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THE MOST INFLUENTIAL FACTOR AFFECTING THE ATTITUDES OF ESL LEARNERS IN LEARNING PERSUASIVE WRITING

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This research paper attached hereto, entitle <u>THE MOST INFLUENTIAL FACTOR AFFECTING THE ATTITUDES OF ESL LEARNERS IN LEARNING PERSUASIVE WRITING</u> prepared and submitted by <u>Seow Yi Xuan</u> in partial fulfilment of the requirements for the Bachelor of Arts (Hons) <u>English Education</u> is hereby accepted.

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ABSTRACT

This Final-year project (FYP) looks into how important persuasive writing is to ESL instruction and how it affects students' academic and career paths. The goal of the study is to identify the variables that affect ESL students' attitudes towards acquiring persuasive writing abilities, with an emphasis on improving curriculum design and teaching methodologies. Using a mixed-methods approach, face-to-face interviews are used to acquire qualitative insights for in-depth analysis, while digital surveys are used to collect quantitative data for wider accessibility. The data is interpreted using statistical analysis and thematic analysis, including 120 participants from Universiti Tunku Abdul Rahman (UTAR). By addressing issues and promoting a supportive, student-centred learning environment, the research helps to improve ESL instruction.

Keywords: ESL Learners, Attitudes, Persuasive writing

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Chapter 1: Introduction

1.1 Introduction

The foundation for successful academic performance and efficient communication in the ever-changing field of English as a Second Language (ESL) education is the acquisition of strong writing abilities. Persuasive writing holds a special place among the many different types of writing, requiring language skills and the development of critical thinking and expressive ability. According to Aziz et al. (2023), proficiency in academic writing, including persuasive writing, is vital for learners since it will be essential upon entering universities and pursuing work in the real world. Many variables influence how ESL learners view the learning process as some of them struggle with the subtleties of persuasive writing while others find pleasure and satisfaction in it.

To better understand how ESL learners' attitudes are affected as they work to develop their persuasive writing abilities, the study will investigate a variety of factors. Given the complexity of this educational endeavour, it aims to pinpoint and carefully examine the most important component influencing ESL learners' attitudes in the context of persuasive writing. By revealing these factors, this study hopes to help academics, educators, and curriculum makers gain a deeper grasp of the dynamics at work.

Since attitudes have a direct impact on the efficacy of ESL instruction, it is imperative to comprehend the pivotal role they play in the learning process. Learners' emotional, cognitive, and behavioural reactions to their educational experiences are shaped by their attitudes, which in turn influence their motivation, engagement, and success in general. Deciphering the relationship between these attitudes and the development of persuasive writing abilities and the experience of

learning reveals the socio-cultural, educational, and personal elements that go into the intricate fabric of ESL instruction in addition to providing light on the cognitive processes at work.

The ultimate objective of the study is to offer practical insights that can guide the improvement of instructional tactics, curriculum design, and pedagogical approaches. By identifying the most important aspect influencing ESL students when it comes to persuasive writing, we open the door to a more customised and successful learning environment that promotes academic success and language growth. This also indicates a sign of great autonomy development in ESL learners which also shows that learners have strong abilities in presenting their opinions, ideas, and thoughts (Januin & Osman, 2021).

1.2 Statement of problem

Nowadays, the domain of persuasive writing is an issue for both ESL learners and teachers. Aziz and Ahmad (2017) stated that it is not unexpected that Malaysian students choose to write descriptive and narrative essays—generic genres with which they are more comfortable—instead of persuasive essays in the annual Sijil Pelajaran Malaysia (SPM) test. Due to a variety of linguistic and cultural variables, including the subtleties of persuasive language, restricted vocabulary, cultural differences, and many more, ESL learners frequently struggle to grasp the craft of persuasive writing. Not only do ESL learners face challenges in learning persuasive writing, but ESL teachers also find difficulties in teaching the learners and enabling them to master the skill and achieve academic success. Many teachers feel unqualified and unprepared to teach writing and writing instruction due to the assessment-driven curricula thus they restrict their teaching to stories or documents (Barone & Barone, 2018).

Persuasive writing abilities play a critical part in ESL instruction, but there is still a significant information gap regarding the aspects that have the greatest impact on ESL learners' attitudes towards learning how to write persuasively. The body of research on ESL education provides insights into the more general parts of the subject, but more focused research on the factors influencing attitudes towards persuasive writing is necessary. By exploring the complex network of variables, this study attempts to close this gap by identifying the key elements that have a major impact on ESL learners' attitudes towards and engagement with persuasive writing.

A detailed understanding of the variables influencing attitudes is crucial as educators and other stakeholders work to improve the calibre of ESL training. In addition to trying to pinpoint these variables, the study aims to shed light on how they may affect the viewpoints of ESL learners in learning persuasive writing. Thus, the teaching methods for teaching persuasive writing can be improved through the study, leading to the establishment of a more supportive and engaging atmosphere in English as a Second Language (ESL) learning. As Aziz and Said (2020) mentioned, learners are frequently spoon-fed the knowledge they need to pass their exams because writing training in Malaysia is focused on the exam and the instructor. By filling this vacuum in the literature, the study hopes to offer insightful information that will improve and enliven the field of ESL instruction, leading to the development of more efficient and learner-centred methods for teaching persuasive writing which benefits and assists ESL teachers and educators.

1.3 Research objectives

The goals of the study "The most influential factor affecting the attitudes of ESL learners toward learning persuasive writing" are to:

1. Identify the attitudes of ESL learners in learning persuasive writing through surveys and interviews.

2. Explore and understand how the underlying factors mentioned by ESL learners have the greatest effect on their attitudes toward learning persuasive writing.

1.4 Research questions

The subsequent research questions that will be addressed in the study are:

1. What are the attitudes of ESL learners toward learning persuasive writing?

2. How do these underlying factors have the most influence on the attitudes of ESL learners in learning persuasive writing?

1.5 Significance of study

The study of researching the most influential factor that affects ESL learners' perspectives on learning persuasive writing is significant as it exposes ESL learners' perceptions, drives, and obstacles in mastering the ability to write persuasively. The results of the study can also advance the domain of the acquisition of second languages by illuminating the variables that affect ESL learners' attitudes toward developing their second language competence. The study helps educators and teachers to establish a more helpful learning environment for ESL learners. Teachers and educators are urged to provide a welcoming and supportive learning atmosphere that takes into account the particular challenges that ESL learners could have when learning how to write persuasively. By fostering a good and encouraging learning environment that tackles the difficulties they have in learning persuasive writing, the educational and professional success of ESL learners can be improved. Thus, encouraging such an atmosphere can help ESL learners succeed academically and professionally.

The study can also assist educators and teachers in the establishment of more efficient teaching and curriculum strategies that are based on a thorough comprehension of the attitudes, motives, and difficulties that ESL learners encounter. The final goal is to apply the knowledge acquired to enhance teaching methods, making them more effective and engaging to the unique requirements of ESL learners. Through the consideration of the elements that have been discovered, teachers and educators can improve their capacity to assist ESL learners in developing persuasive writing skills. To improve ESL learners' persuasive writing abilities, it is intended to implement a more dynamic and successful learning process for ESL learners.

1.6 Definition of keyterms

1.6.1 Attitudes

Attitudes are people's thoughts, feelings, and assessments about a certain topic or object. Marcinkowski and Reid (2019) highlighted that attitude can be referred to as an individual's judgements and evaluative dispositions on an "object" (such as a person, item, event, idea, problem, or action) that are, at minimum, partially influenced by their background or circumstances. Fishman et al. (2021) simplified attitude as the degree to which one makes a positive or negative judgment about that matter.

1.6.2 ESL learners

Learners of English as a Second Language (ESL) are those for whom English is not their first or native language and who are working towards becoming proficient in it. Peng (2019) mentioned that ESL learners are individuals who study English in nations such as Malaysia where the language is formally spoken and used as a communication tool. Alghamdi (2019) agreed that ESL learners are defined as non-native English speakers who acquire the language in an English-

speaking setting.

1.6.3 Persuasive writing

Writing that tries to persuade readers to accept a certain point of view or argument is known as persuasive writing. It entails influencing the reader's viewpoint by logical argument, supporting data, and emotive appeals. By employing logical arguments, persuasive writing seeks to persuade the reader to adopt the writer's viewpoint or take action on a particular topic. (Aziz & Ahmad, 2017). Based on Beyreli and Konuk (2018), the writer seeks to establish, convince, prove, illustrate, support, and align the reader's thinking with his or her own in a text of this type.

1.7 Scope and limitations of study

1.7.1 Scope of study

Regarding the study's scope, its primary goal is to investigate the factor that influence the attitudes of ESL learners the most towards mastering persuasive writing. The following criteria will be the main focus of the study:

1. The perception of ESL learners about learning persuasive writing.

2. The elements that affect ESL learners' acquisition of persuasive writing skills.

3. The element which affects ESL learners the most in mastering persuasive writing skills.

4. The reason why the elements that ESL learners mentioned have the biggest impact on their persuasive writing acquisition compared to the other elements.

1.7.2 Limitations of study

The following are some of the restrictions that are found in the study in terms of its limitations:

1. Limited sample size: The sample size will be limited to a certain subset of UTAR-enrolled ESL learners. Hence, all of the participants are being gathered from the same university. As a result of the small sample size, results may not be able to represent the opinions of all ESL learners.

2. Different language proficiency levels: Even though the study's target participants are ESL learners, a large number of participants may have varied English proficiency levels, which could affect the validity of the data collected and produce conflicting findings and inaccurate results.

3. Possibility of the occurrence of untrustworthy responses: The study relies on self-reported information gathered by the participants themselves that may be skewed as participants might respond and answer dishonestly.

Therefore, even though the results of the study could provide information regarding the most influential factor that affects the attitudes of ESL learners towards learning persuasive writing, it is imperative to acknowledge the limitations of the study to appropriately assess the results.

Chapter 2: Literature Review

2.1 What is persuasive writing?

2.1.1 Definition

Persuasive writing is the method of producing written material to persuade readers to embrace a given viewpoint, follow a particular course of action, or accept a particular idea. Aziz and Ahmad (2017) also stated that persuasive writing involves a cognitive process in which writers must use analytical thinking skills to think of creative and critical ideas and compose them well. Persuasive writing also grants writers the freedom to choose content from their experiential knowledge. This excites writers to freely share their opinions and beliefs (Barone & Barone, 2018). Persuasive writing is commonly used to influence the feelings and opinions of others while Widhari et al. (2022) mentioned that persuasive writing can also be used to convince, inform and entertain others. Furthermore, persuasive writing is frequently employed in a variety of settings, including marketing, political speeches, opinion pieces, essays, and advertisements.

2.1.2 Key elements

2.1.2.1 Clear title & thesis statement

There are a few key elements which make persuasive writing unique from the other types of writing. The first key element of persuasive writing is a clear title and thesis statement. Having a clear and brief topic allows readers to be aware of the situation quickly and it can be understood easily. The thesis statement or point of contention is presented and outlined in a clear, succinct manner to convince the reader of it. Corneille (2023) suggested that producing an interesting title can help get more readers to be aware of the issue quicker and attract more publicity.

2.1.2.2 Factual evidence

The second key element is persuasive writing, supported by factual evidence. Facts, figures, examples, stories, and professional opinions are all used in persuasive writing to bolster the writer's position. This proof ought to be thoroughly investigated and pertinent to the subject. Writers are required to strengthen their stances with justifications and proofs (Aziz et al., 2023). Januin and Osman (2021) highlighted that the content of persuasive writing is based on materials which were researched or reported before. This showcases the high levels of authenticity in persuasive writing.

2.1.2.3 Credibility & trustworthiness

Next, credibility and trustworthiness is the third key element of persuasive writing. With sufficient credibility in persuasive writing, it demonstrates that it is a trustworthy and expert product. By including the credits of different experts, it converts persuasive writing into a reliable masterpiece. Materials that were researched by experts such as valid reasoning, real-life examples and real-world knowledge increase the validity of persuasive writing, making it more trustful for readers (Beyreli & Konuk, 2018). These materials act as strong rhetoric to inform and convince readers of the outcomes if actions are not taken, influencing their opinions and behaviours (Aziz & Said, 2020).

2.2 Current problem of ESL learners in learning persuasive writing

In this current era, the scenario of ESL learners facing difficulties in learning persuasive writing has become a huge educational and social issue that should be considered by the community. This claim is supported and proven as this scenario can be found in a great number of ESL learners. Learners have numerous challenges while interacting with contentious texts. Studies

showed that the argumentation process and the potential causes of learners' objections are the concerns why a significant portion of learners struggle to learn sound arguments (Alwaely et al., 2020). Many ESL learners gradually lose interest in learning persuasive writing as learning persuasive writing is a challenging and boring process. It is challenging as it requires the ability to communicate at the most advanced linguistic level. It has been suggested that when learners lament how hard it is to write in a second language, they're talking about how hard it is to develop and convey ideas in a new language in addition to how hard it is to find the right words and use proper grammar (Nurtjahyo et al., 2019). Alotaibi (2020) also mentioned that ESL learners assume that writing persuasively is the most challenging writing style. Most learners could not think of any reasons to persuade readers to accept their opinions after they entered high school. Based on the National Assessment of Educational Progress found in Alotaibi's research in 2020, over 73% of eighth graders received a score below proficient. Learners were instructed to memorise writing texts to pass their English language exam in school, and as a result, they focused more on writing mechanics, grammar, and spelling due to their language concerns. To top it off, ESL learners who are living in rural areas showcase worse academic achievements compared to urban ESL learners. For several years, rural ESL learners have been connected to poor English achievement, especially in writing. The English language ability of rural learners was substantially lower than that of their urban counterparts. According to the research conducted by Ali et al. (2022), the Malaysia Education Blueprint said in Sabah and Sarawak that the states with a higher proportion of rural schools had lower academic success in the same year. For listening, reading, and writing, primary students in Sarawak and Sabah underperformed compared to the national average levels set by the Common European Framework of Reference for Language (CEFR). To strengthen the seriousness of ESL learners neglecting to learn persuasive writing, Table 2.2 was taken as a reference from the

research conducted by Aziz and Said (2019). The research examines the persuasive writing levels of 150 Malaysian University students. The results show that 0 students achieved a grade of A in persuasive writing while only 10 students achieved a B grade. Around 50 students scored 26 - 31 marks in their persuasive writing and more than 40 students scored below the passing grade. The average score of the 150 students is 27.33 which is a D grade, representing the failure in the educational system. Based on Aziz and Said's research, it is shown that more than 50% of the population of students could not achieve academic success in their persuasive writing and low efforts in learning persuasive writing.

Grade	Number of Students	Percentage (%)	Scores for each Grade
A	0	0	0
B	10	6.67	400
C	43	28.67	1469
D	52	34.67	1508
E	18	12	413
U(i)	12	8	196
U(ii)	10	6.67	107
U(iii)	5	3.3	7
Total	150	100	4100
Average Score			27.33 (D)

(Aziz & Said, 2019, Table 2.2)

2.3 Importance of learning persuasive writing

2.3.1 Self-expression & persuasion

As ESL learners from all ends of the world are aware of the issue of learning persuasive writing, most of them do not acknowledge the importance of learning to write persuasively. Learners assume that the goal of learning to write persuasively is to fulfil the expectations of their parents or achieve good grades in examinations. Learning persuasive writing contributes a lot to personal development hence enabling learners to advance. The first importance of learning

persuasive writing is self-expression and persuasion. Writing persuasively gives learners the ability to articulate their ideas clearly and concisely. It gives learners the ability to successfully express their principles and opinions to readers. By using persuasive writing, writers can sway and convince readers to adopt their viewpoints, act on their behalf, or see things their way. This can be especially helpful in industries like politics, advocacy, sales, and marketing. According to (Ta et al., 2022), persuading readers involves engaging in their specific behaviours, convincing them to believe in the desirable outcome thus readers will change their attitude through reading persuasive writings. Aziz and Said (2020) also agreed that altering the minds of the readers is the main goal of persuasive writers. Persuasive writers set their goals in hopes of warning readers to think critically and reconsider their course of actions will lead to what sort of consequences. Elements in persuasive writing such as evidence and facts will trigger the readers' emotions and morality, enabling them to rethink their decisions. In addition, persuasive writers can change the mindsets of readers and affect their decision-making skills.

2.3.2 Critical thinking & problem-solving development

Secondly, learning persuasive writing sustains the consistent development of our critical thinking and problem-solving skills. ESL learners need to use critical thinking to build solid and convincing arguments to write convincingly. They may evaluate opposing views, analyse facts, and make well-informed decisions using this procedure. Based on the research conducted by Alwaely et al. (2020), learning to write persuasively focuses on the development of learners' thinking skills and controversy, learners are given opportunities to incorporate their logical scientific standpoints and assist them to think and develop their dialectical compositions. Crossley et al. (2020) mentioned that at the heart of critical thinking is the capacity for persuasive reasoning, which has long been prized in academic, professional, and social settings. Writing persuasively

frequently entails identifying issues and offering solutions. Learners must be able to recognise problems, offer answers, and make a strong case for their position as these are important abilities in a variety of work environments. Alotaibi (2020) highlighted that learning persuasive writing is how writers think of ideas to solve life problems for themselves and others. Writers are required to analyse issues with their existing knowledge and think of refutations to counter counter-viewpoints to solidify their opinions. It can also be concluded that persuasive writing is normally used in the workplace, social groups and government meetings to solve current issues and matters that threaten us.

2.3.3 Academic success

The third importance of learning persuasive writing is academic success. Proficiency in persuasive writing is a prerequisite for academic achievement. It helps ESL learners to do well in research papers, essays, and presentations, and they're frequently needed for standardised exams. Assignments and assessments in universities normally orbit around the frequent use of persuasive writing, hence learners need to master persuasive writing to achieve academic success (Korau & Aliyu, 2020). Aziz et al. (2023) validated the contention by stating that persuasive writing skills should be acquired as it is a necessary skill when learners enter tertiary education institutions and universities. This skill is crucial for learners to obtain academic achievements and it is also useful in future occasions such as workplace and seeking employment in the future.

2.4 Benefits of learning persuasive writing

2.4.1 Enables effective communication

Nowadays ESL learners are not aware of the benefits they can obtain from mastering the ability to write persuasively. Learning persuasive writing is a useful and adaptable talent that

enables people to effectively communicate their ideas, arguments, and thoughts to readers while persuading and influencing them. We will examine the benefits of learning persuasive writing techniques in this investigation, which include critical thinking enhancement. Writing persuasively necessitates critical thinking and a multifaceted analysis of arguments. This can enhance learners' capacity to evaluate the reliability of diverse statements and pieces of evidence as well as their general critical thinking abilities. Based on the research conducted by Feng (2021), it is an effective method to let learners learn to organise their narration of text structures through writing persuasively. Learners are being trained to improve their comprehension of logic-semantic relationships between main points and main points by linking connections in their minds. Feng (2021) summed up that learning to write persuasively is a general boost to learners' writing abilities. Susilawati et al. (2019) agreed that learners' successful development of their language competence relies on their critical thinking skills which are related to the acquisition of writing persuasively.

2.4.2 Assist in academic achievement

Not only that, learning to write persuasively can help learners to achieve academic success. Writing persuasively is an important academic writing ability which can benefit writers as writers can attain academic success and better scores by using it to help them perform well in essays, debates, and presentations. In the United States, more than 90% of white-collar workers and 80% of blue-collar workers have reported that writing persuasively is a crucial skill which leads to success (Harris et al., 2019). Susilawati et al. (2019) further mentioned that one of the seven survival skills to rule the world, particularly in the twenty-first century, is persuasive writing. By mastering the skill, many outstanding leaders succeeded in their respective careers as they can

examine options and enables them to evaluate information from all angles to choose which option will best serve the organisation.

2.4.3 Enhance communication

Enhancing communication more effectively is the third benefit gained from learning to write persuasively. Writing persuasively makes it easier for learners to express their ideas and thoughts to others by helping them to do so. It improves their capacity to communicate difficult concepts understandably and engagingly. According to (Ferretti & Graham, 2019), persuasive writers are found to engage themselves in more varieties of discursive tactics to communicate with other people compared to normal writers. While some persuasive writers use sentences to argue with their parents and siblings, others construct negative and positive reasons to justify their stands and decisions. Ferretti and Graham (2019) also stated that according to the sociocultural perspective, writing is a semiotic instrument that facilitates social interaction and communication. It is acquired and homed in social contexts and serves to achieve fundamental social objectives. With the use of technological gadgets in the current era, many politicians and voters write virtual content persuasively to attract citizens to their use Hidey and Mckeown (2018). Hidey and Mckeown (2018) highlighted that these persuasive posts are influential and helpful for politicians to use in current political events and issues. Finding convincing postings that successfully alter readers' attitudes is a crucial component of the overall influence detection solution, thus proving that authorities with great power also grasp this writing ability to better exert influence over others.

2.4.4 Improves creativity

Learning to write persuasively also improves learners' creativity in producing their write-ups. Creativity and ingenuity are frequently necessary for crafting strong arguments. ESL learners

will discover themselves coming up with inventive and persuasive methods to communicate their ideas to and persuade their readers. Ferretti and Graham (2019) declared that many persuasive writers have argued with their parents previously due to their biased decisions and considerations. Then, they were motivated to seek factual evidence to support their claims and prove their arguments were correct. The quality of the written arguments produced by the persuasive writers improved dramatically hence showcasing that the written quality enhancement is an indirect effect from learning persuasive writing. Based on (Kuswoyo & Siregar, 2019), well-constructed language in written production should be interesting and creative to make the readers and readers understand their write-ups better. Writers can be trained constantly to try out different writing styles and make use of a wider range of combinations of words and phrases to spice up their persuasive writing. Writers can also make use of a range of linguistic tools to arrange discourse material coherently in a way that is understood by the readers.

2.5 Theories related to persuasive writing

2.5.1 Toulmin Model

To increase its persuasiveness, persuasive writing frequently incorporates ideas and examples from other fields. Theories and models give persuasive writers and ESL learners the frameworks, tenets, and tactics they need to organise their arguments, engage readers, and accomplish their persuasive objectives. To start, the Toulmin model is a model which can be found in persuasive writing. Stephen Toulmin, a British philosopher developed this model in 1958. Toulmin model was first introduced in the book "The Uses of Argument", presenting what he saw as formal logic's shortcomings in expressing the intricacies of common argumentation. Novianti (2020) highlighted that persuasive writing is similar to the Toulmin model as it consists of the six elements found in the Toulmin model which are claim, data, warrant, backing, rebuttal and

qualifier. Every argument is backed up by evidence that generates a warrant through logical analysis. Put otherwise, a warrant is the conclusion drawn from the evidence and the assertion. By offering the background information or supporting data required to establish the inference, the backing itself plays a part in supporting the warrant. If the warrant is rejected, rebuttal adopts the stance of refuting the information and support offered in the case. As Setyaningsih and Rahardi (2020) stated, position or claim statements are decisive assertions that the authors would include as those are the truths that should be acknowledged or accepted by others. As such, they seek to support their claims with evidence. Aziz and Ahmad (2017) provided a diagram below which illustrates the connections between the six elements in the Toulmin model:
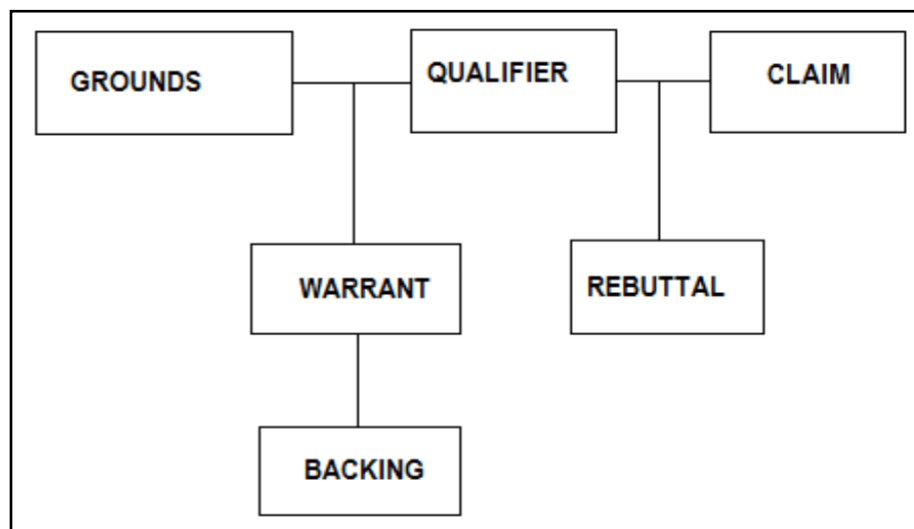
(Aziz & Ahmad, 2017, Diagram 2.5.1)

The Toulmin model provides the sturdy structure of persuasive writing that is convincing and invincible to others. Not only does the Toulmin model assist persuasive writers, but it can also be beneficial to readers by strengthening readers' capacity to analyse and assess the argument. Since the Toulmin model requires a high degree of reasoning ability, it may be used as an alternative to help learners evaluate their critical thinking more thoroughly. Toulmin's argument pattern has been used extensively to assess an argument's quality, and readers may use it to assess the veracity of

the provided information (Admoko et al., 2020). Thus, readers will be equipped with professional skills to evaluate the writings and information better and examine the quality of the work written by others.

2.5.2 Aristotelian Rhetoric

Secondly, Aristotelian rhetoric is another underlying theory found in the domain of persuasion and communication. The theory was developed by an ancient Greek philosopher named Aristotle in his work "Rhetoric in the 4th century BCE. According to Krishnan et al. (2020), Aristotelian rhetoric convinces readers through three channels which are pathos, logos and ethos. Pathos refers to the skill of persuasion through emotional appeals to the readers. Pathos are often used in advertisements to construct emotional bonding with readers, influencing their choices. Torto (2020) also corroborated the argument, stating that the certain use of slogans and language improves the trustworthiness of the advertisements to convince readers to purchase their products. Next, logos refers to the credibility and ethical appeal in persuasion. In particular, logos addresses an argument's use of facts, logic, and evidence, acting as effective reasons to back up claims. Logos is mainly used in persuasive writings as it is based on real-life experiences that cannot be refuted or denied by others thus becoming the strongest support to writers' standpoint. In the research conducted by Osman et al. (2021), logos was concluded as the most popular persuasive method as it was used a total of 39 times in the persuasive writings produced by 18 Malaysian university students whereas pathos and ethos were used 15 and 11 times respectively. All of the students in the research mentioned that they chose to use logos in their writings as it has the strongest effect on readers of all ages. Logos can also be useful in the lives of humans as it enhances the harmonious and peaceful atmosphere in the community. Logos can convince others to perform harmonious and safe actions within society (Carbonell, 2023). Furthermore, Ethos pertains to the

dependability or moral attractiveness of a writer, speaker, or other sources. Aristotle understood that a speaker who is viewed as reliable, trustworthy, and has high moral standards would have a greater chance of persuading readers. In terms of persuasive writing, readers tend to be convinced easily given that a writer is a person whom we respect and likable. These qualities improve the credibility of the writings as the writings act as a mirror reflecting the characteristics of the writers (Krishnan et al., 2020).

2.5.3 Fear Appeals Theory

Apart from that, one of the theories that can be found in persuasion is Fear Appeals Theory. The goal of the fear appeals theory, a persuasive technique, is to incite fear in the readers to influence them to alter their behaviour. The basic premise is that people are more inclined to act to avoid negative consequences or prospective threats when such consequences are highlighted concerning not adopting a recommended behaviour. Nabi and Myrick (2019) stated that fear appeals work effectively when those who make fear the primary emotion in response to convincing threat elements and hope the primary emotion in response to compelling efficacy elements. The more hope is evoked in the readers, the more effective the fear appeals perform. Hope is linked with response efficacy, a measure of a person's confidence in the ability to avert a threat through advised action. Fear Appeal Theory increases the response efficacy of readers and they tend to be convinced of the negative outcomes that follow and feel more confident in handling them. Fear Appeal Theory implements moderate levels of fear to readers to achieve the best effects. Readers may feel overwhelming powerlessness or denial if the fear is too great, or readers might not be motivated to take any action if the fear is not powerful enough. Based on the research conducted by Wu et al. (2021), the crisis of COVID-19 is spreading in China rapidly and numerous experts and scientists take actions based on the health of the citizens as their priority. Fear Appeals Theory

comes in handy as people's preventive behaviours in public space use have grown due to moderate levels of fear during the COVID-19 epidemic. Experts and scientists use the approach of fear to persuade citizens to start changing their behaviour and pay attention to relevant information to protect themselves. As a result, all parties cooperated with the related authorities as the citizens were informed of the consequences if they were infected or uncooperative. During the outbreak of COVID-19, the government tends to spread the negative effects through the use of mass media such as television broadcasting, electronic mailing and private messaging. According to Zhang and Zhou (2020), it has been observed that fearful persons require more sharing to relieve emotional strain and make sense of confusing information. Individuals tend to be scared and anxious when they feel threatened, they will seek more solutions to release their negative emotions within them. This motivates them to share threatening messages with others to balance out their fear and responsibility, hence achieving the goal of alerting the crowd to be cautious of the COVID-19 infection. Many readers are blinded or confused about how fear works efficiently in persuasive writing. Fear is not implemented on the readers themselves, but the theory emphasizes the negative outcomes in the persuasive content. The theory has a huge impact on readers who can relate those negative outcomes to themselves more than readers who cannot relate. Zhao et al. (2019) substantiated the assertion in their observation of witnessing a significant decrease in the percentage of smoking in a group of 13-17-year-old youngsters. Zhao et al. (2019) have proven that Fear Appeal Theory has a better impact compared to humor appeal as most smokers decrease the usage of cigarettes and showcase more negative attitudes towards smoking.

2.6 How does learning persuasive writing influence learners' brain development

2.6.1 Myelination

Neuroplasticity, the term for alterations in the structure and function of the brain, is strongly related to the learning process. The term "neuroplasticity" describes the brain's capacity to reorganise itself throughout life by creating new neural connections. Throughout the process of learning persuasive writing, different areas of the learners' brain will undergo changes and modifications. This results in the first development in learners' brains, Myelination. Myelination is defined as the process by which nerve fibres are covered in a fatty material known as myelin. Electrical impulses can travel along nerve cells rapidly and effectively because myelin serves as an insulator. The nervous system's correct operation depends on this mechanism. Learning experiences can boost myelination by linking learning processes, which improves the speed and dependability of neuronal communication. Luk et al. (2020) mentioned that older children replied more quickly and accurately compared to younger kids, and their total performance level was closer to adults. This is because older children had a successful development of myelination in their white matter pathways. Bundles of myelinated nerve fibres called "white matter pathways" connect different parts of the brain and facilitate communication between them. The maturation and improvement of the brain circuits involved in the language learning process are reflected in changes in these white matter pathways, which are linked to language development (Luk et al., 2020). As the white matter in the learners' brains is activated, the Inferior Longitudinal Fasciculus (ILF) also undergoes longitudinal changes after learners learn a new language skill. The observed alteration in the integrity of these white matter pathways was linked to an improvement in the language proficiency of the learners who received the intervention, indicating that the left arcuate fasciculus and inferior longitudinal fasciculus are responding to experience-dependent language

learning (Widyasari et al., 2019). The ILF also engages in language-related processes such as visual processing. It links the occipital and temporal lobes. Improvements in language comprehension and the fusion of visual and linguistic information have been linked to changes in the ILF as a result of neuroplasticity. Enhancing myelination in the brain also leads to an increase in the levels of Fractional anisotropy (FA). The higher the levels of FA, the healthier the white matter tracts in the learners' brain as FA levels are crucial for various cognitive and neurological functions. In the study conducted in 2012 by Luk et al. (2020), simultaneous bilinguals had a greater fractional anisotropy (FA) than the other kids after undergoing learning processes. After two years, simultaneous bilinguals were observed with a greater number in their (FA) levels, showing the highest rate of increase in terms of rate of change when compared to the other categories. These results demonstrated a relationship between white matter plasticity and language learning.

2.6.2 Formation of synaptic connections

Secondly, the formation of the synaptic connections in the learners' brains is promoted during the process of learning persuasive writing. This process of learning includes the development or reinforcement of synaptic connections between neurons. The connections where information is transferred between nerve cells are called synapses. New information is reinforced in our brains by recurrent experiences, especially in the synaptic connections involved. Dendrites which can be found at the tip of every nerve cell are used for receiving information while axons which are located at the other end of the nerve cells function as information transmitters.
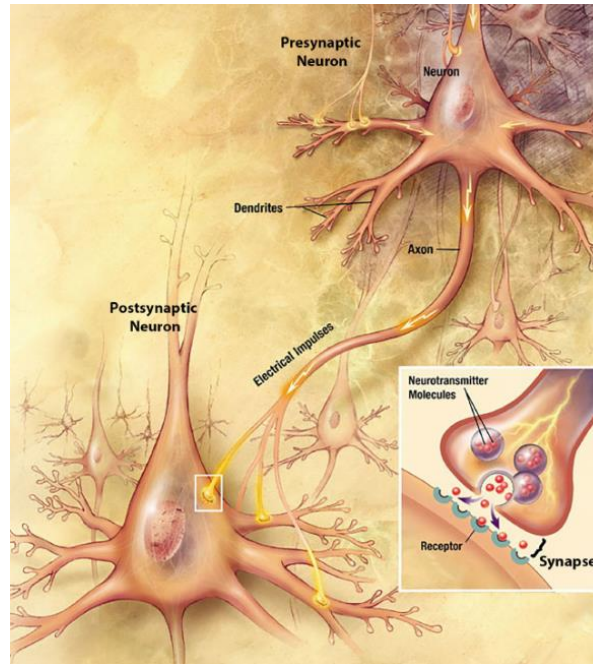
(Owens & Tanner, 2017, Table 2.6.1)

According to Owens & Tanner (2017), learning happens when the nerve connections in the brain are altered and these alterations of the molecular and cellular are crucial and essential for the creation of memories. To link the concept of learning with memory creation, synaptic plasticity takes place, the ability of the synapses, or connections between neurons, to alter in strength. Numerous factors, including experience, learning, and brain activity, might cause these changes. Duijvenvoorde et al. (2022) mentioned that part of the reason for this growth in white matter volume is that synaptic connections between different parts of the brain are getting stronger. To put it succinctly, these alterations in the brain produce a more specialized, effective brain system with greater connections between different brain regions. Affective, cognitive, and social behavioural changes in the brain occur concurrently with these developmental changes in brain structure. The strength of some synaptic connections might change as a result of learning new knowledge or developing new abilities. Because of this adaptability, the brain's neuronal networks can change to accommodate new experiences and surroundings hence leading to behavioural

changes in learners (Owens & Tanner, 2017). Owens and Tanner (2017) also provided an example of training mice to develop synaptic plasticity. The mice were trained to perform a specific movement in a novel motor task which led to the rapid growth of new synapses thus the new synapses were stabilized and planned out the same movements for the upcoming weeks. New information is converted into memories stored by the learners. If learners can retrieve their memories, this would indicate that the information learned is reinforced and the synaptic connection is strengthened. Reactivating the neurons whose connections were disrupted during the initial formation of memory—especially in the moments immediately following its creation—enables memories to be recovered (Owens & Tanner, 2017). As the learners' brain consists of billions of neurons, all of them function as a whole unit to enable the formation of the memory ensemble after the learning process has occurred. To sum up, the brain stores memories in networked ensembles of neurons modifies the synaptic connections between specific neurons to create memories, and then reactivates the same neurons and connections to recover the memories. Owens and Tanner (2017) also highlighted that additional chemical variables like dopamine, ACh, and cortisol, which are linked to specific emotional, environmental, and cognitive states, also influence synapses' capacity to undergo synaptic plasticity in response to learning experiences. Certain molecules, including the attention- and motivation-related neurotransmitters dopamine and ACh, have a favourable impact on synaptic plasticity and learning, whilst other stress-related chemicals, like the hormone cortisol, have a detrimental impact on these processes.

2.7 How does brain development influence the attitude of ESL learners

Attitudes are significantly shaped by brain development. Complex mental constructs and attitudes are made up of a person's thoughts, feelings, memories, and actions towards a specific thing, someone, or circumstance. The way that ESL learners perceive language acquisition can be

significantly influenced by the synaptic connections that are established in their brains. The connections between neurons in the brain are called synaptic connections, and they are essential for learning and comprehending newly acquired knowledge and language. As the brain integrates new linguistic information, synaptic connections are formed during the process of acquiring a new language. The more successfully these connections are made, the more quickly learners can pick up and comprehend the new language. Fuad (2022) mentioned that the experience of learning a new language triggers neural circuits to be developed hence improving learners' ability to perform the language task with less energy loss. Positivity towards learning English is formed and can be influenced by good language acquisition experiences, such as mastering and using new vocabulary. Brain processing of emotions is also connected to synaptic connections. The emotions of learners shape their subjective perceptions of certain items and influence their aspects of personality (Chai et al., 2017). Positive emotional experiences related to language acquisition, such as delighting in language-learning tasks or having pleasant social interactions while practising a language, support the development of positive synaptic connections. These emotional interactions have the power to shape people's perceptions of language learning in general. If learners are enjoying the learning process, then they will uphold a positive attitude towards it as it fits their liking. The reward systems in the brain are mediated by synaptic connections. The brain's reward mechanisms are triggered when ESL learners accomplish language-related goals, including grasping a difficult grammar rule or holding a conversation. This reinforces good attitudes and motivation towards language learning. Eckstein and Hanks (2019) supported the claim by stating that intrinsic drive can inspire students to persevere in their learning processes. Furthermore, some ESL teachers added kinesthetic learning techniques to the standard visual and aural methods in the

ESL classroom which increases learners' enthusiasm and enjoyment while lowering their anxiety, which will ultimately result in higher English proficiency (Eckstein & Hanks, 2019).

2.8 What is attitude?

Attitude is defined as an individual's sentiments, beliefs, and behavioural tendencies towards a specific object, person, group, event, or situation, which is a psychological construct. It includes an individual's whole assessment and temperament, impacting their ideas, feelings, and behaviours. Positive, negative, or neutral attitudes can all be present, and they have a big impact on how people behave and make decisions. An evaluative or affective bias towards a thing, concept, or problem is what makes an attitude unique (Fishman et al., 2021). Moreover, Fishman et al. (2021) also stated that behaviour associated with attitudes is integral to the Theory of Planned Behavior, a framework comprising various psychological categories interconnected by causal pathways, with attitudes playing a significant role. This viewpoint was reinforced by Marcinkowski & Reid (2019), who emphasized the importance of behavioural components as essential parts of attitudes. These elements draw attention to patterns that may impact people's choices of action. The fundamental elements of attitude also consist of cognitive components, which concentrate on a person's beliefs and knowledge, and affective components, which deal with feelings and emotions. As a result, the degree to which attitudes can predict or affect behaviour depends on several elements, including the kind and intensity of underlying ideas and emotions, the coexistence of positive and negative dispositions, and situational circumstances. (Marcinkowski & Reid, 2019).

2.9 Attitudes of ESL learners in learning persuasive writing

2.9.1 Motivated & enthusiastic

Learners' attitudes towards mastering persuasive writing can be complicated and impacted by several variables. While some ESL learners respond positively towards learning persuasive writing, others might react negatively towards learning it. The first type of attitude among ESL learners in learning persuasive writing is motivation and enthusiasm. This attitude is considered a positive attitude whereby persuasive writing excites learners. They see it as a chance to express themselves, support causes they care about and hone important communication abilities. Rifqah (2020) stressed that learners showcase positive attitudes when they receive error correction from educators as they learn. Learners were given opportunities to try out their elaborations and did not restrain themselves from expressing themselves. Learners who approach writing with a positive attitude find it intriguing, difficult, and enjoyable since it allows them to express themselves and learn more about a certain subject. Furthermore, Getie (2020) also illuminated that positive language attitudes seem to affect learners' success or failure in their learning, allowing them to have a positive attitude towards learning English.

2.9.2 Indifferent & apathetic

Indifferent and apathetic are negative attitudes which point out that learners in this group might not understand the value of persuasive writing in their daily life and instead consider it as just another academic assignment. Normally, learners might put in little effort on projects, participate apathetically in class discussions, and exhibit little desire to hone their persuasive writing abilities. As Jabali (2018) mentioned, the majority of learners view writing as a necessary evil that they must endure to pass specific tests regardless of their level and accomplishment. This

suggests that some learners view learning persuasive writing as merely a means to satisfy others. Even learners who seem to perform better than their peers in writing assignments only tend to participate when asked to by their teacher. (Deti et al., 2023)

2.9.3 Anxious & insecure

Besides experiencing indifference and apathy as a negative attitude, most ESL learners with lower language proficiency levels tend to be anxious and insecure. Anxious and insecure is another negative attitude which talks about anxious learners who might not feel confident in their ability to argue their points of view. It is observed that learners with lower language levels often overstated to say that writing is a multifaceted art that requires careful attention to detail (Hassan et al., 2020). Writing's complexity adds to learners' anxiety during the learning process. Thus, negative writing anxiety results in procrastination, fear, exhaustion, a loss of power and confidence, and disruption of thought processes (Hassan et al., 2020). According to Agesty et al. (2021), learners encounter these issues which stem from their poor grammar, vocabulary, and grammatical structure. Writing is seen by many ESL learners as "difficult and stressful" due to its complexity, which makes them feel bad about it.

2.9.4 Inquisitive & curious

In the case of learners who seek personal enrichment and development, they will approach persuasive writing with curiosity, keen to experiment with various persuasion strategies and approaches. Learners with this attitude will actively experiment with language, different persuasive techniques, and rhetorical devices hence trying out new approaches. According to the research conducted by Hidayah (2019), the research aimed to investigate the attitude of 450 Form 1 and Form 4 students - 230 male students and 220 female students regarding their opinions of

learning persuasive writing. Approximately 93.4% of male students and 82.7% of female students who study in the Morogoro Region demonstrated that English was a more engaging and preferred topic than the majority of other courses. Overall, students' attitudes towards English were strong and favourable in both Form One and Form Four. In particular, Form Four 11 students showed more utilitarian attitudes towards learning English than Form One students, even though Form One students reported more positive interest views than their peers.

2.9.5 Resistant & disinterested

Learners who appreciate this attitude in learning persuasive writing usually struggle with persuasive writing may not appreciate voicing strong beliefs or may feel awkward attempting to persuade others. This negative attitude emphasizes that they could avoid adopting a strong position while writing, show little interest in arguments, and favour more unbiased modes of communication. Getie (2020) mentioned that the lack of achievement in critical English language skills among ESL learners may be the cause of their lack of willingness or what appears to be an attitude issue with studying the language as this is the observation found in the students at Debre Markos Comprehensive High School. Based on Deti et al. (2023), the researchers noticed that learners shun writing tasks because they believe it to be more difficult than other language abilities. This negative attitude of learners also causes a problem for educators as English teachers frequently lament the learners' unwillingness to write. When teachers assign composition assignments, for instance, learners either duplicate pre-published works or ask someone else to complete them. This concludes that the majority of ESL learners view writing as a difficult and boring task that they should avoid at all costs.

2.10 Factors that influence the attitude of ESL learners in learning persuasive writing

2.10.1 Cultural background

Learners of English as a Second Language (ESL) may have different attitudes towards learning persuasive writing depending on several factors. These elements may come from the inside or the outside. The first factor which affects the attitude of ESL learners in learning persuasive writing is their cultural background. The cultural background shapes the beliefs and attitudes of learners as learners might choose to follow their cultural values in learning and producing persuasive writing. Learners with diverse backgrounds in terms of gender, class, culture, colour, ethnicity, language, and status as disabled have different faiths and perceptions towards learning persuasive writing (Graham, 2019). This may lead to two contrasting outcomes of the attitudes of learners. Learners are more likely to show a positive attitude towards learning if they can successfully integrate their cultural ideas and values into their persuasive writing. However, if learners find it difficult to select subjects, formulate arguments, and offer supporting data that are consistent with their cultural origins, they may exhibit a negative attitude towards studying persuasive writing. Muliani (2020) upholds the thesis by stating that the conflict between the culture of learners and the structure of the learning process forms an obstacle for learners to learn comfortably.

2.10.2 Learning styles

Acknowledging the uniqueness of ESL learners requires recognising and adapting a variety of learning styles. diverse approaches are used to accommodate the interests of diverse learners, including visual aids, interactive conversations, and hands-on exercises. Teachers may establish an inclusive learning environment that connects with every learner and fosters a positive attitude

towards the learning process by customising their teaching approaches to suit these varied learning types. In contrast, learners might display negative attitudes towards learning persuasive writing if teachers use teaching methods which are not suitable for the learners. Based on Darazi et al. (2021), the learners' low desire and lack of vocabulary and grammar understanding in writing can be attributed to the teachers' traditional teaching techniques and inadequate teaching methods in an English Language Teaching (ELT) context. Darazi et al. (2021) recommended that educators should employ collaborative writing techniques to get learners to work in groups and with peers to learn better, the use of learning methods and learning facilities positively affects learners' attitudes to learning. Dhanya & Alamelu (2019) affirmed the argument by declaring that the teaching strategies should be adjusted routinely to better meet the needs of learners. Every class needs to be carefully planned, and to make the lesson more engaging, teachers must employ a range of strategies, adapt their lesson plans, and use current and pertinent teaching aids.

2.10.3 Language proficiency

Language proficiency is the third factor that serves as the basis for ESL learners' attitudes towards persuasive writing. It includes a sophisticated comprehension of rhetorical devices, syntactical structures, and semantic subtleties in addition to the fundamentals of grammar and vocabulary. Learners' general writing proficiency has an impact on their attitudes towards learning persuasive writing, whether they are favourable or unfavourable (Allagui, 2023). Learners with lower language proficiency levels will display negative attitudes towards learning persuasive writing. Learners' reluctance to undertake persuasive writing, particularly when they predicted that they could not argue persuasively, can also be linked to their general low English fluency, making learning persuasive writing difficult (Aziz & Ahmad, 2017). Dhanya and Alamelu (2019) asserted the standpoint by mentioning that learners require good language comprehension skills in the areas

of grammar, vocabulary, conceptualization, rhetoric, and other areas which are based on their language proficiency to learn and produce persuasive writing better. The writing competence of learners also poses an issue for lower language proficiency learners as they grasp the fundamentals of writing to convert concepts into prose (Graham et al., 2019).

2.10.4 Technology integration

In the current digital era, ESL learners who write persuasively benefit from technology integration as it improves their learning process. Making use of interactive platforms, multimedia tools, and online resources is following the technology preferences of today's learners. The process of learning becomes more dynamic and interesting as a result of this integration, which also gives learners the digital literacy skills they need to communicate effectively in the world of today. With the frequent use of technological advancement in lessons, learners demonstrate a more engaging and positive attitude towards learning persuasive writing. On the other hand, when using traditional teaching methods instead of integrating technologies, learners might not actively participate in learning persuasive writing. This is especially important because students today are raised in a technologically advanced world. Graham (2019) noted that not using any digital writing instruments in many typical classrooms decreases the number of learners who participate in learning persuasive writing actively. Dhanya and Alamelu (2019) justified the claim that learners believe that learning using technology is necessary. The internet and digital technologies, such as social media, smartphones, and texting, allow learners to express themselves and develop their creativity. With the use of digital tools, they can learn to comprehend and write about their ideas better. Making use of internet platforms like blogs, podcasts, and digital spaces to assist PD entertain the learners in learning persuasive writing and they will also enjoy the learning process (Graham, 2019).

2.10.5 Motivation

2.10.5.1 Motivation in ESL learners

Motivation, as a factor in influencing the attitude of learners in learning persuasive writing is discussed in two aspects. The first aspect focuses on the motivation levels of learners themselves. Driven learners are more willing to learn because they understand the influence persuasive abilities may have on both social and professional relationships. Motivation is an essential component in developing writing abilities. learners who are motivated are more likely to be interested in learning to write persuasively. A driven student participates in class activities and demonstrates an interest in honing their writing abilities. According to Wang & Troia (2023), they noticed that a mix of intrinsic (like interest) and extrinsic (like assignment grade) elements drove middle school students in the Midwest of the United States to participate in learning persuasive writing activities. This concludes that learners who are eager to get more skilled and experienced may have proportional changes in their motivation levels. Dhanya and Alamelu (2019) also stated that high-motivation learners participate more actively in their education, whereas low-motivation learners may find it challenging to meet expectations in the classroom. High-motivation learners learn well, write well, and produce high-quality work. Low-motivation learners perceive writing as difficult and fail easily. The motivation levels of learners are linked with the enjoyment levels that the learners gain, learners are less motivated in learning as they have low levels of enjoyment in writing and few participation in classroom activities (Mohamad et al., 2022).

2.10.5.2 Motivation in teachers

Apart from focusing on the motivation levels of the learners, the motivation levels of the teachers are also a concern in influencing the attitudes of the learners in learning persuasive

writing. If the teachers are not motivated to teach the learners, the learners will become less motivated and engaging in learning as they will feel detached from the lessons. However, teachers with high levels of motivation may give learners a feeling of direction and significance, which strengthens their resolve to learn and improve their persuasive writing skills. Based on Darazi et al. (2021), learners were most motivated to reflect on their learning in an English language context by their teachers' enthusiasm and dedication. In summary, learners may feel driven to learn enthusiastically if their teachers are passionate about teaching. Dhanya and Alamelu (2019) also support the claim by justifying that a teacher's unwavering support and direction help students stay motivated and get ready for the acquisition of persuasive writing. To help learners become better writers, motivated teachers also identify the ones who lack desire and assign ongoing writing assignments.

2.10.6 Cognitive skills

The ability to write persuasively is closely related to the development of cognitive skills. As ESL learners practice critical thinking and problem-solving, they learn to evaluate arguments, recognise logical fallacies, and create strong persuasive writing. Engaging in cognitively demanding and stimulating activities helps learners get a deeper comprehension of the subtleties of persuasive language which enables them to learn persuasive writing better and easier. Learners' degree of interest in learning to write persuasively can be significantly influenced by their capacity for learning. As Wang and Troia (2023) declared, higher achievers frequently have better-developed cognitive and metacognitive abilities, which enable them to learn quicker on how to produce and arrange ideas, understand and evaluate complicated texts, and use efficient writing techniques. These abilities can increase their self-assurance and learning desires. On the other hand, Wang and Troia (2023) also talked about the less capable learners would find it difficult to

master these abilities, which could frustrate them and make them less inclined to learn to write persuasively. They might also struggle to learn basic writing skills like grammar, punctuation, and spelling, which could hinder their writing even more and undermine their self-assurance and motivation. These learners who were encountering difficulties with language acquisition reported feeling less competent and motivated to learn. Graham et al. (2019) agreed that younger learners without fully developed cognitive skills had surpassed their capacity for processing, causing interference or cognitive overload during the learning process. Younger learners may find it difficult to complete other writing tasks when they have to actively consider how to spell a word because it may cause them to forget concepts or plans that are stored in working memory.

2.10.7 Teacher support

Teachers play a crucial role in influencing ESL learners' attitudes. In addition to imparting knowledge, educators also act as mentors, offering advice, support, and constructive criticism. Learners who have a helpful teacher-student relationship are more likely to feel comfortable making mistakes and to be motivated to learn from them, which promotes a growth-oriented and optimistic outlook on persuasive writing. Dhanya and Alamelu (2019) illustrated that the development of new abilities depends heavily on teacher-student interaction, and teachers are essential in fostering this relationship. More ideas are generated when the teacher and student communicate more. This promotes improved progress in learners' language learning. To support learners in learning persuasive writing, more focus should be focused on teaching them critical writing techniques like planning and editing (Graham, 2019). Graham (2019) highlighted that formative assessment can be used to enhance instruction and learning, and experiences that foster learners' development as persuasive writers can be implemented. Additionally, care must be taken to guarantee that learners learn and write with proper grammar and usage. According to Hammond

et al. (2020), stronger regulation of emotions, social competence, a desire to take on challenges, and improved academic achievement and participation are all associated with warm, supporting, and loving connections between learners and teachers. The underlying emotional, social, behavioural, and cognitive skills for learning are developed through these kinds of partnerships. For learning to take place, learners must feel both physically and psychologically safe, as fear and anxiety impair cognitive function and impede the learning process. The support provided by the teachers to the learners keeps the learners 'safe' and the interest in learning of the learners is developed. Based on Wang and Troia (2023), teachers can also encourage learners participation by posing queries, making recommendations, and supervising summary exercises. These methods enable teachers to actively engage their learners, which promotes higher involvement, stronger perseverance, and fewer behavioural problems. Furthermore, it has been demonstrated that using classroom management strategies that provide uniform and transparent rules will increase students' emotional investment and writing interest (Wang & Troia, 2023). By using these techniques in writing teaching, teachers can maximise the academic progress and learning of their students.

2.10.8 Assessment & evaluation

Learners' attitudes may be impacted by how they are graded and assessed when writing persuasive essays. Positive learning environments can be created by giving clear assessment standards and constructive criticism. If learners do not receive a fair and non-biased grade, the activeness and engagement levels of the learners will decrease hence learners will have negative perceptions about learning persuasive writing. Moreover, assessments and evaluations should be given immediately as the learners are anticipating the feedback given by the teachers to exceed their persuasive writing achievements. The feedback learners need to write should be provided through assessment in a short period (Dhanya & Alamelu, 2019). An additional element in learning

is writing feedback which can yield compelling examples. Upon reviewing the work of learners, they should receive prompt feedback. Long-term feedback on a learner's writing development can be obtained via a long-term record of their work. For the majority of learners, feedback aids in persuasive writing skill mastery.

Chapter 3: Methodology

3.1 Research design

To fully comprehend the study questions, a mixed-method approach will be used in the study. The mixed-method approach, which is a combination of both quantitative and qualitative methods will be used to analyse and gather the qualitative and quantitative data necessary in the study.

Making a digital survey questionnaire is the study's quantitative approach. The reason for using a digital survey questionnaire to gather the quantitative data is due to its anonymous reaction capabilities. When answering the survey, participants can feel more at ease being open and truthful, especially if they can do it anonymously. More precise and trustworthy data may result from this. Secondly, a digital survey questionnaire has a better reach and accessibility. The researcher can reach a potentially bigger and geographically diverse pool of participants because the survey is accessible from any location with an internet connection. As most of the participants have a packed schedule, they can access the survey more easily.

Conversely, the study's qualitative methodology involves conducting physical interviews. The reason for using physical interviews to obtain qualitative data is because of their ability to gather rich qualitative information. The interviews enable a more thorough examination of

participants' answers. Richer qualitative data can be obtained by the researcher by following up with queries, requesting clarification, and probing for more specific information. Next, choosing physical interviews is an explanation of reactions that can be carried out. The interviews allow the researcher to ask participants directly for clarification on any ambiguous or unclear comments they may have given, which helps to minimise the possibility of misinterpretation.

To analyse the data gathered by the digital survey questionnaires, ANOVA is chosen as the statistical technique for examination. The reason for choosing ANOVA to interpret the quantitative data is because it has high levels of flexibility. Because of its adaptability, ANOVA can be used in a variety of experimental designs, including more complicated ones as well as one-way and two-way ANOVAs for one and two independent variables, respectively. Apart from that, ANOVA can recognise correspondence in the data. ANOVA may evaluate how various independent variables interact with one another. Knowing if the impact of one variable depends on the degree of another is made easier with the help of this.

Thematic analysis is the statistical method selected to analyse the qualitative information obtained from the physical interviews. The reason for using thematic analysis to examine qualitative information as it provides a comprehensive comprehension of the information. A thorough grasp of participants' experiences, viewpoints, and meanings associated with particular events can be obtained by the researcher through thematic analysis, which makes it easier to explore the data in detail. Furthermore, thematic analysis is a citizen-centered analysis technique. Thematic analysis centres on the voices and viewpoints of participants, making it a participant-centric process. This method respects people's subjective experiences and lets their narratives come through in the statistics.

3.2 Sample participants

The participants involved in the study are students enrolling at Universiti Tunku Abdul Rahman (UTAR) Kampar campus. The participants involved are aged 18 – 22 years old. A total of 120 participants will be involved in the study and these participants are divided into group A and group B.

There are a total of 100 participants in group A who are undergoing the quantitative method. Regardless of their gender, English language proficiency levels, enrollment course, ethnicity and religion, these participants receive a survey questionnaire that requires them to answer. Utar students are chosen as the English language proficiency levels of each student in the university are different and there are many students from different countries and backgrounds which might also affect the findings of the study. If the participants are taken from other universities or schools, the study might be delayed as it is time-consuming to conduct research in distant places.

Apart from that, a total of 20 participants are allocated into group B and they are undergoing the interview session with the interviewer. These participants, whose gender, English language proficiency, enrollment course, ethnicity, and religion are all taken into consideration, are interviewed by the interviewer in answering and give out in-depth answers required for the study. Same as the participants in group A, Utar students are selected because there are a variety of students from various nations and backgrounds at the university, and this may have an impact on the study's conclusions. Additionally, each student's level of English language ability varies. Conducting the interview session with Utar students saves time hence ensuring the study can be completed within the time limit.

3.3 Data collection procedures

Both the quantitative method and qualitative method will commence at the same time. Both methods are estimated to be completed within 3 – 4 months.

The quantitative method used in the study is creating a digital survey questionnaire. A link will be created to ensure the participants can access the survey quickly and easily. The survey will be given randomly to 100 participants in group A. The use of the survey is to gather their perceptions about learning persuasive writing. The link to the survey will be posted on various online platforms such as Instagram, Hi-Hive and Xiaohongshu to reach out to a large group of participants. The survey is incorporated with open-ended questions and Likert scale elements. The participants who click on the survey link will answer the questions using their technological gadgets such as handphones, tablets and laptops. Later, they will submit the survey online. The survey will be gathered in the same online platform and their responses will be categorized.

On the other hand, the qualitative method used in the study is physical interviews. The interviews are conducted one-on-one with 20 participants in a physical space. The implementation of the interviews is to examine the experiences of ESL learners in acquiring persuasive writing as well as to obtain in-depth reports of the underlying factors that influence them the most in their learning process and why are these the factors which influence them the most. The participants will be asked whether they want to join the interview or not. If they agree to participate in the interview, the researcher will discuss with them the interview schedule. Each of them will be scheduled with an interview on a certain date and time hence avoiding the collision with their timetable. The researcher will meet the interviewees in a specific physical space to conduct the interview. The researcher will also seek approval from the interviewees to record their conversations for future reference. Then, the researcher will hint the interviewee to start the

interview by introducing themselves. The researcher will continue by asking the prepared questions and the interviewee will answer each question. The researcher will write down all of the answers given by the interviewee until the interview has ended. The recording will be collected and played several times in comparison to the answers written down to prevent any ambiguity or misinterpretation of their answers. The answers will be gathered at the same spot and undergo categorisation.

3.4 Data analysis

In terms of the analysis of the quantitative method, the survey responses are evaluated and descriptive statistics are applied. ANOVA will be used to calculate the percentage and ratio of the participants who show positive attitudes and those who respond negatively towards learning persuasive writing. The data is also analysed through the use of ANOVA to find noteworthy variations in the background differences between ESL learners and their attitudes toward learning to write persuasively. Statistical charts and diagrams will be produced which demonstrate the relationship between the different variables in the participants with their learning attitudes. Last but not least, explanations of the percentages and ratios of each table will be elaborated in detail to ensure the readers will comprehend the data better.

To analyse the qualitative data obtained from the interview, the thematic analysis technique is employed to detect recurrent themes within the interview transcripts hence seeking out the variables and their connections with the attitudes of ESL learners in persuasive writing acquisition. Thematic analysis will be implemented to showcase the patterns of the answers and responses of the interviewees with the linkage to their previous learning experiences and their anticipation of the learning process. Tables of the qualitative data will be analysed in the study for readers to

understand the data better. Detailed descriptions and analyses of the answers given by the interviewees will be discussed in the study.

3.5 Ethical considerations

To properly investigate "The Most Influential Factor Affecting the Attitudes of ESL Learners in Learning Persuasive Writing," several ethical issues must be taken into account.

1. Informed consent:

Before the participants participate in the study, their informed consent will be collected in the study. A clear and thorough explanation of the study's goals, methods, possible dangers, and advantages will be listed clearly and provided to each of the participants. It should be possible for participants to leave the study at any time without repercussions depending on the willingness of the participants to continue with the study or not.

2. Discretion:

The participants' confidentiality and privacy will be stored and protected safely. The main priority in the study is making sure that participants' identities are obscured and that any personal information gathered is kept private. To stay anonymous, the researcher and the participants are encouraged to use codes or pseudonyms.

3. Sensitivity to culture:

It is important to recognise and treat cultural differences with respect to prevent offending any of the participants. Since the participants' cultural backgrounds might vary greatly, it is crucial to consider these differences while designing, carrying out, and interpreting the study's projects.

Chapter 4: Findings

4.1 Introduction

In this chapter, important conclusions will be drawn from two weeks of investigation and examination conducted in Utar Kampar campus. This chapter offers a thorough analysis of the several elements that have a major influence on ESL learners' attitudes toward learning persuasive writing. By thoroughly examining these variables, this research hopes to significantly contribute to ESL teaching by illuminating practical methods for raising students' interest in and competence with persuasive writing tasks. Chapter 4 provides a nuanced understanding of the complex interactions between instructional strategies, learner characteristics, and environmental influences through thorough data collection and interpretation, ultimately highlighting important success factors for teaching persuasive writing to ESL learners.

4.2 Findings from questionnaire

4.2.1 Biodata

4.2.1.1 Gender
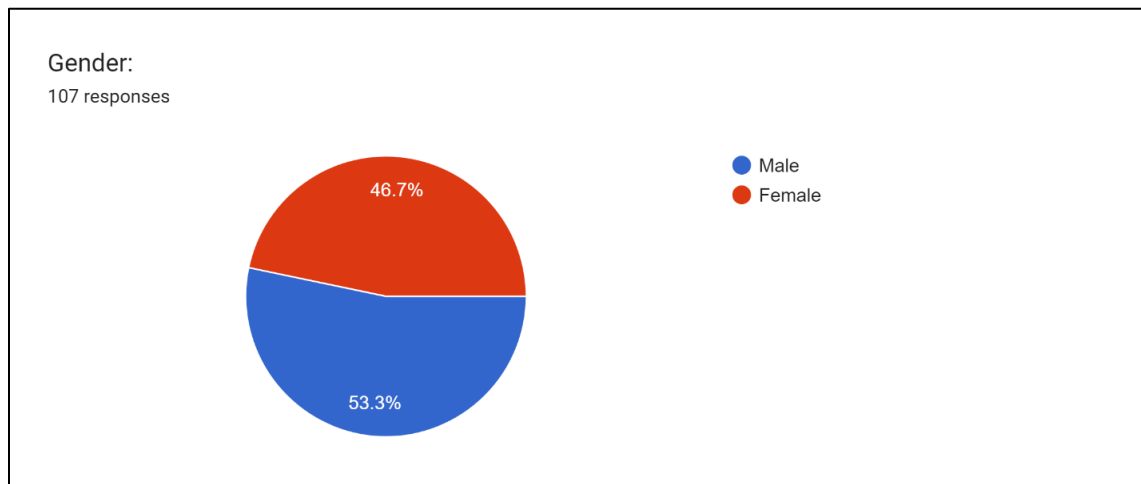
Figure 4.2.1.1 The percentage of male and female students in Utar Kampar campus

As *Figure 4.2.1.1* illustrates, male students make up 53.3 % of the study population overall, while female students make up 46.7 %. These %ages can be translated into numerical values, and the results show that there are 50 female and 57 male students. According to this data, there are more male students registered at UTAR Kampar campus than female students.

4.2.1.2 Age
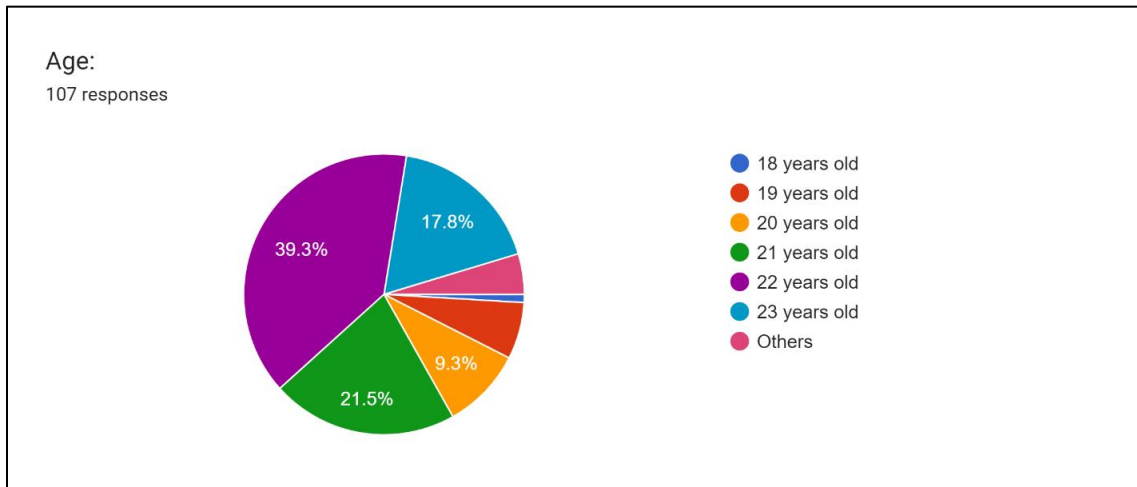
Figure 4.2.1.2 The percentage of the different age groups in Utar Kampar campus

In *Figure 4.2.1.2*, the age group with the largest frequency, as represented by 39.3% of the total study population, is 22 years old with 42 students. Conversely, the age group with the lowest frequency, which consists of just 1 student and 0.9 %, is 18 years old. The age group of 21 years old has the second-highest frequency, with 23 students, or 21.5 %. With 19 students, the age group of 23 represents 17.8% of the total, while the age group of 20 comprises 10 students, or 9.3%, of the total. 6.5 % of the population falls within the 19-year-old age bracket, while the 'others' group accounts for 4.7 %, indicating that there are 7 students in the 19-year-old age group and 5 students in the 'others' group.

4.2.1.3 Locality
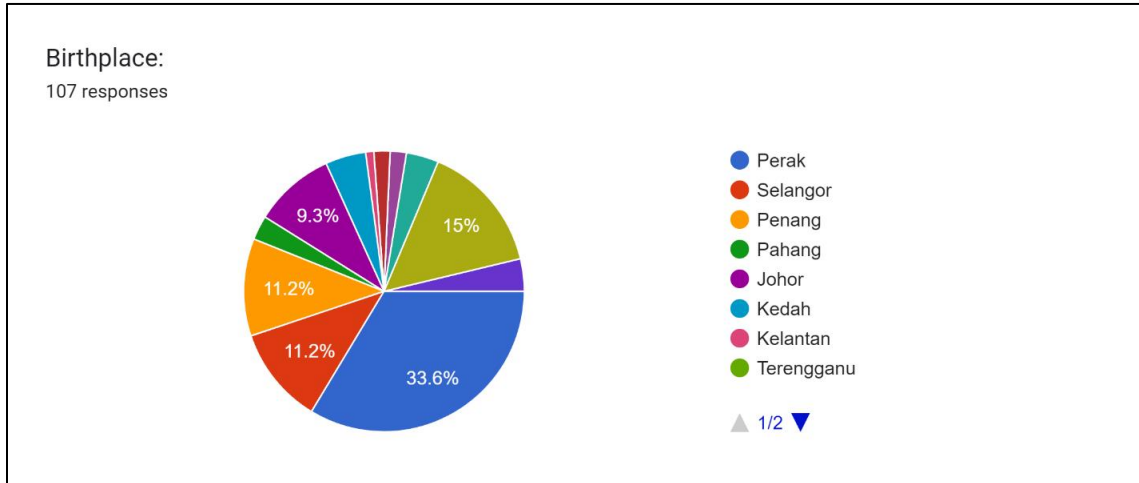
Figure 4.2.1.3 The percentage of local students and foreign students in Utar Kampar campus

Figure 4.2.1.3 combines data from 'Perak,' 'Selangor,' 'Penang,' 'Pahang,' 'Johor,' 'Kedah,' 'Kelantan,' 'Terengganu,' 'Melaka,' 'Perlis,' 'Sabah,' and 'Sarawak' to show the %age of local students. The %age of foreign students, meanwhile, is calculated by adding 'Overseas' and 'Others.' Foreign students account for 18.7% of the overall student cohort, or 20 students, while local students make up 81.3% or 87 students.

4.2.1.4 Race
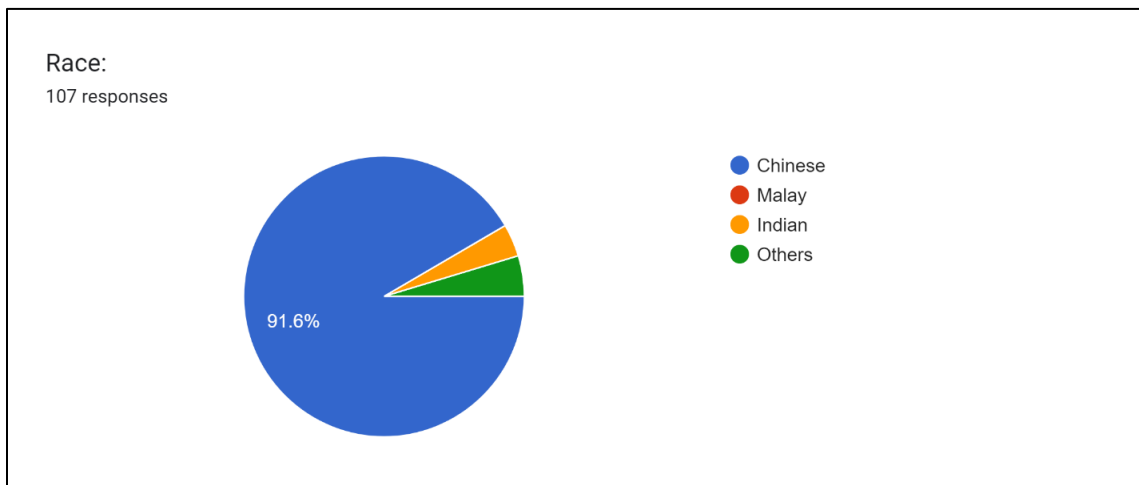
Figure 4.2.1.4 The percentage of the different races in Utar Kampar campus

According to *Figure 4.2.1.4,* Chinese students make up the largest racial group in the UTAR Kampar campus, making up 98 students or 91.6% of the total. 5 students, or 4.7% of the total, are in the 'Others' group. 4 students, or 3.7% of the total, are from the Indian community. Nevertheless, this study does not include any Malay students.

4.2.1.5 Faculty

Faculty:
107 responses

CFS
FAS
FBF
FICT
FSC
FEGT
ICS

29.9%
17.8%
38.3%
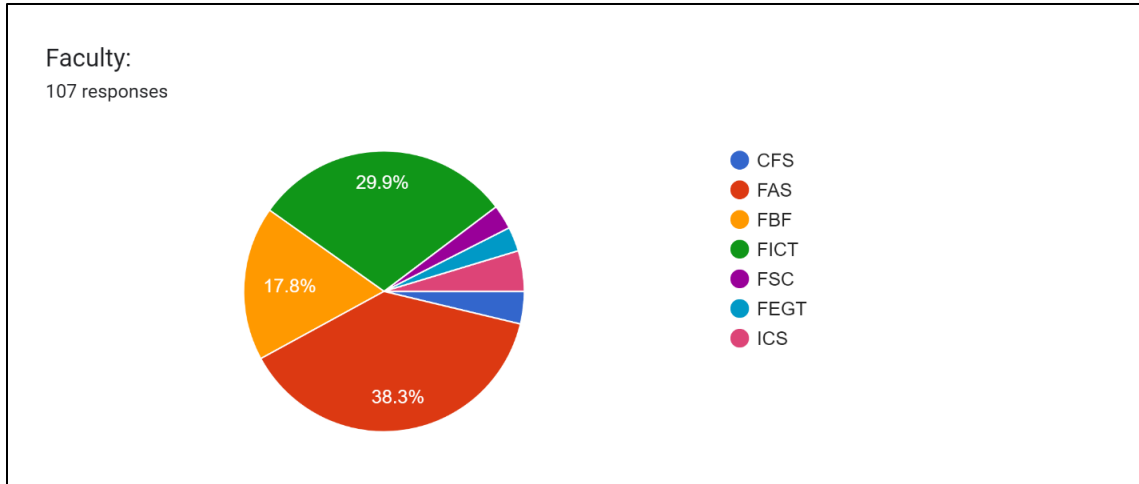
Figure 4.2.1.5 The percentage of the different faculties that Utar students are enrolled in

Based on *Figure 4.2.1.5*, the Faculty of Arts and Social Sciences (FAS) at UTAR is the most popular faculty, with 41 students, or 38.3% of the total. With 32 students or 29.9% of the total, the Faculty of Information and Communication Technology (FICT) comes in second. There are 19 students at the Faculty of Business and Finance (FBF) or 17.8% of the total. Additionally, 5 students, or 4.7%, are enrolled in the Institute of Chinese Studies (ICS). There are 4 students in the Centre for Foundation Studies (CFS), or 3.7% of the total. With 3 students apiece, the 2.8% share is shared by the Faculty of Science (FSC) and the Faculty of Engineering and Green Technology (FEGT).

4.2.1.6 MUET / IELTS / TOEFL results
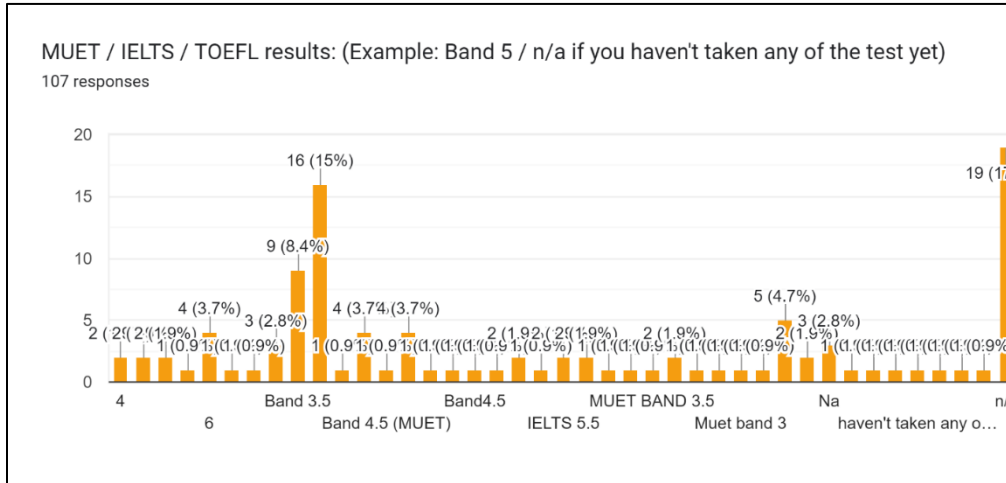
Figure 4.2.1.6 The percentage of the different results achieved by Utar students

As seen in *Figure 4.2.1.6*, 31 students or 29% out of the 107 total students had not taken an English test. No student had taken the TOEFL exam, according to the 76 (71%) students who had taken the MUET or IELTS exams. The distribution of scores among the 63 students (58.9%) who took the MUET exam was as follows: Band 3 was completed by 5 students (4.7%), Band 3.5 by 10 students (9.3%), Band 4 by 25 students (23.4%), Band 4.5 by 9 students (8.4%), Band 5 by 7 students (6.5%), and Band 5.5 by 1 student (0.9%). Furthermore, on the MUET exam, 5 students (4.7%) scored a Band 6. 13 students, or 12.1%, took the IELTS exam. Of those who took the test, 1 student (0.9%) scored 5.0, 2 students (1.9%) scored both 5.5 and 6.0, and 1 student (0.9%) scored 7.0. Moreover, 3 students—2 took the MUET and 1 took the IELTS—failed to reveal on the questionnaire the outcomes of their tests.

4.2.2 English linguistic competence

4.2.2.1 Identification of an ESL learner

1. I am an (English as Second Language) ESL learner.
107 responses
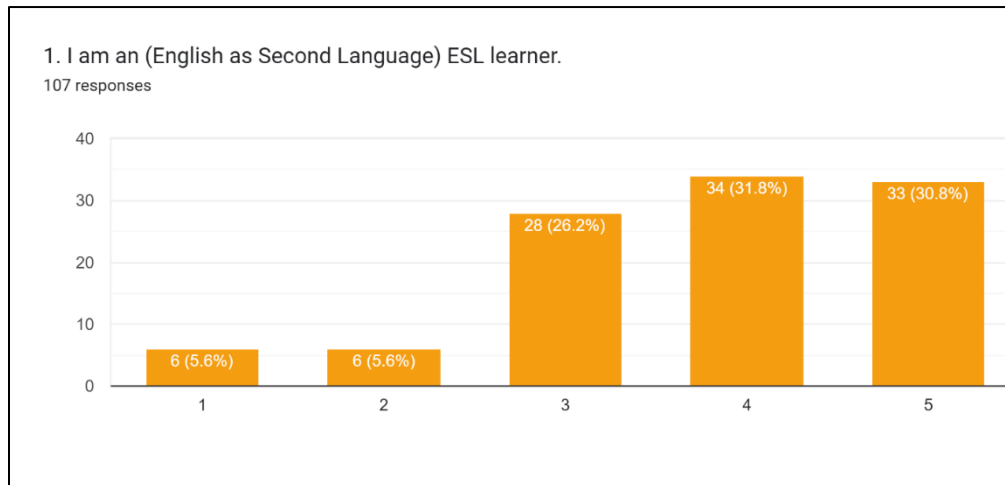
Figure 4.2.2.1 The percentage of ESL learners in Utar Kampar campus

Figure 4.2.2.1 shows that 34 students or 31.8% of the total selected 'slightly agree' when asked whether they identified as ESL learners out of 107 Utar students who were questioned. Furthermore, 33 students or 30.8% of the total chose the option 'strongly agree' when identifying as ESL learners. However, 28 students—or 26.2% of the total—answered 'neutral'. There were 6 students for each of the two categories—'strongly disagree' and 'slightly disagree', or 5.6% each.

4.2.2.2 Speaking skill

2. I can speak English fluently.
107 responses
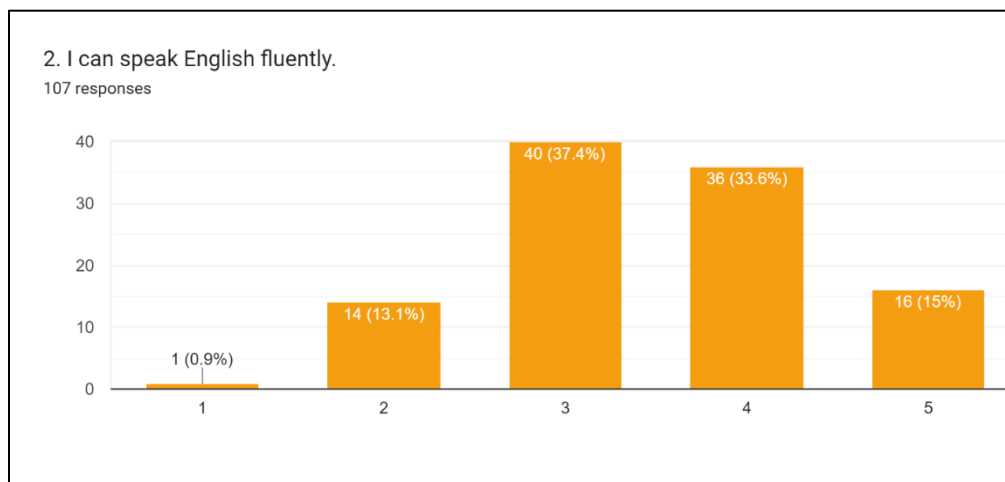
Figure 4.2.2.2 The percentage of Utar students who can speak English fluently

As shown in *Figure 4.2.2.2*, 40 students or 37.4% of the total out of 107 UTAR students who participated in the study chose 'neutral' when questioned about their level of English speaking fluency. Furthermore, when it came to their ability to speak English, 36 students or 33.6% of the total selected 'slightly agree', and 16 students or 15% of the total selected 'strongly agree'. In the 'slightly disagree' category, there were 14 students which makes up 13.1 %. Ultimately, the response of 'strongly disagree' was selected by just 1 student, accounting for 0.9 %.

4.2.2.3 Writing skill
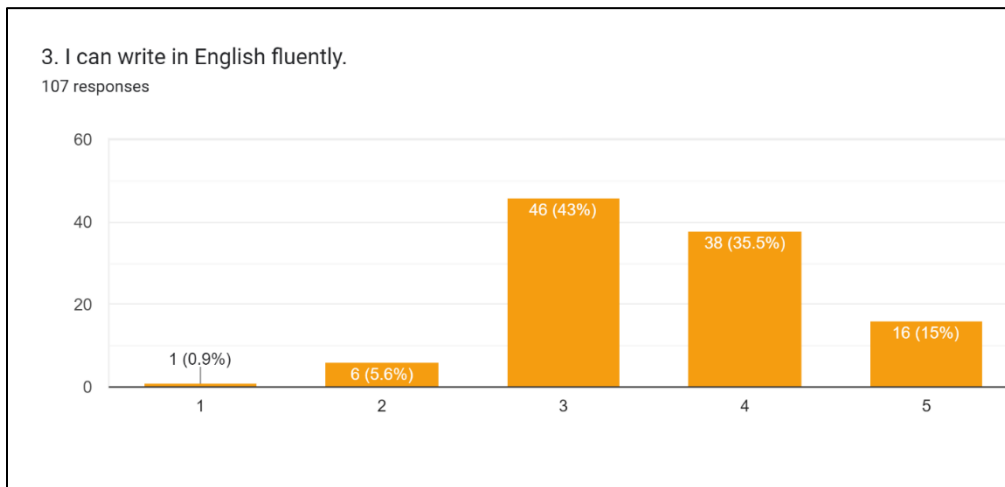
Figure 4.2.2.3 The percentage of Utar students who can write in English fluently

As *Figure 4.2.2.3* illustrates, when asked about their English writing fluency level, 46 students, or 43% of the total chose 'neutral'. Besides that, 16 students, or 15% of the total, selected 'strongly agree', and 38 students, or 35.5% of the 107 UTAR students, selected 'slightly agree'. Out of the total respondents, 6.6% or 6 students fell into the category of 'slightly disagree'. Furthermore, only 1 student—or 0.9% of the total—selected the 'strongly disagree' choice.

4.2.2.4 Reading skill

4. I can read English content easily.
107 responses
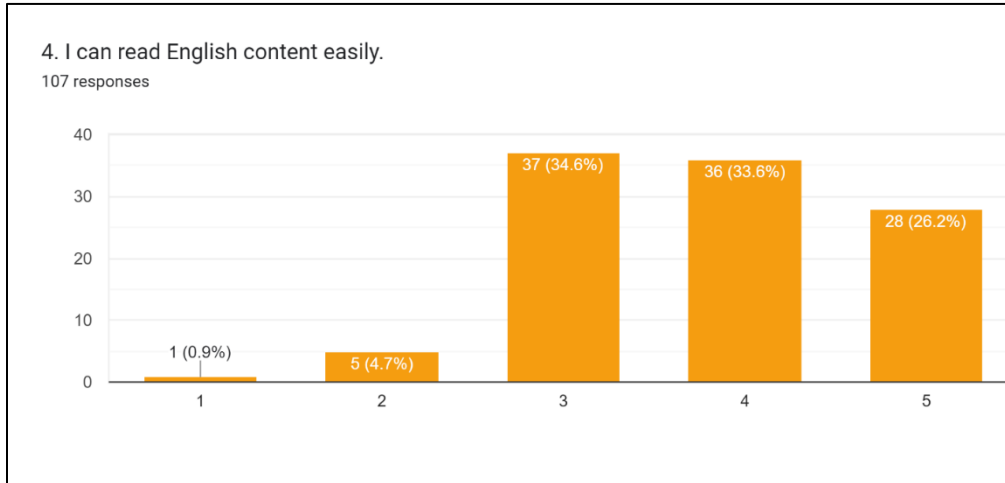
Figure 4.2.2.4 The percentage of Utar students who can read English content with ease

According to *Figure 4.2.2.4*, 37 students, or 34.6% of the total, selected 'neutral'. Moreover, there are 36 students in the 'slightly agree' category—33.6% of the total—just 1 fewer than in the 'neutral' category. Next, 28 students—or 26.2% of the total respondents—selected the option 'strongly agree'. However, 5 students—or 4.7% of the sample—selected the option for 'slightly disagree'. Finally, just 1 student—or 0.9% of all respondents chose 'strongly disagree'.

4.2.2.5 Listening skill

5. I can understand English speeches easily.
107 responses
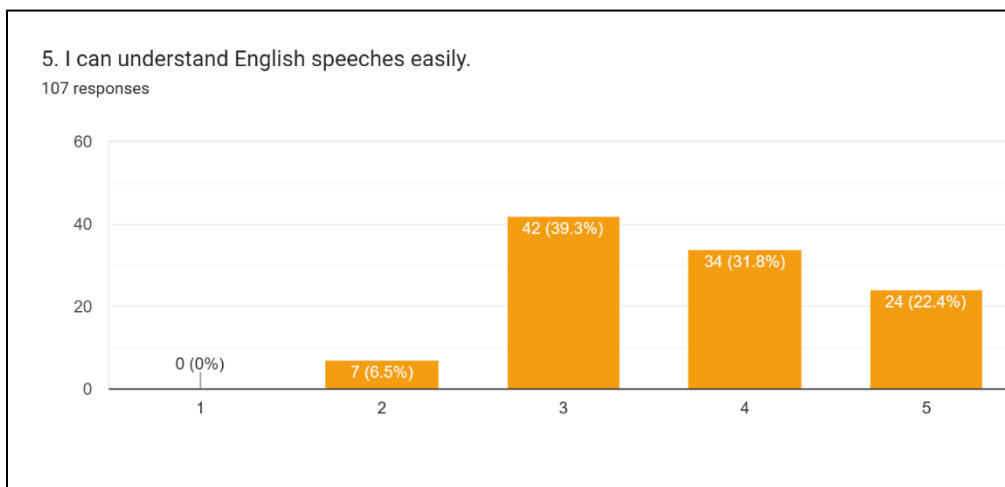
Figure 4.2.2.5 The percentage of Utar students who can comprehend English speeches easily

58

As seen in *Figure 4.2.2.5*, 42 students, or 39.3% of the total, answered 'neutral' when asked how well they understood English talks. Moreover, 34 students, or 31.8% of the total, fall into the 'slightly agree' group, and 24 students, or 22.4% of the total, choose 'strongly agree', making it the third most popular option. On the other hand, 6.5% —7 students of the 107 UTAR students surveyed—chose the 'slightly disagree' option. Nevertheless, none of the students selected the 'strongly disagree' option.

4.2.3 Opinions about learning persuasive writing

4.2.3.1 I have a positive attitude towards learning persuasive writing
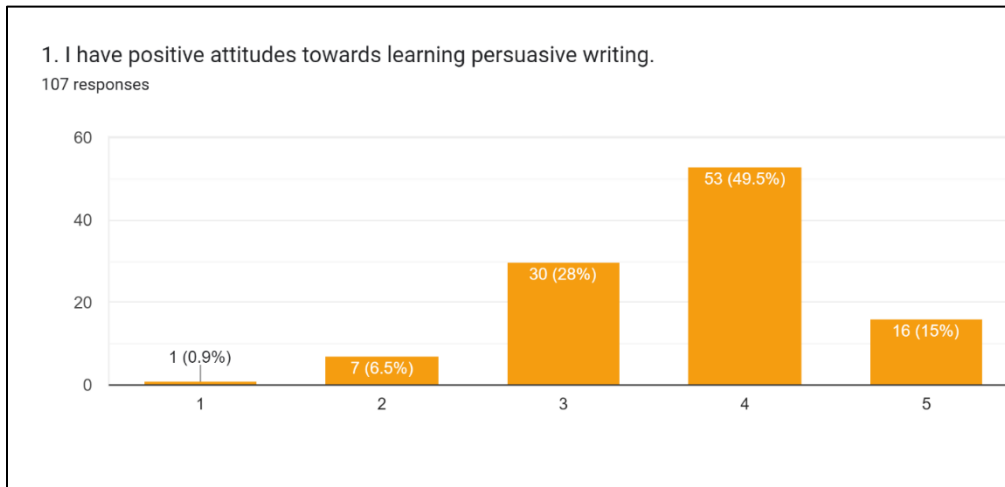
Figure 4.2.3.1 The percentage of Utar students who has positive attitudes

As shown in *Figure 4.2.3.1*, 53 students—or 49.5% of the total respondents 'slightly agree' about their positive views towards mastering persuasive writing. The 'neutral' option was selected by 30 students or 28% of the total. Merely 16 students, or 15% of the total, indicated that they 'strongly agree' about viewing learning persuasive writing positively. On the other hand, only 1 student or 0.9% of the total chose to select 'strongly disagree', while 7 students or 6.5% of the 107 UTAR students polled chose to 'slightly disagree'.

4.2.3.2 I have negative attitudes towards learning persuasive writing
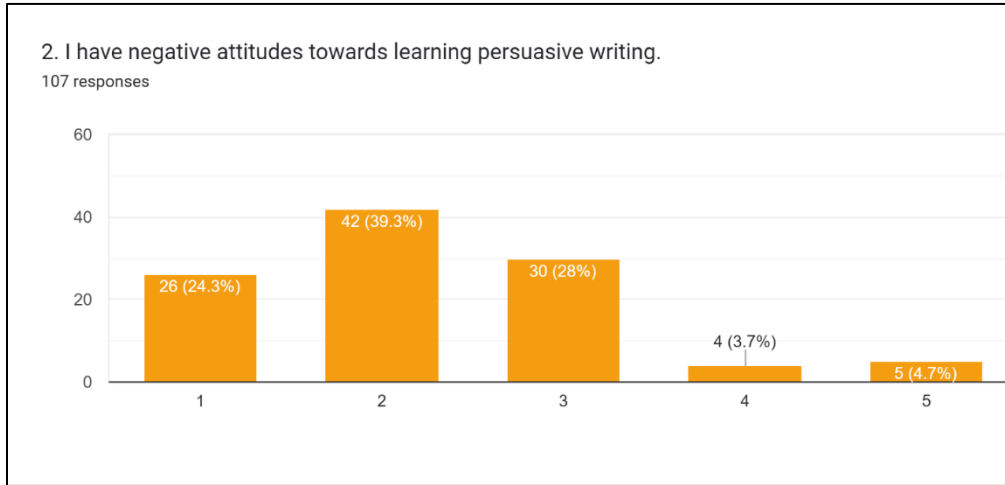
Figure 4.2.3.2 The percentage of Utar students who has negative attitudes

As can be seen in *Figure 4.2.3.2*, 42 students, or 39.3% of the total rated 'slightly disagree'. Furthermore, 30 students—or 28% of the total respondents—chose the 'neutral' option. Moreover, 26 students, or 24.3% of the total, selected 'strongly disagree'. Just 5 students, or 4.7% of the total, said they 'strongly agree' that mastering persuasive writing is seen negatively. Finally, just 4 students, or 3.7% of the total, selected 'slightly agree', one fewer student than the prior group.

4.2.3.3 I am interested in learning persuasive writing
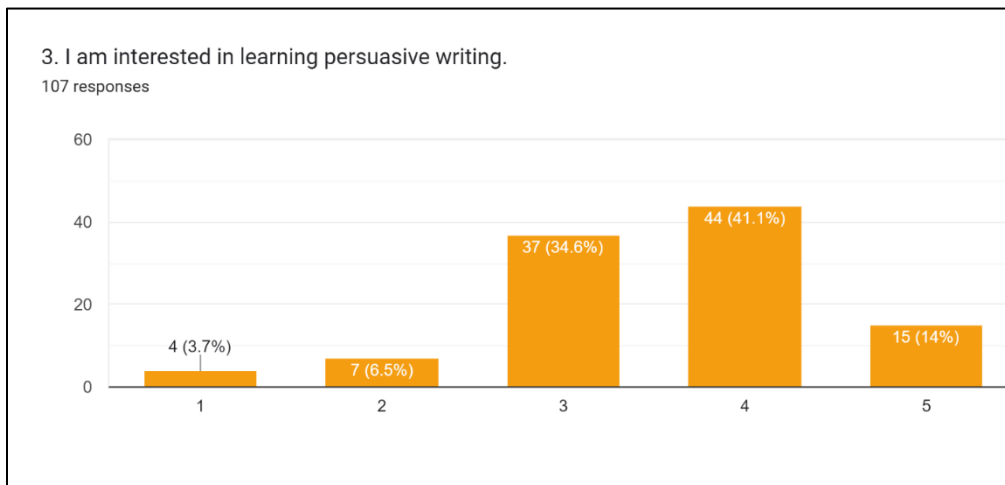
Figure 4.2.3.3 The percentage of Utar students who are interested in learning persuasive writing

Figure 4.2.3.3 shows that 44 students, or 41.1% of the total, are interested in becoming proficient in persuasive writing, and all 44 of them gave it a 'slightly agree' rating. Apart from that, 'neutral' was selected by 37 students or 34.6% of the total respondents. In addition, 15 students, or 14% of the 107 UTAR students, highly concur that they are interested in mastering persuasive writing. Just 7 students—or 6.5% of the total—chose the 'slightly disagree' option. Only 4 students, or 3.7% of the total, selected 'strongly disagree' in the end.

4.2.3.4 I want to master the skill of writing persuasively
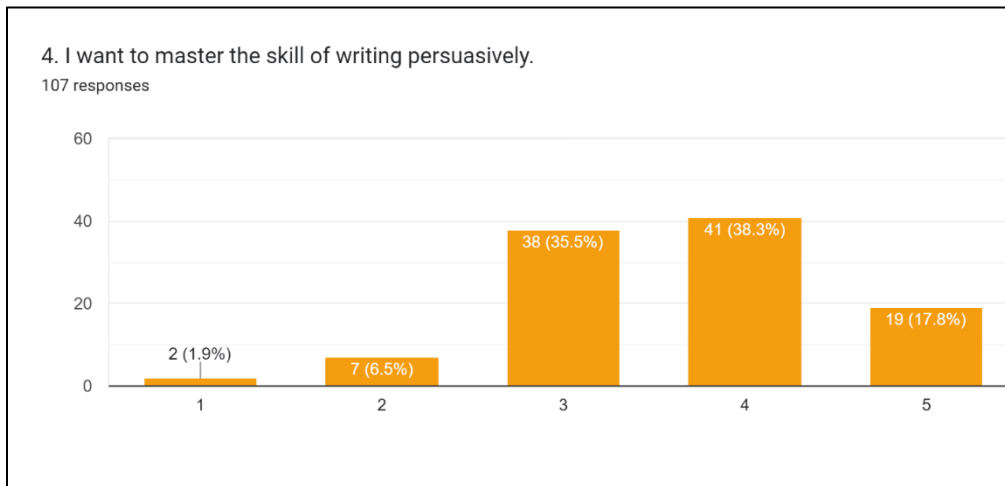
Figure 4.2.3.4 The percentage of Utar students who are eager to acquire the writing skill

Based on *Figure 4.2.3.4*, 41 out of 107 UTAR students, or 38.3% of the sample, indicated that they would like to learn how to write persuasively by selecting 'slightly agree' as their response. In the meantime, 38 students—or 35.5% of all respondents—selected 'neutral'. Additionally, out of the 107 UTAR students, 19 students, or 17.8%, strongly agreed that they are eager to learn how to write persuasively. Merely 7 students—or 6.5% of the total—selected 'slightly disagree' as their response. Finally, only 2 students—or 1.9% of the sample—chose 'strongly disagree' as their response.

4.2.3.5 I look forward to learning the skill
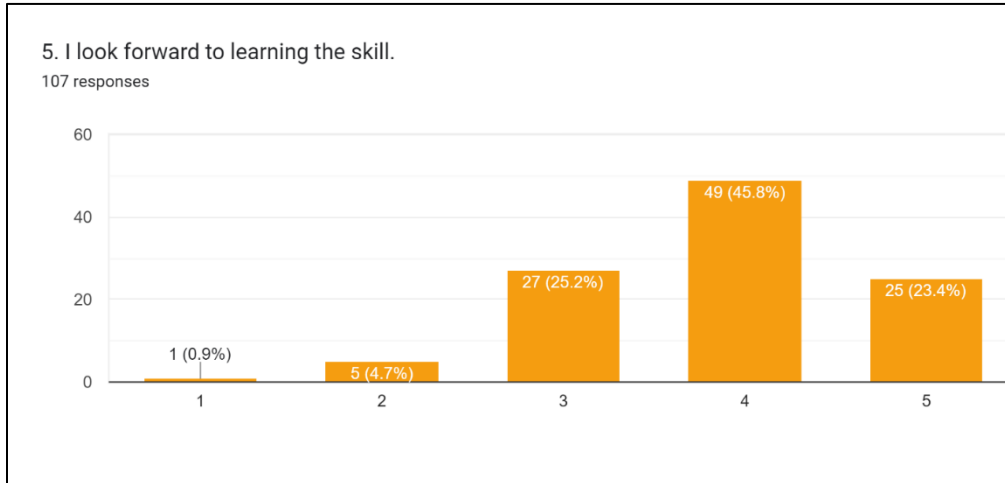
Figure 4.2.3.5 The percentage of Utar students who look forward to learning the writing skill

As illustrated in *Figure 4.2.3.5*, 49 students, or 45.8% of the sample, selected 'slightly agree' as their most common response. Meanwhile, 'neutral' was chosen by 27 out of 107 students, or 25.2% of all responses. Furthermore, 25 students, or 23.4%, strongly agreed that they were excited to learn how to write persuasively. Merely 5 students, or 4.7% of the total, selected the option 'slightly disagree' and only 1 student—or 0.9% of the sample—selected 'strongly disagree'.

4.2.3.6 Learning to write persuasively is important for my career
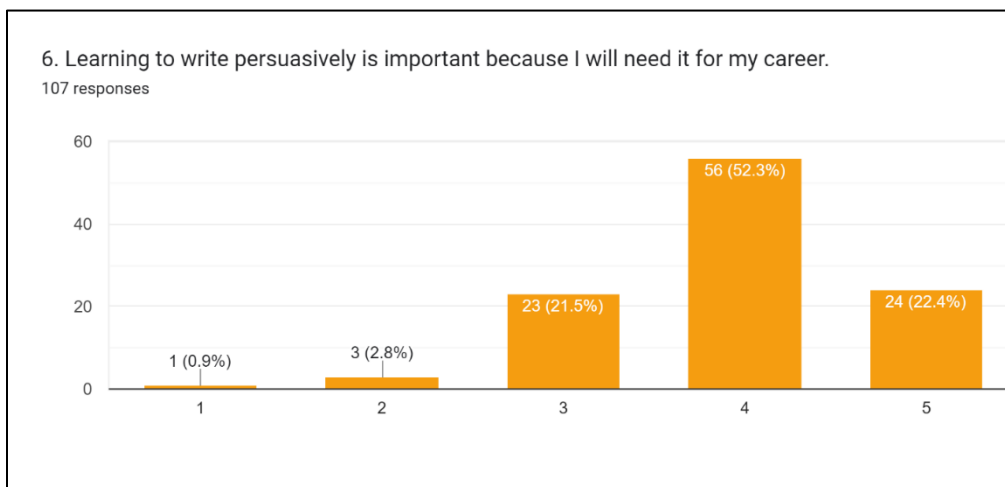
Figure 4.2.3.6 The percentage of Utar students who think learning the skill is important for future career

According to *Figure 4.2.3.6*, 56 students, or 52.3%, out of 107 UTAR students 'slightly agree' that developing persuasive writing skills is essential for their profession. In addition, 24 students—or 22.4% of all responses—'strongly agree' with this statement, and 23 students—or slightly fewer than the 'neutral' group—have 'neutral' feelings, totalling up to 21.5% of the response total. Furthermore, 3 students, or 2.8%, disagree slightly that mastering persuasive writing will be essential to their future careers. Finally, just 1 student—or 0.9% of the total—chose the 'strongly disagree' option.

4.2.3.7 I enjoy learning persuasive writing
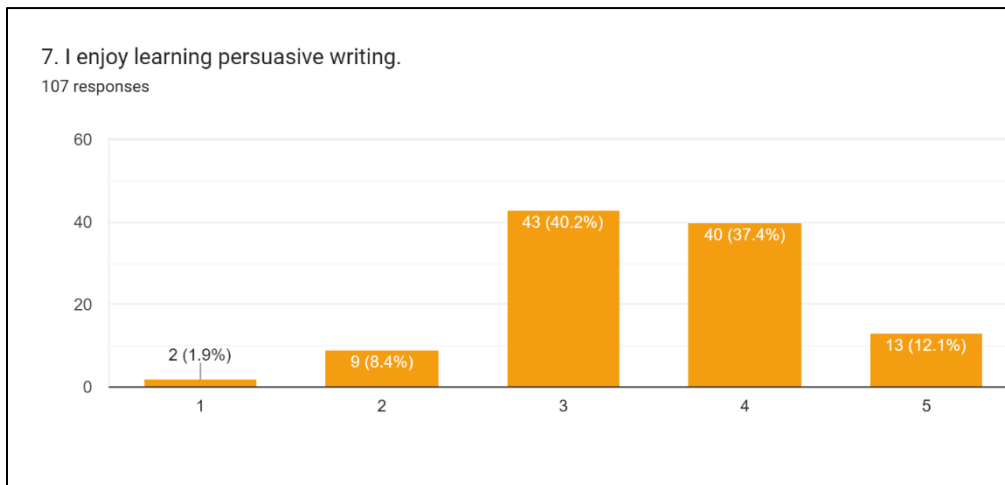
Figure 4.2.3.7 The percentage of Utar students who enjoy learning persuasive writing

As shown in *Figure 4.2.3.7*, 43 students or 40.2% of the 107 UTAR students indicated 'neutral' feelings about the fun of learning persuasive writing. Furthermore, 13 students—or 12.1% of the total—strongly believe that learning persuasive writing is fun, whereas 40 students—or 37.4% of the total—'slightly agree' with this assertion. Conversely, 9 students, or 8.4%, gave the response 'slightly disagree'. Ultimately, just 2 students—or 1.9% of the total—selected the 'strongly disagree' response when asked if they enjoyed learning how to write persuasively.

4.2.3.8 I don't think that learning persuasive writing is important

8. I don't think that learning persuasive writing is important.
107 responses
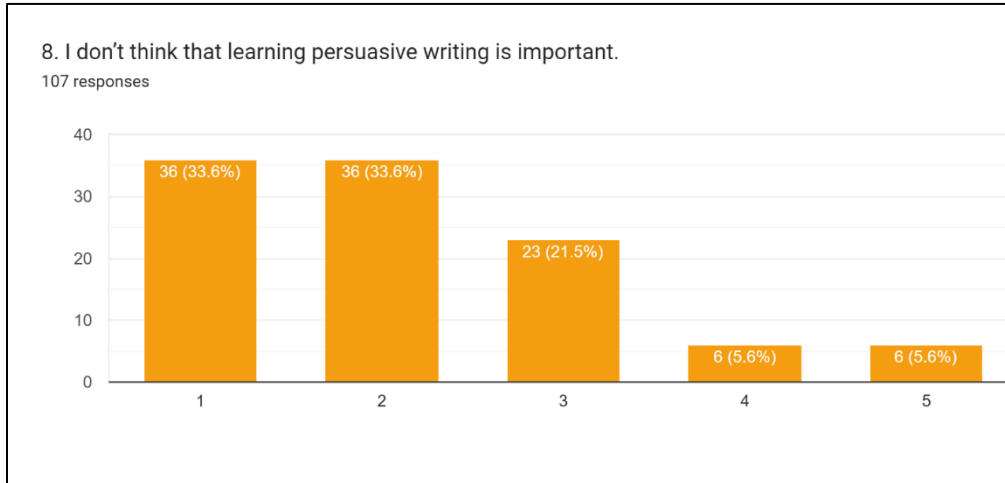
Figure 4.2.3.8 The percentage of Utar students who think that learning persuasive writing is important

As *Figure 4.2.3.8* illustrates, the results for the 'strongly disagree' and 'slightly disagree' groups, each with 36 students, or 33.6% of the total, are comparable. Apart from that, out of the 107 UTAR students, 23 students, or 21.5%, expressed 'neutral' opinions. Additionally, 6 students—or 5.6% of all responses—slightly agreed that learning persuasive writing is important, while the remaining 6 students—or 5.6% of the total—chose the 'strongly agree' option.

4.2.3.9 I am not motivated to learn how to write persuasively

9. I am not motivated to learn how to write persuasively.
107 responses
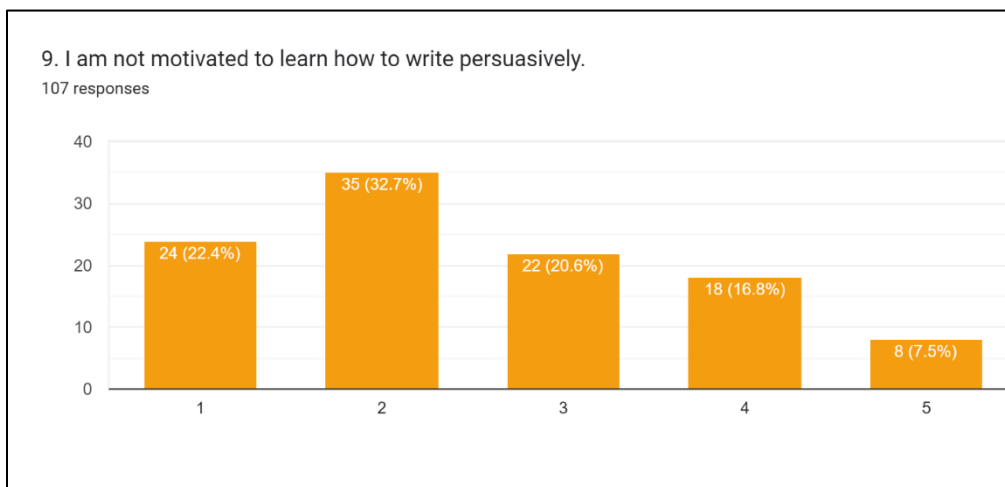
Figure 4.2.3.9 The percentage of Utar students who are not motivated to learn persuasive writing

64

Based on *Figure 4.2.3.9*, 35 students, or 32.7% of the 107 UTAR students, selected 'slightly disagree' when asked about being disinterested in learning how to write persuasively. On the other hand, 22 students, or 20.6% of the total, answered neutrally when asked about their unenthusiastic attitude to acquire the skill, while 24 students, or 22.4% of all responses, chose 'strongly disagree'. Regarding the statement, 18 students—or 16.8% of the total—expressed sentiments that they 'slightly agreed' with. Furthermore, 8 students, or 7.5% of the total replies, strongly agreed that persuasive writing learning is uninspiring.

4.2.3.10 Knowing persuasive writing isn't an important goal in my life

10. Knowing persuasive writing isn't an important goal in my life.
107 responses
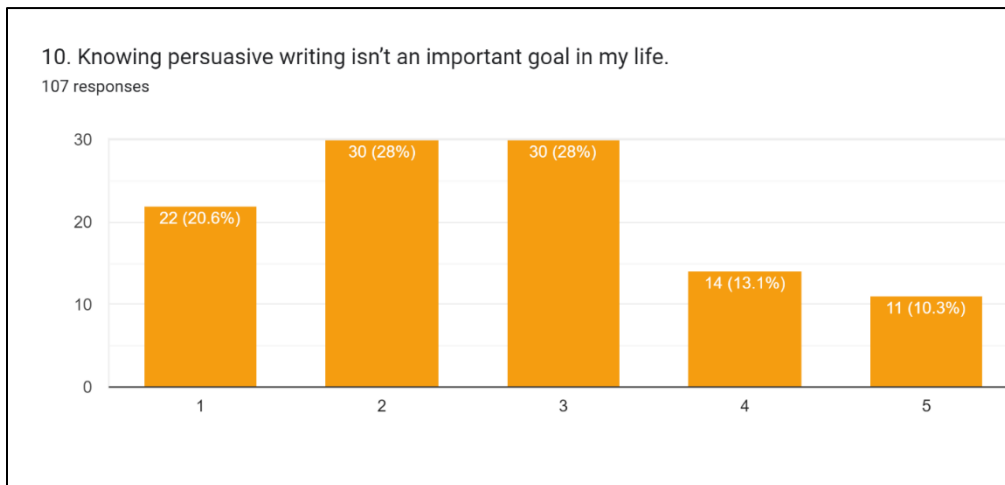
Figure 4.2.3.10 The percentage of Utar students who think that knowing the skill is not important in life

According to *Figure 4.2.3.10*, 30 students, or 28% of the total responses, chose the 'slightly disagree' and 'neutral' alternatives, showing that the number of responses for each option was equal. In addition, 22 students—or 20.6% of the 107 UTAR students—selected 'strongly disagree' in response to the question of whether learning how to write persuasively is a worthwhile endeavour. However, 11 students—or 10.3% of all responses—chose to 'strongly agree', while 14 students—or 13.1% of the total—slightly agreed with the prior statement.

4.2.3.11 It doesn't bother me at all to write persuasively

11. It doesn't bother me at all to write persuasively.
107 responses
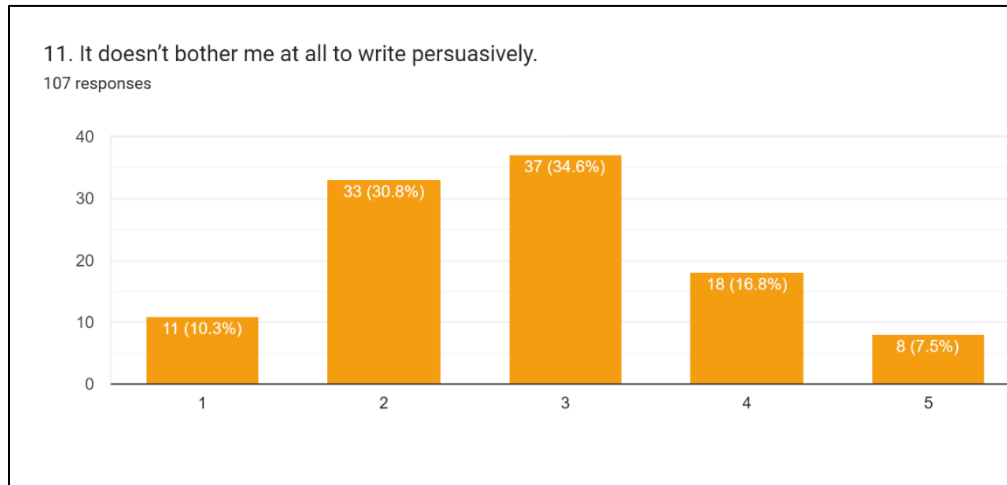
Figure 4.2.3.11 The percentage of Utar students who care less about writing persuasively

Figure 4.2.3.11 shows that 37 students or 34.6% of the 107 UTAR students selected the 'neutral' option. On the other hand, 33 students—or 30.8% of the total—selected 'slightly disagree' when asked whether they cared less about writing persuasively. 11 students, or 10.3% of the total, strongly disagreed with the previous statement, while 18 students, or 16.8% of the total, selected to 'slightly agree'. Finally, 8 students, or 7.5% of the sample, chose the 'strongly agree' option.

4.2.3.12 I rather spend my time learning other language skills

12. I would rather spend my time learning other language skills other than persuasive writing.
107 responses
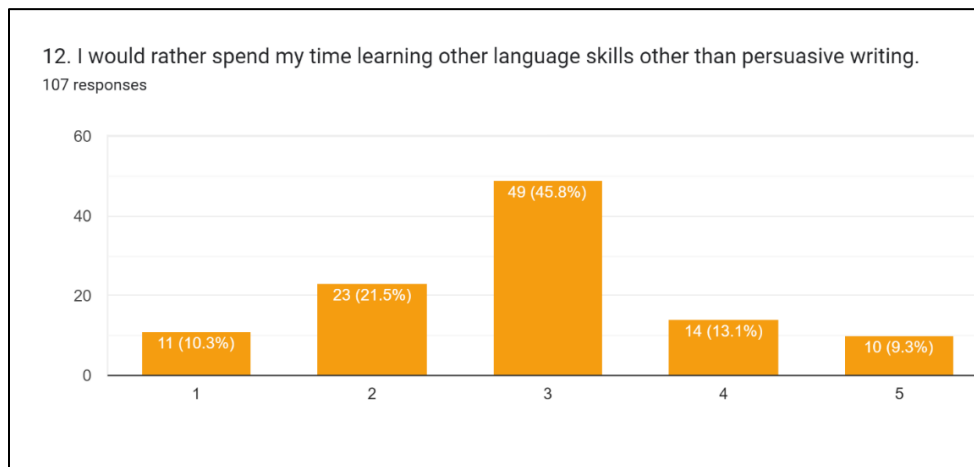
Figure 4.2.3.12 The percentage of Utar students who chose to learn other skills rather than persuasive writing

Figure 4.2.3.12 demonstrates that the most common response is the 'neutral' option, with 49 students, or 45.8% of the sample, selecting the option. Furthermore, out of the 107 UTAR students, 23 students, or 21.5%, selected 'slightly disagree', suggesting that these students would still be taught persuasive writing. However, 11 students, or 10.3% of the total, strongly disagreed with the preceding statement, while 14 students, or 13.1% of the total, chose to 'slightly agree'. 10 students, or 9.3% of the total, chose the option 'strongly agree'.

4.2.3.13 I would get nervous if I had to write a persuasive essay
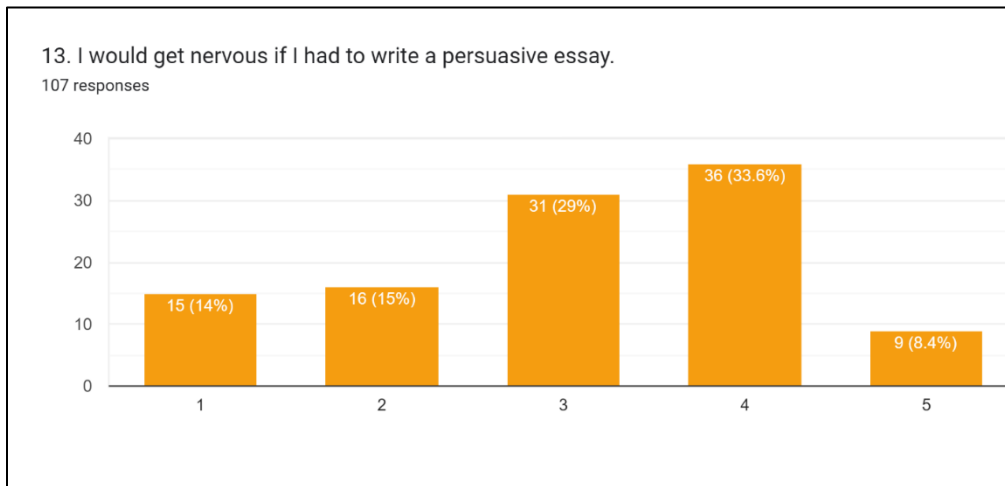
Figure 4.2.3.13 The percentage of Utar students who get nervous when requested to write persuasively

As shown in *Figure 4.2.3.13*, the most common response in the data collection is the 'slightly agree' option, which was chosen by 36 students, or 33.6% of the sample. Additionally, 31 students—or 29% of the 107 UTAR students—selected 'neutral', indicating that they do not anticipate experiencing a big emotional shift in response to the requirement to write persuasively. In addition, 16 students—or 15% of the total—chose to disagree somewhat, and 15 students—or 14% of the total—selected to 'strongly disagree'. Finally, 9 students selected the 'strongly agree' option, accounting for 8.4% of the total responses.

4.2.3.14 I get anxious when I am learning persuasive writing
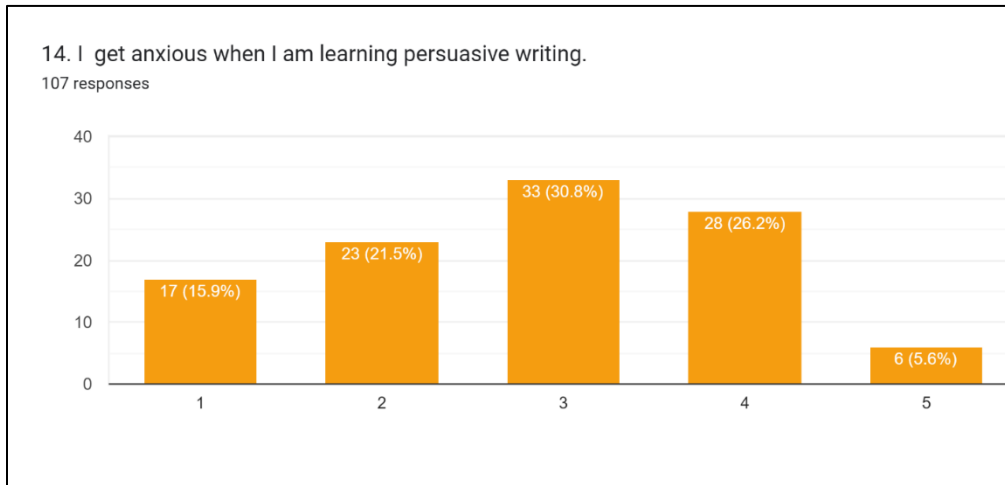
Figure 4.2.3.14 The percentage of Utar students who get anxious when learning to write persuasively

As seen in *Figure 4.2.3.14*, 33 students, or 30.8% of the sample, selected the 'neutral' option out of all the responses. On top of that, 28 students—or 26.2%—selected the option 'slightly agree'. Conversely, 23 students, or 21.5% of the sample, chose to 'slightly disagree' while 17 students, or 15.9% of the total chose to 'strongly disagree' with the aforementioned statement. Ultimately, 6 students selected the 'strongly agree' option, making up 5.6% of the total responses.

4.2.3.15 I never feel quite sure of myself when I write persuasively
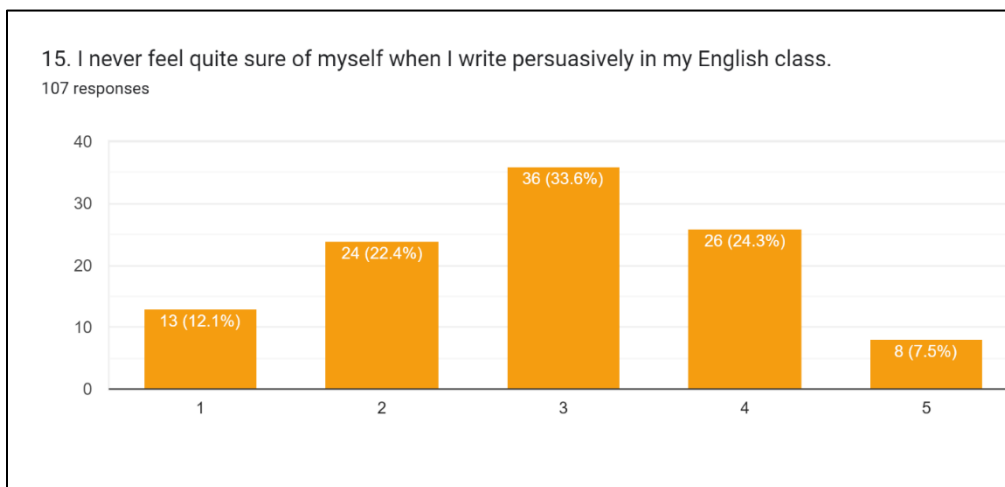
Figure 4.2.3.15 The percentage of Utar students who are not confident of themselves in writing persuasively

As *Figure 4.2.3.15* illustrates, out of all the responses, 36 students or 33.6% of the sample chose the 'neutral' option. Moreover, 26 students, or 24.3%, 'slightly agreed' that they were insecure about their ability to write persuasive essays. By contrast, 'slightly disagree' was selected by 24 students or 22.4% of the 107 UTAR students. In addition, 13 students—or 12.1% of the total—selected the option to 'strongly disagree' with the statement. Lastly, 8 students—or 7.5% of the total responses—chose the 'strongly agree' option.

4.2.3.16 I feel confident when asked to present my persuasive writings
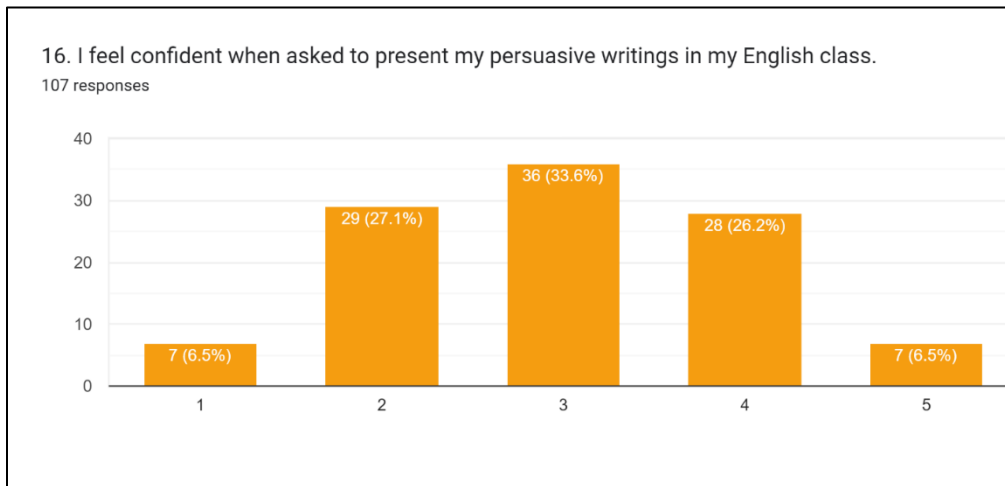
Figure 4.2.3.16 The percentage of Utar students who are confident in presenting their persuasive writings

As shown in *Figure 4.2.3.16*, the 'neutral' response was selected by 36 students, or 33.6% of the sample, out of 107 UTAR students. Furthermore, 28 students or 26.2% of the population 'slightly agreed' and 29 students or 27.1% of the sample 'slightly disagreed' that they felt secure presenting their persuasive writings. On the other hand, 7 students each chose the opposing responses, 'strongly disagree' and 'strongly agree', meaning that 6.5% of the sample was made up of these groups.

4.2.3.17 I don't think my English teacher is good
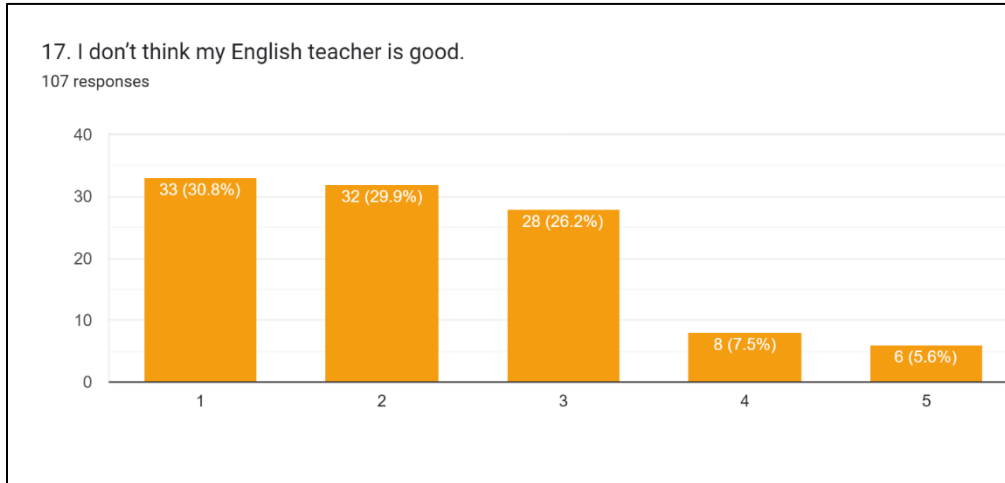
Figure 4.2.3.17 The percentage of Utar students who do not think that their teacher is good

As indicated by *Figure 4.2.3.17*, the response 'strongly disagree' is the most common. Of the 107 UTAR students in the study, 33 students, or 30.8%, chose this option. After that, 28 students or 26.2% of the total chose 'neutral' while 32 students or 29.9% of the population 'slightly disagreed'. 6 students or 5.6% of the total responses selected the response 'strongly agree'. In comparison, 8 students selected the 'slightly agree' option thus accounting for 7.5%.

4.2.3.18 My English teacher does not provide any support or feedback to me
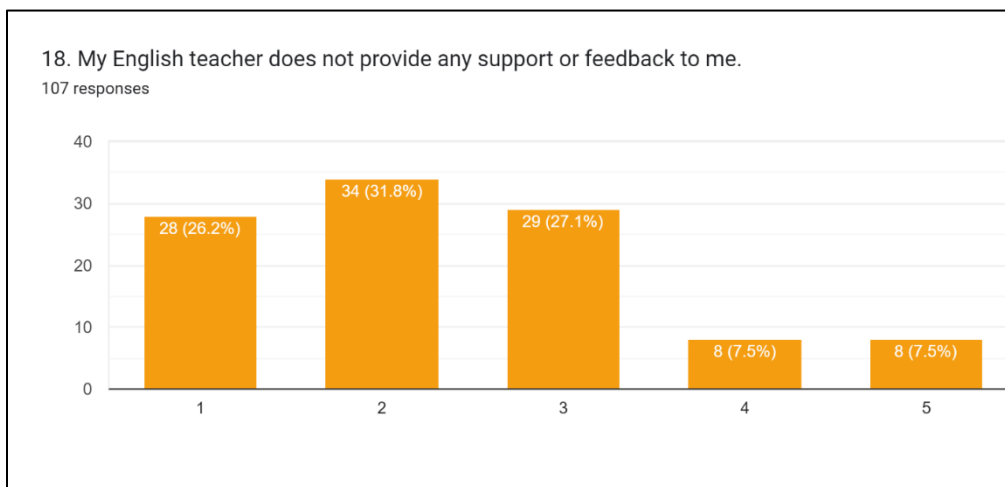
Figure 4.2.3.18 The percentage of Utar students who think their teacher does not help or support them

According to *Figure 4.2.3.18*, 34 students, or 31.8% of the sample of 107 UTAR students, selected the 'slightly disagree' response. In addition, 28 students or 26.2% of the population strongly disagreed that their teacher does not offer assistance and support, while 29 students chose the 'neutral' option hence making up 27.1% of the total. Additionally, 8 students each selected the 'strongly agree' and 'slightly agree' choices, accounting for 7.5% of the sample in each case.

4.2.3.19 My English teacher is not motivated to teach me persuasive writing
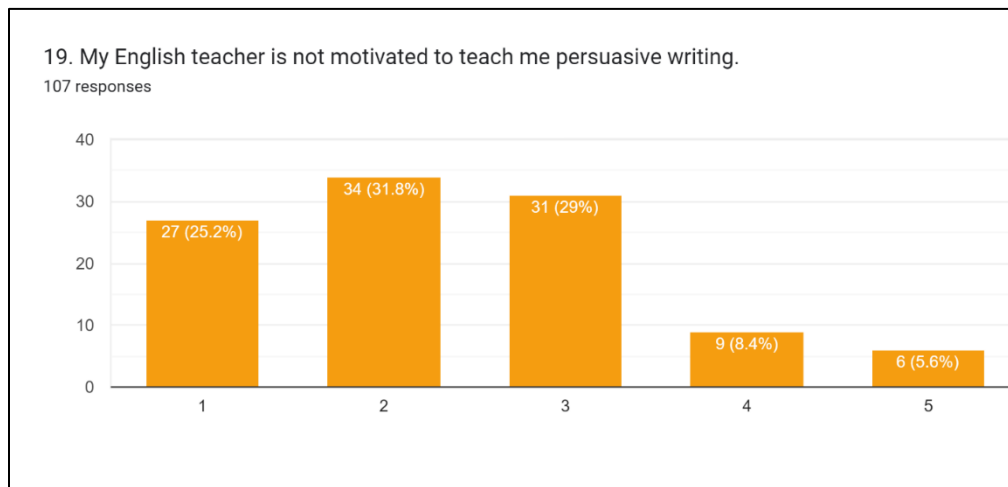
Figure 4.2.3.19 The percentage of Utar students who think their teacher is not motivated

Based on *Figure 4.2.3.19*, 34 students, or 31.8% of the sample of 107 UTAR students, chose the 'slightly disagree' response. On top of that, when asked if their teachers are not motivated to teach them persuasive writing, 31 students or 29% selected the 'neutral' option, while 27 students or 25.2% of the total selected the 'strongly disagree' option. Additionally, 6 students—or 5.6% of the sample—selected the 'strongly agree' response, while 9 students—or 8.4% of the sample—selected the 'slightly agree' response.

4.2.3.20 I don't like the teaching style used by my English teacher
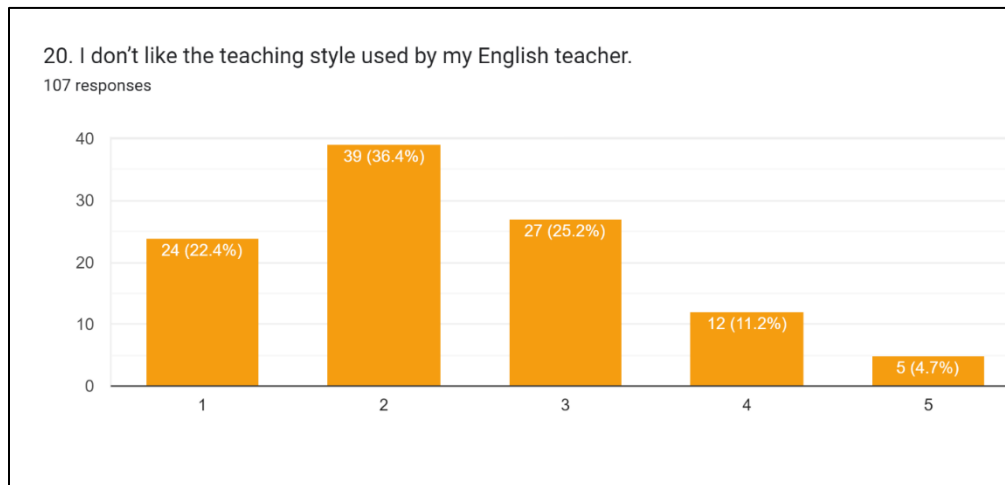
Figure 4.2.3.20 The percentage of Utar students who dislike the teaching style used by their teachers

Figure 4.2.3.20 shows that 39 students, or 36.4% of the total responses selected 'slightly disagree'. 'Neutral' was selected by 27 students or 25.2% of the total. Out of all the students, just 24 of them or 22.4%, said they 'strongly disagreed' with the statement of disliking their English teachers' teaching style. Next, just 5 students, or 4.7% of the sample, chose to indicate that they 'strongly agree', while 12 students, or 11.2% of the total, chose to indicate that they 'slightly agree'.

4.2.3.21 Teacher doesn't use any materials or technology in teaching
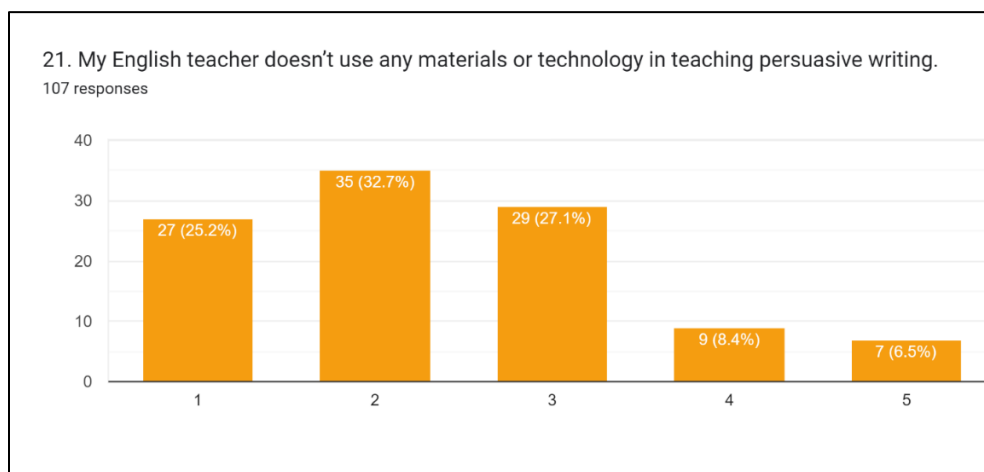
Figure 4.2.3.21 The percentage of Utar students who thinks that no teaching materials are used

Figure 4.2.3.21 reveals that, out of the total responses, 35 students, or 32.7% 'slightly disagree' that their teachers do not use any materials or technology to teach persuasive writing. Out of all the students, 29 students or 27.1% chose the 'neutral' option. Merely 27 students, including 25.2% of the entire sample, expressed their strong disagreement with the assertion that their English teachers do not employ any instructional aids. By contrast, 7 students, or 6.5% of the 107 UTAR students polled, selected to 'strongly agree', while 9 students, or 8.4% of the sample, said they 'slightly agree'.

4.2.3.22 I don't like the evaluation system of persuasive writing
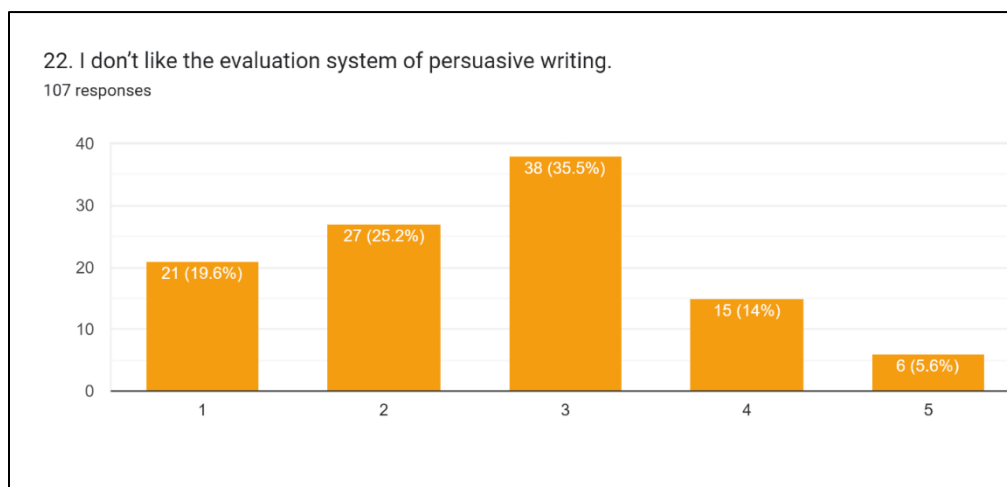
Figure 4.2.3.22 The percentage of Utar students who dislikes the evaluation system of persuasive writing

According to *Figure 4.2.3.22*, 38 students, or 35.5% of the sample, chose 'neutral' as their most frequent response. Regarding the persuasive writing assessment method, these students are indifferent. Meanwhile, 27 out of 107 UTAR students—or 25.2% of all responses—selected the response option 'slightly disagree'. Moreover, 19.6% of the students, or 21, strongly disapproved that they did not like the persuasive writing evaluation system. Just 15 students, or 14% of the total, chose the 'slightly agree' option. Last but not least, just 6 students, or 5.6% of the sample, chose 'strongly agree', indicating a high distaste for the assessment method.

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4.2.3.23 My English class is a waste of time

23. My English class is a waste of time.
107 responses
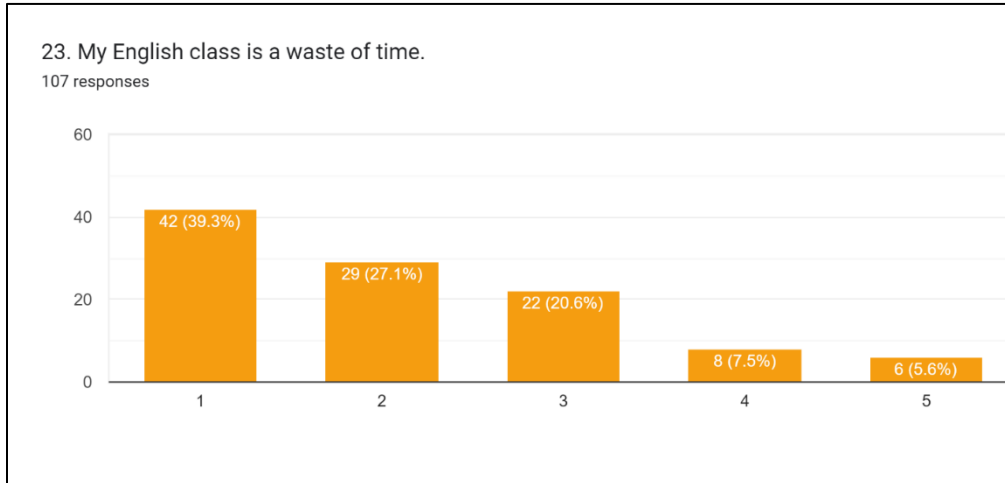
Figure 4.2.3.23 The percentage of Utar students who think that their classes are a waste of time

Based on *Figure 4.2.3.23*, 42 students, or 39.3% of the sample, most frequently selected 'strongly disagree'. In the meantime, 27.1% of all responses, or 29 out of 107 UTAR students, chose the 'slightly disagree' response option. Moreover, 22 students, or 20.6% of the total, maintained their 'neutral' attitude. Just 8 students, or 7.5% of the total, selected the 'slightly agree' response. Merely 6 students, or 5.6% of the sample, who selected 'strongly agree'.

4.2.3.24 I think my English class is boring

24. I think my English class is boring.
107 responses
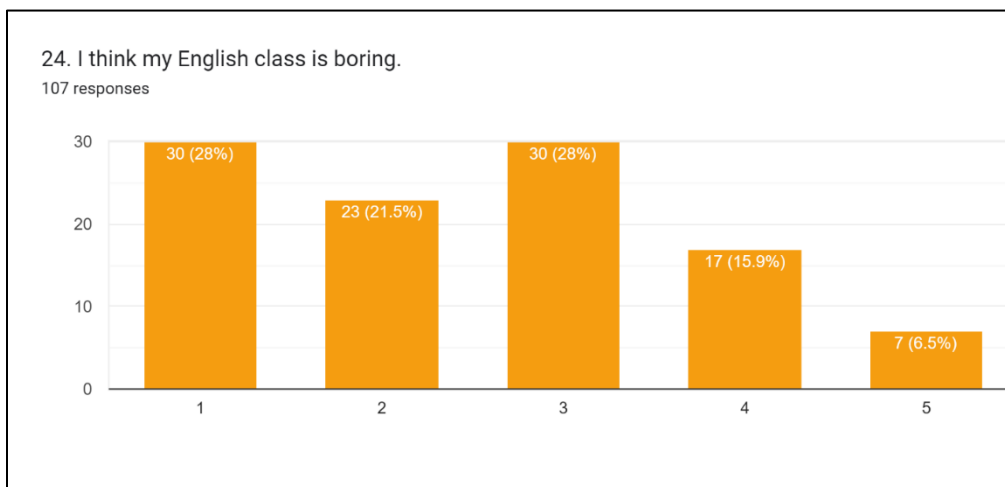
Figure 4.2.3.24 The percentage of Utar students who think that their classes are boring

According to the illustration of *Figure 4.2.3.24*, when asked if their English lessons are dull, 30 students from each of the two groups—'strongly disagree' and 'neutral'—received the same number of replies, making up 28% of the sample. Meanwhile, 23 out of 107 UTAR students, or 21.5% of all responses, selected the 'slightly disagree' response option. Additionally, 17 students, or 15.9% of the total, indicated that they 'slightly agreed' with the statement and that their classes might be dull. Just 7 students, or 6.5% of the sample, chose to 'strongly agree' that their classes are uninteresting in the last group of students to express this view.

4.2.3.25 The learning environment is not suitable
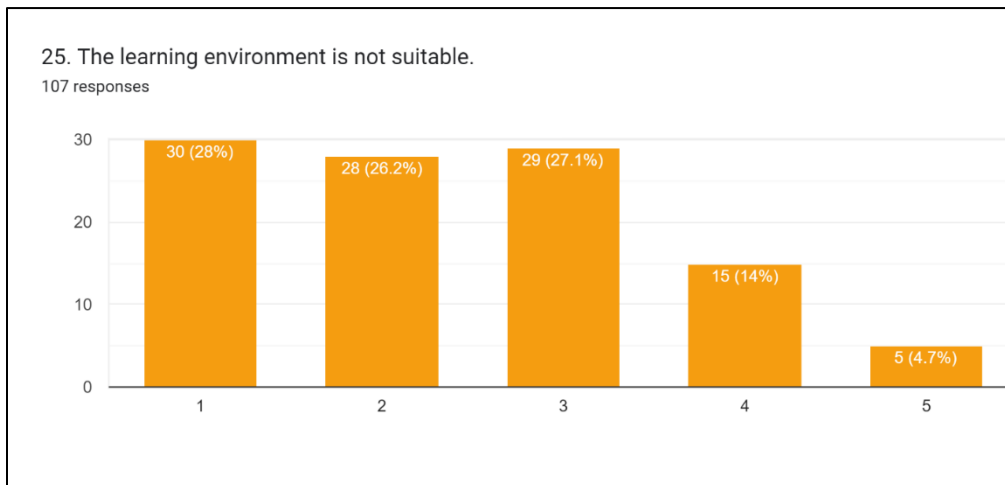
Figure 4.2.3.25 The percentage of Utar students who think that the environment is not suitable

As shown in *Figure 4.2.3.25*, 30 students, or 28% of the total, selected 'strongly disagree' in response to whether their learning environment is appropriate. After that, 29 students, or 27.1% of the total, chose 'neutral', only 1 student short of the 'strongly disagree' group. Furthermore, of the 107 UTAR students, 28 students, or 26.2%, chose 'slightly disagree', one fewer than in the prior group. 15 students, or 14% of the total replies, were classified as 'slightly agreeing'. Moreover, just 5 students, or 4.7% of the total, chose the 'strongly agree' option.

4.2.3.26 Lack of material and technology for teaching persuasive writing

26. There isn't any material and technology that are usable to teach persuasive writing.
107 responses
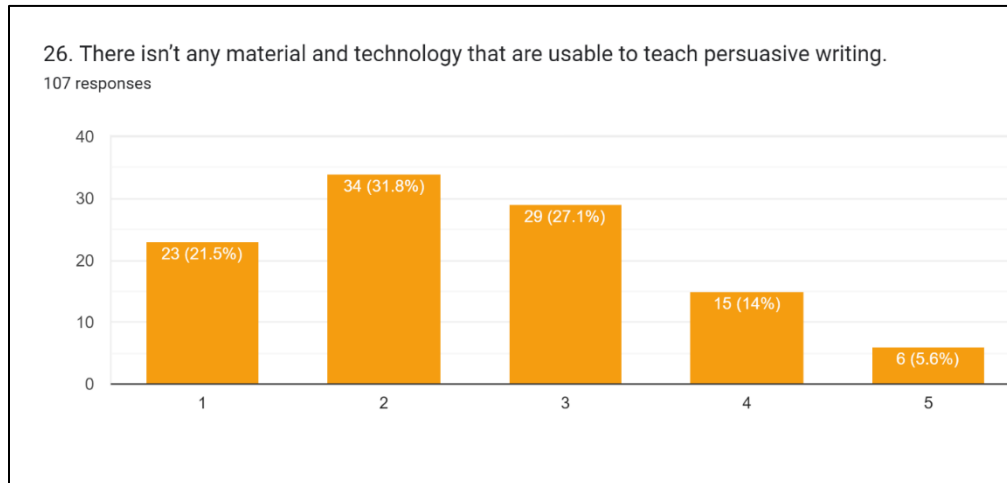
Figure 4.2.3.26 The percentage of Utar students who think that the environment is not suitable

According to *Figure 4.2.3.26*, when asked if there are no resources available for teaching persuasive writing, 34 students—or 31.8% of the total—selected the option 'slightly disagree'. Following that, 29 students—or 27.1% of the total—selected 'neutral', while 23 students—or 21.5% of the 107 UTAR students—selected 'strongly disagree'. Of the total responses, 15 students or 14% were categorised as 'slightly agreeing'. On top of that, only 6 students—or 5.6% of the total—selected the 'strongly agree' response.

4.3 Findings from interviews

4.3.1 English linguistic competence

Interviewees	Are you an ESL learner?	Can you speak English fluently?	Can you write in English fluently?	Can you read English content easily?	Can you understand English speeches easily?
CFS Interviewee	X	✓	✓	✓	✓
FAS Interviewee	✓	✓	✓	✓	✓
FICT Interviewee	✓	Maybe	X	Maybe	Maybe
FBF Interviewee	✓	✓	✓	✓	✓
FEGT Interviewee	✓	X	✓	✓	✓
FSC Interviewee	X	X	X	✓	✓

Figure 4.3.1 The ESL identification and English competence levels of the interviewees

As shown in *Figure 4.3.1*, 6 interviewees, one from each faculty at the UTAR Kampar campus, took part in the interview session. 5 questions about the interviewees' identities as ESL learners and English skill levels were posed to them. The interviewees from FAS, FICT, FBF, and FEGT responded 'Yes' to the first question, "Are you an ESL learner?", whereas those from CFS and FSC said 'No'. The interviewees from CFS, FAS, and FBF answered 'Yes' to the second question, "Can you speak English fluently?", whereas the interviewees for FEGT and FSC answered 'No', and the interviewee for FICT answered 'Maybe'. The interviewees from CFS, FAS, FBF, and FEGT answered 'Yes' to the third question, "Can you write in English fluently?", whereas those from FICT and FSC answered 'No'. In addition, when asked if they could understand English content readily, the interviewees from CFS, FAS, FBF, FEGT, and FSC said 'Yes', but the FICT said 'Maybe'. Lastly, the respondents from CFS, FAS, FBF, FEGT, and FSC responded 'Yes' to the question, "Can you understand English speeches easily?", but the interviewee from FICT said 'Maybe'.

4.3.2 Opinions about learning persuasive writing

4.3.2.1 What does persuasive writing mean to you as an ESL learner

Interviewees	What does persuasive writing mean to you as an ESL learner?
CFS Interviewee	I think persuasive writing is like a just like a writing that give you example to support your main point to give you to more understand. And besides that, they're also can give me the content becomes stronger.
FAS Interviewee	Well, it's a very good tool for us to use, especially when we're going into corporate world. And it's also very useful for us in territory education, because it is, if I'm not mistaken, of course, that we have to write and a lot of our assignments are also based on convincing our lecturers of our point. So persuasive writing is very important. And As for in the workplace, it is also important for, ironically enough, things like proposals where you're trying to convince people to go forward with your plan. And if you have a more convincing central job, so such as marketing, where you're trying to actively get people to buy your products, having the skill of persuasive writing is very important.
FICT Interviewee	The persuasive writing mean to me is to perform my own thoughts in a professional way, then share my thoughts to let readers understand what I'm trying to perform.
FBF Interviewee	I think as an ESL learner is uhh is uhh my international language, which can I can communicate with others use using ES using English. I will use my language English.
FEGT Interviewee	Well, umm, not particularly in ESL learners like since we use for my academic stuff. Since we use English right? So actually for my program I need to convince people to not listen to me, listen to my ideas and thoughts, and then get maybe yeah, convince ahh. So I think persuasive writing is very important for me. It's up to trying to like express the thing I want to say in a very effective effective way.
FSC Interviewee	Umm, I think it's important, but I'm not like quite learn about this one because I'm not really understanding what is mean. It's like you're trying to persuade the readers what you're trying to describe. What you're trying to prove, like the statement you want to give for your reader to understand. Persuade them to like trust in your statement.

Figure 4.3.2.1 The interviewees' responses on "What does persuasive writing mean to them?"

As illustrated in *Figure 4.3.2.1*, 6 participants gave distinct answers to the question "What does persuasive writing mean to you as an ESL learner?". Persuasive writing, according to the CFS interviewee, is a technique that strengthens the material and includes examples to back up the major ideas. The FAS interviewee also asserts that it's a helpful tool for persuasion. In addition, the FICT interviewee said that it's a way for professionals to exchange ideas. But according to the FBF interviewee, it's only a tool for communication. The FEGT interviewee's response echoed that of the FAS and FICT interviewees, emphasising the importance of using it to persuade others to embrace the ideas that are being given. Finally, the FSC interviewee offered a statement that was comparable to the preceding one, stating that it is a persuasive method of persuasion.

4.3.2.2 In your opinion, how important is persuasive writing for ESL learners

Interviewees	In your opinion, how important is persuasive writing for ESL learners?
CFS Interviewee	I think important because if don't have example to me to write to read and say maybe I will don't know what they want to talk about and maybe just like so so. So if you'll give me example. So I think of this the better and I will know what the writing they say.
FAS Interviewee	Personally tho in my life it is not the most important, I think. Still, I would say it is important, but it is not my main priority in writing as of right now. For now, I'm focusing more on academic writing it, getting my citations and all that in place. But persuasive writing is, I would say, a very good second place.
FICT Interviewee	In my opinion the importance for persuasive writing for ESL is the importance way to learn how to writing English and how to perform their own thoughts in the English way, which I mean they have multiple way to perform many way is a one of the performance to let them express their own emotion or idea. Ohh or any other task.
FBF Interviewee	Persuasive writing is quite important, I actually you since English is our English international language, we need to use it and anytimes uh, maybe we can communicate with others like then maybe they don't know our language, but we also still can use English persuasive writing to communicate with them.
FEGT Interviewee	Well, umm, for persuasive writing cause this is a way that I need to write down my idea and then all the points all the very convincing stuff in that writing for other people so that I can convince people and I can influence people in the way that I want that to. So it's quite important for me.
FSC Interviewee	Umm. Maybe it's important, but for me, I don't think it's really important because yeah, I can't really understand the writing style for the persuasive writing. Like for me, the one can, uh, speak English, like writing English fluently.

Figure 4.3.2.2 The interviewees' responses on "In your opinion, how important is persuasive writing for ESL learners?"

Based on *Figure 4.3.2.2*, the CFS interviewee gave persuasive writing a score of 4/5, noting that the use of examples facilitates an easier connection between the writer and the reader. The FAS interviewee, however, gave persuasive writing an 8/10 rating, saying that academic writing is more important even though persuasive writing is important. The FICT interviewee also underlined its great significance, giving it a 5/5 rating because of how well it fosters thinking expression and idea sharing. The FBF interviewee rated it as one of the most significant communication tools as well, giving it a rating of 4/5. It received an 8/10 from the FEGT interviewee, emphasising the need to convince others to accept the ideas that are offered. Last but not least, the FSC interviewee downgraded the importance of persuasive writing, giving it a 3/5.

4.3.2.3 Are you motivated to engage with persuasive writing tasks

Interviewees	Are you motivated to engage with persuasive writing tasks?
CFS Interviewee	I think yes, because the example is give me many stop for that. Like if you send a keep fit copy writing so the example, maybe they can tell me how to keep the? How to give me a healthy life? So I think this motivate meaning.
FAS Interviewee	I am motivated to engage in the social writing task if it is convenient, so I won't go out of my way to look for opportunities to improve my perspective writing. But if let's say I happened to see an email on a course on it, or if a fellow friend is having an event to or workshop to improve it, I yeah, I'll probably join.
FICT Interviewee	For me. Yeah, I think it's important, but it's not a big motivation for me to perform persuasive writing tasks.
FBF Interviewee	Yes, I think I will.
FEGT Interviewee	Yes, of course I will. I always been wanted to learn some persuasive writing, you know, skills and all the writing format and stuff now.
FSC Interviewee	Uh, yes

Figure 4.3.2.3 The interviewees' responses on "Are you motivated to engage with persuasive writing tasks?"

According to *Figure 4.3.2.3*, 5 interviewees explicitly said that they were motivated to participate in persuasive writing tasks, while 1 did not. First, the CFS interviewee stated that being motivated to learn and using examples in persuasive writing makes readers feel good, which increases the desire to learn. The FAS interviewee gave a similar favourable response and is likely to participate if the activity is flexible and not very demanding or interfering. Conversely, the FICT interviewee lacks motivation to participate in persuasive writing assignments. Nonetheless, the interviewees from the FBF and FSC indicated that they would be open to taking part in such activities. The FEGT interviewee concluded by stating that persuasive writing has intriguing components, demonstrating high levels of enthusiasm to master it.

4.3.2.4 What motivates you to engage with persuasive writing tasks and why

Interviewees	What motivates you to engage with persuasive writing tasks? Why?
CFS Interviewee	I think people if I write persuasive writing and they can motivate other people so they can encourage me to write persuasive writing.
FAS Interviewee	I guess for me it's more of an intrinsic motivation because I just like writing and English in general. So that is my main form of motivation here. The want to improve in the language.
FICT Interviewee	Uh, in persuasive way. I don't really like it, but I like to perform in free talking, like sometimes we can talk face to face or maybe interview way like like I can talk my I can express my things to other guys like that. Nothing. Really motivates.
FBF Interviewee	Maybe it is my English but English persuasive writing skill is not that good. So I think I need to improve it since it is hard to communicate with others like if I'm my English persuasive writing skills is bad. I can't communicate truly, and I also can't understand what's they talk about.
FEGT Interviewee	Umm, like I said just now, I need to learn the persuasive writing skill in order to know, tell people what I want to do and convince them, influence them to do that. So this kind of like motivates me to learn all these skill, like very focused on this kind of soft skill and stuff.
FSC Interviewee	Like the program I'm studying is agriculture science, so often time I will deal with a lot of report writing. So I will try to write something that is consider to call attractive content like, uh, more interesting. Like you know, with this. Like something that is impress my uh lecturer or tutor to mark about it. But I think, uh, it, it's hard for me to learn about, learn the writing skills like persuasive writing tasks.

Figure 4.3.2.4 The interviewees' responses on "What motivates you to engage with persuasive writing tasks and why?"

As seen in *Figure 4.3.2.4*, the CFS interviewee said that individuals are the driving force behind writing because it can be observed how writing affects readers. Second, the FAS interviewee stated that the motivation is to get better in the English language. On the other hand, the FICT interviewee claimed that nothing truly catalyzes creating persuasive essays. However, the FBF interviewee made clear that writing persuasively is encouraged by the desire to get better at the language because it facilitates communication and interpersonal interaction. Along with the FAS and FBF interviewees, the FEGT interviewee stated that the motivation for writing persuasive essays comes from the improved ability to communicate and understand English situations. Finally, the FSC interviewee made it clear that the motivation for content augmentation is to make assignments more engaging and appealing.

4.3.2.5 How do you feel about persuasive writing compared to other writings

Interviewees	How do you feel about persuasive writing compared to other forms of writing?
CFS Interviewee	I think persuasive writing they can persuade me. So yeah, just like persuade. Yeah, maybe like a story you want to share your happiness. So you go to write story. Yeah. Like that.
FAS Interviewee	I would say persuasive writing is more towards academical side of things, so the more factual side, so normally in writing we have the formal aspect and the creative writing aspect right. So it's less free compare to the creative writing, which also means it has to have a lot more structure. So because of that is a little bit more complicated and creative right thing I would say for me that at least because I dabble in creative writing most of the time.
FICT Interviewee	For me, the persuasive writing is more formal and more standard way to express the idea and thoughts of the writer and the readers can quickly understand what the the director want to express in their writings.
FBF Interviewee	Really it's quite different and it also quite interesting than other things that others form of writing is directly. Yeah. I think persuasive writing is quite difficult than others.
FEGT Interviewee	Well, the I think like you say narrative and descriptive writing for this kind of writing is more like describe something that tells something on me. But for this one, I think most importantly, it would be more focusing on the language on how you elaborate the whole, like the sentence, and what is the the what's. The emotion, yeah, the emotion of how the language delivered the message to the reader itself.
FSC Interviewee	I would think persuasive writing is more like I would say is more suitable for me because we can tell the others the things all your thought we prove we uh reference so it really can persuade someone to understand your things. Like compared to descriptive writing is like ahh You're only describe the things without proof. That is like we so-called is not scientific for our field. Yeah.

Figure 4.3.2.5 The interviewees' responses on "How do you feel about persuasive writing compared to the other writing forms?"

In *Figure 4.3.2.5,* the CFS interviewee stated that persuasive writing had a greater energy for persuasion than narrative writing, such as storytelling. According to the FAS interviewee, persuasive writing lacks creativity and is more formal and scholarly. The FICT interviewee also asserted that persuasive writing is a more conventional means of presenting ideas and opinions. In contrast to other writing genres, persuasive writing is more demanding and difficult to learn and produce, which also makes it more engaging, according to the FBF interviewee. In addition, the FEGT interviewee said that other types of writing, such as narrative and descriptive writing, are more akin to forms that convey emotional aspects in the text while also telling stories and describing objects. Lastly, the FSC interviewee made it clear that other types of writing are less scientific, whereas persuasive writing is factual-based and depends on references and proof.

4.3.2.6 What challenges did you encountered while learning persuasive writing

Interviewees	What challenges have you encountered while learning persuasive writing?
CFS Interviewee	I think lazy because I need to search any example to support my content, so maybe I will lazy to go search on the so I'll social media also many information I don't know which one is the true or which one is the false information to me lah. So I want to search very long time to make sure the information is true.
FAS Interviewee	While learning persuasive writing. Well for me because I was always more. Uh. Used to create the right thing, I was used to convincing people through creative right thing which is less strict as mentioned before. So my main hardship when I came to learning or adapting very different thing was the factual or like formal aspect of it. Learning how to make it. Professional instead of the normal immense speech.
FICT Interviewee	For me it's a language problem.
FBF Interviewee	No, I don't think so.
FEGT Interviewee	Let's say it's the way that I organized the points ahh. Yeah, but sometimes if we want to write a very persuasive writing, you need to be, you know, very consistent with the knowledge and the ideas that they are going to write in the writing itself. So the thing I I'm I'm carrying facing is that I cannot like organize it very in an effective way to try to convince people that's the challenge that I'm facing right now.
FSC Interviewee	Well, obviously my English skill, English the English skill.

Figure 4.3.2.6 The interviewees' responses on "What challenges have you encountered while learning persuasive writing?"

Figure 4.3.2.6 indicated that the CFS interviewee mentioned that being lazy makes it difficult to acquire persuasive writing since it takes time to find reliable supporting data. As per the FAS interviewee, the formal and factual parts posed a challenge because persuasive writing adheres to stringent guidelines regarding content and organisation. However, the FBF interviewee did not note any challenges with learning persuasive writing, in contrast to the FICT interviewee who claimed that language is the challenge. In addition, the FEGT interviewee mentioned that learning how to organise writing presents a problem because it can be difficult to maintain consistency and order ideas logically. Finally, the FSC interviewee reiterated the FICT interviewee's remark, indicating that the problem lies with the English language component.

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4.3.2.7 Can you elaborate on the difficulties when persuading through writing

Interviewees	Can you elaborate on any specific difficulties you face when trying to persuade through writing?
CFS Interviewee	I think just just now I say the information because if I write the false information so other people will learn it and will give them the false information and this one is not good enough for me or so.
FAS Interviewee	So for me personally I struggle with organization which is also something I struggle with when it comes to academic writing in general I would like to think that my grammar and my spelling and all that is relatively fine. However, when it comes to the organization of my thoughts is where things get a little bit messy. So when to put what paragraph? How? What comes first? What comes second? What comes to third? Or what do elaborate first? What examples to provide first? Should I provide an example or should I provide supporting detail first? Things like that.
FICT Interviewee	like sometimes I don't really understand or how to perform my thoughts in an English way. Yes, it will critically affect my writings.
FBF Interviewee	-
FEGT Interviewee	Umm. It's a bit difficulties. Well, if this could be one of the difficulties, I will say it's the way that. No, no, it's the availability of the point that I'm trying to say. The ideas itself, yeah, because this all these things need to affect to support needs a evidence and proof. The support what you're trying to say. This could be another kind of difficulty. I I wouldn't say it's a language for no small like it would be the ones personality or how he perceived that, how he preserves stuff and how he thinks. How can you figure out? Uh, something that I just. I don't think it's related to the language problem.
FSC Interviewee	Yeah, I have to step out my comfort zone from Mandarin speaking. So step out this zone to try to speak more English, learn English more. Yeah. Something that, uh, yeah, I will feel speaking English to others because I think they are. They will like laugh to me or something else or make fun of you. See this is the difficulty I'm facing.

Figure 4.3.2.7 The interviewees' responses on "Can you elaborate on the difficulties while persuading through writing?"

As *Figure 4.3.2.7* illustrates, the CFS interviewee noted that it takes time to locate trustworthy supporting facts for compelling writing. Based on the FAS interviewee, several elements need to be taken into account, therefore organising and structuring ideas is one of the process's obstacles. In contrast to the FICT interviewee, who asserted that putting ideas in writing is a challenging aspect, the FBF interviewee did not mention any additional challenges while attempting to persuade. The FEGT interviewee further stated that the barrier impeding the persuasion process is the availability of ideas and resources to support them. The FSC interviewee concluded by saying that the confidence to use the English language and move outside of one's comfort zone to persuade effectively is the issue.

4.3.2.8 Is there an external factor that affects the learning in persuasive writing

Interviewees	Is there any external factor that also influences you in learning persuasive writing?
CFS Interviewee	I think my phone because when I write thing maybe I will think or got message or not and lazy love play a game little a little. Maybe I will play phone and give me your take a rest. But like that, so my I think is phone is a factor.
FAS Interviewee	External factors are, I would say, my schedule. Yeah, my schedule. I'm very busy. Schedule so it's a bit difficult to just pinpoint because it was everything and only focus on that. As for positively me, I wouldn't. I guess my what I said is my field because I'm in English education, so I want to improve my language also for that. So that is something that positively motivates me.
FICT Interviewee	Yes, the external factor is for me it's a environment problem like my family's or my friends. They are not. They're not frequently speaking in English because I'm I say I'm Chinese, so there are used frequently using Mandarin or Chinese that they are really used to English to speak or even writings. So I do have the space to expand my English language or even writings, so I is that external problem is environment problem for me. Yes, it's affecting because current I'm taking, I'm thinking I'm FICT, right? Actually we are ready to talk to each other in the class. The only English source I learned from is from the lecturer or the tutorial teacher talking, but I said as I said just now, I sometimes I don't understand what I'm talking. There may be some. Not very effective way to let me learn then, so it's still a problem. Yes, sometimes, but even Malay other than rather than English.
FBF Interviewee	Uh, I don't think so.
FEGT Interviewee	Well, if you really want me to say that I was saying the school factors not because most likely our assignments and the task given maybe the tutorials will need sometimes we need to write the very strong statement to like you know, also to convince people to persuade the people on how to say that. What's the influence them lahh? Ohh yeah. So maybe, uh, it's because the school forces to do that. I would say that it's. They positively was gonna force you to, like, learn how to write the very persuasive writing way. Yeah, of course. The whole point of forcing people is not a very good thing, but for me, I preserve it. Like, why don't we use this? I use this opportunity to like you know, learn something that could be very important for my new future and stuff.
FSC Interviewee	Yeah, maybe is the environment is speaking environment in Utar. So mostly is Chinese student in Utar so I get I got no, not much chance to speak with my friend in English. Like it's only got the chances I can speak English during class which uh, you have to face a lot of people. So you might get a shame or something else. You'll be shy.

Figure 4.3.2.8 The interviewees' responses on "Is there any external factor that affects you in learning persuasive writing?"

As shown in *Figure 4.3.2.8*, the CFS interviewee mentioned that using a phone is a distraction when learning. The FAS interviewee claims that the hectic and demanding workload is an external factor. The environment, according to the FICT interviewee, is the influencing factor. The FBF interviewee did not, however, address any factors that influence the process of learning persuasive writing. The FEGT interviewee went on to say that the educational atmosphere has an influence. Last but not least, the FSC interviewee mentioned that one component that affects learning is the environment, which is in line with the FICT interviewee's response.

4.3.2.9 Can you share when your view towards persuasive writing shifted

Interviewees	Can you describe a moment when your attitude towards persuasive writing changed positively or negatively?
CFS Interviewee	Maybe uh. I when I want to write I will very power to write and write write write. After that I want to go example or I was lazy to search and I will go to play my game or to take my phone to play and after I play a game I will say a little little little do. Have maybe the homework will do in tomorrow, or maybe a few day. Yeah, maybe also my no have many ideas so I will lazy. I will take the rest first.
FAS Interviewee	OK, so my views on persuasive writing actually change positively when I added in university, so before when I was in high school, I wasn't to concerned about persuasive writing or any form of academic or factual formal right thing in high school? Because I was more interested in creative writing, it wasn't until I started university and I started researching and, you know, learning about journal articles and deciding on wanting to become a PhD holder that I started to take more interest and view things like persuasive writing and academic writing as a whole, as more positive.
FICT Interviewee	I think it remain the same, because from start from my for my early 2 now I still never changed any thoughts about the persuasive writing? Is still negative for me also. From secondary school.
FBF Interviewee	I think it's negative up to positive. Since from negative. Firstly, I'm not sure how can I do and I started to do it and finally I have some concepts on how to how to write on it.
FEGT Interviewee	I say it remains positively like the first time I get to in touch with a persuasive for things during my foundation study, I guess, alright. This one particular course core English for academic purpose, so that that's the moment that I realized how important that persuasive I think is for you to, you know and say in a bad way controls with my yeah. And it remains positively until now for me.
FSC Interviewee	Yeah. If from negative to positive, I will say when sometime we see. Yeah. I just describe a situation, maybe it's quite not related to this persuasive writing, but yeah, it just an example. So maybe when you see a product that say it's good to you and they only like trying to persuade you to buy their products but end up this product, it is only effect for someone else. It's not affect effect to me and it has no like experimental proof. So, uh yeah. So something the persuasive writing style might be important in this case, so it is positive for me. But if I was seeing the negative part is that sometimes persuasive writing might contain bias. So maybe someone will put say that the the product A is better than that product B, but another proof which is a scientific proof that product B is better than product A. So this is the things I might think. Uh, sometimes I will change their attitude to positive, negative or negative to positive.

Figure 4.3.2.9 The interviewees' responses on "Can you share a moment when your view towards persuasive writing shifted?"

As seen in *Figure 4.3.2.9*, the CFS interviewee stated that the perspective on persuasive writing shifted from being positive to negative. The interviewee was initially driven to complete the work, but as a result of phone interruptions and sloth when looking for supporting material. Secondly, the FAS interviewee asserts that a shift from a negative to a positive mindset occurred. The shift happened in high school when creative writing was more concentrated. However, after entering college, the perception of persuasive writing changed and they started to find it more

fascinating. The FICT interviewee claims that from secondary school through the current university experience, there has been a persistently unfavourable attitude towards persuasive writing. The FBF interviewee did, however, note that as they picked up ideas and strategies for writing persuasively, the perspective shifted from negative to positive. As persuasive writing is so important, the attitude of the FEGT interviewee has stayed positive. The FSC interviewee said that the perspective had shifted from negativity to optimism. Persuasive writing is gaining acceptance and it is also a scientific component of the Science-based faculty (FSC).

4.3.2.10 Do you think mastering persuasive writing benefits you and how

Interviewees	Do you think mastering persuasive writing will benefit you beyond the academic setting and how?
CFS Interviewee	I think yes, I think every writing have the benefit to us so I can learn if I say I want to just information something. So I'm just trying to information writing, so persuasive writing can get me to learn to know how to do it and I will follow the writing and do it. Emmm, maybe like a persuasive writing about discipline so I can from there to learn how to got discipline in my work like that ohk. Yeah. It has a lot of benefit.
FAS Interviewee	Well, yes, as mentioned previously in this interview, I also think it's very important for people, especially depending on your jobs. So like even for teachers, it's not uncommon to you need to. How do I say need to write proposals and to convince people through proposals, every person well, even when bargaining for higher salary, you have to send an email to your HR to your bosses above you to your supervisors. So yes, persuasive writing can be very important even outside of university and outside of academic writing because it will enable you to get in the view jobs to get a raise to get bonus that otherwise you might not get compared to your peers who are weaker in persuasive writing.
FICT Interviewee	Umm for me, I think it's will benefit. It will benefit my academic setting because, as I said, it's a professional way and standard way to express my thoughts and feelings or any ideas to let people understand me at a society or working environment that people need to know my thoughts in every every way. Persuaisve writing is one of the way to let me express my thoughts and feeling or you idea rather than talking or anything else any other way to communicate like that.
FBF Interviewee	Yes, I think so. His uh, yeah. During the works, we will need to use English language as our communications language, so I think it is important to let me master these skills so I can communicate, communicate with them better.
FEGT Interviewee	Yeah, I would say definitely, but it's a very beneficial thing for me, especially for my field, the engineering field. Sometimes we have the no. The ideas that people won't be very. How do I say there won't be a agree with your point so that you need to have a very strong skill on writing a persuasive? Uh, I say a paragraph or things like that just to convince them to, like, let you do. That the thing you want that idea itself, and also if like if I'm looking forward to go to another university like I'm going to no pursue my master or PhD. Further, of course, there is a need that I need to write a very persuasive writing to trying to tell them that. Why am I, you know, qualified for joining them like that?
FSC Interviewee	Yes, absolutely, yes, that it can benefits my writing. Yeah, as I say, I'm dealing with a lot of report and assignments, so if I could learn this skill so I can write a have a better writing skill like persuasive writing skill on my reports. And yeah, academic settings. Yes, I would like my agriculture students, so maybe in the future I'm dealing with those selling my product. So the persuasive writing my uh benefits me on how can I I describe my product like persuade others with proof to let others buy my product.

Figure 4.3.2.10 The interviewees' responses on "Do you think that mastering persuasive writing is beneficial and how?"

As stated in Figure *4.3.2.10*, all 6 interviewees concurred that developing persuasive writing skills will help them outside of the classroom. First, the CFS interviewee mentioned that writing persuasively helps support and persuade oneself and others to adopt a more disciplined lifestyle. Furthermore, according to the FAS interviewee, persuasive writing can be useful when drafting emails and proposals to managers asking for increases, better pay, and other advantages. The FICT interviewee also asserts that becoming proficient in persuasive writing helps enhance communication abilities, including teamwork, relationships with coworkers, and other critical elements of success in the workplace. Concurring with the FICT interviewee's statement, the FBF interviewee pointed out that becoming proficient in persuasive writing improves communication skills and fosters stronger professional relationships. The FEGT interviewee also emphasised the need for persuasive writing skills in persuading people to adopt ideas, particularly in the engineering sector. Furthermore, developing this ability can facilitate interviewees' admission to advantageous PhD programmes. Lastly, the FSC interviewee stated that persuasive writing skills are critical, particularly in the agriculture industry as they can help convince and draw customers to buy suggested products, thereby competing with comparable products on the market.

4.4 Summary of findings

To sum up, Chapter 4 offers a thorough analysis and perceptive findings derived from a two-week study at the Utar Kampar campus concerning the attitudes of ESL learners towards acquiring persuasive writing skills. The comprehensive analysis of many components, including learner attributes, instructional methodologies, and contextual factors, has made a substantial contribution to comprehending the intricacies associated with instructing ESL students in persuasive writing. The results of this study provide useful strategies that might raise students' motivation and proficiency in persuasive writing assignments, which will improve ESL teaching strategies. It is significant to highlight that a mixed-method approach was used in the research, combining quantitative and qualitative data collection techniques. The quantitative component of the study entailed the administration of questionnaires to participants, which facilitated the methodical collection of numerical data on a range of variables about the attitudes of ESL learners towards persuasive writing. However, the qualitative approach included interviewing participants to gather their detailed thoughts and points of view. This allowed for a deeper comprehension of the intricate relationships that exist between learner traits, instructional tactics, and environmental factors. In summary, this chapter underscores the need to employ data-driven strategies and identifies critical success characteristics that can be advantageous to both teachers and learners when it comes to teaching persuasive writing to ESL learners.

Chapter 5: Conclusion

5.1 Introduction

In Chapter 5, important findings are summarised in the discussion section, which also highlights the elements that have a substantial impact on ESL learners' attitudes towards learning persuasive writing. It examines how linguistic ability, cultural background, educational setting, instructional strategies and other factors interact to reveal how these elements affect learners' perceptions of and involvement with persuasive writing. The chapter also critically examines the findings' wider ramifications for developing ESL curricula, instructional methods, and learner assistance. It also identifies study limitations, including its breadth and possible biases, and recommends future research directions and improvements for researchers who are conducting similar research. This chapter establishes the foundation for future study and practice in the field, as well as for expanding the understanding of the attitudes of ESL learners towards learning persuasive writing.

5.2 Discussions

Two research questions listed in Chapter 1 are the focus of this section. The first question explores the attitudes of ESL learners towards learning persuasive writing. In contrast, the second question explores how underlying factors largely influence these attitudes in ESL learners in learning persuasive writing. Both of the research questions are satisfactorily addressed by the information gathered in Chapter 4. Therefore, the research objectives are met by determining the attitudes of ESL learners towards learning persuasive writing and investigating and comprehending how the underlying causes described by ESL learners have the biggest influence on their attitudes towards learning persuasive writing.

The first research question is to ascertain how ESL students feel about learning persuasive writing. In Chapter 4, 69 students, or 64.5% of the sample group, were found to have good attitudes towards learning persuasive writing. Of them, 60 students said they wanted to become proficient in persuasive writing techniques, and all 69 showed a strong interest in learning persuasive writing. Furthermore, 53 out of the 69 students said that they had a good outlook on studying persuasive writing since they found the process to be satisfying and enjoyable. According to the survey conducted by Feng (2021), 80% of students recognised the value and advantages of developing persuasive writing abilities. This research shares the same results as 53 students, or 49.5%, thought the learning experience was worthwhile and engaging. Apart from that, 65 students or 60.7% highlighted that the English teachers who taught them persuasive writing were suitable and taught them effectively. 62 of them responded that their teachers provide sufficient assistance and feedback during the persuasive writing learning process while 61 of them stated that the teachers are also motivated in teaching them to master the skill of writing persuasively. On the other hand, just 9 students, or 8.4% of students in this research, had negative opinions about learning how to write persuasively. 45 students in this research felt anxious when asked to write persuasive essays, but Feng (2021) found that about 90% of participants felt confident in their ability to write compelling content. Skar et al. (2023) found that Norwegian students had a favourable attitude towards writing and had a high level of confidence and proficiency in generating compelling content. In comparison, 45 students in this research lacked confidence when it came to generating convincing content. All in all, most ESL learners in the research have positive attitudes towards learning how to write persuasively in contrast to Olson (2017), whose participants had a neutral opinion towards it.

The second research question looks into the underlying causes of the attitudes which affect the attitudes of ESL learners in learning persuasive writing to better understand how these elements affect their attitudes towards persuasive writing acquisition. According to Chapter 4's findings, the environment has the biggest impact on interviewees' ability to learn persuasive writing. 3 of the 6 interviewees provided this specific response. 1 of the 3 interviewees stated that their family members mostly speak Mandarin or Chinese and do not often use English, which results in a lower level of English proficiency and makes it harder to acquire persuasive writing. Regarding the other 2 interviewees, they explained that their academic setting such as their secondary school, university and their educators encourages them to develop persuasive writing abilities since the setting demands them to perform well overall, which piques their curiosity. According to the students, viewing television is the factor that influences them the most, in contrast to the findings of Aziz and Said's (2020) research. However, the interviewers in this research also particularly address the elements with a good attitude towards learning persuasive writing. Given that 4 of the 6 interviewees provided the same response, they concluded that the desire to increase their language competence levels is the most influential factor that affects them to learn persuasive writing positively. Better persuasive writing skills are satisfying, according to the interviewees, because readers and reviewers will recognise the effort and commitment made to the final output. Additionally, the interviewees stated that stronger persuasive writing abilities might increase other language proficiency, including communication and presenting abilities. Similar findings are presented in the study by Skar et al. (2023), wherein Norwegian students report improvements in their language and/or cognitive abilities as well as a favourable attitude towards it. Additionally, earlier research by Aziz and Said (2020) showed that watching English-language television improves the calibre of persuasive writing.

5.3 Implications

The research's findings are notable and beneficial since they greatly enhance the field of education. As noted in Chapter 1, these findings could have a direct impact on how ESL is taught. This suggests that by using the data from the research, ESL teachers and educators can design and implement lesson plans that are specifically suited to the challenges and attitudes seen in ESL learners. Alghamdi (2019) claims that by using the data from his study, teachers may create effective lessons that suit the students' behaviour by organising the activities in the classroom effectively. To improve learners' persuasive writing acquisition, for example, instructional interventions such as vocabulary-building exercises and scaffolding strategies can be implemented into lessons to address the language aspect, which was noted by some interviewees in Chapter 4 as a major challenge. According to Barone and Barone (2018), hearing what students have to say can help teachers create better classes that will lessen the difficulties that students have in the classroom. As a result, these findings enable teachers and educators to create a more encouraging learning environment for ESL learners, which will ultimately increase their success in school and the workplace.

Secondly, the findings of the research can help ESL instructors as well as curriculum designers by providing data on the particular needs and preferences of ESL learners when it comes to mastering persuasive writing. Learning objectives, assessments, and instructional materials can be modified to address the highlighted obstacles and attitudes of ESL learners by incorporating insights from Chapter 4, where interviewees shared various challenges they faced such as external distractions, workload issues and many more into the curriculum design process. In comparison to the research conducted by Beyreli and Konuk (2018), the perspectives of students regarding the thorough assessment of student texts demonstrate the applicability of the rubrics utilised as

instruments for assessing writing abilities. The aforementioned strategy facilitates the creation of various learning pathways and tailored instruction to meet the varied requirements and backgrounds of ESL learners. As a result, it improves the support provided by ESL programmes for learners to build persuasive writing abilities and meet learning objectives. The curriculum's academic writing modules can be improved in the following areas, according to insightful information and data from the previous study. The results of this study will give curriculum designers recommendations on what components are essential and required for ESL students (Januin & Osman, 2021).

Moreover, ESL training programmes can benefit from the findings. These findings can be used to inform targeted teaching techniques that prepare ESL teachers and educators to deal with a variety of settings, like teaching students at different skill levels and addressing different attitudes. Based on Peng (2019), the teacher training programme can be modified in light of the findings and analysis derived from the ESL teaching modalities and ideas, with a particular emphasis on Teaching Ideas, Textbook Construction, and Teachers' Team Construction. Fostering a pleasant classroom atmosphere that supports ESL learners' positive attitudes towards persuasive writing is made possible by teachers and educators who can change their teaching tactics depending on feedback and assessment outcomes by encouraging reflective practices and offering ongoing assistance.

5.4 Limitations

Firstly, the sample size that was employed as the quantitative data in the research is one of the weaknesses in the research. It is noted that there were roughly 100 respondents in total for the quantitative data. This number is considered tiny, particularly because UTAR has over 10,000 total students enrolled. Hence, the diversity and range of opinions that exist within the overall UTAR

student population may not be sufficiently captured when transformed into percentages, as only 1% of the population (100 out of 10,000) may be used. Essentially, the restriction lies in the possibility that the limited sample size will restrict how far the research's conclusions can be generalised or applied to the entire UTAR student body. It implies that because of the small number of research respondents, the findings might not accurately represent the opinions, actions, or traits of the whole student body.

The second weakness would be the duration for collecting the quantitative and qualitative data. According to the programme structure of Utar, students who are doing our research like myself are given around 8 weeks or 2 months at most to finish our data collection. Within this period of time, we are also required to complete other assignments and tasks assigned by our lecturers and tutors. This leads to the quality and depth of research data being greatly impacted by time restrictions in data collecting. With time constraints, it is difficult to recruit enough respondents, which could result in a smaller sample size that isn't necessarily representative of the whole population as mentioned before. Rushing the process of gathering data can also lower the quality of the data since there is insufficient time for verifying the veracity of the data. These restrictions may ultimately have an impact on the research's validity, reliability, and interpretability of its findings and recommendations, especially for the qualitative data.

Apart from that, the question mentioned in the questionnaire is also a weakness in the research. Although the research aims to investigate the factors that influence ESL learners' attitudes towards learning persuasive writing, one important external factor is overlooked: the family factor. This is because the questionnaire does not include questions about the influence of families on ESL learners' attitudes towards learning persuasive writing. An individual's attitudes, beliefs, and behaviours, especially how they approach learning, can be greatly influenced by their

family. Family support, encouragement, resources, and cultural influences can all have an impact on ESL learners' motivation, self-assurance, and participation in educational activities like persuasive writing acquisition. The absence of a family component in the questionnaire causes the research to overlook a crucial component of comprehending the wide range of influences on the attitudes of ESL learners. Because it ignores the potential influence of family dynamics on the attitudes under study, the analysis carried out in the research may be biased or incomplete.

The fourth weakness in the research would be the form of the questions asked in the questionnaire. Based on the questionnaire used in the research, 15 out of the 26 questions were in negative form and might affect the results of the research. By asking the respondents questions that are in negative form, the respondents might be unclear of what the researcher needs to know as there is an occurrence of ambiguous language or double negatives. Moreover, negative questions may cause misunderstanding or bias, which could result in incorrect answers. With the use of negative questions, there might be a lack of inconsistency in the findings and this makes the analysis and comparison of answers more difficult.

5.5 Recommendations

Although the research has revealed various weaknesses, they can be successfully targeted and addressed by the recommendations. The first recommendation for the weakness of limited sample sizes can be greatly mitigated by requesting permission from the other Utar lecturers and tutors to promote the research and share the online questionnaires with them. Without having to approach each Utar student one by one and ask them to fill in the questionnaire, the recommended method can access a bigger and more diverse pool of students more efficiently. This method resulting in capturing a wider range of viewpoints and experiences, which improves the research's external validity in addition to increasing the sample size. To preserve data quality and integrity

throughout the research process, it is imperative to prioritise methodological rigour, ethical considerations, and clear communication by discussing thoroughly with the lecturers and tutors who allow the research to be shared in their class.

Secondly, the data collection period can be started earlier like during the sembreak to have a longer duration to acquire thorough and representative data for research. Starting the data collection 2-3 weeks earlier, greatly enlarges the sample size hence the quality of data acquired will be improved over the prolonged period can also be achieved. All things considered, extending the time for data collection enables more comprehensive and nuanced data to be collected, which produces more precise and trustworthy research results.

Furthermore, A complete revision of the questionnaire should be done several times to address the lack of questions about the family element and its possible influence on ESL learners' attitudes towards learning persuasive writing. Incorporating questions that specifically address family dynamics, such as parental involvement in education, family support for language acquisition, cultural influences within the family, and the influence of family expectations and values on attitudes towards mastering the skill, should be part of this revision. Supervisors can also step in to assist in the process of revising the data collection methods. These focused questions contribute to a better understanding of how family dynamics influence the attitudes and behaviours of ESL learners, which deepens and broadens the scope of the research findings.

The fourth recommendation is the questionnaire's clarity should be enhanced and the response bias should be lessened by rephrasing negatively phrased questions into positive ones. For example, rephrasing a question to "I think that..." instead of "I don't think that..." removes potential double negatives and improves comprehension of the reply. This strategy encourages respondents to concentrate on giving precise and understandable answers rather than adding

uncertainty through the use of derogatory language. Therefore, the updated questionnaire with positively worded questions may result in the collection of more trustworthy and insightful data, thereby enhancing the validity and efficacy of the research project.

5.6 Conclusion

In conclusion, a comprehensive examination of ESL learners' perspectives on persuasive writing acquisition is summed up. It presents the main conclusions and examines how learners' perspectives and involvement are influenced by both internal and external factors such as language proficiency, cultural background, educational environments, and instructional styles. Along with outlining potential directions for further research, the chapter also addresses broader implications for ESL programmes as well as highlights the limitations that are found in the research itself. Hence, there are suggestions made for the limitations found in the research as these suggestions can ensure more accurate results which can used to enhance ESL instruction and curriculum. It is concluded that these findings are capable of laying a solid foundation for more research and improved methods of instruction in the education area.

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Appendix 1: Questionnaire

The Most Influential Factor Affecting the Attitudes of ESL Learners in Learning Persuasive Writing

Greetings, responder

I'm Seow Yi Xuan, a Y3S3 student pursuing a bachelor's degree at the UTAR Kampar campus in English education with honours. My Final Year Project's title is "The Most Influential Factor Affecting the Attitudes of ESL Learners in Learning Persuasive Writing".

My study aims to contribute to the field of persuasive writing acquisition by shedding light on the factors influencing ESL learners' attitudes towards learning persuasive writing skills. The study assists ESL learners in determining the fundamental element that influences the process of learning persuasive writing, as well as in assisting educators and teachers in creating a more supportive learning environment for ESL learners.

There are 39 questions in all over 3 sections of this questionnaire:
Section A: Biodata (8 questions)
Section B: English Linguistic Competence Information (5 questions)
Section C: Opinions and information about learning how to write persuasively (26 questions)

All of the replies and data that the responders supply will be kept secret and confidential.
If you have any doubts or confusion, please contact me through my email (adamseow1212@1utar). Thank you.

adamseow1212@gmail.com Switch account

* Indicates required question

Email *

☐ Record adamseow1212@gmail.com as the email to be included with my response

You are hereby giving us permission to process your personal information, *
including biological information and opinions, for the study conducted below.

○ I hereby acknowledge and agree to the terms stated in the UTAR notice.

○ I disagree and refuse to have my personal information processed.

Section A: Biodata

The section requires you to provide your personal information.

Name: *

Your answer

Age: *

○ 18 years old
○ 19 years old
○ 20 years old
○ 21 years old
○ 22 years old
○ 23 years old
○ Others

Gender: *

○ Male

○ Female

Birthplace: *

○ Perak

○ Selangor

○ Penang

○ Pahang

○ Johor

○ Kedah

○ Kelantan

○ Terengganu

○ Melaka

○ Perlis

○ Sabah

○ Sarawak

○ Overseas

Race: *

○ Chinese

○ Malay

○ Indian

○ Others

Faculty: *

○ CFS

○ FAS

○ FBF

○ FICT

○ FSC

○ FEGT

○ ICS

Programme: (Example: English Education) *

Your answer

MUET / IELTS / TOEFL results: (Example: Band 5 / n/a if you haven't taken *
any of the test yet)

Your answer

Back   Next   Clear form

Section B: Information on English Linguistic Competence

The section requires responders to identify the levels of their English Language skills.

1. I am an (English as Second Language) ESL learner. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. I can speak English fluently. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. I can write in English fluently. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

4. I can read English content easily. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

5. I can understand English speeches easily. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Back   Next   Clear form

Section C: Information on Opinions about Learning Persuasive Writing

This section requires you to state your attitude express your opinions in learning persuasive writing.

1. I have positive attitudes towards learning persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. I have negative attitudes towards learning persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. I am interested in learning persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

4. I want to master the skill of writing persuasively. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

5. I look forward to learning the skill. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

6. Learning to write persuasively is important because I will need it for my career. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

7. I enjoy learning persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

8. I don't think that learning persuasive writing is important. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

9. I am not motivated to learn how to write persuasively. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

10. Knowing persuasive writing isn't an important goal in my life. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

11. It doesn't bother me at all to write persuasively. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

12. I would rather spend my time learning other language skills other than persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

13. I would get nervous if I had to write a persuasive essay. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

14. I get anxious when I am learning persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

15. I never feel quite sure of myself when I write persuasively in my English class. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

16. I feel confident when asked to present my persuasive writings in my English class. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

17. I don't think my English teacher is good. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

18. My English teacher does not provide any support or feedback to me. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

19. My English teacher is not motivated to teach me persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

20. I don't like the teaching style used by my English teacher. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

21. My English teacher doesn't use any materials or technology in teaching persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

22. I don't like the evaluation system of persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

23. My English class is a waste of time. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

24. I think my English class is boring. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

25. The learning environment is not suitable. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

26. There isn't any material and technology that are usable to teach persuasive writing. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Appendix 2: Interview questions

<u>Section A: Biodata</u>
1. Name: _____
2. Age: _____
3. Gender: _____
4. Birthplace: _____
5. Race: _____
6. Faculty: _____
7. Programme: _____
8. MUET / IELTS / TOEFL results: _____

<u>Section B: Information on English Linguistic Competence</u>
1. Are you an ESL learner?
2. Can you speak English fluently?
3. Can you write in English fluently?
4. Can you read English content easily?
5. Can you understand English speeches easily?

<u>Section C: Information on opinions about learning persuasive writing</u>
1. What does persuasive writing mean to you as an ESL learner?
2. In your opinion, how important is persuasive writing for ESL learners?
3. Are you motivated to engage with persuasive writing tasks?
4. What motivates you to engage with persuasive writing tasks? Why?
5. How do you feel about persuasive writing compared to other forms of writing?
6. What challenges have you encountered while learning persuasive writing?
7. Can you elaborate on any specific difficulties you face when trying to persuade through writing?
8. Is there any external factor that also influences you in learning persuasive writing?
9. Can you describe a moment when your attitude towards persuasive writing changed positively or negatively?
10. Do you think mastering persuasive writing will benefit you beyond the academic setting and how?

Appendix 3: Interviewees' responses

CFS respondent:

Adam – Ok, So, good morning there, Mr Yew Zhi Yi. So now I'll be going to interview you for my FYP on the persuasive writing. So could you provide your bio data for me?

ZhiYi - Yes. So my name is Yew Zhi Yi and I AM 19 years old and I am from Johor and I am male and I'm a Chinese and my focus, my faculty faculty is CFS and my programmer is foundation in art and I have no MJUET result. But after that I will take a.

Adam: OK, so now I'll be asking now. I'll be asking you about the section B, which is on the on your information on as your identity as your identity as a English linguistic competence learner. So may I ask, are you an ESL learner?

ZhiYi - I think not. I am not ESL learner, but because I'm taking language is English and Malay, but I prefer to send Malay better than English lah. So maybe English, not my ESL learner.

Adam - Ohh so you think that you are not considered as a fully ESL learner. More like Semi ESL learner.

ZhiYi - Yeah

Adam - OK. So may I ask, can you speak English fluently?

ZhiYi - I can speak English, but if you say fully, maybe it's not because the I speak English is just a simple word. Yeah like google translate only.

Adam - OK, so for the 3rd question, can you write in English fluently as in English content?

ZhiYi – I think my writing level is same like my speaking level, just like Google Translate, just like basic English only.

Adam - Ohh and for the number for the 4th question, can you read English content easily?

ZhiYi - Can, but sometimes I will confuse like I will cannot focus to read something very long time like that.

Adam - OK, so for the last question, can you understand English speeches easily

ZhiYi - If you say in Utar that I can but sometime maybe the lecture will speak in a professional English. So maybe a little bit cannot understand that, but normally I can understand what everything they say.

Adam - Ohh so out all of these speaking, writing, listening, reading and you say, you say that you are a average doing everything of them, right?

ZhiYi - Yeah.

Adam - Ohh, OK OK, so now I'll be asking questions on your information of your opinions about the learning persuasive writing. So for the first question, what does persuasive writing means to you as an ESL learner?

ZhiYi - I think persuasive writing is like a just like a writing that give you example to support your main point to give you to more understand. And besides that, they're also can give me the content becomes stronger.

Adam - Ohh make it become stronger lah. OK, I see. So for the second one, in your opinion, how important is persuasive writing for ESL learners as in for you also?

ZhiYi - I think important because if don't have example to me to write to read and say maybe I will don't know what they want to talk about and maybe just like so so So if you'll give me example. So I think of this the better and I will know what the writing they say.

Adam - Ohh OK, so may I ask for you to rate the importance of persuasive writing out one to five. One is the the less the least, most important, and then for #5 is the most important. How would you rate persuasive writing?

ZhiYi - While I think 4.

Adam - OK. So you still think it's quite important?

ZhiYi - Yeah.

Adam - OK. OK, so for the third question, are you motivated to engage with persuasive writing task or maybe are you motivated in learning perspective writing?

ZhiYi - I think yes, because the example is give me many stop for that. Like if you send a keep fit copy writing so the example, maybe they can tell me how to keep the? How to give me a healthy life? So I think this motivate meaning.

Adam - Ohh so I believe that learning how to use examples in your writing is what motivates you, right?

ZhiYi - Yeah.

Adam - Ohh OK, so besides that, is there anything that also motivates you to engage with persuasive writing besides a learning how to write the examples?

ZhiYi - I think people if I write persuasive writing and they can motivate other people so they can encourage me to write persuasive writing.

ZhiYi - I think people if I write persuasive writing and they can motivate other people so they can encourage me to write persuasive writing.

Adam - Ohh so so besides of learning how to write examples, learning how to write persuasive writing lets you to influence affect others, right? So you like this ohk?

ZhiYi - Yeah

Adam – Ohh, OK, so for the 5th question, how do you feel about the persuasive writing compared to other forms of writing, other forms, as in narrative writing, descriptive writing?

ZhiYi - I think persuasive writing they can persuade me. So yeah, just like persuade

Adam - Ohh so So what you're saying is that persuasive writing is more on persuading others convincing others, while others is just writing only.

ZhiYi - Yeah, maybe like a story you want to share your happiness. So you go to write story. Yeah. Like that.

Adam – Persuasive writing has a more stronger energy in it lah.

ZhiYi - Yeah.

Adam - OK, OK. So a what are the challenges that you have faced while learning persuasive writing? Is there any challenges or difficulties?

ZhiYi - I think lazy because I need to search any example to support my content, so maybe I will lazy to go search on the so I'll social media also many information I don't know which one is the true or which one is the false information to me lah. So I want to search very long time to make sure the information is true.

Adam - Ohh OK, I see. So besides laziness, the the realness, the authenticity of the content, whether it's real or not real, is also one of the things that that poses a difficulty for you?

ZhiYi – Yeah.

Adam - Ohh OK, so uh for the 7th question, can you elaborate on any other difficulties apart from laziness and the example difficulty? Is there any other difficulties that you face?

ZhiYi - I think just just now I say the information because if I write the false information so other people will learn it and will give them the false information and this one is not good enough for me or so.

Adam – So besides from the example, find that examples and then the laziness you are. You also worry about that when you are writing false content. You are also influence. You are also influencing others to absorb false content right?

ZhiYi - Yeah.

Adam - Ohh OK, so for the eight question, is there any external factor that influence you in learning persuasive writing?

ZhiYi - I think my phone because when I write thing maybe I will think or got message or not and lazy love play a game little a little. Maybe I will play phone and give me your take a rest. But like that, so my I think is phone is a factor.

Adam - Your so your phone is a distraction, right? It distract you?

ZhiYi – Yeah.

Adam - Ohh OK so for the next question can you describe a moment when you're attitude towards persuasive writing change positively or negatively? So your attitude change refers to like positive turn to negative or negative turn to positive. Or maybe your attitude remain from positive until now, is also positive. Or maybe negative until now is also negative.

ZhiYi - Maybe uh. I when I want to write I will very power to write and write write write. After that I want to go example or I was lazy to search and I will go to play my game or to take my phone to play and after I play a game I will say a little little little do. Have maybe the homework will do in tomorrow, or maybe a few day.

Adam - Ohh, so yeah, saying that your attitude started with positive positive like as in you have the energy to do.

ZhiYi - Yeah.

Adam - And then later on, because you've got distractions and other factors, so it tends to edit attitude into negative. So it affects you in learning the persuasive writing right?

ZhiYi — Yeah, maybe also my no have many ideas so I will lazy. I will take the rest first.

Adam - Umm, OK. So for the final question, do you think that mastery, uh mastering persuasive writing will benefit you beyond the academic setting benefit you, as in not only in school but also outside of society? Our community, do you think that it will give you advantage?

ZhiYi - I think yes, I think every writing have the benefit to us so I can learn if I say I want to just information something. So I'm just trying to information writing, so persuasive writing can get me to learn to know how to do it and I will follow the writing and do it.

Adam - Ohh, so like besides of persuasive writing allows you to learn ahhh, Or maybe absorb new content, right? How do you think they perceive mastering persuasive writing helps you in your workplace?

ZhiYi — Emmm, maybe like a persuasive writing about discipline so I can from there to learn how to got discipline in my work like that ohk.

Adam - OK, so basically that when your workplace let's you need to, like, write your plan for the manager and leader. Persuaisve writing allows you to pursue your manager leaders to expect your idea right? OK, that's a good one. that's a good one. So so finally to conclude our entire interview. So as a interviewee, may I ask what is your rating for learning for learning positive rating from one to 10, one is the worst, 10 is the best set out for the entire learning persistent writing thing.

ZhiYi - I think it's it's 10.

Adam - Ohh so it's so you are saying that it's it's necessary. It is important and then it has, it has a lot of benefits.

ZhiYi - Yeah. It has a lot of benefit.

Adam - OK, OK. So thank you. Then Mr Yew Zhi Yi, so that concludes our interview.

FAS respondent:

Adam - Yep, so before we start I need you to provide your bio data first. Yeah.

Esther - So my name is Esther. I AM 22, turning 23 on October 1st. I'm a female. I was born in Damansara, Damansara Specialist Hospital. So, Petaling Jaya, Selangor. I am Chinese. My faculty is FAS. My program is English education. Ahh, I took Muet and I got a ban of 4.5.

Adam - OK, so now I'm asking you now. I'm going to be asking you about your information of identity as a English linguistic competence learner. So may I ask, are you an ESL learner?

Esther - Technically yes, but I think around middle of primary my family started using more predominantly English. So I've been using English for a lot longer than I have been using for my first language, so my first language has deteriorated already.

Adam - OK. So may I ask, can you speak English fluently?

Esther - I would like to say that I can.

Adam - OK, I agree. So the 3rd question can you write English content fluently?

Esther - Yes, yes, I can.

Adam - OK. What about Can you read English content easily?

Esther - Yes, I can read English content relatively easily provided there are no jargons that I'm unfamiliar with. So for example, medical jargons or certain scientific jargons. So that's when I get a bit confused.

Adam - So for the last question, can you understand English speeches easily?

Esther - Yes, yes.

Adam - OK, so now we'll be moving to Section 3, which is the I'm going to asking you about the information on your opinions about learning persuasive writing. So may I ask, you know what is persuasive writing is it correct?

Esther - Yes.

Adam - So the first question, what does persuasive writing means to you as an ESL learner?

Esther - Well, it's a very good tool for us to use, especially when we're going into corporate world. And it's also very useful for us in territory education, because it is, if I'm not mistaken, of course, that we have to write and a lot of our assignments are also based on convincing our lecturers of our point. So persuasive writing is very important. And As for in the workplace, it is also important for, ironically enough, things like proposals where you're trying to convince people to go forward with your plan. And if you have a more convincing central job, so such as marketing, where you're trying to actively get people to buy your products, having the skill of persuasive writing is very important.

Adam - OK. Thank you for your response. So for the second question, in your opinion, how important is persuasive writing to you as an ESL learner?

Esther - Personally tho in my life it is not the most important, I think. Still, I would say it is important, but it is not my main priority in writing as of right now. For now, I'm focusing more on academic writing it, getting my citations and all that in place. But persuasive writing is, I would say, a very good second place.

Adam - So how would you rate the importance of persuasive writing in your life?

Esther - In my life, maybe about an 8 out of 10, 10 being very important in 1 being not important at all.

Adam - OK. Thank you. And then for the 3rd question, are you motivated to engage with persuasive reading task and learn the skill?

Esther - I am motivated to engage in the social writing task if it is convenient, so I won't go out of my way to look for opportunities to improve my perspective writing. But if let's say I happened to see an email on a course on it, or if a fellow friend is having an event to or workshop to improve it, I yeah, I'll probably join.

Adam - Ohh so just now you mentioned that you are motivated. So may I ask, what is the thing that motivates you to engage it.

Esther - I guess for me it's more of an intrinsic motivation because I just like writing and English in general. So that is my main form of motivation here. The want to improve in the language

Adam - Just improve la?

Esther - Yeah.

Adam - OK, so for the how do you feel about persuasive writing compared to the other forms of writing as in like the narrative writing, descriptive writing?

Esther - I would say persuasive writing is more towards academical side of things, so the more factual side, so normally in writing we have the formal aspect and the creative writing aspect right. So it's less free compare to the creative writing, which also means it has to have a lot more structure. So because of that is a little bit more complicated and creative right thing I would say for me that at least because I dabble in creative writing most of the time

Adam - ohk, OK. Thank you. Thank you. And then for the number the six question and what challenges have you encountered while learning persuasive writing?

Esther - While learning persuasive writing. Well for me because I was always more. Uh. Used to create the right thing, I was used to convincing people through creative right thing which is less strict as mentioned before. So my main hardship when I came to learning or adapting very different thing was the factual or like formal aspect of it. Learning how to make it. Professional instead of the normal immense speech.

Adam - Ohh OK so for number 7 can you elaborate on any difficulties when you face it? Can you just now you have mentioned that you struggle with like some of the formality in yeah, so can you elaborate more about

Esther - So for me personally I struggle with organization which is also something I struggle with when it comes to academic writing in general I would like to think that my grammar and my spelling and all that is relatively fine. However, when it comes to the organization of my thoughts is where things get a little

bit messy. So when to put what paragraph? How? What comes first? What comes second? What comes to third? Or what do elaborate first? What examples to provide first? Should I provide an example or should I provide supporting detail first? Things like that.

Adam - Thank you about that. And then for the 8th question, is there any external factors that also influenced you in learning the skilled persuasive writing?

Esther - External factors are, I would say, my schedule. Yeah, my schedule I'm very busy. Schedule so it's a bit difficult to just pinpoint because it was everything and only focus on that.

Adam - Ohh so it influence you negatively?

Esther - Yeah.

Adam - Ohhh.

Esther – As for positively me, I wouldn't. I guess my what I said is my field because I'm in English education, so I want to improve my language also for that. So that is something that positively motivates me.

Adam - Umm, OK, thank you about that. And then for the 9th question, can you describe a moment where your attitude towards positive writing change positively or whether it goes the other way around, which is negatively?

Esther - OK, so my views on persuasive writing actually change positively when I added in university, so before when I was in high school, I wasn't to concerned about persuasive writing or any form of academic or factual formal right thing in high school? Because I was more interested in creative writing, it wasn't until I started university and I started researching and, you know, learning about journal articles and deciding on wanting to become a PhD holder that I started to take more interest and view things like persuasive writing and academic writing as a whole, as more positive.

Adam - OK and then for the last question, do you think that mastering persuasive writing skills, the skill will benefit you beyond the academic setting?

Esther - Well, yes, as mentioned previously in this interview, I also think it's very important for people, especially depending on your jobs. So like even for teachers, it's not uncommon to you need to. How do I say need to write proposals and to convince people through proposals, every person well, even when bargaining for higher salary, you have to send an email to your HR to your bosses above you to your supervisors. So yes, persuasive writing can be very important even outside of university and outside of academic writing because it will enable you to get in the view jobs to get a raise to get bonus that otherwise you might not get compared to your peers who are weaker in persuasive writing.

Adam - OK. So that concludes the overall interview So may I ask for your for the concluding part, what is your overall of the raw rating for learning persuaive writing ? is it one out of 10?

Esther - Ohh what do you could you elaborate more on your question?

Adam - OK So it's like now, could you rate from one to 10 which is the one is the worst is the best is the best on the criteria of learning persuasive writing

Esther - the criteria so the like the rubrics are

Adam - yes.

Esther - Ohh one to 10, I would say it's about 6-7 because it's really it's not bad. I'm not gonna say it's bad. I'm not gonna say it doesn't benefit students at all. It is rather good in the sense of what they're trying to achieve or the learning outcomes in the learning objectives that just setting for, say, causes like business in English, things like that. But I won't say it is a complete a 10 out of 10 like fire up on the spectrum because it lacks uhh it is lacking in the autehenticity I'm not to say it's not authentic at all, but it could do to how do I say encourage persuasive writing not in so much of format or like a topic. So for example, a topic sentence of persuade me why I like pizza toppings, or persuade me why I like blank as with me? Persuade me why this option or that option is the best for you and it could be put into a more realistic expert. As I mentioned, this in writing can often be used to negotiate for higher salaries, more work days. So if it could be placed into that perspective, I think it would be a lot better.

Adam – Can. So our interview session is over and then thank you for your responses. Alright, thank you.

FBF respondent:

Adam: So good afternoon, Mr Ho Shi Cheng, I'm Seaw Yi Xuan and I will and I am the researcher of doing my FYP, which is about the learning persuasive writing. So may I ask, can you provide your bio data first, starting with your name.

Shi Cheng: And my name is Ho Shi Cheng and my age is 22 and I'm a man and my birthplace is at Ipoh and my race is Chinese. My faculty is from faculty of business and finance, and my program is bachelor of finance and my MUET level is 3 point band 3.5.

Adam: OK. Thank you, Mr Ho. Now I'm moving on to the second section, we, which is Section B and I will be asking you about your opinion and your information as an ESL learner. Uh, of your identity as the English linguistic competence learner. So may I ask, are you an ESL learner?

Shi Cheng: Yes, I'm an ESL learner.

Adam: Alright, so moving on to the second question. Can you speak English fluently?

Shi Cheng: Yes, I also can speak my English fluently.

Adam: OK, So what about the third one? Can you write in English fluently?

Shi Cheng: Ahh sometimes also can.

Adam: Sometimes that means your level is average level, right?

Shi Cheng: Yeah

Adam: Alright, so for the 4th question, can you read English content easily?

Shi Cheng: Yes, can.

Adam: Can. Alright, so for the fifth one, can you understand English speeches easily?

Shi Cheng: Yes, yes, yes, yes.

Adam: Alright. OK, so for the third and final section, I'll be asking you on your opinions about learning persuasive writing. So may I ask for the first one What does persua. What does persuasive writing means to you as an ESL learner?

Shi Cheng: I think as an ESL learner is uhh is uhh my international language, which can I can communicate with others use using ES using English.

Adam: Ohh, OK so because just now you have mentioned that is it you're referring to the language English or are you referring to the skill which is persuasive writing?

Shi Cheng: I will use my language English.

Adam: Ah, OK. So that means you're also referring your English language, which is the persuasive writing skills as well ss it?

Shi Cheng: Yes yes

Adam: Ohhh alright. So. So you're saying that persuasive writing is also like a skill for you to use to communicate to others?

Shi Cheng: Yes, yes.

Adam: Ohhh alright, so in your opinion, how important is persuasive writing for you as an ESL learner?

Shi Cheng: Persuasive writing is quite important, I actually you since English is our English international language, we need to use it and anytimes uh, maybe we can communicate with others like then maybe they don't know our language, but we also still can use English persuasive writing to communicate with them.

Adam: Ohhh alright, so you just like you have mentioned that using persuasive writing can be used as a communication tool to interact with others. So may I ask on a scale of 1 to 5, 1 is the least important and 5 is the most important. How would you rate persuasive writing?

Shi Cheng: I will rate it as 4.

Adam: Alright, OK. So for the third one, are you motivated to engage with persuasive writing task, or maybe learn persuasive writing?

Shi Cheng: Yes, I think I will.

Adam: So you think you will be motivated to learn it if you are given a chance.

Shi Cheng: Yeah

Adam: Alright, so for the 4th one, just like you have mentioned that you're motivated to learn it. What is the thing? What is the element that motivates you to learn the persuasive writing and why?

Shi Cheng: Maybe it is my English but English persuasive writing skill is not that good. So I think I need to improve it since it is hard to communicate with others like if I'm my English persuasive writing skills is bad. I can't communicate truly, and I also can't understand what's they talk about.

Adam: Ohh alright, so you are saying that to you are saying that enhancing or improving your communication skills in English is one of the factors that are motivates you to learn persuasive writing, right?

Shi Cheng: Yeah.

Adam: Ohh, alright, so how about the 5th question? How do you feel about persuasive writing compared to the other forms of writing. Other forms of writing are referring to narrative writing ahh storytelling ahh descriptive writing, and so on.

Shi Cheng: Really it's quite different and it also quite interesting than other things that others form of writing is directly. Yeah.

Adam: Ohhh alright. So just like you have mentioned, that is more different and interesting. What kind of aspect? What kind of aspect are you referring that the persuasive writing is more interesting?

Shi Cheng: I think persuasive writing is quite difficult than others.

Adam: Umm, yes, yes. In are you referring to like its organization? Its organization its format and so on. Are you referring to those are difficult.

Shi Cheng: Ahh yes, I'm referring that

Adam: Ohhh. So the difficult parts of these organizations format language and so on is what make it interesting, right. You believe?

Shi Cheng: Yes, yes, I believe it.

Adam: Ohhh. To conclude this question, you are referring that persuasive writing is interesting in the fact that it is more difficult compared to the others.

Shi Cheng: Yes

Adam: Ohhh alright. So for the just now you have. Sorry for the six question is there any challenges that you have faced or encounter when you learn persuasive writing before?

Shi Cheng: No, I don't think so.

Adam: Ohh alright. Alright, so if you don't have any challenges, if you did not face any certain challenges while learning the persuasive writing, then I'll be skipping #7 as well because you say you have no issues in learning the skill. So for the 8th question, is there any external factor that influence you to learn persuasive writing?

Shi Cheng: Uh, I don't think so.

Adam: Ohh, so apart from having the motivation to improve your language skills and so on there are there isn't any factors that influence you to learn it right.

Shi Cheng: Uh, yes, yes.

Adam: Ohk. OK, so for the next question, can you describe a moment when your attitude towards persuasive writing change positively negatively the attitude change in here refers to maybe your attitude start from positive and it changed to negative or maybe it works the other way around which is negative to positive or maybe the it remain from positive up until now it's positive or negative up until now is negative

Shi Cheng: I think it's negative up to positive.

Adam: Ohhh. Alright. Can you describe how did your attitude change from negative to positive.

Shi Cheng: Since from negative. Firstly, I'm not sure how can I do and I started to do it and finally I have some concepts on how to how to write on it.

Adam: Ohk. So you are saying that you are you are not confident or you are not familiar with the persuasive the the thing of persuasive writing. Then after interacting after getting ahold of you, you started to manage yourself and while improving your language skills as well through learning persuasive writing.

Shi Cheng: Yes

Adam: Ohhh alright can thank you. And then for the tenth for the final question, can you do you think that mastering persuasive writing will benefit you beyond the academic setting?

Shi Cheng: Yes, I think so.

Adam: Oh, then means you say that it will benefit you even when you come out to work or in our society and so on.

Shi Cheng: Yeah, sure, sure.

Adam: How does it benefit you?

Shi Cheng: His uh, yeah. During the works, we will need to use English language as our communications language, so I think it is important to let me master these skills so I can communicate, communicate with them better.

Adam: Ohh, so OK, so yeah. Also saying that learning persuasive writing is also still the channel to help us not to not only improve our communication communication skills, but also help us be more confident in our language and so on.

Shi Cheng: Yes.

Adam: OK. So to conclude our interview section for today, May I ask on a rating of 1 to 10? One means like the worst, and then 10 is like the best how would you rate the entire criteria of learning persuasive writing?

Shi Cheng: I think it's 9.

Adam: You think it's nine, so you think that it's importance is there it's benefits is there and then it is it is it is still a very functional item in the education field and so on.

Shi Cheng: Yes.

Adam: Ohhh alright. Can. Thank you, Mr Ho Shi Cheng.

Shi Cheng: Thank you.

Adam: Thank you for cooperation.

FEGT respondent:

Adam: Leong Ka Hee So I'm Seow Yi Xuan, and I will be doing the interview with you for my FYP title regarding to the persuasive writing. So may I ask could you provide your bio data starting with your name?

Ka Hee: OK, so my name is Leong Ka Hee and my age for this year is 21. My gender, obviously male, my birthplace, is Ipoh, Perak, and my race is Chinese. So for for faculty itself, it will be faculty of engineering and green technology in Utar and my program is electronic engineering. So for the MUET result I haven't taken yet, so I guess this one is not applicable.

Adam: OK. Thank you. So now I'll be asking you a question about a Section B, which is I'm going to ask you about your information, your identity, your identity as you are English linguistic competence learner, so may I ask are you an ESL learner?

Ka Hee: Well, yes, I am ESL.

Adam: Alright so for second question, can you speak English fluently?

Ka Hee: Umm, I wouldn't say fluently because sometimes if you want me to speak in a very formal setting I won't be able to do that. But you want me to speak like very casually to my friends, like trying to express my feelings. I can do that in English.

Adam: Ohh so it's like average lah.

Ka Hee: Yeah.

Adam: So for the third one can you write in English fluently?

Ka Hee: Well, for, you know, especially for our course, we all do our course in English, right? So I would say yes lah. Yes, obviously we can write it in English very fluently.

Adam: OK, so you have fluent English writer. So for the 4th question, can you write? Can you read English content easily?

Ka Hee: Yes, definitely.

Adam: Definitely. OK, so for the 5th question, can you understand English speeches easily?

Ka Hee: Yeah. Moderate.

Adam: So well, now I'll be going to a Section C and I will be asking when your opinions about the....

Ka Hee: Well, umm, not particularly in ESL learners like since we use for my academic stuff. Since we use English right? So actually for my program I need to convince people to not listen to me, listen to my ideas and thoughts, and then get maybe yeah, convince ahh. So I think persuasive writing is very important for me. It's up to trying to like express the thing I want to say in a very effective effective way.

Adam: Also, is a very important tool for you to use in Utar right?

Ka Hee: Yes.

Adam: OK. So just like you mention about this important so in your import. So in your opinion, how important do you think that persuasive writing is to you?

Ka Hee: Well, umm, for persuasive writing cause this is a way that I need to write down my idea and then all the points all the very convincing stuff in that writing for other people so that I can convince people and I can influence people in the way that I want that to. So it's quite important for me.

Adam: Ohh OK so may I ask how would you rate the importance of learning persuasive writing from one to 10? Well, from one to five, as in one is the worst, five is the most important.

Ka Hee: I will say 8, I really I say yeah ohh.

Adam: you give me that 888 out of 10, right?

Ka Hee: Yeah.

Adam: OK. So for third one, are you motivated to engage with persuasive, persuasive writing task? Or maybe learn the skill?

Ka Hee: Yes, of course I will. I always been wanted to learn some persuasive writing, you know, skills and all the writing format and stuff now.

Adam: Ohh so yeah very motivated right? So you give it a rating of 1 to 10. How would you rate your motivate that?

Ka Hee: I would say 7, seven out of 10.

Adam: Seven. OK so this I have mentioned that you're motivated in learning this persuasive writing tasks and also other writing. So may I ask, what motivates you to learn them?

Ka Hee: Umm, like I said just now, I need to learn the persuasive writing skill in order to know, tell people what I want to do and convince them, influence them to do that. So this kind of like motivates me to learn all these skill, like very focused on this kind of soft skill and stuff.

Adam: Ohh so you are saying that learning how to influence and affect alerts is the motivation that that drives you to learn persuasive writing.

Ka Hee: Yeah.

Adam: Ohh OK, so for the 5th question, how do you feel about persuasive writing compared to the other forms of writing other forms as in like narrative writing, descriptive writing?

Ka Hee: Well, the I think like you say narrative and descriptive writing for this kind of writing is more like describe something that tells something on me. But for this one, I think most importantly, it would be more focusing on the language on how you elaborate the whole, like the sentence, and what is the the what's. The emotion, yeah, the emotion of how the language delivered the message to the reader itself.

Adam: OK, so basically you're saying that persuasive writing deals more with emotions and evidence about this. Well, the other forms of writing used more about your elaboration and your creativity.

Ka Hee: Yes.

Adam: Ohk OK. So for the 6 have you have you encounter any challenges or what are the challenges that you have faced while learning persuasive writing.

Ka Hee: Let's say it's the way that I organized the points ahh. Yeah, but sometimes if we want to write a very persuasive writing, you need to be, you know, very consistent with the knowledge and the ideas that they are going to write in the writing itself. So the thing I I'm I'm carrying facing is that I cannot like organize it very in an effective way to try to convince people that's the challenge that I'm facing right now.

Adam: Ohh, I see. So besides for the organization part of persuasive writing for #7, can you do you have any other specific, any other difficulties that you face as well apart from organization?

Ka Hee: Umm. It's a bit difficulties. Well, if this could be one of the difficulties, I will say it's the way that. No, no, it's the availability of the point that I'm trying to say. The ideas itself, yeah, because this all these things need to affect to support needs a evidence and proof. The support what you're trying to say. This could be another kind of difficulty.

Adam: So can you clarify as in like that you mentioned that the lack of ability, the lack of availability of ideas is it mentioning to you cannot come out if so much ideas in an instant or does it referring to like your language, skill or grammar skill where you cannot elaborate, elaborate it well in English?

Ka Hee: I I wouldn't say it's a language for no small like it would be the ones personality or how he perceived that, how he preserves stuff and how he thinks. How can you figure out? Uh, something that I just. I don't think it's related to the language problem.

Adam: Ohh, OK, I see. Thank you for that. And then for the eighth question, is there any external factor that also influence you in learning persuasive writing, the external factors and it's in like environment, environmental factors or maybe your peers factors your friends factors or maybe the classroom factor or teacher factor all of these are considered as external factors?

Ka Hee: Well, if you really want me to say that I was saying the school factors not because most likely our assignments and the task given maybe the tutorials will need sometimes we need to write the very strong statement to like you know, also to convince people to persuade the people on how to say that. What's the influence them lahh? Ohh yeah. So maybe, uh, it's because the school forces to do that I would say that it's

Adam: So there are factor external factor that you mentioned just now does it influence you negatively or positively.

Ka Hee: They positively was gonna force you to, like, learn how to write the very persuasive writing way.

Adam: Ohh so it if it influence you positively as in a force you to learn something new lah?

Ka Hee: Yeah, of course. The whole point of forcing people is not a very good thing, but for me, I preserve it. Like, why don't we use this? I use this opportunity to like you know, learn something that could be very important for my new future and stuff.

Adam: OK, thank you. And then for the next question, can you describe the moment when your attitude towards learning persuasive writing change positively or negatively, asking like change from positive to negative or maybe negative to positive or maybe the same remain from from positive until now is also positive or maybe negative and it's still negative up until now.

Ka Hee: I say it remains positively like the first time I get to in touch with a persuasive for things during my foundation study, I guess, alright. This one particular course core English for academic purpose, so that that's the moment that I realized how important that persuasive I think is for you to, you know and say in a bad way controls with my yeah. And it remains positively until now for me.

Adam: Ohh so you you so you are still upholding that positive attitude towards learning persuasive writing because of its importance and benefits and so on.

Ka Hee: Umm.

Adam: Ohh, OK, thank you. And then for the last question, do you think that mastering persuasive writing will benefit you beyond the academic setting beyond the academic setting as in like in the society, when you go to work?

Ka Hee: Yeah, I would say definitely, but it's a very beneficial thing for me, especially for my field, the engineering field. Sometimes we have the no. The ideas that people won't be very. How do I say there won't be a agree with your point so that you need to have a very strong skill on writing a persuasive? Uh, I say a paragraph or things like that just to convince them to, like, let you do. That the thing you want that idea itself, and also if like if I'm looking forward to go to another university like I'm going to no pursue my master or PhD. Further, of course, there is a need that I need to write a very persuasive writing to trying to tell them that. Why am I, you know, qualified for joining them like that?

Adam: Ohh, so you are saying that persuasive writing also allows you to, uh, be more better in workplace that uh, persuading and convincing others to accept your ideas.

Ka Hee: Umm.

Adam: OK. So to conclude our entire interview. So here's the last question that so, in your opinion, rating it, rating the criteria, learning persuasive writing from one to 10 ahhh you after you have mentioned about its importance and benefits are function and so on. How would you rate? How would you rate learning persuasive writing from one to 10?

Ka Hee: Umm. Looking things as a whole, I was rated as six.

Adam: You rate it as six? Ohh OK so for the other four. For the other four more points, do you think that there still learning persuasive writing can still be more better the entire process.

Ka Hee: Yeah. It's not only for the processes. So now because it's kind of very, you know, it's not there, what's happening? It's not the, it's fine. So this yeah. Yeah. So this fine to see that the medium that we learned all these persuasive writing is not very sufficient nowadays.

Adam: Ohh, OK, so OK, so our interview session and thank you Mr. Leong Ka Hee. Thank you for your cooperation.

FICT respondent:

Adam - Testing. OK, OK.So uh good afternoon, Mr Woo Hao Jun.So I will be conducting the interview for my FYP. So could you please provide your bio data here?

HaoJun - Yes, my name is Woo Hao Jun and my age 22 and my gender is a male. My birthplace is from Perak, Ipoh and I'm Chinese and I'm from FICT. My program is digital economy and about MUET I haven't achieved any result of it.

Adam - OK. Thank you, Mr. Woo Hao Jun. So now I'll be asking you about question about the information of you as your identity of an English language competence learner. So may I ask, are you an ESL learner?

HaoJun - Yes, I'm an ESL learner. My main language is a Chinese.

Adam - OK, so for the second language can you speak English fluently?

HaoJun - For English speaking, sometimes I speak very good, sometimes very bad. So perhaps the answer is sometimes.

Adam - Sometimes. OK, average. OK, I can accept that. So for the third one, can you write English fluently?

HaoJun – For English not not really. Sometimes I need to get achieve help from Google's or ChatGPT to help my English writing.

Adam - Ohh OK so so average writing. OK, so for the 4th question, can you read English content easily.

HaoJun - For English content? Sometimes I can read easily, sometimes hard, so average.

Adam - Ohh OK, so for #5 can you understand English speeches easily?

HaoJun - For English speeches also average, sometimes I need to help or subtitle to understand the words

Adam - ohk, OK, so for now we will be moving on to Section 3, which I will be asking a question about your opinions about learning persuasive writing. So for this first one as a ESL, now what does persuasive writing mean to you?

HaoJun - The persuasive writing mean to me is to perform my own thoughts in a professional way, then share my thoughts to let readers understand what I'm trying to perform.

Adam - OK, so you wanted to express your idea through writing. Is it?

HaoJun - Yes.

Adam - OK, can so for the second one. In your opinion, how important is persuasive writing to you?

HaoJun – In my opinion the importance for persuasive writing for ESL is the importance way to learn how to writing English and how to perform their own thoughts in the English way, which I mean they have multiple way to perform many way is a one of the performance to let them express their own emotion or idea. Ohh or any other task.

Adam - OK, so for you for for your own personal thought, from rating one to five uh, how how important do you think it is? One is the worst. Five is the best for you.

HaoJun - For me it's a five. - It's a five

Adam - OK, can for the third question, are you motivated to engage with persuasive writing task or maybe learn persuasive writing?

HaoJun - For me. Yeah, I think it's important, but it's not a big motivation for me to perform persuasive writing tasks.

Adam - OK. So just now you mentioned that you are not motivated in it. So may I ask do do you know what are the types of motivation that can motivate you to engage persuasive writing?

HaoJun - The types of my to fulfill my thoughts and ideas right?

Adam - Is there anything that motivates you?

HaoJun - Uh, in persuasive way. I don't really like it, but I like to perform in free talking, like sometimes we can talk face to face or maybe interview way like like I can talk my I can express my things to other guys like that.

Adam - Ohh, but the nothingreally motivates you right?

HaoJun – Nothing. Really motivates.

Adam - Ohh OK, so for the fifth one, how do you feel about persuasive writing compared to the other forms of writing as in descriptive writing or narrative writing.

HaoJun - For me, the persuasive writing is more formal and more standard way to express the idea and thoughts of the writer and the readers can quickly understand what the the director want to express in their writings.
Adam - So you are saying that persuasive writing has more credibility and validity, right?

HaoJun - Yes.

Adam - OK. Can. Thank you. And then for the #6, the question for #6, are there any challenges that you have faced while learning persuasive writing?

HaoJun - For me it's a language problem, like sometimes I don't really understand or how to perform my thoughts in an English way.

Adam - Ohh, that means you are encountering grammar problem and then language problem and also vocabulary problem right?

HaoJun - Yes.

Adam - OK, so this problems with that you have in language does it affect your sentence construction as in writing in sentences also?

HaoJun - Yes, it will critically affect my writings.

Adam - OK, so you cannot. You cannot choose the most suitable words to be choose to be right written out, right?

HaoJun - Yes. Exactly.

Adam - OK, OK. So just now the for the question #7 you have also give out your answer so I'll be going to #8 which is is there any external factor that also affects you in learning persuasive writing?

HaoJun - Yes, the external factor is for me it's a environment problem like my family's or my friends. They are not. They're not frequently speaking in English because I'm I say I'm Chinese, so there are used frequently using Mandarin or Chinese that they are really used to English to speak or even writings. So I do have the space to expand my English language or even writings, so I is that external problem is environment problem for me.

Adam - OK, so your external factor problem is with your family. I mean like the language learning environment. So what? What about your classroom environment? Is it OK for you or is it also affecting your learning process?

HaoJun - Yes, it's affecting because current I'm taking, I'm thinking I'm FICT, right?

Adam – Yes

HaoJun - Actually we are ready to talk to each other in the class. The only English source I learned from is from the lecturer or the tutorial teacher talking, but I said as I said just now, I sometimes I don't understand what I'm talking. There may be some. Not very effective way to let me learn then, so it's still a problem.

Adam - Ohh so you are saying that now in your university life in your lecture and tutorial classes are you and your friends also frequently use Chinese more than English? Right?

HaoJun - Yes, sometimes, but even Malay other than rather than English.

Adam - Ohh OK OK. So for #9, can you describe a moment when your attitude towards persuasive writing change from positive to negative or negative to positive or did it remain the same?

HaoJun - I think it remain the same, because from start from my for my early 2 now I still never changed any thoughts about the persuasive writing?

Adam - Ohh so your thoughts for persuasive writing as in negative or positive?

HaoJun – Is still negative for me also.

Adam – Ohh so just now you have mentioned from early stage as in starting from secondary school or primary school.

HaoJun - From secondary school.

Adam - Ohh so your attitude is negative. Starting from next start, starting from secondary school until university life, right?

HaoJun - Yes.

Adam – OK Thank you. So for the last one, do you think mastery persuasive writing is beneficial for you beyond the academic setting?

haoJun - Umm for me, I think it's will benefit. It will benefit my academic setting because, as I said, it's a professional way and standard way to express my thoughts and feelings or any ideas to let people

understand me at a society or working environment that people need to know my thoughts in every every way. Persuaisve writing is one of the way to let me express my thoughts and feeling or you idea rather than talking or anything else any other way to communicate like that.

Adam - OK. So to conclude, I have one final question before we end our interview. So on of a rating of 1 to 10, one which is the worst and 10 which is the best, how would you rate the learning persuasive writing as in it's importance, it's benefit, it's criteria and so on. How would you rate it from 1 to 10 one to 10?

HaoJun - I'll give you a 10 because this was I think it's one of the important way till it writing writing form to. As I say, to perform the ideas or thoughts to let readers understand what the what the writer is trying to perform.

Adam - Umm, OK. OK. Thank you, Mr. Woo Hao Jun and our interview session ends here. Thank you so much. OK.

FSC respondent:

Adam: OK. So, good evening there Nicholas. So I'm Seow Yi Xuan, the researcher who is doing on my FYP regarding to the aspect of learning persuasive writing. So I'll be starting off with Section A, which is your bio data. So can you provide the list of criteria listed down below?

Ka Hin: Yeah. My name is Leong Ka Hin and 21 years old and I'm a male. My birthplace is in Ipoh and I'm a Chinese. Umm, in FSC now studying agriculture science. And I haven't taken MUET before.

Adam: May I asked what what is your program or yeah, you have to mention about your program. So now we'll be continuing with Section B, which is I'm going to ask about your information as you have the identity of an English linguistic competence ESL learner. So may I ask, are you an ESL learner?

Ka Hin: I would say no.

Adam: No ohk, OK. So can you describe why are you not an ESL learner?

Ka Hin: Because, yeah, I'm not actually speak English fluently, like I'm not usually speaking English.

Adam: Ohh, yeah.

Ka Hin: So I'm mainly speak in Mandarin, so that's the reason that I'm not an ESL learner.

Adam: Ohh so English cannot be considered as your second language lah. Is that true?

Ka Hin: Uh, it is my second early language, but yeah, I'm not often saying.

Adam: Ohhh. Alright, OK understand. So for the second question, can you speak English fluently?

Ka Hin: Yeah. As you can hear that I can't.

Adam: So you can't or you can.

Ka Hin: I can't.

Adam: You can't, but you are trying, alright. So for third one, can you write in English fluently?

Ka Hin: I would say no.

Adam: No, alright, so for the 4th one can you read English content easily?

Ka Hin: Uh, yes, slightly better than others, like speaking skill and writing skill.

Adam: Ohhh alright, so reading skill is more better. So for the fifth one, can you understand English speeches easily?

Ka Hin: Uh, yeah, that's the reason we can, like, listen to our lecturers during class. So yeah, I can understand English speeches.

Adam: Ohh so your comprehension and reading skill is more better than your writing and speaking skills.

Ka Hin: Yes.

Adam: Alright. OK. So we'll be proceeding to section C, which is I'm going to ask about your opinions about the criteria of learning persuasive writing. So to start off the first question, what does persuasive writing mean to you as an ESL learner?

Ka Hin: Umm, I think it's important, but I'm not like quite learn about this one because I'm not really understanding what is mean.

Adam: Ohh so based on the word persuasive writing ahh what can you understand from it.

Ka Hin: It's like you're trying to persuade the readers what you're trying to describe. What you're trying to prove, like the statement you want to give for your reader to understand. Persuade them to like trust in your statement.

Adam: Ohh so you're saying that it's like a method lah for you.

Ka Hin: Yes.

Adam: OK, so for the second question, in your opinion, how important is persuasive writing for ESL learners?

Ka Hin: Umm. Maybe it's important, but for me, I don't think it's really important because yeah, I can't really understand the writing style for the persuasive writing. Like for me, the one can, uh, speak English, like writing English fluently.

Adam: Ohh so may I ask for you on a scale of one to five. One is like the least important five is the most important. How would you rate persuasive writing?

Ka Hin: I think it's three.

Adam: It's three, alright. So it's sort of like neutral moderate level lah.

Ka Hin: Yeah.

Adam: Alright. So for the third question, are you motivated to engage with persuasive writing task or learn the skill?

Ka Hin: Uh, yes.

Adam: You are motivated. Alright, so for the 4th question, what motivates you to engage with persuasive writing task and why?

Ka Hin: Like the program I'm studying is agriculture science, so often time I will deal with a lot of report writing. So I will try to write something that is consider to call attractive content like, uh, more interesting. Like you know, with this. Like something that is impress my uh lecturer or tutor to mark about it. But I think, uh, it, it's hard for me to learn about, learn the writing skills like persuasive writing tasks.

Adam: Ohh so the motivation for you is that after you have accomplished the persuasive writing, you will be satisfied as you have a achieve the goal of satisfying and making your lecturers and tutors happy with your own writings, right?

Ka Hin: Yeah.

Adam: Ohhh alright. So for the 5th question, how do you feel about persuasive writing compared to the other forms of writing such as narrative writing, descriptive writing and so on?

Ka Hin: I would think persuasive writing is more like I would say is more suitable for me because we can tell the others the things all your thought we prove we uh reference so it really can persuade someone to understand your things.

Adam: Ohh alright.

Ka Hin: Like compared to descriptive writing is like ahh You're only describe the things without proof. That is like we so-called is not scientific for our field. Yeah.

Adam: Ohh alright. Thank you for that. And then for the 6th question, do you face any challenges or what are the challenges you have encountered while learning persuasive writing.

Ka Hin: Well, obviously my English skill, English the English skill.

Adam: Ohh the language aspect, right?

Ka Hin: Yeah.

Adam: Alright. So can you. Is there any other specific difficulties that you face while trying to persuade through writing?

Ka Hin: Yeah, I have to step out my comfort zone from Mandarin speaking. So step out this zone to try to speak more English, learn English more.

Adam: Ohhh alright. So basically, apart from the language aspect wise, you need to try to adapt to new things and new languages.

Ka Hin: Yeah. Something that, uh, yeah, I will feel speaking English to others because I think they are. They will like laugh to me or something else or make fun of you. See this is the difficulty I'm facing.

Adam: Ohhh. Alright. OK. Thank you for your answer and then moving on to the eighth question, is there any external factor that also influenced you to learn persuasive writing?

Ka Hin: Yeah, maybe is the environment is speaking environment in Utar. So mostly is Chinese student in Utar so I get I got no, not much chance to speak with my friend in English. Like it's only got the chances I can speak English during class which uh, you have to face a lot of people. So you might get a shame or something else. You'll be shy.

Adam: Ohh alright. I can understand. So for the next question, can you describe a moment when you attitude towards persuaisve writing change positively or negatively? So the attitude change refers to maybe your attitude started from positive and then change to negative or maybe negative change to positive or did it remain the same for like it stay remain positive or it remain negative?

Ka Hin: Yeah. If from negative to positive, I will say when sometime we see. Yeah. I just describe a situation, maybe it's quite not related to this persuasive writing, but yeah, it just an example. So maybe when you see a product that say it's good to you and they only like trying to persuade you to buy their products but end up this product, it is only effect for someone else. It's not affect effect to me and it has no like experimental proof. So, uh yeah. So something the persuasive writing style might be important in this case, so it is positive for me. But if I was seeing the negative part is that sometimes persuasive writing might contain bias. So maybe someone will put say that the the product A is better than that product B, but another proof which is a scientific proof that product B is better than product A. So this is

the things I might think. Uh, sometimes I will change their attitude to positive, negative or negative to positive.

Adam: Ohh so yeah, I agree with that because just now you have mentioned that persuasive writing. By mastering the skill, it can both bring you advantages and disadvantage based on it. Yeah. Alright, thank you. And then for the final question, do you think that mastering persuasive writing will benefit you beyond the academic setting? And how do you benefit from it?

Ka Hin: Yes, absolutely, yes, that it can benefits my writing. Yeah, as I say, I'm dealing with a lot of report and assignments, so if I could learn this skill so I can write a have a better writing skill like persuasive writing skill on my reports. And yeah, academic settings.

Adam: Ohh so it can also, ahh, can persuasive writing help you beyond it like your workplace or when you come out venture to the society.

Ka Hin: Yes, I would like my agriculture students, so maybe in the future I'm dealing with those selling my product. So the persuasive writing my uh benefits me on how can I I describe my product like persuade others with proof to let others buy my product.

Adam: Ohhh. Alright. OK. Thank you. And then to conclude our interview. So one final question is after you have listed out the criterias, ahh the elements the importance, the benefits of persuasive writing? How would you rate the entire thing of learning persuasive writing from one to 10? One as in like the worst and then 10 is like the best. How would you rate the entire thing?

Ka Hin: I would say 4.

Adam: Four? So you think that it was still so you think that the negative side of it still overpowers the positive side of it?

Ka Hin: Yes.

Adam: Alright. OK. So thank you for your responses, Mr Nicholas Mr Leong. So our interview session ends here. Alright, thank you.