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## A review of the pragmatic study of persuasion in selected tutors' advertisements

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### Abstract

People often employ use various phrases to convince others to take action in everyday dialogue. Educators, motivated by personal gains, seek to visit people's house and persuade parents and students to enroll in their classes. The author uses qualitative analysis to study data with a model that includes Searle's speech act theory and Aristotle's ideas of ethos, pathos, and logos. The paper discusses persuasion and states that tutors can influence students and parents towards private lessons. Tutors skilfully manage emotions. The data comes from Facebook links listed in references. Conclusions include that commissive speech acts aid persuasion and that pathos and logos effectively analyze advertisements.

**Keywords:** Persuasion, speech act theory, ethos, pathos and logos, advertisements

### 1. Introduction

#### 1.1 Language and Advertisements

Ideal language users use language to communicate during different events. Language is a key feature that defines humanity and separates humans from animals. It is a system made up of various parts that we use daily to share information through verbal or non-verbal means. Verbal communication involves words, while non-verbal communication uses body language. Communication is about exchanging messages using a signaling system. The study of communication aspects is known as communication science, and individuals learn to speak their native or foreign languages through this process. (<https://www.workplacestrategiesformentalhealth.com/mmmhm>)

Advertising language is a mix of spoken and written expressions, following rules of literature and communication. It helps people understand information while considering social and psychological factors. Over time, social groups change, affecting their language. Advertising language is an important area of study that involves experts from fields like economics and psychology. It primarily looks at advertisement texts and plays a significant role in understanding language in relation to societal development. It, advertising language, has a great role to play in studying and analyzing language in the light of life and society development (Dilnoza: 325) <sup>[5]</sup>. In conclusion, language is a mode of communication through which we express and receive what we need. It is ubiquitous and evolves alongside human society. Moreover, language follows its own set of rules, which can be studied and analyzed across various fields of knowledge.

### 2. The Concept of Persuasion

Universally, language users often use specific expressions or strategies to help persuade others. Persuasion is the process of exchanging ideas and changing thoughts or actions through both spoken words and non-verbal cues. It involves communicators trying to influence their audience's behavior or attitudes in a setting where they have the freedom to choose (Perloff: 2010) <sup>[7]</sup>.

The concept of persuasion and language learning have been made progress together Persuasion and language learning have grown together. Skilled language users can effectively persuade others to accept new ideas or take action (Budiani: 2014) <sup>[1]</sup>. They use persuasive language in their daily conversations. The goal of persuasive statements is to influence the audience to agree on specific topics (Stiff and Mongeau: 2016) <sup>[8]</sup>. Persuasion involves two main conditions: the speaker must use appealing ideas to achieve their desired outcome.

On the other hand, the addressee needs to focus to fully understand the message being communicated. The realization phase of persuasive communication introduces a problem that needs to be addressed. It is important for the addressor to clearly express their viewpoint so that the addressee can grasp the issue. Illustrating how the problem affects the addressee is crucial, as this can influence their perspective. After presenting the problem, the addressor proposes solutions and explains them, encouraging the addressee to visualize the benefits of these resolutions and consider the actions needed to take them (Derin *et al.*: 2020) [4]. The systematic formula of persuasion theory includes three key elements: value, beliefs, and motivation. These elements significantly affect how listeners think and act According to (Cockcroft: 1992) [2]. The formula used by persuaders is: Value + Beliefs + Motives = Attitude & Behavior.

### 3. Speech Act Theory (SAT)

People use speech not just to make clear statements, but also to perform actions. These actions are known as speech acts acts (Yule: 47).

Jean Austin introduced speech act theory in 1926, dividing acts into locutionary, illocutionary, and perlocutionary. He further split illocutionary acts into five types: verdictives, commissives, exercitives, behabitatives, and expositives. In 1969, Searle refined Austin's theory, creating a new classification with representatives, directives, commissives, expressives, and declarations. In 1983, Leech presented another taxonomy of speech acts, which includes

competitive, collaborative, conflictive, and convivial (Cutting: 2008)

Searle (1969) states that all communication involves linguistic acts. Persuasion is one type of speech act that aims to prompt action from the listener, requiring their attention. Searle categorizes speech acts into five different types.

- **Representatives:** These are acts where the speaker conveys what they believe to be true or false. They include conclusions, descriptions, statements of fact, and assertions. Example: "*The earth is flat.*"
- **Directives:** These acts are used by the speaker to get the hearer to do something, whether positive or negative. They express the speaker's wants. Examples include orders, commands, requests, and suggestions. Example: "*Don't touch me.*"
- **Commissives:** These acts commit the speaker to a future course of action. They express the speaker's intentions and can be performed individually or collectively. Promises, threats, pledges, and refusals fall into this category. Example: "*I will be back.*"
- **Expressives:** These acts communicate the speaker's feelings or psychological states toward someone or something. They can express joy, sorrow, likes, dislikes, or congratulations. Example: "*Congratulations!*" expresses happiness and pleasure.
- **Declarations:** These acts bring about a change in the external situation simply by being uttered. They require the speaker to hold social or institutional authority and to be aware of the context. Example: When a referee says, "*You are out!*", the statement itself enacts the decision (Yule, 1996).

| Type of speech act | Direction of fit             | S= speaker<br>X= Situation |
|--------------------|------------------------------|----------------------------|
| Representatives    | Make words fit the world     | S believes X               |
| Directives         | Make the world fit the words | S wants X                  |
| Commissives        | Make the world fit the words | S intends X                |
| Expressive         | Make words fit the world     | S feels X                  |
| Declaration        | Words change the world       | S causes X                 |

The five general functions of speech acts adopted from (Yule: 1996).

### 4. Methodology

This paper includes four links, each containing persuasive statements or utterances from various Facebook pages. The links are numbered in the reference section and form the paper's data. This data is organized into tables with four columns: the first column shows the number, the second contains the original text of the persuasive statements, the third has the translated versions, and the fourth indicates the link number where each statement is found. Below the

tables, the researcher discusses these findings. A total of 17 selected persuasive statements are analyzed in the paper. Moreover, in this paper, the researcher follows one way of analysis which is qualitative analysis method. In this method, the analysis is textual, descriptive and non-statistical. The adopted model in this paper is an eclectic one.

### 5. Data Analysis

In this section, the analysis of the chosen data is given in terms of the model given above to arrive at the wished results.

**Table 1:** Highlights tutor qualifications, low prices, and full course features to attract students using persuasive language

| No | The Original Text                                                                   | The Translated Text                                                                                   | Link. No |
|----|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------|
| 1  | الأساتذة المشاركون في الدورة أصحاب خبرة طويلة فضلا عن الشهادات العليا التي يحملونها | The staff participating in the course have a long experience and hold certificates of higher studies. | 1        |
| 2  | الأسعار تنافسية و مخفضة                                                             | The prices are competitive and discounted                                                             | 1        |
| 3  | تشمل الدورة الملازم التدريس الامتحانات اليومية امتحان شامل                          | The course involves teaching, handouts, daily exams, a comprehensive exam.                            | 1        |

In utterance No (1), the page owner tries to engage Facebook followers by sharing statements they believe will

be helpful. In the first statement, they use phrases like "الشهادات العليا التي يحملونها" and "أصحاب خبرة طويلة" to

persuade the audience. This approach uses ethos by showing that the staff is well-qualified and pathos by appealing to the emotions of the followers. These phrases provide evidence for followers to consider enrolling in the course, suggesting that a tutor's qualifications and experience can lead to success in exams. According to Searle, these phrases are considered representative speech acts since they describe the staff's qualities.

In utterance No (2), the text discusses the importance of course fees in the second utterance. It connects to the first utterance to give a clear view of the tutors. Key points include tutors having good experience, high qualifications, and reasonable costs, which are persuasive factors. The text producer uses pathos to achieve their goal. This utterance

serves as both a directive and an expressive act. It directs listeners to sign up for the course and addresses their psychological concerns, emphasizing the importance of money currently.

In utterance No (3), the tutor outlines what they will provide during the course, including handouts, teaching, daily exams, and a final inclusive exam. These elements are designed to engage the students and their parents. The tutor uses ethos to show the credibility of providing these tools, pathos to connect emotionally, and logos to present a logical structure for the course. According to Searle, the statement is representative because it describes course needs, directive as it shows the tutor's wishes, and commissive since it commits the tutor to deliver these promised resources.

**Table 2:** Presents detailed teaching methods, free materials, and promises to simplify learning and boost exam success.

| No | The Original Text                         | The Translated Text                                                                            | Link. No |
|----|-------------------------------------------|------------------------------------------------------------------------------------------------|----------|
| 1  | شرح مفصل                                  | A detailed explanation.                                                                        | 2        |
| 2  | حل الأسئلة الوزارية                       | Answering all the ministerial questions.                                                       | 2        |
| 3  | اختصار المنهج الوزاري                     | Summarizing the ministerial syllabus.                                                          | 2        |
| 4  | اختبارات يومية و أسبوعية                  | Daily and weekly exams.                                                                        | 2        |
| 5  | شرح اليونيت الأول مجاناً                  | Explaining the first unit is free.                                                             | 2        |
| 6  | توفر ملزمة شاملة لجميع القواعد و الحفظيات | Availability of a comprehensive handout including all the grammatical rules and memorizations. | 2        |

The text discusses how careful examination of utterances reveals positive qualities of a tutor. In utterance No (1), the speaker demonstrates ethos by providing a detailed explanation of a topic. This utterance acts as a representative act, showing the tutor's teaching style. It is also seen as a commissive act because it expresses a promise made by the speaker.

In utterance No (2), the tutor uses both ethos and logos. Ethos is shown by stating that the course's quality includes answering former questions. The tutor uses this as a logical reason to persuade students to register for the course. The utterance also describes the course and promises students to hurry and register.

In utterance No (3), the tutor appeals to the emotions of the students, many of whom seek simple ways to understand the subjects. This approach helps grab the students' attention and encourages them to enroll in the class. A good teacher provides brief and effective explanations. The tutor uses the concepts of pathos and ethos in the advertisement. The utterance serves as a representation, direction, and promise, guiding people to join the class and suggesting that the teaching method will benefit all types of students.

In utterance No (4), the text producer uses smart techniques to appeal to families watching their children. This utterance helps the advertisement by using ethos, pathos, and logos. Ethos relates to the tutor's quality, pathos connects with people's emotions, and logos represents a logical statement that supports the ad. Additionally, the utterance serves as a representative, directive, and commissive act that describes a course stage and encourages followers or commenters to register. It acts as a promise that the tutor will take action in the future, inviting people to come and enlist in the course.

In utterance No (5), the tutor talks about money, which is very important in people's lives. The tutor also shows how the course is going, using a confident tone to connect

emotionally with the audience. This is called ethos. The tutor aims to inspire people to sign up for the course, which is an appeal to pathos, as it stirs their feelings. The utterance represents the tutor's belief that people will register. It also serves as a directive act to persuade them. Additionally, the tutor reassures students that they can leave the course without cost if they are not satisfied.

In utterance No (6), the speaker talks about what they provide during the course to persuade the students. The handout given includes all syllabus items, making it inclusive. This use of logos aims to convince the followers. Additionally, the utterance acts as a promise, as the tutor commits to giving students this inclusive handout.

**Table 3:** Emphasizes strong student support and guaranteed exam readiness to build trust and confidence

| No | The Original Text         | The Translated Text             | Link. No |
|----|---------------------------|---------------------------------|----------|
| 1  | متابعة يومية              | Daily follow- up.               | 3        |
| 2  | تهيئة الطالب لامتحان 100% | Getting the student ready 100%. | 3        |

The tutor uses two strong statements to connect with students and their families, understanding their needs. In the first statement, the tutor promises to support students, appealing to their emotions (pathos) and showing his/her credibility (ethos). This promise indicates the tutor's commitment to future actions, making it a commissive act. Additionally, the statement serves as a representation of the tutor's plans for the course, highlighting what he/she intends to do.

The tutor uses the mark 100% to capture the attention of students or their families. This utterance serves as a logical tool, represents information, and directs listeners to enroll in the advertised course.

**Table 4:** Showcases limited seats, basic-to-advanced teaching, modern methods, and continuous student-parent follow-up

| No | The Original Text                                                      | The Translated Text                                                                                | Link. No |
|----|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------|
| 1  | المقاعد محدودة جدا                                                     | The seats are very limited                                                                         | 4        |
| 2  | شرح الأساسيات من الصفر                                                 | Explaining the basics from scratch                                                                 | 4        |
| 3  | شرح القطعة الخارجية بشكل مفصل                                          | Explaining the unseen passage in details                                                           | 4        |
| 4  | استخدام طرق مبتكرة للسيطرة على الحفظيات مثل الأدب الإنشاء و قطع الكتاب | Using new methods to control the memorizations like literature, composition and the book passages. | 4        |
| 5  | دعم الكتروني من قبل الأستاذ عن طريق مجموعة خاصة في برنامج التلكرام     | Electronic support from the teacher via a private group on telegram app.                           | 4        |
| 6  | متابعة الطالب و مستواه التعليمي بشكل مستمر مع ولي الأمر                | Follow -up the student and his scientific level continuously with his mom or dad.                  | 4        |

The tutor expresses confidence in their ability to teach all subjects effectively. When we examine the tutor's statements closely, we see that they are well-organized and engage our attention. In the first statement, the tutor encourages students to come quickly and take their seats. This approach appeals to the emotions of the students and is a logical way to persuade them. The tutor uses both emotional (*pathos*) and logical (*logos*) appeals to reach their goal. Additionally, the tutor highlights their expertise (*ethos*) by noting the limited availability of seats, showcasing their important qualities as an educator.

Utterance No(2) indicates that the teacher starts from the beginning with the student. Many students lack sufficient knowledge. The tutor aims to prepare, enhance, refresh, and improve their understanding before covering the subjects. This reflects the tutor's quality and evokes feelings in students who recognize the need for this process. The utterance serves as both a representation of what the tutor will do and a commitment to begin the class from scratch.

Students often struggle with reading and understanding unseen passages. The tutor reassures them not to worry, emphasizing that these types of questions will be addressed in the course. This creates trust, as helping students understand these passages reflects the qualities of a good tutor. This reassurance is a promise to students. There is a recognition that students lack knowledge of the English language. The tutor promises to explain the content thoroughly and aims for students to achieve high exam scores. This statement combines trust from a qualified tutor with emotional support. It offers a clear explanation of the tutor's commitment.

The last two statements from the tutor highlight that not all instructors follow the same methods. By making these statements, the tutor appears knowledgeable and updated. These utterances evoke emotions from students and their families and use logical reasoning to persuade them. Overall, they describe the course's progress and serve as promises for the students' success.

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## 6. Conclusion

- The attitudes and strategies adopted by tutors in applying appropriate linguistic forms within their advertisements play a key role in persuading followers.
- The rhetorical appeals of *pathos*, *ethos*, and *logos* prove effective in analyzing the selected data. Tutors employ a variety of logical expressions that influence followers' emotions and sentiments in order to achieve their objectives.
- The most commonly utilized speech acts in tutors' advertisements are representatives, directives, and commissives.