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Argumentation-Based Learning Model for the Development of 7th Grade Students' Persuasive Speaking Skills: An Action Research*

7. Sınıf Öğrencilerinin İkna Edici Konuşma Becerilerinin Geliştirilmesinde Argümantasyon Temelli Öğrenme Modeli: Bir Eylem Araştırması

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Abstract

The purpose of the research is to determine the effect of the Argumentation-Based Learning Model in developing the persuasive speaking skills of 7th grade students and their speaking motivation. The research was conducted based on action research, which is a process to determine and improve the quality of teaching in a real classroom environment. The study group of the research consists of 13 seventh grade students. The qualitative data of the research were obtained based on Toulmin's Argument Classification Scheme, and the quantitative data were obtained using the Speaking Skills Attitude Scale. During the application process covering the 8th week, the speeches made by the students were recorded every week, and the argument levels were determined by analyzing the recorded speeches. Based on the scale, codes and categories were created. Maxqda 2020 data analysis program was used in the analysis of qualitative data. Attitude scores obtained with the Speaking Skills Attitude Scale were analyzed with the Wilcoxon Signed Ranks test. As a result of the research, it was determined that there was an increase in the arguments produced by the students in terms of quantity and quality and that there was a significant difference between the students' attitudes towards speaking skills.

Keywords: Speaking skills, persuasive speaking, speaking attitude, argumentation.

Öz

Araştırmanın amacı, Argümantasyon Temelli Öğrenme Modelinin 7. sınıf öğrencilerinin ikna edici konuşma becerilerinin geliştirilmesine ve konuşma tutumlarına etkisini belirlemektir. Araştırma, gerçek sınıf ortamında öğretimin niteliğini belirleme ve geliştirmeye yönelik bir süreç olan eylem araştırmasına dayalı olarak yürütülmüştür. Araştırmanın çalışma grubunu 13 yedinci sınıf öğrencisi oluşturmaktadır. Araştırmanın nitel verileri Toulmin'in Argüman Sınıflama Şeması temel alınarak nicel verileri ise Konuşma Becerisi Tutum Ölçeği kullanılarak

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elde edilmiştir. 8. haftayı kapsayan uygulama sürecinde her hafta öğrencilere yaptırılan konuşmalar kaydedilmiş, kaydedilen konuşmalar analiz edilerek argüman düzeyleri belirlenmiştir. Argüman düzeyleri belirlenirken Erduran vd. (2004) tarafından geliştirilen analitik ölçek kullanılmıştır. Ölçekten hareketle kod ve kategoriler oluşturulmuştur. Nitel verilerin analizinde Maxqda 2020 veri analiz programı kullanılmıştır. Konuşma Becerisi Tutum Ölçeği ile elde edilen tutum puanları Wilcoxon İşaretli Sıralar testi ile analiz edilmiştir. Elde edilen bulgular tablolar halinde sunulmuştur. Araştırma sonucunda, öğrencilerin ürettikleri argümanlarda nicelik ve nitelik yönünden bir artışın olduğu ve öğrencilerin konuşma becerisine yönelik tutumları arasında anlamlı bir farkın oluştuğu saptanmıştır.

Anahtar Sözcükler: Konuşma becerisi, ikna edici konuşma, konuşma tutumu, argümantasyon.

Introduction

Language, which is a social entity, is one of the basic tools used at every stage of life. Being able to use language effectively brings along effective communication. Communication is a dynamic process in which individuals perceive the outside world and transform it into meaningful messages in their minds and share these meaningful messages with the outside world. One of the most important elements of this process is speaking, which is the process of conveying feelings, thoughts, and information through language. In this respect, speech has an important place in individual and social life, including educational domains. The best way to use a language (the target language in this article is Turkish) correctly and consciously is to offer students the constant opportunities to convey their thoughts in the lessons. When a teacher enables students to think and criticize, this goal is likely to be achieved (Kara, 2000).

The main purpose of speaking education should be to ensure that the individual can convey his thoughts and wishes to other people without much difficulty, sometimes in an unprepared and sometimes in a prepared way. Prepared speeches are usually brought out by gathering the information through various resources. But there are certain rules in prepared speeches. The speaker, for instance, has the opportunity to study the planned speech many times before delivering it. Impromptu speech, on the other hand, is the speech that the individual makes in his daily life without the need for any preliminary preparation. In impromptu speeches, the individual speaks based on instant knowledge (Yalçın, 2002, p. 136-144). Most people, however, avoid speaking in front of people or society. The main reason for this can be shyness that may even turn into fear over time. Studies conducted in the USA revealed that 75% of the American people are afraid of speaking in front of the public (Arıkan, 2004, p. 157). Considering these points, it would be appropriate for teachers to start with speaking activities that can be achieved by students. Such activities may increase the expected efficiency of speaking lessons. With further activities, students can see improvement(s) in their speaking skills and may dare to participate in more complex speaking activities. In this regard, the teacher should monitor the improvements (if any) and benefit from the teaching methods and techniques that will make the students active in the teaching process. However, the constant application of similar techniques or a single technique may cause reluctance among students and reduce their interest and participation in the lesson. Therefore, by involving the students actively in the learning process, teachers should choose various methods and techniques suitable for the subject and ensure that the knowledge that students gain will be permanent (Güneş, 2016).

Behavioral theory, which has been applied for years, has been replaced by the constructivist approach in the 2005 Turkish Curriculum. Basically, Ausubel states that constructivism is the existing knowledge that affects learning. Therefore, the constructivist approach aims to reach new information by making use of the existing prior

knowledge (Özmen, 2004; Turgut, Baker, & Cunningham, 1997). This approach aims to achieve the same goals for all students, taking into account individual differences as well. While the basis of the behavioral approach is knowledge, in the constructivist approach individual differences and interests of the students are highly valued. In educational activities informed by the constructivist approach the process is more important than the product. In addition, the constructivist approach assumes that students' thinking skills can improve when they are responsible for their own learning (Koç & Demirel, 2004). As suggested, in this approach, the teacher does not convey the information, but helps the students reach the information. That is, s/he acts as a guide.

From the perspectives of the constructivist approach, various methods and techniques should be included in a teaching process while aiming to develop behaviors related to four basic language skills. Sever, Kaya, and Aslan (2006), in that regard, argue that an integrated learning-teaching approach should be targeted by making use of more than one teaching model in teaching Turkish. In the Turkish Language Curriculum prepared by the Ministry of National Education (2019, p. 8), it is mentioned that language teaching is not linear, and that different teaching methods and techniques should be used together and in a balanced way while teaching four basic language skills, instead of a single learning-teaching approach.

According to Yaman and Süğümlü (2009), education aims to raise individuals who can express themselves, have social skills, develop a personal point of view, be creative, and solve problems. In fact, language, communication and speaking skills are at the heart of all these desired skills. With speaking education, individuals are expected to communicate effectively. One of the factors that indicates success in this regard is the ability to persuade. Turkish lessons indeed attach importance to improving the persuasion skills of students within the scope of speaking education practices (Aktaş, 2020). Persuasive speaking is defined in the Turkish Language Curriculum as a speaking strategy/technique consisting of the levels of "attracting attention, providing understanding, persuading, repetition and explaining what is desired" (MEB, 2009). Hovland et al. (1953) states that in the persuasion model, communication is all about persuading the other person. The basis of persuasive speech is persuasion. At this stage, the speaker tries to convince the listener by presenting evidence that will clear his/her doubts. While doing so, the speaker may resort to several strategies such as empathizing, using the tone of voice effectively, paying attention to emphasis and intonation, respecting the target audience and benefiting from thinking development techniques using logical and objective arguments, and using gestures, mimics and body language effectively (Aktaş, 2020). On the other hand, it is important also the characteristics of the source person and the target audience in the persuasion process. According to Köksoy (2020, p. 71), the most important factors of the source are the source's reliability, physical attractiveness, communication skills and empathy ability. If the listener does not trust the persuader, persuasion will not occur. It is known that most people tend to accept the messages they receive from reliable sources without needing any supporting evidence (Köksoy, 2020, p. 73). At this stage, the Argumentation Based Learning Model can also be used. Argumentation is to develop a point of view based on evidence, reasoning, and problem solving. In argumentation, discussion is perceived as an interactive reasoning process.

Aldağ (2006, p. 29) emphasizes various models have been proposed that can be used in teaching, analyzing and evaluating discussion. For example, Beardsley's (1950) convergent, divergent and serial argument structures, Thomas's (1973) tree diagram, Scriven's (1976) seven-step approach to argument analysis and Walton's (1996a, 1996b)

argument schemes. According to Yeh (1998), most of these models do not meet the criteria of widespread acceptance, suitability, adaptability to education, and suitability for development. Toulmin's model, on the other hand, is more adaptable to education with its functional discussion elements (Aldağ, 2006, p. 29). Göçer & Kurt (2023, p. 55) also indicates, various models have been proposed for argumentation-based teaching and learning methods (Giere, 1991; Kelly & Takao, 2002; Sandoval, 2003; Zohar & Nemet, 2002). But the starting point of argumentation models is Toulmin's model. Despite its limitations, this model has been widely used and has been the subject of many studies. Toulmin's argument model is the most valid argument model today in terms of its applicability to educational research, and its suitability for development (Göçer & Kurt, 2023, p. 55).

Toulmin (1958) suggests that there are six basic components of an argument:

- *claims:* statements made about a fact, personal belief, or opinion,
- *data:* evidence based on the support of claims,
- *warrants:* statements, rules and principles that reveal the relationship of the data with the claim,
- *backings:* the basic assumptions that verify the warrant,
- *qualifier:* statements that limit certain situations in which claims will be considered true,
- *rebuttals*: statements that invalidate the claim.

As a result, the Argumentation-Based Learning Model is a model that helps convince the other person by presenting evidence-based arguments. In this study, a connection can be established between the Argument-Based Learning Model and persuasive speaking skills. In other words, using the Argument-Based Learning Model in Turkish lessons may be beneficial for students to develop their persuasive speaking skills.

Method

Research Model

This study, which aims to investigate the role of the Argument-Based Learning Model in the development of 7th grade students' persuasive speaking skills is action research. Action research is a process for understanding and improving the quality of teaching in a real classroom setting. It is a planned type of research whose findings can be shared with other interested people (Johnson, 2014).

Research Group

The study participants consist of 7th grade students studying at a secondary school located in the East of Türkiye. Piaget stated that the formal operational period, which is the last period in cognitive development, starts at the age of 12 and continues throughout adolescence. During this period, children are now able to think abstractly like an adult. Once they have the ability to deal with problems such as ordering, classification, and conservation, they begin to develop a coherent system of abstract logic. By the end of the concrete operational period, children have the cognitive tools necessary to solve many types of logical problems. Mental processes that emerged in previous periods are organized within the system of logic and abstract thoughts during adolescence (Raven, 1973). During the abstract operational period, adolescents' thinking is based on factual information. They also gain the ability to think about possibilities. When solving

problems, adolescents approach the problem systematically, taking into account the facts and possibilities. They can develop hypotheses about the problem situation. They can define the problem and integrate it with previous knowledge. They can determine all the possibilities related to the solution and evaluate the possibilities. While presenting the results, they evaluate the reality and possibilities and try to reach information that will prove the hypothesis through hypothetical analysis (Öngen, 1993). Since the 7th grade primary school students who make up the study group are 12-13 years old, they have moved away from selfish thinking and moved to the logical thinking phase. So, they can think abstractly. For this reason, the research group of the study consists of 7th grade students. The study was conducted in the first semester of the 2021-2022 academic year. Students and parents were informed about the research, and they were asked to participate in the study voluntarily.

Data Collection Tools

The study draws on both quantitative and qualitative data. While the Speaking Skill Attitude Scale was used to collect the quantitative data, qualitative data were collected based on the Toulmin's Argument Classification Chart. The attitude scale, which was used to understand the effect of the Argumentation-Based Learning Model on the speaking attitude of 7th grade students, was applied to the students at the beginning and at end of the study. By doing so, it was possible to see whether there was a significant difference between these two points.

The data underlying the development of this scale (Topçuoğlu Ünal & Özer, 2017) were obtained from 210 students in the 2015-2016 academic year. As a result of the analysis, in which the exploratory factor analysis was applied, the authors offered a 27-item scale consisting of two sub-dimensions. The scale is arranged as a 5-point Likert scale, including seven negative and 20 positive judgments. The authors also conducted an internal consistency study to determine the reliability of the scale, and they found the Cronbach Alpha Internal Consistency coefficient of the scale as 0.81. Based on the results of the analysis, it can be interpreted that the scale items are consistent with each other and reflect the attitude to be measured. Therefore, the scale can be considered as a valid and reliable scale.

The qualitative data of the research were collected through prepared and impromptu speeches made by the students participating in the study.

Data Collection

The study was completed in an 8-week period. In the first week, the students were informed about the speaking skills along with, the importance of effective speaking effectively, defending an idea and being able to discuss a subject. The concept of persuasion was explained to the students and its relationship with the speaking skill was explained. In the second week, the Speaking Skills Attitude Scale was applied to measure the students' attitudes towards speaking skills. They were also informed about the Toulmin's Argumentation-Based Learning Model. During the third week, speaking activities were carried out. In the same week, the students were asked to deliver impromptu speech, and before applying the Toulmin's Argumentation-Based Learning Model, the argument levels were identified. To enable the students to form an argument easily, the lesson was taught through a story written by one of the researchers. At the end of the story, the students were asked to explain how they would act in the face of the situation that emanated from the story. Starting from the 4th week, the lesson was taught in accordance with the Argumentation-Based Learning Model, and prepared speeches

were given to the students. The topic of speech was given to the students a week before their speech so that they could prepare. In the fourth week, the "I am a guide" activity was implemented. For this activity, some of the regions in Türkiye were distributed to the groups formed by the teacher, and the students were asked to inquire the general characteristics of that region. Afterwards, the students were asked to introduce their region to an imaginary tourist group and persuade them to visit that region. In week 5, the statement "Television and internet are harmful/beneficial for child development" was put forward by the teacher, and the students were asked to explain which idea they supported. In week 6, the statement "The distance education process was productive for both the teacher and the student" was directed to the students. Then, they were asked whether they agreed with this idea or not. In week 7 the statement "The influence of classmates in child education is greater than the influence of parents" was shared with the students. Again, the students were asked if they agreed with this idea. In the eighth week, the question "Does the mother or father have more influence on child education?" was addressed to the students. The arguments formed by the students were evaluated according to Toulmin's Argument Classification Scheme by the researcher through having them make a prepared speech until the eighth week. Thus, it was possible to observe whether there was an increase in the number and level of arguments of the students. In addition, the Speaking Skills Attitude Scale, which was delivered to the students in the first week, was applied in the last week, with an aim to observe whether there was a significant difference in the students' attitudes towards speaking skills.

During this data collection process, several speaking methods and techniques were also used to make the lessons fun and to increase the efficiency of the teaching process. In order to facilitate the analysis of the data, the students were divided into groups and then speaking activities were carried out. The methods and techniques used and the dates of implementation are presented in Table 1.

Table 1. Methods and Techniques Used and Implementation Dates

Methods and Techniques Used	Implementation Dates
Large Group Discussion	19/10/2021
Small Group Discussion	26/10/2021
Circle Discussion Technique	02/11/2021
Opinion Development	09/11/2021
Idea Scan	23/11/2021
Discussion	30/11/2021

Analysis of Data

Content analysis was used to analyze the data. Content analysis is an analysis technique developed to summarize all types of content by counting and/or coding different aspects of the content (White&Marsh, 2006, pp. 30-31). Both quantitative and qualitative data were utilized in the analysis process. Since this study is an action research, quantitative data together with qualitative data provided data diversity (Johnson, 2005).

The analysis of the quantitative data was conducted with the SPSS data analysis program. In order to determine the effect of the Argument-Based Learning Model on the speaking attitude of 7th grade students (whether there was a significant difference

between the attitude scores obtained with the Speaking Skills Attitude Scale applied at the beginning and end of the implementation process) was analyzed with the Wilcoxon Signed Ranks test. The Wilcoxon Signed Ranks test was chosen because the sample size was limited and the data were not normally distributed. The data obtained as a result of the analysis are presented in the findings section of the study in tabular form.

For the analysis of qualitative data, Maxqda 2020 data analysis program was used. Since the topic of speech and the methods and techniques differed each week during the implementation process, a fixed time was not set for students' prepared and impromptu speeches. Nevertheless, the students talked for an average of one minute.

After the implementation was completed, the recordings of the students' speeches were transcribed by the researcher. Audio recordings were listened to repeatedly by two teachers of Turkish to prevent possible mistakes. The written data were transferred to the Maxqda 2020 data analysis program, and codes and sub-codes were created with the help of the program. The distribution used by Toulmin in the Argumentation Classification was taken into account in the creation of the codes. The speeches of the students in the groups were analyzed, and the distribution of the arguments created by the students was revealed. The resulting argument distributions are presented in several graphics in the findings section of this study. In order to determine the number of the arguments, the Code Matrix Scanner in the Maxqda 2020 data analysis program was used. With the Code Matrix Scanner, how many arguments the students in the groups created was revealed and the total number of the arguments created by the students was reached. The data obtained as a result of the analysis are presented in tables in the findings section.

Ethics Committee Approval

Committee Name: Ordu University Social and Humanities Sciences Research Ethics Committee

Date of Decision: 23/01/2020

Document Number: 2020-04

Results

1. Distribution of Students' Arguments According to the Toulmin's Model Argument Classification

Figure 1 below shows the distribution of the arguments made by the students in Group 1 during their impromptu speeches in the first week, according to the Toulmin's Model of Argument Classification.

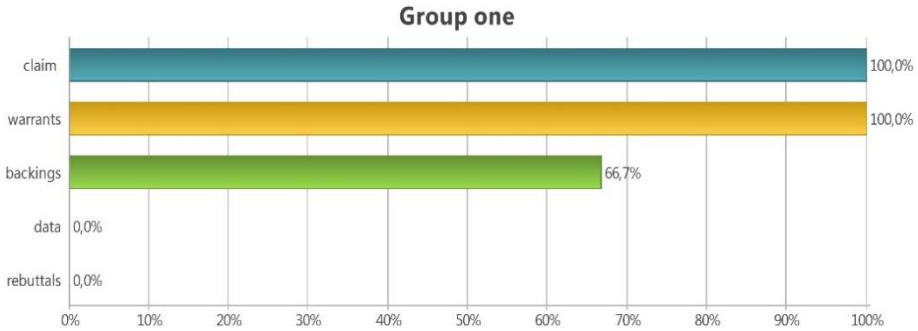


Figure 1. The Distribution of the Arguments Made by the Students in Group 1 During the Impromptu Speeches in the First Week, according to the Toulmin's Model of Argument Classification

When Figure 4.1 is examined, it is seen that the arguments that the students made during the impromptu speeches consist of claims, warrants and backings according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims and warrants, but only 66.7% of them used backings. None of the students in the group used data and rebuttals.

Figure 2 below shows the distribution of the arguments made by the students in Group 2 during their impromptu speeches in the first week, according to the Toulmin's Model of Argument Classification.

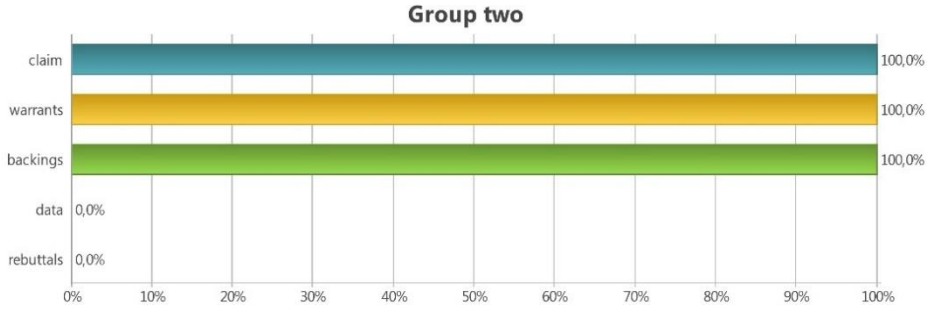


Figure 2. The Distribution of the Arguments Made by the Students in Group 2 During the Impromptu Speeches in the First Week, according to the Toulmin's Model of Argument Classification

When Figure 2 is examined, it is seen that the arguments that students made during the impromptu speeches consist of claims, warrants and backings according to the Toulmin's Model of Argument Classification. 100% of the students in the group, that is, all of them, used claims, warrants and backings. None of the students in the group used data and rebuttals.

Figure 3 below shows the distribution of the arguments made by the students in Group 3 during their impromptu speeches in the first week, according to the Toulmin's Model of Argument Classification.

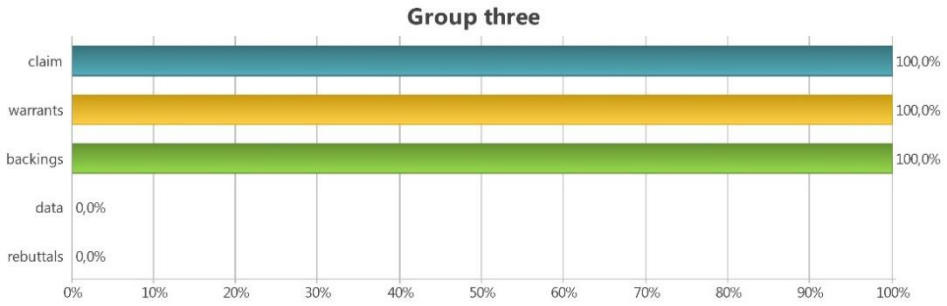


Figure 3. The Distribution of the Arguments Made by the Students in Group 3 During the Impromptu Speeches in the First Week, according to the Toulmin's Model of Argument Classification

When Figure 3 is examined, it is seen that the arguments that students made during the impromptu speeches consist of claims, warrants and backings according to the Toulmin's Model of Argument Classification. All of the students in the group, used claims, warrants and backings. None of the students in the group used data and rebuttals.

Figure 4 below shows the distribution of the arguments made by the students in Group 3 during their impromptu speeches in the first week, according to the Toulmin's Model of Argument Classification.

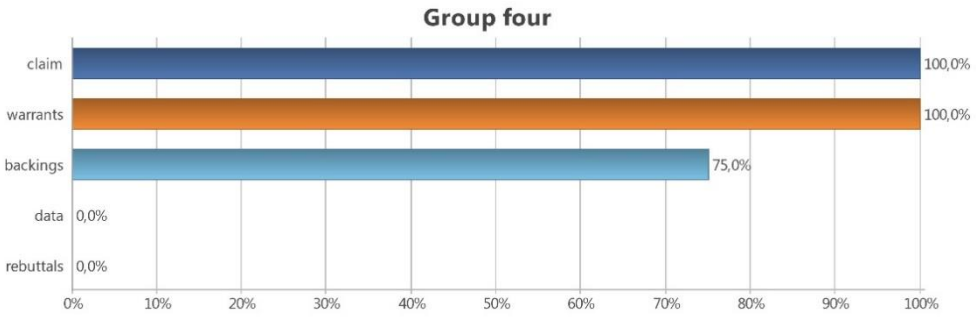


Figure 4. The Distribution of the Arguments Made by the Students in Group 4 During the Impromptu Speeches in the First Week, according to the Toulmin's Model of Argument Classification

When Figure 4 is examined, it is seen that the arguments that the students made during the impromptu speeches consist of claims, warrants and backings according to the Toulmin's Model of Argument Classification. 100% of the students in the group, used claims and warrants, but only 75% used warrants. None of the students in the group used data and rebuttals.

Figure 5 below shows the distribution of the arguments made by the students in Group 1 during their prepared speeches in the second week, according to the Toulmin's Model of Argument Classification.

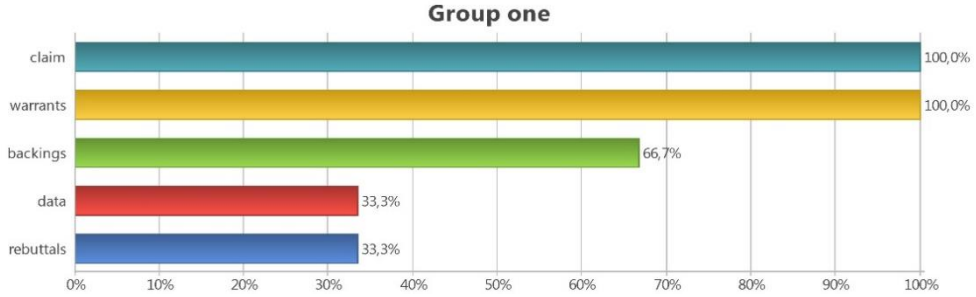


Figure 5. The Distribution of the Arguments Made by the Students in Group 1 During the Prepared Speeches in the Second Week, according to the Toulmin's Argument Classification

When Graph 5 is examined, it is seen that the arguments made by the students during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims and warrants, but only 66.7% of them used warrants. In addition, the rate of those who used data and rebuttals is 33.3%.

Figure 6 below shows the distribution of the arguments made by the students in Group 2 during their prepared speeches in the second week, according to the Toulmin's Model of Argument Classification.

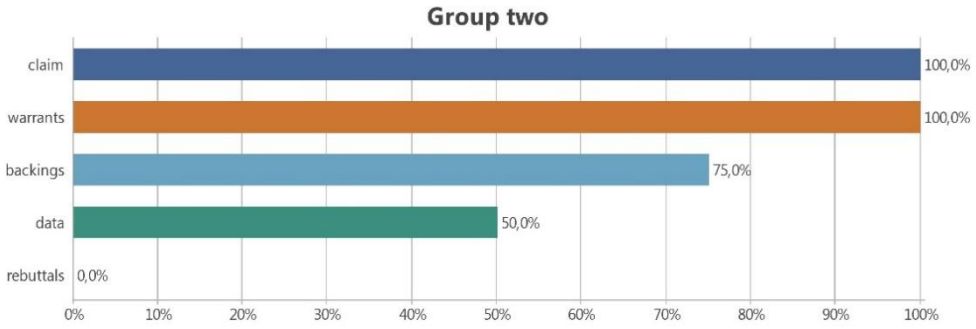


Figure 6. The Distribution of the Arguments Made by the Students in Group 2 During the Prepared Speeches in the Second Week, according to the Toulmin's Model of Argument Classification

When Figure 6 is examined, it is seen that the arguments made by the students during the prepared speeches consist of claims, warrants, backings and data according to Toulmin's Model of Argument Classification. 100% of the students in the group used claims and warrants, but only 75% of the students' used warrants. While the rate of those who used data was 50%, no student used rebuttals.

Figure 7 below shows the distribution of the arguments made by the students in Group 3 during their prepared speeches in the second week, according to the Toulmin's Model of Argument Classification.

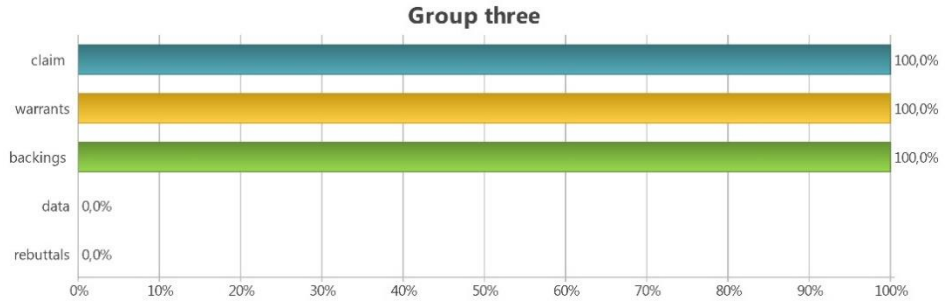


Figure 7. The Distribution of the Arguments Made by the Students in Group 3 During the Prepared Speeches in the Second Week, according to the Toulmin's Model of Argument Classification

When Figure 7 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants and backings according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants and backings. However, none of the students in the group used data and rebuttals.

Figure 8 below shows the distribution of the arguments made by the students in Group 4 during their prepared speeches in the second week, according to the Toulmin's Model of Argument Classification.

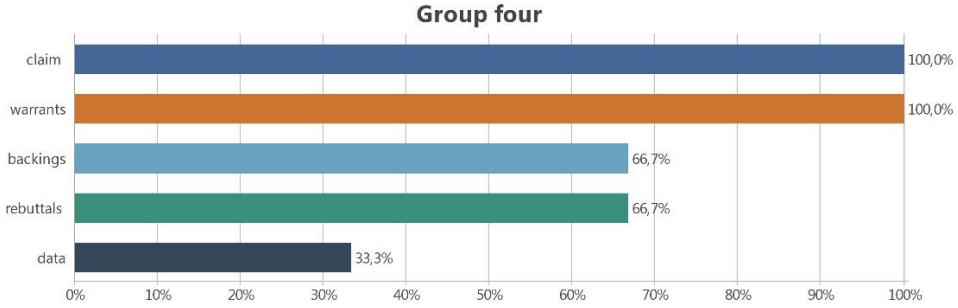


Figure 8. The Distribution of the Arguments Made by the Students in Group 4 During the Prepared Speeches in the Second Week, according to the Toulmin's Model of Argument Classification

When Figure 8 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. All of the students in the group used claims and warrants, but only 66.7% of them used rebuttals and warrants. In addition, the rate of the students who used data in the group is 33.3%.

Figure 9 below shows the distribution of the arguments made by the students in Group 1 during their prepared speeches in the third week, according to the Toulmin's Model of Argument Classification.

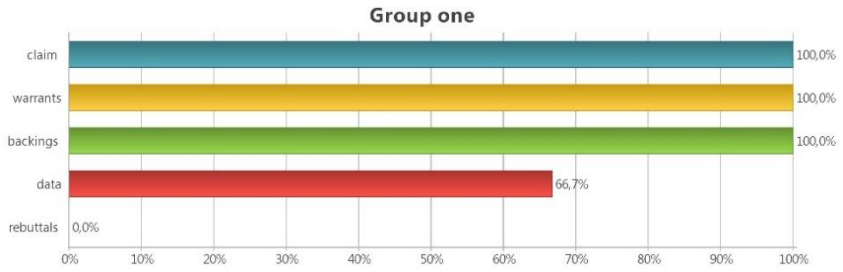


Figure 9. The Distribution of the Arguments Made by the Students in Group 1 During the Prepared Speeches in the Third Week, according to the Toulmin's Model of Argument Classification

When Figure 9 is examined, it is seen that the arguments made by the students during the prepared speeches consist of claims, warrants, backings and data according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants and backings, but only 66.7% of them used data. No student used data in this group.

Figure 10 below shows the distribution of the arguments made by the students in Group 2 during their prepared speeches in the third week, according to the Toulmin's Model of Argument Classification.

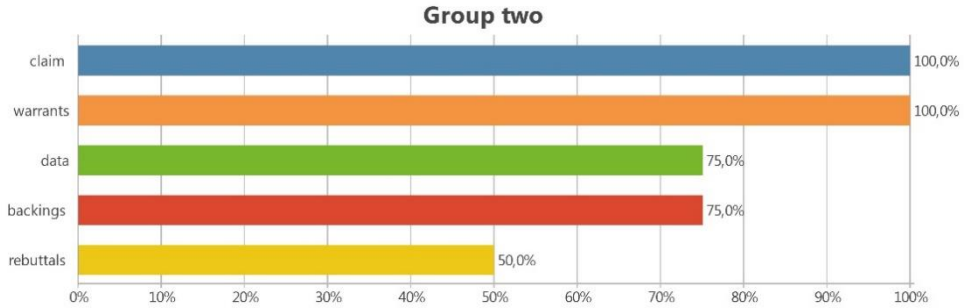


Figure 10. The Distribution of the Arguments Made by the Students in Group 2 During the Prepared Speeches in the Third Week, according to the Toulmin's Model of Argument Classification

When Figure 10 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims and warrants, but only 75% of the students' used backings and data. In addition, the rate of the students who used rebuttals in the group is 50%.

Figure 11 below shows the distribution of the arguments made by the students in Group 3 during their prepared speeches in the third week, according to the Toulmin's Model of Argument Classification.

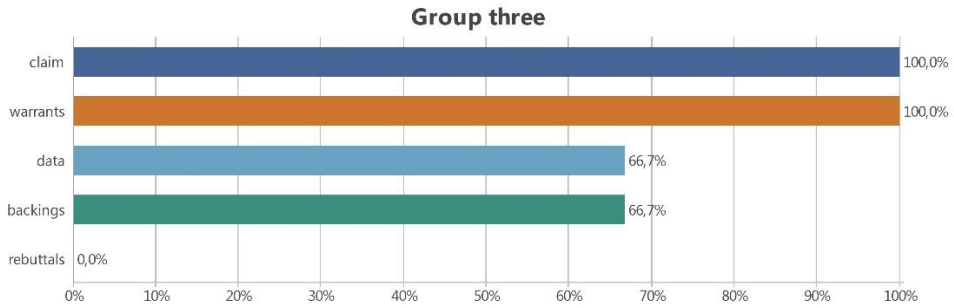


Figure 11. The Distribution of the Arguments Made by the Students in Group 3 During the Prepared Speeches in the Third Week, according to the Toulmin's Model of Argument Classification

When Figure 11 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings and data according to the Toulmin's Model of Argument Classification. All of the students in the group, used claims and warrants, but only 66.7% of them used data and backings. None of the students in the group used rebuttals.

Figure 12 below shows the distribution of the arguments made by the students in Group 4 in their prepared speeches in the third week, according to Toulmin's Model of Argument Classification.

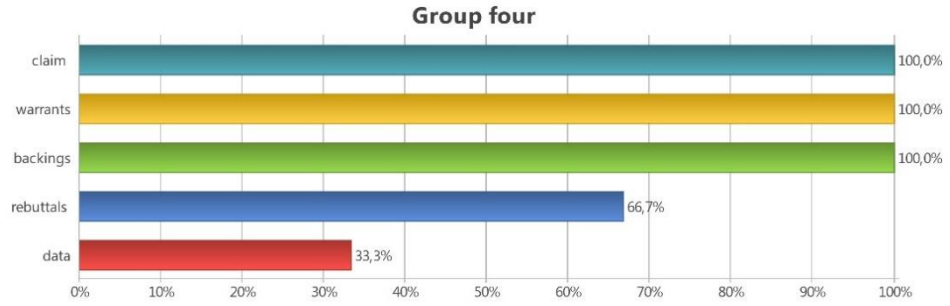


Figure 12. The Distribution of Arguments Made by the Students in Group 4 During the Prepared Speeches in the Third Week, according to the Toulmin's Model of Argument Classification

When Figure 12 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants and backings, but only 66.7% of them used rebuttals, and 33.3% used data.

Figure 13 below shows the distribution of the arguments made by the students in Group 1 during their prepared speeches in the fourth week, according to the Toulmin's Model of Argument Classification.

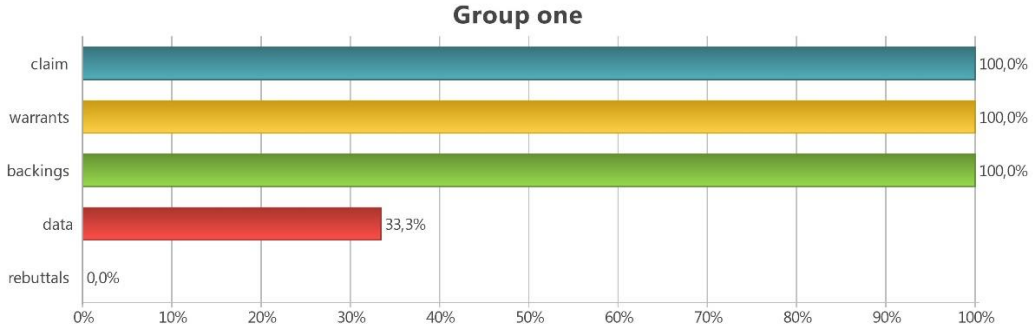


Figure 13. The Distribution of the Arguments Made by the Students in Group 1 During the Prepared Speeches in the Fourth Week, according to the Toulmin's Model of Argument Classification

When Figure 13 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings and data according to the Toulmin's Model of Argument Classification. All of the students in the group used claims, warrants and backings, but only 33.3% of them used data and backings. None of the students in the group used rebuttals.

Graph 14 below shows the distribution of the arguments made by the students in Group 2 during their prepared speeches in the fourth week, according to the Toulmin's Model of Argument Classification.

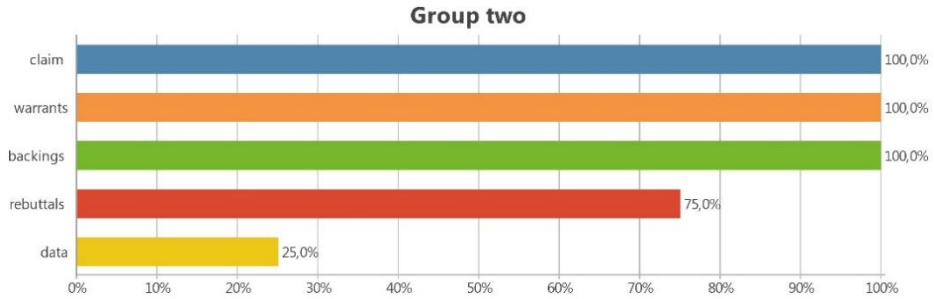


Figure 14. The Distribution of the Arguments Made by the Students in Group 2 During the Prepared Speeches in the Fourth Week, according to the Toulmin's Model of Argument Classification

When Figure 14 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants and backings, but only 75% of the students used rebuttals. In addition, the rate of the students who used data in the group is 25%.

Figure 15 below shows the distribution of the arguments made by the students in Group 3 during their prepared speeches in the fourth week, according to the Toulmin's Model of Argument Classification.

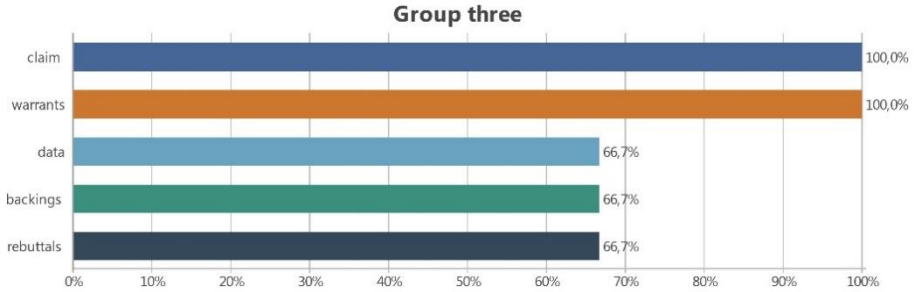


Figure 15. The Distribution of the Arguments Made by the Students in Group 3 During the Prepared Speeches in the Fourth Week, according to the Toulmin's Model of Argument Classification

When Figure 15 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims and warrants, but only 66.7% of them used backings, data and rebuttals.

Figure 16 below shows the distribution of the arguments made by the students in Group 4 in their prepared speeches in the fourth week, according to Toulmin's Model of Argument Classification.

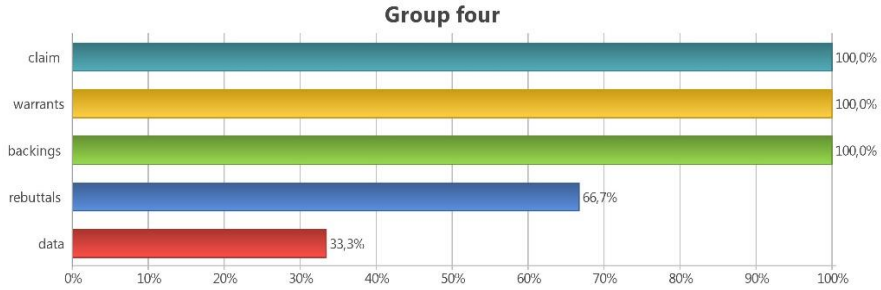


Figure 16. The Distribution of the Arguments Made by the Students in Group 4 During the Prepared Speeches in the Fourth Week, according to the Toulmin's Model of Argument Classification

When Figure 16 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. All of the students in the group used claims, warrants and backings, but only 66.7% of them used rebuttals. In addition, the rate of the students who used data is 33.3%.

Figure 17 below shows the distribution of the arguments made by the students in Group 1 during their prepared speeches in the fifth week, according to the Toulmin's Model of Argument Classification.

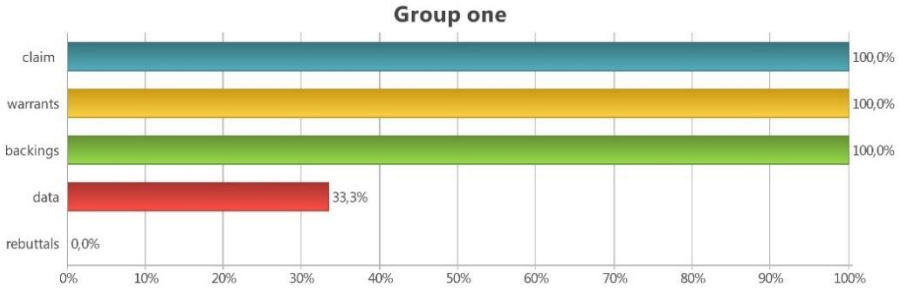


Figure 17. The Distribution of the Arguments Made by the Students in Group 1 During the Prepared Speeches in the Fifth Week, according to the Toulmin's Model of Argument Classification

When Figure 17 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings and data according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants and backings, but only 33.3% of them used data. None of the students in the group used rebuttals.

Figure 18 below shows the distribution of the arguments made by the students in Group 2 during their prepared speeches in the fifth week, according to the Toulmin's Model of Argument Classification.

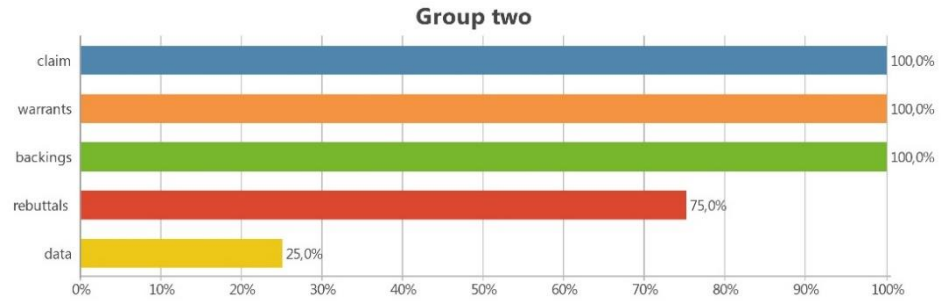


Figure 18: The Distribution of the Arguments Made by the Students in Group 2 During the Prepared Speeches in the Fifth Week, According to the Toulmin's Model of Argument Classification

When Figure 18 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. All of the students in the group used claims, warrants and backings, but only 75% of them used rebuttals. In addition, the rate of the students who used data in the group is 25%.

Figure 19 below shows the distribution of the arguments made by the students in Group 3 during their prepared speeches in the fifth week, according to the Toulmin's Model of Argument Classification.

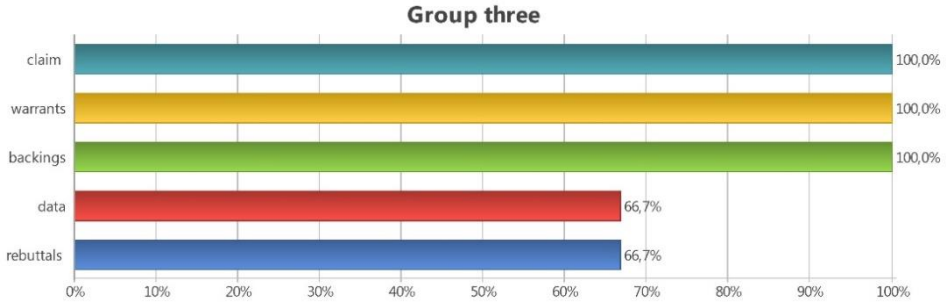


Figure 19. The Distribution of the Arguments Made by the Students in Group 3 During the Prepared Speeches in the Fifth Week, according to the Toulmin's Model of Argument Classification

When Figure 19 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants and backings, but only 66.7% of them used data and rebuttals.

Figure 20 below shows the distribution of the arguments made by the students in Group 4 during their prepared speeches in the fifth week, according to the Toulmin's Model of Argument Classification.

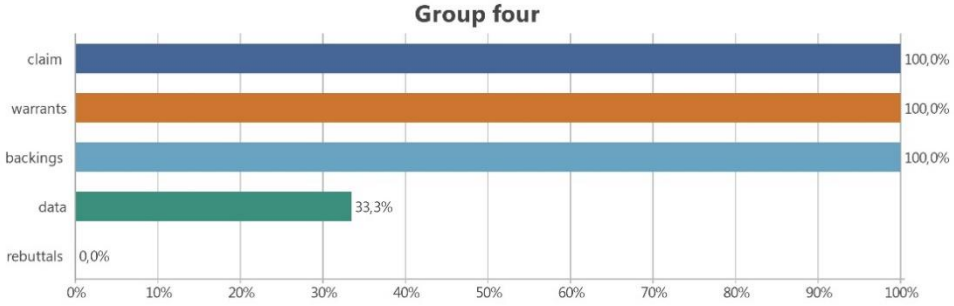


Figure 20. The Distribution of the Arguments Made by the Students in Group 4 During the Prepared Speeches in the Fifth Week, according to the Toulmin's Model of Argument Classification

When Figure 20 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings and data, according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants and backings, but only 33.3% of them used data. None of the students in the group used rebuttals.

In Figure 21 below, the distribution of the arguments made by the students in Group 1 during their prepared speeches in the last week is given according to the Toulmin's Model of Argument Classification.

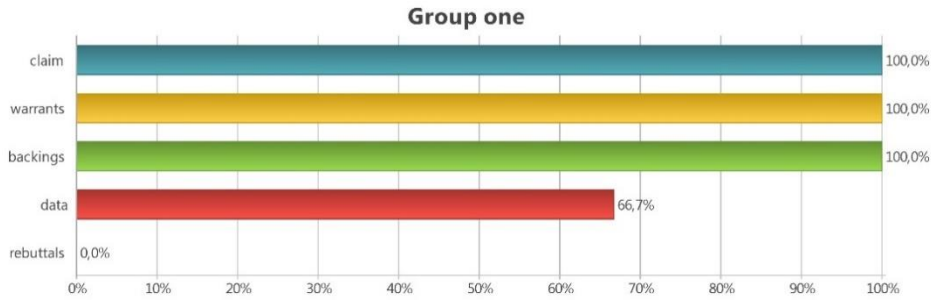


Figure 21. The Distribution of the Arguments Made by the Students in Group 1 During the Prepared Speeches in the Last Week, according to the Toulmin's Model of Argument Classification

When Figure 21 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings and data according to the Toulmin's Model of Argument Classification. All of the students in the group used claims, warrants and backings, but only 66.7% of them used data. None of the students in the group used rebuttals.

Figure 22 below shows the distribution of the arguments made by the students in Group 2 during their prepared speeches in the last week, according to the Toulmin's Model of Argument Classification.

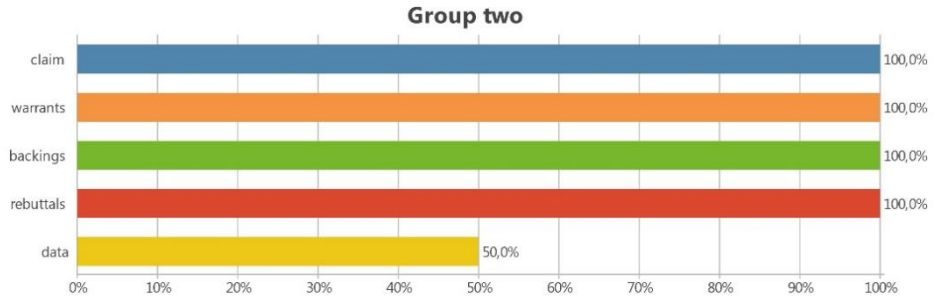


Figure 22. The Distribution of the Arguments Made by the Students in Group 2 During the Prepared Speeches in the Last Week, according to the Toulmin's Model of Argument Classification

When Figure 22 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants, backings and rebuttals. However, the rate of the students who used data is 50%.

Figure 23 below shows the distribution of the arguments made by the students in Group 3 during their prepared speeches in the last week, according to the Toulmin's Model of Argument Classification.

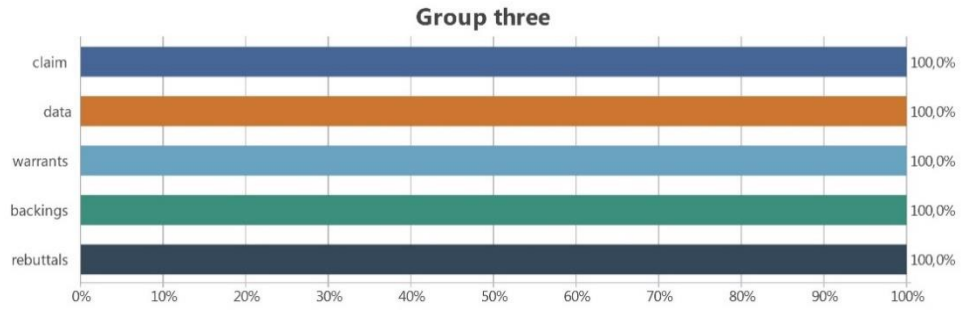


Figure 23. The Distribution of the Arguments Made by the Students in Group 3 During the Prepared Speeches in the Last Week, according to the Toulmin's Model of Argument Classification

When Figure 23 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. All of the students in the group used claims, warrants, backings, data and rebuttals.

Figure 24 below shows the distribution of the arguments made by the students in Group 4 during their prepared speeches in the last week, according to the Toulmin's Model of Argument Classification.

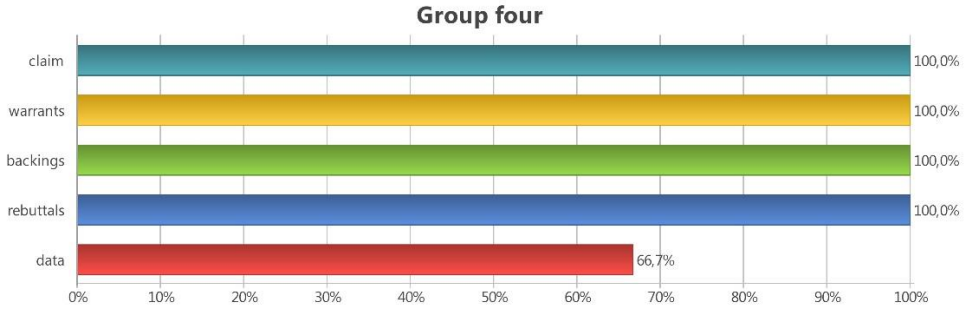
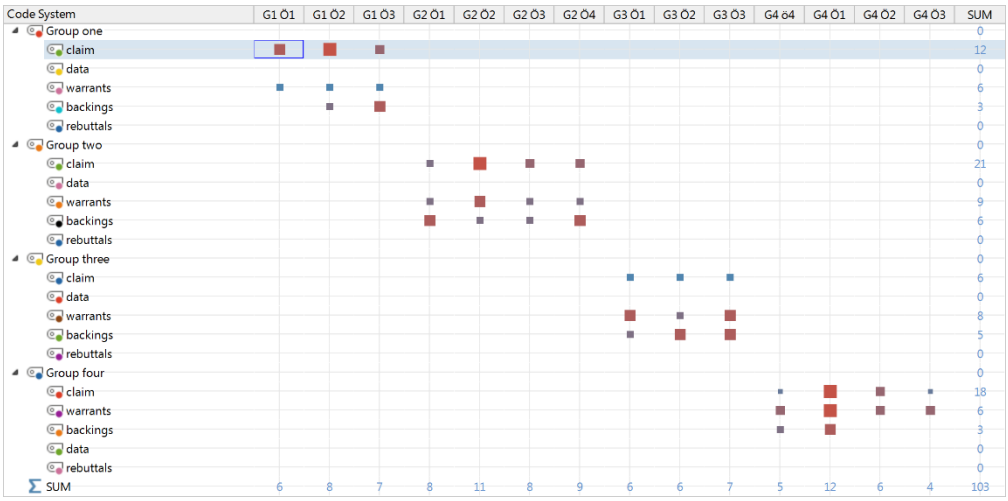


Figure 24. The Distribution of the Arguments Made by the Students in Group 4 During the Prepared Speeches in the Last Week, according to the Toulmin's Model of Argument Classification

When Figure 24 is examined, it is seen that the arguments that the students made during the prepared speeches consist of claims, warrants, backings, data and rebuttals according to the Toulmin's Model of Argument Classification. 100% of the students in the group used claims, warrants, backings and rebuttals. However, the rate of the students who used data is 66.7%.

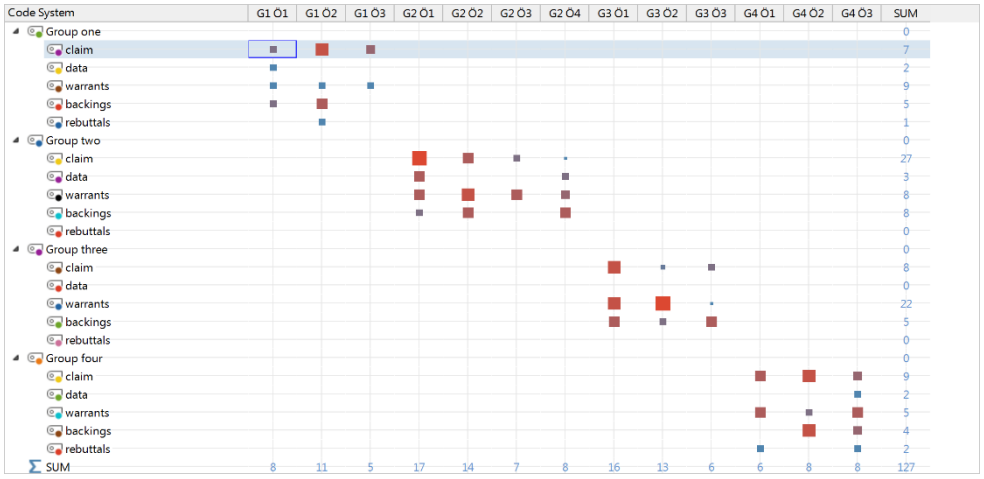
2. An Overview of the Number of the Arguments Made by the Students

Table 2. The Code Matrix Scanner: The Distribution of the Arguments Made by the Students in the First Week



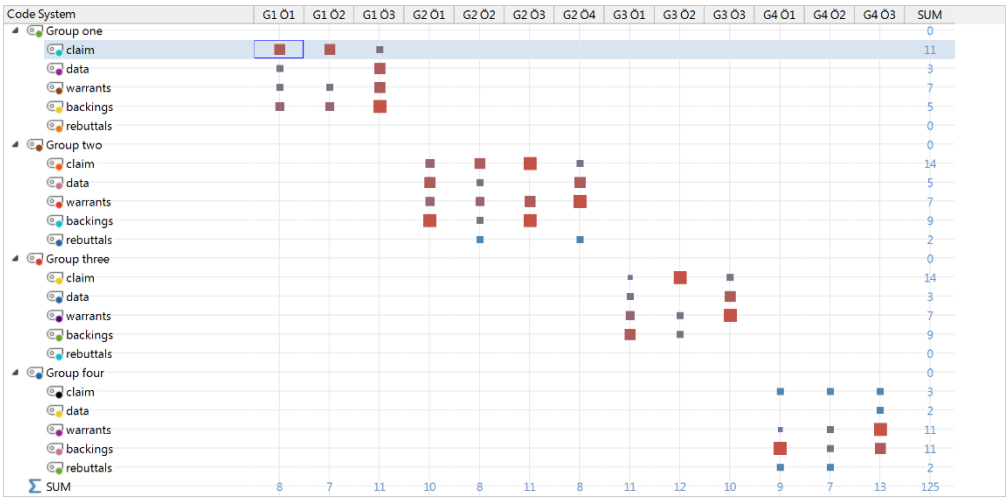
When Table 2 is examined, it is seen that the students in Group 1 made 21 arguments, Group 2 made 36, Group 3 made 19, and Group 4 made 27. The total number of the arguments made by the students is 103.

Table 3. The Code Matrix Scanner: The Distribution of the Arguments Made by the Students in the Second Week



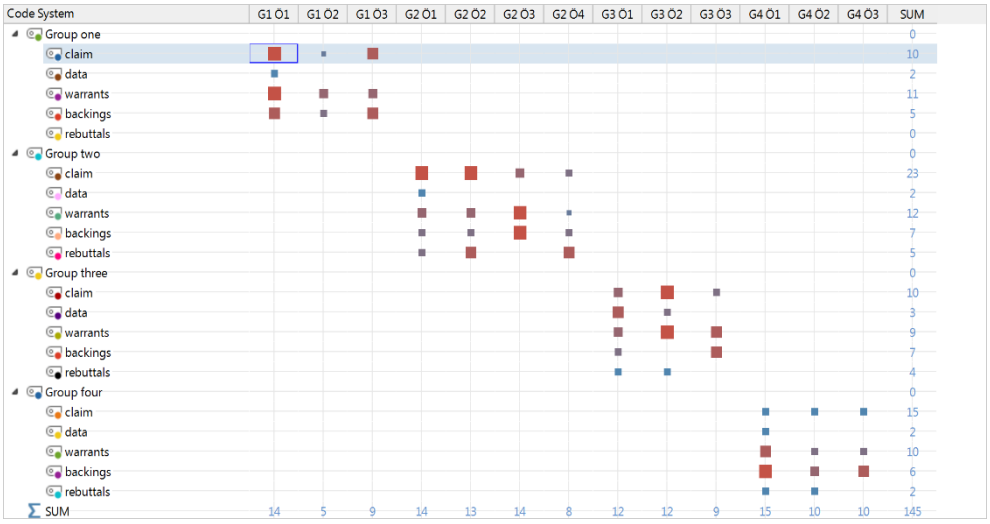
When Table 3 is analyzed, it is seen that the students in Group 1 made 24 arguments, Group 2 made 46, Group 3 made 35, and Group 4 made 22. The total number of the arguments made by the students is 127.

Table 4. The Code Matrix Scanner: The Distribution of the Arguments Made by the Students in the Third Week



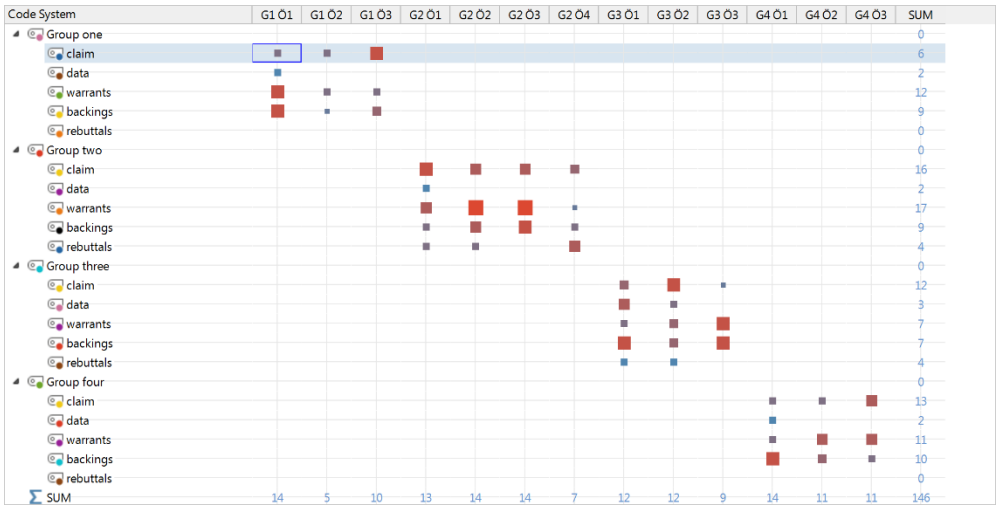
When Table 4 is examined, it is seen that the students in Group 1 made 26 arguments, Group 2 made 37, Group 3 made 33, and Group 4 made 30. The total number of the arguments made by the students is 125.

Table 5. The Code Matrix Scanner: The Distribution of the Arguments Made by the Students in the Fourth Week



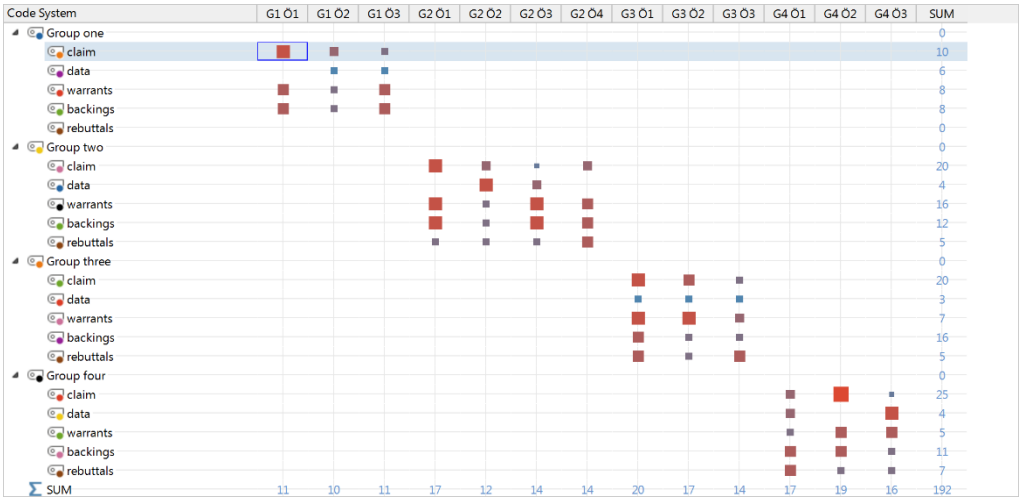
When Table 5 is examined, it is seen that the students in Group 1 made 28 arguments, Group 2 made 49, Group 3 made 33, and Group 4 made 35. The total number of the arguments made by the students is 145.

Table 6: The Code Matrix Scanner: The Distribution of the Arguments Made by the Students in the Fifth Week



When Table 6 is examined, it is seen that the students in Group 1 made 29 arguments, Group 2 made 48, Group 3 made 33, Group 4 made 36. The total number of the arguments made by the students is 146.

Table 7. The Code Matrix Scanner: The Distribution of the Arguments Made by the Students in the Sixth Week



When Table 7 is examined, it is seen that the students in Group 1 made 32 arguments, Group 2 made 57, Group 3 made 51, and Group 4 made 52. The total number of the arguments made by the students is 192.

3. Students' attitudes towards speaking skills measured at the beginning and end of the practice process

Table 8. Wilcoxon Signed Rank Test

Pre Test- Post Test	N	Mean Rank	Sum of Ranks	Z	P
Negative Ranks	0	.00	.00	-3.181**	0.001*
Positive Ranks	13	7.00	91.00		
Ties	0				
Total	13				

*p<05

**Post test>pre test

Table 8 shows the Wilcoxon signed-rank test results regarding whether the Argumentation-Based Learning Model made a significant difference in attitudes towards speaking skill in Turkish lessons. It was found that there was a significant difference between the pre- and post-test scores of the students who participated in the study (Z= -3.181, p<.05, Pre-Test Mean: 3.42, Post-Test Mean: 4.39). Considering the mean rank and totals of the difference scores, it is seen that this observed difference is in favor of the positive ranks, that is, the post-test score. The attitude scale average, which was 3.42 before the implementation, increased to 4.39 at the end of the implementation. Based on these results, it can be said that the Argument-Based Learning Model provided a significant increase in the attitudes of 7th grade students towards speaking skills.

Discussion and Conclusion

The Argumentation-Based Learning Model is one of the approaches that draws on the constructivist learning theory and can help students develop higher thinking skills such as decision making, scientific inquiry, critical, thinking, and solving daily life problems (Erdoğan, Çiftçi & Topçu, 2017). In order for students to acquire knowledge meaningfully and permanently, constructivist learning environments are designed according to a learning strategy that is based on research and inquiry (MEB, 2018).

When the literature is examined, it is seen that many studies have been conducted in different fields regarding the argumentation-based learning model. However, it can be said that this study is original research conducted as action research in the field of Turkish education regarding students' persuasive speaking skills.

Looking at the literature, as emphasized by Bakdemir & Süğümlü (2024), the argumentation-based learning model increases academic success in studies conducted in the fields of language, science and chemistry (Aguirre Mendez et al., 2020; Aslan, 2018; Cheong, Zhu & Xu, 2021; İlk, 2019; Uç & Benzer, 2021; Preiss et al., 2013; Yasuda, 2023) and it is seen that it positively affects the motivational characteristics of the student (Aydoğdu, 2017; Çiçek Şentürk, 2020; Demirel, 2017; Lee & Lin, 2005; Guo et al., 2023).

When we look at the field of Turkish education, it can be seen that the first study with the argumentation-based learning model was done by Kana (2014). It can be said that studies on argumentation-based learning have increased subsequently (Bakdemir & Süğümlü, 2024, p. 31). Güzelküçük (2022) applied argumentation-based learning to the development of students' persuasive speaking skills and concluded that argumentation-based teaching positively affected students' persuasive speeches. In their study, Göçer & Kurt (2023) focused on activities that can improve narrative skills in order to show the usability of argumentation-based teaching in Turkish lessons.

Uc and Benzer (2021) state that writing-supported argumentation exercises positively affect the creative writing skills of seventh grade students. Tekindur (2022) states that argumentation-supported scientific writing studies are more effective than existing methods. Bakdemir & Suğumlü (2024) emphasized that the argumentation-based learning model increases students' persuasive writing success.

Karakaş & Sarıkaya (2020) state that the average scores increase as the applications of classroom teacher candidates in the argumentation-supported individual and group argument formation process increase. In his study on the argument levels of secondary school students, Daşgın (2022) stated that fifth and eighth grade students were generally able to produce arguments at the first, second and third levels. Akmaz (2023) stated in his study that the argument formation levels of seventh grade students were generally at the second level.

Çınar (2013) examined the impact of Argument-Based Science Teaching on the learning products of 5th grade students. He concluded that argumentation is an effective method in terms of sparking students' internal motivation, revealing what they think, and promoting self-evaluation. Işıker (2017) looked the effects of Argumentation-Based Teaching on students' academic success, scientific inquiry skills and attitudes in the 'Let's Know Matter' unit, and stated that argumentation improves students' academic achievement, scientific inquiry skills and their attitudes towards science lessons in a positive way.

Balcı (2015) investigated the impact of Scientific Argument-Based Learning process on students' academic achievement, willingness to participate in the discussions, and attitudes towards the Science and Technology course, while teaching the 'Cell Division and Inheritance' unit to 8th grade students. She concluded that the Argument-Based Learning Model positively affected students' willingness to participate in the discussions. Several other studies also support that the Argumentation-Based Learning Model contributes positively to students' willingness to argue. In his study with 5th grade students, Erdoğan (2010) revealed that the Argument-Based Learning process had a positive effect on students' willingness to argue. Similarly, Şekerci (2013), in his study on pre-service teachers, concluded that argumentation increases pre-service teachers' willingness to argue.

Within the scope of this study, it was examined how the arguments made by the students in the argumentation process were distributed according to the Toulmin's Model of Argument Classification. Considering the level of the students that they reached in the last week, it can be said that they were able to reach the level of forming scientific argumentations, and accordingly, they were able to improved their persuasive speaking skills.

Before the speech, a speaker should decide on the purpose of his/her persuasion and make an appropriate plan. Then, by using arguments, s/he should be able to express his/her knowledge, opinions and thoughts that appeal to logic or emotions. An argument (in the sense of presenting evidence) can be characterized as a way of persuading. Adopting a logical framework, one should use evidence to persuade the other person to adopt his/her views (Hall & Birkerts, 1991). Argumentation-Based Learning Model is one of the effective methods that can be used for this purpose in the educational processes. The data obtained in this study also support this view.

In this study, the number of arguments made by the students in the process of scientific argumentation was counted. In addition, it was examined whether there was an increase in the number of arguments and, accordingly, in their persuasive speaking skills during the implementation process. Based on the results, it was seen that there was a significant increase in the number of arguments made by the students, compared to the previous weeks.

Considering the arguments made by the students and the number of arguments in general, it can be asserted that there was an increase in both the number of argumentations produced by the students and the diversity of argumentation, especially in comparison to the first week. From this point of view, it can be suggested that the Argument-Based Learning Model is a very effective method in developing students' persuasive speaking skills.

Kesici (2021) stated in his study that teacher-centered lessons accompanied by conventional teaching methods causes students to lose interest in lesson after a certain time. He also stated that the methods, techniques and models that require cooperation

between students and enable students to be active throughout the lesson help students to be motivated. The Argument Based-Learning Model goes beyond traditional models and enables students to actively participate in the learning process. With this model, since students will be active in the learning process, it is possible for students to become more willing to speak and develop a positive attitude towards speaking skills. Findings from this study, in fact, support this view.

When the findings regarding whether the Argument-Based Learning Model made a significant difference in students' attitudes towards speaking skills in Turkish lessons, it was found that there was a significant difference between the scores (before and after the implementation) of the students participating in the study. Considering the mean rank and totals of the difference scores, it was seen that this observed difference was in favor of the positive ranks, that is, the post-test score. Therefore, it can be concluded that the Argument-Based Learning Model positively affected the attitudes of 7th grade students towards speaking skills.

It has been emphasized that students' intrinsic motivation increases as a result of teaching supported by arguments (De Bernardi & Antolini, 2007). Aydoğdu (2017), in his study with sixth grade secondary school students, states that the argumentation-based learning model increases students' motivation for the course. Çiçek Şentürk (2020) states that educational comics increase the motivation levels of fifth grade students when supported by argumentation. Bakdemir & Süğümlü (2024) emphasized that other researchers (Akmaz, 2023; İlk, 2019; İnam, 2020; Kaya, 2023; Yüksel, 2019) also concluded that the argumentation-based learning model increases motivation, and that argumentation-based learning processes can be a functional teaching element to increase writing motivation.

Balcı (2015), as a result of his study based on Argument-Based Learning, also stated that students' social communication increased, they were able to express themselves more comfortably, and at the beginning of the implementation, students were hesitant to express their thoughts, but in the following process, students were able to express their thoughts clearly. Çalhan (2012) examined the effect of collaborative teaching methods on pre-service teachers' speaking skills and academic success. In the study, it was revealed that the use of collaborative teaching in the oral expression course contributed positively to the speaking skills of the students, their attitudes towards the course and their academic success, unlike the conventional methods. Maden (2011), who examined the impact of role cards on success and attitude in speaking education, showed that the role cards were more effective than conventional methods in improving speaking skills. Similarly, Tüzemen (2016) examined whether the academic contradiction technique had an effect on students' speaking skills and anxiety, and whether the academic contradiction technique caused a change in students' attitudes towards Turkish lessons. As a result of the study, she concluded that the academic contradiction technique made a more positive impact on the speaking skills of the students, compared to the conventional activities. Yangil and Ünal (2019) similarly investigated the effect of persuasion technique on the speaking attitude of teacher candidates. They revealed that the lesson structured with the persuasion technique contributed positively to the attitude of the teacher candidates. Based on these studies, it can be concluded that the use of constructive methods, techniques and activities has a positive impact on students' speaking skills, speaking attitude and general attitudes towards lessons. It is also seen that these studies support the findings of this study.

Suggestions

The following recommendations are made in line with the findings of this study, which was conducted to understand the role of the Argument-Based Learning Model in the development of 7th grade students' persuasive speaking skills:

- Speaking activities should be carried out frequently in Turkish lessons.
- While implementing speaking activities, students' levels should be taken into account, and they should be encouraged to speak.
- In order to increase students' self-confidence, it should be ensured that they overcome their fear of speaking in public.
- With an aim to improve speaking skills and attitudes, further experimental studies that are structured with the methods and techniques related to speaking skills should be conducted.
- In Turkish lessons, besides the elective courses on writing and reading skills, courses for speaking skills should also be included.
- Since persuasion is a speaking technique and a way of learning, it has an important effect on human life. In fact, the basis of communication is the idea of persuading the other person. Therefore, persuasive speaking skills should be taught to students through practical activities starting from primary education.
- Persuasion techniques should be introduced to teacher candidates studying in the Turkish language teaching departments, and it should be ensured that teacher candidates use these techniques in a functional way.
- The Turkish Language Curriculum aims to raise individuals who have high communication skills, can solve problems, defend their thoughts and think critically. From this point of view, persuasive speeches are an important element of communication, deserving more attention in Turkish lessons.
- When the Turkish Language Curricula are examined, it is seen that they are insufficient in terms of persuasive speaking skills. In order to enable students to gain persuasive speaking skills, objectives related to persuasive speaking skills should be included at all grade levels.

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