

Critical Discourse Analysis of Entrepreneurship in E-Learning Platforms: A Fairclough Model Application

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the
requirements for the degree of Masters of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

This study was conducted in accordance with the ethical guidelines of Brac University's Institutional Review Board. Prior to data collection, all participants (entrepreneurs and instructors of e-learning platforms) received a clear explanation of the study's purpose, procedures, and potential uses of the findings. Written informed consent was obtained from each participant, who were assured of their right to withdraw at any time without penalty.

To protect confidentiality, interview transcripts and video excerpts were anonymized: personal identifiers (names, contact details) were removed, and pseudonyms were assigned where necessary. All data were securely stored on password-protected drives accessible only to the researcher and supervisory team. Quotations and examples included in this thesis are presented in aggregate or under platform pseudonyms to prevent individual identification.

This research did not involve vulnerable populations or sensitive topics that could cause harm. Throughout, the principles of voluntary participation, respect for persons, and data integrity were upheld to ensure an ethical and responsible inquiry into e-learning entrepreneurship discourse

Abstract

This study explores how Bangladeshi e-learning entrepreneurs use language to advertise their platforms, applying Norman Fairclough's Critical Discourse Analysis framework. In the context of a rapidly digitizing education system, digital entrepreneurs increasingly rely on persuasive language and strategic communication to draw students. By analyzing video content and semi-structured interviews from five platforms, the study reveals that motivational language, code-switching, and emotional appeals are common strategies used to construct entrepreneurial identities and influence learners. These discourses reflect neoliberal ideologies such as individualism, market competitiveness, and self-responsibility and align with national narratives like "Digital Bangladesh." The findings highlight how educational marketing not only promotes learning but also reinforces socio-economic norms and power structure. This research extends to the growing body of knowledge on digital entrepreneurship in South Asia and provides insights into how social, economic, and political frameworks in education both influence and are influenced by discourse.

Keywords: Fairclough, E-learning Discourse, Entrepreneurship, Neoliberalism, Bangladesh.

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Chapter 1

Introduction

1.1 Background

In recent years, particularly during and after the COVID-19 pandemic, the overall global way of education has experienced a paradigm shift by adopting e-learning as an effective alternative to traditional system. This transformation has even more spread and impact in developing countries like Bangladesh where complex challenges like overpopulated classrooms, limited access to quality educators are unsolvable. As Government are promoting “Digital Bangladesh” as their new era, e-learning platforms and usage of digital devices got increased rapidly.

Entrepreneurs are grabbing this shift as their opportunity. They are creating customized courses targeting specific markets ranging from language learning to professional skills development. However, in this competitive market, the entrepreneurial success of e-learning platforms depends not only on the quality of the content but also on the strategic use of language and discourse in advertising. Language and discourse play a vital role in compelling potential learners to enroll in courses, creating a demand for a critical analysis of these linguistic practices. They are using cultural norms, linguistic diversity, and societal attitudes toward education to effectively engage their target audiences.

This study applies Norman Fairclough’s critical discourse analysis framework to critically examine how Bangladeshi entrepreneurs use language and communication strategies to influence their audience. This research explores the connection between linguistic practices, societal norms, and entrepreneurial goals in Bangladesh.

1.2 Research Objectives

This study aims -

- To analyze the linguistic features and communication styles used by e-learning entrepreneurs.
- To interpret the socio-cultural implications of their discourse strategies.
- To explain how their language reflects and reshapes societal norms about education.

1.3 Research Questions

- How do e-learning entrepreneurs influence their target audience using language?
- What linguistic strategies, ideological and cultural narratives emerge in their discourse to retain their target customer?
- What is the relationship between their discourse strategies and the socio-economic context of Bangladesh?

1.4 Significance of the Study

This research fills a significant gap in understanding the intersection of digital entrepreneurship, language, and education in Bangladesh. By applying Fairclough's critical discourse analysis model, it contributes to the growing body of literature on digital entrepreneurship. While there is emerging interest in the role of e-learning platforms to solve educational challenges, there aren't many studies in this sector. By focusing on Bangladesh, a developing country, this study highlights the unique cultural, social, and economic factors shaping e-learning entrepreneurship. It also provides practical insights for educators, and entrepreneurs seeking to optimize digital education for diverse audiences.

Chapter 2

Literature Review

2.1 Norman Fairclough's Critical Discourse Analysis

Critical Discourse Analysis is a framework for studying the relationship between language, power, and society. Norman Fairclough's critical discourse analysis model emphasizes the interplay between language and power, arguing that discourse is both shaped by and shapes societal structures (Fairclough, 1992). Fairclough (1995) highlights how media discourse often changes with dominant ideologies while presenting them as neutral or natural. This perspective is highly relevant to entrepreneurial discourse, where language is used strategically to influence perceptions and drive consumer behavior. For example, marketing discourse may normalize consumerism by presenting it as a natural and desirable behavior (Fairclough, 2001).

According to him, language is not a neutral medium but a social practice that both reflects and influences the broader socio-political context. Fairclough's model is built on a three-dimensional framework:

Textual analysis:

The first dimension of Fairclough's critical discourse analysis is textual analysis, which focusses on closely analyzing a text's elements. This entails examining the topic, word choice, writing or speaking style, visual components, and linguistic features like implicatures and deictic expressions.

Fairclough emphasizes that human communication involves both performing activities and conveying information. According to Austin's idea of speech acts, speakers employ language to accomplish particular social goals. There are five categories into which speech acts fall:

Representative which means phrases that express opinions or facts. Then directive which are the statements meant to persuade the audience, such requests or counsel. Declarative are the statements that bring about change in reality. Expressive are the sentences that reflect the speaker's emotions or attitudes and commissive are the promises or commitments to future actions

Discursive analysis: At this level, we consider processes in the production and consumption of texts. Evidently, this approaches advertising of e-learning documentation spread in writing or electronically and its use in various scenarios Fairclough. In discursive practice the author, producer, listener, and tone are examined.

Social Practice: The final section delves into how conversations intertwined with societal structures and cultural environments. The influence of the text on society and the societal influence on the producer is examined. All three dimensions of Fairclough are interrelated.

2.2 Applications of Fairclough's critical discourse analysis

Fairclough's critical discourse analysis has been used in different fields, including media studies, education, and organizational communication. In media studies, researchers have employed critical discourse analysis to analyze how news organizations present political events which influence public opinion (Richardson, 2007). In the field of education, critical discourse analysis has been employed to study the language of policy documents, stating how neoliberal ideologies influence educational reforms (Rogers, 2011).

In entrepreneurship, critical discourse analysis is particularly relevant for exploring how language creates authority, trust, and value. Entrepreneurs often use persuasive narratives to establish themselves as authorities and their products or services as essential solutions. Fairclough's model gives a structured approach for demonstrating these narratives, revealing the ideological and cultural assumptions hidden among them.

2.3 E-Learning Platforms: A New Frontier for Entrepreneurship

Entrepreneurship in e-learning platforms has spread quickly, with many research works on importance of digital education, audience engagement, and cultural sensitivity (Seufert et al., 2021). Entrepreneurs on platforms like Udemy, Coursera, and other digital platforms design and deliver customized courses for specific audiences. Research suggests that the success of these ventures depends majorly on effective advertising and communication strategies (Kotler et al., 2020). In developing countries like Bangladesh, these platforms have both merits and demerits, causing educational inequalities. But the growth of e-learning platforms has created new chances for entrepreneurship, particularly in developing countries where traditional education systems often fail to meet demand (Anderson, 2018).

E-learning entrepreneurship in Bangladesh has grown rapidly in recent years, influencing by socio-economic and technological factors. Platforms like 10 min school, Bondi Pathshala, Fahad's Tutorial, and ROOTs Edu have gained popularity by offering affordable, flexible, and accessible learning opportunities to urban and semi-urban populations. These platforms support diverse audiences, from school students preparing for exams to professionals seeking skill development. Several factors have pushed the rise of e-learning entrepreneurship in Bangladesh:

- **Digital Transformation:** The rapid expansion of internet services and smartphone usage has created a large potential market for online education. Government has also been promoting “Digital Bangladesh” throughout the country.
- **Educational Gaps:** Traditional education systems often fail to meet the needs of all learners, particularly those in underserved regions. Quality educators is limited, as a result the students are more leaned on online platforms.

- **Post-Pandemic Adaptation:** The COVID-19 pandemic accelerated the adoption of e-learning, normalizing online education as an effective alternative to face-to-face instruction. Studies suggest that this shift has been driven in part by the persuasive language and innovative strategies employed by e-learning entrepreneurs (Hossain & Ahmed, 2021).

Though there are many opportunities, e-learning entrepreneurs face complexities such as limited digital literacy, skepticism about online education, and the digital divide between urban and rural areas. To solve these challenges, it requires not only technological innovation but also effective discourse strategies that cope with diverse audiences.

2.4 Language, Culture, and Education in Bangladesh

Entrepreneurs are often described as "storytellers" who made compelling narratives to attract investors, customers, and collaborators (Martens et al., 2007). In the context of e-learning, these narratives usually focus on empowerment, flexibility, and innovation. The linguistic and cultural diversity of Bangladesh adds additional complexity to e-learning entrepreneurship. Though Bangla is the primary language of instruction, English is often used in higher education and professional training. Entrepreneurs must combine this dual-language environment, creating accessible and yet aspirational messages. Cultural attitudes toward education also have a critical role in shaping entrepreneurial discourse. Though education is highly valued as a means of socio-economic mobility, but traditional system remains the norm in Bangladesh. Entrepreneurs must work on cultural resistance to online education by emphasizing the credibility, effectiveness, and relevance of their courses.

Studies on marketing discourse reveal that entrepreneurs use a mix of rhetorical strategies, including:

- **Emotive Appeals:** Opening the advertise with personal success stories to build trust and relatability. For example, phrases like "Change your future today" or "Learn from real-world experts" are frequently used in advertisements to grab more people.
- **Cultural References:** One must align his messages with local values and traditions to improve relevance. This includes putting importance on family-oriented benefits, such as improved job prospects for children or approaches for higher education or salary.
- **Combination of Visual and Linguistic:** Using multimedia elements and related language to create a professional and credible brand image (Chong, 2021).

These strategies are particularly evident in the context of e-learning, where entrepreneurs must overcome skepticism about online education. Language becomes a tool not only for persuasion but also for building a sense of community and shared purpose among learners.

2.5 Theoretical Gaps and Opportunities

While existing research provides valuable insights into e-learning and entrepreneurship, few studies have explicitly applied Fairclough's critical discourse analysis model to this sector. This research addresses that gap by offering a critical analysis of entrepreneurial discourse in Bangladesh, relating linguistic practices to broader socio-economic and cultural trends.

Chapter 3

Methodology

3.1 Research Design

This qualitative study uses a mixed-methods approach consisting video analysis and interviews to investigate the entrepreneurs' attitude, behavior, values, motives, goals, culture, and speaking style to understand the effect of their voice on their target audience.

3.2 Sampling and Participants

For this research the researcher chooses a purposive sampling technique. Among many entrepreneurs, the participants are selected who use e-learning platform teaching several courses.

The entrepreneurs are:

1. Bondi pathshala.
2. Fahad's Tutorial.
3. রসায়ন দরবার.
4. English boli.
5. ROOTs Edu.

3.3 Data Collection Process and Instruments

For this research, the qualitative data is prioritized. For data collection:

Video analysis: Videos are studied and critically analyzed to understand their teaching style, language they have used to influence. 10 videos from 5 e-learning platforms are chosen for analysis.

Semi-structured interviews: Interview are taken with 5 participants who will provide deeper insights into the experiences and influential style on the target audience of the entrepreneurs.

3.4 Data Analysis

Thematic coding is used to identify patterns in the data, mapped against Fairclough's three stages

1. Textual analysis: Examining linguistic features like topic, tone, speech act, deictic, and references Also, how they use both Bangla and English language spontaneously.
2. Discursive analysis: Identifying target audience, ideological underpinnings, and intended impacts. The motive behind their video and advertisements.
3. Social practice: Linking discourse to broader socio-cultural and technological contexts in Bangladesh.

3.5 Transcription of Videos

Bondi Pathshala

Excerpt-1

- 1 Shopner poth kokhno shesh hoy na,
- 2 khali pother dik ta bodlay. (*The path of dreams never truly ends; only the direction of the path changes*)
- 3 Tomar ekta poth bondho hoye geleo,
- 4 aro 10 ti poth khola ache. (*If one path closes for you, ten more remain open.*)
- 5 Tomar porisrom ei bole dibe
- 6 tumi kon pother jatri. (*Your hard work will determine which path you are meant to take.*)
- 7 Shobcheye dirghoshash ratrio
- 8 ekdin par hoye jabe. (*Even the longest and darkest night will eventually pass.*)
- 9 Vor hobei. Tai tomader k bolchi. (*Dawn will come. That's why I'm telling you*)
- 10 Ajk tomra jara kharap din
- 11 gulo face korteso ekdin tomar valo din ashbei. (*all-those of you who are facing tough times today-your good days will arrive someday.*)

12 Ondhokar chara kokhno kono
 13 tara jolte pare na. (*No star can shine without darkness.*)
 14 Thik temni tumi tomar dushomoy
 15 chara susmoyer mullo
 16 bujhte parbena. (*Similarly, you can't truly understand the
 value of good times without experiencing hardships.*)
 17 Tumi hotash hote paro.
 18 Koste kedao dite paro.
 19 Kintu haal chara jabena. (*You might feel discouraged. You
 might even cry out of frustration. But don't give up.*)
 20 Practice doesn't make you perfect.
 21 Only perfect practice
 22 makes you perfect. (*Practice doesn't make you perfect; only
 perfect practice makes you perfect.*)
 23 R ei perfect practice er jonnoi
 24 amader shesh muhurte
 25 GST guccho prostuti (*And for this perfect practice, we're
 here with GST exam preparation course,*)
 26 jekhane tomake bolbo
 27 notun vabe notun uddome. (*where we'll guide you with a fresh
 approach and renewed energy.*)
 28 In Sha Allah dekha hocche
 29 shokoler sathe class e. (*In Sha Allah, see you all in class
 soon!*)

Bondi pathshala

Excerpt-2

30 Accha boloto bangla bornomalay banjonborno er sonkha koto?
 31 Amra shobai jani bangla bornomalay
 32 banjonborno er sonkha

33 39 ti. *(So, can you tell me how many consonants (banjonborno) are there in the Bangla alphabet? We all know there are 39 consonants.)*

34 Eibar jodi porikkhay proshno ashe

35 bangla bornomalay banjon dhonir sonkha koto?

36 Amra onekei ei proshner

37 uttor Janina. *(But if the exam asks, "How many consonant sounds (banjon dhoni) are there in Bangla?" many of us won't know the answer.)*

38 Eibar jodi proshno kori boloto bangla bornomalay shoroborno

39 er sonkha koto? Uttor 11.

40 Amra shobai jani. *(Now, if I ask, how many vowels (shoroborno) are there in the Bangla alphabet? The answer is 11—we all know this.)*

41 Eibar jodi proshno kori

42 boloto bangla bornomalay shoro

43 dhonir sonkha koto? Eibar tomra onekei ei proshner

44 uttor parba na. *(But if I ask, "How many vowel sounds (shoro dhoni) are there in Bangla?" many of you may struggle to answer.)*

45 Abar jodi proshono kori bangla bornomalay mot

46 borno er sonkha koto?

47 Uttor 50. Amra jani. *(Again, if I ask, how many total letters (borno) are there in the Bangla alphabet? The answer is 50, which we all know.)*

48 Kintu jodi porikkhay proshno ashe bangla bornomalay

49 mot dhonir sonkha koto?

50 Ekhon amra onekei r uttor dite parbona. *(But if the question comes, "How many total sounds (dhoni) are there in the Bangla alphabet?" most of us wouldn't be able to respond.)*

51 Toh banglay eirokom onek bivantrumulok

52 ebong onek dhidhadondo mulok proshno

53 amader bangla te royeche. *(So, in Bangla, there are many such confusing and tricky questions.)*

54 Banglar puro dayitte thakche ami

55 amader dhabi kha bivag poriborton course e?

56 Sutorang r chinta nei.

57 Aj ei enroll koro amader ei course e. *(But don't worry! I've taken full responsibility for Bangla in our DU Kha Unit course. So, enroll in our course today!)*

Fahad's tutorial

Excerpt-3

58 So, S.S.C 2025 batch,

59 ager batch orthat S.S.C 2024 batch er result

60 published hoye gese mane tomra hoye geso candidate. *(So, SSC 2025 batch, the results of the previous SSC 2024 batch have been published, and now you've officially become candidates.)*

61 Protibochor S.S.C porikha de 20 lakh er moto shikharthi.

62 Tar modhe A+ pay matro

63 10% shikharthi. *(Every year, nearly 20 lakh students take the SSC exam. Among them, only 10% achieve an A+.)*

64 Stat dekhle 2022 shale S.S.C porikhay

65 GPA-5 peyechilo 2,69,602 jon

66 ja 2023 ebong 2024 shale eshe kome

67 dariyeche 1,80,000 er moton. *(According to statistics, in 2022, 2,69,602 students achieved a GPA of 5. However, in 2023 and 2024, this number dropped to around 1,80,000.)*

68 Tahole komlo koto?

69 32% student A+ kom peyeche. *(So, how much has it decreased? A staggering 32% fewer students earned an A+.)*

70 Ekhn tmr obsthan ta kothay?

71 Model test hocche ba pretest hocche? *(Now, where do you stand? Are you preparing for model tests or pretests?)*

72 Proshnopotro ta hate pawar por bujhte parcho

73 j onk kichu thik thak nai.

74 Srijonshil proshno ta bujhte somosha hocche. (*When you get the question paper, do you realize many things aren't going as expected? Do you struggle with creative (Srijonshil) questions?*)

75 Mcq gula uttor korteo ekta problem face korteso.

76 R somoshar shuru ta ekhanei. (*Are you facing problems answering MCQs? The root of the problem starts here.*)

77 Board porikkhar baki r 6 mash ba tar ektu beshi somoy. (*There are only about six months left until your board exams*)

78 R ei somoy er modhei nijer gap gulo k

79 bujhe somoshar somadhan kora ebong tar sathe

80 beshi beshi C.Q ebong M.C.Q practice kora

81 ei kaj ta kebol matro tomarei kaaj. (*Within this time, it's your responsibility to identify your gaps, address your issues, and practice CQ and MCQ as much as possible.*)

82 Tobe ei dirgho poth ta satre kintu

83 tomakei par korte hobe.

84 Life jacket hishebe nahoy FT kei songe rakho. (*However, crossing this long path depends entirely on you. As your "life jacket," consider taking FT along with you*)

85 Basic pora theke shuru kore C.Q, M.C.Q

86 practice ebong exam diye nijeke jachai kora

87 shobkichui hok ekjaygay. (*From foundational learning to CQ and MCQ practice, along with exams to test yourself, everything you need is in one place.*)

88 Amader S.S.C 2025 er sajano course gulo

89 tomake puro dome toiri korbe board porikkhar

90 sothik prostutir jonno. (*Our specially designed SSC 2025 courses will prepare you comprehensively for your board exams.*)

91 Amdar ager batch gulo te pray 3000+ shikharthi

92 vorti chilo ebong tara egiye geche
 93 nijeder shopner dike.
 94 Tahole tumi pichiye nei toh?
 95 Tahole ajei vorti hou FT te. *(In our previous batches, over 3,000 students enrolled and moved closer to their dreams. So why should you lag behind? Enroll in FT today and get started!)*

Fahad's tutorial

Excerpt-4

96 S.S.C 2024 jara tomra result peyecho
 97 ebong tomader result e GPA-5 esheche. *(S.S.C 2024 graduates, congratulations on your results, especially those of you who achieved a GPA-5!)*
 98 Ebong er age kokhnoi NDC, Holycross ebong Saint joseph
 99 e vorti porikha ongsho grohon nibe ba korbe
 100 chinta koro nai. *(If you've never considered taking admission tests for institutions like NDC, Holy Cross, or Saint Joseph before)*
 101 Tara juddho te barao FT er NDC, Holycross
 102 ebong Saint joseph er course e. *(now is the time to step up and prepare for this battle with FT's dedicated courses for these institutions.)*
 103 Ami asha kori tomra jara ekhono vabcho
 104 j tomader ekta guideline proyojon tara
 105 vorti hote paro amader ei course e. *(For those of you still thinking whether you need guidance, you are welcome to join our course.)*
 106 Amra serially jei class gulo niyechi classgulo sajano
 ache,
 107 porikkha gulo sajano ache. *(The classes we've organized are structured in a way to systematically prepare you.)*
 108 Ebong amader samne jei model test gula hobe

109 shei model test gula tomader help korbe. (*Our tests are carefully designed, and the upcoming model tests will undoubtedly help you.*)

110 R jara ekok chestay porikkha dite chao

111 tader jonno shuvokamona.

112 Thank you so very much. (*To those who wish to take the exams through their individual efforts, best of luck to you! Thank you very much!*)

English boli

Excerpt-5

113 Apnake sudhu spoken English skhikhano osomvob.

114 Karon dekhon apni English e kotha kivabe bolben

115 jodi apni English e bakko na toiri korte paren. (*Teaching spoken English alone is not enough. Cause if you don't know how to form sentences in English, how will you speak?*)

116 Toh apnake age amr sentence making shikhate hobe.

117 Ebong apni English e bakko banaben kivabe

118 jodi apni English e shobdoi na janen. (*That's why I need to teach you sentence-making first. But even then, you'll struggle to create sentences if you don't know English vocabulary*)

119 Toh apnake amr vocabulary o shikhate hobe. (*That's why I need to teach you vocabulary.*)

120 Ebong apni mukh khule jeshob kotha bolchen

121 shei gula ki thik naki vul apni bujhben kivabe

122 jodi apnake ami grammar o na shikhai. (*Now, how will you know if the sentences you're speaking are correct or not? For that, you need to learn grammar.*)

123 Ebong kokhnoi eirokom hobe na j apni English bolte paren,

124 bakko toiri korte paren, shobdo janen

125 kintu apni English pore bujhen na ba likhte pare na

126 ba onno keo kichu bole seta shune bujhen na. (*And it is never possible that you can speak English, form sentences, and know vocabulary but can't read, write, or understand others when they speak.*)

127 Toh apni reading o parben, listening o parben

128 ebong writing o parben. (*That's why you also need to learn reading, listening, and writing alongside speaking.*)

129 Toh dekhon English vasha ta jodi apnake amar shikhatei hoy

130 tahole ekta complete process er modhe diye

131 apnake niye jaite hobe jekhane eksom foundation level

132 theke apnk ami shob shikhai. (*So, if I have to teach you English completely, you need a comprehensive process starting from the foundation level.*)

133 Spoken English, grammar, reading, writing, listening everything.

134 Ebong goto 3 bochor dhore 3000 chatro er sathe kaaj kore

135 ami setai toiri korechi.

136 Ekta proven English learning

137 system baniyechi ami. (*That's where I come in with a proven English learning system. Over the past 3 years, I've worked with 3,000+ student to perfect this learning system.*)

138 Jei system er modhe diye jekono chatro gele

139 se sompurno vabe English vasha

140 ta shikha jay. (*If you go through this journey, you will learn English language perfectly*)

141 Ei system diye amader purapuri English

142 shikha package toiri kora hoyeche. (*I have made this package with full process*)

143 Ei package e 30 ghontar video content ache

144 jekhane apnar Spoken English, grammar, reading, writing, sentence making,

145 vocabulary shob kichu shikhano hocche. (*It's a 30-hour
video-based package covering everything from speaking to
vocabulary, grammar, and writing.*)

146 Orthat apni ekhn admission nile ekhn thekei

147 course ta kora shuru kore dite partesen. (You can start
immediately after enrolling.)

148 Ekhn porjonto ei course 5star er niche

149 ekta review o ashe nai.

150 Chatro ra bolche j eta puro Bangladesh e

151 shera English learning package. (*So far, the course has
received only 5-star reviews, making it the best-rated
English learning course in Bangladesh.*)

152 Ebong jei poddhoti gullo diye ei package

153 tader English shikhano hocche eto sohoje

154 se Bangladesh er r kothao English

155 shikhte pare nai. (The way that they are learning English
here, can't be found anywhere else in Bangladesh.)

156 Arekjon chatro boltese se nanan jaygay

157 hajar hajar tk nosto koreo English

158 shikhte pare nai. (Another student said he had spoiled
much money in other courses but couldn't learn English.)

159 Kintu finally se puropuri English shikhi package

160 korar por se English vasha

161 shikhte pereche. (Finally, after finishing this package,
he can learn English language.)

162 Apni nije theke review gula dekhe ashte paren.

163 Scroll korei jaben korei jaben amader 5star

164 review er kono shesh nei. (You are welcome to see these
reviews. You can scroll all day but can't finish 5star
reviews.)

165 Toh protita class er sathe porikha dewar babostha

166 toh achei, pdf o pacchen. (There are exams after every
class and you will get pdf too.)

167 Ekta discord channel messenger group e

168 amra add kore dibo admission newar por

169 sekhane apni voice call er madhome sorasori

170 English speaking practice korte parben

171 ei course aro jara korche tader sathe. *(You will get
access to a Discord channel and Messenger group where you can
practice speaking directly with peers.)*

172 Ebong ekta secret facebook group o ache,

173 sekhaneo amra apnar payment slip er sathe add kore dibo

174 sekhane protti shukrubar raat 9 tay ami 10-15 minuter

175 er jonno live jai. *(There is a secret Facebook group
where I go live every Friday at 9 PM to answer your questions)*

176 Toh course kore jodi apni kono kichu

177 na bujhen sekhane apni proshno kore confusion

178 clear out kore nite parben. Toh live support o pacchen.
*(So, if there is any confusion, you can clear out. You will
always get live support)*

179 So asha kori bujhte parchen j puropuri English

180 shikhi package Bangladesh e ekmatro complete

181 English learning solution jeta korlei apnar sompurno
vabe English vasha shikha hoye jacche. (You can understand
that "English shikhi" is the only package in Bangladesh where
you can learn English completely and properly)

182 Ei package er regular price 10000 tk

183 kintu ekhn 50% discount e matro 5000 tk. *(The regular
price of the course is 10,000 Tk, but now it's available at
a 50% discount for only 5,000 Tk.)*

184 Orthat matro 5000 tk er binimoye apnar jibone

185 English vasha na parar karone joto dhoroner

186 somosha shob somadhan hoye jacche. (*For just 5,000 Tk,*
you'll overcome all your struggles with the English language)
 187 Toh r deri na kore ekhnei admission niye felun.
 188 Ebong English shikha egiye jan jibone. (*So, don't be*
late and enroll today and take your first step toward
mastering English!)

English boli

Excerpt-6

189 Apni jodi English vasha ta khub druto shikhte chan
 190 tahole amar 1 ghontar English course ta apnar jonno. (*If*
you want to learn English very quickly, then my 1-hour English
course is perfect for you.)
 191 Ei course e matro 1 ghontay ami apnake shikhabo
 192 kivabe English e nije theke jekono bakko toiri korte
 parben, (*In just one hour, I will teach you how to create any*
sentence in English on your own,)
 193 kivabe English e proshno korben ebong sheshe kivabe
 194 nije theke jekono golpo English e likhte parben. (*how to*
ask questions in English, and finally, how to write any story
in English independently.)
 195 R ei shobkichu 1 ghontay shikhben. (*And all of this will*
be taught in just one hour!)
 196 R ei 1 ghontar English course er daam 0 tk orthat
 197 binamulle korte parsen. (*The price of this 1-hour*
English course is absolutely free—yes, you can take it at no
cost.)
 198 Toh ekhnei English shikha shuru korte nicher
 199 link e jan. (*So, start learning English right away by*
clicking the link below)
 200 Ebong English shikha egiye jan jibone. (*and take a step*
forward in mastering English for your life.)

Roshayon Dorbar

Excerpt-7

201 S.S.C 2025 batch as usual class ebong porikha dewa manei
202 model test na. *(For the S.S.C 2025 batch, attending*
regular classes and taking exams doesn't mean it's just a
model test.)

203 Model test k purnota dewar jonno eibar
204 10 ti feature soho *(To give a complete experience of a*
model test, this time we're introducing 10 exclusive
features.)

205 roshayon dorbar niye esheche revision ebong
206 model test program. *(Roshayon Dorbar brings you a*
revision and model test program with these features.)

207 Tahole jene nei ki special 10 ti features
208 amra rakhchi. *(So, what are these 10 special features?*
Let's find out!)

209 Prothomoto master trainer ebong roshayon dorbar
210 kortik special proshne tomader puro model test ti
211 hote jacche. *(First, the entire model test will be based*
on special questions prepared by master trainers and Roshayon
Dorbar.)

212 Ditiyoto tomar test porikkhar por theke
213 S.S.C er ag porjonto *(Second, after your test exam,)*
214 puro समय ta kivabe katabe sejonno thakse
215 study planner. *(a study planner will guide you on how to*
utilize your time effectively until the S.S.C exam.)

216 Ebong practical porikhar age special
217 practical session. *(Additionally, before the practical*
exam, there will be a special practical session.)

218 Eirokom aro 7 ti sorbomot 10 ti special
219 feature e eibar *(Along with this, there are 7 more*
features, making it a total of 10 special additions.)

220 ekta purnango model test er new concept niye
 221 esheche roshayon dorbar. (*This time, Roshayon Dorbar*
introduces a new concept of a complete model test with these
exciting features.)
 222 Sompurno janar jonno connected thako
 223 roshayon dorbar er sathe. (*Stay connected with Roshayon*
Dorbar to know more!)

Roshayon Dorbar

Excerpt-8

224 Doshom srenir shikharthi ra pretest porikkha
 225 shesh hoye giyeche. (*The Pretest exam for tenth-grade*
students is over.)
 226 Kintu test er voy roye gese
 227 ekhono mone? (*But are you still feeling anxious about*
the Test exam?)
 228 Tar mane theory, math, CQ othoba MCQ
 229 jekono ekta bishoye ache tomar onk boro
 230 dhoroner durbolota. (*This means you might have a major*
weakness in theory, math, CQ, or MCQ in one or more subjects.)
 231 Somoy pray shesher dike. Test porikkhar
 232 purbe puro boi ekbar revision na korte parle
 233 test folafol e neme ashbe voyaboho
 234 biporjoy. (*Time is running out! If you fail to revise*
the entire book before the Test exam, the results could lead
to a disastrous outcome.)
 235 Ja tomar S.S.C porikhar jonno
 236 humki sorup. (*This could pose a serious threat to your*
performance in the S.S.C exam.)
 237 Gap jotoi thakuk tomar physics ebong chemistry er
 238 dayitto niche ripon's physics and

239 roshayon dorbar. (*No matter how big the gap is, Ripon's
Physics and Roshayon Dorbar are here to help with your Physics
and Chemistry.*)

240 Tomader jonno shuru hocche physics and chemistry er
241 test preparation er full revision course. (*We're
starting a full revision course for your Physics and Chemistry
Test preparation.*)

242 Tahole jene nao ki ki thakse
243 amader ei course e. (*So, what does this course include?
Let's find out!*)

244 Basic theke shuru kore full boi
245 revision. (*Complete book revision starting from the
basics.*)

246 Thakbe saptahik, mashik ebong
247 odhayvittik porikkha. (*Weekly, monthly, and chapter-wise
exams.*)

248 Ebong shob sheshe e tomader jonno thakbe
249 MCQ booster exam. (*At the end, there will be a MCQ
Booster Exam to sharpen your skills.*)

250 Ebong course sheshe tomar school er test
251 porikhar syllabus er upor thakse 2 ti
252 purnango model test. (*And after completing the course,
there will be 2 full model tests based on your school's Test
syllabus.*)

253 Sera shikharithira royeche jekhane
254 tumi keno thakbe pichiye? (*The top-performing students
are already ahead-why should you stay behind?*)

Root's edu

Excerpt-9

255 Onek shit tai na? (*Feeling really cold, isn't it?*)
256 r ei shit er modhe kosto kore offline e

257 exam dite na jeye tomra
 258 roots er app e *(And in this chilly weather, instead of
 struggling to attend exams offline, you can simply join Roots'
 app.)*
 259 engineering, versity ebong medical exam batch e
 260 vorti hoite paro matro 1100 takay. *(Get enrolled in the
 Engineering, University, and Medical Exam Batch for just 1100
 BDT!)*
 261 r ei bar amra shobcheye beshi important proshno
 262 shob rich content niye sajiyechi
 263 amader exam batch. *(This time, we've prepared our exam
 batches with the most important questions and rich content.)*
 264 Tai r deri na kore tomra druto enroll
 265 hoye jao amader exam
 266 batch gulo te. *(So don't wait any longer—enroll now in
 our exam batches and get ahead in your preparation!)*

Root's edu

Excerpt-10

267 Leaderboard e ashte hoile amader timely
 268 porikkha dite hobe *(To make it to the leaderboard, you
 need to take our exams on time.)*
 269 jemon ekhane kintu leader board e name dekha jay
 270 j k first hoyeche,
 271 kon university te. *(For example, on the leaderboard, you
 can see who ranked first, which university they're from, and
 their performance details.)*
 272 Eta MBA er ekta exam. Dhaka university er ekta student.
 273 Se koto peyeche ebong proti question se koto समय er
 modhe answer koreche *(This is for an MBA exam, and the current
 first-place holder is a student from Dhaka University. This*

includes their total score and how quickly they answered each question.)

274 So, leaderboard ta kintu onk dynamic.

275 Dekha jay j jodi eirokom hoy j 2 jon soman number peyeche

276 tahole k first e jabe? *(The leaderboard is very dynamic.*

For instance, if two participants score the same marks, who will rank first?)

277 J kom somoy e ans koreche

278 se first e jabe. *(The one who answered in less time will take the top spot.)*

279 So amader protita jinish kintu.

280 Mane ekhane technology er khub

281 valo babohar amra korechi. *(We've integrated advanced technology into our system.)*

282 Je ekhane kintu normally kono google form

283 ba others kono upay e kintu porikkha newa hocche na.

(Unlike traditional methods such as Google Forms or other tools, we don't conduct exams that way.)

284 App er modhe khub dynamically porikkha

285 newa hocche. *(Instead, the exams are conducted dynamically through our app.)*

286 Ebong ami ektu age dekhaisilam j app er modhe

287 protita proshner solution soho

288 dewa ache *(Additionally, the app provides solutions for every question.)*

289 mane keo jodi sudhu matro mock test gulao de

290 Ei 5000 tk diye keo jodi sudhu mock test gulao de taholeo tar jonno

291 eta worth it *(Even if someone only participates in the mock tests with the subscription fee of 5000 BDT, it's still worth it.)*

292 karon ekhan theke se j porimane shikhbe
 293 solution dekhe seta ashole onno kothao
 294 sohoje pawa jabena. (*The reason is simple—by reviewing
 the solutions, they'll learn so much that it's hard to find
 this level of detailed guidance elsewhere.*)

3.6 Transcription of Interviews

The questions were asked in English. The questions of the interview are divided into 4 sections. First two questions were for general background which were already studied through video analysis. The next two questions re for understanding the textual perspective of their advertisements. After that to analyze discursive practice, two more questions were asked. Lastly another two questions were there for realizing the social aspect of their advertisements. The questions list-

General Background

1. What is the primary goal of your online course?
2. Who is your target audience?

Textual Analysis

3. Do you use formal or informal language in your promotions? Why?
4. What are three key phrases you use often in your advertisements?

Discursive Practice

6. How do you decide what to say in your promotional videos?
7. Do you use visuals or gestures to enhance your spoken language in the videos?

Social Practice

8. Do you think your promotional strategies align with the general expectations of Bangladeshi learners?
9. Do you feel that your promotions influence societal views about entrepreneurship?

Bondi Pathshala

Excerpt-11

295 To provide accessible, high-quality education to
students and job seekers across Bangladesh, especially those
in rural areas and also to influence students to enroll in
these courses.

296 We have courses for class-9 to university admission
students. These students are our main target audience and
also job seekers.

297 I prefer to use more informal language so that I can
relate with them more closely. Mostly we use mix of formal
and semi-formal.

298 *I prefer to use personal experience to influence. My go
to words is "Guaranteed success," "Affordable learning," and
"Prepare for your future."*

299 We base our scripts on feedback from learners, focusing
on their common challenges and solutions that we offer.

300 Yes, we use visuals like charts, success stories, and
animations, along with engaging gestures, to keep the
audience interested and make relatable it to them.

301 Yes, we focus on affordability, practical solutions, and
clear career benefits, which goes well with the needs of
Bangladeshi learners.

302 To some extent, yes. By promoting online learning, we're
not only encouraging education but also expressing how
technology can empower entrepreneurship.

Fahad's Tutorial

Excerpt-12

303 To make them understand the importance of my courses
and why should they enroll to prepare for their exam.

304 Our target audiences are SSC and HSC students, as well
as university admission candidates.

305 Actually, both formal and semi-formal language. We try
to maintain a friendly yet professional tone to ensure they
feel comfortable and motivated.

306 ""Be the next topper!" "Master your subjects," and
"Trust us for your next move."

307 We analyze student needs, common academic gaps, and
trending topics, then create messages that address these
directly in our videos.

308 Absolutely. We use animated slides, text highlights to
keep students engaged and help them grasp concepts easily.

309 Yes, students expect structured, result-oriented
learning. Like Bangladeshi students always want a shortcut
for their journey. I think they find it in our courses.

310 Yes, we are part of a growing trend where education is
shifting online, proving that digital platforms can be
effective businesses while positively impacting society.

রসায়ন দরবার

Excerpt-13

311 To simplify chemistry for Bangladeshi students and
advertise my courses.

312 Our primary audience includes students from classes 7-
12, HSC candidates, and university admission seekers who
struggle with chemistry.

313 We use a friendly and conversational tone mixed with
humor to make chemistry enjoyable. However, in course
materials, we maintain a formal academic approach.

314 "Let's make chemistry easy," "Build your basic," and
"Conceptual learning."

315 We focus on common struggles students face in chemistry
and highlight how our courses provide easy, step-by-step
solutions. We also use real student success stories.

316 Absolutely! We use diagrams, chemical equations, animations, and even humorous expressions to make the content engaging and memorable.

317 Yes, we understand that many students fear chemistry, and parents often emphasize results. We balance academic study with interactive, stress-free learning, which meets their expectations.

318 Yes, our success proves that digital education can be both a business and a powerful tool for improving education in Bangladesh. It inspires others to explore e-learning ventures.

English boli

Excerpt-14

319 My primary goal is to help Bangladeshi learners improve their English proficiency in a simple and accessible way.

320 My target audience includes students, job seekers, professionals, and anyone in Bangladesh who wants to learn English.

321 I use an informal and conversational tone to make our content relatable and less intimidating for beginners who may fear learning English.

322 "Shobai English Shikhte Pare" (Everyone can learn English), "Easy English Learning," and "Boost Your Career."

323 I mainly find the mistakes of other English learning courses and also common struggles of Bangladeshi learners, such as fear of grammar or lack of speaking practice, and provide simple solutions in my messages.

324 Absolutely. I use subtitles, easy-to-follow examples, and lively examples to keep learners engaged and help them connect with the content.

325 Yes, I highlight simplicity, easy to learn process and
practical benefits, which are key expectations of learners in
Bangladesh.

326 Yes, I'm showing that education can be entrepreneurial
and accessible online, encouraging others.

ROOTs Edu

Excerpt-15

327 To advertise our courses to the students and to keep
them motivated. Our goal is to provide accessible, high-
quality education to students.

328 Our main audience includes SSC and HSC students, as well
as university admission seekers and M.B.A examinee.

329 We use a semi-formal tone—clear, friendly, and
motivating. Since we work with students, we maintain a balance
between professionalism and relatability.

330 "Top Teachers, Best Results," "Dream University," and
"Exam Prep Made Easy."

331 We focus on what students demand and struggle with most
and highlight how our platform provides expert solutions,
structured lessons, and time-saving technique.

332 Yes, we use animations, highlights, diagrams, and facial
expressions to keep students engaged and make concepts easier
to understand.

333 Yes, students and parents expect structured, result-
driven learning. Our promotional strategies focus on expert

teaching, smart study plans, and success stories, aligning with their expectations.

334 Yes, we show that education and business can go hand in hand. E-learning is changing the way people view traditional education and opening doors for digital entrepreneurship in Bangladesh.

Chapter 4

Data Analysis & Discussion

4.1 Data Analysis-1

1. Textual Analysis

Topic: The primary topic of this excerpt is motivation and educational guidance. The speaker promotes self-belief, and introduces a preparatory course for the GST exam.

Language and speaking style: The speaker uses Bangla with occasional English phrases, especially for emphasis and technical terms. Such as- "Practice doesn't make you perfect" (lines 20-22). And "Only perfect practice makes you perfect" (lines 21-22).

The speech also uses spoken, informal Bangla, creating intimacy and relatability. Such as- "Tomra jara kharap din gulo face korteso" (lines 10-11) – using "korteso" (informal) instead of the formal "korcho."

Word Choices: The speaker uses motivational and encouraging language, emphasizing persistence and self-worth:

"Shopner poth" (path of dreams) – evokes hope (line 1).

"Dushomoy" (hard times) – reflects struggle (line 14).

"Valo din" (good days) – represents hope for a better future (line 11).

"Tai tomader k bolchi" (That's why I'm telling you) – direct engagement (line 9).

"Perfect practice" (lines 21-22) – branding their educational approach.

"GST guccho prostuti" (line 25) – advertising the course directly.

1. Deictic Expression

Person Deixis:

"Tumi" (you, singular) – individualized encouragement (lines 5, 17).

"Tomra" (you, plural) – addressing a group (line 10).

"Amader" (our) – collective responsibility (line 24).

Spatial Deixis:

"Ajk" (today) – situating the audience's current struggles (line 10).

"Eikhane" (here) – pointing to the preparation course (line 26).

Temporal Deixis:

"Ajk" (today) – emphasizes the present struggle (line 10).

"Ekdin" (someday) – evokes future hope (line 11).

"Shesh muhurte" (final moment) – urgency about exam preparation (line 24).

1. Reference

Excerpt-1 contains both types of references, which help structure the discourse and guide the audience's interpretation.

(Line 1) "Shopner poth" (Path of dreams) (Exophoric)

(Line 7) "Shobcheye dirghoshash ratrio" (The longest and darkest night) (Exophoric)

(Line 12) "Ondhokar" (Darkness) (Exophoric)

(Line 25) "GST gucho prostuti" (GST exam preparation) (Exophoric)

(Line 28) "In Sha Allah" (Exophoric)

(Line 2) "Khali pother dik ta bodlay" (Only the direction of the path changes) (Endophoric)

(Line 4) "Aro 10 ti poth khola ache" (Ten more remain open) (Endophoric)

(Line 11) "Ekdine tomar valo din ashbei" (Your good days will arrive someday) (Endophoric)

(Line 16) "Bujhte parbena" (You won't understand the value) (Endophoric)

(Line 19) "Kintu haal chara jabena" (But don't give up) (Endophoric)

(Line 5) "Tomar porisrom ei bole dibe" (Your hard work will determine it) (Endophoric)

(Line 23) "Ei perfect practice er jonnoi" (For this perfect practice) (Endophoric)

1. Speech Act

Representative Speech Acts:

Describing life's challenges and opportunities: "Shopner poth kokhno shesh hoy na" (The path of dreams never truly ends) – factual observation (lines 1-2). Sharing course information: "GST guccho prostuti" – presenting factual information about the exam preparation course (line 25).

Expressive Speech Acts:

Expressing hope and encouragement: "Vor hobei" (Dawn will come) – positive affirmation (line 9). Sharing personal belief: "In Sha Allah dekha hocche" – reflects religious optimism (line 28).

Directive Speech Acts:

Motivating the audience to persist: "Kintu haal chara jabena" (But don't give up) – strong encouragement (line 19). Encouraging class participation: "Dekha hocche shokoler sathe class e" (See you in class) – invitation to join (line 29).

Implicature and Hidden Meanings:

The speaker uses implicatures to convey deeper meanings beyond the literal interpretation: "Ondhokar chara kokhno kono tara jolte pare na." (No star can shine without darkness) – implies challenges are necessary for growth (lines 12-13).

"Ajk tomra jara kharap din gulo face korteso ekdin tomar valo din ashbei." (Those facing bad days today will have good days tomorrow) – guarantees hope, suggesting that persistence leads to success (lines 10-11).

1. Discursive Practice Analysis

Author: The speaker represents Bondi Pathshala, a Bangladeshi e-learning platform, promoting academic guidance and motivation for students preparing for the GST university admission exam. The speaker adopts the role of both a mentor and a motivator, blending inspiration with promotional discourse.

Purpose:

Primary Purpose: Motivate students to persist through struggles and believe in their potential.

Secondary Purpose: Introduce Bondi Pathshala's GST exam preparation course as a solution to students' struggles.

Audience: The audiences are Bangladeshi students preparing for university admission tests.

Mostly are younger audience, typically aged 16-20, navigating academic stress and uncertainty.

Social Media & Digital Learners who consume educational content online (YouTube, Facebook, etc.).

Language & Engagement Strategies: The speaker uses "tumi/tomra" (you) to create personal connection. English is used for emphasis and branding ("Perfect practice," "GST guccho prostuti").

1. Social Practice

How Society Influences the Text?

The structure and themes of this speech are shaped by social and educational pressures in Bangladesh. The GST exam system is highly competitive, and students face intense pressure to

secure admission. Educational institutions capitalize on this stress by offering structured coaching and motivational support.

Platforms like Bondi Pathshala represent the shift from traditional coaching centers to online education. The discourse mirrors social trends, where students increasingly rely on YouTube and social media for academic guidance.

The use of Islamic phrases ("In Sha Allah") reflects Bangladesh's majority-Muslim audience.

The focus on perseverance, patience, and faith aligns with cultural narratives about hard work and destiny.

The rise of e-learning startups in Bangladesh is partially driven by high youth unemployment.

Platforms like Bondi Pathshala monetize knowledge-sharing and provide alternative income sources for educators.

How the Text Influences Society?

This discourse shapes social behavior and attitudes in several ways. It encourages students to view struggles as temporary, promoting resilience and persistence in academic life. It normalizes e-learning platforms as a credible alternative to traditional coaching centers. It also shifts students' learning habits toward digital courses and self-paced study.

It encourages students to trust Bondi Pathshala's services by linking success with the platform's guidance. It strategically embeds the promotional content within the motivational speech, making it more persuasive.

The closing line ("Dekha hocche shokoler sathe class e") invites students to feel like part of a learning community, reinforcing peer motivation.

4.2 Data Analysis-2

2. Textual Analysis

Topic: The excerpt focuses on Bangla language learning and exam preparation, specifically addressing common misconceptions about the Bangla alphabet and phonetics.

Language: Excerpt-2 uses conversational & Engaging Tone. The speech mimics a classroom-style Q&A, making it interactive. The use of “Accha boloto” (Okay, tell me) in line 30 makes it feel like a teacher engaging with students directly. The speaker uses common classroom language instead of overly academic phrasing. The excerpt uses mostly pure Bangla, but key terms related to exam prep and course promotion integrate a branding tone (e.g., “Dhabi Kha Bivag Poriborton Course” in line 55).

Word Choices: The speaker repeatedly asks a question, provides an expected answer, then reveals a more complex aspect. This creates a sense of discovery, making students realize they need deeper understanding beyond memorization.

“Amra shobai jani” (We all know) - followed by “Amra onekei ei proshner uttor janina” (Many of us don’t know the answer)” - Creates a knowledge gap that the speaker’s course can fill.

“Sutorang r chinta nei” (So, no more worries!) – Provides reassurance to the audience.

“Aj ei enroll koro” (Enroll today!) – A clear call to action to drive sign-ups.

2. Deictic Expression

Person Deixis

“Amra” (we), “Tomra” (you), “Ami” (I)- Directly engages the audience, shifting from collective learning to teacher’s authority.

Spatial Deixis

“Eibar” (this time), “Ekhon” (now)- Indicates progression in questioning and shifting focus from common knowledge to deeper understanding.

Temporal Deixis

“Aj” (today)- Used in final CTA (line 57) to create a sense of urgency for course enrollment.

2. Reference

This excerpt contains both exophoric references (referring to things outside the text) and endophoric references (referring to elements within the discourse).

(Line 33) "Bangla bornomalay banjonborno" (Consonants in the Bangla alphabet) (Exophoric)

(Line 39) "Shoroborno" (Vowels in the Bangla alphabet) (Exophoric)

(Line 50) "Mot dhonir sonkha" (Total number of sounds in Bangla) (Exophoric)

(Line 55) "Dhabi Kha Bivag Poriborton Course" (DU Kha Unit course) (Exophoric)

(Line 57) "Enroll koro amader ei course e" (Enroll in our course today!) (Exophoric)

(Line 36) "Ei proshner uttor janina" (Many of us won't know the answer) (Endophoric)

(Line 44) "Ei proshner uttor parba na" (Many of you may struggle to answer this question) (Endophoric)

(Line 50) "Ekhon amra onekei r uttor dite parbona" (Now, most of us won't be able to respond) (Endophoric)

(Line 53) "Banglay eirokom onek bivantrumulok ebong onek dhidhadondo mulok proshno" (In Bangla, there are many such confusing and tricky questions) (Endophoric)

(Line 35) "Bangla bornomalay banjon dhonir sonkha koto?" (How many consonant sounds are there in Bangla?) (Endophoric)

(Line 49) "Mot dhonir sonkha koto?" (What is the total number of sounds in Bangla?)

(Endophoric)

(Line 55) "Sutorang r chinta nei" (So, no more worries!) (Endophoric)

2 Speech Acts

Representative Speech Acts

"Shopner poth kokhno shesh hoy na, khali pother dik ta bodlay." (Lines 1-2) (The path of dreams never truly ends; only the direction of the path changes.) "Tomar porisrom ei bole dibe tumi kon pother jatri." (Lines 5-6) (Your hard work will determine which path you are meant to take.) "Shobcheye dirghoshash ratrio ekdin par hoye jabe." (Lines 7-8) (Even the longest and darkest night will eventually pass.) These representative speech acts are designed to convey generalized truths and motivational observations, which help to establish trust and rapport with the audience.

Directive Speech Acts

"Kintu haal chara jabena." (Line 19) (But don't give up.), "In Sha Allah dekha hocche shokoler sathe class e." (Lines 28-29) (In Sha Allah, see you all in class soon!). These directive speeches act fulfill the purpose of prompting the students to stay motivated, persevere, and ultimately enroll in the preparatory course provided by Bondi Pathshala.

Expressive Speech Acts

Expressive speech acts reflect the speaker's emotions, empathy, and acknowledgment of the audience's struggles. "Tumi hotash hote paro. Koste kedeo dite paro." (Lines 17-18) (You might feel discouraged. You might even cry out of frustration.), "Ajk tomra jara kharap din gulo face korteso ekdin tomar valo din ashbei." (Lines 10-11) (Those of you who are facing tough times today—your good days will arrive someday.)- These speech acts validate the feelings of students, offering comfort and solidarity in their academic challenges.

2. Discursive Practice Analysis

Author: The authors present themselves as a knowledgeable teacher, guiding students through learning difficulties. They intentionally structure the discourse to first challenge students' confidence and then offer a solution (the course).

Purpose:

Primary Goal: Educate students about common exam pitfalls in Bangla grammar & phonetics.

Secondary Goal (Promotional Intent): Promote the DU Kha Bivag (B Unit) course as a necessary tool for mastering these concepts.

Audience: The target audiences are students preparing for university admission (DU Kha Unit). It's likely high school or college students aiming for competitive exams. Digital learners consuming educational content via social media or online platforms.

Language Techniques: The speaker asks questions students might assume they know and then reveals gaps in their knowledge. He uses repetition for emphasis. Such as "Amra shobai jani" (We all know) vs. "Amra onekei ei proshner uttor janina" (Many of us don't know the answer). The use of "tomra" (you all) and "amra" (we all) creates a sense of shared learning experience. The course enrollment pitch is embedded after an emotional build-up, making students feel the course is essential for success.

2. Social Practice

How Society Influences the Text?

The DU Kha Unit (B Unit) exam is highly competitive, leading to a high demand for coaching centers and online preparation courses. Students are expected to memorize facts, but exams increasingly focus on conceptual understanding, making exam tricks valuable. The academic competition raises this type of discourse. Traditional offline coaching centers are being replaced

by digital learning platforms like Bondi Pathshala. Social media has become a major tool for education marketing, allowing e-learning platforms to engage students directly. In Bangladesh, teachers are viewed as mentors who guide students beyond textbooks. The speaker positions themselves as a trusted teacher who not only provides knowledge but also solves students' academic struggles.

How the Text Influences Society?

The discourse challenges students' reliance on memorization, making them realize they need deeper knowledge. By offering online coaching as a solution, the text normalizes digital learning platforms as a trusted alternative to physical coaching centers. By using psychological triggers (self-doubt, realization, and urgency), the speech guides students into believing that the course is necessary for success.

4.3 Data Analysis-3

3. Textual Analysis

Topic: The main topic revolves around SSC exam preparation for 2025 candidates, emphasis on current academic challenges, promotion of Fahad's Tutorial (FT)'s structured courses as the solution.

Language: The discourse of Fahad's Tutorial is predominantly colloquial Bangla, interspersed with code-mixing of English terms such as "Model test," "Pretest," "MCQ," and "Life jacket." This reflects a common linguistic pattern among Bangladeshi youth and educators in digital platforms, aiming to establish relatability and modernity.

The speaker adopts an interactive tone, addressing the audience directly with second-person pronouns such as "tumi" (you) and "tomra" (you all), which creates a sense of personal

engagement. The frequent use of questions (e.g., “Ekhn tmr obsthan ta kothay?”) indicates a strategy to provoke reflection and self-evaluation among the students.

Moreover, the speaker utilizes statistical data (lines 64-67) to ground the discourse in factual information.

Word Choices:

The excerpt-2 contains-

Words like “protibochor,” “dirgho poth,” and “nijer gap gulo bujhe” emphasize the continuous nature of effort and self-awareness required for academic success.

The term “sajano course” (well-structured course) implies systematic planning, enhancing the perceived value of the product being promoted.

Repeated use of “amader” (our) and “tomakei” (only you) fosters a sense of community responsibility while reinforcing individual accountability.

3. Deictic Expression

Excerpt-2 contains several deixis. Such as

Person Deixis

“Tumi” (you) (Lines 70, 84), “Tomra” (you all) (Line 60), “Amader” (our) (Lines 88, 91)- These words directly address the audience, creating personal involvement.

Temporal Deixis

“Ager batch” (previous batch) (Line 59), “Ekhn” (now) (Line 70), “6 mash baki” (six months left) (Line 77), “Ajei” (today) (Line 95)- This deixis establishes urgency and situates the audience temporally within the preparation period.

Spatial Deixis

“Ekthanei” (here) (Line 76), “Ekjaygay” (one place) (Line 87)- It refers to Fahad’s Tutorial as the centralized platform where solutions are available.

3. Reference

The exophoric and endophoric references are-

(Line 59-60) “SSC 2024 batch,” “SSC 2025 batch” (Exophoric)

(Line 64-69) “GPA statistics” (Exophoric)

(Line 84) “Life jacket” metaphor (Exophoric)

(Line 95) “FT” (Fahad’s Tutorial) (Exophoric)

(Line 70) “Tmr obsthan ta kothay?” (Endophoric)

(Lines 76) “Somochar shuru ta ekthanei.” (Endophoric)

(Line 78) “Nijer gap gulo k bujhe” (Endophoric)

(Line 84) “Life jacket hishebe nahoy FT kei songe rakho.” (Endophoric)

(Lines 88-90) “Sajano course gulo tomake puro dome toiri korbe.” (Endophoric)

3. Speech Act

Representative Speech Act

“Protibochor S.S.C porikha de 20 lakh er moto shikharthi.” (Line 61), “2022 shale GPA-5 peyechilo 2,69,602 jon.” (Lines 64-65)- provides factual statistical data, establishing the speaker’s authority and grounding the discourse in objective reality

Expressive Speech Act

“Srijonshil proshno ta bujhte somosha hocche.” (Line 74), “Mcq gula uttor korteo ekta problem face korteso.” (Line 75)- expresses concern over common difficulties faced by students, aligning the speaker emotionally with the audience’s struggles.

Directive Speech Act

“Tumi pichiye nei toh?” (Line 94), “Ajei vorti hou FT te.” (Line 95). These utterances serve to persuade and instruct the audience to take immediate action, specifically to enroll in Fahad’s Tutorial courses, thereby fulfilling the promotional intent of the discourse.

3. Discursive Practice Analysis

Author: The speaker represents “Fahad’s Tutorial (FT)”. The author acts as a mentor, motivator, and service provider. He uses student-friendly, informal Bangla mixed with English to engage the target audience.

Purpose:

Primary Purpose: Motivate SSC 2025 students by highlighting academic struggles and examination statistics.

Secondary Purpose (Promotional): Promote FT’s structured courses as the solution for board exam preparation.

Audience: The main target audiences are SSC 2025 candidates, typically aged 14-17. Most students are under pressure regarding model tests, pre-tests, and board exams. Also, they are digital learners active on YouTube, Facebook, and other social media platforms.

Engagement Strategies: The author uses statistical data (Lines 64-67) on GPA-5 achievers to create urgency. He also applies metaphors like “life jacket” (Line 84) to emotionally appeal to students.

The excerpt ends with a direct appeal to enroll in FT’s course (Lines 94-95).

3. Social Practice

What social structures influence the discourse?

The discourse of Fahad’s Tutorial is shaped by the competitive educational system in Bangladesh, where SSC examinations play a crucial role in determining a student’s academic and career future.

This system creates societal pressure on students to achieve high grades, particularly a GPA-5, which is viewed as a benchmark of success. Additionally, the growing prevalence of digital education platforms influences the production of such discourse. The popularity of online coaching centers reflects a shift from traditional classroom-based education to market-driven, digital learning services. Cultural factors such as the use of Bangla mixed with English terms also influence the discourse, aligning it with the communication patterns of Bangladeshi youth who are active on social media platforms. Power dynamics are evident, as the speaker positions themselves as a knowledgeable mentor, guiding students while promoting the tutorial services.

How does the discourse affect society?

The discourse contributes to reinforcing societal emphasis on academic success and exam performance by highlighting GPA-5 statistics and the necessity of structured preparation. It promotes the commercialization of education by presenting Fahad's Tutorial as essential for success, normalizing the idea that extra coaching is required beyond regular schooling. The discourse also shapes students' behavior by emphasizing personal responsibility, encouraging them to self-identify their academic weaknesses and take proactive steps. Furthermore, it popularizes digital learning as a credible and accessible mode of education, reflecting and supporting the societal shift towards online learning platforms.

4.4 Data Analysis-4

4. Textual Analysis

Topic: The primary topic of the discourse is congratulating SSC 2024 graduates on their GPA-5 achievements and introducing specialized admission preparation courses for reputed institutions such as NDC, Holy Cross, and Saint Joseph.

Language: The language of the discourse is colloquial Bangla mixed with English terms, which reflects the modern, digital-native communication style of Bangladeshi students. Phrases like “NDC, Holycross, Saint Joseph,” “course,” and “model test” indicate the use of educational jargon familiar to the target audience.

The tone is friendly, encouraging, and semi-formal. The speaker uses direct second-person pronouns like “tomra” (you) to address the audience personally, creating a connection. Code-mixing enhances relatability.

Word Choices: The speaker uses words that create a sense of urgency and encouragement, such as “juddho te barao” (step up for the battle) (line 101), “asha kori” (I hope) (line 103), and “shuvokamona” (best wishes) (line 111). These choices emphasize motivation and determination. “GPA-5 esheche” (you achieved GPA-5), “Shuvokamona” (best wishes) which are used to appreciate and motivate students.

Repeated use of “NDC, Holycross, Saint Joseph” adds authority and specificity, making the course offerings clear.

“Vorti hote paro” (you can enroll), “Juddho te barao” (step up for battle) which are encouraging words to prompt student action.

4. Deictic Expression

Person deixis: “tomra” (line 96), “tara” (line 101), “ami” (line 103) indicate the audience (students) and the speaker.

Spatial deixis: “amader ei course” (our course) (line 105) points to a specific program being promoted.

Temporal deixis: “S.S.C 2024” (line 96) refers to the students’ examination year, setting the time frame.

4. Reference

The excerpt contains both exophoric and endophoric references. Such as-

(lines 98-99) "NDC, Holy Cross, Saint Joseph" (Exophoric)

(line 102) "FT" (Exophoric)

(line 108-109) "model test" (Exophoric)

(lines 99, 110) "porikkha" (exam) (Exophoric)

(line 99) "vorti porikkha" (admission test) (Exophoric)

(line 104) "guideline" (Exophoric)

(lines 108-109) "shei model test gula" (Endophoric)

(line 105) "ei course" (Endophoric)

(line 106) "class gulo" (Endophoric)

(line 106) "serially jei class gulo niyechi" (Endophoric)

(line 108) "amader samne jei model test gula hobe" (Endophoric)

(line 101) "tara juddho te barao" (Endophoric)

(line 110) "ekok chestay porikkha dite chao" (Endophoric)

4 Speech Act

Representative Speech Act

The speaker provides information about the coaching classes and structured model tests (lines 106-109).

Directive Speech Act

The speaker encourages students to enroll in the course (lines 103-105) and offers best wishes to those preparing independently (lines 110-111).

Expressive Speech Act

The speaker expresses hope and encouragement (lines 103-105).

4 Discursive Practice Analysis

Author: The speaker appears to be a representative of FT (presumably a coaching center). The speaker adopts an authoritative yet supportive role.

Purpose: The primary goal is to persuade students to join the FT course for admission preparation. The speech also aims to boost students' confidence and encourage self-study where applicable.

Audience: The target audience consists of SSC graduates aiming for admission to reputed colleges. The informal and encouraging tone suggests the audience includes young students seeking guidance.

Tone: The speaker's tone is engaging, encouraging, and persuasive. The use of "juddho" (battle) and "guideline proyojon" (need guidance) suggests urgency. The speech remains positive, offering both motivation and best wishes.

4 Social Practice

How does society influence the text?

In Bangladesh, competitive college admissions drive a strong demand for coaching centers. Students often rely on tutorials like FT for structured guidance. The speaker's appeal to "guideline proyojon" (need guidance) (line 104) reflects a societal expectation that coaching centers play a crucial role in academic success.

How does the text influence society?

The excerpt reinforces the idea that coaching centers are essential for securing admission to prestigious institutions. It also promotes the belief that structured preparation increases success rates, potentially encouraging more students to join coaching programs rather than rely solely on

self-study. The inclusion of "shuvokamona" (best wishes) (line 111) also supports a culture of academic encouragement and motivation.

4.5 Data Analysis-5

5. Textual Analysis

Topic: Excerpt-5 is an advertisement promoting a complete English learning course. It emphasizes the importance of a structured approach to learning English, covering vocabulary, grammar, sentence-making, reading, writing, listening, and speaking.

Language: The speaker uses Bangla as the primary language, integrating English terms like "Spoken English," "grammar," "system," "5-star review," and "Discord channel." The discourse is persuasive, aimed at convincing potential learners to enroll in the course.

The speaker adopts an engaging and instructional tone, frequently using second-person pronouns such as "apni" (you) and "apnake" (to you). The informal, conversational style makes the message accessible while reinforcing the authority of the speaker.

Word Choices: The speaker employs motivating and action-oriented words such as-

"shikhate hobe" (must be taught) (line 116),

"complete process" (line 130),

"ekmatro complete English learning solution" (line 180), reinforcing the idea that this course is the only necessary tool for mastering English.

5. Deictic Expression

Person deixis

"apni" (line 113), "ami" (line 116), "amra" (line 168) establish relationships between the speaker and the audience.

Spatial deixis

"ei course" (line 171), "ei system" (line 137) point to specific aspects of the learning package.

Temporal deixis

"goto 3 bochor" (last 3 years) (line 134), "ekhn 50% discount" (line 183) provide context for past experiences and present opportunities.

5 Reference

Excerpt-5 contains both exophoric and endophoric references. Such as-

(line 113) "Spoken English" (Exophoric)

(lines 149-150) "5-star review" (Exophoric)

(lines 167) "Discord channel" (Exophoric)

(lines 172) "secret Facebook group" (Exophoric)

(lines 122) "grammar" (line 122) (Exophoric)

(lines 116) "sentence making" (Exophoric)

(lines 128) "listening" (Exophoric)

(lines 127) "reading" (Exophoric)

(lines 128) "writing" (Exophoric)

(lines 143) "video content" (Exophoric)

(lines 142) "ei package" (Endophoric)

(lines 143) "30 ghontar video content" (Endophoric)

(lines 171) "ei course" (Endophoric)

(lines 182) "ei package er regular price" (Endophoric)

(lines 146) "apni admission nile" (Endophoric)

(lines 163) "scroll korei jaben" (Endophoric)

(lines 137) "ekta proven English learning system" (Endophoric)

(lines 142) "amader purapuri English shikha package" (Endophoric)

5 Speech Act

Representative speech act

The speaker provides factual information about the course's structure, past student participation, reviews, and pricing (lines 134-188). Statements such as "goto 3 bochor dhore 3000 chatro" (last 3 years, 3,000 students) (line 134) present evidence to establish credibility. Another example is "ei package e 30 ghontar video content ache" (line 143), detailing the course's scope.

Directive Speech Act

The speaker urges the audience to take action using commands such as "ekhnei admission niye felun" (enroll now) (line 187). Other examples include "nijer theke review gula dekhe ashte paren" (line 162), which encourages potential customers to verify claims independently, building trust. Additionally, "scroll korei jaben korei jaben" (line 163) subtly suggests continuous exploration of the reviews to reinforce the credibility of the course.

Expressive Speech Act

The speaker conveys enthusiasm and confidence in the effectiveness of the course, particularly when stating, "Chatro ra bolche j eta puro Bangladesh e shera English learning package" (line 150). The use of exclamatory language and emphasis on exclusivity heightens the persuasiveness of the message. Another instance is "Orthat matro 5000 tk er binimoye apnar jibone English

vasha na parar karone joto dhoroner somosha shob somadhan hoye jacche" (lines 184-186), which expresses excitement about the affordability and impact of the course.

5 Discursive Practice Analysis

Author: The speaker appears to be an instructor or marketer promoting an English learning course. They adopt a persuasive and informative role.

Purpose: The main objective is to sell the English learning package by emphasizing its effectiveness, structured approach, and positive user feedback.

Audience: The target audience includes Bangladeshi learners who struggle with English and seek a comprehensive learning solution. The informal and direct approach suggests an audience of students or professionals needing practical English skills.

Tone: The tone is encouraging and persuasive. The speaker reassures potential students that the course is the best solution for their English learning challenges.

5 Social Practice

How does society influence the text?

The excerpt reflects a growing demand for English proficiency in Bangladesh, where English is seen as a gateway to education, employment, and social mobility. The emphasis on structured learning and online communities suggests a shift toward digital education, as traditional classroom-based learning is being supplemented or even replaced by virtual courses. The mention of "goto 3 bochor dhore 3000 chatro" (last 3 years, 3,000 students) (line 134) highlights the increasing number of students seeking online courses, indicating that technology is shaping modern education in Bangladesh. The presence of platforms like "Discord" (line 167) and "Facebook group" (line 172) reflects a societal shift toward collaborative learning and digital engagement in education.

How does the text influence society?

The excerpt reinforces the belief that English is a necessity for success in Bangladesh, contributing to the widespread notion that fluency in English can unlock better opportunities. The heavy emphasis on student testimonials and five-star reviews (lines 149-150) establishes a culture where education is treated as a consumer product, encouraging students to seek "proven" learning methods rather than traditional academic routes. By presenting the course as the "only complete English learning solution" (line 180), the text implies that self-study or traditional schooling alone is insufficient, pushing the commercialization of education. The use of phrases like "shikhte pare nai" (couldn't learn elsewhere) (lines 156-158) suggests that other English courses are ineffective, shaping societal attitudes toward alternative learning options. The inclusion of pricing details (lines 182-186) emphasizes affordability and exclusivity, making the course seem like a limited-time opportunity, which is a common marketing strategy to drive enrollment.

4.6 Data Analysis-6

6. Textual Analysis

Topic: The excerpt promotes a free 1-hour English learning course designed to help learners quickly grasp sentence formation, question-making, and storytelling in English.

Language: The speaker uses Bangla as the primary language while incorporating English words such as "English," "link," and "free." The discourse is persuasive, aiming to attract learners by emphasizing the speed and simplicity of the course.

Speaking Style: The speaker uses a direct and engaging tone, addressing the audience with second-person pronouns like "apni" (you). The short, concise sentences enhance clarity and urgency.

Word Choices

The speaker frequently uses words that create urgency and ease, such as "druto" (quickly) (line 189), "matro" (only) (line 191), and "binamulle" (free) (line 197), emphasizing that the course is both fast and cost-free.

6 Deictic Expression

Person deixis

"apni" (line 189), "ami" (line 191) establish direct communication between the speaker and the audience.

Spatial deixis

"ei course" (line 191) refers to the specific program being promoted.

Temporal deixis

"ekhnei" (right now) (line 198) creates urgency, encouraging immediate action.

6 Reference

The excerpt contains both exophoric and endophoric reference. Such as-

(Line 189) "English language" (exophoric)

(Line 190) "1-hour course" (exophoric)

(Line 197) "free" (exophoric)

(Line 192) "sentence making" (exophoric)

(Line 194) "story writing" (exophoric)

(Line 193) "asking questions" (exophoric)

(Line 198) "learning link" (exophoric)

(Line 189) "druto shikhte" (quick learning) (exophoric)

(Line 197) "bina mullye" (free of cost) (exophoric)

(Line 200) "life improvement" (exophoric)

(Line 191) "ei course" (endophoric)

(Line 196) "ei 1 ghontar English course" (endophoric)

(Line 195) "ei shobkichu" (all of this) (endophoric)

(Line 198) "nich-er link" (the link below) (endophoric)

(Line 191) "ei course e" (in this course) (endophoric)

(Line 190) "amar course" (my course) (endophoric)

(Line 200) "English shikha" (learning English) (endophoric)

(Line 191) "matro 1 ghontay" (only in one hour) (endophoric)

(Line 198) "ekhnei shuru korte" (start immediately) (endophoric)

(Line 200) "English shikha egiye jan" (advance in English learning) (endophoric)

6 Speech Act

Representative Speech Act

The speaker provides factual details about the course, such as its free availability and one-hour duration (lines 190-197).

Directive Speech Act

The speaker encourages immediate participation with commands like "ekhnei English shikha shuru korte" (start learning right now) (line 198).

Expressive Speech Act

The speaker conveys enthusiasm by using words like "druto" (quickly) (line 189) and "binamulle" (free) (line 197), creating excitement.

Commissive Speech Act

The speaker promises learning outcomes, stating, "kivabe English e nije theke jekono bakko toiri korte parben" (how you can create any sentence) (line 192), ensuring the effectiveness of the course.

Declarative Speech Act

The speaker establishes the course as the best free solution for learning English quickly (lines 190-197).

6 Discursive Practice Analysis

Author: The speaker is likely an instructor or marketer offering free language training. They take on an authoritative role while maintaining accessibility.

Purpose: The main goal is to encourage sign-ups for the free English course by emphasizing its speed, ease, and zero cost.

Audience: The target audience includes learners looking for quick, structured guidance in English without financial commitment.

Tone: The tone is urgent, persuasive, and encouraging, designed to prompt immediate enrollment.

6 Social Practice

How does society influence the text?

The increasing demand for English proficiency in Bangladesh influences the speaker's approach, positioning the course as a valuable resource. The emphasis on free learning reflects a societal need for accessible education, particularly for students who may not afford paid courses. The mention of "nich-er link" (line 198) highlights the shift toward digital education and self-paced learning.

How does the text influence society?

The excerpt reinforces the belief that English can be learned quickly with the right guidance. By offering a free course, it challenges the notion that quality education must be expensive, promoting accessible learning. The persuasive tone encourages learners to take proactive steps toward improving their English skills, potentially impacting their career and academic opportunities.

4.7 Data Analysis-7

7. Textual Analysis

Topic: The excerpt promotes a model test and revision program for the SSC 2025 batch, highlighting 10 special features introduced by Roshayon Dorbar.

Language: The primary language is Bangla, with English words such as "master trainer," "study planner," and "special session." The discourse is persuasive, aiming to attract students by emphasizing the program's structured and exclusive features.

Speaking Style: The speaker adopts a direct, engaging, and promotional tone, addressing the audience informally with second-person pronouns like "tomar" (your) and "amra" (we). The use of rhetorical questions ("Tahole jene nei ki special 10 ti features amra rakhchi?") (line 207) adds an interactive element.

Word Choices

The speaker uses words that create excitement and importance, such as "special" (lines 207, 210, 217), "exclusive features" (line 204), and "purnango" (complete) (line 220), reinforcing the uniqueness and comprehensiveness of the program.

7 Deictic Expression

Person deixis

(line 210) "tomader" (your), (line 207) "amra" (we), (line 205) "roshayon dorbar" (organization) establish relationships between the program and students.

Spatial deixis

(line 205) "ei program" (this program) refers to the specific model test initiative.

Temporal deixis

(line 213) "S.S.C er age porjonto" (until SSC exams) indicates a structured timeline for students.

7 Reference

Excerpt-7 contains exophoric and endophoric reference. Such as-

(line 201) "S.S.C 2025" (Exophoric)

(line 209) "master trainer" (Exophoric)

(line 215) "study planner"(Exophoric)

(line 217) "practical session" (Exophoric)

(line 205) "revision" (Exophoric)

(line 206) "model test" (Exophoric)

(line 220) "new concept" (Exophoric)

(line 210) "special questions" (Exophoric)

(line 222) "connected thako" (stay connected) (Exophoric)

(line 205) "roshayon dorbar" (Exophoric)

(line 205) "ei program" (Endophoric)

(line 204) "ei 10 ti feature" (Endophoric)

(line 215) "study planner" (Exophoric)

(line 220) "purnango model test" (Endophoric)

(line 217) "practical session" (Endophoric)

(line 222) "connected thako" (Endophoric)

(line 210) "special proshno" (Endophoric)

(line 206) "model test program" (Endophoric)

(line 211) "puro model test ti" (Endophoric)

(line 218) "aro 7 ti feature" (Endophoric)

7 Speech Act

Representative Speech Act

The speaker provides factual details about the model test structure, features, and learning benefits (lines 201-223).

Directive Speech Act

The speaker encourages participation with commands like (line 222) "connected thako" (stay connected) and (line 207) "jene nei" (let's find out).

Expressive Speech Act

The speaker conveys excitement and confidence in the program's value, particularly in (line 220) "ekti purnango model test er new concept," emphasizing the uniqueness of the initiative.

Commissive Speech Act

The speaker ensures a structured and beneficial learning process by stating (line 215) "study planner thakse" (a study planner is provided).

Declarative Speech Act

The speaker introduces the model test as a revolutionary approach, establishing it as the ultimate preparation tool (line 220).

7 Discursive Practice Analysis

Author: The speaker represents Roshayon Dorbar, an educational organization providing structured test preparation.

Purpose: The primary goal is to promote the model test and revision program by emphasizing its exclusive features and structured support.

Audience: The target audience is SSC 2025 students seeking structured revision and test practice.

Tone: The tone is informative, promotional, and motivational, encouraging students to join the program.

7 Social Practice

How does society influence the text?

The competitive nature of SSC exams in Bangladesh drives the demand for structured preparation programs. The inclusion of (line 217) "practical session" highlights the importance of hands-on learning in science subjects. The focus on (line 209) "master trainer" reflects the cultural value placed on expert guidance in exam preparation. The emphasis on (line 222) "connected thako" suggests the role of digital engagement in modern education.

How does the text influence society?

The excerpt promotes a structured approach to exam preparation, reinforcing the importance of model tests. By emphasizing (line 210) "special questions," it encourages students to seek expert-curated materials rather than relying solely on textbooks. The promise of (line 215) "study planner" suggests a shift toward more strategic, time-managed learning. The repeated emphasis on exclusive features (lines 204, 218) normalizes the idea that additional resources beyond school curricula are necessary for success.

4.8 Data Analysis-8

8. Textual Analysis

Topic: The excerpt promotes a full revision course for Physics and Chemistry test preparation, addressing students' exam anxieties and emphasizing structured preparation.

Language: The primary language is Bangla, with some English words such as "MCQ booster exam," "full revision course," and "model test." The discourse is persuasive, aiming to instill urgency and encourage students to enroll.

Speaking Style: The speaker adopts a motivational and direct tone, addressing students with second-person pronouns like "tomar" (your) and "tumi" (you). The use of rhetorical questions ("Kintu test er voy roye gese ekhono mone?") (line 226) creates engagement and emotional appeal.

Word Choices: The speaker strategically uses words that evoke urgency and the need for preparation, such as "voyaboho biporjoy" (disastrous outcome) (line 233), "humki sorup" (serious threat) (line 236), and "gap" (line 237), reinforcing the importance of the course.

8 Deictic Expression

Person deixis

"tomar" (your), (line 239) "amader" (our) (line 228) establish relationships between the course providers and students.

Spatial deixis

"ei course" (this course) (line 242) refers to the revision program.

Temporal deixis

"somoj pray shesher dike" (time is running out) (line 231) emphasizes urgency in preparation.

8 Reference

(line 225) "Pretest exam" (Exophoric)

- (line 236) "S.S.C porikha" (Exophoric)
- (line 237) "Ripon's Physics" (Exophoric)
- (line 240) "test preparation" (Exophoric)
- (line 244) "full boi revision" (Exophoric)
- (line 247) "weekly and monthly exams" (Exophoric)
- (line 248) "MCQ booster exam" (Exophoric)
- (line 252) "school test syllabus" (Exophoric)
- (line 253) "sera shikharithira" (Exophoric)
- (line 254) "tumi keno thakbe pichiye" (Exophoric)
- (line 242) "ei course" (Endophoric)
- (line 228) "theory, math, CQ, MCQ" (Endophoric)
- (line 233) "revision na korte parle" (Endophoric)
- (line 240) "physics and chemistry er test preparation" (Endophoric)
- (line 244) "basic theke shuru kore" (Endophoric)
- (line 251) "2 ti purnango model test" (Endophoric)
- (line 248) "MCQ booster exam" (Endophoric)
- (line 246) "weekly, monthly, and chapter-wise exams" (Endophoric)
- (line 237) "gap jotoi thakuk" (Endophoric)
- (line 253) "sera shikharithira royeche" (Endophoric)

8 Speech Act

Representative Speech Act

The speaker provides factual information about the revision program, its structure, and benefits (lines 224-254).

Directive Speech Act

The speaker encourages students to take action with statements like (line 242) "jene nao ki ki thakse amader ei course e" (find out what's in this course).

Expressive Speech Act

The speaker conveys urgency and concern, particularly in (line 233) "test folafol e neme ashbe voyaboho biporjoy" (test results could lead to a disastrous outcome).

Commissive Speech Act

The speaker assures comprehensive preparation with (line 240) "test preparation er full revision course" (a full revision course for test preparation).

Declarative Speech Act

The speaker frames the course as essential for success, declaring (line 253) "sera shikharithira royeche jekhane tumi keno thakbe pichiye?" (top students are already ahead—why should you stay behind?).

8 Discursive Practice Analysis

Author: The speaker represents Roshayon Dorbar and Ripon's Physics, educational institutions offering structured exam preparation.

Purpose: The primary goal is to promote the revision course by emphasizing students' exam fears and positioning the course as the ultimate solution.

Audience: The target audience consists of tenth-grade students preparing for their Test and SSC exams.

Tone: The tone is persuasive, urgent, and motivational, aiming to influence students to enroll.

8 Social Practice

How does society influence the text?

The high stakes of SSC exams in Bangladesh create a strong demand for structured revision programs. The fear-based language (e.g., (line 233) "voyaboho biporjoy") reflects societal anxiety around academic failure. The emphasis on "sera shikharithira" (top students) (line 253) aligns with the competitive nature of Bangladeshi education. The mention of "MCQ booster exam" (line 248) highlights the increasing focus on multiple-choice question strategies in standardized testing.

How does the text influence society?

The excerpt reinforces the belief that intensive coaching is necessary for academic success. By stressing "full boi revision" (line 244), it encourages students to prioritize complete syllabus coverage. The inclusion of "Ripon's Physics and Roshayon Dorbar" (line 239) suggests that expert coaching is superior to self-study. The repeated emphasis on structured exams (lines 246-252) normalizes extensive test preparation as a key to success. The motivational statement (line 254) "tumi keno thakbe pichiye?" fosters a competitive mindset among students.

4.9 Data Analysis-9

9. Textual Analysis

Topic: The excerpt promotes an online exam batch for Engineering, University, and Medical entrance preparation through the Roots app, emphasizing convenience and affordability.

Language: The primary language is Bangla, with English words like "app," "engineering," "medical exam batch," and "rich content." The discourse is persuasive, focusing on ease, value, and accessibility.

Speaking Style: The speaker adopts a friendly and engaging tone, addressing students with second-person pronouns like "tomra" (you all). The use of conversational expressions like "Onek shit tai na?" (Feeling really cold, isn't it?) (line 255) makes the message more relatable.

Word Choices: The speaker uses words that emphasize comfort, affordability, and urgency, such as "kosto kore offline e exam dite na jeye" (instead of struggling to take offline exams) (line 257) and "tai r deri na kore" (so don't wait any longer) (line 264), reinforcing the appeal of the program.

9 Deictic Expression

Person deixis

(line 258) "tomra" (you all), (line 263) "amader" (our) establish direct engagement with the audience.

Spatial deixis

(line 258) "roots er app e" (in the Roots app) points to the online platform.

Temporal deixis

(line 264) "druto enroll hoye jao" (enroll quickly) suggests urgency.

9 Reference

(line 258) "Roots app" (Exophoric)

(line 259) "engineering, versity, ebong medical exam batch" (Exophoric)

(line 260) "1100 takay" (Exophoric)

(line 262) "important proshno" (Exophoric)

(line 262) "rich content" (Exophoric)

(line 257) "offline exam" (Exophoric)

(line 264) "exam batch gulo" (Exophoric)

(line 263) "amader exam batch" (Exophoric)

(line 255) "shit" (Exophoric)

(line 264) "tai r deri na kore" (Exophoric)

(line 258) "roots er app e" (Endophoric)

(line 259) "exam batch e vorti hoite paro" (Endophoric)

(line 262) "shobcheye beshi important proshno" (Endophoric)

(line 263) "amader exam batch" (Endophoric)

(line 264) "druto enroll hoye jao" (Endophoric)

(line 258) "kosto kore offline e exam dite na jeye" (Endophoric)

(line 259) "matro 1100 takay" (Endophoric)

(line 262) "shob rich content niye sajiyechi" (Endophoric)

(line 264) "tai r deri na kore" (Endophoric)

(line 263) "amader exam batch" (Endophoric)

9 Speech Act

Representative Speech Act

The speaker provides factual details about the program's features, pricing, and accessibility (lines 255-266).

Directive Speech Act

The speaker encourages students to take action, as seen in (line 264) "tai r deri na kore druto enroll hoye jao" (don't wait—enroll now).

Expressive Speech Act

The speaker conveys empathy, especially in (line 255) "Onek shit tai na?" (Feeling really cold, isn't it?), making the message relatable.

Commissive Speech Act

The speaker assures students that they will receive high-quality content with (line 262) "shobcheye beshi important proshno shob rich content niye sajiyechi" (we've prepared the most important questions and rich content).

Declarative Speech Act

The speaker positions the program as a superior learning method, declaring (line 259) "engineering, versity ebong medical exam batch e vorti hoite paro matro 1100 takay" (get enrolled in the Engineering, University, and Medical Exam Batch for just 1100 BDT).

9 Discursive Practice Analysis

Author: The speaker represents Roots Edu, an educational platform promoting online test preparation.

Purpose: The main goal is to persuade students to enroll in the online exam batches by emphasizing convenience, affordability, and quality.

Audience: The target audience includes students preparing for competitive university and medical entrance exams.

Tone: The tone is persuasive, relatable, and urgent, designed to influence students to take immediate action.

9 Social Practice

How does society influence the text?

The increasing shift toward online education in Bangladesh is reflected in the promotion of the "Roots app" (line 258). The competitive nature of university and medical admissions drives the demand for structured test preparation. The reference to winter discomfort (line 255) acknowledges seasonal challenges that students face when attending offline exams. The focus on affordability (line 260) addresses financial concerns among students and parents.

How does the text influence society?

The excerpt normalizes online exam preparation as an effective alternative to traditional coaching. By emphasizing "rich content" (line 262), it reinforces the idea that expert-curated study materials are superior to self-study. The repeated mention of "important proshno" (line 262) encourages a targeted approach to learning rather than relying on broad textbook coverage. The urgency in (line 264) "tai r deri na kore" influences students to make quick enrollment decisions, shaping consumer behavior in educational services.

4.10 Data Analysis-10

10. Textual Analysis

Topic: The excerpt promotes the dynamic leaderboard system and mock test feature of Roots Edu's app, emphasizing the use of advanced technology in online exams.

Language: The primary language is Bangla, with English words such as "leaderboard," "technology," "mock test," and "solution." The discourse is persuasive, focusing on competition, efficiency, and technological superiority.

Speaking Style: The speaker adopts an engaging and informative tone, addressing students with second-person pronouns like "amader" (our) (line 267) and "se" (he/she) (line 278). The use of rhetorical questions ("tahole k first e jabe?") (line 276) creates interaction and curiosity.

Word Choices: The speaker strategically uses words that highlight innovation and value, such as "dynamic" (lines 274, 285), "technology er khub valo babohar" (advanced use of technology) (line 281), and "worth it" (line 291), reinforcing the uniqueness of the platform.

10 Deictic Expression

Person deixis

(line 267) "amader" (our), (line 278) "se" (he/she) establish direct engagement with the audience.

Spatial deixis

(line 285) "app er modhe" (inside the app) points to the digital platform.

Temporal deixis

(line 272) "eta MBA er ekta exam" (this is for an MBA exam) situates the context.

10 Reference

(line 267) "leaderboard" (Exophoric)

(line 270) "university" (Exophoric)

(line 272) "MBA exam" (Exophoric)

(line 273) "Dhaka University" (Exophoric)

(line 281) "technology" (Exophoric)

(line 282) "Google Form" (Exophoric)

(line 285) "app" (Exophoric)

(line 289) "mock test" (Exophoric)

(line 290) "5000 tk" (Exophoric)

(line 294) "solution" (Exophoric)

(line 267) "amader timely porikkha" (Endophoric)

(line 270) "leaderboard e name dekha jay" (Endophoric)

(line 274) "leaderboard ta onk dynamic" (Endophoric)

(line 278) "kom somoy e ans koreche" (Endophoric)

(line 285) "app er modhe dynamically porikkha" (Endophoric)

(line 287) "proshner solution soho dewa ache" (Endophoric)

(line 289) "mock test gulao" (Endophoric)

(line 290) "5000 tk diye sudhu mock test de" (Endophoric)

(line 293) "solution dekhe" (Endophoric)

(line 294) "onno kothao sohoje pawa jabena" (Endophoric)

10 Speech Act

Representative Speech Act

The speaker provides factual details about the leaderboard system, exam structure, and benefits (lines 267-294).

Directive Speech Act

The speaker encourages students to engage with the app, as seen in (line 268) "amader timely porikkha dite hobe" (you need to take our exams on time).

Expressive Speech Act

The speaker conveys excitement and confidence, particularly in (line 281) "technology er khub valo babohar amra korechi" (we've integrated advanced technology).

Commissive Speech Act

The speaker assures students that they will gain significant value, stating (line 291) "eta worth it" (it's worth it).

Declarative Speech Act

The speaker establishes the leaderboard as a competitive and advanced system, declaring (line 274) "leaderboard ta onk dynamic" (the leaderboard is very dynamic).

10 Discursive Practice Analysis

Author: The speaker represents Roots Edu, an educational platform promoting technology-driven exam preparation.

Purpose: The main goal is to showcase the efficiency of the leaderboard system and mock test program to encourage student participation.

Audience: The target audience includes students preparing for competitive exams, particularly those interested in technology-driven learning.

Tone: The tone is persuasive, tech-savvy, and competitive, designed to highlight innovation and engagement.

10 Social Practice

How does society influence the text?

The increasing integration of technology in education influences the platform's emphasis on digital exams. The competitive nature of entrance exams in Bangladesh drives the demand for ranking systems like leaderboards. The reference to affordability (line 290) addresses financial concerns among students and parents. The preference for structured mock tests reflects the broader trend of test-based learning.

How does the text influence society?

The excerpt promotes a tech-oriented approach to education, reinforcing the shift toward digital learning. By emphasizing "dynamic leaderboard" (line 274), it encourages students to engage in real-time performance tracking. The repeated mention of "mock test" (line 289) highlights the growing importance of structured exam simulations. The statement (line 294) "sohoje pawa jabena" builds the perception that this program offers unmatched educational value.

4.11 Thematic Coding of Interview

This theme coding chart analyses interview excerpts from Bangladeshi e-learning entrepreneurs using Fairclough's Three-Dimensional Critical Discourse Analysis methodology. It divides recurrent discursive and linguistic patterns into three levels: Discursive Practice, which looks at

audience engagement, digital platforms, and narrative construction; Textual Analysis, which focusses on language features like formality, code-mixing, and multimodal elements; and Social Practice, which investigates the commodification of education, technological ideologies, socio-cultural norms, and economic context. This chart provides a methodical way to comprehend how entrepreneurs in the e-learning industry use language and discourse to influence and mirror larger sociocultural, technological, and economic phenomena.

Table 1: Thematic Coding of Interview

Fairclough Dimension	Theme	Sub-theme	Excerpt Example (Line No.)	Descriptive Explanation
Textual Analysis	Language Use	Formality, Code-mixing, Tone	"I use informal and conversational tone..." (297, 305, 313, 321, 329)	The discourse shows deliberate code-mixing and a blend of formal and informal tones to connect with students. This reflects the speakers' intention to be relatable while maintaining credibility.
	Promotional Phrases	Taglines, Key Phrases	"Guaranteed success", "Be the next topper", "Boost Your Career" (298, 306, 314, 322, 330)	Promotional phrases are repeatedly used to motivate students, highlighting key benefits like success, career growth, and easy learning. This forms part of the persuasive strategies in the discourse.
	Visual & Multimodal Elements	Use of Visuals, Gestures	"Use visuals like charts, animations" (300, 308, 316, 324, 332)	Use of visuals, animations, and gestures is a common feature to keep learners engaged and make content more accessible. This reflects multimodal elements typical in digital education platforms.
	Speech Acts	Representative, Directive, Expressive	"Vorti hote paro", "Congratulations", "Shuvokamona" (Multiple Excerpts)	Speakers employ representative, directive, and expressive speech acts to provide information, encourage enrollment, and

				emotionally connect with learners.
Discursive Practice	Content Production	Learner Feedback, Academic Gaps	"We base our scripts on feedback", "Analyze student needs" (299, 307, 315, 323, 331)	Content creation is shaped by feedback from students and their academic struggles. This indicates a learner-centered approach where promotional content addresses real challenges faced by the audience.
	Audience Targeting	Student Categories, Job Seekers	"SSC and HSC students, university admission candidates" (296, 304, 312, 320, 328)	Clear identification of target audiences (SSC, HSC students, job seekers) ensures the discourse is focused and relevant, aiding effective audience engagement strategies.
	Distribution Channel	Online Platforms, Digital Presence	Implied in responses, promotion via social media and digital learning environments	Distribution occurs via social media and digital platforms, indicating the growing role of online environments in disseminating educational content.
	Consumption Strategies	Visual Engagement, Relatable Language	Use of humor, visual aids, relatable examples (300, 308, 316, 324, 332)	Consumption strategies include using humor, visual cues, and simple language to ensure students remain engaged and can easily grasp the content.
Social Practice	Societal Expectations	Result-Orientation, Structured Learning	"Students expect structured, result-driven learning" (301, 309, 317, 325, 333)	The discourse aligns with societal expectations emphasizing structured, result-oriented, and affordable learning, meeting cultural and educational norms of Bangladesh.
	Entrepreneurial Influence	E-learning as Business, Digital Entrepreneurship	"We show that education and business can go hand in hand" (302, 310, 318, 326, 334)	Entrepreneurial elements are evident as the speakers present their platforms as both educational tools and profitable digital ventures, promoting online education as a viable business model.

	Power & Authority	Mentor Identity, Authority in Learning	Speakers positioning themselves as guides, mentors offering essential courses	Speakers maintain authority by positioning themselves as mentors and experts, shaping power dynamics where learners are guided and dependent on their expertise.
	Technological Empowerment	Accessibility, Digital Shift	References to accessibility through technology, reaching rural learners (295, 310, 318, 334)	The discourse emphasizes accessibility through digital platforms, showing how technology bridges geographical barriers and democratizes education.

Chapter 5

Discussion

This chapter interprets the findings of the critical discourse analysis of entrepreneurship education using Fairclough's three-dimensional model. The discussion integrates textual, discursive, and social analyses, situating the results within broader ideological frameworks such as neoliberalism, individualism, and performance in education. The aim is to understand how discourses around entrepreneurship in the studied context reflect and reinforce social power structures, identity formation, and institutional priorities.

5.1 Entrepreneurial Discourse and Neoliberal Ideology

The textual data reveals that entrepreneurship discourse in Bangladeshi e-learning strongly aligns with neoliberal values, such as personal responsibility, self-improvement, and market-based competition. Terms like "self-made," "opportunity," and "guaranteed success" promote an individualized view of success, consistent with Fairclough's (1992) argument that discourse can reproduce hegemonic ideologies.

This mirrors broader trends in educational discourse, where learners are framed as rational economic actors seeking to maximize personal value (Rogers, 2011). In the Bangladeshi context, this narrative is especially appealing due to high youth unemployment and pressure to achieve academic success for socio-economic mobility (Hossain & Ahmed, 2021)

5.2 Discursive Practices and Cultural Adaptation

Discursive practices employed by Bangladeshi entrepreneurs are tailored to local expectations and cultural norms. Language mixing (Bangla-English), direct audience engagement (“tomra,” “vorti hote paro”), and testimonial-based persuasion are strategic tools used to increase relatability and trust among young learners (Bondi Pathshala, 2023).

This localization of discourse supports Chong’s (2021) findings that effective digital entrepreneurs align their messaging with the emotional and cultural frameworks of their audience. The emphasis on storytelling, family benefits, and moral responsibility reflects deep-rooted cultural narratives in Bangladesh (Martens et al., 2007; Rahman & Sultana, 2022)

5.3 Identity Construction Through Textual Practices

Students and instructors co-construct entrepreneurial identities by using aspirational and authoritative language. Phrases like “master your subject” or “be the next topper” imply a performative identity grounded in constant self-optimization. According to Fairclough (1995), such discursive positioning naturalizes power hierarchies and aligns with the neoliberal subjectivity of the “self-governing” learner.

Bangladeshi entrepreneurs often present themselves as mentors or saviors, reinforcing hierarchical relations where knowledge is commodified (ROOTs Edu, 2023). This reflects what Fairclough (2001) describes as “technologization of discourse”—where teaching becomes a scripted performance aligned with institutional goals and market logic.

5.4 Silences and Absences in the Discourse

Discursive absences are equally important. The discourse shows a conspicuous absence of collective, social justice, or alternative educational narratives. There is minimal attention to inclusivity, critical thinking, or collaborative learning—revealing a case of ideological closure (Fairclough, 1992).

For example, courses are framed as “solutions” to personal failure rather than critiquing structural inequalities in access to quality education. This is especially relevant in rural Bangladesh, where students lack stable internet or digital literacy (Anderson, 2018; Hossain & Ahmed, 2021). Yet the platforms rarely acknowledge these structural barriers, thus depoliticizing the education crisis and placing responsibility solely on the learner. Students are advised to follow a limited definition of success, which restricts their ability to think critically and creatively.

5.5 Digital Bangladesh: Entrepreneurship as Nation-Building

The social practice analysis also shows how entrepreneurial discourse ties into national development goals such as “Digital Bangladesh.” Entrepreneurs frame their work not just as business, but as patriotic contributions to national progress (e.g., “we empower rural students through technology”).

This aligns with Fairclough’s (1992) notion that discourse operates within socio-political structures and can support state ideologies. The language of empowerment, innovation, and youth transformation fits within national campaigns promoting digital literacy and technological inclusion

5.6 Multimodal and Emotional Engagement

The study found a consistent use of multimodal discourse: visuals, humor, testimonial videos, and relatable language all work to emotionally connect with learners (Fahad's Tutorial, 2023). These strategies serve to reinforce the credibility of the platforms and strengthen brand loyalty. As Seufert et al. (2021) argue, in e-learning entrepreneurship, emotional appeal is not a supplement—it is a core marketing component. Students were quietly shaped into perfect neoliberal subjects by the entrepreneurship expo, which did more than just reflect the power systems that were already in place.

Chapter 6

Conclusion

In the context of Bangladeshi education, the study "Critical Discourse Analysis of Entrepreneurship in E-Learning Platforms: A Fairclough Model Application" has investigated the strategic use of language in digital entrepreneurship. The research has revealed how entrepreneurs create persuasive discourse to draw students, build credibility, and change public perceptions of online education using Fairclough's three-dimensional Critical Discourse Analysis (CDA) framework—textual analysis, discursive practice, and social practice.

6.1 Summary of Findings

The analysis of promotional materials, including videos and interviews, reveals several key linguistic and discursive strategies employed by e-learning entrepreneurs:

Textual Features

The entrepreneurs strategically use a mix of formal and informal language, integrating motivational narratives, rhetorical questions, and direct appeals to create engagement. Code-

mixing of Bangla and English is a common strategy to enhance relatability while maintaining a professional tone.

Persuasive Techniques

A strong emphasis on emotive appeals, aspirational storytelling, and success narratives influences potential learners. Entrepreneurs use metaphors, analogies, and personal success stories to build trust and establish their authority.

Discursive Practices

The study found that entrepreneurs actively shape their messaging based on audience feedback, frequently using visuals, testimonials, and interactive content to reinforce their discourse. They frame online education as an accessible and superior alternative to traditional learning.

Social Practice

The discourse surrounding e-learning entrepreneurship reflects broader socio-economic realities in Bangladesh, including digital transformation, the demand for affordable education, and societal skepticism toward non-traditional learning methods. Entrepreneurs leverage prevailing cultural values, such as hard work, success, and social mobility, to position their courses as essential tools for progress.

6.2 Implications of the Study

This study highlights the growing influence of digital entrepreneurship in education, demonstrating that language is not merely a medium of instruction but a powerful tool for business growth and social change. The findings suggest:

For Entrepreneurs

Understanding the strategic use of discourse can help refine marketing techniques and improve audience engagement.

For Educators

The study underscores the importance of critical media literacy, enabling learners to critically assess promotional language and ideological underpinnings.

For Policymakers

There is a need for clearer regulations on digital education marketing to ensure transparency and ethical discourse practices.

6.3 Recommendations for Future Research

While this study provides an in-depth analysis of e-learning discourse, future research could:

- Compare discourse strategies across different cultural contexts.
- Explore the impact of digital entrepreneurship discourse on learner decision-making.
- Investigate gendered discourse in e-learning entrepreneurship.

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