



UNIVERSITI PUTRA MALAYSIA

**ARGUMENTATIVE STRUCTURE AND PERSUASIVE DISCOURSE
STRATEGIES IN THE MALAYSIAN SECONDARY SCHOOL ENGLISH
DEBATE FINALS**

GANEISH BALAKRISHNAN

FBMK 2019 3



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DEBATE FINALS**

By

GANEISH BALAKRISHNAN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillment of the Requirements for the Degree of Master of Arts**

April 2019

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DEDICATION

Dedicated to my family, where my strength and inspiration comes from.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Arts

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April 2019

Chairman : Associate Professor Shamala Paramasivam, PhD
Faculty : Modern Languages and Communication

Academic debate in schools and higher learning institutions is a formal activity that helps develop students' speaking skills and refine their argumentative skills. In order to debate effectively, debaters must understand the fundamental characteristics of a debate especially in relation to the use of persuasive language and master the techniques for structuring arguments. The aim of this study is to examine persuasive discourse in Malaysian school debates with regard to argumentative structure, persuasive discourse strategies and the combination of both to affect persuasion. The findings of the study are expected to make preparation and planning for debate more effective. This research design is qualitative using the case study approach. The data collection of this study involves a video recording of the National Level Secondary Schools Debate Finals 2012. The video recording of the debate finals was subjected to discourse analysis. Three models were used for the analysis of the data. The first model, Toulmin's (2003) Argumentative Structure, was used to analyze the structure of the arguments. The second model, Johnstone's (2012) persuasive discourse strategies, was used to analyze the discourse strategies used in the debate. Aristotle's modes of persuasion (ethos, pathos and logos) (in Cockcroft, 2005) were used to examine the modes for persuasion used in the structure of the arguments and in the persuasive discourse strategies. The findings show that there are notable differences between the two debating teams with regard to argumentative structure. The government team (the winning team) had at minimum four elements out of six required in the argumentative structure compared to the opposition team that had a minimum of three elements. The number and type of elements in the argumentative structure determines the relative strength of the arguments. The argumentative structure used by both the teams reflected the logic reasoning (logos) of the arguments. The findings also show a significant presence of persuasive discourse strategies to achieve persuasion. Persuasive discourse strategies appeared three times more in the arguments of the government team in comparison to the opposition team.

The three strategies present were quasilogical, presentational and analogical, with the presentational strategy being the most salient feature. All three strategies evoked the pathos appeal of persuasion. The findings show that the use of both, argumentative structure and persuasive discourse strategies result in the application of logos and pathos, making persuasion work more effectively in school debates.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sastera

**STRUKTUR ARGUMENTATIF DAN STRATEGI WACANA PERSUASIF
DALAM PERTANDINGAN AKHIR PERBAHASAN BAHASA INGGERIS
SEKOLAH MENENGAH MALAYSIA**

Oleh

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Perbahasan akademik di sekolah dan di institusi pendidikan tinggi merupakan aktiviti formal yang membantu kemahiran pertuturan pelajar dan memperhalus kemahiran argumentatif mereka. Bagi berbahas secara efektif, pembahas mesti memahami ciri asas sesebuah bahas terutamanya dari segi penggunaan bahasa persuasif dan menguasai teknik bagi penstrukturan argumen. Tujuan kajian ini adalah untuk meneliti wacana persuasif dalam perbahasan sekolah di Malaysia yang berkaitan dengan struktur argumentatif, strategi wacana perbahasan dan kombinasi kedua-duanya bagi memberi kesan pujukan. Dapatan kajian ini dijangka dapat menjadikan penyediaan dan perancangan bagi perbahasan lebih efektif. Reka bentuk penyelidikan ini ialah kualitatif menggunakan pendekatan kajian kes. Pengumpulan data bagi kajian ini melibatkan sebuah rakaman video Pertandingan Akhir Bahas Sekolah Menengah Peringkat Kebangsaan 2012. Rakaman video bahas peringkat akhir telah diteliti melalui analisis wacana. Tiga model telah digunakan untuk analisis data. Model pertama ialah Struktur Argumentatif Toulmin (2003), telah digunakan untuk menganalisis struktur argumen. Model kedua, strategi wacana pujukan Johnstone (2012), telah digunakan untuk menganalisis strategi wacana yang digunakan dalam perbahasan. Mod pujukan Aristotle (etos, patos dan logos) (dalam Cockcroft, 2005) telah digunakan untuk meneliti mod bagi pujukan yang digunakan dalam struktur argumen dan juga dalam strategi wacana pujukan. Dapatan kajian menunjukkan bahawa dari segi struktur argumentatif, terdapat perbezaan yang ketara antara kedua-dua kumpulan pembahas. Kumpulan penyokong (kumpulan pemenang) mempunyai minimum empat elemen daripada enam yang diperlukan dalam struktur argumentatif berbanding dengan kumpulan pembangkang yang mempunyai minimum tiga elemen. Bilangan dan jenis elemen dalam struktur argumentatif menentukan kekuatan relatif argumen tersebut. Struktur argumentatif yang digunakan oleh kedua-dua kumpulan menggambarkan penaakulan logik (logos) argumen tersebut. Dapatan juga menunjukkan kewujudan strategi wacana pujukan

yang signifikan bagi memperoleh pujukan. Strategi wacana pujukan wujud lebih tiga kali dalam argumen kumpulan penyokong berbanding dengan kumpulan pembangkang. Ketiga-tiga strategi tersebut ialah quasilogikal, penyampaian dan analogikal, dengan strategi penyampaian merupakan ciri yang paling menonjol. Semua ketiga-tiga strategi memperlihatkan patos tarikan pujukan. Dapatan menunjukkan bahawa penggunaan struktur argumentatif dan strategi wacana pujukan mengakibatkan pengaplikasian kedua-dua logos dan patos, menyebabkan tugas pujukan menjadi lebih efektif dalam perbahasan sekolah.



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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Arts. The members of the Supervisory Committee were as follows:

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CHAPTER 1

INTRODUCTION

This chapter presents the statement of the problem, the purpose of the study, research questions, the significance of the study, the scope of the study, and the outline of the thesis.

1.1 Background of the Study

Debates are common and accepted form of practice in various contexts in our everyday lives, in formal and informal settings. They vary according to the context and the requirement of the setting but every debate is an argumentative interaction aimed at presenting and testing the strengths and weaknesses of the arguments. In doing so the advantages and disadvantages highlighted in the arguments serve as a clear guide in the decision making process.

Academic debate in schools and higher learning institutions is a formal activity that helps students develop their speaking skills, enrich their overall language skills and refine their argumentative skills (Paramasivam, 2007). When students participate in formal debate competitions, be it at school level or international level, they are expected to have high standards of argumentative skills. This means the debaters must first have a basic understanding of the debate process, the fundamental characteristics of a debate especially in relation to language use and last but not least, precise understanding of the structure of argumentation in a debate (Freely, 2009) . According to Hill and Leeman (1997), in the process of acquiring argumentative skills students indirectly develop analytical skills, critical thinking skills and interactional skills. Apart from these skills students also develop reading skills, research skills, teamwork cooperation and leadership skills. When debaters acquire and develop the abovementioned skills, they are better motivated to perform and attain their educational goals.

In Malaysian Secondary Schools, the English Language debate competition is open to all secondary school students aged between 13 to 19 years of age. The debate tournament is known as Datuk Wira Dr.Abdul Rahman Arshad Challenge Trophy English Language Debate and the format followed by this debate is the British Parliamentary style. It begins at the zone level while in some states at district level and the champion from each zone or district will progress to the state level competition organized by the respective state education departments. At the state level, the winning team or the five best speakers from throughout the state will be selected to represent the state team to the national level competition organized by the Co-academic unit of the Co-Curriculum Division of the Education Ministry. The national level will be held in a different state each year based on a rotation basis. The winning team at the national level will represent the nation at the World School

Debate Championship. The adjudicators for this competition are teachers selected by the respective states.

Currently there is only one book on local school debates titled *Fundamentals of Parliamentary Debate*, written by Sheela Paramasivam (2007). Initial research by research also shows there is limited information available on secondary school parliamentary debates in Malaysia because of insufficient research in this area. Since the focus of parliamentary style debates is on arguments, debaters and trainers should be focused on this aspect because it can significantly enhance debaters' speech or debating skills (Reike, 2003).

According to Johnstone (2008), when people know in advance that they will have to persuade others to new beliefs or courses of action, discourse may be quite consciously designed for strategic purposes. Discourse strategies play a major role in persuading audience and adjudicators because without proper use of persuasive discourse strategies to support the arguments, it can result in an argument appearing weak and unable to support a stand.

The role of debaters is to persuade the audience to believe and accept their arguments and debaters are well aware of this fact. Therefore, it is beneficial that debaters employ both good argument and discourse strategies in unison to support a case line. Both elements are crucial in every debate and they must work in unison to ensure high quality debate. According to Metsamaki (2012), in persuasion the nature and structure of the message are as important as the role of the speaker. Persuasion is successful, if it leads to attitude change (Simons, 2001). According to Brembeck and Howell (1976) persuasion is communication intended to influence choice and in debates it is an attempt by debaters to influence the choice of the adjudicators and the audience.

1.2 Statement of Problem

This study seeks to investigate the persuasive strategies of Malaysian School English Debates with regard to argument structure (the elements in an argument) and discourse strategies. Generally the main concern of teachers who train students for debates is to make their arguments as persuasive as possible (Paramasivam, 2007). Aclan and Noor Hashima (2015) find debate activities in the literature was mostly for advantaged students in native English speaking countries. Darby (2007), Goodwin (2003), Hall (2011), Kennedy (2009) and Musselman (2005) studies were on debate in classroom in the USA. Yang and Rusli (2012) conducted a study in Singapore but that study used various formats of debate with its focus on debate as a pedagogical tool that can develop communication skills. This study deals in examining the elements of the argumentative structure and studying the persuasive strategies used by the debaters at a Malaysian national school level final debate competition, a study that has never been done before in relation to a Malaysian school debate competition. The analysis of arguments and persuasive strategies from

the debaters of the two best teams in the country will provide a better understanding of framing arguments and using effective persuasive strategies in order to aid both teachers and students. This study may open doors to persuasive strategies to be introduced in the future for school debates.

The process of preparation for debate involves research on the given topics, working on an effective yet powerful stand, backing it up with structured arguments, finding appropriate evidence to substantiate the claim and working on proper persuasive strategies to persuade the audience and adjudicators. Sulaiman, Fauziah, Wan Amin and Nur Amiruddin (2008) claim the preparation and delivery of arguments in debate help students to develop their communication skills, self-confidence, research skills and critical thinking. Goodwin (2003) described the preparation stage of debate as an excellent small group task that promotes real learning because each team member benefit from each other during the discussion in structuring the arguments and in deciding the appropriate persuasive strategies.

According to Stephen Toulmin (2003), an argument consists of a structure that can be analyzed and divided into 6 basic elements. They are Data, Claim, Backing, Qualifier, Warrant and Rebuttal. Toulmin (2003) asserts the number of elements in the structure of an argument indicates the strengths and weaknesses of the argument. According to Reike (2005) the Toulmin model of argument helps to evaluate the argument especially when a question arises on the reasonability of the argument. The Toulmin model of argument can be used as a tool for debaters and trainers to evaluate the relative strengths and weaknesses of their arguments. This research is focused on analysing the arguments presented by school debaters in order to be able to highlight the strength and weaknesses of the arguments so that debaters, trainers and adjudicators will be able to understand the importance of using good persuasive strategies to generate arguments.

There is also a need for debaters and trainers to have good understanding of the function of persuasive strategies so that they can use them consciously to ensure high quality debate in school competitions.

Initial search shows there is lack of research done on parliamentary style debates in Malaysian schools, with particular reference to the argumentative structure and persuasive discourse strategies. There are some studies on the use of persuasive discourse strategies of political speeches of prominent leaders of the world and the findings of these researches show the speakers employ a variety of discourse strategies to alter the opinions, beliefs, attitudes and values of their audience (Johnstone, 2008). However, in the context of school debates there is a serious requirement of knowledge in relation to persuasive discourse strategies as it is a key element that can contribute to the improvement of the quality of a debate especially in the preparation stage or pre-debate (Darby, 2007).

The focus of this study in examining the argumentative structure and discourse strategies employed by debaters is aimed at making the process of preparation and planning for debate more structured and effective. This study first examines the weaknesses and strengths of the argument structure in debates using the Toulmin (2003) Structure of Argument (also known as Toulmin Model of Argumentation). Then, the use of persuasive discourse strategies is identified using the various persuasive discourse strategies outlined by Johnstone (1989). The three modes of persuasion, ethos, pathos and logos by Aristotle's are finally used to determine the effect that both the argument structure and persuasive discourse strategies have on persuasion.

1.3 Purpose of the Study

The purpose of this research is to examine the persuasive strategies used in the Malaysian Schools Debate with regard to the argumentative structure and persuasive discourse strategies.

1.4 Objectives of the Study

1. To determine the argumentative structure used by the debaters in the Malaysian secondary school English debate finals
2. To examine the elements of the arguments used by the debaters in the Malaysian secondary school English Debate finals
3. To examine the types of persuasive discourse strategies used by the debaters in the Malaysian secondary school English Debate finals
4. To examine how argumentative structure and persuasive discourse strategies reflect persuasion in the Malaysian secondary school English Debate finals

1.5 Research Questions

The research questions for this study are:

1. What types of argumentative structure(s) are used by the debaters?
2. What elements of the argumentative structure are used by the debaters?
3. What types of persuasive discourse strategies are used by the debaters?
4. How do the argumentative structure and persuasive discourse strategies employed in the debate reflect the modes of persuasion?

1.6 Significance of the Study

Based on the analysis the researcher will propose for the planning and use of effective argumentative structure and various persuasive discourse strategies appropriate for the use of school debates. The findings are expected to encourage

more participation and improvement in the quality of argumentation and persuasion in school debates.

The researcher expects to discover the structures of arguments employed by debaters in Malaysian Secondary Schools English Debate Competition. This study may be an eye-opener as the structure of argumentation used in school debates may have weaknesses and can be strengthened. It is common for debaters to employ the syllogism, a traditional structure of argumentation, because it is the simplest structure of argument (Reike, 2004). However this model of argument may not serve as the best model for the purpose of debate because it lacks precision and opens its doors to welcome attacks as opposed to the Toulmin model of argument, which has plugged the gaps left open by syllogism. Through this research the researcher will be able to propose a systematic and structured model of argumentation like the Toulmin's model to be used in school debates.

Past literatures indicate there is a lack of research in identifying the strength and weaknesses of arguments in debate. This study will bring to light the technique of analyzing the strength and weaknesses of arguments using Toulmin's mechanistic model of argument. When trainers and debaters have the knowledge of analyzing the strength and weaknesses of their own arguments and the arguments of their opponents, the quality of their arguments and counter arguments will improve tremendously resulting in the overall improvement of the quality of school debates.

Apart from the model of argumentation, the researcher can also propose various persuasive discourse strategies to enhance the standard of Malaysian Secondary School Debates in Malaysia. Currently the persuasive discourse strategies employed by debaters does come across as being consciously used. If trainers and researchers are exposed to the various persuasive discourse strategies and conscious effort is injected in their preparation, the quality of argumentation will improve tremendously. The researcher believes the overall standard of debates can be raised if more research is done in the abovementioned areas as they form the core of every debate.

1.7 The Conceptual Framework of the Study

Based on the theoretical perspective discussed in section 1.8, the conceptual framework of this study is demonstrated in Figure 1.3.

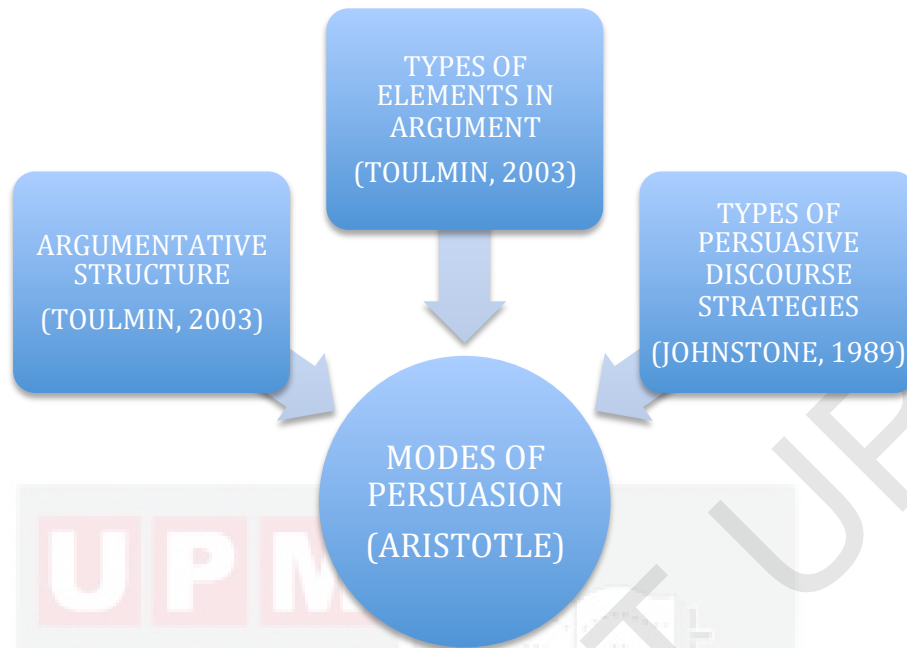


Figure 1.1 : The Conceptual Framework of the Study

1.8 Scope of the Study

In this qualitative research 8 transcribed scripts of the finals of the National Level Secondary School Parliamentary Style Debate 2012 are analysed. The transcribed texts are based on video recording of the abovementioned debate.

For the first part of the analysis, the researcher will analyze all the 8 transcribed scripts consisting of 6 arguments using Toulmin's model of argumentation to determine the structure of argumentation. The structure will then be labeled in parts (mechanistic labeling) according to Toulmin's model of argumentation to assess the relative strength and weaknesses of the argument.

For this purpose three discourse strategies, the quasilogical, presentational and the analogical discourse strategies proposed by Johnstone (2012), are used in this analysis.

Aristotle's three modes of persuasion, ethos, logos and pathos are used as the analytical framework to analyse both the structure and the effectiveness of the discourse strategies in achieving persuasion.

Due to the small sample and limited strategies related to parliamentary style school debates used in this research, the findings cannot be generalized to all debates.

1.9 Definitions of Terms

The section is to provide definitions for some essential terms to ensure this study is based on the scope of definitions provided.

Debate can be divided into two major categories, applied and educational or academic debate. This study focuses on academic debate that is often conducted in schools, colleges or universities with an academic interest in it. The debate often takes place in the presence of a teacher, lecturer, academic officers or an audience who are merely listeners and not active participants. The selected judges of the debate are given limited power that is to identify the winner of the debate (Freeley & Steinberg, 2009). Sometimes they are expected to give a short oral adjudication on the strengths and weaknesses observed in the debate. The aim of academic debates is often focused on providing educational opportunities for the participants, both debaters and audience who may be learners. This research specifically focuses on academic debate because the subjects and sample scripts are from an academic debate.

Persuasion is the key word in debates because the whole idea of a debater is to persuade the opponent, judges and listeners to believe that his argument is better than the argument of the opponent.

According to Aristotle, persuasion is based on the credibility of a source (ethos), emotional appeals (pathos), or logical appeals (logos) or a combination of the three (Roberts, 1924 in Larson 2004). According to O'Keefe (2002) persuasion is a planned effort to influence a person through communication with the receiver having the liberty to take an attitude. Miller(1980) believes persuasion is intended to shape, reinforce or change the response of the listeners. According to Petty and Cacioppo, (1981, p.4) persuasion is "any instance in which an active attempt is made to change a person's mind." Pfau and Perot (1993) see persuasion as shaping, changing or reinforcing receivers' attitudes, emotions, intentions and behaviors. This definition is more than changing the attitudes of the listeners, it suggests complete change of intention and action of the listener.

However it is not the aim of this study to measure the degree of change that has taken place in the listeners because that cannot be measured. This study concerns the types of persuasive strategies used in debates. It is difficult to depart from the basic combination of Aristotle's modes of persuasion comprising ethos, pathos and logos because they form the basis of persuasion. Therefore, in analyzing the persuasive strategies used in this study reference will be made to Aristotle's modes of persuasion.

There are many definitions of persuasion but for this study the concern is of the types of persuasive strategies used in debates. Persuasion in this study is examined through the argumentative structure and persuasive discourse strategies. Therefore it is difficult to depart from the basic concepts of Aristotle's modes of persuasion comprising ethos, pathos and logos because they form the basis of persuasion (Larson, 2004). Therefore, in this study reference will be made to Aristotle's modes of persuasion.

Argumentation is a communication process that involves engaging people's minds through interaction.

Argumentation is the communicative process of advancing, supporting, criticizing and modifying claims so that appropriate decision makers, defined by relevant spheres, may grant or deny adherence. (Reike, Sillars & Peterson, 2005,p.4)

Argumentation should be seen as a study on how a decision can be made through logical reasoning and not made on inescapable conclusions. Argumentation studies the rules of interference, logic and decision-making. Argumentation comprises eristic dialogue, which refers to a social debate with the main aim being the winning of one party over the other. Argumentation is used in almost every field with its main aim of reaching the best decision based on logical reasoning that encompasses key components crucial to the decision making process.

According to Hill and Leeman (1997) for argumentation to take place there are four characteristics to be fulfilled. First, there must be differing points of view; the involved parties must subscribe to different beliefs, attitudes or action that show contradiction and that would establish a need for argumentation. For example, your friend and you attend a talk on parenting. You find the talk to be very insightful and engaging but your friend finds it uninteresting and patronizing. You have reached your judgments based on your beliefs and knowledge while your friend has made his conclusion based on his beliefs and knowledge. Both you and your friend perceive your respective opinions to be real. There are clear differing opinions with justifications and that warrants argumentation.

Next, there must be motivation for argumentation to occur. Sometimes two individuals may have differing opinions but they may not be interested in engaging with each other actively to resolve the difference based on logical reasoning. If this is the case, there is a lack of motivation or no motivation for argumentation to occur. People who have differing points of view must be motivated to engage in argumentation and there must be a desire to determine the "truth" or desire to "win" (Walton, 2015).

Third, there must be reasons to support their respective points of view and these reasons are referred to as arguments.

Arguments are the substance of argumentation; they are the focus of argumentative interaction. Arguments can be expressed in many different forms; some complex, others are less involved, some are passionately held, others are casually accepted. Regardless of their individual stylistic differences, every argument is composed of similar components. (Hill & Leeman, 1997, p.4).

Constructing reasons is crucial in argumentation because without it, arguments are not possible. In a basic structure of an argument there is a claim that is supported by data and a warrant to link the claim to the data (Toulmin, 2003). The warrant is the connecting factor of the data and the claim making them an acceptable argument (Toulmin, 2003).

Below is an example that can illustrate the concept above:

Claim- Abortion is inhumane and must be banned.

Data- Every year about 1 million lives are lost even before they are born because of abortion. It affects the mental state mind and emotions of the mother to be resulting in low self-esteem because of extreme feeling of guilty conscience. It also affects the birth rate and population of a nation.

Warrant- banning abortion will solve the problem of women going through severe mental and emotional trauma resulting in long-term low self-esteem that causes permanent mental and emotional damage to the individual. In addition it will solve the imbalance of the nation's birth and mortality rate.

The given example exemplifies only the 3 primary or basic components essentially required of an argument. However, an argument may contain other components like backing, qualifiers and rebuttals. For the purpose of this research, all the six components, that are the claim, data, backing, warrant, qualification and rebuttal will be employed to unveil the structure and strategies used by the debaters in the debate (refer to Figure 1.1). Finally, an argumentation takes place when individuals proceed to test their arguments. According to Hill and Leeman (1997, p. 5), "arguments are the focal points of argumentations and testing arguments is the purpose of the process". One needs to test the arguments in order to ascertain its strength, soundness and acceptability. This is when the strength and the acceptability of components of the argument comprising of the claim, data, warrant, backing, qualifier and rebuttal are tested. The testing of the various components of the arguments will provide an objective view of the total strength of the argument and sufficient reason to accept or reject it.

An argumentative structure is a common structure of reasoning. According to Freely and Steinberg (2009, p. 152) the two common structures of reasoning, first the classical structure of Aristotle and the other the contemporary structure of Toulmin (2003). These structures of reasoning are also known as models of argumentation (Reike, 2005, p. 98). The reason for the choice of Toulmin's argument model in this research is because this model is made up of 6 basic elements that form a complete structure of argumentation to assess the strength of the arguments. Therefore for the purpose of this study the model will be known as Toulmin Argumentative Structure and it will be further discussed in section 1.8.1.

Freeley and Steinberg (2009) call argument structure as structure of reasoning. Two of the most common structures are Aristotle's syllogism and the other is a contemporary one by Stephen Toulmin known as Toulmin's structure. These structures of reasoning are also known as models of argumentation (Reike, 2005)

Toulmin Argumentative Structure (2003) or model is used for the purpose of this study. The Toulmin Argumentative Structure tests to see if the argument is strong or weak, not true or false and it can be seen from the six elements that it encompasses. The six elements are claims, data, warrants, qualifiers and rebuttals. These six elements of Toulmin's argument structure can identify the relative strength of the arguments. For the purpose of this research the researcher refers to these terms and definitions in the coming chapters.

Persuasive discourse strategies, according to Johnstone (2008), a range of options from which a speaker selects in deciding on an appropriate tactic or combination of tactics for persuasion in a given situation. The three persuasive strategies that Johnstone (2008) has introduced and that will be used for the purpose of this research are quasilogical, presentational and analogical persuasion. Perelman and Olbrechts-Tyteca (1969) use the term quasilogical for "arguments that are based on the structure and the wording of argumentation in formal logic of mathematics but which are not logical in strict sense" (Johnstone, 2012, p.246).

Presentational strategy is

"a process of rational convincing, presentational could be said to be based on the assumption that being persuaded is being moved, being swept along by the rhythmic flow of words and sounds the way we are sometimes swept along by poetry. The goal of presentational persuasion is to make the claim maximally present in the audience's consciousness by repeating it paraphrasing it, calling aesthetic attention to it" (Johnstone, 2008, p.247).

Analogical Persuasive strategy is using "stories and other ways of creating analogies between prior situations and the current one" (Johnstone, 2008, p.248). The aim of analogical persuasion is "teaching and reminding its audience of time-tested values by having them make lateral leaps between past events and the lessons learned from

them, and current issues.” (Johnstone,2008 , p.248). This study interprets persuasive discourse strategies as it is defined by Johnstone (2008) and will make references to Aristotle’s appeals of persuasion (ethos, pathos and logos) when it is necessary.

1.10 The Outline of the Thesis

The thesis is divided into five chapters. Chapter one introduces the study. The second chapter provides a review of related theories. The third chapter deals with research methodology. The fourth chapter shows the results of the study and the discussions of the findings. The fifth, also the last chapter discusses implications, recommendations, limitations of the study and the conclusion of the thesis.

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