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Investigating Persuasive Strategies Used by Iraqi EFL University Students' Product-and
Process-Oriented Writing

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College of Education for Human Sciences
Department of English Language



**Investigating Persuasive Strategies Used by Iraqi EFL University
Students' Product-and Process-Oriented Writing**

A Thesis

**Submitted to the Council of the College of Education for Human Sciences,
Wasit University, in Partial Fulfillment of the Requirements for the
Degree of Master of Education in Methods of Teaching English as a
Foreign Language**

By

Abdulkareem Jabbar Otheib

Supervised by

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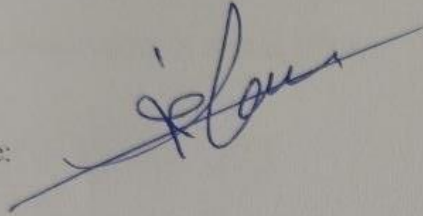
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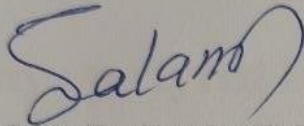
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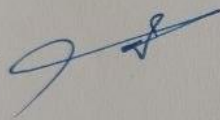
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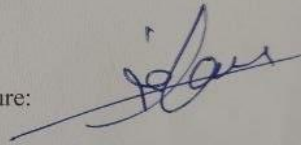
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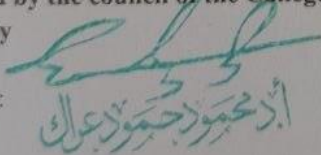


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Dedication

To:

my late father and mother

my martyred brother Abdulsahib J.

my family

with

love and gratitude

Abdulkareem

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Table of Abbreviations

Abbreviation(s)	Full Term(s)
PSs	Persuasive Strategies
EFL	English as a Foreign Language
WM.	Weighted Mean
WP.	Weighted Percentage
Freq.	Frequencies
DF	Degree of Freedom

Abstract

Persuasive strategies are essential parts of academic writing because they enable writers to present ideas in a convincing and organized way that influences the reader's beliefs or attitudes. The current study is intended to investigate the persuasive strategies used by Iraqi EFL university students' product-and process-oriented writings. It also focuses on three PSs such as (logos, ethos, and pathos). The objectives of the study are identifying the PSs used by Iraqi EFL university students in their product- and process-oriented writings , finding out the most and the least used PSs by Iraqi EFL university students in their product -oriented writing , finding out the most and the least used PSs by Iraqi EFL university students in their process-oriented writing and depicting the difference between the Iraqi EFL university students who use the PSs in their product- and process-oriented writings. To achieve the objectives of the study four questions are formulated. A quantitative method is adopted in the present study in relation to data analysis and collection. The sample of the study consists of (200) male and female students who study at the Department of English at College of Education for Human Science at Wasit University, College of Imam Al-Kadim, and the University of Al-Kut. Students' written texts were collected and analyzed according to the procedures of analysis. The data were statistically analyzed using weighted mean, weighted percentage, standard deviation, variance, and t-test. The findings revealed that Iraqi EFL university students employed logos, ethos, and pathos in their writing, with logos being the most frequently used persuasive strategy in both product- and process-oriented writings. Ethos and pathos were used less frequently due to students' limited rhetorical awareness and linguistic competence. The results also showed that process-oriented writings was more effective than product-oriented writings in enhancing students' use of persuasive strategies. This was confirmed statistically by the higher arithmetic mean achieved by the process-oriented group (22.34) compared to the product-oriented group (17.25), as well as the calculated t- test value (2.707), which exceeded the tabular value (1.960), indicating a statistically significant difference in favor of process-oriented writings.

Keywords: persuasive strategies, product-oriented writing, process-oriented writing, Iraqi EFL university students.

Chapter One

Introduction

1.0 Background of the Study

Writing is one of the four essential English language skills used to communicate ideas, opinions, thoughts, and feelings in written form. As noted by Suleman and Pakaya (2020), writing is a means of producing language and conveying ideas, emotions, and viewpoints. As cited in Hång (2023), writing can be defined as the process of using symbolic systems, such as letters of the alphabet, punctuation, and spacing to convey thoughts and ideas in a form that is understandable to others. In this sense, writing functions as a medium of human communication that involves the representation of language through written symbols.

Furthermore, ELbashir (2023) defined writing skills as the ability to communicate one's ideas, opinions, and emotions to others through written language. There were two types of writing: formal and casual. Formal writing is characterized by the use of standard form of English, more complex sentence structures, a restricted use of personal pronouns, and the lack of slang or colloquial vocabulary. On the contrary, informal writing is always characterized by the use of common vocabulary, brief phrases, and nonstandard English forms.

Therefore, writing skills involve the clear and coherent communication of ideas, thoughts, and information in written form. These skills are required for effective communication in different situations, including academic tasks and work-related emails. Writing proficiency includes various elements, such as grammar, punctuation, vocabulary, sentence structure, and overall organization. In addition, good writing also requires critical thinking, the ability to present ideas logically, and the skill to engage and persuade the reader. Writing skills encompass various types, including academic writing (such as reports, essays, and dissertations), creative writing (like poems and fiction), professional writing (including reports, emails, and business proposals), and technical writing (such as manuals, instructions, and guides).

Studying skill-based language learning techniques is the current trend. Two studies conducted in Europe are worth mentioning when it comes to writing learning methodologies.

One is by Kieft et al. (2006), who investigated the efficacy of modifying writing-to-learn tasks to accommodate various writing methods (planning writing strategy and revising writing strategy) when instructing 113 Dutch tenth-grade high school students in literature. The outcome demonstrated that practically all students would benefit better from a course tailored to the planned writing technique in terms of improving their literary interpretation skills. As cited by Mistar et al. (2014), that Torrance, Thomas and Robinson (1994) examined the writing techniques used by UK graduate research students in the social sciences. They separated the participants into three groups: writers of mixed strategies, planners, and revisers. Compared to the two strategy writers, the planners were more productive. The study's conclusion is that while some students may benefit from preparing, writing success cannot be ensured by planning alone.

The proper capability to write is an important job skill in numerous corporate sectors and professions. In the workplace, writing is often used as a primary means of communication and action. It ensures that everything keeps running smoothly, whether in high-stakes client negotiations or routine internal staff communications. This means that, as indicated in the survey study, writing abilities have been considered by professionals as crucial skills in the global workplace. For example, Schmidgall and Powers (2020a, 2020b) surveyed 200 professionals (100 in each research) from a variety of businesses and areas in which English is the official working language. English writing abilities were deemed "important" or "very important" by over 80% of participants in each research (Lee & Schmidgall, 2020).

Though it is undeniable that writing in English is one of the most vital productive skills, many learners of English as a second or foreign language face significant problems when it comes to using this skill effectively. These difficulties may appear in several areas, including the proper use of vocabulary/expressions, grammar, tense, prepositions, subject verb agreement, punctuation, coherence, etc.(Hằng & Yén, 2023). Based on this, any writing instruction should be based on students' actual writing difficulties. This will help teachers focus classroom intervention on the areas of greatest challenge for students and guide feedback more effectively. The final result of this approach will help students overcome impediments in writing, build confidence, and gradually enhance accuracy and proficiency, which will promote students' academic progress and communicative competence.

It is essential to shed light on the two concepts; product- and process-oriented writings in the context of the current study in relation to the persuasive strategies (PSs) employed by Iraqi EFL university students' writing. As cited by ELbashir (2023), during the 1960s, 1970s, and 1980s, process writing emerged as a major trend in L1 composition education and research, Raimes (1983) and Zamel (1982) were among those who firmly supported the process writing approach. Zamel (1982) asserted that while ESL writers can benefit from the writing abilities of L1 authors, teacher-guided revision is the primary challenge in ESL instruction. Process methods see the individual writer as a writer of authentic thoughts, as they are now called. It was believed that the ideas were embedded in written discourse, acting as a vehicle for articulating one's opinions and claiming one's own voice, or authorial character, as a writer. Process writing is a method that emphasizes problem-solving, idea generation, textual presentation, and rewriting of fresh manuscripts. This method is frequently applied on its own, without any possible cultural, educational, social, or political context. The literary style is also intricate, erratic, and recursive, according to Zamel (1982). Similarly, according to Nunan (1989), the product method emphasizes the language content that students would have to write for their final project. Compared to the process writing method, students in the product writing approach concentrate more on assessing and producing the kind of content that is expected of them. According to Raimes (1983), the product method allows students to copy and alter grammatically correct content with little chance of making mistakes.

Among different types of academic writing is the persuasive writing that plays a central role in higher education, as it enables students to present opinions and support them with logical arguments and evidence (Hyland, 1990). To achieve persuasion, writers employ various PSs, such as making claims, providing reasons and examples, and organizing ideas coherently (Toulmin, 2003). In EFL classrooms, writing instruction is commonly approached through either product-oriented or process-oriented writing. Product-oriented writing focuses on the final written text and linguistic accuracy, while process-oriented writings emphasizes stages such as planning, drafting, feedback, and revision (Badger & White, 2000; Tribble, 1996). Although these through product-oriented or process-oriented writings have been widely discussed, limited research has examined how PSs are realized within product- and process-oriented writings, particularly in the Iraqi EFL university context. In EFL contexts, writing is usually taught through product-oriented or process-oriented writings. However, little attention

has been given to how PSs are used in these two types of writing, especially by Iraqi EFL university students.

In EFL writing instruction, two common types are product-oriented writing and process-oriented writing. Product-oriented writing focuses on the final written text, while process-oriented writing emphasizes planning, drafting, and revising. Recent studies on EFL writing development highlight the growing importance of process-oriented instruction, feedback practices, and strategy use in enhancing students' writing performance. For example, research implementing the process writing approach has shown that guiding students through planning, drafting, and revision stages can significantly improve overall academic writing performance in EFL classrooms (Rahman et al., 2024). Additionally, studies on formative feedback reveal that structured feedback across multiple drafts contributes to improvements in deep-level features of argumentative writing, such as structure and coherence (Peltzer et al., 2025). Research on EFL learners' use of argumentative writing strategies further underscores the need for explicit strategy-focused instruction, with studies indicating that students often struggle with planning and employing effective writing strategies without targeted support (e.g., Iranian EFL learners; *Asian Pacific Journal of Second and Foreign Language Education*, 2024). The recent empirical findings prove that approaches focused on writing process, feedback, and strategy use can become effective tools in gaining persuasive and argumentative competence in EFL contexts.

Though some studies have discussed these categories of persuasive writing, limited research has investigated the application of PSs in product- and process-oriented writings by EFL university students, especially in the Iraqi context. Hence, the aim of the present study is to explore the PSs utilized in product- and process-oriented writings by Iraqi EFL university students. It is also designed to find the most and least frequently used PSs and look into their compatibility across the two writing. The results of this research will help in gaining a better insight into teaching persuasive writing, as well as assisting EFL teachers in enhancing writing pedagogy at the university level in Iraq.

The theories of academic writing and PSs proposed by Hyland (1990, 2004) are the base of the present study, as they analyze how writers are able to build arguments and persuade readers. In the field of academic writing, Hyland (1990) stressed that persuasive writing needs to be rhetorically organized, as well as engaging the reader. A writer must present ideas clearly,

but he/she must also anticipate the reader's expectations and reactions. Hyland claimed that PSs consist of stating claims, providing evidence, using logical connectors, and adopting hedging or emphasizing language to influence the reader effectively.

Hyland (2004) further elaborated this by emphasizing the social and disciplinary aspects of academic writing. Writing is not only a cognitive task, but also a communicative practice, as the writer constructs knowledge, establishes authority, and engages with the reader. In EFL contexts, this approach is especially helpful for assessing and analyzing both students' linguistic forms and rhetorical moves in persuasive writing. By using Hyland's framework, this study analyzes the PSs in both product-oriented and process-oriented writings. It also provides a systematic investigation of which strategies are used. Besides, how frequently they occur and how effectively they achieve persuasion in Iraqi EFL university students' writing.

1.1 Statement of the Problem

The problem of the current study stems from the fact that Iraqi EFL university students are not able to write a product-oriented or process-oriented as a well-formed piece of writing due to their difficulties they have in using the persuasive writing strategies namely logos, ethos, pathos (Hyland, 1990; Badger & White, 2000). Therefore, the present study tries to investigate these difficulties in Iraqi EFL university students' product-oriented and process-oriented writings including the PSs.

As a teacher of English in Iraqi educational institution, the researcher noticed that students fail to comprehend and to write in both product-oriented and process-oriented writings properly due to their lack of using PSs. Achieving this balance requires intentional organization, coherent development of ideas, and the ability to persuade readers through reasoned arguments. Therefore, this study is conducted to examine how Iraqi EFL university students employ PSs within these two writings and to clarify how their using of PSs differs between product- and process-oriented writings.

A major contributing factor to this issue is students' inconsistent and/or inadequate use of PSs. Pathos (emotional appeal), ethos (credibility and authority), and logos (logical reasoning) are examples of rhetorical strategies that are often used in persuasive writing. In

many students' writing, however, some or all of these strategies may prove ineffective, underused, or inadequately integrated throughout the entire text. Students' arguments, then, may seem unclear, poorly supported, or less convincing to the intended audience. Furthermore, the challenges could vary depending on students' choice of a product-oriented writing which focused on the final written output, or a process-oriented writing which focused on drafting, revising, and polishing throughout the writing process.

This study tries to bridge this gap by examining the PSs used by Iraqi EFL university students in both product- and process-oriented writings. It attempts to identify the PSs that are used and determine which PSs are most and least used by the students in their product-and process-oriented writings. It also tries to explore how students use PSs in their product-and process-oriented writings differently. By doing this, the study will serve to illuminate students' actual rhetorical behavior in persuasive writing and identify the areas that may require pedagogical intervention and instructional support.

1.2 Significance of the Study

The present study is predicted to be significant for undergraduate students and Iraqi EFL learners . Moreover, the study can be considered as a device for those who are partially or wholly, interested in studying PSs as one of the essential aspect of writing. Additionally, this work may be serve as a well background knowledge for learners to develop the essential methods and strategies that can help them overcome the difficulties that may encounter them in the concerned area.

It is also valuable for university instructors who teach at the English department since they should devote more time to teaching students how to create their arguments and use PSs rather than merely teaching vocabulary and grammatical structures. If instructors want their students to achieve true rhetorical and communicative proficiency in English writing, they must closely examine how students actually use these PSs, whether through product-oriented writing or process-oriented writing when creating arguments.

It is also predicted to be important to curriculum designers and textbook writers when they develop composition materials for English departments. They should incorporate specialized tasks and authentic models that focus on PSs, integrating them into both product-

and process-oriented writings. Consequently, students will acquire a deeper knowledge that helps them master the mechanism of persuasion, allowing them to effectively organize convincing arguments in their final essays and strategically manage them throughout their writing.

In addition to that, the study is of significant value to EFL researchers and writing evaluators in that they have to consider the operational use of PSs when evaluating student essays. They need to develop comprehensive frameworks that look beyond surface-level mechanics, focusing instead on how students textually and strategically deploy rhetorical appeals to influence and convince their readers across both the product- and process-oriented writings.

Finally, the results that could be drawn from this study are probably going to help raise the standard of academic writing teaching in Iraqi universities. The study tends to help integrate product- and process-oriented writings in a more balanced and efficient manner, boosting students' academic writing proficiency and confidence by providing more precise feedback on the PSs patterns linked to both types of writing.

1.3 Objectives of the Study

The objectives of the current study are:

1. Identifying the PSs used by Iraqi EFL university students in their product- and process-oriented writings.
2. Finding out the most and the least used PSs by Iraqi EFL university students in their product-oriented writing.
3. Finding out the most and the least used PSs by Iraqi EFL university students in their process-oriented writing.
4. Depicting the difference between the Iraqi EFL university students who use the PSs in their product- and process-oriented writings.

1.4 Research Questions

To achieve the objectives of the study, the following research questions were formulated:

1. What are the PSs used by Iraqi EFL university students' product- and process-oriented writings?
2. Which are the most and the least PSs used by Iraqi EFL university students' product -oriented writing?
3. Which are the most and the least PSs used by Iraqi EFL university students' process-oriented writing?
- 4- How do Iraqi EFL university students use PSs differently in their product-oriented writing compared to their process-oriented writings?

1.5 Limits of the Study

This study is limited to:

1. Persuasive strategies including (Logos , Pathos , Ethos)
2. Product-and process-oriented writings.
3. Iraqi EFL Third year students in the departments of English/ Colleges of Education at University of Wasit, College of Imam Al-Kadim, and University of Al-Kut during the academic year 2025-2026)

1.6 Definition of the Basic Terms

It is crucial to give exact operational definitions for the key terms being studied in order to prevent any ambiguity and to create a clear theoretical framework for the current study. The following terms (Persuasive strategies, Product-Oriented Writing, and Process-Oriented Writing) are defined within the parameters of this study and serve as the fundamental foundations of this study

1.6.1 Persuasive Strategies

PSs are the linguistic and rhetorical techniques writers use to convince readers to accept a particular viewpoint or argument. These strategies include making claims, providing supporting evidence, using logical connectors, hedging, and emphasizing key points (Hyland,

1990, 2004; Connor, 1996; Toulmin, 1958). In academic writing, effective use of PSs enhances clarity, coherence, and the ability to influence the reader, making arguments more convincing. In the classroom, PSs are identified and measured in students' written texts. For example, when students write essays on a specific topic, they use PSs as claims/opinions (statements expressing their stance), evidence/examples (supporting reasons, data, or examples), logical connectors (words that link ideas, e.g., because, therefore, however), and hedging/emphasis (language that moderates or strengthens statements, e.g., "may suggest," "it is clear that").

In this study, the frequency of these strategies will be analyzed in both product-oriented writing, and process-oriented writings to determine which strategies are most and least used.

1.6.2 Product-Oriented Writing

Product-oriented writing stresses the emphasis on the final written product. It focuses on linguistic accuracy, organization, and coherence, instead of the steps leading to the final product. The teacher demonstrates the desired text type, and students are expected to produce a polished essay or composition by following this model (Tribble, 1996; Badger & White, 2000). In the classroom, Product-Oriented Writing is implemented by assigning a specific topic (e.g., "Should universities require students to attend all classes?") and asking students to write a complete essay independently. The teacher's feedback focuses primarily on the final text, assessing grammar, vocabulary, structure, and clarity, rather than the writing process.

1.6.3 Process-Oriented Writing

Process-oriented writing emphasizes writing as a series of interconnected stages: planning, drafting, revising, and editing. The approach views writing as cognitive and social activity, in which the development of ideas and improvement of drafts are as important as the final product (Harmer, 2004; Badger & White, 2000). PSs, ideas, organization, and clarity develop progressively through feedback and reflection. In the classroom, process-oriented writing is implemented by guiding students through multiple stages for a single topic. For example, students first brainstorm ideas, then draft their essays, receive peer and teacher feedback, and finally revise their work. Assessment includes both the process (drafts, revisions, engagement with feedback) and the final product, highlighting students' use of PSs and development of ideas.

1.7 Organization of the Study

Based on the nature of the work, the current study will be divided into five chapters. Chapter one introduces the theoretical background of the study along with the statement of the problem and its significance, the objectives of the study and the research questions formulated to achieve the objectives, as well as the definition of key terms and the limits of the study. Chapter two expands the context of the study by reviewing the existing literature on the theoretical and the empirical background to the study. Chapter three deals with the population, instruments, research procedure, and data analyses. Chapter four shows the results of the data analyses. The last chapter presents discussions and conclusions in accordance with the research questions and findings. It also provides some pedagogical implications and suggestions for future research in the study.

Chapter Two

Theoretical Background and Previous Studies

2.0 Introductory Note

This chapter is organized into two main sections. The first section presents the theoretical background, covering key concepts such as language skills, writing as a process, persuasive writing, and the major PSs such as logos, pathos, and ethos. It also outlines the two dominant types of teaching writing in EFL contexts, namely product-oriented and process-oriented writings, highlighting their characteristics, strengths, and limitations. The second section contains a summary of previous empirical research on persuasive writing and writing instruction, with special emphasis on studies comparing product and process writings. This chapter provides a conceptual framework for the study. It also pinpoints the gaps in the existing literature, thereby justifying the need to investigate PSs in Iraqi EFL university students' product- and process-oriented writings.

2.1 Theoretical Background

This section outlines the theories which underlie the study, with particular emphasis on writing as the main language skill being explored. Language proficiency is usually described in terms of four skills: listening, speaking, reading, and writing, which work together to develop communicative competence (Richards & Schmidt, 2010; Brown, 2004). Listening and reading are receptive skills that provide learners with linguistic input, while speaking and writing are productive skills through which learners express meaning (Harmer, 2007). Even though these skills are interdependent, writing is particularly complex and plays a significant role in academic contexts.

Writing is widely regarded as the most demanding language skill because it requires the integration of linguistic knowledge, cognitive processes, and rhetorical organization (Hyland, 2019; Harmer, 2007). Unlike speaking, which is often spontaneous, writing requires careful planning, drafting, revising, and editing to ensure clarity, coherence, and accuracy (Flower & Hayes, 1981). Likewise, this complexity is intensified by EFL learners' limited language

proficiency and restricted exposure to academic writing conventions, which makes writing particularly difficult for these learners (Silva, 1990; Ferris, 2014).

Within the academic context, writing is one of the main processes used in knowledge construction and assessment. University students are expected to state their arguments, arrange ideas logically, and support their claims with evidence. This is particularly noticeable in persuasive writing, where learners must not only express opinions but also persuade readers through effective argumentation (Hyland, 2004; Toulmin, 2003). Therefore, developing persuasive writing skills is vital for success in higher education, especially in EFL contexts.

To explain how persuasion is achieved in writing, this study is based on rhetorical theory, particularly Aristotle's model of persuasive appeals: *logos*, *pathos*, and *ethos*. *Logos* refers to logical reasoning and the use of evidence, *pathos* refers to appealing to the reader's emotions, and *ethos* relates to the credibility of the writer (Crowley & Hawhee, 2012). These appeals provide a comprehensive framework for analyzing how students construct persuasive arguments in their writing.

Writing pedagogy theory is another source of information for the study, particularly the distinction between product-and process-oriented writings. The product- oriented writing highlights the final written product, with emphasis on linguistic accuracy, structure, and adherence to model texts (Badger & White, 2000; Tribble, 1996). In contrast, the process-oriented writings views writing as a recursive activity involving stages such as planning, drafting, revising, and editing, with greater emphasis on idea development and feedback (Flower & Hayes, 1981; Zamel, 1982). These two forms of writing are central to understanding how different instructional approaches might influence students' use of PSs.

Second language writing theory is also used to provide background for the study, as it treats writing as a complex interaction of language knowledge, cognitive skills, and social context (Hyland, 2019). Thus, EFL learners may experience problems not only in grammar and vocabulary, but also in organizing arguments, using appropriate rhetorical strategies, and addressing audience expectations (Connor, 2011). This theoretical perspective can be used to understand differences in students' use of PSs across different writing conditions.

To sum up, while the four language skills are elements of language learning, writing is the most relevant language skill for the present study because of its complexity and its central role in academic communication. This section brings together rhetorical theory, writing pedagogy, and second language writing theory, providing a coherent framework for investigating how Iraqi EFL Wasit university students employ PSs in product- and process-oriented writings.

2.1.1 Language Skills

Language proficiency has been widely theorized as a multidimensional construct of four interdependent macro-skills, namely, listening, speaking, reading, and writing. These are integrated skills that allow learners to handle the input of language and make sense out of communication whether in academic or social settings. They tend to be divided into receptive skills, which entail the process of decoding incoming language and productive skills, which involves producing language. These skills are the cornerstone of communicative competence and academic literacy, especially the learning process in second and foreign language classes (Richards and Schmidt, 2010; Brown, 2004; Harmer, 2007).

Listening is the main means by which the spoken language is received and understood by the learners. It is also known to be an active process of interpretation as opposed to passive hearing. According to Richards (2008), listening is the process of receiving, attending, and interpreting verbal messages, whereas Rost (2011) conceptualizes listening as the complex cognitive process which entails sound decoding, recognition of linguistic units as well as incorporating the background knowledge into making meaning. Vandergrift and Goh (2012) also underline the interactive as a feature of listening that refers to the connection between bottom-up and top-down processing of sounds and activation of knowledge. Listening takes place in variety of ways based on the purpose of communication either intensive listening as detailed analysis, extensive listening as understanding the world, interactive listening as converse, and selective listening as extraction. The skill is defined by the real-time processing, depending on the attention and working memory, the dependence on the contextual cues, and the impermanency of spoken input. Listening thus is an important aspect in language learning and acquisition, pronunciation, vocabulary and classroom interactions (Richards, 2008; Rost, 2011; Vandergrift and Goh, 2012; Field, 2008).

Speaking is a productive interactive skill that helps students to convey ideas and get involved in oral communication. Brown (2004) described speaking as a two-way meaning-making process that entails the manufacturing, reception and processing of spoken language whilst Thornbury (2005) defined it as an oral production that requires combination of linguistic knowledge with communicative purpose in real-time. The same authors, Burns and Joyce (1997) emphasized on the fact that speaking is a negotiation of meaning in social interaction. Speaking takes various forms such as imitative speaking when practicing pronunciation, intensive speaking when practicing language in a controlled manner, responsive speaking where speaking in brief, interactive speaking where discussions and conversations make up and extensive speaking where monologic speaking makes up such as presentations. This proficiency is expressed as being spontaneous, time pressured, turn taking processes, discourse control as well as sociolinguistic sensitivity. Cognitive processing requires halting of speech, repairs of speech, and informal constructions. Good speaking therefore needs fluency, intelligibility, pragmatic competence and strategy communication skills (Brown, 2004; Thornbury, 2005; Burns and Joyce, 1997; Levelt, 1989).

Reading is a receptive ability which is an interactive process of creating sense out of the written words by engaging the reader and the textual data in dynamic interaction. Grabe (2009) defined reading as a process that involves the combination of the linguistic decoding with background knowledge whereas Anderson (2003) defined reading as a strategic process where the readers will create meaning in an active way using cognitive and metacognitive processes. Alderson (2000) also considered reading to be intentional, discriminatory, and interpretive. Depending on the purposes, reading can be done in various ways based on the objectives as intensive reading is conducted to examine the text closely, extensive reading is conducted to have the general comprehension, skimming is conducted to identify the main messages quickly and scanning is conducted to find the specific problem. It is described as self-paced processing, being able to reread again to get a clear understanding, is being strategic in his/her use of prediction and inference, and makes substantial contribution to vocabulary learning and grammatical awareness. Learners are also exposed to a variety of written materials and improve their knowledge of discourse organization and rhetorical patterns that eventually help learners to develop academic literacy and writing (Grabe, 2009; Anderson, 2003; Alderson, 2000; Nuttall, 1996).

It is generally considered that writing is the most complex and cognitively challenging language skill since it involves the combination of linguistic correctness, rhetorical structure, critical thinking, and consciousness of listeners and purpose of communication. Hyland (2019) defined writing as a socially situated meaning-making process that is influenced by discourse communities and contextual conventions, and Harmer (2007) thought of it as a recursive process, of planning, drafting, revising, and editing. Hedge (2000) also highlighted the fact that writing requires one to be in charge of coherence, cohesion and genre conventions. Writing can be controlled, guided and free, and it can be narrative, descriptive, expository, persuasive and scholarly writing as essays, reports, research papers, etc. It is described by its recursivity, the possibility to be reflected and revised, the attention to the precision and the organization of the text, and the awareness of the expectations of the audience and the norms of disciplinarity. Writing, in the academic context, is a key tool of knowledge construction, evaluation and scholarly discourse (Hyland, 2019; Harmer, 2007; Hedge, 2000; White and Arndt, 1991).

Due to the combined contribution of these four skills to communicative competence, writing assumes a rather leading place in the academic situation when students are expected to build argumentation, develop critical views, and prove their knowledge in written form (Hyland, 2019). Such centrality has seen the language education research to concentrate much on instructional strategies that improve the performance of writing, especially product and process writing strategies (Badger & White, 2000).

It is commonly known that writing is considered one of the main elements of language competence and one of the most mentally challenging processes in the process of second and foreign language acquisition (Nunan, 2003; Weigle, 2002). In contrast to receptive skills, writing involves the production of language by the learners, at the same time controlling language form and structure as well as the purpose of communication (Harmer, 2004; Weigle, 2002). It is thus not a simple copying of ideas but a complicated intellectual process which involves the knowledge of languages, critical thinking, awareness of discourse, and sensitivity of the audience. Educationally, writing is one of the major tools in which students can show their comprehension, build their own knowledge and carry out academic interactions. According to Nunan (2003), writing is a highly complex mental activity that requires writers to simultaneously tackle many variables. At the sentence level, they have to get multiple details

right, what to include, how it should be formatted, the sentence structure, word choice, spelling, and even orthography. Furthermore, writers must also organize and connect ideas so that paragraphs make sense and the overall text is clear, cohesive, and easy to follow. Similarly, Nunan (2003) stated that writing is more than just putting words on a page; instead, it involves thinking to come up with ideas, planning how to communicate them well, and organizing those ideas into clear statements and paragraphs. It also helps people share their thoughts, beliefs, opinions, and attitudes effectively. Consequently, Harmer (2004) emphasized on how important the writing skill is, especially for students learning English as a foreign language. He emphasized that teaching writing helps reinforce what students learn, supports overall language growth, and can match different learning styles. Most importantly, he highlighted that writing should be taught as a valuable skill on its own. In fact, writing is a unique mode of learning involving the active participation of both the left and right hemispheres of the brain of the learner of English either inside the university or the school. It is one of the most pivotal skills of learning any language since it enhances the thinking skills. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels.

Writing has been investigated by scholars in complimentary ways. Ken Hyland (2019) postulated the concept of writing as a socially situated meaning-making practice that is determined by discourse communities and communicative conventions. To write well in this opinion, one requires an understanding of the genre expectations, audience needs and disciplinary norms. Equally, Silva (1990) opined that second language writing is a special field that needs specific instruction since it entails specific linguistic, cognitive and rhetorical issues. Pedagogically, Jeremy Harmer (2007) explained that writing is a recursive process whereby learners plan, draft, revise and edit their texts until they become clear and effective in communication.

The difficulty in writing is that it is multidimensional. Authors have to regulate grammar, words, cohesion, and coherence and display ideas in a logical and convincing order. Meanwhile, they use the higher-order cognitive functions like the generation of ideas, the analysis of arguments, synthesis of information, and forethought of the interpretations of readers. Such combination of linguistic and cognitive needs renders writing especially problematic to EFL

learners, who have to write texts in the non-native language, and perform on academic level (Ferris, 2014 ; Bitchener & Knoch, 2010).

Writing is recursive and developmental in nature. In planning, drafting, revising, and editing, writers do not proceed in a linear manner; rather, they may return to previous stages of the process as their ideas develop. Reflection, refinement, and reorganization of meaning are important for the development of coherent and effective texts. This recursive view contrasts with previous product-based perceptions that focused mainly on the final written product (White & Arndt, 1991; Ann Raimes, 1983).

2.1.1.1 Persuasive Writing

Writing, instead of simply challenging one's views, can reinforce already held opinions, as stated in Gerald R. Miller's functionalist definition, which views persuasion as a response-reinforcing or response-changing activity (Miller, 1980). This is supported by Richard Perloff, who stated that persuasion is a "symbolic process" involving a "transmission of a message" in which the receiver must retain their "free choice," thus differentiating persuasion from propaganda or coercion (Perloff, 2017). From a pedagogical and ethical standpoint, Booth (1961) viewed persuasion as the "art of discovering warrantable beliefs," presenting the writer as a seeker of truth who uses discourse to improve the collective understanding of a community. Besides, Campbell (1982) defined persuasion as a "transformative" act, claiming that the primary goal of the rhetor is to "create a persona" that invites the audience to view the world through a new and specific lens. All of these scholarly viewpoints suggest that persuasive writing is not simply a technical skill, but a social contract and a "negotiated exchange," as Andrea Lunsford indicates, in which the writer must balance personal goals with ethical responsibility toward the audience's autonomy and perspective (Lunsford, 2015).

Persuasive writing refers to a type of writing in which ideas are used to influence the reader's beliefs or actions. Generally, the writer provides reasons, examples, and evidence to support his/her point of view. According to Hyland (2004), persuasive writing should not only be about providing information, but also about communicating ideas in a way that is acceptable to the reader. In persuasive writing, students are expected to express their ideas clearly, provide reasons for what they believe, and arrange their writing logically. That is why persuasive writing is an important skill for EFL university students.

In addition to speaking, listening, and reading, writing is one of the four essential language skills. In learning English as a foreign language, writing has its significance because it helps students practise grammar, vocabulary, and sentence structure, while also presenting their ideas clearly. At the university level, writing becomes more crucial since students are required to communicate academic ideas, present information in a logical manner, and support their opinions with evidence. When students write in English, they can enhance both their linguistic competence and critical thinking skills. Planning, revising, and refining written texts while communicating meaning will help them develop in both areas. In EFL contexts, writing also gives students more independence as they progressively reflect on and review their language use in order to improve their skills over time (Hyland, 2019; Flower & Hayes, 1981).

Writing is thus not just a basic language skill, but also a fundamental academic skill that supports learning, reasoning, and communication in higher education. Persuasive writing plays an important role in learning a second language (L2), as it combines language skills, thinking skills, and communication skills (Hyland, 2019). It is different from general writing, which might be mainly about description, storytelling, or reporting information; in persuasive writing, the learner must take a position, provide supporting reasons, and persuade readers.

In second language learning it fosters students' critical thinking because students have to examine a topic, analyze multiple perspectives, and choose evidence to support their point of view (Ferretti & Graham, 2019). They will also learn to use language more accurately and purposefully. The nature of persuasive writing encourages students to select precise words and to incorporate linking words, such as "because," "therefore," and "however," and to logically structure their ideas in sentences (Hyland, 2019). Practice in persuasive writing also helps writers engage with audience awareness, since persuasive writing requires students to think about how the reader will understand and react to their ideas. This is especially important in second language (L2) contexts where cultural norms may differ (Connor, 2011). Finally, learners will also build argumentation and reasoning skills as they learn to present evidence, examples, and explanations to support their claims. This goes beyond simple narration or description found in general writing (Toulmin, 2003).

In recent years, empirical studies dealing with ESL and EFL writing have attracted researchers' attention, especially in relation to learners' persuasive and argumentative writing at

the university level, where academic literacy demands become increasingly complex. Studies consistently indicate that persuasive writing poses considerable challenges for second language learners because it requires not only linguistic accuracy but also the ability to construct logical arguments, evaluate evidence, and adopt an appropriate authorial stance. As Hyland (2019) argued, persuasive writing represents one of the most cognitively demanding forms of academic writing due to its integration of language, reasoning, and rhetorical awareness. Several researchers have addressed problems that most EFL university students experience when writing academic texts like theses and dissertations (Connor, 2011; Al-Qaseri, 2016; Al-Sawalha & Chow, 2012; Altikriti, 2021; Kareem & Abdulrahman, 2023; Aldabbus & Almansouri, 2022; Thondhlana et al., 2011). Yet, the findings highlighted various challenges faced by L2 learners in producing academic writing including the selection of the right topic, restricted resources, overreliance on internet as the dominant sources of information compared to other authentic resources such as papers published in accredited journals and books (Altikriti, 2021). These problems are closely associated with different stages of the writing process and reflect the need for instruction in teaching writing as a process. Of course, experts like Kaplan (1966) also highlighted the variety that may exist in overall rhetorical structure that exist between the learners' mother tongue and English that can be attributed to culture.

Persuasive writing is an important type of writing in academic contexts. In persuasive writing, the writer tries to convince the reader to accept a certain opinion or point of view. University students often use persuasive writing when they write essays, reports, or opinion papers. For EFL learners, persuasive writing can be difficult because it requires both good language skills and clear thinking (Hyland, 2019).

2.1.1.2 The Importance of Persuasive Writing

Persuasive writing is important because it helps students develop critical thinking skills. When students write persuasively, they learn how to analyze topics, compare different opinions, and make decisions based on evidence. Research shows that persuasive and argumentative writing can improve students' thinking and learning skills (Ferretti & Graham, 2019). In EFL contexts, persuasive writing is also important because it prepares students for academic study and professional communication. Persuasive writing is important for EFL university students'

success, especially Iraqi EFL university students in English-medium courses that require argument and discussion.

However, it is a very difficult task for EFL learners to master persuasive writing because it involves language skills, critical thinking, and knowledge of rhetorical strategies. A common writing issue is organizing ideas logically. Many students struggle to structure their writing into clear arguments with claims, reasons, and supporting evidence (Toulmin, 2003). If the text is not properly organized, the reader might not be able to follow the writer's opinion. Other difficulties include limited vocabulary and grammatical accuracy. EFL learners may lack sufficient vocabulary and may make frequent grammatical errors, which can lead them to face problems in expressing nuanced opinions and connecting ideas clearly (Hyland, 2019). This can make their persuasive texts less effective, even if their ideas are strong. The third problem is the inadequate use of PSs. Many students do not fully understand how to appeal to logic (logos), emotion (pathos), or credibility (ethos). For instance, students may give facts without explaining their relevance (logos), fail to create an emotional connection with the reader (pathos), or neglect to show credibility through correct language and source use (ethos) (Crowley & Hawhee, 2012).

The following points sum up the significance of persuasive writing:

1. Persuasive writing develops critical thinking skills. It helps students analyze issues, evaluate different viewpoints, and build logical arguments, which enhances higher-order thinking skills (Ferretti & Graham, 2019).
2. Persuasive writing enhances argumentation and reasoning ability. It teaches students how to make claims, support them with evidence, and justify their ideas systematically, which is essential for academic success (Toulmin, 2003).
3. Persuasive writing improves organization and coherence in writing. Students develop the skills to organize ideas logically, using clear introductions, supporting paragraphs, conclusions, and cohesive devices (Hyland, 2004).
4. Persuasive writing encourages precise vocabulary, appropriate tone, and the use of linking words, e.g., "therefore," "however," improving overall language proficiency (Hyland, 2019).

5. Persuasive writing builds audience awareness. Writers must consider the reader's expectations, beliefs, and reactions, which develops communicative competence and rhetorical awareness (Connor, 1996).
6. Persuasive writing is widely used in essays, research papers, and examinations, making it a key skill for higher education (Graham & Perin, 2007).
7. Persuasive writing encourages independent thinking and expression. It enables students to form and express their own opinions rather than simply reproducing information, fostering learner autonomy (Hyland, 2019).
8. Persuasive writing prepares students for real-life communication. Beyond academia, persuasive writing is important in professional and social contexts where individuals need to argue, negotiate, and influence others.

2.1.1.3 Persuasive Writing and Argumentation

Persuasive writing is related to the argumentation one can find in writing. Argumentation means giving reasons to support an opinion. Based on this, one of the most popular models of argumentation is Toulmin's model, which consists of several components, namely claim, reason, and evidence (Toulmin, 2003). This method encourages students to organize their ideas and communicate arguments more clearly. From an educational perspective, argumentation is regarded as a learning process that involves students in the expression and development of ideas through writing. EFL students can also enhance their language and thinking skills by learning to make arguments in writing. In other words, argumentation is the process of presenting reasons and evidence to support a claim or opinion. In writing, it is a means for students to persuade readers that their ideas are valid and well-supported. Argumentation plays a significant role in persuasive writing as it assists students in structuring their ideas and making them more understandable. Without argumentation, persuasive texts may be unclear or weak, even if the writer has strong opinions (Toulmin, 2003).

Argumentative writing is a type of writing that is geared toward constructing an argument (Crowly & Hawhee, 2012). Unlike descriptive and narrative writing, argumentative writing requires students to state a clear claim or position on a topic, provide reasons and evidence, such as facts, examples, or research findings, consider counterarguments and/or opposing views, and respond to them logically (Ferretti & Graham, 2019; Toulmin, 2003). However, in second

language learning, argumentative writing poses difficulties for students, as they need to employ appropriate language, present their ideas with good organization, and justify their opinions in a language that may not be their first. Having knowledge of grammar and vocabulary is not enough; it is important for students to have critical thinking and rhetorical skills as well (Hyland, 2019).

There are a number of models that describe the processes of argumentation in writing. Toulmin's model, which consists of six elements: claim, grounds (evidence), warrant (reasoning), backing, qualifier, and rebuttal, is one commonly used model (Toulmin, 2003). This model helps students understand the effective structure of arguments. For instance, one student might state a claim ("University students should learn persuasive writing"), provide research and/or examples that support the claim, explain why the evidence is relevant, and respond to any possible counterarguments.

In academic writing, argumentation plays an important role by helping students prepare for academic tasks at the university level, such as essays, research reports, and debates (Hyland, 2019). Research has shown that teaching argumentative writing has a positive impact on both writing skills and critical thinking. Students gain confidence in presenting their opinions, organizing their ideas, and applying PSs effectively (Ferretti & Graham, 2019). Based on this, it can be concluded that argumentation is a thinking and reasoning process, whereas argumentative writing is the communication of that reasoning in a structured text. To develop EFL students' persuasive writing ability, particularly at the university level, both are crucial components, as students are expected to use critical evaluation, logical organization, and evidence-based argumentation.

Persuasive writing and argumentative writing are related and similar, but not the same (Crowly & Hawhee, 2012; Hyland, 2019)). Both aim to influence the reader's thinking, but they differ in focus, method, and purpose. Argumentative writing emphasizes logic and evidence. Writers are expected to make a claim and provide reasons, examples, or research findings to support it. They should also consider counterarguments and respond to them logically, showing that their position is well-reasoned and credible (Ferretti & Graham, 2019). Persuasive writing, on the other hand, may rely more on emotional or ethical appeals in addition to evidence. In

persuasive writing, writers may try to appeal to the reader's emotions or sense of ethics, as well as the reader's reasoning, in order to convince the reader to agree or take action.

The structure of argumentative writing tends to be more formal and organized, and it is usually presented according to a clear sequence of claim, evidence, and counterargument (Toulmin, 2003). In EFL contexts, persuasive texts can be somewhat less formal and may prioritize clarity and impact over strict logical organization (Hyland, 2019). There are also some differences in the aims of both kinds of writing. Argumentative writing primarily seeks to show that a position is logically valid and supported by evidence, while persuasive writing seeks to convince the reader, sometimes by appealing to emotion or credibility as well as logic. In practice, all argumentative writing is persuasive; however, not all persuasive writing is strictly argumentative. In academic contexts, argumentative writing is often required in essays, research papers, and debates, where critical thinking and reasoning are emphasized. Persuasive writing is used in a broader range of situations, such as opinion essays, letters, and everyday communication, where the aim is to persuade and engage the reader.

This distinction is of special significance for EFL learners, who may find it challenging to combine language skills with reasoning and rhetorical strategies. Knowing the distinction between persuasive and argumentative writing enables students to improve both their ability to argue logically and their ability to engage readers, which are major skills needed for university-level English writing (Hyland, 2019; Ferretti & Graham, 2019; Toulmin, 2003; Crowley & Hawhee, 2012).

2.1.1.4 Persuasive Strategies

Persuasive Strategies are essential parts of effective academic writing because they enable writers to present ideas in a convincing and organized way that influences the reader's beliefs or attitudes. These strategies are based on classical rhetorical theory, specifically logos, pathos, and ethos, which represent logical reasoning, emotional appeal, and writer credibility respectively (Crowley & Hawhee, 2012). In actual usage, PSs are found in certain textual features, including stating clear claims, supporting arguments with evidence and examples, using logical connectors to ensure coherence, and applying hedging or emphasis to appropriately strengthen or moderate assertions (Hyland, 2004). The application of PSs by EFL learners is not always easy because learners may lack linguistic resources and have difficulties

organizing ideas effectively (Hyland, 2019). Hence, building awareness and control of these strategies is essential for enhancing students' academic writing, especially in tasks that involve argumentation and persuasion.

Studies have demonstrated that using and modelling these strategies will help students organize their writing, construct an argument, and respond to counterarguments, to create a more clear and effective text (Ferretti & Graham, 2019). Besides, applying persuasive strategies enables the students to adopt critical thinking and awareness to audience; these skills, when employed, promote a success in writing their academic works and in their University courses conducted in English. To sum up, by learning about techniques for persuasive writing students will have the opportunity to learn to communicate effectively (Hyland, 2019). Persuasion is the subject of many research projects that draw on the model of the three PSs provided by Aristotle. Logos, pathos and ethos (Crowley & Hawhee, 2012).

2.1.1.4.1 Logos

Logos can be referred to in academic writing as the rhetorical appeal to logic and rationality, by presenting and developing arguments coherently, organizing ideas logically, and providing relevant evidence, such as facts, data, and examples. It focuses on the internal consistency of the argument and the logical relationships between claims and supporting evidence, ensuring that conclusions are derived through reasoned analysis rather than emotion or authority (Aristotle; Toulmin, 2003; Hyland, 2004).

Logos means using logic and clear reasons to support an idea. Students show logos in writing when they provide facts, examples, or explanations to support their opinions. Logical organization and clear connections between ideas are also part of logos. EFL learners often need practice in organizing their ideas logically in persuasive writing. In academic writing, logos refers to the use of logic and reasoning to support an argument or claim. It involves presenting ideas in a clear, organized, and rational way, using facts, examples, explanations, and evidence that are relevant to the topic. In other words, logos helps the reader understand why the writer's opinion is valid and trustworthy. Academic writing relies heavily on logos because university readers expect arguments to be based on reason and evidence rather than only personal opinion or emotion (Crowley & Hawhee, 2012; Hyland, 2019).

Using logos effectively requires students to plan their ideas, organize paragraphs logically, and connect reasons to evidence clearly. This includes using linking words such as “because,” “therefore,” “however,” and “as a result,” which help guide the reader through the argument. Another aspect of logos is avoiding irrelevant information and ensuring that all examples or facts directly support the main claim.

Logos is a challenge for many EFL learners in writing. A common challenge is weak organization of ideas, where reasons are presented randomly without clear connections to the main argument. Another issue is the absence of evidence and/or inappropriate examples, resulting in unsupported or unclear arguments. Some learners may write in a descriptive or narrative style rather than an argumentative style, which reduces the logical impact of their writing. Additionally, limited vocabulary and grammar knowledge can make it hard for students to express complex ideas or show relationships between claims and evidence. As a result, their writing may be difficult to follow or fail to persuade the reader, even if they have good ideas (Ferretti & Graham, 2019; Hyland, 2019).

Three different kinds of appeals are included in the persuasive writing model created by Connor & Lauer (1985), along with a few techniques. Biber et al. (2007) stated that certain tactics fall within the category of reasonable appeals (Logos). The strategies that fall under this category are displayed in Table 2.1 below:

Table 2.1

Description of Logos Strategies (Adapted from Connor & Lauer, 1985; Biber et al., 2007)

Appeal	Strategies	Descriptions
Logos	Descriptive	Providing a vivid, illustrative illustration from one's own or another person's experience
	Narrative	Giving a gripping story example. The story must have a beginning, middle, and end.
	Classification	Assigning a class or unit and explaining its meaning
	Comparison	Making a comparison to help one stay focused
	Contrast	Supporting one's focus via contrast

	Difference of Degree	Arguing that there is a difference in degree rather than kind between two items, or advocating for a gradual shift
	Authority	Making use of someone else's authority instead of the author's
	Cause/effect –Means/end – Consequences	Illustrating the causal relationship between two events
	Model	Putting forth an action plan based on current initiatives
	Stage in process	Going over earlier actions and anticipating what has to be done
	Ideal or Principle	
	Information	Using data and facts to back up claims

As it is evident, logos is essential in academic writing because it allows students to present ideas logically and convincingly. Developing this skill is challenging for EFL learners, who must learn to organize their thoughts, use evidence effectively, and write in a clear and connected way. Instruction focused on logos can help students improve the logical quality of their writing and strengthen their academic argumentation skills.

2.1.1.4.2 Pathos

Pathos, a concept developed by Aristotle, refers to the emotional appeal in rhetoric, where persuasion is achieved by influencing the audience's feelings and psychological state rather than relying solely on logic. Aristotle identified pathos as one of the three primary modes of persuasion alongside ethos and logos emphasizing that effective speakers must understand and shape the emotions of their audience in order to affect their judgments and decisions (2007).

Pathos has received much attention in modern rhetorical studies as an important rhetorical strategy that complements logic and credibility. For example, James A. Herrick explains that emotional appeal is not merely decorative but central to persuasion because it shapes how audiences interpret and value arguments. By engaging emotions such as empathy or indignation,

speakers can guide audiences toward particular attitudes and decisions, making pathos an essential component of effective communication (Herrick, 2017).

Pathos means appealing to the reader's feelings or emotions. Writers use pathos when they try to make readers feel sympathy, concern, or interest. In persuasive writing, this can be accomplished through real-life examples and emotionally meaningful language. However, in academic writing, pathos should be used carefully and not too strongly. In fact, in academic writing, pathos refers to the use of emotional appeal to connect with the reader and make the argument more persuasive. Although academic writing mainly relies on logic (logos), pathos can still play a subtle but important role by helping writers engage readers and emphasize the importance or relevance of their ideas (Crowley & Hawhee, 2012). Using pathos effectively does not mean exaggerating emotions or being informal; instead, it involves choosing words, examples, or scenarios that help the reader understand why the topic matters or why the writer's argument is important. For example, a writer might illustrate the consequences of a problem, describe real-life examples, or show how an issue affects people, which can make the argument more compelling.

Furthermore, Fahnestock & Marie (2004) highlighted that pathos is achieved through rhetorical strategies such as vivid language, storytelling, and imagery, which evoke appropriate emotional responses depending on the context and audience. Their work demonstrates that effective argumentation depends on balancing emotional appeal with logical reasoning, reinforcing the idea that persuasion is both emotional and rational.

EFL learners often struggle with using pathos in their writing for several reasons. One common problem is difficulty expressing emotions appropriately in a second language, as they may lack the vocabulary or cultural knowledge to convey subtle emotional cues. Another challenge is overusing or underusing emotional language. Some learners may write very neutral, factual texts that fail to engage the reader, while others may include exaggerated expressions that are unsuitable for academic writing. Additionally, cultural differences may affect how students understand or apply emotional appeal; in some cultures, expressing personal feelings or emphasizing impact is not common in academic writing, which can limit the use of pathos in persuasive texts (Ferretti & Graham, 2019; Hyland, 2019).

The persuasive writing model developed by Connor and Lauer (1985) included three types of arguments as well as a few strategies. According to Biber et al. (2007), several strategies are

evident in persuasive appeals (Pathos). Table 2.2 below lists the tactics that fit under this category:

Table 2.2

Description of Pathos Strategies (Adapted from Connor & Lauer, 1985; Biber et al., 2007)

Appeal	Strategies	Descriptions
Pathos	Appealing to the audience's views	Evoking feelings in others through moral or attitude ideals.
	Vivid Picture	Developing an idea, a mental picture via visual images
	Storytelling	Storytelling involves using vivid and relatable narratives to evoke the audience's emotions, thereby strengthening their connection to the message and increasing the likelihood of persuasion.
	Charged Language	Using harsh language to evoke powerful feelings from the readers of the written text.

To sum up, pathos plays an essential part in academic writing since it enables students to connect with the reader and highlight the significance of their arguments. It can be difficult for EFL learners to develop this skill because they must balance emotional engagement with formal, academic language; they need to use words and examples that support their argument without compromising clarity or credibility.

2.1.1.4.3 Ethos

Aristotle (2007) defined ethos as the "moral character" of the speaker. In *On Rhetoric*, he argues that persuasion is achieved when the speaker's character is presented in a way that makes them worthy of credence. He added that ethos comes from the speaker's personal character. In other words, if speakers present themselves in a way that makes the audience view them as trustworthy and credible, then ethos is established. People tend to believe good, honest

individuals more readily than others, regardless of the topic. This is especially true when there is not enough information for absolute certainty and people have different opinions.

Modern scholar Reynolds (1993) expanded the definition to include the "location" of the writer. She argues that ethos is not just an internal trait but a social negotiation between the writer and the audience's cultural expectations. Baumlin described ethos as a complex interaction of various "masks" or personas that a writer wears to connect with their specific audience. Baumlin (1994) stated that ethos remains a 'shifter,' a term whose meaning changes depending upon the speaker, the audience, the occasion, and the culture.

Ethos refers to the writer's credibility, authority, and trustworthiness. A writer shows ethos by using correct language, respectful tone, and reliable sources. It is the way a writer shows the reader that they are reliable, knowledgeable, and qualified to discuss a topic. Using ethos effectively helps persuade the reader that the argument is valid, not just because it is logical or emotional, but because the writer is competent and trustworthy (Crowley & Hawhee, 2012). Ethos can be developed through the use of credible sources, demonstrating understanding of the topic, using accurate language, and maintaining a professional and objective tone. Ethos is especially important in university-level writing, where readers typically expect arguments to be supported by evidence and presented in a credible and scholarly way.

When students compose texts in EFL contexts, using ethos is one of the difficulties that they may experience. A primary concern is their limited ability to integrate sources effectively, which can make their arguments appear unsupported or weak. Another challenge lies in language accuracy and style; mistakes in grammar, vocabulary, or formal tone can reduce the writer's credibility even if their ideas are strong. Cultural factors can also play a role: in some educational contexts, students are not encouraged to claim authority or explicitly demonstrate knowledge, so they may understate their position or fail to assert credibility in their writing. Finally, some learners may over-rely on personal opinion without supporting evidence, which weakens ethos and makes persuasive arguments less convincing (Hyland, 2019; Ferretti & Graham, 2019).

Three different kinds of arguments and a few techniques are part of the persuasive writing model created by Connor & Lauer (1985). The strategies that fall under this category are listed in the Table 2.3 below:

Table 2.3

Description of Ethos Strategies (Adapted from Connor & Lauer, 1985; Biber et al., 2007)

Appeal	Strategies	Descriptions
Ethos	Showing writer's respect for audience's interests and point of view	enhancing the writer's reputation by expressing gratitude.
	Showing writer-audience shared interests and points of view	demonstrating that the audience and the writer share comparable interests.
	Showing writer's good character and/or judgment	demonstrating the writer's good will by rendering a fair or impartial assessment.

For EFL students, using correct grammar and showing knowledge about the topic can help build credibility. Learning how to cite sources correctly is also important for developing ethos in academic writing. Ethos is essential in academic writing because it allows writers to establish trust and authority, making their arguments more convincing. For EFL learners, developing ethos requires practice in accurate language use, proper source integration, and professional tone, all of which contribute to the overall persuasiveness and credibility of their writing.

2.1.2 Product-Oriented Writing

Product-oriented writing is an instructional and theoretical framework that prioritizes the final written result over the cognitive journey of the author, viewing writing primarily as a linguistic exercise in "telling" rather than a discovery-based way of "knowing". According to Badger and White (2000), this approach emphasizes the imitation of model texts, with a strong emphasis on linguistic accuracy, grammatical correctness, and adherence to specific genre

conventions. In contrast to process-oriented models, product-oriented models tend to follow a linear progression in which students study a model text, practise its structural patterns, and then create a polished, error-free final draft that meets professional or academic standards (Nunan, 2003). Such emphasis has been termed the production of "reader-based prose" by Linda Flower (1981), in which the writer's task is to transform personal thoughts into a public, conventionalized written form that meets the audience's expectations and formal requirements.

Product-oriented writing emphasizes the final written product. During product-oriented writing, teachers focus more on the final product, including grammatical structures, vocabulary, and the overall quality of writing. A common pedagogy is to provide students with model texts and ask them to write similar texts (Badger & White, 2000). Product-oriented writing emphasizes the final text, accuracy, organization, and adherence to model texts. A well-structured and correct piece of writing is expected from students, and the teacher has a central role in providing models, instructions, and corrective feedback (Badger & White, 2000). Since the teacher often controls much of the activity and decides what can be viewed as a "good" text, this approach is usually regarded as teacher-centered.

There can, however, be some aspects of learner-centeredness and learning-centeredness. While the emphasis is largely on the final product, students are allowed some autonomy in the choice of vocabulary, examples, and/or style within the framework established by the teacher. They can also reflect on their own writing and learn from the feedback given by the teacher. This reflects a learning-centered approach, where the focus is on what the learner gains and develops through the writing task (Hyland, 2019). Moreover, product-oriented writing can serve as a context for teaching students academic conventions by providing clear models of expected structure, style, and language (Swales, 1990; Hyland, 2019). These models can help students gradually internalize norms and strategies that contribute to learning-centered outcomes. While product-oriented writing is mainly teacher-centered, it can enhance learning and learner engagement if students are encouraged to study models, apply feedback, and adapt ideas to their own writing (Badger & White, 2000; Hyland, 2019).

2.1.2.1 Characteristics of Product-Oriented Writing

In product-oriented writing, writing is seen as a step-by-step activity that leads to a result. Teachers usually correct students' errors and provide feedback on the final draft. This method

works well in many EFL classrooms because it helps students acquire correct language forms. From the teachers' perspective, product-oriented writing is regarded as a traditional and structured way of teaching writing in language classrooms. In this approach, teachers typically provide model texts and emphasize helping students produce a correct final written product that resembles those models. Instruction tends to focus on linguistic features such as grammar, vocabulary, sentence structure, spelling, and punctuation, as well as on the organization of ideas in a clearly acceptable form (Badger & White, 2000). The role of teachers is mainly that of instructors and judges, guiding students to imitate the language structures and features of model texts and correcting errors directly, with less emphasis on students' internal writing processes (Badger & White, 2000). This helps to shape a classroom climate in which the teacher plays an authoritative role, and students are expected to produce texts that meet predetermined standards of correctness and coherence.

Researchers described product-oriented writing as an approach that views writing largely as a linguistic skill to be learned through analysis and imitation of correct forms. Early scholars such as Pincas (1982) and others argued that this approach focuses on the surface features of language, including vocabulary, syntax, and cohesive devices, and emphasizes the final text rather than the ideas or creative thinking behind it (Pincas, cited in Carlson, et al, 2010; Badger & White, 2000). From a research standpoint, the product approach has positive aspects because it helps learners develop formal accuracy and understand the structural characteristics of specific text types. At the same time, it is critiqued for neglecting the writing process and treating learners as relatively passive recipients of language rules (Badger & White, 2000). These descriptions represent a balance between acknowledging the importance of clear and correct writing and criticizing the limited emphasis on creativity, independent idea development, and learner autonomy in product-oriented instruction.

Product-oriented writing, often referred to as the product approach, focuses primarily on the final outcome of the writing task rather than the steps taken to get there (Nunan, 2003). In academic and professional contexts, this approach stresses linguistic accuracy and the imitation of specific models (Hyland, 2003; Pincas, 1982).

Here are the key characteristics of product-oriented writing:

1. Product-oriented writing focuses on the final result in which the primary goal of product-oriented writing is the “end product.” Success is measured by the quality of the completed document (e.g., an essay, a report, or a story) rather than the creative or cognitive journey the writer took to produce it (Badger & White, 2000).
2. Product-oriented writing focuses on formal accuracy which also has a heavy weight placed on the mechanics of writing (Pincas, 1982; Hyland, 2003). This includes:
 - a. Correct grammar and syntax.
 - b. Accurate spelling and punctuation.
 - c. Strict adherence to prescribed formatting styles (such as APA or MLA).
3. Product-oriented writing has a linear progression where the writing process is viewed as a straight line (Badger & White, 2000). Typically, a student follows a rigid sequence:
 - a. Study a model.
 - b. Practice specific isolated language points (like the passive voice).
 - c. Organize ideas based on a template.
 - d. Write the final version.
4. Product-oriented writing is a teacher-centric evaluated , meaning that in a product-oriented writing classroom, the teacher usually acts as an examiner rather than a facilitator (Badger & White, 2000; Hyland, 2019).
5. Product-oriented writing relies on "prescribed patterns". For example, if writing a formal letter or a specific type of academic analysis, the writer follows a fixed organizational structure (e.g., Introduction, Body Paragraphs with topic sentences, and Conclusion).
6. Product-oriented writing generally views writing as an individual task where the writers demonstrate their mastery of language rules and stylistic conventions in isolation (Bagheri & Adibrad, 2024).

2.1.2.2 Pros and Cons of Product-Oriented Writing

The product-oriented writing has several advantages, especially in contexts where accuracy and structure are prioritized. One key advantage is that it provides clear guidance and models for students to follow. Learners can see what a “good” text looks like, which helps them understand the expected structure, grammar, and vocabulary usage (Badger & White, 2000). This is particularly useful for EFL learners who are still developing their language skills, since it allows them to focus on producing correct and coherent texts without being overwhelmed by the writing process. Another benefit is that it facilitates efficient correction and assessment. Since teachers know the desired structure and features of the final text, they can provide targeted feedback on grammar, sentence organization, and overall clarity, which helps students improve their writing accuracy. Furthermore, the product approach can help learners adapt to academic writing expectations, especially at the university level, where formal writing conventions are essential. This approach can work more effectively for EFL learners who are learning to write in a different language. This superiority is justifiable in terms of the composing skills that are more constrained and more difficult for L2 learners (Silva, 1993). Table 2.4 below can be summarized the pros and cons of product-oriented writing:

Table 2.4

The Pros and Cons of Product-Oriented Writing

Categories	Pros (Advantages)	Cons (Disadvantages)
Guidance & Structure	It provides clear models and templates; helps learners see what a "good" text looks like (Badger & White, 2000).	It focuses on imitation rather than idea generation; treats learners as passive recipients of knowledge.
Accuracy	It prioritizes linguistic accuracy, correct grammar, and vocabulary usage, which is vital for EFL learners.	Students may become overly concerned with avoiding errors, which limits original expression.

Assessment	It facilitates efficient correction; allows teachers to provide targeted feedback on organization and clarity.	It neglects the writing process (planning, drafting, revising), which are key for critical thinking (Hyland, 2019).
Academic Readiness	It prepares students for the formal conventions and rigid expectations of university-level writing.	The resulting texts may lack depth or engagement because the development of ideas is not emphasized.
L2/EFL Suitability	It supports learners whose composing skills are constrained by the difficulties of a second language (Silva, 1993).	It can be less motivating; rigid structures may reduce interest and the willingness to experiment with language.

2.1.3 Process-Oriented Writing

Process-oriented writing is a pedagogical approach that emphasizes the cognitive and creative stages of composition, namely pre-writing, drafting, revising, and editing, over the final written product (Flower & Hayes, 1981; Murray, 1972). This approach differs from traditional writing methods because it views writing as a recursive and non-linear journey, allowing writers to move back and forth between idea generation and structural development (Zamel, 1983; Hyland, 2019). It provides a way for students to understand the "how" of writing and helps reduce anxiety, turning writing into a step-by-step process of discovery and continuous improvement (Applebee, 1986; Tribble, 1996).

According to scholarly definitions, process-oriented writing is a complex cognitive and recursive act rather than a linear production of text. Murray (1972) famously defined it as "an exploration of the unknown," where the writer discovers meaning through writing itself. This was supported by Emig (1977), who viewed writing as a "unique mode of learning" that engages both the creative and analytical mind, while Flower and Hayes (1981) described it as a goal-directed "thinking process" involving the constant interplay between planning, translating, and reviewing. In addition, Perl (1980) highlighted the "recursive" nature of writing, defining it as a forward-moving action fueled by backward-moving reflections. Together, these scholars

shift the definition of writing from a static skill to a dynamic, internal journey of discovery and refinement.

Process-oriented writing focuses not only on the product, but also on how students write. In this view, writing is regarded as a developmental process that includes planning, writing, revising, and editing (Flower & Hayes, 1981). The process-oriented approach to writing arose as a reform movement in writing pedagogy in response to the limitations of the traditional product-oriented approach. In the product approach, the focus was on the final written text, its correctness, structure, and adherence to models provided by the teacher. However, in the 1960s and 1970s, scholars in composition and writing studies began to challenge this view, arguing that writing was not simply the production of a perfect final product, but rather a series of mental and composing activities that writers engage in as they create texts (Murray, 1972; Flower & Hayes, 1981). The shift toward process emerged especially through studies that examined writers' actual composing behavior, showing that writing involves planning, drafting, revising, and editing, and that these stages are recursive rather than linear (Flower & Hayes, 1981; Zamel, 1982). This new perspective held that students learn to write more effectively when they are given time to rethink and refine their ideas and encouraged to reflect on their writing, instead of merely imitating model texts and focusing on error-free final versions.

In the 1980s and 1990s, the process approach began to influence ESL/EFL writing instruction more directly. Writing researchers such as Tribble (1996) and others documented that process writing was a reaction against product centered pedagogies, which tended to ignore the act of composing and the cognitive processes involved in writing (e.g., idea generation and revision). Process writing was seen as aligned with cognitive theories of writing that emphasized writing as a complex, meaning making activity, rather than a mechanical reproduction of linguistic forms (Flower & Hayes, 1981). As a result, by the late twentieth century, many writing classrooms had shifted toward instructional designs that encouraged multiple drafts, collaborative feedback, and teacher guidance throughout the composing stages, with the goal of helping learners develop writing strategies, self-awareness, and independence as writers, outcomes that were much less emphasized in product oriented instruction (Applebee, 1986; Hyland, 2003; Tribble, 1996).

The process approach is built on several core principles:

1. Writing is recursive and iterative, which means writing is not a single, linear task; writers revisit earlier stages such as planning and drafting as new ideas emerge. This recursive nature was highlighted in models developed by Flower and Hayes (1981), where planning, translating, and reviewing interact continuously as the writer composes.
2. Focus on idea development and reflection where process writing emphasizes helping learners generate and organize ideas before they focus on language accuracy. Pre writing activities such as brainstorming and outlining give students space to think and revise before worrying about correctness (Zamel, 1982).
3. Multiple drafts and revision, which also means that process writing can be improved through revision. Learners produce multiple drafts, receive feedback from peers and teachers, and reflect on their own choices, which helps them refine both their ideas and language use over time (Hyland, 2003; Tribble, 1996).
4. Learner agency and strategy development where it also emphasizes the cognitive and strategic involvement of the writer. Students are encouraged to make decisions on content, organization and language, which enables students to have more autonomy in their writing and control over their metacognition, skills crucial in the academic contexts (Applebee, 1986; Hyland, 2019).
5. Supportive classroom interaction takes place instead of being a top-down approach, where the teacher is merely assessing the final product; and learners progress through the interaction and collaboration in the classroom (Hyland, 2003; Tribble, 1996).

The advent of the process approach instead of the traditional product approach is of special relevance for the EFL learners. The process approach emphasizes writing as a developmental skill, helping learners to become more flexible and reflective writers; supports their mastery of more complex writing tasks like persuasive and argumentative writing; and scaffolded supports real writing. This perspective has had a great impact on ESL/EFL teaching and study in the modern context.

2.1.3.1 Process-Oriented Writing Stages

Prewriting, drafting, revising and editing are the major stages of process-oriented writing. Students' ideas are encouraged, their writing drafted and then skills of writing are developed progressively. Process writing contributes to the students' confidence in their writing. The process writing perspectives view writing, most often, as a series of stages instead of a single act of writing a text. The stages can be repeated – writers can go back to the previous stages as they progress with ideas. The understanding and instruction of these stages can enhance the language accuracy and ideas expressed clarity of learners in EFL classroom (Flower & Hayes, 1981; Zamel, 1982).

The first stage, pre-writing, involves learners in thinking about the subject, brainstorming ideas, and planning their kinds of writing. This can be seen in contexts such as EFL, in which the process can take place by brainstorming, free writing, making lists, or preparing a simple outline (Silva, 1990). For teachers, providing guiding questions, graphic organizers, or mind maps can be helpful in order to help students focus their thinking and plan logically. Pre-writing helps learners connect with the text, decreases anxiety about beginning the text, and provides an organization students can use to structure their ideas. For example, when composing a persuasive essay, students may brainstorm their central idea, outline supporting points, and brainstorm examples before composing sentences.

In the second stage, drafting, students start to convert ideas and thoughts into sentences and paragraphs. The focus at this stage is to get ideas on paper as opposed to perfect grammar or vocabulary. Working with EFL students, teachers may encourage students to write short and unedited drafts without focusing on every error. It provides learners with fluency in writing and minimises fear of errors, which is often greatest with pre-intermediate learners who are not entirely confident to write freely (Badger & White, 2000; Tribble, 1996). Drafting also gives learners the opportunity to practise language and begin to develop their argument or story, which is key to successful writing of persuasive and argumentative texts.

Learners can revise their ideas, reorganize paragraphs, and add meaning and details during the revision process. Teachers can help EFL learners ask questions such as: “Does this paragraph support my main idea?” or “Is my argument clear?” This is an appropriate point at which peer feedback is possible, as students may benefit from revising each other’s drafts and

providing feedback (Flower & Hayes, 1981; Hyland, 2019). While revising emphasizes content, coherence, and organization first of all, and not just language accuracy, this process enables learners to develop critical thinking and self-editing abilities.

Editing is about the surface level of writing, such as grammar, spelling, punctuation, and word choice. In EFL classrooms, teachers can provide checklists or give mini lessons about common errors in learners' drafts. The editing process occurs after revision to make sure learners' ideas and structure are clear before working on accuracy (Hyland, 2019). This level of separation between content and accuracy helps EFL learners avoid too much focus on accuracy in the early stages of drafting, which could inhibit idea development.

The final step is creating a clean copy of the text that can be shared with peers, the teacher, and/or a broader audience. Publishing may include class presentation, online posting, or submission of an assignment. At this stage, reflection is encouraged too, as students are asked to look at their final draft and enhance future texts through this comparison (Zamel, 1982; Badger & White, 2000). In the teaching of EFL, sharing texts is a good motivator, helps to build confidence in writing, and can help to establish the relationship between writing and communication.

Process-oriented writing is very malleable in practice and can be used in multiple steps in the EFL learning process. In guided pre-writing activities, students develop ideas in the face of restricted vocabulary. When students write under time limits, they have to come up with more rapid responses and avoid excessive fear of mistakes. During revision, while receiving peer and teacher feedback, learners have the opportunity to generate collaborative learning and critical thinking. The next stage is focused editing, which looks at areas of accuracy and allows content development to move forward. Lastly, when the final draft is produced, learner groups can review all their work again in the final stage, and this can emphasize learning and help inspire learners. Through these steps, EFL students can gradually become more autonomous writers, gain effective organization skills, and acquire language and mental abilities to perform writing tasks in an academic context (Flower & Hayes, 1981; Silva, 1990; Hyland, 2019).

2.1.3.2 Pros and Cons of Process-Oriented Writing

Process writing enables students to develop ideas and enhance their writing over time. It also promotes group work and discussion. This can, however, take much time and may prove challenging for relatively large classes. University-level EFL learners have several merits to benefit from the process approach to writing. One of its primary assets is that it considers writing as a recursive process in which a student plans, drafts, revises, and edits various sections of a text over extended periods of time, instead of producing one single finished version (Flower & Hayes, 1981). The staged approach allows learners to have language review opportunities, offering chances to refine ideas and language over the course of several attempts (Zamel, 1982). This helps lower learners' anxiety because linguistic accuracy is not expected only in the first draft of students' work, but can be improved in subsequent revisions. Another way in which process orientation fosters student autonomy is that it is related to metacognition, as students develop awareness not only of their own texts and the act of writing, but also of their own methods (Hyland, 2019). Moreover, peer feedback and multiple drafts promote collaborative, critical, and audience-aware learning, which is necessary for learning in higher education, with particular focus on academic writing (Badger & White, 2000). For EFL learners, this technique facilitates the development of their L2 language skills, since it involves a partial dissociation between content and language, allowing learners to develop content without concern for L2 errors (Silva, 1993). Table 2.5 below can be summarized the pros and cons of process-oriented writing:

Table 2.5

Pros and Cons of Process-Oriented Writing

Categories	Pros (Advantages)	Cons (Disadvantages)
Psychological Impact	It reduces anxiety and writer's block by breaking the task into small, manageable steps.	It can lead to frustration if a writer feels stuck in a recursive loop of never-ending drafts.

Creativity	It encourages discovery and exploration; writers can follow ideas without fear of early failure.	It focuses on "process" may sometimes overshadow the importance of the final content or message.
Skill Development	It builds metacognitive awareness, helping writers understand their own unique mental habits.	It may be inefficient for experienced writers who can produce high-quality work in fewer steps.
Quality of Work	It leads to deeper critical thinking and stronger logic through the rigorous revision stage.	It delays accuracy; surface-level mechanics (grammar/spelling) are often neglected until the very end.
Time & Effort	It teaches a repeatable methodology applicable to various professional and academic genres.	It is highly time-consuming and difficult to implement under strict, short-term deadlines or timed exams.
Assessment	It values growth and effort, providing a clearer picture of a writer's actual progress.	It is difficult to grade objectively; requires significant time for instructors to review multiple versions.

2.1.4 Differences of Product and Process-Oriented Writings

In the previous sections the product-and process-oriented writings have been surveyed in details including their definitions, advantages and disadvantages, and characteristics. Yet, it is necessary to have knowledge of the main differences between product- and process-oriented writings because their differences are not limited to their definitions, pros and cons, and principles but extend to include many features which are stated below in Table 2.6.

Table 2.6*Differences of Product and Process-Oriented Writings*

Features	Product-Oriented Writing	Process-Oriented Writing
Primary Focus	The curriculum prioritizes the final, error-free document that the student submits for evaluation.	The curriculum emphasizes the cognitive stages and creative maneuvers a writer undergoes to reach a final draft.
The Writing Goal	Students aim to achieve linguistic accuracy and strict adherence to a specific genre or model.	Students aim to develop communication skills, creative fluency, and the ability to refine complex thoughts.
Role of the Instructor	The teacher acts as a formal judge or examiner who evaluates the quality of the finished product.	The teacher acts as a guide or facilitator who supports the student through various stages of development.
Treatment of Errors	Mistakes are viewed as technical failures that should be avoided to maintain the integrity of the text.	Mistakes are viewed as a natural, essential part of the learning process and a sign of active experimentation.
Classroom Activity	Students spend most of their time studying model texts and practicing specific grammatical or formal structures.	Students spend time brainstorming, discussing ideas with peers, and performing multiple cycles of revision.
Workflow Pattern	The writing process is seen as a linear progression from a plan directly to a finished, unchangeable draft.	The writing process is seen as recursive, meaning writers frequently return to earlier stages to rethink their ideas.
Evaluation Method	Assessment is summative and typically occurs only after the final version of the text has been completed.	Assessment is formative and involves ongoing feedback that helps the student improve the work while it is still "in progress."

2.1.5 The Analytical Framework of PSs

The current study is based on the rhetorical analysis approach that is based on the classical theory of persuasion developed by Aristotle in rhetoric (Aristotle, trans. 2007). According to Aristotle, there are three appeals that must be incorporated into the process of persuading: ethos, logos, and pathos. While they are primarily techniques for attaining stylistic effect, these appeals are also basic tools for speakers and writers in building their meaning, convincing the audience, and tapping into its motives (Crowley & Hawhee, 2012). Recall that this is a triadic model in oratory's development, but it has remained an important model in rhetorical theory and continues to be the basis of research and practice in composition studies and in argumentation theory (Corbett & Connors, 1999; Hyland, 2005).

Ethos – credibility or character of writer. Written discourse is not a product of its inherent ethos, but is discursively produced by employing language choices that present the writer as acceptable in terms of authority, reliability and sensitivity to audience expectations (Hyland, 2005). In modern rhetorical scholarship, the concept of ethos is related to one's speaking voice (one's register) and to the appropriateness of one's use of source materials, and it focuses on displaying to the reader the writer's knowledge, but not arrogance (Corbett & Connors, 1999). Rhetoric scholarship, including pedagogic texts like *Classical Rhetoric for the Modern Student*, posits ethos to be connected to speaking voice, or register, along with the writer's responsibility and right to properly use source materials, and to presenting oneself as knowledgeable without being arrogant. Despite the ritual aspects fostering a sense of collegiality, trust, and respect, within the EFL context, it is worth noting the importance of how ethos is created as students work with linguistic limitations, as well as with culturally embedded linguistic expectations of academic voice and authority (Hyland, 2019).

Logos, the appeal to reason, has to do with the internal logic of the argument, and the use of evidence to substantiate claims (Ramage et al., 2016). According to Aristotle, logos is a form of persuasion achieved “through the speech itself” when the argument demonstrates truth or apparent truth. These can be detailed in modern writing pedagogy in the form of recognizable argumentative patterns like claim–support, causality or comparison/contrast and the use of statistical or empirical evidence for support. The achievement of logos shows second language writers' proficiency in organizing ideas and expressing logical relations, as well as in achieving argumentative skills. To date, investigations in the field of L2 writing have revealed that the

instructional method used affects the way in which writing learners organize their arguments, so logos is a dimension which is more central to compare the instructional strategies (Hyland, 2005, 2019).

Pathos means to move the audience towards coming into agreement with the writers' emotions, values and beliefs (Crowley & Hawhee, 2012). Pathos has been misinterpreted as a manipulation, a mere manipulatory strategy; however, Aristotle places it within the rhetorical resources, taking into account the emotional aspects of persuasion (Aristotle, trans. 2007; Corbett & Connors, 1999). In the written academic or theoretical text, pathos may be evident in the use of an evaluative mode of language, a moral stance, an imagined possibility and a well-crafted textual strategy that personalises abstract concepts. In EFL writing, use of pathos can be an indication of learners' cultural rhetorical traditions and/or their linguistic portfolio. It can be a sign of being aware of someone's listening into a message that goes beyond just informational argumentation (Crowley & Hawhee, 2012).

When taken collectively, ethos, logos and pathos provide a full range of arguments for the study of persuasive discourse, based on explanations of credibility, rationality and affective approach (Corbett & Connors, 1999; Crowley & Hawhee, 2012). Importantly, however, these three appeals operate not in isolation but more often in combination, e.g., in an effective application of persuasive writing (Ramage et al., 2016). Modern writers and rhetoricians contend that there must be strategic mix, or shifting of these appeals, in order to be a mature writer of argument. The integrative approach is especially applicable when analyzing variations in teaching approaches; teaching methods can affect such aspects as both the frequency and the complexity of the use of rhetorical appeals (Hyland, 2019).

The study puts theoretical concepts in quantitative terms within features of the discourse; therefore, there is a correlation between theory and empirical study (Hyland, 2005). The study makes classical rhetorical categories, which are translated into measurable discourse features, so there is a correlation between classical rhetorical categories and measurable discourse features. The operationalized code categories for the rhetorical appeals are provided in Table 2.7 below, which is a visual summary of the key categories (ethos, logos, and pathos), their operational indicators and some examples of the rhetorical appeals presented in the texts of students' essays. It offers a transition conceptual and methodological road between the discussion of theory and

analysis of the writings of participants in the product-oriented and process-oriented writings (Connor, 1996; Hyland, 2019).

Table 2.7

Analytical Framework of Rhetorical Appeals Used for Essay Analysis (Adapted from Aristotle, 2007; Corbett & Connors, 1999).

PSs	Subcategories	Examples
ETHOS (Credibility / Authority)	Credibility & Trust	“As a professor of ...”;
	Expertise & Authority	“According to the CDC study ...”;
	Writer Positioning	“As students, we believe ...”;
LOGOS (Logical Reasoning & Facts)	Evidence & Data	Statistics on ...
	Logical Reasoning	“If X leads to Y, then ...”;
	Cause & Effect / Comparison	Compare/Contrast reasoning;
PATHOS (Emotion & Values)	Values & Beliefs	“Our community deserves respect”;
	Narrative / Stories	Personal story about being affected;
	Imagery & Sensory	Vivid descriptions to evoke emotion;

This framework has grown out of traditional sources, along with modern sources (Aristotle, 2007; Corbett & Connors, 1999; Rubinelli, 2018). It is especially appropriate for examining variations of instruction modes: product-oriented vs. process-oriented. The Aristotelian appeals include appeals to credibility construction, appeals to logical organization, and appeals to emotional involvement which offer a multidimensional perspective on issues of the effect of instructional approach on persuasive writing. With its commitment to a framework of classical rhetoric and its applicability concepts to the empirical analysis of L2 writing, this study brings classical rhetoric in tandem with contemporary L2 writing pedagogy. By also incorporating the diagram, a synthesis of the theoretical framework was visualised and this helped to make the theoretical framework understandable when coding the participants' essays and also to ensure

the transparency of the analytical categories used in the study, thereby making the study methodologically transparent as well.

2.2 Previous Related Studies

Numerous earlier studies that are relevant to the current study are surveyed chronologically. These studies have benefited the researcher in the following ways:

1. Giving the current study a strong foundation
2. Using the statistical tools and following the protocols.
3. Providing a broad perspective that enables comparison of the study's findings with those of other related studies.

Therefore, a thorough examination of these studies is crucial to achieving the goals of the current investigation. It is critical to recognize the importance of the relevant study and to help attain its goals. Such related studies can be discussed based on the following criteria; titles, research questions, aims, sample, instruments, and results.

2.2.1 Hasan & Akhand (2010)

Hasan and Akhand (2010) conducted a study entitled “*Approaches to writing in EFL context: Balancing product and process in writing class at tertiary level*”. The aim of this study was to compare the effects of a product-and-process approach to writing on the writing performance of a control and an experimental group of participants studying at United International University in Bangladesh.

A quasi-experimental study steered where the control group was taught using the product writing approach and the experimental group received instruction based on process writing approach. Both groups also engaged in collaborative writing activities as well at the end of each session. Data were collected from the learners’ performance in group works, discussions, observations of learners’ strategy use, and from the end products.

The analysis of the data indicated that a combination of both approaches can lead to better results.

2.2.2 Hashemnezhad & Hashemnezhad (2012)

The study entitled “*A Comparative Study of Product, Process, and Post-process Approaches in Iranian EFL Students’ Writing Skill*” (Hashemnezhad & Hashemnezhad, 2012). It was conducted to determine whether there are significant differences in Iranian EFL learners’ writing ability when taught using three approaches, product, process, and post-process writing. The research question asked whether such differences exist, and the hypothesis stated that there are significant differences among the three approaches. The tools being used for the data collection were (1) a common course textbook (*Paragraph Development* by Arnaudet & Barret, 1981), (2) two identical post-tests for all groups (cause–effect and procedural topics), and (3) an analytic rating scale with a 4-point Likert scoring system covering paragraph communication/ organization/ purpose and additional grammar, vocabulary, etc. In addition, the participants were 60 EFL sophomores from Islamic Azad University (Khoy branch), selected non-randomly from 100 students. Their age ranged from 19–26, TEFL bilinguals (Azeri and Persian), and had similar prior exposure (Writing Course I as a prerequisite to Writing Course II).

The sample was divided into three groups of 20: product, process, and post-process. All groups received 16 sessions of instruction using their assigned approach, with the same teacher and textbook. The study reached that before instruction, the groups did not differ significantly on previous writing scores (verified using normality tests and one-way ANOVA). After the experimental term, the groups’ writing scores did differ significantly. Scheffé post-hoc results showed that the product approach performed significantly worse than the post-process approach (and thus both process and post-process outperformed product). However, there were no significant differences between process and post-process, meaning post-process did not show superiority over process.

2.2.3 Alodwan & Ibnian (2014)

Alodwan and Ibnian (2014) carried out a study entitled “*The effect of using the process approach to writing on developing university students’ essay writing skills in EFL*”. The aim of this study was to investigate the effect of using the process writing on developing university students’ essay writing skills.

The study followed the same line of research comparing the effect of the two approaches on the development of writing of 90 non-English major students. They were randomly divided into a control and an experimental group receiving process and product-oriented instruction.

The statistical analysis of the participants' scores obtained from the writing pre-test and post-tests revealed process writing was more effective in promoting essay-writing performance.

2.2.4 Al-Sawalha (2014)

Al-Sawalha (2014) in the article entitled "*Potential Advantages of Process Writing for Students English Language and Literature at Jerash University in Jordan*" investigated why process writing can help Jordanian EFL students improve their English writing. The study explained that writing in a second/foreign language is especially difficult because students often think in their mother tongue, and it noted that students also struggle in academic writing. It further highlighted the Jordanian context where EFL instruction tends to emphasize receptive skills (listening/reading) for exam purposes, which results in weak written academic literacy, especially for students in the Department of English Language at Jerash University.

The study also tended to examine the writing process as a solution to students' writing weaknesses by presenting how the process-oriented approach works and why it is suitable for EFL writing instruction. The study is a theoretical/persuasive discussion of process writing's advantages and its stages: pre-writing, writing/drafting, and post-writing/revising and editing. The results/findings are therefore presented as expected benefits from process writing, such as reducing writer's block, helping students focus on idea development, and improving cognitive and writing skills, so that students are more able to organize and express ideas effectively in English.

2.2.5 Agustiana (2016)

Agustiana (2016) in her study entitled "*Combining product and process-based approaches to teaching writing discussion texts*", explored the effects of teaching EFL discussion texts using a combination of product- and process-based writing approaches. The study focused on how the approach was implemented in class, its impact on students' writing skills, and students' attitudes toward the approach. The mixed-method study involved 24 second-grade students at a private university in West Java, Indonesia. Data were collected using

field notes, video recordings, pre-test and post-test writing assessments, and questionnaires. The drawn results showed that students were actively engaged, writing skills improved (paired t-test, two-tailed $p = 0.000 < 0.05$), and qualitative analysis indicated gains in generic features, textual language, and syntactical language. Students also had a strongly positive attitude, with an average questionnaire score of 4.35.

2.2.6 Eliwarti & Maarof (2017)

Eliwarti and Maarof (2017) carried out a study entitled “*The students’ perceptions of the strategies in the process approach*”. The main objective of this study was to find out the students’ perceptions of the strategies in the process approach and their impressions of these strategies. A descriptive study and the participants were 30 sophomore English students’ impressions of process approach strategies from Riau University’s English department. They were taking Writing Course III. The research data were collected using a combination of questionnaires and semi-structured interviews with 8 of the participants. The participants’ level of perception was differentiated into three levels of highly positive, positive and negative.

The results showed that all students had either positive or highly positive levels of perception of the strategies in the process approach.

2.2.7 Alwaneen (2023)

Alwaneen (2023) carried out a study entitled “*The perspectives of Saudi University instructors and learners on the product and process writings to second-language writing*”. The objective of this study was to examine perspectives of 72 Saudi university EFL instructors and learners regarding process and product writing methods in teaching writing with a focus on gender.

The study conducted a mixed-methods study. The participants included 34 instructors and 38 learners. The data were obtained using a 20-item 5-point Likert scale questionnaire comprising items related to process (Ghobadi, 2021) and product approaches and an interview. The data obtained from the questionnaire were further analyzed using independent samples test and those from the interview were through thematic analysis and coding.

The findings indicated no significant difference in their views towards product writing whereas the instructors considered process writing more positively than their learners. As for the qualitative analysis of the interview data, the findings revealed that process approach served to improve the ultimate writing product and help learners gain autonomy from teachers because the learners can discover their own problems. Learners, on the other hand, considered the support they receive from the instructors during pre-writing, free-writing and monitoring stages of process writing of utmost importance which could promote their writing and life skills and cultivating a positive attitude.

2.2.8 Nurhusna et al. (2024)

In their study "*The Impact of Persuasive Writing Learning Model on Students' Entrepreneurial Spirit*," Nurhusna et al. (2024) examined how learning models for persuasive text writing impact students' development as entrepreneurs, which is crucial for creativity, innovation, and problem-solving in the globalized aspect. The study involved 32 students from Universitas Negeri Makassar's Education Study Program to participate in the study, which employed a quantitative methodology with a quasi-experimental design. Pretests, posttests, a questionnaire to gauge entrepreneurial spirit, and a writing assessment/test to gauge persuasive writing skills were used to gather the data.

The results showed a strong improvement after the intervention, with students' average scores increasing from 57.56 (pretest) to 90.65 (posttest), and T-test analysis indicated a significant difference between students' initial and final skills in producing persuasive papers with entrepreneurial themes, leading to the conclusion that the persuasive writing approach effectively enhances both writing performance and entrepreneurial mindset.

2.3 Discussion of Previous Studies

After the long effort of re-visiting and surveying the previous studies, it can be said that there is not any correspondent study that has accurately tackled "Investigating Persuasive Strategies Used by Iraqi EFL University Students' Product-and Process-Oriented Writing". Instead, there are certain previous studies which are concerned with the present one in some aspects such as the product and process writings.

The degree of relevance of previous studies in comparison to the current study seems to be realized by a point of differentiation between them and the current one in relation to the fundamental parts (aims, samples, and outcomes). In one way or another, these researches have used and enhanced the current study. In other words, reexamining deeply the aforementioned studies, the researcher comes to know that they differ and are comparable to the current study in the following:

1. As far as the aim is concerned, A coherent path of inquiry addressing the pedagogical value of writing techniques is established by the previous studies, which mostly focuses on evaluating classroom instructional methods. However, there is still a significant gap because the majority of research focused on evaluating overall language proficiency rather than delving into internal textual and rhetorical mechanics. The following specific points might be used to highlight the main distinctions and similarities between these broad objectives and the particular baseline of the current study:

- a. The main objective of research such as Hasan & Akhand (2010), Hashemnezhad & Hashemnezhad (2012), and Alodwan & Ibnian (2014) was to assess the pedagogical usefulness of process and product methods on the development of general writing. In contrast, the current study tries to identify the PSs used by Iraqi EFL university in their product- and process-oriented writings.
- b. Previous studies by Eliwarti & Maarof (2017) and Alwaneen (2023) aimed to investigate the subjective aspects of writing, including the attitudes and psychological perspectives of instructors and students. The present study also deviates from these objectives by focusing on investigating the PSs used by Iraqi EFL students in their product-and process-oriented writings
- c. Only Nurhusna et al. (2024) aimed at "persuasive writing," whereas Agustiana (2016) examined integrated techniques in "discussion texts." Their goal, however, was connected to an external psychological outcome (entrepreneurial spirit), which left a clear gap that the current study closes by focusing solely on examining the PSs used in product-and process-oriented writings by Iraqi EFL university students.

2. In terms of the sample of the study, the current work is strongly aligned with the contextual and demographic findings of the previous studies. The majority of researchers have consistently

focused on EFL learners at the postsecondary level, indicating that academic writing difficulties are a common issue among different regional institutions. The sample dynamics are examined below to map out how these participant groupings relate to the current study context:

a. Studies like Al-Sawalha (2014) in Jordan, Alwaneen (2023) in Saudi Arabia, and Hashemnezhad & Hashemnezhad (2012) in Iran used undergraduate university students as the primary sample, which clearly parallels the current study's emphasis on Iraqi EFL university students.

b. Sophomores and students from specialized English departments were disproportionately represented in samples found throughout the studies (e.g., Hashemnezhad & Hashemnezhad, 2012; Eliwarti & Maarof, 2017). This immediately supports the current study's justification for selecting college students who already have the fundamental prerequisite writing skills.

c. Previous samples included smaller classrooms with 24–32 students (Agustiana, 2016; Nurhusna et al., 2024) and larger groups with 60–90 students split into different approach groups (Hashemnezhad & Hashemnezhad, 2012; Alodwan & Ibnian, 2014). This gives the current study's management and dissemination of its student text corpus a clear methodological reference. Thus, by using a sample of 80 Iraqi university students who were asked to write two writing tasks (one in product-oriented writing and one in process-oriented writing) to examine their using of the PSs in product-and process-oriented writings, the current study is consistent with these bigger groups.

3. In terms of findings, important foundation indicators for the current study are provided by the empirical results of the previous studies. Although some research emphasizes the unique advantages of an eclectic, balanced approach in EFL writing classrooms, the overall agreement points to the cognitive superiority of process-oriented models. The following point must be taken into account in order to comprehend how these external results function as standards for understanding the study's future findings:

a. The statistical findings of Alodwan & Ibnian (2014) and Hashemnezhad & Hashemnezhad (2012) obviously showed that process-oriented education produces noticeably improved writing performance. According to this criterion, process-oriented writings in the Iraqi context might exhibit a more nuanced and strong distribution of PSs.

b. According to research by Al-Sawalha (2014) and Alwaneen (2023) process steps successfully reduce writer's block and promote student autonomy. These findings suggest that the pre-

writing and revision phases give students the cognitive time necessary to employ PSs, which may be lacking in time-locked product writing.

c. It's interesting to note that Hasan & Akhand (2010) and Agustiana (2016) found that the best classroom improvements come from combining both product and process models. This enables the current study to assess whether Iraqi students' persuasive texts incorporate PSs in both product-and process-oriented writings.

d. Although Nurhusna et al. (2024) found a significant statistical increase in persuasive writing ratings (from 57.56 to 90.65), their findings were unable to account for the linguistic changes in the text. Building on these encouraging signs, the current study offers the qualitative and quantitative justification for the particular persuasive strategies used by the students.

The present study endeavors to elucidate the specific rhetorical strategies employed by Iraqi students, systematically delineating the PSs that they effectively assimilate and those that they overlook across various written discourses. Through rigorous analysis, this work intended to illuminate the nuanced approaches to persuasion inherent within different writing orientations, thereby providing a comprehensive understanding of the students' engagement with persuasive methodologies.

Chapter Three

Methodology

3.0 Introductory Note

This chapter shapes the procedures used for achieving the objectives of the study and answer the research questions. It reveals the requirements for the current study's population and sample selection, the instrumentations of the research, material selection, ensuring the test's validity and reliability, pilot study which aims to ensure the test's validity and time required for the final administration of the test, final administration , the procedures of the analysis and the scoring scheme used for verifying the analysis of the results collected.

3.1 Population and Sample of the Study

According to Fraenkel & Wallen (2003), the group from which data is obtained in a research study is called a sample. The wider group to whom one hopes to apply the result is called the population. The study's participants are Iraqi University English department students during the academic year 2025-2026. The sample for this study was randomly chosen and consists of (200) male and female students in the third year from the English Department College of Education for Human Sciences at the University of Wasit ($n = 80$), College of Imam Al-Kadim ($n = 60$), and the University of Al-Kut ($n = 60$) . Selecting third year students above others can be ascribed to some reasons. First, they have been taught the subjects throughout their academic lives, so they are familiar with them. Second, they can be regarded as both an advanced level of language users and the highest level of performance required of English Department learners.

3.2 Instrumentations

A quantitative method is adopted in the present study in relation to data analysis and collection. According to Dörnyei (2007) quantitative research “involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods”(p, 24). Therefore, the goal of quantitative research is to measure and analyze variables in order to get particular results. In order to arrive at specific answers to the issues posed, this method uses and analyzes numerical data using certain statistical procedures.

Quantitative research, according to Mackey & Gass (2005), “generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out” (p, 2). Quantitative research “involves looking at amounts, or quantities, of one or more variables of interest”. Mackey and Gass (2005) pointed out that the characteristics of quantitative method is summarized that it is intrusive, controlled measurement, and the systematic collection of data by the researcher using standardized techniques and structured tools. In order to reduce prejudice and guarantee impartiality throughout the study process, it is objective and detached from the facts. This kind of research is confirmatory and verification-oriented since it aims to test theories and validate preexisting ones rather than develop new ones. Additionally, it is outcome-oriented, emphasizing quantifiable findings and results. It is also trustworthy since it uses "hard" and reproducible data, enabling other researchers to do the study again with comparable outcomes and under similar circumstances. The goal of generalizable quantitative research is to extrapolate results from a sample to a broader population. Lastly, it is predicated on the idea of a stable reality in which phenomena are regarded as quantifiable, predictable, and contextually consistent.

Such study necessitates critical objectivity, in addition to the fact that the research participants are not aware of the researcher's biases. Participants deliberately hide from researchers some parts of themselves. Quantitative research findings are likely to be generalized and embraced by particular communities. The data is connected to confirmatory methods since it is used to test the researchers' hypothesis. This type is utilized to accomplish common objectives like describing, explaining, and forecasting by focusing on a certain premise because individual behavior is consistent and predictable. As a result, statistical reports are produced that display correlations, mean differences, and the findings' statistical significance.

The researcher has designed a writing test divided into two topics (A and B) where the students submitted to write in both tasks in order to achieve the study's objectives.(See appendix C)

The researcher has also designed this writing test in the light of the material contents, its nature, and the objectives of the study i.e., test has been constructed in order to investigate students' use of the PSs in the product-and process-oriented writings. The writing test is constructed in the light of the main types of the PSs.

This instrument's practicality, ease of management and analysis, and suitability for studying huge populations are the main reasons for its use.

3.3 The Selection of Topics

The topics of the writing test were selected from materials that are common and previously studied by the students, which are drawn from *Academic Writing* by Stephen Bailey (2011)

Choosing the topics of the test have been approved by a group of experts of a jury members of university instructors who have agreed upon some of them and disagreed on others to be modified.(See appendix B)

3.4 Test Validity

When choosing a test, one of the most crucial factors to consider is its validity, which is described as concerns the appropriateness of the inferences made on the basis of test performance. Test validity is defined as the degree to which a test measures what it claims, or purports, to be measuring.

According to Brown and Abeywickrama (2010), there are five types of validity: content-related evidence, criterion-related evidence, construct-related evidence, consequential validity, and face validity.

Two types of validity were used in this study, namely construct and face validity. Construct validity refers to "the degree to which a test measures the theoretical construct or trait it was designed to measure" (Mackey & Gass, 2005, p. 107). In the context of the present study, construct validity ensures that the writing tasks efficiently provoke and measure the underlying rhetorical constructs of persuasive writing strategies (Ethos, Logos, and Pathos) based on Aristotelian theoretical framework.

Face validity refers to "the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers" (Mousavi, 2009, as cited in Brown & Abeywickrama, 2010, p. 35).

According to Mackey & Gass (2005), face validity refers to the ease with which the validity of the information is acknowledged and the familiarity of an instrument. To evaluate the study's face and construct validity, the test of the current study has been submitted to a jury of experts. All of those experts concur that the test is appropriate, useful, and capable of achieving the study's objectives, and they have determined that it is valid to assess what it was intended to measure. When creating the final version of the test, the researcher naturally took into account the experts' insightful suggestions and criticisms. Then the test topics have proved to be valid and appropriate for the third year college students at the department of English. (See appendix A and B).

3.5 The Pilot Study

Muresherwa & Jita (2022) stated that “pilot studies are viewed as small-scale studies that precede larger studies, with the aim of helping researchers to make improvements to the larger study, including research instruments” (p, 223). Thus, the pilot study was carried out as soon as the test was developed. The pilot study's goals are to determine how much time is needed for the main administration, ensure that the test's topics are understandable to students, and determine whether any topics need to be modified. Thirty randomly selected third-year English department students from College of Education for Human Sciences at the University of Wasit, College of Imam Al-Kadim, and the University of Al-Kut participated in the pilot test on December 15, 2025, who are not included in the study sample, to serve as the pilot study.

According to the findings of the pilot study, it took 40 to 55 minutes to complete the two tasks. Therefore, the average amount of time required for the two tasks is 55 minutes, indicating that there is no ambiguity in the test's instructions and that there is sufficient time to complete it. The final version of the exam was developed with consideration for the pilot study's findings, and the test's topics were significantly modified.

3.6 Reliability

Reliability is a term used to refer to the accuracy and stability of measurement processes and how well an instrument can produce consistent results when used in a similar situation. As the current study is based on the analysis of the written performance of the Iraqi EFL university students in two written tests known as product-oriented writing and process-oriented writing to

determine which PSs are used in their writings , it was necessary to guarantee the reliability of the coding process.

In order to create consistency in the procedures of the analysis, inter-rater reliability was used because it is generally advised in a study that involves assessment and analysis of writing. The second rater took part in these procedures independently. The researcher set and delivered the same coding sheet and the procedures of the analysis to the rater , which had operational definitions and subcategories of PSs such as (logos, ethos, and pathos). Sentence-level coding was the unit of analysis to make sure that the process of classification was precise and consistent.

Out of the 200 papers, inter-rater reliability was calculated by taking a sample of 30 examination papers chosen randomly. In both papers, there were two writing tasks, which included task A and B. The two raters analyzed the writings of the chosen scripts separately, and then the level of agreement was determined by use of Percentage Agreement which is one of the widely used measurements in content analysis studies. Percentage Agreement was calculated as given the formula:

$$\text{Percentage Agreement} = \frac{\text{Number of Agreements}}{\text{No. of Agreement} + \text{Disagreement}} \times 100$$

The analysis revealed a high level of agreement between the two raters, reaching an (80%) agreement rate. This indicate a strong consistency in the tasks of persuasive strategy identification and classification. The calculation of reliability was done individually on the writing tests so as to provide accuracy and rigor of the method. Such a high concordance rate proves that the procedures of the analysis was transparent, objective, and reproducible, which improves the quality of credibility and reliability of the study results (Brown and Abeyckrama, 2010).

3.7 Final Administration

Following the establishment of the test is valid and reliable, it has been administrated to the sample of the present study at College of education at the University of Wasit, College of Imam Al-Kadim, and the University of Al-Kut on Monday the 14th of January, 2026. The total

time allotted to be finished was 55 minutes. The test takers were required to produce two pieces of writing: one product-oriented writing and one in process-oriented writing, which were later analyzed to identify the PSs used in each writing mode, in accordance with the procedures of the analysis presented below.

3.8 The Procedures of Analysis

The current work used a procedures for the analysis of the data obtained from the test of product-and process oriented writings to investigating the PSs used in both writings. The scheme was worked out according to a corresponding system of analytical tools of rhetorical appeals, established by the classical rhetoric, according to which the PSs can be classified into three major appeals: Logos, Ethos, and Pathos (Aristotle, trans. 2007). Each strategy has a series of subcategories which give the functional actualization of the strategy in written discourse.

The texts of the students were analyzed including the strategies used in the written texts. A code is given to each strategy as written by the students in the texts. The writings of the students were examined on a sentence-to-sentence basis, to determine the frequency of each of the PSs. Then, the weighted mean (WM.) and the weighted percentage (WP.) were counted for the PSs in the product- and process-oriented writings.

Color-coding method was used so as to ensure proper and consistent recognition when conducting manual analysis. Highlighters were used to visually mark the instances of PSs logos instances were marked with orange, ethos instances with blue, and pathos ones with green (See appendix D). Besides color highlighting, a blue pen was used to label each of them symbolically in terms of its particular subcategory (e.g. Logos 1, 2, and 3; Ethos 1, 2, and 3; Pathos 1, 2, and 3) as stated in the Table 3.1 below. The visual color marking and symbolic labeling strategy provided more clarity, reduced inter-category overlap, and provided systematic classification in all writings. Content and discourse analysis has been suggested to apply such systematic coding processes to enable the same and replicable classification of textual features (Hsieh and Shannon, 2005). The purpose of these procedures coding was to provide the similarity of the PSs in all writings.

Table 3.1

Analysis Guide Sheet Adapted from the Analytical Framework Reported in Table 2.7

				Total
Student No.	PSs.	Subcategories	Freq.	Freq.
	Logos	1.Evidence & Data		
		2.Logical Reasoning		
		3.Cause & Effect / Comparison		
	Ethos	1.Credibility & Trust		
		2.Expertise & Authority		
		3.Writer Positioning		
	Pathos	1.Values & Beliefs		
		2.Narrative / Stories		
		3.Imagery & Sensory		

3.9 Scoring Scheme

Three scoring approaches are commonly used in the assessment of extended and responsive writing, according to educational literature: analytical, primary trait, and holistic scoring (Brown, 2004). Brown claimed that holistic scoring entails giving an article a single, integrated score that reflects the reader's entire opinion of the work's level. Primary attribute scoring, on the other hand, assesses a student's ability to write within a specified range of discourse by concentrating only on the accomplishment of a particular task or function. Analytical scoring, on the other hand, provides a more detailed method by dividing the written text into different subcategories, such as vocabulary, grammar, and organization, and assigning distinct rates to each (Brown, 2004). Although each of these scoring methods may have its own

strengths, whether it is based upon good inter-rater reliability with holistic scoring or the ability of the analytical method to diagnosis the problem, the choice should be appropriate to the specific goals of the study.

The current study adopts a holistic scoring approach including the product-and process-oriented writings. The researcher uses his experience by identifying the correct and suitable use of the PSs in both writings within the content of the tasks. Consequently, each writing task used the PSs such as (Ethos, Pathos, and Logos) is given a score out of (25 Marks).

3.10 Statistical Tools

To achieve the objectives of the present study, various statistical means have been used as shown below:

3.10. 1 Cooper's Formula:

Cooper's Formula is used to calculate the percentage of agreement and reliability between two raters or observers.

$$\text{Agreement \%} = \frac{\text{No.of Agreements}}{\text{No.of Agreements+Disagreements}} \times 100$$

(Cooper, 1974)

3.10. 2 Chi-Square Formula:

The Chi-square statistic is a fundamental tool in statistics used to determine if there is a significant difference between the observed frequencies and the expected frequencies.

The standard formula for calculating the Chi-square value is:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

(Issac & Michael, 1977)

Where:

- (χ^2) = Chi-square value
- (O) = Observed values
- (E) = Expected values
- (Σ) = Summation

3.10. 3 T-test

T-test is used to identify whether there are statistically significant differences between the means of two groups (for example: process vs. product).

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

- (X_1) = Mean of the first group
- (X_2) = Mean of the second group
- (n_1) = Number of individuals in the first group
- (n_2) = Number of individuals in the second group
- (S_1^2) = Variance of the first group
- (S_2^2) = Variance of the second group

Chapter Four

Data Analysis

4.0 Introductory Note

This chapter presents the analysis of the collected data. This analysis is dedicated to presenting the results through tables examining the PSs used by Iraqi EFL university students in both product-oriented and process-oriented writing, using tools of statistical analysis such the WM. and WP. and arithmetic means. The analysis is presented in tables to provide a clear understanding of students' employment in using PSs in the product-and process oriented writings.

4.1 Data Analysis

The data were analyzed quantitatively by calculating the frequency of PSs of the product and process oriented writings. Through this analysis, this chapter aims to analyze statistically the collected data using WM, WP, arithmetic mean, standard deviation, variance, and t-test. These statistical tools helped determine the extent of students' use of PSs and identify whether significant differences existed between the product oriented and process oriented writings. The analysis focused on identifying the frequencies and levels of use of the three PSs: logos, ethos, and pathos.

4.1.1 The PSs of Product-Oriented Writing

The result of the study are presented in Table 4.1 below. This table shows the WM. and WP. of the PSs available in product-oriented writing.

Table 4.1

WM. and WP. of the PSs in Product-Oriented Writing

Type of	WM.	WP.
PSs. of Product	1.625	65.625

Table 4.1 above presents the WM. and WP. of the PSs used in product-oriented writing. The results show that the WM. and the WP. are 1.625, 65.625 respectively. These results indicate that Iraqi EFL university students applied the use of PSs in product-oriented writing.

4.1.1.1 The Ranks of the PSs in Product-Oriented Writing:

In the previous section the WM. and the WP. are illustrated , but these are not enough to provide adequate knowledge so it is better to have the ranks of the PSs which will make use to answering the questions of the study . Table 4.2 below presents the types of PSs available in product-oriented writing along with their ranks, WM., and WP. .

Table 4.2

Ranks, WM. , and WP.

Types	Ranks	WM.	WP.
Logos	1	2.121	65.630
Ethos	2	2.001	6.251
Pathos	3	1.891	28.131

The table above presents the WM. , WP. , and ranks of the PSs available in product-oriented writing. Logos, Ethos, and Pathos are ranked 2.121, 65.630%, 2.001, 6.251% and 1.891, 28.131% respectively. These percentages reveal that logos ranked first with a WM. of 2.121 and a WP. of 65.630%, which means that students rely mainly on logical reasoning and supporting arguments in their writing. Ethos is ranked second with a WM. of 2.001 and a WP. of 6.251%, which means that a relatively limited use of credibility and writer authority. However, Pathos is ranked third with a WM. of 1.891 and a WP. of 28.131%, which means that students applied emotional appeal as the least employed persuasive strategy in students' product-oriented writing. Overall, the logos outweighs the other PSs which means that students rely more on logical persuasive arguments. This may due to Iraqi EFL university students tend to rely more on logical reasoning, facts, examples, and organized arguments when expressing their ideas. This dominance can be attributed to the nature of academic writing, which emphasizes clarity, coherence, and evidence-based argumentation rather than emotional appeal.

In addition, writing instruction in EFL contexts often focuses on grammatical accuracy, organization, and supporting ideas logically, which encourages students to use logos more frequently than ethos or pathos.

In contrast, ethos requires the ability to establish credibility and authority, while pathos involves the effective use of emotional language, both of which may be more difficult for EFL learners due to limited linguistic proficiency and lack of rhetorical training. Therefore, logos becomes the most dominant persuasive strategy in both product-oriented and process-oriented writing.

4.1.2 The PSs of Process-Oriented Writing

Table 4.3 below presents the WM. and WP. of the PSs used in process-oriented writing, showing the overall level of their use in this type of writing.

Table 4.3

WM. and WP. of the PSs used in process-oriented writing

Type of	WM.	WP.
PSs. of Process	1.672	65.412

Table 4.3 presents the WM. and WP. of the PSs used in process-oriented writing. The results show that the WM. and the WP. are 1.672 and 65.412% respectively. These percentages indicate that Iraqi EFL university students demonstrated a moderate level of use of PSs in process-oriented writing. This is because Iraqi students are as familiar as with the product writing. Process oriented writing needs more time and attention which is achieved by the students effectively. The percentages also suggest that the process-oriented writing helped students employ PSs effectively through planning, drafting, revising, and editing stages, which allowed them to develop and organize their arguments more clearly.

4.1.2.1 The Ranks of the PSs in Process-Oriented Writing

The WM. and the WP. are explained in the previous section ; however, these are not enough to provide adequate knowledge. Therefore, the researcher examined the ranks of the PSs in process-oriented writing which will help answer the questions of the study .

Table 4.4 below offers the types of PSs used in process-oriented writing along with their ranks, WM. , and WP. .

Table 4.4

Ranks, WM. , and WP.

Types	Ranks	WM.	WP.
Logos	1	2.421	65.399
Ethos	2	2.201	1.891
Pathos	3	2.080	32.701

Table 4.4 above presents the WM. , WP. , and ranks of the PSs available in process-oriented writing. It shows that logos, ethos and pathos rank with a WM. of 2.421, a WP. of 65.399, a WM. of 2.201, a WP. of 1.891 and with a WM. of 2.080, a WP. of 32.701 respectively. The percentages indicate that logos ranked first with a WM. of 2.421 and a WP. of 65.399%, which means that students relied mainly on logical reasoning, organization, and supporting evidence in their writing. Ethos ranked second with a WM. of 2.201 and a WP. of 1.891%, which means a limited use of credibility and writer authority. Pathos ranked third with a WM. of 2.080 and a WP. of 32.701%, which means a relatively greater use of emotional appeal compared to product-oriented writing. Overall, the percentages suggest that students in process-oriented writing tended to employ PSs more effectively, particularly logical appeals, due to the opportunities for planning, revising, and refining their ideas during the writing process.

Logos outweighs the other PSs in process-oriented writing because students tend to focus primarily on logical reasoning, supporting evidence, and coherent organization when

developing their essays. Moreover, Iraqi students are familiar with the logos strategies due to their previous background in the secondary school. Moreover, the process-oriented writing encourages learners to plan, draft, revise, and refine their ideas, which naturally strengthens the use of logical arguments and clear explanation. These recursive steps allow students to enhance their argument's structure, provide supporting details, and better organize ideas, resulting in more emphasis on use of logos.

In addition, academic writing in EFL contexts in Iraq generally emphasizes rational argumentation, coherence, and evidence-based discussion, which further encourages the use of logical appeals over emotional or credibility-based appeals. Students are often trained to support their opinions with examples, facts, and explanations rather than emotional expression. Moreover, Iraqi EFL learners may have limited rhetorical awareness and linguistic competence in using ethos and pathos effectively, making logos the easiest and most familiar persuasive strategy to employ. Consequently, logical appeal becomes the dominant strategy in students' process-oriented writing compared to the other strategies.

4.1.3 Analysis of Students' Scores Product-and Process-Oriented Writings

In the previous two sections the WM. , WP., and the ranks of the PSs in the product-and process-oriented writings were clarified for finding out the availability of PSs in both writings. In this section the arithmetic mean of the product-and process-oriented writings are illustrated in the for exploring the difference between the students who use the PSs in their product-and process-oriented writings as shown in Table 4.5 below:

Table 4.5

Arithmetic mean of the Product-and Process-Oriented Writing

Types of Writing	Arithmetic mean	Standard deviation	Variance	Df	T-test value		Indication
Product	17.25	3.39	11.49	158	Calculated	Tabular	Significant
Process	22.34	3.68	13.54		2.707	1.960	

Table 4.5 above presents the results of product-oriented and process-oriented writing for the purpose of finding out the difference between students Who use the PSs in both writings. It shows that the arithmetic mean for the product group is 17.25 arithmetic mean, 3.39 standard deviation, 11.49 variance, and for the process is 22.34 arithmetic mean, 3.68 standard deviation, 13.54 variance respectively. However, the table above presents 158 degrees of freedom, the calculated t-test value (2.707) is greater than the tabular value (1.960), indicating that the difference between the two groups is statistically significant.

The comparison between product-oriented and process-oriented writing reveals noticeable differences in Iraqi EFL university students' use of PSs. The statistical means show that the PSs used by the students in the process-oriented writing outweighs their used in the product-oriented writing. This is evident from the higher arithmetic mean achieved by the process-oriented group (22.34) compared to the product-oriented group (17.25), which reflects a greater use and development of PSs in process writing.

The standard deviation values of the two groups are quite similar (3.39 for product-oriented writing and 3.68 for process-oriented writing) but the second group (process-oriented) performed more effectively overall. Similarly, the variance values are indicating some variation in students' scores and the process approach resulted in higher achievement level 11.49 (product-oriented writing) and 13.54 (process-oriented writing).

The statistical comparison further confirms this difference through the t-test results. The calculated t-value (2.707) exceeded the tabular value (1.960) at 158 degrees of freedom, indicating that the difference between the two writing approaches is statistically significant. This means that the process-oriented approach contributed more effectively to improving students' use of PSs.

Chapter Five

Discussions, Conclusions, Recommendations, and Suggestions

5.0 Introductory Note

This chapter is dedicated for drawing the conclusions of the study concerning the use of PSs by Iraqi EFL university students in their product-oriented and process-oriented writings. It also deals with the recommendations and suggestions for future studies. It discusses the three major PSs investigated in the study, namely logos, ethos, and pathos, and explains how students employed these strategies through techniques such as presenting logical arguments, providing reasoning, evidence and examples, establishing writer credibility, using emotional appeal in their written texts, values, narratives and imagery. It also revisits the research questions in light of the statistical results obtained in the previous chapter and highlights the differences between the product-oriented and the process-oriented writings of the Iraqi students.

Furthermore, this chapter provides concluding remarks based on the analysis of students' use of logical appeal (Logos), credibility appeal (Ethos), and emotional appeal (Pathos). It also discusses the pedagogical implications of the findings for teaching persuasive writing in EFL contexts. In addition, recommendations and suggestions for future research are presented to support the development of students' persuasive writing skills and improve writing instruction at the university level. This chapter aims at finding answers for the following questions of the study based on the objectives mentioned in chapter one:

1. What are the PSs used by Iraqi EFL university students' product- and process-oriented writings?
2. Which are the most and the least PSs used by Iraqi EFL university students' product-oriented writing?
3. Which are the most and the least PSs used by Iraqi EFL university students' process-oriented writing?
4. How do Iraqi EFL university students use PSs differently in their product-oriented writing compared to their process-oriented writings?

5.1 Discussion and Concluding Remarks Related to Research Question 1

Concerning the first question, namely: **‘What are the PSs used by Iraqi EFL university students’ product- and process- oriented writings?’** the findings revealed that students employed the PSs such as (logos, ethos, and pathos) in product- and process- oriented writing . Students used these strategies through presenting arguments, supporting ideas with evidence and examples, attempting to establish credibility, and incorporating emotional appeal in their written texts.

In both product-oriented and process-oriented writings, Iraqi EFL university students employed the PSs of logos, ethos, and pathos to express and support their ideas. Students used logos through presenting logical arguments, explanations, and supporting evidence to make their writing more coherent and convincing. They also attempted to use ethos by showing confidence in their opinions and establishing a degree of credibility in their arguments. In addition, pathos appeared in some students’ writings through the use of emotional expressions and attempts to influence the reader’s feelings and attitudes. However, the application of these PSs varied according to the kind of writing, as process-oriented writing provided students with greater opportunities to revise, refine, and develop their persuasive arguments more effectively than product-oriented writing.

The results as presented in Tables 4.2 and Table 4.4 also indicated that students demonstrated varying levels of ability in applying PSs effectively in their writing. Their use of PSs reflected an awareness of argumentative writing and an attempt to influence the reader through logical, emotional, and credibility-based appeals. However, differences were observed in the degree of effectiveness and consistency with which these strategies were employed in the product oriented and the process oriented writings.

In conclusion, the findings indicate that Iraqi EFL university students employ different PSs in their product- and process-oriented writings. This is due to the fact that:

1. The students use their native language PSs in a similar manner through both product-and process-oriented writings and the mother tongue has the same effect on Iraqi students in the product- and process- oriented writings.

2. Moreover, students are aware of employing the three types of PSs as found after the analysis of their writings whether product- or process- oriented writing.
3. The results also indicate that since the Iraqi students are undergraduate, they were able to employ the PSs in the product - and process- oriented writings.
4. In addition , the students' ability to use PSs in their writings stems from the role of the curriculum designer who give great attention to writing and focusing on how to produce a well-formed pieces of writing.

These findings are consistent with the previous studies, particularly Aristotle's rhetorical theory (Aristotle, trans. 2007), which emphasizes logos, ethos, and pathos as the fundamental persuasive appeals in argumentative writing. The findings also support the principles of writing pedagogy theory discussed by Flower and Hayes (1981), Zamel (1982), Tribble (1996), and Badger and White (2000), especially regarding the distinction between product-oriented and process-oriented writing approaches. The better development of PSs in process-oriented writing confirms the importance of recursive stages such as planning, drafting, revising, and editing in improving students' persuasive performance. Furthermore, the findings align with second language writing theory proposed by Silva (1990), Hyland (2004, 2019), and Connor (1996, 2011), which views EFL writing as a complex process influenced by linguistic competence, rhetorical awareness, and learners' prior knowledge. The influence of students' mother tongue and Arabic rhetorical patterns may also explain similarities in the use of PSs across both product oriented writing, as discussed in contrastive rhetoric studies by Kaplan (1966) and Connor (1996).

5.2 Discussion and Concluding Remarks Related to Research Question 2

Concerning the second question, namely: **'Which are the most and the least PSs used by Iraqi EFL university students' product -oriented writing?'** the results revealed clear variation in the use of the three PSs namely logos, ethos, and pathos in the two kinds of writing. This question is a twofold question. The findings indicate that Iraqi EFL university students used the PSs in their product-oriented writing, as reflected by the WM. (1.625) and WP.

(65.625%). It also indicates that students were able to employ PSs to a certain extent, but their use was not highly developed or fully effective.

The findings of the results indicated that logos was the most frequently used strategy in product-oriented writing as stated in Table 5.1 below. This is due to the fact that:

1. Students tend to rely heavily on logical reasoning, including presenting claims, providing examples, and organizing ideas in a structured manner.
2. The nature of the product-oriented writing, which focuses mainly on the final written product, grammatical accuracy, and correct organization rather than on the process of developing ideas and persuasive arguments.
3. Students tend to pay greater attention to linguistic correctness and essay structure than to the effective use of persuasive techniques such as emotional appeal and writer credibility.
4. Furthermore, the background of the secondary school of logos strategies has an effect on the use of these strategies. The previous knowledge of the Iraqi students is another reason for their preference to use the logos strategies more than the other PSs.

Ethos ranked second, though its use was relatively limited as shown in Table 5.1 below. This indicates that while students show some awareness of credibility and appropriate academic tone, they may not fully develop their ability to establish authority or effectively support their arguments through reliable sources. This is refers to:

1. The struggle with academic citation and referencing technique that the undergraduate students often faced.
2. Furthermore, the nature of writing in the university context where most writing tasks focus on expressing general ideas rather than strictly requiring students to back up their tasks with sources.

Pathos was found to be the least frequently used strategy as in(table 5.1) below. This suggests that students rarely employ emotional appeal in their writing, possibly due to the fact that:

1. Their focus on formal academic conventions or lack of familiarity with using emotional language appropriately in persuasive contexts.
2. Students often tend to ignore the emotional appeals and believe that English academic writing must be completely objective and free of emotional strategies.
3. Students are heavily focused on verifying their linguistic competence such as (grammar correctness, vocabulary choice, sentence structure) , they put all their knowledge into how to produce a well-structured piece of writing and they rarely think about connecting with the audience through using emotional strategies.

These findings are consistent with the previous studies, particularly Aristotle's rhetorical theory (Aristotle, trans. 2007), which identifies logos, ethos, and pathos as the core persuasive appeals in argumentative discourse. The findings also support the views of Raimes (1983), Tribble (1996), and Badger and White (2000) concerning product-oriented writing, which emphasizes the final written form, grammatical accuracy, and organization. Furthermore, the predominance of logos aligns with the arguments of Hyland (2004, 2019) and Connor (1996), who explain that EFL learners tend to depend more on logical and structured argumentation due to academic writing conventions and limited rhetorical competence in second language writing. The limited use of ethos and pathos is also consistent with Silva's (1990) discussion of the linguistic and rhetorical difficulties faced by EFL learners in persuasive writing. Furthermore, Kaplan's (1966) contrastive rhetoric theory suggests that students' preparation in the rhetorical tradition of their home language might be a factor in influencing the rhetorical strategy they choose for producing a text with logical appeals in the target language (English).

To sum up, the use of logos in academic and product-oriented writing can be justified given that it is a writing genre that emphasizes on logical reasoning, coherence, grammatical correctness and organization of thoughts. Iraqi EFL university students are generally trained to support their arguments with facts, examples, and clear explanations, which naturally encourages the use of logical appeals. In contrast, ethos and pathos require more advanced rhetorical awareness and linguistic competence. Students may find it difficult to establish credibility or employ emotional appeal effectively due to limited experience in persuasive writing and insufficient exposure to rhetorical techniques. Moreover, the product-oriented

approach focuses mainly on the final written product rather than on the development of persuasive and expressive strategies during the writing process. Consequently, students tend to rely more on logos than on ethos and pathos in their writing.

Table 5.1

Most and Least Used Persuasive Strategies in Product-Oriented Writing (RQ2)

Types	Ranks	WM.	WP.	Level of Use
Logos	1	2.121	65.630	Most Used
Ethos	2	2.001	6.251	Moderate
Pathos	3	1.891	28.131	Least Used

5.3 Discussion and Concluding Remarks Related to Research Question 3

Concerning the third question namely: ‘**Which are the most and the least PSs used by Iraqi EFL university students’ process-oriented writing?**’, the findings revealed a pattern similar to product-oriented writing, with some noticeable differences in the level of use as stated in Table 5.2 below.

Table 5.2

Most and Least Used Persuasive Strategies in Process-Oriented Writing (RQ3)

Types	Ranks	WM.	WP.	Level of Use
Logos	1	2.421	65.399	Most Used
Ethos	2	2.201	1.891	Moderate
Pathos	3	2.080	32.701	Least Used

The findings shown in Table 5.2 above reveal that logos was the most frequently used persuasive strategy in process-oriented writing, ranking first with a WM. of 2.421 and a WP. of 65.399%. This indicates that Iraqi EFL university students relied heavily on logical reasoning,

supporting evidence, and coherent organization while developing their arguments. The dominance of logos may be attributed to:

1. The recursive nature of the process-oriented approach, which encourages students to plan, draft, revise, and refine their ideas, leading to clearer and more logical argumentation.
2. Furthermore, when students go through the stages of the process-oriented writing they are forced to look at their task objectively; therefore this enables the students to pinpoint their weaknesses and work on improve them by using effective logical strategies .
3. In addition, the process-oriented writing provides the students with sufficient time to reorganize and support their writing with suitable strategies such as reasoning, cause and effect , and examples,...etc.

Ethos was found to be used moderately, displayed by their second results of WM. of (2.201) and WP. of (1.891%). This indicates that some of the students had some recognition of reliability and writer credibility, but it was not obvious in them that they had developed a persuasive and authoritative voice. This is due to :

1. Authenticity necessitates that writers build authority, reliability and confidence in their argument, however, this may be challenging for EFL students as writers who have less command of the language and less experience in writing academic-based arguments.
2. Student may not have experience using skills like citing an authoritative source or having academic voice.

Pathos was the least used persuading element successfully, ranked third, with a WM. of (2.080) and a WP. of (32.701%). It was found to be a relatively higher proportion, however, in product-oriented writing, it could be that more opportunities to re-consider and improve the expressive language and emotionality of the writing were afforded in the process-oriented approach. Pathos was used less often because:

1. In an academic setting, writing is usually central on formalities and objectivity as well as logical explanation when it comes to EFL writing.

2. Some students may be reluctant to use emotional language in any context (for example a school essay) as they see it as not being a 'better-oriented' (sensible) way to communicate for them
3. Students may have less rhetorical awareness and, therefore, less ability to apply emotional language well and naturally.

These results are in line with the outcomes of the previous research, including Aristotle's rhetorical theory (Aristotle, trans. 2007). Much of the writing instruction for that part of the Curriculum is focused on argumentative writing, with a focus on logos, ethos, and pathos. The results also validate the ideas in the process-oriented perspective on writing posited by Flower and Hayes (1981), Zamel (1982), Tribble (1996), and Hyland (2003), who argue that writing is recursive, planning, drafting, revising and editing. The relatively greater development of PSs in process-oriented writing is proof that the stages are quite significant in enhancing students' argumentative/persuasive writing. Furthermore, the findings align with Silva's (1990) and Hyland's (2004, 2019) views that EFL writing is influenced by linguistic competence, rhetorical awareness, and learners' prior educational experiences. The continued predominance of logos and the limited use of ethos and pathos may also be explained through Kaplan's (1966) contrastive rhetoric theory and Connor's (1996) studies, which suggest that learners' first language rhetorical patterns influence their persuasive writing in English.

The limited use of pathos is also supported by previous studies discussed in Chapter Two. Kaplan (1966) and Connor (1996) emphasized that learners from EFL contexts, particularly Arab learners, tend to avoid emotional appeal in academic writing because of the dominance of formal and logical discourse patterns. In addition, Hyland (2019) explained that EFL students generally prefer objective and rational styles of writing over emotional expression in academic contexts.

Furthermore, the overall effectiveness of process-oriented writing in developing PSs supports the studies of Flower and Hayes (1981), Zamel (1982), and Tribble (1996), which emphasized that planning, drafting, revising, and editing enhance students' ability to organize ideas and improve argumentative writing. The findings also agree with Badger and White (2000), who argued that the process-oriented approach helps learners refine their ideas and

develop more effective writing performance compared to approaches that focus only on the final product.

Overall, the findings demonstrate that process-oriented writing helped students employ PSs more effectively, particularly logical appeals. Nevertheless, students still depended mainly on logos, while ethos and pathos remained less developed due to limited rhetorical awareness and linguistic competence in persuasive writing.

5.4 Discussion and Concluding Remarks Related to Research Question 4

Concerning the fourth question namely: **‘How do Iraqi EFL university students use PSs differently in their product-oriented writing compared to their process-oriented writing?’** The outcomes revealed that there is a difference in using the PSs by the students in their product-and process-oriented writings. Statistically the result shown that the PSs used by the students in their process-oriented writing are better than the PSs used in the product-oriented writing as presented in Table 4.5.

This is obvious from the higher mean score in process writing ($M = 22.34$) compared to product writing ($M = 17.25$), as well as the higher WM. of PSs overall. The t-test result further confirms this difference as statistically significant ($t = 2.707 > 1.960$), indicating that the improvement is not due to chance but to the effect of the writing approach itself and the performance of the students in the two writings.

The results qualitatively revealed that differences appear in how students apply PSs. In both writings, students’ performance relied heavily on logos, but this performance was more developed in process-oriented writing ($WM = 2.421$) than in product-oriented writing ($WM = 2.121$). This proposes that the recursive stages of the writing process (planning, drafting, revising) help students’ performance refine their logical arguments and provide clearer support.

For pathos, there is also a noticeable increase in student’s performance in process-oriented writing ($WP = 32.701\%$) compared to students’ performance in product-oriented writing ($WP = 28.131\%$), indicating that students are slightly abler to incorporate emotional appeal when given time to revise and reflect. However, ethos remains weak in students’

performance in both writings, with very low percentages, showing that students struggle to establish credibility regardless of the writing method.

The results are in favour of students' performance in the process-oriented writing because the students who used this writing achieved a higher arithmetic mean (22.34) compared to students' performance in the product-oriented writing (17.25). In addition, the calculated t-value (2.707) is greater than the tabular value (1.960), which indicates that the difference between the students' performance in the two writings is statistically significant rather than occurring by chance.

These findings are consistent with the previous studies. The overemployment of process-oriented writing supports the views of Flower and Hayes (1981), Zamel (1982), Tribble (1996), and Hyland (2003), who emphasized that writing is a developmental process that improves students' ability to organize ideas, revise arguments, and strengthen persuasive performance. The findings also agree with Badger and White (2000), who argued that process-oriented writing develops learners' writing competence more effectively than approaches focusing mainly on the final product.

Furthermore, the predominance of logos in both product-oriented and process-oriented writings aligns with the findings of Hyland (2004, 2019), Connor (1996), which demonstrated that EFL learners tend to rely more on logical reasoning and structured argumentation in academic writing. The limited use of ethos and pathos is also consistent with Silva (1990) and Kaplan (1966), who explained that EFL learners often face rhetorical and linguistic difficulties in employing emotional appeal and establishing credibility in second language writing. In addition, the influence of Arabic rhetorical patterns and previous educational experiences may explain students' continued dependence on logical appeals in both writing approaches.

In conclusion, the findings indicate that process-oriented writing was more effective than product-oriented writing in improving Iraqi EFL university students' use of PSs. The recursive stages of process writing provided students with greater opportunities to develop ideas, organize arguments, revise content, and improve persuasive expression. In contrast, product-oriented writing focused mainly on the final written product, grammatical accuracy, and

structural correctness, which limited students' opportunities to develop persuasive and rhetorical skills effectively.

5.5 Conclusion

The present study investigated the PSs used by Iraqi EFL university students in product-oriented and process-oriented writings. It also intended to determine the differences between the students who use the PSs across the product-oriented and process-oriented writings, and examine which instructional method was more effective in developing persuasive writing skills. The study focused on the PSs proposed by Aristotle, namely (Logos, Ethos, and Pathos).

The findings revealed that Iraqi EFL university students employed the three PSs in both product-oriented and process-oriented writings. Students used logos through presenting logical arguments, explanations, and supporting evidence; ethos through attempts to establish credibility and appropriate academic tone; and pathos through emotional expressions intended to influence the reader. However, the use of these strategies varied in terms of frequency and effectiveness.

The outcomes also showed that in both approaches to writing, the persuasive language used was the dominant one given that logical reasoning, coherence and organization were important parts of the writing as shown by the use of the logos with high frequency. In contrast, rhetorical awareness and linguistic ability to reliably build ethical and/or pathos appeals were not as frequently encountered, showing less success in such approaches by the students. This imbalance can also be caused by the effect of the rules of academic texts, the previous experiences in education or transfer of rhetorical patterns from students' mother language Arabic.

Furthermore, the research found significant difference between the two types of writing in terms of students use of PSs (product-oriented, process-oriented writings). Students who used the PSs in the process-oriented writing outweighs those who used PSs in the product-oriented writing. The statistical analysis confirmed that the difference between product-oriented and process-oriented writing was significant, since the calculated t-value (2.707) exceeded the

tabular value (1.960). This finding indicates that the process-oriented writing had a more positive effect on developing students' persuasive writing abilities.

The advantage of process-oriented writing can be explained by its emphasis on planning, drafting, revising, editing, and feedback. These recursive stages provided students with greater opportunities to refine their ideas, support arguments, improve coherence, and develop PSs more effectively. In contrast, product-oriented writing focused mainly on the final written product, grammatical accuracy, and structural correctness, which limited students' opportunities to develop persuasive and rhetorical skills during the writing process.

In conclusion, the study highlights the importance of process-oriented writing instruction in improving Iraqi EFL university students' persuasive writing skills. It also emphasizes the need for explicit instruction in PSs, especially ethos and pathos, to help students achieve a more balanced and effective use of persuasive appeals in academic writing. The findings contribute to the field of EFL writing pedagogy and provide useful implications for improving writing instruction in Iraqi university contexts.

5.6 Recommendations

Based on the conclusions of the study, the following recommendations are proposed:

1. Teachers are recommended to help student employ PSs in process-oriented writing in their instruction, since students need a good mastery of PSs through stages such as planning, drafting, revising, and editing.
2. Instructors are also recommended teach logos, ethos, and pathos directly, with clear explanations and practical examples to help students understand how to apply these strategies effectively in their writing.
3. Greater attention is recommended to be given to developing students' ability to employ ethos and pathos, not only logos, to achieve more effective and well-rounded persuasive writing.
4. Students are recommended to be given regular opportunities to practice persuasive writing, accompanied by constructive feedback that focuses on both language accuracy and the use of PSs.
5. Teachers are recommended to incorporate model essays and guide students in analyzing PSs within them to raise awareness of effective argumentation techniques.

6. Peer feedback activities are recommended to help students reflect on their writing, identify strengths and weaknesses, and improve their use of PSs.
7. Curriculum designers are recommended to include tasks and materials that explicitly target persuasive writing and strategy use, ensuring systematic skill development.
8. Professional development programmes are recommended to be provided to help teachers effectively implement process-oriented writings and teach persuasive writing strategies.

These recommendations aim to enhance students' overall writing performance and promote more effective use of PSs in academic contexts.

5.7 Suggestions for Future Research

In light of the findings and limitations of the present study, the following suggestions are proposed for future research:

1. Future studies may examine the use of PSs among secondary school students or postgraduate learners to compare developmental differences.
2. Researchers are encouraged to do a research on the Impact of Process-Oriented Writing Instruction on EFL Students' Use of PSs.
3. Further research could explore the relationship between critical thinking and persuasive writing skills in EFL contexts.
4. Experimental studies can be conducted to test the role of reading in developing persuasive writing skills in EFL contexts

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Appendices

Appendix (A)

Republic of Iraq
Ministry of Higher Education & Scientific Research
University of Wasit
College of Education
Department of English



Letter to Jury Members

Dear Sir / Madam

As a part of the M.A. requirements, the researcher intends to conduct a study Entitled
“Investigating the Persuasive Strategies used by Iraqi EFL University Students’ Product and Process Oriented Writing” .

Persuasive writing strategies: are the deliberate techniques and methods a writer uses to influence an audience's beliefs, attitudes, or actions. The goal is not just to inform, but to convince the reader to adopt a specific point of view or take a desired action. It is the art of using language and structure to build a compelling case.

The most classic and essential persuasive strategies are the three rhetorical appeals identified by Aristotle. Effective persuasion typically uses a combination of all three.

1. Ethos (The Ethical Appeal): An appeal to the writer's character, credibility, and authority. It answers the question, "Why should I trust you?"
2. Pathos (The Emotional Appeal): An appeal to the audience's emotions, values, and desires. It aims to make the reader feel something (sympathy, anger, fear, joy, patriotism).
3. Logos (The Logical Appeal): An appeal to logic and reason. It uses evidence and facts to support the argument. It answers the question, "What proof do you have?"

Product-Oriented Writing: The product approach is one of the most practiced approaches in schools around the world. This writing approach encourages students to produce an end product which may be likened to a model essay or the essay normally provided by teachers.

Process-Oriented Writing: This approach focuses on the stages of writing (prewriting, drafting, revising, editing). Persuasive strategies are often taught as tools to improve the draft for a specific audience.

The objectives of the current study are :

1. Identifying the persuasive strategies used by Iraqi EFL university students in their product and process oriented writing .
2. Finding out the most and the least used persuasive strategies by Iraqi EFL university students in their product oriented writing.
3. Finding out the most and the least used persuasive strategies by Iraqi EFL university students in their process oriented writing.

To achieve the aforementioned objectives , the current study seeks to answer the following research questions :

1. What are the persuasive strategies used by Iraqi EFL university students' product and process oriented writing?
2. Which are the most and the least kinds of persuasive strategies are used in EFL university students' product-oriented writing ?
3. Which are the most and the least kinds of persuasive strategies are used in EFL university students' process oriented writing ?

Topics for Product Oriented Writing

1. Smoking can be dangerous to health.
2. Discuss whether some employees should be permitted to work from home.
3. Higher education should be free and open to all .
4. Some cancers are caused by psychological factors.
5. Most shopping will be done on the internet in ten years' time.

Topics for Process Oriented Writing

1. Smoking is dangerous so it should be banned.
2. How can psychology contribute to the reduction of bullying behavior in school?
3. How can the management of an entrepreneurial business retain its entrepreneurial culture as it matures?
4. Given the medical dangerous of obesity, what is the best way of reducing its incidence.
5. How can road congestion be reduced.

As a specialist in the field of ELT you are kindly requested to evaluate the suitability of the topics for the product and process-oriented writing. Any suggestions and recommendations will be highly appreciated.

Thank you in advance for your assistance and cooperation.

Appendix (B)

The Academic Ranks, Names, and Locations of the Jury Members

1	Prof. PhD	Salam Hamid Abbas	College of Education Ibin Rushd, University of Baghdad
2	Prof. PhD	Hanan Dhiaa Akif	College of Education for Women, University of Baghdad
3	Prof. PhD	Fatima Abd Al-Hussein	Prof. Ph.D. College of Basic Education, University of Misan
4	Prof. PhD	Najim Abdullah	College of Education, University of Misan
5	Assist. Prof. PhD	Elaf Riadh	College of Education Ibin Rushd, University of Baghdad
6	Assist. Prof. PhD	Sabeeha Hamza Daham	College of Basic Education, University of Babylon
7	Assist. Prof. PhD	Haider Kadhum	College of Education, University of Karbala

Appendix (C)

The Topics of the Test

A. “Smoking can be dangerous to health”

B. “How can road congestion be reduced?”

Appendix (D)

Samples of the students' writings analysis

Before analysis

Smoking Can be Dangerous

I remember the day when I first understood how dangerous smoking can be. My uncle was a heavy smoker for many years. He used to smoke everywhere and always said that smoking helped him relax. At first, no one noticed anything wrong, but slowly his health started to get worse. One day, he became very sick and had difficulty breathing. We rushed him to the hospital, and the doctor told us that his lungs were badly damaged because of smoking. That moment was very stayed in the hospital for a family. My uncle stayed in the hospital for a long time, and he finally decided to stop smoking.

This experience taught me that smoking not just bad habit, but a dangerous one. It can harm not only the smoker, but also the people around them. Since that day, I promised myself to never smoke and to warn others about its dangers.

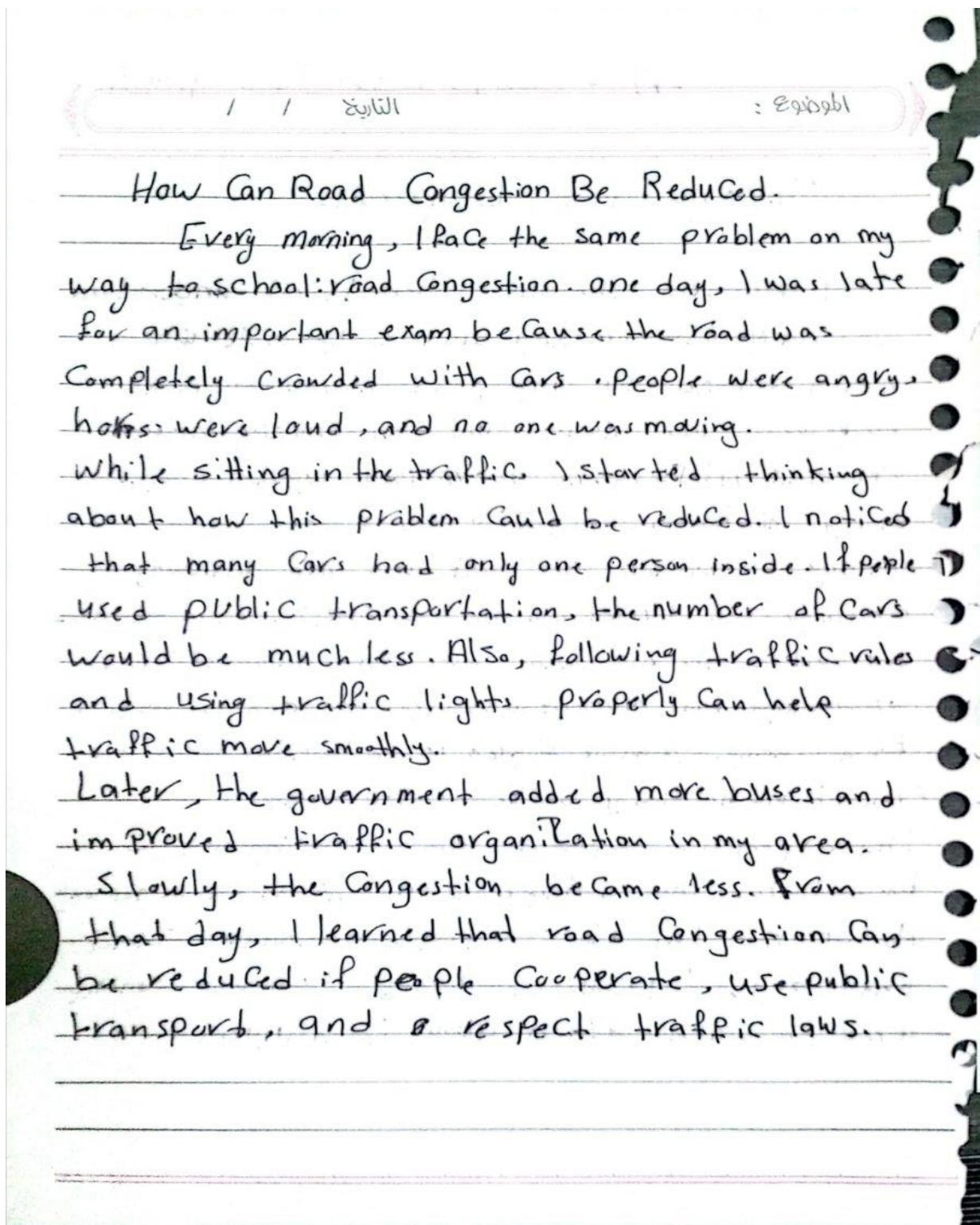
After analysis

Smoking Can be Dangerous

(P2)

I remember the day when I first understood how dangerous smoking can be. My uncle was a heavy smoker for many years. He used to smoke everywhere and always said that smoking helped him relax. At first, no one noticed anything wrong, but slowly his health started to get worse. On day, he became very sick and had difficulty breathing. We rushed him to the hospital, and the doctor told us his lungs were badly damaged because of smoking. That moment was very stayed in the hospital for a family. My uncle stayed in the hospital for a long time, and he finally decided to stop smoking. This experience taught me that smoking not just bad habit, but a dangerous one. It can harm not only the smoker, but also the people around them. Since that day, I promised myself to never smoke and to warn others about its dangers.

Before analysis



After analysis

How Can Road Congestion Be Reduced.

Every morning, I face the same problem on my way to school: road congestion. One day, I was late for an important exam because the road was completely crowded with cars. People were angry, horns were loud, and no one was moving.

While sitting in the traffic, I started thinking about how this problem could be reduced. I noticed that many cars had only one person inside. If people used public transportation, the number of cars would be much less. Also, following traffic rules and using traffic lights properly can help traffic move smoothly.

Later, the government added more buses and improved traffic organization in my area.

Slowly, the congestion became less. From that day, I learned that road congestion can be reduced if people cooperate, use public transport, and respect traffic laws.

Before analysis

«Smoking can be dangerous»

Smoking has many harmful effects on the human body. It can damage the lungs and cause serious illnesses such as cancer and heart problems. Smoking also reduces a person's physical strength and affects daily activities. Furthermore, passive smoking harms non-smokers who breathe in the smoke.

For these reasons, smoking is considered a major danger to human health.

After analysis

«Smoking can be dangerous.»

(L2)

Smoking has many harmful effects on the human body. It can damage the lungs and cause serious illnesses such as cancer and heart problems. Smoking

(L3)

also reduces a person's physical strength and affects daily activities. Furthermore, passive smoking harms non-smokers who breathe in the smoke.

(L1)

(L2)

For these reasons, smoking is considered a major danger to human health.

Before analysis

"How can road congestion be reduced?"

There are many solutions to reduce road congestion. One effective way is encouraging people to use public transport instead of private cars. Building wider roads and improving traffic signals can also help traffic flow smoothly. In addition, promoting walking and cycling for short distances can reduce the number vehicles on the roads. These methods can ^{make} ~~help~~ transportation easier and safer.

After analysis

"How can road congestion be reduced?"

(L2)

There are many solutions to reduce road congestion.

(L3)

One effective way is encouraging people to use public

transport instead of private cars. (L3) Building wider

roads and improving traffic signals can also

help traffic flow smoothly. (L3) In addition, promoting

walking and cycling for short distances can reduce

the number vehicles on the roads. (L2) These methods can

~~make~~ ^{make} transportation easier and safer.

Before analysis

A. Smoking can Be Dangerous

Smoking is dangerous because it slowly damages almost every organ in the body. When a person smokes, harmful chemicals enter the lungs and bloodstream, increasing the risk of serious diseases such as cancer, heart disease, and respiratory problems. Over time, smoking weakens the immune system, making it harder for the body to fight infections. It also affects not only smokers but the people around them, as secondhand smoke can cause health problems for non-smokers, especially children. Despite knowing these risks, many people struggle to quit, which shows how addictive smoking can be. Avoiding smoking and encouraging others to stop can help create a healthier society.

After analysis

2.5 / / 2021 : English

A. Smoking can Be Dangerous

(A3)
Smoking is dangerous because it slowly damages almost every

(L1)
organ in the body. When a person smokes, harmful chemicals enter

the lungs and bloodstream, increasing the risk of serious diseases

(L3)
such as cancer, heart disease, and respiratory problems. Over time,

Smoking weakens the immune system, making it harder for

(L1)
the body to fight infections. It also affects not only

smokers but the people around them, as secondhand smoke

can cause health problems for non-smokers, especially children.

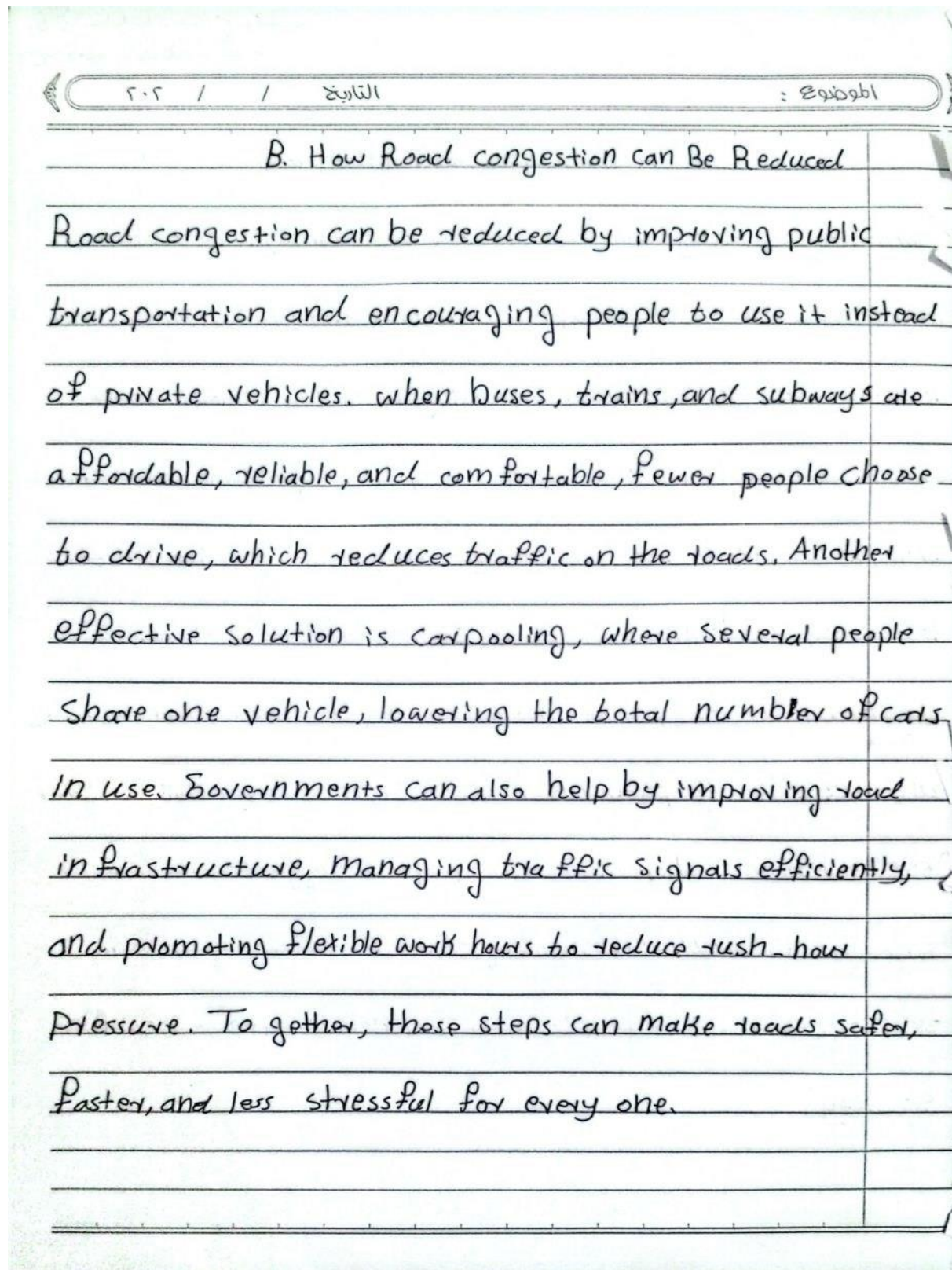
(L2)
Despite knowing these risks, many people struggle to quit, which

(P1)
shows how addictive smoking can be. Avoiding smoking

and encouraging others to stop can help create a healthier

society.

Before analysis



After analysis

٢٠٢ / / الثانية : Exam 1

B. How Road congestion can Be Reduced

(L3)

Road congestion can be reduced by improving public transportation and encouraging people to use it instead

(L3)

of private vehicles. When buses, trains, and subways are affordable, reliable, and comfortable, fewer people choose

(L3)

to drive, which reduces traffic on the roads. Another

effective solution is carpooling, where several people

share one vehicle, lowering the total number of cars

(L3)

in use. Governments can also help by improving road

infrastructure, managing traffic signals efficiently,

and promoting flexible work hours to reduce rush-hour

(P1)

pressure. To gether, those steps can make roads safer,

faster, and less stressful for every one.

Before analysis

Smoking can be Dangerous.

Smoking ~~once~~ once felt harmless to me until

I saw my uncle struggle to breathe every

morning. He coughed constantly and could

not walk far. Doctors warned him that

Smoking damaged his lungs. That moment

taught me that smoking slowly destroys

health and steals life without warning.

After analysis

Smoking can be Dangerous.

(P2)

Smoking ~~was~~ once felt harmless to me until

I saw my uncle struggle to breathe every

(P3)

morning. He coughed constantly and could

(E2)

not walk far. Doctors warned him that

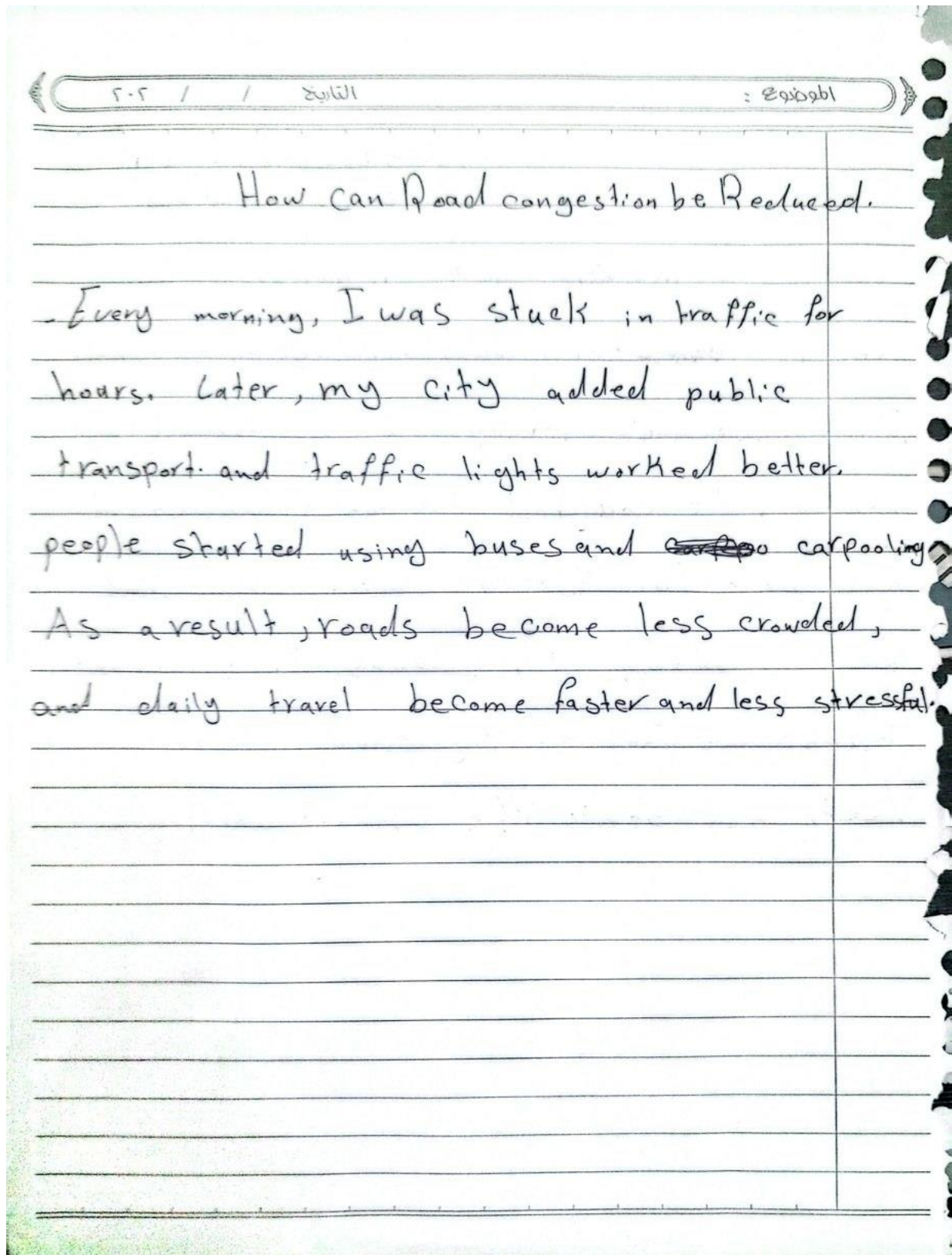
(L3)

Smoking damaged his lungs. That moment

taught me that smoking slowly destroys

health and steals life without warning.

Before analysis



After analysis

How can Road congestion be Reduced.

P2)
Every morning, I was stuck in traffic for
hours. Later, my city added public
transport and traffic lights worked better.
L3)
people started using buses and ~~carpools~~ carpooling
L3)
As a result, roads become less crowded,
and daily travel become faster and less stressful.

Before analysis

Smoking can be Dangerous

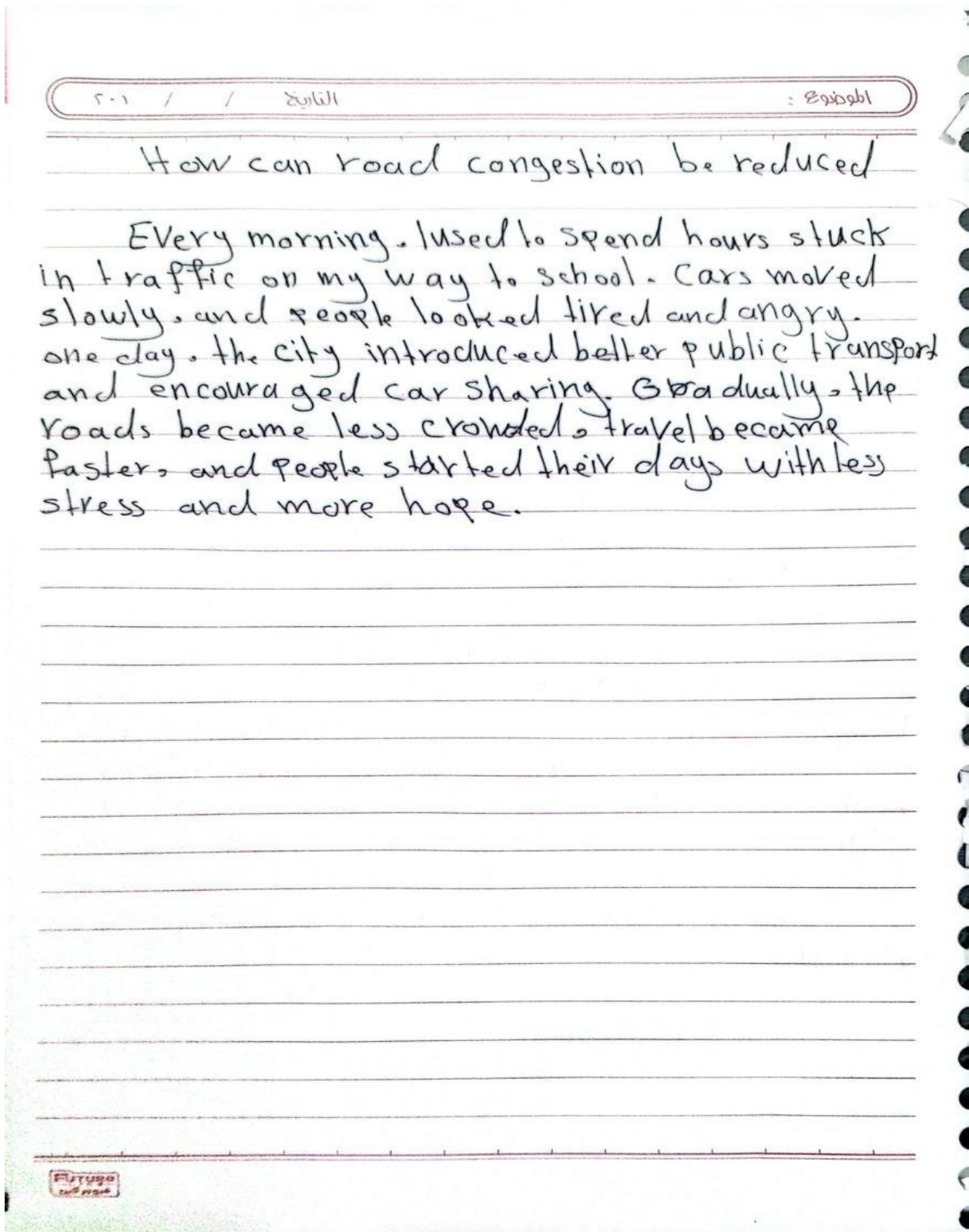
one day, I learned how dangerous smoking can be in a very painful way. It was a normal evening when my uncle suddenly started coughing badly and felt severe pain in his chest. We rushed him to the hospital and everyone was very scared. The doctor told us that smoking had badly damaged his lungs. My uncle had been smoking for many years and never believed that it could harm him. As I sat beside his hospital bed, I remembered how he used to smoke every day without thinking about the consequences. After a few days, my uncle began to feel better, but he promised to quit smoking forever. This experience changed my life and my way of thinking. I realized that smoking is not just a bad habit, but a serious danger that can destroy health and life. Since that day, I always advise people around me to stay away from smoking and take care of their health.

After analysis

Smoking can be Dangerous

(P2)

one day, I learned how dangerous smoking can be in a very painful way. ^(P3) It was a normal evening when my uncle suddenly started coughing badly and felt severe pain in his chest. ^(P1) We rushed him to the hospital, and everyone was very scared. ^(E2) The doctor ^(L3) told us that smoking had badly damaged his lungs. My uncle had been smoking for many years and never believed that it could harm him. ^(P2) As I sat beside his hospital bed, I remembered how he used to smoke every day without thinking about the consequences. ^(P1) After a few days, my uncle began to feel better, but he promised to quit smoking forever. This experience ^(P1) changed my life and my way of thinking. ^(L2) I realized that smoking is not just a bad habit, but a serious danger that can destroy health and life. ^(P1) Since that day, I always advise people around me to stay away from smoking and take care of their health.

Before analysis

After analysis

How can road congestion be reduced

^(P2)
Every morning, I used to spend hours stuck in traffic on my way to school. Cars^(P3) moved slowly, and people looked tired and angry. ^(L3)One day, the city introduced better public transport and encouraged car sharing. ^(L3)Gradually, the roads became less crowded, ^(L3)travel became faster, and ^(P3)people started their days with less stress and more hope.

Before analysis

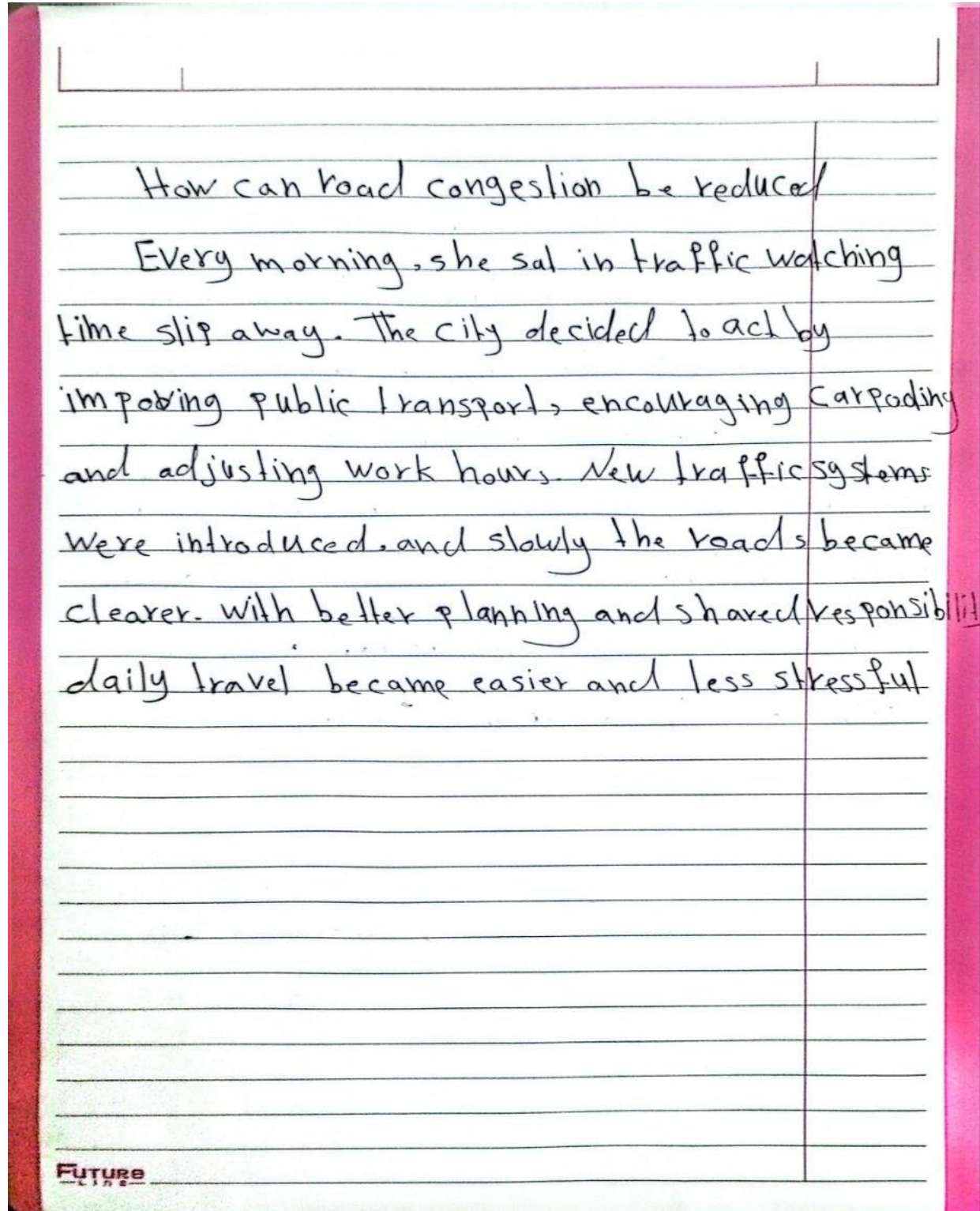
smoking can be dangerous

He started smoking thinking it was harmless
a way to relax. Over time, his breathing worsened and
simple walks became exhausting. Doctors warned
him that smoking damages the lungs and heart,
increasing the risk of cancer and early death.
He realized too late that the habit was slowly
taking away his health and future.

After analysis

smoking can be dangerous
(P2)
He started smoking thinking it was harmless
(P3)
away to relax. Over time, his breathing worsened and
(E2)
simple walks became exhausting. Doctors warned
him that smoking damages the lungs and heart,
increasing the risk of cancer and early death.
(L3)
He realized too late that the habit was slowly
taking away his health and future.

Before analysis



After analysis

How can road congestion be reduced?

Every ^(P₂) morning, she sat in traffic watching time slip away. The city ^(L₂) decided to act by improving public transport, encouraging carpooling and adjusting work hours. New ^(L₃) traffic systems were introduced, and slowly the roads became clearer. With ^(P₁) better planning and shared responsibility, daily travel became easier and less stressful.

Before analysis

Smoking can be Dangerous

Smoking is ver/ dangerous to human health.

Man/ People smoke without knowing the serious

problems it causes. Smoking can damage the lungs

and heart and may lead to serious diseases

such as cancer. It also makes people weak

and short of breath. Smoking does not only

harm the smoker, but it also affects people

around them, especially children. In addition, smoking

wastes money and reduces life expectancy.

Therefore people should stop smoking to

live a healthy and life...

After analysis

Smoking can be Dangerous

(L2)

Smoking is ver/ dangerous to human health.

(L2)

Man/ People smoke without knowing the serious

(L1)

Problems it causes. Smoking can damage the lungs

and heart and may lead to serious diseases

(L3)

Such as cancer. It also makes people weak

(L3)

and short of breath. Smoking does not only

harm the smoker, but it also affects people

(L3)

around them, especially children. In addition, smoking

wastes money and reduces life expectancy.

(P1)

Therefore people should stop smoking to

live a healthy and life...

Before analysis

How car road congestion be reduced

Road congestion is a big problem in many cities. It causes delays, pollution, and stress.

For people, one way to reduce road congestion is to use public transportation such as buses and trains instead of private cars. Building more roads and improving traffic signals can also help. People can share cars or travel at different times to avoid rush hours.

The government should encourage citizens to follow traffic rules. By working together road congestion can be reduced.

After analysis

How can road congestion be reduced

^(L2)
Road congestion is a big problem in many

^(L3)
cities. It causes delays, pollution, and stress

^(L2)
For people, one way to reduce road congestion

is to use public transportation such as buses

and trains instead of private cars. ^(L2) Building

more roads and improving traffic signals can

also help. ^(L3) People can share cars or travel at

different times to avoid rush hours.

^(P1)
The government should encourage citizens

to follow traffic rules. ^(P1) ^(P1) Working together

road congestion can be reduced.

Before analysis

one day, I noticed that my uncle was always coughing and feeling tired. He had been smoking for many years and thought it helped him relax, and he often visited the hospital. The doctor told him that smoking is very dangerous because it harms not only the smoker but also the people around him. After quitting smoking, my uncle slowly started to feel better, and our family felt relieved..

After analysis

A - Smoking Can be dangerous :-

(P1) one day, I noticed that my uncle was

always coughing and feeling tired. ^(E1) He had been

Smoking for many years and thought it helped

him relax, and he often visited the hospital.

(E2)

The doctor told him that Smoking is very dangerous

because it harms not only the smoker but also the

people around him. ^(P1) After quitting Smoking, my uncle

slowly started to feel better, and our

family felt relieved..

Before analysis

B - How can road congestion be reduced :-

Last week, I was late for university because of heavy traffic on the main road. Cars were moving very slowly, and every one looked stressed and angry. I later learned that road congestion happens because too many people use private cars. To reduce traffic jams, people should use public transport like buses and trains. In addition, carpooling and better traffic laws can help keep roads clear. If every one follows the rules and chooses smarter way, to travel, road congestion can be reduced.

After analysis

11/11/2021 20:08

B - How can road congestion be reduced :-

^(P1)
Last week, I was late for university because
^(P3)
of heavy traffic on the main road. Cars were

moving very slowly, and every one looked stressed
^(A1)
and angry. I later learned that road congestion

happens because too many people use private

^(P1)
cars. To reduce traffic jams, people should
use public transport like buses and trains.

^(A2)
In addition, carpooling and better traffic laws can
^(A3)
help keep roads clear. If every one follows the

rules and chooses smarter ways to travel, road

congestion can be reduced.

Before analysis

Smoking can be dangerous, by its effects on our Society. We should be aware about that smoking is harmful for themselves and the people around they gather. In Pakistan and other countries smoking cause millions of deaths every year due to lung cancer. People tend to move toward this bad habit to depression. Anxiety and other social problems. The low literacy rate around the world people don't know about the factors about smoking and its harmful effects. The conclusion, is that most of the social problems that lead people towards smoking which effects the health of the individual and cause harmful disease like cancer many people may help smokers to some extent to quit smoking.

After analysis

"Smoking can be dangerous"

(P₁) Smoking can be dangerous, by its effects on our Society.
 (P₁) We should be aware about that smoking is harmful for themselves and the people around they gather. In Pakistan and other countries (L₁) smoking cause millions of deaths every year due to lung cancer. (L₂) People tend to move toward this bad habit to depression, Anxiety and other social problems. The low literacy rate (L₂) around the world people don't know about the factors about smoking and its harmful effects. The conclusion, is that most (L₃) of the social problems that lead people towards smoking which effects the health of the individual and cause harmful disease like cancer. many people may help smoker (L₂) to some extent to quit smoking.

Before analysis

"How Can road Congestion be reduced"

Road Congestion is a Persistent Problem. Increasing road capacity has not solved this problem, which requires measures to curb road use demand. Restrictions to vehicle ownership tend to reduce congestion, but road use charging and vehicle restrictions are not always effective as road users circumvent the charges or restrictions. Soft measures such as incentives and the provision of information have mostly short-term effects. More evidence is needed on measures affecting fuel prices, high-occupancy vehicle lanes, and parking policies. Measures to reduce road use demand are more effective when combined with measures to improve public transport. To sum up, policies to reduce congestion in the long-term need to account for possible adaptations in road user behaviour and provide alternatives to road travel.

After analysis

"How can road congestion be reduced"

(P1) Road Congestion is a Persistent Problem. (L2) Increasing road capacity has not solved this problem, which requires measures to curb road use demand. (L2) Restrictions to vehicle ownership tend to reduce congestion, but road use charging and vehicle restrictions are not always effective as road users circumvent the charges or restrictions. Soft (L1) measures such as incentives and the provision of information have mostly short-term effects. (L1) More evidence is needed on measures affecting fuel prices, high-occupancy vehicle lanes, and parking policies. (L3) Measures to reduce road use demand are more effective when combined with measures to improve public transport. (P1) To Sum up, policies to reduce congestion in the long-term need to account for possible adaptations in road user behaviour and provide alternatives to road travel.

Before analysis

Smoking can be Dangerous

The smoking is one of the most bad habits the people faced it in their life. usually it begins with the teenagers and the young especially with the boys. They drink it only to reduce their anxious or nervous, but they don't know the side effects, their severity, and their impact on them. It also affects their growth and respiratory system and causes addiction.

The government should ban the sale of cigarettes in all places and prohibit them as much as possible to reduce their danger to people especially the middle age group.

After analysis

Smoking can be Dangerous

81)
 The smoking is one of the most bad habits the people faced it in their live. ^(L1) usually it begins with the teenagers and the young especially with the boys. ^(L2) They drink it only to reduce their anxious or nervous, but they don't know the side effects, their severity, and their impact on them. ^(L3) It also affects their growth and respiratory system and causes addiction.

^(L2) The government should ban the sale of cigarettes in all places and prohibit them as much as possible to reduce their danger to people especially the middle age group.

Before analysis

How can road congestion be reduced

The road congestion can be reduced by a good traffic. We can easily reduce this condition by a lot of way. By deploying skilled traffic police who manage traffic with high precision and accuracy to avoid congestion. There are many causes of traffic congestion including: high population density, increase in the number of vehicles, poor road infrastructure, lack of public transportation, traffic accidents, road construction and maintenance work, poor traffic management, illegal parking, rush hours, weather conditions. Ways to avoid traffic congestion: use public transportation like Buses, train and metros. Plan your trip in advance. Carpool with others and choose alternative routes.

After analysis

How can road congestion be reduced

⁽¹³⁾ The road congestion can be reduced by a good traffic we can easily reduce this condition by a lot of way:
 By deploying skilled traffic police who manage traffic with high precision and accuracy to avoid congestion. ⁽¹¹⁾ There are many causes of traffic congestion including: high population density, increase in the number of vehicles, poor road infrastructure, lack of public transportation, traffic accidents, road construction and maintenance work, poor traffic management, illegal parking, rush hours, weather conditions. ⁽¹³⁾ Ways to avoid traffic congestion: use public transportation like buses, train and metros. plan your trip in advance. carpool with others and choose alternative routes.

المستخلص

تُعد الاستراتيجيات الإقناعية عناصر أساسية في الكتابة الأكاديمية ؛ نظراً لأنها تُمكن الكاتب من طرح الأفكار بأسلوب منظم ومقنع يؤثر في معتقدات القارئ أو توجهاته. لذا، هدفت الدراسة الحالية إلى تقصي الاستراتيجيات الإقناعية المستخدمة في الكتابة الموجهة نحو النتاج والكتابة الموجهة نحو العملية لدى الطلبة العراقيين دارسي اللغة الإنكليزية كلغة أجنبية (EFL) في المرحلة الجامعية. كما ركزت الدراسة على ثلاث استراتيجيات إقناعية محددة وهي: الحجة المنطقية، والمصادقية الأخلاقية، والاستثارة العاطفية. وقد تلخصت أهداف الدراسة في: التعرف على الاستراتيجيات الإقناعية التي يوظفها الطلبة العراقيون دارسو اللغة الإنكليزية كلغة أجنبية في كتاباتهم الموجهة نحو النتاج والكتابات الموجهة نحو العملية، وتحديد الاستراتيجيات الأكثر والأقل استخداماً في الكتابة الموجهة نحو النتاج، وكذلك الاستراتيجيات الأكثر والأقل استخداماً في الكتابة الموجهة نحو العملية، فضلاً عن تصوير أوجه الاختلاف بين الطلبة في استخدامهم لهذه الاستراتيجيات عبر نمطي الكتابة (النتاج والعملية). ولتحقيق هذه الأهداف، تم تصميم أربعة أسئلة بحثية. اعتمدت الدراسة المنهج الكمي في جمع البيانات وتحليلها. وتكونت عينة الدراسة من (٢٠٠) طالباً وطالبة من قسم اللغة الإنكليزية بكلية التربية للعلوم الإنسانية في جامعة واسط، كلية الامام الكاظم (عليه السلام) و جامعة الكوت . وقد جُمعت النصوص المكتوبة من قبل الطلبة وُحُللت وفقاً لإجراءات التحليل المعتمدة. وعولجت البيانات إحصائياً باستخدام الوسط الموزون، والنسبة المئوية الموزونة، والانحراف المعياري، والتباين، والاختبار التائي. أظهرت النتائج أن الطلبة العراقيين دارسي اللغة الإنكليزية كلغة أجنبية قد وظفوا الحجة المنطقية، والمصادقية، والعاطفة في كتاباتهم، حيث كانت "الحجة المنطقية" هي الاستراتيجية الإقناعية الأكثر تكراراً واستخداماً في كلا نمطي الكتابة (الموجهة بالنتاج والموجهة بالعملية).

في المقابل، جاء استخدام المصداقية والعاطفة بنسب أقل، ويعزى ذلك إلى ضعف الوعي البلاغي والكفاية اللغوية لدى الطلبة. كما أبانت النتائج أن الكتابة الموجهة نحو العملية كانت أكثر فاعلية من الكتابة الموجهة نحو النتاج في تعزيز استخدام الطلبة للاستراتيجيات الإقناعية؛ وهو ما أثبتته التحليل الإحصائي، حيث حققت المجموعة الموجهة نحو العملية وسطاً حسابياً أعلى بلغ (22.34) مقارنة بالمجموعة الموجهة نحو النتاج التي بلغت (17.25)، وجاءت القيمة التائية المحسوبة (2.707) لتفوق القيمة الجدولية (1.960)، مما يشير إلى وجود فرق ذي دلالة إحصائية لصالح الكتابة الموجهة نحو العملية.



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة واسط
كلية التربية للعلوم الانسانية
قسم اللغة الانكليزية

دراسة استراتيجيات الإقناع التي يستخدمها طلاب اللغة الإنكليزية كلفة أجنبية في الجامعات العراقية في كتاباتهم الموجهة نحو النتاج والعملية

رسالة تقدم بها

عبد الكريم جبار عذيب

الى مجلس كلية التربية للعلوم الانسانية/ جامعة واسط
جزءا من متطلبات نيل درجة ماجستير تربية في تخصص طرائق تدريس اللغة الانكليزية

بإشراف

أ.د فارس كاظم العتابي