# دراسة استراتيجيات الإقناع المستخدمة في الكتابة الموجهة نحو النتاج لدى الطلبة العراقيين دارسي اللغة الإنكليزية كلغةً أجنبية في المرحلة الجامعية

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

**الأستاذ الدكتور/ فارس كاظم طعمة العتابي & عبد الكريم جبار عذيب:** قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة واسط، العراق.

**Prof. Dr. Faris Kadhim Te'ama Al-Attabi & Abdulkareem Jabbar Otheib (M.A.):** Department of English, College of Education for Human Sciences, Wasit University, Iraq.

Email: falattabi@uowasit.edu.iq

Email: std20232024203abdulk@uowasit.edu.iq

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**المستخلص**:

تتقصى الدراسة الحالية استخدام استراتيجيات الإقناع لدى الطلبة العراقيين دارسي اللغة الإنجليزية كلغةٍ أجنبية في المرحلة الجامعية ضمن نمط "الكتابة الموجهة نحو النتاج". كما تسلط الضوء على استراتيجيات الإقناع الثلاث: الحِجَاج العقلي، والمصداقية الأخلاقية، والاستعطاف الوجداني. وتتلخص أهداف الدراسة في: التعرف على استراتيجيات الإقناع التي يوظفها الطلبة العراقيون دارسو اللغة الإنجليزية كلغةٍ أجنبية في كتاباتهم الموجهة نحو النتاج، وتحديد الاستراتيجيات الأكثر والأقل استخدامًا من بينها. ولتحقيق هذه الأهداف، طرحت الدراسة سؤالين رئيسيين: 1- ما استراتيجيات الإقناع المستخدمة في كتابات الطلبة العراقيين دارسي اللغة الإنجليزية كلغةٍ أجنبية القائمة على المنتج؟ 2- ما استراتيجيات الإقناع الأكثر والأقل استخدامًا في هذه الكتابات؟ اعتمدت الدراسة المنهج الكمي في جمع البيانات وتحليلها؛ حيث تألفت عينة الدراسة من (80) طالبًا وطالبة من قسم اللغة الإنجليزية بكلية التربية للعلوم الإنسانية في جامعة واسط. وجُمعت نصوصهم المكتوبة، ثم حُلِّلت وفق إجراءات تحليلية محددة للكشف عن مدى استخدامهم لاستراتيجيات الإقناع. وعُولجت البيانات إحصائيًا باستخراج الوسط الموزون، والنسبة المئوية الموزونة، والرتب الخاصة بكل استراتيجية. أظهرت النتائج أن الطلبة العراقيين دارسي اللغة الإنجليزية كلغةٍ أجنبية قد وظفوا استراتيجيات Logos وEthos وPathos في كتاباتهم، وجاء الحِجَاج العقلي (Logos) أكثر استراتيجيات الإقناع تكرارًا واستخدامًا في الكتابة الموجهة نحو النتاج. وفي المقابل، كان استخدام استراتيجيتي المصداقية (Ethos) والاستعطاف (Pathos) أقل تكرارًا، ويُعزى ذلك إلى محدودية الوعي البلاغي والكفاية اللغوية لدى الطلبة.

**الكلمات المفتاحية:** استراتيجيات الإقناع، الكتابة الموجهة نحو النتاج، اللغة الإنجليزية كلغة أجنبية، الطلبة العراقيون، المرحلة الجامعية، الحِجَاج العقلي، المصداقية الأخلاقية، الاستعطاف الوجداني، الكتابة الأكاديمية، تعليم اللغة الإنجليزية.

***Abstract:***

The present study investigates the use of persuasive strategies by Iraqi EFL university students in product-oriented writing. It also focuses on the three persuasive strategies of logos, ethos, and pathos. The objectives of the study are: identifying the PSs used by Iraqi EFL university students in product-oriented writing., finding out the most and the least used PSs by Iraqi EFL university students in their product -oriented writing. To achieve the objectives of the study two questions have been posed; 1. What are the PSs used by Iraqi EFL university students' product- -oriented writings? Which are the most and the least PSs used by Iraqi EFL university students' product -oriented writing?

A quantitative method is adopted in the present study in relation to data analysis and collection. The sample of the study consists of (80) male and female students who study at the department of English, College of Education for Human Science, Wasit University and their written texts were collected and analyzed according to a procedure of analysis to investigate the use of PSs in product-oriented writing. The data were statistically analyzed using weighted mean, weighted percentage and the ranks of PSs,

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 product-oriented writing. Ethos and pathos were used less frequently due to students' limited rhetorical awareness and linguistic competence.

**Keywords***:* Persuasive Strategies, Product-Oriented Writing, English as a Foreign Language (EFL), Iraqi University Students, Higher Education, Logos, Ethos, Pathos, Academic Writing, English Language Teaching (ELT).

## Theoretical Background:

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 Hằng (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 are 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).

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 and Yến (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.

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 emphasize 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.

Though some studies have discussed these categories of persuasive writing, limited research has investigated the application of PSs in product-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-oriented writings by Iraqi EFL university students. It is also designed to find the most and least frequently used of PSs. 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.

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 the product-oriented writings. It also provides a systematic investigation of which strategies are used. Beside, how frequently they occur and how effectively they achieve persuasion in Iraqi EFL university students' writing.

## *Chapter One: 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 as a well-form piece of writing due to them suffers they have in using the persuasive writing strategies, such as (i.e. logos, ethos, pathos). Therefore, the present study tries to investigate these inabilities in Iraqi EFL university students' product-oriented writing including the PSs.

As a teacher of English in Iraqi educational institution, the researcher noticed that students fail to comprehend and to write in product-oriented writing 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 their writing

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.

This study tries to bridge this gap by examining the PSs used by Iraqi EFL university students in product- oriented writing. It attempts to identify the PSs that are used and determine which PSs are most and least used by the students in their product- oriented writing. 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.

**Objectives of the study:**

The objectives of the current study are:

1. Identifying the PSs used by Iraqi EFL university students in their product-oriented writings.
2. Finding out the most and the least used PSs by Iraqi EFL university students in their product -oriented writing.

**Research Question**

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- oriented writings?
2. Which are the most and the least PSs used by Iraqi EFL university students' product -oriented writing?

## *Chapter Two: Literature Review*

### Theoretical Foundations

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).

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 used PSs in product- oriented writings.

**Persuasive Strategies**:

PSs 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.

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) are strategies.

**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 Aristotle, 2007; Corbett & Connors, 1999)***

| Appeals | Strategies | Descriptions |
|---|---|---|
| **Logos** | Descriptive Example | Providing a vivid, illustrative illustration from one's own or another person's experience |
| | Narrative Example | 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 |

**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; Aristotle (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).

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). (Table2.2) below lists the tactics that fit under this category:

***(Table 2.2) Description of Pathos Strategies (Adapted from Aristotle, 2007; Corbett & Connors, 1999)***

| Appeals | 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. |

**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.

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.

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 (table2.3) below:

***(Table 2.3) Description of Ethos Strategies (Adapted from Aristotle, 2007; Corbett & Connors, 1999)***

| Appeals | 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. |

## 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.

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. In academic and professional contexts, this approach stresses linguistic accuracy and the imitation of specific models.

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.
2. Product-oriented writing focuses on formal accuracy which also has a heavy weight placed on the mechanics of writing. 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. 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.
5. Product-oriented writing relies on "prescribed patterns which also 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 Nevisi & Adibrad,2024).

## Chapter Three: Methodology

### 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 on 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 (80) male and female students in the third year from the English Department College of Education for Human Sciences at the University of Wasit. 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.

### Instrumentations:

A quantitative method is adopted in the present study in relation to data analysis and collection. According to Dörnyei (2007: 24) quantitative research "involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods". 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, p. 2), "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". 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 designed a test topic and the students submitted to write in that task in order to achieve the study's objectives (See appendix C)

The researcher has also designed this 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 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.

## *Chapter Four: Data analysis*

### The PSs of Process-Oriented Writing:

The results 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*

| PSs. | WM. | WP. |
|---|---|---|
| **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.

**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. The (table 4.2) below presents the types of PSs available in product-oriented writing along with their ranks, W.M., and WP..

*(Table 4.2) Ranks, WM., and WP.*

| Types | Ranks | W.M. | W.P. |
|---|---|---|---|
| **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 WM. 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 is because 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 the product-oriented writing.

## *Chapter Five: Conclusions*

### 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- oriented writings?**' the findings revealed that students employed the PSs such as (logos, ethos, and pathos) in product- 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 product-oriented writing, 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' writing through the use of emotional expressions and attempts to influence the reader's feelings and attitudes.

The results as presented in (tables 4.1) and (table 4.2) 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 writing.

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

1. The students use their native language PSs in a similar manner through both product- oriented writing and the mother tongue has the same effect on Iraqi students in the product-oriented writings.
2. Moreover, students are aware of employing the three types of PSs as found after the analysis of their writing in the product- oriented writing.
3. The results also indicate that since the Iraqi students are undergraduate, they were able to employ the PSs in the product -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 piece of writing.

**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 their 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:

1. The simple use of the logos PSs. Moreover, this proposes that 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. As a result, 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 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:

1. Their focus on formal academic conventions or lack of familiarity with using emotional language appropriately in persuasive contexts.
2. In writing, the students often tend to ignore the emotional appeals and believe that English academic writing must be completely objective and free of emotional strategies.
3. In addition, because 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.

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 | W.M. | W.P. | 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 |

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