

**INTERNATIONAL CONFERENCE ON THE INTEGRATION OF
KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)**

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

**CAN PROFICIENT TERTIARY
LEARNERS OF ENGLISH SPEAK
PERSUASIVELY? A DISCOVERY OF
SKILLS, MISTAKES AND
PROBLEMS**

Asst. Prof Dr Lilisuriani Abdul Latif @ Bapoo
Kulliyah of Languages and Management, IIUM

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

What is persuasive speaking?

- A verbal act performed by a party with the intention to change the behaviour, feelings, or viewpoint of another (Lakoff, 1982; Gass & Seiter, 2007; Ting, 2018).
- An essential and indispensable skill in social and various occupations as it enables one to communicate well with colleagues, unify a team and win their support.
- It is frequently perceived as psychological, but psychologists have acknowledged that persuasion can only be witnessed through observable behavior namely messages conveyed in the communication using linguistics systems (Bettinghaus, 1994; Benjamins, 1997; Blankenship & Craig, 2011).
- Commonly taught in Human Science Courses such as in Social Psychology and Communication
- Its basic pillars are logic, credibility and emotion (Aristotle)

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

Literature shows that

Professional speakers such as politicians and organizational leaders apply linguistic strategies such as the use of metadiscourse markers in their persuasive speeches

There is insufficient investigations on the abilities of proficient second language learners of English to speak persuasively

Speaking problems faced by tertiary learners who lack proficiency in English have been regularly reported but not those of proficient tertiary learners of English

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

- 1. How do proficient tertiary learners of English use interpersonal metadiscourse markers to build the Aristotelian persuasive appeals?
- 2. What are the common problems faced by proficient tertiary learners of English when speaking persuasively?

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

A corpus-based descriptive analysis was employed to study the frequency of interactive and interactional metadiscourse (Hyland, 2005) used by thirty tertiary learners to build LOGOS, ETHOS and PATHOS in their persuasive presentations.

Data from 7 min persuasive speeches by thirty proficient undergraduate students (N=30) were collected at the beginning of a semester BEFORE they attended a persuasive speech class.

The data were analysed based on Hyland's (2005) Interpersonal Metadiscourse Model to build Aristotelian Persuasive Appeals of Logos, Ethos and Pathos

Interview sessions were held at the end of a semester to allow the researcher to directly listen to the learners and understand their thoughts on their persuasive speeches as well as to stimulate talk from multiple perspectives.

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

A corpus-based descriptive analysis was employed to study the frequency of interactive and interactional metadiscourse (Hyland, 2005) used by thirty tertiary learners to build LOGOS, ETHOS and PATHOS in their persuasive presentations.

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

1. How do proficient tertiary learners of English use interpersonal metadiscourse markers to build the Aristotelian persuasive appeals?

High use of interpersonal metadiscourse to create logical appeals as displayed by many academicians/in academic texts

(Alkhathlan, 2019; Zahro, Irham and Degaf, 2020)

Frequency of Interactive Metadiscourse Markers Used to Build Logical Appeals (Logos)

Interactive Metadiscourse	Frequency of Metadiscourse Markers Used to Build Logical Appeals (Logos)	Examples
Transitions	1122	Mothers can also help with the cooking and we are going to eat together with the orphans
Code glosses	133	If you want to give donation..it can be in terms of money or other basic necessities such as rice, flour and sugar
Frame Markers	393	First of all , I would like to thank you all for coming
Endophoric Markers	14	As you can see , my friend Asfi just told you about all the activities that will be conducted..
Total	1662	

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

1. How do proficient tertiary learners of English use interpersonal metadiscourse markers to build the Aristotelian persuasive appeals?

Low on interpersonal metadiscourse to create credibility appeals unlike professional speakers (El- Masry 2020)

Frequency of Interactive Metadiscourse Markers Used to Build Credibility Appeals (Ethos)

Interactive and Interactional Metadiscourse	Frequency of Metadiscourse Markers Used to Build Credibility Appeals (Ethos)	Examples
Evidentials	17	Prophet Muhammad SAW once said, " Do not..."
Hedges	22	Kids tend to make mistakes and ...
Self- Mention & Boosters	106	I know you are all very busy
Total	145	

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

1. How do proficient tertiary learners of English use interpersonal metadiscourse markers to build the Aristotelian persuasive appeals?

High use of interpersonal metadiscourse to create emotional appeals similar to professional speakers (Etamadfar & Namaziandost, 2020; Kuswoyo & Siregar, 2019; Sukma, 2017).

Frequency of Interactive Metadiscourse Markers Used to Build Emotional Appeals (Pathos)

Interactive and Interactional Metadiscourse	Frequency of Metadiscourse Markers Used to Build Emotional Appeals (Pathos)	Examples
Self-Mention (to create solidarity)	985	You will be happy, the orphans will be happy, everyone will be happy
Attitude Markers	133	I would like to encourage all of you...
Self-Mention + Engagement Markers	1228	Let's grab this opportunity to spend time with your children
Hedges	358	What is Anjung Singgah, You may ask?
Total	2704	

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF
KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

2. What are the common problems faced by proficient tertiary learners of English when speaking persuasively?

During the interviews the learners implied that they initially had problems in

- a) displaying confidence
- b) applying good presentation skills, and
- c) differentiating informative from persuasive speeches.

There are also some emerged findings where the learners thought to be their mistakes when they did the persuasive speech. Four common mistakes were expressed which are:

- a) Failure to consider the audience
- b) Failure to understand and apply the Aristotelian persuasive appeals
- c) Failure to be mindful of their words
- d) Failure to consider politeness or ethics when speaking

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

In conclusion, proficient tertiary learners of English who were involved in this study have the abilities to use interactive and interactional metadiscourse markers to build the persuasive appeals of logic, credibility and emotion. However, through the analysis of the metadiscourse markers used, it was evident that linguistically, the learners' abilities to build the credibility appeals and abilities to use some markers to build stronger logical appeals and emotional appeals, need to be enhanced. From the interview with the learners, it was revealed that the learners felt they had some problems and had made several mistakes when they spoke to persuade. These problems and mistakes have been found to be related to psychological and cognitive factors.

As for recommendations, all the linguistics and non-linguistics needs of proficient learners of English need to be further identified and attended to. In the case of persuasive communication, even proficient tertiary learners of English need to be taught how to use appropriate words, phrases and metadiscourse markers to build strong appeals of logic, credibility and emotion. As there are psychological and cognitive factors that can hinder proficient tertiary learners of English to persuade well, instructors for language, communication and psychology should work together to design a persuasive speech course that can serve proficient learners' specific needs.

INTERNATIONAL CONFERENCE ON THE INTEGRATION OF KNOWLEDGE IN HIGHER EDUCATION (ICIOK 2022)

"TOWARDS AN INTEGRATED AND HOLISTIC EDUCATION IN THE 21ST CENTURY"

THANK YOU FOR LISTENING!

Asst. Prof Dr Lilisuriani Abdul Latif @ Bapoo
Kulliyah of Languages and Management, IIUM

lilisuriani@iium.edu.my

