



Exploring Persuasive English Language in MasterClass's Video Advertisements

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APA Citation:

Koonnala, P., & Chaiwong, N. (2023). Exploring persuasive English language in MasterClass's video advertisements. *LEARN Journal: Language Education and Acquisition Research Network*, 16(2), 395-410.

Received 07/03/2023	ABSTRACT This study examines the persuasive English language in MasterClass's video advertisements. An analysis framework was formed using twenty-four techniques to identify persuasive language, and the purposes of using different techniques in one hundred and forty-one MasterClass's video scripts. The analysis included identifying the primary argument of the scripts, evaluating language formality and style, indicating persuasive techniques and their examples, and comparing the frequency of each technique from most to least used. The findings showed that the majority of the introduction and body of the scripts were devoted to the contents: critical concepts in the lessons, class contents and activities, backgrounds and experiences of the instructors, methods and processes for developing skills, and professional tips and techniques. The script's conclusion frequently reflected the instructors' attitudes and perspectives. These contents were persuaded using various techniques with different purposes. The top ten persuasive techniques employed in the advertisements were repetition, colloquial language, inclusive language, rhetorical questions, connotations, jargon, anecdotes, hyperboles, similes, and generalizations. The results can be applied as resources for language educators to design persuasive language lessons. Besides, for those interested in creating more effective video advertisements, the findings can help prepare advertising scripts for educational purposes or commercials.
Received in revised form 31/05/2023	Keywords: persuasive English language, video advertisements, MasterClass

Introduction

Digital video advertisements are one of the most prominent ways to reach online consumers, and are expected to dominate into the next decade (Matthews, 2019). They are linear and nonlinear. Chapin (2020) compared linear video advertisements to traditional TV commercials because they play before, during, and after the streaming content. Marketers only pay for them if users watch for more than 30 seconds or interact with them. Nonlinear video advertisements are such because they overlay text or images that appear alongside information without interrupting the viewers. With digital video advertising, advertisers have multiple options for reaching viewers. However, digital video advertising only sometimes guarantees marketing success. Research conducted in Ireland found that over half of Irish respondents felt that on-demand video platforms had too many advertisements, and thirty-five percent of the viewers were frustrated by advertisements that interrupted their viewing. Thus, in the audience's view, marketers must create valuable, relevant content (Kelliher, 2018).

Language is considered a critical element in creating advertisements. Shrum et al. (2018) noted that persuasive language boosts marketing and advertising. Armstrong et al. (2010) demonstrated the effects of certain linguistic terms in persuasive advertising. Some examples would be strong arguments and clear meanings to improve understanding and persuasion along with concrete words and expressions, a concrete metaphor, power words, familiar words or sayings, and other types of wordplay to improve advertising recall. Lamb (2019) categorized persuasive language based on the strategies that writers used to convince others of their point-of-view. These persuasive techniques include: alliteration, analogy, anecdote, appeals, assonance, attacks, cliché, connotations, emotive language, euphemism, colloquial language, evidence, hyperbole, expert opinion, generalization, inclusive language, imagery, jargon, logic/reason, metaphor, repetition, rhetorical question, sarcasm, and simile.

Chapin (2020) highlighted that digital video advertisements were vital tools for brands looking to impact and demonstrated significant statistics on their effectiveness by indicating that 78% of the population watched online videos weekly, and over half viewed them daily. Watching a video likely encouraged 64% of consumers to buy a product. The brands which were advertised using videos were viewed as more trustworthy by 58% of consumers than brands without. Viewers retained 95% of the brand's message after viewing video advertisements, compared to only 10% of those who read text (Chapin, 2020). These statistics assure why video advertisements have been chosen as a vital marketing strategy by one of the most popular online education platforms, MasterClass.

MasterClass was launched in 2015 and distinguished itself from others by using renowned people from various professions as their instructors. Chocano (2020) indicated that after its first three classes were launched in 2015, MasterClass had raised \$135 million by 2018, and had nine categories and eighty-five classes in 2020. Video advertisements are one of MasterClass's key marketing strategies. The company calls their video advertisements "trailers", which uses a particular content format that includes introducing well-known instructors, how they work, their successes and failures, and a moving soundtrack. Around mid-March 2020, during the pandemic, MasterClass noticed that its advertisements were often watched in full (Nevins, 2020). Due to public interest in MasterClass's video advertisements, this paper aims to analyze their use of persuasive language.

Understanding the use of persuasive English language, particularly in video advertisements, is vital. For language education, teachers of English as a Second Language (ESL) or English as a Foreign Language (EFL) can benefit from using new media, such as online video advertisements, as engaging teaching material to enhance learners' use of persuasive language and skills. Additionally, for those interested in writing video advertising scripts, learning these different persuasive techniques and their purposes can be beneficial for creating more effective video advertisements.

Literature Review

Persuasive language in English is often studied in connection with advertisements. Media writers or speakers frequently use it to express their views. A media educator, Lamb (2019), suggested that persuasive language can be identified based on the techniques writers or speakers use to persuade. The proposed persuasive techniques were published in an educational resource developed in partnership with Creative Content Australia, an organization dedicated to supporting the screen industry (Nothing Beat the Real Thing, n.d.). In addition, Losi et al. (2022) and Auliya and Hastuti (2022) employed Lamb's (2019) persuasive techniques as a framework for analyzing the persuasive techniques of advertisements on social media posts. Consequently, Lamb's (2019) persuasive techniques can be applied to analyzing advertising media such as video advertisements. Table 1 provides twenty-four persuasive techniques as suggested by Lamb (2019). Similar to Breuer and Napthine (2008) and Beardwood (2018), the techniques include alliteration, analogy, anecdote, appeals, attacks, cliché, connotations, emotive language, evidence, hyperbole, generalization, inclusive language, logic/reason, metaphors, repetition, and rhetorical question. However, Lamb (2019) covered additional persuasive techniques, such as assonance, euphemism, colloquial language, expert opinion, imagery, jargon, sarcasm, and simile.

Some of the twenty-four persuasive techniques have similar definitions. The justification of any potential overlap among these techniques can refer to Breuer and Napthine's (2008) principles. Persuasion strategies could be determined based on the writers' or speakers' aims, ranging from the words to the overall writing structure. For example, the writers can persuade by using intentionally emotive words to evoke the audience's emotion like 'evil', 'horrendous', 'disgusting', 'great', and 'triumphant'. Alternatively, they can appeal to the audience's emotions by invoking their feelings, desires, needs and prejudice (Breuer & Napthine, 2008). This demonstration indicates that emotive language is a form of a particular word that provokes emotion. In contrast, appeals are not just words, but can be in arguments created by exploiting the audience's sentiments, desires, requirements, and biases.

Table 1

Lamb's (2019) Persuasive Techniques

Persuasive techniques	Definitions	Examples
Alliteration	Words begin with the same letter or sound.	The solution to violence is simple: <u>forbid firearms</u> .
Analogy	Comparison between two things to illustrate a point.	Managing the country is much like balancing your household budget. It is important that you don't accumulate <u>too much debt</u> .
Anecdote	Personal narrative	We recently took a trip to the beach: the amount of litter and plastic waste on the foreshore was <u>truly appalling</u> .
Appeals	Different emotions are used to convince a particular point of view. Types of appeals include compassion, fairness, family value, fear, hip-pocket nerve, and patriotism.	When you pay to watch a film or TV show, you're supporting the industry and keeping thousands of crew members and cast in work.
Assonance	Repetition of words with similar-sounding vowels.	It is often said that <u>time</u> and <u>tide</u> wait for no man.
Attacks	Attacks or criticisms with a deeply critical tone.	The government's lack of action on climate change is atrocious, their negligence and self-interest is so <u>appalling</u> it defies belief.
Cliché	A trite, overused phrase.	Absence makes the heart grow fonder.

Connotations	Ideas or feelings that are associated with a particular word.	The associated meanings of “thin” is slender, svelte, anorexic, gangly, and rake-like.
Emotive language	Strong words that elicit an emotional response from an audience.	New coward punch laws are strict but a necessary deterrent to curb the <u>harrowing</u> violence that plagues our streets and leads, inevitably, to <u>heart-rending</u> loss.
Euphemism	A phrase used instead of a harsh term.	My parents <u>passed away</u> in a helicopter accident.
Colloquial language	The language used by writers makes them down-to-earth, practical, and realistic.	Fairness is a fundamental part of our national identity. As a nation, I reckon we’ve lost sight of the fact that everyone deserves a <u>fair go</u> .
Evidence	Statistics and other forms of data.	Since 1910, Australia’s climate has increased by more than 1 degree Celsius.
Hyperbole	Using exaggeration to emphasize the issue and persuade the audience to agree.	There are millions of reasons why Australia should become a republic.
Expert opinion	Expert quotes or references that support the writer’s argument.	Australia’s leading scientists warn that climate change requires urgent action, or the temperature could rise as much as 5 degrees Celsius by 2009.
Generalization	A conclusion is drawn from specific examples.	All teenagers are surly, uncooperative, and disrespectful.
Inclusive language	The words such as ‘we’ or ‘us’ are used to show that the speaker and audience agree.	I’m sure that, as <u>we</u> head to the polls, <u>we</u> can all agree that job security is one of the most pressing issues facing our country.
Imagery	Using a description to help the audience visualize something.	The tranquil sound of birdlife, the babble of the nearby creek, and the rich aroma of eucalyptus demonstrate what happens when governments invest in urban green spaces.
Jargon	The complex language used to sound knowledgeable.	When it comes to improving education, the evidence is clear: focus on pedagogy, interdisciplinary learning, flipped classrooms, and cultivating the metacognitive.
Logic/reason	Using a logical, well-argued case to sound rational.	There are numerous reasons why we should start treating drug addiction like disease. First, punitive measures simply aren’t working. Second, it has been demonstrated time and time again – in countries like Sweden – that this type of approach simply works.
Metaphor	Comparison of two items when one is described as another.	Poverty is a disease.
Repetition	Words, phrases, or thoughts repeated to emphasize ideas.	<u>We need to</u> get out there and vote for people who <u>reflect</u> the belief that Australia is a vibrant and tolerant multicultural society. <u>We need to</u> write to our local politicians and let them know that these issues matter to us. And <u>we need to</u> call out the mainstream media on their dishonesty.
Rhetorical question	A question that does not need to be answered because the answer is made obvious.	Is there anything more important than preserving the natural world?
Sarcasm	Mocking tone to convey contempt.	With that sort of towering intellect, she could have her own FM talk show.

Simile	Comparison between two things that often uses the words 'like' or 'as.'	The problem is both leaders are as charismatic as limp lettuce leaves.
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Still and motion media are two types of advertising, and Armstrong et al. (2010) defined still media as magazines, newspapers, brochures, direct mail, posters, point-of-purchase, banners, packaging, and billboards. They are printed or online. Motion media include TV commercials, infomercials, videos, radio, movie theatre commercials, cell phones, and internet videos. The language of persuasion has been studied in both of these media types. As an example, Labrador et al. (2014) explored persuasive online advertisements for electronic products for still media. Oyeleye and Adeyinka (2014) analyzed persuasive advertising in Nigerian newspapers and billboards. Magazines are another example. Gómez (2012) examined Time Magazine airline advertisements.

Additionally, recent research on still media has focused on persuasive captions or posts for advertising products, such as fast food or cosmetics, on social media. Rudito and Anita (2020) analyzed the persuasive techniques in Burger King's Instagram captions. Losi et al. (2022) examined persuasive techniques employed in Starbucks and Burger King advertisements on Instagram posts. Auliya and Hastuti (2022) investigated persuasive techniques used in Maybelline New York's Instagram captions. Some studies focused on analyzing persuasive strategies for advertising services through online still media. Anigbogu and Okere (2021) explored the online advertisements for Stanbic IBTC and Access Bank by focusing on the linguistic features of the persuasive language. Momayezalashjar and Shuraki (2022) analyzed the linguistic features and persuasive techniques used in social media advertisements for language learning.

Research on persuasive language in motion media can be seen in Basaraba's (2016) work. The study analyzed book trailers from "Big Six" young adult imprints using content analysis. Besides, Romanova and Smirnova (2019) identified persuasive techniques in English commercials and sample advertisement scripts recommended by Voice.com for advertising agencies. Exploring studies on persuasive language used in media revealed that most of the research was focused on still media. Thus, this paper seeks to expand a study in motion media, particularly the use of persuasive English language in video advertisements. This study answered the following questions: 1) What is the frequency of each persuasive technique used in MasterClass's video advertisements? 2) What are the purposes of using the different persuasive techniques in MasterClass's video advertisements?

Methodology

Data Collection

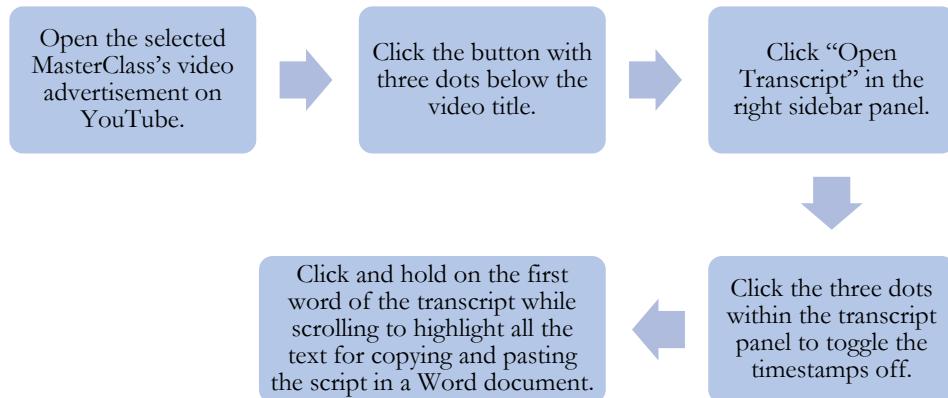
This study is qualitative and quantitative, and the analysis used Lamb's (2019) persuasive techniques as a framework. The twenty-four suggested persuasive techniques used were: alliteration, analogy, anecdotes, appeals, assonance, attacks, cliché, connotations, emotive language, euphemism, colloquial language, evidence, hyperbole, expert opinion, generalization, inclusive language, imagery, jargon, logic/reason, metaphors, repetition, rhetorical question, sarcasm, and simile. The overlap among these techniques was resolved using Breuer and Napthine's (2008) principles. Based on the principles, each technique was categorized by focusing on its primary purpose of a technique that occurred in the script. Besides, the analysis used forms, such as words, phrases, and arguments, to distinguish the overlap between techniques.

Purposive sampling was used to select samples of one hundred and forty-one English video advertisement scripts published on MasterClass's website and YouTube between 2020 and 2021. The advertisements promoted available classes into eleven categories: Arts and Entertainment, Home and Lifestyle, Music, Writing, Business, Food, Design and Style, Sports and Gaming, Communication and Government, Science and Technology, and Wellness. The

class instructors were the presenters of the advertisements. Each script was downloaded using Gao's (2020) procedure. As demonstrated in Figure 1, the steps included: open the selected video advertisement on YouTube, click the button with three dots below the video title, click "Open Transcript" in the right sidebar panel, click the three dots within the transcript panel to toggle the timestamps off, click and hold on the first word of the transcript while scrolling to highlight all the text for copying and pasting the script in a Word document.

Figure 1

Gao's (2020) Downloading YouTube Subtitle Steps



Each downloaded script was classified into eleven categories and given a code from S1 to S141. The analysis procedure included viewing each MasterClass's video advertisement prior to, and occasionally during, the language analysis to identify the presenter's tone of voice, facial expressions, gestures, images, and background music. This method aimed to ensure the accuracy of the analysis. In addition, during the second round of analysis, the analysis's reliability was reviewed by a native English speaker. The examiners who participated in this study were a group of non-native researchers experienced in discourse analysis and a native English researcher.

Data Analysis

The analysis procedure was adapted from Breuer and Napthine (2008). The first step was to identify the central message or viewpoint, then paraphrase the main contention. The subsequent procedure focused on language. This step began by assessing the language's formality and style, then looking for emotive words that indicated the piece's tone; such as light-hearted, jocular, sarcastic, or ironic. After that, audience positioning was analyzed. This step involved finding persuasive words or phrases and identifying persuasive techniques with examples of language from each technique being collected. Finally, the frequency of each persuasive technique was listed from the most to least used.

Findings and Discussion

Overall, MasterClass's advertisement script analysis found all twenty-four persuasive techniques, as Lamb (2019) suggested in Table 1. According to Table 2, the scripts included 1,122 uses of persuasive techniques. Repetitions, colloquial language, inclusive language, rhetorical questions, and connotations often occurred in the scripts. While repetitions had the highest frequency in this study, other techniques under this high-frequency category were similar to the findings of Losi et al. (2022). The study found that colloquial language, inclusive language, and rhetorical questions frequently occurred in the Burger King and Starbucks advertisements

released on Instagram posts. In addition, the study conducted by Auliya and Hastuti (2022) indicated that some persuasive techniques in Instagram captions for advertising cosmetics, such as colloquial language, rhetorical questions, and connotations, were categorized as high frequency use.

The findings in Table 2 also showed that low-frequency persuasive techniques in the MasterClass's advertisements included jargon, anecdotes, hyperboles, similes, generalizations, appeals, alliterations, metaphors, clichés, emotive language, analogies, evidence, assonance, attacks, sarcasm, logic/reason. Even though some techniques in this category demonstrated different frequency usage from previous studies, other techniques such as hyperboles, similes, alliterations, emotive language, shared similar lower frequency occurrence as shown in the works of Anigbogu and Okere (2021). Emotive language, metaphors, and similes were used with lower frequency in online advertisements for Stanbic IBTC and Access Bank. Similarly, hyperboles, similes, metaphors, and alliteration occurred with relatively low frequency in the earlier mentioned studies of Losi et al. (2022) and Auliya and Hastuti (2022).

The techniques with the lowest frequency in Table 2 were imagery, euphemisms, and expert opinions. In line with a previous study by Auliya and Hastuti (2022), the Instagram captions of advertisements for cosmetics contained minimal imagery and lacked euphemisms and expert opinions. In addition, Rudito and Anita (2020) noted that social media advertisements for Burger King lacked euphemisms, expert opinions, and imagery. Momayezalashjar and Shuraki (2022) found that social media advertisements for language instruction did not contain euphemisms.

Table 2

Persuasive Techniques in MasterClass's Video Advertisements Listed from the Most to Least Frequent

Persuasive techniques	Total uses	% of total uses
Repetition	230	20.50
Colloquial language	162	14.44
Inclusive language	115	10.25
Rhetorical question	108	9.63
Connotation	100	8.91
Jargon	55	4.90
Anecdote	51	4.55
Hyperbole	38	3.39
Simile	35	3.12
Generalization	34	3.03
Appeals	30	2.67
Alliteration	27	2.41
Metaphor	24	2.14
Cliché	21	1.87
Emotive language	19	1.69
Analogy	17	1.52
Evidence	13	1.16
Assonance	12	1.07
Attacks	11	0.98
Sarcasm	7	0.62
Logic/reason	6	0.53
Imagery	4	0.36
Euphemism	2	0.18
Expert opinion	1	0.09
Total	1,122	100

The following section discusses the top ten persuasive techniques with examples in the advertisement scripts from the most to least frequent.

Repetition

In MasterClass's advertisements, repetition was the most frequently employed technique, and there were six different types indicated by structure and form. DeGuzman (2022) defined each type as follows. Anaphora is repeated words or phrases at the beginning of clauses or sentences. Epistrophe refers to repetition at the end of successive clauses. Symploce is the repetition of words or phrases at the beginning and end of successive clauses. Negative-positive restatement is a technique for expressing an idea twice, once negatively and then positively. Epizeuxis is a simple form of repetition and the sequential repetition of a single word. Mesodiplosis is the repetition of mid-sentence words.

The first example shows how anaphora emphasized the Music for Film class content.

Example: “We’re going to talk about instrumentation. We’re going to talk about orchestration. We’re going to talk about melody. We’re going to talk about the tone.” (S34)

Epistrophe emphasized the concept of dance and built the audience’s emotions.

Example: “Because that’s what dance does. It changes the world. You can change the world.” (S17)

Symploce was used to alert the audience about the content of a comedy course.

Example: “I’m going to teach you about comedy. How to make it, how to direct it, how to write it, how to perform it.” (S14)

The subsequent is an example of a negative-positive restatement used to highlight the concept of art and creativity.

Example: “The art is never in the painting that you’re looking at or the surface of the sculpture. The art is inside you.” (S1)

Epizeuxis allowed the instructor to emphasize and draw the audience’s attention to the songwriting process by repeating “refine.”

Example: “As an artist, you will never be satisfied. The trick is to take something good and bludgeon it till it’s great, or set it aside and refine, refine, refine, refine.” (S26)

The last example illustrates how a magic instructor used mesodiplosis to show the audience the point of view toward learning magic.

Example: “If you get good at magic, you will automatically get good at a certain kind of acting.” (S12)

Colloquial Language

The colloquial language was the second-most-used technique in MasterClass’s advertisement scripts. It appeared in dialect-specific colloquial words, profanity, and contractions. The following example demonstrates using a dialect-specific colloquial word, “Gumby”. English speakers rarely use “Gumby,” which has multiple meanings. In the United States, “Gumby” is an American animation created by Art Clokey in 1953 (Knolle, 2022). It is defined as tram conductors in Australia because they wear green uniforms (Macquarie Dictionary, 2022). In MasterClass’s advertisement for a rock-climbing course, an instructor compared a beginner to a “Gumby”.

Example: “We also sprinkle in a little bit of the psychological aspects of the sport. And how to not look like a Gumby. It’s a fun term for a beginner.” (S124)

The advertisement scripts also included profanity or harsh language. In the example, a celebrity chef drew the audience attention to the class using profanity, “busting one’s ass off.” The term refers to working hard or exerting energy (Farlex, 2022).

Example: “I’ve just spent the last 30 years busting my ass off to get on the plate what I’m about to show you. And watch, but watch carefully.” (S94)

The last colloquial language found was contractions. The following demonstrated “gonna”, a contraction of “going to”. It was employed by an instructor to highlight cooking methods in the Cooking Technique class.

Example: “We’ll be working on techniques and recipes focused on the bounty from the sea. And we’re gonna learn how to do sous vide cooking two different ways.” (S89)

Inclusive Language

The third-highest percentage was inclusive. The findings demonstrated that “we” was used for advertising MasterClass’s courses by engaging the audience in class activities. The example is as follows.

Example: “We will be baking breads of yeast, pain de mie, cornbread, brioche, and also what to do with breads, from its freshest to its stalest.” (S102)

Another example shows how an instructor used “we” to engage the audience in U.S. presidential history and leadership lessons and how to apply the concepts.

Example: “Abraham Lincoln, Teddy Roosevelt, Franklin Roosevelt, and Lyndon Johnson. Each one of these presidents was a leader during a time of great crisis. We can learn from their failures and their ability to acknowledge those failures and learn from their mistakes.” (S77)

Besides “we”, the analysis also found the use of “us”. The example below demonstrates how an instructor for the Science and Problem-Solving class used “us” to engage and provoke the audience’s thoughts toward critical thinking.

Example: “Let us think critically to save the world.” (S141)

Rhetorical Question

A rhetorical question was a subsequent technique frequently occurring after inclusive language. There were two types of rhetorical questions found in MasterClass’s advertisements. First, hypophora or anthypophora is a rhetorical question technique where a speaker or writer asks a question and then answers it (Zimmer, 2020). As shown below, the question was asked to get the audience’s attention to space exploration and navigation.

Example: “When you’re no longer earthlings, how do you navigate? You can use the stars. You can actually see how that place where you were raised fits into the overall complexity and reality of the solar system.” (S140)

Another type was erotesis, a question used to affirm or deny a statement or a stance, including persuading and convincing the viewers to follow the statement. In the example, an instructor teaching writing employed this technique to insist that writers should learn new techniques.

Example: “One of the things that we should always try to do as writers is to figure out what can you bring to this discussion that no one else can? I mean, that feels more fun to me. Isn’t it more fun?” (S65)

Connotation

A connotation is a non-literal interpretation of a word that adds an association beyond its original meaning (Heckmann, 2020). Three types of connotations were found in MasterClass’s advertisement scripts: positive, negative, and neutral. The following example demonstrates the positive connotation of the word “bloom” to suggest a movie director’s duty. “Bloom” literally means “when a flower blooms, it opens or is open, and when a plant or tree blooms, it produces flowers”. The connotative meaning of bloom is “to grow or develop successfully” (Cambridge University Press, 2022). In the example, the connotative meaning of bloom was used to express a positive attitude about a movie director’s responsibility to help actors succeed in their careers.

Example: “Actors look for the ability to trust. Your work as a director is to create a space where they are allowed to bloom.” (S10)

Jargon

Jargon is a language a particular group uses for a specific purpose and is often foreign to outsiders (Kartika et al., 2020). In MasterClass's advertisements, jargon mostly appeared in classes about Sports and Gaming as well as Music. The following example demonstrates how an instructor used card gaming jargon such as "hand", "flop", "bet", and "raised" to communicate and present a sign of belonging among their group. Besides, it was also used to attract the attention of people with the same interest in card gaming.

Example: "To Paul Jackson, he has a very famous hand in poker. I had queen, 8, he had 5, 6, and the flop was jack, jack 7. And I bet. He raised me." (S115)

Anecdote

The findings showed that MasterClass's advertisements used anecdotes to introduce instructors, share their professional experiences, and indicate positive or negative situations that inspired them to pursue careers. Inspirational anecdotes frequently occurred in the scripts. As seen in the example, a bread-baking instructor told an inspiring story. The advertisement introduced the instructor's background with a personal story of losing family members before taking over the family business.

Example: "In 1932, my grandfather, Pierre Poilâne, started his very first bakery. For over 88 years, my grandfather, my father, and I have nurtured half a dozen shops between Paris and London, baking between three and five-thousand loaves a day. When I was 16, my mother suggested that I start my apprenticeship. While I was finishing up my apprenticeship, my parents passed away in a helicopter accident. The next day, instead of going down to the bakehouse, I went up to my father's desk. And here I was in charge of Poilâne." (S102)

Hyperbole

The MasterClass's advertisement scripts used hyperbole for several purposes, including drawing the audience's attention to the class contents, emphasizing the instructors' viewpoint and creating humor. The following example demonstrates how hyperbole was used to introduce a violin instructor, particularly on the attitude toward music. First, the instructor exaggerated by saying, "I can't live without playing the violin," expressing a preference for playing the violin. Then describing how intense music could be, but still gave a pleasant feeling by stating that "music can kill you in a good way".

Example: "I can't live without playing the violin. It's all about the music that's relaxed or music that's intense that just kills you in a good way. In this class, I'm going to talk about intonation, talk about vibrato, talk about colors, posture, different styles of playing." (S31)

Simile

The analysis showed that similes were employed throughout MasterClass's advertisement scripts. They occurred in the introduction of the scripts to draw the audience's attention to the class, mainly to make a point of crucial concepts or as a comedic delivery. They were occasionally found in the mid part of the scripts to engage the audience in the course activities. At the end of the advertisements, they were used slightly to emphasize the benefits of the course. In addition, most of the similes found were structured by comparing nouns using "like". The following example demonstrates an instructor teaching the art of storytelling engaged the audience at the beginning of the advertisement. Writing a novel was compared to driving with one headlight out through the fog to highlight the concept of the writing process.

Example: "Writing a novel is like driving through the fog with one headlight out. You can't see very far ahead of yourself. But every now and again, the mists will clear." (S49)

Generalization

In MasterClass's course advertising, a generalization mainly provoked thought to engage the audience in the class's concepts and benefits of the activities. In the example below, a Purposeful Communication instructor used a generalization technique in the introduction of the advertisement to draw the audience's attention to the class. The instructor suggested that public speaking caused people, in general, to be nervous. This technique made the statement reasonable and relatable to viewers. Then they were persuaded that embarrassing public speaking mistakes were possible to correct.

Example: "What's not to get nervous about? It's the most terrifying thing most people do--is talking in public. But remember that the worst that can happen is you might be a little bit embarrassed. And it can be fixed later." (S127)

This subsequent section discusses the purposes of the top ten persuasive techniques found in MasterClass's advertisement. Table 3 below demonstrates the primary purposes of each technique.

Table 3

The Top Ten Persuasive Techniques and their Primary Purposes of Use in the MasterClass's Advertisements.

Persuasive techniques	Purpose of use
Repetition	<ul style="list-style-type: none"> Emphasize the class contents. Highlight key concepts or terms in the lessons. Demonstrate methods and processes for developing skills. Emphasize the instructors' attitudes and points of view.
Colloquial language	<ul style="list-style-type: none"> Draw the audience's attention to key concepts. Demonstrate methods and processes for developing skills. Encourage the audience for class participation. Share tips and techniques.
Inclusive language	<ul style="list-style-type: none"> Engage the audience with class activities. Engage the audience with key concepts in the lessons. Share tips and techniques for developing skills. Provoke thoughts.
Rhetorical question	<ul style="list-style-type: none"> Draw the audience's attention to key concepts in the lessons. Capture the audience's attention to tips and techniques. Draw the audience's attention to the instructors' backgrounds and experiences. Provoke thoughts.
Connotations	<ul style="list-style-type: none"> Highlight the class contents. Share the instructors' experiences. Share tips and techniques.
Jargon	<ul style="list-style-type: none"> Demonstrate the process for developing skills. Describe key terms in the class contents and activities. Share tips and techniques.
Anecdote	<ul style="list-style-type: none"> Introduce the instructor's background. Share the instructor's experiences.

Hyperbole	<ul style="list-style-type: none"> • Draw the audience's attention to class contents. • Emphasize instructors' points of view. • Create humor.
Simile	<ul style="list-style-type: none"> • Draw the audience's attention to key concepts in the lessons. • Capture the audience's attention to the class contents.
Generalization	<ul style="list-style-type: none"> • Draw the audience's attention to key concepts in the lessons. • Emphasize the instructors' points of view.

In the advertising videos from MasterClass, repetitions were persuasive techniques that primarily aimed to emphasize key content. Similarly, Auliya and Hustuti (2022) indicated that repetition accentuated specific themes for cosmetic advertising on social media postings. For MasterClass's advertisements, the repetitions were frequently used during the introduction and body of MasterClass's advertisement scripts to emphasize the class contents, particularly in Writing, Design and Style, and Business. The critical concepts of classes, such as Writing, Economics and Society, and Photography, were also highlighted using the repetitions in the introduction. In the body section, methods and processes for developing different writing skills were demonstrated using repetitions. In addition, the instructors' points of view were often emphasized through repeating words or phrases in the end section of the scripts. The use occurred in the classes like Writing, Creativity and Leadership, Cooking, and Graphic Design.

A colloquial language was found mainly in the introduction part of the scripts to draw the audience's attention to fundamental concepts of the classes, like Communication, Art and Creativity, Comedy, Writing, and Interior Design. The findings corresponded to Rudito and Anita (2020), the analysis found that colloquial language was most frequently used to capture the customers' attention to a new fast-food product advertised on social media. The introduction part of MasterClass advertising also showed that various methods and processes for developing skills, such as Filmmaking, Music, and Writing, were demonstrated using colloquial language. In the body and end part of the scripts, tips and techniques for developing skills, notably different types of cooking, were shared through colloquial language. At the end of the scripts, colloquial language was used to engage the audience to participate in the classes, including Music, Writing, Sports, and Gaming.

Inclusive language was often found in the body section of the scripts. The purpose was to engage the audience in class activities, particularly in different types of cooking. Some other uses can be seen in Interior Design, Graphic Design, Wilderness Survival, and Science and Problem-Solving classes. The purpose of engaging the audience with crucial concepts in the lessons occasionally occurred in the introduction part of classes involving Art and Entertainment. In some of MasterClass's advertisements, sharing tips and techniques for developing skills, such as various types of writing, was employed in the body of the scripts. The inclusive language was also found to provoke the audience's thoughts at the body section in a Mental Strength class and the end part of the Acting classes. The results reflected Beardwood's (2018) indication that inclusive language is persuasive because it aims to include the viewers, and positions them as part of a group.

Rhetorical questions frequently occurred in the introduction and body parts of MasterClass's advertisement scripts to draw the viewers' attention to the crucial concepts of the lessons. The examples of the classes include Art and Creativity, Writing, Business, and Cooking. In addition, drawing the audience's attention to the instructors' backgrounds and experiences was employed at the beginning of the scripts, particularly in the classes for Self-Made Entrepreneurship, Designing Career, Turning Ideas into Art, and Gymnastics Fundamentals. In the body sections, viewers' attention to tips and techniques were captured using rhetorical questions in such classes as Writing, Business, Design and Style, and Science and Technology. The end section often used rhetorical questions to provoke the audience's thoughts toward

issues in the Business and Communication and Government classes. This purpose was similar to the analysis of Anigbogu and Okere (2021). The findings showed using rhetorical questions invoked customers' thoughts toward banking services.

In the scripts, connotations were used frequently in the body section to highlight the class contents for classes such as Writing, Design and Style, and Sport and Gaming. This purpose shared similar findings to Anigbogu and Okere (2021) and Losi et al. (2022). Their studies demonstrated that connotations aimed to attract the customer's attention to the products or services. The purpose of sharing the instructors' experiences occurred in the introduction and body of classes, such as Design and Style, Science and Technology, Cooking, and Photography. Tips and techniques from the class lessons were also shared using connotations, particularly in the end section. The classes included Writing, Design and Style, Sport and Gaming, and Business.

Jargon is often used to make writers or speakers appear knowledgeable (Lamb, 2019). Furthermore, the analysis found that jargon often occurred in the body of MasterClass's advertisement scripts to share crucial tips and techniques from the instructors. The classes include Music, Business, Design and Style, Sport and Gaming, and Makeup and Beauty. Demonstrating the process for developing skills, such as filmmaking and making dance music, was also found in both the introduction and the body. In addition, the key terms of the class contents and activities were occasionally found in the body of the scripts for such classes as Fashion Design and Storytelling Writing.

Anecdote is often used to emotionally engage the audience (Breuer & Napthine, 2008; Lamb, 2019). Similarly, anecdotes in MasterClass's advertisements were employed throughout all parts of the scripts to introduce the instructors' backgrounds through motivational or inspirational personal stories, as well as some childhood trauma stories, that led them to their career paths. They occurred in classes such as Art and Entertainment, Design and Style, Music, Writing, Business, Cooking, and Wellness. The purpose of sharing the instructor's experiences was also frequently used in the body of scripts for such classes as Acting, Music, and Cooking.

Hyperboles often occurred in classes like Wellness, Music, and Cooking. They could be seen in the introduction and the body of the scripts to create humor. Drawing the audience's attention to class content was also found in both the introduction and body. This purpose was comparable to Momayezalashjar and Shuraki's (2022) study. Their findings revealed that hyperbole was most commonly used to capture the audience's attention to language-learning products and services. Besides, towards the end of MasterClass's advertisement scripts, hyperboles were employed to emphasize instructors' points of view in some classes, such as Filmmaking, Sports, and Music.

Similes were frequently employed in the introduction and body of MasterClass's advertising scripts to draw the audience's attention to key concepts in the lessons of classes like Filmmaking, Business, and Design and Style. The body of the scripts often used similes to capture the audience's attention to the class contents, such as Music, Writing, and Cooking. The findings corresponded to the indications of Rudito and Anita (2020) and Auliya and Hustuti (2022). The studies highlighted that simile was commonly employed to attract the audience to new features of products or services in advertisements on social media.

A generalization is frequently employed to make an issue less complicated, and make a particular course of action appear reasonable (Lamb, 2019). As seen in the introduction of MasterClass's advertisements, critical concepts in the lessons were simplified to draw the audience's attention. Particularly, this can be found in classes such as Art and Entertainment, Home and Life Style, Business, Communication and Government. In addition, the analysis also showed that emphasizing the instructors' points of view using generalization was employed in the body and end sections of the scripts for classes such as Business and Communication and Government.

Conclusion

Employing Lamb's (2019) persuasive techniques as a framework to analyze persuasive language in MasterClass's advertisements indicated that most of the introduction and body of the advertisement scripts involved the contents: critical concepts in the lessons, class contents and activities, instructors' backgrounds and experiences, methods and process for skill development, and professional tips and techniques. The end part of the scripts was often related to the instructors' attitudes and viewpoints. These contents were persuaded using various techniques with different purposes, and similar content could be persuaded through different techniques. The top ten persuasive techniques in MasterClass's video advertisements, listed from the most to least frequent, were repetitions, colloquial language, inclusive language, rhetorical questions, connotations, jargon, anecdotes, hyperbole, simile, and generalization. The findings give insight into using persuasive English language for different purposes in video advertisements, particularly for advertising online classes. These techniques and language examples can benefit language educators. For instance, being used to design instructional materials for persuasive language in new media. In addition, the results can be applied as a guideline and resource for those interested in writing scripts for greater-impact video advertisements.

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