Conventional (Non-)Linguistic Characteristics of Facebook Marketing

Šoštarec, Dina

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DIGITALNI AKADEMSKI ARHIVI I REPOZITORIJI

Sveučilište J.J. Strossmayera u Osijeku

Filozofski fakultet Osijek

Dvopredmetni sveučilišni diplomski studij engleskog jezika i književnosti i filozofije – nastavnički smjer

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Konvencionalne (ne)jezične odlike marketinga na Facebooku

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Mentor: doc. dr. sc. Goran Milić

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Scientific area: humanities

Scientific field: philology

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IZJAVA

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ABSTRACT

The study examines conventional linguistic and nonlinguistic characteristics of sponsored advertisements on *Facebook* to determine whether certain features can be considered hallmarks of a language whose primary function is persuasion. As a theoretical background, the paper used Henderson's copywriting course and Suby's self-help book for aspiring copywriters and marketers. Consequently, this also means that the study examined whether the techniques both marketers propagate were, in fact, used by expert advertisers. Two most prominent linguistic characteristics found were the use of active and conversational language in copies. The paper further discusses how such a language is achieved, and it found that there are several different factors that contribute to the final effect: brevity, contractions, questions, direct addressment of the reader, active voice, and the imperative mood. Nonlinguistic characteristics were not analysed as deeply, but two most relevant characteristics were discussed and exemplified. The first characteristic is a discontinuous structure where long paragraphs are broken into smaller ones or even single lines. The second characteristic is the use of emojis for the purposes of aesthetics or to denote feelings. Finally, it has been found that such nonlinguistic characteristics reflect the linguistic ones, as both are employed to establish a friendly and an informal relationship with a consumer. It has been noted that there are certain differences in the findings based on the type of service or product an advertisement advertises. Still, most advertisers did seem to try to appear reliable and trustworthy by relating to the reader and imitating a spoken dialogue between them.

Keywords: advertising, conversational language, active language, *Facebook.*

SAŽETAK

Istraživanje je bilo usmjereno na konvencionalne lingvističke i nelingvističke karakteristike sponzoriranih oglasa na *Facebooku* kako bi se odredilo mogu li se određena svojstva smatrati oznakom jezika čiji je glavni cilj uvjeravanje. Teoretska pozadina izgrađena je na temelju Hendersonina *copywriting* tečaja i Subyijeve *self-help* knjige za one koji tek žele postati *copywriteri* ili marketinški stručnjaci. Posljedično, to također znači da je istraživanje ispitalo koriste li stručni oglašivači doista tehnike koje ova dva marketinška stručnjaka propagiraju. Istraživanje je pokazalo da su dvije najistaknutije lingvističke karakteristike u oglasima aktivan i konverzacijski jezik. One su postignute korištenjem određenih lingvističkih tehnika koje rad detaljno analizira: kratkoća, kontrakcije, pitanja, izravno obraćanje čitatelju, aktiv i imperativ. Nelingvističke karakteristike nisu dublje analizirane, već su dvije najrelevantnije karakteristike kratko razmotrene i oprimjerene. Prva karakteristika je nekontinuirana struktura u kojoj su duži odlomci razdvojeni na manje odlomke ili pojedine redove. Druga karakteristika je upotreba *emojija* u svrhu poboljšanja estetike ili signalizacije osjećaja. Napokon, zaključeno je da takve nelingvističke karakteristike odražavaju lingvističke, budući da oba aspekta doprinose uspostavi prijateljskog i neformalnog odnosa s potrošačem. Zabilježene su i razlike u rezultatima istraživanja te je naznačeno kako one mogu ovisiti o tipu proizvoda ili usluge koju oglas oglašava. Ipak, većina oglašivača pokušala se prikazati vjerodostojnima povezujući se sa čitateljem i imitirajući živi razgovor između njih i čitatelja.

Ključne riječi: oglašavanje, konverzacijski jezik, aktivni jezik, *Facebook*.

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1. Introduction

At the very core of every advertising process effort lie words. The choice of words and their structure can either make or break a sale, which is, of course, the final and most important result advertisers are hoping for. Therefore, advertisements offer great insights into how words can be used to influence others and produce wanted effects. Etymological analysis of the term "advertising" is indicative of the main aim of a typical advertisement. The term is connected with the Latin verb "advertere", which means "to direct one's attention to" (El-Dali 2019: 96). A typical advertisement aims to draw people's attention to a particular product, service, or qualities. The focus of this paper is to conclude how that aim is achieved by using specific linguistic and non-linguistic conventions, which will be examined by an analysis of this paper's corpus of advertisements.

The paper has to be prefaced by a disclaimer. It is clear that advertising discourse is complex and, as other authors agree, it would be depressing and self-deceptive to believe that one could exhaust all the aspects of this genre (El-Dali 2019: 96). This paper does not aim to describe all the linguistic and non-linguistic conventions used in advertisements in general. It does examine the usage of, primarily, linguistic and, secondarily, non-linguistic conventions applied in contemporary *Facebook* advertising because both conventions play an important role in marketing. As Kesić (1997: 108) says, there are two basic code systems in marketing communication, verbal (linguistic) code and nonverbal code.

This paper is based on a particular theoretical background that restricts its range of research and analysis. The theoretical background for the paper is built on information extracted from Sabri Suby's book *Sell Like Crazy* and Tamsin Henderson's course *The Complete Copywriting Course: Write to Sell Like a Pro*. These two marketers and copywriters give actionable advice to businesses on how to write advertisements in general and *Facebook* advertisements in particular, which means their content falls into the category of self-help content for aspiring marketers and/or copywriters. This further means that many other possible conventions that do exist and are applied in *Facebook* advertising are not examined by this paper. The pieces of advice offered by the two aforementioned authors have mostly been compared to the findings noted in *Jezik reklama* written by Diana Stolac and Anastazija Vlastelić in 2014, who reported on linguistic characteristics found in, for the most part, advertisements written in Croatian. Where it was not possible to compare their pieces of advice with Stolac and Vlastelić's findings due to the inevitable differences between Croatian and English language, they were compared to findings by other authors.

The paper then compares the theoretical background to the actual examples of *Facebook* advertisements that make up this paper's corpus, and these were all sponsored advertisements.

The aim is to describe the contemporary advertising discourse by examining whether the linguistic and non-linguistic techniques described by Suby and Henderson are actually used and whether they are still used, in what way, and how these findings correlate to *Facebook* as a social media platform. Consequently, the paper draws much broader conclusions that reflect the contemporary approach to marketing and advertising in an online environment, especially in an environment that users primarily utilize in order to socialize and less to make purchase decisions.

2. Marketing

The particular term used in the title of this paper is "*Facebook* marketing". However, the paper's main focus is to analyse *Facebook* advertisements. According to Kotler's (2002: 4) definition of marketing, advertisements or promotion may be the vital part but certainly not the only part of marketing:

»Marketing (management) is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals. «

According to the definition, marketing is a much broader concept than advertising. The focus of this paper is on advertising but references to marketing are made when it is relevant for this paper's linguistic research. For example, marketing involves the conceptualization of a target audience. The target audience may, and should, determine linguistic characteristics of copy, so it is only reasonable to presume that it will have an effect on the language being used as well. Furthermore, advertising and the style of advertising surely reflect a broader marketing plan behind it. As was previously mentioned in the introduction, the paper consequently draws conclusions on how marketing goals have evolved and changed in the era marked by social media, such as *Facebook*, based on linguistic and, secondarily, non-linguistic analysis of *Facebook* advertisements. Therefore, it is inevitable for the concept of marketing to be a crucial part of this paper.

2. 1. Marketing Communication

According to Kesić (1997: 96), each instance of marketing communication has approximately seven elements: a source, a message, coding, a channel, a receiver, decoding, and effects of communication.

SOURCE → MESSAGE → CODING → CHANNEL → RECEIVER → DECODING → EFFECTS OF COMMUNICATION

All these elements are interdependent. For example, a message depends on the characteristics of a receiver and should be adapted accordingly. On the other hand, a receiver depends on the message, i.e. the message should target only those receivers who are perceived

as more willing to comply with the message in some way, shape, or form. This means that all marketing messages should be analysed as instances within a particular context. The language used for attracting middle-aged clients will, most probably, enormously differ from the language used to attract teenagers. This would at least be true in the case of seasoned marketers who understand the interdependence of these seven elements.

When analysing this structure, it is transparent that marketing communication always aims to produce some type of effect. For example, the sender of the message might hope that someone makes a purchase or simply signs up for his newsletter. Nevertheless, the effect should be achieved; otherwise, the message fails. Therefore, it is interesting and relevant to see how linguistic and non-linguistic conventions help produce these effects.

The channel for all advertisements mentioned in this paper is *Facebook. Facebook* marketing will further be examined in the following chapter.

3. *Facebook* Marketing

As Kesić (1997: 189) mentions, the selection of the medium which will be used for advertising is a crucial tactical decision in every advertising plan, which means that the channel used for advertising already speaks volumes about the wanted effects of marketing communication. Businesses abandoned the "shotgun approach" that aimed at a mythical average consumer and now design their products and marketing strategies for specific micromarkets (Kotler 2002: 145). Trying to appeal to the mass market seems to be a rather unprofitable shot in the dark, which is why companies now dedicate a lot of time and effort to defining their target audience and ideal customer. As was already mentioned, *Facebook* offers an outstanding way to target such a customer due to the immense amount of personal data collected through a user's behaviour on the platform and *Facebook's* many available filters that an advertiser can use in order to target the most prolific prospects, or the ones that are most likely to eventually make a purchase. *Facebook*, as well as similar social media platforms, allows advertisers to choose their audience based on location, demographics, interests, behaviour, and connections ("Reach everyone, or just a few"). "Demographics" includes age, gender, education, job title, and more. "Behaviour" includes prior purchases and device usage, and "connections" include some type of prior connection to the business whose advertisement is being displayed. This makes *Facebook* the perfect platform for tailor-made marketing which might have users believe that an advertisement was specifically targeting them when, in reality, this targeting was based on various profile characteristics that apply to a number of users. Later on, the paper will briefly reference these filters when discussing linguistic characteristics found after the analysis. For now, it is important to note that it is exactly this wide range of available determinants that makes *Facebook* such an irresistible advertising option for many businesses, as well as making *Facebook* advertisements immensely relevant for further linguistic and non-linguistic analysis.

Another reason why *Facebook* was chosen as the source of advertisements for this paper's corpus is the fact that it has many users who are active daily, an important piece of information for advertisers. 1.62 billion users visit *Facebook* daily, and 88% of users stay on the platform to stay in contact with their family and friends (Aboulhosn 2020). This means they are not at all likely to delete their accounts because of, possibly, excessive amount of advertisements on their newsfeed. They are also likely to keep visiting the platform as they have a good reason to. Moreover, as much as 53% of adults on *Facebook* do not understand how *Facebook* chooses the content that will appear on their newsfeed (Aboulhosn 2020), which further supports the claim above that many *Facebook* users might feel as if the advertisement

is specifically made for them, and this is exactly what an advertiser hopes for. Lastly, and most importantly, reach on Facebook is currently higher than it has ever been. Overall *Facebook Ad* impressions increased 37% in 2019, and they keep rising (Aboulhosn 2020).

In conclusion, the statistics and aforementioned characteristics of *Facebook* almost guarantee supreme results which advertisers possibly could not achieve if they advertised on other platforms or across more traditional media. This again makes *Facebook* advertisements interesting for research and, possibly, the most representative examples of contemporary marketing and copywriting.

4. Methodology

4. 1. Corpus design

The paper deals with sponsored advertisements exclusively because it is safe to assume that if the advertiser is willing to pay money for its exposure, the advertisement was probably created either by a professional copywriter or someone with a lot of knowledge and experience in copywriting. Therefore, sponsored advertisements can best provide an accurate picture of conventional linguistic and non-linguistic characteristics of *Facebook* advertisements. This means that the paper looks into examples that targeted the author of the paper, so it is essential to take some profile characteristics into account:

- o AGE: 23
- o GENDER: Female
- o EDUCATION: Bachelor

Other characteristics – interests, behaviour, connections – serve to determine whether prospects are suitable to be targeted by a specific type of advertisement. When looking at the advertisements that were collected, it becomes transparent that the aforementioned determinants definitely played a role in choosing the target audience for an advertisement. The author of this paper is a student who recently purchased a course and a book online and is looking into creative software and tools for her future job. That is probably why many of the advertisements are connected to courses, business tools and software, or online books.

However, it is very difficult to determine what kind of effect, if any, this data had on the language used in the advertisements which is the focus of this paper. Therefore, these determinants will not be further examined or taken into account. On the other hand, it is probable that the first three determinants, age, gender, and education, might have had an important influence on characteristics examined by the paper and this will be taken into account when drawing the final conclusions.

The advertisements were collected by saving them after they came up on the *Facebook* newsfeed. Then, they were sorted into several different categories based on the type of product or service they were advertising. The process of collecting went on and a few types of advertisements started standing out in terms of frequency of occurrence. In the end, only the most frequently appearing types of products or services were chosen for the corpus. The paper analyses four groups of advertisements in total, namely advertisements that advertise student

programs, courses, books, and business tools and software. There is a total of 57 advertisements and 285 sentences in the intro text of these advertisements that will be analysed.

Table 1: Types and number of advertisements analysed

Type of advertisement	Number of advertisements
Student programs	13
Courses	17
Books	14
Business tools and software	13
Total	57

Table 2: Average and total number of sentences in the corpus

Types of advertisements	Average number of sentences per advertisement	Total number of sentences in sections of the corpus
Student programs	3	37
Courses	5	92
Books	7	91
Business tools and software	5	65
Total		285

4. 2. Procedure

For the purpose of simplicity and concision, as well as maintaining the focus on linguistic conventions of *Facebook* advertisements, the paper does not deal with videos in advertisements. The following figure illustrates 3 main parts of a *Facebook* advertisement that will be examined:

Figure 1: Parts of Facebook advertisements that the paper analyses (see Appendix 1)

The paper's main focus is on the intro text as this is the part of a *Facebook* advertisement which offers the most material for linguistic analysis. CTA (call to action) buttons will also be analysed because copywriters and marketers this paper refers to consider them to be a crucial part of every advertisement, the lack of which means the advertisement will almost surely be unsuccessful. As Henderson ("How to Captivate" 8:31 – 8:35) advises, advertisers should always tell their readers exactly what to do next. Lastly, the paper will briefly touch upon the advertisement's image when discussing the non-linguistic conventions in advertisements.

Once the corpus was compiled, manual analysis was conducted. There were some issues concerning whether to count certain entries as separate sentences or as parts of larger sentences. Some entries were treated as shortened versions of full sentences when it was not possible to conclude that those entries were meant to be parts of a larger sentence, as in the following figure:

Figure 2: Example of an advertisement with an entry treated as an independent sentence

(see Appendix 1)

As an example, the entry "CPD Certified Online Course" could be expanded into a full sentence which could read something like "Our online course is CPD certified."

In other cases, it was clear that entries were a part of a larger sentence and were treated as components of enumeration, as in the following figure:
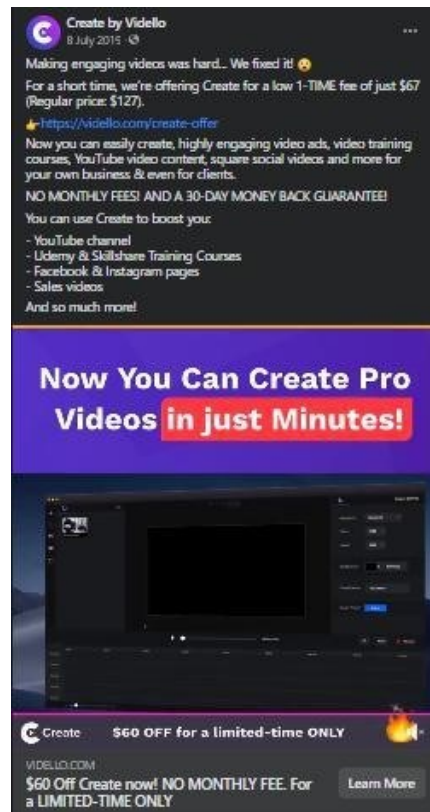
Figure 3: Example of an advertisement where an entry was treated as a part of a sentence

(see Appendix 1)

Entries were treated as parts of the sentence above, making up the sentence: "You can use Create to boost you[r]: Youtube channel, Udemy & Skillshare training courses, Facebook & Instagram pages, sales videos. "

Another problem cropped up when detecting the sentences that start with verbs. Some of the sentences start with a gerund, so it was a bit unclear whether to treat them as verbs or nouns. It was decided to treat them as verbs, so it should be noted that the number of found initial verbs might be lower depending on the theoretical background.

5. Linguistic Conventions

This chapter is dedicated to examining linguistic conventions used in *Facebook* advertisements based on the gathered data. The focus will then be on the verbal (linguistic) code of a marketing message. Kesić (1997: 108) says that the verbal code is a set of linguistic symbols combined according to an appropriate set of rules. The verbal code is more suitable for expressing thoughts and ideas than feelings and emotions. Although there are certain rules that need to be met, a verbal message can involve a lot of freedom and individual decisions made by the sender of a message depending on the effect that the sender is trying to achieve.

The chapter is further divided into two main subchapters titled "Ready, Set, Action!" and "Conversational Language". The first subchapter examines active language in advertisements and the common techniques used to achieve it. The second subchapter examines the specific type of language frequently used in advertisements, namely conversational language. The goal is to examine common linguistic conventions and, finally, understand the motivation behind the decision to use those specific conventions.

5. 1. Ready, Set, Action!

As Henderson ("How to Write Like You Speak" 0:35 – 0:40) notes, the advertiser should seek to command the reader rather than gently suggest taking an action, especially in the case of the advertisement's call to action, and should therefore use verbs and active language.

Suby (2019: 342) says that a copywriter should never ask prospects to buy, click or act, but tell them. This again means that in order to inspire action, a copywriter should use active language as well. There are several features of the so-called active language that both Suby and Henderson discuss, and Henderson gives an in-depth presentation of just how important active language is and how to achieve it.

Henderson's and Suby's advice on using active language in copywriting is supported by Stolac and Vlastelić's (2014: 151) notes on key elements of commercials in general. One of the five mentioned elements is replacing "passive" words with "active" words.

This chapter examines the features that both Suby and Henderson mention, namely using the active voice instead of the passive voice, using »action words«, i.e. verbs and using

them at prominent places in sentences, and using verbs in call to action (CTA) buttons, an irreplaceable part of every advertisement.

5. 1. 1. Active Voice Conquers Passivity

As DeVito (1969: 406) explains, an initial noun phrase makes active sentences:

a) more effective

b) easier to be recalled.

The reason why active sentences are more effective is because the meaning is conveyed more forcefully and more clearly (DeVito 1969: 401). This property is cleverly exploited by advertisers. By using active sentences, advertisers try to ensure that their message is remembered by the audience and, even if they do not act on it immediately, they will be able to recall it when making a relevant purchase decision. Furthermore, based on DeVito's claims, it is reasonable to assume that the active voice imbues sentences with more force and, perhaps, even more authority than the passive voice could.

DeVito (1969: 401) also mentions that active sentences are regarded as the more basic structures from the point of descriptive grammar. This indicates that the prevalent use of active voice in advertisements is intentional and deliberate, its main purpose being to keep the language conversational and simple. One could presume that it is exactly the fact that the active voice is considered more basic than the passive voice that which ensures the message is clear and understood by the receiver of the message. Once again, advertisers aim to achieve a high degree of clarity in order to avoid any miscommunication that could result in the absence of a wanted action by the receiver of the message. This and other reasons that motivate advertisers to avoid complex structures, such as the passive voice, as well as complex lexical items, will be further discussed in the chapter on conversational language in advertisements.

Our corpus-based research showed that the prevalent voice in advertisements is by far the active one. The passive voice was used only in 8 sentences out of total of 285. In terms of percentage, this means that the passive voice was used only in 2,8% of the analysed sentences.

Here are some examples of the sentences in which the passive voice was used:

1)

[S] [aux. to be] [past participle]

Plus, you'll be protected by a 100% money-back guarantee.

2)

[S]   [aux. to be] [past participle]

The variety of courses are taught by Technion's faculty in English.

3)

[S]   [past participle]

Courses recognized by ICOS

These and other examples lead to the conclusion that the passive voice is used in a traditional way, i.e. to put the emphasis on the action or the object of the action rather than on the doer of the action in question. This is especially prominent in example 3) where the emphasis is put on the fact that the courses are backed up by some type of authority, a piece of information that might be of special importance to the receiver of the message. In example 2), the reader already understands that the advertisement advertises Technion's faculty, so the advertiser now wants him to focus on the variety of courses from which he may choose. Example 1) is especially interesting, as it seems that the advertiser made the decision to put emphasis on the personal pronoun "you" and the verb "protected" to showcase his focus is on the receiver of the message and his safety.

However, one might add that if the sentence was formulated in the active voice, it would appear clumsy and, perhaps, confusing. It would read something like:

A 100% money-back guarantee will protect you.

This point, however, is not completely valid because it is not exactly the case that "a 100% money-back guarantee" is the real doer of the action. In fact, a customer is protected by the advertiser or, rather, the business that issued the advertisement.

This means that the sentence could have been worded in the following way:

We protect you with a 100% money-back guarantee.

The above reformulation shows that the decision to use the passive voice instead of the active voice might have been intentional. When looking at the above reformulation, one can notice that the focus is no longer on the receiver of the message, or at least not as much as it was when the passive voice was used. This goes to show that the above conclusion that the passive voice is used to put the emphasis on the object of an action or an action itself is probably correct. Furthermore, the following chapters will show that the advertisers consciously put the emphasis on the receiver of their message and will briefly discuss why that is.

5. 1. 2. Action Words - Verbs at the Beginning

As Warriner (1969: 268) noted, the great majority of English sentences—both spoken and written—begin with the subject. This, however, is not exactly the case with sentences used in advertisements. A total of 116 sentences, excluding the interrogative sentences starting with an auxiliary verb, start with a verb. There were 285 sentences total, which means that more than 40,7% of declarative, exclamatory, and interrogative sentences used in advertisements begin with a verb. It is especially important to emphasise that here only interrogative sentences beginning with a main verb were included.

Here are only a few of many examples found in the analysed advertisements:

(1)

Study in English and visit a global financial centre.

(2)

Grab your guide today!

(3)

Looking for inspiration in 2020?

8 interrogative sentences beginning with an auxiliary verb can further be added to the initial number, though it is certainly very common that questions begin with an auxiliary verb and it might be said that Warriner was not referring to interrogative sentences when stating that the great majority of English sentences begin with the subject. Nevertheless, for the purposes of this research, it can be mentioned that, if interrogative sentences beginning with

an auxiliary verb are added to the initial number, then 123 sentences in total begin with a verb which then makes up for more than 43% of the sentences in the analysed advertisements.

Here are some examples:

(1)

Are *you an HR professional looking for a career change?*

(2)

Do you want to be inspired by enthusiastic scholars who are leaders within their discipline?

Though this is certainly less than half of the analysed sentences, it is still a fairly large percentage when compared to Warriner's statement used as the basis for the analysis. This goes to show that advertisers do in fact use a more active and dynamic language than one could expect in everyday English. As was mentioned at the beginning of this chapter, both Suby and Henderson advised to inspire action by using active language. Putting verbs at the beginning of sentences creates a more dynamic effect and, hence, helps the advertisers persuade the receiver of the message to take the recommended action himself, namely to: *grab the guide, study in English*, and *look for inspiration.*

5. 1. 3. The Imperative of Call to Action Buttons

Kesić (1997: 18) distinguishes four functions of communication, namely the informative, educational, recreational, and persuasive function. Sponsored *Facebook* advertisements mostly serve the purpose of expanding the advertiser's current market to customers that are not yet ready to buy (Suby 2019: 80) or are not yet educated about a product or service a business offers. Hence, the message of *Facebook* advertisements usually aims to merely inform the audience about the existence of a brand and its products and/or services. That is why *Facebook* advertisements are usually not designed to persuade the receiver of the message to buy something straight away. Therefore, the most prominent functions of communication in *Facebook* advertisements are the informative and the educational function. The recreational function of communication aims to entertain and relax the receiver of the message (Kesić 1997: 18) which is one of the more marginal goals of many advertisements, and *Facebook* advertisements

are no exception. As Kesić (1997: 18) says, this type of communication is used in order to make the receiver of the message ready to accept the content of communication, identify with it, and act accordingly. This means that the recreational function of communication in advertisements serves as a means to an end, rather than being an end in itself. However, this does not mean that recreational function is not present in advertisements and this paper will show that it actually plays quite an important role in *Facebook* advertisements in particular.

The fact that the audience is usually not expected to buy something after reading a *Facebook* advertisement is not to say that the persuasive function of communication is not present here. The prospect is persuaded to download, sign up, subscribe, or take a similar action recommended by the advertiser, but the service or product will usually be delivered to the prospect free-of-cost.

This is best demonstrated in CTA (call to action) buttons in *Facebook* advertisements. It is very rare to come across an advertisement whose CTA reads "shop now". In most cases, it is something much less direct and threatening, such as "learn more", which can be considered as supportive evidence for our previous claim that one of the main aims of sponsored *Facebook* advertisements is to inform the audience and simply come into contact with them. Suby (2019: 245) also mentions that he found that "learn more" call to action button is the least threatening and converts best at that moment. Even though the commanded action here might be quite different than what an average consumer would expect from an advertisement, the main function of communication in the case of *Facebook* advertisements is still the persuasive function, as is usually the case with advertisements. Persuasion here is simply directed at something that requires less investment or risk-taking on behalf of the consumer.

Though he advises to use alternatives to "buy now", Suby (2019: 196) goes on to say that the call to action should be clear and direct; moreover, the call to action must absolutely be a command, though it could be formulated in a less offensive way.

Table 3: Number of specific CTA buttons per each section of the corpus

	Student programs	**Courses**	**Books**	**Business tools and software**	**Total**
LEARN MORE	8	5	7	7	27
SIGN UP	1	4	2	3	10

DOWNLOAD	-	-	4	1	5
SHOP NOW	-	3	-	-	3
GET OFFER	-	3	-	-	3
APPLY NOW	1	1	-	-	2
WATCH MORE	1	-	-	-	1
CONTACT US	1	-	-	-	1
No CTA button	1	1	1	2	5

The table shows that "learn more" is still the most popular option for CTA buttons, followed by an equally non-threatening "sign up". It also shows that "shop now" is not avoided as much as one might expect, though it is more direct and straightforward than some of the other alternatives. However, it should also be noted that the more specific and less direct CTA buttons such as "apply now" or "watch more" were simply not suitable for a large number of analysed advertisements and the product or service they promote. Therefore, these calls to action fall under some of the least used CTA buttons, though they do not appear as threatening as, for example, "shop now". Stolac and Vlastelić (2014: 115) note that direct commands, such as "shop now" or "buy now", are usually present in advertisements made by companies that have a limited budget, which implies a lack of expertise and experience on behalf of the advertiser or copywriter. On the other hand, more prosperous businesses (Stolac and Vlastelić 2014: 116) formulate their commands as pieces of friendly advice or, in the more extreme cases, as mild reproaches.

100% of the case study examples used the imperative form of the verbs. As Henderson ("How to Write an Irresistible Call to Action" 0:26-0:39) advises, call to action should be direct and use active language to appear forceful. Though none of the analysed CTA buttons do not include the subject directly, the second person is implied in all cases. Greenbaum (1996: 49) observes that second person imperatives are by far the most frequent imperatives and generally do not have a subject, but the second person personal pronoun "you" is implied as the subject. This is, of course, the case with advertisements as well because the command is directed at the reader of the advertisement.

The Cambridge dictionary defines imperative clauses ("Imperative clauses (Be quiet!)") as clauses used when one wants to command someone to do something, and the paper has already established that this is precisely what the advertisers are trying to do. Thus, utilizing the imperative mood in calls to action only makes sense. However, since imperatives can be used to give commands, orders, or instructions, an advertiser could come off as rude or overbearing. This could be the reason why advertisers avoid using the more explicit verbs such as the abovementioned "buy" or "shop". By using other verbs, the CTA in advertisements resembles a polite request, suggestion, or even a piece of friendly advice. As Suby (2019: 340) mentions, the purpose of using commands is to move the reader's mind in the direction the advertiser wants it to go, without seeming to be intruding or ordering in any way.

Finally, the table also shows that there were 5 advertisements in total without any sort of CTA button. This means that only 7,8% of advertisements have no prominent call to action, though some advertisements included something similar in their intro text. Consider the following example:

Figure 4: Example of an advertisement with no CTA button (see Appendix 1)

Though the advertisement does not use the default *Facebook* CTA button, the call to action is still present at the end of the advertisement:

(1)

Please visit ww.cityinvestmenttraining.com

However, these were not taken into account as the paper deals with the default *Facebook* CTA buttons exclusively. We can thus conclude that the number of advertisements without a call to action is even lower than was initially stated.

The whole of an advertisement can be analysed as a piece of information prompting the reader to do something. The text preceding the CTA button serves the purpose of mentally preparing the reader to take some sort of action which is commanded or recommended at the very end of the advertisement. That is possibly why an outstanding number of sentences in the intro text begin with a verb, which is, as the paper has already demonstrated, quite unusual for the English language but can serve as a prompt for the reader to take action himself.

5. 2. Conversational Language

Conversational language is often referred to as everyday language, natural language, or even social communication (Coggins 2007: 1) which might be especially indicative for the findings of the present research. As Coggins (2007: 1) notes, conversational language includes informal language that one would use in his everyday situations such as shopping or completing household tasks.

Writing in a conversational language is, according to many top-level marketers and copywriters, a crucial part of a good copy. As Henderson ("How to Write Like You Speak" 0:25-0:30) notes, conversational copy has become the language of the business. Suby (2019: 340) offers the same advice to his readers, making talking to readers as one would to their best friend one of his key points. Suby (2019: 336) makes a demand which reads much like the title of Henderson's lesson, namely to write the way one talks, i.e. to write conversationally and to not try to sell something to the reader straight out of the gate.

This is especially important when crafting *Facebook* copies. People use *Facebook* to socialize and rarely think about buying something when using *Facebook* (Ramsaran-Fowdar and Fowdar 2013: 77). As was already mentioned, statistics show that 88% of users use the platform to stay in contact with family and friends (Aboulhosn 2020). This means that *Facebook* advertising requires a different and more personal approach that will make it seem as if the advertiser is a reader's friend offering him something valuable without any investment on the reader's behalf. This should not be regarded as a disadvantage for advertisers. On the contrary, as Cialdini (2007: 147) says, in order to influence others, one should first make friends with them, and *Facebook*

advertising offers advertisers an outstanding opportunity to do just that in the most natural way. *Facebook* advertisements should mimic the language used on *Facebook* in general, meaning the language used should be conversational to a higher degree than advertisements that perhaps appear in other media, such as newspapers. However, even in general, businesses need to strike a balance of giving out the product information without sounding "too much like a salesperson" (Ramsaran-Fowdar and Fowdar 2013: 79). This chapter examines the linguistic techniques advertisers use to achieve the conversational language and the balance between selling something and appearing friendly and, consequently, reliable and trustworthy.

These techniques have also been mentioned by Stolac and Vlastelić (2014: 151). Three out of the proposed five key elements of commercials in general correspond to some suggestions made by both Suby and Henderson. These three elements are: the shorter an advertisement is, the better, an advertisement should offer only clear and relevant information, and humour in advertisements is welcome. The following chapter analyses these points, except for the usage of humour due to the difficulties that arise from such an examination as well as its lesser importance for this paper's formal linguistic research. Other features that contribute to the achievement of the conversational language according to Suby and Henderson, namely posing questions, speaking to one person directly, and using contractions, will be mentioned in the rest of this chapter as well.

5. 2. 1. Short and Sweet – the Cleverness Behind Simple Language

Using simple language certainly means avoiding complex and advanced words, but also keeping the sentences as short as possible. This paper will not analyse the words used in the gathered *Facebook* advertisements because of the challenges that arise when trying to draw a line between simple and complex lexical items.

However, the paper does analyse the length and the structure of the sentences found in the advertisements. Suby (2019: 336) advises to use short sentences, small paragraphs, or single lines, and equates this with writing conversationally. Henderson ("How to Captivate" 8:19 – 8:25) advises to aim for 12 words or less per sentence. Suby's advice has more to do with the structure of *Facebook* copies and will be further discussed in the chapter on non-linguistic conventions of *Facebook* advertisements. For now, the paper focuses on the length of the sentences and uses Henderson's criterion to determine whether the sentences used in the collected advertisements were prevalently short or long.

The sentences were analysed and each sentence that contains more than 12 words has been noted. The findings are shown in the following table:

Table 4: Number and percentage of sentences longer than 12 words per each section of the corpus

Type of advertisement	Number of sentences longer than twelve words	Percentage of longer sentences
Student programs	16	43%
Courses	19	21%
Books	52	57%
Business tools and software	22	34%
	109	38%

The table above confirms that shorter sentences are much more frequent in *Facebook* copies. Sentences containing less than 12 words were used in 62% of the analysed cases. It should also be noted that the highest percentage of longer sentences was found in the section that contains advertisements advertising books which could further be connected with the type of product that was being advertised. It might be that case that a prospect interested in purchasing a book would not mind reading long-form copy and longer sentences. The longer sentences were, however, often divided into two or more paragraphs. These structural features will be further analysed in the following chapter on non-linguistic conventions used in *Facebook* advertisements.

In conclusion, it seems that the advertisers advertising their products and/or services on *Facebook* do follow Suby's and Henderson's advice on keeping their sentences short. It might be the case that this shortness ensures that the message is as clear and direct as possible. Furthermore, this finding could also be connected with the wider social situation. In information-centred society, social media became the tool for online exchange, connection, and communication (Ramsaran-Fowdar and Fowdar 2013: 77). In such a society, and especially in the environment such as social media, it is important to quickly get to the main point as the abundance of information available contributed to the shortening of a reader's attention span and, perhaps, to a reduction of his interest at the piece of information at hand.

5. 2. 1. 1. Elliptical Sentences

As Stolac and Vlastelić (2014: 111) noted in their research on advertisements in Croatian, sentences used for persuasion are usually simple, often lack auxiliary verbs, and are sometimes even elliptical. If they are complex, they are short. The paper has already confirmed Stolac and Vlastelić's findings that most sentences that were analysed are short and simple, at least according to the standards Henderson prescribed in her copywriting course. However, some attention needs to be paid to elliptical sentences as well, as it became transparent during the analysis that many analysed advertisements contained such sentences.

Incomplete or elliptical sentence lacks one or more elements that would normally be present in the canonical structure. Though words are omitted from elliptical sentences, they can easily be supplied with no further context (Chalker and Weiner 1998: 209).

Here are some examples of elliptical sentences used in the analysed advertisements:

(1)

Ever wondered how customer targeting works?

(2)

Not the brand or entrepreneur.

(3)

Mapped to CEFR Levels

Greenbaum (1996: 309) notes that elliptical sentences are particularly common in spoken dialogue and in written representations of dialogue. In the light of Greenbaum's conclusions, it can be concluded that it is probable that advertisers use elliptical sentences as profusely as they do in order to mimic a spoken dialogue between the advertiser and the reader.

This does not infringe the demand for clarity, which is made by both Henderson ("How to Captivate" 3:37-4:20) and Suby (2019: 342). The context is clear enough for the reader to extract all the missing information:

(1)

(Have you) Ever wondered how customer targeting works?

(2)

According to Facebook stats, MORE THAN HALF of all conversions are attributed to high-quality ads.

☒ *Not the brand or entrepreneur.*

(3)

Learn a new Language – Only $35 USD

- *Mapped to CEFR Levels*

The examples above, as well as other examples found in the corpus, illustrate how elliptical sentences in fact contribute to the clarity and sharpness of the message, instead of diminishing them. Once again, the decision to use elliptical sentences instead of complete sentences was probably made in order to attain the desired brevity which is, as the paper has demonstrated, a crucial feature of advertisements.

5. 2. 2. One Person at a Time

As Henderson ("How to Write Like You Speak" 3:54-4:15) notes, advertisers should talk to just one person instead of a crowd either by addressing them directly with 2nd Ps Sg or by adopting their voice and construing advertisements in 1st Ps Sg to mimic a dialogue between the sender and the receiver of the message.

For example, instead of saying:

Free coupons for those who completed the survey.

It is better to say:

You get a coupon for completing the survey.

Finding definitive instances where the reader was addressed directly is problematic since the criteria are not very clear. There were, however, some examples where it was very transparent that the advertiser is not talking to the reader directly:

(1)

Technion's Summer School of Engineering and Science is an opportunity for outstanding undergraduate and postgraduate students to enhance their academic profiles…

(2)

Our Investment Banking Internship Training programme give a real edge to students looking to add investment banking experience and knowledge to their CVs.

Both examples, as well as others that are not included here, do give a call to action later in their advertisements. This makes it clear that the message was, in fact, intended to be read by the reader:

(1)

Spend your summer at the Start-Up Nation. Apply now!

(2)

Please visit www.cityinvestmenttraining.com

It is worth noting that such advertisements were an exception rather than the rule. It might also be indicative to note that the most of such examples that would most likely be considered bad examples of copywriting by Henderson and Suby were found in the category of student programs. This might have something to do with the fact that the advertisements for such programs tend to have a less of a commercial role than other categories in this paper's corpus.

Nevertheless, as previously mentioned, in most cases it is difficult to determine whether an advertisement does or does not address the reader directly. Therefore, this paper focused on analysing instances where the advertisement uses the pronouns »you«, »your(s)«, or »yourself« which do provide proof that an advertisement addressed the reader directly.

Table 5: Total number of found instances of personal, possessive, and reflecting pronouns that address the reader directly

	You	**Your(s)**	**Yourself**
Total number of found instances	77	53	1

The table above shows just how much pronouns addressing the reader directly are used. This means that an average advertisement contains at least two pronouns listed in the table. A

more in-depth analysis reveals that these pronouns are often completely unnecessary and might even sound forced and unnatural:

(1)

- ✓ *Evaluates your text's readability using Flesch-Kincaid formula*
- ✓ *Shows related keywords which could fit your article*
- ✓ *Validates your target keywords in text and title*

The above example demonstrates that it would be entirely clear what the advertised product does even without the usage of the pronoun »your«. In fact, the overwhelming usage of this pronoun makes it seem as if the product will evaluate *only* the readability of the text by the single reader reading the advertisement at a given moment or show keywords that would fit *only* his article in specific.

This finding illustrates that advertisers make a very conscious effort to talk to the receiver of the message directly. The reason behind it might be to further prompt the reader to take the prescribed action because the reader is convinced that the message was sent to him specifically. While reading an advertisement, an average reader will not be consciously aware of the fact that the same message is displayed to everyone who comes across that same advertisement and might even feel that taking the recommended action is his personal responsibility.

5. 2. 3. Questions

Advertisements aim to draw the potential buyer into communication (Stolac and Vlastelić 2014: 110), and questions are a functional way to do just that. As Henderson ("How to Captivate" 3:00-3:10) notes, posing questions in a copy forces people to answer them in their head.

There are 17 interrogative sentences out of 285 sentences total, which means 5,96% of sentences are interrogative.

An especially important piece of information to mention is that, if questions are used in an advertisement, the advertiser expects no other answer but a positive one (Stolac and Vlastelić 2014: 111). An answer by the reader is desirable, but it should never question the statement that is indirectly made in the advertiser's question. Here are only three out of seventeen similar examples:

(1)

Do you want to be inspired by enthusiastic scholars who are leaders within their discipline?

(2)

Did you know that you are always one step away from a completely new life?

(3)

Are you an HR professional looking for a career change?

These questions indirectly contain a particular statement in themselves. As was already mentioned, the advertiser does not welcome any doubt about these statements. Here is what the questions presuppose:

(1)

We have enthusiastic scholars who are leaders within their discipline, and they can inspire you (and help you).

(2)

A completely new life is only one step away (and by applying for our bartending course, you will be on your way to a better life).

(3)

We offer education for HR professionals looking for a career change.

The first two questions are rhetorical. Reading them might and should provoke a thought similar to – *well, who does not?* Who does not want to be inspired by first-rate experts, or who does not want to believe that a completely new life, especially a better one, can be achieved by making small and easy steps? According to Stolac and Vlastelić (2014: 52), a rhetorical question has the following characteristics: informality, directness, casualness, democratic character, and openness. This suggests that questions, especially rhetorical ones, are posed to relate with the reader and establish what seems to resemble an informal, even friendly relationship. Furthermore, the advertiser wants the reader to agree with his statements. Once the reader does that, s/he is almost forced to respond to the advertiser's call to action at the end of the advertisement. Otherwise, the reader might feel as though s/he did not follow through or taken an action that s/he, as he himself previously confirmed by answering the posed question,

believes would lead to personal success and a better life. This has to do with a psychological principle Cialdini refers to as commitment and consistency. Once someone chooses something or makes a decision, they are faced with a personal and interpersonal pressure to be consistent with their initial choice or decision (Cialdini 2007: 53). This makes questions at the beginning of advertisements, especially rhetorical questions, powerful allies in persuading the receiver of the message to take the recommended action later in the advertisement.

The last example is not a rhetorical question. In fact, the advertisers rely on the reader to answer the question truthfully and either keep reading the advertisement or ignore it. The question seeks to filter out everyone who this advertisement does not apply to, namely anyone who is not an HR professional. There is then no need to pose a rhetorical question. The question here was used for the purpose of targeting only the right audience, and making it known who the advertisement is for from the very beginning. These types of "filter" questions were not rare in the analysed advertisements.

5. 2. 4. Contractions

Since this entire chapter is dedicated to examining the conversational language in *Facebook* copies, it is inevitable to mention the use of contractions which are one of the most important markers of an informal language. Henderson ("How to Write Like You Speak" 7:18 – 7:58) demonstrates just how big of a role contractions play in conversational language when she advises the participants of her course to use contractions in a copy because it will supposedly help them »sound more human«.

For the sake of clarity and conciseness, this paper analyses only NOT contraction and verb contraction when the verb functions as an auxiliary. Though it is possible to contract certain verbs, such as the verb »to be«, even when they function as main verbs, this is not the focus of this paper's analysis. Contractions that were analysed are taken from Kjellmer's research (see Appendix 2 and Appendix 3).

As Kjellmer (1997: 160) mentions, there has been a number of observations and findings made by various researchers indicating that contractions depend on the formality of a text. Kjellmer's own research also confirms that the higher percentage of contractions used in a text, the higher informality aspect of that text. Kjellmer (1997: 159) also points out that it is a common observation that contractions are far more frequent in speech than in writing.

Analysis of the gathered corpus of *Facebook* advertisements shows that there were 67 instances in total in which the NOT contraction or the contraction of the verb functioning as an auxiliary could have occurred. Contractions were found in 45 such instances, while there was no contraction in 22 of such instances. Furthermore, this means that contractions were used in more than 67% of the analysed cases.

Consider the following examples:

(1) Verb contraction

It's practical language learning that gets you speaking a new language

(2) NOT contraction

Don't miss our sales

Going back to the aforementioned Kjellmer's observation that contractions are far more frequent in speech than in writing, it can be concluded that advertisers are inclined to make their writing seem more like a speech or, in light of the previous findings, a conversation between them and their prospects. This conclusion can be linked to a demand made in Henderson's copywriting course which reads »write like you speak«.

Furthermore, Kjellmer's research (1997: 182) also confirms the general assumption that NOT contractions would be preferred to verb contractions because speakers and writers want to ensure communication and avoid ambiguity. As the paper has already demonstrated in most of its previous findings, this is especially important for advertisers that want their prospects to clearly understand their message and what they want them to do. The present research confirms Kjellmer's findings. Out of 6 instances in which both options were available, i.e. both verb and NOT contraction, advertisers opted for the contraction of the negative word »not« in 4 instances. When looking at the two instances where the advertisers opted for the contraction of the verb, it becomes clear that the sentences would require a decent amount of rewriting if they were to use the »not« contraction instead:

(1)

There's no fluff (There isn't any fluff)

(2)

There's no need for you to (There isn't any need for you to)

In light of this paper's previous findings, it is clear that the advertisers opted for the verb contraction only in instances where the NOT contraction would make the sentences longer and more complex, as is demonstrated in the rewritten version of the sentences in the brackets on the right. As was previously mentioned, complexity and long sentences should be avoided in advertisements according to Suby, Henderson, and even Stolac and Vlastelić.

In conclusion, it can be said that copywriters do use NOT contractions whenever it is possible, i.e. whenever the NOT contraction itself will not violate the demand for clarity. Also, contractions in general will be used in 67% of the cases when a contraction is at all possible.

6. Non-linguistic Conventions

This chapter is dedicated to the examination of the second code system in marketing communication, the nonverbal code. The nonverbal code (Kesić 1997: 108), much like the verbal code, consists of symbols that are combined according to a set of rules. However, the nonverbal code is more suitable for expressing feelings and emotions than the verbal code which is usually used to express thoughts and ideas. This chapter is a brief overview of the two most prominent non-linguistic conventions found in the corpus, namely a discontinuous structure of copies and the usage of emojis. These characteristics are the two most important non-linguistic conventions for this paper's research because they reflect the tendencies visible from the linguistic analysis.

6. 1. Discontinuous Structure

When looking at the structure of the gathered advertisements, it is clear that the majority of advertisements are structured according to Suby's advice. As was already mentioned in the paper, Suby (2019: 336) advises to use short sentences, small paragraphs, or single lines and equates this with writing conversationally.

Consider the following example of such a structure:

Figure 5: Example of dividing longer paragraphs into shorter paragraphs or single sentences (see Appendix 1)

The above figure is clearly an example of a long-form copy. In fact, this particular advertisement is one of the advertisements that contain the highest number of sentences in the corpus. This particular example also happens to be an advertisement for an eBook, and the paper has already concluded that most long-form copies with the highest number of sentences were found in this section of the corpus.

Nevertheless, when analysing the structure of this copy, it becomes transparent that many of those sentences were broken into different lines, so the copy appears shorter and, thus, more reader-friendly:

(1)

Of course, as soon as the word got out, countless kids and their parents wanted to know just how she did it…

…and that's when Emily found the message-spreading strategies in Expert secrets.

The above example could serve as proof that breaking sentences up into several single lines not only helps create a certain amount of suspense and, thus, makes the message more compelling, but it also helps maintain the reader's attention in the information-filled environment such as any social media platform is, but especially *Facebook*. One could compare *Facebook* with *Instagram* that is mostly filled with photographs or pictures, or with *Twitter* where the character count is currently limited to 280 characters (Counting characters) and conclude that *Facebook* allows advertisers, as well as other users, a much freer expression of their thoughts. Thus, it is highly important for advertisers to present their content in the shortest way possible, or at least in a way that creates the illusion of brevity.

In the light of the previous findings of this paper, it is very likely that breaking sentences into single lines also serves another purpose, namely achieving a more conversational style and trying to make the written form as similar as possible to the spoken form of language. Making pauses is not unusual for the spoken form, but it surely does not make sense in the written form of language, i.e. there must be a reason why the decision to break sentences into several chunks

was made. The reason could be one of the aforementioned suggestions or, most likely, all of them. It is important to note that there are other reasons why this particular decision was made. Dividing sentences and paragraphs make the tempo more dynamic and quicker. This could be explored in further detail in future research.

6. 2. Emojis and Emoji Marketing

Emojis are an important part of every social media platform. For example, as many as half of the comments on *Instagram* were expressed by using emojis by mid-2015 and about 5 billion emojis are sent daily on *Facebook Messenger* (Sümer 2017: 29), which further shows just how important of a role emojis play in everyday interactions among users of social media. This leads to a conclusion that, if the businesses want their advertisements to be successful on a social media platform such as *Facebook*, they should think about incorporating emojis in their copies.

The corpus of this paper swarms with examples of advertisements that contain a decent amount of emojis. As was said at the beginning of this chapter, this is not meant to be an in-depth analysis of how many emojis were used throughout the corpus. It is worth noting, however, that the least amount of emojis was used in the "student programs" section of the corpus which makes sense from the perspective of the type of product or service being advertised. Emojis, especially excessive usage of emojis, decreases the level of formality of a text which might be quite important for official student programs that often offer some type of a degree, certificate or other documents that can very well influence a consumer's professional life, even more so than lower-ranking courses that make up another section of the corpus.

Here are a few examples of how emojis were used in this paper's corpus:

(1)

Bored of your routine?   Looking for inspiration in 2020?

(2)

   12 Essential Courses in Bundle (Facebook, SEO, PPC, Email and Affiliate Marketing)

   Certification for Each Course, Total 12 Certificates

   Courses Recognized by ICSOC

(3)

Submit your application now.

The first two examples are taken from the "courses" section of the corpus. In the first example, emojis are used to denote emotions and moods and, consequently, to further relate with the reader on an emotional level. In the second example, emojis are used solely for an aesthetic purpose, making the enumeration more reader-friendly. The third example is taken from the "student programs" section of the corpus and it is one of the very few examples of emojis used in this section. It is, in fact, the only emoji used in the advertisement from which it was taken. It was probably used to instigate action, though it might have something do to with aesthetics much like the previous example. Nevertheless, it does not seem to be used for the purposes of relating with the reader or to portray emotions, which could be taken as an argument for a higher level of formality of this particular advertisement advertising a student program.

There are several benefits to be gained from using emojis. Firstly, emojis illustrate but also sometimes replace words that are sent digitally and convey the warmth of face-to-face communications (Mathews and Lee 2018: 47). This means that using emojis adds to the conciseness of the message because they can replace words or even clusters of words. As was previously mentioned in the paper, brevity is of utmost importance in advertising, according to both Henderson and Suby. As Sümer (2017: 29) notes, emoji marketing is the shortest way of sharing thoughts and messages between businesses and consumers. Furthermore, emojis give advertisers an additional chance to imitate a conversation between them and their audience, the importance of which was also previously noted. There is a higher chance that the reader will be able to connect to an advertiser in a friendly way because emojis provide electronic gestures (Mathews and Lee 2018: 47) and further advance the illusion of real-life interaction which is typically rich in nonverbal signals and communication that a strictly written text is deprived of. Lastly, using emojis is preferable to not using them because it makes the advertisement look more natural in an environment such as *Facebook* is. It has also been discussed how important it is for advertisements to resemble other content that would usually be shared on a social media platform.

Lastly, it can be concluded that emojis are another signal that advertisers make attempts to write copies in a way that resembles everyday communication and can be linked to the conversational language. However, it should be noted that the usage of emojis in this paper's corpus was not excessive, except in the case of a small fraction of advertisements.

7. Conclusion

The aim of this research was to examine the most prominent linguistic and non-linguistic conventions used in *Facebook* advertisements, which could then be connected with, primarily, the persuasive function of communication. Additionally, these could further be linked with other functions of communication that are also important when it comes to *Facebook* advertisements, i.e. the informative, educational, and recreational function. The results of the study indicate that the vast majority of *Facebook* advertisements are in agreement with the formulas prescribed by both Henderson and Suby, the two marketers and copywriters whose works served as the basis for this research. Furthermore, this study has also proven that the businesses have largely abandoned formal language when addressing their audience.

The language used in *Facebook* advertisements is predominantly conversational, and the research has shown exactly which conventions were employed in order to achieve it. First and foremost, advertisers chiefly use active voice rather than passive voice which is indicative of the level of formality of a text. Secondly, advertisements largely contain sentences that have up to twelve words, which was used as a determiner for establishing whether sentences were predominantly short or long. Besides the sentences being chiefly short, they were also often elliptical in contexts where the demand for clarity would not be infringed. Another indicator of a conversational language was the quite frequent usage of interrogative sentences that were most likely employed to draw the consumer in communication. This was further proved with the analysis of the usage of pronouns that directly address the reader. The analysis showed that advertisers used the pronouns "you", "your(s)", and "yourself" even in contexts in which such direct addressment was certainly unnecessary. Lastly, it was found that the analysed advertisements contained verb and NOT contractions in as much as 67% of the cases where such contractions were possible. This last point is, perhaps, the most definitive indicator that the language used in *Facebook* advertisements is conversational rather than formal. A brief analysis of the non-linguistic conventions demonstrated that the structure of *Facebook* advertisements reflects the same attempt made with employed linguistic conventions, i.e. to mimic a natural, everyday communication. Rather than writing long paragraphs, most advertisers opted for breaking them into smaller paragraphs or even single lines, most likely to imitate pauses that would occur in spoken interaction. Lastly, emojis were often used to either replace words or clusters of words so as to shorten the sentences or to mimic the warmth of face-to-face communication and, thus, create a more friendly relationship with the reader.

Furthermore, the research has shown that advertisers achieve the persuasive function of communication by using active language. It was already mentioned that the active voice is largely predominant in all analysed advertisements, with the passive voice occurring only in 2,8% of the analysed sentences. In addition to that, in order to maintain the illusion of activity and dynamism, advertisers often use action words, i.e. verbs, at the beginning of the sentences which is quite unusual in both written and spoken English. Furthermore, only five advertisements did not have a call to action button at the end, and some of them did contain a call to action in the intro text. All calls to action were verbs in the imperative mood, which further highlights the intention to persuade the reader of an advertisement to take the suggested or, rather, commanded action.

Language is a vital part of every advertisement and examining linguistic conventions was the primary focus of this paper. It can finally be concluded that advertisers use specific linguistic conventions to achieve an active and conversational language, while non-linguistic conventions reflect and aid in this attempt. However, it should also be noted that the explanation offered by this paper as to why certain conventions are employed is certainly not the only possible explanation. For example, short sentences might also have something to do with the decline of the human attention span rather than with pure imitation of conversational language. Also, as was said at the beginning of this paper, certain variables used in sponsored advertisements that make up this paper's corpus should be taken into account when discussing the final results of this study. These variables, namely age, gender, and level of education of the author of this paper, might have influenced the language used in the gathered advertisements.

Future research could try to take those variables into account and compare the language used in advertisements that target audiences whose aforementioned variables differ to determine whether the linguistic and non-linguistic conventions mentioned in this paper do apply to *Facebook* advertisements in general. Also, it could be further examined to what extent the medium in which advertisements appear influences the language of those advertisements.

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Appendix 1: Tables of Advertisements Used in the Analysis

STUDENT PROGRAMS (13)

https://facebook.com/story.php?story_fbid=2967666329934088&id=133450253355724 Accessed 27 April 2020.	https://facebook.com/105450756155514/posts/3006031622764065/ Accessed 27 April 2020.	https://www.facebook.com/565227623489910/posts/3062034850475829/ Accessed 27 April 2020.

https://www.facebook.com/19980164037
67319/posts/2602930706609216/

Accessed 27 April 2020.

https://www.facebook.com/27273795034
0728/posts/303445213936668/

Accessed 27 April 2020.

https://www.facebook.com/125216045644/
posts/10158045999575645/

Accessed 27 April 2020.

https://www.facebook.com/13035606864
00938/posts/2754028068020852/

Accessed 27 April 2020.

https://www.facebook.com/story.php?stor
y_fbid=2570051196603310&id=1806701
926271578

Accessed 27 April 2020.

https://www.facebook.com/3656853339542
09/posts/771806790008726/

Accessed 27 April 2020.

https://www.facebook.com/story.php?story_fbid=10157260211238075&id=32776988074

Accessed 27 April 2020.

https://www.facebook.com/32776988074/posts/10157259988683075/

Accessed 27 April 2020.

		https://www.facebook.com/1602676106617821/posts/2522435664641856/
		Accessed 27 April 2020.
https://www.facebook.com/322968537707/posts/10158392975807708 Accessed 27 April 2020.		

COURSES (18)

New Skills Academy USA — Sponsored Learn a New Language - Only $35 USD ■ Mapped to CEFR Levels ■ CPD Certified Online Courses ■ 5* Trustpilot Rating ■ Lifetime Access We have a wide range of language courses to suit every level available here at New Skills Academy! The "bite-sized" online learning videos within the courses, make sure you can absorb the lessons quickly and efficiently, and can recall what you have learned for future use and apply to daily life. It's practical language learning that gets you speaking a new language in no time at all. Learn a New Language Online Video has no sound NEWSKILLSACADEMY.COM NOW $35 USD — SHOP NOW	**Domestika** — Sponsored Don't miss our sales, buy your online course for a special price and start learning right now. In this course, you will learn step by step how to create a successful Instagram strategy for your brand and to manage your profile like a professional to achieve tangible results. In this course, I'll teach you how, DOMESTIKA.ORG **Brand Strategy on Instagram** — SHOP NOW	**ABC Business Academy** — Sponsored Having some experience or a degree simply doesn't cut it anymore 🤷‍♂️ Click Here ➡️ https://bit.ly/3a2lB39 Learn all about our Summer Business Courses and Entrepreneurial Programs to Enhance your Learning and Resume Click Here ➡️ https://bit.ly/3a2lB39 ABC-BUSINESSACADEMY.COM **Enhance Your Resume** 🎓 — LEARN MORE
https://www.facebook.com/64852870865 7585/posts/1321204038056712/ Accessed 27 April 2020.	https://www.facebook.com/137528501663/p osts/10157641989786664/ Accessed 27 April 2020.	https://facebook.com/story.php?story_fbid=15 34410243402880&id=408088722701710 Accessed 27 April 2020.

Shaw Academy ✓
September 5, 2019 · 🌐

This **Free 4 Week Course** gives you a thorough foundation in Nutrition, which can be used as a stepping stone to a career as well as for purely personal reasons.

4-Week Online Course in Nutrition

NOW FREE

JOIN.SHAWACADEMY.COM
Diploma in Nutrition
Free 4 Week Course

Sign Up

https://m.facebook.com/story.php?story_fbid=2374429476132524&id=1399143866994428

Accessed 27 April 2020.

European Bartender School
Sponsored · 🌐

Did you know that you are always one step away from a completely new life?🤔

Bartending is the perfect profession if you want to have a well-paid job and enjoy a fun, flexible and social lifestyle.😎
Our International Bartender Course takes you from having no experience to master the craft of bartending in just 4 weeks! 💯

EUROPEAN BARTENDER SCHOOL

WWW.BARSCHOOL.NET
Join the EBS family 💜

LEARN MORE

https://www.facebook.com/210743702279221/posts/2957141274306103/

Accessed 27 April 2020.

WeGeek
25 February at 10:04 · 🌐

🔥 **Mega Offer**: Get a Lifetime access to **400+** Online Information Technology Courses.

Courses Outcome:
• Become an Ethical Hacker and Pentester
• Become a Linux Professional
• Become a Web Designer
• Become a Complete Web Developer
• Become an Expert Cloud Developer
• Become a Python Developer
• Become a Java Developer
• Become a C++ Developer
• Become a UI Designer and Developer
• Become a JavaScript Developer
• Become a Linux Administrator and Developer
• Become an HTML Developer
• Become a Network Administrator
• Become a expert in MS Excel
• Become a MS PowerPoint Master
• Become a expert in MS Excel
• Become a master in MS Word
• Become a Expert of Social Media
• Become Search Engine Professional
• Become a Master of Digital Marketing
• Become a Paid Ads Expert

Other Features:
✅ 400+ Certifications
✅ Lifetime Access
✅ Recognized by GRBOC
✅ 4.8 Stars Rating

IT CERTIFICATION COURSES
$39

WEGEEK.CO
400+ Tech Certification Courses | WeGeek

Get Offer

https://facebook.com/www/story.php?story_fbid=1290542057813478&id=971601969707490

Accessed 27 April 2020.

Udemy
Sponsored · 🌐

Designed for beginners to data science, this course will teach you everything from SQL, statistics to Tableau that you will make you a BI expert. Here are some more details of what you'll learn:

1. Become an expert in Statistics, SQL, Tableau and problem solving
2. How to gather, organize, analyze and visualize data and present in forms of metrics, KPIs, reports and build dashboards
3. How to extract data from a database writing your own queries
3. How to combine SQL and Tableau to visualize data from the source

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The Business Intelligence Analyst Course

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https://www.facebook.com/100858346620905/posts/2806390896105903/

Accessed 27 April 2020.

Yoohoo Academy
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12 Courses Bundle just for $35 (Offer Valid for 3 Days) Become The Master Of Digital Marketing Google, Facebook, Instagram, Email, Affiliate

✅ 12 Essential Courses in Bundle (Facebook, SEO, PPC, Email and Affiliate Marketing)
✅ Certification for Each Course, Total 12 Certificates
✅ Courses Recognized by ICSOC
✅ Lifetime Access to All Bundle Courses
✅ 30 Day Money Back Guarantee

Digital Marketing Certifications

12 COURSES FOR JUST $35

LIMITED TIME OFFER

Yoohoo ACADEMY

YOOHOO.ACADEMY
Master In Digital Marketing   SIGN UP
12 Courses (Social Media, Facebook, Ins...

https://www.facebook.com/301186340754933/posts/525913918282173/

Accessed 27 April 2020.

Shaw Academy
21 January · 🌐

Bored of your routine? 🥱 Looking for inspiration in 2020? 😊 Take our FREE 4-Week course and gain a thorough understanding of Social Media which you can use to advance your career or purely for personal reasons.

4-Week Online Course
SOCIAL MEDIA MARKETING

shawacademy

Professional Diploma
Social Media Marketing
Faye White

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UNLIMITED ACCESS to ALL of our courses for 4 weeks   Sign Up

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Accessed 27 April 2020.

Shaw Academy ✓
September 5, 2019 · ⊕

This **Free 4 Week Course** gives you a thorough foundation in Graphic Design, which can be used as a stepping stone to a career as well as for purely personal reasons.

4-WEEK ONLINE COURSE
Graphic Design
NOW FREE

JOIN.SHAWACADEMY.COM
Free 4-week Graphic Design course
We begin with the "What Is" of Graphic Design and how...
Sign Up

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Accessed 27 April 2020.

New Skills Academy USA
February 25 at 8:38 AM · ⊕

Become a Personal Assistant - $25 USD
▪ CPD Certified Online Course
▪ 5* Trustpilot Rating
▪ Lifetime Access
▪ Over 400,000 Enrolled Students
START TODAY FOR A BETTER TOMORROW!

Personal Assistant Certification

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Whether you are just entering the workforce or you have...
Learn More

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Accessed 27 April 2020.

International Personal Training Academy - IPTA
4 February · ⚙

Become a Certified Nutrition Coach at IPTA. Join us and turn your passion into a profession. Next course start: May 5

IPTA.ES
NUTRITION COACH
IPTA - International Personal Training Academy - offers y...
Apply Now

https://www.facebook.com/177351576115071/posts/796024384247784/

Accessed 27 April 2020.

Udemy
Sponsored · 🌐

The workforce gets more competitive every day — but you've got a secret weapon.

Skill up.
Succeed.
Repeat.

Online courses

UDEMY.COM
Get up to 60% off online, on-demand courses now.

SHOP NOW

https://www.facebook.com/100858346620905/posts/3806350469404989/

Accessed 27 April 2020.

ABC Business Academy
February 14 at 5:08 AM · 🌐

Why wait until Oktoberfest to visit Munich?

🇩🇪 Get drunk on business knowledge instead this summer in Munich with the ABC Business Academy's business school.

📗 Learn more about the program here:
https://bit.ly/38qmja4

MUNICH BUSINESS ACADEMY

Spend your summer in Munich!

9th august - 22nd august

https://facebook.com/story.php?story_fbid=1525318650978706&id=408088722701710

Accessed 27 April 2020.

Centre of Excellence
7 March at 02:30 · 🌐

❤️ 👍 This month we want to share the love. With Mothers Day and the start of Spring, we are offering 70% off all our courses!
Use the code AGIFTFORYOU at checkout!

70% Off All Courses

Treat someone special
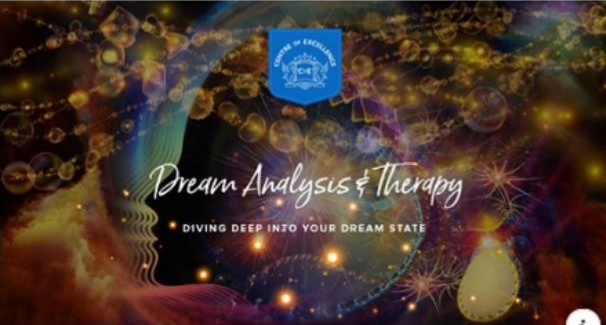
CENTREOFEXCELLENCE.COM
Use Code AGIFTFORYOU at Checkout - Don't Miss Out!

Get Offer

https://www.facebook.com/story.php?story_fbid=3115168258503398&id=761616163858631

Accessed 27 April 2020.

Centre of Excellence
14 February at 01:45 ·

😴 Our Dream Analysis & Therapy course is now only £29 (was £147) Use code DAT11 at checkout -- 💭 What are dreams? What do they tell us about ourselves? Can their interpretation provide meaningful insight into our lives? The Dream Analysis & Therapy Diploma Course answers these questions – diving deep into your dream state and giving you practical techniques to unravel and analyse your dreams.

Dream Analysis & Therapy
DIVING DEEP INTO YOUR DREAM STATE

CENTREOFEXCELLENCE.COM
Now Only £29 - Use Code DAT11 At Checkout
Learn practical techniques to analyse and interpret the…

Get Offer

https://www.facebook.com/761616163858631/posts/3067428776610680/
Accessed 27 April 2020.

Udemy
23 December 2019 ·

Learn how to create amazing websites with Photoshop and make a living! Designed for anyone who may want to work as a freelancer, this course will teach you how to make money with Photoshop skills by making website designs and more. Here are some more details of what you'll learn:

1. How to use Photoshop to create website designs from scratch without coding
2. How to monetize your design work
3. How to find the best freelance web design projects
4. How to master the right tools and techniques in Photoshop and create efficient workflows

Sign up today for a special discount. Plus, you'll be protected by a 100% money-back guarantee.

Master web design with Photoshop

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Learn More

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Accessed 27 April 2020.

BOOKS (14)

https://www.facebook.com/468559229937687/posts/2559125024214420/

Accessed 27 April 2020.

https://www.facebook.com/1798750637105701/posts/2372882699692489/

Accessed 27 April 2020.

https://facebook.com/story.php?story_fbid=2859161630818900&id=467983576603396

Accessed 27 April 2020.

Majestic Memory
20 February at 05:42 · 🌐

The New Memory Training Guide is now available!

Some of us don't have it as bad as others, but one thing's for sure: there is NO WAY to keep memory 100% intact as we age. In fact, studies show we lose about 5% of our hippocampus nerve cells as we age.

But with a few simple exercises and brain-hacking tricks, it's preventable for many people.

1. The brain, just like any other muscle, can benefit from "exercising" and training.

2. It's possible to sharpen the mind even into old age

Go here to get more info > > https://www.majesticmemory.com/mb

MAJESTICMEMORY.COM
Click "LEARN MORE" to get the guide for only $1!   Learn More

https://www.facebook.com/100543188217061/posts/100557378215642/

Accessed 27 April 2020.

Peng Joon ✓
February 10 at 3:45 PM · 🌐

According to Facebook™ stats, MORE THAN HALF of all conversions are attributed to high-quality ads.

🚫 Not the brand or entrepreneur.
🚫 Not the product being offered.
🚫 Not the price-point it's listed at.

Just the ad itself.

(And of course, all the creative and strategic decision making that goes into it.)

Over the course of my career, I've spent over 1 million on ads, and you'd better believe that I was taking careful notes on my investment.

I've put together a new book appropriately titled Million Dollar Ads and it's dramatically different from anything you've ever read.

You're going to see the actual ads, the numbers, and why they're winning.

There's no fluff or fillers or fancy theory.

It goes straight into showing you exactly what to do, how to do it and why.

Right now, I'm offering it for just $14.95.

This special price only applies to my first printed run of 1,000 books -- and once they're gone, that's it!

Ready to take a behind-the-scenes look at the ad strategy that earned me 10X ROI?

Meet me inside where I'll break it all down! >>
milliondollarads.com/winner

MILLIONDOLLARADS.COM
Million Dollar Ads   Learn More
Create ad campaigns that sell like crazy!

https://www.facebook.com/story.php?story_fbid=2587466341379323&id=143408239118491

Accessed 27 April 2020.

Russell Brunson ✓
December 27, 2019 · 🌐

"If you can read and follow a simple cooking recipe, you can build a winning sales funnel."

Get ALL the step-by-step sales funnels you'll ever need to grow your business online inside this FREE 'Funnel Cookbook'.

FUNNELHACKERSCOOKBOOK.COM
Every Marketer NEEDS 👇 This FREE CookBook   Learn More
👇

https://www.facebook.com/439305759518485/posts/2623280291121010/

Accessed 27 April 2020.

Digital Marketing by Udacity
2 March at 13:09 · ⊗

Ever wondered how customer targeting works? Or maybe campaign budgeting? Take a peak at our FREE guide 👀

DMND.UDACITY.COM
FREE Social Media Advertising Guide
Get ready to explore the REAL world of social

[Learn More]

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Accessed 27 April 2020.

Mike Buontempo
Sponsored · ⊗

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https://mikebuontempo.com/b

Click The Link 👉
https://mikebuontempo.com/b

Click The Link 👉
https://mikebuontempo.com/b

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AUDIOBOOK
HOW TO GET
30-50
CLIENTS A MONTH
USING
FACEBOOK ADS
BY MIKE BUONTEMPO

Video has no sound

LP.MIKEBUONTEMPO.COM
Just $1.99 - Brand New Audiobook
- Bring in 30 - 50 Clients A Month ...   [SIGN UP]

https://www.facebook.com/partnerwmikeb/videos/p.809887539343886/8098875393

Mike Buontempo
Sponsored · ⊗

Here's a sliver of some of the stuff you're going to find in my personal Facebook Ads Audiobook.

✔ The dynamic tracking system that will give you an eagle eye, letting you capitalize on your best performers scaling them to infinity and putting the brakes on everything else.

✔ How to covertly stalk every prospect who's on the fence with Testimonials, Content that presells you and your product more, and ads that allow you to close up to 4x more deals.

✔ My 2 favorite bellwether campaigns. We set these puppies up for every single client we take on. We walk you through our initial setup, the audiences we test, how many ads, the copy, literally everything we do for our $4,000 a month Facebook Ads Clients.

✔ The one DANGEROUS ads placement you do not want to target at all. If you target here, be prepared to step on a mine, lose money and blow your campaigns to smithereens.

✔ How to easily create 15 Second Video Ads that bring in clients so cheap, its silly. These ads are extremely easy to create and we go over exactly how to do it.

✔ A FREE 'Underground' Software we use to edit our images which make them "POP" out of the newsfeed. This will get visitors to your site cheap, which will stack that ROI high.

✔ The Ad Copy Formula my team uses to launch winning ad, after winning ad each time. If you want the most bang for your buck, you need to be testing these two specific copy formulas, if not, you're leaving $ on the table.
✔ Our Retargeting Strategies that bring in more sales for any advertiser. We have 3 specific campaigns that we run for ourselves and our clients, and if you want to hit your prospects from all angles you need to make sure you have these in your arsenal.

✔ How to look at the data so you know when to scale and when to cut your losses. This is tested with All Of Our Clients and will allow you and your team to get to the next level.

✔ The Specific Lookalike Audiences we test immediately after we get some data. You need to make sure you're making LLAs based off these audiences, they will be some of your best campaigns.

All you have to do is invest a measly $1.99 and it's all yours.

Click The Link 👉
https://mikebuontempo.com/b

Discover How To Bring in 30 - 50
Brand New Clients
Every Month Using
Facebook Ads
JUST $1.99

AUDIOBOOK
HOW TO GET
30-50
CLIENTS A MONTH
USING
FACEBOOK ADS
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LP.MIKEBUONTEMPO.COM
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https://www.facebook.com/649263631941108/posts/1039678029566331

	43886/?type=2&theater Accessed 27 April 2020.	Accessed 27 April 2020.
  https://www.facebook.com/AcadiumOfficial/videos/p.616757779160267/616757779160267/?type=2&theater Accessed 27 April 2020.	 https://facebook.com/story.php?story_fbid=2491551524465843&id=1526423227645349 Accessed 27 April 2020.	

Russell Brunson
Sponsored · 🌐

Hey, thanks for checking out my video the other day about one of my best selling books, Expert Secrets!

I figure you must be pretty serious about building a tribe and changing the world, so I'd like to make sure you get a copy of this book!!

Inside, you'll learn how to find your message, build a tribe, and change the world!
PLUS...when you do that, you are actually able to charge $$$ for your advice...

The book is yours for the taking – just cover the shipping!

EXPERTSECRETS.COM
How to Have People Pay You For Your Advice   [LEARN MORE]

https://www.facebook.com/439305759518485/posts/2737357349713303/
Accessed 27 April 2020.

Russell Brunson
Sponsored · ···

📣 Grab Your FREE Copy Of Expert Secrets Before They're Gone!

Think all highly paid "experts" have decades of experience under their belt?

Think again! 🧐

On a daddy-daughter date, 10-year-old Emily Shai decided she wanted to make money. 💰

So she set out to write a book about the one thing she knew how to do...

... have the PERFECT sleepover. 🛏️

But she didn't stop there.

Emily went on to sell her book door-to-door and make over $20,000! 😲
Of course, as soon as the word got out, countless kids and their parents wanted to know just how she did it...

... and that's when Emily found the message-spreading strategies in Expert Secrets. 📖

Using those tried and true methods, she was able to optimize her efforts, create a business framework, and be taken seriously as a kid in the entrepreneur space.

Now she's in the process of helping over 2,000 kids write books and start businesses! 🙌

Read the same pages Emily did and learn how to make your calling a full-blown career TODAY.

Get A FREE Copy Of Expert Secrets While Supplies Last (just cover shipping). 👉
www.expertsecrets.com

KID ENTREPRENEUR AND SLEEPOVER EXPERT

EXPERT SECRETS

EXPERTSECRETS.COM
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https://facebook.com/story.php?story_fbid=2035132606602451&id=439305759518485
Accessed 27 April 2020.

Digital Marketing by Udacity
17 March at 02:47 · 🌐

Get an overview on how to advertise on your favorite social Media platform such as Facebook, Instagram, LinkedIn, Twitter etc.

DIGITAL MARKETING

DMND.UDACITY.COM
Digital Marketing - the future of advertising   [Learn More]

https://www.facebook.com/1151601201543725/posts/3151633061540519/
Accessed 6 June 2020.

BUSINESS TOOLS & SOFTWARE (13)

SEMrush
February 3

SEO Writing Assistant: part of the SEMrush Guru subscription plan.
✔ Evaluates your text's readability using Flesch-Kincaid formula
✔ Shows related keywords which could fit your article
✔ Validates your target keywords in text and title
✔ Detects plagiarism percentage
✔ And much more!

SEMRUSH.COM
Check Your Content's SEO While Writing
Check the SEO friendliness of your content in real-time with
SEO Writing Assistant

Learn More

https://www.facebook.com/157307754299
282/posts/3196060663757294/

Accessed 27 April 2020.

SEMrush
3 February

👍 If you work in the online marketing industry, then YOU NEED THIS TOOL.

✅ Awesome SEO Toolkit, which will help you in semantic core building, position tracking, backlinks audit and many more marketing tasks
✅ Powerful Paid Traffic Toolkit, which allows you undertaking keyword research, competition analysis (including GDN and Google Shopping)
✅ Many more other tools for advertising, copywriting & SMM

Start your 7-day FREE TRIAL, get instant access to all these features to find out how you can improve your marketing performance!

SEMRUSH.COM
Start FREE Trial Now!
All-In-One Marketing Tool

Sign Up

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posts/3196051340424893/

Accessed 18 May 2020.

Create by Vidello
8 July 2019

Making engaging videos was hard... We fixed it! 😵
For a short time, we're offering Create for a low 1-TIME fee of just $67 (Regular price: $127).
👉 https://vidello.com/create-offer
Now you can easily create, highly engaging video ads, video training courses, YouTube video content, square social videos and more for your own business & even for clients.
NO MONTHLY FEES! AND A 30-DAY MONEY BACK GUARANTEE!
You can use Create to boost you:
- YouTube channel
- Udemy & Skillshare Training Courses
- Facebook & Instagram pages
- Sales videos
And so much more!

Now You Can Create Pro
Videos in just Minutes!

Create $60 OFF for a limited-time ONLY 🔥

VIDELLO.COM
$60 Off Create now! NO MONTHLY FEE. For a LIMITED-TIME ONLY

Learn More

https://www.facebook.com/802295706804672/pos
ts/888787231488852

Accessed 27 April 2020.

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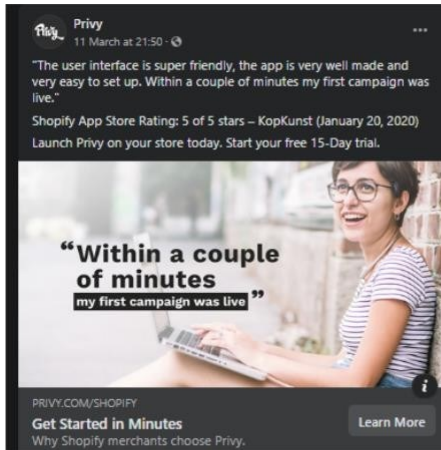
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Appendix 2: Verb contractions when the verb functions as an auxiliary verb (Kjellmer 1997: 157)

I am	I'm
I have	I've
I had	I'd
I will	I'll
I would	I'd
you are	you're
you have	you've
you had	you'd
you will	you'll
you would	you'd
he is	he's
he has	he's
he had	he'd
he will	he'll
he would	he'd
she is	she's
she has	she's
she had	she'd
she will	she'll
she would	she'd
it is	it's
it has	it's
it had	it'd
it will	it'll
it would	it'd
we are	we're
we have	we've
we had	we'd
we will	we'll
we would	we'd
they are	they're
they have	they've
they had	they'd
they will	they'll
they would	they'd
that is	that's
that has	that's
that had	that'd
that will	that'll
that would	that'd
there is	there's
there are	there're
there has	there's
there have	there've
there had	there'd
there will	there'll
there would	there'd

Appendix 3: NOT contraction (Kjellmer 1997: 169)

am not	aren't, ain't
are not	aren't, ain't
is not	isn't, ain't
have not	haven't, ain't
has not	hasn't, ain't
do not	don't
does not	doesn't
shall not	shan't
will not	won't
cannot	can't
may not	mayn't
was not	wasn't
were not	weren't
had not	hadn't
did not	didn't
should not	shouldn't
would not	wouldn't
could not	couldn't
might not	mightn't
need not	needn't
ought not	oughtn't
must not	mustn't