

Voices of Influence:

Mastering Persuasive Speaking Skills

A Comprehensive Teaching Module for ESP/ESL/EFL Speakers

Ways to Provide Essential Knowledge and Strategies. Suitable for Students and Professionals

Mastering Persuasive Speaking Skills

Essential Knowledge and Strategies for Students and Professionals

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Abstract

Empower your learners or trainees to speak with purpose, confidence, and impact. This master module is a comprehensive teaching resource designed specifically for ESP, ESL, EFL educators or in-house trainers who want to elevate learners' communicative competence through real-world persuasive speaking strategies. Blending rhetorical theories and practical frameworks with English language phrases, sociolinguistic awareness, Islamic values, and global themes like the SDGs, this resource equips language and communication instructors with ready-to-use ideas and lessons that provide engaging activities. Whether you're preparing students for academic proposals, professional pitches, or team persuasive presentations, this master module allows you to choose and customize your course content and provides the tools to teach persuasive speaking with clarity, ethics, and relevance.

Acknowledgement

The development of this module was supported by the Jamallullail Grant from Majlis Agama Islam Perlis (MAIPs).

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First Edition / Edisi Pertama

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"O Allah, make our speech a means of guidance, not argument; sincere, not pretentious; accepted by people, blessed in our intentions, and a path to truth by Your mercy, O Most Merciful of the merciful."

Topic 1: Introduction to Persuasive Speaking: Foundations, Ethics, and Relevance in Islamic and Professional Contexts

Learning Objectives:

By the end of the lessons, students should be able to:

- Define persuasion
- State the importance of learning about persuasive speaking skills for professional and religious communication
- Explain Aristotle's Persuasive Appeals of Logos, Ethos, and Pathos
- Explain ethical considerations in persuasive communication based on professional and Islamic teachings
- State their roles and responsibilities as professional Muslim persuaders

<u>Warm-up Activities:</u>

- Quick Word Association Game: Write "Persuasion" on the board. Ask students to call out words or ideas they associate with it (e.g., convincing, influencing, selling, changing minds). **Purpose:** To check students' current understanding of the concept of persuasion
- In a small group, students list the last time someone convinced someone else to do something. **Purpose:** To make them realize that persuasion happens everywhere
- Individually, each student prepares and delivers a 2-minute persuasive speech on a topic of their choice. **Purpose:** To observe students' current persuasive speaking skills and provide a foundation for self-reflection and peer feedback

Lecture/Discussion:

1. Define Persuasion.

- Define persuasion and explain its relevance across time in personal, social, and professional contexts
- Share real-life examples:
 - One from daily life (e.g., a friend convincing you to try a restaurant, pitching ideas, leadership, customer service).
 - One from religious life (e.g., the Quran, Sunnah, da'wah efforts).
- Differentiate persuading from other speech acts such as arguing, motivating, and informing
- Introduce the fundamentals of persuasive communication: Problems to solve and need for change – Determining resistance to change – Intention of persuader – Profiling the audience and context – Mindful language use/Language competence
- Differentiate between overt and covert persuasion and show reallife examples in campaigns, advertisements, and promotions
- 2. State The Importance of Learning about Persuasive Speaking Skills for Professional and Religious Communication.
 - To be skillful persuaders
 - To identify manipulations
 - To be able to differentiate between overt and covert persuasion
 - To use language mindfully and achieve communication objectives
- 3. Explain Aristotle's Persuasive Appeals (Logos, Ethos, Pathos).
 - Introduce Logos (logical appeals), Ethos (credibility appeals), Pathos (emotional appeals)
 - Explain how they are interrelated

- Explain how the importance or strength needed for each appeal can be contextually determined
 - E.g., Pathos when speaking to people who focus on feelings, and Logos and Ethos to those who prioritize logic and credibility
 - Ask students to think of real contexts where these can be observed
- Present professional ethics (honesty, transparency, respect for audience autonomy, non-manipulative) and basic Islamic ethics (truthfulness, sincerity, no coercion, respect, wisdom, patience, tactful, and good character -Akhlaq) and relate to Aristotle's Persuasive Appeals (Logos, Ethos, Pathos)

<u>Group Activity:</u>

- 4. Explain Ethical Considerations in Persuasive Communication Based on Professional and Islamic Teachings.
 - Give students short real-life professional scenarios seen in advertisements, lifestyle and political propaganda, and social media promotions, and ask:
 - $\circ\,$ "Is this acceptable? Why or why not?"
 - $\circ\,$ "What would Islam say about this?"
 - What conclusion can you make?
 - Use Qur'anic Verses and Hadiths: Quote verses like Surah An-Nahl 16:125 and the Hadith about honesty and sincerity.
 - Students review and critique their 2-minute speeches in small groups.
 - Students provide peer feedback to promote collaborative learning and awareness of effective communication strategies.

SDG Related Persuasion:

5. Based on SDG4: Quality Education

• Persuade parents why they should learn the art of persuasion.

Islamic Perspective Discussion:

6. State Roles and Responsibilities as Professional Muslim Persuaders.

- Complete this statement: "As a Muslim professional, I will......" Students share their thoughts with the class.
- Students brainstorm and explain how they would use their knowledge about The Prophet ****** 's life and communication styles as their guide for persuasion.

"O Allah, grant us noble character, eloquent speech, clarity in expression, sincerity of intention, and righteousness in action. Make us among those who invite with wisdom and influence with goodness without arrogance."

Traits, Verbal and Non-Verbal Topic 2: Language of an Effective Persuader

<u>Learning Objectives:</u>

By the end of the lessons, students should be able to:

- State the good traits of a persuader
- State the bad traits of a persuader
- Show understanding of how language interplays with thoughts/cognition (mind) and emotions (heart)
- Display mindful applications of verbal and non-verbal language to serve the minds and hearts of the audience when persuading

<u>Warm-up Activities:</u>

- Guess What I Am Trying to Tell You:
- Call two volunteers to act out a task assigned
- Speaking with no notes, smiling, looking very warm, and has a friendly tone
- Speaking and reading notes, crossed arms, frowning, looking unsure and angry, with long pauses, aggressive tone
- Discuss the Good and Bad Traits of a Persuader
- In groups, students list what they think the good and bad traits of a persuader are

Purpose: To get students' views on who they like and explain why

Lecture/Discussion:

- 1. Explain What Is Meant by the Language Interplays with Thoughts/Cognition (Mind) And Emotion (Heart).
 - The Cognitive Processor
 - Evaluates the logic and credibility of a message.
 - When the mind is convinced, it says: "This makes sense."
 - The Emotional Compass
 - The heart responds to the emotional tone, values, and ethics embedded in the message.
 - When the mind is moved, it says: "This feels right."
 - Language
 - The vehicle that carries ideas to the mind and the heart to process.
 - Effective speakers tailor their language to address both cognitive and emotional needs.
 - Speakers who have a clear plan (thoughts/cognition) and intention or purpose (heart) would be able to deliver with a good choice of language.
- 2. Explain the Mindful Use of Verbal and Non-Verbal Language to serve the Minds and Hearts of the Audience When Persuading.
 - Explain how choices of words and non-verbal language play a role in attending to the thoughts and feelings of an audience when one tries to introduce change. Explain the importance of the mindful use of
 - Vocabulary
 - Sentence Structures
 - Kinesics
 - Haptic
 - Physical Appearance

- Artifacts
- Proxemics
- Paralanguage
- Environmental Elements
- Silence
- Chronemics

3. Explain The Importance of Pragmatic and Sociolinguistics Competence of a Persuader.

- Explain how the following elements of a situation and a society would influence the effectiveness of persuasive speaking
 - Context of speech
 - Intention
 - Society's values and beliefs
 - Taboo and Sensitive Topics
 - Religion and Culture
 - Expected Acts of Politeness

<u>Group Activity:</u>

4. Discuss and Explain the Mindful Use of Verbal and Non-Verbal Language When Persuading.

- As human traits are generally considered 'intangible', ask students to discuss and present how to make persuaders more visible to listeners through verbal, non-verbal language and knowledge of context, audience background, and culture.
- Students identify nonverbal factors or elements that they find appealing or persuasive when someone tries to influence or convince them. Example: when someone smiles warmly

SDG Related Persuasion:

5. Based on SDG 5: Gender Equality

• Persuade a group of teenage boys on why they should not keep their feelings and thoughts to themselves too much.

Islamic Perspective Discussion:

- 6. Observation on Non-compliant Characteristics and Behaviour of Persuaders to Islamic teachings Persuader
 - Persuasion occurs in various contexts such as business, politics, religious teachings, social media interactions, and family communication. Students share their opinions on characteristics and behaviours that do not comply with Islamic teachings. Support their thoughts using Quranic verses and Sunnah. Suggest what can be done to improve the situation.
 - Is it true that in Islam, the heart (*qalb*) is viewed as a holistic centre for thought, reflection, and insight instead of the mind? Explain

"O Allah, open for us the understanding of hearts and illuminate our insight. Grant us wisdom in speech and action. Make our words a path to guidance, and our hearts loving the truth. O All-Knowing, All-Wise."

Topic 3: The Psychology of Persuasion: Understanding How People Think, Feel, and Decide

Learning Objectives:

By the end of the lessons, students should be able to:

- Explain the relationship between persuasion and problem solving
- Explain the importance of audience analysis in problem solving
- Identify Cialdini's 6 key psychological principles that influence persuasion
- Explain how elements of sociolinguistics can influence how the audience responds to a persuasive message
- Carry out a simple audience analysis to identify possible resistance to proposed ideas
- Use the persuasive continuum to identify the level of resistance to proposed ideas

Warm-up Activities:

- Students share with their friends what they hate doing. Friends who listen need to try to identify why what is shared can be a problem.
- Give this scenario: **"You're trying to convince someone to buy** tickets to a cultural event held on a school night."
 - One audience is:
 - a strict parent
 - a shy teenager

- a busy boss
- a stranger
- Ask students what they would say to each person.
- Let them brainstorm in pairs or small groups for 5–7 minutes.
- Ask students to demonstrate.
- Ask them what they consider while preparing what to say.
- Ask students if they were considering any problems when they proposed going to the cultural event as a 'solution'.

Purpose: To get students to understand that the audience's characteristics, views, and what they perceive to be a problem or solution, must be considered and analysed before persuading them.

Lecture/Discussion:

1. Explain The Relationship between Problem-Solution-Audience Analysis- Persuasive Speech

- Explain the relationship between problem-solution and humans' willingness to change
- Define audience analysis
- Explain what a speaker needs to find out about the audience (to identify barriers and enablers) they plan to speak to, and why (helps in selecting the right tone, content, examples, and appeals).

2. Identify Cialdini's 6 Key Psychological Principles That Influence Persuasion.

• Based on the discussion above, discuss the resistance to change that they may have and how to use the persuasive continuum as part of the preparation to persuade.

3. Identify Cialdini's 6 Key Psychological Principles That Influence Persuasion.

- Explain Cialdini's 6 key principles of persuasion.
 - reciprocity
 - scarcity
 - authority
 - consistency
 - liking
 - social proof
- Show how vocabulary, phrases, and language tone are used when applying Cialdini's principles.

4. Explain the Elements of Sociolinguistics That Can Influence the Audience's Response to a Persuasive Message

- Explain and discuss the elements of
 - culture
 - age
 - gender
 - social status
 - taboo
 - power relations
 - educational background
 - Societal beliefs and values
- Giving students 2 different target audiences, such as a professional audience and teenagers, discuss the elements of sociolinguistics involved when delivering a persuasive message.
- Discuss the level of resistance to change that they may have and how to use the persuasive continuum as part of the preparation to persuade.

<u>Group Activity:</u>

- 5. Discuss Cialdini's 6 Key Psychological Principles That Influence Persuasion and the Elements of Sociolinguistics.
 - Discuss how Cialdini's 6 key psychological principles that influence persuasion, and the Elements of Sociolinguistics overlap or differ
 - Prepare an explanation of what needs to be done when a speaker tries to persuade older people with higher status but with less knowledge than the speaker on the subject matter. Demonstrate the speech to such an audience

SDG Related Persuasion:

6. Based on SDG13: Climate Action

• With a problem in mind, persuade businesspeople on why they should participate in a wildlife conservation programme.

Islamic Perspective Discussion:

7. Explain How Fitrah should be Considered When doing Audience analysis

Surah Ar-Rum 30:30: "So direct your face toward the religion, inclining to truth. [Adhere to] the fitrah of Allah upon which He has created [all] people. No change should there be in the creation of Allah. That is the correct religion, but most of the people do not know."

• Every human is born with a fitrah. Discuss and explain how fitrah should be part of problem-solving activities and audience analysis when performing Da'wah

- Faced with a listener such as
 - A stressed-out student who is feeling lost in life
 - A non-practicing Muslim who is exploring spirituality
 - A materialistic businessman who is sceptical of religion
 - A caring mother who is worried about her child's future

Identify what parts of fitrah might exist in each profile (e.g., desire for peace, truth, love, guidance)

• Reflect and share: In what ways do you think your own fitrah has been used by others to persuade you to do both good and bad actions? "O Allah, bless our speech and actions, and make them a means to attract the hearts and minds of others. Grant us the wisdom to choose what is understood and remembered, and make our speech impactful by Your power, O All-Powerful."

Topic 4: Use of Presentational Aids and Human Senses in Persuasive Speaking

Learning Objectives:

By the end of the lessons, students should be able to:

- State different types of presentational aids and relate them to human senses
- Explain how visual rhetoric can contribute to effective persuasion
- Relate presentational aids and human senses to the concepts of Logos, Ethos, and Pathos
- Demonstrate the appropriate selection and integration of presentational aids and human senses to support a persuasive speech topic
- Use appropriate phrases to introduce visual aids, draw attention, and explain visual aids, linking visuals to explanations, to show progress, and to conclude

<u>Warm-up Activities:</u>

• Students share occasions when, how, and why their views can be easily changed by their favourite celebrity or influencers.

Purpose: To build students' sensitivities to the use of presentational aids and human 5 senses in a persuasive communication context.

Lecture/Discussion:

1. Explain What Is Meant by Presentational Aids and Relate Them to Human Senses.

- Explain what presentational aids are (e.g., visual aids, audio clips, tactile items) and introduce the five human senses. Use examples like charts (sight), sound clips (hearing), samples or smells (taste/smell), textures (touch).
- Discuss appropriate presentational aids that would get the audience to be involved through their feeling, thinking, doing and watching.

2. Explain How Visual Rhetoric Can Contribute to Effective Persuasion.

- Ask student to think and share about things that caught their attention and made it memorable.
- Explain visual rhetoric by relating it to persuasive non-verbal language, such as environmental factors and artifacts.
- Explain aspects of visual that can be used as persuasive strategies:
 - Suitability of visuals to the audience and context
 - Culturally appropriate and transcends language barriers
 - Emotionally and logically appealing
 - Easily remembered, attractive, and engaging

3. Show The Relationship Between Presentational Aids, Human Senses, Logos, Ethos, and Pathos.

- Demonstrate how Logos can be created using presentational aids and the human senses.
- Demonstrate how Ethos can be created using presentational aids and the human senses.
- Demonstrate how Pathos can be created using presentational aids and the human senses.

<u>Group Activity:</u>

4. Demonstrate The Appropriate Selection and Integration of Presentational Aids and Human Senses to Support a Persuasive

Speech topic.

- In a group, students present a topic that shows the link between presentational aids and the human senses to support their persuasive message.
- Students demonstrate how they use phrases
 - \circ to introduce presentational aids:

"Let me show you a that illustrates this point." "Here is a visual representation of the data." "Take a look at this; it clearly shows..." "This helps to highlight the points I mentioned to you" "As you can see from this"

• draw attention:

"I'd like to draw your attention to the" "Notice how the numbers increase dramatically here." "What's striking about this ...is..."

"Focus on the.....this is where the main issue lies."

 $\circ\,$ explain visual aids:

"You can look at and ,.... and compare them." "The shows how the process works step by step." "According to this....., the main causes are..."

• linking presentational aids to explanations:

"This supports my point that..."

"These...as you can {see, hear, taste or smell} back up what I said earlier about..."

"As the shows, we clearly need to take action."

"This ... reinforces why our proposal is necessary."

• to show progress:

"Moving on to the next ..."

"Now, let's look at another example."

"To further support my point, here is another"

"Here's something else that will help us understand the impact."

• to conclude:

"This final summarizes everything we've discussed." "This brings us back to the main point of my presentation." "To conclude, the evidence here makes it clear that..."

SDG Related Persuasion:

5. Based on SDG 12: Responsible Consumption and Production

- Persuade a group of the Muslim community to reduce food waste during Ramadan
- Share an experience where a presentation aid (such as a video, poster, chart, or picture) influenced your decision to act more responsibly.

Islamic Perspective Discussion:

6. Use of Visual Rhetoric in Al Quran

• Extract Quranic verses that use visualization and relate them to how humans are asked to think, feel, watch, and do

- Identify a problem in your society. Explain how these Quranic verses below can be used to solve the identified problem:
 - **Surah An-Nur 24:35:** Allah is the Light of the heavens and the earth. The example of His light is like a niche within which is a lamp, the lamp is within glass, the glass as if it were a pearly [white] star lit from [the oil of] a blessed olive tree, neither of the east nor of the west, whose oil would almost glow even if untouched by fire. Light upon light. Allah guides to His light whom He wills. And Allah presents examples for the people, and Allah is Knowing of all things.
 - Surah Al-Ghashiyah 88:17–20: Then do they not look at the camels how they are created? And at the sky how it is raised? And at the mountains how they are erected? And at the earth how it is spread out?

"O Allah, make our speech gentle and kind, our hearts merciful, and our tongues fragrant with goodness. Grant us good manners and noble character in both word and deed, and guide us to what You love and are pleased with."

Topic 5: Talking with Respect: Using Kindness, Politeness, and Good Adab

<u>Learning Objectives:</u>

By the end of the lessons, students should be able to:

- Explain what politeness is and how it is context-dependent
- Explain politeness theories
- Apply verbal and non-verbal language politely when speaking persuasively
- Show awareness of unintentional impolite language when speaking
- Explain the position of politeness in Islam

Warm-up Activities:

• Students conduct a mini research on interesting information on acts of politeness/impoliteness from different cultures and countries, and share.

Purpose: To activate prior knowledge and raise intercultural awareness that politeness is culturally relative and context-dependent. It also sets the stage for discussions on the importance of adapting polite verbal and non-verbal language in persuasive communication contexts.

Lecture/Discussion:

1. Explain What Politeness Is and How It Is Context-Dependent.

- Definition of politeness.
- Relationship of politeness with:
 - Culture
 - Religious values
 - Power dynamic
 - Social status
 - Social distance or closeness
 - Audience's knowledge and background
 - Audience's characteristics
 - Urgency or emergencies

2. Explain The Theories of Politeness and How They Apply To

Persuasion.

- Leech's Politeness Principle and its application to persuasive speaking.
- Brown and Levinson's model of politeness strategies and its application to persuasive speaking.
- Teori Kesantunan Bahasa Asmah Haji Omar and its application to persuasive speaking.
- Teori Kesantunan Tenas Effendy and its application to persuasive speaking.
- Teori Kesantunan Awang Sariyan and its application to persuasive speaking.

3. Apply Verbal and Non-Verbal Language Politely When Speaking Persuasively.

- Choice of Words must be:
 - \circ Non-condescending
 - Non-culturally or personally offensive
 - Non-Prejudice
 - Non-Biased
 - Non-forcing or arguing
 - Non-preachy
 - Non-racist. agist or sexist
 - Non-morally superior
 - Non-swearing or cursing
- Appropriate use of grammatical mood to context and audience:
 - Indicative mood: making statements with do, modals, or adverbs
 - Imperative mood:
 giving commands or directives or motivations like let us...
 - Subjunctive mood : expressing hypothetical or conditional like "If...I would..."
 - Optative mood :
 expressing wishes or prayers like, " I pray that..."
 - Interrogative mood: asking questions or questioning intonation like, " Don't you like it if...?"
 - Exclamatory mood: expresses attitude such as amazement or indignation: "This is great!"

- Appropriate use of illocutionary acts for suitable to context and audience:
 - Asserting: Making a statement or claiming something to be true.
 - Questioning: Asking a question.
 - Requesting: Asking someone to do something.
 - Promising: Giving a commitment to do something.
 - Ordering: Issuing a command.
 - Declaring: Making an official statement.
- Appropriate use of non-verbal language:
 - Time and punctuality
 - $\circ\,$ Volume of Voice, Pace of Speech, and Tone
 - Silence or Noise
 - Movement of the body
 - Facial expressions
 - Physical Appearance/Dressing
 - Distance/Proxemics
 - Touch
- 4. Highlight and Discuss Possible Unintentional Impoliteness Displayed by A Speaker When Persuading
 - Forgetting to smile
 - Lacking Eye Contact or too much eye contact
 - Pointing and excessive hand movements
 - Raising Voice
 - Overexplaining or overinforming to a knowledgeable audience
 - Failing to listen attentively
 - Showing signs of impatience
 - Lacking Humility

<u>Group Activity:</u>

5. Group Records Their Own Persuasive Presentations and Observes If There Are.

- Contextually appropriate
- Culturally appropriate given to the audience they are talking to
- Good choices of words
- Good choices of grammatical mood
- Good non-verbal language
- Displays of unintended impoliteness

SDG Related Persuasion:

6. Based on SDG16: Peace, Justice and Strong Institutions

• Discuss a campaign to overcome impolite communication which you observe taking place, either face-to-face or on social media, in your place of study.

Islamic Perspective Discussion:

7. Discuss

- The position of politeness in Islam.
- How you can use the Quranic verses below to support your persuasive content:
 - Surah Al-Isra 17:53: And tell My servants to say that which is best. Indeed, Satan induces [dissension] among them. Indeed Satan is ever, to mankind, a clear enemy.
 - **Surah Al-Fussilat 41:34:** And not equal are the good deed and the bad. Repel [evil] by that [deed] which is better; and thereupon the one whom between you and him is enmity [will become] as though he was a devoted friend.

• The Prophet 🏙 said:

لَيْسَ الْمُؤْمِنُ بِالطَّعَّانِ وَلَا اللَّعَّانِ وَلَا الْفَاحِشِ وَلَا الْبَذِيء

"The believer is not a slanderer, nor does he curse others, and nor is he immoral or shameless." Sunan al-Tirmizi (1977). How is this advice relevant to a persuader?

- How to face haters of Muslims, and how to communicate with them politely
- How the concept of 'Ya Rahman' and Ya Rahim' link to good Adab and respectful, persuasive speaking
- Are there occasions where politeness is used to manipulate Muslims?

"O Allah, enlighten our minds, grant us wisdom and clarity in our speech. Through them, open the minds of our listeners and guide them to truth and guidance."

Topic 6: Building Logical Appeals: Speaking to the Minds of Your Audience

Learning Objectives:

By the end of the lessons, students should be able to:

- Explain theories that propose the importance of logical appeals.
- Relate the use of thinking, Aql, and reasonings to the construction of logical appeals in Islamic Faith.
- Discuss how false logic (fallacies) are created.
- Use common reporting verbs to support reasons for logical appeals appropriately.

<u>Warm-up Activities:</u>

Fact or Opinion? – Use examples that challenge students to think critically about the information they encounter.

• Present statements from the real news and fake news. Ask students if they are facts or opinions. Discuss.

Purpose: To get students to understand that they must observe words that express facts or opinions, which are used to support logic.

Lecture/Discussion:

- 1. Explain And Discuss Theories That Propose the Importance of Logical Appeals.
 - Logos in Pillars of Persuasion/ Rhetorical theory (Aristotle)
 - Theory of Reasoned Action (Fishbein & Ajzen)
 - ACE Persuasion Theory (Hovland)
 - Cognitive Dissonance Theory (Festinger)
 - Elaboration Likelihood Model (ELM) (Petty & Cacioppo)
 - Toulmin's Model of Argumentation (Toulmin)

2. Explain Types of Reasoning for the Construction of Logical Appeals

- Inductive Reasoning
- Deductive Reasoning
- Causal Reasoning
- Analogical Reasoning
- 3. Explain The Relationship of Thinking, Aql, And Reasonings to the Construction of Logical Appeals in Islamic Faith
 - Quranic verses on the importance of using Aql and thinking
 - Using Aql and the thinking process to figure out
 - The alignment of the speaker's intention-Problem-Proposed Change-Logic as perceived by the listener
 - \circ The relationship between context, culture, and logical reasons
 - The importance of coherence, consistency, correctness, consideration, and Completeness when delivering persuasive messages

4. Explain How False Logic (Fallacies) Are Created

- Explain and discuss the use of these among many speakers to persuade:
 - Hasty Generalization
 - Bandwagon
 - Slippery Slope
 - Straw Person
 - False Dilemma
 - Red Herring
 - Appeal to Tradition

5. Explain And Give Practices on How to Use Common Reporting Verbs to Support Reasons for Logical Appeals Appropriately

- Verbs that indicate reasoning or inference:
 - Explains
 - Demonstrates
 - Shows
 - Reveals
 - Illustrates
 - Proves
 - Establishes
- Verbs that signal evidence:
 - Concludes
 - Finds
 - Indicates
 - Observes
 - Reports
 - Notes

<u>Group Activity:</u>

6. Draft A Persuasive Message for A Group of Professionals That Contains

- application or consideration of a theory on the importance of logic in persuasion
- a type of reasoning
- relevant and current support with appropriate use of reporting verbs

SDG Related Persuasion:

7. Based on SDG3: Good Health and Well Being

• Persuade teenagers with logic on why they should reduce using headphones when listening to their gadgets.

Islamic Perspective Discussion:

8. Some Statements or Information Given in The Quran Seem 'Illogical'

To Human Minds

- Explain how divine wisdom surpasses human logic (Aql), and not all divine commands are subject to full human comprehension and thinking processes. Provide stories from the Quran to exemplify this.
- The story of Khidr and Musa (Surah Al-Kahf 18:60–82): logic appears to be contradicted, but divine wisdom explains the outcome. Answer these questions:
 - \circ Why did Prophet Musa struggle to accept Khidr's actions at first?
 - How can this story help us in real-life situations where Allah's wisdom is not immediately clear?
 - How should a Muslim balance 'aql and taslim (submission) when facing trials?

REFERENCE FOR COURSE INSTRUCTORS:

Divine Wisdom vs Human Logic

Title: Divine Wisdom Surpasses Human Logic – The Story of Musa and Khidr (Surah Al-Kahf 18:60–82)

Objective: To demonstrate how persuasive logic in Islamic teachings includes recognition of divine wisdom (hikmah) that may not be immediately understood by the human mind ('aql), using the story of Musa and Khidr.

Introduction: Human reasoning is limited by knowledge, perception, and emotion. Islam acknowledges the importance of 'aql (intellect), but also teaches that ultimate knowledge belongs to Allah, and submission (Islam) includes accepting divine wisdom beyond one's comprehension.

The Story Overview (Summarised from Surah Al-Kahf 18:60–82):

Prophet Musa ('alayhi al-salām), a prophet with great knowledge and status, is humbled when he meets a servant of Allah (al-Khidr), who is granted special divine knowledge. Musa requests to follow him, but Khidr warns:

"Indeed, with me you will never be able to have patience. And how can you have patience for what you do not encompass in knowledge?" (Surah Al-Kahf, 18:67–68)

Khidr then performs three seemingly illogical acts:

- Damaging a boat (which belonged to poor sailors)
- Killing a young boy
- Repairing a wall without asking for reward

Each action shocks Musa, who cannot initially understand the reasons. In the end, Khidr explains:

- The boat was damaged to protect it from a tyrant king.
- The boy would have caused great hardship to his believing parents.
- The wall concealed a treasure for two orphans and was a gift from Allah due to their father's righteousness.

Khidr concludes:

"And I did it not of my own accord. That is the interpretation of that about which you could not have patience." (Surah Al-Kahf, 18:82)

Appeal	Application in the Story
Logos	The story challenges surface-level reasoning and teaches us that logic must consider hikmah (wisdom).

Conclusion:

This story beautifully illustrates that not all wisdom is logical at first glance, and true persuasive power in Islam lies in aligning one's speech and reasoning with divine guidance. When persuading others, we must recognise both the limits of our understanding and the importance of conveying truth with humility and trust in Allah's knowledge.

"He knows what is [presently] before them and what will be after them, but they do not encompass it in knowledge." (Surah Ta-Ha, 20:110) "O Allah, grant us truthfulness in speech, Make us trustworthy and honest in the eyes of our listeners, and support us with truth and certainty, O Mighty, O Powerful."

Topic 7:Building Credibility Appeals:
Establishing Trust and Authority as a
Speaker

Learning Objectives:

By the end of the lessons, students should be able to:

- Explain theories that propose the importance of credibility appeals
- Relate the use of presentational aids, verbal and non-verbal language to the construction of credibility appeals
- Use common reporting verbs to highlight content credibility
- Use common phrases to highlight self-credibility appeals

Warm-up Activities:

In groups, students role-play as

- an engineer who talks about food nutrition
- a medical doctor who talks about plant health
- an unmarried individual about how to raise a child
- a young girl who speaks about how to fix a car

Purpose: To collect students' opinions on whether the characters would be believable and why they say so.

Lecture/Discussion:

- 1. Explain And Discuss Theories That Propose the Importance of Credibility Appeals
 - Ethos in Pillars of Persuasion/ Rhetorical theory (Aristotle)
 - ACE Persuasion Theory (Hovland)
 - Elaboration Likelihood Model (ELM) (Petty & Cacioppo)
 - Source Credibility Theory (Hovland)
 - Sleeper Effect (Hovland & Weiss)
- 2. Explain And Discuss How the Use of Presentational Aids, Verbal and Non-Verbal Language Contributes to the Construction of Credibility Appeals
 - Presentational aids
 - Pictures
 - Video
 - Documents
 - Data
 - Publications
 - Certificates and awards
 - Personal stories and experiences
 - Verbal
 - Speaking and not reading aloud
 - Good grammar
 - Good diction
 - Correct pronunciations
 - Appropriate intonation to show confidence

- Non-verbal
 - Trimmed nails
 - Fresh breath
 - Body odour
 - Costume
 - Jewellery and accessories
 - Uniforms, tools, or equipment
 - Grooming items
 - Neatness

3. Explain And Give Practices on How to Use Common Reporting Verbs to Highlight Content Credibility.

- Verbs that indicate stating facts or claims:
 - States
 - Claims
 - Argues
 - Asserts
 - Maintains
 - Declares
 - Suggests
- Verbs that indicate agreement or support:
 - Agrees
 - Supports
 - Confirms
 - Endorses
 - Validates
- Verbs that indicate disagreement or critique:
 - Disagrees
 - Challenges

- Questions
- Criticizes
- Refutes
- Rejects

4. Explain And Give Practices on How to Use Common Phrases to Highlight Self-Credibility Appeals

- Highlight expertise:
 - "Having worked in.... I've gained significant experience in"
 - "As someone who specializes in],
 I can provide insights that"
 - "Based on my professional background, I"
- Refer to education or training:
 - "With my academic background in, I"
 - "During my studies at.....], I focused on, which directly relates to this discussion."
 - $\circ\,$ "My training in has equipped me to handle situations like these."
- Citing relevant achievements
 - "Having led similar projects successfully, I can confidently...."
 - "My recent certification in has given me"
 - $\circ~$ "As a recipient of, I'm committed to"
- Positioning with Authority:
 - "As a member of ..., I stay informed about"
 - $\circ~$ "My role as requires me to, which has"
 - $\circ~$ "Being trusted with has given me a unique perspective on"
- Highlighting social status:
 - "As a, I've had the privilege of working with, which has deepened my understanding of this issue."
 - $\circ~$ "Through my affiliation with, I've been able to"
 - "Being recognized as has allowed me to"

<u>Group Activity:</u>

- 5. Draft A Persuasive Message for A Group of Professionals That Contains
 - application or consideration of a theory on the importance of credibility when persuading
 - presentational aids and non-verbal language that contribute to the construction of credibility appeals
 - appropriate use of reporting verbs to highlight content credibility
 - appropriate use of phrases to highlight self-credibility

SDG Related Persuasion:

6. Based on SDG3: Good Health and Well Being

• Credibly persuade your friends on why they should reduce sugar intake.

Islamic Perspective Discussion:

7. Discuss

- The credibility of persons with "Face with Nur" (spiritual light)
- If a Muslim can highlight self-credibility. Would it be seen as an act against Islamic teaching? Support your view with Quranic verses or Sunnah
- How scammers use credibility to deceive others

"O Allah, make our speech filled with love and mercy. Grant us the ability to gently touch the hearts of our listeners. Guide our words to be a source of happiness and tranquillity, and forgive us, O Most Merciful of the Merciful."

Topic 8: Building Emotional Appeals: Speaking to the Hearts of Your Audience

Learning Objectives:

By the end of the lessons, students should be able to:

- Explain how emotions can overrule logic and theories that propose the importance of emotional appeals
- Relate the use of presentational aids, verbal and non-verbal language, to the construction of emotional appeals
- Use language of solidarity to build emotional appeals
- Use appropriate emotional words to build emotional appeals
- Use framing to build emotional appeals
- Use soft selling strategies (covert persuasive strategies)

Warm-up Activities:

• Prompt students with pictures and captions that convey powerful messages. Ask students to draw an emoji or image to describe their feelings upon seeing the items shown.

Purpose: To activate students' emotional awareness and visual literacy by prompting them to interpret emotionally charged content and to express their emotional responses creatively through visual symbols. This activity serves as a foundation for understanding how emotional appeals are constructed and received in communication, preparing students to use emotional language and framing effectively in later tasks.

Lecture/Discussion:

- 1. Explain And Discuss How Emotions Can Overrule Logic and Theories That Propose the Importance of Emotional Appeals.
 - Pathos in Pillars of Persuasion/ Rhetorical theory (Aristotle)
 - Operant and Classical Conditioning (Skinner)
 - Cognitive Dissonance (Festinger)
 - Social Judgement Theory (Sherif & Sherif)
 - Elaboration Likelihood Model (ELM) (Petty & Cacioppo)
 - Social Learning Theory (Bandura)
- 2. Explain And Discuss How the Use of Presentational Aids, Verbal and Non-Verbal Language, Contributes to the Construction of Emotional Appeals
 - Presentational aids
 - Pictures
 - Video
 - Documents
 - Data
 - Publications
 - Certificates and awards
 - \circ Personal stories and experiences
 - Verbal
 - \circ Tone and Speed
 - Choice of words
 - Good diction
 - Appropriate register and slang

- Non-Verbal
 - Cleanliness and fragrance
 - Trimmed nails
 - Fresh breath
 - Body odour
 - Costume
 - Jewellery and accessories
 - Uniforms, tools, or equipment
 - Grooming items
 - Neatness
 - Body movement
 - Facial expressions
 - Eye behaviour
 - Silence

3. Explain The Language of Solidarity to Build Emotional Appeals

- Strategic use of I, You, and We:
 - Use we to refer to sensitive issues
 - Use I to show that you care, or you know
 - Use you to show benefits or advantages gained by listeners (audience-focused)
 - "You and I shall overcome the problems." (creating a sense of togetherness)
 - Be **mindful** when using third-person references like "He, She, or They, " **as they may not be relevant to the listener**

4. Explain Appropriate Emotional Words to Build Emotional Appeals

- Decide when to use language that shows:
 - Happiness
 - Sadness
 - Fear
 - Anger
 - Love
 - Motivation
 - Desire
 - Ambition
 - Vision
 - Care

5. Explain How to Use Framing to Build Emotional Appeals

- Explain how to use:
 - Euphemism
 - 'Positive, neutral or negative' Nouns
 - 'Positive, neutral, or negative' Adjectives

• Show how framing is done in:

- Love or Hate Messages
- Product Promotions
- Political campaigns or propaganda
- Show how language markers are used to show clear movement of ideas when framing:
 - "Because of these difficulties, why don't we...."
 - "This problem tells us that it is wise to....."
 - "What I wish to stress here is....."
 - "It is my suggestion that....."
 - "I believe that it is a good idea that....."

- \circ "I am sure you realize that"
- "These are how we should do it..."
- "Another reason why....."
- "Allow me to explain"
- "In short, I believe that...".
- "It would be great if....."
- "When..."
- "If....."

6. Explain how to use words, phrases and non-verbal languages to soft

sell ideas or apply covert persuasive strategies

- Adjectives
- Adverbs
- Proverbs
- Metadiscourse Markers
- Facial expression
- Body language

<u>Group Activity:</u>

7. Draft A Persuasive Message for A Group of Professionals That Contains

- application or consideration of a theory on emotions appeals when persuading
- presentational aids and non-verbal language that contribute to the construction of emotional appeals
- appropriate use of language of solidarity to create emotional connections with the audience
- appropriate use of emotional words and framing to create emotional connections with the audience

<u>SDG Related Persuasion:</u>

8. Based on SDG13: Climate Action

• Emotionally persuade a group of doctors to support a project for the homeless

Islamic Perspective Discussion:

9. Discuss

- The use of emotional appeals when performing Dawah and the act of manipulation
- Emotional appeals when spreading misinformation, and the Islamic guidelines you would have when or before 'sharing' sensational information
- How is the life of young people being emotionally framed today?
- How these Quranic verses and hadith guide Muslims to speak with emotional appeals when persuading:
 - **Surah Al-Hujurat 49:6:** O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful.
 - Abu Hurairah (May Allah be pleased with him) said:
 - The Prophet (ﷺ) said, "It is enough for a man to prove himself a liar when he goes on narrating whatever he hears." [Hadith Muslim].

"O Allah, make our speech balanced between intellect and heart. Grant us sincerity of intention and strength of argument. Bless us with the wisdom to influence others in a manner pleasing to You."

Topic 9: Balancing Logic, Credibility, and Emotion for a Strong Persuasive Information

Learning Objectives:

By the end of the lessons, students should be able to:

- Apply an appropriate choice of words to create logical, credibility, and emotional appeals through Cicero's 5 Canons of Rhetoric delivery approach
- Apply an appropriate choice of words to create logical, credibility, and emotional appeals through the Elevator Pitch delivery approach
- Apply an appropriate choice of words to create logical, credibility, and emotional appeals through Monroe's Motivated Sequence delivery approach
- Apply an appropriate choice of words to create logical, credibility, and emotional appeals through the AIDA model delivery approach

Warm-up Activities:

- Distribute 1 set of shuffled strips to each group. Each set should contain about 6–9 sentences (2–3 for each persuasive appeal type) relating to a common topic (e.g., persuading people to join a recycling program).
- Students must identify the type of appeal used in each sentence and arrange the strips in a sequence they believe forms the most persuasive message.

• Justify their arrangement based on what they perceive as an impactful approach.

Purpose: To engage students in evaluating and organizing persuasive elements (logic, credibility, emotion) and linking them later to rhetorical models like Cicero's 5 Canons, Elevator Pitch, Monroe's Motivated Sequence, and AIDA.

Lecture/Discussion:

1. Explain Cicero's 5 Canons of Rhetoric Delivery Approach and Highlight How The 3 Persuasive Appeals Are Connected to This Approach.

• 1. Invention

What is the topic or goal of your message? What is the problem you are trying to solve?

• 2. Arrangement

How should your points or appeals be organized for clarity and impact?

° 3. Style

What verbal and non-verbal language would you choose and use to make your message powerful and memorable?

• 4. Memory

How well or familiar are you with the content that you can speak confidently? How would you make yourself remember the points and deliver naturally?

◦ **5. Delivery**

Have you practiced and checked your voice, diction, pace, body language, presentational aids, etc?

2. Explain The Elevator's Pitch Delivery Approach and Highlight How The 3 Persuasive Appeals Are Connected to This Approach.

• 1. Hook / Attention Grabber

A powerful opening that immediately engages the listener. It can be a surprising fact, a question, a bold statement, or a relatable problem.

Ex: "Did you know that over 30% of plastic waste comes from the plastic that we use to take away our food and drinks every day?"

• 2. Problem Statement

Identifies the issue or need you're addressing. Shows you understand a real-world challenge or pain point.

Ex: "This plastic waste is not recyclable and is becoming toxic to all living things."

• 3. Your Solution

A brief explanation of what you offer (idea, product, service, initiative).

Highlights how it solves the problem or meets the need.

Ex: "At *SelamatToGo*, we've developed a compostable wrap made from banana leaves that degrades in 3 weeks."

• 4. Value Proposition / Unique Selling Point

What makes your solution different or better? Emphasize the benefit to the audience or stakeholder.

Ex: "This innovative compostable wrap is safe, durable, and pleasant to look at."

• 5. Call to Action

A specific next step: meeting, contact info, support, collaboration, etc.

Encourages the listener to respond or engage further.

Ex: "We're looking for partners or users who share our mission to eliminate waste. Do you want me to send you a sample?"

• 6. Credibility Statement (Optional but powerful)

A brief mention of credentials, experience, or success that builds trust.

Ex: "We have worked and supplied to major retailers in the country."

3. Explain Monroe's Motivated Sequence Delivery Approach and Highlight How The 3 Persuasive Appeals Are Connected to This Approach.

• 1. Attention

Grab the audience's interest with a startling fact, question, anecdote, or emotional appeal.

Ex: "Every morning, I take the bus to work, and I notice that there are children hanging out at the bus station, asking for food."

• **2. Need**

Make the audience feel the problem is real, significant, and needs to be addressed.

Ex: "I did some research on homeless children in our country and discovered that...."

• 3. Satisfaction

Present your solution. Offer a practical, effective, and realistic solution to the problem you've just described.

Ex: "As a result, I have created a community that provides healthy breakfast packs to be distributed every morning and also come up with a program to place these children with families."

• 4. Visualization

Show the benefits (or risks of not acting).

Ex: "I am sure you can imagine how happy they look to be having some food and start their day with full stomachs and having a family to be with."

• 5. Action

Tell them what to do next.

Ex: "If you feel you want to help in whatever way, please contact me at this phone number."

4. Explain The AIDA Model Delivery Approach and Highlight How The

3 Persuasive Appeals Are Connected to This Approach.

• 1. Attention

Grab the audience's focus immediately by using shocking information or bold statements.

Ex: "What if I told you that you could save lives while sipping your morning coffee?"

• 2. Interest

Build curiosity or a sense of relevant involvement.

Ex: "Do you know that the coffee you drink can help fund clean water projects in some countries, impacting hundreds of lives?"

• 3. Desire

Make the audience want what you are offering. Show the benefits of your idea, solution, or cause. Make your audience feel connected.

Ex: "By drinking coffee brand XYZ, you are donating while indulging in a nice local brew."

• **4. Action**

Inspire immediate action. Clearly tell the audience what they should do next. Your call to action (CTA) should be simple, urgent, and easy to follow.

Ex: "Grab these offer packages now, and you are automatically contributing to the clean water projects listed."

<u>Group Activity:</u>

- 5. Draft And Present with Explanations of How Your Short Persuasive Messages Are Using the Elements Of
 - Cicero's 5 Canons of Rhetoric
 - Elevator Speech
 - Monroe's Motivated Sequence
 - The AIDA Model

SDG Related Persuasion:

6. Based on SDG5: Gender Equality

• Use the 3 Aristotelian persuasive appeals in any of choice of delivery approaches to persuade parents on any ideas related to gender equality.

Islamic Perspective Discussion:

7. Discuss

- How persuasive appeals have been used today to make people accept non-Islamic teachings such as being rude to the elderly or accepting homosexuality
- The persuasive appeals and elements of the delivery approaches observed in Surah Al–Waqiah.
- Present how the structure of Surah Waqiah's supports the ultimate persuasive goal of the Qur'an: guiding people to truth and righteousness.
- Reflect on how the Qur'an balances emotion, reason, and authority better than any human speech

REFERENCE FOR COURSE INSTRUCTORS:

Surah Al-Waqi'ah as a Persuasive Model: A Qur'anic Illustration of Ethos, Logos, and Pathos

Overview

Surah Al-Waqi'ah offers a vivid depiction of the Day of Judgment and categorises people into three groups:

- Asḥāb al-Maymanah the people of the right hand (destined for Paradise),
- Asḥāb al-Mash'amah the people of the left hand (destined for Hellfire),
- As-Sābiqūn the foremost (closest to Allah, the elite believers).

This structure, combined with the vivid descriptions of Paradise and Hell, along with appeals to logic and divine authority, makes it a compelling divinely revealed persuasive speech.

Pathos (Emotional Appeal)

Surah Al-Waqi'ah is rich in emotional language, imagery, and contrast to arouse deep feelings of fear, hope, awe, and yearning.

- Verses 41–44 (Left-hand people): "They will be in scorching wind and scalding water, and a shade of black smoke neither cool nor beneficial."
- Verses 10–26 (The Foremost and the People of the Right): "[They will be] on thrones woven [with gold and precious stones], reclining on them, facing each other..."

This emotional contrast between reward and punishment appeals to the heart and prompts listeners to reflect on their choices.

Logos (Logical Appeal)

The Surah includes logical arguments and rational questions that call listeners to think critically and acknowledge the truth of resurrection and divine power.

- Verses 57–59: "We created you, so why do you not believe? Have you seen what you emit?"
- Verses 63–67: "Have you seen what you sow? Is it you who makes it grow, or are We the Grower?"

These rhetorical questions are logical appeals (logos) inviting reflection on human dependence and Allah's power as the Creator - a cornerstone in persuasive reasoning.

Ethos (Credibility Appeal)

The Surah establishes the credibility of the Qur'an and its divine origin, which enhances the authority of the message.

- Verse 80: "[This is] a revelation from the Lord of the Worlds."
- Verse 81: "Is it this statement that you take lightly?"
- Verse 75: "So I swear by the positions of the stars and indeed, it is a great oath if you could know..."

These verses highlight the divine authorship and majestic truth of the message, thereby establishing ethos—credibility and trustworthiness—essential for persuasive communication.

Appeal	Verses	Technique Used	Effect on Audience
Pathos	41–44, 10–26	Vivid imagery of Paradise and Hell	Stirs emotions of fear, hope, and longing
Logos	57-67	Logical questions about creation	Provokes reasoning and reflection
Ethos	75-81	Oaths, divine origin, revelation	Builds credibility and authority

"O Allah, open our hearts, steady our words, and guide our tongues to speak truth with humility and benefit. Ameen."

Topic 10: Persuasion in Team Presentations: Building Unity and Strong Group Messages

Learning Objectives:

By the end of the lessons, students should be able to:

- Show understanding what a team presentation means
- Show understanding of the importance of idea ownership
- Apply all language phrases learnt in topics 1 to 9 to create content flow and persuasiveness
- Deliver their ideas professionally

Warm-up Activities:

• Play games which requires all team members to have roles and responsibilities and contribute to the success of the team.

Purpose: To give students the experience of how their personal contribution is important to ensure team success.

Lecture/Discussion:

1. Explain What a Team Presentation Is

- All team members have 1 clear shared objective
- All team members know their roles and responsibilities in contributing to the success of the team effort
- All team members position themselves in the order of presentation according to their strengths, weaknesses and credibility
- All team members would sound convincing and have their own unique point to pitch for achieving the shared objective
- All members know every else's points and can support each other if need to
- All members share a well-organized presentational aids without overlapping or redundancies
- Everyone works together with respect without having too dominant characters who control others
- All members contribute with no free riders
- 2. Explain How to Generate Ideas For The Persuasive Presentation Where These Questions Must Be Answered:
 - What is the problem the team trying to solve?
 - Whose problem is the team trying to solve?
 - What solution is the team proposing?
 - What credibility do the team members have with regards to the solution proposed?
 - Is the solution 'big enough' to enable all teams members to pitch?
 - Why does the team pick the audience to talk to?

- Where is the audience on the persuasive continuum when to proposed solution is concern?
- Is the proposed idea fresh, sustainable, creative or innovative?
- Can the proposed idea be achieved or executed by the audience without the expertise of the team?
- Is there a clear plan of how the idea will be executed and the objective be achieved?
- Is there a win-win situation?

3. Explain What Idea Ownership Is and The Importance of It in Team Persuasive Presentations:

- Explanation of idea ownership
- Why there must be idea ownership
 - $\circ~$ To show uniqueness of the team
 - To display expertise of team members
 - $\circ~$ To provide reasons for the idea to be accepted
 - $\circ~$ To generate income when in business contexts

4. Explain The Important Elements of Team Persuasion in Professional Communication Context:

- Correctness
- Clarity
- Conviction
- Credibility
- Completeness
- Cost

- Courteousy
- Compassion
- Consideration
- Call to Action
- Course of Action
- Construct-Coordinate-Coach before Carry Out

<u>Group Activity:</u>

- 5. Think of a social problem. Discuss what you can possibly present as a team while considering
 - Problem and solution
 - Who to talk or present to/ the most appropriate audience
 - Each team member's roles and credibility
 - Team's idea ownership
 - How to create a win-win situation with the audience

SDG Related Persuasion:

6. Based on SDG 11: Sustainable Cities and Communities

- Generate ideas of how you are presenting the idea of "Preserving Traditional Arts as a Path to Sustainable Community Development" in your team.
- Present in your team to persuade an audience of your choice using the language learnt from topic 1 to 9.

Islamic Perspective Discussion:

7. Convince

• Why traditional arts must be preserved based on Islamic Perspectives

8. Reflect on

- What Islam teaches us about working in teams, especially when preparing for a task.
- The leadership qualities that a Muslim should embody when guiding a team toward achieving a common goal.

REFERENCE FOR COURSE INSTRUCTORS:

Preserving Cultural Identity (Ummat Heritage)

- Allah created nations and tribes for recognition:
- **Surah Al-Hujurat 49:13:** "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another..."

Promotion of Beauty and Excellence (Ihsan)

- The Prophet ﷺ said: "Indeed, Allah is beautiful and loves beauty." (Sahih Muslim, 91)
- Traditional arts, when created with care and ethics, reflect the value of ihsan excellence in action, which is beloved to Allah.

Encouragement of Skill and Handicraft

- The Prophet ﷺ and his companions engaged in and praised skilled work, such as carpentry, sewing, architecture, and calligraphy.
- In the Hadith of Bukhari, the Prophet **ﷺ** is reported to have stitched his own clothes and mended shoes dignifying craftsmanship.
- Traditional arts can preserve such honourable skills and ensure they are passed to future generations.

Conveying Moral and Spiritual Values

- Many traditional art forms carry ethical, spiritual, and communal values, such as nasheed, calligraphy with Qur'anic verses, and Islamic geometric art.
- These forms are not just decorative but vehicles for moral teaching, remembrance of Allah (dhikr), and community bonding.

Guarding from Cultural Loss and Non-Islamic Domination

- The Prophet some warned: "Whoever imitates a people is one of them." (Abu Dawud, Hasan hadith)
- Preserving Islamic-rooted and ethically permissible traditional arts protects Muslim societies from losing their identity to foreign ideologies or unethical cultural imports.

Traditional arts reflect the identity of peoples and serve as a means of positive recognition and respect among communities.

Important Consideration:

While Islam supports culture and creativity, it does not permit art that contains shirk (polytheism), nudity, vulgarity, or promotes immorality. Thus, the preservation of traditional arts must be done with a filter of Islamic ethics and values.

Conclusion:

Preserving traditional arts is an Islamic responsibility when those arts embody beauty, identity, craftsmanship, and moral values. They promote communal unity, intergenerational knowledge transfer, and serve as a reminder of the spiritual dimension of human creativity — all under the guidance of tawheed (oneness of God) and adab (manners).

Useful Readings

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Published by: KSTCL Press KM1, Jalan Panchor Universiti Islam Antarabangsa Malaysia Kulliyyah of Sustainable Tourism and Contemporary Languages 84600 Pagoh, Muar, Johor

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