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## **An Analysis of The Persuasion Strategies Used by Turkish Language Teachers to Persuade Their Students**

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### **Abstract**

“Persuasion” has been a key concept for human communication throughout history. Humans constantly try to persuade or are persuaded since they are in a continuous state of communication and interaction. The aim of this study is to determine the persuasion strategies related to understanding and explaining skills used by the teachers of Turkish language in creating learning environments. For this purpose, a semi-structured interview form was created with the Google Docs and 46 Turkish teachers volunteered to answer the questions. Examination of the Turkish language teachers’ opinions revealed that they developed positive and negative persuasion strategies. The positive persuasion strategies by frequency are rewarding, experience transfer, arousing interest, establishing condition-and-effect relationships, giving responsibility, conversing, trusting, motivating, caring, empathizing, performing needs assessment, building cause-and-effect relationships, establishing positive style, creating environment, developing a culture of reconciliation, giving feedback, establishing rules, building aim-and-effect relationships, body language, creating consciousness, using the question-answer method, listening, providing feedback, being respectful, presenting alternative sources, making a difference, getting to know the student, going from the known towards the unknown, being student-oriented, guidance, going from simple to complex, working together, drawing attention, creating awareness, cooperative learning, perseverance, the separation into small groups, being patient, and association with real life. The negative persuasion strategies by frequency are punishment, competition, verbal warning, using grading as a threat, admonition, singling students out, doing nothing, comparison, negative style, conscientious pressure and necessity. Preservice or in-service teachers may be given training on persuasion strategies so that they can become aware of these strategies and apply them more effectively.

**Keywords:** Persuasion, Persuasion Strategies, Turkish Language Teacher, Student.

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## Introduction

Language skills are based on comprehension and expression skills. Especially in speech and writing skills, the sender aims “making changes on the receiver” (Akkaya, 2008, p. 68). Making these changes are based on persuasion. According to J. O'shaughnessy and N. J. O'shaughnessy (2004), persuasion is the process in which one attempts to change, transfigure or regulate the values, desires, beliefs and actions of others (cited in Akyol, 2019, p. 5). The American Heritage Dictionary (Morris, 1969, p. 926, cited by Hynd, 2001, p. 270) defines persuasion as the act of causing “[someone] to do something by means of argument, reasoning, or entreaty; to win over [someone] to action by reasoning or inducement of a course; how to make [someone] believe something; convince”. Indeed, given that typical definition, persuasion is inherent to the teaching process. If we accept that the object of teaching is to change students’ knowledge, interests, and beliefs, then we must also accept that the object of teaching is persuasion. As teachers, however, we are often unsettled by the notion that we are persuading (Hynd, 2001, p. 270-271). However, teachers’ persuasive speaking skills include conversations aimed at collaborating or benefiting both sides. The opinions put forward in persuasive speech should be acceptable. Persuasive speech doesn't mean tricking the other person. Because there is no cooperation in deception talks. It's about controlling the other person (Güneş, 2014, p. 123).

The first realistic classification of persuasion was proposed by Aristotle: Ethos, pathos and logos. Ethos is having knowledge of traditions and virtues. Pathos, on the other hand, is knowing ways to evoke various enthusiasms or emotions in the interlocutor. Logos refers to the ability to make arguments; that is, having the power of rational thought (Durhan, 2018, p. 752). According to Aristoteles, there are three types of persuasion styles that an utterance has. The first depends on the personal character of the speaker (ethos), the second depends on putting the listener into a certain mood (pathos), while the third depends on the proof or pseudo-proof (logos) of the words of the speaker himself (Aristotle, 2006, p. 38). Cialdini (2001) groups persuasion strategies into six categories:

- “**1. Reciprocity:** People by their nature feel obliged to return a favor and to pay back others. Thus when a persuasive request is made by a person the receiver feels indebted to, the receiver is more inclined to adhere to the request.
- 2. Scarcity:** People tend to place more value on things that are in short supply. This is due to the popular belief that less available options are of higher quality.
- 3. Authority:** People defer to experts. Therefore, individuals are more likely to comply with a request when it is made by a person or people they perceived as possessing high levels of knowledge, wisdom, or power.

**4. Commitment and Consistency:** People by their nature strive to be consistent with previous or reported behavior to avoid cognitive dissonance.

**5. Liking:** People can be easily influenced or persuaded by someone they like. Factors such as: similarity, praise, and attractiveness can reliably increase the effectiveness of the liking strategy.

**6. Consensus:** We often observe the behaviors of others to help us make decisions. This is because “a large majority of individuals are imitators rather than initiators, and therefore make decisions only after observing the behaviors and consequences on those around them.” (Cited in Orji, Mandryk & Vassileva, 2015, p. 148-149).

According to Luecke (2011, p. 70), persuasion can be applied in an almost unlimited number of ways. Within these, the applications used by teachers, especially in the field of language, are important because language learning or teaching is based on language skills. Persuasion is important in the language skills that are based on expression (speaking, writing, visual presentation). In other words, language teachers in general and teachers of Turkish in particular try to persuade students.

Persuasion is often applied in the fields such as politics, communication, media, psychology, or economics. However, while there has been some extensive research on the use of persuasion skills in language education, especially related to the structure of persuasive texts (Hyland, 1998; Forget et al., 2008; Kurudayioglu, 2014), and speaking skills related to persuasion (Miller et al, 1976; Blankenship and Craig, 2007) no studies exist on the persuasion strategies applied by foreign language teachers.

### **Purpose of the Study**

The aim of this study is to determine the strategies employed by teachers of Turkish language to persuade their students. In line with this aim, answers to the following questions were sought:

1. What are the experiences of Turkish language teachers regarding what they do to persuade their students?
2. What are the views of Turkish language teachers about persuading their students to get involved in the class?
3. What are the views of Turkish teachers on how they persuade their students to perform the tasks related to the course?
4. What are the views of Turkish teachers on how they persuade their students to solve problems in the classroom?
5. What are the views of Turkish teachers on how they persuade their students to study?
6. What are the views of Turkish language teachers on how they persuade their students to communicate?

## Method

### Research Design

In this study, the case study design, which is one of the qualitative research designs, was used. The case study requires an in-depth and holistic perspective on a current event. In the case study, the data must be carefully collected and analyzed deeply in the context of the real world. The case study is empirical, looking for answers to questions of why and how, and requires an in-depth inquiry into how individuals see themselves based on their experiences, their perceptions, and their feelings, and what reasons underlie them (Akar, 2016, p. 113 121). By employing the case study design, this study aimed to find out Turkish language teachers' strategies for persuading their students. For this purpose, the data collected from a group of preservice Turkish language teachers regarding their experiences, perceptions, feelings and thoughts on their persuasion strategies was subjected to an in-depth analysis.

### Participants

The participants of this study were 46 Turkish teachers who filled out the online survey form via Google Docs. The Turkish teachers' age, gender and year of seniority distributions are as follows:

**Table 1.** Age, gender and seniority of the participants

Codes		(f)
Age	23-28	14
	29-33	21
	33-38	7
	38-43	2
	43-48	2
	48+	2
Gender	Female	21
	Male	25
Seniority	1-5	20
	5-10	13
	10-15	5
	15-20	3
	20+	4

When Table 1 is examined, it is clear that the most of the Turkish teachers who participated in the study were 29 to 33 years old and the majority had been teaching for 1 to 5 years. However, the number of men and women involved in the study is almost equal.

### Data Collection and Analysis

The content analysis technique was used to analyze the data obtained in this qualitative study because content analysis helps combine similar data into specific concepts and themes, and organize them in a form that can be easily interpreted by the reader (Creswell, 2012). The Turkish teachers participating in the study were asked about their experiences in persuading their students, what they

did to persuade them to engage in the course, how they persuaded them to do the tasks related to the course, how they persuaded them to solve the problems in the classroom, how they persuaded them to study, how they persuaded their students to communicate, and what they thought are the key elements in student persuasion, through a semi-structured Google Docs form which also included demographic questions about age, gender, year of seniority and the university they graduated from. They responded to the form between 15 March and 15 April 2019, on a voluntary basis. First, the opinions of the subject matter experts were consulted as to whether the open-ended questions on the form were appropriate for the purpose of the study. The content and scope validity of the questions was ensured through these expert opinions, as subject matter experts confirmed that the open-ended questions were all appropriate for the purpose of the study. 46 Turkish teachers answered the questions, which yielded the data. The content analysis technique was used in the analysis of the data. The data obtained during the analysis process were coded and Turkish teachers' statements were grouped under certain themes by forming broader categories with these codes. Additionally, the data were supported by direct quotes from the statements of Turkish teachers. A pseudonym was assigned to each participant (e.g. P1: Teacher 1) in reporting the findings, thus ensuring the anonymity of the participant identities. At the end of the analysis process, two experts, as external reviewers, were asked to individually examine the codes and statements of the participants. The two experts were in agreement about the codes.

## Results

The codes and frequencies of the answers given by Turkish teachers to the question “Can you give an example for an experience in persuading your students?” are as follows:

**Table 2.** Code and frequency values of what Turkish teachers do to persuade their students

Codes	(f)	
Positive	Experience transfer	8
	Rewarding	8
	Building Cause-Effect Relationships	5
	Cooperating	5
	Conversing	3
	Sacrificing	2
	Empathizing	2
	Collaborating	1
	Body language	1
	Building Condition-Consequence Relationships	1
	Assigning Responsibility	1
	Drawing Attention	1
	Negative	Punishing
Total	40	

\* Some Turkish teachers expressed multiple opinions.

A closer look at Table 2 reveals that the participants perform positive persuasion practices by transferring their experience to students (f:8), by giving them a reward (f:8), by making sentences that include establishing cause and effect (f:5) or condition and consequence (f:1) relationships, by emphasizing cooperation with student, family, peer, or school services (f:5), by talking to them (f:3), by sacrificing (f:2), by establishing empathy (f:2), by collaborating with the student, (f:1), by using positive body language such as ensuring eye contact with the students (f:1), by giving them responsibility (f:1), and by drawing their attention (f:1). A punishment reported by one of the participant teachers, in the form of preventing students from participating in school activities (f:1) is one of the negative persuasion practices. Some examples of positive persuasion strategies are as follows, respectively:

“I gave an example from my own student life. In my high school years, I thought I couldn't succeed in geometry because I was afraid of geometry, but I gradually increased my self-confidence, first by starting with an easy book, and then I realized that I could solve geometry problems. So I realized that I shouldn't be afraid of geometry. If we really put our mind to it, it's all in our hands. Starting from the easier ones, I moved step by step towards more difficult ones, and I made it.” (P11)

“When the weather is nice, students like to do the classes outdoors. On a day when I had a two-hour class, my students insisted on going out. So, I told them that if everyone actively participated in the class in the first hour, we could read a book outside in the second hour, and that was what I did. To get something that they really wanted, the students became very engaged during that first hour and they got what they wanted. That's how I persuaded them.” (P21)

“One day, I was teaching the ‘Adjectives’ subject. When I first explained how adjectives would help them, I found that my students participated more actively in the class. In most cases, when people understand the reasons for doing something really well, it is much easier for them to do it, that is, they are persuaded.” (P7)

“My students were persuaded to work daily when I set a schedule for the daily course work for everyone in the class, including myself.” (P6)

“I'm using reinforcements to persuade them. We had a new student in our class. She didn't want to leave her father. So, she didn't want to go into class and she was crying. First, I got down to her height and made eye contact with her. I spoke to her for a few minutes. I took her by the hand and took her to the class. I told her to go in front of the class and introduce herself. I told her friends to welcome her. I told her that she would have a lot of friends in this class and we would have a great time together. I finally persuaded her and sat her in her desk.” (P8)

“When I was working in a village, the students agreed to come to the course when I personally drove them from their village to my course. I persuaded the students and their families to come to the course.” (P4)

“I had a student who was struggling with his studies. I looked into why he was struggling. I tried to put myself in his shoes. I realized that the reason he was failing was his family. Then I talked to him about his situation. And we kept the problems to a minimum. If you understand your students, you can persuade them.” (P18)

“There are times when I observe that students never participate in the activities. I had a student named Ali. When he was not participating, if I told him ‘Let's do it together!’ he would do the activities very well.” (P12)

“When I explained the importance of reading and writing in daily life with real-life examples to a student who had trouble reading and writing until 7th grade, he became convinced that literacy was necessary and started reading and writing within just two weeks.” (P13)

“I make eye contact with my students to persuade them. My students can tell what I want to say through my body language and do their tasks.” (P30)

“I tell my students what the consequences will be, especially if they succeed in activities. So they try to do their tasks fully.” (P2)

“I had a student who never participated in class activities. When I assigned him as the class president, he became very engaged and successful.” (P19)

“Before I start my classes, I do small icebreaker activities to focus my students' attention to the course. So, I get my students to get involved in my classes.” (P27)

The teacher experiences with negative persuasion strategies are as follows:

“I banned a student who kept tearing up his notebook from participating in the class activities and made him sit in the classroom and watch the others, and told him that he could not participate because he kept tearing his notebook. Now we have no problem.” (P16)

The codes and frequencies of the answers given by Turkish teachers to the question “How do you persuade your students to get involved in the class?” are as follows:



**Table 3.** The code and frequency values of what Turkish teachers do to persuade their students to participate in class

Codes	(f)	
Positive	Drawing Attention	17
	Rewarding	8
	Creating Environment	7
	Motivating	4
	Style	4
	Identifying Needs	4
	Q-A	2
	Experience Transfer	2
	Student-orientedness	2
	Differentiation	1
	Building Condition-Consequence Relationships	1
	Moving from Simpler to More Complex	1
	Negative	Creating Competition
Style		1
Using grading as a threat		1
Conscience		1
<b>Total</b>	<b>57</b>	

\* Some Turkish teachers expressed multiple opinions.

When Table 3 was examined, it can be seen that the teachers persuade their students with games, various materials or music (f:17) to get their students to participate in the class. Teachers have also persuaded them by giving students symbolic or material rewards (f:8). Creating a supportive environment (f:7) based on tolerance and valuing differences is another common strategy that teachers generally use to persuade their students. The environment emerges as the general, process-oriented method of persuasion by teachers, while concepts such as raising interest and awareness, or giving rewards are the result-oriented methods of instant persuasion. Motivating students (f:4), using a heartfelt sincere style (f:4), determining or meeting the needs of students (f:4), using the question-and-answer method (f:2) or going from simple to complex (f:1), to narrating personal experiences (f:2), teaching by considering students' cognitive, affective and psychomotor traits (f:2), using condition-consequence statements for persuasion (f:1), and using other methods (f:1) are some other positive methods of persuasion used by the teachers. The teachers also reported having applied methods of persuasion that would have negative effects on their students, such as creating a competitive environment (f:1), using a negative style (f:1), intimidating their students with low grades (f:1), and keeping students under conscientious pressure (f:1). Some sample teacher statements about what they do to get students actively involved in their classes are as follows, in the order presented in the table:

“This (persuasion) can be done by drawing their interest, which could be done through materials, videos, films, etc.” (P3)

“When I tell my students that I'm going to reward them, their participation increases.” (P5)

“I create an environment where false opinions are respected. I honor the active students in my class. I teach students not to mock ideas.” (P11)

“I explain the necessity of learning by motivation by simplifying the examples.” (P21)

“I try to persuade them with a sincere and heartfelt approach.” (P15)

“By lecturing according to their needs.” (P9)

“I ask questions that persuade the student. The student gives the answers.” (P16)

“I give real-life examples from my own or other people’s middle school, high school, college experiences to persuade my students academically, socially and culturally.” (P25)

“Acting in line with the student's interests and age...” (P 27)

“I use engaging material, I use different methods and techniques, I differentiate the learning environments. Above all, students love differences.” (P23)

“I will explain the benefits the student will enjoy if she understands the subject of learning.” (P22).

“I raise awareness to the point where the subject is easy for the students. My students become eager to understand more complex subjects after grasping simple subjects, so they become persuaded.”(P17)

Teachers do not always use positive persuasion strategies, but sometimes use negative persuasion. Some teacher statements for negative persuasion strategies, presented in the order given in the table, are as follows:

“Creating a competitive environment has always worked. In a competitive environment, even the most passive student in the class tries hard, even if they may make some mistakes” (P7)

“I try to make sure to address them individually by using the ‘you’ language. So, the students do as they are told.” (P24)

“By telling them that if they don't listen, they will get a low score on the exam...” (P27)

“To be realistic, for example, in the early hours of a cold day, I tell them that we leave our warm bed for a purpose, their parents, perhaps, work outside in this cold and try to meet their needs, etc. by example, leading them to a conscientious responsibility.” (P31)

The code and frequency values of the answers given by Turkish teachers to question “What do you do to persuade your students to do the course-related tasks?” are as follows:

**Table 4.** Code and frequency values for what Turkish teachers do to persuade their students to do the course-related tasks

Codes	(f)	
Positive	Rewarding	11
	Assigning Responsibility	9
	Creating consciousness	5
	Giving feedback	4
	Motivating	3
	Building trust	2
	Building Condition-Consequence Relationships	2
	Cooperative learning	1
	Cooperating	1
	Experience transfer	1
	Building Cause-Effect Relationships	1
Negative	Giving advice	2
	Creating competition	1
	Obligation	1
	Using grading as a threat	1
Total	47	

\* Some Turkish teachers expressed multiple opinions.

As can be seen in Table 4, the participants reported that they get their students to perform the course-related tasks in a result-oriented way by giving them symbolic or tangible rewards (f:11), giving them feedback (f:4), basing their performing their duties on the condition and consequence (f:2), or aim-and-effect (f:1) relationships, while they persuaded students in a process-oriented way by giving responsibility (f:9), creating consciousness (f:5), motivating (f:3), creating awareness and building trust (f:2), creating a cooperative learning environment (f:1), engaging families to cooperate on tasks (f:1), and by transferring their experiences (f:1). Whereas these result- and process-oriented persuasion practices affect students positively, strategies such as advising students (f:2), creating a competitive environment (f:1), forcing them to do tasks (f:1) and intimidating students with low grades (f:1) affect them negatively. Some teacher statements on how they get their students to perform their course-related tasks are as follows:

“By giving the student small prizes.” (P3)

“By stressing that everyone has a particular responsibility ... by giving small responsibilities to students, especially during the classroom activities...” P1)

“I create awareness.” (P8)

“When I assign a task, I always give feedback, which gives them the sense of responsibility to do their job, and so I do not have any problems with that.” (P10)

“I can persuade my students by motivating them to engage with the lesson.” (P11)

“By making it clear that I trust the student...” (P16))

“I will tell them about the positive changes that will happen in their lives if they understand the subject at hand.” (P10)

“By teamwork. By putting the students with similar personalities into the same group.” (P6)

“I set targets by working with the student and pursue them.” (P9)

“To persuade my students academically, socially and culturally, I give concrete examples of my own and others’ school experiences in the middle school, high school, and college.” (P26)

“I create a purpose in my students. They participate in my classes to achieve these purposes.” (P27)

Some teacher statements regarding their negative persuasion practices are as follows:

“I persuade my students by giving them advice.” (P15)

“It can be effective when I say that I will pick the best from among them.” (P17)

“I give them assignments and tasks that they can do, and sometimes I persuade them by threatening to grade them on an oral examination.” (P24)

The code and frequency values of the answers given by Turkish teachers to question “How do you persuade your students to solve classroom problems?” are as follows:

**Table 5.** Code and frequency values of Turkish teachers' opinions on persuading students to solve classroom problems

Codes	(f)	
Positive	Developing a Culture of Reconciliation	7
	Establishing rules	6
	Empathizing	4
	Showing Respect	4
	Building Cause-Effect Relationships	3
	Assigning responsibility	3
	Experience transfer	3
	Motivating	2
	Guiding	2
	Conversing	2
	Creating awareness	1
Negative	Warning verbally	3
	Punishing	1
	Doing nothing	1
<b>Total</b>	<b>42</b>	

\* Some Turkish teachers expressed multiple opinions.

Table 5 clearly shows that teachers try to develop a culture of consensus among students for the solution of classroom problems (f:7), they work with students to establish classroom rules (f:6), and try to develop students’ empathy skills (f:4) and respect (f:4). However, the ability of students to establish cause-and-effect relationships (f:3) is also important for persuasion. Giving responsibility to students (f:3), experience transfer (f:3), motivating students (f:2), guiding them (f:2), having a conversation with them (f:2) and raising their awareness (f:1) are other ways teachers use to persuade

their students to solve classroom problems. Regarding the persuasion of students in solving classroom problems, some statements matching the frequencies (from the most frequent to the least) listed on the table are as follows:

“By developing a culture of reconciliation, I persuade my students to solve their in-class problems.” (P9)

“I establish the class rules together with the students at the beginning of the year. Each class is given a behavior score and when the class score reaches 100, I reward them with a gift (watching a movie as a class, having a picnic together, etc.)” (P6)

“At the beginning of each year, I make sure that each of my students empathize with their deskmates. A culture of empathy develops in my classes. A culture of empathy prevents classroom problems.” (P7)

“Many problems are solved by treating each other with respect.” (P1)

“I use my behavior scoreboard in situations like this. I explain to my students the consequences of their actions.” (P12)

“I give responsibility to my students in the classroom by making a speech along the lines of ‘The classroom is actually your home because you spend most of the day here. So you must try to live in a peaceful and beautiful classroom....’ ” (P14)

“To persuade my students academically, socially and culturally, I give personal examples from my own middle school, high school, and college years.” (P29)

“I motivate them to become important members of the class.” (P3)

“I give them time to think and be their compass until they find the right path.” (P5)

“I express my expectations from them by having a one-on-one chat with the student.” (P7)

“I do activities to raise their awareness.” (P30)

Table 5 demonstrates that the participating teachers not only persuade their students with positive solutions; but they also practice negative ways of persuasion such as giving verbal warnings to their students (f:3), punishing them (f:1), and doing nothing to persuade them (f:1). Some participant statements about the negative persuasion of students in solving classroom problems are as follows:

“I persuade unconvinced students by warning them in the class.” (P14)

“If there's a negative situation, I usually go for punishment.” (P4)

“I let it be, I do nothing.” (P27)

The code and frequency values of the answers given by Turkish teachers to question “How do you persuade your students to study?” are as follows:

**Table 6.** Code and frequency values of Turkish teachers' opinions on persuading students to study

Codes	(f)	
Positive	Building Condition-Consequence Relationships	14
	Rewarding	10
	Conversing	6
	Experience Transfer	5
	Giving Feedback	5
	Presenting Alternative Resources	3
	Cooperating	2
	Assigning Responsibility	2
	Building Cause-Effect Relationships	2
	Making Connections to Real life	1
Negative	Comparing	1
	Creating Competition	1
	Differentiating	1
Total	53	

\* Some Turkish teachers expressed multiple opinions.

Looking at Table 6, it is evident that the teachers try to persuade their students to study by establishing a condition-consequence relationship, and pointing out that the courses will benefit them (f:14). Clearly, the teachers use the condition-consequence relationship as a means of persuading their students with abstract situations such as benefit-based hope. It was also found that the teachers persuaded their students to study by giving them rewards with direct or indirect reinforcements (f:10), using positive language with them and having one-on-one conversations (f:6). Persuading students by giving examples from their own lives or from others' lives, and thus transferring experience, is another code (f:5). Checking what students do and giving them feedback (f:5); providing alternative resources related to the lessons like extra books or activities (f:3); cooperating with parents or with different units like the school counseling services (f:2); reminding students that they are responsible for the courses or homework assignments or giving them responsibility (f:2); providing students with information about the objectives and outcomes of the courses or activities (f:2), and associating the courses with life (f:1) are the important persuasion strategies. Some statements regarding how the teachers persuade students to study are as follows:

“I hand out activities to my students, and I tell them that if they do these activities, they will succeed.” (P26)

“When hard-working students are rewarded, the rest is easy.” (P10)

“My words like, ‘you can do it, you can succeed, you're so smart,’ have always worked, and success has increased.” (P1)

“I give examples from my own life or from people who have achieved a high social status.” (P11)

“I constantly check what my students are doing and persuade my students to study by keeping them informed.” (P13)

“I offer books other than textbooks.” (P9)

“I cooperate with the family. I pay a visit to the parents.” (P8)

“I persuade them to study by explaining that it is their duty.” (P18)

“I make the goals clearer and share these goals with my students.” (P7)

“By making the lesson enjoyable, associating it with their daily lives...” (P10)

Table 6 shows that the teachers did not only persuade their students through positive persuasion but they also tried to persuade their students by comparing them (f:1), creating competition between students (f:1) and discriminating among their students (f:1). Some statements made by the participants regarding their negative persuasion strategies they utilize to persuade their students to study, from the most frequent to the least, are as follows:

“I compared my slower students with the faster learners, pointing at their example.” (P5)

“Competition has always worked.” (P6)

“I persuade those who do not work by putting the hardworking and lazy students into different environments.” (P19)

The code and frequency values of the answers given by Turkish teachers to the question “How do you persuade your students to communicate?” are as follows:

**Table 7.** Code and frequency values of Turkish teachers' opinions on persuading students to communicate

Codes	(f)	
Positive	Building trust	6
	Making Them Feel Valued	6
	Experience Transfer	6
	Conversing	4
	Q-A	3
	Cooperating	2
	Body Language	2
	Having Them Speak from Known to the Unknown	2
	Arousing Interest	2
	Listening	2

Dividing into Small Groups	1
Identifying Needs	1
Assigning Responsibility	1
Rewarding	1
Style	1
Building Condition-Consequence Relationships	1
Being patient	1
<b>Total</b>	<b>42</b>

\* Some participants expressed multiple opinions.

Table 7 shows that the communication strategies most frequently used by the participants are building trust with students (f:6), making students feel valued (F:6), and conveying their own or others' experiences (F:6). Some other persuasion strategies adopted by the participants are having one-on-one conversations with the students (f:4), applying the question-answer method (f:3), cooperating with the family-peer-counseling services (f:2), using positive body language such as making eye contact with the students (f:2), trying to get students to talk on subjects in which they are interested or they know (f:2), drawing the interest of the students (f:2), listening to them (f:2), dividing students into small groups (f:1), determining their needs (f:1), giving them responsibility (f:1), giving rewards (f:1), using a positive language style with them (f:1), establishing a condition-consequence relationship (f:1) and being patient (f:1). It was also found that the teachers did not use any negative persuasion strategies to persuade students about communication. Some participant opinions on persuading students to communicate are as follows:

“Building an environment of trust is one of the most important requirements for students to start communicating.” (P3)

“I make them feel valued by being affectionate and sincere.” (P5)

“I give examples from my own life, so I make personal connections.” (P10)

“I speak privately, saying that there is no harm in speaking to me.” (P12)

“I use the Question-and-Answer method to make the student feel valued and explain that my questions are specifically for her.” (P8)

“We need to provide social support by meeting with the student's friends and family.” (P16)

“Even if it's only for a second, making eye contact will involve my students in the lesson and make it easier for them to communicate.” (P31)

“I help my students talk about issues they are concerned with or know about; I pave the way for them to develop ideas.” (P24)

“I introduced the subjects that I thought students might be interested in, so I would draw their attention to the lesson.” (P1)



“Effective listening is the basis of communication. If you listen well to your students, your students will have no communication problems.” (P2)

“I would divide them into small groups and invite them to work on different issues so that the groups would communicate among themselves.” (P23)

“Communication is a need. I start with their needs.” (P21)

“I give them drama and theatre roles. I give them communication tasks like choir or oratorio.” (P29)

“I usually try to persuade them with reinforcements.” (P6)

“I use body language and sometimes I personally participate in it myself so that the student can feel more confident and trust the teacher.” (P30)

“By explaining that they will be more successful and healthy individuals when they communicate...” (P27))

“By being patient and caring...” (P19)

The code and frequency values of the answers given by the Turkish teachers to the question “What are the key elements you value in persuading your students?” are as follows:

### A general overview of the results

The Turkish teachers participating in this study were observed use many different positive and negative persuasion strategies. The table below provides a summary of all the persuasion strategies adopted by the Turkish teachers.

**Table 8.** List of persuasion strategies used by Turkish language teachers

Codes	(f)
Rewarding	38
Experience Transfer	25
Arousing Interest	19
Building Condition-Consequence Relationships	19
Assigning Responsibility	16
Conversing	15
Cooperating	11
Motivating	9
Feeling Trust	8
Creating Environment	7
Developing a Culture of Reconciliation	7
Empathizing	6
Building Cause-Effect Relationships	6
Making Them Feel Valued	6
Establishing Rules	6
Giving Feedback	5
Positive Style	5

Positive Persuasion Strategies	Identifying Needs	5
	Building Objective-Outcome Relationships	5
	Creating Consciousness	5
	Using the Q-A Method	5
	Giving Feedback	4
	Showing Respect	4
	Body Language	3
	Presenting Alternative Resources	3
	Differentiating	3
	Listening	2
	Having them speak from the known to unknown	2
	Student-orientedness	2
	Guiding	2
	Moving from simpler to more complex	1
	Drawing attention	1
	Raising awareness	1
	Cooperative Learning	1
	Creating Small Groups	1
	Being Patient	1
	Making Connections to Real Life	1
Negative Persuasion Strategies	Creating Competition	3
	Warning Verbally	3
	Punishing	2
	Using Grading as a Threat	2
	Giving Advice	2
	Discriminating	1
	Doing nothing	1
	Comparing	1
	Negative Style	1
	Appealing to Conscience	1
	Obligation	1

\* Some Turkish teachers expressed multiple opinions.

Table 9 shows that Turkish teachers implement many positive and negative persuasion strategies.

### Conclusion, Discussion and Suggestions

Turkish language teachers create learning environments related to language skills based on understanding and explanation and try to develop these skills of their students. One of the aims of language skills, especially those based on narration, is to persuade the person/persons with whom one is communicating. A primary purpose of narration is persuasion, so the persuasion practices used by teachers of Turkish is important. It was found that to persuade their students Turkish teachers use both positive strategies, such as reward or experience transfer, and negative strategies, such as creating a competitive environment. These codes, created from the answers given by the Turkish language teachers participating in this study, are directly related to the *ethos*, *pathos* and *logos* postulated by Aristotle (2006). This is because codes such as experience transfer, respect, and trust are related to *Ethos*; the codes such as motivation, valuing, or making students feel valued are related to *Pathos*; and codes such as using evidence, creating awareness, or giving feedback are related to *Logos*. However,

given that teachers are the organizers of the learning-teaching environment and the guide of the students, all their persuasion strategies involve *ethos*; and students' emotional attachment to their teacher involves *pathos*. However, regarding the codes determined by the views of Turkish language teachers, it was found that they persuade their students more with *logos* than *ethos* and *pathos*. This can be explained as the value given to reasoning and logic in the Turkish language learning and teaching environments.

Of the ways of persuasion listed by Cialdani (2001, cited in Orji, Mandryk & Vassileva, 2015, p. 148-149), *Reciprocity* corresponds to the *Rewarding* and *Valuing* codes discussed in the current study; *Commitment and Consistency* corresponds to *Being respectful* and *One-on-one conversation* codes; *Consensus* corresponds to collaborating and cooperative learning codes; *Liking* corresponds to the *Valuing* and *Trust* codes; *Authority* corresponds to the *Establishing rules* and *Assigning responsibility* codes; and the *Scarcity* corresponds to the *Identifying the Needs* code in the current study. However, it is also observed that Turkish language teachers use the teaching principles such as moving from simple to complex, having students speak about what they know then move on to topics they do not know about, and individualizing instruction for the student as a way of persuading their students.

According to Akkaya (2017, p. 489), it can be said that the Turkish code of persuasion refers not to the individual but rather to a state of harmony with the tradition, which reflects the rules of collective social life. The codes of co-operation, collaborative learning, or creating a culture of reconciliation in this study are directly related to collective life, and thus critical in persuasion. However, Akkaya (2017, p. 488), notes that rhetoric and dialogues are important in persuasion, which supports the findings of the present study about using positive stylistic features and one-on-one conversation.

According to Yangil and Topçuoğlu Ünal (2019, p. 334), “teacher candidates should make maximum use of activities that improve their speaking skills because persuasive communication depends more on this skill in the educational environment.” In this study, the fact that the general codes about what Turkish language teachers do to persuade their students (experience transfer, interest, etc.) are related to the speaking skill is also supported by Yangil and Topçuoğlu Ünal. However, the codes of cooperative learning and collaboration in this study coincide with the emphasis placed by Yangil and Topçuoğlu (2019, p. 333) on the importance of collaborative work in persuasion.

Turkish teachers used not only positive persuasion strategies, but also negative persuasion strategies. Negative persuasion strategies may force students to do the task, but they will fail to ensure learning retention and will inflict deleterious effects on the students. According to Schunk and Pajares (2010, p. 669); negative persuasion can undermine beliefs in self-efficacy. Abelson and Miller (1967, p. 322) describe negative persuasion as the “negative” reaction of the listener not only in terms of her

feelings towards the speaker, but also in terms of the change in attitude. Therefore, teachers should not use negative persuasion strategies. To make sure that teachers pay more attention to positive persuasion strategies and use them, preservice teachers can be taught these strategies during their undergraduate education, and inservice teachers can be given in-service trainings on effective persuasion strategy use.

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