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The Impact of Incorporating Persuasive Strategies in EFL Teaching: Perspectives of Jazan University Professors

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ABSTRACT

Teachers have the ability to shape their students' educational experiences through the art of persuasion. This ability goes beyond traditional instruction and ignites a passion for knowledge acquisition. The effectiveness of persuasive strategies employed by teachers is paramount in not only capturing students' attention but also in enhancing their comprehension levels, motivation, and active participation within the learning process. This in-depth study explores the various persuasive techniques used by professors and lecturers at Jazan University, shedding light on their profound impact on student comprehension and academic success. It adopts a qualitative approach to explore human behaviour, focusing on the persuasive strategies used by professors and lecturers at Jazan University to convey concepts and inspire their students. The research methodology involved conducting insightful interviews with 15 professors and lecturers from Jazan University as a purposive sampling to collect the data. The interview focused on the common strategies they implemented to engage their students and facilitate learning. Thematic coding was employed during data analysis to identify recurring patterns within the participants' feedback. The findings of the study revealed that the teachers employed a combination of strategies such as real-life examples, rhetorical questions, visual aids, and storytelling, to help their students grasp complex concepts and foster a deeper engagement within the classroom. Logical reasoning and building healthy relationships with students were also crucial for the teachers' ability to capture the students' attention and encourage critical thinking.

Keywords: Persuasion; Persuasive Strategies; EFL Teaching

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1. Introduction

To effectively accomplish their lesson objectives, teachers must embrace innovative teaching methods in addition to traditional methods and incorporate persuasive strategies that use ideas that capture their students' attention. The teacher's mission is a sublime one, which is not limited to imparting information and knowledge to students but basically constitutes creating an ideal human armed with competence, values, critical thinking, and self-confidence, among other characteristics. For teachers to achieve their mission perfectly, they must equip themselves with persuasive techniques that enable them to motivate, attract, and promote insights and overall understanding. Teachers' ability to employ persuasive techniques effectively is indispensable. These persuasive techniques have the power to influence students' perspectives while simultaneously stimulating their logical and critical thinking abilities, thereby fostering their motivation and active participation in the learning process. A distinguished executive leader specializing in clinical education, Morin^[1], emphasized that educators bear the responsibility to not only impart knowledge but also master the art of persuasion. Through their expertise in persuasion, teachers can inspire a genuine passion for learning and guide their students through the complexities of the world. Ariso^[2], conducted a thorough analysis of the importance role that persuasion plays in the field of education, emphasizing that teachers have a crucial role to play in helping students develop a global perspective. Through his research, he meticulously outlined an extensive array of guidelines designed to empower teachers in seamlessly incorporating persuasive methodologies into their teaching methodologies, underscoring the foundational significance of persuasion within the educational context. Furthermore, Murphy^[3], highlighted the indispensable role of persuasion in achieving educational goals and shaping individuals' understanding. Building upon these insights, the present study aims to identify the specific persuasive techniques employed by university professors to enhance student comprehension. In addition, this study delved into how the incorporation of these techniques facilitates students' understanding, contributes to their development of language proficiency, and fosters overall academic growth. The analysis of the practical application of persuasive strategies in the educational context can lead to valuable insights that contribute to the body of research on the significance of

persuasion in higher education, highlight innovative teaching strategies that benefit university teachers, students, and policy makers. Through the distillation of significant findings and practical recommendations, this study aims to equip educators with the necessary knowledge and resources to optimize their instructional approaches. Furthermore, studying the various methods used by teachers allows a thorough understanding of how persuasive strategies can be tailored to meet the various needs of students. This encourages a diverse classroom atmosphere that fosters critical thinking and gives students a sense of agency. Ultimately, the findings of this study have the power to spur constructive changes in teaching methods and open the door to a learning environment that is more interesting, productive, and focused on the needs of the individual students.

2. Research Questions

The purpose of this study is to investigate and identify the impactful persuasive strategies employed by university teachers to engage their students and enhance academic achievement. Specifically, the study aims to address the following research questions: What are the most effective persuasive techniques employed by university teachers? How do these persuasive techniques impact students' academic achievement?

3. Literature Review

Persuading individuals to accept innovative ideas, concepts, and strategies plays a pivotal role in the process of change and its ultimate success. According to O'Keefe^[4], "persuasion can be defined as a deliberate and effective attempt to influence someone's mindset through communication within a setting where the individual being persuaded retains some level of autonomy" (p. 4). In the realm of education, the application of persuasive techniques is not only fundamental but also widely acknowledged for its capacity to motivate and guide students towards achieving their educational objectives. While there is a plethora of research on persuasion in various communication domains, such as politics and marketing, there appears to be a scarcity of studies focusing on persuasive strategies within educational contexts Derin et al. ^[5]. Consequently, there is a pressing demand for further exploration into persuasive communication, not only

to aid students in comprehending EFL concepts but also to equip them with persuasive skills that can enrich their ability to engage in persuasive discourse, both within their educational journey and in their daily lives.

In her essay, Berner^[6], underscored the pivotal role of persuasion in education by drawing upon Dorothy Sayers's 1947 essay, "The Lost Tools of Learning" assertion that persuasion equips students with the skills to engage in debates both orally and in writing, critically evaluate the work of others using logic, and cultivate the ability to persuade effectively. Papadopoulou^[7], delved into the efficacy of persuasion as a pedagogical tool for acquiring proficiency in Greek as a second language. He contended that the Greek educational framework incorporates the art of rhetoric into primary and secondary curricula to instil in students the capacity for critical thinking, thoughtful reflection, articulate self-expression, and effective acquisition of the foreign language as facilitated by educators. Ariso^[2], further expounded on the significance of persuasion in education, asserting that educators play a vital role in nurturing a global perspective among learners. His research delineated a comprehensive set of guidelines for teachers to integrate persuasive techniques into their instructional practices, which emphasized the fundamental role of persuasion in the educational landscape.

The literature on the application of persuasive systems to enhance student motivation and learning is limited. Orji et al.^[8], investigated the use of three socially oriented persuasive strategies—competition, social learning, and upward social comparison—in a persuasive system to encourage greater student participation in class activities. They implemented their persuasive system in a university context and found that its efficacy could be increased by tailoring the system to students' preferred persuasive strategies. The results showed that these three socially oriented persuasive strategies could be effectively employed in educational software to positively influence students' learning behaviours. Building on this work, Pautz^[9], evaluated the use of persuasion techniques in the classroom to improve students' mental health and academic outcomes. The findings demonstrated that the use of persuasive strategies, such as commitment, liking, and social proof, along with fostering positive student–teacher relationships, contributed to improvements in students' grades, engagement, positive affect, stress levels, mental health, and executive function. These results suggest

that incorporating persuasive tactics into instructional designs may yield favourable learning effects similar to those observed in other domains, such as marketing, smartphones, and e-commerce platforms Fogg^[10].

Orji and Vassileva^[11], investigated how students' behaviour in online learning environments correlates with the effectiveness of various influence strategies. Through the application of machine learning categorization models, they assessed whether the persuasiveness of these strategies significantly impacted students' engagement with the learning system. Their study revealed that students' learning data could be leveraged to predict the effectiveness of different influence strategies. Lischinsky^[12], delved into the role of examples in exploring the persuasive processes involved in legitimizing popular management knowledge. He challenged the traditional view that examples are inferior forms of argumentation typically suitable for pedagogical or public debates, but inadequate for more advanced reasoning. Due to their contingent and episodic nature, examples were considered less cognitively robust compared to explicit explanations of universal norms. In his study, Alkhirbash^[13], emphasized the use of speech acts as persuasive tools to sway audiences towards accepting or performing specific actions. His rhetorical analysis of Mahathir Mohamed's (a former prime minister of Malaysia) speeches showed that his "Directives and Assertives" speech acts were strategically employed to influence and persuade the audience effectively. Azizah et al.^[14] conducted a study to explore how teachers' persuasive strategies impact postgraduate students' learning motivation. Considering English language teaching, Azizah et al.^[14], analysed the persuasive techniques teachers used to enhance their students' desire to learn based on observation and interviews and identified a range of persuasive strategies, such as association, integration, reward, ordering, and red-herring techniques. These strategies effectively increased students' motivation to learn and fostered their active participation in the learning process.

Hoa et al.^[15], explored how teachers and students in three high schools perceived the impact of visual aids on enhancing students' English proficiency. Their results revealed that employing visual aids increased the students' interactions within the classroom, enhanced their vocabulary and pronunciation, and cultivated stronger communication skills. Juraid and Ibrahim^[16], investigated the effect of sto-

rytelling on female EFL students' development of communication skills at Taibah University in Saudi Arabia. The findings demonstrated that using storytelling as a persuasive strategy was effective and enhanced the students' oral and interpersonal communication skills. In their mixed-method study, Krishnamoorthy and Merchant^[17], posited that persuasion plays a fundamental role in the instructional process. They explored the implementation of persuasive techniques within online learning environments to uncover the prevalent design strategies and their impact on the performance of online learners. The survey respondents highlighted the efficacy of persuasive design in offering positive reinforcement, fostering immersive learning experiences, and facilitating learner-centred navigation. Rehaïem^[18], studied the potential effectiveness of the persuasive teaching metaphor and to test the teachers' motivational and attitudinal responses to the concept of teaching as persuasion. The results of his research showed that most survey participants support the importance of the persuasion metaphor in educational practices. Further insights from the research indicate a correlation between educators' approaches and natural persuasion methods within the learning context. Moreover, the study affirms the notion that persuasion naturally intertwines with the classroom setting. However, instructors' perceptions of teaching as a persuasive tool are intricately linked to their broader understanding of persuasion principles.

In his analysis of Mahathir Mohamed's speeches, Alkhirbash^[19], found that Mohamed raised rhetorical questions as a persuasive method to help his audience think deeply, critically, and logically, and elicit implicit responses that agreed with his beliefs. Akkaya^[20], scrutinized the persuasive tactics employed by Turkish language educators to engage their students and found that they predominantly used affirmative approaches, such as rewards and experience transfer, aligning with Aristotle's modes of persuasion (i.e., ethos, pathos, and logos). For example, concepts such as experience transfer, respect, and trust correspond to ethos. Motivation, valuing, and fostering a sense of worth in students relate to pathos. Finally, presenting evidence, raising awareness, and providing feedback are linked to logos. The importance of teacher credibility and care in the classroom has been documented in academic literature. Despite this, there is a research gap regarding how these factors influence student motivation. LV^[21], conducted a study to explore how

teachers' behavior, specifically their credibility and level of care, impacts student motivation. The findings demonstrated a significant relationship between teacher credibility, care, and student motivation. Notably, a positive correlation was established between teacher credibility and student motivation, indicating that higher teacher credibility is associated with increased student motivation levels. Similarly, a strong positive correlation was found between teacher care and student motivation, suggesting that greater teacher care leads to higher student motivation levels.

In a separate study, López Navia^[22], characterized e-learning as a distinctive rhetorical setting that requires educators to leverage their communication skills and strategies to mitigate the constraints of virtual classrooms for enhanced educational outcomes and persuasive efficacy. López Navia's^[22], literature review underscores the importance of mastering strategic elements in verbal and nonverbal communication, addressing rhetorical limitations, effective time management, and using resources to ensure constructive feedback.

In her study exploring the correlation between pedagogical authority and rhetoric, Žmavc^[23], identified rhetoric as a specialized form of language use in pedagogical processes. Drawing on rhetoric's broader definition as the interaction between speaker and listener, teachers can harness rhetoric effectively within educational contexts. Effective classroom dynamics require teachers to communicate efficiently with students, exhibit trustworthiness, and employ emotional and logical arguments to persuade and engage learners.

4. Materials and Methods

4.1. Research Design

The purpose of this study was to explore the integration of persuasive strategies into university teachers' pedagogical practices to facilitate their learners' understanding and how these strategies impact students' academic achievement. A qualitative approach was adopted to collect precise and robust data, which ensured reliable answers to the research questions. Interviews were the data collection method used to ensure accuracy and thoroughness. A sample of university instructors from different disciplines was selected to give a comprehensive picture of how these strategies are used in diverse contexts. Thematic coding was used in the data analysis process to find common themes and insights in the

participants' responses.

4.2. Participants

The research participants comprised professors and teachers from the Department of Foreign Languages at Jazan University. A purposive sampling method was employed to ensure the collection of reliable data. From a pool of approximately 95 academics, 15 highly qualified and experienced professors and lecturers were intentionally selected to fulfil the study objectives. Among the selected participants, six professors specialized in linguistics and applied linguistics, while four specialize in literature, and five lecturers hold master's degrees in their respective fields. This strategic selection of highly qualified individuals is intended to facilitate the gathering of insightful information and comprehensive data on the effective persuasive strategies they employ in their teaching practices. The selected participants were interviewed to investigate the most effective persuasive strategies they use to engage their students, enhance comprehension, and promote active participation.

4.3. Data Collection

This qualitative study aimed to investigate human behavior and attitudes, particularly in the context of educational settings. To gather comprehensive and reliable data, semi-structured interviews were selected as a convenient method for accurate and thorough data collection in qualitative research, while giving participants the opportunity to clarify their thoughts. All interviews were recorded with the participants' informed consent for analysis later. Each interview session lasted between 20 to 25 minutes. The interview questions were designed in two different parts in alignment with the research questions. The first part of the interview aimed to focus on the first research question to elicit responses about the most effective persuasive techniques used by teachers. To initiate discussions and obtain responses, the interviewer used open questions, such as 'How do you enhance students' understanding while teaching?' 'Is persuasion important in teaching?' and 'What persuasive techniques do you employ in your classes?' followed by the appropriate follow-up questions when necessary to ensure the capture of further details and enhance credibility, such as 'Which persuasive techniques do you find most effective? Why?' 'Could you

explain more?' 'Why do you think persuasive techniques are important in teaching?' and 'Can you clarify more?'

The purpose of the second part of the interview was to investigate the impact of the persuasive techniques employed by teachers on their students' academic performance. Key questions were used to collect information, such as 'Do these persuasive techniques impact students' academic achievement?' and 'How do they impact students' performance?' in addition to follow-up questions, such as 'Do these persuasive techniques encourage students to participate?' 'Does giving effective examples facilitate understanding?' and 'Does the character of the teacher play a role in enhancing persuasion?' 'How does your trustworthiness play a role in influencing your students' achievement? If yes, how?' 'Does logic facilitate understanding?' and 'Is storytelling helpful for enhancing understanding?' 'Explain how?'

4.4. Data Analysis

Through the data analysis the researcher aimed to understand the persuasive strategies used by teachers to facilitate their students' understanding and achieve learning outcomes. In addition, the researcher investigated the impact of these persuasive strategies on shaping students' comprehension and learning. To ensure the validity and reliability of the analysis process, several measures were taken. The recorded interview data were transcribed, maintaining the integrity of the participants' responses. The analysis employed a thematic approach, which involved a systematic coding process where multiple researchers independently identified patterns, themes, and categories related to the persuasive techniques used in the classroom. This collaborative coding helped to reduce personal biases and enhanced the credibility of the findings. Through this in-depth qualitative analysis of persuasive techniques, insights into how specific pedagogical techniques impacted students' comprehension of the lessons taught were obtained. The results enabled the researcher to document the types of persuasive techniques employed by the teachers but to find out the complex correlations between teaching methodology and student outcomes.

4.5. Ethical Considerations

The participants received sufficient information about the study's purpose, procedures, and potential benefits to

ensure they fully understood everything and could make informed decisions that aligned with their interests. Clear explanations were given the data collection methods used, and how their input would contribute to the field of research. Additionally, the researcher obtained consent from participants willingly to partake in the study before conducting interviews and recording audio. This consent process included a clear outline of what participation entailed, the duration of interviews, the types of questions they would be asked, and the nature of the recordings. Participants were granted the autonomy to decline participation, agree to participate, or retract their involvement at any time without facing any difficulties, and were reassured that all data collected, including audio recordings, would be handled with the utmost confidentiality and stored securely. The researcher adhered strictly to the ethical standards established in the university's code of conduct.

5. Findings

The purpose of this study was to address the following research questions:

What are the most effective persuasive techniques used by university teachers?

How do these techniques influence students' academic performance?

The data collected from interviews with professors and lecturers was analysed thematically below, organized according to the research questions of the study.

In addressing the first research questions about the most effective persuasive techniques used by university teachers, the findings showed that teachers used a range of persuasive strategies to help their students grasp specific concepts within the lessons. A considerable number of participants reported that they resorted to the use of examples from real life and current events when they sensed that their students were struggling with certain concepts to associate knowledge with the students' practical lives. In addition, a significant number of teachers effectively employed rhetorical questions to stimulate critical thinking among students, recognizing that such thinking promotes deep understanding. Teachers' trustworthiness and competency emerged as influential factors that contribute to their persuasive power over students. Teachers can bolster their credibility by demonstrating their

mastery of the material, recounting pertinent stories from their own lives, and embodying the behaviours and mindsets that they aim to cultivate in their students. Visual aids, including videos, illustrations, and PowerPoint presentations, were also identified as powerful persuasive tools. These resources not only capture students' attention but also cater to various learning styles, thereby bolstering comprehension. Visual stimuli can simplify complex ideas, making them more accessible and memorable. Furthermore, the importance of logical reasoning in education is paramount. Participants emphasized that employing logic is not merely a means of persuasion, but can be used as a tool to empower them to understand the subject matter deeply. They claimed that when they use logical reasoning, they can foster their students' critical thinking, encourage them to analyse information, and make logical conclusions, which ensure their deeper understanding of complicated concepts. Equally important is the role of good relationship between teachers and students. Participants emphasized that positive relationships significantly enhanced the impact of persuasive techniques, leading to improved student comprehension and academic achievement. Finally, storytelling emerged as an effective tool for teachers to capture their students' attention, evoke their emotions to immerse them in the lessons and encourage active participation.

In exploring the second research question regarding the impact of persuasive strategies on students' academic achievement, the results indicated that employing a variety of persuasive techniques significantly affected student performance across various dimensions. Notably, the study underscored the efficacy of employing rhetorical questions as a persuasive tool to spur critical thinking, foster participation, and enhance comprehension within the academic context. Participants emphasized that real-life examples are essential for helping students bridge their theoretical knowledge with practical applications. These examples can illustrate and simplify complex concepts, and serve as a powerful tool to enhance students' comprehension and enrich the learning experiences. The participants observed that teachers who demonstrate competence and establish their trustworthiness effectively capture their students' attention and encourage adherence to their guidance. Furthermore, participants noted that the incorporation of visual aids serve as a means to elevate comprehension levels and cater to the needs of visual

learners. Moreover, participants asserted that using logic as a persuasive tool helped them engage their students in critical thinking and thorough analyses, thereby deepening their grasp of the course material and concepts. In addition, participants asserted that cultivating strong relationships with their students cultivates a sense of value and respect, fostering receptiveness and active participation in class activities. Finally, they noted that storytelling serves as a powerful persuasive technique to enhance students' understanding, information retention, emotional engagement, and involvement in lesson topics. Furthermore, employing storytelling as a persuasive technique helped them cultivate a positive and interactive learning atmosphere. Below is a table (**Table 1**)

illustrating the persuasive strategies employed by university teachers and their impact on students' achievement.

In conclusion, this study highlighted the crucial role of various persuasive strategies in higher education. Integrating real-world examples, encouraging critical thinking, establishing trust, utilizing visual aids, promoting logical reasoning, cultivating relationships, and using storytelling can significantly enhance student engagement and academic achievement. These insights and persuasive strategies provided by highly qualified participants not only deepen teachers understanding of effective teaching methods but also encourage them to refine their persuasive skills, ultimately enriching their students' learning experiences.

Table 1. A summary of the persuasive strategies used by university teachers and their impact on students' academic achievement.

Persuasive Technique	Description	Impact on Academic Achievement
Real-Life Examples	Use of current events and practical examples to relate concepts to students' lives.	Helps students to bridge theory with practice; simplifies complex ideas; enhances comprehension.
Rhetorical Questions	Questions posed to stimulate critical thinking and foster participation.	Promotes deep understanding; spurs critical thinking and engagement in lessons.
Trustworthiness & Competency	Establishing credibility through mastery of content and personal anecdotes.	Captures attention and encourages adherence to guidance; fosters respect and engagement.
Visual Aids	Use of videos, illustrations, and presentations to cater to various learning styles.	Captures attention; caters to visual learners. Simplifies complex ideas; boosts overall comprehension.
Logical Reasoning	Employing logic to empower students to analyze information and draw conclusions.	Engages critical thinking and ensures deeper understanding of complex concepts. Enhances problem-solving skills.
Positive Relationships	Building strong connections with students to create an environment of respect and value.	Cultivates a sense of value and respect, enhances receptiveness, and encourages active participation in class.
Storytelling	Using narratives to evoke emotions and engage students in the learning process.	Improves understanding, retention, and creates an interactive learning atmosphere.

6. Discussion

This study discussed the various persuasive techniques employed by university teachers to enhance student comprehension. The findings showed various persuasive strategies used by teachers to improve student understanding. The study indicated that using examples from real-life situations helped teachers relate theoretical knowledge to the students' practical lives, which demonstrated the importance of the knowledge being taught. As mentioned earlier, this result is in line with Lischinsky^[12], who questioned the conventional view that examples are inferior forms of argumentation. He asserted that examples are better suited for educational or

public discussions, but inadequate for more sophisticated reasoning. In addition, some teachers effectively employed rhetorical questions to stimulate critical thinking among students, recognizing that such thinking promotes deep understanding. This echoes Alkhirbash^[13], who found that Mohamed used rhetorical questions to persuade his audience to think deeply, critically, and logically, and elicit an implicit response that agreed with his beliefs. Teachers' competency and trustworthiness play a significant role in influencing and persuading students. Learners tend to gravitate towards the teachers who they perceive as competent, genuine, and dedicated to their academic success. This result is similar to the one Akkaya^[20] reported, which found that Turkish language

educators' persuasive tactics aligned with Aristotle's three modes of persuasion; that is, experience transfer, respect, and building trust corresponded to *ethos*; techniques that foster motivation, value students' opinions, and instil a sense of worth are related to *pathos*; and presenting evidence, raising awareness, and providing feedback are connected to *logos*. Furthermore, LV^[21] underscores the significant connection between teacher credibility, care, and student motivation, indicating that higher levels of teacher trustworthiness and care lead to increased student motivation.

The result of the study showed that visual aids promote a higher level of student comprehension and accommodate students who prefer visual learning environments. This result was directly in line with Hoa et al.^[15], who investigated the effects of visual aids on the improvement of students' English skills in three high schools and found that visual aids are effective persuasive tools that increase student interactions and improve their vocabulary and pronunciation, which develops their communication skills. Moreover, the findings identified that logic helped professors to present their arguments, which were well supported by logical reasoning, evidence, statistics, and facts, to add credibility and enhance student comprehension. Logic served as a means to help students gain a profound understanding of the material, promote their abilities to analyse information and reach rational conclusions. The study demonstrated that positive relationship with students strengthened the effectiveness of persuasive methods, resulting in better student academic success, asserting that students were more receptive and engaged when they felt valued and respected by their teachers. This sense of belonging and appreciation fosters the students' desire to actively participate in the classroom. This finding is consistent with Pautz^[9], who indicated that fostering positive student-teacher relationships contributed to improvements in students' grades, engagement, positive affect, stress levels, mental health, and executive function. The participants considered healthy relationships with their students to be essential for effective teaching, promoting comprehension, and achieving successful learning outcomes. The study showed that real-world stories, in particular, can enhance their students' understanding and retention of information, as well as evoke their emotions to draw the students into the lesson topic and inspire greater participation. Our findings support Juraid and Ibrahim's^[16] results; that is, employing

storytelling is a persuasive technique that bolsters students' proficiency in oral and interpersonal communications.

7. Conclusions

This study explored the diverse persuasive strategies utilized by university teachers to enhance student performance in English language learning, promote comprehension, and assess their impact on academic achievement. The findings indicated that employing a variety of persuasive techniques significantly influences student performance, engagement, and participation in classroom activities. Notably, the use of rhetorical questions emerged as an effective method to stimulate critical thinking and deepen comprehension. Other strategies, such as real-life examples, visual aids, and the establishment of teacher competence and trustworthiness, were also found to be crucial in capturing students' attention and fostering understanding. Furthermore, the result showed that incorporating logic in teaching methods that is backed up by facts and evidence encourages critical thinking and helps students to better understand key concepts and differentiate between valid and invalid arguments. The results also demonstrated that building strong relationships with students, employing storytelling techniques, and creating an interactive learning atmosphere are effective strategies for enhancing students' receptiveness, engagement, and participation in class activities.

Adhering solely to conventional teaching methods, while neglecting innovative and varied persuasive approaches, may hinder students' development of critical thinking skills and impede their academic progress. The findings highlight the value of a multifaceted strategy for using persuasion in education to enrich students' learning experiences and promote their academic performance. Despite the valuable insights provided by highly qualified university professors, this study has limitations. It mainly focused on university-level English language learners, and the sample consisted solely of university professors and lecturers specialized in linguistics, applied linguistics, and literature, which restricts the generalizability of the findings to broader educational contexts. Furthermore, the absence of student perspectives means the impact of these strategies on actual learning outcomes is not fully examined. Future research should integrate student perspectives and performance data

for a comprehensive understanding, extending the analysis to diverse disciplines and educational contexts for more effective evaluation. To translate these findings into actionable steps, policymakers should initiate training programs and provide continuous professional development opportunities. These initiatives would empower teachers with the necessary skills to integrate various persuasive techniques into their teaching practices, in addition to using technology for effective implementation. Furthermore, curriculum designers and educational institutions are encouraged to embed learning materials within curricula that emphasize the use of persuasive strategies to enhance teaching methods and student engagement.

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Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

Data is available due to privacy and ethical considerations.

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Conflicts of Interest

The authors declare no conflict of interest.

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