

## Development of Persuasive Speaking Skills Rubrics for Primary School Fourth Grade Students

Şeyma Özdil, Erol Duran\*

Uşak University, Uşak, Turkey

Corresponding author: Erol Duran, E-mail: erol.duran@usak.edu.tr

### ARTICLE INFO

#### Article history

Received: December 12, 2022

Accepted: January 18, 2023

Published: January 31, 2023

Volume: 11 Issue: 1

Conflicts of interest: None

Funding: None

Note: This study includes part of the first author's PhD thesis supervised by the second author.

### ABSTRACT

The main purpose of speaking education is to enable individuals to express their thoughts accurately and effectively in every environment they communicate. This is possible with the teaching plan and measurement tools for different speech types. This research focuses on students' persuasive speaking skills. In this study, we aimed to develop a rubric to evaluate the persuasive speaking skills of primary school fourth grade students in Turkish. The research was designed with a quantitative research method and survey design. The study group consists of 100 students studying in the fourth grade of primary school. A convenience sampling technique was used to determine the study group. The study data were collected in five weeks through the students' plan papers and persuasive speech video recordings. In this process, students were asked to choose one of the topic suggestions for persuasive speeches and to plan and present their speeches. The collected data were evaluated by two raters using a rubric prepared by consulting expert opinion. The evaluation results were analysed, and a valid and reliable rubric was created. It was decided that the rubric would consist of fourteen categories, including "planning", "attracting attention", "expressing the problem situation", "expressing the solution", "visualisation", "directing to action", "supporting and justifying thoughts", "appealing to emotions", "subject integrity", "starting and ending a conversation", "voice utilisation", "fluency", "body language" and "use of time" and three achievement levels as "high", "medium" and "low". The developed rubric can be used in lessons by primary school fourth grade teachers.

**Key words:** Speech, Persuasive Speech, Rubric

### INTRODUCTION

Speaking is the essential tool used for fast and effective communication for all people. Speaking skill develops as a result of learning and practice. Speech is a skill that starts with imitation in the family and develops into a means of expression. One of the supporters of the development of speech is the school. One of the goals of schools is to develop students' language and thinking skills. In line with this goal, developing children's comprehension and expression skills is of great importance. Because all individuals have to understand the information they encounter and express their thoughts to sustain their lives, students need to gain the ability to express themselves for many purposes. One of the aims of self-expression skills is to persuade.

It is possible to come across persuasive speeches in all areas of life (Erkek, 2022). In daily life, a teacher makes persuasive speeches with their students, a mother with her child, a physician with their patients, and an examiner with a candidate taking an exam (Kaplan, 2021, p. 7). Persuasive speech is used in the field of advertising, politics, and defences in courts (Altunbay, 2021, pp. 61-62). In the teaching process, persuasion is put forward as a teaching aim (Akkaya, 2020, p. 352). On the other hand, the persuasion process meets in

common with critical thinking, critical speaking (Türkel, 2019, p. 141) and critical writing (Bitir & Duran, 2021) in terms of having logical-mathematical intelligence. For these reasons, persuasive speeches have an essential place in teaching processes. When expressed in a general definition, persuasive speech is a type of speech in which the speaker aims to agree with the listener about the view they present and realise this aim by using evidence (Demirel & Şahinel, 2006, p. 174; Kardaş & Tunagür, 2018, p. 144).

Persuasive speeches are essential in terms of thinking skills as well as elements such as tone of voice, gestures and mimics. Because persuasive speeches contain elements such as directing the audience to the opinion, making a plan to prepare for the speech, presenting evidence, directing the target to adapt (Gürüz & Temel-Eğimli, 2013, p. 95); creating cooperation between the speaker and the listener, leaving an impact, and presenting information (Yağmur-Şahin & Varışoğlu, 2015, p. 125). In addition to these, there are ways such as basing the subject on logical reasons, creating a sense of trust, using references, presenting emotional reasons (Bıyık, 2018, pp. 190-191) and expressing the information and messages clearly and concisely to the other party (Lucas, 2011, p. 300). In this respect, persuasive speeches

contain learning in deep and different areas. For this reason, persuasive speeches should be taught to students from the primary school level.

However, today, in the Turkish Curriculum (MEB, 2019, p. 46), it is given only at the eighth grade level with the explanation of “The use of methods and techniques such as creative, guided, empathy, discussion, persuasion and critical speaking” under the acquisition of “T.8.2.3. applies speaking strategies”. For this reason, persuasive speaking practices are insufficient at the first level of primary school. However, in the 2009 Turkish Teaching Programme (MEB, 2009), persuasive speaking practices are included from the third grade level of primary school, and students are supported to develop in this field. In this sense, it is essential to reconsider persuasive speaking practices as they are significant for today and the future. In this direction, persuasive speaking should be taught to students in the process of developing speaking skills. Because persuasive communication; financial literacy (Rasco et al., 2020) media literacy (Naderer et al., 2021; Stanley, & Lawson, 2020) and advertising literacy (An et al., 2014; Bakir, & Palan, 2013; Desimpelaere et al., 2021; De Pauw et al., 2018; Zarouali et al., 2019) such as literacy types, are frequently involved in children’s lives. In this sense, the primary task to be done is to reveal the structure of persuasive speaking. Because it can be said that there is a link between language awareness and competency objectives (Gökce & Bartan, 2022, pp. 11-20).

Based on some studies on the definitions of persuasive speaking and the elements of persuasive speaking studies, persuasive speaking should include the following elements:

- A speech plan should be created (Altunbay, 2021, p. 60; Gürüz & Temel- Eğinli, 2013, p. 95; Deniz, 2007, 23-37)
- The subject should be introduced with elements that will attract the attention of the audience (Karadoğan- Doruk, 2015, 60-63; MEB, 2009, p. 355)
- The problem situation must be expressed (Deniz, 2007; Gündüz, 2007, pp. 129-130; Monroe, 1943, pp. 204-211)
- A solution to the problem situation should be presented (Aktaş, 2020, p. 184; Göçer, 2018, pp. 236-346; Gündüz, 2007, pp. 129-130; MEB, 2009, p.355; Konuk, 2017, p. 323)
- It should be ensured that the audience visualises the picture that will be encountered when the solution presented is applied and when it is not applied, (Aktaş, 2020, p. 184; Deniz, 2007, p. 34; Konuk, 2017, p. 323; Monroe, 1943, p. 204-211)
- The audience must be moved to action (Gürüz & Temel- Eğinli, 2013, p. 95; Karadoğan- Doruk, 2015, 60-63; Konuk, 2017, p. 324; Monroe, 1943, p. 204-211)
- The ideas presented throughout the speech should be supported and justified (Bıyık, 2018, p. 190-191; Demirel & Şahinel, 2006, p. 174; Güneş, 2021, p. 124; İnceoğlu, 2011, p. 226; Kardeş & Tunagür, 2018, p. 144; Kurudayıoğlu & Gociaoğlu, 2021, p. 315; Tutar & Yılmaz, 2010, pp. 100-101)
- The emotions of the audience must be appealed to (Bıyık, 2018, pp. 190-191; Gürlek, 2015, p. 148; Taşer,

2009, p. 183; Yağmur-Şahin & Varişoğlu, 2015, p. 125; Yalçın, 2018, p. 333)

- Subject integrity should be ensured throughout the speech (Gündüz, 2007, pp. 129-130)
- The speech should be started and closed appropriately (Göçer, 2018, p. 239-244)
- It should be a fluent speech, (Kurudayıoğlu & Yılmaz, 2014; Lucas, 2011, p. 300; Yalçın, 2018, p. 333; Yağmur-Şahin & Varişoğlu, 2015, p. 125)
- There should be expressive words (Aktaş, 2020, p. 184)
- The voice must be used effectively
- Body language should be used effectively (Akım, 2015, p. 72; MEB, 2006, p. 64; Yangil & Topçuoğlu-Ünal, 2019, p. 325)
- The time allocated for speaking should be used effectively (Göçer, 2018, p. 239-244).

Considering these elements, it can be inferred that persuasive speeches require high-level skills. For such a comprehensive speaking process, students acquire many elements of speaking until the fourth grade of primary school. In this context, fourth-grade students can be considered as the appropriate level for preparation for persuasive speaking. Techniques and assessment tools are needed for the acquisition of persuasive speeches by primary school fourth-grade students. Because the learning process occurs in the teaching, evaluation and re-teaching cycle. At this point, assessment tools play a significant role in the acquisition of the targeted skill. However, unfortunately, the evaluation of speaking skills is one of the important problems of speech education (Bozkurt, 2017, p. 925). Because the fact that speaking consists of many modes, from voice to content, from posture to contact with the listener, prevents this skill from being measured directly and in a short time. Therefore, valid and reliable rubrics are needed for the assessment of speaking skills.

Rubrics are tools that explain in detail the criteria expected from students regarding the work. Rubrics consist of categories and low to high-performance levels (Brookhart, 2018, p. 2). In this way, it enables consistent, accurate, detailed and objective evaluation (Çepni, 2012); provides explanatory feedback to students, teachers, parents and school administration (Kutlu et al., 2010) and guides teachers on future practices (Andrade, 2005, p. 27; Ulker, 2017, p. 140). Therefore, rubrics will be the right choice to support the learning process in teaching persuasive speaking skills.

In rubrics, student performances are defined as quantitative, qualitative or both, depending on the purpose of assessment (Avtandilyan, 2020, p. 226; Schreiber et al., 2012, p. 211; Ulker, 2017, p. 137). This situation may vary according to the type of performance. For example, in rubrics developed for the assessment of language skills, the statements should focus on distinguishing quality (Vercellotti & McCormick, 2021, p. 7). Thus, the performance to be evaluated is handled in terms of quality, and the weak and strong sides of the performance are determined.

Teachers should evaluate with reliable tools for different types of speech and support student development in the acquisition of speaking skills (Karakoç-Öztürk & Altuntaş, 2012, p. 353). When the literature was examined, it was

seen that the type of speech was ignored, and the number of studies on students' persuasive speaking skills (Fellows & Madden, 2006; Irawati, 2017; Kurudayıoğlu & Gociaoğlu, 2021; Parviz, 2019) was quite limited. In addition, a valid and reliable assessment tool that can be used at the fourth grade level of primary school (İnceoğlu, 2011, p. 227), which can be considered as the critical period for persuasive speeches, has not been found. However, it is possible to see the persuasive speech in every field of communication. For this reason and in terms of communication and entrepreneurship, it is evident that persuasive speaking should be learnt and adopted by the individuals in their lives.

The persuasive speaking rubric developed in this study is vital in terms of contributing to primary school teachers, fourth-grade students, researchers conducting research in this field and the gap in the field. This study aims to develop a valid and reliable rubric for assessing the persuasive speaking skills of fourth-grade primary school students in Turkish.

## METHOD

### Research Model

This research was designed in survey design, a quantitative research approach. Survey research aims to determine a group's characteristics, such as attitudes, opinions and behaviours, and the results are analysed and interpreted (Creswell, 2012, p. 376).

### Study Group

The study group of the research consists of 100 students (45 boys and 55 girls) studying in the fourth grade of primary school in the 2021-2022 academic year. A convenience sampling technique was used to determine the study group.

### Development of Data Collection Tool and Data Collection Process

Rubrics are one of the most effective ways to develop and evaluate students' speaking and writing skills (Palmer, 2014, p. 175). For this reason, it was decided to create a rubric to evaluate students' persuasive speaking performance, and the process was as follows:

- *Conducting a needs analysis for the assessment tool*
- *Creating categories and defining performances*
- *Finalising and revising the rubric*
- *Testing the effectiveness of the rubric.*

### *Conducting a needs analysis regarding the assessment tool*

Unstructured interviews were conducted with 15 experienced classroom teachers about students' speaking and persuasive speaking skills, and their opinions on students' speaking skills were obtained. The teachers stated that students felt the need to speak, attention was not paid to the development of speaking from the first grade onwards, the time required for the development of speaking skills was not used efficiently, and students were negatively affected by the

pandemic period in terms of speaking and communicating, persuasive speaking was an essential type of speaking, and they did not work on developing persuasive speaking in their classes. In addition, three teachers mentioned that persuasive speaking activities were included in the teacher's guidebook in previous years and that students enjoyed these activities. The teachers stated that they could not give the necessary importance to the activities related to the development of persuasive speaking due to the intensive curriculum, the large class size, the lack of technical knowledge, and the limited materials and activities for speaking. In addition, they stated that there is a deficiency in the development and evaluation of persuasive speaking. This situation proved the need to develop an assessment tool for persuasive speaking in the field. It was decided by the researchers to develop a rubric for persuasive speaking since the speaking skill includes more than one mode and serves a consistent assessment.

### *Creating categories and defining performances*

In order to create the categories and performances of the persuasive speaking rubric, firstly, a literature review was conducted. In this process, books, articles, theses and Turkish Language Teaching Programmes (MEB, 2019; MEB, 2018; MEB, 2015; MEB, 2009; MEB, 2006) were examined. Then, the opinions of 26 classroom teachers who taught fourth-grade students were taken. As a result of teacher opinions and literature review, 26 categories related to persuasive speaking were determined. An item pool was created for the categories.

Then, persuasive speech topics were determined based on the opinions of 64 fourth-grade students and the curriculum. These topics were presented to 43 students within the scope of the pilot application, and the students were asked to make persuasive speeches. During this application process, a four-hour introductory lesson was held for the students to get used to the camera and the researcher. The students were provided to gain experience in front of the camera through introductions, free speaking and game-playing activities. The students' speeches were video recorded and analysed by the researcher. As a result of the analyses, 26 categories were first reduced to 19 categories, and some items were merged, and some were removed because they were not suitable for the level. While evaluating whether the items are suitable for the student's level, the fourth grade acquisitions (MEB, 2019) and the speaking performances of the students were taken into account. The items were defined as three achievement levels. Then, the draft rubric was evaluated in line with the opinions of five classroom teachers, two Turkish teachers and two academicians in the field of Classroom Education; appropriate scores were assigned to the categories, the number of categories was reduced to 17, and corrections were made regarding the items.

The draft rubric was presented to 14 classroom teachers, 15 Turkish teachers, 14 Classroom Education field experts and 16 Turkish Education field experts. However, 27 of 59 experts responded. The experts expressed their opinions in line with three different views regarding the categories: "The item should be removed from the scale.", "The item can be

used after the suggested corrections are made.”, “The item can be included in the scale as it is.” Expert evaluations are summarised in Table 1.

### Finalising and revising the rubric

In line with the expert opinions, the definitions of performance in the rubric were rearranged, the category of “rehearsing” was removed, arrangements were made to make the items clear and understandable, scoring was removed and only statements to define the quality were included. The rubric became an evaluation tool comprising 14 categories in its final form. The category names are “planning”, “attracting attention”, “expressing the problem situation”, “expressing the solution”, “visualisation”, “directing to action”, “supporting and justifying thoughts”, “appealing to emotions”, “subject integrity”, “starting and ending a conversation”, “voice utilisation”, “fluency”, “body language”, “use of time”. The achievement levels related to the performance

were organised into three levels as high, medium and low, and the rubric was finalised.

### Testing the effectiveness of the rubric

In order for the rubric to be a valid and reliable measurement tool;

- Care has been taken to ensure that performance definitions are clear and understandable, and performances are handled at three levels of achievement.
- A form was created to determine whether the dimensions and items in the rubric were suitable for the purpose and expert opinions were sought, and positive feedback was received from the experts.
- Then, the study group was formed, and the application was carried out. For the students to experience speaking in front of the camera, the activities carried out in the pilot application were applied for four class hours. Then, the students were presented with the previously

**Table 1.** Expert evaluations regarding of the items

Views Items	The item should be removed from the scale	The item can be used after the suggested corrections are made.	In this form, the article can take its place on the scale.
Planning		U3, U6, U14, U5, U18, U7, U2, U10	U15, U19, U24, U23, U25, U12, U4, U17, U21, U22, U9, U20, U13, U8, U11, U1, U16, U26, U27
Rehearsal	U2, U16, U16, U10, U26, U27	U3, U6, U17, U17, U9, U5, U18, U7, U11	U15, U19, U24, U23, U25, U12, U4, U21, U14, U22 U20, U13, U8, U1
Attracting attention		U25, U3, U6, U14, U9, U5, U7, U2	U15, U19, U24, U23, U6, U12, U4, U17, U21, U22 U18, U20, U13, U8, U11, U1, U16, U10, U26, U27
Expressing the problem situation	U1, U26	U4, U5, U8, U7, U10	U15, U19, U24, U23, U25, U3, U12, U17, U21, U14, U22 U9, U18, U20, U13, U11, U2, U16, U27
Expressing the solution	U1, U2, U16, U27	U5, U13, U7, U10, U26	U15, U19, U24, U23, U25, U3, U6, U12, U4, U17, U21, U14, U22 U9, U18, U20, U8, U11
Visualisation	U8, U11, U1, U2	U4, U14, U5, U7, U10	U15, U19, U24, U23, U25, U3, U6, U12, U17, U21, U22 U9, U18, U20, U13, U16, U26, U27
Directing to action	U16	U6, U4, U5, U7, U11, U2	U15, U19, U24, U23, U25, U3, U12, U17, U21, U14, U22 U9, U18, U20, U13, U8, U1, U10, U26, U27
Supporting and justifying thoughts	U26	U6, U4, U5, U7, U11, U2, U10	U15, U19, U24, U12, U23, U25, U3, U12, U17, U21, U14, U22 U9, U18, U20, U13, U8, U1, U16, U27
Appealing to emotions	U2, U27	U24, U4, U9, U5, U7	U15, U19, U23, U25, U3, U6, U12, U17, U21, U14, U22 U18, U20, U13, U8, U11, U1, U16, U10, U26
Subject integrity	U23	U7, U2	U15, U19, U24, U25, U3, U6, U12, U4, U17, U21, U14, U22 U9, U5, U18, U20, U13, U8, U11, U1, U16, U10, U26, U27
Starting and ending a conversation	U23, U25, U1	U9, U5, U7, U10, U26	U15, U19, U24, U3, U6, U12, U4, U17, U21, U14, U22 U18 U20, U13, U8, U11, U2, U16, U26, U27
Voice utilisation	U2	U4, U20, U7, U11	U15, U19, U24, U23, U25, U3, U6, U12, U17, U21, U14, U22 U9, U5, U18, U13, U8, U1, U16, U10, U26, U27
Fluency	U1	U5, U20, U7, U2, U10	U15, U19, U24, U23, U25, U3, U6, U12, U4, U17, U21, U14, U22 U9, U18, U13, U8, U11, U16, U26, U27
Body language	U1	U7, U2, U10	U15, U19, U24, U23, U25, U3, U6, U12, U4, U17, U21, U14, U22 U9, U5, U18, U20, U13, U8, U11, U16, U26, U27, U27
Eye contact	U22 U8, U2	U14, U7, U10	U15, U19, U24, U23, U25, U3, U6, U12, U4, U17, U21, U9, U5, U18, U20, U13, U11, U1, U16, U26, U27
Use of time	U2	U4, U7	U15, U19, U24, U23, U25, U3, U6, U12, U17, U21, U14, U22 U9, U5, U18, U20, U13, U8, U11, U1, U16, U10, U26, U27

U: Expert



determined topics based on the opinions of the fourth-grade students. The students were asked to choose any of the topics and prepare and present a persuasive speech. In the meantime, students were given time to plan and prepare their speeches for one class hour. Then, starting with the volunteer students, each student's speech was recorded. The students' recordings and planning papers were evaluated by two teachers using the rubric developed within the scope of the study. As a result of the evaluations, the rubric was finalised. The final version of the rubric is presented in Appendix A.

The prepared rubric is limited to one-way communication and action-oriented persuasive speech. This is because the students are at the fourth grade level. In the persuasive speech assessment studies in the literature, there are skills such as accent, grammar, vocabulary, fluency and comprehension (Rahayu, Rozimela, & Jufriyal, 2022). However, these criteria are quite limited for the evaluation of persuasive speech. In another study, only the elements of attracting attention, providing understanding, persuading, repetition, and explaining the desired were based on to evaluate persuasive speeches (Aktaş, 2020). However, these factors are not enough. Because persuasive speech; should be addressed from the preliminary preparation of the speech. In addition, the elements of speech and the elements of persuasive speech should be evaluated under separate headings, in a holistic structure. Kurudayıoğlu and Yılmaz (2013) emphasize that the persuasive text structure consists of introduction, proposition, main arguments, auxiliary arguments, counter-proposition and conclusion elements. This structure can be defined under more detailed titles such as defining the problem and presenting the solution when action-oriented persuasion is considered. Thus, it also guides in terms of learning objectives. Sensitivity has been shown on these points emphasized in the preparation of the rubric. On the other hand, it has been defined at three success levels in order to make it useful for teachers.

## DISCUSSION AND CONCLUSION

Today, students are exposed to persuasive elements in many fields, witness persuasive speeches and sometimes take part in these speeches. In this sense, it is becoming increasingly important for students to learn the structure of persuasive speech. For this reason, it is possible to say that persuasive speech should be included from the first level of primary school. This necessity has created the need for persuasive speech's teaching process and evaluation. In line with this need, this study aims to develop a valid and reliable rubric for the persuasive speaking skills of primary school fourth-grade students.

The developed Persuasive Speaking Rubric consists of 14 categories, including "planning", "attracting attention", "expressing the problem situation", "expressing the solution", "visualisation", "directing to action", "supporting and justifying thoughts", "appealing to emotions", "subject integrity", "starting and ending a conversation", "voice utilisation", "fluency", "body language", "use of time". As a result

of the applications, the rubric was found to be reliable and valid. Therefore, the developed persuasive speaking rubric serves fourth grade teachers in evaluating students' persuasive speeches and giving feedback.

The stage of presenting evidence, which is necessary for persuasive speeches in the rubric, was not addressed due to the low level of the student. Because for the process of presenting evidence, students are required to do research or present their speech using a source. Therefore, the "expressing the problem situation" phase was organized as a phase in which students addressed the need for persuasive speaking and provided justification. Thus, it was deemed sufficient for persuasive speaking for students to present only justification without citing any sources. On the other hand, the items related to the elements of speaking were limited to the speaking acquisitions that the students learned in the first, second and third grades. Another issue worth discussing is the achievement levels defined in the rubric. The definition of achievement for the categories at three levels supports usefulness, although it limits analytical review by the rater. In addition, the sub-skills defined for each achievement level positively affect the evaluation process.

According to the results obtained, the rubric has a usable quality in terms of verbal expression for the purpose of persuading at the fourth grade level of primary school. In the present study, it is highly recommended that conducting applied studies on persuasive speaking skills and enriching the studies with variables should be taken into account for further studies. What is more, it is among the suggestions that the rubric developed in this study should be used by teachers in classroom practices.

## REFERENCES

- Akım, F. (2015). *Halkla ilişkilerde etkili konuşma ve sunum teknikleri*. Der Kitabevi.
- Akkaya, A. (2020). An analysis of the persuasion strategies used by Turkish language teachers to persuade their students. *Educational Policy Analysis and Strategic Research*, 15(2), 351-370. <https://doi.org/10.29329/ep-asr.2020.251.20>
- Aktaş, E. (2020). Konuşma eğitimi açısından Türkçe öğretmeni adaylarının ikna edici konuşmalarında kullandıkları ikna teknikleri. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 21, 180-197. <https://doi.org/10.29000/rumelide.839173>
- Altunbay, M. (2021). Konuşma eğitiminin temel kavramları. In Ü. Şen (Ed.), *Dil eğitiminin temel kavramları* (3<sup>rd</sup> ed.), (pp. 47-68). Pegem.
- Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching*, 53(1), 27-31. DOI:10.3200/ctch.53.1.27-31
- An, S., Jin, H. S., & Park, E. H. (2014). Children's advertising literacy for advergames: Perception of the game as advertising. *Journal of Advertising*, 43(1), 63-72. <https://doi.org/10.1080/00913367.2013.795123>
- Avtandilyan, N. (2022). Instructional illuminators: Scoring rubrics for speaking skills. In *The Proceedings of the*

- 24<sup>th</sup> and 25<sup>th</sup> Annual TESOL Arabia International Conference and Exhibition (pp. 225-240), Dubai.
- Bakir, A., & Palan, K. M. (2010). How are children's attitudes toward ads and brands affected by gender-related content in advertising? *Journal of advertising*, 39(1), 35-48. DOI:10.2753/JOA0091-3367390103
- Bıyık, M. (2018). İkna edici metin yazmanın öğretimi. In H. Akyol, & M. Yıldız (Eds.), *Kuramdan Uygulamaya Yazma Öğretimi* (pp. 188-215). Pegem Akademi.
- Bitir, T., & Duran, E. (2021). Development of a rubric to evaluate the critical writing skills levels of fourth-grade primary school students. *Educational Policy Analysis and Strategic Research*, 16(4), 255-273. DOI: 10.29329/epasr.2021.383.14
- Bozkurt, B. Ü. (2017). Türkçe anadili konuşucuları için konuşma becerisi değerlendirme çerçevesi önerisi. *Anadili Eğitimi Dergisi*, 5(4), 924-947. DOI:10.16916/aded.336385
- Brookhart, S. M. (2018). Appropriate criteria: Key to effective rubrics. *Frontiers in Education*, 3(22). DOI: 10.3389/educ.2018.00022.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> ed.). Pearson.
- Çepni, S. (2012). Performansların değerlendirilmesi. E. Karip (Ed.). In *Ölçme ve değerlendirme* (pp. 233-292) (2<sup>nd</sup> ed.). Pegem Akademi.
- Demirel, Ö., & Şahinel, M. (2006). *Türkçe ve sınıf öğretmenleri için Türkçe öğretimi*. Pegem A Yayıncılık.
- Deniz, K. (2007). *İlköğretim ikinci kademedeki konuşma ve dinleme yoluyla öğrencileri ikna üzerine bir araştırma* [Doctoral Dissertation]. Gazi Üniversitesi. <https://tez.yok.gov.tr>
- De Pauw, P., De Wolf, R., Hudders, L., & Cauberghe, V. (2018). From persuasive messages to tactics: Exploring children's knowledge and judgement of new advertising formats. *New Media & Society*, 20(7), 2604-2628. <https://doi.org/10.1177/1461444817728425>
- Desimpelaere, L., Hudders, L., & Van de Sompel, D. (2022). Children's hobbies as persuasive strategies: the role of literacy training in children's responses to personalized ads. *Journal of Advertising*, 1-16. <https://doi.org/10.1080/00913367.2022.2102554>
- Erkek, G. (2022). Activity suggestions to develop critical reading and writing skills. *International Journal of Education & Literacy Studies*, 10(2), 65-70. DOI:10.7575/aiac.ijels.v.10n.2p.65
- Fellows, K. L., & Madden, S. J. (2006). Persuasive speaking: It's just a game! *Communication Teacher*, 20(2), 49-52. <https://doi.org/10.1080/14704620600595784>
- Göçer, A. (2018). *Türkçe eğitiminde ölçme ve değerlendirme* (2<sup>nd</sup> ed.). Pegem Akademi.
- Gökce, M. & Bartan, M. (2022). The effect of portfolio on foreign language speaking skills of 60-72-month-old preschool children. *Innovational Research in ELT*, 3(1), 11-20. DOI: 10.29329/irelt.2021.449.2
- Gündüz, O. (2007). Konuşma eğitimi. A. Kırkkılıç, & H. Akyol (Ed.). In *İlköğretimde Türkçe öğretimi* (pp. 93-146). Pegem A Yayıncılık.
- Güneş, F. (2021). *Türkçe öğretimi: yaklaşımlar ve modeller* (9<sup>th</sup> ed.). Pegem Akademi.
- Gürlek, M. (2015). Konuşmada ikna ve motivasyon. In A. Şahin (Ed.), *Konuşma eğitimi: Yöntemler-etkinlikler* (pp. 145-150). Pegem Akademi.
- Gürüz, D., & Temel-Eğinli, A. (2013). *İletişim becerileri: Anlamak-anlatmak-anlaşmak*. Nobel Yayın.
- Irawati, E. (2017). Penggunaan Monroe's Motivated Sequence untuk meningkatkan keterampilan publik speaking mahasiswa dalam menyampaikan pidato persuasif. *Jurnal Kajian Pendidikan Dan Pengajaran*, 3(2), 188-195. <https://doi.org/10.30653/003.201732.48>
- İnceoğlu, M. (2011). *Tutum algı iletişim* (6<sup>th</sup> ed.). Siyasal Kitabevi.
- Kaplan, K. (2021). Türkçe öğrenmenin ve öğretmenin anlamı. In E. Karagöl (Ed.), *Türkçe öğrenme ve öğretim yaklaşımları* (pp. 1-26). Pegem Akademi.
- Karadoğan-Doruk, E. (2015). *İknanın sosyal psikolojisi (Temel kavramlar ve kuramlarıyla)*. Derin Yayınları.
- Karakoç-Öztürk, B. K., & Altuntaş, İ. (2012). İlköğretim ikinci kademedeki konuşma eğitimine yönelik öğretmen görüşleri: Nitel bir çalışma. *Eğitim ve Öğretim Araştırmaları Dergisi*, 1(2), 342-356. <http://www.jret.org/FileUpload/ks281142/File/38.ozturk.pdf>
- Kardaş, M. N., & Tunagür M. (2018). Konuşma eğitiminin temel kavramları. In M. N. Kardaş, & R. Koç (Eds.), *Dil ve edebiyat eğitiminin temel kavramları* (pp. 137-149). Pegem Akademi.
- Konuk, S. (2017). *İkna edici yazma becerisinin geliştirilmesine yönelik bir eylem araştırması* [Doctoral Dissertation]. Marmara Üniversitesi. <https://tez.yok.gov.tr>
- Kurudayıoğlu, M., & Gociaoğlu, B. (2021). İkna Edici Konuşma Becerisinin Geliştirilmesinde Monroe'nun Motive Edilmiş Dizisi Tekniği. *Ana Dili Eğitimi Dergisi*, 9(2), 314-329. <https://doi.org/10.16916/aded.859485>
- Kurudayıoğlu, M. & Yılmaz, E. (2013). İkna edici yazma açısından Türkçe öğretmeni adaylarının oluşturdukları metinlerin incelenmesi. *VIII. Uluslararası Büyük Türk Dili Kurultayı*, Bilkent Üniversitesi ve Tiran Üniversitesi, 25-28 Eylül 2013, Tiran, Arnavutluk.
- Kurudayıoğlu, M., & Yılmaz, E. (2014). Nasıl ikna ediyoruz? İkna edici metin ve yapısı. *Eğitimde Kuram ve Uygulama*, 10(1), 75-102. <https://dergipark.org.tr/pub/eku/issue/5459/74060>
- Kutlu, Ö., Doğan, C. D., & Karakaya, İ. (2010). *Öğrenci başarısının belirlenmesi: Performansa ve portfolyaya dayalı durum belirleme ölçme ve değerlendirme uygulamaları* (3<sup>th</sup> ed.). Pegem Akademi.
- Lucas, S. (2011). *The art of public speaking* (11<sup>th</sup> ed.). McGraw-Hill.
- MEB. (2006). *İlköğretim Türkçe dersi (6, 7, 8. Sınıflar) öğretim programı*. Millî Eğitim Bakanlığı.
- MEB. (2009). *İlköğretim Türkçe dersi öğretim programı ve kılavuzu (1-5. Sınıflar)*. Millî Eğitim Bakanlığı.
- MEB. (2015). *Türkçe dersi (1-8. sınıflar) öğretim programı*. Millî Eğitim Bakanlığı.

- MEB. (2019). Türkçe dersi programı (ilkokul ve ortaokul 1,2,3,4,5,6,7 ve 8.sınıflar). Talim ve Terbiye Kurulu Başkanlığı.
- Monroe, A. H. (1943). *Monroe's principles of speech*. Scott, Foresman & Company.
- Naderer, B., Borchers, N. S., Wendt, R., & Naab, T. (2021). Advertising Literacy: How Can Children and Adolescents Deal with Persuasive Messages in a Complex Media Environment?. *MedienPädagogik: Zeitschrift für Theorie Und Praxis Der Medienbildung*, 43, i-vi. <https://doi.org/10.21240/mpaed/43/2021.07.21.X>
- Palmer, E. (2014). *Teaching the core skills of listening & speaking*. ASCD.
- Parviz, E. (2019). How to survive a zombie apocalypse: Using Monroe's Motivated Sequence to persuade in a public-speaking classroom. *Communication Teacher*, 34(1), 40-46. <https://doi.org/10.1080/17404622.2019.1608370>
- Rasco, A., J. Chan, G. Peko, & D. Sundaram. (2020). Fin Craft: Immersive personalised persuasive serious games for financial literacy among young decision makers. *Proceedings of the 53<sup>rd</sup> Hawaii International Conference on System Sciences*, 1-10. <https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1004&context=hicss-53>
- Schreiber, L. M., Paul, G. D., & Shibley, L. R. (2012). The development and test of the public speaking competence rubric. *Communication Education*, 61(3), 205-233. DOI:10.1080/03634523.2012.670709
- Stanley, S. L., & Lawson, C. (2020). The effects of an advertising-based intervention on critical thinking and media literacy in third and fourth graders. *Journal of Media Literacy Education*, 12(1), 1- 12. <https://doi.org/10.23860/JMLE2020-12-1-1>
- Taşer, S. (2009). *Konuşma eğitimi*. Pegasus Yayınları.
- Tutar, H., & Yılmaz, M. K. (2010). *Genel iletişim: Kavramlar ve modeller*. Seçkin.
- Türkel, A. (2019). Konuşma eğitimi yöntem teknik ve stratejileri. In G. Çetinkaya (Ed.), *konuşma ve eğitimi* (pp. 137-169). Pegem Akademi.
- Ulker, V. (2017). The design and use of speaking assessment rubrics. *Journal of Education and Practice*, 8(32), 135-141. <https://core.ac.uk/download/pdf/234641197.pdf>
- Vercellotti, M. L., & McCormick, D. E. (2021). Constructing analytic rubrics for assessing open-ended tasks in the language classroom. *TESL-EJ*, 24(4), 1-19. <https://tesl-ej.org/wordpress/issues/volume24/ej96/ej96a2>
- Yağmur-Şahin, E., & Varışoğlu, B. (2015). Konuşma türleri ve konuşmada nezaket kuralları. In A. Şahin (Ed.), *konuşma eğitimi-yöntemler, etkinlikler* (pp. 120-144). Pegem Akademi.
- Yalçın, A. (2018). *Son bilimsel gelişmeler ışığında Türkçenin öğretimi yöntemleri* (4<sup>th</sup> ed.). Akçağ.
- Yangil, M. K., & Topçuoğlu-Ünal, F. (2019). İkna etme tekniğinin konuşma tutumu üzerindeki etkisi. *Ana Dili Eğitimi Dergisi*, 7(2), 321-336. <https://doi.org/10.16916/aded.510840>
- Zarouali, B., Walrave, M., Ponnet, K., & Poels, K. (2019). Advertising literacy. *The International Encyclopedia of Media Literacy*, 1-11. DOI:10.1002/9781118978238.ieml0006

**Appendix A.** Rubric prepared for the evaluation of persuasive speaking skills of fourth grade primary school students

Categories	Achievement Level		
	High	Medium	Low
Planning	Plans and organises their speech in detail regularly and purposefully.	Plans and organises their speech superficially, partly in accordance with their purpose.	Does not make conversation plans.
Attracting attention	Introduces the subject with techniques related to the subject (asking questions, giving information, telling case studies, using visuals, etc.) in a way to make the listener interested in the content of the speech.	Introduces the subject with techniques that are partially related to the subject (asking questions, giving information, telling a case study, using visuals, etc.) in a way that will make the listener interested in the content of the speech.	Does not make a remarkable introduction in a way to make the listener interested in the content of the speech.
Expressing the problem situation	- States the problem situation in a direct, clear and understandable way. - Supports the problem situation with consistent and robust examples and explanations.	- Partly expresses the problem situation, - Supports the problem situation with partially consistent and relevant examples and explanations.	Does not express the problem situation.
Expressing the solution	- Explains the solution to the problem situation clearly and concisely. - Sufficiently explains how the solution will be implemented.	- The solution to the problem situation is not sufficient. - Partially explains how the solution will be implemented.	Does not offer a solution to the problem situation.
Visualisation	With appropriate descriptions related to the proposed solution, they enable the audience to visualise what they will achieve if they take action.	Their descriptions, which are intended to enable the audience to visualise what they will achieve if they take action, are not related to the proposed solution.	Does not allow the audience to visualise what they will achieve if they take action.
Directing to action	In their speeches, they include techniques (challenging, objecting, summarising, suggesting, quoting, expressing a personal opinion, telling a case study, etc.) to mobilise the listener in a way that is related to the subject.	Although the speech includes techniques to mobilise the audience, these expressions are insufficient.	Does not include expressions that will mobilise the listener in their speeches.
Supporting and Justifying Thoughts	Adequately justifies and supports their thoughts using techniques (example, visual, story, irony, aphorism, slogan, idiom and proverb, reference, explanation, comparison, cause- effect, purpose- effect sentences, etc.) in accordance with the purpose and subject.	Although they include techniques per the purpose and subject content, these statements are insufficient in supporting and justifying their thoughts.	Does not support and justify their opinions.
Appealing to emotions	It emotionally impacts the audience with expressions appropriate to the content.	Content- appropriate expressions are insufficient to make an emotional impact on the audience.	Does not include expressions that will emotionally impact the audience.
Subject integrity	- Presents ideas in a coherent (in a certain order, logical and interconnected) manner from the beginning to the end of the speech. - Avoids going off- topic.	- Presents their ideas in a partially coherent (in a certain order, logical and interconnected) manner from the beginning to the end of the speech. - Sometimes goes off- topic.	- From the beginning to the end of the speech, there is no sequence, coherence, logicity and connection between the ideas. - Goes off- topic.
Starting and ending a conversation	- Initiates their speech with appropriate address sentences and greeting. - Ends their speeches with appropriate expressions.	- Initiates their speeches with a partially appropriate address sentence and greeting. - Concludes their speeches with partially appropriate expressions.	- Does not start their speeches with an address sentence and greeting. - Does not use any expression to inform the listener that they have ended their speeches.

(Contd...)



**Appendix A. (Continued)**

Categories	Achievement Level		
	High	Medium	Low
Voice utilisation	<ul style="list-style-type: none"> <li>- Uses their voices at an audible pitch.</li> <li>- Uses their voices with emphasis and intonation appropriate to the content.</li> <li>- Speaks at an understandable speed.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses their voices at a partially audible height.</li> <li>- Sometimes speaks with incorrect stress and tone.</li> <li>- Speaks at a partially intelligible speed.</li> </ul>	<ul style="list-style-type: none"> <li>- Do not use their voice at an audible height.</li> <li>- Does not use their voices with appropriate emphasis and tone.</li> <li>- Does not speak at an intelligible speed.</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>- Uses meaningful sentences.</li> <li>- Avoids unnecessary repetitions.</li> <li>- Pronouncing words clearly and correctly.</li> <li>- Avoids making unnecessary sounds and pauses while speaking.</li> <li>- Makes the transitions between sentences and sections correctly throughout the speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes uses meaningless sentences.</li> <li>- Sometimes falls into unnecessary repetition.</li> <li>- Pronounces words partially intelligible and correctly.</li> <li>- Sometimes uses unnecessary sounds and pauses.</li> <li>- Speaks in weak and meaningless transitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentences are meaningless.</li> <li>- Repeats unnecessary repetitions.</li> <li>- Words are not intelligible.</li> <li>- Makes unnecessary noises.</li> <li>- Does not include transitions in the parts of the speech even though they are needed.</li> </ul>
Body language	<ul style="list-style-type: none"> <li>- Displays natural and correct posture throughout the speech.</li> <li>- Uses gestures and mimics appropriate to the content of the speech.</li> <li>- Makes frequent eye contact with the audience throughout the speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Displays natural and correct posture throughout the speech.</li> <li>- Uses gestures and mimics appropriate to the content of the speech.</li> <li>- Makes eye contact with the audience from time to time during the speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not display a natural posture throughout the speech.</li> <li>- Does not use gestures and mimics.</li> <li>- Does not make eye contact with the audience during the speech.</li> </ul>
Use of time	Allocates sufficient time for each stage of the speech and uses time effectively.	Although time is allocated to more than one part of the speech, some parts of the speech spend unnecessary time.	Cannot use time effectively.