

The Use of Persuasive Strategies In Academic Discourse

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Abstract

As the key component of success and achievement, persuasive strategies are used in academic discourse. The purpose of this paper is to investigate how persuasive strategies are employed in academic discourse for achieving development and success. In this research, a mixed-method is used to collect data, and the researcher adopted Connor and Lauer's (1985) theory to analyze the data. The data of this paper consists of three public academic speeches, delivered on the same occasion 'Graduation Ceremony' by the rectors of three top universities; Dr Muslih Mustafa previous president of Soran University, Dr Bruce W. Ferguson president of American University of Sulaimani and Dr Dawood Sulaiman Atrushi president of Duhok University, in Kurdistan Region, ranked as first, second and third, according to UniRank (2021). Despite facing some challenges, the findings of this study demonstrated that the three rectors have a positive attitude towards the use of persuasive strategies. That is, they employed persuasive strategies, but they treated them differently in their speeches, as significant tools for encouraging their university staff to do more research with high quality and having considerable citations which in turn resulted in having topped the identified universities via meeting the UniRank selection criteria during the academic year of 2020-2021.

Keywords: Academic Discourse, Discourse, persuasive strategies

Introduction

Generally, language as a tool arose out of a need to communicate ideas, feelings, attitudes, etc. It has been adapted to the changing need of speakers. Language is, in this sense, a living creature that changes in reaction to the changing cultural environment in which it lives. Thus, language evolves in response to culture, and the full quality of its meaning is derived from understanding the context in which it takes place (Gee and Hayes, 2011, 159). Language can be used in various fields; politics, science, daily conversations, academic discourse, etc. Hence, the language used in academic works by academics is called academic discourse (Zwiers, 2014, 20). So, academic language is the oral and written language employed for academic purposes.

In addition, Hirschberg (1996,1) maintained that a persuader needs several strategies to convince and influence his/her audience. Persuasion piques the listener's interest in learning more without resorting to pressure or violence. The persuader, in particular, excites the recipients by employing persuasive language to elicit a reaction, which might be a change in their conduct. Moreover, persuasion usually takes the form of argument which means giving reasons for or against certain claims and statements. In an argument, the speaker acknowledges the existence of competing claims and strives to defend why his claims should be adopted, whereas the persuader tries to persuade the addressee to accept his or her statements as true since no other claims are worth adopting.

Aristotle divided persuasive methods into three categories: ethos, pathos, and logos. Ethos is a term that refers to a speaker's credibility and has three dimensions: competence, trustworthiness, and dynamism. Competence refers to the persuader's understanding of the topic at hand. This expertise may be demonstrated by presenting well-organized and well-researched arguments. The degree to which the audience believes the speaker is outgoing and active is referred to as dynamism, whereas trustworthiness refers to the level to which the addressees feel the sender is offering correct and genuine information. Pathos denotes the emotional appeal that draws the audience into the

discussion, whereas Logos denotes the argument's logic and reasoning (Stiff and Mongeau, 2003), that is, it has the power of rational thought (Durhan, 2018, 752). In other words, there are three types of persuasion aspects that an utterance has according to Aristotle. The first one depends on the personal character of the speaker which is called Ethos. The second one depends on putting the listener into a certain mood which is known as Pathos, while the third one depends on the proof or pseudo-proof and it is realized as Logos of the words of the speaker himself (Aristotle, 2006, 38).

All in all, persuasion can be studied from, for example, a psycholinguistic perspective by identifying the receivers' attitudes and what is going on in their heads when they listen to or read a persuasive piece of discourse. And, in sociolinguistics, researchers investigate the relationship between the persuader and the recipients to see to what extent social distance and inequality influence the recipients' behaviours and attitudes towards the conveyed message. However, the current study aims at examining the persuasive strategies used in public academic speeches addressed by rectors of three top universities located in the Kurdistan Region / Iraq.

Theoretical Background and Literature Review

Language and Discourse

Language, as a means of communication, is defined as "the system of human communication which consists of the structured arrangement of sounds or their written representation into larger units, e.g. morphemes, words, sentences, utterances" (Richards and Schmidt, 2014). Chomsky, on the other hand, described language as "a collection of finite sentences, each of finite length and formed from a finite set of parts" (1957, 13). Chomsky is interested in the structural aspects of language (1988, 39-40). Language, according to Trager (1949, 5), is a system of arbitrary linguistic symbols through which members of a community communicate in terms of their whole culture. And a unit of language longer than a single sentence is called discourse. As a result, the term discourse comes from the Latin word

Discursus, which means "to run". So, it relates to how discussions move (Nordquist, 2020). To study discourse is to analyze the use of spoken or written language in a social setting. Discourse studies, on the other hand, look at the structure and function of language in conversation in addition to minor grammatical elements like phonemes and morphemes. Fasold says that the study of discourse is the study of all aspects of language use (1990, 65), participants use language in context to perform certain functions. Therefore, the instruction is placed in a context. Schiffrin confirms discourse as a system, which is socially and culturally organized, through which certain functions are fulfilled. The social functions of the discourse define the communicative role of the discourse and the various fields of action from the social context, and what it is used for (1994, 32). Discourse comes in narrow genres, and one of them is called academic discourse.

Academic Discourse

Academic discourse is the specific style of communication used in the academic world (Diamond, 2019). Historically, *it includes all lingual activities associated with academia. Further*, Hyland views academic discourse as the ways of thinking and using language which exists in the academy. The fact is that complex social activity like educating students, demonstrating learning, disseminating ideas and constructing knowledge rely on language to be accomplished (2011, 171-184). Further, academic discourse encompasses the idea of dialogue. In other words, it can take many formats such as presentations, debate, listening, writing, critiquing others' work, delivering speeches, etc. (Lynch, 2013). Eventually, it could be stated that there are different types of academic discourse.

Types of Academic Discourse and Persuasive Strategies

Generally, academic discourse is of different types, and according to Lacan (1994, 107), it is divided into four major types, as the following:

a. Descriptive Discourse: it is a type of discourse that gives a clear and concise description of everything, such as places, people, objects or events. The primary objective of this type of discourse is to evoke the senses. That is, the reader/ hearer can feel all the senses working while reading or listening to any descriptive writing work (White, 2019). Further, descriptive discourse is used to draw vivid details, for example, in the reader's mind. The reader will use sensory details while reading the text. He/she can feel the environment of the text through senses, seeing, hearing, smelling, tasting, and touching (Rutherford, 1994, 8-67).

b. Narrative Discourse: it is the narration, written, or oral, of an event or series of events, whether real or imaginary (Pfeffermann, 2019, 101-102). The narrative is structured according to the spatial-temporal environment. Narrative discourse, according to Genette, is a discourse that is an account of events, generally in the past, that uses verbs of speech, motion, and action to describe a succession of events that are dependent on one another, and that normally concentrates on one or more action performers. There should be connections between phrases so that the reader or listener understands the story's aim or meaning (1988,50).

c. Argumentative Discourse: it is a form of interaction in which the individuals maintain incompatible positions. That is, arguably, an interaction, that involves extended polarization that is negotiated in conversation (Schiffrin, 1985). Argumentative discourse is formed when the speaker or writer tries to convince his/her audience to follow what he/she believes by giving examples or evidence (Willard, 1989). Thus, the purpose is to persuade the audience (hearers or readers).

d. Expository Discourse: it has been described as the use of language to convey information (Bliss, 2002; Nippold and Scott, 2010). Expository texts constitute a 'microgenre' (Grabe, 2002) that includes several subgenres that range from research papers to the discussion of personal views and class. In some contexts, speakers may "focus-on-form" and rely solely on metalinguistic awareness to a maximum extent rather than concentrating on issues related to syntactic or other sources of complexity.

All in all, different techniques or strategies are used in academic discourse, and one of them is persuasive strategies.

Generally, persuasion is a communication transaction activity that aims to change attitudes, beliefs, and behaviours of individuals or groups of individuals (Miller & Roloff, 1980, 15), and this can be achieved through various persuasive techniques. Aristotle identifies two types of persuasion. First is the non-artistic, 'atechnic'. The sources are not provided by the potentiality of speakers; they are the already pre-existing sources like witnesses, laws, testimonies, evidence and contracts (Kennedy, 2007, 52). The second type is the artistic, 'technic' proof. Here, everything is prepared or invented by the potential speaker that should be discovered before they are arranged in speech (Wise, 1989, 84). Under this category, Aristotle generates three species or structural principles. These three categories are unique, not only in public speeches and academic situations but in any field of life. They are unique in business management (Higgin & Walker, 2012), health improvements (Perloff, 2000) and politics (Cockcroft & Cockcroft, 2005; Chrteris-Black, 2014), etc. However, the methodology of applying each of them is diversified about the diversity of the topics and in which the context is applied.

Specifically, in this study, the researcher adopted Connor and Lauer's (1985) model of appeals which is presented in the following tables 1, 2 and 3 (Biber, Connor and Upton, 2007,124). It classifies persuasive strategies into 12 rational strategies, four credibility strategies and three effective strategies.

Table 1: Types and explanation of Rational strategies

Type of Strategy	Abbreviation	Explanation
Descriptive example	R1	Using a compelling descriptive example from one's own or someone else's experience.
Narrative example	R2	Employing narrative examples which have a story form i.e. a beginning, middle and end.
Classification	R3	Placing in a class or unit, and describing what that means.
Comparison	R4	Using comparison to support one's focus.
Contrast	R5	Using contrast to support one's focus.

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Degree	R6	Arguing that two things are separated by a difference of degree rather than kind, or making an appeal for an incremental change.
Authority	R7	Using the authority of a person other than the writer.
Cause and effect and consequences	R8	Showing how one event is the cause of another.
Model	R9	Proposing a model for action that relies on existing programs.
Stage process	R10	Reviewing previous steps and looking forward to what steps need to be taken.
Ideal or Principle	R11	Basing the argument on universal premises that are accepted by all members of the audience.
Information	R12	Using supporting facts and statistics.

Table 2: Types and explanation of Credibility and Effective strategies

Firsthand experience	C13	Providing information taken from the speaker's experience.
Showing the speaker's respect for the audience's interests and point of view	C14	Avoid clashes with the receiver's own beliefs and convictions.
Showing the writer's good character and judgment	C16	Being neutral and objective.

Table 3. Types and explanation of Abbreviation strategies

Type of Strategy	Abbreviation	Explanation
Appealing to the audience's views	A17	Either emotional, attitudinal or moral.
Vivid pictures	A18	Creating a thought or a mind's eye vision.
Charged language	A19	Using strong language to arouse emotion.

Literature Review

There is no doubt that different researchers have investigated the topic of persuasive strategies. One of them is written by Abbas (2008) entitled "*The Use of Persuasive Technique by Barack Obama in his Political Speeches in the 2008 USA Presidential Primaries*", who investigated Barack Obama's persuasive techniques in his presidential primary speech. In his analysis, Abbas employed Keraf's theory and uncovered various persuasive strategies used by Barack Obama. Suggestion (hypothesis), rationalization, identification, and conformities are examples of these. While Sari (2012) used Aristotle's theory for analyzing his research which was about "Persuasive Strategies by Prophet Muhammad in His Religious Sermon". She discovered all of the persuasive methods given by Aristotle in Prophet Muhammad's lecture. They are as follows: ethos, pathos, and logos. The Prophet Muhammad employed the ethos technique through language by referring to the audiences as a part of them, mentioning the name of God to demonstrate consistency, and demonstrating thorough understanding by describing a topic. As a pathos method, he elicited emotion in the audience by repeating lines that made sense to manipulate the emotional audience. The Prophet Muhammad then reiterated such techniques via words.

Further, Faris (2016) investigates the persuasive strategies of the African leader, in his paper "Persuasive Strategies in Mandela's No Easy Walk to Freedom", He discovered certain persuasive methods utilized by Mandela in his speech; the data revealed the usage of three persuasive strategies: quasilegal, presentational, and analogical. Syllogism, enthymeme, and causality were used in quasi-legal arguments, which were founded on rationality. Mandela used presentational persuasion techniques such as rhetorical deixis, metaphors, repetition, and alliteration to elicit engagement. Mandela used analogical persuasion by referring to the situational discourse to attempt to enhance the spiritual values of his addressees about the cause of liberation and independence. The quasilegal and presentational methods were the most utilized by Mandela in the offered speech to influence his audience. To persuade his audience to accept his statements about white supremacy, logic and rationality

were deployed, and emotions, primarily grief and wrath, were stirred to reinvigorate the path of anti-white supremacy nonviolent coordinated fight.

Al-Hussaini (2012), in his study, "The Rhetoric of Oratory in English and Arabic: An Applicable Study to One of Imam Ali's Oration", found that oration in both languages had an important role in convincing and addressing the audiences. Personal pronouns, emotive words, repetition, alliteration, assonance, onomatopoeia, rhyming, metaphor, simile, parallelism, and paronomasia, among other linguistic elements, were used by orators in both languages.

Mohan (2014) in his research which was about "The Use of Persuasive Strategies in Religious Oratory", highlighted the persuasion methods utilized by religious orators to influence their audience. The strength of these orators resides not only in constructing accepted religious doctrines, but also in the strategic employment of paralinguistic methods such as pitch, pause, and space in their oratory. Sharif and Abdullah (2014) investigated persuasion in some ceremonial speeches of Mother Teresa which was about "Persuasive Discourse in Ceremonial Speeches of Mother Teresa: A Critical Review". The researchers concluded that persuasion is a multi-faceted phenomenon that comes from the employment of many discursive tactics and rhetorical methods, such as inquiries, figures of speech, rhetorical proofs, and expressive, forceful, directive, and representational speech actions.

Sallomi and Nayel (2017) in another research was about "A Study of Persuasive Techniques in English and Arabic Religious Sermons: A Comparative Study". Although both sermons apply the majority of persuasive strategies, the researchers discovered that there are some minor distinctions between them. The story method, which is a key persuasive tool, is absent from the English sermons studied in this study, but the usage of Al-Sajja (alliteration) is more common in Arabic sermons.

Adam (2017) in his study, "Persuasion in Religious Discourse: Enhancing Credibility in Sermon Titles and Openings", maintained that persuasive appeals (ethos, pathos and logos), are employed to justify the set of Christian ideals through language. As a result, the

stated goal of religious speech is met. Pathos (an emotional appeal to the listener) is also important in persuasion, according to the research. Humour also helped to bridge the distance between the speaker and the listener; making the persuasive message more understandable.

Nour El Houda (2020) in her research "An Analysis of Persuasive Strategies in the Political Talks of Ahmed Ouyahia: A Contrastive Study of Arabic and French", researched the persuasive methods employed by former Algerian Prime Minister Ahmed Ouyahia in his political discussions in both Arabic and French. It provides emphasis on persuasive methods as a crucial part of communication that manifests in a variety of situations such as advertisements and classrooms. This study was undertaken by Aristotle's (1939) theory of Ethos, Pathos, and Logos, and studied a collection of eight political interviews and press conferences (4 in Arabic and 4 in French) in which Ahmed Ouyahia participated. The data show some similarities and variations in the use of persuasive methods across languages. The Algerian Prime Minister and RND leader used Logos as the most prominent rhetorical style in both Arabic and French speeches, followed by Pathos and Ethos to varying degrees. According to the survey, the most commonly utilized arguments in Arabic and French are facts, emotional appeals, and play on words appeals. Furthermore, the findings suggest that Ouyahia's intellectual background, ideology, or interpersonal practice may be responsible for the increased use of Pathos components in the French data. Furthermore, the use of religious forms to demonstrate reliability and consistency was unique to Arabic data. In addition, the study demonstrates that Ouyahia used a range of appeals addressing various issues to convince, influence, and earn the audience's favour. The behaviour has several educational consequences in the context of ELT teaching and learning.

However, Firmansyah and Kuntjara (No year) in their research "Persuasive Strategies Used by Agung Sedayu Group in the Infomercial, Metro TV", find out what sorts of persuasive methods were employed in the Agung Sedayu *URXSV commercial, Firmansyah and Kuntjara. It seeks to identify the sorts of persuasion methods employed by the hosts and Agung Sedayu Group's representative team in the infomercial. Beebe's persuasive strategy ideas are used by the author (2012). Theories of persuasive methods

include increasing your credibility, using reasoning and facts to convince, and utilizing emotion to persuade. Furthermore, the writer employs Holmes' (2001) notion of the social component as a supporting hypothesis.

Eventually, Sufyan (2015) claims in her research "Linguistic Study of Persuasive Strategies in English Religious Sermons", that Religious Oratory is persuasive since it seeks to persuade the audience that what the preacher is saying is true. So, for preachers to be persuasive, they employ a variety of tactics for persuasion. As a result, this study includes an examination of the persuasive methods employed in English religious sermons, as well as an examination of the sorts of speech acts employed and, lastly, an examination of the stylistic devices employed.

And, this paper, which is about, " The Use of Persuasive Strategies in Academic Discourse", is novel since no work has yet been written before. Further, the researchers have examined the discourse analysis area in terms of persuasive strategies used by the rectors of the three top universities located in the Kurdistan Region / Iraq, according to UniRank (2021). Also, the researchers analyze the selected speeches by Connor and Lauer's (1985) model of appeals.

Methodology

The problem

Persuasion techniques are employed for various reasons, for instance, to convince language users to agree with an opinion, ideology, etc. However, sometimes, persuasion is difficult because certain people may reject change or all persuasive strategies may not obey the one strategy that goes well with all. In other words, some may work with one individual in a specific context, and not work with another in a different situation.

The aims of the study

This study aims at:

1. Classifying the kind of persuasive strategies used in Soran, Dohuk and Sulaimani University Rectors' speeches.
2. Describing how the top three Universities' Rectors used persuasive strategies in their speeches.

Research questions

1. What are the persuasive strategies?
2. To what extent do the University Rectors use persuasive strategies in their public academic speeches?
3. How are the persuasive strategies used in Academic Discourse / Rector's Speeches?

The hypotheses

This study hypothesizes that University Rectors use persuasion or persuasive strategies in their academic speeches, but these strategies are treated differently in different speeches.

Data and method

The data of this paper consists of three public academic speeches, delivered on the same occasion 'Graduation Ceremony' by the rectors of three top universities in the Kurdistan Region, ranked as first, second and third, according to UniRank (2021). The speeches were addressed by Dr Bruce W. Ferguson president of the American University of Sulaimani, available at <https://www.aus.edu.krd/commencement-remarks/bruce-ferguson/2017>, Dr Muslih Mostafa, the previous president of Soran University, available at <http://www.soran.edu.iq> and

Dr Dawood Sulaiman Atrushi president of Duhok University is available at <https://uod.ac/about/top-stories/events/graduation-uod-16nov2021/>.

To identify the persuasive strategies used in the data, and explain why they are used, a mixed-method (quantitative and qualitative) is employed. That is, this research is both quantitative and qualitative. Quantitatively, frequencies and percentages of persuasive strategies are found and tabulated. Qualitatively, the researcher presented an explanation of how and why such strategies are used.

Instrument and validation

- The speeches of the three top universities rectors were taken to show how such kind of speech is significant for the development and success of the university. The speeches, addressed on the same occasion (Graduation Ceremony), delivered by the previous president of Soran University, the president of American University and the president of Duhok University are taken as data.

- The researchers also used SPSS; a statistical software, for presenting the data into tables and charts from different descriptive distributions.

Ethical considerations

This study has scientific merit since it is done according to the research methodology and shows respect for the persons that have been highlighted. Also, the results make no harm to their reputation, because the three rectors' speeches are already downloaded on the formal page of their universities.

Data Discussion and Results

In this part, the three speeches (Text 1, Text 2 and Text 3) are analyzed quantitatively and the frequency of the persuasive strategies used is identified, and the percentages are shown in the following tables:

1.

oran University previous president's speech (Text 1):

Statistics

The number of persuasive strategies in Text 1

N	Valid	55
	Missing	0

Table 3 Persuasive Strategies Used in Text 1

Persuasive strategies		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	R1	2	3.6	3.6	3.6
	R10	3	5.5	5.5	9.1
	R11	4	7.3	7.3	16.4
	R12	11	20.0	20.0	36.4
	C15	5	9.1	9.1	45.5
	C16	2	3.6	3.6	49.1
	A17	2	3.6	3.6	52.7
	A18	4	7.3	7.3	60.0

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	A19	6	10.9	10.9	70.9
	R2	4	7.3	7.3	78.2
	R5	1	1.8	1.8	80.0
	R7	2	3.6	3.6	83.6
	R8	5	9.1	9.1	92.7
	R9	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Table 3 shows that, the president of Soran University used R1 (2 times; 3.6%), R2 (4 times; 7.3%), R3 (0 time; 0.0%), R4 (0 time; 0.0%), R5 (1 time; 1.8%), R6 (0 time; 0.0%), R7 (2 times; 3.6%), R8 (5 times; 9.1%), R9 (4 times; 7.3%), R10 (3 times; 5.5%), R11 (4 times; 7.3%), R12 (11 times; 20.0%), C13 (0 time; 0.0%), C14 (0 time; 0.0%), C15 (5 times, 9.1%), C16 (2 times, 3.6%), A17 (2 times; 3.6%), A18 (4 times, 7.3%), A19 (6 times; 10.9%).

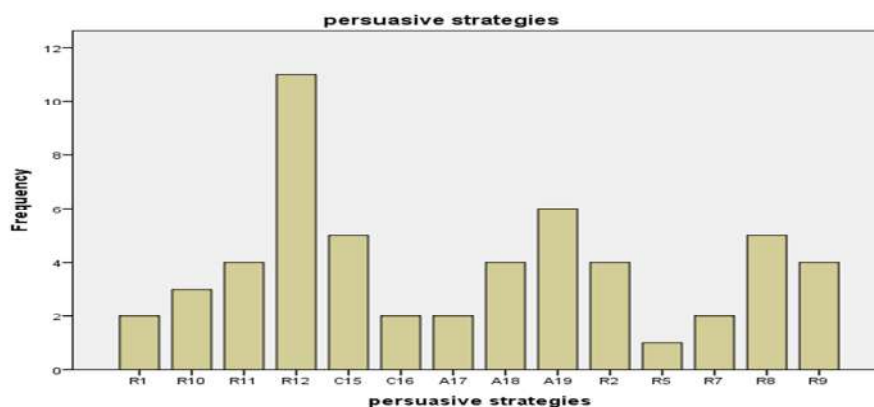


Figure 1. The persuasive strategies in Text 1

After analyzing the text1 quantitatively, a qualitative analysis of the speech is done.

Example 1:

Le naxî dilewa pîrozbai xom arastey yeke yeketan dekam, xizmet krđnî êwa le mawei çwar salî řabirdû, ew peri cêgei řêz u staiş bwe.

(Whole-heartedly, I congratulate each of you. Serving you in the past four years was the biggest honour).

(R1- Using a compelling descriptive example from one's own or someone else's experience).

(C16 - Being neutral and objective).

Example 2:

karnevalî birwaname bexşîn be êwey azîz, nişaneî mitmane u řêzû hurmeti êmeye bo êwai.

(This ceremony of giving certificates shows our trust, regard, and honour for you).

(R11- Basing the argument on universal premises that are accepted by all members of the audience).

Example 3:

Derçwanî azîz, emro polêkî dîke le kurû kiçî em welata berew dahatû hengaw denên dahatûyek çawerêtan dekat pira le hewraz u nişewakanî jian. Rêgayek hatota pêştan, debêt êwa be zanistû roşenbiri çoş draben ta betwanî lew, řêgayeda hengaw beraw řonakî bîhawên u tarîkî řaw bînên.

(Dear graduates, today another group of the girls and boys of this country go a step forward. A future is waiting for you that is full of the ups and downs of life. There is a way before you and to go towards lightness and ignore darkness through this way, you have to be filled with science and education).

(R11- Basing the argument on universal premises that are accepted by all members of the audience).

(R2- Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R9 - Proposing a model for action that relies on existing programs).

(R12- Using supporting facts and statistics).

Example 4:

Brway tewawı em welata be êweya. êwaş newei dwarejin u dwarejiş be êwa awedane u le ser desti êwa bunyad denrêt. Ew astenganeı êsta bo gel u welatekeman drustbûn, tenha be êwei zanstxwaz u roşenbır çareser dekrên.

(This country has full confidence in you. You are the future generation and the future is prosperous with you and is built by you. The obstacles that our country is facing can only be taken away by learned and educated people like you).

(R8 - Showing how one event is the cause of another).

(R10 - Reviewing previous steps and looking forward to what steps need to be taken).

(R12- Using supporting facts and statistics).

Example 5:

Le mawei pênc beharı temenida, zankoi soran sruştêki nawazeı le xebati zansti u akademia henawete kayewa.

(During its five years of working, Soran University has created an exceptional nature in science and academia).

(R8 - Showing how one event is the cause of another).

(R12- Using supporting facts and statistics).

(R10 - Reviewing previous steps and looking forward to what steps need to be taken).

(C15 - Highlighting any views or interests that are similar to those of the recipient).

Example 6:

Zankoy Soran êsta le pêşengi zankoyekani kurdıstane u berdewamış le halkşandaye.

(Currently, Soran University is a leading university in Kurdistan and constantly it shines and progresses).

(R11 - Basing the argument on universal premises that are accepted by all members of the audience).

(R12 - Using supporting facts and statistics).

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(A18 - Creating a thought or a mind's eye vision).

(A19 - Using strong language to arouse emotion).

Example 7:

Zankoy Soran malêki pêşeng u pîşngdarî bo be twanatrîn mamosta u pspori akademi em welata řexsandwe ta be berztrîn ast xzmati qutabîekanman bken .

(Soran University has created a shining and beautiful home for the cleverest lecturers and academic experts of this country to serve our students at the highest level).

(A18 - Creating a thought or a mind's eye vision).

(A19 - Using strong language to arouse emotion).

(R12 - Using supporting facts and statistics).

Example 8:

Qutabianî êma parwerdey destî çend zana u bîrmendeken, ke le baştrîn akadimistekani em welaten.

(Our students are educated by the best academicians in this country).

(R2 - Employing narrative examples which have a story form i.e. a beginning, middle and end), giving examples that are common by everybody from the first day of founding this university the best teachers are teaching in it.

(R7 - Using the authority of a person other than the writer).

(R12 - Using supporting facts and statistics).

Example 9:

Hewl u koşîşî êma brîtî bwe le têgeîştî u gorînewei bîrû boçûn le ser karî akademî.

(We attempted to understand and exchange ideas related to academic works).

(R8 - Showing how one event is the cause of another).

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(R12 - Using supporting facts and statistics).

Example 10:

Legel eweşda zankoy Soran hemîşe hewlî aweidawa bibeta pirdek bo grêdanî peywendî ekadîmî u zanistî le nêwan kurdistan u dunyay derewa. řojane çendîn profesor u Mamosta u pisporanî akadimi benaubangi dunia lem zankoyada wane dalênewa u siminar dakren.

(In addition to this, Soran University has always tried to become a bridge between Kurdistan and the outside world. Daily, several famous professors, lecturers, and academic experts of the world teach and give seminars at this university).

(R12 - Using supporting facts and statistics).

(A19 - Using strong language to arouse emotion).

(R9- Proposing a model for action that relies on existing programs).

(R2 - Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R7 - Using the authority of a person other than the writer).

(R8 - Showing how one event is the cause of another).

(R11- Basing the argument on universal premises that are accepted by all members of the audience).

Example 11:

Au akadîmîsta rojawayanai la mawey çand salli rabirdû sardani êmaian kirdîwa, gawahi awe deden ke zankoy Soran xewnî kirdwa be waqie. Belê, witûyane: "awey lem mawe kurteda zankoy Soran dirusti kirdwe, waqieke tenha le afsane u muciza deçêt".

(Those Western academicians who have visited Soran University in recent years, witnessed that Soran University has made dreams come true, and they have said: "What Soran University has made during this short period can only happen in fiction and miracles").

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R2- Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R5 - Using contrast to support one's focus).

(R9 - Proposing a model for action that relies on existing programs).

(R12 - Using supporting facts and statistics).

Example 12:

Derçwani barêz, hawkat legal ahangî derçwani êwa, şareki dijwar baroki wilatekamanî girtwa. êmay aştxwaz le Kurdistan, hemîşe dijî şar u malwêranî bûin. emro pêşmerge qaremanakanman le sangerdan u parêzgarî la çia u dol u dar u bardî kurdistan deken. legal dujminêk dacangîn, dirindetrîn u qêzewentrîn kesanî mêjûn. em dujmina daewêt aşty u pekawajian u dimukrasy êma têkbidat. Deiewêt malakanman wêran bikat u rolakanman lenaw bibat. boye, debêt eweman le yad naçêt, la sayei xebat u bergiri pêşmerge dilêrakanmandaie. emro êma, la amêzi hendrên u zozik u korek u hasen beg u bradost, la devery şoriş u malbandi kurdaieti, be gianêky xoşawistiyewa bejdary le marasîmî derçwanî êwey hêja dekein. dabêt supasguzary au qaramananabin ka şaw u roj, halo asa, la sangerekanewa giani êma daparêzin.

(Dear graduates, our country faces a heavy war amid your graduation. We as pacifists in Kurdistan have always been against war and destruction. Today, our brave Peshmergas are on the front lines and they are protecting the mountains, valleys, and stones of Kurdistan. We are fighting an infamous enemy who is the wildest and most disgusting people of history. This enemy wants to destroy our peace, co-existence and democracy. So, we should not forget that under the attempt and protection of our brave Peshmergas, today we are near Handren, Zozk, Korek, Hassanbag, and Bradost, attending your graduation ceremony with a loving soul. We must be thankful to those heroes who bravely protect us in daylight and at night).

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(R8 - Showing how one event is the cause of another).

(R12 - Using supporting facts and statistics).

(A18 - Creating a thought or a mind's eye vision).

(A19 - Using strong language to arouse emotion).

Example 13:

Xoşewistan, qutabîa darçwekan, dwa witam aweya êwa roley be amek u wefadari em wilat u xaka bin.

(Dear graduated students, my last word for you is to ask you to be faithful to this country).

(R9 - Proposing a model for action that relies on existing programs).

(C16 - Being neutral and objective).

(A17 - Either emotional, attitudinal or moral).

(A18 - Creating a thought or a mind's eye vision).

Example 14:

Êwa parwerday zankoyekin minbarî hemû fêrxwaz u roşinbîreka. Zankoy Soran hardem be malî xotan bizanin.

(You have been educated by a university which is a hub for all learners and educated people. Always see Soran University as your home).

(A17 - Either emotional, attitudinal or moral).

(A19 - Using strong language to arouse emotion).

Example 15:

Em zankoye dahatûyeki gewre çawerwaniety. dahatuyek ke debêta cêgai şanzî u serbarzî u êwaş başêkn lew mêjway em dahatûye danexşênêt u şorişî zanist u zanîn berpa dekat.

(A great future awaits this university, a future that be an honour for the toy too and you will also become a part of the history that will polish this university and sparkle a scientific revolution).

(R10 - Reviewing previous steps and looking forward to what steps need to be taken).

(R12 - Using supporting facts and statistics).

Example 16:

Carêkî tir, pîrozbayî darçûn u birwanamekantan lêdekem u hîwai dwarejêky geştan bo dexwazim. Her bijîn bo gel u niştîman.

(Again, I congratulate you on your graduation and for achieving your certificates, and I hope you have a bright future).

May you live long for this nation and homeland. (A19 - Using strong language to arouse emotion).

2. American University of Sulaimani president's speech (Text 2):

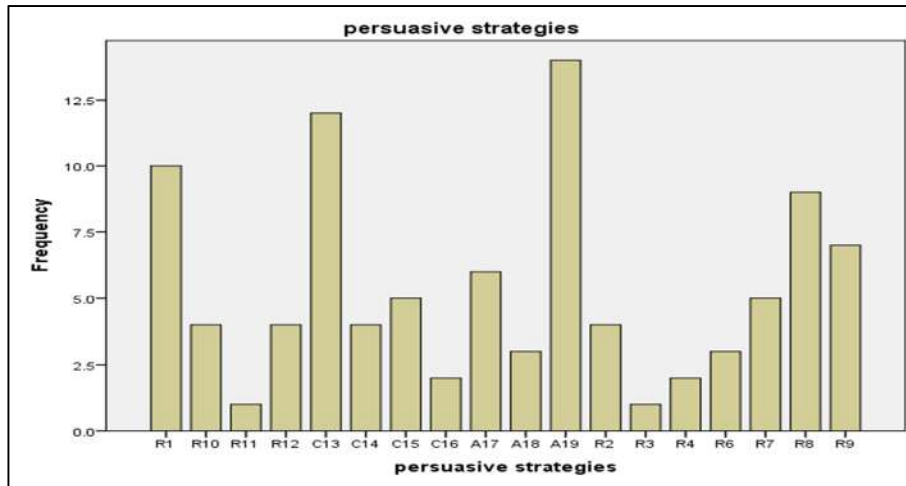
Statistics

The number of persuasive strategies in Text 2

N	Valid	96
	Missing	0

Persuasive strategies		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	R1	10	10.4	10.4	10.4
	R10	4	4.2	4.2	14.6
	R11	1	1.0	1.0	15.6
	R12	4	4.2	4.2	19.8
	C13	12	12.5	12.5	32.3
	C14	4	4.2	4.2	36.5
	C15	5	5.2	5.2	41.7
	C16	2	2.1	2.1	43.8
	A17	6	6.3	6.3	50.0
	A18	3	3.1	3.1	53.1
	A19	14	14.6	14.6	67.7
	R2	4	4.2	4.2	71.9
	R3	1	1.0	1.0	72.9
	R4	2	2.1	2.1	75.0
	R6	3	3.1	3.1	78.1
	R7	5	5.2	5.2	83.3
	R8	9	9.4	9.4	92.7
	R9	7	7.3	7.3	100.0
	Total	96	100.0	100.0	

Table 4 shows that, the president of American University used R1 (10 times; 10.4 %), R2 (4 times; 4.2%), R3 (1 times; 1.0%), R4 (2 times; 2.1%), R5 (0 time, 0.0%), R6 (3 times; 3.1%), R7 (5 times; 5.2%), R8 (9times, 9.4%), R9 (7 times; 7.3%), R10 (4 times: 4.2%), R11 (1 time, 1.0%), R12 (4 times; 4.2%), C13 (12 times; 12.5%), C14 (4 times; 4.2%), C15 (5 times, 5.2%), C16 (2 times; 2.1%), A17 (6 times; 6.3%), A18 (3 times; 3.1%), and A19 (14 times; 14.6%).



After analyzing the text2 quantitatively, a qualitative analysis of the speech is done.

Example 1:

Figure2. The persuasive strategies in Text 2

Example 1:

On behalf of the University's Board of Trustees, I welcome you to the Sixth Commencement Ceremony of the American University of Iraq, Sulaimani.

(R2- Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R9- Proposing a model for action that relies on existing programs).

Example 2:

Trustees, government ministers and leaders, university presidents, diplomats, faculty, staff, alumni, students, families, donors, and other friends, it is our honour and pleasure to have you here with us today.

(A19 - Using strong language to arouse emotion).

Example 3:

This year, as last year and the year before, we meet to celebrate the accomplishments of young men and women amidst the devastation of war and the turmoil of economic hardship. At such a time we must begin our ceremony by acknowledging with the deepest respect the sacrifices made by the Kurdish Peshmerga, the Iraqi military, U.S. armed forces, and other Coalition military and security units, to

defend a free, peaceful and just society in the Kurdistan Region of Iraq. These brave men and women have earned our undying gratitude.

(A17 - Either emotional, attitudinal or moral).

(A18 - Creating a thought or a mind's eye vision).

(C13 - Providing information taken from the speaker's experience).

(C15 - Highlighting any views or interests that are similar to those of the recipient).

Example 4:

We also honour the memory of Mr Nawshirwan Mustafa, an author and academic of great accomplishment, and a Kurdish leader who was born here in our city of Suli. To Sulaimani and the people of Kurdistan, we offer our condolences at the loss of such an intellectual and staunch defender of the Kurdish people.

(C13 - Providing information taken from the speaker's experience).

(C14 - Avoiding clash with the receiver's own beliefs and conviction.)

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(A19 - Using strong language to arouse emotion).

(R2 - Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R7 - Using the authority of a person other than the writer).

Example 5:

This Commencement is special for another reason. This year marks not only the University's Sixth Commencement but its 10th anniversary. AUIS is now ten years old.

(R2 - Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R8 - Showing how one event is the cause of another).

(A17 - Either emotional, attitudinal or moral).

Example 6:

How does everything around us compare to what was planned ten years ago? In 2006 the McKinsey consulting group prepared a study that discussed the formation of a new American University in Sulaimani. It is forecast that by the year 2011, the University would have 1,450 students, and by the year 2021, 6,000 students. The study

recommended that the University first offer a preparatory program together with majors in administration, economics, and science, followed in 2017 with majors in law and humanities.

(C13 - Providing information taken from the speaker's experience).

(A19 - Using strong language to arouse emotion).

(R2 - Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R4 - Using comparison to support one's focus).

(R10 - Reviewing previous steps and looking forward to what steps need to be taken).

Example 7:

While the study did not anticipate the fall in oil prices or the war against ISIS, it is impressive how close AUIS has come to the study's forecast. We now have 1,500 students and plan to increase enrollment further following recognition by the Iraq Ministry of Higher Education.

(R9- Proposing a model for action that relies on existing programs).

(R12 - Using supporting facts and statistics).

(C13 - Providing information taken from the speaker's experience).

(A19 - Using strong language to arouse emotion).

Example 8:

We have a strong preparatory program, the only such English language program in Iraq to receive US accreditation. We offer majors in business administration, engineering, IT, international studies, and English. New majors are planned.

(C13 - Providing information taken from the speaker's experience).

(A18 - Creating a thought or a mind's eye vision).

(A19 - Using strong language to arouse emotion).

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R10 - Reviewing previous steps and looking forward to what steps need to be taken).

Example 9:

Two factors have been instrumental in the success of the University to date.

(R7 - Using the authority of a person other than the writer).

Example 10:

The first is its founder, Dr Barham Salih. Many of you know Dr Barham as a statesman and politician, the former Prime Minister of the Kurdistan Region and Deputy Prime Minister of Iraq.

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(R7 - Using the authority of a person other than the writer).

(R8 - Showing how one event is the cause of another).

Example 11:

But Barham Salih is also an innovator, a man intent on bringing educational, social and political innovation to the region as quickly as possible. This University is a testament to his vision, energy and commitment. Today, on the tenth birthday of his baby, we thank him for making this day possible.

(R5 - Using contrast to support one's focus).

(R6 - Arguing that two things are separated by a difference of degree rather than kind, or making an appeal for an incremental change).

(R7 - Using the authority of a person other than the writer).

(R8 - Showing how one event is the cause of another).

(A19 - Using strong language to arouse emotion).

Example 12:

The second key factor in the University's success is the widespread support it has received from investors and the government.

(R7 - Using the authority of a person other than the writer).

(R8 - Showing how one event is the cause of another).

Example 13:

Generous financial assistance has been provided by corporations and individuals as well as by the Government of Iraq, the U.S. Government, and the Kurdistan Regional Government, led by Prime Minister Nechirvan Barzani. President Jalal Talabani's early backing and support were of crucial importance.

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R7 - Using the authority of a person other than the writer).

(R8 - Showing how one event is the cause of another).

(R10 - Reviewing previous steps and looking forward to what steps need to be taken).

(C13 - Providing information taken from the speaker's experience).

Example 14:

The Kurdistan Ministry of Higher Education and Scientific Research has provided the regulatory flexibility needed to introduce American-style education to the region.

(C13 - Providing information taken from the speaker's experience).

(R1 - Using a compelling descriptive example from one's own or someone else's experience). (R10 - Reviewing previous steps and looking forward to what steps need to be taken).

Example 15:

AUIS is a private, independent university with no owners, operated for the public benefit and not for profit, governed by a Board of Trustees and working toward full US accreditation.

(C14 - Avoiding clash with the receiver's own beliefs and conviction.)

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(A19 - Using strong language to arouse emotion).

Example 16:

It is different from every other university in Iraq, and the Ministry's support has been crucial to our progress. This widespread support reflects the fact that AUIS is not just a university for the city of Sulaimani, but a university for the entire Kurdistan region, for the country of Iraq, for the broader Middle East, and perhaps someday for the rest of the world.

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R9- Proposing a model for action that relies on existing programs).

(R12 - Using supporting facts and statistics).

(R11- Basing the argument on universal premises that are accepted by all members of the audience).

(A19 - Using strong language to arouse emotion).

(C13 - Providing information taken from the speaker's experience).

(C15 - Highlighting any views or interests that are similar to those of the recipient).

Example 17:

This vision of AUIS is still as important and compelling today as it was ten years ago. As we celebrate the University's tenth birthday, I ask each of you to help realize this vision.

(A19 - Using strong language to arouse emotion).

(R9- Proposing a model for action that relies on existing programs).

Example 18:

All of the students here tonight have been at the University longer than I have. So I've sought to learn from you since I joined AUIS last summer. Some of you I met as we picked up trash at Lake Dukan, part of a project led by the Environment Keepers student club.

(A18 - Creating a thought or a mind's eye vision).

(A17 - Either emotional, attitudinal or moral).

(A19 - Using strong language to arouse emotion).

(C14 - Avoiding clash with the receiver's own beliefs and conviction).

(C15 - Highlighting any views or interests that are similar to those of the recipient).

(C16 - Being neutral and objective).

(R6 - Arguing that two things are separated by a difference of degree rather than kind, or making an appeal for an incremental change).

(R8 - Showing how one event is the cause of another).

(R9- Proposing a model for action that relies on existing programs).

Example 19:

I learned that AUIS students are far ahead of other university students in Iraq in their environmental awareness and responsibility. Some of you asked me questions at Town Hall meetings.

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R9- Proposing a model for action that relies on existing programs).

(A17 - Either emotional, attitudinal or moral).

(A19 - Using strong language to arouse emotion).

(C13 - Providing information taken from the speaker's experience).

Example 20:

We discussed the recent recognition of AUIS by Iraq's Ministry of Higher Education and Scientific Research. We are the first private university in the Kurdistan Region to receive such recognition, which will make it easier for our graduates to find jobs and apply to graduate school.

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R8 - Showing how one event is the cause of another).

(R12 - Using supporting facts and statistics).

(C13 - Providing information taken from the speaker's experience).

(A19 - Using strong language to arouse emotion).

Example 21:

In April one of our adjunct faculty received the University's first Fulbright Scholarship, made possible by the new recognition.

(R8 - Showing how one event is the cause of another).

(R9- Proposing a model for action that relies on existing programs

Example 22:

Several of you have asked me whether AUIS is like the universities I know in the United States. In some ways, AUIS is just like a US university. In other ways, it is very different. Courses here are taught in English, many of them by native English speakers. The University's students learn to think for themselves, to trust their own opinions and judgment. They learn how to lead constructively, how to disagree by using facts rather than emotion, and how to work as a team. They display the virtues of generosity and community spirit. All these things may be found at a good university in the United States. Each one of our graduates, though – including every single student here tonight – is fluent in at least two languages. Many of you speak three or four languages. Such ability can be found among US university students, but it is rare, and it is rarely celebrated. Here in the Kurdistan region, among neighbouring Turkey, Iran, and the rest of Iraq, where we hope to build bridges to these places and the world at large, the ability of AUIS graduates to understand and be understood in more than one language is vital to their success. Employers and graduate schools alike prize the ability of our students to speak not just English, but other languages as well.

(C13 - Providing information taken from the speaker's experience).

(C16 - Being neutral and objective).

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R4 - Using comparison to support one's focus).

(R6 - Arguing that two things are separated by a difference of degree rather than kind, or making an appeal for an incremental change).

Example 23:

In this way, AUIS is different from the typical US university. For this time and this place, AUIS is better.

(C13 - Providing information taken from the speaker's experience).

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

Example 24:

We take comfort from the fact that while you are no longer our students, in just a few minutes you will be transformed into – alumni! This gives us a good excuse to continue to see each other. In the years to come, I hope you will return often to the University.

(A17 - Either emotional, attitudinal or moral).

(A19 - Using strong language to arouse emotion).

Example 25:

Now it is my great pleasure to introduce this year's Commencement Speaker, Mr Ricardo Karam. Mr Ricardo, a renowned television presenter, producer and talk-show host, has travelled from his home in Beirut to join us today. He is the founder and CEO of RK Productions, which produces and distributes television series, documentaries, interviews and another programming in English, Arabic and French. In 2010 he founded Takreem, an organization aiming to promote philanthropy in the Middle East by honouring those who excel in their fields and are philanthropic. He has received numerous prizes and awards, including the Ordre National du Merite Francais, and in 2013 was named one of the "Ten Most Influential Men of Beirut." Ladies and Gentlemen, Mr Ricardo Karam.

- (A17 - Either emotional, attitudinal or moral).
- (A19 - Using strong language to arouse emotion).
- (R9- Proposing a model for action that relies on existing programs
- (R12 - Using supporting facts and statistics).
- (R1 - Using a compelling descriptive example from one's own or someone else's experience).
- (R3 - Placing in a class or unit, and describing what that means).

3. Duhok University president's speech (Text 3)

Statistics

The number of persuasive strategies in Text 3

N	Valid	27
	Missing	0

Persuasive strategies	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	R1	2	7.4	7.4
	R10	1	3.7	3.7
	R11	4	14.8	14.8
	R12	4	14.8	14.8
	C13	3	11.1	11.1
	C16	1	3.7	3.7
	A18	1	3.7	3.7
	A19	1	3.7	3.7
	R2	3	11.1	11.1
	R3	2	7.4	7.4
	R7	1	3.7	3.7
	R9	4	14.8	14.8
	Total	27	100.0	100.0

Table 5 shows that, the president of Duhok University used R1 (2 times; 7.4%), R2 (3 times; 11.1%), R3 (2 times; 7.4%), R5 (0 time, 0.0%), R6 (0 time; 0.0%), R7 (1 time; 3.7%), R8 (0 time, 0.0%), R9 (4 times; 14.8), R10 (1 time, 3.7%), R11 (4 times; 14.8%), R12 (4 times; 14.8%), C13 (3 times; 11.1%), C14 (0 time 0.0%), C15 (0 time; 0.0%), C16 (1 time, 3.7%), A17 (0 time; 0.0 %), A18 (1 time; 3.7 %), A19 (1 time; 3.7%).

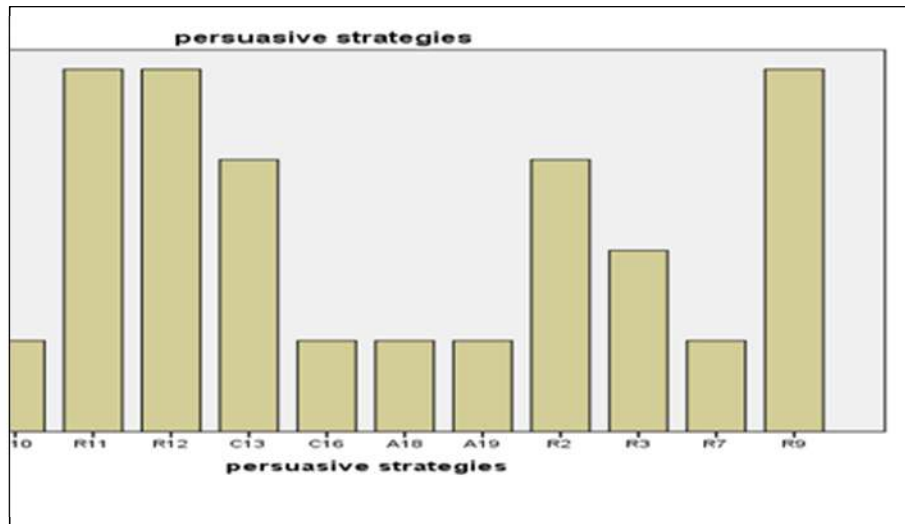


Figure3. The persuasive strategies used in Text3

After analyzing text 3 quantitatively, a qualitative analysis of the speech is done.

Example1:

Le roja 15/11/2021 le navenda qutabian le zankoya Dihok ahenga derçûna gera dûê ya qutabiên masterê je paimangeha çareserya derûnî u trûmayê hate gêran, ku 21 qutabî dvê gerê da bûne helgrên birwaname masterê be çareserya derûnî u trûmayê.

(On November 15, 2021, graduation ceremonies were held at the University of Duhok for 21 graduate students with a Master's degree in Psychotherapy and Psycho-traumatology).

(R2- Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R9 - Proposing a model for action that relies on existing programs).

(R11 - Basing the argument on universal premises that are accepted by all members of the audience).

(R12 - Using supporting facts and statistics).

Example 2:

De rêw resmên derçûnê da serokê zankoya Dihok Dr. Dawûd Slêman Atrûşî, de peivekî da amaje da wê çendê ku de şanazin bo derçûna gereka nwe ya derçûna pisporên çareserya derûnî u trûmayê, bo khizmet kirina xelkê pêdivî le vê deverê, wekû dihête zanîn devera me tûşî gelek nexoşian bûye, u bûine hokar ku xelkê me kartêkirin lê bûye u berê wê kirina wê peymangehê şianên pêşkeş kirina xizmetên pêdivî nebûn ku j layê derûnî ve xizmeta wan bihête kirin.

(The UoD President, Dr Dawood Sulaiman Atrushi, participated in the graduation ceremony and stated during the commencement that the UoD is proud of the prominent accomplishment of the Institute and the role these graduates will play in the Kurdish society which has been exposed to grievous historical episodes that have left sustained physical and mental damages).

(R2- Employing narrative examples which have a story form i.e. a beginning, middle and end). (R9 - Proposing a model for action that relies on existing programs).

(R11 - Basing the argument on universal premises that are accepted by all members of the audience).

(R12- Using supporting facts and satisfices)

Example 3:

Serokê zankoya Dihok behsê wê çendê jî kir ku êk j karên zankoyê pêşkeş kirina xizmetaya bo civakî b giştî u vekirina vê peymangehê jî ek j wanxizmeta ye yên zanko pêşkeşî cvakî diket, herwesa zankoya dihok klînîka çareserya derûnî vekerya, u derçûyên vê peymangehê dê l vê klînîkê xizmetê pêşkeşî nexoşê derûnî ken.

(He also added that the efforts of the Institute will contribute to the enhancement of psychological health care. In his speech, Dr Atrushi indicated the important role that the university plays in serving society. One form of this service is the psychotherapy clinic that will be established where mental health care services will be offered).

(R2- Employing narrative examples which have a story form i.e. a beginning, middle and end).

(R3 - Placing in a class or unit, and describing what that means).

(R9 - Proposing a model for action that relies on existing programs).

(R10 - Reviewing previous steps and looking forward to what steps need to be taken).

(R11 - Basing the argument on universal premises that are accepted by all members of the audience).

(R12- Using supporting facts and satisfices)

(C13 - Providing information taken from the speaker's experience).

(C16 - Being neutral and objective).

Example 4:

l dwîv da harîkarê ragirê paymangehê, Dr. Ilhan Kizilhan, u herwesa harîkarê ragirî, Mamo Ferhan cîgirê serok jî bal kişand ser girîngiya Enstîtuyê ji bo civaka kurd û qurbanîyên bûyerên trawmatîk.

(In their speeches, Dr Ilhan Kizilhan, the President of the Institute and Dr Mamo Farhan, the Vice President, pointed to the significance of the Institute to the Kurdish society and the victims of traumatic events).

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R3 - Placing in a class or unit, and describing what that means).

(R7 - Using the authority of a person other than the writer).

(R9 - Proposing a model for action that relies on existing programs).

(R11 - Basing the argument on universal premises that are accepted by all members of the audience).

(C13 - Providing information taken from the speaker's experience).

(A18 - Creating a thought or a mind's eye vision).

(A19 - Using strong language to arouse emotion).

Example 5:

Bi heman awayî konsulê giştî yê Almanyaya Federal li herêma Kurdistanê Klemens Semtner jî ku beşdarî merasîmê bû, piştgiriya xwe ya kûr ji bo enstîtuyê û armanc û stratejiyên wê nîşan da.

(Similarly, Klemens Semtner, Consul General of the Federal Republic of Germany in the Kurdistan Region, who participated in the ceremonies, showed his profound support for the Institute and its aims and strategies).

(R1 - Using a compelling descriptive example from one's own or someone else's experience).

(R12 – Using supporting facts and statistics).

(C13 - Providing information taken from the speaker's experience).

3.3 Discussion of Results

The researcher has found in figure 1 that Dr Muslih Mustafa in his speech mostly used R12 (information) 11 times; 20.0%, and this means that he was usually using supporting facts and satisfices in his speech, but still, he did not use all the types of rational strategies such as R4 (contrast) and R6 (degree), which means he did not use contrast to support one's focus and arguing that two things are separated by a difference of degree rather than kind or making an appeal for an incremental change. As well, the president used C15 (showing the speaker's shared interests and point of view) 5 times, 9.1% more than C16 (Showing the writer's good character and judgment), he did not use C13 (firsthand experience) and C14 (Showing the speaker's respect for the audience's interests and point of view). Similarly, Dr Muslih used all three types of affective strategies, but he used A19 (charged language) 6 times; 10.9% more than A18 (vivid pictures) and A17 (appealing to the audience's views), which means that he used strong language to arouse emotions of the students.

The analysis of the study shows that Dr Bruce Walker Ferguson used all types of rational strategies but in different ranks except for R5 (contrast), which means he did not use contrast to support his focus. Also, he used R1 (descriptive example) 10 times; 10.4 % more than other types of rational strategies, and this shows that Dr Bruce mostly was using a compelling descriptive example from one's own or someone else's experience to support his speech and used them as an ideal example. Moreover, in the same table, the president used all the types of credibility strategies but not equally, for example, he used C13 (firsthand experience) 12 times; 12.5% more than other types, and this means that he was providing his audience with the information taken from his experiences. Likewise, the president used 19 (charged language) 14 times; 14.6%, which means he used strong language to arouse emotion more than other types of affective strategies which are appealing to the audience's views and vivid picture. We can see that even the president did not use all the strategies in the same way, but he used all of them in one speech except one.

According to the results, Dr Dawood Sulaiman Atrushi used R9 (model), R11 (ideal or Principle) and R12 (information) equally 4 times; 14.8% more than other types of rational strategies, and this shows that he was usually proposing a model for action that relies on existing programs, as well the arguments on universal premises that are accepted by all members of the audience, and using supporting facts and satisfices. However, he did not use all the types of rational strategies, for example, R4(comparison), R5(contrast), R6(degree) and R8(cause and effect consequences). Also, the president, in his speech, used C13 (firsthand experience) 3 times; 11.1% more in his speech comparing it with C16 (Showing the writer's good character and judgment), and he did not use the other two types of credibility strategies. At the same time, the president used A18 (vivid pictures) and A19 (charged language) 1 time; 3.7% equally, while he did not use A17 (appealing to the audience's views), which means the president did not use something emotional, attitudinal or moral in his speech, instead he created thought or a mind's eye vision in the audience's mind, also he used strong language to arouse emotion of his audiences.

4.1 Conclusion

Throughout this study, the researcher analyzed the speeches of the rectors of three top universities in the Kurdistan Region in 2021 by using Connor and Lauer's (1985) model of appeals: (rationale, credibility, and effectiveness).

The prevalence of R12 (information) in the rational appeal is most frequently used in the speech of the previous president of Soran University, this is due to the heavy reliance on the use of facts. Yet, the president of Duhok University used R12 (information), R9 (model) and R11 (ideal or Principle) equally, because he was always recommending a model for action, as well the arguments on universal premises that are acknowledged by all the audiences with giving supporting facts and satisfices. While, the president of the American University of Sulaimani used R1 (descriptive example) and R8 (cause and effect) most, and this is because he used a compelling descriptive example from one's own or someone else's experience in his speech at the same time he was telling his audiences how one event is the cause for another one.

Also, the frequency of C13 (firsthand experience) in the credibility appeal is most frequently used in the speeches of both presidents, Sulaimani University and Duhok University, this shows that they were providing their audiences with the information taken from their experience, while the president of Soran University used C15 (showing the speaker's shared interests and point of view), which means he was always highlighting any views or interests that are similar to those of his audiences or receivers.

Moreover, the rate of affective appeal is shown that A19 (charged language) is used more in the speeches of the president of Sulaimani University and Soran University, and this means that both presidents used strong language to arouse emotions, but the president of Duhok University instead of using one type, he used both types A18 (vivid pictures) and A19 (charged language) equally, and this means that he created thought or a mind's eye vision in the audience's mind, also he used strong language to arouse emotion of his audiences.

The findings of the present research study revealed that persuasive strategies are widely used in public academic speeches. The three appeals are extensively employed in the speeches of the president of Sulaimani University, Duhok University and Soran University. However, the average occurrence of each appeal varies.

4.2. Recommendations for further studies

1. Investigating the effectiveness of persuasive strategies in academic writing
2. The ethical implications of using persuasive strategies in academic writing

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پوخته

به کارهینانی ستراتژییه کانی رازیکردن له گوتاری ئه کادیمیدا

وهک پیکهاتهی سهرهکی سهرکهوتن و دهستکهوت، ستراتژیی رازیکردن له گوتاری ئه کادیمیدا به کاردییت. ئامانجی ئهم تووژینه وهیه بریتیه له لیکولینه وه له وهی کهوا چوون ستراتژیی رازیکردن له گوتاری ئه کادیمیدا بو به دهستههینانی پیشکهوتن و سهرکهوتن به کاردین. له م تووژینه وهیه دا میتویدیکی تیکه ل (چونیه تی و چهندییه تی) به کارهاتوه بو کوکردنه وهی داتا و، تووژهره که تیوری Connor and Lauer's (1985) ی وهرگرتوه بو شیکردنه وهی داتاگان.

داتاگان ئهم تووژینه وهیه له سی وتاری ئه کادیمی گشتی پیکهاتوه، که له هه مان بوونه وه 'مه راسیمی ده رچوون' له لایه ن سه روکی سی زانکو ی بالاوه پیشکه شکران، دکتور موسلیح مسته فا سه روکی پیشووی زانکو ی سو ران و دکتور بروس ده بلیو فیترگسو ن سه روکی زانکو ی ئه مریکی سلیمانی و دکتور داود سوله یمان ئه تروشی سه روکی زانکو ی دهوک، ئه و سی زانکو یه له هه ری می کوردستان به پیی یونیرانکی سالی (2021) له پله ی یه که م و دووهم و سنیهم دابوون.

سه ره پای روو به روو بوونه وهی هه ندیک ئالانگاری، ده ره نجامه کانی ئهم لیکولینه وهیه ئه وه یان ده ریخست که هه ر سی سه روکه که هه لو یستیکی ئه رینیان هه یه به رامبه ر به به کارهینانی ستراتژییه تی رازیکردن.

واته ستراتژییه ته کانی رازیکردنیان به کارهیناوه، به لام له وتاره کانیا ندا مامه له ی جیاوازیان له گه لدا کردوون وهک ئامرازیکی گرنگ بو هاندانی ستافی زانکو که یان بو ئه نجامدانی تووژینه وهی زیاتر به کوالیتی به رز و هه بوونی ناوهینانه کانیا ن و به کارهینانی تووژینه وهکان وهک سه رچاوه، که ئه مه ش له به رامبه ردا بووه هو ی ئه وهی کهوا ئه و زانکو یانه ریزبه ندی یه که م و دووهم و سنیهم بگرن ئه ویش به پیی پیوه ره کانی هه لبژاردنی یونیرانک له ماوه ی سالی خویندنی 2021-2020

وشه سه ره کییه کان: گوتاری ئه کادیمی، گوتار، ستراتژیی رازیکردن.

ملخص

توظيف الاستراتيجيات الإقناعية في الخطاب الأكاديمي

يتم استخدام استراتيجيات الإقناع في الخطاب الأكاديمي، كعنصر أساسي للنجاح والإنجاز. والغرض من هذا البحث هو كشف عن كيفية توظيف استراتيجيات الإقناع في الخطاب الأكاديمي لتحقيق التنمية والنجاح.

تم استخدام طريقة مختلطة لجمع البيانات في هذا البحث، وتحليل البيانات اعتمد الباحث نظرية كونور ولاور (1985).

تتكون بيانات هذا البحث من ثلاثة خطابات أكاديمية عامة، أُلقيت في نفس المناسبة "حفل التخرج" من قبل رؤساء ثلاث جامعات، الدكتور مصلح مصطفى الرئيس السابق لجامعة سوران، والدكتور بروس دبليو فيرجسون رئيس الجامعة الأمريكية في السليمانية، والدكتور داود سليمان أتروشي رئيس جامعة دهوك، في إقليم كردستان، حيث احتلوا المرتبة الأولى والثانية والثالثة، وفقا ليونيرانك 2021.

على الرغم من مواجهة بعض التحديات، أظهرت نتائج هذه الدراسة أن رؤساء الجامعات الثلاثة لديهم موقف إيجابي تجاه استخدام استراتيجيات الإقناع.

أي أنهم استخدموا استراتيجيات مقنعة، لكنهم عاملوها بشكل مختلف في خطاباتهم، كأدوات مهمة لتشجيع موظفي جامعاتهم على إجراء المزيد من الأبحاث بجودة عالية والحصول على استشارات كبيرة مما أدى بدوره إلى توحيد الجامعات و احتلوا المرتبة الأولى والثانية والثالثة من خلال تلبية معايير اختيار UniRank خلال العام الدراسي 2020-2021.

الكلمات الدالة: الخطاب الأكاديمي، الخطاب، استراتيجيات الإقناع.