Tikrit University | جامعة تكريت
مجلة آداب الفراهيدي
Journal of Al-Farahidi's Arts

A Pragmatic Study of Persuasion in Some Tutors' Advertisements

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SUBMISSION	ACCEPTED	E-PUBLISHED
10/08/2024	17/10/2024	30/12/2024

P-ISSN: 2074-9554 | E-ISSN: 2663-8118 https://doi.org/10.25130/jaa.9th.1.6 Conference (9th) No (1) September (2024) P (73-81)

ABSTRACT

In everyday dialogues, people use different expressions in order to persuade others to do something. Tutors try, for certain personal purposes, to reach to everybody's house and persuade him / her to register in their classes. In this paper, the author uses a qualitative method of analysis to analyze the chosen data. The paper's model is a double-faced one, on the one hand Searle's taxonomy of speech act theory in which he classified the acts into five types. On the second-hand Aristotle's three notions namely ethos, pathos and logos. Moreover, the author presents a detailed account regarding the concepts of persuasion and speech act theory. In this paper, the hypotheses are (i) Tutors via their attitude and techniques can easily persuade the students or their parents to have private lessons. (ii) Tutors are of high ability in addressing the emotions of people. The data of this paper are taken from various face book accounts in forms of links provided at the end of the paper within the references section. The author comes up with certain points as conclusions (i) Commissive speech act is used frequently and through different linguistic forms to success the persuasion process. (ii) Pathos and logos are good enough concepts to analyze any advertisements and persuade the people.

KEYWORDS

Persuasion, Speech Act Theory, Ethos, Pathos and Logos, Advertisements

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1. Language and Advertisements:

Ideal language users use language as a tool to communicate or interact on different social events and occasions. Language is an aspect via which humanity is defined. In general, language is a system that involves subsystems. It is the crucial feature that plays a role in distinguishing humans from animals (Nunan: 2013). Cited in (Abdullah and Hussein: 2015) language is a communication tool or system we utilize in daily dialogues to deliver our messages (information).

Communication is done either verbally or non-verbally. Verbal communication is achieved by using words, phrases or spoken texts whereas non-verbal communication is achieved physically (by using body language) (htpps://www.workplacestrategiesformentalhealth.com/mmhm). In terms of behaviour, communication is a remarkable concept. The process of exchanging (sending and/or receiving) messages through using a signaling system is called communication. If we talk about communication in terms of science, we can say the science that studies the aspects of communication is termed communication science (Crystal: 2008). Cited in (Abdullah and Hussein: 2013) language is the process that individuals learn and / or acquire the daily speech of their native or foreign language.

Now let us turn our attention to what is so- called advertising language, simply advertising language involves a combination of linguistic and non-linguistic expressions which are ruled via the general literary laws, rules of mass communication, and a special language construction that gives evidence to language users to perceive certain information bearing in minds social, sociological, psycholinguistic properties of the language. The members', of any social groups, lifestyle is improved and / or changed over years. These changes are seen in their languages. In relation to modern sciences, advertising language is a special area and phenomenon of study. It is examined or studied via many experts in various areas of Knowledge like economy, psychology and linguistics and many other areas. Each of the mentioned areas studies and analyzes language in terms of its sub-areas. Advertising language focuses heavily on the texts of the advertisements being advertised. It, advertising language, has a great role to play in studying and analyzing language in the light of life and society development (Dilnoza: 325).

To cut a long story short, language is a form or way of communication that we use to send and/or receive what we want. language exists everywhere and changes as fast as people do. It has its rules to be studied and examined in any area of knowledge.

2. The Concept of Persuasion:

Universally, ideal language interlocuters use distinct expressions or strategies that provide assistance in persuading their addressees. Thus, persuasion is defined as the process that people use to exchange their ideas and it involves changing purposes, views, thoughts or performance via using intentional, unintentional linguistic forms and non-verbal communication (Hamm and Dunbar: 2006). Another expert states that persuasion is a procedure in which communicators attempt to persuade their hearers to change their behaviours or attitudes via the transmission of message(s) in a free-choice atmosphere (Perloff: 2010).

The notion of persuasion and language learning have been developed together. Proper language users have different and remarkable abilities to persuade other people to use, buy, do, adopt and/ or consent to new born ideas. So, these attitudes are daily used in their discourse (Budiani: 2014). It is stated that the purpose behind using persuasive utterances or statements is to manipulate the audience to make an agreement regarding a certain point on the discussion carpet (Stiff and Mongeau: 2016). Persuasion is a two-condition procedure which should be notable to achieve the required point(s), and they are, on the one hand, the addressor has to use an embellished conception. On the other hand, the addressee has to have a good amount of concentration and employ it to have a full understanding of the message. The realization phase of the persuasive discourse is a preface to the kind of condition or problem. To have a good understanding of the

problem, it is significant for the addressors to clearly or state his/her view point to the addressee. At this point, illustrating how the problem relates to the addressee is highly necessary as the illustration may have an impact on him (the addressee). After the earlier stated point, the point of the suggested resolutions come into being and the addresser steers the situation vi explaining those suggestions and drives his/ her addressee to imaging how these resolutions can be very advantageous via denoting the action that has to be independently and collaboratively taken into mind (Derin et al: 2020). Meyer & Malaviya (1999) say that persuasion is a four-aspect concept and these aspects provide assistance in simplifying and supporting the persuasion procedure. The aspects are:

1. The reliability and standing of communication.
2. The arrangement of the utterances or statements in the process of persuasion.
3. The inclusiveness of the utterances or statements.
4. The proclamation of the deductions.

According to (Cockcroft: 1992) the systematic formula of persuasion theory is composed of three crucial initiators namely (value, Beliefs and motivation), these initiators play a good role in influencing the manners and viewpoints of our listeners. The formula, as shown below, is used via people whose purpose is to convince their listener(s).

Value + Beliefs + Motives = Attitude $\longrightarrow$ Behaviour.

O' keefe (2018) states that the persuasion process is accomplished via five perception stages, the stages are:

1. Awareness of the problem.
2. Understanding the problem.
3. Perceiving the nominated resolution.
4. Conception of the influence(s) generated by the nominated resolution.
5. Realizing the reaction(s) of the audience.

Lakoff (1982) states the attempt that the persuader does in order to change someone's intentions, feelings, behaviour and view point is known as persuasion. Thus, this attempt needs the persuader's ability to persuade his/her listener and fulfill a certain act. Directive speech acts, if used directly or indirectly, are utilized in the persuasion process. The purpose of using directives is changing the addressee's performance or point of view or to arrive at agreed upon outcomes. Moreover, persuasion could be obtained via other act(s) that, in their sense, are similar to directives. The statements or utterances may express persuasive sense are not managed only via utilizing directives, but via assertives, commissive, experessive and declarative speech acts as well.

(Cited in Cockhcroft: 2005) Through using those acts, the persuader can meet the three rhetorical duties proposed by Cicero namely to teach, to move, to delight. Acts of persuasion are encountered in everyday discourse and in distinct styles like scripted modes, graphic or verbal.

3. Speech Act Theory (SAT):

When people communicate verbally in everyday situations and dialogues, they do not produce well-formed utterances and statements only. But they do certain actions by using those utterances and statements. Thus, the actions which are done by utilizing utterances are called speech acts (Yule: 47).

Jean Austin, in 1926, is the first philosopher who proposed speech act theory in which he categorizes them into three acts. They are locutionary, illocutionary and perlocutionary. He puts illocutionary speech acts into five sub-acts namely verdictives, commissives, exercitives, behabitiatives and expositives. In 1969, Searle has polished Austin's theory and presented a new classification and it involves representatives, directives, commissives, expressive and declarations. Later on in 1983, Leech comes up with another classification. Competitive, collaborative, conflictive and convivial are leech's taxonomy of speech acts (Cutting: 2008).

Searle (1969) says that "all linguistic communication involves linguistic acts". Persuasion is an act among those various speech acts, it is a perloctionary act and directives in nature. It drives the addressee to take an action, this action needs the addressee's attention just to happen.

Once again as stated above, Searle classifies speech acts into five types as follows:

1. Representatives: Are acts that tell us what the speaker believes to be true or not. Conclusions, descriptions, statements of fact and assertions are instances of the current acts. *The earth is flat*, is an instance of representatives.

2. Directives: Are acts utilized via the speaker to get his/her hearer to perform something. They may be positive or negative. They are used to express what the speaker(s) want. Orders, commands, suggestions, requests are all examples of directives. Take this example: *Don't touch me*.

3. Commissives: Are acts the speaker uses to commit him/herself to some future actions. They are the intentions of the speakers. The speaker, as a group member or alone, is the only one who performs the act. Threats, promises, pledges and refusals are cases in which the act is commissive. This is an example regarding this type: *I will be back*.

4. Expressive: Are acts via which the speakers express what they feel toward someone and /or something else. These acts could be used to express statements of happiness, joy, psychological states, sorrow, pains, dis/likes. Either the speaker or the hearer does / utter the act, but the acts express the experience of the speaker. Consider this instance: *Congratulations*, it is an example that expresses joy and pleasure.

5. Declrations: Are acts in which their utterances or statements carry the ability to change the world. When the referee utters or does these statements *you are out!* He is performing a declarative act. In order to achieve the declaratives properly, the speaker should have some sort of social or institutional power and be of full awareness of the context (Yule: 1996).

Based on the structure, there is another distinct approach to classify speech acts. The classification is of two classes namely direct and indirect speech acts. When the structure (imperative, declarative, interrogative) of the statement directly matches its function (question, statements, request / command) we say the relation is direct and the reverse is true.

Type of speech act	Direction of fit	S= speaker X= Situation
Representatives	Make words fit the world	S believes X
Directives	Make the world fit the words	S wants X
Commissives	Make the world fit the words	S intends X
Expressive	Make words fit the world	S feels X
Declaration	Words change the world	S causes X

The five general functions of speech acts adopted from (Yule: 1996)

4. Methodology:

In this paper, there are four links and each of them carries a certain number of utterances and statements that have a persuasive sense. The links are gathered from different pages available on face book app. The links are numerated in the reference section at the end of the paper. They form the data of the paper. So, the data are put in tables. Each table is of four columns, the first column shows the number, the second column is named the original text in which the persuasive utterance or statement lies, the third is named the translated form which consists of the translation of each persuasive utterance or statements, the last column is entitled link number in which the number of each link is shown, the number of the link indicates the location of the persuasive phrase(s). Below the table, the researcher discusses the data. There are 17 selected statements or utterances, that carry persuasive sense, to be analyzed.

Moreover, in this paper, the researcher follows one way of analysis which is qualitative analysis method. In this method, the analysis is textual, descriptive and non-statistical. The adopted

model in this paper is an eclectic one. On the one hand, Aristotle's three notions which are ethos, pathos and logos.

1. Ethos: is a notion that occurs when the speaker has certain qualities like credibility and trustworthiness. It is concerned with the speaker's good qualities that play role in enhancing the persuasive power. Thus, the speaker's good character is an essential factor in the persuasion process (Higgins and walker: 2012).

2. Pathos: is concerned or linked with emotional appeal. It evokes the listener's emotions and feelings. Listener's various emotions like disgrace, sympathy, rage, dread and more, could be evoked via the persuader (speaker) language. The aim of using pathos is to reduce the listener's speaking turns in evaluation or critical judgment. To arrive a successful persuasive destination, emotional appeal is necessary not only for the audience but for the topic on the discussion carpet as well. Imagination and proper language choices, as linguistic techniques, are utilized to establish emotional engagement and/ or environment (Cockcroft: 2005).

3. Logos: to arrive at a successful persuasion process, logo has to be employed. It is of a direct relation with the purity and comprehensiveness of a certain argument. Logo is the use of logical tools to form a good support to the argument in question. Via logos, the persuasion process becomes more fruitful. Utilizing logos counts on the capability to process statistical testimony, examples or data in distinct logical ways and to reach some inferences (Larson: 2001).

On the other hand, Searle's classification of speech act theory which is explained in details above.

5. Data Analysis:

In this section, the analysis of the chosen data is given in terms of the model given above to arrive at the wished results.

Table. No. 1:

No	The Original Text	The Translated Text	Link. No
1	الأساتذة المشاركون في الدورة أصحاب خبرة طويلة فضلا عن الشهادات العليا التي يحملونها	The staff participating in the course have a long experience and hold certificates of higher studies.	1
2	الأسعار تنافسية ومخفضة	The prices are competitive and discounted	1
3	تشمل الدورة الملازم التدريس الامتحانات اليومية امتحان شامل	The course involves teaching, handouts, daily exams, a comprehensive exam.	1

The page owner, through uttering the tabulated utterances or statements, tries to attract the attention of his/ her followers on face book app. He / she believes that his / her statements will be beneficial and fruitful. In utterance No (1), the text producer uses some phrases like أصحاب خبرة طويلة, الشهادات العليا التي يحملونها that give a persuasive (communicative) sense to the reader. So, the text producer uses the concepts of ethos and pathos. In ethos, he shows that the staff are highly qualified to lead the process. In Pathos, he urges or aims at the emotions and feelings of the followers or commenters via using the above-mentioned phrases. As both of the phrases form enough evidence to the followers to enroll in the course, a tutor's high degree and experience help, to a good extent, in achieving the wished results in the final examinations. Moreover, in terms of Searle, the phrases are regarded as representative speech acts due to the facts that describe the qualities of the staff.

In utterance No (2), the text producer talks about the most significant point which is the fees or costs of the course. If we gaze at the first utterance, analayzed earlier, and the second one, we take a good picture about the tutor(s). A staff having a good experience, high degrees, the costs are not too much are marks that have a persuasive sense. In this utterance, the text producer uses pathos as a technique to reach his/her goal(s). The utterance itself is both a directive and expressive

acts. It is directive as the speaker (tutor) drives his followers to register in his/ her course and it is expressive because it works on the psychological state of the followers (currently money is important).

In utterance No (3), the tutor highlights what he/she can give throughout the course like handouts, teaching, daily exams and an inclusive exam which are all tools used to attract the attention of the followers or commenters. He/she uses ethos as it is regarded a fantastic point if the tutor gives all those tools. Pathos is also employed as the given instruments move the emotions of the students and/or their parents. The tutor uses logos as well, the above-mentioned tools are logical in any course. Moving to Searle, we can say the statement is regarded representative, directive and commissive. The statement is representative as it describes what is needed in the course. Directive as it expresses what the tutor wants. Commissive as it forces or commits the tutor to bring and give the tools that he wrote in his/ her advertisement.

Table. No. 2:

No	The Original Text	The Translated Text	Link. No
1	شرح مفصل	A detailed explanation	2
2	حل الأسئلة الوزارية	Answering all the ministerial questions	2
3	اختصار المنهج الوزاري	Summarizing the ministerial syllabus	2
4	اختبارات يومية وأسبوعية	Daily and weekly exams	2
5	شرح اليونت الأول مجانا	Explaining the first unit is free	2
6	توفر ملزمة شاملة لجميع القواعد والحفظيات	Availability of a comprehensive handout including all the grammatical rules and memorizations	2

Once we look, read and think about the utterances carefully, we find the utterances form a good impression and are regarded good qualities of the tutor. In utterance No (1), the text producer uses the notion of ethos as it shows his/her quality in giving a detailed explanation of the any subject in question. The utterance itself is regarded as a representative act, since it describes the way of explanation during the course. It is considered as a commissive act due to promise that the speaker gives in his/her utterance.

In utterance No (2), the tutor employs both ethos and logos. In terms of Ethos, he/she is announcing that one of the course qualities is answering all the former questions. He /she is using the utterance as a logical reason to persuade the students to register in the advertised course. The utterance is a representative act as the tutor uses it as a feature to describe the course. It is a commissive act as well, as the tutor is promising the followers to hasten and register in the course.

In utterance No (3), the tutor moves the emotions and feelings of the people, as most of the students are looking for brief ways to understand the subjects. He/she uses such ways to get the students' attention and persuade them to have their names in the class. Brief and fruitful explanation is a quality of a good teacher. So, the tutor has employed two notions in his/her advertisement namely pathos and ethos. The utterance is a representative, directive and commissive. The tutor describes the stages of the course one of them is the current utterance. He/she, via this utterance, is directing the people to enroll in his/her class. He/ she is promising that his/her way is beneficial for all students' types.

In utterance No (4), The text producer is too smart. He / she knows that some families are following their sons or daughters up. So, this utterance is useful for the advertisement. The tutor, in advertising such utterance, is employing ethos, pathos and logos. These three notions have been utilized and each of them has its role in persuasion the people. It is ethos as the utterance is attributed to the tutor's quality. It is pathos as it urges the emotions and feelings of people. It is logos as it is considered as a logical utterance to support the advertisement. Moreover, the utterance is a representative, directive and commisive act. It supports a description as one of the course stages. It has a role to get the followers or commenters to register. It is used as a promise that the tutor in the future will do so. So, you may come and enlist in the course.

In utterance No (5), the tutor addresses the most significant factor in people's life which is money, and giving them a chance to see how the course is going on during the period of explaining the first unit. So, he / she uses ethos as he moves the emotions of people. Since the utterance describes the tutor as self-confident, it is ethos. It is pathos as well, since it moves the emotions the people to register in the course.

The current utterance is a representative as it states the beliefs of the text producer that the followers will come and register in the course. It is a directive act since it helps the tutor in persuading the followers to get their names registered. The utterance is a commisive act as well, because the tutor is giving the students the right in case not liking the course and its stages you may leave it out without paying any amount of money.

In utterance No (6), the text producer is describing what he/she gives during the course. He / she uses such utterance as a logical tool for the sake of persuading the followers. The handout that is gifted to the students include all the items of the syllabus, that is why it is described as inclusive. So, the notion of logos has been employed in his utterance. Moreover, the utterance is a commissive act since the tutor is promising his/her students to hand them an inclusive handout.

Table. No. 3:

No	The Original Text	The Translated Text	Link. No
1	متابعة يومية	Daily follow- up	3
2	تهيئة الطالب للامتحان ١٠٠٪	Getting the student ready 100%	3

The text producer (tutor) has used two highly expressive and influential utterances, as he/she knows or of full awareness what students and their families seek for. In utterance No (1), the tutor is giving a promise to follow-up the students. So, he/she uses the notion of pathos as it appeals to the listeners' emotions. He/she gives hints that the process of following the students up is one of his/her qualities, so the notion of ethos is used as well. The utterance is considered as commissive since the text producer commits him/herself to a certain future action. It is a representatives act due to the description (of what he/she is planning to do throughout the course) the tutor gives in his/her advertisements.

In utterance No (2), the tutor uses the mark 100% as a logo to get the attention of the students or their families. So, the utterance has a logical tool which is 100%. Moreover, it is a representative act as it carries a description in its linguistic forms. It is a directive act as it directs the listener to enlist his/her name in the advertised course.

Table. No. 4:

No	The Original Text	The Translated Text	Link. No
1	المقاعد محدودة جدا	The seats are very limited	4
2	شرح الأساسيات من الصفر	Explaining the basics from scratch	4
3	شرح القطعة الخارجية بشكل مفصل	Explaining the unseen passage in details	4
4	استخدام طرق مبتكرة للسيطرة على الحفظيات مثل الأدب الأنشاء وقطع الكتاب	Using new methods to control the memorizations like literature, composition and the book passages	4
5	دعم الكتروني من قبل الأستاذ عن طريق مجموعة خاصة في برنامج التلكرام	Electronic support from the teacher via a private group on telegram app	4
6	متابعة الطالب ومستواه التعليمي بشكل مستمر مع ولي الأمر	Follow – up the student and his scientific level continuously with his mom or dad	4

The tutor in using the statements or utterance trying to say I am good enough to cover or deliver simply all the subjects. If we read them one by one carefully, we find the tutor has arranged his/her ideas cohesively. Such sequence comes into sight as a result of the tutor's cleverness in grabbing our attention. In utterance No (1), the tutor uses such utterance as if he /she wants to tell as come faster and have your seat. It urges the emotions of the followers and is used logically to persuade the followers. So, the notions of pathos and logos have been utilized to achieve the aim. In terms of ethos, the utterance means there are not enough seats to be occupied due to the high

scientific lever of the tutor and this is one of the most important qualities of tutor. The utterance is considered as a representative act as the tutor describes the seats as limited.

Utterance No (2) is used to tell that we begin from scratch with the student. Most students are not good enough and their knowledge is too little. The tutor via this utterance means we prepare, enhance, refresh and improve the knowledge of the students then we study the subjects. Such an action is attributed to the tutor's quality (ethos). Pathos also plays a role, the students when reading the utterance, they feel they need such procedure. The utterance is a representative and commissive acts. In the former, the tutor describes his stages and it is one of the stages. In the latter, the tutor is committing him/herself to initiate the class from scratch.

Due to the difficulties that the students face in reading and comprehending the unseen passage(s). The tutor used the Utterance No (3) to inform the students do not worry and be sure this type of questions is tackled in our course. Ethos is used, as getting the students understand the unseen passage is one of the qualities of good tutors. The utterance is a commissive act since it forms a promise.

As we stated earlier, students do not know too much about English language. The tutor in utterance N (4) is ensuring his/her students that he/she will explain the items in details and get high marks in the exam. Both ethos and logos are present in this utterance, ethos as covering the advertised items comes from qualified tutors. Pathos, the tutor is ensuring the students in the used utterance. He/she is addressing the emotions of the students. The current utterance is a representative act as the tutor gives a description of what he/she will do in the course.

The last two utterance No (5) and (6) are exclusive. Not all the tutors use such procedures in the course. The tutor via writing those two utterances, he/she might be described as an updated individual. In the utterances, ethos and logos are used. In terms of ethos, the tutor moves the emotions of the students; and their families. In terms of logos, he/she uses logical means to persuade the followers. Moreover, the utterances are regarded as representative and commissive acts. Representative since they carry a description of the course stages. Commissives since they are regarded as promises.

6. Conclusion:

Based on what has been stated above, the researcher has arrived at the following conclusions:

1. Tutors attitude and techniques in using proper linguistic forms in their advertisements can simply persuade the followers.
2. Pathos, ethos and logos are good enough concepts in analyzing the chosen data. Tutors use various expressions (logical means) that move the feelings and emotions of the followers to achieve their personal goals.
3. The acts that are frequently employed in the tutors' advertisements are representatives, directives and commissives.

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Links on Face Book App Used as Research Data: Link (1), Link (2), Link (3), Link (4).