A LINGUISTIC STUDY OF ONLINE EDUCATIONAL ADVERTISING AND ITS EFFECTIVENESS ON STUDENTS IN DISTRICT VEHARI, PAKISTAN

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ABSTRACT

This paper examines the role of linguistic and persuasive components in online and electronic educational advertisement in perception and enrollments of the students. The increasing reliance on digital marketing in higher education necessitates an understanding of the linguistic and persuasive strategies employed in online and electronic educational advertisements. Such advertisements play a critical role in shaping students' perceptions, motivation, and enrollment decisions. The present study aims to investigate the impact of linguistic features, rhetorical appeals, and visual elements on university students' attitudes toward educational advertisements. The strategic use of language and emotional appeal in digital marketing significantly enhances user engagement and persuasive effectiveness (Al-Subhi, 2022). A qualitative research design was adopted, involving a purposive sample of 50 ESL students enrolled in their first semester at a university level in district Vehari, Pakistan. Semi-structured interviews were conducted to explore participants' responses to online educational advertisements, focusing on perceived clarity, emotional resonance, and credibility. Data was analyzed through Nvivo (v.12) thematically to identify patterns in linguistic and visual strategies that influenced student engagement and decision-making. The findings indicate that 78% of participants responded positively to advertisements utilizing imperative verbs, direct second-person pronouns, and emotionally resonant language. Visual and narrative content that was realistic and relatable enhanced credibility for 64% of respondents, whereas exaggerated claims or overly formal language decreased trust for 42% of students. Overall, clarity, simplicity, and personalized messaging emerged as critical factors in increasing engagement and motivating enrollment. In conclusion, the study demonstrates that educational advertisements are most effective when they employ truthful, person-centered, and emotionally engaging language supported by visually appealing content. These findings suggest that higher education institutions can optimize student recruitment by strategically integrating linguistic and visual elements that enhance both credibility and persuasive impact.

Keywords; Linguistics persuasion, online educational advertisements, electronic media advertising, persuasive language.

Introduction

Electronic and online educational advertising has been found to be an effective way of reaching and interacting with students in the fast changing digital age. The assimilation of linguistic tactics in the digital marketing campaigns has redefined the way the institutions of learning share value, identity and credit with potential learners. Due to the growing overlap between education and technology, it is important to understand the linguistic elements of what make online advertising convincing in determining its ability to work. Not only tone, lexical or discourse form, but also linguistic elements serve not as a detail of aesthetics anymore; this is the core of delivery of educational messages, its creation, and perception (Adejobi and Adejobi, 2023).

The research has highlighted that further studies that have been done depict language of advertising as having a pedagogical part as opposed to its commercial intent. According to Bozhko (2025), the advertising language is a powerful educational method and a motivation, as it affects the way learners comprehend and react to the educational content. Linguistic creativity, clarity and emotional resonance in the context of online environment plays a crucial role in keeping the learners to stay attentive and engage them. Furthermore, the spread of personalization which is facilitated by AI is an opportunity that has made it possible to use advertisements that are more tailored and linguistically adaptive, thus enabling institutions to adjust their message to linguistic preferences and cognitive styles of various groups of students (Danish et al., 2025).

Online educational advertising is also effective based on the way language interrelates with the perceptions, aspirations and social contexts of the students. Word-of-mouth and peer-driven communication systems, which are led by electronic communication, enhance even more the persuasive force of linguistically designed messages (Ismail, 2025). Therefore, linguistic analysis presents a critical perspective of analyzing how digital educational advertisements shape meanings and shape part of decision-making in students. Thus, the proposed research will analyze the language aspects of online and electronic education advertisement and how language application influences student interest, confidence and decision in the virtual education market.

Online Behavioral Advertising (OBA) is a trend that has taken a leading place in the modern context of digital marketing. It is the organized follow-up and tracking of the online behaviors of users in order to create custom-made ads that resonate with their personal interests and behavioral patterns (Boerman et al., 2017). Using both user data and algorithmic understanding, OBA aims at making digital ads more relevant and persuasive, and in the process, changing the way users perceive, prefer, and make decisions. The linguistic, narrative, and visual elements integrated in online advertisements are important determinants of effectiveness of online advertisements. The effective manipulation of persuasive language and semiotic features in addition to gaining attention of the users influence the cognitive and emotional response to the advertised content. Although digital advertising has grown at a high rate and has clearly influenced consumer behavior, a lot of research has not been conducted on its discursive and rhetorical aspect, especially in the educational field. This history streamlines the long-term academic concern regarding the interpretation of advertising mediating the common opinion and shaping the social attitudes. In that regard, the given research project will focus on analyzing the language and persuasive power of electronic and online advertising and its influence on the beliefs and enrollment choices among students. This study by deconstructing the discourse of educational advertisements entails a better comprehension of how digital communication patterns create a meaning, influence through emotions, and direct the academic decisions in the modern educational context.

Research Problem

With the fast expanding digital world, learning institutions are using online and electronic advertisements to attract and interest students. Although substantial resources have been directed towards digital marketing due to the use of digital marketing strategies, few studies have determined the impact of the same on students in relation to their perceptions, attitudes, and academic decisions. The effectiveness of online media, which includes social media campaigns, targeted advertisement, institutional sites or email marketing, all differs among students and thus produces different results. This lack of knowledge can become a problem to the institutes who want to shape linguistically compelling and effective digital campaign. Thus, the issue of the role of the linguistic properties of online and electronic educational advertisements on the engagement, motivation, and choice of students should be addressed, to determine the main aspects that influence their efficiency and diversity.

Research Objective

1. To explore the perceived effectiveness of linguistic features in online and electronic educational advertisements on students' motivation, engagement, and academic decision-making.

Research Question

1. How do students perceive the effectiveness of linguistic features in online and electronic educational advertisements in influencing their motivation, engagement, and academic decision-making?

Significance of Study

The most important digital marketing strategy is influenced by educational institutions to persuade students in the Vehari district, as it affects students' perceptions, decisions, and obligations. The most important points are; Online and electronic advertising (social media, Facebook, Instagram, TikTok, WhatsApp, Email Campaign, websites, digital brochures) play keyhole, especially when choosing competitive globalized education market. These ads influence student perceptions in terms of institutional reputation, quality, innovation, and general appeal that affect both current and potential students. Understanding persuasive effects can help institutions adapt to the news to encourage positive behaviors such as application, registration, participation in webinars, and participation in academic events. This study not only contributes to the fields of applied linguistics and educational marketing but also offers practical insights for educators, marketers, and policymakers seeking to design ethically persuasive and impactful educational content that resonates with students in an increasingly digital world.

Literature Review

Linguistic analysis in the context of online education advertisement has been highlighted as scholars attempt to unravel the extent to which linguistic aspects determine the perception and preference of students. As Adejobi and Adejobi (2023) claimed, digital advertising integrates phonological and stylistic schemes that improve the memorability of the message and the emotionally appealing effect, which helps to achieve sustainable consumer education. In a similar vein, Bozhko (2025) points out that advertising language also works as a pedagogical tool in learning the English language, which supports the view that the persuasive language in instructional classes can both inform and educate. These results indicate that the discursive decisions, including rhythm, repetition, and lexical framing, are influential predictors of the effectiveness of the message in educational marketing. In addition, the growing dependence on electronic media platforms has led to the need to change the nature of language styles in line with the changing digital literacy and communicative demands of the students.

The technological and psychological facets of the marketing of online education has also been discussed in recent scholarship. In their article, Danish, Akhtar and Imran (2025) present an AI-based personalization framework, involving the use of linguistic data to deliver the message to students based on their preferences, enhancing the recruitment and retention rates. This customization improves a sense of relevancy and trust, which further develops the communicative relationship between the institutions and the prospective learners. Moreover, Ismail (2025) also introduces another linguistic and social phenomenon that influences the behavior of students when choosing a university to attend: electronic word-of-mouth (eWOM). Collectively, these works highlight the overlap of linguistics, technology, and educational

marketing and its use as the means by which as well as a creation of the digital identities of institutions and learners in the competitive educational market.

It has been proven in past studies that online and electronic advertising have a great impact on consumer attitudes, purchase intentions, and the behavioral results in a variety of situations. According to Gaber et al. (2019), online advertising can be considered more relevant than an offline one because it can be behaviorally targeted and provide real-time analytics. In the same manner, Ashraf, Rehman, and Maseeh (2021) showed that YouTube advertisements influence the intentions to purchase products among students in Pakistan in a positive way basing on the entertainment, informativeness, and personalization.

Multiple researchers, such as Kushagra (2019) and Hamdi and Khemakhem (2019) pointed out that informativeness, credibility, and entertainment have a positive effect on consumer attitudes, whereas irritation has a negative impact. Research in Nigeria (Lateef and Zekeri, 2020) and Tunisia proved the continuous effect of digital advertising means such as email, mobile, and social media marketing on consumer decision-making. It has also been found that digital advertisements promote emotional involvement and brand interaction with younger consumers (Battista and Curmi, 2021; Aaraujo et al., 2022).

Digital platforms like YouTube, Instagram, and TikTok are now must-have tools in the communications and branding domain in the educational field (Maria et al., 2020; Siti Zaiton Mohd Dali et al., 2024). The findings of Kusumawati (2019) and Krishnamoorthy and Srimathi (2019) have highlighted that digital marketing is on the increase and used by many students to seek information about the university before joining it. Moreover, a study by Moghaddam and Esmaeilpour (2023) suggested the use of persuasive linguistic strategies, including reciprocity, scarcity, and emotive language, as the prevalent ones in educational adverts, but the direct connection between these linguistic strategies and student behavior has scarcely been studied empirically.

The engagement and academic interest are also affected by the design, visual appeal, and quality of messages used in advertisements, which are further suggested to be of a great significance through experimental and regional studies (Surahmat et al., 2023; Al-Abdi et al., 2024). Nevertheless, in as much as the digital media has been clearly shown to affect the academic perception and choice of students, there has been a scant scholarly focus on the linguistic and rhetorical aspects of online educational advertisements.

Identification Of Research Gap

Although current literature can verify a high impact of internet advertisement on consumer behavior in various cultural and regional contexts, there are still some gaps in the context of the same. First, a vast majority of the literature is devoted to commercial and consumer-related advertising, little or no attention is paid to the educational advertising and its influences on the enrollment choice of students. Second, the studies conducted previously focus mostly on purchase intention and not on academic decision-making, so the persuasive processes in educational settings have not been studied well. Third, in spite of the fact that advertising value models demonstrate the importance of the informativeness, authority, and entertainment, the linguistic and semiotic devices incorporating emotional appeals, authority statement, and imperative language that contribute to the persuasiveness of educational advertisements are not investigated. Also, although the subject of advertising literacy has been studied in children and adolescents, little is known regarding the way young adults in higher education perceive and critically react to the persuasive messages in online campaigns.

Lastly, in Pakistani higher education setting, there is little empirical research regardless of the pace of adoption of digital marketing in recruiting of students and marketing of institutions. Thus, the current study aims at filling these gaps by researching the linguistic, rhetorical, and discourse strategies used in online and electronic educational advertisements and how they affect the perceptions, attitudes, and enrollment intentions of the students.

Theoretical Foundation

This study is theoretically grounded in both classical and modern approaches to persuasion, media use, meaning-making, and discourse, providing complementary lenses for analyzing online and electronic educational advertising and its impact on students. Drawing on Aristotle's classical theory of persuasion ethos, pathos, and logos it explains how educational institutions build credibility, evoke emotions, and present logical appeals to attract students. The Elaboration Likelihood Model (Petty & Cacioppo, 1986) further clarifies how students process advertisements either through a central route, focusing on content and outcomes, or a peripheral route, influenced by visuals and emotional cues. The Uses and Gratifications Theory positions students as active participants who engage with educational advertising to fulfill personal, academic, and social needs. Semiotic theory, as developed by Saussure and Barthes, aids in decoding the symbolic meanings of visuals, slogans, and imagery that represent success, modernity, and opportunity. Finally, Critical Discourse Analysis (Fairclough, 1995) uncovers how language in educational advertisements constructs authority, aspiration, and broader ideologies such as globalization and competitiveness. Together, these theories offer a multidimensional understanding of how language, symbolism, and persuasion shape students' perceptions and decisions.

Conceptual Framework

This study builds its conceptual framework by integrating three interrelated dimensions: linguistic strategy, digital personalization, and student response in the context of online educational advertising. Research on digital advertising language highlights how persuasive linguistic devices—such as emotive appeals, rhetorical modes like ethos/pathos/logos, and youth-oriented code-mixing—create trust, engagement and relevance in target audiences. (Amjad & Hashmi, 2023; Mansor, 2021). At the same time, studies in educational marketing demonstrate that digital personalization (e.g., adaptive content, data-driven segmentation) enhances student engagement and decision-making in online learning contexts (Agrawal et al., 2022). Moreover, work on social-media driven marketing for student recruitment underscores how linguistic cues embedded in digital platforms influence students' perceptions of institutional credibility and attractiveness (Zhao, Ren, & Tang, 2024). Together, these strands inform a model in which the **linguistic features** of online educational adverts (tone, lexical choice, rhetorical structure) interact with **digital personalization mechanisms** (tailored messaging, algorithmic adaptation) to shape **student responses** such as engagement, trust, and choice behaviour.
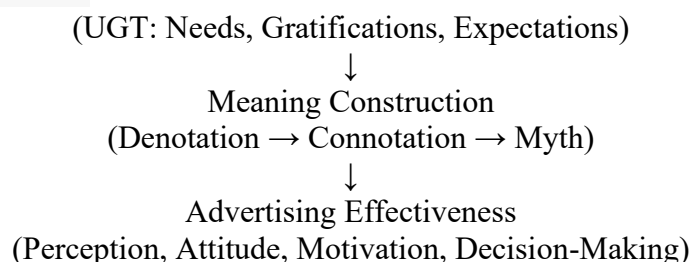
This study's conceptual framework integrates classical and contemporary theories Persuasion Theory, the Elaboration Likelihood Model (ELM), Uses and Gratifications Theory (UGT), Semiotics, and Critical Discourse Analysis (CDA) to examine how online and electronic educational advertisements influence students' perceptions and decisions. It explains that advertising messages employ linguistic, semiotic, and persuasive strategies based on credibility (ethos), emotion (pathos), and logic (logos), which are processed through central and peripheral cognitive routes. Students, as active audiences, interpret these messages to fulfill informational and motivational needs (UGT), while semiotic analysis reveals layers of meaning denotation, connotation, and myth within the advertisements. CDA further uncovers how these discourses reflect institutional power and social values. Together, these theories outline how students' interpretations of advertising messages generate meanings that shape their perceptions, motivation, and judgments about educational choices.

Conceptual Framework Diagram.

Advertising Strategies (Persuasion: Ethos, Pathos, Logos + ELM: Central/Peripheral routes + Semiotics: Signs, Symbols, Metaphors + CDA: Ideologies, Power Relations)

↓

Message Interpretation by Students

(UGT: Needs, Gratifications, Expectations)
↓
Meaning Construction
(Denotation → Connotation → Myth)
↓
Advertising Effectiveness
(Perception, Attitude, Motivation, Decision-Making)

Methodology

The study design offered a clear and systematic explanation of the research since the qualitative design was adopted to explore the research hypothesis about the influence of online and electronic learning advertisements on the academic decisions of students. This research has utilized depth and breadth by triangulation, qualitative research questions in order to have validity and reliability. The sample size was the university students in the District Vehari aged between 16-22 years old in the University of Education, COMSATS University (Sub campus Vehari), the Superior Group of Colleges and the Leads Group of Colleges enrolled in first semester. Purposive and snowball sampling methods were employed to sample 50 respondents in the qualitative research based on accessibility and relevance. Primary data were collected using semi-structured and structured interviews on perceptions attitudes and experiences about advertisements of online education. The researchers personally visited these mentioned institutes to collect data through interview from the selected students. NVivo software was used for thematic analysis identified key themes such as emotive language, credibility appeals, learning flexibility and institutional prestige (Braun and Clarke, 2006). In general, the methodology was a comprehensive and legitimate perspective of the language techniques of persuasion applied to educational advertisements and its impact on students' perceptions and decision making.

Data Analysis

In this section the researcher has done qualitative analysis through Nvivo v.12. The data collected through interview an open-ended questionnaire than decoded it into software and did thematic analysis of the collected data. The analysis has divided into interview questions. The obtained data provides insights into the participants' perspectives and opinions of online and electronic Advertisements and Its Effectiveness on Students. The collected data is displayed in tables that exhibit the various topics, codes, sub-codes, and the frequency of replies. The interview questions of the participants are provided with a comprehensive analysis. The identities of the participants are kept undisclosed. The participants are assigned pseudonyms ranging from P1 to P10.

Interview Question 1

Have you been exposed to internet or online adverts by institutions of learning? What is one of them that you recall?

Table 1

Theme	Code	Subcode
Exposure to Ads	General Exposure	All participants reported seeing educational ads
Platform Recognition	Coursera	YouTube ads
	Other Platforms	Instagram, google ads, facebook, etc.
Perception of Ads	Positive Reception	Motivating, informative, encouraging skill-building

Theme	Code	Subcode
Ad Impact	Negative Reception	Too promotional, lack of detail
	Inspired Action	Explored online courses after seeing ads
	No Action Due to Skepticism	Ads were repetitive or unhelpful
Content Appeal	Features of Ads	Flexibility, affordability, career-readiness
	Emotional or Social Impact	Encouragement, inspiration, empowerment

Thematic analysis of the responses given by participants to the question where the exposure to online education adverts was mentioned indicated that some major patterns existed. Every participant has noticed adverts over the internet by educational centers and incorrectly still Coursera was the most mentioned app, specifically on YouTube. There were other platforms including Instagram, google ads, facebook, etc, which have also appeared frequently and mostly viewed on social media platforms like Facebook and Instagram. It shows the number of online studies marketing activities of educational platforms in different ways.

The perception of the ads by the participants was different. A large proportion (39 of 50) had a favorable perception, with more indicating it was due to benefits such as flexibility, affordability and prospects of career growth. Such individuals were usually motivated to listen to or look at courses being sold by the platforms they were watching advertisements on. Conversely, there were two respondents that expressed dislike towards some of the ads, citing them as being too repetitive or not informative. Interestingly even among the detractors a sense of the presence and influence of these advertisements could be discerned, proving that marketing comes through even when this effect is not always persuasive.

In general, the responses emphasize the fact that online educational advertisements are very conspicuous and frequently effective in catching the students attention. They help in enlightenment of alternative and flexible forms of learning especially in the professional development and imaginative skills. The majority of the participants were influenced in a positive or motivated to read more about the advertized platforms. This can be connected to study that educational advertising with a proper targeting and visual appeal can influence the choices of students committing to online learning tools in a significant matter (Kurucova et al., 2018).

Interview Question 2

How do you generally feel about such advertisement?

Table 2

Theme	Code	Subcode
Positive Perception	Informative & Time-Saving	Quick access to course info, dates, scholarships
	Clear Messaging	Visuals, videos, straightforward language
	Motivating Tone	Encouragement, inspiration, action-oriented language
	Accessibility & Relevance	Appeals to career goals, affordability, convenience

Theme	Code	Subcode
Negative Perception	Overpromising & Misleading	Unrealistic promises, deception
	Lack of Informational Depth	Too promotional, flashy, lacking real facts

According to the thematic analysis of answers to this question, it becomes evident that most of the respondents (40 out of 50), in general terms, have a positive opinion about the educational advertisements online. Some of them (P1, P3, P5, P6, P7, P20, P30, P50) did mention that such advertisements are informative, stylish and even emotional. Participants noted that these advertisements can frequently assist them in learning about educational opportunities that they wouldn't find in other settings, noting the influence of concise videos, appealing imagery and convincing language in rendering the advertisements compelling. This can be seen as an indication of considerable value on digital methods of communication that focus on efficiency and interaction with the users.

Some of the participants also indicated that such advertisements attract student concerns, which include flexibility, affordability and career building. Overall tone of the following advertisements has been characterized as motivating where there was good deep use of keep doing action oriented language that goes out to force a student to look into online education opportunities or seek them. It seems that the ads are effective especially in delivering value easily and expeditiously, thus being considerate of the needs of contemporary students, who have to work with fast-paced digital settings.

Even though the overall attitude is good, two participants (P20, P40) raised the issue that some advertisements are too promotional and deceptive, suggesting that they are not sufficiently transparent and claim things that are farfetched. Nevertheless, the overall outcomes suggest that the majority of the students tend to believe that online educational advertisements are appropriate and useful as the way of communication in the digital learning environment. This corresponds to the studies by Komochkova and Ikonnikova (2019), who highlight the growing efficiency of the current online platforms and digital technologies in higher education institutions in the U.S. in the language teaching field.

Interview Question 3

Have you ever been influenced in any of your academic options by any online or electronic educational adverts (e.g. choice of course, university or college)? How?

Table 3

Theme	Code	Subcode
Positive Influence	Course Awareness	Discovering new courses or programs
	Motivational Messaging	Flexible learning, certification benefits
	Career Prospects	Highlighting job opportunities and success stories
No Influence / Distrust	Reliance on Trusted Sources	Preference for friends, teachers, or official websites

Most respondents admitted that internet educational advertisements positively contributed in their choice of education. One of the effects was the general awareness of certain courses or programs that participants would have not otherwise been exposed to, like a digital

marketing or creative writing courses. These ads offered very important facts like description, length, costs, and scholarship of the course that inspired the people to think of it or join this. Other factors which were considered to influence were motivational messages in advertisements. Online learning opportunities, certifications accepted in any industry and testimonials of former learners were also described as the compelling factors motivating participants to take a particular academic path.

Besides, a small number of respondents stated that advertisements with career opportunities and stories of success had crucial influence on their choice. Educational efforts such as these served to bridge the gap between educational possibilities and practical results, such as job placements or career alteration, making them more credible and interested in taking part in programs advertised. On the other end of the spectrum, some of the participants stated that they mistrusted or had insignificant influence of advertisements. These respondents were eager to use the suggestions of friends, teachers or official university websites instead of internet advertisements, considering them more as stand-out than reliable means of academic choice.

According to the findings, online educational advertisements are relatively effective in influencing students into making their academic decisions by raising awareness and offering motivating information, particularly when they add flexibility, certifications and career relevance to the advertisement. Nevertheless, trust is a vital consideration since not all students are ready to rely on advertisements and are still ready to make final decisions using traditional sources that have become or that are trustworthy. This is consistent with the work of Komochkova and Ikonnikova (2019), who point to the importance of digital platforms and create online content to influence higher education learners in the United States through the synthesis of a well-designed sense of clarity, trustworthiness, and involvement in the educational marketing process.

Interview Question 4
How do you believe these adverts influence the decision making of the students as opposed to other sources (e.g. friends, teachers, family)?

Table 4

Theme	Code	Subcode
Significant Influence	Exposure to New Options	Introduce new courses, schools, or opportunities
	Visual & Emotional Appeal	Use of visuals, success stories, and clear, targeted info
	Accessibility & Up-to-date Info	Provide timely, flexible, and relevant education info
Limited Influence	Preference for Trusted Sources	Rely more on advice from friends, teachers, and family

Another remarkable fact seen in the majority of the respondents is that advertisements on the Internet influence their education choices greatly. The first one is that advertisements also expose students to new courses, institutions, or opportunities which otherwise would not have been offered by the traditional sources (friends or relatives). These advertisements widen the possibilities spectrum and sometimes they even change the students attitude towards learning.

It is also true that their persuasiveness is also created by the visual and emotional appeal of the advertisements. Ads provide students with more immediate and motivational impact and assistance than traditional advice by using reflective narratives, compelling visuals, and

straightforward and targeted reach. This convincing format tends to emphasise the aspects of scholarships, flexibility and career outcomes, which are very important issues that affected the students in their decision making.

In addition, the advertisements avail ready, updated information possibly not available to the family or the teacher. Digital ads are timely and convenient, therefore, enabling students to research more creative and versatile ways of learning effectively, improving decision-making.

Conversely, other respondents claimed the effect of advertisements on their ultimate academic choices to be of a smaller magnitude with a critical role played by supposed reliable people including family members, teachers, and close friends. These people give first-hand knowledge and experience-based guidance that some students typically hold in higher regard than marketing content, particularly when it comes to making potentially noceous academic decisions.

The results suggest that although the trusted sources should not be neglected in the process of academic decision-making, online educational advertising is essential as the complement to the former functions, as it expands the awareness levels and offers highly descriptive information, convincing in its message and arousing people to transition into the phase of investigation. Such a duality is in sum active insights of Komochkova and Ikonnikova (2019), who write about how contemporary digital educational advertising effectively appeals to the aspirations of students eliciting both knowledge and emotions, thereby shaping the way modern students approach educational activities in addition to society generally.

Interview Question 5
What do you consider to be the effectiveness of an online educational advert?
Table 5

Theme	Code	Subcode
Clarity & Information	Clear & Complete Details	Courses, fees, scholarships, transparent info
Visual Appeal & Attention	Eye-catching & Simple Design	Attractive visuals, grabs attention quickly
Call to Action	Strong Call to Action	Direct prompts like "Apply Now"
Trust & Credibility	Honest Messaging	No empty promises, credible testimonials
Motivation & Engagement	Sparks Interest/Action	Encourages exploration, sign-up, or further inquiry
Relevance to Needs	Addresses Student Goals	Flexibility, affordability, career advancement

A majority of the interviewees stressed the need of information, which is clear and complete, with particular details about courses, fees, and scholarships. Good advertisements must not refer to unclear slogans or false promises, but instead must state clear and precious information which will guide the students towards decision making. It is also regarded that visual appeal and the force to capture attention at short notice can be considered essential. The lack of second solutions will help to achieve primary contact, a clear yet appealing design should be sacrificed so as not to be overloaded with details and effects. An effective call to action such as apply now or such strong calls direct the students on what to do next and make the advertisement delegatable compared to information only. Another essential quality is trustworthiness as the ad should not contain empty promises and with testimonials, they should be true or to the point.

Effectiveness also implies that the advertisement is motivating to students-it could be the creation of curiosity to follow-up and sign-up, or even inducing the student to look into the program already.

Lastly, those commercials that resonate with the targeted aspects of students (e.g. flexibility, affordability, career-specific advantages, etc.) are perceived to be more effective since they become personally relevant.

Good online educational advertising contains comprehensible, persuasive information and captivating graphics and offer of action, which encourages students to act directly. This is in line with a study by Al-Subhi (2022) who emphasizes the importance of metadiscourse and visual design in helping to promote engagement and trust in educational marketing.

Interview Question 6
What would you like to add to such ads to make them more effective, attractive and convincing to the students?

Table 6

Theme	Code	Subcode/Description
Authentic Testimonials	Student Success Stories	Real-life testimonials and success stories
Transparency & Real Info	Reduce Exaggeration	Avoid big slogans, provide actual program & fee details
Visual & Multimedia	Videos & Attractive Visuals	Use pictures, videos, demos, or clips
Financial Support Info	Scholarships & Aid	Clear info about scholarships, financial aid
Career Outcomes	Job Placement & Internships	Information on career benefits post-course
Interactivity	Quizzes & Surveys	Interactive ad elements to engage users
Flexibility	Flexible Learning Options	Highlighting self-paced, weekend, or remote options

Information core themes found in the educational advertisement emphasised included authenticity and transparency by many participants. Their thinking is that advertisements should not be loaded with flashy sentences but should be direct and with information that is clear, stage and factual in terms of courses, fees and facilities. True student testimonials and stories of success were also being cited as strong persuasion techniques to create trust and credibility. Listening to the real-life stories of the graduate learners makes the would-be learners connect with the program and can be more assured of their choice to join the program. This is a realistic method, which makes the advert more appealing than a marketing mesmerism.

Along with the presence of authenticity, visual and multimedia can contribute to the appeal and appeal of ads, which makes them more appealing. Similar options were proposed by the respondents; the addition of attractive pictures, videos, demo lessons, or even short clips where you can see the clearer image of the course contents and the ways of teaching it. These things are able to attract attention easily and give future students a more objective idea of what to expect in case they make informed decisions. Furthermore, the introduction of interactive elements (with quizzes or surveys) was considered to be a personalization technique so that the ads become not only demonstrative but also attractive and memorable.

Lastly, application knowledge on financial aid and the career destinations was also pointed out as essential in persuading the students. Affordability is a bother to many learners and therefore advertisements that explicitly state scholarships, financial assistance or discounts

can greatly increase enthusiasm. Similarly, news regarding job placements homes, internship information and certification results get students aware of the practical value of the courses and associate the knowledge base to professional exploration. Moreover, by focusing on the idea of flexibility in the learning process flexibility that can be self-paced or weekend classes, the programs will be available to more high concert-scheduling students, and the idea of online learning will be made the widest possible.

Discussion

It was found that most of the students react favorably to particular linguistic improvement that are generally used in educational advertisements specifically emotive and persuasive terms. Imperative verbs (e.g., Apply now, join today) and second-person prototypes (e.g. you, your) were declared to be particularly successful in attracting their attention and instilling a sense of direct communication (see table 5). These wording options inspired a level of urgency and outreach to the individual, and therefore the attendance increased. Moreover, the instances of repeating such main words like success, future and opportunity proved to contribute to message retention. This conclusion justifies the fact that language is not only a channel of information delivery but it can also send emotional and psychological appeals in the world of digital advertisements.

The information presented above is consistent with previous studies, which indicate that the nature of language usage has an impressive impact on the coping strategy that learners use to interact with the content of the digital education tools. Al-Subhi (2022) examined the concept of using linguistic and visual metadiscourse in online advertising and demonstrated how it is possible through strategic linguistic framing to influence the user engagement. Equally, according to (Amjad, & Hashmi, 2023: Zhao et al.,2024), there has been a growing applicability of the contemporary digital platforms where linguistic features are significantly effective when it comes to clarity of communication and raising student interest. According to Kurucova et al. (2018), the language format of the online instruction content is the key to understanding and remembering in students; therefore, it is crucial to contemplate the linguistic innovation of advertisement techniques.

Moreover, the students found advertisements more credible and persuasive when it has language that was understandable, straight, and had an emotional appeal. Advertisements made testimonials in simple and relatable messages, which enhanced the credibility of the advertisement (see table 5). Nevertheless, students cited lower levels when advertisements were too formal, passive voice applications, or jargon was slowly used. This is in line with advertising guaranteed by the theory of metadiscoursal by insisting on the conversation style of speech and a reader-directed language, which helps develop camaraderie and trust (Al-Subhi, 2022). Advertisements using the technique of the narration and appealing to some emotional reaction were also better liked by the students in the context of which the use of certain techniques of the linguistic design proves to be essential.

Conclusion

The paper is called A Linguistic Study of Online and Electronic Educational Advertising and Its Effectiveness on Students and has examined the characteristics of language used in online and other forms of educational ads, and how this variation of language impacted students negatively or positively, in terms of their perceptions, motivations, and decisions. The study was founded on the information gathered by way of structured questionnaires and semi-structured interviews and a student sample. The research used to uncover certain characteristics of language, their effectiveness, the measures of credibility and the information presented, and motivational effects. The combination of both qualitative and quantitative knowledge offered a holistic view of the comforts and concerns of the students when they were exposed to educational promoting advertisements.

The current study answers the only research question in this paper to examine the effectiveness of online and electronic educational advertisements used in linguistics. The research found out that most of the online and the electronic educational advertisements use the persuasive linguistic means which include use of imperative verbs, emotive phrases, personal pronouns and repetitions. Such linguistic elements are to draw attention, evoke some emotion, make students take some action. The application of words and phrases such as apply now, join today, and secure your future are very common in creating urgency and motivation. The use of pronouns that address the audience directly with the use of the second person pronouns like you and your assists in ensuring that there is a personalized relationship between the advertiser and the audience and makes the message more captivating. Also, the use of positive and inspirational words such as success, future and career development enhances the persuasive effect of the advertisements making them easier to remember and understand among students.

The existing research discovered that online and electronics education advertisements rely on mostly the linguistics tools of persuasion to attract students and encourage them to act. The techniques that are commonly used are imperative verbs, emotive phrases, personal pronouns, as well as repetition, which aim at creating the urgency and emotional appeal. Offers like apply now, join today and secure your future were common most of the time because they wanted you to take the action so that when you travel you can experience the benefit of that foreign country and the second-person pronouns like you and your also helped bring about a personalized relationship between the advertiser and the customers. The use of positive and encouraging words such as success, future, development of careers also helped boost the persuasive factor and helped third parties to remember and understand the adverts better. These results are consistent with the fact that prior studies have found strategic linguistic framing of digital educational materials to be an effective factor in engaging and motivating students (Al-Subhi, 2022; Amjad and Hashmi, 2023; Zhao et al., 2024; Kurucova et al., 2018).

The students said that the language was considered clear, direct, and emotional, and such adverts were viewed as more credible and persuasive. It can be seen that testimonials and simple and relatable messages made it more likely to be trusted and interacted with, whereas over-formal language, passive voice or jargon minimized the effectiveness. This reveals metadiscoursal theory, which underlines conversational and reader-directed-language-based on bringing rapport and trust (Al-Subhi, 2022). Also, ads that relied on narrative strategies and addressed the sense of emotions were perceived as a positive change, which enables the necessity of massive linguistic cautiously in educational marketing approaches.

In conlcusion the analysis has shown that linguistic components of online and electronic learning ads are key contributors of their success. Such persuasive techniques as imperative verbs, emotive language, personal pronouns and positive framing have not only the captivating effect but they also create engagement and motivation, as well as trust between the students. Educational advertisers can make substantial improvements to the effect of messages that they create by making language more connected to the principles of clarity, emotional appeal, and a focus on working with the target audience. These results signify that the incorporation of linguistics knowledge into the creation of digital educational marketing is required to make it sound and have an impact on the target audience.

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Appendix

Interview
Open-Ended Questions

Interview Question 1

Have you been exposed to internet or online adverts by institutions of learning? What is one of them that you recall?

Interview Question 2

How do you generally feel about such advertisement?

Interview Question 3

Have you ever been influenced in any of your academic options by any online or electronic educational adverts (e.g. choice of course, university or college)? How?

Interview Question 4

How do you believe these adverts influence the decision making of the students as opposed to other sources (e.g. friends, teachers, family)?

Interview Question 5

What do you consider to be the effectiveness of an online educational advert?

Interview Question 6

What would you like to add to such ads to make them more effective, attractive and convincing to the students?