

A Move Analysis of Iranian English Language Institute Websites: *Homepage and About Us*

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Abstract

This study examines how Iranian language institutes represent themselves in two pages of their institutional websites, namely, *Homepage* and *About Us*. Accordingly, this study aims at comparing and contrasting three formerly-established and three newly-established Iranian English language institutes in terms of their representation in the above-mentioned webpages. Swales' model of move analysis (1990) within genre analysis was applied to dissect the *Homepage* and *About Us* pages of the two groups of websites. The analysis reveals that the websites of the two groups of institutes are similar regarding their *Homepage* and contain the same five moves. There are, on the other hand, some differences between the moves and steps in *About Us* pages of the former and newer institutions' websites. The formerly-established institutes rely mainly on their long-lasting reputation to represent themselves, while the newly-established institutes represent innovative institutes conforming to the learners' needs and expectations as well as offering some free services. It seems that newer institutes apply lengthier *About Us* pages to convince their learners of their capability to fulfill their claims. The results and models would be of high significance to language institutes businesses and to the researchers in genre analysis.

Keywords: move analysis, language institutes, websites, homepage, about us

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Introduction

The increasing importance of the English language in Iran can be witnessed through the proliferation of English language institutes (Sheibani, 2012). Lack of sufficient materials, resources, and teaching methodology has resulted in unsuccessful endeavors of official ELT programs in Iran, specifically at schools (Farhady et al., 2010; Maftoon et al., 2010). Accordingly, language learners aiming at developing their communicative language skills eagerly choose to study English at private language institutes (Borjian, 2010; Ghorbani, 2011; Mohammadi Haghighi & Norton, 2017). Consequently, the increasing demand for language learning beyond the school curriculum has caused a considerable surge in the number of language institutes.

The large number of language institutes causes a competition for being the best. Winning such a tough competition, language institutes have implemented several advertising strategies to satisfy language learners' needs (Biria & Hassani, 2016). The medium of language institutes for advertising and communicating with prospective learners has changed over time. Like newspapers as the main media in the past (Poonchako, 2017), recently students can connect to their intended institutes, mostly through the medium of the Internet due to its high accessibility at a low cost (Schlegelmilch & Pollach, 2005), and one of the appropriate advertising strategies for language institutes is possessing official websites to offer relevant information to the prospective learners (Biria & Hassani, 2016).

A Website as a medium provides a set of novel media forms and genres (Gervais, 2013). Today, the myriad of available websites, caused the emergence of a new discourse (Dalan & Sharoff, 2016), which it encompassed countless diverse topics in numerous fields that discourse analysts have applied various approaches to explore the text and context of electronic discourse (Villaneueva et al., 2018).

Most institutional or organizational websites prefer to follow the same content organization (Symonenko, 2007). Perhaps the reason for the tendency in such conventionalization is to help the users easily navigate and explore the website (Alhojailan, 2020). Ho et al. (2016) explored the significant role of websites' Homepage in developing a universal image for national and international students to apply for that university. Overall, the Homepage of every educational institute is part of the image of that institute or its entire conception perceived by the students (Ho et al., 2016). More specifically, authors open the academic homepages with introductions through greetings, revealing the background and history of the institute (Dalan & Sharoff, 2016). Moreover, the autobiographical and personal description of the institute is presented in About Us webpages (Wu & Cheong, 2020) with a detailed introduction and complete description of the institute (Bano & Shakir, 2015). Casan-Pitarch (2015) believes that About Us places trust in readers.

Accordingly, this study tries to open up a new phase in discursive studies through examining Homepage and About Us of six selected Iranian websites, three formerly-established (over fifty years), and three newly-established (less than twenty years) language institutes. The study aimed at answering the following two research questions through Swales' move analysis model in English for Specific Purposes (ESP) school (1990).

RQ1: What are the moves in the Homepage and About Us of language institutes' websites according to Swales' move analysis model in ESP school?

RQ2: How do the moves differ in formerly-established institutes from newly-established ones?

Theoretical Background

Genre, as a significant concept in both academic and professional communications, has been defined and characterized differently. Fairclough (1995) depicts it as "a socially ratified way of using language in connection with a particular type of social activity" (p. 14). It is also defined based on the rhetorical or communication purposes of the texts used among the members of a discourse community in a specific context (Bhatia, 2002). According to Swales (1990), genres are a set of communicative events in which the members share some set of communicative purposes such as structure, style, and content. Xia (2020) raised the nature of genre in language learning procedures as providing highly predictable steps to follow in the effort of text construction. Henry and Roseberry (2001) also explained genres as sociolinguistic activities that people apply to achieve specific goals.

Genre analysis is the study of text structure by analyzing the order of the rhetorical structure that differentiates one type of text from another (Swales, 1990). Moreover, Bhatia (1993) states that genre analysis aims to identify the moves orders, genre strategies, and linguistic features of the particular genre. Overall, it is a process of analyzing similarities and differences of the collected textual data in a genre (Bhatia, 1997). Different approaches to genre analysis can be applied to written and spoken texts (Pho, 2013) and the advent of World Wide Web adds a new avenue of electronic texts in the study of genre analysis (Villanueva et al., 2018).

Move analysis is an approach of genre analysis (Cotos, 2018), which was developed as a top-down approach (Cotos, 2018; Upton & Cohen, 2009). Swales (1990) defines it as a focus on meanings and ideas to analyze the discourse structure of texts from a genre. Move is a "functional unit in a text used for some identifiable purposes" and "it is often used to identify the textual regularities in certain genres of writing" (Ding, 2007, p. 369).

Create a Research Space (CARS) is a move analysis model of genre analysis in ESP by Swales (1990), who analyzed a corpus of research articles from different disciplines and identified three common moves in their introduction sections with several steps within each move (Table 1). This model was the modified form of Swales' (1981) move analysis which previously had included four moves with possible steps (Bunton, 2013). He modified the early version due to the criticisms from some scholars (e.g., Crookes, 1984), who argued that two of the moves were confusing, and some did not exist in most examined research articles. Inspired by the Swales' (1990) CARS model, the researchers of this study have attempted to recognize the moves and steps in About Us and Homepage sections of language institute websites through a deep study of the aforementioned sections followed by classifying their contents as several moves and steps within them.

Table 1*Create a Research Space (CARS) Model for Article Introductions by Swales (1990)*

Moves
Move 1: Establishing a Territory
Step 1: Claiming centrality, and/or
Step 2: Making topic generalization(s), and/or
Step 3: Reviewing items of previous research
Move 2: Establishing a Niche
Step 1A: Counter-claiming, or
Step 1B: Indicating a gap, or
Step 1C: Question-raising, or
Step 1D: Continuing a tradition
Move 3: Occupying the Niche
Step 1A: Outlining purposes, or
Step 1B: Announcing present research
Step 2: Announcing principal findings
Step 3: Indicating RA structure

Empirical Background***Genre and Move Analysis in Academic Contexts***

Following the emergence of move analysis, many scholars started to analyze the moves in academic contexts, mostly research papers' abstracts (Al-Khasawneh, 2017; Benham & Golpour, 2014; Cross & Oppenheim, 2006; Li, 2011; Marefat & Mohammadzadeh, 2013; Nasseri & Nematollahi, 2014; Talebzadeh et al., 2013). Adopting Swales' (1990) CARS model, Bunton (2013) created a model for moves and steps in 45 Ph.D. dissertation introductions by modifying and adding extra steps. Other models of move analysis like Hyland (2000) have been adopted in some other studies like Ninpanit (2017) that examined the rhetorical structure of proceedings' abstracts and discovered different move structures in different disciplines.

Genre and Move Analysis in Electronic Texts

With the prevalence of the World Wide Web, several studies carried out genre analysis within the discourse of electronic texts (El-Zohiery, 2019; Franczyk, 2020; Hui et al., 2020; Isa et al., 2016; Tomarkova, 2015; Xia, 2020), and educational websites (Alhojailan, 2020; Graham, 2013; Hoang & Rojas-Lizana, 2015; Villaneueva et al., 2018; Wu & Cheong, 2020; Yang, 2013; Zhang, 2017). There are also some studies on move analysis (Villaneueva et al., 2018; Zhang, 2017; Zhang & O'Halloran, 2013), and on non-academic websites such as hotel websites (Kim & Fesenmaier, 2008; Hallett & Kaplan-Weinger, 2010; Leelertphan, 2017), or a comparison between the moves of an academic website and a business company (Giannomi, 2018).

Among the abovementioned studies, Graham (2013), for instance, provides a summary of seven conventional information in *About Us* sections including; a) introducing and explaining how the institute started; b) stating the

origin of the business; c) telling the story behind the products; d) sharing creative inspiration for the institute's products and management; e) presenting the institute's or owner's background experience with the aim of establishing instant credibility; f) discovering the institute's vision, dreams, and aspirations; g) and linking work, values, and beliefs with motivation.

Focusing on academic websites, Yang (2013) studied 40 university websites through textual and keyword analysis to find out how structural and lexico-grammatical features of the *Why choose us?* sections convey their communicative purpose. The result was establishing a six-move structure for *Why choose us?* section. About the keywords, the study organized the over-used and less over-used words to mirror the promotional nature of this section. The six elicited moves included a) establishing a distinguished status; b) presenting a leading role in research; c) ensuring excellent teaching quality; d) enjoying a friendly environment; e) offering attractive incentives; and f) suggestions.

Analyzing the move structure, the communicative purposes, and the linguistic features of *About Us* sections from five Chinese university websites, Zhang (2017) elicited seven moves and 11 sub-moves as the following: a) welcoming (presidents' message); b) establishing credentials (history, publications, overview, facts and figures); c) describing administration (leadership); d) attracting attention (university logo, motto, video, song); e) providing more services (international student services, facilities); f) locating the service (visiting the campus); g) willingness to response (contact us). The study revealed that most features resemble the generic structure of advertisements. Besides, the universities promote their locations in their websites that is a sign of marketization.

Villaneueva et al. (2018) explored *About Us* pages of Asian Association of open universities' websites, and focused on 12 rhetorical moves as the following: a) introducing the institute; b) greetings; c) establishing administrator' suitability; d) establishing integrity; e) establishing accomplishments; f) introducing the administration; g) detailing organizational structure; h) supplying organizational data; i) reinforcing accomplishments; j) offering services; k) establishing contact; l) establishing influence and connections.

Implementing critical discourse analysis, Alhojailan (2020) examines how some Saudi university websites advertise themselves in *About Us* sections. The study sought to explore the rhetorical move employed for marketization purposes. The findings reveal use of eight main rhetorical moves and 13 sub-moves were elicited from the websites as the following: a) welcoming (president's message, vision, mission, values); b) establishing credentials (overview history, facts and figures, statistic publications, quality assurance); c) describing administration (leadership); d) offering extra services: facilities available; e) locating the service (visitors); f) soliciting responses (contact us); g) showing financial security: (university endowment); h) protecting users' privacy (privacy policy).

Wu and Cheong (2020) explored the rhetorical structure on *About Us* webpages of Chinese universities. The findings revealed a dynamic interwoven linguistics and multimodal resources rhetorically organized through the

interplay between 13 moves and different inter-discursive elements, which are classified into three main communicative purposes as the following. First, informative purpose, which is to provide largely information about the universities, and to inform the public about the academic programs and facilities offered at the universities. Second, promotional purpose that aims at introducing and offering products of the university and promoting the university as an academic institute. Third, social purpose which is provided for establishing and strengthening a personal and close relationship with the webpage readers, and for fostering the formation of a discourse community between the university webpage and the actual/potential readers.

Generally, the overall review on aforementioned studies and other empirical studies (Giannoni, 2018; Han, 2014; Hoang & Rojas-lizana, 2015; Mampaey, et al. 2015; Teo & Ren, 2019; Xiong, 2012) conclude the recurrent notion of the impact of marketization and globalization on educational promotion. For instance, comparing a website of a university with that of a company, and investigating their move structure, Giannoni (2018) concluded that both websites shared the same values of most commercial websites.

Studies on Electronic Texts in Iranian Context

Regarding the context of the present study, it should be noted that a few studies have been conducted on Iranian websites. A content analysis (Mardaninezhad & Farhadi, 2020) on keywords in Iranian top virtual websites of the medical sciences universities, for example, reveals the inappropriateness of using keywords in the websites. Khademizadeh & Mohammadian (2019) studied all one hundred and thirty-nine websites of Iranian public universities to evaluate their central library webpages. Out of this number, thirty-six central libraries had independent webpages. Through observing and filling a questionnaire on Likert scale for each library webpage, the researchers of this descriptive survey found weaknesses and strengths of different tabs and navigation tools of the central library webpages.

The vast number of the studies prove the importance of analyzing this relatively new discourse from different aspects including genre analysis. Move analysis also gets more importance in terms of educational websites that have crucial roles in forming the culture of every community. Despite the fact that there are 7800 registered language institutes in Iran (Zarrabi & Brown, 2015), with many of them having official websites, no study focused on investigating the discourse of their websites. In addition, language institutes are other educational society, generally owning websites to introduce and promote themselves, to emphasize the potentials of these centers to serve Iranians' intellectual needs. Accordingly, this study is an attempt to fill the existing gap and pave the way for similar studies in English as a foreign language (EFL) context.

Method

For this genre-based study, six language institutes in Iran were selected to be analyzed in terms of the *Homepage* and *About Us* pages of their official websites. In the first phase, a number of well-reputed institutes in Tehran were identified. Six institutes were selected through stratified sampling

from two inventories; formerly-established institutes, and newly-established institutes to study their websites deeply and find a model or models which show their similarities and differences, in a qualitative approach.

Three of the websites were among the formerly-established institutes which existed for over fifty years, with their websites being created many years after their establishment. The other three had a history of twenty years or shorter. Hence, they had official websites from their early days. The names of the institutes were replaced by A1, A2, A3 in case of the formerly-established ones and B1, B2, B3 in case of the newly-established ones to avoid advertising or any other implications. The study investigated the current state of the websites (i.e., during the data collection in autumn 2020), and analyzed the *Homepage* which is their first impression with the visitors. The study also probed the *About Us* section that provides the more interested viewers with more textual data.

After the selection of the samples and collecting the texts available on *Homepage* and *About Us* pages of the websites, the sample texts were analyzed manually conducting move analysis inspired by Swales' (1990) CARS model, with an attempt to identify the presented moves and steps within them for either page. A team of three experienced EFL researchers (i.e., a university lecturer, and two EFL teachers) conducted the analysis. Every sentence was read carefully several times. Then every group of sentences that showed any functions or purposes were labeled as a move and then they were scrutinized for any optional or mandatory steps within them. The two groups of former and newer institutes had differences in some steps.

Findings

Formerly-Established Institutes' Websites

Homepage. A1. This part includes changing photos to see and read highlights like the motto of the institute "Good to be helpful", advertising and announcing different courses they offer and job vacancy.

By scrolling down the page, a brief history of the institute could be read. All the other sections of the website are introduced briefly and links are provided to parts related to the courses held by the institute, invitation to cooperate with the institute. The end of this page links the viewer to the news and events of the institute.

A2. The homepage of this institute is much more concise and includes a series of large changing photos with different messages or announcements. They are: how to enter online classes, the extension of the enrollment deadline due to the learners' request. To enter other sections, the main menu should be opened and the section should be selected. No more links on the homepage.

A3. Large changing photos with advertisements are the first thing in this homepage. They are about different courses they administer like Teacher Training Courses (TTC), and TESOL course.

As the viewer scrolls down, they can see the motto of the institute "a new language, a new life" and then the promotion of the English and other language courses which are held in this institute. Below this part, the other services are introduced like a magazine membership, photo and video gallery and employment. After this part, the latest news of the institute can be read,

then the list of the top students. Finally, the latest articles loaded in the website could be seen.

About Us. **A1.** The first paragraph gives the establishment date and the founder's name and being the oldest private institute:

Established in 1950 by...the longest standing... provider of EFL courses geared specifically toward the needs of Iranians, particularly...

The next paragraph describes the situation of English learning before establishment of A1:

Prior to the inception of A1... to study English at home were...at The British Council and the precursor to TOEFL classes at ...

The third paragraph informs the reader of the aims and intentions of founding this institute and the method adopted then and its triumph:

To bridge this gap...own method of teaching for Iranian students ... proved highly successful ... move on to our pre-advanced classes...comprising listening, speaking, reading and some basic writing. ... more advanced classes culminating in TOEFL and Proficiency classes.

The final paragraph briefly names all the courses and exams provided:

Our classes cater to all age groups...international examinations such as...

A2. The establishment year and previous name and activities are mentioned in the first paragraph:

A2, previously known as ..., was established in..., In the past ...various educational services including teaching English to....

Then the changes after the Revolution like its expansion came in the second paragraph:

After the Islamic Revolution, ...Intellectual Development of Children, this educational center expanded...under the name of

The number of branches and number of students:

Currently, having more than 290 centers in ... cities, A2 offers courses in English, French, ... to more than...

In the end, the name of the current director of the institute comes:

At present, is the Managing Director of A2.

A3. The About Us section of this institute is a long paragraph that begins and ends with thanking God. The other parts include the name of the founder and the year of the establishment, thanking students and finally the new director of the institute.

... Mr..... Founded the institute in the summer 1959 in Tehran He is always grateful to the students and their parents.... At the present, Mr. ...is the CEO of this institute It is an honor for us to be ... in Iran.

Newly-Established Institute Websites

Homepage. **B1.** Like the older institutes, this page presents large changing advertisements on the top including the most complete and professional IELTS package, TTC courses, etc.

Below that, there are links to different courses they offer. Then by scrolling down, “news and articles” of the center and after that other links like “employment in B1”, “virtual courses”, etc. are provided. Finally, a map of Tehran with the location of their branches and contact numbers of the central office are represented.

B2. The top part of the homepage like other websites consists of large changing photos to advertise different courses they offer. Under the ads there are links to different departments and online enrollment links. Then, a brief explanation of the online courses offered for several languages. Finally, links to all language departments are depicted by the flag of the related country.

B3. In the English version of this website first comes a big picture with a motto “*language is the infinite use of finite means.*” Under this picture “*Learn to communicate in English, fluently and accurately.*” After that, links to different departments like Adults, Teens, etc. could be seen. As you scroll down, you come across a sentence: “*We are the best English language institute in Iran. Here’s why:*” Then the viewer would see the awards and honors of this institute. The next part mentions the advantages and perks of the institute like having teachers with international certificates, free advisors, free extra classes, the best English materials.

About Us. B1. This section begins with a heading of “*Professional teaching with modern methods and devoted experienced teachers.*” and then the establishment year (1386/2008), their motto “*Promoting language learners’ skills*”, adopting the standard and well known “*system of Oxford Academy from England*” build the first paragraph of this section.

The second paragraph bears the aims of the center, “*Teaching language professionally ... supporting, consulting and keeping in touch ...*”, and the next paragraph includes claims of the center to be the best, “*B1 is one of the best language centers. We apply songs and games to attract children....*”

The final paragraph mentions that:

Children will construct the future of our country ...with our ten-year experience of being in the top levels of ... we attempt to develop and prepare our students for the future.

And in the end of the paragraph, it is justified that “*Having 17 branches in various parts of Tehran is for the convenience of our learners.*”

B2. The three paragraphs of this section give a general overview of the institute. First the year it was founded “*1381/2002*” and “*beginning to teach foreign languages according to the needs of the learners*” come. The languages they teach are listed and the accomplishments their learners have achieved like “*success in their majors or immigrating to study abroad...*” complete this paragraph.

Next paragraph announces that “*Since 2016 we have granted the permission to administer GRE and TOEFL in Iran*”. Moreover, the third paragraph explains the secret of their success as “*cooperation and never giving up*” beside their efforts to “*offer creative and innovative education*”, “*ease of learning*” and

"high standards". In addition, in the end, learners are informed that "You will be prepared for any international exam in this center".

B3. With four short parts, this section elaborates on some points. First part is titled as "History" and begins with the year of establishment then promotes the institute:

As one of the greatest centers... offers English language courses to adults, teens and ... including general English, English for jobs and international tests.

Then their teachers and educational system they provide with emphasis on "ONLY" focus on English are the advantages this section highlights, "Motivated and experienced teachers, state-of-the-art educational system and ...". Then the next part of this section is entitled "Accomplishments" and five awards in various years are listed. And the third part, "Values" states that they care about all the students,

Our students' satisfaction is our first priority. ... best effort on offering the best educational services to our students. Ethics, honesty and professional behavior ...respectful manner

Then comes welcoming innovative ideas and doing their best:

...use the most sophisticated means of teaching and motivating students, ... ready to put any innovative ideas to use. We believe in teamwork... as the most effective way ...

The last part of this long section is "Commitments" which includes claims about, "High Quality English Courses..., Classroom Equipment and Learning Material". And then having "Full Educational Support ...", "Reports about Students' Academic Progress" and finally having "Scored Practice Tests to Prepare Candidates to take International Exams" are declared as their commitments to their students.

Move Analysis of the Findings

Moves in the Homepage Sections. Studying the *Homepage* section of the both groups of websites, the authors found plenty of similarities in the moves and steps that could be applied to the *Homepage* of the formerly- and newly-established institute websites. Hence, one common model of moves which was inspired by Swales' (1990) CARS model would suite both groups with slight interchangeable moves. Moreover, some of the moves or steps do not exist in every studied website. They are named "optional" as Swales' (1990) model suggested by putting "or" between the steps. No steps were found in some moves, for instance, move 1.

Move 1: Highlights and announcements on the top, all websites had this as their first move. It does not have any steps within it.

Move 2: Motto of the institute, this optional move only includes a motto that is generally a motivational sentence or a positive fact about the institute.

Move 3: Links to main sections of the website, this move exists in all websites. They are not only in a specific part of the Homepage. Only one institute did not have the links in its Homepage.

Move 4: Brief description of the institute, an optional move that encompasses either of the *steps*: a summary of the *About Us* section, or a short description of the courses or departments.

Move 5: News about the institute, consisting of four steps: enrollment

announcements; achievements of the center; educational articles; top students (only in one institute). Not all steps may be present in one website but a combination of two or three of them occur in each website.

To sum up, the moves and steps of all six *Homepages* were as the following: Highlights and Announcements; Motto or a quote; Links to other Sections; Brief descriptions; and the Institute News and events. Table 2 represents the moves, which are not different between the two groups of institutes. Obligatory moves and steps exist in all the websites, while the optional ones may disappear in one or more websites.

Table 2

Homepage: Formerly- and Newly- Established Institutes

	Moves	Steps	Example(s)	Optional/ Obligatory
1	Highlights and announcements	-	Course advertisements Important institute events in periodic pictures	Obligatory
2	Motto or a quote	-	"Good to be helpful" "A new language, a new life"	Optional
3	Links to other sections	-	By clicking on the links (button or photo) one is led to the other pages of the website like kids' courses, adults' courses, other languages, recruitment terms and conditions, etc.	Obligatory
4	Brief description	1. Summary of About Us 2. Describing the course and departments briefly	A brief history of the institute /founder or the CEO Why Choose us/ the international exams held/ Educational consultation	At least one is obligatory
5	Institute news and events	1. Enrollment announcements	Extending the enrollment deadline	Optional
		2. achievements of the center	Achieving international licenses	Optional
		3. Educational articles	Ways to motivate kids to learn English.	Optional
		4. Top students	Why should we learn English? The list of the top students in different branches of the institute	Optional

*Some moves like moves 2, 3, and 4 may be displaced in different websites

Moves in the About Us Sections

About Us Moves in Formerly-Established Institute Websites. As represented in Table 3, the moves in the *About Us* section of the formerly-established institutes are as below.

Move 1: Establishment information, including five steps: year (and other names if there is any); name of the founder (optional); goal of establishment; past activities and present activities.

Move 2: The situation of EFL before and after establishing this institute, an optional move that some websites adopt to justify their establishment in the first place. It can include up to three steps as: EFL problems in Iran before this center; the effect of this institute in overcoming this problem; the aims, methods and intentions.

Move 3: Courses and exams administered, this move is seen in all websites and seems as the most important move to ensure the viewer that they have updated themselves in this competitive business.

Move 4: Number of branches and students, an optional move to show the growing, long-lasting nature of these institutes.

Move 5: Present director, seems that their directors are well-known persons whose names are the credit of the institute. This move is optional, as well.

Table 3
About Us: Formerly-Established Institutes

Moves	Steps	Example(s)	Optional/ Obligatory
1 Establishment information	1. Year of establishment /Previous names if there is any	...established in 1950... ...previously known as ...	Obligatory
	2. Founder of the institute	...established by Dr. ...	Optional
	3. Goals of establishment	Devised his own method of EFL courses geared specifically towards the needs of Iranians, particularly those with little or no knowledge of English language.	Obligatory
	4. Past activities	...various educational purposes, also teaching Persian to speakers of other languages.	Optional
	5. Present activities	Expansion after revolution After eight terms of grammar-based classes move to pre-advanced ...	
2 Before and after establishment	1. Problems in EFL before the establishment	The British council and ... were too advanced	Optional
	2. Overcoming the problems (the effects of the institute)	To bridge the gap ... devised his own method of teaching ...	Optional
3 Courses and exams administered	-	... offers courses in English, German, Arabic, ... Our classes cater to all age groups International exams such as TOEFL, IELTS, ...	Optional
4 Number of branches and students	-	Having more than 290 centers in over 131 cities More than 1,200,000 students per year	Optional
5 Describing administration	-	At present, Dr. ... is the directing manager of ...	Optional

About Us Moves in Newly-Established Institute Websites. As represented in Table 4, the moves in the *About Us* section of the newly-established institutes are as below.

Move 1: establishment information, seems a compulsory move. The steps are different though. Motto is an optional step and then the system of the books and teaching.

Move 2: Aims of establishment, the new wave of the language centers in the present century have to justify their existence through representing the needs of the community for their innovations in methods of education and similar aims.

Move 3: Claims of being the best, they may bring testimonials from their successful and satisfied learners and continue their efforts to prove themselves to the viewers. However, it is optional.

Move 4: New methods and systems, with steps like hiring highly qualified teachers, revealing secrets of their success and honors of the institute.

Move 5: Respect for learners and commitment, mentioning that learners are their priority and all the staff respect them; they are devoted; they welcome any innovative idea; learners can enjoy the support and consultation of the center. This move is considered optional. Table 4 summarizes the moves of in the newer institutes.

Table 4

About Us: Newly-Established Institutes

Moves	Steps	Example(s)	Optional/ Obligatory
1 Establishment information	1. Year of establishment	Established in 1386/2008....	Obligatory
	2. Motto of the institute	Promoting language learners' skills	Optional
	3. Adopted educational system	System of Oxford Academy from England State-of-the-art educational system and environment	Obligatory
2 The aims of the institute	-	Teaching language professionally Teach foreign languages according to the needs of the learners, like planning for the embassy exams	Optional
3 The status of the institute	-	... is one of the best language centers in Tehran As one of the greatest English language teaching centers...	Optional

4	New methods and high-quality system	1. Employing highly qualified teachers	... employing professional devoted teachers Motivated and experienced teachers ...	Obligatory
		2. Revealing secrets of success	cooperation and never giving up	Optional
		3. Students' success	we attempt to develop and prepare our students for the future ... success in their majors or immigrating to study abroad...	Optional
		4. Awards and honors	Since 2016 we have granted the permission to administer GRE and TOEFL in Iran Our students' satisfaction is our first priority	Obligatory
5	Respect and commitment	1. Learners are the priority	Offer creative and innovative education	Obligatory
		2. Welcoming innovations	Supporting, consulting and being in touch with the young learners' parents	Obligatory
		3. Consultation and educational support	Official certifications and focus on ONLY English language...	Optional
		4. Extra classes and other perks		

Comparing the moves in *About Us* pages of the intended websites reveals that these two groups were similar in the first move of Establishing Information. Meanwhile, they did not follow the same order in other moves. The formerly-established institutes focused more on their past and history while the newly-established institutes emphasized mostly on their aims, their distinguished states, and new methods and high-quality systems.

Discussion

Analyzing the first conventional information of **About Us** revealed that the first employed rhetorical move of all intended institutes also resembled

those that were mapped by previous researchers as Introducing and Identifying the institute (Villaneueva et al., 2018; Wu & Cheong, 2020; Yang, 2013). Meanwhile, two studies (Alhojailan, 2020; Zhang, 2017) found the first move in their intended websites as Welcoming, which was not found in the websites of the institutes in the present study or the literature.

Comparing *About Us* in the formerly and newly-established websites revealed the first move as the same; however, they were different in steps. The focus of formerly-established institutes was mainly on their history and establishing credentials as in Alhojailan (2020) and Zhang (2017). In other words, adhering to Graham's (2013) conventions, the formerly established institutes preferred to stay in their former positions and focus mainly on their history, years of establishment, and background rather than following the same values of most commercial websites. However, most of the moves in **About Us** webpages of newly established institutes represented the promotional discourse of educational websites used for marketization and globalization effects that were also found in most previous studies (Alhojailan, 2020; Giannoni, 2018; Han, 2014; Hoang & Rojas-lizana, 2015; Leelertphan, 2017; Mampaey, et al., 2015; Teo & Ren, 2019; Wu & Cheong, 2020; Xiong, 2012; Zhang, 2017).

In an attempt to examine the educational system and status of the institute, the newly-established moves were more similar to the moves of Yang (2013) which were *establishing a distinguished status, presenting a leading role in research, and ensuring excellent teaching quality*, as well as one of the moves of Villaneueva et al. (2018) as *establishing administrators' suitability*. Compared to the formerly-established websites, the moves adhered mainly to the conventional information of Graham (2013); although they did not pave the ways of the conventions to their ends and confined their moves to introducing their branches and directors. Introducing leadership is not seen in the newly established institutes; yet, the formerly-established ones used it as the last move which was the second moves in Alhojailan (2020) and Zhang (2017).

There are some moves and steps not seen in the **About Us** pages; preferably, they were referred in the **Homepage** of the studied websites such as *welcoming* (Alhojailan, 2020; Zhang, 2017), *greeting* (Villaneueva et al., 2018), and *creating a closer relationship with audience* (Wu & Cheong, 2020). In the previous literature (Alhojailan, 2020; Villaneueva et al. 2018; Wu & Cheong, 2020; Zhang, 2017), there exist some more moves and steps which were not seen in the moves of the present study, specifically, related to the social purposes or soliciting responses (Wu & Cheong, 2020) and suggestions (Yang, 2013).

Conclusion and Implications

This study has attempted to explore the generic structure of the *Homepage* and *About Us* sections of six Iranian language institute websites. These are the sections implemented by the institutes to introduce and present their services and products. The move analysis of the three formerly-established and the three newly-established institutes revealed that both groups made efforts to attract more learners by convincing their superiority to the prospects.

Regarding the *Homepage*, all these six institutes had similar moves. Five shared moves were in the *Homepages* among which one was not in all institutes. That second move, motto, was optional, whereas the others were obligatory. Some of them contained steps that the moves and steps appeared in different orders. Both groups of institutes included five moves in the *About Us* sections with slight differences. While the focus in formerly-established institutes was on the secrets of being long-lasting, the newly-established ones emphasized their new methods, innovation, and commitment.

The findings of the present study could have implications for language centers to follow successful guidelines in creating, modifying, or even adding creative moves and steps for their websites. It can also be the target of critical analysts to discover the marketization attitudes and linguistic imperialism (Phillipson, 1996) that is the dominance of a language like English in many parts of the world in Iranian language websites. The websites of institutes could be scrutinized to find traces of linguistic imperialism. They could also be analyzed to understand whether the websites have the commercial or educational inclination.

To the knowledge of the authors, there were no previous studies on analyzing Iranian language institute websites as a genre and then comparing them to other types of educational or non-educational websites. The present research was impartial and it was not intending to promote or criticize the institutes, and the content of the websites was not confirmed or denied by the researchers. Since the present study had a small corpus, more comprehensive move analyses of language websites can be conducted by considering a larger corpus. Further studies might focus on keyword analysis and critical analysis to have a better understanding of the hidden layers of the websites.

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