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Faculty of Letters and Languages  
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# MASTER DISSERTATION

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## **Exploring The Role of Persuasive Writing on Business Communication**

### **The Case of Algerian Online Marketers' Facebook Group**

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## **Declaration**

I, Abir ABDESSELAM, do hereby declare that the work presented in this dissertation is solely my own effort, and has not been submitted for any academic institution or university for any degree before.

This inquiry was conducted and completed at Mohamed Khider University of Biskra, Algeria.

Certified

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## Dedication

**I dedicate this work to my beloved parents Abdesselam Bachir and Abdesselam Hayette who have been nothing but supportive of me throughout my college years.**

**To my loving and thoughtful sister Ihcene.**

**To my kind-hearted cousin Aisha.**

**To my bestfriends Ikram, Wiem, Lacey , Joumana who have been there for me throughout my ups and downs and provided me with emotional and mental support.**

**I appreciate you all.**

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I am also thankful to the members of the jury **Dr. HOADJLI Ahmed Chaouki** and **Ms. MERGHMI Kenza** who consented to read and evaluate this humble work.

### **Abstract**

Persuasive writing is a vital skill in our daily lives. From the television chef encouraging us to create healthy meals to a magazine article emphasizing the need of regular exercise, presenting a point of view and supporting it with facts to persuade the reader is a key skill that we ought to develop. Simply put, individuals will rely on their ability to articulate their ideas and thoughts constructively on paper in their professional and personal life. Therefore, this study aimed at exploring the situation within an Algerian online business community that is a Facebook group by exploring the role of the persuasive writing on the business communication of these individuals. The objectives of this research is to identify potential sources of difficulty in the persuasive writing skill and understand its significance and impact on business for the Algerian online marketers. Additionally, while attempting to address and answer our research questions, the study employed a qualitative approach due to the nature of the study as well as implementing a case study design. Additionally, a semi-structured survey was used to collect data for our research. Furthermore, 60 participants contributed and added valuable feedback and data which aided in the completion of this work. After a careful analysis and interpretation of the collected data, we have concluded that Algerian online business community struggled with a variety of important writing aspects which they realized how it impacted their business's performance and their daily profits. Additionally, our findings also revealed that the majority of our participants viewed persuasive writing as a valuable writing skill that promotes their online company and drives sales. As a skill that they aim to enhance and become competent at for the sake of their career.

## **List of Abbreviations and Acronyms**

**AD :** Advertisement

**CMC:** Computer-mediated communication

**EOP:** English for occupational purposes

**ESP:** English for specific purposes

**IMRT:** Intensity-modulated radiation therapy

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# CHAPTER ONE

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# **General Introduction**



## **1. Study Background**

One of the main things that differentiate between good writers and novice writers is how they pitch their ideas to write for a purpose and not deviate from it; as well as their focus on the audience they target. Good writers tend to consider the objective behind their writing piece, unlike novice writers who are likely to write cluelessly and purposelessly. Writing is an exquisite tool to present one's thoughts to the desired audience if appropriately used. It is such a vital skill that is not only required academically but on a vocational level. It is imperative to learn writing to show our qualifications and capacities when looking for a job. However, many graduates who are looking for jobs fail to understand that their writing style could potentially jeopardize their chances of getting their job applications accepted.

It is essential to know that job recruiters require a significant set of skills when choosing suitable employees to represent their company. A critical criterion they look for is writing persuasively and succeeding to present thoughts clearly and delicately. Persuasive writing is a type of writing that aims to obtain a particular result. It is writing for a specific goal, whether it is convincing the reader of a thought, an opinion, or for business purposes. However, unfortunately, there has not been much focus on teaching this writing type to college students. As a result, graduates are less prepared for what is to come when writing for their job applications. They have difficulties writing cover letters, formal emails, and organizing their CVs. In addition to that, the problems they face while writing business reports and composing presentations. Also, they may fail in presenting their business proposals and identifying the weaknesses of their writing.

This research's primary goal is to shed light on the importance of persuasive writing in business communication. To aid graduates in composing persuasive and influential writing pieces and prepare them for their vocations.

## **2. Statement of the Problem**

Persuasive writing is in no doubt a crucial skill to convey graduates' and job seeker's proficiencies and expertise. It is not only imperative during studies, but it is valuable for graduates searching for a suitable job. There is no doubt that any college graduates will have to transition to this stage of their life after graduation. Nevertheless, it is not an easy skill to obtain. It has been a constant challenge for most graduates to write comprehensive, clear cover letters that invite their employer to hire them despite their qualifications. Usually, the

candidates meet the company's requirements but fail to persuade their recruiters to hire them. Therefore, they fail to get a direct interview. When the candidates are hired, they have to continue with the efforts that benefit the company of their choice to fulfill the tasks of their position, whether it is marketing or management. The Algerian online marketers advertise their products worldwide with effective writing copies and advertisements. The present study explores the role of persuasive writing in business communication. It also tackles techniques that enhance and expand their knowledge in this type of writing and emphasize its value.

### **3. Research Questions**

This research seeks to answer the following research questions:

**Q1:** What are the writing weaknesses of the Algerian online marketers' Facebook group?

**Q2:** Does teaching persuasive writing enhance the Algerian online marketers' business writing skills?

### **4. Research Hypotheses**

Based on the above research questions, we propose the following research hypotheses:

**Rh1:** The Algerian online marketers have to write their product descriptions, emails, ad copies with style, precision, clear and persuasive language. However, they have difficulties achieving that objective and using the right business vocabulary in their marketing strategies.

**Rh2:** if persuasive writing were taught and emphasized, their business writing skills would be enhanced and elevated, which will benefit their career.

### **5. Aims of the Study**

- General aim:

The study aims to research the function and the advantages of teaching persuasive writing to english students and to discover the consequences of neglecting the teaching of this type of writing on graduates that attempt to get a job position in a company.

- Specific aims:

- a.** Seeking to develop students' persuasive writing skill and knowledge
- b.** Suggesting tools and methods to enhance students' persuasive skill

- c. Exploring the results of teaching this writing skill to graduates, job seekers and recruited employees
- d. Investigating the difficulties and obstacles graduates face during the writing attempt

## **6. Research Methodology**

### **- Research Approach**

As the nature of this research suggests and for that, a qualitative research approach is to be used as it does not require conducting any experiments, but rather it seeks to gather information on the matter, due to its focus on interpreting the data in a descriptive method. It also explores the usages of persuasive writing and its importance in teaching and business overall.

### **- Data Collection Methods / Tools**

In this study, Two data collection methods will be used to achieve the objective of this research. These data collection methods include “questionnaires” distributed to a sample of Algerian online marketers’ Facebook group and interviews with the English language written expression teachers at Biskra University.

### **- Data Collection Procedures**

In this section, clear and comprehensive questionnaires will be submitted online to a selected number of online marketers. The questionnaires include open-ended questions and close-ended questions. Furthermore, It is efficient to gain insights and knowledge of writing from written expression teachers. Thus, Their contributions during an interview will yield tremendous value. The interview includes prepared questions about the topic of persuasive writing and its significant role.

### **- Data Analysis and Procedures**

In order to analyse the gathered data, we opt to interpret the results in a descriptive way while summarizing the main points discussed in the interviews and the questionnaires. This method is used in this research due to its appropriateness and effectiveness.

## **7. Population & Sample**

In this prospect, we have selected the Algerian online marketers' Facebook group. Thus, Questionnaires will be distributed in an online form and answered by this selected number of marketers. Nevertheless, this sample was chosen randomly due to the corona virus spread and the limitations of this research, including a short a period of time to conduct this research and the possibility of contracting the virus.

However, We also selected four written expression teachers to conduct an informative interview as their expertise in the field will greatly benefit. This is due to the relevance of this research topic to what they teach at Biskra University.

## **8. Significance of the Study**

This study is significant as it tackles teaching persuasive writing to English students and its vital utility for graduates while applying for job positions in highly competitive companies. It highlights the various usages of persuasive writing during business communication, such as marketing purposes, management, and writing for job applications. It also points out the obstacles and weaknesses during the writing process.

## **9. Literature Review**

Cody (2006) states that writing overall has many functions and usages that vary from cultural, universal, and especially business-wise. Writing is exploited in areas of marketing as it is the base and the primary method to showcase the features and the benefits of the products to be sold in the market. Hence, writing affects the individuals' success in different aspects of life, such as finance.

To be an effective writer, one must acknowledge the differences between the four main types of writing in order to write accordingly before indulging in the writing process. These types include expository writing, descriptive writing, narrative writing, and lastly the persuasive writing (Jeffrey, 2015). According to Skrabanek (2012) argues that persuasive writing is as follows :

The persuasive purpose is used to convince, or persuade, the reader that the opinion, or assertion, or claim, of the writer is correct or valid. Persuasion is more selfish than argument (debate). Argument attempts to arrive at a logical solution to an issue. But persuasive writing is concerned primarily with convincing the reader at any cost.

Various appeals are used to manipulate the reader. Persuasive writing has a definite bias, or lack of objectivity. Its function is to change the mind of the reader or to move the reader to action. (Skarbanek, 2012, para.1)

There are different kinds of persuasive writing that can be used according to the purpose of the paper. Such as, cover letters, letters of recommendations, letters of complaints, newspaper articles, as well as advertisements (Jeffrey, 2015). This means that teaching persuasive writing is a vital skill to be learned due to its significance. It is shown in Tv by individuals trying to influence us to watch their shows, learn from their points of view, direct our thinking in the direction they intend to. It affects the way we perceive things and distribute ideas. To Persuade us to follow a particular program. Thus, it is imperative to teach persuasive writing to students as it may empower them to share their opinions and insights through their writing. Also, to prep them in their daily life and profession. (why is persuasive writing important for our kids, n.d)

Learning how to write persuasively can impact how we appear as business communicators during the process of writing emails, cover letters, business presentations, reports, company brochures..etc. This shows that writing skills are extremely valuable in business. (10 reasons why business writing skills are so important, 2017). In order to produce positive results with it, the writing has to be informative, precise , professional, and resonates with the reader. Secondly, Business writing can reveal the difference between good and bad employees. Employers distinguish them by how they demonstrate their expertise in resumes, cover letters. Not to mention, it is an incredible tool to influence others into buying into your approaches and convincing managers to adopt your innovative ideas. If they implement it correctly, their ideas will appear advantageous to the company's needs and significantly improve the margins of profits (10 reasons why business writing skills are so important, 2017).

It is essential to learn the main tools to write persuasively in a clear and comprehensive way that generates the desired audience response. First, Ethos is another method that deals with ones' status and respect. It is dependant on the individuals' presence and reputation. This aspect impacts the receiver's response. Hence, if the writer is accurate and persuasive in nature, the message will be interpreted as it was intended (Fredrick, 2001). Secondly, Logos which highlights the logic behind the piece of writing. Thus, the audience is more likely to respond to facts and evidence presented in the paper. Lastly, Pathos is related

to emotions. It explains that emotions are one vital element that manipulates the reader's emotions and responses to get an outcome (Fredrick, 2001).

## **10. A Provisional Structure of the Dissertation**

In order to accomplish this work adequately and satisfactorily with the aim of answering the research questions, this research will be composed of three chapters. The first two chapters will be devoted solely to the theoretical part of this research.

The **first chapter** tackles writing from a general perspective and narrows it down to persuasive writing. Also, exploring useful tools and techniques while explaining the writing process. In addition to that uncovering the mistakes and errors that decrease the persuasion flow, highlighting its advantages and different usages in writing.

The **second chapter** presents the elements of effective business writing. Explaining the techniques and methods to enhance the writing skill, also planning and structuring of the persuasive business writing. It also emphasizes on enhancing the persuasion skills as it endeavors to implement facts.

Finally, the **third chapter** will be dedicated to the interpretation of the data collected. We analyze the data gathered from the questionnaires that will be distributed to the members of Algeria Dz dropshipping and the information and insights from interviews with written expression teachers.



**CHAPTER ONE:**  
**LITERATURE REVIEW &**  
**THEORITICAL FRAMEWORK**

## **CHAPTER ONE: LITERATURE REVIEW AND THEORITICAL FRAMEWORK**

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## **Introduction**

Many students tend to perform poorly on persuasive writing evaluations as it was suggested by teachers that they might lack an authentic audience or intent, resulting in weak counterarguments and rebuttals. On the other hand, if they see writing as personally significant and a valuable way to communicate their needs and desires, they would want to develop their writing style, content, spelling, and other mechanics. Learners are capable of predicting their readers' beliefs and aspirations while writing for familiar readers to get something they want and when asked to consider their audience's view while writing. Teachers may also help students evaluate persuasive writing examples and appreciate the author's intent.

### **1.1. Definition Of Writing**

One of humanity's biggest achievements was based on the concept of improving one's writing ability. This can be seen in the ancient advances that Pictograms and Logograms have made. As a result, Language has progressed from syllabic writing to the alphabet. The discovery confirms that only a few symbols are needed to represent language in written form. (O'grady et al., 2011). As a result, students treated writing as a challenging and complicated skill to learn. As a result of this assumption, academics, linguists, and writers from numerous disciplines have proposed a variety of different meanings and definitions for writing. According to the Oxford dictionary definition, Writing may be defined as the use of graphic symbols or the reproduction of something that has been perceived or read into written form.

Widdowson (2001) also explains that writing is the process by which the linguistic laws of language are transformed into use which means that when learners are expected to compose any coherent and informative pieces of writing that require deliberate academic initiative, they must be knowledgeable and selective. Additionally, Lado (1983) considers the ability to manipulate structures, vocabulary, and their traditional meanings while writing in a foreign language. He indicated that "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing" (p.248).

According to Kress (1993), writing abilities are not restricted to the learning of a range of mechanical orthographic skills, but it had grown to include new cognitive and social relationships.

Crystal (1999, p. 214) provided another definition, stating that writing is not only a mechanical task, a matter of putting words on paper. It is an examination of a language's visual possibilities - a creative process - a journey of discovery.

Pincas (1992) continues by asserting that writing is a system of graphic symbols, i.e., letters or combinations of letters that correspond to the sounds we generate when speaking. Additionally, just as speech is more than the creation of sounds, writing may be described as much more than the production of these symbols. To do this, the visual symbols must be organized or joined according to certain standards to make words, and the words must be joined to produce sentences, and the sentences must be joined to build paragraphs and essays. As such, writing is not the process of compiling a long list of words, as inventory of products on a shopping list. While this grocery list may not appear to be an example of skilled writing, it does give insight into the writing process.

### **1.1.1. Types of Writing Styles**

Nowadays any topic requires the use of the writing skill. Even mathematics, particularly in fields like statistics, often necessitates written argumentation. We can overcome the difficulties of student writing proficiency by putting a far higher priority on a variety of writing styles. This is particularly true in middle school, as students are moving from the foundational skills acquired in elementary school to the higher levels of thinking expected in high school and beyond.

The most popular types of writing styles vary in terms of their intended function, composition, and level of emotional appeal. Understanding how each of these categories applies to each style of writing will assist you in teaching students to articulate themselves more effectively and achieve higher standards of proficiency on state and national assessments. Here are the five most popular forms of writing styles, along with a brief description of each style :

#### **1.1.1.1. Narrative Writing**

Cleaver (2018) defined narrative writing as writing that is characterized by a main character in a setting who engages with a problem or event in a significant way. As writing instruction goes, narrative writing encompasses a lot: author's purpose, tone, voice, structure, in addition to teaching sentence structure, organization, and word choice.” You may assign

students a number of narrative writing assignments, ranging from personal narratives to fantasy to "fan fiction," or stories based on popular novels. A student might, for example, write a short story on one of Harry Potter's untold side adventures.

As the preceding meaning suggests, effective narrative writing requires a variety of components. Students must pick one of the following to provide a convincing story: A theme, or the central "human" principle they wish to express, and a protagonist who possesses a minimal amount of well-defined personality traits. If the length and difficulty of the plot permit, minor characters (for instance, a narrative capstone project might have 2-3 secondary characters). A setting, or a series of settings, in which the story is set. A distinct framework – the manner in which they would relate their tale – that integrates all of the plot elements: dialogue, plot, and intervention. In addition to that, symbolism, simile, and metaphor are also literary devices. Vocabulary terms, as desired and required by you as a teacher. Teaching all of these aspects would take time, which is why the lessons can't be done in one class.

#### **1.1.1.2. Analytical Writing**

Bloom's Taxonomy is a vital pedagogical reference for all teachers, places research in the upper half of the pyramid. That is because the ability to examine a statement, claim, character, or theme and determine whether or not it has substance – and why – is a required skill for high school, college, and career. This skill allows the student to first define and then dissect the subject at hand, after which he or she may make a statement about the subject's significance and value. It is where analytical writing enters the image. As the Educational Testing Service explains it as follows:

“The Analytical Writing measure tests your critical thinking and analytical writing skills. It assesses your ability to articulate and support complex ideas, construct and evaluate arguments, and sustain a focused and coherent discussion. It does not assess specific content knowledge.” (Educational Testing Service, n.d, para. 01)

However, it is important to keep in mind that analytical writing does not equate pure interpretations or definitions. Other than that, it allows students to read and comprehend fiction or nonfiction, clarify what is occurring, and then discuss a specific aspect of what they have read. Analytical writing entails constructing a theory that supports their central argument,

substantiating it with evidence from the text, and concluding with a description that connects the two.

As for every sort of writing, it's vital to teach this skill gradually, beginning with critical reading, forming a thesis, locating facts, and compiling it into a document – as well as peer review of others' theoretical writing. Additionally, it is beneficial to include examples of analytical pieces of writing.

### **1.1.1.3. Expository Writing**

As the title implies, expository writing is predicated on interpretation, or the definition and clarification of a given concept. The topics include nearly every aspect of human experience, from inventions to nature, feelings to politics, families to hobbies, and so forth. Teachers will either allow students to select their own subjects or assign particular subjects to them based on categories. Any of these choices leads to the creation of a distinct skill set in children.

According to The New York Times (2009), there are many effective methods for honing expository writing skills. For starters, it's past time to abandon the tired five-paragraph article in favor of a more "authentic" style of writing. This requires putting the primary focus on the piece's requirements, rather than on an introduction, three-part exposition, and conclusion. Encourage students to use as many paragraphs as necessary to effectively communicate their ideas, and to be imaginative with their introductions and conclusions.

When instructing the pupils, pose the following questions: What is the paper's "newsworthy" item?, How else would you present your piece if not by revealing the newsworthy feature up front? How are you going to infer that without merely repeating the preceding information? What tools would you use to change the shape of your sentences to make them more fun to read? How do you integrate supportive content in a manner that is both entertaining and informative?.

### **1.1.1.4. Argumentative Writing**

Many people initially confuse persuasive and argumentative prose. This is popular to both teachers and laypeople. According to Empowering Authors (n.d) , the primary distinction between persuasive and argumentative prose is as follows:

While persuasive writing can get by with a heartfelt emotional appeal or a well-defended opinion, argumentative writing must cite scientific studies, statistics and quotes from experts. It also highlights evidence that the author has generated with his/her own surveys and questionnaires. (argumentative vs persuasive writing, n.d, para.5)

Persuasive writing can be taught while still educating children about the scientific method and mathematical research by helping them plan and analyze questionnaires. The empowering authors also adds in their article, “You’ll find that writing those questionnaires or surveys and collecting responses from their classmates is not only fun for kids, but it encourages active learning and positive social interaction.”

Argumentative writing requires the following elements:

- A formal style of writing : usually in the third person.
- Facts that have been thoroughly investigated and sourced from reputable sources (we can discuss that sites like Wikipedia are good as a starting point but not as final sources).
- Arguments based on those facts.
- A broad assertion in which the writer is attempting to persuade the reader.

When developing argumentative writing curricula and lessons, begin by gradually introducing the framework to students. Their natural tendency is to argue about what they believe through moral appeal, however you should find out that they may have an ability to do so through convincing prose. Other than that, guide them through the following steps:

first, conduct studies in a field of interest. Secondly, determine a stance or statement depending on the study findings. Thirdly, collect sources (assign a certain number, usually between 3-5) from which to extract information. Fourthly, Create an argument's flow, from the original position statement by supporting evidence (one per paragraph is a decent approach) to conclusion. Lastly, conclude by restating the point and including a justification for the reader to consider it, such as a story or quotation.

### **1.1.1.5. Persuasive Writing**

Reading Rocket explains that “Persuasive writing is a form of nonfiction writing that encourages careful word choice, the development of logical arguments, and a cohesive summary.”(Reading Rocket, 2019, Para.1). Persuasive consists of two primary components: logic and emotional appeal. Persuasive writing begins with logic in order to have some hope of persuading others, students must establish a valid hypothesis that involves selecting a subject and defending it with logical reasoning. The teacher may start by giving them examples, such as: Everybody should keep their cats indoors due to the many risks that cats face as they venture outside. They will then exaggerate the risks (coyotes, racoons, and rabies) to persuade the public.

Secondly, The teacher must assist students in comprehending that this topic should have an opposite viewpoint. Simply saying that we do not do wrong things is not a good stance, since it is too ambiguous and unarguable. Following that, it's time to deal in sympathy. Persuasion depends heavily on interpersonal attachment. Not only does your argument make sense, but you must also elicit an emotional response from them.

As a result, students should choose a subject or stance about which they are enthusiastic. They may want to reserve more formal academic positions for argumentative writing. Speaking of this, argumentative writing is a close relative of persuasive writing, though they are not synonymous.

## **1.2. Persuasive Writing Mastery**

Before composing a compelling piece, students should practice making short and convincing speeches about something valuable to them to understand how persuasion is used orally in everyday life (Persuasive Writing, n.d.).

Persuasive text is also defined as a compelling piece of writing that introduces a point of view on a subject or theme that is supported by evidence. However, the aim of a persuasive text can vary. Perhaps you want to persuade someone to change their views about a particular issue, or you want to advertise a product or service ( How To Write Perfect Persuasive Essays : A Guide For Students And Teachers, n.d.)

The difficulty in composing a good convincing text is to use a combination of emotive language and, in certain cases, images that are backed by hard evidence or the views of

others. In persuasive essays, also known as argument essays, they attempt to persuade the reader of the merits of the student's opinion or position on a particular issue. To persuade the reader of a particular point of view or to take a specific action, the student must employ a variety of convincing methods in order to construct a cohesive and logical argument.

Persuasive texts have a straightforward structure. Simply state your position on a particular subject and then strengthen your position with external facts or proof on a regular basis. A solid concluding summary should leave the reader with little doubt.

### **1.3. The Components Of Effective Writing**

As students write, they strive to communicate straightforward, well-organized, and logically connected concepts so that the reader understands the meaning they are attempting to convey. Starkey (2004) asserts that good writing is primarily dependent on four components:

organization, clarity, word choice, and mechanics.

#### **1.3.1. Organization**

Organization is more concerned about the rational organization of concepts so that the reader can conveniently follow along with what the writer has said. Starkey (2005) outlined the following benefits of organization as follows:

By following one of the organizational methods, writers will guide the reader from the first to last sentence. They will be able to see how the various points writers make in their piece of writing work together and how they support their thesis. The direction and purpose they get from organization helps their reader to believe what they are saying, and to willingly follow their lead. (Starkey, 2005, p.2)

Before beginning to compose, the writer may use a variety of techniques. Starkey asserts that prewriting is an organizing strategy that involves brainstorming, free writing, mapping, and listing. Chesla (2006) argues that brainstorming is the most powerful method for structuring thoughts because it helps authors to interact with their subject and jot down

anything that happens to them. This goes to show that prewriting is an essential step that can result in an organized piece of work.

### **1.3.2. Clarity**

Clarity is a necessary component of writing because it helps make any piece of writing readable and easy to interpret for the reader. Starkey (2004) emphasized the importance of transparency, stating that "learning how to write clearly and accurately would help make the article more understandable and will ensure that those who read it understand precisely what the writer intended to say." Additionally, Carroll (1990) concluded that a lack of clarification results in vagueness, misunderstanding, or obscurity.

Additionally, Starkey (2004, p.12-15) proposed the following ways in which the writer would reinforce his/her writing:

- **Eliminate Ambiguity:** Ambiguity refers to a term that has two or three possible interpretations. Ambiguous language may take the form of terms and phrases that have several meanings or word order that conveys a different message than the writer intended.
- **Modifiers provide precision:** Clarity in any piece of writing also requires the careful use of modifiers, which help to clarify the concept while also adding significance and uniqueness.
- **Strong, Concise Adjectives and Adverbs:** Using strong, precise adjectives and adverbs is one way to gain consistency.
- **Be Concise:** The reader would feel frustrated if the writer uses five sentences to convey a concept that could be expressed in a single sentence. Wordiness is frustrating and a waste of time and space.

### **1.3.3. Coherence**

Additionally, coherence is a critical component of effective writing. According to Carroll (1990), coherence applies to the interaction between thoughts, words, and paragraphs. Harmer (2006) concluded that coherence is critical in writing because it enables the reader to comprehend at least two things: the author's intent and the author's line of thought. Furthermore, he argued that coherence is accomplished by the author's material sequencing,

which takes the reader back to the topic of genre and text creation. Kane (2000) concurs, arguing that coherence plays a significant role in the production of a successful piece of writing. Thus, coherence is critical to the success of every work of literature.

### **1.3.4. Word Choice**

Knowing how to use words is one of the most powerful ways to affect the reader. Starkey (2004) asserted that one of the most effective methods of communicating ideas is through the use of appropriate language. Chesla (2006) said that authors face many decisions, including deciding what to say and how to say it, as well as deciding whether to state their thoughts plainly or just recommend them. If they want to just recommend them, they must consider the cues they will leave for the reader.

When writers pick vocabulary, there are certain requirements they should remember. According to Starkey (2004) he states that :

Saying what the writer means takes more than just an understanding of the denotation, or literal meaning of a word [...]. The connotation is a word's implied meaning, in which involves emotions, cultural assumption, and suggestions. Both meaning must be considered when making word choice. (Starkey, 2004, p.21)

Consequently, The writer should ensure that each word he uses expresses precisely what he means; considering connotation demands the learner to think beyond the dictionary, to what his writing may imply or infer. while selecting a word, both denotative and connotative meanings must be evaluated. This is not all; the learner should also evaluate if the language he uses could be confusing or even offensive to his audience. This includes abstaining from colloquial language, clichés, and slang terms.

### **1.3.5. Mechanics**

Kane (2000) defined mechanics "in composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics". Students should consider a variety of aspects when writing. Starkey (2004) described mechanics as "mistakes in grammar, punctuation, and capitalization." Additionally, he noted that mechanics' laws are

complicated. Kane (2000) said the same thing, arguing that mechanics includes punctuation that is a very complex matter.

## **1.4. The Role Of The Teacher In The Writing Process**

The teacher's role in the writing process changes from that of a source of authority to that of a facilitator whose goal is to assist students in producing well-structured pieces of writing. Harmer (2006, p. 41-42) recognizes five (5) distinct roles for teachers in writing assignments which are as follows :

### **1.4.1. Demonstrating**

The instructor should demonstrate how to write more effectively and educate student about proper punctuation, pronunciation, capitalization, and grammar, as well as other conventions that will help them understand language rules and become better authors.

### **1.4.2. Motivating And Provoking**

When students get disoriented during a writing assignment, the teacher's job is to inspire them to regain their focus. The instructor should model for students how to begin the writing process, how to connect thoughts, and how to overcome their fears.

### **1.4.3. Supporting**

Another role of the instructor is to provide encouragement. When teachers are carrying out classroom assignments, they can assist students by providing ideas and encouraging them to participate in classroom events.

### **1.4.4. Responding**

Responding refers to the teacher's response to students' writing. It is accomplished by making remarks on their mistakes and suggesting ways to change them.

### **1.4.5. Evaluating**

Evaluation is a more effective method of determining whether students learned from the tasks assigned by their instructor. During assessments, the instructor measures and grades the student's errors in order to help the student develop his or her writing ability.

## 1.5. Tools For Persuasive Writing

This portion expands on this by providing additional resources to use in writing prompt in order to elicit the desired reader reaction. According to Frederick (2011) he explains the tools as follows :

### 1.5.1. Ethos

This is a reference to moral ability, experience, and understanding. To be convincing, an audience must think the speaker is someone worth listening to. This is often referred to as 'respect.' Respect is audience-specific. If the speaker is a recognized specialist in the field of intensity-modulated radiation therapy (IMRT) for cancer treatment, he can command respect while speaking on the subject. If he attempts to use that experience to gain the loyalty of a street gang, failure will be expected.

Integrity should be used instead to win praise in literature. If the writer lacks an audience credibility, one can create it by the content of his writing. If one's writing is straightforward, concise, and convincing, the audience would be more inclined to appreciate it and hence react to it.

### 1.5.2. Logos

The source of the term 'logic' is logos. Readers would often react more favorably to a statement that has a rational component. The crucial term here is 'because.' If readers are provided with a motive, they are more likely to answer in the manner in which you want.

### 1.5.3. Pathos

Pathos is concerned with feelings. When you play with the sentiments of your readers, you will achieve some very strong outcomes.

Reason + Respect + Emotion  $\Longrightarrow$  Readers response  $\Longrightarrow$  Result

**Figure 1.1. The tools of persuasive writing (Persuasive writing : how to harness the power of words, 2011)**

While combining reason, respect and emotion can result in a response from the reader which will bring results, Using your readers' feelings will yield in positive results.

### **1.5.4. Using Emotive Language**

According to Frederick (2011), the reader's reaction is based upon the ability to control their emotions. However, comprehending the reader's cognitive stimuli enables you to utilize them to your advantage.

By using emotive language, the writer can elicit an emotional response from the reader. Once the reader is identified along with the desired outcome, use emotions such as (sadness) to determine the most suitable emotional response. Then, create a list of possible emotive words to use.

### **1.5.5. Agitate, Emphasize, Solve**

It is a method that utilizes emotional words according to Frederick (2011). the first step is to define the issue then adding emotions to make the reader really “feel” at this point, the reader is exhausted, they will now be open to interpretation and assistance. At this step the writer helps the reader appreciate his position in which credibility is built. It is vital to consider their specific issue, not the problem in general If this, the reader trusts you, they will consider your solution. This method is used in healthcare goods.

### **1.5.6. Using You, I, We Pronouns**

Frederick (2011) asserts that planning before writing, the writer must consider that the sequence begins with the subject, then moves on to the relationship, and finally incorporates the desired input. This prioritizes the reader's opinions/situation and places his own desires at the end of the text, leaving the reader more receptive to persuasion as using pronouns personalizes the message intended to deliver. Additionally, it serves as a reminder to writers to understand their audience.

## **1.6. The target Audience**

Camp (2007) states that“ Bad writers worry about whether the reader will understand them. Good ones are more concerned about how well they understand the reader ”. Persuasivewriters learn the differences between busy readers, readers that never read from beginning to end, readers who read between the lines and usually skim.

According to Frederick (2011), regardless of who the audience is, they will have these characteristics :

- The audience is a naive genius. the reader may be at least as intelligent as you are but is unfamiliar with the topic, unless you are confident they are. This will assist you in minimizing jargon and not patronizing your audience.
- The audience has an inner cynic. When we read, a pessimistic voice in our heads casts doubt on each word. Ensure that you silence that small voice by communicating your true meaning to the audience in a simple and believable manner. Utilizing rhetorical questions is advantageous. Effectively, you are posing the questions that their small voice would pose and then instantly responding to them. This establishes trust with the reader and fosters empathy.
- The meaning is created by your audience. Before words are interpreted, they are nothing more than squiggles on a sheet of paper. Individuals will translate your language according to their own perceptions and prejudices and will therefore comprehend things entirely differently than the writer expects.
- The audience has more important things to do. If you want your audience to read your writing, The writer must make it enjoyable, exciting, and engaging for the readers.
- The audience will skim-read. The writer must provide the details in the most accessible manner possible.
- The audience wants to be hooked. Once a reader has invested time and effort in reading a letter, they want assurance that their commitment was worthwhile. Losing their interest early would enrage both you and them. The more you maintain their interest, the more likely they are to give you the benefit of the doubt.

## **Conclusion**

We are constantly bombarded with persuasive messages in our daily lives: commercials, political opinions, rules for acceptable social behaviour..etc. The persuasive aim is to reassure or educate the reader that the writer's view, statement, or argument is true or real. Persuasion is more egocentric than argumentation (debate). The aim of argument is to arrive at a reasoned resolution to a problem. However, persuasive writing is specifically concerned with persuading the reader at all costs. Numerous appeals are made to the reader in order to deceive them. Persuasive literature possesses a distinct bias, or a deficiency in objectivity. Its aim is to alter the reader's perspective or to motivate the reader to take action.

Due to its objective, the persuasive purpose is often the primary focus of a piece of literature. The author may combine some of the other uses with the persuasive purpose. However, when paired with other objectives, the persuasive purpose comes into play. The effort to persuade the reader becomes a priority over all other purposes in the writing.



**CHAPTER TWO:**  
**BUSINESSS COMMUNICATION**

## CHAPTER TWO: BUSINESS COMMUNICATION

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## **Introduction**

Many international students enroll in a Business English course in order to advance their career and educational opportunities. The English language is estimated to be the world's third most widely spoken mother language. This also emphasizes the importance of Business English as a requirement for future careers, as the global marketplace views it.

Studying business provides the vocabulary needed in the business world and in the workforce. Along with organizational terms and learning how to do business-related activities that are standard in most workplaces. These skills include business writing and report writing, as well as how to give documents, express ideas, and hold meetings.

Additionally, practicing Business English can require skills such as composing emails and letters, applying for jobs, and comprehending career profiles. Certain Business English courses will also help in adjusting to life in a business, office environment. Lastly, Students interested in studying and potentially working in fields such as banking, law, policy, marketing, and trade will benefit from learning Business English.

### **2.1. The Process of Communication**

Communication can be described as the exchange of information between two or more individuals. The term communication originates from the Latin word *communis*, which translates as "normal" (Harcourt et al., 1996 ). Thus, the aim of communication is to create a mutual understanding. According to Murphy and Hildebrandt (1991), communication is the act of sending and receiving a verbal or nonverbal message that requires and results in an answer. Effective communication occurs when the sender elicits the desired reaction or response from the receiver. Simply put, communication is the act of sharing thoughts or knowledge in two directions.

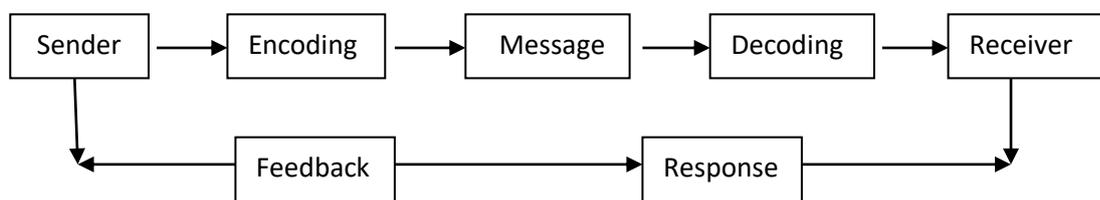
Additionally, Chandler (1995) describes communication as the exchange of ideas, emotions, and knowledge. To summarize, conversation is the act of communicating verbal or nonverbal signals while being aware, or it is a two-way exchange of ideas or knowledge ( Murphy et al., 1997 ).

Communication takes on a number of types and can be classified into two broad categories: verbal and non - verbal. According to Chandler (1995) and Locker (2013), verbal communication consists solely of words, i.e., oral and written communication. Nonverbal

communication, on the other hand, includes our body and other things and actions; all of these types of communication are crucial in our lives, since we spend more time communicating than we do doing something else.

### 2.1.1. Components Of Communication

As Murphy, Hilderbrant, and Thomas (1997) agree, communication is a process of receiving and transmitting verbal and nonverbal messages. Various elements work in harmony during this process, and it is considered effective when it conveys the desired reaction or response from the receiver. This process consists of six components: context, sender, message, medium, receiver, and feedback. These components are as follows:



*Figure 2.1. The components of the communication process (“Components of communication process”, n,d)*

These components of the communication process are explained in the next paragraphs as the following:

#### 2.1.1.1. Sender Or Encoder

Human communication will often involve people; all channels of communication involve senders and receivers, with the sender initiating the process. Indeed, the sender is inspired by a need to connect. The sender and receiver are continuously switching roles; successful communication is dependent on the sender and receiver performing their functions effectively. As the initiator or initiator of the communication sequence, the sender has a significant impact on the message's success and goals. In other words, the sender, to a certain degree, decides the type of communication.

#### 2.1.1.2. Receiver Or Decoder

A message is bound to reach an ending point during the communication process. In the receiving end, the message has an impact on the receiver's interpretation. The receiver is an individual that acts as a listener, translator, and decoder. However, a message can employ several decoders during the perception and comprehension processes ( Murphy et al., 1997 ). Depending on the receiver's decoding capabilities and the underlying complexities of the

message to be decoded, the decoding process may have a substantial effect on the message. The receiver does not receive direct assistance from the sender during decoding. Thus, for the sender, knowledge of the factors affecting the receiver's decoding is a critical factor in deciding the effectiveness of communication.

### **2.1.1.3. Message**

The message is the central concept that the sender wishes to express. It is a signal that elicits the recipient's reaction. The method of communication starts with agreeing on the meaning to be communicated. It must be assured that the message's primary purpose is crystal clear.

The message is the central concept that the sender wishes to express. It is a signal that elicits the recipient's reaction. The method of communication starts with agreeing on the meaning to be communicated. It must be assured that the message's primary purpose is crystal clear.

### **2.1.1.4. Context**

The context is the scenario that motivates the sender to initiate contact. It is a general term that includes history, organisation, and external and internal stimulation of the country. Since each nation, society, and organisation has its own unique method of communication channels. Context is a spatial and temporal situation that can influence communication.

### **2.1.1.5. Medium**

The messaging networks are determined by the meaning and the message. The medium chosen is determined by the sender's relationship with the receiver, the urgency of the message, and other considerations such as its significance, the number of receivers, and the amount of detail.

Oral Communication	Written Communication
<ul style="list-style-type: none"> <li>-Use of less thorough technical information</li> <li>- Use of personal pronouns</li> <li>- Simple sentence structure</li> <li>-Use of imperative, interrogative and exclamatorysentences</li> </ul>	<ul style="list-style-type: none"> <li>-More thorough technical information</li> <li>- Less usage of personal pronouns</li> <li>- Used for creating records and long and thorough documents</li> <li>- Can be reviewed</li> </ul>

**Table 2.1. Types of Communication (Murphy et al., 1997)**

When the message is lengthy and must be recorded, the written channel is often used, while the oral channel is useful when the message is immediate or personal. This guideline, though, will change if the recipient is from a foreign country.

### **2.1.1.6. Feedback**

The recipient's response to the message is conveyed to the sender through feedback. Feedback is an assessment of the message's impact; constructive feedback is a result of good contact. Verbal or non-verbal feedback is appropriate. Senders need feedback in order to ascertain the communication's effectiveness or failure.

## **2.2. Business Communication**

Business communication is a wide area of study that encompasses all channels of communication used in business (Ahva&Yli-Panula, 1995; Hartley, 2002). Reinsch(1991) defines business communication as the study of the use, adaptation and creation of languages , symbols and signs to conduct activities that satisfy human needs and wants by providing goods and services for private profit.

Thus, business communication encompasses not just direct communication but also non-verbal communication and language behaviors in professional situations. Clausen (2006), for example, examined business communication between Danish cultures and Japanese companies in intercultural contexts. Clausen discusses the cultural differences between Japan and Denmark and their effect on business correspondence. Clausen (2006) asserts that cultural distinctions must be considered in professional situations. Cultural differences can be seen, for example, in commitment to the enterprise and in situations with social contacts outside the workplace.

Any company relies on communication to survive. Business communication is described as the exchange of information between individuals and organizations for the purpose of achieving business goals, whether direct or indirect. It makes use of all modes of communication at all levels; an organization's activities are conducted via communication. Communication is inextricably linked to the organization's rise or decline, as well as its structural strength or weakness. According to Murphy, Hildebrandt, and Thomas (1997), good communication in both oral and written form is a highly regarded expertise. It is required from any employee of a company enterprise.

Without transparent and efficient communication, companies' activities may be hindered. Organizations must devote a significant amount of time, resources, and money to communication. Numerous findings suggest that employees spend between 70% and 85% of their work time engaged in networking tasks as an integral part of their employment ( Lesikar, 1994).

### **2.2.1. Patterns Of Business Communication**

The communication process is sequential. It does, however, follow a variety of patterns: direct, indirect, basic, and complex. Patterning ,However, happens in the communication channel. According to Locker (2013), shorter communication channels are usually more reliable than longer ones, and all-channel patterns, in which everyone will interact with everyone else, can result in more accurate decisions and more satisfying outcomes ( Lesikar, 1994).

### **2.3. The Significance Of Effective Communication**

A successful business communication is efficient because it accomplishes the sender's and receiver's objectives. The three fundamental objectives of business contact are as follows ( Harcourt et al., 1996):

- The message is understood in the manner intended by the sender. The sender must ensure that the message is conveyed in such a way that the recipient understands the message in the same way that the sender intended.
- The recipient responds appropriately to the sender. By posing questions, the sender will entice the receiver to respond.

- The dynamics of the relationship between the sender and the recipient show that the receiver and the sender must be able to communicate in a personal and professional manner.

## **2.4. Business English**

While the word "business English" has a variety of meanings, it is difficult to describe it and restrict it to linguistic terminology ( Dudley-Evans & St John, 1998). It is a type of English that is linguistically and stylistically distinct from standard English. This distinction is due to a number of factors; business English often varies in terms of linguistic meaning and use. According to Hutchinson and Waters (1987), business English is defined based on a variety of rhetorical concepts, including " stylistic devices, vocabulary use, verbal expression, and other principles."

Business English follows a process by which discourse is tailored for a particular audience. Thus, business English discourse is distinct from ordinary discourse in that it is addressed to a particular audience and has a specific function. Indeed, this context is the defining characteristic of business English.

The linguistic context necessitates the use of a certain kind of English, both in speech and writing. Business English, in particular, communicates impersonal or formal communications relating to organizational matters. It is a way of communicating these messages; it is a selection of a specific variety of vocabulary used to communicate in corporate and organizational settings. Although business English is distinct from general or everyday English in certain ways, such as lexis and stylistics, it shares significant linguistic characteristics with everyday English. Business English makes use of expressions that are appropriate for specific communication contexts and goals.

Business English is the medium of international business. Similarly, Jones and Alexander (2000) assert that, while some vocabulary can be classified as 'special' 'business' vocabulary, the majority of so-called business English is merely English used in business contexts; it is not a distinct language. We discover that the word business English refers to the English taught to a diverse variety of professionals as well as students pursuing a business career. Additionally, this range covers professions such as industrial and professional work. Business English strives for maximum clarity when incorporating phrases. During the process; The linguistic selection is designed to maximize the receiver's understanding. In

speaking, business English is used in conjunction with paralinguistic characteristics such as hand and eye motions, facial expressions, and gestures. Additionally, paralinguistic features such as page layout, color scheme, graphics, and other related features have a particular significance in business English publishing.

Business English's linguistic context is business and organizational communication. While business English may not be applicable or suitable in all socio-linguistic contexts, business communication in English may include language that is neither as rich in vocabulary and speech nor as culturally bound as that used by native English speakers. Rather than social networking, it is built on a foundation of the most useful and fundamental vocabulary constructs. Business correspondence is meticulously structured, relatively formal, and more concerned with achieving goals. A communication activity requiring these important characteristics would necessitate a specialized variety of English; business English will allow the consumer to accomplish certain communication goals that cannot be accomplished solely by general linguistic and paralinguistic phrases. Thus, while business communication necessitates the use of business English, business English is just one component of business communication.

Jones and Alexander (2000) emphasize that business English is a versatile type of English; it is developed to be used by a variety of individuals who need to communicate efficiently in their work. It is appropriate for individuals who:

- work in the same or completely different areas
- work for the same or different companies
- supervisors or individuals who hold lower positions
- business students who lack or have no knowledge in business
- individuals from a variety of occupations who want to develop their English and who would benefit from a detailed and thorough approach that a 'general English' course does not have.

#### **2.4.1. Business English As a Register**

Business English may be interpreted as a register in order to define its characteristics and to create a linguistic meaning. A register may be described as a style of speech that is typically used by a group of people who share a common occupation. A register is defined by a distinct collection of lexis, grammatical structures and variety of styles. These three

linguistic characteristics are crucial for the formation of a register as a speech variety in both oral and written interaction. Language registers or styles are associated with the communicative ability, and most people are capable of using many registers. Additionally, native speakers of the language possess the skill. However, even a fluent speaker of any other language may also have it; since individuals communicate in a variety of ways depending on the context of the interaction, this competence differs from situation to situation.

The selection of a register in a communication context is determined by a number of factors, including the topic of conversation, the audience, the genre, the occasion and intent, and the means of communication. Additionally, Hutchinson and Waters (1987) identified three critical elements of a register: the occasion's formality, the medium utilized, and the subject discussed. The sender's opinion on these considerations in light of the circumstances would be responsible for the selection of the register. In that case, a register is the most appropriate linguistic alternative for successful communication in that sense. The register of a language is determined by who we are interacting with, where we are communicating, how we are communicating, and with whom we are communicating; the conversation meaning defines which register of a language to be used as well as the speech variety. Lastly, business English is defined by two things which are the lexical and stylistic aspects in which the speaker uses.

## **2.4.2. Features Of Business English**

Business English is a subset of the English language domain that may be classified; it is a subset of English for occupational purposes (EOP) and, more generally, of English for specific purposes (ESP). The general definition of business English is predicated on the following facts. The following terms are the basic characteristics of business English according to Jones and Alexander (2000):

### **2.4.2.1. Economy and Clarity**

This is a major element of business communication as it calls for economical and clear vocabulary. As a result, there is a need for concise and well-organized discourse articulated in terms that suggest the message's coherent processing. There is often a need to make the message economical, which can result in an increase in the cost of communication, especially by fax or phone. However, overly lengthy communications involve a higher cost in terms of time, supplies, and communication mediums. Certain words and phrases have been created to

help save time when referring to ideas with which business people are familiar with. Additionally, business communication jargon, such as phrases, expressions, and acronyms, is articulated in a specific stylistic and syntactical way to promote economy and clarity, which reduces both the chance of confusion and unnecessary expenses.

#### **2.4.2.2. Objective**

Business communication is often directed toward a specific goal that is important to the communicators. Numerous communication difficulties are caused by ambiguous or improper motives. Thus, all business communication requires a sense of purpose. The vocabulary used in business communication should be capable of emphasizing the aim and achieving the goal in the most suitable manner. The success of a business event is contingent upon the effective use of language, among other factors. Thus, business English will contribute to a business enterprise's success.

#### **2.4.2.3. Social Factors**

A great deal of socialisation occurs in the business world. International business communication can take place regardless of cultural barriers. Communication is linked to the social context in which it occurs. Businesspeople must possess social skills in order to establish relationships with others in order to accomplish business goals. There is an established pattern of social contact with people from diverse sociocultural backgrounds, both locally and globally. Since English is the language of business, especially international business, business English is used in these multicultural and multilingual interactions to address the communicator's needs appropriately and without causing any party dissatisfaction. It employs a specific vocabulary and style to facilitate short and fun social interactions.

### **2.5. Computer-Mediated Communication**

Herring (1996) explains that computer-mediated communication (CMC) is often used to refer to any communication that occurs by the use of computers, such as newsgroups, mailing lists, and message boards. However, When selecting the scope of electronic language, this varies according to the objective for which it is used ( Alatalo, 2004). In this research, we focus more on this Text based CMC which is email as it is the most popular medium used in business.

### **2.5.1. E-mail**

E-mail has developed into a global form of communication that is being used by an increasing number of people. In 2000, it was reported that 827 million people worldwide used e-mail (Lan, 2017). While e-mail was initially designed for government use, it has grown into a device used by people from all walks of life over the last three decades. Nowadays, it is normal to send an e-mail rather than call, write a letter or memo, or meet in person. This is true for individuals both at work and at home (Baron, 2002). Bauman (1998) outlines the benefits of electronic mail as follows:

- Data can be transmitted over long distances
- Time zones become unimportant
- There is no requirement that the receiver should be at work.
- Messages can be received at the sender's convenience.
- Messages can be read by the receiver.

Louhiala-Salminen( 1996), who conducted a study in 1996 to determine the various communication media used by Finnish business people, provides an indication of the rise in e-mail use. The findings indicated that 30% of foreign message exchanges were performed via e-mail, up from 9% in 1992. Despite a growth in the use of e-mail, fax remained the most popular mode of communication in Louihiala-report. According to Louhiala-Salminen (1996), e-mail is becoming more widespread in the company world as a result of the growing usage of the internet.

### **2.5.2. The Convenience of E-mail**

Nowadays, e-mail is much quicker than postal mail (Tittle & Robbins, 1995). Additionally, the speed, reliability, anonymity, and relaxation have created a communication system; people communicate through e-mail (Lan, 2017). A larger proportion of telephone calls are ineffective due to their receivers being unavailable or busy. Thus, writing e-mail messages should be distinct from both paper compositions and oral presentations. Additionally, an e-mail eliminates the distance and time constraints associated with telephone calls and formal written correspondence. It enables users to send and receive email messages at any time. Then, it reduces the cycle of written correspondence, allowing individuals to avoid much of the inefficiencies found in the workplace environment and acceptance process associated with conventional paper-based communications. Apart from

that, e-mail increases effectiveness across a broad spectrum of interactive events, it simplifies meeting, planning and scheduling. Finally, it increases workplace productivity by reducing telephone interruptions; it also enables employees to operate from home or any place that is equipped with a screen.

### **2.5.3. The Drawbacks Of E-mail**

According to Sherwood (2001), e-mail cannot express feelings as well as face-to-face interactions or even mobile calls. It is stripped of vocal inflection, expressions, and a sense of community. This suggests that receivers have trouble expressing their feelings, whether intense, lighthearted, joyful, unhappy, or irritated.

Additionally, the message that the sender sees when writing it can differ from the message that the recipient sees. The paper on which the sender writes is identical to the object or view that the recipient sees. However, when it comes to e-mail, the software and hardware used to compose, deliver, store, update, and read messages can be entirely different from those used by the recipient. By the time a message reaches another person's phone, its graphic characteristics may have changed significantly.

### **2.5.4. E-mails Composition**

According to Sherwood (2001), email writers should include the following categories when composing an email:

#### **2.5.4.1. Layout**

Consider the email style, since it is entirely likely that the message received would appear differently as viewed on the correspondent's computer screen. As a result, we must stop using fancy text formatting techniques such as italics, bold, and color shifts, as the recipient's program might be incapable of handling them.

#### **2.5.4.2. Context**

We must have valuable subject lines that directly relate to the email body. It assists the receivers in psychologically shifting to the appropriate meaning prior to reading the letter. The subject line should be short, not a full statement, and should include information about the message's contents. If the message makes reference to previous e-mails, it should

specifically cite the document to provide meaning and avoid using pronouns in the first three paragraphs.

### **2.5.4.3. Page Formatting**

On a digital screen, words appear differently than they do on paper, and recipients typically have a harder time reading the message on a screen than they do on paper. Certain recipients print the e-mail addresses. The screen size is not as high as that of print, the front may sometimes appear be smaller. Additionally, the receiver's software may place restrictions on the formatting of the emails as it may lack the same functionality of the sender's software. As a result, an effective e-mail style can include paragraphs comprised of just a few phrases.

### **2.5.4.4. Line Length**

The majority of e-mail software do not automatically wrap lines. This means that if the way the writer's software and the receiver's software wrap lines differs, the receiver can encounter a missing line. If a line exceeds 76 characters in length, it is divided at the 75th character. Individuals whose email reading system is capable of decoding the quoted-printable encoding would almost certainly have the lines instantly reconstructed.

### **2.5.4.5. Greetings And Closure**

Each social media platform establishes its own opening and closing protocols. Telephone calls begin with the word "hello" and close with the word "goodbye." Letters are addressed with the salutation "dear" and concluded with the word "sincerely." Due to the fact that e-mail is a modern mode of communication, there is no defined protocol for how to open and close it. When choosing a greeting and a complementary close, the writer must understand the cultures and traditions of the recipient.

### **2.5.4.6. Tone**

It is the most difficult to express sentiment in e-mail communications, as the writer cannot show their voice tone to create emotions. As a result, it is very possible to misunderstand the purpose. However, the sender may use a variety of linguistic devices to assist in conveying the sentiment, including asterisks to emphasize, using capital letters, white space, punctuation and lower-case letters.

#### **2.5.4.7. Gestures**

When communicating by e-mail, there is a lack of sentiment conveyed through verbal inflection, but there are still no clues from body language. There is no facial impressions that can help indicate that the writer is joking, nor a slumping of the shoulders to suggest opposition.

#### **2.5.4.8. Language**

Language is critical. If writers make several grammatical errors or misuse words, their readers may conclude that they are illiterate. Although the writers should be concerned with proper grammar, it is impractical for them to spend hours on each e-mail address if they must send ten a day. However, the e-mail program includes tools such as grammar and spelling checkers to assist them.

However, Wallace and Wingate (2000) recommend using Grammar tools and using plain terms that are easily understood by the receivers.

### **Conclusion**

This chapter discusses the critical role communication plays in a business context where it is seen as the one of the most crucial parts of any successful business. Successful and efficient communication within an organisation is reliant upon a communication scheme as it creates an environment for thriving and prospering . Communication skills are a crucial requirement in business organisations due to the impact it has on their profitability and visibility amongst other competitors. Moreover, Communication provides stability and stamina against any crisis and helps solve problems. Lastly, Individuals that comprehend the process of communication become more efficient communicators, and effective communicators have a better chance of achieving massive successes.



**CHAPTER THREE:  
DATA ANALYSIS  
AND  
INTERPRETATION**

## CHAPTER THREE: DATA ANALYSIS AND INTERPRETATION

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## **Introduction**

The present study aims at investigating the role of persuasive writing in business communication. This chapter includes the practical part of this research in which we provide a rationale of the methodology aspects chosen, including the research strategy and study design. Additionally, the sampling techniques used, the data collection and analysis methods and procedures that were adapted. Additionally, the chapter serves as a presentation of the collected data, which is reported, analyzed, and evaluated in order to obtain the essential results. Finally, in this section our objective is to provide answers for the study's research questions, develop applicable hypotheses, and propose any recommendation based on the inferred data.

### **3.1. Research Methodology: Rationale And Choices**

This section attempts to outline our study's methodological approach. It aims to define the research approach, the research design, as well as the sampling procedure procedures. Additionally, it will detail the data collection tool and data analysis techniques used.

#### **3.1.1. Research Approach**

Due to the study's objective that is to explore the role of persuasive writing in business communication, a qualitative approach was adopted. The qualitative research methodology was chosen because it is consistent with the nature of our study, which requires significant engagement in order to get a thorough grasp of the issue under examination.

According to Creswell (2013), a qualitative research methodology is one that is used to explore and comprehend the meaning that individuals or groups attach to a social or human situation. The research method include developing questions and methods, as well as data collection in the natural setting of the participant, which is the reason why the qualitative approach was implemented. According to Kothari (2004), "a qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior, Research in such a situation is a function of researcher's insights and impressions" (p. 18). Thus, we sought to determine how persuasive writing affects the outcomes of like-minded online sellers that aspire to generate sales through their marketing strategies, as well as how it contributes to the success of some businesses.

### **3.1.2. Research Design**

In this section, a case study was the most compatible research approach for our study. Kumar (2019) believes that a case study design is highly beneficial when investigating an area about which little is known or when attempting to gain a clear overview of a situation, phenomena, event, place, group, or community which influenced our choice of this approach. This prompted us to consider several factors within the research. Given that the study is exploratory in nature, a case study design would allow for the extraction of rich yet precise data. As stated by Kumar (2019), a case study design is particularly relevant when the study's primary objective is to explore and understand rather than to confirm and quantify, as it provides an overview and in-depth understanding (p. 100). Thus, a case study Thus, a case study would suffice to accomplish these aims and address the questions presented by our study.

### **3.1.3. Population And Sampling**

The research population consists of Algerian online sellers that are members of a Facebook group dedicated to sharing and exchanging expertise about online marketing. The population was chosen randomly ; However, we carefully considered the context in which our problem exists and determined a critical necessity to tackle the issue by addressing the opinions of these online sellers. Therefore, a sample of 60 participants were chosen arbitrary from the Algeria Dropshipping Dz facebook group.

In our situation, the sample was chosen based on two factors: The study is relevant and appropriate for this sample. Secondly, due to the time constraints the respondents can provide all data needed within a period of time in order to initiate the analysis of the results before the due time.

### **3.1.4. Data Collection Tools**

Brown (2001) defines questionnaires as any written instruments that present respondents with a sequence of questions or statements to which they must reply either by writing their responses or picking from already existing choices. Due to the circumstances this year, a survey questionnaire was chosen to be the sole data gathering tool.

### **3.1.4.1. Structures And Aims**

The questionnaire is the study's sole data collecting tool which aimed to collect primary data from the online sellers' replies, which will be filtered, explained, and analyzed.

The questionnaire was semi-structured and contained 18 (open-ended and closed-ended questions) which was divided into three sections. The first section contained three questions about the online sellers' general information, including their age, gender, academic level, business platform, and English level and proficiency.

The second section included a short definition of persuasive writing in order to familiarize respondents with the term in case they're not aware of it. This part was constructed in an organized manner in which the respondents were asked about persuasive writing and how it impacts their business. The respondents were asked to briefly justify their choices.

The third section was devoted to the degrees of how much they agree with certain statements that are solely relevant to their own perspective in their business writing. Finally, they were asked to give tips on how they make their own writings persuasive, this is to understand and gain knowledge from their expertise in the field.

### **3.1.4.2. Piloting And Validation**

Prior to delivering the questionnaire to the sample, the questionnaire was sent to the supervisor of this research to validate the quality and the relevancy of the questions as well as the clarity and comprehensibility. The supervisor instructed to add a short definition in section two to aid the respondents in understanding the meaning of the persuasive writing in case some respondents are not familiar with it. The questionnaire was also sent to a selected number of 4 respondents to test the questions and how the respondents navigated through it.

## **3.2. Data Analysis Procedures**

Considering data analysis is a continuous process in qualitative research, it is vital for the researcher to reflect on current themes, adjusting and changing methodologies as necessary; also, the data will be presented descriptively via charts and figures. After filtering the original data, the researcher was to analyze it using a content analysis methodology in order to comprehend what was acquired.

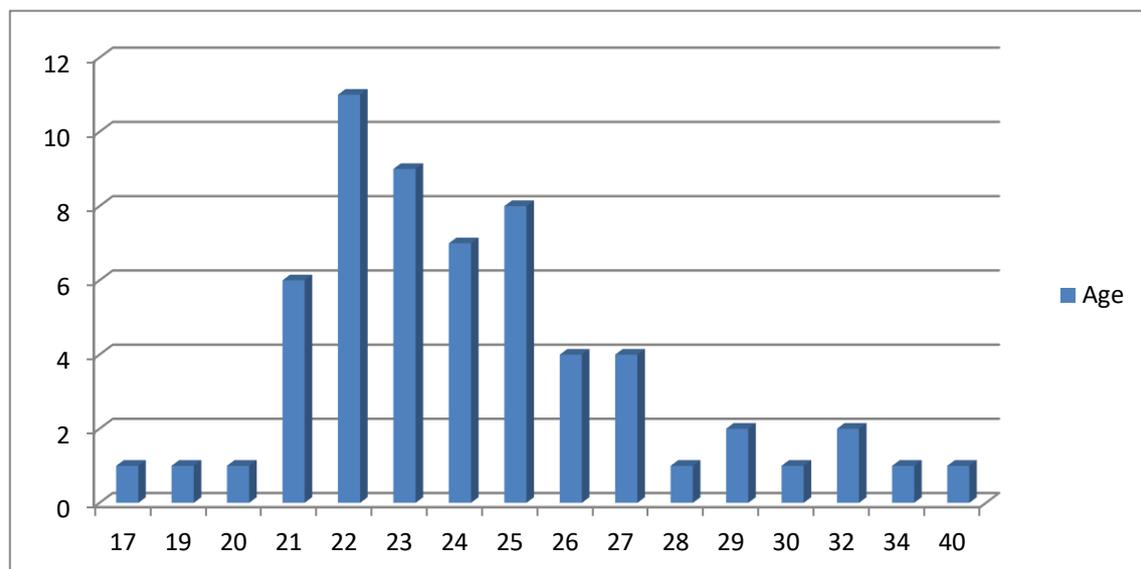
### 3.3. Analysis And Interpretation Of Data

As the title implies, this section will be dedicated to the analysis and interpretation of the data collected via the questionnaire distributed to the online sellers as part of the present study. The content analysis is to be used ; also, we used basic descriptive statistics to present the data in an ordered and clear manner that allows for easy interpretation and presentation to readers, as well as to support the outcomes of our research.

#### 3.3.1. Online Seller's Questionnaire

##### Item 01: Age Of The Participants

This Chart below shows the age of the online sellers whom contributed in answering this questionnaire:



*Graph 3.1. Participants' Age*

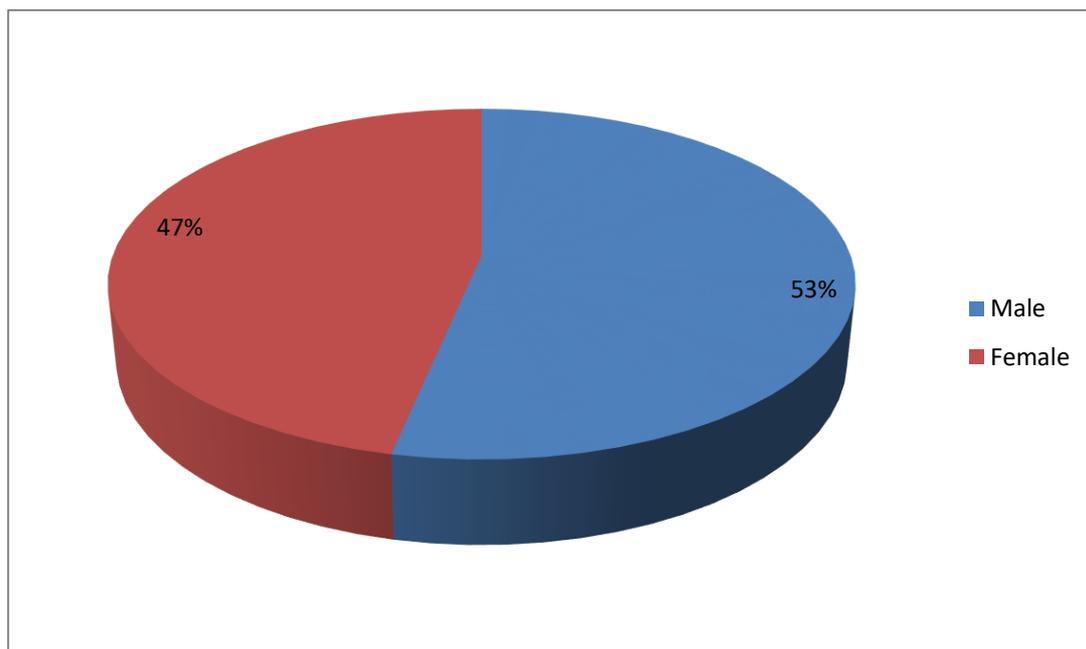
Age	17/20	20/30	30/40
Percentage	5%	88.33%	6.67%

**Table 3.1. Participants' Age**

Table above shows the perenctages of the age of each participants ranging from 17 to 40 years old.

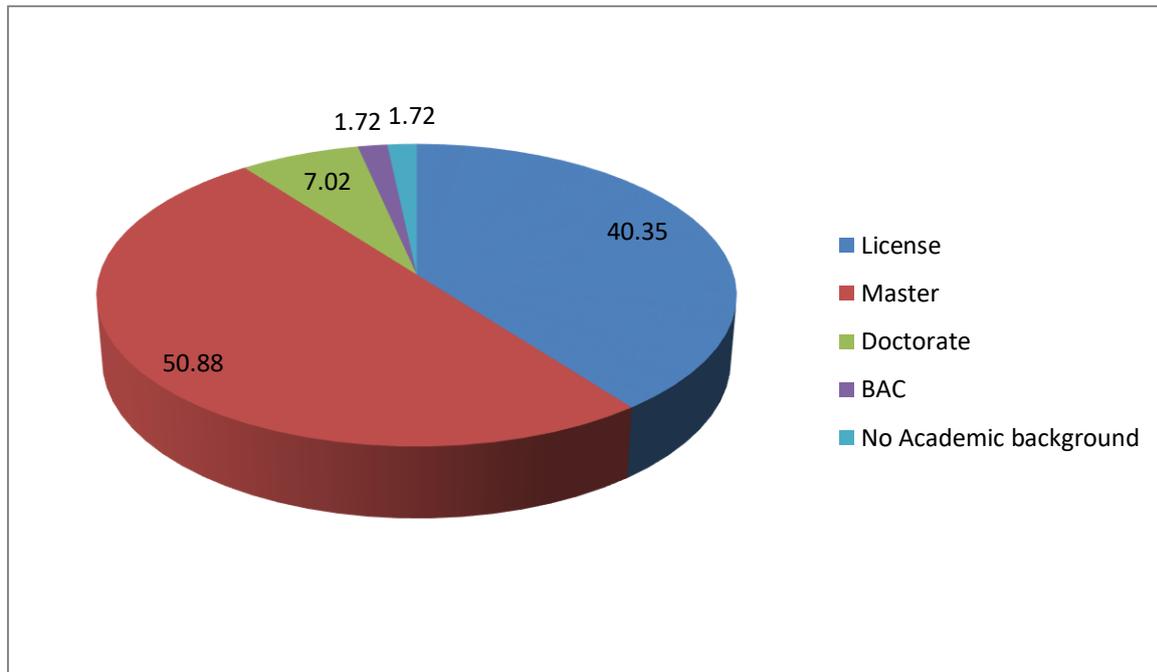
The results of the survey questionnaire indicated that the majority of the participants are aged from 20 to 30 years old of those who work online and run businesses which covers (88.33%) of the sample. However, There was a small percentage of young business owners that is (5%). On the other hand, results also showed a small percentage of those aged from 30 to 40 years old which is (6.67%) of our sample. The aim of this question is to reveal the diversity of this sample and understand some general information about the participants. Thus, the Gender will also be discussed in Graph 3.2.

**Item 02: Gender**



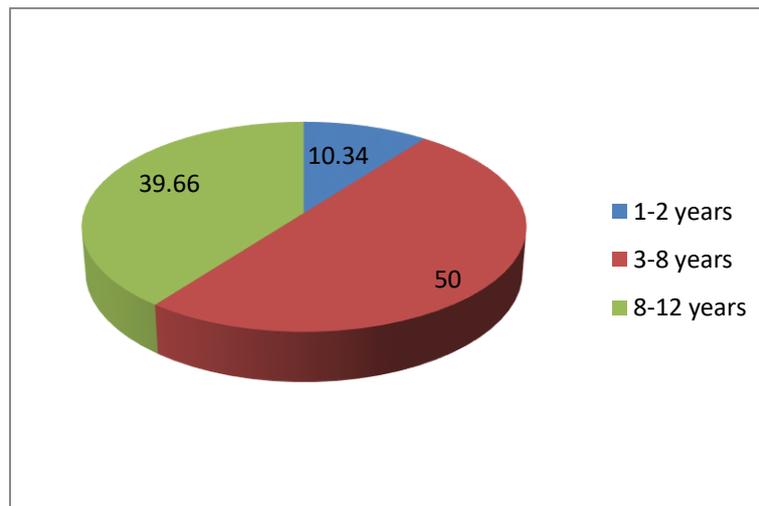
**Graph 3.2. Gender Distribution**

The purpose of this question is to have an understanding of the relativity of diversity in terms of gender within the sample. Results have shown 32 male participants against 28 female participants who own online businesses. Gender, however, does not affect results in an inadequate way. As a result, (53%) of the sample were males and (47%) were females. It shows almost equal engagements among both genders in this field.

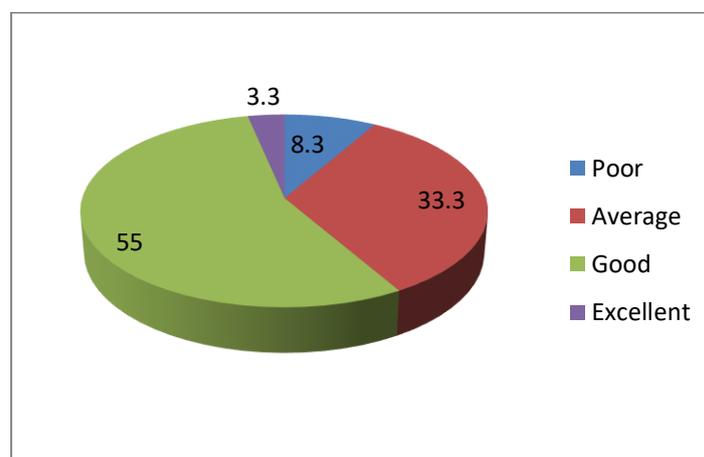
**Item 03:** What's your academic level?

**Graph 3.3. Academic Level of the participants**

This question was included to learn about the academic level of these online sellers who responded to the questionnaire. It is a widely held assumption that the longer the experience a learner has, the more insight and knowledge they will acquire over time. Thus, the participants may gradually acquire sufficient expertise and proficiency regarding their English writing skill and may have been exposed or have been familiar with the topic at hand. As the data indicates 50,88% of the participants have acquired their master degree. Whereas 40,35% have received their license degree. A small percentage of the sample covers 7,02% of doctorate holders. the remaining two were 1,72% of Baccalaureate holders and those who have no academic background.

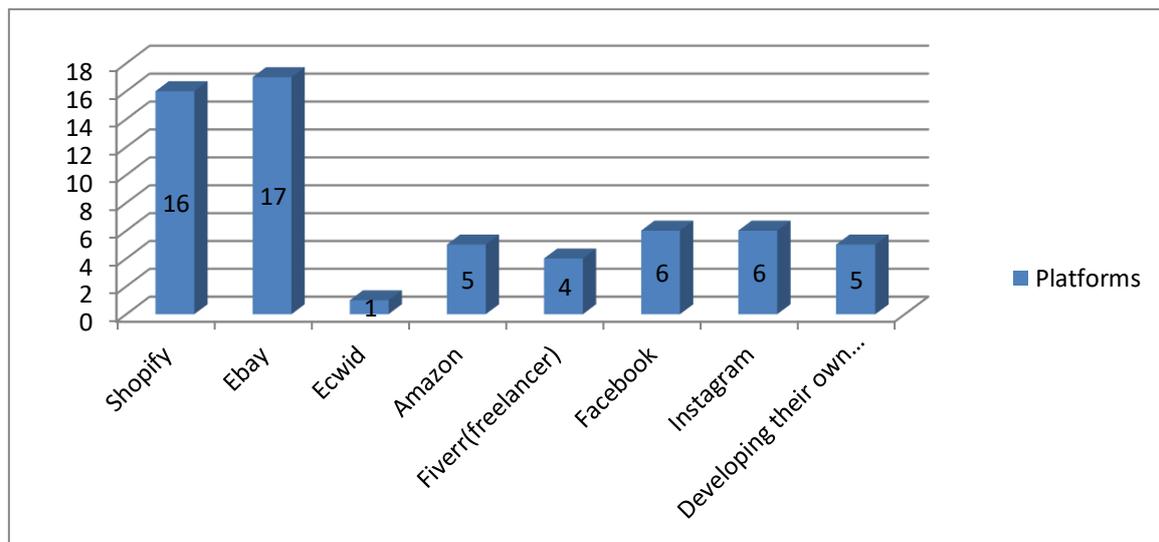
**Item 04:** How long have you studied english?**Graph 3.4. Learners' Years of Learning English**

We have included this question in order to know the level of each participants as this has to do with their willingness to answer the questionnaire and how their proficiency in english may affect their business writing skills. It is a common concept that the longer a learner studies the language the better their level. In this questionnaire, there has been answers from beginners which cover 10,34% whom studied english for a period of 1 to 2 years. Despite their level, this did not stop them from creating online businesses where english is used continuously. Moreover, 39,66% was recorded of intermediate or advanced learners. Finally, the majority of the respondents covered 50% of learners who studied english for 8 to 12 years which is a great period of time.

**Item 05:** How do you evaluate your writing skill?**Graph 3.5. Participants' self evaluation of their writing skill**

This question was used to pave the way for the other questions that are related to writing which were designed to gather information regarding persuasive writing. This question was asked to have an idea of their writing skill. It appears that the majority of the respondents 55% regarded their writing as good. Whereas, 33,3% of them considered it as average. Another category 8,3% thought of their writing as poor. Lastly, a very small percentage of respondents 3,3% considered it excellent.

**Item 06:** Which of these platforms do you use for your business?

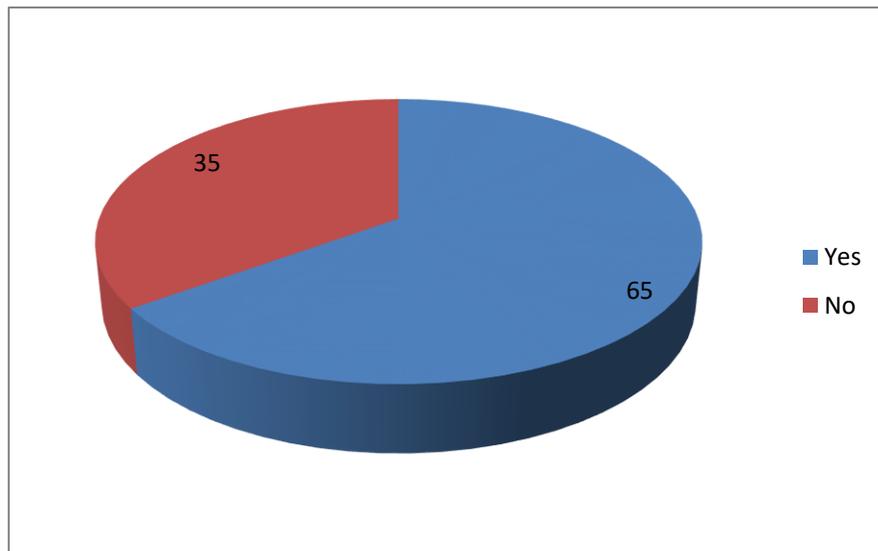


**Graph 3.6. The business platforms used by the participants**

This question was chosen to explore the diverse platforms used by the participants. As a result, 43.33% of the participants wrote other platforms they used for their business other than the ones written in the questionnaire. It is noted that all these platforms are different from one another depending on the participants skills. As platforms such as shopify, Ecwid are website hosts that offer them a chance to build their website from scratch with no coding skills. 8.33% of the partipants said they build their own platform. Whereas, 35% choose to use facebook, instagram, Amazon aned Fiverr for their business.

## Section 02:

**Item 07:** Do you know how to write persuasively?



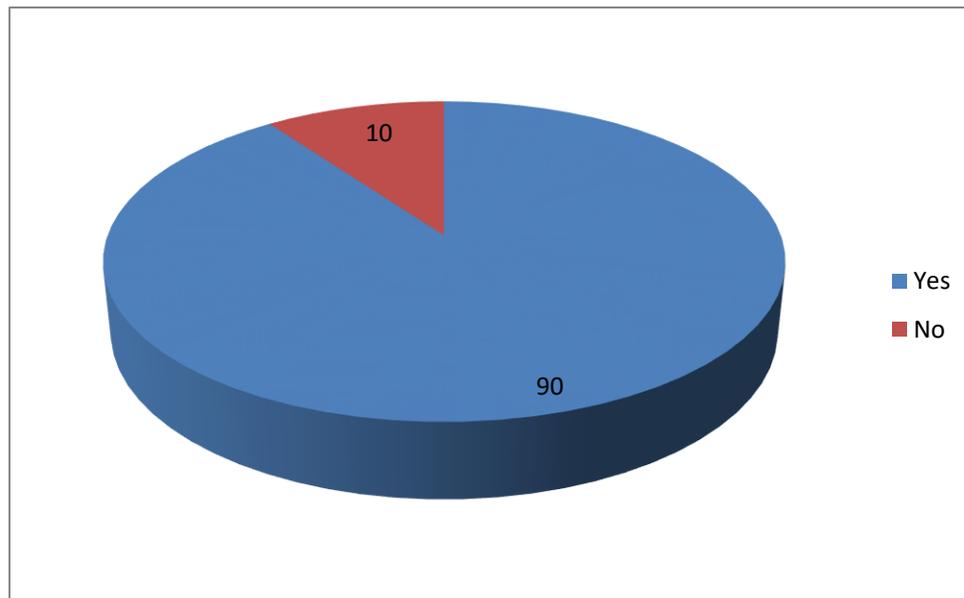
**Graph 3.7. Percentage of participants' knowledge of the persuasive writing**

We have added this question in order to know how many participants were familiar with or have any knowledge of persuasive writing. As shown in the chart, 65% of the participants answered that they know how to write persuasively while 35% of them replied with no. Thus, we noticed a large percentage of people who were knowledgeable of persuasive writing. Consequently, it was really crucial to understand the degree of familiarity with this style of writing for our research.

**Item 08:** If yes, how did you learn to write persuasively?

In this questions, we aimed to gather as many varied answers as possible to understand the source of their knowledge. 22.03% (13 responses) reported that they learned persuasive writing during school lessons while 32.2% (19 responses) said they learned from online classes. In addition to that, 28.81% (17 responses) learned from business courses which they took. On the other hand, the rest of the respondents (16.96%) mentioned they were either self taught, or have learned from browsing social media, reading books about persuasive writing. A participant mentioned that persuasive writing was a natural and innate skill for them while another respondent said they learned this skill through dealing with different clients and stalking successful businesses and websites.

**Item 09:** Do you think that the business community should pay more attention to their English writing skill?



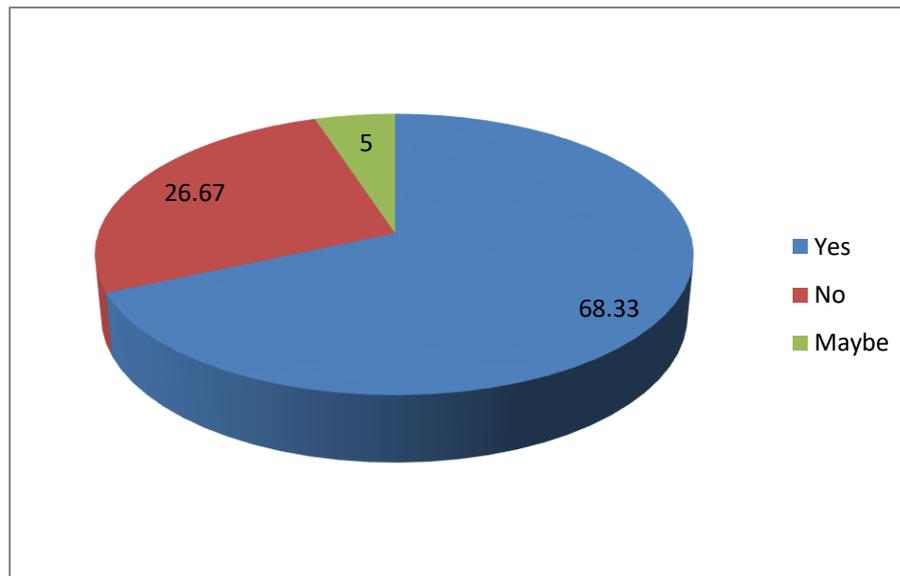
**Graph 3.8. Participants' opinion on their business community's writing**

This question was added in order to have an insight on our participants attitudes and opinions of their business community since they exchange knowledge and learn from one another on their Algeria Dz dropshipping facebook group. We noticed that the majority (90% -54 respondent) responded with yes while 10% of respondents responded with no. However, participants were asked to justify their answer in item 10.

**Item 10:** Can you justify your answer please?

In this item we have received a variety of answers. A respondent wrote that *“english is a universal language and due to the english globalization and its important role in business”* they agreed with our question. Moreover, another respondent said *“ yes, if they want to sell their products on an international level”* in which learning business writing is vital for the success of online businesses. *“In e-commerce you get to deal with different people from different nationalities while buying or selling goods and english writing should be learned for successful deals”* a participant commented. *“It’s a crucial skill that is needed in business, words influence the customers behavior and can impact their purchasing impulses, words create trust, credibility and value, words explain how the product works and its benefits and if you perfect that, you can make sales”* this participant explains the impact of words on the customer and jusfies why it is important to learn and practice their business writing.

**Item 11:** In your own opinion, do you think that learning persuasive writing can enhance your business writing skills?



**Graph 3.9. Participants' perception on the impact of persuasive writing on their business writing.**

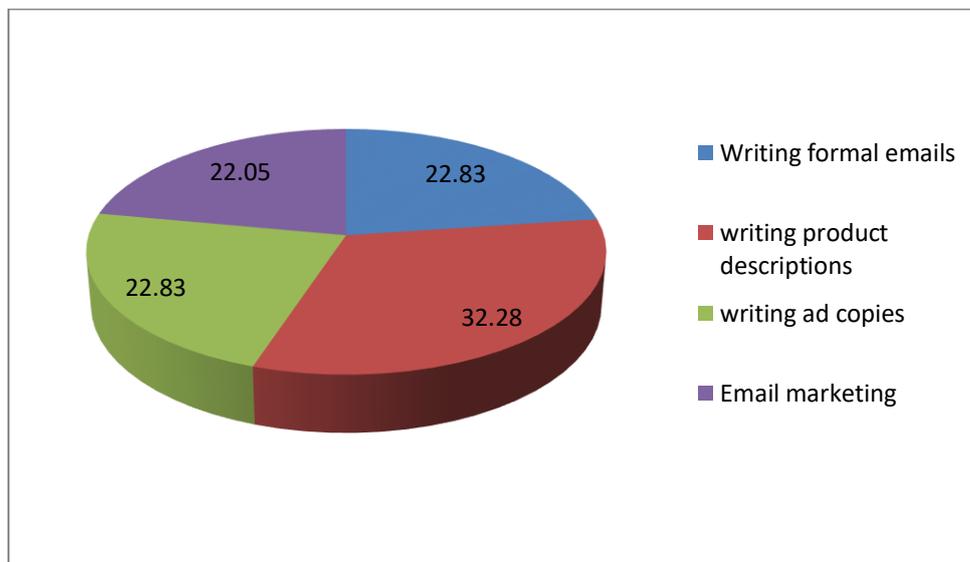
This question was aimed to find out whether learning the skill of writing persuasively has an positive impact on these online sellers'business. Results have shown that 68.33% (41 participant) have answered yes while 26.67%(16 participants) have answered no to this inquiry. Interestingly, we have also added an option for those who are either unsure or didn't witness much impact. 5% (3 participants) answered maybe. However, the online sellers were asked to justify their answers for more clarity on item 12.

**Item 12:** Can you justify your answer please?

Fundamentally, it is not sufficient to know soley whether persuasive writing helped in enhancing these online sellers business writing or not. Thus, gathering more insights will surely aid us in understanding their answers. That is to say, some respondents have agreed that persuasive writing is a fundamental skill that must be learned for the sake of online business. *"Being persuasive has been a sought-for skill for not only decades but for centuries, ever since our ancestirs learned farming, and started making communities, it isn't any different now, we need persuasion skills to sell our products and market it"* a participant stated. Another one agrees that *" business is all about selling a product, smooth talking to your client. Therefore, you must be able to persuade them into buying from your website"*. Additionally, some respondents pointed out how persuasive writing lessons can help them in structuring their words in a neat and persuasive way that is worthy of reading *" It can make my product descriptions and ad copies more persuasive and professional which creates value*

*in return and helps the customer through the sales funnel*". Moreover, one respondent mentioned that *"it all depends on how you do it, how you can distinguish yourself from other businesses"* which is an interesting thought that reveals that our writing can make us stand out amongst other competitors in the field.

**Item 13:** Which of the following skills that you have require improvements?



**Graph 3.10.** Marketer's insights on skills which they'd like to enhance

We have added this question due to its relevancy with persuasive writing. As persuasive writing is used within these skills and we wanted to learn about our participants skills and how they assess them based on their experience. We have given the respondent the choice to tick more than one answer. It is noticeable that the respondents have almost equal percentages. 22.83% marked that they wish to enhance their formal email writing skill whilst 32.28% said writing product descriptions. 22.83% would like to improve their ad copies writing skill. However, the remaining 22.05% answered email marketing. This shows our participants have a variety of business writing skills they believe they require improvements despite the experience. The respondents were also asked to justify their answers in item 14.

**Item 14:** Can you justify your answer please?

In addition to knowing the skills which the respondents lack, it was important to understand why they ticked these answers for further insights. Many of our respondents have mentioned that they have difficulties with vocabulary *"I find difficulties in writing product description due to the lack of vocabulary"* in which that hindered their business and sales

overall. Another participant also agrees “ *It’s difficult for me to use the right vocabulary with no grammar mistakes or spelling, I tend to fail to use the right words to target the right audience*” This shows the importance of using the right vocabulary as it influences the quality of traffic sellers get in their websites. “*Email marketing is so effective and is considered as the most underrated and not very much used recently*” another respondent stated. Thus, this seller believes that effective email marketing drives them sales however not a lot of marketers realize its benefits and advantages.

\*\*\*\*\*Section Three\*\*\*\*\*

**Item 15:** To what extent do you agree or disagree with the following?

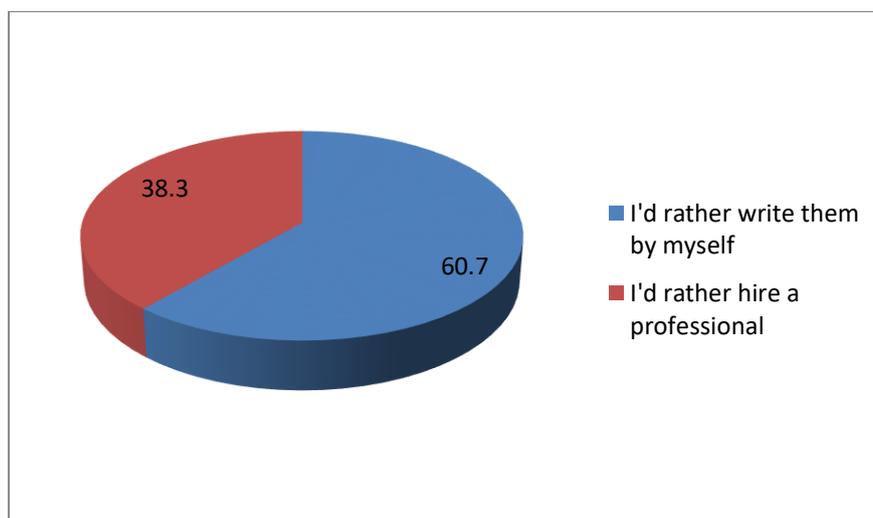
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I find my style of writing convincing.	6.56%	44.26%	36.07%	8.2%	4.92%
I am satisfied with my writing skill.	4.92%	34.43%	36.07%	21.31%	3.28%
I need to take further lessons to enhance my persuasive writing skill.	52.46%	29.51%	11.48%	6.56%	0%
I believe it is crucial to teach persuasive writing at schools.	38.33%	35%	18.33%	5%	3.33%
I believe that my online business requires learning how to write persuasively.	55.74%	32.79%	9.84%	1.64%	0%
I believe that learning about persuasive writing will improve my online business.	65.57%	19.67%	11.48%	3.28%	0%

**Table 3.2. Aspects that online sellers have interacted with**

In this question we wanted to know how our participants assess their level and how they perceive themselves. As a consequence, this has yielded some results for us to tackle. The first question being “ I find my style of writing convincing”. The majority (44.26%)

believe that their style of writing is persuasive whereas 13.12% think the opposite which is a small percentage compared to the other category of people who agreed. The second statement is “I am satisfied with my writing skill”. We have reported 44.35% of those who who are content with their writing skill while 36.07% were neutral and were indecisive about their answers. On the other hand, 23.59% have disagreed which may be an indicator that they were advanced or highly skillful writers. The third statement being “ I need to take further lessons to enhance my persuasive writing skill” results have shown 81.97% of people who would take lessons to improve their skill, we believe that even though some of them have a decent knowledge they still would prefer to practice and learn more about persuasive writing. 6.56% have responded with I disagree which might be due to the degree of importance and time as some have previously said they hire someone to write for them. As for the fourth question, 73.33% were the majority of respondents who agreed that persuasive writing should be taught at schools in which they believe that it’s crucial to learn. However, 8.33% of them disagreed with the statement. We believe it might be because they assume it’s not useful or important to their career. “I believe that my online business requires learning how to write persuasively.” We’ve added this question because we believe that certain online businesses may not need it. As a result, the majority (88.53%) agreed with our statement whereas 1.64% disagreed. For the final statement “I believe that learning about persuasive writing will improve my online business.” We’ve also recorded a big percentage of 85.24% who agreed that it does impact their online business for the better. However, a small percentage of 3.28% have disagree. This reflects our participants’ opinions and beliefs towards the persuasive writing.

**Item 16:** Would you rather write your own product descriptions or hire a professional?



**Graph 3.11.** Participants’ opinion on hiring professionals

Due to the challenges that come with writing clear and persuasive product descriptions we thought we would ask the participants to tell us whether they would hire a professional product description writer or write their own pieces. Thus, our results have recorded the majority (60.7%) prefer writing their own product descriptions while 38.3% of our respondents would rather hire a professional. For further information, the participants were also asked to justify their answers in item 17.

**Item 17:** briefly explain why.

Since the majority (60.7%) have answered they like to write their own descriptions. One Respondent have added “ *I write them by myself for practice purposes and saving money, one day I’ll be able to sell more products*” as they indicated that they’re still on the learning process since professional and persuasive product descriptions cost a lot of money especially for those new to the business. Another participant justified why “*It’s true that there are many professionals who master writing, but there are some scammers who do not have the skill of writing but claim that, so I prefer writing it on my own and add my own touch*”.since the participants may know their own products better in which they can describe it in according to their personal marketing goals. However, some participants prefer hiring a professional this is due to their budget and their belief that writing product description is a time consuming process that may fail and cost them even more capital. “*Hiring a professional saves you time if you’re looking to make sales faster rather than learning from trial and error*”. Another respondent also agrees “ *it’s better to hire someone because I need to practice more instead of wasting capital on failed ads*”.

**Item 18:** Is there any tips that you can give which helped you in making your own writing more convincing?

We’ve added this question since we thought it would be fruitful if the participants share their expertise and suggest some tips for future business owners. We have gathered a list of tips:

-Learn techniques online especially from your competitors, remodel their product descriptions but do not copy, keep the original ideas but use words that target the consumers’ emotions and deepest insecurities.

-Use as many synonyms as possible, use puns and witty sentences, those always attract the customers’ attention and sense of humor.

-Check what is already working for others and watch other businesses to see what people are interacting with in order to learn and explore your target audience.

-It is very crucial that your writing should suit your consumer type and age

- Learn from other successful people and get online templates that show you how to write ad copies and descriptions.

### **3.4. Discussion And Synthesis**

In summary, our exploratory study sought to provide insight on the role of persuasive writing in business communication. Hence, the study sought to highlight the impact of utilizing persuasive writing and its significance on online businesses. We were honored by the involvement of 60 online sellers in answering our survey questionnaire, in order to find sufficient responses to the two primary issues posed by our study.

We have achieved intriguing findings as a result of our analysis of the valuable acquired data. These results validate and expand on what we have previously discovered in the literature review chapters. Throughout our findings, we have discovered that the members of the facebook group have had difficulties in a variety of aspects that are crucial to the success of their business despite their experience. The participants found it a challenging task to write comprehensive and persuasive product descriptions that sell a lot. Moreover, writing an advertisement copy was difficult for them as some of them may not have the right baggage of vocabulary that is appealing to their target audience. Also, they considered writing formal emails and practicing email marketing to be quite taxing that they needed to learn more about. What is good is that the participants realize their own weaknesses and intend to improve on it.

As suggested by our findings, we noticed that the majority of our participants have noted that persuasive writing is an effective writing skill that helps their online business and brings them sales. Thus, they believe in the influence of words that can guide the customers' behavior. Additionally, the respondents have affirmed that persuasive writing allows them to present their ideas in a structured and professional method as well as aiding them in communicating their thoughts and beliefs. However, a small percentage of our participants believed the opposite but we assume it's due to the nature of the platform they're using online as some may not require using ideal language and grammar while avoiding spelling mistakes. As some of our respondents who were freelancers that did not provide any writing services but had to provide a brief resume about themselves via their preferred freelancing platform.

## **Conclusion**

This chapter discussed the research methodologies that were used at various phases of the study. Due to the exploratory nature of our study, we used a qualitative approach and a case study design; also, we used a random sampling technique in which we gathered diverse responses from 60 participants. We employed descriptive statistics and content-based analysis to analyze the data acquired during this research. After analyzing the data, we offered a thorough discussion and synthesis of the study's findings in order to provide acceptable responses to the study's research questions.

## General Conclusion

The basic premise of persuasion is that readers form opinions about us and the company or organization for which we work based on the written materials we create. That's where persuasive writing comes into play as it is a cornerstone of marketing and advertising. A portion of the judgment the customer makes is based on basic elements such as language, grammar..etc ; if the paper includes such errors and mistakes, the reader may quickly regard the writer (and the company) as being negligent and/or unprofessional, if not downright incompetent. Therefore, it may place the customer in a situation where they would not be able to trust in our services. As a result, this would impact the reputation of the business negatively. Our study devoted considerable focus on the role of persuasive writing in business communication.

In chapter one, we discussed several aspects of writing in a general scope then we narrowed it down to persuasive writing and mentioned different styles of writing to distinguish the differences between them. After that, we dealt with the components of writing as we believe it is crucial to introduce them due to their significance in writing overall. Moreover, we dedicated another section for the role of the teacher in the writing process since it tends to shift from authoritative source to facilitator. Finally, the following part which shifted its focus on the tools that can be used in persuasive writing.

The second chapter reviewed elements related to our second variable that is business communication. We introduced the process of communication as a starting point and provided distinct and useful definitions then we spoke about the main components of business communication in which each component was defined briefly. After that we shifted our focus to the significance of business communication and listed three points. Furthermore, we dedicated a section for defining business english in which we added some significant features of the business english. Lastly, we decided to choose one communication tool used in business that is email. As we tackled elements such as the drawbacks of emails and composing emails.

In order to acquire understanding and perspectives on the matter. In our last chapter we used a data gathering tool that is a survey questionnaire for the Algerian online sellers facebook group. The findings indicated that despite their expertise, the members of the facebook group encountered difficulty with a range of critical components related to their writing that affected their business's performance. Moreover, We also recorded that the

majority of our participants considered persuasive writing as a useful writing skill that benefits their online business and generates sales.

As a summary, this research explored the role of persuasive writing in business communication. Persuasive writing is a tactic that is used by online businesses in which it is crucial to the flourishing and wide impact and dominance of businesses. Therefore, it is a writing skill that every individual must seek to learn.

## **Recommendations And Suggestions**

In light of our study's findings, we provide the following suggestions and recommendations :

-We recommend that future researchers conduct similar studies in order to gain a better understanding of the topic of the role of persuasive writing on business communication and reach varied findings.

-We recommend that future researchers expand the sample size and not restrict it to the number of participants that we were able to find in order to collect more data and possibly find more related answers.

- The study depended solely on using a survey questionnaire as the primary data collecting tool; however, researchers propose that future studies should employ the qualitative approach and extend the data collection tools to include interviews in order to obtain more accurate and reliable results. Future researchers are recommended to conduct interviews with written expression teachers or interviews with business owners.

-Future researchers that may conduct a similar research should be aware that our topic of choice is not a well explored topic and there might be a lack of resources.

## **Limitations Of The Study**

Our study was exploratory in nature in which we've featured a survey questionnaire as our sole data collection tool restricted to 60 participants from the Algeria DZ dropshipping facebook group; we also planned to conduct an interview with a handful of Biskra University's writing expression teachers since we believed their insights could be as valuable. However, due to the restrictions of time and the spread of the corona virus this year. This was not a possible goal to obtain for us. We sought to expand the sample size in order to acquire a

better understanding of the issue, however, the survey received participation from just 60 participants out of 3083 facebook members. During the process of gathering data, a decent group of volunteers were helpful and did not hesitate in partaking and were kind enough to answer diligently. Gathering responses took some time but we've received enough responses to analyse in chapter 3.

Additionally, there was a dearth of references and past research works that addressed our issue. We were unable to obtain similar investigations and works that examined the topic of the role of persuasive writing on business communication. Therefore, our study's conclusions cannot be generalized because it is a case study with a small sample size.

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## Appendices

### Appendix A: The online sellers' Questionnaire

**Dear Online Sellers,**

You are kindly requested to answer the following questions in order to collect data that will aid in the completion of a Master's dissertation titled "Exploring the role of persuasive writing in business communication." The study's objective is to develop knowledge of the persuasive writing skill and its significance in business writing in general. Note that Persuasive writing aims to persuade readers to believe in an idea or point of view and to take action. It is a type of writing that is encountered in advertising, criticisms, reviews, proposals..etc

We would like to assure you that your responses will be fully confidential. Unless you voluntarily provide personal or contact information in one of the comment sections, we do not collect your personal information. We appreciate your time, work, and cooperation in advance.

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## Section One

---

**Q1. How old are you ?**

.....

**Q2. Gender**

-Male

-Female

**Q3. What's your academic level ?**

-License

- Master

-Doctorate

-Other:

.....

**Q4. How long have you studied English?**

.....

**Q5. How do you evaluate your writing skill?**

-Poor

- Average

-Good

-Excellent

**Q6. Which of these platforms do you use for your business?**

- Shopify
- Ecwid
- Ebay
- Other:.....

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**Section Two**

---

**Q7. Do you know how to write persuasively?**

- Yes
- No

**Q8. If yes, how did you learn to write persuasively?**

- School lessons
- Online classes
- Business courses
- Other:.....

**Q9. Do you think that the business community needs to pay more attention to their writing skill?**

- Yes
- No

**Q10. Can you justify your answer please?**

.....

.....

**Q11. In your opinion, do you think that learning persuasive writing can enhance your business writing skills?**

-Yes

-No

-Maybe

**Q12. Can you justify your answer please?**

.....  
.....

**Q13. Which of the following skills that you have require improvements?**

- Writing formal emails

- Writing product descriptions

- Writing Ad copies

- Email marketing

**Q14. Can you justify your answer please?**

.....  
.....

**Section Three**

**Q15. To what extent do you agree/ disagree with the following?**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I find my style of writing convincing.					
I am satisfied with my writing skill.					
I need to take further lessons to enhance my persuasive writing skill.					
I believe it is crucial to teach persuasive writing at schools.					
I believe that my online business requires learning how to write persuasively.					
I believe that learning about persuasive writing will improve my online business.					

**Q16. Would you rather write your own product descriptions or hire a professional?**

- I'd rather write them by myself
- I'd rather hire a professional

**Q17. Briefly explain why.**

.....

.....

**Q18. Is there any writing tips that you can give which helped you in making your writing more convincing?**

.....

.....

.....

## ملخص

الكتابة المقنعة تعتبر مهارة اساسية في حياتنا اليومية حيث نجدها في شتى المجالات المختلفة من الاعلانات الاشهارية الى الصحف و رسائل طلب العمل. تعتمد الكتابة المقنعة على تقديم وجهة نظر و دعم الاقوال بالحقائق لاقتناع القارئ بفكرة ما او بفائدة منتج تجاري لغرض اقناع المستهلك باقتنائه. لذلك فهذا النوع من الكتابة مهارة يجب علينا تطويرها لاجل التعبير عن افكارنا و ارائنا بشكل بناء في حياتنا المهنية و الشخصية. لذلك هدفت هذه الدراسة الى استكشاف الوضع عند مجموعة فايسبوك متكونة من افراد يعتمدون على الانترنت لتسويق خدماتهم و منتجاتهم من خلال استكشاف دور الكتابة المقنعة في التجارة الالكترونية. تتمثل اهداف هذا البحث في تحديد المصادر المحتملة للصعوبة في مهارة الكتابة المقنعة و فهم اهميتها و تأثيرها على الاعمال التجارية للمسوقين الجزائريين عبر الانترنت. بالاضافة الى ذلك, اثناء محاولة معالجة الاسئلة البحثية و الاجابة عنها, اعتمدت الدراسة على تصميم دراسة الحالة نظرا لطبيعة الدراسة. بالاضافة الى ذلك, تم استخدام الاستبيان كطريقة لجمع البيانات. علاوة على ذلك, ساهم 60 مشاركا و اضافو تعليقات و بيانات قيمة ساعدت في اكمال هذا البحث. بعد تحليل و تفسير دقيقين للبيانات التي تم جمعها, توصلنا الى ان مجتمع الاعمال الجزائري واجه صعوبات في اتقان الكتابة المقنعة حيث ادركوا تأثيرها على اداء اعمالهم التجارية و ارباحهم اليومية. بالاضافة الى ذلك, كشفت نتائج البحث التي توصلنا اليها ان غالبية المشتركين راوا ان الكتابة المقنعة مهارة كتابية قيمة تساعد على ترويج شركاتهم و تحفيز المبيعات.