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***RESEARCH PAPER***

**SIX STRATEGIES TO IMPROVE STUDENTS' ELOQUENCE IN SPEAKING ENGLISH**

## ABSTRACT

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Eloquence is essential for effective communication in English. However, academic settings in Vietnam often overlook the development of speaking eloquence, with emphasis primarily placed on this skill in national English competitions and local eloquence contests. Recognizing the importance of eloquence, English teachers must prioritize this aspect in their instruction. Yet, students face challenges ranging from language proficiency to mastering rhetorical devices. Similarly, teachers encounter various obstacles, including curriculum limitations, varying student proficiency levels, and declining learner motivation. This paper proposes six strategies to help students achieve eloquence. While these strategies offer significant potential benefits, they also come with precautions that teachers must consider to achieve optimal results.

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List of abbreviations

ESL	English as a second language
PBL	Project-based learning

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## **I. INTRODUCTION**

In the realm of education, eloquence in speaking is a crucial skill that enables students to articulate their thoughts clearly, persuasively, and confidently. Its significant role in academic and professional success is evident, as eloquence encompasses not merely fluency but the ability to present ideas logically, engage the audience, and convey messages with clarity and impact. Students who are eloquent speakers tend to excel in academic discussions, presentations, and debates. Furthermore, in the professional sphere, eloquence can be a decisive factor in job interviews, workplace communications, and leadership roles. Therefore, fostering eloquence in students is essential for their overall development and future career prospects.

For English majors, this skill is particularly important. Some may opt for a specialized degree in language studies, rendering the ability to speak eloquently remarkably vital. Others may find effective communication in English advantageous for their career paths, especially when their responsibilities extend beyond professional interactions in their native language. Despite the recognized importance of eloquence, many students, particularly in non-native English-speaking countries like Vietnam, struggle to achieve proficiency in this area.

Currently, the situation in Vietnam reveals a pressing need to improve students' speaking skills, particularly among English majors. Despite years of studying English, many Vietnamese students fail to achieve a level of eloquence that allows them to communicate effectively. This issue is not limited to students with lower proficiency in English; even those who major in the language often struggle with speaking eloquently. Various factors contribute to this problem, including insufficient practice opportunities, a lack of exposure to native speakers, and traditional teaching methods that focus more on grammar and reading rather than speaking and listening. Consequently, many Vietnamese students, even those who are English majors, find themselves unable to express their thoughts coherently and persuasively in spoken English.

These challenges highlight a mismatch between the need to achieve eloquence in speaking English and its low perceived value in the current teaching context in Vietnam. Although speaking is a required skill in national contests for competent English learners and in some international standardized tests, many speaking lessons do not directly address eloquence, a sophisticated sub-skill in speaking. An immediate radical change may not be possible; however, it is crucial to shift the focus towards teaching methods that emphasize eloquence. This necessity has prompted the researcher to delve into the concept of eloquence in teaching speaking.

The aim of this research is to first outline the eloquence problems faced by English-majored students in the research context. By identifying the specific challenges these students encounter, this study seeks to provide a comprehensive understanding of the factors hindering their ability to speak

eloquently. This involves examining aspects such as students' linguistic proficiency, confidence levels, and the effectiveness of current teaching methodologies. Additionally, the research aims to explore the impact of educational contexts on students' speaking abilities, offering insights into how these external factors influence their performance.

Beyond identifying the problems, this research aspires to offer practical strategies to help students achieve eloquence in speaking. These strategies will be grounded in both theoretical frameworks and empirical findings, ensuring their relevance and applicability in real-world educational settings. Moreover, the research will explore the role of teacher training in enhancing students' speaking skills, emphasizing the need for educators to adopt more student-centered and communicative approaches in their teaching.

By addressing these issues and proposing effective solutions, this research aims to pave the way for more effective teaching practices and learning experiences. This will ultimately ensure that students can communicate their ideas with clarity, confidence, and impact, better preparing them for academic and professional success.

## **II. LITERATURE REVIEW**

The literature review delves into the various aspects that contribute to improving students' eloquence in English speaking. It examines the definition of eloquence, the essential elements that constitute eloquent speech, the factors affecting eloquence, and the challenges both students and teachers face in this area. Additionally, the review highlights proven strategies that can be employed to enhance eloquence in speaking.

### **1. Definition of eloquence in speaking**

Eloquence in speaking is defined as the ability to express oneself clearly, persuasively, and gracefully in spoken language. It encompasses various elements such as fluency, coherence, and the ability to engage and persuade an audience. Eloquence is not merely about the correct use of language; it also involves the effective use of rhetoric, emotional appeal, and stylistic devices to enhance communication (Smith & Thompson, 2019).

### **2. Key elements of eloquence**

Eloquence is comprised of several key elements, including clarity, fluency, coherence, persuasiveness, engagement, emotional appeal, and the use of stylistic devices. These elements work together to create speech that is not only understandable but also compelling and memorable.

- *Clarity*: Clarity involves the precise articulation of ideas and thoughts, ensuring the audience understands the message without confusion. This requires the speaker to avoid ambiguous language and to structure their speech in a logical manner (Brown, 2018).



- *Fluency*: Fluency refers to the smooth, uninterrupted flow of speech without unnecessary pauses or fillers. It is a critical component of eloquence as it reflects the speaker's command over the language and their confidence in delivering their message (Lee, 2016).
- *Coherence*: Coherence involves the logical organization and connection of ideas, making the speech easy to follow. A coherent speech ensures that each point is connected logically, allowing the audience to follow the argument or narrative seamlessly (Jones, 2017).
- *Persuasiveness*: Persuasiveness is the ability to convince or influence the audience through well-structured arguments and rhetorical devices. This includes the use of ethos, pathos, and logos to appeal to the audience's values, emotions, and logic (Smith & Thompson, 2019).
- *Engagement*: Engagement refers to capturing and maintaining the audience's attention through dynamic delivery and interaction. Techniques such as varying tone, making eye contact, and incorporating questions can enhance audience engagement (Kim & King, 2019).
- *Emotional appeal*: Emotional appeal involves using emotions effectively to connect with the audience and reinforce the message. This can be achieved through storytelling, expressive tone, and relatable examples (Chen & Yang, 2017).
- *Stylistic devices*: Stylistic devices, including metaphors, similes, and anecdotes, enhance the impact of the speech by making it more vivid and memorable. These devices can help convey complex ideas more simply and persuasively (Johnson, 2020).

### **3. Key factors affecting eloquence in English speaking**

In the context of English speaking, eloquence involves additional considerations. Mastery of these aspects is essential for effective communication and for making a lasting impact on the audience.

- *Pronunciation and intonation*: Correct pronunciation and appropriate intonation patterns contribute to the listener's understanding and engagement. Mastery of phonetic nuances and stress patterns in English is essential for clear communication (Brown, 2018).
- *Vocabulary*: A rich and varied vocabulary allows for more precise and nuanced expression of ideas. It enables speakers to choose the most appropriate words to convey their message effectively (Smith & Thompson, 2019).
- *Grammar and syntax*: Correct use of grammar and sentence structure ensures clarity and professionalism. Grammatical accuracy prevents misunderstandings and enhances the credibility of the speaker (Lee, 2016).
- *Cultural references*: Understanding and appropriately using cultural references and idiomatic expressions can resonate with the audience, making the speech more relatable and engaging (Kim & King, 2019).

#### **4. Challenges faced by students in achieving eloquence**

Students often encounter various obstacles on their path to becoming eloquent speakers. These challenges include language proficiency issues, lack of confidence, cultural and linguistic differences, limited practice opportunities, and insufficient feedback.

- *Language proficiency*: Students often struggle with basic language skills such as vocabulary, grammar, and pronunciation, which are foundational to eloquent speaking. Non-native speakers, in particular, may face difficulties in mastering the subtleties of the English language (Brown, 2018).
- *Confidence and anxiety*: Fear of speaking in public, anxiety, and lack of confidence can significantly hinder students' ability to speak eloquently. These psychological barriers can cause students to speak hesitantly or avoid speaking situations altogether (Lee, 2016).
- *Cultural and linguistic differences*: Non-native English speakers may find it challenging to grasp idiomatic expressions, cultural references, and the nuances of English intonation and pronunciation. These differences can lead to misunderstandings and affect the speaker's ability to engage the audience (Smith & Thompson, 2019).
- *Limited practice opportunities*: Many students lack sufficient opportunities to practice speaking in a supportive environment, which is crucial for developing eloquence. Practice is essential for improving fluency and gaining confidence (Jones, 2017)
- *Listening and feedback*: Inadequate listening skills and lack of constructive feedback can impede improvement in speaking abilities. Feedback is necessary for students to identify their weaknesses and make necessary adjustments (Chen & Yang, 2017).

#### **5. Challenges faced by teachers in teaching eloquence**

Teachers also face significant challenges in teaching eloquence. These include managing diverse proficiency levels within the classroom, resource and time constraints, difficulties in assessing speaking skills, and maintaining student motivation.

- *Diverse proficiency levels*: Managing a classroom with students of varying language proficiency levels can make it difficult to address individual needs effectively. Teachers must balance the needs of advanced students with those who are still developing basic skills (Brown, 2018).
- *Resource constraints*: Limited access to teaching materials, technology, and training resources can hinder the implementation of effective teaching strategies. Without the necessary resources, teachers may struggle to provide comprehensive instruction (Johnson, 2020).

- *Time constraints:* With a packed curriculum, teachers often struggle to allocate sufficient time for speaking practice and individualized feedback. Speaking activities can be time-consuming, and teachers may find it challenging to fit them into the schedule (Kim & King, 2019).
- *Assessment difficulties:* Evaluating speaking skills objectively and consistently can be challenging due to the subjective nature of eloquence. Developing fair and reliable assessment criteria is essential but can be difficult to achieve (Lee, 2016).
- *Motivational issues:* Keeping students motivated and engaged in speaking activities requires creative and sustained efforts from teachers. Students may lose interest if they do not see immediate improvement or if the activities are not engaging (Chen & Yang, 2017).

## 6. Strategies in teaching eloquence

To address these challenges, several effective strategies have been identified. These include interactive and communicative activities, explicit teaching of rhetorical techniques, providing feedback and opportunities for reflection, pronunciation and intonation practice, integrating technology, project-based learning, and fostering peer collaboration.

- *Interactive and communicative activities:* Encouraging participation in debates, discussions, and role-plays helps students practice speaking in varied contexts. These activities promote fluency and confidence by providing real-life communication scenarios (Jones, 2017). For example, role-playing can simulate real-life situations, allowing students to practice language in a meaningful context.
- *Explicit teaching of rhetorical techniques:* Teaching students about rhetorical devices and how to use them effectively can enhance their persuasive abilities. Incorporating lessons on ethos, pathos, and logos can make students more aware of how to structure their arguments (Smith & Thompson, 2019). For instance, analysing famous speeches and identifying rhetorical strategies can help students understand how to use these techniques in their own speaking.
- *Feedback and reflection:* Providing constructive feedback and opportunities for self-reflection helps students recognize their strengths and areas for improvement. Research indicates that targeted feedback is crucial for developing speaking skills (Lee, 2016). Teachers can use recorded speeches to give detailed feedback and encourage students to reflect on their performance and identify areas for growth.
- *Pronunciation and intonation practice:* Using tools like phonetic exercises, tongue twisters, and intonation drills can improve pronunciation and expressiveness. Focused pronunciation practice significantly enhances students' clarity and confidence (Brown, 2018). Phonetic

exercises can help students become aware of the sounds of English and practice difficult pronunciations, while intonation drills can improve their expressiveness.

- *Technology integration*: Utilizing language learning apps, video recording, and playback, and online discussion forums can provide additional practice and exposure. Technology can offer personalized feedback and extensive practice opportunities (Johnson, 2020). For example, language learning apps can provide interactive exercises, while video recording and playback allow students to review and improve their speaking skills.
- *Project-based learning*: Engaging students in projects that require extensive speaking, such as presentations, podcasts, and video blogs, can provide practical and meaningful contexts for practicing eloquence (Kim & King, 2019). These projects require students to plan, organize, and deliver extended speeches, helping them develop their speaking skills in a real-world context.
- *Peer learning and collaboration*: Encouraging peer feedback and collaborative speaking tasks can create a supportive learning environment and increase students' motivation to improve (Chen & Yang, 2017). Peer feedback can provide valuable insights and different perspectives, while collaborative tasks can encourage students to practice speaking in a supportive and interactive environment.

Improving students' eloquence in speaking is a multifaceted challenge that requires addressing both linguistic and psychological barriers. Teachers play a crucial role in creating an environment that fosters the development of eloquence through interactive activities, explicit instruction, constructive feedback, and the integration of technology. By understanding and implementing proven strategies, educators can help students overcome challenges and develop the skills necessary to speak eloquently in English.

### **III. TEACHING CONTEXT**

#### **1. Overview**

In the Vietnamese educational system, the development of speaking skills is a crucial component of the English language curriculum. However, the primary focus is on achieving fluency in daily conversations rather than on cultivating eloquence in academic or professional contexts. Despite this, some extracurricular activities and national competitions aim to bridge this gap, offering students opportunities to enhance their verbal skills. This section explores the current approaches within the curriculum, the role of oratorical contests, and the specific challenges and opportunities presented by national English competitions.

#### ***1.1. National curriculum and focus on speaking fluency***

The national English curriculum in Vietnam places a significant emphasis on developing students' speaking skills. However, this focus is predominantly on fluency in daily conversations. Students engage in activities that simulate everyday interactions, helping them to communicate effectively in routine scenarios. These exercises include role-plays, dialogues, and discussions that enhance students' ability to express themselves clearly and coherently in common social situations.

Despite these efforts, the curriculum's approach to speaking fluency tends to be limited when it comes to academic settings. Simulations of academic interactions, such as classroom debates, presentations, or discussions on scholarly topics, are incorporated but not as extensively as required for students to achieve true eloquence in speaking. The curriculum's primary goal is to ensure students can manage practical communication, which sometimes leads to a gap in preparing them for more complex, academic speaking tasks.

### ***3.2. Emphasis on eloquence in oratorical contests***

Eloquence, or the art of speaking fluently and persuasively, receives more focused attention in specific extracurricular contexts, notably oratorical contests. These contests challenge students to engage in public speaking on academic topics, where they must not only convey information but also captivate and persuade their audience. These competitions serve as a platform for students to hone their rhetorical skills, developing their ability to construct and deliver arguments with clarity, style, and impact.

Participants in these contests are often required to delve deeply into their topics, demonstrating thorough understanding and the ability to articulate complex ideas compellingly. The preparation for such events involves extensive practice in speech writing, delivery, and the use of rhetorical devices. As a result, students participating in oratorical contests tend to exhibit a higher level of eloquence compared to their peers who only engage with the standard curriculum.

### ***3.3. National English competitions and academic monologues***

The national English competition in Vietnam places a significant emphasis on students' ability to present monologues on abstract, academic topics. In this competition, students are given a five-minute preparation time to craft a five-minute speech. Unlike typical public speaking events, this competition does not require public speaking in the traditional sense, as there is no audience present to engage with non-verbal cues such as gestures or eye contact. Instead, the focus is shifted entirely to verbal delivery.

This format presents a unique challenge, as students must quickly organize their thoughts and articulate them clearly and persuasively within the given time constraints. The lack of non-verbal cues means that students must rely solely on their verbal skills to convey their message effectively.

They need to use advanced vocabulary, varied sentence structures, and rhetorical techniques to maintain the audience's interest and deliver a compelling argument.

The process of preparing for these competitions involves developing a deep understanding of the topic, structuring the speech effectively, and practicing delivery to ensure clarity and persuasiveness. Students are encouraged to focus on the quality of their verbal expression, using tone, pace, and emphasis to enhance their speeches. This rigorous preparation helps students to achieve a higher standard of eloquence, which is crucial for academic and professional success.

## **2. Challenges faced by English-majors in attaining eloquence**

Speaking eloquence, particularly in national English competitions poses several challenges for students, impacting their ability to effectively communicate ideas and engage with audiences. These challenges often include linguistic, delivery-related, and content-related issues that can hinder overall performance.

### ***a. Lack of impactful language use***

One prevalent challenge is the use of language that lacks impact and precision. Students frequently resort to generic or imprecise language, such as describing something as "good" without specifying its qualities. For instance, instead of stating "The novel was good," a more impactful expression could be "The novel was remarkable for its poignant depiction of social injustice." This shift not only enhances clarity but also enriches the speech with specific details that engage the audience more effectively.

Below are examples of unimpactful language in students' answer to the speaking question: "*Many people feel that happiness is mainly an individual responsibility while others feel that there are important external factors. Discuss both views and give your opinion*" with comments and corrections.

**Original:** "*Should people depend on external factors to feel pleasure and joy, or should they themselves be held accountable for their own mental well-being?*"

⇒ **Teacher comment:** *The phrase "should they themselves be held accountable" is somewhat awkward and passive. The language lacks directness and clarity, reducing its impact.*

⇒ **Correction:** "*Should people **rely on** external factors for happiness, or should they **take responsibility** for their own mental well-being?*"

⇒ **Improvement:** *The correction uses more direct language ("rely on" instead of "depend on") and an active voice ("take responsibility" instead of "be held accountable"), making the sentence clearer and more forceful.*

**Original:** "Firstly, as an individual in society, people need the acquaintance of others to be happy."

⇒ **Explanation:** The phrase "need the acquaintance of others" is formal and awkward. It doesn't convey the natural human need for connection effectively.

⇒ **Correction:** "First, as **social beings**, people need **connections** with others to be happy."

⇒ **Improvement:** The correction uses the term "social beings," which is more natural and impactful. "Connections" is also more direct and relatable than "the acquaintance of others," making the statement stronger.

**Original:** "In short, while external factors are to a certain extent important, I believe it lies in the people as to their happiness."

⇒ **Explanation:** The phrase "are to a certain extent important" is weak and non-committal. "It lies in the people as to their happiness" is awkward and unclear.

⇒ **Correction:** "In short, while external factors **matter**, I believe true happiness ultimately **comes from within**."

⇒ **Improvement:** The correction is more direct and confident. Phrases like "external factors matter" and "true happiness ultimately comes from within" are clear and impactful, enhancing the overall strength of the statement.

### **b. Overly formal and stilted language**

One significant challenge faced by Vietnamese students in achieving speaking eloquence is their tendency to use formal and stilted language. This formality often hinders rather than enhances their ability to communicate effectively. When students rely heavily on formal language, they may sound robotic or detached, which can obscure their intended message and fail to engage their audience. Eloquence in speaking requires not only clarity of expression but also a natural flow that resonates with listeners. Overly formal language can create a barrier between the speaker and the audience, preventing a genuine connection and diminishing the impact of their speech. Moreover, such language may lack the emotional nuance and spontaneity that are crucial for captivating an audience and effectively conveying ideas. Therefore, while a certain level of formality is appropriate in academic contexts, striking a balance with more conversational and expressive language is essential

for Vietnamese students to enhance their speaking eloquence and connect meaningfully with their audience.

**Original:** "Have you ever heard of academic validation? It is the term for a phenomenon in which students seek gratification from their academic grades, goals, and accomplishments.

⇒ **Correction:** "Have you ever heard of academic validation? **It's when students find satisfaction** in their grades and academic achievements.

**Original:** "And I would say that being surrounded by unwanted people or bonds that they have no choice but to be involved with could not make people any bit happier."

⇒ **Correction:** "Being surrounded by people **you don't want to be with** or **feeling stuck** in unwanted relationships could not make people any bit happier."

**Original:** "Secondly, societal factors also play a part in making people feel content. It is truly important that people live in a society where they are at liberty to express themselves.

⇒ **Correction :** "Second, societal factors also **influence happiness**. It's important to live in a society where you can **freely** express yourself.

### **c. Robotic organisation and lack of emotional appeal**

Another challenge faced by Vietnamese is the lack of captivating content and a robotic structure in their speeches.

Often, students focus more on delivering information mechanically rather than crafting their speeches to engage and interest their audience. This robotic structure can make their presentations predictable and monotonous, failing to hold the audience's attention or leave a lasting impression. For example, they may treat their speech as an academic essay, starting with a lead-in and quite a predictable thesis statement in formal tone, for example:

Opinions diverge greatly on what factors should drive happiness. There is a view that individuals should bear responsibility for their own happiness, while others assert that such a feeling depends on external factors. My speech today will discuss both viewpoints regarding their upsides and downsides, after which I will give my own thoughts on the topic.

At first glance, the introduction seems appropriate because it successfully introduces the topic, presents two conflicting viewpoints while outlining the main ideas of the speech. However, if we



look at the “eloquence” aspect, the overuse of language for writing (underlined parts), and a mechanic structure of a typical essay render this introduction rather scripted, overcomplicated, and unfortunately, dull.

In similar fashion, the use of some cohesive devices which are more appropriate for writing in speeches could hurt eloquence, too. Examples of this are “moreover”, “in conclusion”, or “nevertheless”. Memorised phrases such as “this leads me to the conclusion that...”, “such aforementioned arguments” or “this is elucidated by the fact that...” could take their toll, too.

Additionally, the content may lack depth or originality, relying on generic ideas or factual information without incorporating personal insights or compelling narratives. As a result, their speeches may come across as rehearsed and uninspiring, missing the opportunity to evoke emotions or provoke thought among listeners. To improve speaking eloquence, students should strive to develop content that is not only informative but also emotionally resonant and creatively structured, allowing for spontaneity and audience engagement.

#### ***d. Absence of rhetorical devices***

Another critical issue is the underutilization of rhetorical devices that enhance persuasion and engagement. Rhetorical devices like metaphors, similes, or parallel structure can elevate the quality of speeches by providing vivid imagery or reinforcing arguments. For example, incorporating a metaphor such as "Knowledge is the compass that guides us through uncertainty" can imbue a speech with deeper meaning and captivate listeners more effectively than straightforward statements.

However, there are various challenges faced by Vietnamese students when attempting to use such devices, one of which is cultural differences in communication styles. Vietnamese language and rhetoric may prioritize different methods of persuasion and expression, which do not always translate directly into English. Additionally, the lack of practice in public speaking and debate in English, compared to other skills, means students have fewer opportunities to develop and refine these advanced language techniques. Lastly, effective use of rhetorical devices also requires a strong command of the language and familiarity with various techniques, which could be an obstacle even for advanced learners.

Furthermore, rhetorical devices require careful thought and planning to be effective, rendering efforts to do so in national English competitions with only five-minute preparation challenging. Also, the time constraint also restricts the opportunity to brainstorm and structure the speech coherently. At the same time, such pressure of short preparation time can induce anxiety, making it harder to think creatively and strategically about how to employ rhetorical devices. This often results in a speech that is more focused on delivering basic content and arguments rather than employing sophisticated language techniques.

### ***e. Fluency problems***

Low fluency hampers Vietnamese students' ability to attain eloquence, too. One major issue is the influence of their native language's phonetic and syntactic structures, leading to difficulties in pronunciation and sentence formation. Additionally, a lack of exposure to natural, conversational English limits their ability to think and respond quickly in real-time communication. This results in frequent hesitations, fillers, and fragmented speech, disrupting the flow and coherence necessary for eloquence. Furthermore, limited practice opportunities and an educational focus on written rather than spoken English exacerbate these fluency problems, leaving students less confident and less capable of expressing their ideas smoothly and effectively in English.

### ***f. Pronunciation and intonation issues***

Vietnamese students often struggle with intonation and pronunciation when speaking English, significantly impacting their ability to achieve eloquence. Vietnamese is a tonal language, where pitch and tone convey meaning, which differs fundamentally from the intonation patterns used in English. This can lead to a flat or monotonous delivery in English, making it difficult for listeners to discern the speaker's intent and emotions. Pronunciation issues also arise from the differences in phonetic systems; certain English sounds, such as the "th" in "this" or "the" and the distinction between short and long vowels, do not exist in Vietnamese. These challenges result in mispronunciations that can obscure meaning and distract listeners. Together, these issues impede the natural rhythm and clarity of speech, preventing Vietnamese students from speaking English with the fluidity and expressiveness that characterize eloquence.

## **IV. STRATEGIES TO IMPROVE STUDENTS' SPEAKING ELOQUENCE**

Teaching eloquence is a long and arduous process, and is not confined to one single activity. In fact, there are a variety of classroom activities during which teachers could help students to attain eloquence. However, explicit teaching should be the cornerstone, which comes with the support of other engaging and interactive activities. All of these should be combined together to achieve effectiveness and to create a supportive, and motivating learning environment.

### **1. Explicit teaching**

Explicit teaching involves careful preparation on the teacher's side rather than the student's, thus requiring teachers to be experts in the field. Eloquence, though not recent, is new in English teaching context in Vietnam. The reason is it is not exclusively and officially emphasised in the national curriculum. Teachers also do not have sufficient materials to learn the craft in a professional manner nor to offer structured instructions as they have done regarding other aspects of language speaking. These pose huge challenges to teachers, and thus, this calls for the need to organise workshops and

courses dedicated to the art of public speaking for teachers if the learning objective is to attain eloquence.

Explicit teaching of eloquence encompasses a variety of eloquence features. Mastery of the language is fundamental to eloquence. Students need to have a robust vocabulary that includes synonyms, idiomatic expressions, and contextually appropriate terms. They should be able to understand and use subtle variations in meaning, tone, and connotation to convey their ideas precisely and effectively. This level of proficiency allows students to avoid repetition, tailor their language to different audiences, and demonstrate a high level of linguistic competence. Besides traditional lexical exercises, analyzing literature and advanced texts can help students appreciate and use nuanced language more effectively.

Another aspect is clear pronunciation and appropriate intonation are critical in making speech understandable and engaging. Teachers should focus on helping students produce sounds accurately and stress words correctly. Intonation patterns, including rising and falling tones, can convey meaning and emotion, adding depth to the spoken word. Pronunciation drills, phonetic exercises, and listening activities can be effective in improving these skills.

The speed at which a student speaks can greatly impact their eloquence. Speaking too quickly can lead to misunderstandings and make it difficult for the audience to follow, while speaking too slowly can result in a loss of interest. Teaching students to maintain a steady and appropriate pace, incorporating pauses for emphasis and to allow the audience to absorb information, is essential.

Students should also be taught how to structure their speeches with clear introductions, well-developed main points, and strong conclusions. Using appropriate transitional phrases can help connect ideas smoothly and maintain the flow of the speech. Outlining and practicing the organisation of speeches can aid students in presenting their ideas in a structured and persuasive manner.

Furthermore, teachers should strive to help students develop and elaborate on. Students should learn techniques for brainstorming, expanding on main points, and providing relevant examples and evidence to support their arguments. Encouraging critical thinking and discussion can help students explore and articulate their ideas more effectively. Teachers can use exercises that focus on developing arguments, storytelling, and providing detailed explanations to enhance this skill.

Teaching students about rhetorical devices, such as metaphors, similes, anaphora, rhetorical questions, and other devices can enhance their ability to craft impactful speeches. Analyzing famous speeches and identifying the rhetorical devices used can help students see the practical application of these techniques.

## 2. Feedback and reflection

### 2.1. Benefits of feedback and reflection to eloquence

Receiving feedback from teachers, peers, and even self-assessment enables students to understand how their speech is perceived by others. Constructive feedback highlights specific aspects of their performance, such as clarity, coherence, pronunciation, and use of rhetorical devices. This detailed analysis helps students recognize effective speaking strategies and identify areas needing improvement.

Reflection, both self-reflection and guided reflection, encourages students to critically evaluate their own speaking performances. By reflecting on their experiences, students become more aware of their speaking habits, strengths, and weaknesses. This self-awareness is essential for making targeted improvements and developing greater eloquence over time.

### 2.2. Procedure for implementing feedback and reflection

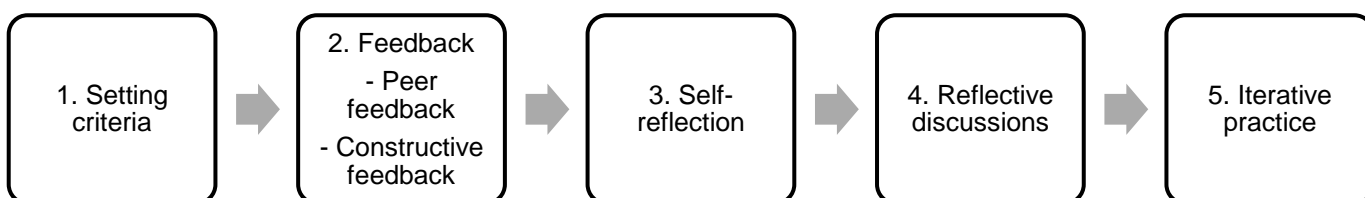


Figure 1 Procedure for implementing feedback and reflection

[1] *Setting clear criteria:* Establish clear criteria for assessing speaking performances, focusing on elements such as organization, delivery, language use, and persuasiveness. Communicate these criteria to students to ensure they understand the aspects of effective speaking being evaluated. Below is a suggested rubrics for evaluation.

1. Content and organization	2. Delivery and presentation	3. Language use
<p><i>Clarity of argument:</i> Assess how clearly the student presents their main points and arguments.</p> <p><i>Logical flow:</i> Evaluate the logical progression and coherence of ideas.</p> <p><i>Introduction and conclusion:</i> Examine the effectiveness of the opening and closing statements in framing the speech.</p>	<p><i>Pronunciation:</i> Provide feedback on the accuracy and clarity of pronunciation.</p> <p><i>Intonation and stress:</i> Analyze the use of intonation and stress to convey meaning and emotion.</p> <p><i>Pacing:</i> Assess the speed of delivery and its impact on comprehensibility.</p> <p><i>Volume and projection:</i> Evaluate whether the student speaks loudly and clearly enough for the audience to hear.</p> <p><i>Eye contact (for public speaking):</i> Consider the extent to which the student engages the audience through eye contact.</p> <p><i>Body language (for public speaking):</i> Provide insights on the use of gestures, posture, and facial expressions to enhance</p>	<p><i>Vocabulary:</i> Assess the richness and appropriateness of the vocabulary used.</p> <p><i>Grammar:</i> Evaluate grammatical accuracy and complexity.</p> <p><i>Fluency:</i> Consider the smoothness and fluidity of speech, including the handling of hesitations and pauses.</p>

	the message.	
<b>4. Rhetorical devices and persuasion</b> <i>Use of rhetorical devices:</i> Analyze the effective use of rhetorical devices such as metaphors, similes, analogies, and repetition. <i>Persuasive techniques:</i> Evaluate the use of ethos (credibility), pathos (emotional appeal), and logos (logical reasoning). <i>Engagement:</i> Assess how well the student engages and captivates the audience.		<b>5. Emotional impact and expressiveness</b> <i>Emotional expression:</i> Assess the effectiveness of expressing emotions to enhance the speech. <i>Connection with audience:</i> Evaluate how well the student connects with the audience on an emotional level.

Figure 2 Assessment of eloquence

[2] *Providing feedback*

- *Constructive feedback:* Offer specific, constructive feedback after speaking activities. Highlight strengths and provide actionable suggestions for improvement. Use a positive tone to encourage and motivate students.
- *Peer feedback:* Incorporate peer feedback sessions where students evaluate each other’s performances. This practice promotes active listening and critical thinking, as students learn to identify effective speaking strategies and areas for improvement in their peers’ speeches.

[3] *Self-reflection:* Encourage students to reflect on their own performances through self-assessment forms or guided reflection questions. Ask students to identify what went well, what challenges they faced, and what strategies they can use to improve in the future.

[4] *Reflective discussions:* Facilitate class discussions where students share their reflections and feedback experiences. This collaborative environment allows students to learn from each other’s insights and foster a supportive community focused on improvement.

[5] *Iterative practice:* Provide opportunities for students to apply the feedback they receive in subsequent speaking activities. This iterative process helps students implement the suggestions and continuously refine their speaking skills.

**2.3. Challenges in implementing feedback and reflection**

One challenge is ensuring that feedback is both specific and constructive. Vague or overly critical feedback can be discouraging and unhelpful. Teachers must train students to provide detailed, balanced feedback that focuses on improvement.

Another challenge is encouraging honest and meaningful self-reflection. Some students may struggle to critically evaluate their own performances or may lack the confidence to do so. Providing

structured reflection prompts and creating a safe, supportive environment can help students engage more deeply in self-reflection.

Balancing the time needed for feedback and reflection with other classroom activities can also be difficult. Allocating dedicated time for these practices and integrating them into regular lessons can help manage this issue.

### **3. Analysing famous speeches**

#### ***3.1. Benefits of analysing famous speeches***

Analysing famous speeches is a powerful method for improving students' eloquence in speaking. This practice helps students understand effective rhetorical strategies, enrich their vocabulary, and appreciate the nuances of powerful public speaking. By dissecting the elements of successful speeches, students can learn to emulate these techniques in their own communication.

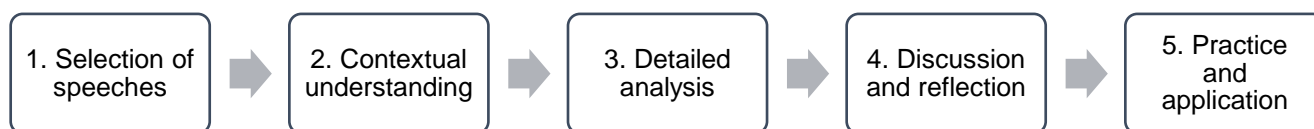
Exposure to exemplary rhetoric is one of the key benefits of analysing famous speeches. These speeches often embody the pinnacle of eloquence and rhetorical skill, allowing students to observe how skilled speakers use language to persuade, inspire, and engage their audiences. This exposure helps students recognize effective rhetorical devices and techniques that they can incorporate into their own speech.

Moreover, analysing speeches allows students to encounter a wide range of vocabulary and complex sentence structures. This exposure enriches their linguistic repertoire, enabling them to express themselves more eloquently. Students learn how word choice and syntax can impact the effectiveness of a message.

Understanding persuasive techniques is another crucial benefit. Famous speeches are often crafted to persuade and move audiences. By analysing these speeches, students can identify the persuasive techniques used by speakers, such as ethos, pathos, and logos. Understanding these elements helps students learn how to construct compelling arguments and connect with their listeners emotionally and logically.

Insights into delivery and style also play a critical role in the analysis. Beyond the words themselves, the delivery of a speech—intonation, pacing, emphasis, and body language—greatly impacts its effectiveness. Analysing famous speeches helps students understand the importance of delivery in effective communication and develop their own speaking style.

#### ***3.2. Procedure for analysing famous speeches***



*Figure 3 Procedure for analysing famous speeches*

[1] *Selection of speeches*: Choose a diverse range of famous speeches, considering historical, cultural, and contemporary contexts. Select speeches that are rich in rhetorical techniques and relevant to students' interests and experiences.

[2] *Contextual understanding*: Provide students with background information on the speech, including the speaker, the historical and cultural context, and the audience. Understanding the context helps students appreciate the purpose and impact of the speech.

[3] *Detailed analysis*: Guide students in a detailed analysis of the speech. Focus on key elements such as structure, rhetorical devices, persuasive techniques, and language and vocabulary. Identify the introduction, body, and conclusion, and examine how the speech is organized. Highlight the use of rhetorical devices such as metaphors, repetition, parallelism, and rhetorical questions. Analyze the use of ethos (credibility), pathos (emotion), and logos (logic). Examine word choice, tone, and style.

[4] *Discussion and reflection*: Facilitate class discussions on the effectiveness of the speech and the techniques used. Encourage students to reflect on how these techniques can be applied to their own speaking and writing.

[5] *Practice and application*: Have students practice delivering excerpts from the speeches, focusing on emulating the style and delivery of the original speaker. Additionally, assign tasks where students write and deliver their own speeches using the techniques learned.

### **3.3. Challenges in analysing public speeches**

Analysing famous speeches in ESL classrooms presents several challenges. The complexity of language used in these speeches often includes sophisticated vocabulary and complex sentence structures, which can be difficult for ESL students to fully comprehend. Providing glossaries, summaries, and detailed explanations of difficult terms and phrases can help mitigate this issue.

Another challenge is understanding the cultural and historical context of the speeches, especially if students are unfamiliar with the background. Offering comprehensive background information and facilitating discussions to bridge knowledge gaps can enhance students' understanding and appreciation of the speeches.

Maintaining engagement and interest can also be challenging, as not all students may find the analysis of historical speeches engaging. To address this, teachers can select a variety of speeches, including contemporary and culturally relevant ones, to keep students interested.

Balancing depth and accessibility is another significant challenge. Ensuring that the analysis is both thorough and accessible to all students can be difficult. Differentiating instruction by providing additional support to those who need it while allowing advanced students to explore more deeply can help address this issue.

#### **4. Shadowing technique**

Imitating famous public speakers through the shadowing technique involves closely replicating their speeches and performances. This method is highly effective in language learning and public speaking training, aimed at improving pronunciation, intonation, fluency, and overall speaking skills.

##### ***4.1. Benefits of shadowing***

Imitating speeches helps learners adopt natural speech patterns, enhancing pronunciation and intonation. It also develops better listening skills as students match the speaker's tone, pace, and delivery. Through repetition, students gain fluency, internalizing common phrases and structures. This practice builds confidence in public speaking by modeling effective speech delivery and engagement techniques. Additionally, shadowing exposes students to diverse vocabulary and idiomatic expressions, enriching their language proficiency.

##### ***4.2. Steps to implement the shadowing technique***

In this section, I will detail the steps to effectively implement the shadowing technique, which is designed to refine speaking skills through structured listening and repetitive practice, closely mirroring the delivery of famous public speakers.



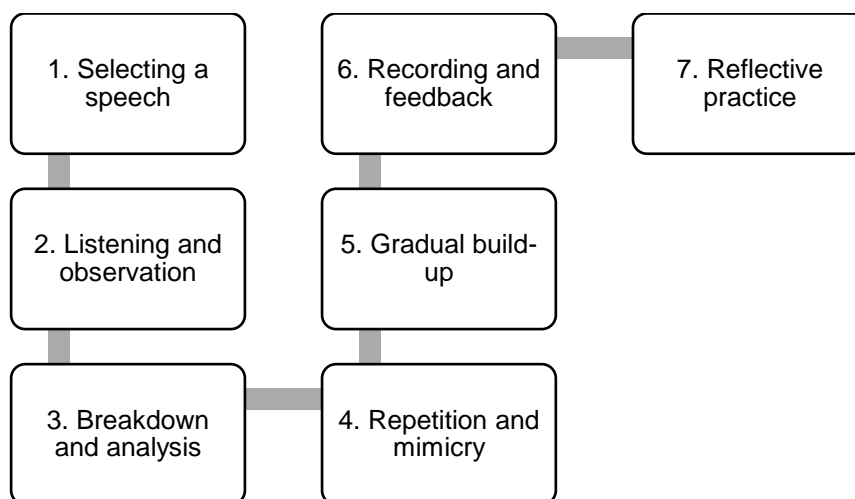


Figure 4 Steps to implement the shadowing technique

[1] *Selecting a speech:* Choose a famous speech by a renowned public speaker. Consider speeches that are well-structured, impactful, and rich in rhetorical devices. Ensure the speech is appropriate for the students' proficiency level.

[2] *Listening and observation:* Have students listen to the speech multiple times without interruption. Encourage them to observe the speaker's pronunciation, intonation, pacing, and use of gestures and facial expressions.

[3] *Breakdown and analysis:* Break down the speech into smaller segments. Analyze key elements such as rhetorical devices, vocabulary, sentence structure, and delivery techniques. Discuss these elements with students to deepen their understanding.

[4] *Repetition and mimicry:* Students should repeat each segment of the speech aloud, attempting to match the speaker's delivery as closely as possible. This includes mimicking the speaker's tone, pace, and gestures.

[5] *Gradual build-up:* Start with short segments and gradually increase the length as students become more comfortable with the material. Eventually, students should be able to shadow the entire speech.

[6] *Recording and feedback:* Encourage students to record their shadowing practice and compare it with the original speech. Provide constructive feedback on areas such as pronunciation, intonation, and overall delivery. Peer feedback can also be valuable.

[7] *Reflective practice:* After shadowing, have students reflect on their experience. Ask them to identify what they learned, what challenges they faced, and how they can apply these techniques to their own speaking.

#### 4.3. Challenges and solutions

There are several challenges involved when it comes to employing shadowing technique in the classroom.

Students may find it challenging to match the speaker's delivery exactly. While encouraging students to focus on improving gradually and emphasize the importance of practice and persistence, teachers may choose appropriate materials with slower pace of speaking, or slow down recordings so that students can keep up with the pace. Breaking the whole speech into small segments or even sentences could help students to master the delivery of that part quickly. More detailed operations, including underlining stressed words or marking intonation patterns could allow students to better understand the delivery and imitate it.

Another problem lies in variability in speech complexity. Speeches can vary widely in complexity, potentially overwhelming some students. Again, the solution is *to* select speeches that are appropriate for the students' proficiency level and gradually increase the difficulty. Teachers can start with deliberative speeches, those that are delivered by presidents and other leaders such as Barack Obama. They are characterised by a slower pace to emphasise clarity, thoughtfulness, and the importance of content discussed; therefore, it is relatively easy to listen to and imitate individual sounds, stressed patterns, and rhythm. Once students are more able to get a grasp of this, teachers could gradually incorporate informative and persuasive speeches such as TEDtalks which are excellent examples of using intonation, pace, pauses, rhetorical devices to attain eloquence. Finally, debate or other impromptu speeches are often delivered at a faster pace and thus should be used when learners achieve greater proficiency.

Finally, shadowing can be quite boring an activity and not many students find it fulfilling to be someone else. Therefore, teachers should strike the right balance between shadowing and other eloquence-oriented activities. Students need to feel the need of retaining the native-like features while giving them the opportunity to improvise what they have learnt and apply the techniques to their speaking in an inventive way without being mere parrots learning to repeat whatever is fed to them.

## **5. Organising debate sessions**

### ***5.1. Benefits of debate to improving eloquence***

Debating is a highly effective tool for improving students' eloquence, offering numerous benefits that contribute to their overall communication skills. In a debate, students must articulate their thoughts clearly, present coherent arguments, and respond to counterarguments, all of which foster eloquence.

Firstly, debating requires students to structure their thoughts and organize arguments logically, promoting clear and concise idea presentation. This structured approach helps develop a coherent

speech flow, making communication more persuasive and impactful. Secondly, debating encourages critical thinking as students analyze various perspectives and construct well-founded arguments. This skill enables them to articulate thoughts with precision and present compelling points fluently.

Additionally, engaging in debates exposes students to a rich vocabulary and diverse language structures, enhancing their linguistic repertoire and enabling eloquent expression in both speech and writing. Debating also boosts confidence and public speaking skills, as students become more comfortable speaking in front of an audience, thereby improving their ability to express ideas eloquently.

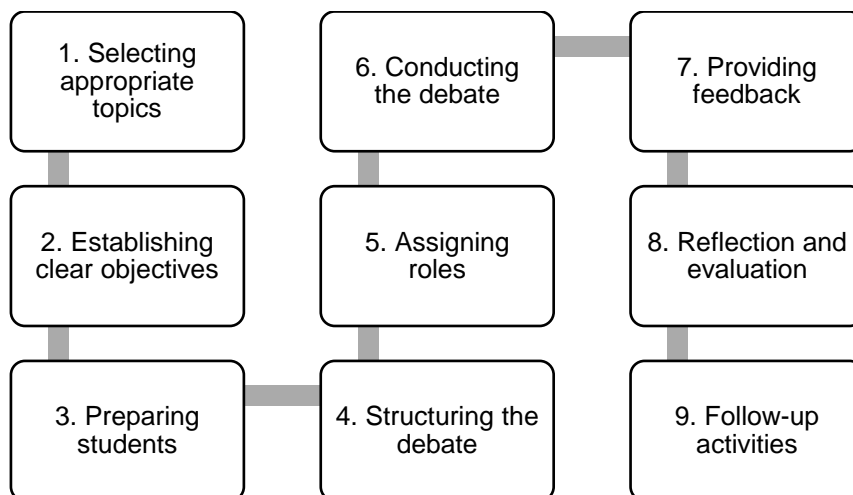
Effective debating requires active listening to understand opponents' arguments and respond appropriately, ensuring relevant and well-articulated responses. Adaptability in debates, where students adjust arguments based on new information, further refines their eloquence, making their speech more dynamic and engaging.

Moreover, debating teaches the art of persuasion, including the use of rhetorical devices and emotional appeals. Mastery of these techniques makes arguments more compelling and resonant with the audience. Eloquence involves not only word choice but also delivery, and debating hones this skill.

Lastly, debate practice often involves receiving feedback from peers, teachers, or judges. Constructive feedback highlights areas for improvement, helping students refine their speaking style and enhance their eloquence. This iterative process of feedback and improvement is crucial for developing advanced communication skills.

## ***5.2. Conducting debate sessions in ESL classrooms***

Integrating debate into ESL classrooms for advanced learners can significantly enhance their language skills and critical thinking abilities. Here's a step-by-step guide to conducting debates effectively:



*Figure 5 Steps to conduct debate sessions*

[1] *Selecting appropriate topics:* Choose relevant and challenging topics that stimulate intellectual engagement and are culturally sensitive. Ensure topics are suitable for students' proficiency levels and encourage diverse perspectives. Examples include global issues, ethical dilemmas, and current events.

[2] *Establishing clear objectives:* Define clear learning objectives for the debate, such as improving fluency, expanding vocabulary, practicing specific grammatical structures, and enhancing critical thinking skills. Communicate these goals to students to ensure they understand the purpose of the activity.

[3] *Preparing students:* Provide students with resources and guidelines for the debate. This includes background information on the topic, key vocabulary, and phrases for arguing and counterarguing. Encourage students to conduct their own research and gather evidence to support their arguments.

[4] *Structuring the debate:* Choose a structured debate format to ensure order and fairness. Common formats include WSDY, Oxford, and parliamentary styles, each with specific rules regarding speaking times, the number of speakers, and the sequence of speeches. Select a format that best suits your classroom dynamics and objectives.

[5] *Assigning roles:* Divide students into teams and assign roles such as speakers, moderators, and timekeepers. Rotating roles in different debates can give all students a comprehensive understanding of the debate process and develop various skills.

[6] *Conducting the debate:* Follow the chosen format and ensure that all students adhere to the rules. Encourage active participation and respectful listening. Remind students to use the target language, apply persuasive techniques, and maintain a clear and logical flow in their arguments.

[7] *Providing feedback:* After the debate, provide constructive feedback focusing on language use, argumentation, and presentation skills. Highlight strengths and areas for improvement. Encourage peer feedback to foster a collaborative learning environment.

[8] *Reflection and evaluation:* Encourage students to reflect on their performance and the overall debate. Discussions can include what strategies worked well, what challenges they faced, and how they can improve in future debates. Formal evaluations can be based on criteria such as fluency, coherence, vocabulary usage, and persuasiveness not just in terms of how the words are used, or whether ideas are relevant, but of how arguments are delivered.

[9] *Incorporating follow-up activities:* Use follow-up activities to reinforce skills learned during the debate. These could include writing essays on the debate topic, role-playing different viewpoints, or conducting mini-debates on related subjects. These activities help solidify the students' understanding and application of debate techniques.

This step-by-step guide offers structured instruction on how to conduct the debate in a time-efficient way, and with elaborate activities for effective learning.

### **5.3. Challenges in conducting debate in ESL classrooms**

While debate can be highly beneficial for ESL learners, several challenges may arise when integrating it into the classroom environment. These challenges include language proficiency, cultural sensitivity, classroom management, preparation time, confidence building, assessment difficulties, and adaptation for different learners.

*Language proficiency:* Advanced language skills are often required to effectively participate in debates. Students may struggle with vocabulary, grammar, and fluency, hindering their ability to articulate complex arguments. The solution is to provide vocabulary lists, phrase banks, and sentence starters. Pre-debate activities focusing on language skills can help build the necessary linguistic foundation.

*Cultural sensitivity:* Debates often involve discussing sensitive topics that may vary in cultural significance or interpretation. To address this, carefully select topics that are relevant but culturally neutral. Encourage a respectful and inclusive atmosphere, and provide guidelines on respectful discourse.

*Classroom management:* Conducting structured debates requires careful management to ensure all students have equal opportunities to participate. In this sense, teachers need to implement clear rules and roles for debates, such as speakers, moderators, and timekeepers. Use smaller groups or pairs to ensure more active participation.

*Preparation time:* Planning and preparing for debates can be time-consuming for both teachers and students. Therefore, individual research and argument development could be conducted at home to save class time. Meanwhile, in classrooms, teachers may assign teams randomly, allowing for spontaneity. The process can also be streamlined for better management of time.

*Confidence building:* Engaging in debates requires confidence in speaking and defending ideas in front of peers. Some students may struggle with self-confidence or fear of public speaking. The teacher could start with low-stakes practice debates and progressively increase the complexity. In addition, he/she could provide positive feedback and create a supportive environment to build confidence.

*Assessment challenges:* Assessing students' performance in debates can be subjective and complex. This calls for clear assessment criteria focusing on language use, argumentation, and presentation skills. Teachers should use rubrics to ensure consistent and fair evaluation.

*Adaptation for different learners:* ESL classrooms often include diverse learner backgrounds and proficiency levels. The solution is to differentiate tasks and roles based on students' abilities while pairing stronger students with those needing more support and providing additional scaffolding for those who require it.

Addressing these challenges requires thoughtful planning, flexibility, and ongoing support. By implementing these solutions, teachers can effectively incorporate debates into ESL classrooms.

## **6. Project-based learning (PBL)**

Project-based learning offers a robust framework for enhancing students' eloquence in speaking by engaging them in hands-on, real-world projects. This section explores the benefits of PBL for developing speaking skills, provides some examples of PBL activities, outlines steps to implement PBL effectively, and addresses common challenges along with solutions.

### **6.1. Benefits of PBL**

By immersing students in authentic learning experiences, PBL cultivates contextual understanding and application of language skills. Collaborative teamwork within projects fosters effective communication and active listening skills, as students engage in discussions, debates, and peer feedback. PBL also promotes critical thinking as students analyze information, solve problems, and present their findings persuasively. Moreover, the opportunity to present project outcomes to an audience enhances students' confidence in public speaking and their ability to articulate ideas clearly and convincingly. These experiences not only strengthen students' speaking proficiency but also equip them with essential skills for lifelong learning and professional success.

### **6.2. Suggested PBL activities**

Here are examples of PBL activities designed to improve speaking proficiency:

*Podcast production:* Assign students to create podcasts on topics of interest or related to curriculum themes. They research, script, record, and edit episodes, focusing on effective storytelling, clarity of speech, and engaging delivery.

*Public service campaigns:* Task students with designing public service campaigns addressing community issues or global challenges. They create multimedia presentations or speeches advocating for their campaigns, developing skills in persuasive communication and audience engagement.

*Mock trials:* Simulate legal proceedings where students act as lawyers, witnesses, and jurors. They research case materials, construct arguments, and present their positions persuasively in a courtroom setting.

*Cultural heritage projects:* Encourage students to explore and present on cultural traditions, historical events, or artistic movements. They create multimedia presentations or exhibitions that showcase their research and storytelling abilities.

*Documentary filmmaking:* Assign students to create documentaries on historical events, social issues, or scientific discoveries. They research, write scripts, conduct interviews, and narrate the documentaries, developing storytelling and presentation skills.

*Business pitch presentations:* Have students create business plans and pitch presentations for innovative products or services. They develop pitches that include market analysis, financial projections, and persuasive arguments to secure investment, enhancing their ability to communicate complex ideas convincingly.

*Science fair presentations:* Organize a science fair where students conduct experiments and present their findings to judges and peers. They explain hypotheses, experimental methods, and results, practicing clear and coherent scientific communication.

*Mock United Nations debates:* Simulate United Nations sessions where students represent different countries and debate global issues. They research their country's stance, collaborate with peers, and deliver speeches advocating for their positions, fostering diplomacy and persuasive speaking skills.

### **6.3 Steps to implement project-based learning**

PBL could be implemented in five steps. Here's an overview of such steps with explanation below.



*Figure 6 Steps to implement project-based learning*

[1] *Designing projects:* Select topics that align with curriculum goals and students' interests. Define clear objectives and criteria for success.

[2] *Planning and preparation:* Break down projects into manageable tasks. Provide resources and guidance on research, organization, and presentation skills.

[3] *Implementation:* Facilitate student-led inquiry and problem-solving. Encourage discussions, debates, and peer feedback to refine ideas and presentations.

[4] *Presentation:* Allocate time for students to present their projects orally. Provide guidelines for effective presentation techniques, such as clarity, eye contact, and engaging delivery.

[5] *Reflection and assessment:* Encourage students to reflect on their learning experience and speaking skills. Provide constructive feedback on content, organization, and delivery.

#### **6.4. Challenges and solutions**

Implementing project-based learning (PBL) to enhance eloquence can present several challenges that educators must address effectively. One common challenge is time management. Planning and executing projects within limited class time requires careful scheduling and prioritization of learning objectives. Educators must scaffold tasks, set realistic timelines, and provide guidance to ensure students stay on track while achieving project goals.

Student engagement is crucial in project-based learning. Motivating students to remain invested in long-term projects can be challenging. Offering choice in project topics, incorporating multimedia elements, and facilitating peer collaboration can enhance intrinsic motivation. Moreover, fostering a supportive classroom environment where students feel valued and their contributions acknowledged can sustain enthusiasm throughout the project duration.

Assessment poses another significant challenge in PBL. Evaluating both content knowledge and speaking skills requires clear assessment criteria and rubrics aligned with project objectives. Providing formative feedback throughout the project phases ensures students understand expectations and can make necessary improvements in their speaking proficiency and project outcomes.

## **V. CONCLUSION**

Developing speaking eloquence is crucial for English-major students as it equips them with essential communication skills vital for their academic and professional growth. This paper has highlighted the significant challenges faced by Vietnamese students, including issues with impactful language use, formal and robotic expression, and difficulties with fluency, pronunciation, and intonation.



To effectively tackle these challenges and attain eloquence, explicit teaching emerges as a foundational strategy. This involves structured instruction focusing on linguistic nuances and rhetorical techniques. The advantage of explicit teaching is its clear and systematic approach, ensuring that students grasp the foundational elements of eloquence. However, it can sometimes be too rigid and less engaging, potentially stifling creativity and spontaneity.

Complementing explicit teaching with interactive activities can address this limitation. Activities such as debates, role-plays, and impromptu speaking exercises foster engagement, spontaneity, and emotional connection with the audience. These methods encourage students to think on their feet and use language dynamically. However, they may lack the focus on precise linguistic and rhetorical techniques, leading to superficial understanding if not carefully guided.

Another effective strategy is incorporating feedback sessions and peer reviews. These sessions allow students to reflect on their performances and learn from others, fostering a collaborative learning environment. The main benefit is the diverse perspectives and constructive criticism, which can significantly improve students' speaking skills. Nonetheless, this approach can be time-consuming and may require careful moderation to ensure feedback is constructive and focused.

Recognizing the complexity of teaching speaking eloquence, educators must skillfully blend these strategies and design lessons with clear procedures. By balancing explicit instruction with engaging activities and reflective practices, teachers can provide comprehensive support tailored to students' needs. This enhances both their linguistic abilities and their confidence in diverse communication scenarios.

Looking ahead, while this paper has outlined effective strategies to attain eloquence, ongoing research and collaboration are essential to refine teaching methodologies and explore new innovations. By creating dynamic and inclusive learning environments, educators can empower students to continuously improve their speaking eloquence, preparing them effectively for future academic and professional challenges.

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