was attentively reviewed, and the data was classified under categories based on the persuasive formula of Rank (1988). The number of posts for each classification was enumerated, and the results are exposed in view in Table 4.6.

Table 4.6: The Results of the Data Classification Based on Rank (1988)

Classification	Attention-getting	Confidence-building	Desire-simulating	Urgency-stressing	Response-seeking
Number	9	12	10	3	5

By investigating the data, it was found that attention-getting is used nine times in advertisements, and 12 advertisements were situated under the confidence-building classification, gaining the highest rate among the other types of advertisement. The number of desire-stimulating and urgency-stressing advertisements was 10 and 3 respectively, which gained the lowest rate among the advertisements. Last but not least is response-seeking advertisements which were 5. The frequency of the persuasive techniques used in the advertisements of learning a language if we consider the expected frequency 100% percent, the gained percentages are shown based on chi-square in the pie chart 4.1.

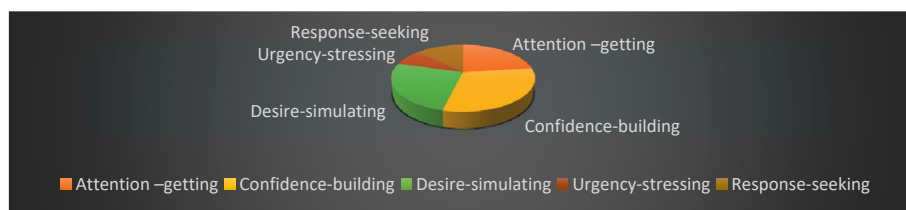


Figure 4.1. Pie Chart of Frequency Percentage of Data Classification

4.5 Thematic Analysis of the Advertisements

The final procedure was classifying the advertisements based on the created themes of the researcher. They are as follows:

- 1) The linguistic features used to exaggerate products' superiority
- 2) The linguistic features used to introduce new products
- 3) The linguistic features used to explain the effects of using the products
- 4) The persuasive techniques used to persuade consumers to buy new products
- 5) The persuasive techniques used to compete with other products
- 6) The persuasive techniques used to manage the products' existence

Table 4.7; Thematic Analysis of the Advertisements

NO	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
1		✓		✓		
2	✓			✓		
3	✓			✓		
4			✓		✓	
5	✓			✓		
6	✓			✓		
7			✓	✓		
8		✓		✓	✓	
9	✓			✓		
10	✓			✓		
11	✓			✓		
12	✓	✓		✓		
13	✓			✓		
14		✓	✓	✓	✓	
15	✓			✓	✓	
16			✓	✓		
17	✓			✓		
18		✓		✓		
19		✓		✓		
20		✓		✓	✓	
21			✓	✓		
22	✓		✓	✓		
23	✓	✓		✓		
24	✓			✓		
25	✓			✓	✓	
26	✓			✓		
27	✓			✓		
28	✓	✓		✓	✓	
29	✓		✓	✓	✓	✓
30	✓		✓	✓	✓	

4.6 General Evolution of Thematic Analysis

The research focalized on linguistic features and persuasion techniques used in advertisements of learning a language, whereas the first three themes answer the first research question about the linguistic features, the rest three themes answer the second research question about persuasion techniques.

1. The Linguistic Features Used to Exaggerate Products' Superiority

Magnetizing the consumers is one of the motives of advertising. Three frequent linguistic features were applied aiming to hyperbolize the products' superiority, appearing many times in 30 advertisements of learning a language. The advertisers exaggerated the supremacy of the products by hyperbole feature 24 times, potency feature 19 times, and weasel words feature 17 times, examples of which are used in sentences exaggerating products' superiority as follows:

The most attractive way of learning English for children/ This offer is about to expire/ Certain and super-fast English language training/ With a new and innovative method/ By increasing brain function and hypnosis/ In hundred days.

2. The Linguistic Features Used to Introduce New Products

Advertisers envisage to familiarize the consumers with their products, whether the product is newfangled or longstanding. Thus, four frequent linguistic features were used to present the new products, through hyperbole feature 5 times, potency feature 9 times, long noun phrase feature 5 times, and weasel words 10 times. Below are the examples of these linguistic features in introducing new products: The first specialized American accent course in Iran/ The first story-oriented bilingual application.

3. The Linguistic Features Used to Explain the Effects of Using the Products

Advertisements are made to bring the readers around to the idea of purchasing a product, by electing the most felicitous and ravishing words to build consumers' belief in consuming the products, appeared through linguistic features as hyperbole 2 times, potency feature 7 times, and

simple vocabulary feature 11 times. Here are examples of these linguistic features:

Kill two birds with one stone/ Teaching the language with native accent/ Increasing the level of scientific language and scientific information/ Child playing with himself/ Increasing the child's creativity and intelligence.

4. Persuasive Techniques Used to Persuade Consumers to Buy New Products

There were nine advertisements to set the new products in motion, mostly using the word new to permeate the recently released product. Below the persuaded consumers are convinced to buy a new product through advertisement:

The coolest free course/ The most attractive way of learning English for children.

5. Persuasive Techniques Used to Compete with Other Products

The products are primarily advertised to contest a seat in the market and compete with other brands or products (Kleppner, 1986), which is applied utilizing persuasive techniques to compare the product with other products, as presented below:

This offer is about to expire/ certain and super-fast English language training/ With a new and innovative method/ By increasing brain function and hypnosis/ In hundred days/ With an international degree/ One hundred percent guaranteed/ With a money back guarantee in case of dissatisfaction.

6. Persuasive Techniques Used to Manage the Products' Existence

When the advertised product has already been well known by the consumers, it insinuates that the advertisers just preside over the existence of the product by advertising. There was only one advertisement managing the popular product by advertising as follows:

Due to your repeated requests, I shared the channel link for the last time. Please, no one else asks in PV. Anyone who wants to join only has time up to tonight to participate in the 504-words course for free.

5. Conclusion

In fact, the specific features of the Internet and social media applications are making the employment of integrated online marketing both inevitable and efficient for everyone. As to Gurau (2008), the online marketing environment advances a series of opportunities and challenges for social media marketing practitioners, whether they are the benefit-seekers or the addressees, so as to this research, the general findings can be summarized as:

- 1) The advertisers have used five linguistic features in advertisements of learning a language over and over again, namely, hyperbole, weasel word, familiar language, use of imperative and potency. They make the advertisement more productive and the consumers can catch the message more straightforwardly,
- 2) Advertisers have used desire stimulating and confidence building more frequent as the persuasive techniques to prompt the consumers to buy new products and to compete with other products,
- 3) Advertisements of learning a language have used persuasive techniques to persuade consumers to use new products,
- 4) Advertisements of learning a language are mostly well-thought-out, sensible, and comprehensible.

The present research has investigated the linguistic features and the persuasive techniques in advertising posts on social media, and what is evident as to the specific findings of the research, is that the advertisers and benefit-seekers are aware of these features and techniques and create the advertisements based on the Iranian audiences, Iranian society and culture, beliefs, values, concerns, needs, and desires. In other words, the content of the messages and posts are deliberately or better to say wittily designed by recognizing the individual and social needs of the Iranian audience.

Linguistic features, through lexical and syntactics features, persuasive or dissuasive advertising messages through attention-getting, confidence-building, desire-simulating, urgency-stressing, and response-seeking tech-

niques stimulate the emotions and control and guide the audiences' minds by promising quick, short-term, and miraculous solutions for success. This type of persuasion or may sometimes be dissuasion reflects the present situation, mind map, or utopia for the Iranian society who are day to day getting closer to materialistic world view.

The results are of use for all social media practitioners, the consumers and the advertisers, to get acquainted with media literacy and have sufficient knowledge about the nature, mechanism, and function of social media and social networking; as facts and realities are intertwined with rumors, lies, and manipulation of information on social media. Therefore, the consumers are better to be vigilant about the misguides on the way of choosing a product through advertisements, on the other hand, the advertisers should be aware of the linguistic features and persuasive techniques to make the most effective advertisements, not to fall behind in the realm of advertisements.

All in all, the future of advertising is defined with new technologies such as neuromarketing, data mining, and Search Engine Optimization (SEO). Neuromarketing helps learn the processes in the brain through a scientific point of view about the marketing and determining what needs to train for the most effective drive. Data mining steers offering the product almost individually to every consumer, by forming a feeling of personalization, which is invaluable in the world of high competition. SEO, as an online marketing strategy, is the procedure of refining the quality and quantity of the websites traffic as an artificial intelligence. It brings to bear the process of search engines, the computer-programmed algorithms dictating the search engines' behavior, the things being searched, the keywords in search engines, the search engines being chosen by intended audiences. These audiences can then potentially be converted into customers. Therefore, artificial intelligence empowers social media marketers to get closer to their audiences and grasp their priorities, targeting their advertisements in a superior way and create more expert contents.

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