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## RESEARCH ARTICLE

# The Intercultural Dynamics of Persuasion: A Translation Studies Perspective on Jordanian Academic Discourse

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## ABSTRACT

This study investigates the persuasive strategies employed by Jordanian interlocutors within an academic setting, utilizing Aristotle's rhetorical triangle—ethos (credibility), logos (logic), and pathos (emotion)—as a framework for analysis. Data was collected through observation and memo-writing, allowing in-situ analysis of naturally occurring interactions between students and professors. The study reveals that distinct preferences emerge when students and professors employ all three rhetorical appeals. Professors tend to favor logos-driven strategies, emphasizing logical reasoning and evidence-based arguments. Students, conversely, lean towards pathos-driven approaches, appealing to emotions and shared experiences to achieve their persuasive goals. Furthermore, this research incorporates a translation studies perspective, recognizing that academic discourse in Jordan often involves navigating multiple languages and cultural contexts. This highlights how language can become a persuasion tool, adding complexity to the interplay of rhetorical strategies and cross-cultural communication. This study contributes to a deeper understanding of how cultural context shapes persuasive communication within academic settings, while also offering insights into the dynamics of rhetoric and translation in multilingual environments. Future research could explore the specific linguistic strategies employed within each rhetorical appeal and further investigate the interplay between cultural background and the interpretation of persuasive language. This research has pedagogical implications for enhancing communication skills in academic settings, particularly in multilingual and cross-cultural contexts.

## KEYWORDS

Persuasion strategies, Translation Studies, Rhetoric, Jordanian Academic Discourse, Cross-Cultural Communication

## ARTICLE INFORMATION

**ACCEPTED:** 19 February 2025

**PUBLISHED:** 07 March 2025

**DOI:** 10.32996/ijllt.2025.8.3.16

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## 1. Introduction

Numerous studies have explored linguistic phenomena across diverse contexts, employing various analytical models to uncover valuable insights. Persuasion, a particularly prominent area of investigation, involves strategies intricately linked to speaker identity and the specific rationale for convincing an audience. Thus, speakers do not randomly select persuasion strategies; they strategically manipulate language to align with their communicative goals. Academic discourse stands out as a domain where persuasion plays a crucial role. Gass and Seiter (2010, p. 33) define persuasion as "the effort to influence a person's beliefs, attitudes, intentions, motivations, or behavior." It's a vital technique for conveying and instilling moral, logical, and ethical values.

This study uses discourse analysis and pragmatic framework to investigate rhetorical persuasion strategies employed by Jordanian interlocutors within academic settings. This context is particularly relevant due to its inherent encouragement of persuasive

strategies in interactions. The primary goal is to illuminate the diverse strategies professors and students employ in their exchanges. By examining these strategies, the study aims to uncover the underlying motivations behind their usage.

The selected data offers valuable insights into the reasons for employing persuasive strategies between professors and students. Observing these strategies in real-time, combined with memo-writing, allows for natural data collection and enhances the reliability of the results regarding their usage by Jordanians. The analysis employs Aristotle's model of rhetoric, focusing on *ethos* (credibility), *logos* (logic), and *pathos* (emotion). Each element will be meticulously analyzed to identify the preferred strategies of both professors and students. Furthermore, this study seeks to identify similarities and differences in the use of Aristotelian rhetoric by the interactants.

This study also incorporates a translation studies lens, recognizing that academic discourse in Jordan often involves navigating multiple languages and cultural contexts. This perspective is essential for understanding how rhetorical strategies function in multilingual settings, where language itself becomes a persuasive tool.

## 2. Past studies

Several researchers have employed Aristotle's rhetorical methods to investigate persuasion across diverse genres, including academic settings, social media, advertising, and political discourse, aiming to understand its pervasive influence across various societies. For instance, Pishghadam, R., and Rasouli, P. (2010) analyzed persuasive strategies in English and Persian, revealing similarities and differences between native speakers of each language. These findings offer pedagogical solutions for addressing pragmatic difficulties and miscommunications English language learners face. Alkhirbash, A. (2016) proposed a framework for analyzing persuasion as a social phenomenon, focusing on Aristotle's three appeals: *ethos*, *logos*, and *pathos*. This framework provides a structured approach for researchers investigating persuasive communication.

Furthering the exploration of persuasion, García-Pastor, M. D. (2005) examined persuasion theories pragmatically. Like Pishghadam and Rasouli, this study highlighted linguistic and cultural variations in persuasive strategies, underscoring these theoretical frameworks' descriptive and probabilistic nature. These cross-linguistic comparisons offer valuable insights into how individuals utilize language to influence others. Additionally, Dina Osama (2025) examined persuasive strategies used by the World Health Organization Director-General during the COVID-19 pandemic, finding a prevalent use of assertive and directive speech acts combined with evidence-based argumentation and emotional appeals. This research highlights the importance of persuasive communication during times of crisis.

Continuing this line of inquiry, Issa, S. (2017) investigated the socio-pragmatic and persuasive functions of politeness in Jordanian print advertisements, revealing the persuasive intent behind these seemingly polite communications. Moreover, Abd Elhai, N. (2020) conducted a contrastive study of persuasive strategies employed by the former Algerian Prime Minister, Ahmed Ouyahia, in both Arabic and French political talks. This study demonstrated parallels and differences in *logos*, *pathos*, and *ethos* across languages, providing a nuanced understanding of how language choice influences persuasive techniques.

A crucial element often overlooked in these studies is the impact of translation and intercultural communication on persuasion. Integrating a translation studies perspective can significantly enrich our understanding of how persuasive messages are crafted, interpreted, and ultimately succeed or fail across linguistic and cultural boundaries.

Persuasion is inherently context-dependent. Cultural values, norms, and communication styles influence what resonates with audiences. Translation studies provide tools for analyzing how cultural nuances affect the interpretation and effectiveness of persuasive appeals. For example, research on translating ideological texts such as Dweik, S. & Khaleel, M. (2017) and social science concepts as accelerated in Jacquemond, R. (2015) underscores the challenges and complexities of conveying meaning across cultures.

Several recent studies have explored the persuasive techniques employed in diverse political communication contexts. El-Dakhs, D. and Ahmed, M. (2025) examined Facebook posts by the Egyptian Ministry of Health and Population and the British Department of Health and Social Care, finding that both relied primarily on *ethos*-based strategies, followed by *logos*, with minimal use of *pathos*. Alkhawaldeh, A. (2021) investigated how the Jordanian government used linguistic strategies, such as metaphor, repetition, and religious quotations, to bolster credibility and persuade the public to adhere to COVID-19 policies. These studies highlight the

importance of considering the specific communication platform and cultural context when analyzing persuasive strategies. How might the affordances of social media, for example, influence the choice of persuasive appeals. Furthermore, the use of religious quotations in certain cultural contexts raises questions about the intersection of religion and political persuasion.

Moving from specific policy contexts to the broader domain of persuasive writing, Baghbadorani, E. and Roohani, A. (2014) demonstrated the effectiveness of strategy-based instruction in improving EFL learners' persuasive writing skills. They found that strategy-based instruction outperformed traditional non-strategy-based methods, particularly the Self-Regulated Strategy Development approach. This suggests that explicit instruction in persuasive strategies can empower learners to craft more effective arguments. Further research could explore how these findings translate to different educational contexts and learner populations.

Abd Aliwie, N. (2025) analyzed argumentation and persuasion in US presidential campaign speeches from 2011 to 2020, revealing a strong correlation between question deviation, word choice variation, and emotional audience reactions such as laughter, applause, and crosstalk. This study highlights the dynamic interplay between speakers and audience in political discourse. How might cultural norms and expectations influence these interactional dynamics? Future research could explore how question deviation and other rhetorical devices function in different political cultures.

Perry, S. (2025) examined the discursive strategies employed by YouTube language instructors, finding that they strategically use national and cultural symbols, educational imagery, emotive content, and native accents to enhance their authority and marketability. This research sheds light on the persuasive tactics used in online educational contexts. Gil de Zúñiga et al. (2025) explored the relationship between online social media, fake news exposure, political discussion, and political persuasion. Their findings indicate that exposure to fake news positively predicts political attitude change, mediated by increased political discussion. This study underscores the potential impact of misinformation on political persuasion in the digital age.

Cox et al. (2025) investigated a narrative persuasion approach to promoting COVID-19 policy support, revealing that a highly responsible protagonist elicits empathy and perceived similarity, increasing policy support. Interestingly, while political ideology moderated the effect of protagonist responsibility on perceived similarity, empathy was evoked regardless of political leaning. This research highlights the potential of narrative persuasion to transcend political divides. Vaid et al. (2025) reviewed how digital media facilitates personalized persuasion, raising ethical concerns about the scalability and potential manipulation afforded by these tools. This review underscores the need for critical reflection on the ethical implications of increasingly sophisticated persuasive technologies. These studies demonstrate the multifaceted nature of persuasion in political discourse, highlighting the interplay of language, rhetoric, technology, and social context.

Incorporating translation studies into the analysis of persuasive techniques across these diverse contexts adds a crucial layer of complexity. Translation is not simply a linguistic act, but a cultural and ideological one, shaping how messages are interpreted and how persuasion operates across linguistic and cultural boundaries. For example, there are challenges in translating persuasive appeals based on religious quotations (Parish, S. 2019) or cultural symbols (Kupferschmidt, K. 2017). The effectiveness of such appeals may be lost or transformed in translation, highlighting the importance of considering the target audience and cultural context. Campbell, I. (2018) Translation choices can reinforce or subvert such strategies, raising ethical questions about the translator's role in shaping persuasive messages. The studies discussed previously; while focusing on different contexts, all grapple with how language influences beliefs and behaviors. Adding a translation studies lens allows us to examine how these persuasive strategies are mediated across languages and cultures. Moreover, the increasing use of digital media for personalized persuasion raises new challenges for translation studies

Several studies have examined persuasive strategies within political communication. Ferrari, F. (2007) proposed a framework for analyzing persuasion through metaphors, highlighting their cognitive function in shaping discourse. Taghinezhad, A. (2015) explored President Obama's persuasive techniques, emphasizing his use of keywords like "country," "new," and "America," alongside the inclusive pronoun "we" to project national unity, especially during times of perceived national threat. This resonates with Wang's (2024) analysis of President Biden's inaugural address, which similarly found the pronoun "we" central to Biden's rhetoric of unity. These studies suggest a consistent pattern in presidential rhetoric, where inclusive language is strategically deployed to create a sense of collective identity and purpose. Rahmayani et al. (2025) investigated the rhetorical strategies of gubernatorial candidates, contrasting their approaches to ethos, pathos, and logos within Aristotle's framework. This comparative analysis reveals how candidates tailor their persuasive appeals to specific audiences and contexts. Sudi et al. (2025) examined persuasive language in Indonesian political branding, demonstrating how linguistic, social, and digital elements combine to create a compelling political image. This study contributes to the growing body of research on political branding and offers practical insights for campaign strategists. Norton, K. and Cooley, A. (2025) focused on strategic narrative and persuasive language in the

Middle East, specifically concerning the JCPOA. Their findings emphasize the importance of conciliatory language in international negotiations and diplomacy.

The effectiveness of persuasive strategies is not solely determined by the speaker's intent but also by the audience's reception and interpretation of the message. As Altikriti (2016) noted, political persuasion involves influencing attitudes and beliefs and utilizing language to achieve specific political goals. This necessitates understanding the target audience's values, beliefs, and cultural background. Furthermore, Diana et al. (2020) pointed out in their work on "Persuasion Invasion," productive civil discourse requires navigating barriers such as bias and tribalism. Persuasion in the political arena must therefore account for these psychological and social factors that can hinder effective communication. Kane, J. and Patapan, H. (2010) argued that an "artless art," often requires a delicate balance between effective communication and avoiding appearing manipulative or condescending. This democratic constraint necessitates political leaders adapting their rhetorical styles to maintain trust and credibility with the electorate. Gleiber, D. and Shull, A. (1992) emphasized the role of persuasion as a presidential resource in policymaking, influencing the conversion of preferences into governmental action.

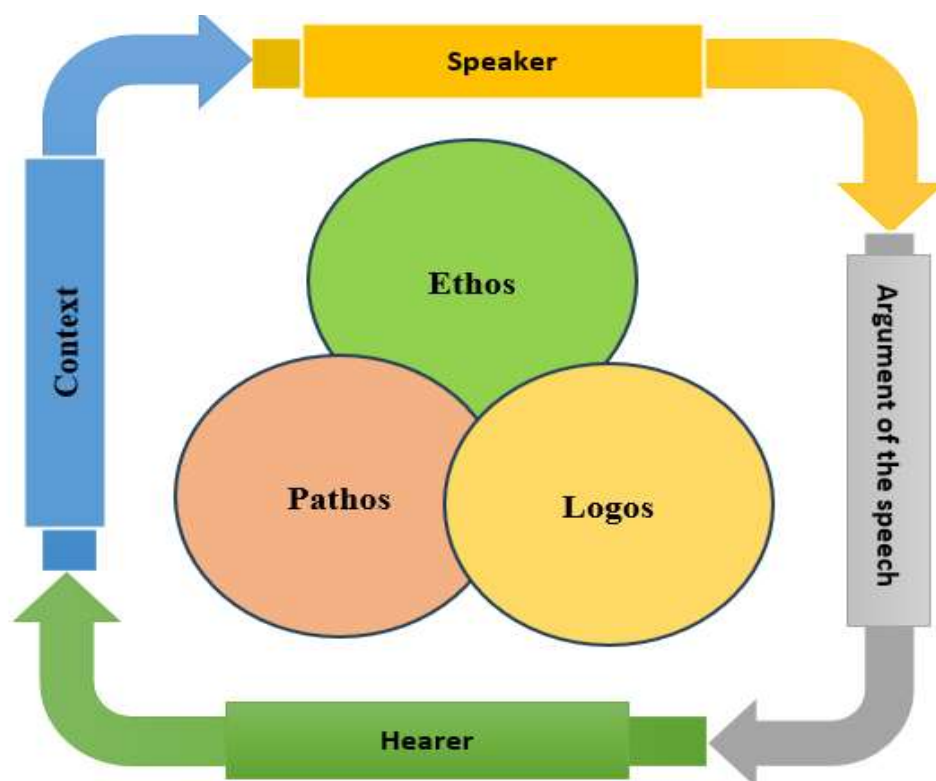
Al-Natour et al. (2025) analyze US President Joe Biden's persuasion strategies utilized in his speech at COP27. Cialdini's (2009) model of persuasion is adopted to analyze the persuasion strategies overwhelmingly. They expected the results to be achieved in two sections. Firstly, identifying the types of persuasion strategies that President Joe Biden used. Secondly, an in-depth analysis of persuasion strategies will be conducted to determine the preferred persuasion strategy he utilized. Derki, N. (2022) aims to explore the persuasive strategies Donald Trump and Joe Biden used during their 2020 Presidential campaigns. Results indicated that both candidates relied heavily on strategies that drew on pathos and ethos appeals such as metaphor, irony, victimization, actor description, comparison and categorization, with appeal to logos being less used. Results also showed that Biden could persuade people, which helped him win the 2020 presidential election. This was attributed to his neutral stance and wise use of strategies to promote justice and equality which his opponent did not focus on.

Incorporating translation studies into political discourse analysis enhances the understanding of persuasive strategies across linguistic and cultural contexts. As Bánhegyi, M. (2015) pointed out, translation studies research encompasses various aspects of political discourse, including the translator's role as mediator, their strategies, and the potential for manipulation in translation. Schäffner, C. (2004) emphasized the importance of considering translation within Political Discourse Analysis, suggesting that Translation Studies and PDA can benefit from closer collaboration. For example, Tian (2021) analyzed Trump's TV speeches, examining how linguistic features create specific effects on the audience. If these speeches were translated, how might the translation choices affect the reception of the message in another language? Similarly, Mabela et al. (2020) examined the strategic use of language in South African political speeches, focusing on persuasive, manipulative tactics, and how these strategies might be adapted or transformed during translation for audiences with different cultural and linguistic backgrounds.

Furthermore, understanding the rhetorical devices employed in political discourse requires attention to how these devices function in different languages. Rhetoric encompasses all language use, shaping how meaning is created and how audiences are persuaded. Liu, M. (2014) explored the interactional patterns of discursive hegemony, highlighting the role of grammar in creating persuasive effects. Andrus, J. (2012) discussed rhetorical discourse analysis, examining how language is used to achieve specific persuasive goals. These insights are crucial for understanding how translation choices can impact the persuasive force of political discourse. The translator must be attuned to the subtle nuances of language and the intended rhetorical effects to ensure that the translated message accurately conveys the original persuasive intent.

### 3. Analytical framework

This study employed Aristotle's (2007) analytical framework, which outlines three primary modes of persuasion: ethos, logos, and pathos. As interpreted by Alkhirbash, A. (2016), Aristotle's categorization connects these modes to the three components of any speech: the speaker, the subject, and the audience. Ethos pertains to the speaker's credibility, logos to the logical argumentation, and pathos to the audience's emotional response. This research builds upon previous studies that have utilized Aristotle's framework to analyze persuasive strategies, as depicted in Figure 1. However, recognizing the significant influence of context on persuasive communication, this study modifies the framework by incorporating a fourth mode: context.



**Figure 1: Aristotle's Analytical Framework (2007)**

Several studies highlighted in Section 2 demonstrate context's direct and indirect impact on persuasive strategies. These studies emphasize factors such as the speech setting, the relevant discourse areas, and the socio-pragmatic motivations influencing speakers' language choices. Including context as a distinct mode of persuasion is crucial for addressing linguistic gaps and proposing effective solutions. Therefore, this research integrates context into the model to provide a more nuanced and comprehensive data analysis. This added dimension of context acknowledges the important role of the environment and interaction. Macagno, F. (2022) and Valeiras-Jurado & Ruiz-Madrid, (2019) show the interplay between setting and discourse is a vital consideration in the persuasive dynamic.

Ethos, logos, and pathos are robust frameworks for understanding persuasive communication. Ethos involves the speaker projecting good sense, moral character, and goodwill qualities. Logos relies on supporting arguments with evidence, reasoning, facts, enthymemes, rhetorical questions, statistics, syllogisms, and authoritative statements. Finally, pathos evokes emotions in the audience to influence their opinions, reactions, and judgments. The speaker's pathos aims to resonate with the listeners' feelings, eliciting empathy, anger, sorrow, compassion, fear, love, or pride.

These three Aristotelian modes provide a foundation for analyzing persuasive strategies. While some research refers to them as "methods," this study uses the terms "means" and "methods" interchangeably to facilitate reader comprehension. These four modes—ethos, logos, pathos, and context—provide a framework for understanding how Jordanians employ persuasive strategies in this study.

Several relevant translation theories can be applied here. Mundy, J. (2009) emphasized that Skopos theory assures the purpose of the translation, suggesting that the translator should prioritize the intended function of the translated message over strict adherence to the source text. This aligns with the focus on persuasive intent conveyed through ethos, logos, pathos, or context. Additionally, Robyn C. and Seiji, U. (1998) relevance theory suggests that communication is successful when it provides the maximum cognitive effect for the minimum processing effort. In the context of persuasion, this implies that effective translation must convey the information accurately and make it easily accessible and relatable to the target audience. Furthermore, Polysystem(1990) theory considers translated works as part of a more extensive literary system, acknowledging that the cultural and ideological norms of the target system influence translation choices. This perspective is valuable in analyzing how persuasive strategies are shaped by the cultural context in which they are received

#### 4. Methodology

This section has three main subsections: participants, instruments and data collection.

##### 4.1 Participants

The participants in this study include the professor himself and his students in two English language courses he teaches in the first semester 2024/2025. The number of the students was 125 who study *syntax (1)* and *an introduction to linguistics* courses.

##### 4.2 Instruments

Two instruments were used to collect the data from the students: observation and memos. As Musante, K., & DeWalt, B. R. (2010) suggested previously, observers study what is happening and why; sort out the regular from the irregular activities; look for variation to view the event in its entirety from a variety of viewpoints; look for the negative cases or exceptions; and, when behaviors exemplify the theoretical purposes for the observation, seek similar opportunities for observation and plan systematic observations of those events/behaviors. Sankaran, S. (1997) stated that memos tool can be utilized by the researchers in the qualitative research to improve reflection during an action research project. These two instruments helped the researcher collect the data naturally as it is produced by the participant which exhibits reliable data and assisted to have a valuable analysis for the persuasion strategies employed by Jordanians.

##### 4.3 Data Collection

This section indicates the procedures the researcher follows to collect the data from the students. The following explain the procedures in details.

- 1- Get a permission letter from the head of the English Department to collect the data from the students.
- 2- Get the acceptance from the students to participate in this study by requesting them to sign on a consent letter.
- 3- Collect the data from the students while teaching them the courses.
- 4- Observing the usage of the persuasion methods and strategies, and then writing memos to help the researcher classify the persuasion strategies used by the students and himself.
- 5- List the persuasion strategies in a table.
- 6- List the examples and the strategies to be analyzed by the researcher in details by following Aristotle's analytical framework (2007).
- 7- Several translation theories can be applied here. Skopos theory emphasizes the purpose of communication. In this case, the purpose of the observation and memo-taking is to understand the persuasive strategies employed by Jordanians. The researcher acts as a translator, interpreting observed behaviors and recorded language into analyzable data. Relevance theory (Carston & Uchida, 1998) focuses on the cognitive effort required for successful communication. Applying this to the study, the researcher needs to consider how their own cultural background might influence their interpretation of the observed behaviors.
- 8- Polysystem theory (1990) reminds us that the observed interactions occur within a specific cultural system.

#### 5. Analysis and Findings

The analysis of this research is built based on the three means mentioned in Aristotle's analytical framework (2007): Logos, Ethos, Pathos. The additional mean which is context is explained within the analysis of Aristotle's means to draw a clear image for the usage of the persuasion strategies by the Jordanians.

##### 5.1 Logos

This mean or methos is used by the speakers to persuade the hearers by giving them valuable reasons, facts, examples, syllogism that help to proof their speech in front of the audience. Jordanians employ this method as it presented in the following examples.

S4: يعني الي بدّي أقوله كيف ممكن نتمكن من تحليل الجمل نحويًا؟ من خلال حفظ القواعد النحوية بس. (I wanted to say how can we analyze the sentences syntactically? It is just by memorizing the syntactic rules.)

S7: الي خلانا نخربط بأسئلة الامتحان هو اننا ما كنا نكتب الملاحظات كاملة من الدكتور. (the reason for committing mistakes while answering the exam question is related to our inconsideration to write the professor's notes within the lectures)

S19: يعني من دون القواعد النحوية لا يمكن ان نرسم الشجرة النحوية للجملة. صح دكتور؟ (Without the syntactic rules, we cannot draw the syntactic tree for the sentences. Isn't right doctor?)

S37: لولا كتاب تشومسكي ما نظمت اللغة الإنجليزية ولا استطعنا دراستها تركيبيا ابدا. (without Chomsky's syntactic structures book, English language sentences could not be organized and we never can study the structure of the sentences)

Pr1-E1: يجب على الطلبة فهم اللغويات وفروعها المتنوعة التي تندرج تحت هذا المجال ادراسي. (the students have to understand linguistics and the branches that are interrelated to this field)

Pr1-E2: يعني اذا ما تقدر تحدد المعلومات المتعلقة باللسانيات كيف رح تحدد عن أي فرع من فروعها الي تتكلم عنه. (Okay, if you can not specify the knowledge that is intercorrelated to linguistics, how can you identify which branch of linguistics you are talking about it)

Using logos by the students persuades the professor about their understanding. They try to convince him through explaining reasons, rhetorical questions and facts. Example S4 employs rhetoric question strategy to persuade the professor and his classmates about his understanding of the major point that help them to analyze the English sentences syntactically. He said "يعني" (What I wanted to say is, how can we analyze the sentences syntactically? It is just by memorizing the syntactic rules.) The student in this example wants to convince the hearers by asking a question and answering it to persuade them that he knows the vital way that the students have to follow to analyze the sentences syntactically. He supports his question with his answer to attract the hearers to his opinion. S7, gives reasons for committing mistakes in the exam. He said that "الي خلانا نخربط بأسئلة الامتحان هو أننا ما كنا نكتب الملاحظات كاملة من الدكتور." (the reason of committing mistakes while answering the exam question is related to our inconsideration to write the professor notes within the lectures) the students in this example employed the reason strategy by identifying the reason that cause getting less marks in some of the question in the exam. The reason as he stated was related to forgetting to write the professors' notes in the lectures. Analyzing the students' persuasive language through the lens of translation studies reveals a multi-layered communicative process. Skopos theory highlights the students' primary goal: demonstrating understanding to achieve a positive assessment from the professor. This purpose shapes their rhetorical choices, such as using rhetorical questions (like S4) or providing reasons (like S7). Polysystem theory adds another layer, reminding us that this interaction occurs within the specific cultural context of the Jordanian educational system. Cultural norms regarding student-teacher interaction and knowledge demonstrations influence the students' strategies and the professor's interpretation. Finally, relevance theory illuminates how students tailor their language to maximize impact while minimizing the professor's cognitive effort. S4's rhetorical question followed by an immediate answer and S7's direct explanation demonstrate this principle of efficient communication. Applying these theoretical frameworks together provides a nuanced understanding of how persuasion operates within this specific cultural and educational setting.

Sometimes, the students integrate two strategies together to arouse their level of persuasion as S19 example does. He integrates the fact strategy with the rhetoric question strategy which help him to persuade the professor and his classmates about his opinion. He said "يعني من دون القواعد النحوية لا يمكن ان نرسم الشجرة النحوية للجملة. صح دكتور؟" which mean (without the syntactic rules, we cannot draw the syntactic tree for the sentences. Isn't right doctor?) As noted in this example, the persuasion sentence is divided into two clauses: a clause sentence at the beginning and a tag question at the end. In this case, the students mention one of the facts in syntax to analyze the sentence syntactically in general. He prefers the essential method to draw the syntactic tree by memorizing the syntactic rules of the sentences. Actually, this is true. He was clever once he wants to persuade the students by asking a tag question to his professor who inevitably had to say yes. Analyzing S19's combined use of factual statements and a tag question through translation theory reveals a nuanced approach to persuasion. Skopos theory, focusing on the purpose of communication, suggests S19 aims to confirm his understanding while simultaneously seeking validation from the professor. The combined strategy serves the dual purpose of demonstrating knowledge and eliciting agreement. Polysystem theory highlights the importance of the Jordanian educational context. The use of a tag question directed at the professor could reflect cultural norms regarding student-teacher interaction, respect for authority, and the process of seeking confirmation from a knowledgeable figure. Relevance theory focuses on the cognitive effort involved in communication. By presenting a factual statement followed by a tag question, S19 reduces the cognitive load on the professor. The statement provides the context, while the tag question requires minimal processing for the professor to confirm or disconfirm. This efficient communication strategy aligns with relevance theory's principle of maximizing understanding with minimal effort. Using these theories allows for a comprehensive analysis of S19's persuasive strategy, considering the interaction's communicative purpose, cultural context, and cognitive aspects.

In example S37, the student utilizes the fact persuasion strategy to convince the hearers about his opinion once he said that "لولا" (without Chomsky's syntactic structures book, English language sentences could not be organized and we never can study the structure of the sentences) The student in this example mentions a solid fact which is related to vital assessment of Chomsky book to help the English and non-English learners to analyze the sentences of English language syntactically. He is very wise once he links the knowledge that he acquired from his professor with the result of being able to analyze the sentences adequately. Moreover, he ensures on the essential role that Chomsky's book played to help all English speakers know how to organize their English sentences correctly. Applying translation theories to S37's

statement about Chomsky's influence on syntactic analysis reveals a strategic use of established facts to build persuasive arguments. Skopos theory, concerned with the purpose of communication, suggests S37 aims to demonstrate his understanding of key concepts in linguistics. Referencing Chomsky's pivotal work serves to establish credibility and showcase his knowledge. Polysystem theory encourages us to consider the statement within the context of the Jordanian educational system. Mentioning a prominent Western scholar like Chomsky might be a common practice for demonstrating academic rigor and aligning oneself with established intellectual authorities. This could also reflect cultural values regarding the importance of Western knowledge within certain educational systems. Relevance theory focuses on cognitive processing in communication. By invoking a widely recognized fact about Chomsky's contribution to linguistics, S37 minimizes the cognitive effort required for the audience to grasp his point. The connection between Chomsky's work and the ability to analyze sentence structure becomes readily apparent, requiring minimal explanation. In summary, S37's strategy effectively combines knowledge demonstration, cultural context, and efficient communication, as revealed through the application of these translation theories.

In the last two examples collected from the professor's lecture speech, the professor utilized two persuasion strategies: facts and syllogism. The fact strategy was noted in Pr1-E1 once he said that "Pr1-E1: يجب على الطلبة فهم اللغويات وفروعها المتنوعة التي تندرج تحت هذا المجال الدراسي. (the students have to understand linguistics and the branches that are interrelated to this field). In this excerpt, the professor insists on understanding linguistics and the disciplines covered under its scope to help the students differentiate between the courses they study in the English language program. Part of these disciplines are under literature and the others are under translation. So, understanding the disciplines under linguistics help the students to differentiate between the scopes of the study and its branches. The fact strategy in this example is demonstrated in his sentences by reminding the students to remember the branches of linguistics that they are studying in *an introduction to linguistics* course. Lastly, the professor in example Pr1-E2 employs the syllogism persuasion strategy by saying " يعني اذا ما تقدر تحدد المعلومات المتعلقة باللسانيات كيف رح " (Okay, if you can not specify the knowledge that is intercorrelated to linguistics, how can you identify which branch of linguistics you are talking about it). He specifically wants to measure the understanding of linguistics by consciously understanding the linguistic branches that comes under it. Without acknowledging the referral information related to linguistics, the students cannot distinguish if the branch they are going to study is related to linguistics or another discipline. In other words, covering the branches under linguistics helps them understand linguistics itself because it is the umbrella that covers the whole branch. Analyzing the professor's persuasive strategies through the lens of translation studies provides insights into his pedagogical approach. The professor's use of facts, as exemplified in Pr1-E1, aims to establish a clear foundation for understanding the scope of linguistics. Skopos theory suggests the purpose here is to delineate the field and its branches, aiding students in differentiating between related disciplines. This aligns with the pedagogical goal of providing a structured understanding of the subject matter. Polysystem theory invites consideration of the educational context. The emphasis on defining and categorizing knowledge domains within linguistics might reflect a broader cultural emphasis on structured learning and hierarchical knowledge organization within the Jordanian educational system. Relevance theory suggests that by presenting clear facts about linguistics and its branches, the professor minimizes the cognitive effort required for students to grasp the overall structure of the field. This direct approach to knowledge transfer facilitates efficient learning. Similarly, the professor's use of syllogism in Pr1-E2 aims to test and reinforce students' understanding of the interconnectedness of linguistic concepts. By posing a logical challenge, the professor encourages students to actively engage with the material and demonstrate their grasp of the relationships between linguistic branches and the overarching field of linguistics. This strategy aligns with relevance theory by prompting students to actively process information and establish meaningful connections, thereby enhancing their understanding and retention of the material.

## 5.2 Ethos

This means is related to credibility or ethical appeal. It is understood from the speaker's character while he is speaking to the hearers. In this case, the hearers adopt his suggestions and opinions and believe that they are true. Ethos can be proved by reflecting three qualities: good sense, good moral character and goodwill. Examples from the data are analyzed to get a deeper understanding for this method proposed by Aristotle (2007).

Pr1-E22: من المهم اننا نفهم اللغويات وعمل اللغوي اكاديميا لأنه كل الحقول اللغوية تعتمد عليهم. It is important to understand linguistics and the academic work of linguists because all the other English fields depend on them.

Pr1-E30: أتمنى ان تتابعوا معي النقاط الرئيسة في هذا المساق لإقناعي بانكم فهمتم هذه النقاط بهذه المادة. I hope you will follow up with me on the central points in this course to convince me that you understand the points stated in this course.

S68: ساعدت زملائي لانهم ودودين وجيدون. I help my classmates because they are very kind and good friends.

S77: فريقتي وافق على اختياري لأقدم العرض امامكم. Our group agreed to appoint me to present the presentation in front of the class.



S83: مراجعة مادة الامتحان معك دكتور بتساعدنا لندرسها بشكل افضل. Reviewing the exam material with you professor can help us to study it very well.

S88: ابي اطلب من الطالبات في مجموعتنا ليقدموا قبلنا كونهم مجهزين شرائح العرض للمقدمة. I would excuse female partners to begin the presentation as they prepared the introductory slides of our presentation.

S98: الصحيح، أنا ما درست على الدرس امبارح ليهك حاس حالي ضايعة. Actually, I did not study the lesson yesterday which make me feel interrupted.

The above examples reflect the usage of Ethos means. Each of them is analyzed in detail to represent the types of ethos strategies the Jordanians employ. In example Pr1-E22, the professor employs Ethos method by representing a good sense covered with his knowledge to address the issue related to linguistics. He says, "It is important to understand linguistics and the role of linguists academically because all the other English fields depend on them." The professor indicates that his knowledge can help the students understand English in general and the essential role of linguistics and linguists once anybody wants to study the English language. He claims that English learners get an incomplete understanding once they do not study linguistic knowledge, which is the primary knowledge needed to assist the students in reading, writing, speaking, and analyzing the language. So, the professor achieves his goal of his speech once he gives the students reliable content that helps them to know how to study the English language linguistically. In the second example, the professor again utilizes Ethos by indicating his wishes for the students to understand and follow his recommendation which makes him happy. He says "I hope you will follow up with me on the central points in this course to convince me that you understand the points stated in this course." His strategy is a goodwill strategy that indicates the speaker's appearance worthy of credence. Based on his position in the class, the students consider his recommendation true and credible.

Analyzing the professor's communication reveals a strategic approach to conveying authority and encouraging student engagement, as seen through the lenses of Skopos, Polysystem, and Relevance theories. The professor's primary goal (skopos) is to establish the importance of linguistics as fundamental to understanding English. This is achieved by asserting expertise and expressing goodwill, fostering a deeper appreciation for the subject. Within the Jordanian educational context (polysystem theory), emphasizing personal knowledge and experience might be a culturally relevant way of establishing authority, while expressing hope for student engagement aligns with cultural norms around mentorship. Furthermore, linking linguistic knowledge to practical language skills (reading, writing, speaking, and analyzing) maximizes relevance for the students, making the information personally meaningful by connecting directly to their academic goals. This multifaceted approach demonstrates the professor's awareness of communicative strategies and cultural context in effective pedagogy.

In the third example, one student employs Ethos method by exhibiting his good intention for his classmates. He says "ساعدت زملائي لانهم ودودين وجيدين" (I help my classmates because they are very kind and good friends.) In this example the student promotes his classmate by helping them studying the course material. He employs goodwill strategy that strengthen his relationship with his classmates. In example S77, the student clearly shows his competent ability to present the presentation instead of presenting it by all his team members. He says "فريقي وافق على اختياري لأقدم العرض امامكم." This means (Our group agreed to appoint me to present the presentation to the class.). He employs a good sense strategy that enables him to represent his credibility and perform the role his team members appointed him to do. This is one of the Ethos method strategies that help the speaker to appear confident. He indirectly shows his deep understanding of the course by leading the speech of his team.

Analyzing these examples through the lenses of Skopos, Polysystem, and Relevance theories illuminates how students employ ethos within the classroom setting. Both students aim (skopos) to establish credibility and positive standing. The first demonstrates goodwill towards classmates, while the second highlights competence and leadership within their group. These actions offer insights into the dynamics of a Jordanian classroom (polysystem theory), where helping peers and demonstrating competence are valued. The students adapt their communication to achieve specific social and academic goals. Furthermore, expressing goodwill and demonstrating competence are highly relevant within the classroom context (relevance theory), creating a positive impression and minimizing the cognitive effort required to establish credibility. This illustrates the students' understanding of effective communication strategies within a specific cultural context.

S83 employs a good moral character strategy once she indicates her preference for reviewing the course material of the exam because it can facilitate their studying. She uses ethos, which is employed by straightforward speech that manifests her belief in and values her professor. She wanted to appear moral in front of her professor and her classmates to attract them to support her suggestion. Shy says "مراجعة مادة الامتحان معك دكتور بتساعدنا لندرسها بشكل افضل" which means (Reviewing the exam material with you professor can help us to study it very well.) The student in example S88 utilizes the same Ethos strategy which is good moral character. He prefers to be gentle with females in his team by requesting them to begin the presentation because they have the

right to do that. They are the members who prepared the introductory slides. He says "بدي اطلب من الطالبات في مجموعتنا ليقدموا" This mean (I would excuse female partners to begin the presentation as they prepared the introductory slides of our presentation.) In this case, the student wants to appear virtuous, employing justice and wisdom. This is one of the Ethos methods and the strategy that the students use is called good moral character. Analyzing these examples using Skopos, Polysystem, and Relevance theories reveals how students strategically use ethos to achieve their communicative aims in the classroom. Both students aim to persuade (skopos): S83 wants the professor to review exam material, while S88 wants his female teammates to begin the presentation. Their strategies—appealing to morality and demonstrating virtue—directly serve these goals. These examples also highlight the social dynamics within the educational polysystem. Appealing to shared values (facilitating studying, and respecting female classmates) shows an understanding of what resonates within this cultural setting. By framing their requests positively, the students increase their messages' relevance for the audience. S83's suggestion benefits classmates, while S88's deference reinforces inclusivity and respect, thus reducing the cognitive effort required for acceptance. This aligns with how individuals use language to achieve social and communicative goals.

A sincere speech is formed by S98 when she explains that she is interrupted because she does not study the lesson previously. She says "الصحيح، أنا ما درست على الدرس امبارح لهيك حاس حالي ضايعة." This means (Actually, I did not study the lesson yesterday which interrupted me. She directly mentioned the reason of her misunderstanding for her professor once he asked her about the lesson. She is not manipulating while answering her professor's question because she prefers to be sincere in her response. This is one of the Ethos methods, which is a goodwill strategy. Applying Skopos, Polysystem, and Relevance theories helps explain the student's strategic use of sincerity. Her aim (skopos) is to explain why she was lost during the lesson. She seeks to avoid negative repercussions and maintain a positive relationship with her professor by being sincere. This sincerity reflects the classroom's social dynamics (polysystem theory), where honesty and direct communication can be valued alongside politeness. Her direct explanation is highly relevant to the professor's question. She minimizes the professor's effort to understand the situation by providing a truthful answer. This reflects broader relevance principles, emphasizing minimizing processing effort, echoing the importance of context in communication, particularly in educational settings.

### 5.3 Pathos

It is one of the Aristotelian means that purposefully seek to change the audience's opinion by arousing their emotions. The speaker, in this method inevitably wants the hearers' passions to support his speech either directly or indirectly. This method uses various strategies as indicated in the students and their professor's speeches. The following examples represent that clearly.

S105: لازم تشعر بالآخرين لما تقترح موعد للامتحان You have to feel about others once you propose a date for the exam.

S113: دكتورنا رح يساعدنا بكتابة أسئلة سهلة في امتحان منتصف الفصل Our professor will assist us by writing easy questions in the midterm exam.

S119: مو لازم تكونوا زعلانين من صعوبة الدرس. تحتاجوا تعملوا مراجعة للنقاط وانا براجعهم معكم قبل الامتحان. You should not be angry about the difficulty of this lesson. You need to make a revision for the points and I will revise them with you before the next lecture

S1122: عنجد انا خيفة انه احصل علامة متدنية في الواجب. I am really afraid that I will get low marks in the assignment.

Pr1-E38: يعرف انه الطلاب يشتغلوا ليلا نهارا مشان يجيبوا فلوي ليدفعوا الرسوم. لهيك لا تقلل من تقديرك لجهدك حتى تدرس بالجامعة. اشعر I know that most students work day and night to get the money to pay the fees. So, do not minimize your hard work if you want to study at this university. Feel about yourselves.

As the examples above indicate, the students and their professor use Pathos in their speeches. They prefer to use this method to convince the hearers to understand their emotional concepts for the issues in the class. Example S105 emphasizes the emotional reaction of the classmates while one of the students proposes a date for the exam. She says (You have to feel about others once you propose a date for the exam.). She is stirring the hearer's emotions by defending them. She does not agree with the students and directly mentions her emotional reaction to take account of the students' opinions. In example S113, the student wants to influence on the professor decision by requesting indirectly to choose a simple question in the exam. She says "Our professor will assist us by writing easy questions in the midterm exam.". She conjures the professor to give the students the chance to have simple questions. This strategy is one of the indirect strategies that the students use. Analyzing these examples through Skopos, Polysystem, and Relevance theories shows how students use pathos to achieve communicative goals in the classroom. Both students aim to influence decisions: S105 wants her classmates to be considerate when suggesting exam dates (appealing to empathy), and S113 wants the professor to write easier questions (appealing to goodwill). Each strategy aligns with their specific skopos. This relates to how communicative intent drives language choices, as explored in translation studies. The examples also highlight classroom social dynamics. Appealing to empathy and indirectly requesting favors reflects an understanding power dynamics and appropriate behavior. This is connected to broader discussions of how individuals navigate social structures through communication. Finally, both students tailor their appeals to their audience: S105 links the exam date to classmates' feelings, while

S113 frames her request as needing the professor's assistance. By making messages personally relevant, they aim to reduce the cognitive effort needed for acceptance.

Arousing feelings of anger are employed by students in example S119. He represents that the students are angry because of the lesson's difficulty. Then he supports them by showing them a good emotional reaction. He says that he will help them in the next lecture to clarify the unclear points in the lesson. He says (You should not be angry about the lesson's difficulty. You need to revise the points and I will revise them with you before the next lecture.). In example S1122, the student clearly shows his fears by saying that clearly in her speech. She says (I am really afraid that I will get low marks on the assignment.). She arouses her feelings about getting a low mark on the assignment. This strategy is like indirectly requesting the professor to help her with the assignment mark. She used the word 'afraid' to attract the professor indirectly to consider her feeling. The last example is Pr1-E38 which is observed in the professor's speech. He represents his feeling contextually by reminding the students to respect their efforts once they pay a lot of money to register at the university. He says (I know that most of the students work day and night to get the money to pay the fees. So, do not minimize your hard work once you want to study in this university. Feel about yourselves.). He has a good feeling about the students' responsibility to study at the university, and he wants them to remember how much they have to get the money to pay the fees. He wants them to feel the great work they do to complete their university studies. He used this indirect strategy to attract and make them proud. This speech motivates the students to study hard to get the highest marks once they think about their hard work in their jobs to get the money. To conclude, the Pathos method is one of the effective methods employed in different strategies to express the students' emotional opinions or reactions which motivates the professor to have a sympathetic reaction to help them. Moreover, the professor uses this method to encourage the students to study hard and feel proud of themselves as they work and study simultaneously to get their bachelor degree.

The study tackles classroom communication through Skopos, Polysystem, and Relevance theories. Students and professors strategically use pathos (emotional appeals) to achieve their communicative goals. Skopos theory explains how each speaker has a different aim, shaping their message accordingly. For instance, a student calming angry classmates has different skopos than a student expressing fear of a low grade or a professor motivating students through acknowledging their hard work. These aims influence their choice of language, similar to how translators choose words to achieve specific effects. Polysystem theory highlights the power dynamics at play. Students expressing negative emotions while maintaining positive relationships with the professor demonstrate an awareness of classroom hierarchies. The professor's use of pathos to motivate reflects his authority while also showing empathy. These interactions mirror how cultural contexts shape communication and translation choices. Finally, relevance theory explains how speakers tailor their emotional appeals to resonate with their specific audience. A student addressing classmates' frustration uses different language than one appealing to the professor's understanding of grading. This focus on audience relevance mirrors how translators strive to create impactful messages for new audiences, considering cultural and linguistic differences. Similar dynamics around relevance and adaptation are explored in various translation studies frameworks.

## **6. Conclusion**

This study investigated the intercultural dynamics of persuasion: a translation studies perspective on Jordanian academic discourse, applying Aristotle's rhetorical triangle (ethos, pathos, and logos) within a discourse analysis and pragmatic framework. The mixed-methods approach, incorporating observation and memo-writing, allowed for the collection of naturalistic data, capturing the dynamics of real-time interactions between students and professors. The findings reveal that both students and professors utilize all three rhetorical appeals—ethos, pathos, and logos—yet exhibit preferences in their deployment. Professors tend to favor logos-based strategies, emphasizing logical reasoning and evidence, while students lean towards pathos-driven approaches, appealing to emotions and shared experiences.

Expanding on these core findings, several avenues for future research and theoretical extrapolation emerge. First, the observed preference for pathos among students could be further investigated by considering the potential mediating role of cultural norms and power dynamics within the Jordanian educational context. Further research could explore whether this pattern persists across different educational levels (e.g., undergraduate vs. graduate) and disciplines.

Second, the study's integration of translation studies offers fertile ground for exploring the intersection of rhetoric, persuasion, and cross-cultural communication. Future studies could examine how these rhetorical strategies are employed in multilingual academic settings in Jordan, investigating how language choice and translation practices influence the effectiveness of persuasive appeals. This could involve analyzing how key terms related to persuasion are translated and interpreted across languages and how cultural nuances affect the reception of different rhetorical strategies.

Third, future research could delve deeper into the specific linguistic strategies employed within each rhetorical appeal. For instance, what types of evidence are most frequently used in logos-based arguments? What emotional triggers are most effective in pathos-driven appeals? A detailed analysis of the linguistic features employed within each strategy could provide valuable insights into the mechanics of persuasive language in this specific context.

Finally, the study's findings have pedagogical implications. By raising awareness of the persuasive strategies employed in academic discourse, educators can help students develop more effective communication skills. Developing pedagogical materials based on the study's findings could empower students to analyze and utilize rhetorical strategies more consciously, fostering critical thinking and persuasive communication skills. This research contributes to a deeper understanding of persuasive communication within academic contexts and opens up promising avenues for future interdisciplinary research.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

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