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CHAPTER I: INTRODUCTION

1. Rationale

Dewi et al. (2016) ^[3] believed that English has long been considered as an international language, which is utilised by people all around the world, and taught to students from the young age to university level. The English language has gained its popularity through enabling people to communicate easily and effectively in almost any sector of daily life, namely business, commerce, technology, and the other related fields. Therefore, undoubtedly, English should be regarded as an important language component that all students are willingly required to master.

Besides, there is a perception that speaking is the most prominent skill when compared to other language skills in general and English particularly (Ur, 2012) ^[27]. Language users can be perceived as “master” only when they produce the speech as if they have included all other kinds of knowledge. Communication skills play a crucial role and people almost must have mastery over these skills to gain success in their fields. In other words, learners apply their linguistics knowledge and background knowledge to demonstrate their own ideas, to explore thoughts and negotiate meanings. However, speaking is not as easy as people conceive, not only do the speakers have to have a profound knowledge of lexicon and grammar but they need to produce and adapt them to certain circumstances as well (Rao, P.S., 2019) ^[23].

As teachers at a gifted high school in Vietnam, we do recognise the significance of supporting students to master academic communication skills effectively and efficiently. Following that, we soon realise that the eloquence in speaking is one of the most influential elements in the production of speech. Vietnamese gifted students do have trouble speaking low things acutely, and of great things with dignity, and of moderate things with temper. Moreover, a long-lasting setback that almost all students encounter is to feel their speech thoroughly, and to demonstrate it without fear. One of the most important factors in eloquence is that the speech is conveyed and the way the speakers demonstrate so that the audience can comprehend the problems and must be convinced about the issue. Particular, eloquence in communication skills, especially academic English, is the skill that needs to be learned, practised and cultivated. We, therefore, have been incentivized to carry out this paper research on the applications of games to improve eloquence in speaking.

Our research questions are:

- What elements constitute eloquence in communicative skills of gifted students?
- What are the setbacks to the improvement of eloquence in English speaking skills of gifted students?
- How can games be applied to eliminate the current setbacks?

2. Aims of the paper

The study reviews the must-have elements in eloquence of communicative skills and its importance in demonstrating a persuasive and fluent speech in academic English. More strikingly, our research also provides an analysis of the current barriers that our students are facing in improving their eloquence. The main aim of this paper is to know whether and how implementations of communicative games can better students' speaking skill in terms of eloquence.

3. Methodology

With a view to suggesting ways to improve eloquence in communicative skills, we have made a survey and analysed the current circumstances of how our school helps its students practise speaking, and applied three distinct games to better the elements in eloquence: roleplay game, debate, and storytelling.

4. Scope of the study

The study investigates the teaching of eloquence in speaking for gifted students, which means students majoring in English in high school settings in which speaking is taught as one of the four major sub-skills in English. The games offered by the study are set in a classroom environment of 35 students of gifted English students in a specialised high school and outline the fundamental rules of the games, which can be adapted depending on specific classroom contexts and available devices.

5. Significance of the study

The paper will stress the importance of teaching speaking effectively and efficiently in the gifted settings. Moreover, we are aware that English eloquence is a relatively difficult ability to speak and requires various elements, therefore, the analysis of factors and students' current setbacks will become the accredited source for many instructors to develop their teaching method.

Additionally, the application of suggested communicative games in practising speaking is believed to be approachable for both instructors and students in these settings. All things considered, students are supposed to produce a fluent and persuasive speech both in public speaking and joining the National English Competition (NEC). The result of this study is also expected to be useful for English teachers as they can reduce the difficulties of teaching speaking skill.

6. Summary

The report comprises of three main chapters with details as follows:

- Chapter I: Introduction - This chapter presents a summary of the paper, its rationale, aims, methodology, scope and significance for the teaching of speaking.
- Chapter II: Development - This chapter presents the literature pertinent to the concepts discussed in the paper, elaborates on the general setbacks encountered by gifted students in learning speaking eloquence and proposes three types of game to address those issues.
- Chapter III: Conclusion - This chapter synthesises all the analysis from the previous section, discusses the potential limitations and practical recommendations for future research.

CHAPTER II: DEVELOPMENT

1. Literature review

1.1. The importance of teaching speaking skill

Teaching English as a second language is a popular practice, especially in the modern era of global integration where English is considered a global language and “a global lingua franca” (Smokotin et al., 2014) ^[26]. Among the skills in English teaching, speaking can be considered as one of the pivotal ones in showing students’ levels in the language because language acts as a carrier of meanings and information and speaking is a means of communication to transmit those meanings and information between one another by applying the language to the process (Phan & Dang, 2021) ^[19]. When learning via different speaking activities, learners can foster their confidence and competency in their idea articulation, adopt various communication tactics and strategies in different real-life circumstances and fuel learners’ passion for the language (Sayow & Marsevani, 2024) ^[25]. Therefore, if speaking does not receive sufficient emphasis during the teaching process, English students will encounter great difficulties in applying the English

language to express and interpret their thoughts in the language, which ultimately defeats the purpose of learning the language in the first place.

1.2. Eloquence in speaking

In speaking, there is an indispensable concept called eloquence. There are various definitions pertaining to this concept. The most basic definition is from the dictionary in which eloquence is defined as “the ability to use language and express your opinions well, especially when you are speaking in public” (Oxford Dictionary, n.d.)^[36] or “the quality of delivering a clear, strong message” (Cambridge Dictionary, n.d.)^[32]. Kennedy and Cunin (2021)^[11] defines eloquence as “the fluency and persuasion of verbal or written presentation” and cite some famous examples of Winston Churchill, Martin Luther King and Barack Obama as eloquent speakers in creating persuasive and memorable speeches. Diving deeper into this, according to McFarland (1961)^[14], eloquence can be understood as the underlying characteristic of an enthusiastic, aspiring speaker who uses his or her convictions effectively to persuade other people to follow his or her ideas and eloquence is a combination of factors fit into one person to create his or her “own brand of eloquence”. This means that each person will have their own shade of charm or attractiveness in public speaking to be an actually eloquent speaker. Rao (2019)^[37] also asserts that eloquence emanates from the synergistic effect of numerous factors coming into play, from body language, eye contact to delivery, movement and voice modulation, to name but a few, and these factors, depending on specific contexts of the speech, will be properly chosen to consider when assessing eloquence.

Eloquence is not merely a linguistic tool, but it is a multifaceted skill drawing on various elements to produce a long-lasting impact as it goes beyond the literal meaning of words. It taps into the emotional core of the audience, fostering empathy and connection. Studies by psychologists Ekman and Davidson (1994)^[4] show that effective communication activates emotional centres in the recipient's brain. An eloquent speaker understands and utilises this connection, weaving emotions into their message to resonate with their audience. Eloquence also does not sacrifice clarity for emotional impact. Pinker (2015)^[20] argues that effective communication relies on clear and precise language. An eloquent communicator carefully chooses words to accurately convey their message, ensuring the audience receives their intended meaning.

1.3. Attributes of eloquence in speaking

Other important concepts that are relevant to the teaching of eloquence in English speaking lie in the challenges in the teaching process. The most prominent one is the issue of self-confidence in speaking, which is often cited as one of the primary obstacles hindering students in improving their speaking skills, either in the form of public speaking, live presentations or simply normal conversations (Dewi et al., 2016^[3]; Kennedy & Cunin, 2021^[11]; Lar & Maulina, 2021^[12]; Phan & Dang, 2021^[19]; Sayow & Marsevani, 2024^[25]). Nety et al. (2020)^[17] also goes deeper with the notion of self-confidence as a person with self-belief in their own values, abilities and the courage to act and the self-reliance. Rahmah (2018)^[21] even classifies the notion into two sub-categories: intrinsic self-confidence, which is about the emotions and feelings of individuals being content with themselves, and extrinsic self-confidence, which is about outward manners and attitudes towards others.

Critical thinking is another element that is also worth mentioning, considering their popularity in the media and education world. From Muhammadiyeva et al. (2020)^[16], critical thinking can be viewed as the ability to process and interpret the information given or learned by asking relevant questions, assessing the validity, having curiosity in seeking new insights and perspectives, being able to admit and adjust their own wrong perceptions. Sanavi and Tarighat (2014)^[24] are more specific in terms of its importance in language proficiency as learning the language can be found to enhance learners' critical thinking, motivating them to adopt a more active role in the learning process since they have to assess statements and make judgements more often. Goodman et al. (n.d.)^[33], Ramezani et al. (2016)^[22] and Akatsuka (2019)^[1] also find the inverse relationship - the positive impact of critical thinking on speaking as critical thinkers are able to perform their speaking ability better.

Rhetorical devices also play an integral part in an engaging speech. Rhetorical devices are techniques of arranging language in an artful manner to make the conversation or the speech become more outstanding, remarkable and thus, more memorable for the audience (Misner & Carr, 2023)^[15]. The benefits of using rhetorical devices are wide-ranging and well established, from helping the audience understand the content of the speech better (Brinks, 2019)^[31], improving the clarity of idea articulation (McMurrey et al., 2022)^[35], to making easier for speakers to elicit responses, emotions and feelings from the listeners (Heritage & Greatbatch, 1986^[7]; Feng et al., 2023^[5]), and easier for the listeners to retain information in their brain (Załęska, 2021)^[30],

especially considering the short concentration span of an average audience member (Lawrence, 2016) ^[34]. As outlined by rhetorical scholar Kennedy (1994) ^[10], these devices – such as metaphors, similes, and parallelism – can elevate language, adding depth and fostering persuasion. An eloquent speaker understands the power of these tools, using them strategically to enhance their message and guide the audience towards a specific interpretation. Moreover, these devices infuse language with rich imagery, rhythmic flow, and emphasis, leading to increased memorability and persuasive power.

2. General setbacks in developing eloquence in speaking

In the context of Vietnamese gifted students, teachers teaching English for the gifted all soon recognise that while eloquence is associated with the use of fancy words and the capability of producing speech without note persuasively, it is a matter of how to articulate a message from a student to live in the minds of an audience. It has built on the grim realisation that just applying impressive words logically and accurately is insufficient.

2.1. Self-confidence

According to Gurusamy (2021) ^[6], the feeling of nervousness when standing in front of people is considered a problem encountered by the majority of English learning students, especially Vietnamese students. The sole ground for this fright is their lack of confidence, which has its origin in the teaching method of the Vietnamese education system.

The survey conducted by our English department has shown that, in the view of gifted students, the Vietnamese English curriculum has long focused on vocabulary and grammar exercises, as well as the receptive skills, where productive skills are conspicuously neglected. Teachers tend to concentrate on introducing complicated structures, grammars and fancy words to students, with an aim of issuing them with a profound theoretical knowledge without any practicable capacity. Following that, even gifted students still have scarce chances to practise speaking, which results in their lack of self-confidence. Not having sufficient practice, coupled with the lack of a dedicated English-speaking environment surrounding them, has led to their ill-exposure to the real world and characteristics.

Furthermore, our survey did claim that the three more main obstacles, besides the lack of practice, constitute the lack of confidence in Vietnamese students: anxiety, fear of making mistakes, and shyness. While anxiety leads to silence and minimal participation, fear of making

mistakes is another significant factor, with students worried about being ridiculed by classmates. Shyness, often linked to a perceived lack of vocabulary or poor pronunciation, also hinders performance (Nety et al., 2020) ^[17]. The confidence in communicative skills is not only accompanied by gestures, body language, but also the tone of voice, which all enhances the persuasive impact of the message conveyed (Islamov, 2020) ^[9]. Therefore, having a confident demeanour when standing in front of audiences is a skill that requires constant practice and attempt. According to the current setbacks, teachers can play a crucial role in mitigating these challenges. By creating a relaxed and supportive classroom environment, fostering emotional bonds with students, and providing individual guidance and motivation, teachers can empower students to overcome their anxieties and participate more actively.

2.2. Critical thinking

Many studies have gone to the conclusion that fluency and vocabulary are the cornerstones of eloquence, however, a lesser discussed yet critical element is the ability to think critically. Critical thinking skills and eloquence are reported to have a firm connection, which can be reflected through productive skills such as communicative skills, especially public and rhetoric speaking due to its requirements in analysing situations, conveying the message coherently and cohesively, and clarifying opinions. In accordance with that, Vietnam's education system has undergone significant reforms, prioritising academic achievement and standardised testing. Nevertheless, the lack of emphasis on critical thinking skills can have a substantial impact on the development of eloquence in Vietnamese students.

Students have voiced their opinion on the current curriculum which the traditional model puts much emphasis on memorization rather than encouraging students to state open questions. Critical thinking allows students to analyse information, identify its underlying assumptions, and delve deeper into its complexities. Ngo (2019) ^[18] also demonstrates that in the Vietnamese classroom environment, the act of students looking for knowledge and information is not paid sufficient attention with the teacher-led curriculum and reproducing the expected correct answers is the norm, reducing the chance of students using their own intuition and judgement to seek for new knowledge and evaluate that on their own. Without this ability, students may struggle to move beyond memorization and regurgitation of facts, limiting the substance of their arguments and hindering their ability to engage audiences on a meaningful level. The conventional teaching method does not willingly encourage students to counter-argue their teachers' saying, which results

in being afraid of spouting their own opinion, and consequently, hinder their critical thinking skills from improving. More specifically, along with creativity and argumentative manners, critical thinking is considered a must in educating Vietnamese students with a view to eradicating deep-rooted learning styles that merely concentrate on memorising bodies of knowledge. The students have expressed their desire to apply new methods to teaching English speaking rather than hinder them in applying what they learn to real life activity.

2.3. Rhetorical devices

We have also noticed that the rhetorical devices are also the vital components of eloquence that goes unaddressed in Vietnamese curriculum. Vietnamese students' communication may lack depth and impact due to their unfamiliarity with rhetorical devices. These tools are applied to create vivid pictures, fostering audience engagement and agreement. Moreover, these devices also evoke emotions and strengthen the connection between speakers and listeners, which makes the presentations more memorable with striking imagery (Hussein, 2023) ^[8].

While the Vietnamese education system demonstrably prioritises grammatical accuracy and vocabulary acquisition, a crucial element for achieving eloquence – the strategic use of rhetorical devices – often remains underdeveloped in Vietnamese students. This paper argues that the current curriculum inadvertently overshadows the practical application of language in a persuasive and engaging way. Students may be well-versed in identifying parts of speech and verb tenses yet lack the necessary practice in utilising rhetorical devices to elevate their communication beyond mere factual accuracy. More specifically, gifted students might not explicitly introduce rhetorical devices as they encounter them anecdotally in literature or speeches, but without dedicated exploration or instruction, they may not grasp their purpose or effective use (Yang, 2019) ^[29].

Furthermore, the focus on direct and concise communication as the primary evaluation criteria for student speaking performances can create an unintended barrier to embracing rhetorical devices. These tools, by their very nature, often involve a degree of indirectness or figurative language (Lawrence, 2016) ^[34]. Consequently, students may perceive metaphors and similes as superfluous embellishments, hindering their understanding and application of these powerful tools.

3. Application of games in developing eloquence in speaking

In teaching speaking and instilling eloquence in students, games have emerged as one of the central methods for teaching English at school and some of the favourite ways of both students

and teachers to engage in the classroom. The role of games in teaching speaking lies in the fuelling of motivation for students because games add the element of fun and competition into the speaking learning process, which helps to provide new and intriguing contexts and purposes for students to practise the skills they have already studied (León & Cely, 2010)^[13]. Dewi et al. (2016)^[3] also add to the role of games, referring to communicative games in teaching speaking as a safe, non-threatening setting for students to practise the skill without fear of failure when dealing with new knowledge. When giving them a safe and fun environment to practise their speaking with games, students are allowed to interact more in the language and actually apply English for meaningful communication, gradually improving their confidence and motivation for speaking (Sayow & Marsevani, 2024^[25]). Also, the utility of this method lies in the fact that as games usually require a certain number of people to function, which matches well with the nature of speaking - an act of exchange of ideas and information between people. This means that games require the participants to either work with or confront other people - an inherent feature of speaking and a must-have element in improving eloquence.

It is also vital to understand the classifications of games in language learning to be able to identify the potential useful games for teaching speaking eloquence. León and Cely (2010)^[13] and Wright et al. (2012)^[28] provide a useful framework to understand the different categories of games for language learning, which can be synthesised as follows:

- Picture games: These games entail the use of pictures to propel students to see the similarities and contrasts, as well as possible relationships, thus prompting a rather freestyle use of language during speaking at students' command.
- Psychology games: These types of games evoke the use of human mind and sense such as memory, visual and oral perceptions to encourage focus and speaking
- Sound games: These games involve the use of sound and require the utilisation of listening skills and imagination, thus provoking the use of speaking to exchange viewpoints and information.
- Card and board games: These games are based on the adaptations of popular card and board games to require students to speak for expressing opinions.
- Word games: These games are based on the principles of grammatical and vocabulary rules such as spelling, word meanings, sentence structures.
- True-False games: These games prompt students to identify whether a piece of information is true or false.

- Memory games: These games involve students' utilisation of memorisation ability to remember different types of information, provoking discussions and arguments to exchange ideas.
- Caring and sharing games: These games are a rather intimate form of games, having students share personal feelings or events with other people in the language, which require a certain degree of trust and comfort between the participants.
- Guessing and speculating games: These games involve certain people knowing something and the others seeking that information, thus provoking speaking actions from participants and having a multitude of variations.
- Story games: These games have a framework for participants to speak about a story and share it with other people.
- Argument games: These games structure a context that provokes the conflict of ideas in a specified format such as debates, discussions and negotiations and requires speaking dialogues in order to exchange information and achieve certain objectives.

Even though there are a wide variety of game categories, when considering suitable games for classroom environments to promote eloquence speaking, it is essential design games to promote healthy cooperation and competition that provides a meaningful purpose to speak English (Byrne, 1976) ^[2]. This is especially the case when the subject in this report is gifted high-school student who usually possess a certain level of independence and desire for competition in their learning, so if not conducted properly, games can exacerbate their inner sense of competitiveness.

3.1. Role Play game

Role Play is a game belonging to the “story games” category and used to address. This game requires students to immerse themselves in a wide range of characters and situations and using structured dialogues to demonstrate the scenes, thus allowing students to hone their speaking skills in a dynamic and comforting environment and building their confidence gradually. The rules and implementation steps will be analysed as follows.

3.1.1. Rules

The Role Play game operates under a structured set of rules to ensure a smooth and educational experience in the classroom. Firstly, each student is assigned a specific role based on a given scenario. These roles can range from historical figures to fictional characters, professionals,

or ordinary individuals in an array of situations (which can be both from real life or imaginary contexts), which helps students adapt to different speaking styles and contexts.

A brief description of the scenario is provided to set the context. This scenario can range from a historical event to a business meeting or a social gathering. Students are then given a few minutes of preparation time to adjust themselves into the character. While they can jot down key points, the emphasis remains on spontaneous and natural speech delivery.

Students will converse in the dialogue session according to their roles and the situation, maintaining character and responding to the topic in a suitable manner. Every role-playing session has a time limit, often lasting five to ten minutes, to make sure the children stay attentive and involved. Following the session, the teacher and peers provide constructive criticism, concentrating on eloquent elements like delivery, clarity, and engagement. Roles and scenarios are rotated on a regular basis to offer each student with complete practice in a variety of speaking and reacting styles. By preventing students from being too comfortable with one particular role, this variation pushes them to consistently step out of their comfort zones and gain confidence.

3.1.2. Implementation

Table 1 is a fundamental summary of the implementation steps for the teacher.

Table 1.

Steps for the teacher to implement the Role Play game

Step and Duration	Detailed steps
<p>Step 1: Preparation before the game session, at least 1 day in advance</p>	<p>Select Scenarios and Roles:</p> <ul style="list-style-type: none"> ● Choose scenarios that align with students' interests and educational goals. Scenarios could be historical debates, business meetings, social gatherings, or fictional conflict resolutions. ● Announce potential roles to students. <p>Prepare Materials:</p> <ul style="list-style-type: none"> ● Provide students with background information and context for their roles: brief biographies of historical figures, details of the business scenario, or descriptions of the fictional setting. ● Gather any necessary props or materials to support the role play:

	<p>costumes, props, or visual aids.</p> <p>Explain Rules and Objectives:</p> <ul style="list-style-type: none"> • Clearly explain the rules of the game to the students. Emphasize the importance of staying in character and practicing eloquence throughout the exercise. • Outline the objectives of the role play, focusing on improving speaking skills and building confidence.
<p>Step 2: Role Assignment and Preparation</p> <p>During the session, 10 - 15 minutes</p>	<p>Assign Groups & Roles:</p> <ul style="list-style-type: none"> • Divide class into groups and assign each student a specific role within the chosen scenario. Ensure that roles are distributed fairly, and that each student understands their character and responsibilities. <p>Preparation Time:</p> <ul style="list-style-type: none"> • Allow students 5-10 minutes to prepare for their roles. During this time, they can jot down key points and think about how they will portray their character. Encourage them to focus on articulation, vocabulary, and staying in character.
<p>Step 3: Conducting the Role Play</p> <p>5-10 minutes per role-play session</p>	<p>Set the Scene:</p> <ul style="list-style-type: none"> • Provide a brief description of the scenario to set the context for the role play. This helps students understand the setting and their character's motivations. <p>Role Play Session:</p> <ul style="list-style-type: none"> • Conduct the role play session, ensuring that all students are actively participating and adhering to the time limits. Each session should last between 5 to 10 minutes, depending on the complexity of the scenario. <p>Facilitate Interaction</p> <ul style="list-style-type: none"> • As the facilitator, guide the interactions to ensure they remain focused and productive. Encourage students to stay in character and react appropriately to the discussion.

<p>Step 4: Feedback and Reflection 10-15 minutes</p>	<p>Provide Feedback:</p> <ul style="list-style-type: none"> • After the role play session, provide constructive feedback to each student. Focus on aspects such as eloquence, clarity, engagement, and confidence. • Encourage peers to provide feedback as well, fostering a supportive and collaborative environment. <p>Reflection:</p> <ul style="list-style-type: none"> • Allow students a few minutes to reflect on their performance and the feedback they received. Encourage them to think about what they did well and what they can improve on in future sessions.
<p>Step 5: Rotation and Repetition</p>	<p>Rotate Roles and Scenarios:</p> <ul style="list-style-type: none"> • Regularly rotate roles and scenarios to provide students with varied practice opportunities <p>Repeat Sessions:</p> <ul style="list-style-type: none"> • Conduct multiple roles play sessions over time to provide continuous practice and reinforcement of speaking skills.

During the implementation of the Role Play game, to accommodate gifted students' superior intellectual and creative skills, it must be tailored with a number of important modifications. Students that are gifted frequently show signs of increased curiosity, rapid learning, and a keen interest in challenging subjects. The scenarios and roles chosen should be mentally interesting and difficult in order to address these tendencies. Engaging talented children with complex storylines and nuanced characters in fictional conflict resolutions, corporate discussions, and historical arguments are great. As gifted students frequently possess a strong sense of self-direction, they could gain from having the opportunity to shape the course of the Role Play game. Giving students the freedom to create new situations or make changes to ones that already exist will increase their sense of ownership and participation in the learning process. Incorporating components of peer review and self-assessment may also encourage critical thinking and self-improvement, which will boost their confidence even more as they take control of their educational path. For this group of students, there is also the option to modify the time limitations for

preparation and discussion. Less time spent preparing may be used to test their capacity to talk spontaneously because they are quick learners and quick thinkers.

To further make the Role Play game more intriguing and innovative, the teacher can contemplate the use of technology such as projectors, speakers and even the use of AR (Augmented Reality) or VR (Virtual Reality) setup to simulate the contexts, depending on the conditions of the classroom and available technologies to the teacher and students. Also, as this is a highly interactive game, the teacher can increase the interactive element by introducing interactive scenarios in which the outcomes depend on the decisions of the students or even by the audience. These scenarios will thus have multiple branching paths that change based on the choice of a certain stage, adding a sense of unpredictability and requiring students to be resourceful and adapt quickly, promoting their self-confidence when navigating difficult contexts.

3.1.3. Criteria

The Role Play game performance of the students is assessed using a number of criteria. When it comes to a student's ability to speak properly and pronounce words correctly, clarity and articulation are crucial. Evaluation of the student's capacity to draw in and hold the attention of the audience during their speech is another important component of engagement. Relevance and responsiveness, which gauge one's capacity to remain on subject and react suitably to the remarks of others, are also vital. Another crucial factor is vocabulary utilisation, which emphasises the use of suitable and diverse language with the fluidity and flow of discourse, with few needless pauses or fillers. An evaluation of a student's confidence is based on their general manner and level of certainty when speaking and engaging with others. By establishing these precise benchmarks, teachers may help students focus on the areas of their speaking that need improvement, which will increase their confidence as they work toward these objectives.

3.2. Debate game

The second activity, the Debate game, aims at tackling gifted students' lack of critical thinking. Belonging to the "Argument games" category, this engages students in formal debates on various topics, encouraging them to develop and present well-reasoned arguments, articulate their thoughts clearly, and respond to counterarguments effectively. By participating in debates, students practise critical analysis, logical reasoning, and persuasive communication, all of which are essential for confident public speaking and intellectual growth.

3.2.1. Rules

The Debate Game adheres to a set of guidelines to guarantee an equitable, well-structured, and fruitful environment. First of all, the teacher, as a moderator, selects the themes that cover a broad variety of issues, such as current affairs, moral nuances, scientific discoveries, and historical disputes. The students are split up into groups of two to four people each, and each group is given the affirmative or negative viewpoint on the chosen subject. After that, teams are given a set amount of time - typically 20 to 30 minutes - to conduct background research, develop arguments, and get ready for speeches. During this period, they can use books, journals, and the internet as resources.

Opening, rebuttal, cross-examination, and closing speeches are the structure of the debate's framework. After 3-5 minutes of each side's opening statement, which summarises their primary points of contention, teams engage in 2-3 minutes of rebuttals, during which they address the points made by the other team. Teams question and answer each other for three to five minutes during the cross-examination in order to refute each other's claims and provide clarifications. Lastly, in the two-to-three-minute concluding remarks, each team restates their position and summarises the main points of their respective arguments. Judges are peers, teachers, or a mix of the two. Debates are judged on their persuasiveness, coherence, logical consistency, use of evidence, and delivery.

3.2.2. Implementation

Table 2 is a fundamental summary of the implementation steps for the teacher.

Table 2.

Steps for the teacher to implement the Debate game

Step and Duration	Detailed steps
Step 1: Preparation before the game session, at least 1 day in advance	Select Topics: <ul style="list-style-type: none">● Choose a variety of engaging and relevant topics that align with students' interests and educational goals. Form Teams: <ul style="list-style-type: none">● Divide students into teams and assign positions (affirmative or negative) for each topic. Provide Materials:

	<ul style="list-style-type: none"> ● Ensure students have access to necessary research materials and resources. <p>Research:</p> <ul style="list-style-type: none"> ● Allow teams to research their topic, gather evidence, and formulate and organise their arguments.
<p>Step 2: Conducting the Debate</p> <p>During the session, 20 - 30 minutes</p>	<ul style="list-style-type: none"> ● Opening Statements: Each team presents their opening arguments. ● Rebuttals: Teams respond to the opposing team's points. ● Cross-Examination: Teams engage in a question-and-answer session. ● Closing Statements: Each team presents their closing arguments.
<p>Step 4: Feedback and Reflection</p> <p>10-15 minutes</p>	<p>Provide Feedback:</p> <ul style="list-style-type: none"> ● After the role play session, provide constructive feedback to each student. Focus on aspects such as eloquence, clarity, persuasiveness. ● Encourage peers to provide feedback as well, fostering a supportive and collaborative environment. <p>Reflection:</p> <ul style="list-style-type: none"> ● Allow students a few minutes to reflect on their performance and the feedback they received.
<p>Step 5: Rotation and Repetition</p>	<p>Rotate Topics</p> <ul style="list-style-type: none"> ● Regularly change topics and team compositions to provide varied practice opportunities. <p>Repeat Sessions:</p> <ul style="list-style-type: none"> ● Conduct multiple sessions over time to provide continuous practice and reinforcement of speaking skills.

A few significant changes must be made in order to modify the Debate Game for gifted students. Their exceptional intellectual skills are catered to by choosing difficult and intellectually exciting subjects that call for in-depth examination and critical thought. Their strengths may be developed by giving them thoughtful, in-depth criticism, talking about logical fallacies, advanced

rhetorical methods, and tactics for bolstering arguments. In addition, encouraging gifted students to suggest and choose debate subjects raises their sense of participation and ownership. Longer research periods that allow for in-depth discussion of subjects, the inclusion of components of peer review and self-evaluation to promote critical thinking and self-improvement, and the integration of information from different disciplines (such as science, history, and ethics) to produce more intricate and interesting discussions are all useful adjustments.

To further make the Debate game more creative and engaging, technology integration can improve the debate experience. The process may be made more dynamic by utilising internet resources to promote evidence-based arguments, virtual debating formats, and digital platforms for study, as well as utilising video recording and replay for critical analysis and self-evaluation. Another worth-trying approach is creating interactive discussions with voting or audience involvement as a means of determining the winner introduces a degree of uncertainty and challenges students to think critically and swiftly adjust. Midway through the argument, it is possible to introduce role reversal, when students argue from the opposing position, which pushes students to be more flexible and improves their comprehension of different points of view. Also, to encourage more competition as that can help to trigger students' critical attitudes when dealing with opposing ideas, the teacher can introduce enticing, worthwhile rewards for the winning team to evoke their sense of competitiveness and force them to apply their critical thinking more vigorously.

3.2.3. Criteria

Multiple criteria are employed to analyse debates in order to guarantee a thorough evaluation. Clarity and articulation assessment evaluates a student's capacity for accurate word pronunciation and clear speech. Arguments are evaluated for coherence and structure using logical consistency while the strength and applicability of the evidence are also considered when using it. Additionally, response to counterarguments is evaluated by responsiveness, whereas engagement gauges a student's capacity to pique and hold the attention of the audience. Body language considers the efficient use of gestures and facial expressions to improve communication, and confidence is assessed based on the general self-assurance and demeanour during the argument.

3.3. The Storytelling game

The third and final activity is called the Storytelling game that is targeted at the limited use of rhetorical devices in gifted students. The purpose of the game is to help students become more

eloquent speakers by allowing them to construct interesting stories using a set of cues. The main goal is to improve narrative via the appropriate use of rhetorical devices as these techniques are mostly found in literary works, so storytelling. Because it requires players to think imaginatively, utilise language skilfully, and practise public speaking, this game is particularly helpful for gifted students.

3.3.1. Rules

The rules for the Storytelling game would be rather simple. The game begins with students being divided into small teams of 3-4 members or simply on an individual basis. Each team receives a set of hints - these can be words, phrases, or images that may be easy at first and then progress to higher levels of difficulty with more confusing cues - that they must incorporate into their story. Team members will collaborate to create a cohesive and engaging storyline that includes all the given hints, within a set time limit of 5-10 minutes. Each team then presents their story to the class, focusing on eloquence and the use of rhetorical devices to make the story sound convincing and interesting. Stories are evaluated based on creativity, coherence, the effective use of hints, and the application of rhetorical devices.

3.3.2. Implementation

Table 3 is a summary of the implementation steps for the teacher.

Table 3.

Steps for the teacher to implement the Debate game

Step and Duration	Detailed steps
Step 1: Preparation 15-20 minutes	Introduction to Rhetorical Devices: <ul style="list-style-type: none"> ● The instructor introduces rhetorical devices, providing definitions and examples. Game Formation: <ul style="list-style-type: none"> ● Divide students into teams of 3-4 members or allow students to work individually. Distribute Hints: <ul style="list-style-type: none"> ● Provide each team with a unique set of hints. These can be words,

	phrases, or images related to a theme or completely random.
Step 2: Story Creation 5-10 minutes	Brainstorming: <ul style="list-style-type: none"> ● Students spend the first half of the time brainstorming ideas, deciding how to incorporate the hints into a coherent story with occasion teacher recommendations. Drafting the Story: <ul style="list-style-type: none"> ● Students spend the remaining time drafting their story, ensuring they use rhetorical devices to enhance their narrative.
Step 3: Presentation 20-25 minutes	Presentation Time: <ul style="list-style-type: none"> ● Each team presents their story to the class, with each member contributing to the storytelling. Presentations should last 5-7 minutes per team. Focus on Eloquence: <ul style="list-style-type: none"> ● Students should focus on clear articulation, expressive delivery, and the effective use of rhetorical devices.
Step 4: Feedback and Reflection 10-15 minutes	Peer and Teacher Feedback: <ul style="list-style-type: none"> ● After each presentation, the teacher and peers provide constructive feedback focusing on the use of rhetorical devices, coherence, and presentation skills. Reflection: <ul style="list-style-type: none"> ● Students reflect on their performance, noting areas for improvement and successful strategies.

Gifted students usually gain from extra challenges and chances for in-depth research. Therefore, more intricate and abstract clues can be added to the game to test the ingenuity of this exceptional group of students. Also, by introducing sophisticated rhetorical strategies with higher difficulty step by step, the storytellers are more likely to employ them. Not confined to that, letting tales become longer and more intricate can give creators and presenters more time to demonstrate their ability and more space to apply more rhetorical devices.

With a view to increasing the game's attractiveness to students, multimedia cues like sound effects, brief video clips, or musical compositions can be utilised as story starters to add a creative and captivating element to the Storytelling Game. Variety and complexity are another aspect that can be added when distinct genres - such as mystery, sci-fi, or comedy - are assigned to each team. An element of improvisation can be incorporated as well when an engaged audience is given the opportunity to ask questions and suggest story twists during presentations. Finally, a collaborative and continuous narrative is produced when every team picks up where the previous team left off with the story.

3.3.3. Criteria

Creativity, coherence, deft use of clues and rhetorical techniques, and presenting abilities are all taken into consideration while grading stories. While coherence evaluates the ideas' logical flow and relationship, creativity measures the story's originality and ingenuity. The degree to which the provided suggestions are skilfully integrated into the narrative is measured by how well they are used. More importantly in this game, as the original purpose is for rhetorical devices, the artful use of similes, metaphors, alliteration, exaggeration, and rhetorical questions to strengthen the story is examined in the use of rhetorical techniques.

4. Practical application

To prove the effectiveness of the game, the report applied it to a classroom setting of 35 students conducted in two rounds of each game. To evaluate the effectiveness of the application of games, a speaking test was given to all students, requiring them to give a monologue of around 3-5 minutes to answer a specified topic and scores were marked based on the criteria in Table 4. More detailed description of the criteria is given in the Appendix in Table A.

Table 4.

Criteria for marking pre-evaluation and post-evaluation speaking test

Criteria	Scores per criteria				
	1	2	3	4	5
Pronunciation (P)	Unsatisfactory 1-29	Need much improvement 30-49	Need improvement 50-59	Meet expectation 60-79	Exceed expectation 80-100
Clarity and Content (CC)					
Language Use (LU)					
Delivery and presentation (DP)					
Engagement and impact (EI)					

Also, after the test, students have to do a self-assessment of their speaking skills based on the three attributes of eloquence mentioned in the previous section, which can be seen in Table 5.

Table 5.

Criteria for self-assessment

Criteria	Extremely Poor	Poor	Fair	Good	Extremely Good
Sense self-confidence	1	2	3	4	5
Use of rhetoric devices					
Applying critical thinking					

Table 6 summarises the process of applying the game approach to speaking, as well the flow of application.

Table 6.

The flow of the game approach application

Week	Activity	Details

1	Pre-application evaluation	<p>Speaking test for students</p> <p>Topic: Poorer nations are suffering from environmental pollution mostly caused by richer nations; therefore, the responsibility of environmental protection should only lie in richer nations, not the poor ones. To what extent do you agree or disagree?</p> <p>Pre-evaluation self-assessment</p>
	Round 1	<p>Role Play game 1: Historical Debate</p> <p>Students, divided into 5 groups of 7 people each, pretend to be well-known historical personalities debating an important historical event to trigger students' initial interest, namely the retaliation planning for the Battle of Dien Bien Phu. Ho Chi Minh, Vo Nguyen Giap or representatives from the French colony are a few examples of possible roles. Every student is required to present a well-informed show to demonstrate the history.</p> <p>Debate game 1: Debate on Climate Change Policies</p> <p>Students discuss the advantages and disadvantages of several climate change measures in this hypothetical situation. Aggressive measures including carbon fees, stringent emissions controls, and large expenditures in renewable energy are advocated by one team. The other side argues against taking such drastic steps, citing worries about the feasibility, the impact on the economy, and possible harm to certain businesses and jobs. They could recommend different strategies including market-driven solutions, technical innovation, and phased adoption.</p> <p>Storytelling game 1: Space Exploration</p> <p>Students receive clues about an asteroid belt, an abandoned spacecraft, an extraterrestrial civilisation, and an enigmatic signal. They create a narrative about astronauts who receive an enigmatic signal from an extraterrestrial civilisation and uncover an abandoned spacecraft in an</p>

		<p>asteroid belt. They employ rhetorical questions to create tension regarding the alien's intentions, alliteration to convey the quiet surroundings of the spaceship, and striking imagery to capture the immensity of space and create a complicated story.</p>
2	Round 2	<p>Role Play game 2: Business Meeting</p> <p>Students are divided in 7 groups, participating in a board meeting to debate the introduction of a new product in a business meeting scenario with the same implementation steps. The CEO, Director of Marketing, Financial Advisor, and Product Manager are possible roles. Then, they demonstrate their professional and persuasive speaking skills by collaborating to create choices and presenting their views. Through practice with business communication and decision-making, students gain confidence in their ability to manage professional relationships.</p>
		<p>Debate game 2: Ethical Debate on Artificial Intelligence</p> <p>Students discuss the ethical implications of artificial intelligence (AI) in this scenario. Teams are tasked with arguing for or against society's widespread use of artificial intelligence. One group may contend that AI can have a major positive impact on healthcare, education, and industry efficiency, as well as help society as a whole. The other side would raise objections to the unrestricted use of AI, pointing out issues with employment displacement, privacy, and moral conundrums arising from AI decision-making.</p>
		<p>Storytelling game 2: The youth perspective</p> <p>In this game, an individual is given many phrases and is required to choose more than two phrases to combine these words appropriately to create a topic that they are concerned about. Moreover, students need to make use of similes to relate the topic to their real life, metaphors to convey the message vividly, and exaggeration to highlight their</p>

		<p>discussed issue, thereby able to sharpen their use of rhetorical strategies, storytelling abilities, and creative thinking with this practice.</p> <p style="text-align: center;"> startup 4.0 revolution crisis identity Artificial Intelligence youth opportunities Custom threat </p>
3	Post-application evaluation	<p>Speaking test for students</p> <p>Topic: Some people believe that technology is the main reason why the gap between rich and poor nations is widening. To what extent do you agree or disagree?</p> <p>Post-evaluation self-assessment</p>

Some examples of the students’ work can be observed as follows:

- **Role Play game 2:** After the first round in Week 1 and more practice, the students have demonstrated greater confidence and showed little hesitation when acting in front of the classroom as they have better preparation for what skills are needed in the role they play. For instance, in one group, the general flow is as follows:

“The CEO opens by emphasizing growth and collaboration. The Product Manager presents ideas: expanding a product line with a new feature for a younger demographic and entering a new market with a completely new product line. The Marketing Director focuses on data-driven audience segmentation, multi-channel marketing strategies, and brand differentiation. The Financial Advisor analyses financial projections, proposes risk management strategies, and considers funding options. The Product Manager highlights product benefits, market research, and implementation plans. Through this exchange, they will collaboratively decide on the best path forward for the company.”

- **Debate game 2:** Once familiar with the game, the students have exhibited greater use of critical thinking, judgement and even some tricks to gain the victory in the game. For example, in one debate for two pairs, the general flow is as follows:

“The first group, advocating for caution with AI, argues that widespread use could have significant downsides. They point to potential job displacement across various industries, citing automation as a threat to employment and economic stability. Additionally, they raise privacy concerns, highlighting the risk of AI algorithms collecting and analysing vast amounts of personal data which could be misused. Furthermore, they warn of potential biases within AI systems if trained on biased data, leading to discriminatory practices. Finally, they pose ethical dilemmas surrounding AI decision-making, questioning accountability for autonomous systems and the implications for sensitive areas like weapons technology.

Opposing this cautious approach, the second group champions the potential benefits of AI. They acknowledge job displacement anxieties but argue that AI will also create new opportunities in areas like AI development and data analysis. Additionally, they believe proactive measures like retraining programs can mitigate job losses. Looking beyond employment, they highlight the potential for AI to revolutionize healthcare through personalized treatment plans and improved diagnoses. Similarly, they envision AI enhancing education with individualized learning experiences tailored to each student's needs. Overall, this group emphasizes the potential for AI to boost efficiency and innovation across various industries, freeing up human workers to focus on more creative and strategic endeavours. They acknowledge the need to address bias in AI development but believe in the possibility of mitigating this risk through responsible practices.”

- Storytelling game 2: With all the speaking practice from the previous games and greater familiarity with rhetorical devices, students have been able to control the stage when having to present individually with charm and use rhetorical techniques to instil the desired emotions in their classmates. For example, one student has told a story with a general script as follows:

“Good morning, everyone. Today, I want to address a growing crisis facing our generation: the erosion of custom identity in the age of mass media and social comparison. For generations, customs – traditions, rituals, and practices unique to a family, community, or culture – have served as the bedrock of personal identity. They weave a narrative of who we are, where we come from, and the values we hold dear. Imagine a vibrant tapestry, each thread representing a cherished custom that binds us to our heritage. However, the relentless homogenizing force of social media and mass media threatens to unravel this

tapestry. We are bombarded with a constant stream of curated online identities, filtered experiences, and the pressure to conform to a narrow definition of "cool." This relentless comparison breeds insecurity and a yearning to mimic the viral trends we see online, leading to a dilution of our unique customs and traditions. This erosion of custom identity has dire consequences. Without a strong sense of who we are and where we belong, young people are adrift in a sea of uncertainty. Anxiety, depression, and a sense of alienation become rampant. We lose the richness and depth that comes from understanding our heritage and traditions. However, there's still hope. We, the youth, have the power to reclaim our identities. Let's delve deeper into our family histories, uncover forgotten traditions, and breathe new life into our customs. Let's celebrate our cultural heritage and embrace the quirks that make us unique. By reclaiming our customs, we reclaim our identities. We empower ourselves and create a future where individuality is a source of strength, not insecurity. Let us not be a generation defined by fleeting trends, but by the rich tapestry woven from our unique customs and traditions."

5. Evaluation results

The evaluation results of pre-application and post-application speaking tests and self-assessment survey are shown in Figure 1 and Figure 2 respectively.

Figure 1.

Average Scores per Criterion

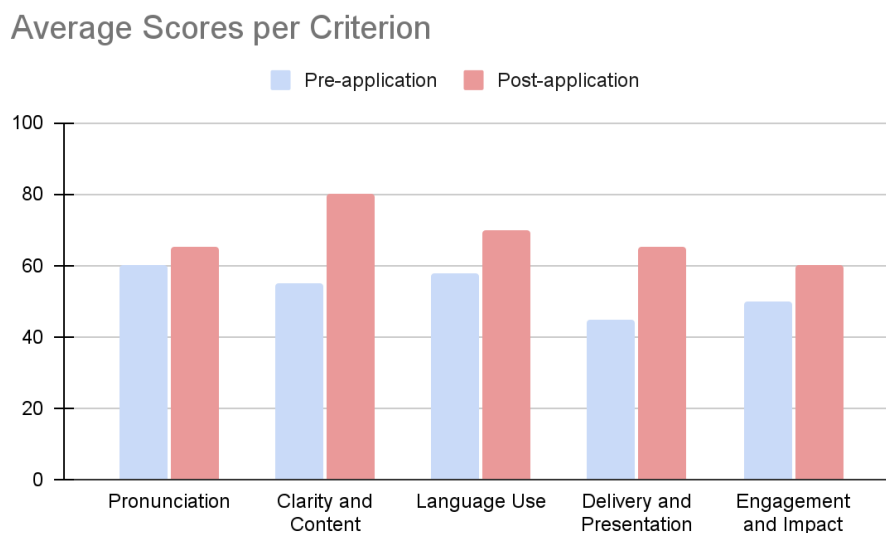


Figure 2.

Average Score in Self-Assessment

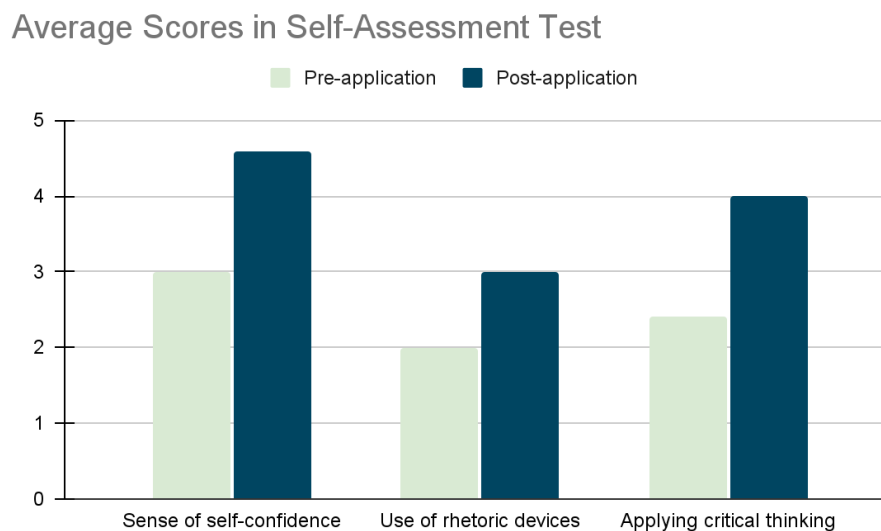


Figure 1 reveals mixed results for the communication games program's impact on oral test performance. While average scores for some particular criteria such as clarity and content, language use, delivery and presentation, and engagement and impact all show a possible increase after implementing those games, a definitive upward trend is difficult to confirm due to the use of averages scores on this analysis, not the direction of change for each student. These improvements could be attributed to the program's emphasis on solving students' current issues in delivering a speech both in daily life and academic aspects. However, the impact on pronunciation remains unclear, as the scores suggest minimal change in these areas.

As can be seen from Figure 2, the average score for self-confidence appears to be greatly higher after applying the communication games to teaching speaking. This phenomenon can be explained as students are able to assess their general confidence while speaking, in other words, they can easily recognize their feelings when delivering a speech, which generates favourable conditions for future learning and motivation. However, in contrast, the figure of use of rhetorical devices, despite witnessing a similar pattern, does not increase dramatically due to its difficulty in self-assessing - students do not have substantial knowledge and judgement to measure their result in this aspect. Finally, before implementing games in improving eloquence, the survey showed that students are not sure whether they apply critical thinking to brainstorming ideas prior to demonstrating a speech or not. In contrast, after the implementation, positive trends are witnessed,

which proves the effectiveness and validity of communication games when applying to enhance this element.

CHAPTER III: CONCLUSION

1. Summary of the findings

Eloquence in speaking has been a well-documented and genuinely critical concept in the curriculum of English in Vietnam, which is even more vital for gifted students who need an all-comprehensive growth in all of their skills in the language. However, to help gifted students accomplish this goal, there exist several barriers, the most conspicuous of which are the lack of confidence, lack of critical thinking and limited knowledge of rhetorical devices in speaking, which emanates from, in part, cultural factors, curriculum design in Vietnamese high schools and restricted exposure to a suitable learning environment.

In response to these challenges, the paper proposes three different games: the Role Play game to address the self-confidence issue, the Debate game to address the critical thinking issue, and the Storytelling game to address the rhetorical device issue in gifted students. These games have the potential to develop into effective and intriguing teaching tools by resolving existing setbacks usually encountered and investigating potential future improvements. As a result, gifted students may improve intellectually and personally by using these activities in an organised and encouraging atmosphere, which will help them sharpen the abilities they need for both their academic and future professional endeavours that require eloquence in speaking.

2. Potential limitations

While these games offer significant benefits, there is still room for improvement from certain limitations. To begin with, students' basic familiarity with rhetorical devices, historical backgrounds, and debating strategies is crucial to the success of these games. The exercises may be difficult for students to fully engage in if they do not have a solid basic understanding, which might impede the desired learning objectives. Furthermore, assessments of inventiveness, persuasiveness, and rhetorical proficiency may be intrinsically biased. Feedback that is subjective might result in inconsistent evaluations of students' performance, which could have an impact on their educational experiences and results.

The strain these games put on teachers related to instructional resources and teacher support is another potential drawback. Significant planning, access to resources, and the teacher's active participation are necessary for effective implementation, posing serious difficulties in environments with greater class sizes or scarcer resources. Constrained time is also a worth-remembering obstacle. Every game has three stages: planning, playing, and providing feedback. For each step to be successful, there must be enough time allotted. It can be difficult to find enough time in the curriculum that is packed with events to fit different plans in, which could restrict how often and how in-depth the games can be.

3. Directions for future research

Future research can concentrate on alleviating the drawbacks posed by the implementation of game activities for speaking in the classroom. For instance, it is imperative to work on more various types of games, enhancing the fun and educational elements in the games given to avoid appearing unintelligent to gifted students who need fun learning morales to trigger their motivation but also have high expectations for the educational values as they are already on a higher level than average. Also, incorporating firm preliminary training sessions and insightful feedback sessions are highly crucial to ensure that games are not merely for fun but also for educational purposes. Furthermore, these games may become more practical for use in various educational contexts and with greater class numbers by being developed in scaled and adaptive forms. With improved scalability and versatility, the games can become accessible to a larger range of students and educational contexts, ensuring wider application and inclusion.

Also, other approaches other than games deserve more attention. This is because games can be considered a rather intuitive way to motivate students to speak more and learn about eloquence as it contains the fun element. Nevertheless, as gifted students already possess higher levels of knowledge and skills than average, they also need rigorous academic training in a formal manner so that they can delve more deeply into the eloquence concept or speaking skills in general from a scientific or educational standpoint of a researcher, not just a player. This factor necessitates the focus on improving the formal teaching techniques in the classroom to spark more specialised discussions and academic interest in gifted students, not just motivating them from a fun perspective.

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Appendix

Table A.

Criteria description for marking pre-evaluation and post-evaluation speaking test

Pronunciation (P)

Delivery and presentation (DP)

Clarity and Content (CC)

Engagement and Impact (EI)

Appropriateness of expression (AE)

Criteria	P	Uses a full range of pronunciation features with precision and subtlety. Sustains flexible use of features throughout and is effortless to understand	5
		Always intelligible, though one is conscious of a definite accent	4
		Pronunciation issues necessitate concentrated listening and occasionally lead to miscomprehension	3
		Very hard to understand due to pronunciation issues, must frequently be asked to repeat	2
		Pronunciation issues so severe as to make speech virtually unintelligible.	1
	CC	Information is accurate, insightful, and well-organised with a clear introduction, body, and conclusion.	5
		Content accurately conveys the message with a clear structure, but may lack depth of knowledge or originality.	4
		Some inaccuracies may exist, and the structure might be unclear or disorganized.	3
		Content is difficult to understand due to inaccuracies, lack of organization, or missing information.	2
		Information is irrelevant, inaccurate, and poorly presented.	1
	AE	Sentences are well-constructed, grammatically correct, and demonstrate a mastery of language. The speaker effectively uses figurative language (similes, metaphors, etc.) to add depth, imagery, and emotional impact. The speaker utilizes a rich and varied vocabulary that enhances the message and engages the audience. The overall flow of the speech is smooth and seamless, with clear transitions between ideas.	5
		The speaker uses a wide range of vocabulary, demonstrating a strong command of the language. Sentences are generally well-constructed with minimal grammatical errors. Some use of figurative language may be present, but it may not be as consistent or impactful. Transitions between ideas are clear, ensuring the flow of the speech remains smooth. The speaker uses a wide range of vocabulary, demonstrating a strong command of the language.	4

		Some grammatical errors may occur, but they don't significantly disrupt understanding. Use of figurative language is minimal or absent. Transitions between ideas may be unclear or lacking, causing the flow of the speech to be occasionally jerky. The speaker's vocabulary is adequate but may be limited, potentially hindering clear communication.	3
		Frequent grammatical errors distract from the message and make it difficult for the audience to understand. Figurative language is not used, or attempts may be awkward or ineffective. Transitions are weak or missing entirely, causing the flow of the speech to be significantly disrupted. The speaker's limited vocabulary hinders clear communication.	2
		The speaker's extremely limited vocabulary significantly restricts comprehension. Grammatical errors are so frequent that they make it nearly impossible to understand the message. No attempt is made to use figurative language. Transitions are absent, and the delivery is so fragmented that the overall flow of the speech is lost.	1
	DP	Demonstrate strong conceptual understanding and analysis of the presentation and critical thinking skill The voice is clear, audible, and well-modulated, with appropriate variation in volume and pacing to emphasize key points.	5
		Generally confident delivery with clear voice and adequate pacing. Maintains some eye contact and uses body language to support points.	4
		Delivery may lack confidence or be monotone. May have some difficulty with volume or pacing. Eye contact is inconsistent, and body language may not be well-utilized.	3
		Delivery is hesitant, lacking confidence or clarity. Voice volume or pacing may be distracting. Limited eye contact and distracting body language hinder communication.	2
		Delivery is nervous, inaudible, or difficult to follow. Voice volume, pacing, and other aspects significantly hinder communication.	1
	EI	Creates a strong emotional connection with the audience. Utilizes effective audience interaction strategies and delivers a persuasive message. Leaves a lasting impression.	5
		Connects with the audience on some level. May use some audience interaction techniques. Delivers a clear and somewhat persuasive message.	4
		Connection with the audience is minimal. Limited use of audience interaction. Message is partially conveyed, and persuasiveness may be lacking.	3
		Fails to connect with the audience. No audience interaction. Message is unclear and unpersuasive.	2
		Delivery is so ineffective that it hinders audience engagement. Message is not conveyed.	1