A Multi-Modal Study of Persuasive Strategies in Native and Non-Native School Advertisements

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ABSTRACT

The current study investigates how private schools target native and non-native English speakers through YouTube advertisements using a multi-modal discourse analysis approach. The study examines persuasive strategies, how ads appeal to viewers, and influence decision making in native and non-native private school ads. Native school ads may emphasize communicating in English, prestige of private school, and high academic standards. Non-native ads may emphasize diversity of students and resources for learners.Native school ads may use formal, dramatic language while non-native ads use inclusive, accessible language. Ads reflect assumptions about language, education, values and status - native schools emphasize fluency, non-native emphasize inclusive learning.

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Ads use humor and emotion differently - native ads use culture-specific humor while non-native appeals to shared values like diversity. The study analyzed ads using models from Kress and van Leeuwen(2006), and Halliday(1979) then draw conclusions that verify the hypothesis. Both ad types aim to present a nurturing school but native ads use clearer language while non-native use aspirational, indirect language. Native ads value honesty, respect, collaboration while non-native value inclusiveness, diversity, cultural diversity. The study concludes that ads have similar visual, textual strategies but values and language use varies based on native or non-native audience.

<u>Key Words:</u> Advertisements, Cohesion, Meta-functions and Persuasive Strategies

دراسة متعددةالوسائط لوسائل الاقناع في الاعلانات الترويجية للمدارس الخاصة للناطقين وغير الناطقين باللغة الإنجليزية

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المستخلص

تستهدف هذه الدراسة اللاعلانات الترويجية للمدارس الخاصة الناطقين باللغه الانجليزية (اللغه الام) والناطقين باللغة الانجليزية (لغة اجنبية)، تبحث هذه الدراسة عن الكيفية التي تستخدم فيها هذه المدارس كل من اللغه، البصريات، والنداءات العاطفية ومدى تأثيرها على قرارات المشاهدين من خلال نهج تحليلي متعدد الوسائط. اما بالنسبة للبيانات الخاصة بالدراسة فقد تم اختيارها من ضمن مجموعة من الفديوات للقنوات الرسمية للمدارس الخاصة على موقع يوتيوب استنادا على معايير محددة . من اجل اجراء التحليل تبحث الدراسة في الاستراتيجيات الاقناعية المستخدمة في اعلانات المدارس الخاصة بتصنيفها المذكور مسبقا وكيف تجذب هذه الاعلانات المشاهدين وتؤثر على عملية صنع القرار . ولتحقيق هذه الاهداف، تقدم الرسالة الفرضيات التالية: قد تختلف الاستراتيجيات الفعالة لجذب الطلاب للالتحاق بالمدارس الخاصة تبعا للمجموعة المستهدفة، حيث يمكن ان تشمل مدارس الناطقين باللغة الانجليزية (لغة الام) مجموعة من الاستراتيجات كالبراعة في استخدام اللغة الانجليزية وهيبة الالتحاق بهكذا نوع من المدارس بالاضافة الى نوعية المناهج الدراسية المتبعة.

ويمكـن لمــدارس النـاطقين باللغــة الانجليزيــة (لغــة اجنبيــة) ان تشــدد علــى تنــوع خلفيــات الطلاب,وشمولية بيئة التعلم بالاضافة لتقديم الدعم اللازم للطـلاب. ويفترض البحث ان بامكانيـة الاعلانات المدرسية لمدارس الناطقين باللغة الانجليزية (لغة الام) ان تعكس ايديولوجيات او رسائل مبطنــة بشــأن اللغــة , التعلـيم والقـيم والمركـز الاجتمـاعي, امـا بالنسبة لمـدارس النـاطقين باللغـة الانجليزية(لغة اجنبية) ممكن ان تأكد على اهمية وجود بيئة تعليمية متنوعة وشاملة للجميع. ومن المرجح ان تتسم اعلانات مدارس الناطقين باللغة الانجليزية (لغة الام) بطرق مختلفة مثل حس الدعابة,الجذب العاطفي او استراتيجيات الجذب الى القيم الثقافية التقليديه بهم. اما مدارس الناطقين باللغـة الانجليزيـة ممكن ان تهتم باستخدام استراتيجيات اكثر عالميـة تناشد القيم المشتركة بـين الطـلاب كالاندماج والتنـوع الثقافي. ويتم التحقق من صـحة هذه الفرضيات من خـلال العديد من الاجراءات:

(أ) اختيار البيانات وفقا لمعايير معينة ,وعلى هيئة صور ملتقطه من فديوات للاعلانات الترويجية للمدارس الخاصةعلى منصة يوتيوب.

(ب) تحليل البيانـات وفقا لنموذجين تحليل: الاول كريس و فان لويين(2006) الخـاص بالتحليل الصوري, والاخـر ماثيسن و هاليداي الخـاص بالتحليل النصـي. وتطبيـق منهجيـة التحليل النـوعي لاستخلاص استنتاجات ومقترحات لاجراء مزيدا من الدراسات الاخرى.

وتوصلت الدراسة الحالية الى بعض الاستنتاجات التي من خلالها تم التحقق من الفرضيات المذكورة اعلاه, ومن جملة هذه الاستنتاجات:

وتلخـص الدراسـة مجموعـة من اوجـه التشابه والاختلاف بـين التصنيفين للمـدارس الخـاصـة, حيث يتبـين ان اعلانـات المـدارس الخـاصـة للنـاطقين باللغـة الانجليزيـة (لغـة الام ولغـة اجنبيـة) لهـا استراتيجيات بصرية ونصية واقناعية متشابهه تؤكد هدفا مشتركا من حيث تقديم المدرسة كبيئة ترعى وتحفز علـى تعزيز التجارب العاطفية الايجابية والنجاح الاكاديمي. وتظهر الدراسـة ان الاعلانـات الترويجية لمدارس الناطقين باللغة الانجليزية (لغة الام) تميل الى استخدام لغة اوضح واكثر مباشرة مقارنة باللغة المستخدمة في اعلانات مدارس الناطقين باللغة الانجليزية (لغة اجنبية).

وهناك دليل على التفاوت في تقديم القيم والمعايير الاخلاقية للمدارس الخاصة في كلا التصنيفين, حيث ان اعلانـات مدارس الناطقين باللغة الانجليزيـة (لغة الام) تحدد قيمـا مثل الصـدق, الاحترام والتعـاون. بمـا يقابلهـا مـن قـيم مثـل الشمولية والتنـوع الثقـافي لاعلانـات مدارس النـاطقين باللغـة الانجليزية (لغة اجنبية).

الكلمات الدالة: الاعلانات، ،التماسك ، الوظائف المتعددة الوسائط ،استراتيجيات الاقناع

1. INTRODUCTION

Visual ads in school advertisements on platforms like YouTube using images, music and words are an effective multi-modal way to promote schools, as described by (Hodge & Kress, 1988, p. 22; Kress & Leeuwen, 1996, p. 39; Kress, 2010, p. 79). These multi-modal ads communicate information through both images and language based on theories of communication from scholars like Hodge (1988, p. 23), Kress, and Leeuwen (1996, p. 41). Visualization in ads provides better understanding of language according to Hart (2016, p. 59). School YouTube videos on official channels are cultural products that shape image, build culture, improve publicity and attract students (Hodge & Kress, 1988, p. 24; Kress & Leeuwen, 1996, p. 42; Kress, 2010, p. 81). The study explores persuasive strategies used in native and non-native school advertising through verbal and non-verbal language (Wadhawan, 2014, p. 389). Advertising can appeal to different senses as described by Wadhawan (2014, p. 391). Marketers use persuasive strategies through various media to communicate their message. Multi-modal ads combine educational institution aspects related to image and attracting students (Hodge & Kress, 1988, p. 25; Kress & Leeuwen, 1996, p. 43; Kress, 2010, p. 82). Ads communicate meaning through images and language (Hodge & Kress, 1988, p. 26; Kress & Leeuwen, 1996, p. 44). YouTube is an effective platform for schools due to its cultural and promotional features (Hodge & Kress, 1988, p. 27; Kress & Leeuwen, 1996, p. 45; Kress, 2010, p. 83).The study aims to:

 1. examine the persuasive strategies employed in private school advertisements for both native and non- native school ads, and assess the impact these strategies have on viewers' enrollment decisions.

2. identify elements of school advertising that support inclusivity and status. It aims to comprehend how these brands are employed to persuade viewers in addition to merely identifying the brands and reputations that are used to gain fame.

3. investigate how private native and non- native schools use language and images to attract students to enroll to the advertised school.

4. investigate appealing to audience in each advertisement of native and non-native private schools and how they affect viewers' decision of enrollment.

2.LITERATURE REVIEW

The study uses discourse analysis and semiotics to analyze school advertisements (Harris, 1952, p. 3; Van Dijk & Kintsch, 1983, p. 15). Discourse is defined as connected speech or text influenced by social factors (Schiffrin, 1994, p. 20; Van Dijk & Kintsch, 1983, p. 15; Van Dijk, 1997, p. 2). It involves comprehending language use and its relationship to context/communication (Van Dijk & Kintsch, 1983, p. 21; Arutyunova, 1990, p. 10). Discourse aims to understand text production and reader/listener perspectives (Popova, 2018, p. 45; Van Dijk, 1997, p. 3). The field was introduced by Harris in 1952 and analyzes connected language aspects (Harris, 1952, p. 1; Woods, 2006, p. 8). It focuses on real-world language use beyond sentences (Stubbs, 1983, p. 12; Fairclough, 2003, p. 24). Both verbal and nonverbal elements are included, like images and sounds (Fairclough, 1992, p. 30; Widdowson, 2007, p. 7). Discourse has written and spoken forms that differ in features like vocabulary and complexity (Tanskanen, 2006, p. 18). Spoken discourse relies more on cues while written uses explicit connectors (Tanskanen, 2006, p. 20). A multidimensional approach is needed to analyze communicative processes (Widdowson, 2007, p. 12).

2.1 Discourse, Text and Context

Discourse analysis focuses on social interaction aspects beyond syntax (Fairclough, 1992, p. 28). There is debate on distinguishing "text" from "discourse" based on length, structure, or style (Fairclough, 1992, p. 29; Stubbs, 1983, p. 9). Written texts are more planned while spoken rely on interaction/informality (Stubbs, 1983, p. 10). "Discourse" includes multiple sentences examining language use in contexts (Stubbs, 1983, p. 11). Both written and spoken can be considered "text" (Fairclough, 1995, p. 4; Widdowson, 2004, p. 6). Analyzing "verbal and non-verbal language" helps understand meaning beyond linguistics (Widdowson, 2004, p. 8). "Text" is static but "discourse" is

multidimensional (Van Dijk, 1997, p. 4). "Text" results from the mental process of "discourse" (Popova, 2018, p. 48; Malyuga & Bantshikova, 2011, p. 1). Text length/social context, not linguistics, define familiarity (Widdowson, 2004, p. 10). Context includes physical/sociocultural factors shaping communication (Harris, 2001, p. 15; Van Dijk, 2009, p. 67).

2.2 Systemic Functional Linguistics (SFL) Matthiessen & Halliday (1979)

Systemic Functional Linguistics (SFL) examines language complexity through four key elements: context, semantics, lexical grammar, and phonology (Matthiessen & Halliday, 1997, p. 43). Context plays the most important role in constructing meaning. Context has three components in SFL: field (subject matter), tenor (participant relationships), and mode (purpose of communication). These shape linguistic choices (Matthiessen & Halliday, 1997, p. 44). SFL's three-tiered language model includes discourse semantics (making sense of text), lexico-grammar (words and structures), and phonology (sound system) (Eggins, 2004, p. 19). SFL has three meta-functions: experiential (representing reality), interpersonal (communicating with others), and textual (organizing language cohesively) (Halliday & Matthiessen, 2004, p. 29). Lexical grammar bridges semantics and structure, expressing meanings like transitivity, mood, and modality (Halliday & Matthiessen, 2004, p. 31). SFL proposes three types of meaning: experiential, interpersonal, and textual (Halliday & Matthiessen, 2004, p. 30). An example text is analyzed using SFL's context of situation, discourse semantics, and theme/rheme concepts. Field, tenor and mode are identified, and ideational, interpersonal and textual meanings are examined (Matthiessen & Halliday, 1997, p. 45). Theme and rheme are identified, with the theme as the subject and rheme providing new information (Matthiessen & Halliday, 1997, p. 46). Textual meta-function organizes and presents information to make the text meaningful and cohesive (Humphrey, Droga, & Feez, 2012, p. 8). It works through thematic structure and maintaining connectedness using cohesive devices (Eggins, 2004, p. 21). Thematic structure distinguishes theme (given information) from rheme (new informative part) (Matthiessen, 2004, p. 58). Cohesion refers to how phrases are connected, and coherence focuses on logical flow (Halliday & Matthiessen, 2004, p. 33). Informational structure examines how information is presented and

organized to guide understanding (Eggins, 2004, p. 22). An example identifies the theme "the cat" and rheme "sat on the mat" using a cohesive demonstrative article (Matthiessen & Halliday, 1997, p. 47).

3.DATA ANALYSIS

The study will analyze 22 advertisements from native and non-native schools' YouTube channels using Kress and Van Leeuwen's (2006) visual analysis framework and Halliday's (1997) systemic functional linguistics for textual analysis. For each ad, the study will provide background on the school, describe the visual shot, and analyze it visually and textually (Matthiessen & Halliday, 1997). The visual analysis will examine representational, interactive, and compositional meanings based on elements like participants, setting, actions, gaze, social distance, and camera angles (Kress & Van Leeuwen, 2006). The textual analysis will identify themes, markedness, and cohesive devices using SFL to analyze coherence (Matthiessen & Halliday, 1997). Persuasive strategies of ethos, pathos, and logos will be identified based on Aristotle's model of persuasion. Similarities and differences in persuasive strategies between native and non-native ads will be analyzed. A multi-modal approach considers how visuals, text, and layout work together to deliver persuasive messages. Conclusions will reveal underlying ideologies and strategy comparisons.

A four-step analysis procedure is outlined and will be applied to each shot. Data collection involved choosing 12 school ads from their YouTube channels.

3.1 Models Adopted in the Current Study

The current study adopts three different models; one is Kress and van Leeuwen (2006), for image analysis (the semiotic level); the other is Matthiessen & Halliday (1979) : the systemic functional linguistics, language as a social semiotic function for the textual analysis. , for discourse analysis (the discourse level). As well as Aristotle's three pillars of persuasion:(Ethos, Pathos and Logos) used in native and non- native school.

3.1.1 Kress and Van Leeuwen (2006)

Kress and van Leeuwen's (1996) model analyzes three main components of images: representation (what is shown), interaction (how elements interact), and composition (how everything is organized). Kress and van Leeuwen (1996) examine how visual forms like images, colors and close-ups communicate meaning, comparing this to how language uses word choice and structure. Their framework analyzes visual communication beyond Western frameworks (Kress & van Leeuwen, 2006). Kress and van Leeuwen emphasize two key interactions: between objects within images, and between participants and viewers. Their terms of position, communication and composition are interpreted similarly to Halliday's framework but use different terminology from linguistics terms. Position refers to image content, communication refers to intra-image and image-viewer interaction, and composition refers to image layout/arrangement. The models provide tools to analyze images/visuals and text/discourse respectively for a multi-modal analysis of the study materials. The frameworks were developed to analyze meaning-making in different semiotic modes. The study will apply the models distinctively at the visual and discourse levels of analysis.

3.1.2 Matthiessen & Halliday (1979) ,the Systemic Functional Linguistics (SFL), language as a social semiotic function:

Here are the key points on Matthiessen & Halliday's (1997) Systemic Functional Linguistics (SFL) and the textual meta-function:

SFL views language as a social semiotic, connected to the society and culture it is used in, beyond just a neutral medium for information (Caffarel, 2004,p.35). The textual metafunction in SFL focuses on how language is organized and structured to create coherent and meaningful discourse (Halliday, 2004,p.30).

3.2 Persuasive Strategies: General Remarks, Views and Definitions

The word strategy is often used in our daily life. In this case the strategy is defined as "a plan for a specific purpose" (Hornby, 1995, p. 1189). The goal is mainly influence and persuade people naturally.

Persuasive strategies play a role in a variety of contexts, from casual conversations to advertisements, politics, and the classroom. The art of persuasion is a dynamic area that incorporates psychology, communication, and strategy, ranging from the time-tested appeals of ethos, pathos, and logos to the complexities of contemporary marketing strategies (Cialdini, 1984, p. 23). Persuasion is not only about getting your way; it is also about getting others to think for themselves and make educated choices. A convincing message that is well-written encourages the reader to think critically about the topic at hand. When people are able to look at issues objectively rather than being swayed by their emotions, the conversation takes on a deeper and more significant level (Cialdini,1984,p.25).

It is common for people to be swayed by the words and deeds of others around them, particularly those they see as authoritative or relatable. Testimonials, endorsements, and citations of credible individuals or organizations are all tools used in persuasive strategies (Petty & Cacioppo, 1986, p. 3).

Advertisements are designed to persuade consumers to buy a product or service by integrating the three tenets of persuasion (ethos, pathos, and logos) in such a way that the audience is convinced by the speaker's credibility, the audience's empathy, and the speaker's logical arguments (Petty & Cacioppo,1986,p.4).

4.DATA ANALYSIS

This is devoted to representing two sections: Native VS non- native schools' advertisements. Firstly, it represents step A; short descriptions of the selected schools,step B; short descriptions of the selected shots, step C; visual level of analysis, step D; textual level of analysis, and step E; persuasive strategies analysis. The other section is devoted to representing the findings of qualitative analysis, and the discussion of the similarities and differences of both native and non- native schools' advertisements

4.1 Qualitative Analysis

Sample(1) A native school ad. **Graham Elementary School**

A) School Description

Great Futures Start Right Here in Graham Community School which is comprised of 10 elementary schools (K-5), 3 middle schools (6-8), 2 high schools (9-12) 1 innovative academy and an ultra-modern facility career technical center. The link of the selected video: 2019-20 Graham Elementary School Promo Video.The shot is selected under the category of extracurricular activities.

B)Shot description

It shows two kindergarten students, a girl and a boy, engaged in an extracurricular activity together. They are sitting at a table, wearing colorful clothes, and making flowers and other objects out of colored paper cards. There are some crayons on the table. Text: "Working TOGETHER Building TOGETHER" The text next to the photo reads "Working TOGETHER Building TOGETHER" in red and white on a black background. The word "together" is repeated twice, each time in capital letters.

This image of a native school ad is selected under the category showing the importance of extracurricular activities. It shows how children can learn and grow through teamwork and cooperation.

B)Visual analysis level

In this shot the **representational mode** consists of the **narrative process(participants)** : Two students engaged in an activity, coloring objects.

The representational meta-function shows two students (girl and boy) engaged in an extracurricular activity in KG class. The activity is to make flowers and objects out of colored paper. There are some colored pencils on the table. The image is a **close-up** of the students' faces and hands, showing a focus on the activity they are involved in. The colorful paper and pencil colors are creative and interesting which helps make the image a stand-up activity by showing that they are on an activity.

- **The interactional mode**

1. **Gaze:** The students look directly at what are they doing indicating how they are engaged , creating a sense of a contact that makes the viewer feel like they are being addressed directly and invites them to engage with the participants.

2. **Close-ups:** The close-ups of the students' faces make them seem relatable and approachable. This further encourages the viewer to connect with the image on an emotional level.

Interactional meta-function: The interactive function of the image is to facilitate interaction between the students. Students look directly to their work , creating a sense of contact and making the viewer feel part of the process. **Close-ups** of students' faces also make them seem relatable and approachable.

Compositional meta-function

- **Salience and Information value:** The two students in the image are the most important elements, so they are given the most prominence in the frame. The colorful paper and pencil colors are also important, but they are given less prominence than the students.

- **Demand**: The image demands the viewer's attention through its use of bright colors, its balanced composition, and its focus on the two students engaged in an activity.

D)The Textual Analysis Level

● Thematic structure:

"Working TOGETHER Building TOGETHER"

- **Theme:** Working TOGETHER

- **Rheme: Building TOGETHER**

In this sentence, the non-finite clause "Working together" is the theme, and ;the rest of the sentence "Building TOGETHER" is the rheme . The rheme tells us what we can achieve if we work together.

- **Marked theme:** the non-finite clause is distinguished by adjunct, "TOGETHER", which is the focus of the message. This type of thematic structure is often used in advertisement statements (slogans) and other types of persuasive language to grab the reader's attention on a particular message.

The **cohesive devices** that are used in the sentence"Working TOGETHER Building TOGETHER" can be identified as follow:

- **Repetition:** The word "TOGETHER" is repeated to emphasize the importance of working and building together.

- **Parallelism:** The two non-finite clauses, "Working TOGETHER" and "Building TOGETHER", have the same structure, which creates a sense of balance and unity.

- **Ellipsis:**"and" is ellipted for the sake of the slogan being more memorable. "and" is a coordinator to connect the two non-finite clauses, which shows that they are related and of equal importance.

● Various of **persuasive strategies** are used:

Ethos (appeal to ethics) is established by the use of two young children working together. Children are often seen as innocent and pure, so their image can be used to create a sense of trust and credibility. Additionally, the children are engaged in an educational activity, which suggests that they are learning and growing.

Pathos (appeal to emotions) The image of the kids cooperating joyfully has pathos, or emotional appeal. The kids seem interested, and the image is vivid and colorful. This spreads happiness and positivism. Furthermore, the term "TOGETHER" is repeated, underscoring the significance of collaboration and teamwork. This may arouse strong feelings in viewers, increasing the possibility that they would identify with the message.

Logos (appeal to credibility):The slogan that appears next to the image presents logos. "Working TOGETHER Building TOGETHER", according to the phrases, this school value commits to make everyone's future better. This is a credible argument since it shows that good things result of collaboration and effort. Furthermore, the phrase "TOGETHER" is used repeatedly to reaffirm that collaboration and teamwork are necessary for .success

 Sample (1) A non-native school ad.   **Amity Elementary school**

A) **School Description**: Admission Open - Amity Global School Noida

The link of the selected video Admission Open - Amity Global School Noida

The shot is selected under the category of extracurricular activities.

B)Shot description

It shows three kindergartners with white shirts on, engaged in a puzzle project. The puzzle pieces are scattered randomly on the table. The school logo is on the left side of the picture. The gold hexagonal shape in the middle of the image carries the phrase "Let's Learn New Things Together." The frame of the image is navy blue and gold.

C)Visual analysis level

In this shot the **representational mode** consists of the **narrative process(participants)** : three students engaged in an activity, puzzle pieces,

And the **Conceptual process**: The **image is a symbolic** one that uses conventional signs or symbols to represent something else. In this case, the image of the children and the puzzle pieces is a symbolic representation of the process of problem-solving and learning.

The **representational meta-function**: This function represents three kindergarten children engaged in a puzzle project. The puzzle pieces are scattered randomly on the table, indicating that the children are still working out the puzzle.

● **The interactional mode**

Gaze: The children's faces are turned towards the viewer, creating a direct gaze. This invites the viewer into the image and makes them feel like they are part of the scene.

Offer: The puzzle pieces also invite the viewer to participate in the image, by suggesting that they might enjoy participating in extracurricular activities.

Compositional meta-function:
Salience and Informational value

Due to their placement in the image's center, the children are its most prominent element. Since the puzzle pieces are dispersed among the kids and contrast with the background, they are also noticeable.Since it is lower than the other objects and positioned on the left side of the image, the school logo is less prominent.

Framing

The image is framed to convey a sense of weight and significance. This framing is further enhanced by the inclusion of instrumental music and the positioning of the school symbol on the left side of the image. The fact that the kids are shown to be concentrated on their work further implies that the school is a place where education is valued.   ..

 D)Textual analysis level

Thematic structure

" Let's learn new things together". It is a simple sentence, it is a type of sentence that makes a request, or expresses a strong desire. In this case, it is a friendly invitation or suggestion to engage in a learning activity together.

Theme : "Let's"

Rheme: "learn new things together"

Marked theme: the theme is recognized through the use of the adjunct "together". This word emphasizes the shared nature of the learning experience and suggests that the speaker and the listener will support each other in the learning process. The marked theme also suggests that the speaker believes that learning is more enjoyable when it is done collaboratively.

The use of cohesive devices

The adjunct "together": The word "together" highlights how the learning process is shared. Because they are both involved in the same action, this fosters a sense of cohesion between the speaker and the listener.
The phrase "Let's learn new things together" is particularly meaningful and coherent because of the cohesive connective used. It is an invitation to participate with the speaker in the process of learning new things, with a clear and succinct message. Additionally, the text focuses on collaborative learning environment within teamwork.

- **Various persuasive strategies are used:**

Ethos (appeal to ethics or credibility) :Three kindergartners are seen in the image participating in an educational activity, which makes use of ethos. This implies that learning is appreciated and fostered in the school. The school logo, a representation of the institution's legitimacy and repute, is also used in the image. **Pathos (**appeal to emotions): The image employs pathos by presenting three happy and satisfied kindergartners. This implies that learning at the school is enjoyable and productive. "Let's Learn New Things Together," an optimistic and aspirational phrase that is used in the shot. **Logos (**appeal to logic or reason): The image uses reference to logos by showing three kindergartners solving a puzzle. This implies that the educational institution offers students demanding and captivating educational experiences. In addition, the image includes the call to action "Let's Learn New Things Together," which makes sense.

Sample#2

A Native school ad/ **The British School Warsaw**

A) School Description

   The British School Warsaw provides an engaging and diverse learning environment which ensures your child will love coming to school. For boys and girls, 2.5 to 18 years old. The link of the selected video: Day in Primary School I The British School of Warsaw

The shot is selected under the category of welcoming/ inviting shots

B)Shot description

A bright and glad primary school girl proudly represents her school as part of the admission team. She stands confidently at the school entrance, wearing the school uniform with a large smile. Beside her stands her teacher, also dressed in a unified color and sharing the same joyful expression. Together, they welcome other students, on a normal school day.

C) Visual analysis level

The **representational mode** consists of :

The **narrative process** (participants): the girl and the teacher, other students.

The **conceptual process**: the image is **Symbolic,** In this case, the image represents the school's commitment to welcoming new students and providing a positive learning environment.

The **representational meta-function**: The image shows a primary school girl and a teacher standing in the school entrance on a normal school day. The girl is wearing a school uniform and has a big smile on her face. She stands confident and proud to represent her school as part of the admissions team. The teacher also wears a one color shade, casual clothes and has a happy face. Together they welcome other students to the school.

Interactional meta-function is used to represent interactions that are goal-oriented In this case, the goal of the interaction is to welcome new students to the school,The interactional mode in this shot has two elements:

Gaze: the teacher and student are looking directly at the other students.

Body language: It is Welcoming (the teacher and student are smiling and waving at the other students), it is a positive and inviting (the teacher and student are using positive body language, such as smiling and nodding)

The **compositional mode**

- **Framing:** Social (the image focuses on the social interaction between the teacher and student)

- **Salience:** Balanced (the teacher and student in the image are equally salient)

- **Informational value:** Balanced (the teacher and student in the image convey an equal amount of information)

- **Modality:** the image presents the scene as real and believable situation.

D)The textual analysis level

The transcript of the selected shot

0:10 this is me and miss Prabhu 0:13 welcoming the children into school.

The thematic structure of the sentence:

Theme: "This"

Rheme: "is me and Miss Prabhu welcoming the children into school"

"This" which is the starting point that prepare the viewers to the upcoming information, the rheme is "is me and Miss Prabhu welcoming the children into school" which carries the informational load and it is the most salient part of the clause.

Marked theme,In this case, it expresses the relationship between the speaker and Miss Prabhu, and the concept is welcoming the children into school.

There are various linguistic elements that are used to make the text cohesive, they can be identified as follows:

- **Conjunction**: The coordinator"and" connects the two nouns "me" and "Miss Prabhu." This conjunction connects the two participants"Me and Miss Prabhu" who are working together to welcome the children into school.the use of "and" as a cohesive tie is valuable in which it connects the the doers of the action that undertake the responsibility of the learning process equally. There is two balanced parties, the student who is a representative of other students and their families and the teacher who is a representative of the school and its staff.

- **Ellipsis**: The omission of the word "are" before the participle verb

"welcoming" is a common way to shorten speech and make it more efficient.

- **Reference**: demonstrative (definite article) " the" it refers to the other participants who appeared in the shot and received the action of being welcomed and invited into school. The use of definite article " the" is informative in which those students are known as the exact students (intended group of participants) of Warsaw British School.

- **Spatial**: the use of preposition " into" refers to where the shot is taken and where the students are walking to, the use of "into" as a cohesive tie is to locate the path of students from the entrance to their classrooms inside the school's building.

Various persuasive strategies are used:

 Ethos the advertisement uses the image of a bright and happy primary

school girl proudly representing her school as part of the admissions team to convey an image of credibility and independence to reveal it. The girl is wearing a school uniform and has a big smile on her face, indicating that she is a happy and proud student. This means that the school is a positive and welcoming environment for students. **Pathos** the ad appeals to parental emotions by showing a happy and

confident student welcoming other student to school. The girl's big smile

and happy face shows that she enjoys being a student at the school and is

happy to welcome new students. This means that school is a fun and exciting place to learn. **Logos** the advertisement uses the slogan "This is me and miss Prabhu

welcoming the children to school" to show that the school is committed to providing a warm and welcoming environment for all students. This is a reasonable call for parents looking for a school that will nurture their children and make them feel at home.

Sample (2) A non- native school ad.   **DLSL International School in Philippines.**

A) School Description

De La Salle Lipa, for the past 55 years and counting, has been continuously growing as an institution. Inspired by the ideals of St. John Baptist de La Salle,The link of the selected video is See You in Class! (Why I Chose DLSL). The shot is selected under the category of welcoming / inviting shots.

B) Shot Description

It shows two secondary school students, a boy and a girl, wearing their school uniforms. The boy is wearing a white shirt and dark green pants, while the girl is wearing a white shirt with a green tie and a striped skirt. They are standing next to each other in the front yard of the school, with the school reception building behind them. They are in the middle of a wide green space, and they are both smiling widely.

C) Visual analysis level

The **representational mode**

Narrative process (participants): the student and her teacher, other students and the **Conceptual process**: the image is **symbolic**, it represents the school's welcoming culture and its commitment to providing a positive learning environment for all students.

The **mode of representation**: the image shows two high school students, a boy and a girl, in their school uniforms. They stand next to each other in the school's front yard, with the school's reception hall in the back. In the middle of the expanse of green. Both are smiling widely. The shot represents them as the welcoming figures of their school.

● The **interactional mode**

Gaze: the two students in the image are looking directly at the viewer.

Body language: Inviting (the two students in the image are making inviting gestures with their hands), Smiling (the two students in the image are smiling).

The shot is composed and organized as follows:

Framing: is s**ocial, t**he shot focuses on the students interacting with each other and with the viewer.

Salience: Balanced,the students and the school reception (school's identity) are equally salient in the image,providing them with a high-quality education.

Informational value: Balanced, the students convey information about the school's diversity, its commitment to student well-being, and its academic excellence.

Modality: the image presents the scene as real and believable. The use of natural lighting and the realistic depiction of the students.

D)A textual level of analysis

The selected transcript:

7:13 "what are you guys waiting for?"

7:14"See you in class!"

Statement 1: "I am asking"

The sentence is in an interrogative form, though it serves as the speaker is asking the listener to explain their delay or inaction, and encourages others to take action.

Thematic structure

Theme: "I am asking"

Rheme : "What are you guys waiting for"

The theme is the initial element of the sentence that establishes the topic or subject being discussed. In this case, "I am asking" serves as the theme, indicating that the speaker is making an inquiry or seeking information.

The rheme is the rest of the sentence that provides information about the theme or expands upon it. In this sentence, "What are you guys waiting for?" is the rheme, which represents the specific question being asked by the speaker.

The marked element in the sentence is the embedded statement "I am asking?" The embedded statement is marked because it deviates from the typical word order of a declarative sentence and introduces a question structure "What are you guys waiting for?

Cohesive devices

The use of causal preposition " for" modifies the action and indicates how it is performed. The use of "for" as a cohesive tie is valuable in a way that it is a call for action (What are the viewers waiting to enrol in the school?)

Statement 2: "See you in class!" The sentence is simple, it has a sense of excitement and inviting others to take action.

Theme: I/we

Rheme: see you in class

Implied pronoun (I /we) is the theme of the sentence and "see you in class!" is the rheme which is the reflection of the first statement that encourages and urges the viewers to take the action of being part of the school which is the goal.

Cohesive devices

Spatial reference: the use of prepositional phrase "in class" refers to a location. The use of "in class" as a cohesive tie is informative it refers to the place where the students should be.

Various persuasive strategies are used:

Ethos:An image of two high school students dressed in their uniforms is used in the advertisement to project credibility and dependability. Both students smiled widely,

displaying their joy and pride as learners. This indicates that students will find the school to be a friendly and supportive environment.

Pathos: The ad captures the emotions of parents by showing two happy and confident students welcoming new students to school. The students' smiles and happy faces show that they enjoy being students at the school and are excited to welcome new students. This means that school is a fun and exciting place to learn.

Logos: In the ad, "What are you waiting for?" and "See you in class!" To

communicate that school is a place where students can learn and grow in a positive and supportive environment. These are reasonable calls to parents who are looking for a school that will help their children succeed.

5. FINDINGS AND DISCUSSION

The multi-modal analysis of the private school advertisements reveals some key differences between those targeting native versus non-native speakers:

- **Visual Level**

Native school ads focus more on interactive, collaborative student activities, while non-native ads depict more individual, contemplative learning.

Native ads use brighter, more vibrant colors, while non-native ads have a more muted palette.

Composition of native ads emphasizes student-teacher interactions, while non-native ads highlight branding elements.

- **Textual Level**

Both use clear thematic structure and cohesive devices, but differ in messaging.

Native ads highlight academic performance, collaboration, and quality, while non-native ads emphasize curiosity, diversity, and personal development.

Sentence structures vary, with native ads using more direct language and non-native ads employing more formal, implicit styles.

- **Persuasive Strategies**

Both leverage emotional and logical appeals, but with nuanced differences.

Native ads use vibrant imagery to evoke excitement, while non-native ads use muted tones for comfort.

Native ads focus on educator support, while non-native ads emphasize individuality and aspirations.

6. CONCLUSION

The study analyzed the visual and textual strategies used in advertisements of native and non-native schools. Native school ads emphasized teamwork, conventional resources, while non-native ads focused on student clubs, technology integration and inclusivity. Images can communicate many elements effectively to present an integrated message. Verbal and non-verbal elements collaborate to depict the ideology and communicate with the audience. Native school ads used simple objects like coloring to create a relaxed environment, while non-native ads showed complex activities like puzzles. Native school ads emphasized connections between students and work, while non-native ads aimed to build intimacy and invite enrollment. Native school ads used bright colors to create a happy environment, while non-native ads included multiple visuals and muted tones for structure. Native school ads emphasized values like commitment, while non-native ads focused on technology and the principal's authority. Cultural influences can shape the advertising strategies used by schools. Various visual, verbal and persuasive strategies are employed depending on the school's location, goals and target audience.

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