



# Writing Skills and the Rhetorical Situation in the Modern Workplace

Doaa Hamam<sup>1</sup> 

<sup>1</sup> Higher Colleges of Technology, UAE

dhamam@hct.ac.ae

**Abstract.** It is undeniable that mastering writing skills is vital for success in formal settings, particularly in the workplace. This paper explores the current strategies for teaching writing skills and the rhetorical situation to undergraduates, a key element for workplace success. The paper starts by defining academic writing and its implications, then describes the rhetorical situation and its significance in the workplace. Using qualitative research methods, a purposeful sample of 12 higher education teachers in the Gulf region were invited to join a focus group. The data collected was analyzed using thematic analysis, allowing for the identification of key patterns and themes. As a result, the paper sheds light on the most crucial strategies to enhance writing skills and comprehension of the rhetorical situation from the perspective of higher education teachers. The paper concludes with some recommendations and insights, emphasising the importance of having clear guidelines and marking criteria in the writing teaching practice and other factors as essential strategies for improving students' writing skills and ability to understand the rhetorical situation in the workplace.

**Keywords:** Academic Writing, Rhetorical Situation, Workplace Communication.

## 1 Introduction

To understand the significance of academic writing, it is essential to start with a definition. Academic writing is a formal style of writing that is used in many contexts, and it usually represents a challenge for undergraduate students as it is difficult to achieve the required linguistic competence in colleges and universities where the medium of instruction is English [1]. Academic writing is essential for success in many different settings. It enhances critical thinking skills in students and allows them to analyse, synthesise, and evaluate the given information [2]. Academic writing also improves students' communication skills, which leads to clear communication of ideas [3]. It is also essential to show that students master and know the topic they are writing about very well. Moreover, proficiency in academic writing prepares graduates for workplace demands and needs, where clear, well-structured communication is important and essential [4]. Therefore, academic writing is important for professional

© The Author(s) 2025

N.-J. Howard et al. (eds.), *Proceedings of the HCT International General Education Conference (HCTIGEC 2024)*, Atlantis Highlights in Social Sciences, Education and Humanities 32,

[https://doi.org/10.2991/978-94-6463-660-4\\_12](https://doi.org/10.2991/978-94-6463-660-4_12)

growth and effective participation in academic and professional communities, and one of the most important types of such communities is the workplace [5]. During university years, students are expected to write their essays, research papers, and dissertations using academic style and using correct and accurate spelling, grammar, and sentence structure. Later, when they move to the workplace, they will discover that academic writing also plays a crucial role in their communications and operations during their daily work activities. Without proper writing skills, these new employees will not be able to succeed in performing their work duties, and eventually, this will lead to more challenges at their career level [6]. For example, in any medical field, the person who writes reports should know the correct terminology and use the correct structures to deliver the message. If the message is not written clearly or accurately, this could lead to serious consequences. The same applies to any field, such as the financial markets or others. For example, when communicating with a foreign company to buy or sell goods, it becomes challenging to finish the required task without proper and clear correspondence. Furthermore, academic writing helps enhance critical thinking skills and allows the writer to evaluate and reflect on things [7]. For example, in the field of research, a detailed research proposal with a clear rationale, objectives, and methodology can become a grant and secure funding; otherwise, it will not be accepted. Another example is a new marketing campaign for a new product, which can make a big difference to the product's sales percentages if written appropriately. Finally, it is evident that academic writing leads to better writing skills, which are vital for writing professional documentation, policies, manuals, legal documents, and guides [8]. In many disciplines, these written materials ensure that the required protocols or steps are followed correctly and accurately, reducing errors and increasing efficiency.

Another important aspect is the employees' awareness and understanding of the rhetorical situation. Employees should be able to analyse the rhetorical situation to know what they are doing when communicating with their colleagues, managers, clients, or other parties and respond accordingly [9]. This awareness is essential for effective communication to ensure that messages are clear, persuasive, and appropriate for the intended audience. It is worth mentioning that in the workplace, different rhetorical situations require different communication strategies [10]. For example, when writing an email to a team about project updates, the writer should consider the team's familiarity with the project, the significance of the updates, and the tone of the message. Therefore, writing an accurate email with enough information and with clear guidance on the next step is truly important. Another example that might occur in the workplace is when employees email their manager with a new proposal; they need to stress the importance of the proposal and explain any ambiguous parts. If they are unclear in their writing, they risk their proposal being rejected. Although it could have been a good and valuable project, the only problem is that they could not communicate their ideas well. Understanding the rhetorical situation is also essential in several domains, such as conflict resolution [11]. If a conflict arises between several parties, the person in charge of resolving this conflict should be aware of several perspectives, such as the interests of the involved parties, workplace policies and protocols, and other aspects. He or she should be able to communicate effectively to convey the required

message. Finally, understanding the rhetorical situation can also impact the understanding of other cultures, especially in today's global workplace [12]. For example, an employee cannot communicate with people from different cultures in the same way; he or she should adjust his or her way of communication while keeping the different cultures in mind to build successful and strong relationships.

This paper sought to discover the current strategies and practices of teaching academic writing and the rhetorical situation in higher education, especially in the Gulf region. The theoretical framework of this research study uses insights from the genre theory to discuss conventions of text produced as part of the norms in a formal setting [13]. The genre theory, which is embedded in the social theory of language, is used to refine and describe the genre used in the workplace for effective communication between employees, managers, and other stakeholders. This research is also based on a discussion of activity theory, which emphasises the social nature of human activities and provides a framework for analysing communication activities [14].

## **2 Literature Review**

### **2.1 The Importance of Academic Writing**

Mastering writing skills is important for several reasons. First, straightforward and focused writing leads to clear and effective communication. Employees should be able to express complex ideas and be organised simultaneously to convey the message [15]. Also, good quality writing reflects professionalism and adds to the company's good image [16]. It is worth mentioning that academic writing requires good critical thinking skills. Employees should be able to analyse information, evaluate, and develop arguments. Such skills are also crucial in solving workplace problems and making decisions [17]. Another significant issue in today's world is the ability of employees to conduct research and find high-quality sources to include in their writing; this is particularly important to support arguments or conclusions. So, gathering information from reliable sources, classifying this information, and coming up with a conclusion is crucial in making a decision that needs to be backed up by evidence [18]. Another aspect to consider is the importance of documentation and compliance with the governing rules in any institution. In the documentation process, the final product should be error-free and concise [19]. It should also include proper citations and adhere well to the formatting guidelines. Other aspects that signify the importance of academic writing could be working in teams where the employee needs to share ideas, give and receive feedback, and communicate with distant peers in other branches through writing, such as emails and reports on a daily basis [20]. Good academic writing skills help transition to professional writing when graduates move to the workplace [21]. Also, writing correctly is always associated with career development and progression. Employees who write well are more likely to be promoted to leadership roles within their companies [22].

## **2.2 The Significance of Rhetoric and the Rhetorical Situation at the Workplace**

Learning rhetoric can help with any communication, especially written communication; therefore, rhetoric can help graduates to be successful at work. Rhetoric is defined as the art of writing or speaking formally, especially to persuade others [23]. From rhetoric, there are rhetorical appeals such as Ethos (appeal to ethics), Logos (appeal to logic), and Pathos (appeal to emotions) [24]. There is also the rhetorical situation, and understanding the rhetorical situation at the workplace is important for effective communication. The rhetorical situation is defined as the circumstances surrounding a piece of writing. These circumstances contribute to the shape and influence of this piece of writing. In the rhetorical situation, four aspects need to be considered: purpose, audience, context, and message. Bitzer [25] states that “a rhetorical situation must exist as a necessary condition of rhetorical discourse, just as a question must exist as a necessary condition of an answer.” So, the employees will need to communicate with several stakeholders, and they will have certain situations where they should consider and respond to these four aspects in mind to be able to produce a correct response, which will eventually serve the business needs of the company or the workplace [9]. Therefore, understanding and considering the rhetorical situation by employees will lead to several benefits, like effective communication and conflict resolution. It is also vital in persuasion, whether persuading other employees or clients to do or buy something [26].

## **2.3 Methods of Teaching Writing and the Rhetorical Situation**

Historically, teaching academic writing and the rhetorical situation at the tertiary level involved different methods that developed over the years and became student-centred. The focus was always to develop the students' writing skills and their understanding of context, audience, and purpose. Several methods were introduced, from traditional approaches to innovative techniques incorporating technology and active learning strategies. First, the most common and liked approach is the process approach. In this approach, there is an emphasis on writing several drafts of the assignment or the writing piece. During the process, students learn the essential requirements and skills of academic writing, and they get a good chance to improve their writing [27]. In this case, the teacher acts as a facilitator or a guide to help students go in the right direction. Students usually brainstorm ideas and work with their peers to write several drafts and get feedback to enhance the quality of their written pieces. There is also the genre-based approach, which revolves around teaching students the structures and norms of producing a certain type or genre of writing [29]. These genres can be research papers, essays, reports and others. By familiarising students with these genres, students become aware of the strategies and techniques of producing a certain genre. The teachers usually present examples and samples for each genre so the students can follow the norms and produce their own written work. This method helps students in fulfilling the expectations of each genre. Another way of teaching academic writing is through collaboration. Students work in groups to produce a certain piece of writing and acquire

certain important skills during the process [30]. This particular method is useful as it is similar to what actually occurs in the workplace when teams work together to achieve certain goals.

It is also worth noting that technology has contributed a lot to the teaching methodology of writing, especially in recent years, with the introduction of new applications and platforms that aid students in learning more about the conventions and structures of academic writing. Because of technology, there are now more opportunities for reflection, remote collaborations, peer review, feedback, and work through the different cloud applications introduced, such as shared documents, the different LMS, and others. Several studies pointed out that teaching and learning academic writing can benefit from such approaches, especially in online classes [30]. Chatbots, along with other technology tools, were also considered to be vital in teaching and learning [31]. Then, there is also the use of language models and AI, which are becoming dominant in every aspect of our lives and helping students improve their writing. A virtual assistant can give students feedback and recommendations to improve their writing [32]. Moreover, technology also helps students better understand the rhetorical situation as they can access many resources to guide them in dealing with specific messages, the language used, and the required terminology [33].

### 3 Methods

The study utilised qualitative approaches to collect data. The rationale behind using the qualitative approach was to get in-depth data about the teachers' actual experience of teaching academic writing at the tertiary level. The research instrument used was focus groups, and the study sample was a purposeful sample of 12 higher education teachers in some areas of the Gulf region. The criteria used to choose the teachers were: first, they need to have experience teaching for more than three years, and second, they need to be specialised in teaching. The rationale behind this choice was to ensure the teachers are well experienced in teaching and their subject matter. Based on the study's theoretical framework, the researcher developed a set of questions to inquire about the most used strategies to enhance academic writing and comprehension of the rhetorical situation in undergraduates' classrooms. The researcher targeted colleagues from several universities and explained the purpose of the study. The selected group consisted of higher education teachers from different nationalities, aged between 42 and 56, and comprised of seven females and five males. As for the research procedures, an online meeting was set, and the participants were asked the intended questions. Each focus group session lasted approximately 60 minutes and was conducted via a video conferencing platform to ensure accessibility and convenience for participants spread across different locations.

Several questions were asked to explore the teaching strategies by the higher education teachers when teaching academic writing to undergraduates, methods used, strategies found more effective, why, and if any tools or resources were recommended. The teachers were also asked how they introduce rhetoric in the classroom and the activities or assignments they use to help students understand and apply the rhetorical

situation in their writing. Finally, the teachers were asked how to facilitate collaboration among students, what benefits they have observed, how they assess students' academic writing skills and how to give feedback. The discussions were recorded with the participants' consent and the recordings were later transcribed for analysis. The researcher moderated the focus group sessions to ensure appropriate turn-taking, enhance the data quality, ensure equality in the discussion and reduce interruptions. Through this fair process, the researcher ensured no group bias. To maintain the reliability and validity of the data, member checking was employed, where participants reviewed the transcriptions for accuracy and provided additional insights or clarifications if necessary. Later, the researcher analysed the data through thematic analysis, which involves identifying, analysing, and reporting patterns (themes) within the data. This process included coding the transcribed data, categorising the codes into themes, and interpreting these themes in the context of the study's research questions. The thematic analysis allowed the researcher to get rich, detailed descriptions of the teachers' experiences and strategies, providing a comprehensive understanding of the pedagogical approaches used to teach academic writing. The results were extracted from the gathered data, offering valuable insights into effective teaching practices and strategies.

## 4 Results

Several themes were extracted from the data analysis. The first theme was providing clear writing Guidelines, and the second was having effective marking criteria. Two teachers indicated that the provided instructions are key to success because they should set clear expectations for the writing assignments, including all the needed information, such as the referencing style and the formatting requirements. The marking criteria should also help students to know what a successful piece of writing in this particular assignment is. One teacher mentioned: "I find that providing clear writing guidelines helps students understand what is expected in their assignments." Another teacher mentioned: "Using effective marking criteria, I can give students specific feedback on where they need to improve." The third theme that emerged based on the analysis of data was modelling and Metadiscourse. Most teachers believe in the power of modelling work, so their students know what to write through prewritten examples and models. Three teachers also stressed the importance of analysing prewritten texts such as thesis statements, topic sentences and paragraph structures. Two teachers mentioned that exposing students to various genres and using Metadiscourse helps improve students' writing. One teacher commented: "I often model writing tasks and discuss Metadiscourse to help students grasp how to structure their writing". Another important theme was teaching through the process approach. Most teachers stated that they use the process approach in their instruction and are interested in the skills students learn while writing. Three teachers also stressed the importance of breaking the task into small manageable pieces to improve their students' critical thinking skills. However, one teacher only stressed the importance of the final product as it shows what the students have achieved in learning the needed skills, while another teacher mentioned:

"I often use the process approach to writing to allow students to see writing as a several-drafts process, which reduces their anxiety about producing a perfect first draft." Another teacher mentioned that having several drafts of the same assignment is important, so students collaborate and work together to improve each draft. When asked about mechanical errors and language, one of the teachers mentioned: "Mechanical errors, such as grammar and spelling mistakes, can detract from the quality of the writing, so we focus on those as well." Most teachers said that they use different strategies to help students enhance the quality of their writing. Nine out of twelve teachers emphasised the importance of feedback in several forms to improve the students' writing. One teacher stated: "Feedback is crucial. I ensure it is constructive and helps students in understanding their mistakes and on how to improve." Another teacher stressed the importance of exposing students to different writing genres because they will have different situations later at their workplace. When asked about the most important aspect of teaching writing, one of the teachers said that providing enough and suitable resources is the most important element. He said that students should have access to all the resources they need to produce a high-quality writing piece. Another teacher added: "Having suitable resources, like writing centres and online tools, supports students in developing their writing skills." When asked about incorporating rhetoric in academic writing, one teacher highlighted the importance of teaching the rhetorical situation to his students, and two other teachers saw Ethos, Logos, and Pathos as important components, especially in argumentative writing. One of the teachers mentioned: "Teaching rhetoric is important because it helps students understand the persuasive elements of writing and how to appeal to different audiences." Table 1 summarises the qualitative findings of this research study:

**Table 1.** Results of qualitative data analysis, themes, codes used and number of respondents.

| Extracted themes                        | Codes used  | No. of respondents |
|---|---|--------------------|
| Providing clear writing guidelines      | Clear writing guidelines-understand what is expected                                      | 2                  |
| Providing effective marking criteria    | Effective marking criteria-specific feedback-where they need to improve                   | 8                  |
| Modelling and Metadiscourse             | How to structure writing-model writing tasks-discuss Metadiscourse                        | 4                  |
| Using the process approach              | several drafts-reduce anxiety   | 11                 |
| Mechanical Errors and how to avoid them | language mistakes-mechanical errors-grammar mistakes-spelling mistakes-quality of writing | 8                  |
| Importance of feedback                  | Feedback-how to improve-understand mistakes-constructive                                  | 9                  |
| Suitable Resources needed               | Suitable resources-writing centers-online tools-support students                          | 1                  |
| Importance of teaching Rhetoric         | Teaching rhetoric-persuasive elements-appeal to different audiences                       | 3                  |

Based on the study's findings, the most popular method used to teach students academic writing is the process approach, and the most important aspect is giving feedback.

## 5 Discussion

### 5.1 Summary of Findings

This paper sought to discover the current strategies and practices of teaching academic writing and the rhetorical situation in higher education, especially in the Gulf region. The study identified several themes based on the teachers' focus groups by utilising the genre and social activity theories as its theoretical framework. It was evident that most higher education teachers believe in the importance of certain teaching strategies to help their students acquire the needed academic writing skills. These findings show the significant role of clear guidelines and marking criteria in improving the students' writing and rhetorical skills. This reflects the core of genre theory, which refers to the importance of having established conventions to produce effective written communication. Therefore, by setting clear expectations, higher education teachers can help their students fulfil formal writing requirements and improve the quality of their work. Another finding that is consistent with the social activity theory, which focuses on the social and contextual nature of learning activities, is that there was an emphasis on modelling and meta-discourse. This reflects the value of successful teaching

strategies and analysing pre-written models, which provide students with solid examples of efficient writing so they know how to structure their written work.

## 5.2 Previous Studies

As mentioned above, one of the major findings of the current study is that students need clear instructions and guidelines to improve their performance. They also need a clear rubric or marking criteria. This finding concurs with the conclusions of Mahmoudi and Bugra [34], who mentioned that using clear rubrics improved the students' performance. Another finding of this study was the importance of using modelling and analyzing prewritten texts to enhance the students' writing. This finding aligns with the assertion of Ho and Li [35], who stressed that meta-discourse should start in secondary school going to the tertiary level so that students can improve their writing skills. The next finding was the importance of using the process approach, which includes writing multiple drafts and including feedback, and this finding also aligns with previous research [27] [36] [37] [29]. Other findings, such as the importance of providing suitable sources for student writers and teaching rhetoric, support previous studies which stressed the same and added that there is a special importance of teaching rhetorical styles and rhetorical moves [38] [39]. However, this study adds to the literature by providing a specific understanding of the teaching practices in the Gulf region, which is an area that has not been explored enough in previous research.

## 5.3 Scope and Limitations

The scope of the study focuses on higher education in the Gulf region, providing insights into this geographic area. Also, the sample included 12 higher education teachers, ensuring they have relevant experience in teaching in this context. The primary focus of the research was on exploring the current strategies implemented by teachers to enhance their students' writing skills and their understanding of the rhetorical situation, utilising the qualitative approach through focus groups to get in-depth data on teachers' experiences and strategies. However, the study had some limitations. For example, the sample size was relatively small, which might limit the generalizability of findings to the broader higher education context. The participants were employed in a specific region, which made it hard to represent the global context. Also, relying on qualitative data only means that the findings are based on the personal experiences and opinions of the participants only. Finally, the study was limited to the teachers' point of view only without including other stakeholders, and it focused specifically on academic writing and the rhetorical situation, potentially overlooking other important aspects of writing education.

## 5.4 Practical Implications

The study sheds light on some practical implications for higher education teachers and other stakeholders in the Gulf region. First, comprehensive writing guidelines and effective marking criteria need to be a priority. Second, it is important to offer teachers

training in the use of modelling and meta-discourse to enhance their instructional effectiveness. Third, it is important to provide more resources and online tools to support students learning.

## 6 Conclusion and Recommendations

This study represents small-scale research highlighting some teachers' effective practices in teaching writing and rhetoric to undergraduates in some areas of the Gulf region. Based on the current study's findings, it is evident that certain strategies and resources add to the successful teaching and learning experience of writing skills. The significance of mastering academic writing and the rhetorical situation for the students is to be able to produce professional and formal writing while keeping in mind awareness of the situation, the audience, the message, and the purpose of communication. Therefore, the study concludes by highlighting some strategies that were found effective when teaching academic writing. Students need clear guidelines and effective marking criteria to be able to enhance their writing skills. Also, teachers should follow the process approach because students not only learn how to write several drafts and improve them, but they also learn a lot of other skills that go hand in hand with the needed writing skills; they learn the value of collaboration and discussion and improve their critical thinking skills. When they work in groups, they also acquire important skills that are similar to what they need in the workplace. It is also important to have a successful, authentic piece of writing at the end, which results from multiple drafts, revisions, and proofreading using the process approach. Students or future employees should be aware of the rhetorical situation, the context, and the stakeholders involved, and this awareness will always help them be successful and professional in their jobs.

## References

1. Whong, M., Godfrey, J.: What is good academic writing?: Insights into discipline-specific student writing (p. 208). Bloomsbury Academic (2020).
2. Hanim, N., Aripin, N., Lin, N. M.: Exploring the connection between critical thinking skills and academic writing. *International Journal of Asian Social Science*, 10(2), 118-128. <https://doi.org/10.18488/journal.1.2020.102.118.128> (2020).
3. Du Preez, I., Fossey, A.: Developing academic writing skills as part of graduate attributes in undergraduate curricula. *South African Journal of Higher Education*, 26(2), 346-357. <https://doi.org/10.20853/26-2-165> (2012).
4. Zhu, W.: Faculty views on the importance of writing, the nature of academic writing, and teaching and responding to writing in the disciplines. *Journal of Second Language Writing*, 13(1), 29-48. <https://doi.org/10.1016/j.jslw.2004.04.004> (2004).
5. Al Hilali, T. S., McKinley, J.: Exploring the socio-contextual nature of workplace writing: Towards preparing learners for the complexities of English L2 writing in the workplace. *English for Specific Purposes*, 63, 86-97. <https://doi.org/10.1016/j.esp.2021.03.003> (2021).

6. Chan, C. S.: University graduates' transition into the workplace: How they learn to use English for work and cope with language-related challenges. *System*, 100, 102530-102543. <https://doi.org/10.1016/j.system.2021.102530> (2021).
7. Cottrell, S.: *Critical thinking skills: Effective analysis, argument and reflection*. Bloomsbury Publishing (2023).
8. Garner, B. A.: *Legal writing in plain English: A text with exercises*. University of Chicago Press (2023).
9. Graves, H., Graves, R.: *Business Communication: Rhetorical Situations*. Broadview Press (2021).
10. Miller, L.: *Essays on the Economics of Higher Education* (Doctoral dissertation, The University of Wisconsin-Madison) (2024).
11. Juergensmeyer, E.: Restorative rhetoric: Strategies for community justice. *CEA Critic*, 82(2), 160-179. <https://doi.org/10.1353/cea.2020.0010> (2020).
12. Krzypiet, V.: Institutional rhetorical genres: Implication and identity. *Mount Royal Undergraduate Humanities Review (MRUHR)*, 7(1). <https://doi.org/10.29173/mruhr770> (2024).
13. Flowerdew, L.: The academic literacies approach to scholarly writing: A view through the lens of the ESP/Genre approach. *Studies in Higher Education*, 45(3), 579-591. : <https://doi.org/10.1080/03075079.2019.1576165> (2020).
14. De Costa, P. I., Lee, J., Li, W.: Sociocultural influence on engineering students' collaborative design project: an Activity Theory perspective. *Applied Linguistics Review*, 15(3), 955-981. <https://doi.org/10.1515/applirev-2022-0009> (2024).
15. Nystrand, M. (Ed.): *What writers know: The language, process, and structure of written discourse*. BRILL. (2023).
16. Wæraas, A., Dahle, D. Y.: When reputation management is people management: Implications for employee voice. *European Management Journal*, 38(2), 277-287. <https://doi.org/10.1016/j.emj.2019.08.010> (2020).
17. Boboc, C.: The importance of academic writing for students in the technical field. In *The contemporary issues of the socio-humanistic sciences* (pp. 324-330) (2022).
18. Huy, D. T. N., Thuy, N. T.: Education for students to enhance research skills and meet demand from workplace-case in Vietnam. *Ilkogretim Online*, 20(4), 606-611. <https://doi.org/10.17051/ilkonline.2021.04.66> (2021).
19. McKenzie, P. J., Davies, E.: Documentary tasks in the context of everyday life. *Library Trends*, 69(3), 492-519. <https://doi.org/10.1353/lib.2021.0001>(2021).
20. Baroudi, S., Aoun, S., Hamam, D.: Using feedforward to improve pre-service teachers' academic writing and critical thinking skills. In *Frontiers in Education* (Vol. 8, p. 1126594). Frontiers Media SA (2023).
21. French, A.: Academic writing as identity-work in higher education: Forming a 'professional writing in higher education habitus'. *Studies in Higher Education*, 45(8), 1605-1617. <https://doi.org/10.1080/03075079.2019.1572735> (2020).
22. Du, J., Du, J.: High writing demands and standards in the workplace. *Non-native English-speaking Engineers' Writing at the Workplace*, 23-33. [https://doi.org/10.1007/978-981-15-1983-3\\_3](https://doi.org/10.1007/978-981-15-1983-3_3) (2020).
23. Cope, E. M.: *An introduction to Aristotle's rhetoric*. BoD—Books on Demand (2022).
24. Higgins, C., Walker, R.: Ethos, logos, pathos: Strategies of persuasion in social/environmental reports. In *Accounting Forum*, 36(3),194-208. <https://doi.org/10.1016/j.accfor.2012.02.003> (2012).
25. Bitzer, L. F.: The rhetorical situation. *Philosophy & Rhetoric*, 1(1), 1-14 (1968).

26. Brown-Grant, J.: Rhetorical competencies and skills, in knowledge management and the practice of storytelling: The competencies and skills needed for a successful implementation (pp. 33-47). Emerald Publishing Limited (2022).
27. Russell, D. R.: American origins of the writing-across-the-curriculum movement. In *Landmark essays on writing across the curriculum* (pp. 3-22). Routledge (2020).
28. Cheng, A.: The place of language in the theoretical tenets, textbooks, and classroom practices in the ESP genre-based approach to teaching writing. *English for Specific Purposes*, 64, 26-36. <https://doi.org/10.1016/j.esp.2021.07.001> (2021).
29. Hysaj, A., Hamam, D., Baroudi, S.: Efficacy of group work in the online platform: an exploration of multicultural undergraduates' attitudes in online academic writing classes. In *International Conference on Human-Computer Interaction* (pp. 246-256). Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-030-77685-5\\_20](https://doi.org/10.1007/978-3-030-77685-5_20) (2021).
30. Hamam, D.: Successful teaching with technology in EAP courses: A practical guide for higher education teachers. In *Global Perspectives on Higher Education: From Crisis to Opportunity* (pp. 77-88). Cham: Springer International Publishing (2023).
31. Hamam, D.: The new teacher assistant: A review of chatbots' use in higher education. In *HCI International 2021-Posters: 23rd HCI International Conference, HCII 2021, Virtual Event, July 24–29, 2021, Proceedings, Part III 23* (pp. 59-63). Springer International Publishing. [https://doi.org/10.1007/978-3-030-78645-8\\_8](https://doi.org/10.1007/978-3-030-78645-8_8) (2021).
32. Khalifa, M., Albadawy, M.: Using artificial intelligence in academic writing and research: An essential productivity tool. *Computer Methods and Programs in Biomedicine Update*, 100145. <https://doi.org/10.1016/j.cmpbup.2024.100145> (2024).
33. Etiubon, R. U., Etiubon, A.: Replacement of humans in the classroom by artificial Intelligence: A rhetoric. *Asian Journal of Educational Technology*. 2(1), 12–21. <https://doi.org/10.53402/ajet.v2i1.185> (2023).
34. Mahmoudi, F., Bugra, C.: The effects of using rubrics and face-to-face feedback in teaching writing skills in higher education. *International Online Journal of Education and Teaching*, 7(1), 150-158 (2020).
35. Ho, V., Li, C.: The use of metadiscourse and persuasion: An analysis of first year university students' timed argumentative essays. *Journal of English for Academic Purposes*, 33, 53-68 (2018).
36. Knight, S., Shibani, A., Abel, S., Gibson, A., Ryan, P.: A learning analytics tool for formative feedback on academic writing. *Journal of Writing Research*, 12(1), 141-186. <https://doi.org/10.17239/jowr-2020.12.01.06> (2020).
37. Baresh, E. F.: Developing Libyan undergraduates writing skills through reflective journaling: A critical literature review. *Journal of English Language Teaching and Learning*, 3(1), 27-35. <http://doi.org/10.33365/jeltl.v3i1.1835> (2022).
38. Rochma, A. F., Triastuti, A., Ashadi, A.: Rhetorical styles of introduction in English language teaching (ELT) research articles. *Indonesian Journal of Applied Linguistics*, 10(2), 304-314. <https://doi.org/10.17509/ijal.v10i2.28593> (2020).
39. Fang, Z.: *Demystifying academic writing: Genres, moves, skills, and strategies*. Routledge (2021).

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

