DEVELOPING ELOQUENCE IN SPEAKING SKILL FOR GIFTED STUDENTS

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PART A: INTRODUCTION

1. Rationale of the study

In the age of globalization and integration, English has become an international language which is widely used in all aspects of life ranging from world- wide business to the educational system in many countries around the world. In the context of Vietnam, English has risen to be an indispensable tool in helping individuals and the country as a whole gain competitiveness in today's globalized world (Hoang Van Van, 2020, p.2).

Of the four skills named listening, speaking, reading and writing, speaking is considered as the most important skills. (Ur, 1996). The ability to speak proficiently is regarded as one of the most challenging language learning skills since English learners are required to build up the ability to express their ideas, their thought or make a presentation of a particular issue in such an effective way that listeners can fully understand.

The General educational curriculum conducted in 2018 has put more focus on the aims in teaching English, which are establishing and developing students' communicative competency. Accordingly, high school students are required to use English as a communication tool through the four language skills to meet basic and practical communication needs related to familiar topics. In term of cultural knowledge, students are expected to gain a deeper understanding of the countries, people, and cultures of English-speaking nations and other countries around the world. Moreover, they should be able to speak fluently to convey their ideas smoothly and coherently.

Unlike the two receptive skills of reading and listening which can be absorbed naturally, the acquisition of this productive skills requires persistent practice and constant effort from language learners. As for English gifted students, they are required to present their opinions about curriculum-based topics such as environmental protection, technological advancement, education,… at an advanced level of vocabulary and fluency. At high school for the gifted, students are engaged in intensive language periods along with the standard curriculum-based periods in order to building good grasp of advanced knowledge and boost language competency. Regarding to speaking, while much emphasis is put on speaking skill in teaching English for gifted students, teaching and learning this skill are still confined to the process of building vocabulary on diverse topics, making outlines without much attention paid to the enhancement of eloquence and fluency in this

oral skill. The lack of communicative practice, insufficiency in words or structure on specific topics, and time-pressure when speaking all contribute to students' ability to express ideas fluently, persuasively, and elegantly. This leads to the fact that most students tend to speak with hesitation and use a lot of filler words when delivering a speech or presentation at school.

Therefore, I have done the research on "Developing eloquence in Speaking skill" with the hope of providing teachers of English with effective strategies to boost eloquence in speaking for their students.

2. Aim of the study

This study, titled "Developing Eloquence in Speaking Skills for Gifted Students," aims to provide a comprehensive framework for cultivating these advanced speaking abilities. Recognizing the unique needs and potential of gifted learners, the study integrates a variety of pedagogical strategies and activities designed to challenge and stimulate their intellectual and creative capacities. Through structured debates, simulation activities and interactive making presentation, students will engage in dynamic practice that fosters their communicative competency.

3. Significance of the study

This study emphasizes the importance of a rich vocabulary, precise grammar, and effective pronunciation, all of which are foundational to eloquent speech. By incorporating diverse texts, multimedia resources, and real-world scenarios, the study seeks to create an immersive learning environment where students can experiment with language, receive constructive feedback, and refine their speaking skills.

4. Design of the study

There are three main parts in this study

Part A: Introduction, presents the rationale, aims, significance and design of the study.

Part B: Development, which is divided into 2 chapters.

Chapter I: "Literature review", displays the background knowledge for the whole study related to the topic.

Chapter II: Practical applications – provides appropriate strategies in improving eloquence in teaching speaking skill for gifted students.

Part C: Conclusion – summarizes the major findings of the study, the limitations and offers suggestions for further studies.

PART B: DEVELOPMENT
CHAPTER I: LITERATURE REVIEW

1. Definition of speaking

Speaking is the active use of language to express meaning so that other people can make sense of them (Cameron, 2013). When two or more people speak or talk to each other, they are conveying thoughts, ideas, and emotions through verbal language. Similarly, according to Bailey (2000), speaking is a process of interaction where speakers intend to producing, receiving and processing information.

Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). According Richard (2008:19) asserts that the mastery of speaking skill in English is priority for many language learners. It can be concluded that the function of speaking is to enable students to communicate in real communication and situation.

2. The aspects of speaking skill

In general, in order to obtain a high level of language competency in speaking, students have to have a good grasp of the aspects affecting their speaking competence, which are classified into five categories namely vocabulary, grammar, pronunciation, fluency and comprehension.

2.1 Fluency

Fluency refers to the ability to speak for an extended period of time without feeling worried or hesitant. English learners often build a substantial knowledge about the language through study of its grammar and vocabulary, but have difficulty in developing oral proficiency because they lack exposure to the language, and experience using it. According to Schemitt (2010), learners' speech tends to be slow, hesitant, and full of repetitions and self-corrections.

2.2 Vocabulary

According to Hatch and Brown (1995:1), vocabulary refers to a list or set of words that individual speaker of a language might use. Vocabulary mastery plays a pivotal role in acquiring a language. With regard to speaking skill, vocabulary learning is essential as it is a vital indication of language proficiency (Schmitt, 2008). Building a rich foundation of

vocabulary allows speakers to express their thoughts, ideas, and emotions more precisely and clearly, enhancing their ability to convey meaning accurately. When individuals have a broad range of words at their disposal, they can choose the most appropriate words for the right situations, making communication more compelling and persuasive.

Having an extensive vocabulary also boosts confidence in speaking. When individuals are confident that they can find the right words to express themselves, they are more likely to speak up in discussions, debates, and public speaking scenarios. This confidence can lead to more opportunities for practice, further enhancing their speaking skills.

2.3 Grammar

English grammar is a set of rules that govern the composition and structure of the English language. Lightbown and Spada (2013) underscored that a solid grasp of grammar of grammar helps learners produce more accurate and fluent speech. Moreover, grammar ensures that speakers use correct language forms, which is essential for being understood and for avoiding miscommunication.

2.4 Pronunciation

Pronunciation refers to the way in which a language's sounds, stress, intonation, and rhythm are articulated. Along with a good understanding of grammar and rich vocabulary, accurate pronunciation serves as a gateway to successful communication.

Derwing and Munro (2015) emphasized that pronunciation significantly affects how well a listener can understand speech and enhance comprehensibility. Additionally, as believed by Thomson and Derwing (2015), good pronunciation contributes to a speaker's fluency, which in turn boosts the speaker's confidence. Speakers who struggle with pronunciation may be less willing to engage in conversation, hindering their language development.

3. Principles for Teaching Speaking

3.1 Focus on both fluency and accuracy

Regarding to speaking, accuracy and fluency are both essential components of language competence. While accuracy means using the target language correctly, fluency refers to the ability to speak smoothly and express ideas confidently and without hesitation.

At the beginning and intermediate level of studies, it is important for the teachers to provide their learners equal opportunities to improve their fluency as well as accuracy. ESL teachers are rightly concerned with encouraging fluency in their students while instilling proper language structures and vocabulary usage. Therefore, it is important that teachers design activities that promote both aspects, such as role-plays and topic conversation for improving fluency and drills and structured practice to focus on accuracy.

3.2 Create intrinsic motivation for students

According to Brown (2000), intrinsic motivation plays a crucial role in learning to speak a new language. Intrinsic motivation is driven by students' interest, enjoyment, or the relevance of the learning material to their lives. Teachers can foster intrinsic motivation by selecting engaging, relatable topics and creating meaningful communication opportunities. For example, discussions about current events, cultural topics, or personal experiences can be highly motivating. When students are genuinely interested in what they are discussing, they are more likely to participate actively and put in the effort to improve their speaking skills.

3.3 Provide Authentic Language Use

Brown (2000) highlights the necessity of exposing students to authentic language use. This means using materials and activities that reflect how language is used in real-life situations. Authentic materials can include news articles, videos, podcasts, and conversations with native speakers. Role-plays and simulations of real-world scenarios, such as ordering food in a restaurant or conducting a job interview, help students practice language in contexts they are likely to encounter outside the classroom. Authentic language use prepares students for real communication, making their learning experience more relevant and practical.

3.4 Provide appropriate feedback and correction

In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take avantages of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

3.5 Use a Student-Centered Approach

Student-centered approach, where learners take an active role in their language development, should be dominantly applied in teaching language. This involves giving students choices in topics and activities, encouraging them to set personal learning goals, and promoting self-assessment and reflection. A student-centered approach acknowledges that each learner is unique and may have different interests, needs, and learning styles. By empowering students to take ownership of their learning, teachers can foster greater motivation, engagement, and independence, leading to more effective language learning outcomes.

3.6 Gives students opportunities to initiate oral communication

Frequent practice helps students build confidence and fluency. Teachers can incorporate a variety of speaking activities, such as impromptu speeches, storytelling, debates, and role-plays, to give students regular practice in different contexts. Additionally, encouraging students to practice speaking outside the classroom, perhaps through language exchange programs or speaking clubs, can further enhance their skills. The more students practice speaking, the more comfortable and proficient they become.

3.7 Teach Speaking Strategies

Teaching speaking strategies is crucial for helping students become more effective communicators. Brown advocates for instructing students in strategies such as paraphrasing, asking for clarification, and using fillers to manage communication breakdowns. These strategies equip students with tools to handle conversations more effectively, even when they encounter difficulties. For example, if a student forgets a word, they can use circumlocution (describing the word) to convey their meaning. By teaching these strategies, teachers empower students to be more self-sufficient and resilient communicators.

4. The concept of eloquence in speaking

4.1 Definition of eloquence

Eloquence in speaking is the art of delivering a message in a fluent, persuasive, and impactful manner. It involves not only the use of precise and expressive language but also the ability to connect with the audience on an emotional level. Eloquence requires a deep

understanding of the subject matter, as well as the capacity to organize thoughts coherently and present them with clarity and conviction.

An eloquent speaker skillfully employs rhetorical devices such as metaphors, analogies, and anecdotes to illustrate points vividly, making the content memorable and engaging. Additionally, effective body language, appropriate pacing, and modulation of voice contribute to the overall impact, enhancing the persuasiveness of the speech.

4.2 Importance of developing eloquence in speaking

Developing eloquence in speaking is a critical component of advanced language proficiency, particularly for gifted students who possess heightened cognitive abilities and a keen interest in mastering the intricacies of communication. Eloquence, characterized by the ability to express ideas fluently, persuasively, and elegantly, not only enhances academic performance but also prepares students for leadership roles in their future careers. In the context of English language learning, eloquence is an essential skill that enables students to articulate complex thoughts, engage in sophisticated discourse, and influence others through their speech.

4.3 Factors affecting eloquence in speaking

- **Clarity**

Eloquence requires clear articulation of thoughts and ideas. This means speaking in a way that is easily understood by the audience, avoiding ambiguity and confusion.

- **Persuasiveness**

An eloquent speaker can persuade and influence others. This involves using rhetorical techniques such as ethos (credibility), pathos (emotional appeal), and logos (logical argumentation) to make a compelling case.

- **Fluency**

Fluency is the smoothness and flow of speech. Fluent speakers can articulate their thoughts without unnecessary pauses or repetitions, making their speech more engaging and easier to follow. Therefore, achieving fluency requires regular practice and familiarity with the language, as well as the ability to organize thoughts quickly and coherently

- **Confidence**

Confidence in delivery is crucial. This includes maintaining eye contact, using appropriate gestures, and having a strong, clear voice. Confidence helps in engaging the audience and making the speech more convincing.

- **Vocabulary**

A broad vocabulary range is crucial for eloquent speaking, as it allows a speaker to choose precise and varied words to express their ideas. With a limited vocabulary, students may find it hard to convey complex ideas clearly and compellingly. This limitation can lead to repetitive language use and overly simplistic expressions, which may fail to capture the audience's interest or convey the full depth of the intended message. On the other hand, a rich vocabulary enables students to uses the words effectively to convey exact meanings and create vivid images in the listener's mind.

- **Structure**

An eloquent speech is well-organized, with a clear beginning, middle, and end. It follows a logical progression, making it easier for the audience to follow and understand the message.

- **Emotion**

An eloquent speaker can evoke emotions in the audience. This involves not just the content of the speech but also the tone, pitch, and intonation used to deliver it.

5. Difficulties encountered by students in improving speaking skill

5.1 Lack of vocabulary and language items

Gaining a rich knowledge of vocabulary is considered as indispensable part in acquiring a foreign language. As stated by Laufer (1995), vocabulary knowledge is a strong predictor of speaking proficiency. With regard to the oral skill, a solid background of vocabulary on diverse topic is the main tool for the students in their attempt to use English effectively. However, some high school students find it difficult to enhance their communication skill because of their insufficient source of English vocabulary and language items related to specific topics. Nation (2001) stated that a limited vocabulary hinders students' ability to express themselves accurately and fluently, which makes it challenging for students to engage in conversations and articulate their thoughts. Additionally, lacking of appropriate vocabulary on particular topics causes students to hesitate and pause frequently. This

disrupts the flow of conversation and reduces overall fluency. To compensate for their limited vocabulary, students often use fillers such as "um," "uh," and "you know," which can make their speech seem less confident and coherent.

5.2 Grammar

Grammatical mistakes are one of the factors affecting students' speaking competence. Using incorrect grammar can lead to confusion and misinterpretation in conveying messages. For example, incorrect verb tenses or subject-verb agreement can obscure the intended meaning, making it difficult for listeners to follow the conversation. Additionally, grammatical accuracy is crucial for effective communication, avoiding misunderstandings and ambiguity, helps in making a positive impression in both formal and informal interactions (Richards & Renandya, 2002).

5.3 Poor Pronunciation

Poor pronunciation in speaking English significantly hampers effective communication, leading to misunderstandings and breakdowns in conversations, as students struggle to comprehend the intended message. Munro and Derwing (1995) underscores how poor pronunciation affects intelligibility, making it difficult for speakers to convey their ideas clearly. This issue not only diminishes the speaker's confidence and increases anxiety (Horwitz, Horwitz, and Cope, 1986), but also impacts their social interactions, often resulting in social isolation due to fear of negative judgment and embarrassment. Additionally, poor pronunciation can negatively influence academic performance, particularly in oral presentations and discussions where clear articulation is crucial (Derwing and Munro, 2005).

5.4 Lack of self-confidence

Self-confidence has a significant influence on English language skills. Lacking confidence in speaking normally refer to your fear of being judged or feeling that you are not good enough. Students with low confidence are less likely to participate in classroom discussions, reducing their exposure to practical language use (Tsui, 1996). Similarly, Horwitz, Horwitz, and Cope (1986) emphasized the impact of lacking self- confidence on students' communicative competency since it can lead to communication apprehension, causing students to avoid speaking opportunities.

5.5 Lack of motivation

Motivation plays a crucial role in students' learning success, as highlighted by Songsiri (2007). In the context of language learning, motivation can be employed to easily influence learners on their hesitation toward speaking (Nunan, 1999). Motivation is therefore a critical factor in assessing learners' readiness to communicate. Students who are highly motivated to achieve are likely to be more persistent in their learning efforts and attain higher scores compared to those with lower motivation levels. Therefore, it is essential for teachers to foster and enhance students' motivation to learn English.

CHAPTER II: PRATICAL APPLICATION OF SUGGESTED ACTITIVIES IN IMPROVING ELOQUECE IN SPEAKING

1. Debating

1.1 What is debating

A debate is a structured contest   in which opposite points of view of a particular issue are presented and argued. There are two sides - one supporting, one opposing trying to defend for their opinion. According to Krieger (2005), debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic way. Harahap (2023) regards debate as an activity that is able to develop the skill of communication by organizing some arguments to convince and entertain audiences to prove that one's arguments upper hands the opposition. In the same line, Sanonguthai (2011) stated that debate means delivering opposing arguments toward a current issue by two teams to prove to the audience that their ideas are better than the opposite team's cases.

Debate is popular as an extracurricular activity for competition. Debate serves as a tool in EFL (English as a Foreign Language) classes for giving students more practice of communicating in real-life situations. It involves communicative interactions that present various viewpoints through the delivery of critical arguments. Using debates in the classroom provide students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action.

1.2 Procedures in organizing a debate activity

Organizing a debate in an English classroom for EFL learners involves a series of steps designed to maximize engagement, learning, and language development. Each step plays a critical role in ensuring that the debate is both effective and educational for students.

- **Selecting a Topic**

The first step is to choose a relevant and engaging debate topic that aligns with students' language proficiency and interests. This topic should be debatable, with clear arguments on both sides. A well-chosen topic ensures that students are motivated to participate and can develop meaningful arguments. The topic should be appropriate for their language level, providing enough scope for them to express their ideas clearly without being overwhelmed by complex vocabulary or concepts.

- **Formulating Debate Teams:**

After selecting the topic, students should be divided into teams, typically consisting of three to five members each. Each team should represent one side of the argument—pro or con. Assigning specific roles within each team, such as main speaker, rebuttal speaker, and conclusion speaker, helps distribute the workload and ensures that each student has a defined responsibility. This organization fosters teamwork and ensures that all students are actively involved in the preparation and delivery of arguments.

- **Providing Background Information:**

To ensure students are well-prepared, it's essential to provide them with background information and resources related to the debate topic. This can include articles, videos, and other materials that offer different perspectives on the issue. Adequate preparation time allows students to conduct their own research, develop their arguments, and understand both sides of the debate. This step is crucial for developing students' critical thinking and research skills.

- **Explaining the Format and Rules:**

Before the debate begins, the teacher should clearly explain the format and rules. This includes outlining the structure of the debate, such as the time allocated for opening statements, rebuttals, and closing arguments. Rules for respectful communication, evidence usage, and rebuttal procedures should also be established. Clear guidelines help maintain a structured and fair debate environment, ensuring that students adhere to the rules and focus on the topic.

- **Preparation Time:**

Providing students with sufficient preparation time is vital for the success of the debate. During this phase, students work within their teams to research their positions, develop arguments, and practice their speaking skills. This collaborative preparation enhances their ability to work as a team and improves their individual speaking and argumentation skills. Teachers can facilitate this process by offering guidance and answering questions as needed.

- **Conducting the Debate:**

The debate itself involves several stages. It begins with opening statements from each team, where they present their main arguments. This is followed by rebuttal rounds, during which teams address and counter the opposing team's arguments. The debate concludes with closing statements that summarize each team's position. The teacher acts as a moderator, ensuring that the debate adheres to the format and rules and facilitating transitions between speakers. Effective moderation is essential for keeping the debate focused and respectful.

- **Providing Feedback and Evaluation**

After the debate, it's important to provide constructive feedback on students' performance. This feedback should focus on their use of language, the strength of their arguments, and their overall presentation skills. Encouraging peer feedback and self-reflection helps students recognize their strengths and areas for improvement. This reflection is crucial for their ongoing development and learning.

2. Making presentation

English -majored students are often engaged in giving a presentation on a chosen topic According to Lucas (2011), presentation activities provide a platform for EFL learners to practice public speaking, which is essential for building confidence and reducing anxiety. This practice helps learners become more comfortable with speaking in front of an audience, which is crucial for their overall communicative competence. Repeated exposure to public speaking scenarios helps students develop poise and the ability to manage nervousness, leading to more effective oral communication. Moreover, regarding to organizational skills, presentations require students to organize their thoughts and information logically, which is a key component of eloquence. Through presentation, Students learn to present their ideas clearly and systematically, which helps to ensure clarity and coherence. Organizational skills are vital for effective communication as they enable students to present their ideas in a well-structured manner, making it easier for the audience to follow and understand their message.

Nation (2001) explains that the preparation for presentations often involves researching new topics, which introduces learners to new vocabulary and complex sentence structures. A rich vocabulary and the ability to construct sophisticated sentences are hallmarks of

eloquence. As students incorporate new words and structures into their speech, they enhance their ability to express ideas more precisely and elegantly. This involves analyzing topics deeply, forming well-reasoned arguments, and presenting them convincingly. Eloquence in speaking is closely linked to the ability to articulate arguments persuasively and coherently, which these activities help to develop.

3. Simulation activities

3.1 Advantages of simulation activities in teaching speaking

Simulation activities in speaking English refer to the use of structured role-plays and scenarios that mimic real-life situations to provide learners with opportunities to practice and develop their language skills in a controlled, yet realistic, environment. These activities are designed to engage learners in authentic communication, allowing them to apply language skills in practical contexts. According to Jones (1982), these activities help learners practice speaking in situations they are likely to encounter in real life, enhancing their ability to communicate effectively and eloquently. By engaging in role-plays and simulations, students can develop a more natural and spontaneous use of language, which is crucial for eloquence.

Many simulation activities involve problem-solving and decision-making, which require critical thinking skills. According to Gaba and Howard (2002), these cognitive processes are integral to developing eloquence, as they help learners articulate their reasoning and arguments persuasively. By navigating complex scenarios, students learn to express their ideas logically and coherently, enhancing their overall speaking proficiency.

Participating in simulations can significantly boost learners' confidence in their speaking abilities. Oxford (1997) highlights that confidence is a key factor in achieving fluency and eloquence. Through repeated practice in simulated environments, students become more comfortable speaking in front of others, reducing anxiety and increasing their ability to express themselves eloquently.

3.2 Characteristics of a simulation

Simulation activities in teaching English can be a powerful tool for language educators to promote communication and interaction among students, enhance their language learning experience, and help them develop the skills they need to succeed in real-life situations.

When participants engage in a game or simulation in class, the students take on roles and take part in the decision-making. The game's goal and the regulations that govern it are made very plain. Vernon et al. (2003; p.381) list the following as characteristics of a simulation:

- A small, fixed group of participants attempting to accomplish a task.

- Guidelines that specify what is acceptable player behavior.

- A fundamental timetable and arrangement of the events

- A time limit.

According to Jones (1982), simulations must include these three components: Participants are given roles and instructed to fully accept them both mentally and behaviorally as if they were the actual people in those roles.

3.3 Stages of applying simulations in classroom

There are generally four stages of implementing role play or simulations in the classroom.

3.3.1 Preparation and explanation of the objectives

This initial stage involves defining clear learning objectives to ensure the simulation aligns with the curriculum and language proficiency goals. Objectives might include practicing specific grammatical structures, enhancing vocabulary, or improving fluency and confidence in speaking. It is also important for the teachers to make some preparations regarding well-prepared materials, such as role cards, scenario descriptions, and any necessary props or visual aids. These materials should be detailed enough to provide guidance but flexible enough to allow for spontaneous interaction.

3.3.2 Introduction Stage

In this stage, background information will be provided to students to help them immerse themselves in the scenario. This may involve describing the setting, cultural nuances, and the situation's relevance to real-life contexts. The more realistic and detailed the context, the better students can engage with it. Moreover, giving thorough guidelines and instructions is essential for a smooth simulation. This includes explaining how the activity will proceed, the timeframe, and any specific instructions or constraints. Clear guidelines prevent confusion and ensure that students know how to participate effectively.

3.3.3 Actual simulation activity

In this stage, students are given opportunity to freely practice speaking in group or in pairs. During actual simulation, During the simulation, students use the target language extensively, practicing speaking, listening, and responding in real-time. This stage is crucial for developing fluency and confidence, as students must think and communicate on their feet. The teacher observes and provides feedback, offering assistance as needed to keep the simulation on track. This might involve stepping in to clarify instructions, answer questions, or provide linguistic support.

3.3.4 Feedback and reflection

This is one of the most essential steps of implementing role play and simulations in the classroom. After the simulation, a structured debriefing session is essential. Students reflect on their experiences, discussing what they learned, what challenges they faced, and how they handled various situations. The teacher provides feedback on language use, highlighting strengths and areas for improvement. Encouraging students to reflect on their performance and the overall experience helps consolidate their learning. Discussion can include how the simulation relates to real-life situations, what strategies worked well, and how they can apply these skills in future interactions.

PART C: CONCLUSION

It is widely acknowledged that speaking, compared to listening, reading, and writing, is the most frequently used language skill in both the classroom and daily communication. In a language class, communicative interaction plays a vital role in second-language acquisition and learning. Since there are many factors that affect students' communication competency such as vocabulary limitations, grammatical accuracy, and pronunciation, it is essential for

Teachers to tailor their teaching strategies to meet the specific needs of gifted students. This approach not only fosters a deeper understanding of language nuances but also prepares students to excel in academic and real-world scenarios.

As mentioned above, applying interactive activities in teaching speaking skill for English – majored students plays a vital role in the improvement of their eloquence and coherence in language communication. Through simulations, debates, and presentations, students are encouraged to develop their fluency, coherence, and persuasiveness in speaking.

Explicit instructions on implementing these activities in speaking skill should be given to students in order to enhance their language skills and confidence in a dynamic, interactive environment.

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