Persuasive Methods Used by Iraqi English Instructors: A Critical Discourse Analysis

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Abstract:

In academic discourses, persuasion is the tool used to establish specific meanings and get in touch with students' views in a particular direction. This study aims to describe how the critical discourse analysis model can be applied to examine the persuasion methods deployed by Iraqi English instructors in academic discourse. The research aims to use a descriptive qualitative approach to collect and analyze the data in order to accomplish this goal. In order to identify many types of persuasive methods used by Iraqi instructors, the discourse of ten English instructors from Iraq was described and interpreted within the framework of Aristotle's theory. Iraqi instructors employ the logos method to reassure the audience by including citations, data, practical examples, and historical comparisons. By sharing personal stories, instructors use the ethos method to show their credibility. Additionally, they use the pathos method to evoke emotions through the use of salutations and personal pronouns. The study also finds out that personal pronouns and references, both of which are regarded as indirect methods, are the most often employed tactics among Iraqi English instructors.

Keywords: (Iraqi Language Instructors, Critical Discourse Analysis, Academic Discourse, Persuasive Methods).

الطرق الاقناعية المستخدمة بواسطة المدرسين العراقيين: تحليل الخطاب الناقد

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الملخص:

في الخطابات الاكاديمية الاقناع هو الأداة المستخدمة لتأسيس معانٍ محددة والإبقاء على التواصل مع اراء الطلبة في اتجاه معين. تهدف هذه الدراسة لوصف نموذج تحليل الخطاب الناقد وكيفية تطبيقه طرق الاقناع الموظفة من قبل مدرسيَ اللغة العراقيين المختصين بالخطاب الأكاديمي. يهدف البحث الى استخدام المنهج النوعي الوصفي لجمع وتحليل البينات من اجل انجاز هذا الهدف. من اجل تشخيص أنواع عديدة لطرق الاقناع المستخدمة من قبل المدرسين العراقيين. وصف وفسر الخطاب في إطار نظرية ارسطوطاليس من قبل عشرة مدرسين عراقيين. يوظف المدرسين العراقيين طريقة الشعارات ليطمئنوا الجمهور بتضمين الاستشهاد والبيانات والامثلة العملية والمقارنات التاريخية. ومن جانب اخر يستخدم المدرسين مشاركة القصص والاحداث الشخصية بطريقة المنظومة القيمية والاعتقادية للسلوك الاجتماعي لبيان مصداقيتهم. أضافة ذلك يستخدموا طريقة الاستمالة العاطفية ليستحضروا العواطف من خلال استعمال التحيات والضمائر الشخصية خلال خطابهم. تجد هذه الدراسة أيضا المرجع والضمائر الشخصية كلاهما كطرق غير مباشرة وظفت في الغالب من قبل المدرسين العراقيين.

الكلمات المفتاحية: مدرسي اللغة العراقيين – تحليل الخطاب الناقد- الخطاب الأكاديمي – طرق الاقناع.

1. Introduction

People use everyday speech to communicate with one another. Language is necessary for human communication and activity. Kennedy (1993) states that language is a tool for self-expression utilized to convey identity as well as a way of communication among members of society. It implies that in order to interact with one another, people need to speak a common language. People communicate ideas, feelings, and emotions through language. Thus, language is of utmost importance to us. Language has numerous uses for humans. These objectives include conveying a message, expressing an idea or perspective, and transmitting information.

Persuasion is the one of uses of language to influence other people. Persuasion is an intellectual and formal process used by instructors to

persuade their intended audience. Mortensen (2004) describes persuasion as "a process intended at changing or reforming attitudes, ideas, perspectives, or behaviours. Persuasive communication methods have considerable advantages for both the speaker and the audience. It is impossible to deny the use of persuasion, particularly when trying to persuade an audience or promote a product and so forth.

Critical Discourse Analysis (CDA) typically examines the use of persuasion methods in discourse. Numerous linguists have attempted to investigate the various persuasion methods used in speeches by various speakers in various contexts. According to Eemeren et al. (1996), persuasion is social in nature. The conversation that occurs between two or more speakers serves as evidence. When striving to construct such a compelling discourse, the writer or speaker employs language to ask questions, respond to claims, or deny claims.

1.1 Theoretical Model

Aristotle's theory is the model that the researcher adopts in this current investigation. Aristotle created it in 400 B.C., and it is one of his most important discoveries. It focuses on the structure of persuasive speech. He identifies three strategies for persuading his audience: pathos, ethos, and logos.

1.1.1 Logos

Aristotle refers to "logos," or the speaker's logical appeal through evidence and logic. Kennedy (2006) declares that these two elements combine to convince a listener to accept a speaker's assertion. As a general rule, appealing to logic is a powerful persuasion tactic since, as a rational being, man seeks evidence before believing anything. Lack of logical support and proof makes a speech sound dishonest and reduces the speaker's trustworthiness. According to Wrobel (2015), the primary function of logos is to present a logical argument or proof that is communicated through the speaker's own words. To promote logical reasoning within logos, the following techniques can be used: comparison and contrast, experimental evidence, and a strategy of reference to statistics, history, sources, and real-world instances.

1.1.2 Ethos

An ethical appeal establishes a connection between the speaker's voice and trustworthiness with the audience. Demirdogen (2010) argues that sharing personal experience or viewpoints serves as evidence of a speaker's dependability or credibility. Foss (1996) defines "ethos" as the term used to describe the speaker's credibility and character. Aristotle asserts that it's crucial to take the speaker's personality into account in addition to the speech's content (ethos). An appeal to credibility that uses ethos to convince listeners that the speaker is more reliable, honest, and believable. This appeal

depends on the speaker's personal character. The main focus is the speaker's own experience in the current investigation.

1.1.3 Pathos

Pathos is the emotion or fervour (strong and sincere beliefs) that an orator conveys through his/her subject. Others won't commit unless the speaker is steadfast in his/her beliefs and actions. It suggests that the speaker must have emotional control. It is frequently called "pathos." Pathos is connected to the audience's emotions. The audience's judgment can be influenced by emotions (Kennedy, 2006). The pathos method examines direct appeals to the audience through the use of salutations and personal pronouns.

1.2 Research Aims

i. To investigate the argumentative methods employed in the classroom by Iraqi English Instructors.
ii. To determine the frequency of persuasion methods.

1.3 Research Questions

i. Which persuasive methods are used by Iraqi English Instructors in their class rooms? Which persuasive method is most commonly used by Iraqi English Instructors?

2. Literature Review

The topic of persuasive methods has been the subject of numerous studies by linguists; Sandell (1977) is one of them who looked at persuasion's style and tactics. He states that there are various stylistic devices and markers that can be applied to persuasive style that can occur at all levels of expression, including phonology, syntax, semantics, and morphology, in his book "Linguistic Style and Persuasion."

Garner (2007) seeks discourse analysis (DA). Many critical discourse analysts, according to him, disregard language analysis. He draws attention to characteristics that have either gone unnoticed or have simply been taken for granted but that can be very helpful to academics. By examining the connection between the preacher's language forms and the communicative roles put out by Robert Rollock. Garner (2007) discovers that Rollock's sermons had a distinctive format and that his linguistic decisions—including the use of questions, restatement, repetition of the same grammatical structure, and embedded conversational markers—helped to advance his persuasive arguments. Garner (2007) seeks discourse analysis (DA). Many critical discourse analysts, according to him, disregard language analysis. He draws attention to characteristics that have either gone unnoticed or have simply been taken for granted but that can be very helpful to academics. By examining the connection between the preacher's language forms and the communicative roles put out by Robert Rollock. Garner (2007) discovers that Rollock's sermons had a distinctive format and that his linguistic decisions—including the use of questions, restatement, repetition of the

same grammatical structure, and embedded conversational markers—helped to advance his persuasive arguments.

Al-Nasher (2010) investigates the persuasive methods of non-Muslim religious communication in English. 30 argumentative texts from Deedat's book "The Choice: Islam and Christianity" were examined. He discovers that whereas emotional appeal is least common in religious persuasive writing, logical appeal is most prevalent. The results show that textual and linguistic elements contribute to listeners' increased assurance, better understanding, and maintenance of the authority of religious speech.

Al-Hussaini (2012) also investigates how rhetoric is used in both English and Arabic oratory as a persuasive tactic. The findings demonstrate that persuasive oration in both languages has a significant impact on audience persuasion. Assonance, personal pronouns, rhyming, emotional words, alliteration, repetition, simile, onomatopoeia, parallelism, metaphor, paronomasia, and other linguistic tactics were all used by both orators to persuade the audience.

 Similar to this, Mohan (2014) investigates how religious orators convince their audiences. The study shows that the persuasiveness of these orators stems not only from their capacity to create palatable religious doctrines but also from their deliberate use of paralinguistic devices like tempo, pitch, and pause.

Another study by Sharif and Abdullah (2014) reveals the persuasive elements in several of Mother Teresa's formal addresses. The researchers find out that rhetorical devices and discursive strategies such as rhetorical proofs, questions, figures of speech, directives, expressive, forceful, and representative speech acts are used to achieve persuasion, which is a complex phenomenon.

Flergin (2014) investigates how persuasion is used in the world of advertising. In his research, he discovers the importance of figures and images at the visual level, as well as grammatical and lexical phrases at the textual level, in commercials. A strong persuasion tactic in textual advertising is the use of speech acts. Photography is considered more compelling than drawings and paintings. Paintings and attraction both exert influence, but in very different ways. Compared to attraction, which is more instantaneous and sensory, persuasion is more intense and lasting.

Ko (2015) examines the speech of Taiwanese President Maying-political Jeou to determine the persuasion methods he uses. The research shows that Maying employs security and comfort as good pathos components while using wrath and fear as negative pathos elements. The results show that, out of the four elements of pathos, audience appeal was the most common throughout the conversation.

Mukarromah (2016) conducted a study on the persuasion methods that relate to iPhone slogan advertisements. He adopted this study by using a

qualitative method and came to the conclusion that a slogan uses persuasive methods like ethos, logos, and pathos to grab people's attention.

Faris et al. (2016) investigate the persuasive methods of African leaders, using Nelson Mandela's book "No Easy Walk to Freedom" as an example. The study used Johnstone's theory in its investigation. According to Mandela, he employs three methods of persuasion in his remarks. These come in three varieties: presentational, quasilogical, and analogical. Mandela utilizes analogical persuasion to make a biblical allusion. In his presentational argument, he employs rhetorical devices including alliteration, repetition, and metaphor. Rationality is the focus of quasilogical persuasion. He employs this method to motivate the audience. The findings show that, among these three tactics, presentational and quasilogical strategies are more frequently adopted.

Rezaei and Nourali (2016) examine the persuasive methods employed by two presidents. The findings for Mr. Obama, the former president of the United States, and Mr. Rouhani, the president of Iran, both leaders have the ability to persuade, and they use various methods to persuade the audience. Hassan Rouhani, the president of Iran, uses more persuasive methods than Barack Obama. Rouhani utilizes alliteration. Barack Obama, a former US president, on the other hand, seems to rely more on metaphors than any other rhetorical device. According to the research, different cultures utilize different persuasive methods. By examining scripted sermons, particularly

the introductions and titles. The results show that the purpose of religious discourse is accomplished through the employment of persuading appeals (logos, ethos, and pathos). The results also show that pathos is a crucial persuasion tactic.

Wijayanti (2017) concentrates on the persuasion tactics used in the advertisement of the Indonesia Bright Award winner and describes the different types of commercials and how to utilize persuasion methods in them. In this study, verbal mode theories by Guy Cook and Gorys Keraf are employed to highlight the importance of advertisements. The analysis led the authors to the conclusion that most of the winning commercials incorporate writing, speaking, and images. The current study aims to give an analysis of the classroom discourse of Iraqi English Instructors with a special focus on the persuasive methods used by instructors based on Aristotle's theory of persuasion after reviewing the literature on persuasive strategies in various discourses.

3. Methodology

Details on the methodologies and processes are provided in this section. The adoption of Aristotle's theory as a model. The process of investigating the speech which belongs to Iraqi English Instructors. The target audience is the Iraqi students.

3.1 Collection of Data

Participants in this study included five male and five female Iraqi English instructors who were lecturing undergraduate students in methods of teaching language. These 10 instructors' conversations with their students during class interaction were recorded with their consent. These audios were then converted into English text for transcription.

3.2 Analysis of Data

The content analysis method was used to analyze the data. The data acquired through recording was classified, and using these codes, the statements of the Iraqi instructors were grouped into themes to generate more expansive categories. Additionally, the information is verbatim quotes from their statements. Instead of using the instructors' true names when quoting examples, the study adopts pseudonyms like Instructor1, Instructor2, Instructor3, and so forth.

4. Findings and Discussion of results

There will be two sections where the results are given. The first section addresses many types of persuasion tactics employed by Iraqi English Instructors during talks. The variations and similarities in the employment of persuasive techniques based on gender will be highlighted in section two.

4.1 Methods of Persuasion Employed by Iraqi English Instructors

The persuasion methods used in classrooms by Iraqi English Instructors are discussed in this section. The data analysis reveals that Iraqi English Instructors employ a variety of persuasion methods, which are explained in more detail below adopting Aristotle's theory as the model of persuasion.

4.1.1 Logos

Logos is the first effective persuasion method. It is employed to demonstrate evidence and logical reasoning. The information shows that the Iraqi instructors employ several methods to persuade their students within their respective fields. The examples below show that the instructors employ methods such as references to statistics, historical data, and real-world instances as sources.

4.1.1.1 Reference

Instructor 4 has employed the reference or factual information strategy within the logos technique to appeal to the logical side of the students. His/her ideas are reasonable and straightforward because he/she has cited various Quranic references. The following instances from his/her speech where he/she used factual information as a source to persuade the students have been examined.

> *It is mentioned in Sahih Al- Bukhari, volume 8, Book 73, hadith number 6, the book Good Manners. The Prophet said, "Allah has forbidden you (1) to be undutiful to your*

mothers (2) to withhold (what you should give) or (3) demand (what you do not deserve), and (4) to bury your daughters alive. And Allah has disliked that (A) you talk too much about others (B), ask too many questions (in religion), or (C) waste your property."

Instructor 4 aims to increase the impact of his/her speech. In the example above from "Sahih Al-Bukhari," It has been utilized as a logo in this instance with the intention of providing logical support for the speaker's argument. He/she has convinced his/her audience to cite references from a legitimate source because Sahih Bukhari is an authentic book and no one can dispute the phrases utilized in this particular book. In this instance, he/she appealed to the public using credible evidence and used the Shahi Bukhari as a point of reference to explain some of the manners in Islam. The instructor 's logical justification for his/her statement, which included the Sahih Bukhari reference number, gave it credence.

Another instructor 2 also used the reference method, as can be seen in the following example: According to Surah Al-NISA chapter 04, verse 34 of the Quran, "That the God has given more strength to man, it is his duty to protect the woman." The sample above uses actual data, and Instructor 2 cites "Surah Al NISA Chapter number 4, verse 34" in this passage. By citing proof from Qur'anic verses, this logo is intended to have an impact on the listeners' attitudes and views. The speech is about the power of men, and in

doing so, it makes the claim that Allah gave man greater authority, and that it is up to him to look after his wife. The discourse has been reinforced, and the use of reliable quotes from the honourable Quran has increased its plausibility.

4.1.1.2 Example from Daily Life

By using examples from everyday life, the instructor also applied the Logos method. Instructor 3 has used real-world analogies in his/her presentations in an effort to appeal to his/her listeners' sense of logic and reason. For better understanding, he/she provided numerous examples from everyday life, some of which are included below.

> *If there are two students in the class—students A and B—we examine the answer sheet for the ten questions, each of which has ten possible solutions for ten points. Although women and men have advantages in some areas, overall, they are equal in those areas.*

Actual examples help speakers and listeners connect. In order to capture the listeners' attention, the instructor uses examples from daily life in the lines above. The instructor has used a case study from class here. He/she claims that although men and women are equal in most respects, males do have a slight advantage in specific situations, and women do too, but overall, both genders are equal. He/she used the grades of two students as examples

to make his/her speech more credible. This example persuaded the audience with logical argumentation in an effort to draw upon their prior knowledge.

This logo has been used by the speaker to engage the audience and provide concrete examples for a deeper understanding.

> *For instance, after graduating from high school, you can choose between becoming an engineer, a doctor, or a lawyer. Your decision is yours. Allah is aware from before. You'll decide to study to be an engineer. Allah has given a written warning. Your decision is yours.*

This piece of writing was taken from Instructor 2's speech. He/she has provided instances from everyday life here to aid in comprehension. This method gives the speaker evidence to strengthen his/her argument. He/she intends to convey to the audience that everything has already been predetermined by Allah, but it is up to you to choose the right or wrong route. He/she says that you cannot hold Allah accountable for your sins. Instructor 2 has backed up his/her points with examples from students in the 12th grade and by drawing connections between them to aid in comprehension. The instructor uses this method to support his/her arguments with logic and to make his/her discourse plausible.

4.1.1.3 Statistics

The effectiveness and dependability of Iraqi Instructors' logical arguments have been enhanced by the use of statistical data in their speeches. The following examples helped to identify it.

There are 66 occurrences that are (directly and indirectly) related to happiness throughout Bacon's essays.

The text in this passage was derived from Instructor 4's speech. In the aforementioned illustration, the instructor persuaded the audience with statistical evidence. He/she explains the value of happiness to the audience using the exact number 66 as an example. Instructor 4 employs numerical value to grab listeners' attention and increase the credibility of his/her statement.

Wordsworth loves all forms of beauty. Poem No. 8 on Page 15 can be found in the book.

Instructor 7 has provided this sample for you. Here, he/she has employed the logos method by persuading the populace through the use of statistics. To demonstrate his/her trustworthiness, he/she provides references from reliable sources and uses the precise name and number. This method is incredibly helpful and successful at grabbing the audience's attention. By supporting his/her assertion with true information, the instructor has increased the veracity and plausibility of his/her statement.

4.1.1.4 Historical Example

Another instructor, Instructor 6, uses the logos method to persuade the audience by citing instances from history. Researchers discovered after analysing the talks that lecturers overused these methods. Several are covered below:

Francis Drake initially demonstrated that the planet we dwell on is spherical in 1577 while taking a trip around it.

This excerpt combines statistical and factual information. An obvious indication of logos may be seen in the use of "1577." These logos serve the purpose of introducing the viewer to history by using historical examples. In the sentences above, Drake draws a connection between the present world and history. The origin of the person who first explained the form of the earth in a clear and accurate manner can now be easily found by listeners by going back in time.

A group of scientists provided a description of the universe's origin in the 1970s.

Instructor 7's speech includes this particular phrase. The phrase "1970s" accurately describes logos. To aid understanding, he/she used historical analogies and relevant audiences. A group of experts discussed the universe's genesis in 1970. By using historical examples, these logos have been used to engage the audience with history. For the first time, it is now

simple for listeners to go back in time and discover who first explained how the universe came to be in a straightforward and accurate manner.

4.1.1.5 Reference

The instructors have provided examples from resources for the logos strategy. Following are a few of them.

Happiness, as defined by the medium Webster dictionary, is a feeling of contentment and well-being.

Instructor 8 has employed the Logos strategy in the aforementioned example. Here, the speaker has effectively persuaded the audience and provided a definition of "happy" from a reliable source: the Webster dictionary, which characterizes happiness as a feeling of contentment and well-being. The speech is more credible because of the manner in which it cites a genuine reference.

According to the latest edition of the Webster's Living Dictionary, worship is defined as an act of devotion that honours a deity.

The text in this passage was derived from Instructor 5's speech. It has successfully applied the Logos method in this specific instance. He/she explains the definition of worship and provides proof from the Encyclopaedia as a reliable source. This dictionary defines the term "adoration" as an act of sincerity. Instructor 5 has employed this tactic in this

instance, along with the ability to provide logical justification to support the claim. Using this method, the instructor successfully persuaded the audience.

4.2 Ethos Referenced in Instructor s' Speeches

Ethos is the second argumentative strategy employed by English instructors in Iraq. Ethos is a tactic for boosting a speaker's or writer's authority and credibility. Sharing personal experiences can help establish a common ground between speaker and listener. The information demonstrates that speakers have employed several ethos tactics to persuade the audience.

4.2.1. Sharing Experience

As part of the ethos method, instructor 9 uses instances from his /her own experience to contribute information about himself/herself as a means of communication. This method aids in persuading, as shown in the examples that follow, where instructor 9 employed the technique of sharing personal experience.

I graduated from high school in 1982 while still in school. 29 years prior, I had learned in science classes that the sun revolves, not rotates about its own axis.

This piece of writing was extracted from Instructor 9's speech. In order to fit in with the people, he/she shared a personal story while giving a clear illustration of daily life. He/she states that while he/she was in school, he/she

learned about science and discovered that the sun does not rotate around its own axis. The instructor wanted to demonstrate his/her veracity and authenticity. Thus, it will be easier for the audience to believe what he/she says.

> *I was good in English, which was my favourite subject, and most of the years I earned prizes in English. When I was in school, I wanted others to come out and get prizes in the class.*

Instructor 7 uses the ethos method when he/she gives the example that was just presented. Instructor 7's personal account in the lines above has become the subject of an investigation. He/she was explaining the meaning of happiness when he/she stated, "I also wanted to win prizes in school since I was good at English, and I had won many of them." The instructor's goal in sharing personal experience is to establish credibility, build a solid reputation, and become more approachable to the audience. By making an effort to establish credibility, the instructor has successfully persuaded the audience.

> *I once participated in English speaking competitions and listened to English news to work on my pronunciation.*

In the case above, another instructor, Instructor 10, has given personal experience. The purpose of using the ethos method in this instance was to communicate the speaker's authority and credibility in order to enhance

his/her case. He/she has talked about his/ her own experiences and the methods he/she utilized to get better at pronouncing words.

4.3 Iraqi Instructors use Pathos in their Speeches

Pathos is the third persuasive technique employed by Iraqi instructors. The emotional appeal known as "pathos" is used to persuade an audience by stirring up their emotions and getting them to feel the way the speaker wants them to feel. The data shows that the instructors imply a direct appeal within pathos by utilizing salutations and personal pronouns to persuade their students.

4.3.1 Personal Pronoun

Speech significantly depends on the use of pronouns. They are employed to capture people's attention and elicit a specific emotional response. Many of the instructors' statements contained personal pronouns. Below is a list of some of them.

> *I think we will all gain greatly from this session and the time we have together. I extend a warm welcome to every one of you.*

The text in this passage was taken from Instructor 1's lecture. He/she has been employing the pathos technique in this instance. The instructor greeted the class at the beginning of his/her speech in order to get their attention and engage them. He/she uses the personal pronoun "I." He/she wanted the audience to feel that he/she is similar to others, so he/she uses the pronoun

"we." His/her speech was incredibly persuasive to the audience thanks to the instructors' use of pronouns.

The verb comes before the object when we look at the structure of an English sentence.

To give the listener the impression that they are one and the same, instructor 6 employs personal pronouns in the aforementioned case. The instructor's method of appealing to the audience to believe and to demonstrate his/her compassion for them by utilizing personal pronouns.

4.3.2 Salutation

The phrase "my dear brothers and sisters" is frequently used to greet the audience. This method has been employed by many instructors to stimulate students' emotions. Here, a few examples are discussed.

So, my dear students! In conclusion, the concept of tense is not straightforward. Languages differ in regard to the number of tenses.

Instructor 2 is the one who made this particular statement. He/she has employed the pathos method in this instance. In order to establish a good atmosphere and demonstrate empathy toward the audience, he/she addresses the crowd and uses the term "my dear students." Using this method, the instructor was able to capture the learners' attention.

Instructor 2's speech is more believable because of the way in which he/she uses the salute.

There was Hindu brother who informed me that Hindi is like Arabic and it is very polite language.

In the aforementioned illustration, instructor 4 employs the salutation "Hindu brother." He/she has used the salutation in this context to demonstrate to the audience that there is no distinction between them in terms of politeness. By employing this moral tactic, the instructor persuades his/her audience effectively. This method works wonders for getting listeners' attention.

4.4 Repeating of Persuasive Methods

The responses of the Iraqi English Instructors were analyzed in order to accomplish the study's second goal, which was to determine which persuasive method is used the most frequently. The results of the responses of the Iraqi English instructors were analyzed in order to accomplish the study's second goal, which was to determine which persuasive method is used the most frequently. The results of the analysis of the occurrence of each category of methods were then calculated and tabulated in Table 1.

Table 1: Repeating of Persuasive Methods used by Iraqi English Instructors

Uses	Repeating	Percentage
References	18	21.95%
Examples of Daily Life	8	9.75%
Statistics	12	14.6%
Historical Examples	3	3.6%
Sources	9	10.9%
Sharing Experience	4	4.7%
Personal Pronoun	22	26.89%
Salutation	6	7.39%
Total	82	

The use of personal pronouns is the most common type of method employed by Iraqi English Instructors. As we can see, its frequency is 22, which is significantly greater; the second most common persuasive method is the employment of references, which has an observed frequency of 18. Utilizing statistics is the third method that demonstrates a high frequency of occurrence. Furthermore, the results show that historical examples and providing personal instances, which have frequencies of 3 and 4, respectively, are the least favoured method types utilized by Iraqi English Instructors.

Conclusion

This study concludes that English Instructors in Iraq employ a variety of persuasion methods to convince their students. According to the study's findings, Iraqi Instructors employ every one of Aristotle's suggested tripartite models: Logos, ethos, and pathos. Additionally, in order to reassure the audience, the Iraqi Instructors use the logos method by citing examples from everyday life, providing data, providing anecdotes, and drawing historical parallels. In order to demonstrate their credibility through sharing personal experience, speakers have used the ethos method. Along with employing personal pronouns and salutations, they have also employed the pathos method, which aims to evoke strong feelings in the audience. Additionally, the study has revealed that instructors had used the logos technique in a more focused manner. When it comes to the second goal, they have also used pathos method with the function to arouse the emotions of the audience by using personal pronouns and salutations. The study has also demonstrated that instructors have used the Logos method in a more focused manner. Regarding the second objective of the study, the results have shown that personal pronouns and the use of references, which are typically indirect methods, are typically the most common methods employed by Iraqi English Instructors.

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