

ADVERTISING AI LEARNING ON FACEBOOK: A DISCOURSE ANALYSIS OF POSTS IN VIETNAM

QUẢNG CÁO KHÓA HỌC AI TRÊN FACEBOOK: PHÂN TÍCH DIỄN NGÔN CÁC BÀI ĐĂNG TẠI VIỆT NAM

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ABSTRACT

This paper examines how AI learning is promoted through Facebook advertisements in Vietnam. Based on 46 public posts from course providers, it employs Critical Discourse Analysis (CDA) and Critical Technocultural Discourse Analysis (CTDA) to analyse discursive strategies, multimodal features, and ideological framings. The findings reveal that AI courses are advertised using urgency-based, benefit-oriented messages tied to digital transformation, self-optimisation, and career success. Learners are portrayed as entrepreneurial individuals responsible for adapting to technological change. The advertisements also draw on local cultural symbols, such as Tết imagery, "lì xì" (lucky money), and emojis, to increase emotional resonance and relevance. This discourse reflects neoliberal ideologies while localising global digital narratives. The article contributes to scholarship on digital education marketing in Southeast Asia and offers practical implications for designing culturally responsive and ethically aware communication in AI learning.

Keywords: *AI learning, discourse analysis, Facebook advertising, Vietnam, digital education, neoliberalism, multimodality.*

TÓM TẮT

Bài báo này phân tích cách các khóa học AI được quảng bá qua 46 bài đăng công khai trên Facebook tại Việt Nam. Dựa trên hai phương pháp CDA và CTDA, bài viết tập trung vào chiến lược thuyết phục, yếu tố đa phương thức và thông điệp tư tưởng trong quảng cáo. Kết quả cho thấy quảng bá AI thường nhấn mạnh tính cấp thiết, hiệu quả nghề nghiệp và tinh thần tự đầu tư của người học. Người học được xây dựng thành các cá nhân khởi nghiệp, chủ động nắm bắt công nghệ. Các yếu tố văn hóa như hình ảnh Tết, lì xì và emoji được sử dụng để tăng tính cảm xúc và tính địa phương. Diễn ngôn phản ánh tư tưởng tân tự do trong giáo dục số. Bài báo đóng góp góc nhìn mới về truyền thông giáo dục tại Đông Nam Á và gợi ý định hướng quảng bá phù hợp với bối cảnh văn hóa - xã hội Việt Nam.

Từ khóa: *Học AI, phân tích diễn ngôn, quảng cáo Facebook, Việt Nam, giáo dục số, chủ nghĩa tân tự do, đa phương tiện.*

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1. INTRODUCTION

As Artificial Intelligence (AI) continues to transform global economies, the demand for AI-related training has surged, particularly in emerging economies like Vietnam. In response, a growing number of short-term AI courses are advertised on digital platforms, especially Facebook, which targets young professionals and adult learners. These advertisements do more than sell skills, they help

shape public narratives around learning, success, and technological progress.

While AI education has rapidly been expanding, there is limited understanding of how it is discursively constructed in everyday online advertising in non-English, localised contexts. In Vietnam, where digital transformation is a national agenda, it is critical to explore how these discourses influence learner perceptions and

social imaginaries. This study addresses that gap by analysing the discursive and multimodal features of Facebook posts promoting AI courses. Specifically, it aimed to answer 4 research questions (RQ) as follows:

1. What discursive strategies are used in Facebook posts to advertise AI learning in Vietnam?
2. How are learners positioned in the advertising discourse of AI courses (e.g., as professionals, entrepreneurs, digital citizens)?
3. In what ways do these advertisements reflect broader ideologies such as modernity, self-investment, and digital transformation?
4. How do multimodal elements (e.g., emojis, layout, tone) contribute to the persuasive and ideological framing of AI learning?

To answer these questions, this study draws on Critical Discourse Analysis (CDA) and Critical Technocultural Discourse Analysis (CTDA). These frameworks illuminate how power, culture, and meaning are embedded in digital texts. Prior research has shown that marketing language often constructs aspirational identities and reflects neoliberal values [1-3]. In Vietnam, promotional language around AI frequently includes terms like “*làm chủ công nghệ*” (mastering technology) and “*bứt phá sự nghiệp*” (break through one’s career), signaling personal responsibility and national modernisation. Yet little research has critically examined these narratives in the specific context of social media advertising.

This paper contributes to filling that gap. It shows how advertisements frame AI not just as a skill but as a symbol of success and modernity, revealing how digital education in Vietnam is entwined with local values, global ideologies, and platform-specific multimodal strategies.

2. THEORETICAL FRAMEWORK AND METHODOLOGY

2.1. Theoretical framework

This study is grounded in the principles of CDA, particularly as outlined by Fairclough [4], who conceptualises discourse as a form of social practice shaped by and shaping power relations, ideology, and institutional structures. CDA enables researchers to investigate how language constructs, legitimises, or resists dominant ideologies. In the context of AI education advertising, this perspective allows for a critical reading of how promotional texts construct AI as necessary, how learners are positioned, and how values such as productivity, innovation, and competitiveness are normalised.

To account for the digital and multimodal nature of Facebook advertisements, this study draws on CTDA, as developed by Brock [1], which extends traditional discourse analysis by integrating cultural and technological dimensions. CTDA emphasises how digital platforms structure not only what is communicated, but also how it is visually, emotionally, and socially framed. This approach is particularly relevant for analysing features such as emojis, layout design, and screenshots that interact with text to produce persuasive messages in AI course promotions. Complementing this, Li [5] conducted a multimodal discourse analysis of educational advertisements from universities in and outside China, showing that persuasive meaning is co-constructed through verbal and non-verbal resources, including comment sections, emotional imagery, and formatting. Although Li’s work is grounded in Appraisal Theory, it reinforces the broader point that multimodal design powerfully shapes audience perception and emotional engagement in online education marketing.

This study also engages with scholarship that interrogates the neoliberal framing of education, in which learning is cast as an act of self-investment and a response to labour market demands. Sellar and Zipin [3] highlight how educational discourse often “conjures optimism” while encouraging individuals to take full responsibility for their success through continual self-optimisation. Pais and Costa [6] similarly critique global citizenship education as reproducing market logics under the guise of empowerment. In the Vietnamese context, AI courses are frequently promoted as tools for “*bứt phá sự nghiệp*” (breaking through one’s career), reinforcing the idea that digital literacy is essential for upward mobility and relevance in the modern economy.

Demir and Kilic [7] further note that learners with an entrepreneurial mindset are more inclined to invest in online courses as part of a long-term self-development strategy, particularly when such programs are marketed as flexible, impactful, and career-enhancing. This view aligns with how learners are positioned in AI course advertisements—as strategic, future-oriented individuals who must adapt to technological change to remain competitive. In parallel, Pham and Le [8] show that Vietnamese students are increasingly open to integrating AI tools such as ChatGPT into their learning routines, reflecting a growing sense of digital self-efficacy and learning autonomy. These findings support the idea that AI course promotions are not only selling technical skills

but also constructing ideal learner identities consistent with broader neoliberal and technocultural values.

Taken together, these frameworks enable a critical reading of how AI learning is discursively constructed through Facebook advertisements, not merely as a set of technical skills, but as a symbolic and cultural imperative tied to personal responsibility, national progress, and competitive subjectivity.

To operationalise these theoretical insights, the study developed a nine-category analytical framework, which guided the analysis of AI course advertisements. These categories include: (1) Post Title or Course Name, (2) Lexical Choices and Keywords, (3) Persuasive Strategies, (4) Audience Positioning, (5) Tone and Voice, (6) Thematic Framing, (7) Multimodal Features, (8) Technocultural and Ideological Messages, and (9) Posting Context (e.g., timing, alignment with holidays).

Each dimension draws from the concepts discussed above. For instance, categories 2 through 5 are informed by CDA's emphasis on language, identity, and power relations in discourse; categories 6 to 8 are shaped by CTDA, which accounts for multimodal construction, affective engagement, and cultural resonance; while category 9 incorporates broader sociocultural context and platform logics. By aligning each analytical dimension with a theoretical foundation, the study ensures coherence between theory and analysis, allowing for a nuanced interpretation of how Facebook-based AI advertising reflects and reinforces dominant ideologies in Vietnam's digital education landscape.

2.2. Methodology

2.2.1. Corpus and data collection

The corpus for this study consisted of 46 Facebook posts published by AI course providers operating in Vietnam. These posts were selected according to specific criteria to ensure relevance and consistency. First, all posts had to be publicly accessible, allowing for ethical data collection without infringing on user privacy. Second, the content had to be centred on promoting AI-related training programs, including but not limited to chatbot development, process automation, and AI literacy initiatives. Third, the posts were selected based on their publication dates between 2020 and 2025, ensuring that the analysis captures evolving promotional discourse over a recent and relevant five-year period. Finally, posts needed to contain a combination of textual

and visual content, making them suitable for multimodal discourse analysis.

To ensure accuracy and preserve the integrity of the original materials, each post was archived through screenshots and transcription. This process maintained important visual and symbolic elements, such as layout, emojis, and formatting, all of which contribute to the persuasive and communicative strategies used in the advertisements.

2.2.2. Analytical approach

A qualitative discourse analysis was conducted to examine the selected posts. The analysis was guided by a coding scheme developed inductively from preliminary readings of the data and informed by the theoretical frameworks discussed in Section 2.1.

Building on the nine analytical dimensions introduced earlier, ranging from lexical choices and persuasive strategies to multimodal features and ideological framings, the coding process enabled the systematic identification of rhetorical patterns and meaning-making strategies across the dataset. This approach allowed for a nuanced interpretation of how AI course advertisements on Facebook construct urgency, learner identity, and cultural resonance through both language and design.

3. RESULTS AND DISCUSSION

This section presents findings from the discourse analysis of 46 Facebook posts advertising AI courses in Vietnam. The discussion is organised into four thematic sections, each addressing one of the study's research questions. Together, these findings demonstrate how AI learning is marketed not just as a skill but as a cultural narrative of progress, personal transformation, and digital citizenship.

All original data excerpts appear first in Vietnamese, followed by English translations in italics for international readers. This format preserves the authenticity and pragmatic nuance of the source discourse.

3.1. Strategic persuasion in AI course promotion

This section addresses RQ1, drawing on criteria (1) Post Title or Course Name, (2) Lexical Choices and Keywords, and (3) Persuasive Strategies to analyse how urgency and benefits are constructed. Across the dataset, promotional language on Facebook is heavily shaped by urgency, exclusivity, and the promise of transformation. These are classic persuasive strategies in educational marketing [7, 9], where course content is less emphasised

than its outcomes. Posts frequently frame AI as the key to overcoming workplace limitations. For instance:

"Những quy trình HR truyền thống không còn đủ sức đáp ứng nhu cầu phát triển và cạnh tranh của doanh nghiệp hiện tại." (Traditional HR processes are no longer sufficient to meet the development and competition needs of modern enterprises, Post 1)

This problem-solution structure creates an immediate need, which is resolved through AI. The course is positioned not as optional, but as a critical response to a broken system.

Promotional discourse in AI course advertisements frequently invokes urgency and scarcity to encourage immediate action. This is evident in repeated imperatives such as *"Đăng ký ngay"* (Register now), which appear across a significant number of posts. The recurrence of this phrase signals not only the immediacy of the opportunity but also the pressure placed on the learner to act decisively. Time-sensitive expressions such as *"Chỉ áp dụng từ 5/2 - 10/2!"* (Only valid from February 5 to 10!, Post 3) and *"Đóng đơn khi đủ số lượng"* (Registration will close once the quota is filled, Post 43) further amplify this sense of urgency. This technique reinforces what Blázquez et al. [10] describe as digital marketing's tendency to exploit "just-in-time" consumer psychology, where action is prompted through perceived scarcity and time-limited offers. These strategies are consistent with persuasive conventions identified in educational advertising discourse [9, 11], positioning AI learning as not only valuable but also as a time-sensitive competitive edge.

Additionally, benefit-based bullet points emphasise productivity and control. Take Post 6, titled *"Áp dụng AI vào tư liệu thuyết trình cá tính"* (Applying AI to Personalised Presentation Materials) as an example. The first bullet point, *"Nâng tầm slide thuyết trình: Từ nhàm chán, cứng nhắc đến thu hút, ấn tượng, thể hiện phong cách cá nhân"* (Elevate your presentation slides: From dull and rigid to engaging, impressive, and reflective of personal style), highlights how AI helps users improve design and express personal style, enhancing control over aesthetics and boosting efficiency. The second, *"Tăng cường khả năng truyền tải thông điệp: Thu hút sự chú ý, tạo ấn tượng mạnh mẽ và tạo động lực cho khán giả"* (Enhance message delivery: Capture attention, make a strong impression, and inspire your audience), emphasises how AI improves audience engagement, giving users strategic control over impact and streamlining communication. The third,

"Xây dựng thương hiệu cá nhân: Xây dựng hình ảnh chuyên nghiệp, tạo dấu ấn riêng biệt trong mắt đối tác, khách hàng" (Build personal branding: Create a professional image and leave a unique impression in the eyes of partners and clients), focuses on how AI supports consistent, professional self-presentation, offering control over image and saving time. These strategies aim to simplify complex outcomes into instantly graspable benefits, mirroring techniques used in broader social media educational outreach [12].

3.2. Constructing the future learner

In response to RQ2, the analysis focuses on (4) Audience Positioning and (5) Tone and Voice to examine how learner identities are shaped. Learners in these posts are constructed as digitally ambitious, self-reliant professionals, not passive recipients of knowledge but proactive agents of transformation. The frequent use of second-person pronouns such as *"anh/chị"* (a respectful "you" used for professionals or adults) and *"bạn"* (a more neutral, peer-like "you") signals both respect and personal responsibility, positioning the learner as someone already on a professional path, expected to rise further through strategic upskilling.

Posts like *"Làm chủ AI ngay hôm nay"* (Master AI today, Post 20) and *"Tương lai là của những người làm chủ AI - và đó có thể là bạn!"* (The future belongs to those who master AI-and that could be you!, Post 18) exemplify this construction. The call to action is clear: mastering AI is not optional; it is essential for those who wish to remain competitive in a rapidly evolving landscape. This aligns with Pais and Costa's [6] critique of educational discourse shaped by market rationality, where learning is no longer for personal growth or collective good, but a strategic act of self-governance aimed at staying ahead.

Moreover, the targeting of specific professional groups, *"QUẢN TRỊ, MARKETING, NHÂN SỰ & KINH DOANH DÀNH CHO CẤP QUẢN LÝ, LÃNH ĐẠO"* (Management, Marketing, HR & Business for Executives and Leaders, Post 2), further reinforces this logic. The learner is positioned as an executive-level decision-maker, responsible for leading digital transformation within their field. This aligns with Martin's [2] notion of "marketing identities," where educational offerings construct aspirational learner personas that reflect the course's brand promise.

Post 44 directly addresses designers and marketers: *"Designer, Marketer muốn dẫn đầu xu hướng AI? Hãy thử"*

ngay công cụ thay đổi cuộc chơi này!" (Designer, Marketer want to lead the AI trend? Try this game-changing tool now!), reinforcing the sense of urgency, agency, and trend leadership. Similarly, Post 18 invites learners to "nắm bắt kỹ năng làm chủ AI và đảm bảo tương lai nghề nghiệp của bạn" (grasp the skills to master AI and secure your career future), invoking a forward-looking, productivity-centred narrative.

These discursive constructions also reflect broader psychological and entrepreneurial appeals. Demir and Kilic [7] argue that individuals with an entrepreneurial mindset are more likely to invest in online courses as part of a long-term self-development strategy, especially when such programs promise flexibility and high-impact learning. This directly corresponds to how AI learning is framed in the dataset: not merely as an educational experience, but as a strategic investment undertaken by goal-oriented, forward-looking professionals who must adapt to stay relevant.

3.3. Ideologies of modernity and self-optimisation

This section explores RQ3 using (6) Thematic Framing and (8) Technocultural and Ideological Messages to reveal embedded neoliberal and modernist values. The promotional posts consistently embed AI learning within neoliberal and modernist ideologies, constructing AI not merely as a tool, but as a social imperative. Statements such as "Cách mạng hóa quản trị nhân lực với AI" (Revolutionise HR Management with AI, Post 1) and "Kỷ nguyên AI đang bùng nổ" (The AI era is exploding, Post 33) position AI as both inevitable and transformative. This aligns with Sellar and Zipin's [3] observation that education is increasingly framed through market-based logics of upskilling and efficiency, where learners are urged to stay relevant in the face of rapid technological change.

Posts also reflect broader national modernisation narratives, implying that digital fluency is not just a personal advantage but a collective responsibility. For example, "GIẢI PHÁP THÔNG MINH CHO DOANH NGHIỆP HIỆN ĐẠI" (Smart solutions for modern enterprises, Post 34) and "AI không còn là tương lai - Nó là hiện tại" (AI is no longer the future - It is the present, Post 38) signal urgency and national alignment with global tech trends. This echoes Keith's [13] findings that Southeast Asian AI policy often blends economic competitiveness with nationalistic aspirations, a pattern clearly mirrored in these promotional discourses.

Furthermore, many posts emphasise self-optimisation, framing AI learning as a high-yield personal investment. Post 25 declares, "Chuỗi khóa học AI MIỄN PHÍ này sẽ giúp bạn x10 hiệu suất công việc" (This free AI course series will 10x your work productivity), while Post 35 assures that tasks like administration, content creation, and reporting now take only minutes with AI. These messages reflect the ideal of constantly adapting, self-improving individual learners who are responsible for turning knowledge into measurable efficiency. As Nguyen et al. [14] argue, this vision of education aligns with the neoliberal mandate for lifelong productivity, where personal worth is increasingly measured by performance and adaptability.

This ideology is echoed in how learners engage with AI tools in practice. Pham and Le [8] found that Vietnamese students increasingly adopt tools like ChatGPT to support autonomous and efficient learning, reflecting a shift toward digital self-efficacy. This aligns with the aspirational tone of Facebook advertisements, which present AI literacy as a means of personal advancement. Together, these top-down messages and bottom-up learner behaviors reinforce a shared belief that mastering AI is essential in a competitive global landscape.

3.4. The role of multimodal design

Addressing RQ4, this section examines (7) Multimodal Features and (9) Posting Context to show how visual and cultural elements enhance appeal. The visual construction of AI advertising on Facebook is as significant as the textual content. Posts frequently incorporate emojis such as 🚀, 🤖, 📁 to index urgency, innovation, and opportunity. These icons, strategically placed next to headlines or key benefit points, signal emotion, importance, and status. For instance:

The visual construction of AI-related advertisements on Facebook plays a crucial role in shaping how educational content is perceived and engaged with. Posts frequently incorporate emojis such as 🚀, 🤖, 📁, and 📁 to index urgency, innovation, and opportunity. These small visual elements, strategically placed next to headlines like "🚀 CÁCH MẠNG HÓA QUẢN TRỊ NHÂN LỰC VỚI AI 🚀" (Revolutionise HR Management with AI, Post 1), function as affective cues that grab attention, signal importance, and elevate emotional resonance. This aligns with Brock's [1] argument that technocultural discourse merges digital aesthetics with affective

language to amplify user engagement on social platforms.

Alongside emoji use, textual design elements cater to fast-scrolling behaviours common on social media. Phrases are often formatted in uppercase, bold fonts, or contrasting colours, and laid out in structured bullet points to enhance scannability. These design practices are borrowed from commercial content marketing and mirror findings from Garrigós-Simón et al. [12] that such layouts improve user interaction by guiding visual attention.

Multimodality also extends to the integration of real-life imagery. Post 9, for instance, features crowded classrooms with a confident instructor engaging directly with learners. Such visual evidence of participation acts as social proof, reinforcing course legitimacy and instructor credibility. This is further supported by visible learner feedback, such as the comment: “*Em cảm ơn thầy ạ, buổi học rất bổ ích.*” (Thank you, teacher, the session was very useful., Post 2)

These multimodal features cultivate emotional trust and peer validation, both of which are essential for sustaining engagement and fostering community in digital learning environments [10].

Even cultural references contribute to the persuasive effect. For example, Post 3’s caption “*LÌ XÌ ĐẦU NĂM - CẢ NĂM MAY MẮN*” (New Year’s lucky money brings luck all year) draws from the Vietnamese tradition of giving “*lì xì*”

(lucky money), with two red envelope emojis symbolising prosperity and good fortune. The combination of text and visual icons reinforces a culturally embedded message: participating in the course is not just educational but auspicious. This interplay activates affective resonance, linking learning with positive beginnings and year-long success. Such positioning aligns with Li’s [5] multimodal discourse analysis, which highlights how attitudinal and emotional framing, through visuals, comments, and cultural references, shapes persuasive meaning-making in educational advertising.

To synthesise the analysis, Table 1 summarises the key findings concerning each research question, highlighting the dominant discursive strategies, representative examples, and their broader interpretations.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

This study investigated how AI learning is advertised on Facebook in Vietnam, using CDA and CTDA to examine the language, positioning, ideologies, and multimodal features embedded in promotional content. Through an analysis of 46 posts, the study provides empirical grounding for how technocultural discourse intersects with local cultural practices and neoliberal educational values in a Southeast Asian context [1, 3].

In response to RQ 1, the findings show that AI courses are framed using urgency-based messaging, benefit-

Table 1. Summary of Findings by Research Question

Theme	Research Focus	Categories	Discursive Strategies & Examples	Interpretation
Strategic Persuasion	RQ1: How AI courses are promoted	1, 2, and 3	Problem-solution framing, urgency (“ <i>Đăng ký ngay</i> ” / Register now), bullet points listing productivity benefits	Constructs AI as a necessary and time-sensitive investment
Learner Identity	RQ2: How learners are positioned	4, and 5	Respectful tone (“ <i>anh/chị</i> ”), empowerment language (“ <i>làm chủ AI</i> ” /master AI)	Frames learners as ambitious, responsible professionals
Ideological Framing	RQ3: Broader social values and assumptions	6, and 8	Modernity rhetoric (“ <i>kỷ nguyên mới</i> ” /a new era), neoliberal logic (“ <i>x10 hiệu suất</i> ” /x10 work productivity)/ AI productivity	Promotes self-optimisation, efficiency, and market-driven educational values
Multimodal Enhancement	RQ4: Role of visual and symbolic features	7, and 9	Emojis 🧧👤, bold text, screenshots of Zoom feedback (“ <i>buổi học rất bổ ích</i> ” /very useful class)	Enhances emotional engagement, credibility, and cultural localisation

focused bullet points, and transformation-oriented appeals. Common strategies include calls to action “*đăng ký ngay*” (register now) and time-sensitive offers “*chỉ áp dụng từ...*” (only valid from...), which construct AI learning as both essential and time-bound [11].

For RQ 2, learners are positioned as self-reliant, goal-oriented individuals. The discourse emphasises personal responsibility, portraying participants as entrepreneurial actors expected to invest in AI skills to remain relevant and competitive [7].

Regarding RQ 3, the advertisements reflect broader ideological framings rooted in neoliberalism and modernisation. Phrases such as “*kỷ nguyên mới*” (a new era) and “*làm chủ công nghệ*” (mastering technology) associate AI learning with national progress and upward mobility, reinforcing market-driven views of education as self-optimisation [3, 6].

In addressing RQ 4, the analysis highlights how multimodal features, such as emojis, layout design, festive visuals, and screenshots, are used to enhance emotional appeal and cultural resonance. References to local traditions, such as Tết imagery and “*lì xì*” (lucky money), not only contextualise AI education in Vietnamese culture but also strengthen the credibility and affective connection of the posts [1, 5].

Overall, this study shows that AI course advertisements are not merely tools of recruitment, but powerful discursive artefacts. They shape how technology, identity, and educational success are imagined in contemporary Vietnam, merging global digital trends with local values and ideologies.

By extending the application of CTDA to the Vietnamese context, the study demonstrates how technocultural discourse intersects with local cultural symbols (e.g., Tết imagery, “*lì xì*” (lucky money), and festive metaphors) in promoting AI learning. This provides new empirical grounding for understanding neoliberal education discourse in non-Western, digitally mediated environments.

4.2. Recommendations

Educators and course providers should present AI learning as more than a technical skill, embedding it within an ethical and culturally sensitive educational framework. Promotional messages should be transparent, with balanced claims and careful use of aspirational language and local symbols to avoid reinforcing narrow success narratives.

Policymakers are encouraged to support critical digital literacy that addresses not only AI competencies but also its ethical and societal impacts. Guidelines for responsible advertising in education should promote inclusive, development-oriented communication.

Further research should explore how learners perceive and respond to AI education discourse across different platforms and contexts. Comparative studies can illuminate how global narratives around AI and self-optimisation are adapted, resisted, or reimagined in local settings.

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THÔNG TIN TÁC GIẢ

Nguyễn Đức Quý, Lê Thị Thủy, Nguyễn Thúy Hà, Bùi Thị Hà

Khoa Ngôn ngữ và Văn hóa các nước nói tiếng Anh,
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