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Genre Analysis of Hybrid Texts: Language Used in Online Course Introduction of International Universities

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Abstract

This study thus aimed to examine a spoken discourse genre of new hybrid texts in the online course previews extracted from an online learning website. The corpora consisted of 12,735 words compiled through 30 pieces of the top five online course previews within the three sub-categories including Business, Academics, and How-to of Coursera websites. The results showed that there were marked features of the discourse as hybrid text which displayed the combination of promotional and academic properties. The unique rhetorical organization in terms of employing the obligatory move structures: detailing the course, establishing credentials, and indicating the benefit of learners was extensively found. Besides this, the grammatical feature of if- conditional forms and the lexical bundle “be going to”, were discovered to purposively support the rhetorical organization to create the persuasive effect on the target audience to enroll the full courses. Implications of the present study in relation to the genre analysis of the new hybrid text were also discussed.

Keywords: genre analysis, hybrid texts, online course previews, rhetorical move analysis

Introduction

With the advent of globalization, English for professional genre dramatically flourishes and clearly reflects the competitiveness in the area of academic and business communication worldwide (Bhatia, 2005, 2008). In particular, the investigation of the use of formal and functional properties of language, especially analysis of rhetorical moves in particular contexts, has been extensively conducted to reveal the main communicative purposes within the structural units, such as the rhetorical moves with relatively specific focus on diverse contexts (Swales, 1990). In educational field, creating and selling online courses thus have become a

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new profitable trend for a large number of individuals who seek ways to provide the target students with a tutorial course in countless domains. Nevertheless, to make an online course successful is not easy. It needs effective advertising and branding as the key attractive message to the right learners and boost their future engagement. A preview of any online courses, as an indirect promotional text, is consequently the opening door and the most crucial component in advertising a particular course (Szabo, 2021).

The term ‘hybrid’ in this study mainly refers to the educational context which embraces a range of approaches to learning and teaching that integrate a number of delivery media facilitated by the proliferation of persuasive information and academic communication throughout the use of technologies (Parsons & Ross, 2002). This has allowed considerable expansion of support mechanisms for both on-campus and distance education students and made them available for their self-learning mode (Cookson, 2002). Therefore, the objective of the hybrid model is to deliver to all students a package of learning materials of consistent quality regardless of the mode status.

Hence, the focus of this study is to examine upon a multi-perspectives of rhetorical move structures of the largest international universities online learning website. The introduction course were gathered from Coursera websites which is an American global massive open online course provider. It was founded in 2012 by Stanford University computer science professors Andrew Ng and Daphne Koller. Coursera works with universities and other organizations to offer online courses. The introduction course online was chosen from the top-five international universities in the Coursera website which were as the target data from this platform, including The University of Melbourne, University of Michigan, Imperial College London, University of Cambridge and Princeton University.

Research Objectives

This study thus aims to examine a spoken discourse genre of hybrid texts in the online course previews extracted from an online learning website. The corpora consisted of 30 pieces of the top five online course previews within the three sub-categories including Business, Academics, and How-to of Coursera websites. In this study, the key features of move-based units in the online course reviews as a hybrid text will be thoroughly analyzed. The study hopes to fill the gap and shed new light on the study of genre analysis in accordance with the professional hybrid text of spoken discourse. The potential contribution of this study is to propose the nature of hybrid text of the online course introduction from the international universities which were constructed from the combination of promotional text and academic spoken discourse having a set pattern to confirm with the expectations of the promotional hybrid community. This finally could be the systematic gridline for ESP writing class. In a business sense, Pratiwy and Wulan (2018) found that the interplay of introduction part of online platform strengthens the speaker’s intention through language choices.

Research Questions

1. What are the rhetorical move features in the online course previews in terms of their structures, frequencies, and sequences?

2. What are the salient similarities and differences between lexical and grammatical features embedded in the rhetorical move structures?

Literature Review

1. Genre and Rhetorical Move Analyses

In applied linguistics, the analyses of genre and rhetorical moves have long been a trend owing to their diverse aspects to be examined as well as usefully pedagogical implication (Bhatia, 1993, 2005, 2008; Flowerdew, 2002; Halliday, 1994; Hyland, 2006; Swales, 1986, 1987, 1990, 2004). Hyland (1992) maintained that genre analysis is an analytical examination of the how language is used within a specific context. A type of each genre or discourse is designed and structured to achieve a set of communicative purposes which share similarities in structure, content, styles and the target audience. In the same vein, Bhatia (1993) believed genres are meant to serve the goals of specific discourse communities, and in so doing, they tend to establish relatively stable structural forms and even constrain the use of lexico-grammatical resources in expressing forms. As a result, the insight knowledge offered by genre analysis assists professional language users to produce texts within a particular genre more effectively.

2. Written Discourse

2.1 Academic Written Discourse

Academic written discourse found in diverse sections of journal articles across disciplinary fields have always been actively researched in recent decades. In the earlier years, the seminal notion of genre and move analysis has been employed as an initial point for studies of interesting, multi-faceted findings with varied perspectives on analyzing genres. Starting from the pioneer work in move analysis, Swales (1990) proposed the CARS Model (create a research space) for analyzing research article introductions (RAIs), which are supposed to be persuasive, comprising of complex negotiations of the existing knowledge. Thus, the introduction part is regarded a key area which give valuable insights in research articles. In this line, Swales' CARS model (2004) was modified to provide more variations of sub-steps to analyze RAIs. The changes are that the previous steps of Move 1 were cut out, and there was the reduction of some steps in Move 2. That is, Move 1 was revised into Move 1: Establishing a territory (citations required) via topic generalization of increasing specificity. On the other hand, the steps within Move 2: Establishing a niche were reduced into two steps. They include either step 1A: Indicating a gap or step 1B: Adding to what is known and the optional step 2: Presenting positive justification.

The previous research concerning move analysis in various parts of academic written texts based on Swale's CARS models (1990, 2004) was conducted, some of which are as follows. In another study, Abarhooeinezhad and Simin (2015) investigated structural move patterns of the abstracts by using Swale's CARS (1990) in electronic engineering articles between Iranian and native English electronic engineers. The result of this research indicated differences and similarities between the two groups. Influenced by Martin-Martin (2003), Swales (1990) postulated four moves for the abstract, assuming that its organization would be characteristically

represented in the same way as that of the accompanying article, namely introduction, methods, results and discussion. Martin-Martin (2003) compared RA abstracts in order to analyze the macrostructure of the abstracts written in English and Spanish employing the Introduction, Method, Result and Discussion (IMRD) model. The major difference of his study was seen, however, in the introduction parts by adopted the main framework in academic nature of Swales' (1990) CARS model. He found that Spanish writers included Move 2, establishing a niche, less than English writers. Most importantly, he revealed that universality in terms of scientific discourse is not possible. Bonn and Swales (2007) with a similar purpose, investigated English and French RA abstracts and found that linguistic differences are more common than the variations in the rhetorical organization. They attributed these differences to different discourse communities. In similar vein, in a study carried out by Peacock (2002), it was found that there was no compulsory move in 252 discussions from seven disciplines. Some studies focused on specific research sections such as research methods (e.g. Lim, 2006, Peacock, 2011), research results (e.g. Brett, 1994; Thompson, 1993; Williams, 1999), and Discussion (e.g. Holmes, 1997; Yang & Allison, 2003). Following the Swales' model, there are several studies related to move-based analysis in diverse aspects. Both similarities and differences were discovered in the introduction section investigated, in terms of the communicative purpose, the frequency of move-step occurrences, and the move-step classification. As a descriptive and analytical tool, Swales' CARS models have gained enormous attention in academic discourse analysis (e.g. Anthony 1999; Bunton 2002; Burgess 2002; Fakhri 2004; Lopez 1982; Nwogu 1997; Posteguillo 1999; Salom et al., 2008; Samraj 2002; Swales & Najjar 1987). These research studies aimed to study rhetorical move organization of academic texts. These studies also underscored the usefulness of the CARS models in revealing a variety of RAI structures across diverse sub-genres.

2.2 Promotional Discourse

Promotional texts are described with the linguistic phenomenon by means of expanding explanations through language use, such as promoting the bargaining and inquiring, enhancing persuasive power to increase the sales and profit trend. The nature of promotional texts is thus conceptualized as the relationship between communicative purposes, linguistic forms, and social interaction among the particular members of each discourse community (Swales, 2004). Proposed by many previous studies, especially Bhatia's (1993, 2004, 2005) genre analysis, promotional texts were generally investigated in terms of their structural moves in order to establish the comparability of the texts. There have been various studies focusing on the generic promotional written structures based on the seminal framework of Bhatia (1993, 2005).

Developed from his old model, Bhatia (2005)'s newly revised model aims to analyze the key structures of the promotional text in terms of newspaper advertisements in ten moves. The characteristics of the new genre include *Move 1. Headlines*, *Move 2: Targeting the market*, *Move 3. Justifying the product or service by establishing a niche*, *Move 4. Detailing the product or service*, *Move 6. Endorsement or Testimonials*, *Move 9. Soliciting response* and *Move 10. Signature line and Logo, etc.* These moves display the uniqueness of visual marketing strategies which could not be seen in the 1993 framework. To illustrate, the headlines in Move

1 could be used to establish the context for interested customers to the product. Targeting the market can be realized through the use of Move 2 when the details of potential customers liking to buy the products were expressed. Then, the uniqueness or some specific quality of the product is presented to attract customers' attention via Move 3. Next, an advertisement needs to explain in details what the product or service is by the use of Move 4. In order to gain trust from the target customers, a proof that the product is worthy by former customers is emphasized with Move 6. An advertisement's goal is to arouse customers to purchase, so calling for immediate action by Move 9 is used. Lastly, the signature line and logo are addressed as a symbol of identity representing the product.

2.3 Spoken Discourse

Contrary to language in print, the production of spoken discourse mainly consists of speech sounds which intend to transfer both objective and subjective information to the target audience in a particular setting. With its relevant context as well as specific genre functioning as the context elements of spoken discourse helps unfold the construction and revision of the message conveyed (Cornish, 2003). The prevalent academic spoken discourse has been conducted as a form of lecture introductions, academic conferences and seminars. In the academic discourse community, Swales' (1990) CARS has been used as a long tradition, then it has been developed into an academic spoken discourse which could display textual excellence, despite its' unstructured and inconsistent move structures within a singular text type. It was also found that lecture introduction has long been analyzed as a form of invitation to listen to the whole oral text, and they can also open the door to the next parts of the academic lecture providing valuable help to the reviewers in deciding whether the speakers will be invited at all.

2.4 Promotional Spoken Discourse and Hybrid Texts and Related Studies

Being influenced and colonized by promotional concerns. The main communicative purpose of this text types is still informative, but they can be more mixed or encompass the sense of hybrid in appearance. Hyland (2006) posited that the move pattern templates of academic and promotional discourse can be inextricably interwoven in its own rhetorical frameworks and represent the novel communicative community. Over the past ten years, a number of studies on written texts have been devoted to the analysis of the promotional written discourse. In the light of combination of informative and persuasive communicative purposes, many researchers have used structural move analysis to explore the generic patterns in genres such as academic RAs (Hopkins & Dudley-Evans, 1988) magazines and newspapers (Nwogu, 1997), public reports (Harvey, 1995), letters of application (Henry & Roseberry, 2001), and dissertation acknowledgements (Hyland, 2004).

In essence, the hybridization of spoken discourse had been proposed by Jacobs (1999) that it occupies the communicative purposes of commodification, the sense of advertisement discourse as well as mixing feature of professional genres as a part of primarily marketing discourse. The concept of hybrid genre has been a focus in a number of previous studies as follows. Catenaccio (2003) conducted a research study with an attempt to analyze the generic

features of press releases, of companies or institutions to communicate newsworthy information. The study was to investigate the organization in which they convey the different communicative purposes to the target readers. The result indicated that both major and minor moves found in this genre displayed the textual features of informative-promotional quality and strategies as they later created the persuasive effect on the readers. In the light of hybrid document investigation, Bhatia's (2010) study mainly focused on the four common types of discourses found in annual reports: (1) accounting discourse, (2) economics discourse, (3) public relations discourse and (4) legal discourse. He suggested that public relations discourse, specifically directors' or chairmen's messages which were placed in the annual report, were carefully worded to achieve the aim of building stakeholders' confidence. He also noted that the president's or chairman's letter to shareholders was placed together with the annual report and served as a communicative tool to highlight the corporation's mission, financial performance and objectives. Textual mode considers verbal choices such as vocabulary, metaphor, modality, and information structure, as well as other linguistic frameworks, for example, Move Analysis which is conducted to explore discourse organization to understand how texts are interpreted, consumed, and used in specific contexts to reach a specific goal (Biber et al., 2007; Bhatia, 2014). Not only is the message's content crucial, but so are other linguistic features in online business communication. Linguistics is highly compatible with marketing circles, as language and its different characteristics are powerful tools for marketing communication and a strategy that can transform a business.

Coming to the actual analysis of hybrid discourse in education settings, it was apparent that the marketization of education has currently encouraged the teaching methodology and context to establish their international reputation by taking part in the competition for economically driven academic growth and putting the predominant promotional culture on their realm. This enormously inspires the attempts of the academic institutions and lecturer for changing the role of their learners from traditional co-peers in the real classroom to that of being consumers and taking the control of their learning path such as through the online resources. Therefore, the academic setting nowadays has been shifted their role of the classroom to uphold their special status and has enjoyed their current condition in digital society (Bhatia, 2004; Jarvis, 2007; Santoro & Snead, 2013). A lot of research devoted to organizational patterns of the RAIs in academic genres from different dimensions. It is intriguing to use Swale's CARS model in analyzing the rhetorical move patterns in a genre with the combination of academic and other text types (Henry & Roseberry, 2001; Hyland, 2004).

Methodology

This study utilized the mixed-method design of quantitative and qualitative methods to analyze the rhetorical move features in terms of structures, frequencies, and sequences.

1. Data Selection

The data selected for this study was drawn from the spoken texts of the largest international universities online learning website: Coursera, the biggest online course provider and the largest online learning platform established with an aim to facilitate international online

learners worldwide. Unlike learning programs in traditional classroom, the largest international universities online learning website offers instructional and learning tools which enable independent instructors to create online courses on topics of their choosing, and these courses have been gaining the increasing popularity. Coursera platform is appropriate as a subject of this study and thus deemed as the most popular platform and well-accredited online website of its kind that effectively serve international instructors and learners worldwide. As Downes (2012) stated, Coursera is the biggest provider of MOOCs (massive open online courses) with more than 100 million learners worldwide. Coursera is an online American platform that offers online courses, specializations, certificates and degrees. Founded by professors Andrew Ng and Daphne Koller from Stanford University in 2012, Coursera currently works with more than 200 leading universities and companies worldwide and has more than 76 million learners (Coursera, n.d. a).

2. Subject of the Study

From a substantial number of texts in diverse categories, the researcher purposively selected 30 preview texts, 10 of which were selected from the three sub-categories including *Business*, *Academics* and *How-to*. The criteria were due to popularity among international online learners and the rhetorical patterns as well as communicative purposes. They were purposively selected from the top five best sellers of the courses to ensure the validity in terms of the significance among other texts.

3. Construction of the Corpora

The procedures of building the corpora will be divided into the following steps:

1) All 30 online course introduction selected from the top five best-sellers of the courses extracted from top-five universities introduction courses online from Coursera Website were complied with purposive sampling from the three sub-categories (*Business*, *Academic* and *How to*). The total number of words in the corpora is 12,735, which was divided respectively:

Table 1

Sub-Categories of Online Course Introduction Extracted From Coursera

Sub-category	Total number of words
Business category	4, 541
Academics category	4, 393
How to category	3, 802
Total	12,735

2) The text of each corpus were codified into *B1, B2, B3,, and BS10* for *Business* sub-category, *S1, S2, S3,, and AS10* for *Academic* sub-category, and *H1, H2, H3,, and HS10* for *How to* sub-category.

4. Framework of Analysis

Since this study aimed to carry out the genre analysis of hybrid text of the Coursera online learning website, both academic and promotional seminal framework (Bhatia, 1993, 2005;

Swales, 2004) were purposively employed as the basis for developing my newly invented protocol.

Table 2

Swales' CARS Model (2004) and Bhatia's Framework (1993, 2005)

	Academic Genre		Promotional Genre	
	Swales' CARS Model (2004)		Bhatia (1993)	Bhatia (2005)
Number of Moves	3 moves		7 moves	10 moves
Description of moves	1: Establishing a territory via - Topic generalization of increasing specificity 2: Establishing a niche via - 1A: Indicating a gap or - 1B: Adding to what is known - 2: Presenting positive justification 3: Presenting the present work via - 1: Announcing present research descriptively and/or purposively - 2: Presenting RQs or Hypotheses - 3: Definitional clarifications - 4: Summarizing methods - 5: Announcing principal outcomes - 6: Stating the value of the present research - 7: Outlining the structure of the paper		1. Establishing credentials 2. Introducing the offer - offering the product / service - essential detailing of the offer - Indicating value of the offer 3. Offering incentives 4. Referring to enclosed documents 5. Inviting further communication. 6. Using pressure tactics. 7. Ending politely.	1. Headlines 2. Targeting the market 3. Justifying the product or service by establishing a niche 4. Detailing the product or service 5. Establishing credentials 6. Endorsement or Testimonials 7. Offering incentives 8. Using pressure tactics 9. Soliciting response 10. Signature line and Logo etc.

This study employed the seminal rhetorical move models of Swales (1990) and Bhatia (1993, 2004) as the guideline to create a newly invented framework to identify the rhetorical move structures in the corpora. This is because the entire corpora are the hybrid text that cannot be fully described by the previous models. In constructing the rhetorical move structures and sub-steps based on the corpora (see Table 3), the researcher used both corpus-based approach and manual identification throughout the corpora. This is because, the models have been adopted by other several researchers who focus on genre analysis (e.g. Abbasian and Tahririan, 2008; Al-Ali and Sahawneh, 2008; Barron, 2006; Cheung, 2006, 2007, 2008, 2009; Flowerdew & Wan, 2006; Ho, 2009; Jalilifar & Beitsayyah, 2011; Santos, 2002).

In order to thoroughly provide a novel model to analyze the move features of the promotional hybrid online course previews in a different dimension, the following is the newly constructed protocol based on the researcher's analysis. Altogether, the seven primary move and minor steps were found.

Table 3*Rhetorical move Structures in the Preview Courses***Move1: Opening remarks (obligatory)**

- Step 1A: Welcoming and introducing the course
- Step 1B: Eliciting learners' experience or wish
- Step 1C: Asking to join the course
- Step 1D: Giving relevant background information

Move2: Detailing the course (Obligatory)

- Step 2A: Indicating the objective of the course
- Step 2B: Giving an outline of the course
- Step 2C: Offering the instructional method of the course
- Step 2D: Sharing instructors' experiences
- Step 2E: Differentiating the course from others

Move 3: Establishing credentials (Conventional)

- Step 3A: Referring to the instructors' qualifications
- Step 3B: Giving the example of successful individuals

Move4: Stating the benefits of learners (Obligatory)

- Step 4A: Stating the need and expectation of learners
- Step 4B: Indicating what learners get from the course
- Step 4C: Offering solutions to learners' problems

Move5: Offering incentives (Optional)**Move6: Emphasizing the value of the course (Optional)****Move7: Ending (Obligatory)**

- Step7A: Ending politely / Friendly
- Step7B: Calling for action

The existing literature addressed frequently about moves as obligatory (e.g. Peacock, 2002; Swales, 1990; Yang & Allison, 2003), conventional move which normally required (e.g. Kanoksilapatham, 2005; Nwogu, 1997), while less frequent moves were claimed as an optional move (Swales, 1990).

According to Swale's (2004) and Kanoksilapatham's (2005), their criteria were adopted to classify the status of a move as obligatory (=100%), conventional ($70\% \leq x \leq 70\%$), optional moves ($x < 70\%$). The moves and steps were categorized based on their frequencies per hundred percent. In a nutshell, to interpret the frequency of the moves and steps found in the study, according to these criteria, if a particular move or step occurred in the corpora of all three categories (100%), it was classified as obligatory move. If a move or step was found from 70-99% in the corpus, it was regarded as conventional move, and if the occurrence of a certain move or step ranges below 70%. It was claimed as optional move. To ensure the reliability, two researchers, who specialized in corpus-based analysis, analyzed the texts in this corpus separately, yielding high inter-rater reliability rates (25%). The illustration of these rhetorical move structures as well as the examples found in each sub-category in the preview courses were presented in the section of results and discussion. Finally, an expert in the field of move analysis was asked to recheck the classification of moves in the newly invented framework.

5. Data Analysis

The corpora were examined in the following steps to answer the research questions.

1) To answer the first research question “What are the rhetorical move features in the online course previews in terms of the structures, frequencies, and sequences?”, the following steps were carried out.

1.1) The seminal frameworks were studied as the initial guideline. Then, the researcher examined the corpora and figured out the moves and steps which corresponded to the seminal frameworks. If the moves and steps identified were realized as exactly the same as found in the frameworks, it would be categorized into the moves and steps of the present study. On the other hand, if the moves and steps identified in the corpora were not found in the seminal frameworks, the researcher newly named the move or steps title or modified their title based on the data.

1.2) After identifying the structures of primary moves and sub-moves of each corpus (see Table 1), the researcher counted their move-step occurrences or frequencies using the percentage. Next, numerical comparison between each set of the three sub-categories was conducted and were investigated to point out the distinctive features.

2) To answer the second research question, what are the salient similarities and differences between lexical and grammatical features embedded in the rhetorical move structures?, lexical and grammatical features embedded in the rhetorical move features, namely if- conditional forms and the lexical bundle “be going to”, were identified to find out their salient similarities and differences. According to Brown and Levinson (1987), the use of both If-clause and be going to can be persuasive function in the text because matching the linguistic style of a request to the listener’s expectations increases compliance. Both linguistic features could congruent with consumer expectations of closeness can increase trust and brand evaluations, but only when consumers are able to devote processing effort to elaborating on the message (Craig & Blankenship, 2011).

2.1) The data analysis in this stage started with detecting overall frequencies of the lexical and grammatical features found in each move-step structure of the three sub-categories. Then, the concordance lines of the frequencies of the identified lexical and grammatical features were obtained. After that, the researcher identified which if- conditional forms and the lexical bundle “be going to” belonged to which particular move structures and steps.

2.2) Although the analysis was thoroughly conducted by the researcher, an academic expert in discourse analysis was invited to be an inter-coder to ensure the reliability of the analysis. The researcher also asked the other scholar in this field to evaluate, comment, and advise on the construct validity of the rhetorical frameworks, rhetorical moves and sub-steps analysis and lexical features.

Results and Discussion

1. Rhetorical Move Features

This section presents the rhetorical move features in terms of structures, frequencies, and sequences of the course previews. The course previews of online tutoring could reach this purpose by describing information about a course thereby enhancing customers’ motivation and willingness to enroll the course, work on learning stages, and stay online.

1.1 Move Structures

In the three corpora, it was found that there were seven primary move structures and the sub-move steps. The details are presented as follows.

Table 4

Move Structures and Sub-Move Steps Found in the Three Corpora

Move1: Opening Remarks (Obligatory)

This move consists of a number of phrases, sentences and sometimes in the form of questions that exist before the actual content of the course advertisement and functions with aimed to draw the attention of interested learners to the course.

Sub-Steps

Example from the texts

Step1A: Welcoming and Introducing the Course	<ul style="list-style-type: none"> - Hi welcome to business law for entrepreneurs. Pilot your business with the power of law. (B4) - Hi and thank you for taking the time to have a look at this introduction to cognitive behavior therapy. (A10)
Step1B: Eliciting learners' experience or wish	<ul style="list-style-type: none"> - Do you ever find yourself so angry that you could just punch somebody in the throat or you could just scream or you just have to go hide and cry a little bit? (B3) - Have you ever been curious about human personality Have you ever wondered how personality works. Have you thought about how your own personality drives the way you think feel and behave? (A7)
Step1C: Asking to join the course	<ul style="list-style-type: none"> - I you are eligible here. Well if you need to understand the basics of business law, join this course. (A3) - Hi and thank you for taking the time to have a look at this introduction to cognitive behavior therapy because I hope you decide to sign up and join the cause and we'll speak real soon. (H9)
Step1D: Giving relevant background information	<ul style="list-style-type: none"> - 20 years ago the world was changing. The internet was a wild west a wild brave pioneers set out to explore this new field to find new opportunities. Many failed in expeditions. Some survives. And a tiny few succeeded. Transforming the world forever. The revolutionary technology which will transform every single business in the next 10 years. But what will you make of it. (B8)

Move 2: Detailing the Course

Detailing the course presents the fact that the instructor points out the background information and important aspects as well as basic knowledge foundation of the course to assure the learners that, when they enroll this course, it serves their learning purpose and expectation.

Table 4 (Continued)

Step 2A: indicating the objective of the course	<ul style="list-style-type: none"> - This course is very much focused on providing coaching within the organization to achieve performance. ... (B1) - By the end of the course, you will be able to design or improve your university job application in the course. (A6)
Step 2B: Giving an outline of the course	<ul style="list-style-type: none"> - This course is truly comprehensive. You will take 48 lessons which you can listen to at home on the way to work in this course you learn for example what are the signs of depression. How to help the client who suffer with major depressive disorder and sleeping problems what is happening in the brain is your own experience of depression. (A.4)
Step 2C: Offering the instructional method of the course	<ul style="list-style-type: none"> - Here's the secret. Lawyers learn by reading stories. They're called cases. SO why shouldn't you learn the same way. (B2) - The case studies and the exercises that you'll get in this course in each section there's a different approach presented to help you become an independent thinker. There are fascinating case studies of people who successfully learn to think for themselves as well as examples of people who failed in life because they let other people do all their thinking for them. (A2)
Step 2D: Sharing instructors' experiences	<ul style="list-style-type: none"> - So far, people have made numerous interesting questions to me about the different areas of Finnish education. I have designed this course for anyone seeking to get new knowledge and ideas from the world-famous Finnish education system. (A8)
Step 2E: Differentiate the course from others	<ul style="list-style-type: none"> - So, this course is different than other life coaching courses that's focused on personal goals. Losing weight or achieving some individual objective (B1)

Move 3: Establishing Credentials

This move consists of the background and the positive qualification of the instructors. The instructors' long-established record of their experience is presented to draw the learners' attraction. The information of testimonials or successful learners from the courses are also given to guarantee the effective coaching of the instructors which directly related to learners' successful learning outcome.

Table 4 (Continued)

Step 3A: Referring to the instructors' qualifications	<ul style="list-style-type: none"> - My name is Camille and I will be leading you through the course. I've got over 10 years' experience of working at British and American universities. I've been a member of selection panels, so I have learned how a university job application should look like from the university perspective. (A6) - I'm a certified professional makeup artist and I've been working in the industry as a freelancer for about three years in my studio I've done make up for a fashion TV local TV show and collaborated with photographers and artists both for shoots and independent films. I have attended workshops with Russia and many other exceptional artists to continuously improve my craft. (H3)
Step 3B: Giving the example of successful individuals	<ul style="list-style-type: none"> - You'll get to know Edward and Rhonda and see why it's so important for their professional success to start thinking for themselves after finishing this course. You'll see how Edwards life changes for the better as he applies the strategies we re-discuss in this course. (A2)
<p>Move 4: Stating the Benefits of Learners</p>	
<p>In this move, it states the benefits that learners may gain in studying in this course. They might indicate learners' problems which could be solved by enrolling this course. This move is used with an aim to draw the target learners' attraction with their crucial parts of their lives or with their important problems that they might not solve.</p>	
Step 4A: Stating the need and expectation of learners	<ul style="list-style-type: none"> - If you want to improve the performance of an organization, you have to improve the performance of every leader manager and team within that organization. If you're going to improve the performance of every manager and team they have to be coached. (B1)
Step 4B: Indicating what learners get from the course	<ul style="list-style-type: none"> - By the end of the course, you will be able to adopt some of the best practices of the Finnish education system to your work. This course includes more than 30 lectures and videos for you to enjoy. Not only will we cover the current Finnish education trends but also we will have a peak to the future and go through the topics which will be the focus on Finland. (A8)
Step 4C: Offering solutions to learners' problems	<ul style="list-style-type: none"> - If you're really frustrated when you feel overwhelmed with all the things you have to do and you really don't know how you can squeeze out one more minute out of the day. And this is the course for you. (B10) - The fact of the matter is modern image editing programs are complicated and it will take more than the 50 minutes we're going to spend together to explain all these things. (H1)

Table 4 (Continued)

Move 5: Offering Incentives

This move refers to the use of motivational devices such as additional benefits, premiums, special pricing, to promote the sale of a course. This move communicates in the form of a direct inducement, offering added value for the product, to resellers. It aims to attract new learners or inducements to get a course and to motivate new learners to purchase a course.

For examples:

- Now beyond the very basics of it on this course I do offer various courses here on you to be explaining in much greater detail the various processes you need to do in order to improve your photos using the various bits of software that you will see on this course. (H1)
- This course is also free. So just one more thing I'd like to add we actually offer a30 day money back no question asked refund guarantee. So if you get through the course and you find that you're dissatisfied you can request a refund and we will refund it to you. No questions asked. (B9)

Move 6: Emphasizing the Value of the Course

In this move, the statement of highlighting the importance or worth of the course are presented to reemphasize and encourage the target learners so that they will immediately make their quick decision to join the course. This move usually occurs before the ending stage of the promotional course previews to remind the target customers to be aware of the importance of the course.

- So if you want to become emotionally intelligent then this is the course for you. (B3)
- I'm confident you're going to get a lot of value of this course (B6)
- This is not for you but if you are a partner in the United States this is really a great course for you. (A3)

Move 7: Ending (Obligatory)

The last move is Ending, which is used to close the course previews by asking for attention or response in polite ways and thanking taking attention to the course. The direct statement such as, "look forward" or "will see you inside" will be used in this move to ask for some response from the target learners

- Step 7A: Ending politely / Friendly
- Thanks for looking at my class and I hope you decide to join us. It's Chirstine here and I will see you on the forum. (B4)
 - I hope you decide to join us on the course and I'll speak with you real soon hopefully. Have a good day. Thank you. (A9)
- Step 7B: Calling for action
- So, if you're ready to get started you're right to get things done to begin feeling more in control of your time and tasks and responsibilities than is the course for you. (B10)
 - Sign up now and I'll see you inside. (H10)

1.2 Move frequencies

From the above rhetorical move and step structures, the frequency count findings of the corpus categories including Business, Academic and How to are illustrated in the table.

Table 5
The Results of Move Frequencies

Move Structures	Business	Academics	How to
Move 1: Opening remarks (Obligatory)	100%	100%	100%
Step1A: Welcome and introduce the course	6	5	5
Step1B: Eliciting learners' experience or wish	3	6	2
Step1C: Asking to join the course	-	1	-
Step1D: Giving relevant background information	2	1	4
Move 2: Detailing the course (Obligatory)	100%	100%	100%
Step 2A: Indicating the objective of the course	10	6	6
Step 2B: Giving an outline of the course	7	10	10
Step 2C: Offering the instructional method of the course	2	4	4
Step 2D: Sharing instructors' experiences	-	2	-
Step 2E: Differentiating the course from others	3	4	2
Move 3: Establishing credentials (Conventional)	80%	100%	90%
Step3A: Referring to the instructors' qualifications	7	9	7
Step3B: Giving the example of successful individuals	1	1	2
Move 4: Indicating the benefit of learners (Obligatory)	100%	100%	100%
Step4A: Stating the need and expectation of learners	8	10	10
Step 4B: Indicating what learners get from the course	6	6	6
Step 4C: Offering solutions to learners' problems	4	-	2
Move 5: Offering incentives (Optional)	10%	20%	20%
	1	2	2
Move 6: Emphasizing the value of the course (Optional)	40%	30%	20%
	4	3	2
Move7: Ending (Obligatory)	100%	100%	100%
Step7A: Ending politely / Friendly	4	7	6
Step7B: Calling for action	6	6	5

As Table 5. showed, according to the seven rhetorical moves, *Move 1: Opening remarks*, *Move 2: Detailing the course*, *Move 3: Establishing credentials*, *Move 4: Indicating the benefit of learners*, *Move 5: Offering incentive*, *Move 6: Emphasizing the value of the course*, and *Move 7: Ending*, the frequencies of each sub-category are presented through the percentages of obligatory, conventional, and optional moves.

The percentages revealing four obligatory moves in all three sub-categories are *Move 1: opening remarks*, *Move 2: detailing the course*, *Move 4: indicating the benefit of learners*, and *Move 7: Ending*. They occurred in the highest frequency of 100%. This means that these primary moves were totally found in the majority communicative units, thereby indicating the highest number of moves found in the course previews. Although these moves are equal in their position as obligatory moves, the smaller steps show differences in terms of their frequencies. This interestingly reveal some important aspects among the target course previews.

In the four obligatory moves, it is clearly noticeable that there were further variations of frequencies based on the different sub-steps. To illustrate, among the sub-steps occurred in each set of obligatory moves, there were always one or two predominant sub-steps which tended to play the more important role than the other sub-moves. For instance, in *Move 2 Step2B: Giving an outline of the course* emerged 7-10 times. This showed its higher numbers of occurrences than any other sub-moves under the main *Move 2: Detailing the course*, while *Step 2E: Differentiating the course from others* occurred only 2-4 times throughout the corpora. It could be argued that the sub-steps under the main obligatory moves might be separated into obligatory, conventional, and optional steps according to the frequencies. If analyzed thoroughly, from all obligatory moves, the outstanding moves were *Move 2: Detailing the course* and *Move 4: Indicating the benefit of learners* since the predominant sub-steps are *Step 2A: Indicating the objective of the course* and *Step 2B: Giving an outline of the course* and *Step4A: Stating the need and expectation of learners*.

Another interesting point is that among the high frequent production of some important sub-moves in the obligatory *Move 2 Detailing the course*, the unequal frequencies were identified according to different course preview sub-categories. For example, *Step 2A: Indicating the objective of the course* had 10 occurrences or 100% in the *Business* sub-categories while this tendency happened to less occur in the *Academics* and *How-to* sub-categories since there were only 6 occurrences of it found. On the other hand, for *Step 2B: Giving an outline of the course*, it was reflected that its 100% occurrences belong to the *Academics* and *How-to* sub-categories, but only 7 occurrences in the *Business* one. To prove this proportion, the larger corpora are required.

For the next important move, according to all three previews sub-categories, it was found that there is only *Move 3: Establishing credentials* which could be regarded as the conventional move since either of its sub-steps including *Step3A: Referring to the instructors' qualifications* and *Step3B: Giving the example of successful individuals* were found up to 80%, 100%, and 90% respectively. However, the more production of *Step3A* was obviously spotted as they highly occurred 7-9 out of 10, while there were only 1-2 occurrences of *Step3B* in the corpora. From this result, it also suggests the importance of *Step3A: Referring to the instructors' qualifications* in the hybrid texts. Despite the fact that it is conventional sub-moves, its frequencies were even much higher than some sub-steps within the other main obligatory moves.

It is also noted that the *Step3A: Referring to the instructors' qualifications* and *Step3B: Giving the example of successful individuals* under the conventional *Moves 3: Establishing credentials* were relatively similar in terms of higher or lower numbers of occurrences. This might point out that these sub-steps appeared across the three sub-categories were different in numbers according to the nature. Mentioning the qualification of instructors tends to be more important than saying about the former students of the course. However, this result could be solidly confirmed by the larger number of the online course previews.

With the optional move, it turns out that the frequency of occurrence of *Move 5: Offering incentives* were 10% 20% and 20% and *Move 6: Emphasizing the value of the course* were 10%, 20%, and 20% in the *Business*, *Academics* and *How to* categories respectively.

Interesting, some Steps of obligatory and conventional moves appeared to have been less emphasized than the optional moves.

Among the identified obligatory moves, *Move 2* and *Move 4* represented the most distinctive characteristics of obligatory moves since there were some high frequencies in sub-steps. For example, in *Move 2 Step 2A: Indicating the objective of the course* and *Step 2B: Giving an outline of the course* were identified as 100% in all three sub-categories. Noticeably, among all three sub-categories (Business, Academics and How to), *Move 2: Detailing the course (Obligatory)* with *Step 2A: Indicating the objective of the course* and *Step 2B: Giving an outline of the course*, and *Move 4; Step 4A: Stating the need and expectation of learners* were the most frequently found as the distinctive obligatory move patterns.

All of these moves and sub-steps occurred in all sub-categories of the target promotional texts with almost all sub-steps in these moves. However, this indicated that even though the main Move were considered as the obligatory move, the sub-steps were still not consistent in the frequency of the occurrences as the obligatory features. It might be not given the importance as the real obligatory moves in the sub-steps of *Move 2*. And *Move 4*, which could be seen through the frequent occurrences. This nature might be the obvious feature of the spoken communicative units which have variable move and steps occurrence and position in the same context.

It was found respectively in each sub-category. In the business category, *Move 3* occurred as 80% which covered *Step3A: Referring to the instructors' qualifications* and *Step3B: Giving the example of successful individuals* only 10%. These moves were found in less number than the obligatory moves. In the Academics category, *Move 3* incorporated *Step3A: Referring to the instructors' qualifications* as 90% and *Step3B: Giving the example of successful individuals* only 10%. So, they were regarded as a conventional move since they were found in relatively small numbers. For the How to category, there were 70% of *Step3A: Referring to the instructors' qualifications* and 20% of *Step3B: Giving the example of successful individuals*. The frequency of occurrences revealed that all of these moves were regarded as not important as the obligatory moves since the result could be varied and omitted in some communicative units as the nature of conventional moves. Lastly, it was found that there are two optional moves which are *Move 5: Offering incentives* and *Move 6: Emphasizing the value of the course* and there are no steps of moves like the others.

1.3 Move Sequences

The sequence of moves in this section is explained in terms of the primary moves found in each sub-category. The codes used to represent each move are M1-M2-M3...M7 respectively. The sequence found in the corpora could reveal some interesting points of how the course previews were constructed to promote the persuasive effects of the course previews.

According to Table 2. (See Appendix), the results indicate that all sequences of rhetorical moves in the course online previews emerged in the form of cycling patterns. This might be

owing to the nature of spoken language that the communicative units tend to place interchangeably. The move sequence is the order or the pattern in which seven moves are structured. Based on the analysis, the linear move structure (M1-M2-M3-M4-M5-M6-M7) did not appear in either set of all data in the three sub-categories.

As regards move cycling, it was found that this move structure was found as the highest dominant organization across all three sub-categories. To clarify, a vast majority of the set of data contained moves that occurred recycled, such as in the conventional pattern of M1-M2-M3-M4, the structural moves of M2-M3 and M3-M4 were recycled or M2-M4 were constructed cyclical.

Noticeably, the cycles of M2 -M4 (Detailing the course – Indicating the benefit of learners), M2 -M4 (Indicating the benefit of learners- Detailing the course), M2-M3 (Detailing the course – Establishing credentials) and M3- M2 (Establishing credentials – Detailing the course) move structures were the most commonly re-occurred in a sequence almost of all data across the three sub-categories. This could reveal the fact that *move 2: Detailing the course* including *Step2A: indicating the objective of the course, Step2B: giving an outline of the course, Step2C: offering the instructional method of the course, Step2D: sharing instructors' experience and Step2E: differentiating the course from others* was mostly used as the main communicative unit to persuade and convince the target learners to understand and be interested in the course. Due to the marketing strategy, *move 3: Establishing credentials* focusing on the instructors' well-established qualification and *move 4: Indicating the benefit of learners* were used to empower the persuasive functions to assure the target learners about the instructors' professional experience and the course benefits that they will receive after finishing the courses.

2. The Lexical and Grammatical Features Embedded in the Rhetorical Move Structures

Apart from the elements of rhetorical move features generally found above, in this section, the grammatical features of *if*-conditional forms and the lexical bundle “*be going to*”, embedded in the move structures were discovered. The results are aimed to answer the second research question: What are the salient similarities and differences between lexical and grammatical features embedded in the rhetorical move structures?

2.1 The Results of ‘If-Conditional Sentences’

The table 3. (see in Appendix) shows the occurrences of *If*-conditional sentences found in the corpora. The total of the frequencies (F) is 76 items with the main structure of *If*-conditional form: *If + Subject + simple verb form*. This conditional form implies the fact that a real possibility that someone can do something, or something will happen potentially in the future. For example,

- *If you want to improve the performance of an organization, you have to improve... (B1)*

It is noticeable that this *If*-conditional forms vary in numbers according to the different sub-categories of the online course previews. The highest production of *If*-conditional form belongs to the *Business* sub-categories, 39 items in total. The secondly frequent items of *If*-conditional form are in the *Academics* sub-category as 23 items were found. The lowest occurrences of the

grammatical feature were contained in the *How-to* sub-category since there were only 14 items could be figured out.

The results above can further be illustrated in terms of different occurrences of *If*-conditional form in each rhetorical move structure. That is, *Move 4: Indicating the benefit of learners*, which was set as a rhetorical move, has the most occurrences of the *If*-conditional form. The occurrences between 8-12 items were found in all sub-categories. Interestingly, Step4A: stating the need and expectation of learners within this main move were presented by the *If*-conditional form. For instance,

- *If you want to become more emotionally intelligent than this is the course for you* (B3)
- *If you're ready to start your career as counselor, then you're in the right place.* (A4)
- *If you are passionate about make up artistry but you feel you lack the skills, you're in the right place.* (H2)

Using the conditional form, this sentence has a persuasive influence on the course viewer to imagine about the plausibility or the future competency they can acquire if they learn in this course. Therefore, this sentence was found to support the rhetorical organization that indicates a benefit of what the learner will obtain.

As for another interesting aspect, the obvious differences between the three corpora were the frequency of *if*-conditional form found in *Move 2 Detailing the course (Obligatory)*. Only two items of *if*-conditional form emerged in this move of the *Business* and *How-to* categories, while the *Academic* category contained 9 items of *if*-conditional form in this move. It can be observed that they included the occurring of *if*-conditional items in *Step 2A: Indicating the objective of the course of 5 items* and *Step 2B: Giving an outline of the course of 4 items*. This might be because in the *Academics* category, the use of *If*-conditional form was often employed to explicitly explain the key elements and the main objective of the course as much as possible to clarify the complicated way of academic instruction and let learners know their expected learning outcome. Giving an outline of the course with *if*-conditional form would help the target learners see the clear picture of what they have to learn and what will happen based on the condition or situation set of each step of the academic learning path. For example;

- *This course is on how this habit can make people more successful and enjoy self-esteem. I believe that if more people would think for themselves, it would make the world a much better place. So, in this course, I want to share I've learned about independent thinking with you.* (A2)
- *So you can regain control and all a whole lot more if you haven't experienced this before.* (A9)

With the use of *If*-conditional form within this rhetorical organization, it attempts to make this communicative unit to persuade a customer to feel confident with the course objective. It also boosts the statement in this move sound reasoning and having solid evidence by stating expected outcomes, facts, giving logical reasons or using examples.

Additionally, the use of *if*-conditional form was relatively prevalent in the frequency of 13 items found in *Move 7: Ending (Obligatory)* across all sub-categories. That is to say, in *Move7:*

Step B Calling for action, the occurrences of if-conditional form were extensively found to end up all statements in the online course previews. For example

- *If you are ready to get started, then please go ahead and enroll now. (A7)*
- *So, if you are ready to sign up, hit that control button and see you in the course (H8)*
- *So, join me if that sounds like something that you're ready for. (B7)*

The functions of the If-conditional form in *Move 7: Ending* were widely employed to persuade the target learners and influence their desirable emotions to response with their action immediately such as following the full-scale courses or making quick decision to purchase the course. It was clear that the use of conditional construction in this move concentrate on the kind of If conditional pattern: *If + present simple , will + verb infinitive*. For this type of if-conditional pattern, it could be assumed that the learning outcome will be possible and tends to be fulfilled after completing the course referring to the statements said earlier. To explain, the use of conditional sentences in this promotional context indicates the cause and effect or the temporal sequence of two situations. The main structure of conditionals contains the initial statement called “an antecedent clause” and “consequent clause” which referring to a supposition situation, while the another consequent statement consists of a proposition situation that occurs if the antecedent is realized (Yule 1998; Young 1989). This is the use of if-conditional sentences within such communicative unit to help enhance the sale persuasion reflecting through the use of future temporal conditionals in the second segment of it which tends to express a desirable sense taking place later. This could strengthen the marketing efforts.

2.2 The Result of the Lexical Bundle “be going to”

As regards the corpus data, a noteworthy distinction of the lexical bundle “be going to” found in relation to move structure was also observed. The table 4. (see in Appendix) reveals that the occurrences of “be going to” was found account for 54 items of the total corpus data. The Business category contained the use of “be going to” at the highest proportions which was 38 items in total. However, there was slightly difference of the numbers of “be going to” found in the Academics and How-to subcategories which were only 6 and 10 items.

Considering from each rhetorical move structure, the lexical bundle “be going to” was mostly employed in *Move 2: Detailing the course (Obligatory)* of all sub-categories which was found in the Business category of 30 items in total, whereas it was found 8 and 5 items in How to and Academics sub-categories. To clarify, the majority of the lexical bundle “be going to” belongs to the most frequently used items in *Step 2B: Giving an outline of the course* at 29, 5 and 2 items of Business, How to and Academics category respectively. It could reflect the functions of the bundles within such particular move structures as means for enhancing fluency and discourse coherence in elaborating the stage of learning course systematically. The occurrences of such bundle convey the intention and the possibility of making strong commitment which will happen after joining the course. This proposition could reinforce the target learners to trust on the instructors’ mission and increase their desire to enroll the course. Some examples of lexical bundle “be going to” in *Move 2: Detailing the course*;

- *In this course, we are going to talk about being self-aware about understanding our emotions and why we have the emotions. We are also going to talk about self-regulating those emotions which can help control our emotion and know how we should respond to different situations. (B3)*
- *I'm including two different supply lists. The first one is just going to cover your basic sewing supplies that you need to sew the other supply list goes over the supplies for the course. (H4)*

In this regard, the use of lexical bundle “be going to” could be attributed to the sense of academic lectures where the instructor act as being teacher-centered and in a “live” teaching situation in relation with the proposition of expected desire, directive process, intention and prediction along the learning process the learners join the course.

The second major finding was the relative higher concentration of the use of “be going to” bundles in *Move 4: Indicating the benefit of learners (Obligatory)* of Business sub-category, amounting to 5 items compared to only 2 items and omitted item in How-to and Academics sub-categories. *Move 4 Step 4A: Stating the need and expectation of learners* contains a clear predominance of such bundle which was found at 5 items in the Business sub-category. For example:

- *So, what we need to learn as entrepreneurs as business owners as people who are going to be successful, we need to learn how to set proper goals that will initiate the fire within us to be going to achieve well beyond our limits. (B7)*

According to the above data, it could demonstrate that the use of these bundles correlated to the purpose of communicative unit set within the move. Specifically speaking, it strengthens the meaning of the statement which shows the future reference to the benefit of course which enable the target learners to see their received value after the end of the course. This functions as the marketing strategy to call for the customers’ hope and desire to join the course in order to fulfill their own wish immediately.

To summarize, the use of such lexico-grammatical items fosters the conveyance of each move statement to reach the promotional purposes of these text types. In other words, the use of both if- conditional forms and the lexical bundle “be going to” found in the corpus data of all three sub-categories were found with the flexible use based on their different pragmatic meanings depending on the intent in reflecting the instructors’ persuasive intention. The functions of them were selected to be used within each rhetorical move with a final aim to completing the sale of the full courses in line with informing the details of course. The use of if-clause in the form of First Conditional sentences (if + present simple, will + base form) are widely used in the obligatory moves of the course previews to express possibilities, either in the present or in the future. In this conditional, there is the very likely and real possibility that the condition or the specific situation will purposive happen in the future. The supporting use of the lexical bundles “be going to” can be used to intensify the intended meaning of this type (Declerck and Reed 2001). In addition to the rhetorical move analysis, it was also noticeable that the nature of the course preview as a spoken genre means a greater variation of rhetorical

move structure which does not adhere to rhetorical structures merely being of an obligatory nature, as not compatible with Swales' (1990) CARS model referring to written academic discourse. The results from this study mirrors the nature of new hybrid text of the online course introduction from the well-known international universities which were constructed from the combination of promotional text and academic spoken discourse having a set pattern to confirm with the expectations of the promotional hybrid community. The results of this study including move organization, key linguistic features including if -clause and be going to and other lexical patterns shown from the data could reflect the fact that the international universities also need to transform themselves in order to regain their previously held favorable market status through their introduction online course in the Coursera website. Institutions could have state of the art facilities but competing for the target customers' needs proper marketing strategies which in turn need cutting edge language infused within to attract the target customers.

Conclusion

This study aims to reveal new findings concerning the status of move patterns, move sequences and the emergence of novel rhetorical spoken organizations. This reflected the hybrid nature of the course online preview as one type of promotional texts. The corpora were constructed with the data of 30 pieces of the top five online course previews within the three sub-categories including Business, Academics, and How-to. The findings of the study shed light on the distinctive features of the new hybrid texts which displayed the combination of promotional and academic genre which reflect through the communicative units of rhetorical move pattern organization. It was found that there was the occurrences of the obligatory move structures incorporating detailing the course, establishing credentials, and indicating the benefit of learners. Furthermore, the grammatical feature of if- conditional forms and the lexical bundle "be going to", were extensively employed to support the rhetorical organization in order to bring about the persuasive effect on the target audience to pay attention to the details of the courses , and finally enroll the full courses.

However, this study is conducted with the small-scale research. Therefore, the present study can be extended in several directions.

First, the size of the corpora may still be limited due to the smaller numbers of course online previews in all sub-categories (only 30 items). The results of the present study may not sufficiently generalize the entire conception of the move structures, move sequence and key linguistic features found in the target discourse. In consequence, the expansion of corpus size in further studies is also worth researching.

Second, apart from "conditional sentence (if clause), lexical bundles indicating intention (be going to), other uses of linguistic devices embedded in each structural move such as attitude markers (e.g. adjective and adverb), transitional words (e.g. conjunctions) should be additionally investigated and analyzed to reveal other interesting communicative functions of each rhetorical moves and uncover more distinctive use between each set of the three corpora.

Thirdly, the frequency of the move sequences in each set of the data should be evaluated to interpret the results in a clearer manner in terms of marked patterns of the move sequences. Moreover, the number of words token in the future corpora should be identified in order to explore the density and proportion of words in each sub move.

Last but not least, the use of the technical support, namely the AntConc concordance program (Version 3.4.4) (Anthony, 2014) should be employed to yield the valid and the concrete results in all sub-categories of the course online previews.

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