



# Persuasion - Elicitation Protocol

Database	Context	Age Range	Grade in School	# Samples	Location	Special Coding
Persuasion	Pers	USA: 14;8 – 18;9 AU: 12;10 – 18;4	USA: 9-12 AU: N/A	USA: 113 AU: 66	WI Australia	SI, PSS

## Elicitation Method

The sample may be elicited with the speaker seated near you or via a virtual session. Both methods should result in similar outcomes (Kim, 2016; Manning et al., 2020). Record all samples for later transcription and analysis.

Follow the directions below. The speaker is asked to choose a topic of interest and persuade his/her audience to agree with their argument. The speaker given a few minutes to select an issue, either from the list of suggested issues (*see end of document*) or one of their own choosing. The speaker is then given a few minutes to complete the planning sheet (*see end of document*). Listed next to each point is a brief description of what's covered and space for making notes. Following the planning phase, the speaker is asked to narrate their persuasive argument using their notes. Using this protocol, samples tend to be between 3 - 4 minutes in length.

- **In-person session:** Seat the speaker across the table or next to you. Have the list of suggested issues and the planning sheet ready to hand over. Record the sample using a phone, tablet, or digital recorder.
- **Virtual session:** Send a copy of the list of suggested issues and the planning sheet to the speaker ahead of time with instructions to print them out for the session. Record the sample using a phone, tablet, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

## Directions

Say, ***“Today I want to find out how well you can persuade. That’s when you talk people into changing their mind and doing something you want. I’m going to make a recording. If you want, you can listen to it when we’re finished.”***

***I would like you to pick a rule or situation you would like to see changed in your school, job, or community. Imagine that I am an adult who has the power to make the change that you want. Here are a few examples:***

- 1. Pretend I’m the principal of your school and you want to persuade me to provide money for a special event; OR***
- 2. Pretend I’m your boss and you want to persuade me to change your hours or work schedule; OR***
- 3. Pretend I’m a government official and you want me to change the law so that taxes are raised***

*or lowered for a specific purpose.*

*I expect you to talk for at least a few minutes, so be sure to pick an issue you know and care about.*

*Take a few minutes to look over this list of suggested issues. You can choose an issue from this list or else pick one of your own”.*

Allow the speaker time to review the suggested issues before asking: **“What issue have you picked?”**

If the speaker has difficulty choosing an issue, offer assistance. Review the list together. If a proposed topic is not an arguable issue (e.g., strawberry ice cream is better than chocolate), encourage a different choice. If a proposed issue is too narrow, encourage the speaker to modify it. For example, if the speaker wants to argue for a change to his or her individual grade in a particular class, suggest the issue be broadened into an argument for a school-wide change to the grading policy.

Once an appropriate issue has been selected, clarify the intended target of the persuasion, e.g., principal, boss, government official, by asking, **“Who will you be trying to persuade?”**

If there is a mismatch between the issue and the authority figure, help the speaker resolve the problem. For example, if a speaker wishes to convince a boss to raise the minimum wage, help the them understand that this argument is best directed toward a government official. Once a match has been established between issue and authority figure, proceed to the planning directions.

Say, **“Talk to me as if I’m your [name the appropriate authority, e.g., principal, boss, senator] and tell me everything you can to persuade me. To do your best job, you’ll first need to organize your thoughts.”**

- In-person session: Say, **“Here’s a list of points you’ll need to cover to make a complete argument.”** Hand the speaker a copy of the planning sheet.
- Virtual session: Direct the speaker to look at the planning sheet. Say, **“Use the planning sheet to help you organize your thoughts. It has a list of points you’ll need to cover to make a complete argument.”** If the speaker does not have a printout of the planning sheet, share your copy of the planning sheet on the screen and ask the speaker to take notes on a blank sheet of paper, writing the label of each point followed by his/her notes.

**“Please take the next few minutes to plan by making notes in the blank spaces. But don’t waste time writing sentences. Just write down some key words to remind you of what you want to say. You can talk about the points in the order they are listed, or else you can number the points any way you wish. Do you have any questions?”**

If the speaker has difficulty understanding the planning sheet, read the unclear portions aloud. If the speaker has difficulty understanding the vocabulary, give an example from an issue different from the one chosen.

Say, **“Go ahead and start planning.”**

Allow enough time for the speaker to write something for all the points on the planning sheet. Verify that the speaker has done some planning for each point. If not, prompt with, **“Please do some planning for [insert name(s) of omitted point(s)].”**

When the speaker has finished planning, continue with: ***“When I turn on the recorder, you will be doing all the talking. I’m going to listen to what you have to say. Tell me everything you can think of. It’s OK to look at your planning sheet to remind yourself of what you want to say. Feel free to add to what you’ve written. Remember: I expect you to talk for as long as you can.”***

Turn on recording device and have the speaker begin. If the speaker finishes before several minutes have elapsed or has not discussed one or more points on the planning sheet, prompt with: ***“Is there anything else you can tell me?”***

When the speaker has finished, turn off the recorder. If possible, review the recording for quality before releasing the speaker.

## **Examiner’s role during the persuasion**

The role of the examiner in the persuasion task is to let the target speaker do the talking. Do not engage the speaker in a debate. Asking questions or providing too much information compromises the process of capturing the speaker’s true language and ability level.

- Be an attentive listener.
- Use minimal prompts only as necessary.
- Do not give specific cues during the task.
- Use non-verbal prompts such as nodding and smiling to promote continued talking.
- You may use non-specific verbal prompts such as “uhhuh” and “keep going”.

## **References**

Kim, Y. S. G. (2016). Do Live Versus Audio-Recorded Narrative Stimuli Influence Young Children's Narrative Comprehension and Retell Quality?, *Language, Speech, and Hearing Services in Schools*, 47(1), 77-86.

Manning, B., Harpole, A., Harriott, E., Postolowicz, K., & Norton, E. (2020). Taking Language Samples Home: Feasibility, Reliability, and Validity of Child Language Samples Conducted Remotely with Video Chat Versus In-Person.

## Persuasion Topics List

Changing the time school starts in the morning
Allowing students to leave campus during the school day without special permission
Requiring students to do graded homework
Requiring students to take foreign language classes
Allowing teachers to socialize with students on social networks such as Facebook, Twitter, Snap Chat, Instagram, etc...
Including grades in physical education classes in students' grade point average
Allowing students to listen to their music using headphones during free periods
Changing the access teenagers have to entertainment that is violent or sexually suggestive; entertainment includes movies, music, and video games
Requiring school uniforms or a dress code for students
Awarding cash or other incentives to students who earn good grades
Replacing traditional textbooks with notebook computers or digital materials
Requiring cities to provide free wireless Internet access in public spaces
Requiring people to get a license in order to become parents
Allowing alternatives to jail, such as counseling or public service, for convicted criminals
Requiring colleges to pay their student athletes a salary for playing
Requiring drug tests for professional athletes
Allowing employers to require drug tests as part of their hiring procedure
Requiring workers to pay for their own work uniforms or equipment
Raising the minimum wage
Changing the minimum age for voting, drinking, driving, or holding a job
Other: Topic of your choice

Name \_\_\_\_\_

Date \_\_\_\_\_

I am talking to my \_\_\_\_\_ *i.e., principal, boss, government official*

**What to Talk about When Trying to Persuade Someone**

Points	What's Covered	Notes
Issue ID and Desired Change	What rule or situation do you want changed?  What would you change it to?	
Supporting Reasons	What facts or values or evidence helps your side?  Be sure to include how your change would help or benefit the listener or people the listener cares about.	
Counter Arguments -- Other Point of View	What are some good reasons on the other side?	
Response to Counter Arguments	What can you say to knock down or weaken the reasons on the other side?  What reasons on the other side can you can agree with, either in whole or in part?	
Compromises	If you can't get your way 100%, what deals would be acceptable so each side wins a little?	
Conclusion	Briefly sum up your position: What do you want?  Why do you want it?  What are the first steps needed to make the change happen?	

Please use the reverse of this page for an optional diagram or graphic organizer, or for additional notes.