

THE STUDY:

**HOW TO DEVELOP ELOQUENCE IN  
SPEAKING FOR GIFTED STUDENTS**

2024

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## **Part A**

### **INTRODUCTION**

#### **I. Rationales**

Gifted students often possess advanced intellectual capabilities, but their communication skills may not always be commensurate with their cognitive abilities. Developing eloquence in speaking is essential for these students as it enables them to effectively express their ideas, engage in persuasive discourse, and influence others. This study aims to explore methods to cultivate eloquence in speaking among gifted students, thereby bridging the gap between their intellectual potential and communicative competence.

One primary reason for focusing on eloquence is that it enhances the overall academic and social development of gifted students. Eloquence in speaking can improve classroom participation, foster leadership skills, and build self-confidence.

Moreover, eloquence is not an innate talent but a skill that can be developed through targeted interventions. This study will investigate effective pedagogical strategies, such as rhetorical training, debate clubs, public speaking workshops, and mentorship programs.

Another significant aspect is the role of eloquence in fostering social and emotional development. Gifted students often face social challenges, including feelings of isolation or difficulty in peer relationships. Mastering eloquent speaking can facilitate better social interactions.

In conclusion, this study will provide valuable insights into the best practices for developing eloquence in speaking among gifted students, ultimately contributing to their holistic development and preparing them for future challenges. Hopefully, this study will make a small contribution to the improvement of

speaking skills for students at my school in particular and at other high schools in general.

## **II. Scope of the study**

In my personal teaching context, speaking skill has always been regarded as an important but very challenging task to most students so that I have been looking for a new method not only to improve my students' speaking ability but also their interests during my speaking lessons.

More specifically, I am now taking charge of a group of 10- grade students whose English level is upper-intermediate. However, they claim to have many difficulties when developing ideas in speaking. For example, their speaking styles are usually of free style or originally Vietnamese, not of the target language style. Likewise, their ways of thinking are often under great influence of L1 translation. In addition to the lack of confidence in choosing relevant words or phrases, they often make similar errors in their speaking so that I have to spend a lot of time with great efforts correcting their speaking.

To get over this limitation, I am keen on carrying out an innovation to identify whether there will be improvements in my students' speaking ability if they learn to expand their opinions as a new learning technique. Furthermore, they are also beneficial to SLLs' accuracy and complexity in speaking ( Johnson, 1992, p 234)

***The research questions are:***

- 1. What are the key characteristics of eloquent speaking as perceived by educators and students?***
- 2. Which specific skills and techniques are most effective in enhancing eloquence in speaking among gifted students?***

By addressing these research questions, the study aims to provide a comprehensive understanding of how to best support gifted students in developing eloquence in speaking, ultimately leading to enhanced academic and personal outcomes.

### **III. Objectives of the study**

There are two main purposes of the study. Theoretically, the study aims at providing a summary of theories related to idea development in eloquence that should be taken into consideration. Practically, the study also aims at suggesting some ways to improve students' language use in eloquence in speaking for gifted students.

### **IV. Methodology**

In the process of writing this research, I have spent much time reading reference books about the language use in speaking skill. Also, through my observation of students and teachers in my school, I have found out many ways of improving students' ability in speaking skill.

Johnson (1992) defined action research as a way in which participants or "insider researchers" operate a study or carry out action to create decisive changes in their own communities. An action research aims at finding out the difficulties in specific cases and offering relevant solutions. In my research, the problem of students' poor knowledge of some speaking aspects has been recognized by the teacher researcher so this study is accomplished with a purpose of employing a new tool of teaching speaking.

For my own research, I will utilize the mixed method since qualitative and quantitative information can be gathered from different sources, which enhances the research's validity and reliability (McNeill,1992). The trustworthiness of the data can be boosted with the use of the mixed method so I will adopt *the pre and post-test, observations and interviews* in my innovation.

## **IV. 1. Steps**

### ***Pre and post testing***

According to McNeill (1992), the pre test has an advantage of determining learners' proficiency at the beginning of the treatment whereas a post-test will be conducted to reaffirm learners' change and measure their improvement after the course.

However, a limitation connected with this instrument is that the researcher may know nothing about learners' feelings, behavior, attitude toward the innovation as well as what they truly think of the new technique. Therefore, a combination between *pre and post testing* and other instruments is necessary to increase the validity of the research.

### ***Observation***

The aim of the observation is to see how students engage in the strategy. Therefore, I will combine teaching speaking and observing my students directly in my lessons. With the use of observation form, the teacher researcher can evaluate and memorize how learners get involved, what they think and react in real- life situations (Bouma, 2000). By directly observing students' activities, I can identify their troubles in generating and rearranging ideas so that changes can be made during the course if necessary.

To avoid the potential ethical issues, I will explain in details the process of observation to my students at the beginning of the course that I will only conduct this method with their allowance. Six students will be observed in 6 weeks right after the consent form and the permission for research have been collected. The information taken notes from learners will be kept in secret to protect them from any risk. The observation data will be coded, analyzed and translated by the teacher researcher afterwards.

### ***Semi-structured interviews***

Saeidi and Sahebkhair (2011) pointed out that interviewees are encouraged to provide more information than expected in a semi-structured interview so the audio-recorded interview will be employed at the end of the course to clarify students' views on my innovation. I will spend about 15 minutes interviewing each student.

Nevertheless, the learners may feel uncomfortable or stressed so a friendly atmosphere in an informal room should be employed. Besides, my clear explanation of innovation purposes is hoped to release their tension, pressure and pave the way for their open feedback. Questions including close-ended and open-ended ones are carefully prepared, Vietnamese will be spoken so my students can express their opinions easier. Regarding ethical issues, all the answers during interviews will be taken note honestly and I will report generally without mentioning any specific learner. I will remove identifiers to create a "clean" data set including no information to identify participants as well as their names, difficulties or marks.

### ***Data collection***

This innovation will be conducted from April 1<sup>st</sup> 2024 to May 30<sup>th</sup> 2024. The whole process for both implementing innovation and collecting data will last eight weeks.

<b>Week 1</b>	<b>From week 2 to week 7</b>	<b>Week 8</b>
<p><b><u>Classroom Meeting 1</u></b></p> <p>Research information</p> <p>Participant consent form</p>	<p>Implementing innovation</p> <p>Data collection:</p> <p>Observation</p>	<p><b><u>Classroom Meeting 1</u></b></p> <p>Post- test</p>

<u><i>Classroom Meeting 2</i></u>		<u><i>Classroom Meeting 1</i></u>
Pre-test		Semi-structured interviews

As can be seen, the first week is spent preparing everything ready and clear for all the students to participate in the research. After providing the learners with research information and receiving participant consent forms, the pre test is conducted for the researcher to have insights into the students' proficiency. The next six weeks is conducted with direct observation in speaking classes. Then comes the post test in the last week to measure learners' improvement, semi-structured interviews take place in the last phase to reconfirm the data gathered from observations and tests.

### *Data analysis*

Due to the mixed method in my innovation, the data analysis will be conducted with not only qualitative but also quantitative approaches.

Rojo & Valenzuela (2003) suggested that quantitative analysis is employed to investigate past events displaying what and how often to reply measurable questions. Learners' answers are often classified and demonstrated in numbers so the data can be used for statistical analysis. Hence, the pre and post tests will be evaluated with my adaptation from Rojo & Valenzuela (2003) method. My students' eloquence in speaking will be evaluated through the employment of checklists with 4 following criteria

#### **1. Clarity and Articulation**

**Description:** Clear and precise pronunciation of words and sentences, ensuring that the speaker's message is easily understood.

**Importance:** Clarity prevents misunderstandings and ensures that the audience can follow the speaker's arguments or narrative without confusion.



**Indicators:** Correct enunciation, appropriate pacing, and the absence of mumbling or slurring.

## **2. Rich Vocabulary and Expressive Language**

**Description:** The use of a varied and sophisticated vocabulary, along with expressive language techniques such as metaphors, similes, and vivid descriptions.

**Importance:** A rich vocabulary allows the speaker to convey complex ideas more effectively and keeps the audience engaged through dynamic and interesting language.

**Indicators:** Use of diverse and contextually appropriate words, figurative language, and the ability to adjust language complexity based on the audience.

## **3. Engagement and Persuasiveness**

**Description:** The ability to capture and maintain the audience's attention through compelling arguments, emotional appeal, and interactive elements.

**Importance:** Engagement is crucial for ensuring that the audience remains interested and invested in the speaker's message, while persuasiveness helps to influence their opinions or actions.

**Indicators:** Effective use of rhetorical devices (e.g., ethos, pathos, logos), storytelling techniques, and interactive questions or prompts that involve the audience.

## **4. Confidence and Presence**

**Description:** Displaying confidence and a commanding presence through body language, eye contact, and a strong, steady voice.

**Importance:** Confidence and presence make the speaker appear credible and authoritative, encouraging the audience to trust and believe in their message.

**Indicators:** Upright posture, consistent eye contact with the audience, controlled gestures, and a voice that projects well and varies in tone to maintain interest.

These criteria collectively contribute to the overall effectiveness of eloquent speaking, ensuring that the speaker's message is not only delivered clearly and engagingly but also leaves a lasting impact on the audience. Mathematical formulas will be utilized to analyze quantitative data which will be then shown in tables.

As for qualitative information collected from observations and interviews, Smith and Davies (2010, p.145) suggested the following steps to analyze: *Information Regulation* related to data storage and transcription, the step *Beginning Analysis* connected with conversation analysis and *Coding the data* is finding description and result report. I will apply aforementioned steps in my innovation to assure that qualitative data will be categorized effectively. The audio and scripted data will be classified logically with a label on each electronic folder during data managing stage. The written data will be classified into different files carrying their own names and kept confidentially.

#### **IV. 2. Researching setting and cultural aspects**

##### ***Research setting***

According to Markee (1997), an innovation should answer the question that *who* will adopt *what*, *where*, *when*, *why* and *how*. In my research, the innovation is a small- scale integrating of eloquence as innovation in my part-time class of EFL learners in my gifted high school, which is a high- quality educational institute located in the centre of a mountainous province in Vietnam.

In my class, students are hard working and serious learners whose English proficiency is at upper-intermediate level. However, although English is their

favorite and major subject, most of them claimed to encounter certain difficulties in developing ideas when speaking, especially in eloquence . In fact, in the subject curriculum applied in my school, although speaking skill accounts for nearly 25% of the total time, this skill is rarely tested in periodical or formal examinations, which actually reduces the students' motivation to learn this skill. Furthermore, their rarely exposing to native language sources and often being under the L1 negative influence have formulated my students the habit of speaking in an originally Vietnamese style, not in the target language one. In addition to repeatedly making the same mistakes, they are unsure of how to generate and arrange the ideas when speaking. These limitations have proved to be a barrier to their speaking progress despite my great efforts in guiding and correcting their presentations. Therefore, an innovation should be come up with.

The implementation of the innovation and the collection of data will last 8 weeks, from April 1<sup>st</sup> to May 30<sup>th</sup> 2024 . Six 16- year-old students (4 female and 2 male) in grade 10 join this *bottom- up* innovation, which is also called incremental and immanent because it is conducted by the teacher in the class (Coleman, 1996). Although the innovation is a minor change in teaching approach, it generates a significant learning improvement (Markee, 1997).

### ***Cultural aspects***

Cultural aspects of the learning context where speaking skill is taught can create certain difficulties to learners ( Goffman,1981). Under the influence of Confucian philosophy on social hierarchy for more than 2,000 years, Vietnamese tend to reach consensus, try to address public opinion and promote harmony in every member ( Goffman,1981). Such behaviors and thinking are contrary to western argumentation that requires learners to formulate their personal claim, arguing capability and their own rebuttals. For example, while North Americans basing on individualism often defend, attack or challenge when establishing arguments, Vietnamese learners basing on collectivism are likely to be more compromising than arguing. They tend to avoid stating straight

opinions, objecting and reacting in their speaking, which leads to little persuasion in their eloquence for the lack of argumentative characteristics. Therefore, it is essential for students to consult idea development to learn more about various aspects of speaking.

### ***Policy analysis***

The main reason for English curriculum innovation in Vietnam is to adjust national education policies in response to the globalization. Together with the entry into World Trade Organization and the Asian bloc, Vietnam's market economy has promoted the government to increase the number of people who can communicate in English effectively ( Bavelas, & Johnson, 2000). Of the most significant changes in ELT in Vietnam since the 1990s, CLT has been applied in every educational institute through out Vietnam to replace the traditional teaching method "grammar- translation" (Nguyen, 2010). Nevertheless, there remains a conflict between this *top- down* innovation's objectives and actual in-class application for the mismatch between the goal of CLT method and the national education assessment system. To be more specific, CLT approach aims at improving speaking skills and other functional skills (Nunan & Lamb, 1996) whereas these skills are not tested in Vietnamese formal examinations, which leads to a disfavor in CLT approach and a tendency to turn back into the traditional one. This is also the case in my gifted high school where the traditional teaching method in most English classes are teacher-centered. Students almost depend on teachers' guidance and correction in speaking lessons. Therefore, a *bottom-up* innovation should be come up with so that the students can themselves discover new knowledge and formulate the habit of self study.

### **IV. 3. Ethics**

According to Smith and Davies (2010), ethical issues implying moral rules and principles when conducting activities in initiation and completion are very important for all researchers. In fact, they have to assure participants of

causing them no problems. Taking this suggestion into consideration, I will try to remove all ethical risks in my innovation.

Firstly, I will ask for my headmaster's permission to conduct the research. Six students will be asked to join the research voluntarily rather than compulsorily. Coupled with oral explanation to inform them of my research objectives, its benefits, potential problems, level of confidentiality and purposes of utilizing collected data (Smith and Davies, 2010), consent forms and research information forms will be provided to my learners. Any further questions about the innovation will receive my concrete reply.

Secondly, ethical risks are possible to arise in the interview stage. Zare and S.Bagheri (2009) suggested that when interviewees are students, they are possibly prone to personal and psychological trouble. They are sensitive to unexpected dangers, especially when their private issues and feelings are disclosed right to their teacher interviewer. Additionally, my learners may fear that I will feel dissatisfied with their answers so they will try to please me with untrue response. They dare not to tell me all their thought or feelings because they are afraid of getting unexpected results. These problems may bring about distorted data. Therefore, I will make all necessary psychological preparations before interviews to lower the risks. My learners will be prepared in terms of psychological and physical situations. Likewise, students should be well informed of their rights to give up their cooperation in the middle of the study without being nervous about my punishment or assessment.

For the observation, learners' individual names will not be revealed. Their learning activities will not be interrupted or interfered with when I observe class. If any signs of refusal from students arise, the observation will cease until another permission is gained.

Finally, another risk is connected with the audio-recording. The learners should be informed that interview audio records are utilized for the research purposes only. Any unwanted data will be removed if they want and other facts will be kept confidentially. Similarly, all learners' information is not revealed to any third party under any circumstances.

#### **IV. 4. Potential problems and solutions**

Some anticipated problems may arise from my innovation that need to be taken into account and solutions should be considered.

First and foremost, my students may not be keen on participating in my innovation since they find it unnecessary to alter their old learning ways. Therefore, in this case, I will explain and focus on the research's importance and its long term benefits for both learners and the teacher. Besides, their old habit of learning may be a barrier for them to familiarize with the innovation and changes so that great efforts should be made to prepare the lesson carefully and motivate students to involve in the lesson attentively and effectively. Common speaking topics should be utilized in the first 2 weeks and the difficulty level of speaking tasks will increase steadily so that learners can avoid feeling appalled and get familiar to the new teaching technique gradually.

Regarding limitations in observations, many students may worry when being observed so that both their performance and their behavior may change because they avoid misbehaving in front of their teacher observer, which leads to data being distorted. Therefore, it is my duty to clarify that the observation's purpose is for the research, not for any student assessment or judgment so that they can feel at ease and conduct their activities as normally as possible.

Finally, it will be difficult to measure the reliability in students' answers, especially during the interview when some students try to please their teacher with unreliable responses. They might feel uncomfortable and even afraid of telling the truth. To anticipate their anxiety of being questioned, I will keep calming them down with informal and clear explanation. Furthermore, a friendly and comfortable talking environment should be provided so that my students can express their thought in a natural way, answer the truth without any forcing or threatening.

### ***Benefits***

With this study's success, my students are expected to gain some learning experience in eloquence in speaking. It is hoped that with the innovation's success, learners will find it easier to present in front of the class, they are more confident with new knowledge and they can formulate the habit of self studying at home. Similarly, this innovation is expected to bring the researcher benefits related to experience not only in teaching speaking but also in doing action research.

## **V. Design of the study**

As I have mentioned above, the aim of this research is to exploit the ways to improve students' ability in speaking skill, so the study is divided into three main parts

Part A represents the reasons why I have chosen this theme, the objectives, the scope and methods used to complete the study.

Part B includes two chapters. Chapter 1 deals with a summary of theories related to eloquence that needs to be taken into consideration. Chapter 2 presents some basic features of speaking, some criteria to evaluate. Chapter 2 also suggests some ways to improve students' ability in presentation.

Part C is the conclusion of the whole study. Before presenting the conclusion, I would like to suggest some recommendation to improve language in speaking skill

To conclude, I hope that the study will be a practical guidance to teachers and students to improve language use in speaking skill.

## **Part B**

### **DEVELOPMENT**

#### **Chapter 1**

##### **LITERATURE REVIEW**

This chapter discusses the key points regarding the concepts of eloquence in speaking.

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

Eloquence is the art of effective and persuasive communication, characterized by clarity, expressiveness, and the power to move and influence an audience. It combines the precise use of language with stylistic and rhetorical skills, creating messages that resonate both intellectually and emotionally.

One perspective on eloquence comes from the Roman philosopher and orator, Cicero, who in his work *De Oratore* (55 BCE) asserts, "True eloquence consists in saying all that should be said, and that only." This highlights the importance of concise and purposeful communication.

In his essay *Of Eloquence* (David Hume, 1742), the Scottish philosopher David Hume emphasizes the emotional power of eloquence: "Eloquence, at its highest pitch, leaves little room for reason and reflection, but addresses itself entirely to the desires and affections, captivating the willing hearers." Hume underscores eloquence's ability to engage the audience's emotions deeply.

Ralph Waldo Emerson, in his lecture *Eloquence* (Ralph, 1858), reflects on the moral dimension of eloquence: "Eloquence is the power to translate a truth into language perfectly intelligible to the person to whom you speak." Emerson emphasizes the clarity and truthfulness inherent in truly eloquent speech.

These perspectives from Cicero, Hume, and Emerson illustrate that eloquence is not merely about ornate language, but about the effective, emotional, and



truthful conveyance of ideas, making it a timeless and powerful tool for communication.

Thus, my goal is to examine several key factors: clarity, emotional resonance, and rhetorical skill. Clarity ensures the audience comprehends the message without confusion. Emotional resonance engages the audience's feelings, making the message more impactful. Rhetorical skill involves the strategic use of language, including metaphors, analogies, and rhythm, to enhance persuasiveness and memorability. Additionally, the speaker's credibility and authenticity significantly contribute to eloquence, as they foster trust and connection with the audience. Mastery of these elements allows a speaker or writer to convey ideas effectively, inspire action, and leave a lasting impression.

*The research questions are:*

- 1. What are the key characteristics of eloquent speaking as perceived by educators and students?*
- 2. Which specific skills and techniques are most effective in enhancing eloquence in speaking among gifted students?*

## **I. 2. Difficulties in eloquence in speaking**

Achieving eloquence in speaking is a formidable challenge that encompasses various difficulties. Eloquence goes beyond mere fluency; it involves captivating and persuading an audience, which requires mastering numerous skills and overcoming multiple obstacles. Here are ten significant difficulties in achieving eloquence in speaking:

### **I. 2. 1. Mastery of Language**

Mastering the intricacies of language is a fundamental yet daunting aspect of eloquence. A speaker must have a vast vocabulary and a deep understanding of grammar, syntax, and style. This mastery enables the speaker to choose the most

precise and impactful words, craft well-structured sentences, and adapt their language to suit different contexts and audiences.

Eloquence in speaking is a valuable skill that can profoundly impact how messages are received and interpreted. However, achieving eloquence is often challenging due to several factors. Here are five significant difficulties:

### **I . 2 . 2 . Lack of Clarity**

Clarity is fundamental to eloquence. Without it, even the most sophisticated language can fail to convey the intended message. A common difficulty speakers face is the inability to articulate their thoughts in a clear and organized manner. This often stems from insufficient preparation, complex ideas, or nervousness. For instance, using jargon or overly complex sentences can confuse the audience. Ensuring clarity requires the speaker to have a deep understanding of the topic and the ability to distill complex ideas into simple, understandable language.

### **I . 2 . 3 . Emotional Disconnection**

Eloquence is not just about the words used but also about the emotional connection with the audience. A significant challenge is maintaining this connection, especially if the speaker is overly focused on the content rather than the delivery. Emotional disconnection can occur if the speaker fails to engage with the audience's emotions, making the speech feel robotic or insincere. To overcome this, speakers must be aware of their audience's emotions and respond appropriately, using tone, pace, and body language to convey passion and empathy.

### **I . 2 . 4 . Fear of Public Speaking**

Glossophobia, or the fear of public speaking, is a common challenge that can severely hinder eloquence. Anxiety can lead to physical symptoms such as

trembling, sweating, and a quivering voice, which detract from the speaker's effectiveness. This fear often stems from a lack of confidence, fear of judgment, or previous negative experiences. Overcoming this difficulty requires practice, relaxation techniques, and sometimes professional coaching. Building confidence through small, manageable speaking engagements can gradually reduce this fear.

### **I . 2 . 5 . Inadequate Use of Rhetorical Devices**

Rhetorical devices, such as metaphors, analogies, and repetition, are crucial for eloquence, as they enhance the persuasiveness and memorability of speech. However, the improper or overuse of these devices can lead to confusion or a perception of insincerity. A speaker might struggle with finding the right balance, either by neglecting these devices or using them excessively, which can overwhelm the audience. Mastery of rhetorical devices requires careful

### **I . 2 . 6 . Lack of Structure and Organization**

One of the significant hurdles in achieving eloquence is the inability to structure ideas coherently. A speaker may have valuable insights but struggles to present them in a logical sequence that the audience can easily follow. This often results in a disjointed delivery where key points get lost or overshadowed by less important details. Without a clear structure, listeners may struggle to grasp the main message, undermining the effectiveness of the speech.

To overcome this challenge, speakers can employ frameworks such as the classic introduction, body, and conclusion format. Each section should have a clear purpose and flow logically into the next, ensuring that ideas are presented in a cohesive manner. Techniques like outlining and mind mapping can also help in organizing thoughts before speaking, providing a roadmap for a more structured presentation.

### **I . 2 . 7 . Difficulty in Adaptation to Audience**

Eloquence requires not only clear communication but also the ability to connect with the audience on a meaningful level. Speakers often struggle with adapting their message to different audience demographics, interests, and levels of understanding. Without this adaptability, the speech may come across as irrelevant or unengaging to listeners, diminishing its impact.

Adapting to the audience involves understanding their expectations, knowledge base, and cultural background. It requires empathy and the ability to tailor language, examples, and delivery style accordingly. This skill allows speakers to establish rapport, maintain interest, and effectively convey their message to diverse groups.

### **I . 2 . 8 . Limited Vocabulary and Expression**

A rich vocabulary and expressive language are fundamental to eloquence. However, many speakers face challenges due to a limited range of words and expressions at their disposal. This can lead to repetitive or overly simplistic language, which fails to capture the nuances of ideas or emotions intended for communication.

Expanding one's vocabulary involves actively learning new words and their contextual usage. Reading extensively, exploring synonyms and antonyms, and engaging in conversations with diverse groups can all contribute to linguistic growth. Additionally, practicing articulation and experimenting with different styles of expression can enhance a speaker's ability to convey ideas with clarity and elegance.

### **I . 2 . 9 . Lack of Confidence and Presence**

Confidence plays a crucial role in delivering a speech with eloquence. Many individuals struggle with nerves, self-doubt, or fear of judgment, which can undermine their ability to speak convincingly and persuasively. These feelings

may manifest as hesitations, mumbling, or a monotone delivery, detracting from the overall impact of the speech.

Building confidence requires both preparation and mindset management. Practicing the speech multiple times, rehearsing in front of a mirror or with a trusted audience, and focusing on positive self-talk can help alleviate anxiety. Developing a strong physical presence, such as maintaining eye contact, using gestures effectively, and projecting one's voice, also enhances confidence and charisma on stage.

## **Chapter 2**

### **WAYS TO DEVELOP ELOQUENCE IN SPEAKING**

#### **II. 1. Types of eloquence**

Eloquence refers to the art of using language in a fluent, forceful, and persuasive manner. There are several types of eloquence, each with its unique characteristics and applications. Here are some key types:

##### **Classical Eloquence:**

Rooted in the traditions of ancient Greece and Rome.

Emphasizes formal rhetoric and oratory skills.

Often associated with figures like Cicero, Demosthenes, and Aristotle.

##### **Conversational Eloquence:**

Used in everyday dialogue and informal settings.

Characterized by clarity, simplicity, and a natural flow.

Aims to engage and connect with listeners on a personal level.

##### **Persuasive Eloquence:**

Focuses on convincing the audience to adopt a particular viewpoint or take specific action.

Utilizes logical arguments, emotional appeals, and ethical considerations.

Common in political speeches, advertisements, and debates.

### **Descriptive Eloquence:**

Paints vivid pictures with words to describe people, places, events, or feelings.

Rich in imagery, sensory details, and figurative language.

Often found in literature, storytelling, and travel writing.

### **Inspirational Eloquence:**

Aims to motivate, uplift, and inspire the audience.

Uses powerful and emotionally charged language.

Seen in motivational speeches, sermons, and leadership addresses.

### **Humorous Eloquence:**

Engages the audience through wit, humor, and clever wordplay.

Uses irony, satire, and anecdotes to entertain and make points.

Common in stand-up comedy, humorous essays, and light-hearted speeches.

### **Technical Eloquence:**

Communicates complex ideas in a clear and understandable manner.

Uses precise terminology and logical structure.

Important in scientific presentations, technical writing, and educational settings.

### **Formal Eloquence:**

Adheres to a high level of formality and decorum.

Often used in official ceremonies, legal proceedings, and academic contexts.

Characterized by a polished and dignified tone.

### **Poetic Eloquence:**

Combines artistic expression with linguistic beauty.

Employs rhythm, rhyme, and other poetic devices.

Found in poetry, lyrical prose, and certain types of speeches.

### **Narrative Eloquence:**

Tells a story in a compelling and engaging manner.

Uses narrative techniques like plot, character development, and dialogue.

Common in novels, short stories, and narrative non-fiction.

Each type of eloquence serves different purposes and can be tailored to suit various audiences and contexts. Developing skill in these different forms can enhance one's overall communication abilities.

## **II. 2. Strategies**

Improving eloquence in speaking involves a combination of enhancing your language skills, refining your delivery, and developing a deeper understanding of your audience. Here are some strategies to help you become more eloquent:

### **II. 2. 1. Expand Your Vocabulary:**

Expanding your vocabulary is essential for achieving eloquence, as it allows for precise, varied, and compelling expression. A rich vocabulary enhances your ability to articulate thoughts clearly and persuasively, making your communication more engaging and impactful.

To expand your vocabulary, immerse yourself in diverse reading materials, such as literature, academic journals, and reputable news sources, which introduce new words in context. Utilize vocabulary-building tools like flashcards, word-of-the-day apps, and thesauruses to systematically learn new words. Engage in conversations with articulate individuals

and participate in discussions or debates to practice using new vocabulary. Writing regularly, whether through journaling, blogging, or essays, helps integrate new words into your active lexicon. Additionally, learning about word roots, prefixes, and suffixes aids in understanding and remembering new words. By consistently expanding your vocabulary, you enhance your eloquence, enabling more precise, dynamic, and influential communication.

## **II. 2. 2. Practice Active Listening:**

Practicing active listening is crucial for achieving eloquence, as it enhances understanding, empathy, and effective communication. Active listening involves fully focusing on the speaker, comprehending their message, and responding thoughtfully, which ensures that your replies are relevant and impactful.

To practice active listening, maintain eye contact and use body language that signals attentiveness, such as nodding and leaning forward. Avoid interrupting and let the speaker finish their thoughts before you respond. Reflect back on what you've heard by paraphrasing or summarizing, which shows engagement and helps clarify any misunderstandings. Asking open-ended questions encourages further elaboration and demonstrates genuine interest. Minimizing distractions, both external and internal, is also vital for maintaining focus. By mastering active listening, you not only improve your eloquence through thoughtful and



articulate responses but also build stronger, more respectful connections with others.

### **II. 2. 3. Improve Your Pronunciation and Style:**

Improving your pronunciation and style is vital for eloquence, as it ensures clear and impactful communication. Precise pronunciation enhances listener comprehension and reduces misunderstandings, while a refined style captivates and holds attention.

To improve pronunciation, practice speaking slowly and clearly, focusing on the correct enunciation of words. Utilize tools like language learning apps, online dictionaries with audio pronunciations, and phonetic guides. Recording yourself and listening to the playback can help identify areas for improvement. Engaging in regular practice with native speakers or language coaches can provide valuable feedback. To refine your style, read widely and analyze the speech patterns of eloquent speakers. Emulate their cadence, intonation, and use of pauses. Writing regularly, whether through journaling or composing speeches, helps develop a polished and articulate style. Combining these practices enhances your ability to communicate with clarity, confidence, and sophistication, thereby achieving greater eloquence.

### **II. 2. 4. Master the Art of storytelling**

Mastering the art of storytelling is crucial for achieving eloquence, as it captivates audiences, conveys messages powerfully, and fosters deeper

connections. Effective storytelling transforms ideas into relatable and memorable narratives, enhancing your ability to influence and engage listeners.

To master storytelling, start by understanding your audience and tailoring your stories to resonate with their interests and emotions. Structure your narratives with a clear beginning, middle, and end, ensuring a logical flow and building towards a compelling climax. Use vivid descriptions, relatable characters, and emotional appeals to make your stories more engaging and impactful. Practice delivering your stories with varied tone, pace, and gestures to maintain interest and emphasize key points. Additionally, draw inspiration from great storytellers by studying their techniques and styles. By mastering storytelling, you enhance your eloquence, making your communication more engaging, persuasive, and memorable.

## **II. 2. 5. Develop Your Public Speaking Skills:**

Developing your public speaking skills is essential for achieving eloquence, as it enables you to convey ideas clearly, confidently, and persuasively in front of an audience. Strong public speaking skills enhance your ability to influence, inspire, and connect with listeners, making your communication more impactful.

To develop these skills, start by understanding your audience and tailoring your message to their interests and needs. Practice speaking regularly in front of others, whether through formal

presentations, group discussions, or public speaking clubs like Toastmasters. Focus on clear articulation, appropriate pacing, and effective use of pauses. Enhance your delivery with confident body language, eye contact, and vocal variety to maintain engagement. Recording your speeches and reviewing them can help identify areas for improvement. Additionally, studying accomplished speakers and incorporating their techniques can provide valuable insights. By continuously honing your public speaking skills, you enhance your eloquence, making your presentations more compelling and memorable.

## **II. 2. 6. Cultivate Confidence:**

Cultivating confidence is vital for achieving eloquence, as it allows you to express ideas assertively and persuasively, making your communication more impactful. Confidence helps you engage and influence your audience, projecting authority and credibility.

To cultivate confidence, start by preparing thoroughly; know your material well and practice extensively. Positive self-talk and visualization techniques can help build a confident mindset. Engaging in regular public speaking or participating in discussions can also boost your confidence through experience. Focus on your strengths and past successes to reinforce your self-belief. Receiving constructive feedback and using it to improve further enhances your confidence. Additionally, adopting

confident body language, such as maintaining eye contact, standing tall, and using deliberate gestures, can positively influence how you feel and are perceived. By cultivating confidence, you enhance your eloquence, enabling you to communicate more effectively and leave a lasting impression.

## **II. 2. 7. Improve Your Body Language:**

Improving your body language is crucial for achieving eloquence, as it enhances your nonverbal communication skills and reinforces the message you convey verbally. Effective body language, such as maintaining eye contact, using open gestures, and adopting a confident posture, can significantly enhance your credibility and engagement with your audience. It signals confidence, sincerity, and attentiveness, making your communication more persuasive and impactful.

To improve your body language, start by practicing awareness of your posture and gestures in various communication settings. Work on maintaining a relaxed yet attentive stance and using gestures that complement your words. Practice making eye contact to connect with your audience and convey trustworthiness. Video recording yourself and seeking feedback can help identify areas for improvement. By consistently refining your body language, you enhance your eloquence, making your communication more effective and compelling.

## **II. 2. 8. Practice Regularly:**

Practicing regularly is essential for achieving eloquence as it hones your communication skills, ensuring clarity, confidence, and effectiveness in expressing ideas. Regular practice helps to refine your articulation, pacing, and overall delivery, making your communication more compelling and engaging. It allows you to become comfortable with different speaking contexts, whether informal conversations or formal presentations, thereby reducing anxiety and enhancing your ability to adapt to diverse audiences.

Ways to practice regularly include participating in discussions, joining public speaking clubs, rehearsing presentations, and engaging in activities that involve structured communication exercises. Seeking feedback from peers or mentors can provide valuable insights for improvement. By committing to consistent practice, you not only enhance your eloquence but also build confidence in your ability to communicate effectively in various situations, fostering professional growth and personal development.

## **Part C**

### **CONCLUSION**

#### **I. Summary of the study**

The innovation investigated the ways to develop eloquence in speaking. The outstanding finding is that students exposed to this method increased their confidence in several aspects of speaking such as grammar, vocabulary and

structures, though the extent of acquired knowledge by stronger students and the weaker ones was quite different. While stronger students were intensively involved, the weaker ones got far less engaged as a result of lower language proficiency.

Developing eloquence in speaking is an achievable goal through consistent practice and strategic techniques. Firstly, expanding vocabulary is essential. Reading widely, including literature, newspapers, and academic journals, can introduce new words and phrases that enhance verbal expression. Additionally, practicing active listening helps understand the nuances of language and effective communication styles, allowing one to emulate these in their own speech.

Engaging in regular practice, such as joining a public speaking group like Toastmasters, provides opportunities for constructive feedback and improvement. Recording and reviewing one's speeches can also highlight areas needing refinement. Furthermore, studying eloquent speakers and their techniques can be highly beneficial. Observing their body language, tone, and pacing can provide insights into what makes their delivery compelling.

Finally, cultivating confidence through preparation is vital. Thoroughly researching and organizing one's thoughts on a topic can reduce anxiety and ensure a coherent presentation.

Basing on the findings, the researcher could gain some critical views and ways to improve it. In general, students recognized the benefits of the innovation. During the course, most of them seemed to enthusiastic when answering my questions, and correcting errors. However, some goals have not been reached when only a few learners noticed and acquired vocabulary, grammar and structures. Therefore, some implications for L2 speaking pedagogy should be introduced.

From what has been demonstrated, it is possible for the set aims of this study to be achieved.

## **II. Limitation of the study and suggestions for further study**

Despite the aforementioned benefits, there remain some drawbacks with the innovation that should be modified. The study on ways to develop eloquence is limited by its focus on general strategies, which may not address individual differences in learning and speaking styles. Additionally, the effectiveness of these methods can vary based on cultural and linguistic backgrounds. The study relies heavily on anecdotal evidence and lacks empirical data to support the proposed techniques.

Further research could explore the impact of personalized coaching and the use of technology, such as speech analysis software, in enhancing eloquence. Longitudinal studies examining the long-term effects of different practices on eloquence development would also provide valuable insights.

Overall, this innovation has been immensely valuable to me because I can both obtain knowledge of qualitative evaluation research and enrich my own teaching experience.

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