



**HỘI THẢO CÁC TRƯỜNG THPT CHUYÊN
KHU VỰC DUYÊN HẢI - ĐỒNG BẰNG BẮC BỘ**

**CHUYÊN ĐỀ THAM GIA HỘI THẢO DUYÊN HẢI BẮC BỘ
MÔN: TIẾNG ANH**

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



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A. INTRODUCTION

1. The Rationale for the Paper

In an increasingly globalized world, the ability to communicate eloquently in English has become an essential skill for students across various fields. Eloquence in speaking is not only critical for academic success but also a key determinant of professional opportunities and personal growth. Whether in the classroom, workplace, or social settings, the ability to express oneself fluently and persuasively can significantly impact a student's confidence, credibility, and overall effectiveness in communication. Despite the importance of eloquent speaking, many students, even those who specialize in English, face significant challenges in developing this skill. These challenges often stem from linguistic barriers, such as limited vocabulary and pronunciation difficulties, as well as psychological factors, including fear of making mistakes and performance anxiety. Additionally, insufficient exposure to real-world speaking opportunities further complicates the path to achieving eloquence. Traditional educational approaches tend to focus more on reading and writing skills, often neglecting the critical aspect of spoken communication. As a result, students may excel in written exams and theoretical knowledge but struggle to articulate their thoughts coherently in spoken form. This gap between knowledge and application is particularly pronounced in high-pressure situations such as presentations, interviews, and public speaking, where eloquence can significantly influence outcomes.

In essence, this paper is motivated by the belief that developing eloquence in speaking is crucial for students' academic and professional development. It is intended to serve as a useful resource for teachers and students, offering practical recommendations to foster an environment conducive to achieving eloquence in English speaking.

2. Aim of the Paper

The primary aim of this paper is to identify and propose practical approaches to developing eloquence in speaking among gifted students. This involves several key objectives:

Identify Specific Challenges: The paper seeks to identify the specific challenges students face in achieving eloquence, categorizing these challenges into linguistic, psychological, and educational areas. Understanding these obstacles is crucial for developing targeted strategies that can effectively address them.

Propose Enhancement Strategies: Following this, the paper proposes a range of strategies to enhance students' linguistic proficiency, fluency, coherence, and persuasive speaking skills. These strategies are intended to provide a framework for improving students' eloquence in various speaking contexts.

Develop Detailed Lesson Plans: The paper includes the development of detailed lesson plans that incorporate these proposed strategies. These lesson plans are designed to serve as practical resources for teachers, providing step-by-step guidance on implementing activities that foster eloquence. They can be tailored to meet the specific needs of different students, making them versatile and effective in various classroom

settings. By following these lesson plans, teachers can save time on designing and preparing lessons, providing a ready-to-use resource that enhances teaching efficiency. By addressing these objectives, the paper aims to offer a useful guide for teachers and students, enhancing students' spoken English proficiency and preparing them for successful academic and professional futures.

B. DEVELOPMENT

1. Key Components of Eloquence in Speaking English

Eloquence in speaking English involves several key elements that contribute to effective and persuasive communication. Understanding these elements is crucial for developing strategies to enhance students' speaking abilities. The following components are essential for achieving eloquence in spoken English:

1.1 Linguistic Proficiency

Vocabulary and Word Choice: A rich and varied vocabulary is foundational to eloquence. It allows speakers to convey their thoughts and emotions with precision and vividness. An extensive vocabulary enables speakers to select the most appropriate words for different contexts, enhancing the clarity and impact of their message. Additionally, understanding the nuances of various words and using them appropriately ensures that communication is engaging and relatable, avoiding misunderstandings and confusion.

Grammar and Syntax: Using proper grammar is crucial for conveying messages accurately and avoiding misunderstandings. Correct grammar involves adhering to the rules of sentence structure, verb tenses, subject-verb agreement, and punctuation. Employing a mix of simple, compound, and complex sentences keeps the listener engaged and helps in conveying ideas more effectively, allowing for greater expression and emphasis.

1.2 Expressive Delivery

Pronunciation and Articulation: Pronouncing words correctly and clearly is fundamental to being understood. Clear pronunciation involves paying attention to the sounds of individual letters and syllables, as well as the stress patterns in words. Articulation ensures that speech sounds are distinct and prevents mumbling or slurring, making each word clear and comprehensible.

Pacing, Pausing, and Voice Modulation: Speaking at an appropriate speed is essential for maintaining effective communication. Controlled pacing allows listeners to follow and absorb the information without feeling overwhelmed or disinterested. Strategic pauses can highlight key points, give the audience time to process information, and maintain a natural flow. Varying pitch and tone adds expressiveness and helps convey emotions, while adjusting volume to the context ensures that the speaker is heard clearly without being overly loud or soft.

Non-Verbal Communication

Effective non-verbal communication involves gestures, facial expressions, and posture that complement and enhance verbal messages. Body language can convey confidence,

enthusiasm, and sincerity. Additionally, maintaining appropriate eye contact builds a connection with the audience and enhances credibility.

1.3 Fluency, Coherence, and Interaction

Fluency and Coherence: Speaking fluently without unnecessary hesitations or fillers ensures a smooth and uninterrupted delivery. Additionally, organizing thoughts and ideas logically helps the audience follow and understand the message. A coherent structure involves a clear introduction, a well-organized body, and a concise conclusion.

Engagement and Interaction: Tailoring the message to the audience's interests, knowledge level, and cultural context increases its relevance and engagement. Understanding the audience's needs and expectations allows for effective communication. Interactive techniques, such as asking questions, inviting feedback, and encouraging participation, help to involve the audience and keep them engaged, clarifying points and reinforcing the message.

2. Challenges Students Face in Developing Eloquence in Speaking English

Developing eloquence in speaking English presents several challenges for students, including those majoring in English. These challenges can be categorized into linguistic, psychological, and educational challenges.

2.1 Linguistic Challenges

Lexical Resource: One significant challenge is vocabulary limitations. A limited vocabulary can significantly hinder a student's ability to express themselves clearly and eloquently. Students may struggle to find the right words to convey their thoughts, leading to hesitation, repetition, and a lack of clarity in their speech. They may have difficulty recalling appropriate words quickly during spontaneous speaking, misuse words due to a lack of understanding of their nuances and connotations, and rely too heavily on a limited set of words, resulting in monotonous and repetitive speech.

Grammar and Syntax: Another major challenge is grammatical difficulties. Grammatical errors can disrupt the flow of speech and undermine a speaker's credibility. Students, even those specializing in English, may have trouble constructing complex and varied sentence structures when speaking, despite excelling in grammar exercises. Enhancing grammatical competence in spontaneous speaking situations is crucial for achieving eloquence.

Pronunciation Issues: Pronunciation issues also pose a significant challenge. Clear pronunciation is critical for effective communication, and students often face difficulty in articulating certain phonemes, particularly those not present in their native language. Problems with using appropriate intonation patterns and word stress can lead to unnatural or unclear speech, and a heavy accent can obscure meaning and reduce comprehensibility.

Fluency and Coherence: Fluency and coherence are essential for eloquent speaking, yet students often struggle in these areas. Frequent pauses and fillers, such as "um" and "uh," can interrupt the flow of speech, and difficulty in organizing ideas logically and

cohesively can undermine the clarity of their message. Inadequate use of linking words and phrases to connect ideas smoothly further compounds these issues.

2.2 Psychological Challenges

Many students experience a significant fear of public speaking, which can manifest through physical symptoms such as sweating, trembling, and a racing heart. This fear can be debilitating, hindering their ability to speak confidently. Concerns about making mistakes or being judged by peers further exacerbate this anxiety, leading to a reduced willingness to practice speaking in front of others.

English majors, in particular, face unique psychological challenges. They often set exceptionally high standards for themselves, resulting in significant stress and anxiety about their speaking performance. This self-imposed pressure is compounded by external expectations from teachers and peers, who expect superior speaking skills from English majors. Such expectations can intensify performance anxiety, making it difficult for students to speak eloquently.

2.3 Educational Challenges

In the pursuit of developing eloquence in speaking, students often encounter several educational challenges, primarily revolving around the lack of practical speaking opportunities.

Theoretical Focus: One of the primary educational challenges is the heavy theoretical focus of many English programs. Students might excel in writing and textual analysis but struggle with oral communication.

Limited Interaction with Native Speakers: The lack of interaction with native English speakers poses a considerable challenge. When students have limited exposure to native speakers, they often develop a more formal or textbook style of speaking. While grammatically correct, this style may lack the natural fluidity and expressive nuances that characterize eloquent speech.

Packed Syllabi: Many English courses have packed syllabi that cover a wide range of topics, leaving insufficient time for focused speaking activities. This constraint results in fewer opportunities for students to develop and refine their speaking skills within the classroom setting. When speaking practice is not prioritized, students miss out on the consistent and repeated practice necessary to build fluency and confidence in their oral communication abilities.

Lack of Constructive Feedback: Constructive feedback is essential for improvement, yet many students do not receive the regular, detailed feedback needed to identify and correct their mistakes. Without such feedback, students may remain unaware of their errors in pronunciation, grammar, or usage, and continue to repeat them. Furthermore, they may not recognize areas where their speech lacks clarity or persuasiveness.

3. Proposed Strategies for Enhancing Students' Eloquence

To address the various challenges that students face in developing eloquence in speaking English, a range of strategies can be employed. These strategies are designed to enhance linguistic proficiency, expressive delivery, non-verbal communication, and

fluency and coherence. By implementing these strategies, teachers can create an environment conducive to developing eloquent speakers.

3.1 Enhancing Linguistic Proficiency

3.1.1. Expanding vocabulary and improving word choice

Contextual reading and discussions: To expose students to a broad range of vocabulary and ideas, teachers can employ activities that involve reading texts from diverse genres such as news articles, literature, and academic papers.

Organize the class into small groups of 4-5 students and assign each group a different type of reading material. Students will highlight unfamiliar words and phrases while reading. Afterward, students will note the main ideas of the text and discuss the new vocabulary they encountered. This group-based approach encourages collaborative learning and deeper engagement with the material.

After group discussions, organize small discussions where students from different groups share their thoughts on their assigned readings. This provides an opportunity to use new words in context, reinforcing their understanding and enhancing both their vocabulary and fluency. By discussing key points from their readings, students practice using new vocabulary in meaningful ways, solidifying their grasp of the words and how they fit into different contexts.

Word Journals: Encourage students to maintain a vocabulary journal in which they record new words, their meanings, usages, and related expressions. Regularly review these journals in class to reinforce learning. Alternatively, students can use digital tools to create virtual flashcards, such as Quizlet, for additional practice. Schedule periodic review sessions using these digital tools to help students consolidate their vocabulary knowledge and track their progress.

3.1.2. Improving grammar and syntax

Beyond traditional grammar exercise books, teachers can employ interactive methods to make grammar learning more engaging and effective. Integrating grammar exercises into speaking activities and emphasizing sentence variety can significantly enhance students' grammatical skills.

One effective approach is to use Grammar-Based Speaking Games, which offer a dynamic way to practice and reinforce grammatical structures. For instance:

Grammar Relay Race: This game involves students forming grammatically correct sentences from a set of given words or phrases within a time limit. It encourages quick thinking and accurate grammar usage under pressure, creating a lively and competitive environment that enhances grammatical accuracy.

Grammar Challenge: Introduce a challenge where students must use a specific grammatical structure, such as conditional sentences or passive voice, within a conversation or presentation. This encourages them to actively apply and practice varied grammar structures in their speech.

Grammar-Based Storytelling: Have students create and share stories using a set of assigned grammatical structures, such as relative clauses or complex sentences. This

activity promotes creativity while reinforcing the use of specific grammar rules in context.

Reflective Speaking Assignments can be particularly effective for English majors, who are often capable of recognizing their own mistakes. Students can record themselves speaking on various topics and then review their recordings to identify and correct grammatical errors. This reflective practice allows students to recognize patterns in their mistakes and work on improving their grammatical accuracy over time. Organizing **Peer Review Sessions** is another valuable strategy. Students listen to each other's speeches or presentations and provide feedback on the use of grammar. This practice not only helps students become more aware of their own errors but also exposes them to different grammatical approaches used by their peers.

3.2. Improving Expressive Delivery

This paper suggests two effective activities for improving expressive delivery: tongue twisters and shadowing.

Tongue twisters challenge students to articulate difficult sounds and improve enunciation. Regular practice of tongue twisters can enhance clarity and precision in speech. Additionally, practicing tongue twisters adds fun to the classroom and can be used as a warm-up activity in speaking classes.

Shadowing, where students listen to and mimic native speakers' pronunciation and intonation, helps in refining their own speech patterns and achieving greater clarity. Encourage students to listen to podcasts, speeches, or news on YouTube and record themselves shadowing the speakers. They should engage in self-assessment by comparing their recordings to the original and participate in pair assessments to give and receive constructive feedback. This practice helps improve pacing, pausing, emphasis, and pronunciation, contributing to more expressive delivery

3.3. Strengthening Non-Verbal Communication

Effective non-verbal communication can be developed through practice and constant feedback. Several activities can be employed to develop this skill.

Emotion Charades aims to build students' ability to convey emotions non-verbally. In this activity, students express different emotions solely through gestures and facial expressions while their classmates guess the emotion being portrayed. This exercise promotes awareness and control over non-verbal cues, allowing students to understand the impact of their body language and facial expressions on communication.

Storytelling with Gestures enhances the use of expressive gestures and body language in communication. Students tell stories while incorporating expressive gestures and body language to complement their verbal communication. The focus is on making the physical expression align with the narrative, ensuring that their gestures and body movements support and enhance the story being told. It encourages them to use their entire body to communicate, thus making their storytelling more vivid and compelling.

Mirror Exercises are designed to develop awareness and control over non-verbal cues. In pairs, students practice mirroring each other's gestures and expressions. This exercise requires one student to make various movements and expressions, which their

partner then mirrors as accurately as possible. By reflecting on the effectiveness of their non-verbal communication, students can identify areas for improvement and develop greater control over their body language.

3.4. Promoting Fluency, Coherence and Engagement

Fluency and Coherence can be developed by focusing on reducing hesitations and organizing thoughts logically. Several activities can support this goal.

Storytelling Relays involve conducting storytelling activities where students take turns continuing a story. This exercise encourages them to think on their feet and maintain a coherent narrative, which helps practice fluency and coherence. By having to quickly adapt and contribute to the evolving story, students learn to reduce hesitations and structure their thoughts logically.

Linking Words Practice consists of exercises that emphasize the use of linking words and phrases to connect ideas smoothly. These exercises can include writing sentences and paragraphs that require the use of specific linking words or having students practice speaking with a focus on using connectors. This practice helps students create more fluid and cohesive speech, enhancing their ability to express complex ideas clearly.

Spontaneous Speaking Drills are impromptu speaking activities that challenge students to practice quick thinking and coherent speech. For example, students can be given random topics to speak about for a set amount of time without prior preparation. These drills help students become more comfortable with speaking on the spot, improving their fluency and ability to organize their thoughts rapidly and logically.

Engagement and Interaction are crucial for effective communication, and encouraging interactive techniques can help engage the audience and tailor messages to their interests. **Interactive Speaking Tasks** include activities that require students to ask questions, invite feedback, and encourage audience participation. These tasks might involve leading a discussion, conducting a Q&A session, or facilitating a group activity. By incorporating interactive elements, students learn to engage their audience actively and create a more dynamic and responsive communication environment.

Role-Playing Scenarios provide opportunities for students to practice engaging with the audience in various contexts, such as debates or discussions. In these scenarios, students take on different roles and interact with each other, simulating real-life communication situations. This practice helps students develop their ability to respond to different perspectives, manage audience interaction, and maintain engagement in diverse communicative settings.

3.5 Boosting Confidence and Overcoming the Fear of Public Speaking

To help students manage public speaking anxiety, it is crucial to create a supportive and non-threatening classroom environment. Implementing gradual exposure techniques, beginning with low-stakes speaking activities, such as pair work or small group discussions. Gradually increase the audience size as students become more comfortable. This step-by-step approach helps students acclimate to speaking in front of others without feeling overwhelmed.

Encourage a classroom culture of positive reinforcement where students support and praise each other's efforts. Highlighting successes and improvements, no matter how small, can significantly boost confidence.

Constructive Feedback: Provide constructive feedback focusing on specific strengths and areas for improvement. Feedback should be framed positively and offered in a manner that encourages growth rather than criticism.

Practice Opportunities: Increase the frequency of speaking opportunities in a variety of formats, including impromptu speeches, prepared presentations, and informal discussions, or even speaking contest. Regular practice helps students build confidence and reduce anxiety over time.

3.6 Strengthening Persuasive Speaking Skills

To enhance students' persuasive speaking skills, several strategies are proposed. First, students should be introduced to the fundamentals of persuasive techniques, including the use of ethos (credibility), pathos (emotional appeal), and logos (logical reasoning). Practicing speech crafting with these elements enables students to build compelling arguments and present them effectively.

Analyzing and critiquing examples of effective persuasive speeches, such as famous political speeches, TED Talks, and advertisements, helps students understand the nuances of persuasion and apply them to their own speaking. Guiding students through the process of crafting persuasive speeches, including selecting a topic, conducting research, organizing ideas, and incorporating persuasive techniques, is essential. Emphasizing the importance of a strong opening, clear structure, and a compelling conclusion is crucial.

Engaging students in activities such as mock debates on relevant and engaging topics provides an excellent opportunity to practice constructing and presenting arguments, responding to counterarguments, and thinking on their feet. Assigning persuasive presentations on topics of interest and encouraging the use of visual aids, storytelling, and rhetorical devices to enhance arguments also helps.

C. APPLICATION

This section provides detailed lesson plans developed based on the strategies outlined to enhance various aspects of eloquence in speaking for students. These lesson plans are designed to be practical and easily implementable in a classroom setting, catering to different components of eloquent speaking.

Lesson plan 1: Contextual reading and discussions

Objective: To enhance students' vocabulary, comprehension, and ability to discuss and analyze texts in a collaborative setting.

Duration: 45 minutes

Materials needed:

- An extract from the article "*The Robots are Coming: Future of Automation in the Workplace*" by Harvard Business Review

Link: [The Robots are Coming: Future of Automation in the Workplace](#)

Procedure:

Activity	Objective	Description
Warm-Up: Word Association Game (10 minutes)	Activate prior knowledge and stimulate interest in the topic.	- Divide the class into 4 teams. - Explain the game: Teams come up with words related to “Automation.” - The team with the most relevant words wins. Encourage quick thinking and connections to the topic.
Introduction to the Reading Material (5 minutes)	Provide context and prepare students for the reading	Distribute copies of the article excerpt. Provide an overview focusing on the impact of automation on the workplace and future careers. Highlight challenging vocabulary or key concepts.
Reading (10 minutes)	Develop individual reading skills and identify key ideas and vocabulary	Students read the excerpt silently. They should underline unfamiliar words and phrases and note key ideas or arguments.
Group Activities (15 minutes)	Enhance vocabulary comprehension and usage.	Activity 1: Vocabulary Exploration Students work in small groups to identify and discuss unfamiliar words. Each group chooses three words, defines them using context clues and dictionaries, and creates sentences. Groups present their words, definitions, and sentences. Activity 2: Critical Discussion Provide prompts related to the article: <i>What are the main arguments or points made in the article about automation in the workplace?</i> <i>How might automation change job roles and skill requirements in the future?</i> <i>Do you think automation will have a positive or negative impact on employment? Why?</i> Each group discusses the prompts and prepares a brief summary of their views to share with the class.
Wrap-Up (5 minutes)	Reinforce learning and encourage personal reflection.	Recap the new vocabulary learned and discuss how these terms are relevant to understanding the article. Encourage students to reflect on the implications of automation for their own future careers and education.
Homework	Extend learning and encourage application of new vocabulary.	Students record a short monologue sharing their opinion on how automation will impact their chosen field of study or future career, using at least five new vocabulary words from the lesson.

Lesson plan 2: Improving Grammar and Syntax

Objective: Enhance students' grammatical accuracy and sentence variety with a focus on applying complex sentences with **relative clauses** in speaking activities.

Duration: 45 minutes

Materials needs:

- Set of incomplete sentences (requiring relative clauses)
- Several excerpts from advanced texts (literary works, academic papers) containing complex sentences with relative clauses.

Activity	Objective	Description
<p>Warm-Up: Grammar Relay Race (10 minutes)</p>	<p>Encourage quick thinking and reinforces grammar usage.</p>	<p>Students are divided into small teams. Each team receives jumbled sentences requiring relative clauses. Teams must quickly reconstruct these sentences correctly.</p> <p>Examples:</p> <p>1. <i>The research / conducted / last year / by the team / yielded / results / significant / that / were / extremely.</i></p> <p>2. <i>The professor / gave / the lecture / who / is / well-known / in the field / of / neuroscience / last week.</i></p> <p>3. <i>The technology / which / developed / recently / has / potential / to / revolutionize / the industry / was / immense.</i></p> <p>4. <i>The novel / you / recommended / I / found / intriguing / was / exceptionally / due / its / to / plot / complex.</i></p> <p>5. <i>The experiment / which / conducted / under / strict / conditions / yielded / results / conclusive / very / was / by the team.</i></p>
<p>Critical Sentence Analysis (5 minutes)</p>	<p>Analyze the function and impact of relative clauses in complex sentences.</p>	<p>Present students with excerpts from advanced texts (literary works, academic papers) containing complex sentences with relative clauses. In groups, students analyze these sentences to identify the function of each clause and discuss how they contribute to the overall meaning.</p> <p>Examples:</p> <p>1. Literary Work: <i>"Pride and Prejudice"</i> by Jane Austen Excerpt: "Mr. Darcy, who had been standing near enough for her to hear, immediately moved away and walked out of the room." Function of Clauses: The relative clause "who had been standing near enough for her to hear" provides additional information about Mr. Darcy, explaining his actions and setting the context for the main clause.</p> <p>2. Academic Paper: <i>"The Impact of Social Media on Mental Health: A Comprehensive Review"</i> Excerpt: "The study, which was conducted over a period of five years, revealed significant correlations between social media use and increased anxiety levels." Function of Clauses: The relative clause "which was conducted over a period of five years" gives background information about the study, specifying</p>

		<p>the duration and thereby supporting the credibility of the findings..</p> <p>3. Academic Paper: <i>"Climate Change and Its Effects on Marine Biodiversity"</i></p> <p>Excerpt: "Coral reefs, which are highly sensitive to temperature changes, have shown considerable bleaching over the past decade."</p> <p>Function of Clauses: The relative clause "which are highly sensitive to temperature changes" explains why coral reefs are affected, adding essential detail to the main clause.</p>
Grammar-Based Storytelling (20 minutes)	Practice using varied relative clauses in creative storytelling	In groups, students create and present short stories incorporating at least five different types of relative clauses (restrictive and non-restrictive). Each story should demonstrate varied use of relative clauses to add detail and complexity.
Wrap-Up (5 minutes)	Reflect on the application of relative clauses in communication	Summarize the activities and discuss the application of relative clauses in both written and spoken contexts. Reflect on how these clauses can enhance clarity and detail in communication. Provide feedback on the usage of relative clauses in stories.
Homework	Extend practice and reflection on the use of relative clause	Daily Journal: Students are to keep a daily journal where they record their activities and experiences, using at least five relative clauses. They should focus on how these clauses add detail and complexity to their reflections.

Lesson plan 3: Enhancing Expressive Delivery

Duration: 45 minutes

Objective: Improve students' clarity and expressiveness in speaking.

Activity 1: Tongue Twisters Relay (10 minutes)

Objective of activity 1: The objective of practising Tongue Twisters is to improve students' pronunciation, articulation, and speed of speech. This activity helps students focus on the clarity of their speech, practice difficult phonetic combinations, and enhance their ability to speak fluently under pressure. By engaging in this fun and competitive exercise, students also build confidence in their speaking abilities and develop a greater awareness of how precise articulation can impact effective communication.

Materials needed: A list of 10-15 tongue twisters, varying in difficulty.

Instructions:

Introduction (1 minute): Explain the objective: to practice clear articulation through a relay race format. Demonstrate a sample tongue twister.

Team Formation (1 minute): Divide the class into 4-5 teams. Each team lines up at one end of the room.

Game Instructions (1 minute): Each team member will take turns reading a tongue twister aloud, then run back to tag the next teammate. The team with the most correctly completed tongue twisters or fastest time wins.

Relay Race (6 minutes): Start the timer and oversee the relay. Ensure students articulate clearly and correctly before tagging the next member. Track progress on a whiteboard if needed.

Wrap-Up (1 minute): Announce the winning team and provide brief feedback on common articulation challenges.

List of tongue twisters:

1. *Fred fed Ted bread and Ted fed Fred bread.*
2. *How can a clam cram in a clean cream can?*
3. *Which wristwatches are Swiss wristwatches?*
4. *Lesser leather never weathered wetter weather better.*
5. *A big black bug bit a big black bear, made the big black bear bleed blood.*
6. *Peter Piper picked a peck of pickled peppers.*
7. *I saw Susie sitting in a shoeshine shop. Where she sits she shines, and where she shines she sits.*
8. *The thirty-three thieves thought that they thrilled the thirtieth three thousand thieves.*
9. *If two witches were watching two watches, which witch would watch which watch?*
10. *How much wood would a woodchuck chuck if a woodchuck could chuck wood?*

Activity 2: Shadowing (35 minutes)

Objective of activity 2:

By shadowing articulate speakers, students will improve their pronunciation, learn various styles of speaking, and understand the impact of pacing, pausing, and emphasis. This activity not only enhances their speaking skills but also builds their confidence in delivering speeches.

Materials Needed:

- Videos of famous speeches (e.g., TED Talks, political speeches, motivational speeches)
- Copies of the speech transcripts
- Audio-visual equipment (projector, speakers)

Procedure:

Steps	Activities
Preparation	<p>Choose a Speech: Select a video of a speech delivered by a well-known, articulate speaker.</p> <p>Distribute Transcripts: Provide each student with a copy of the speech transcript. Ensure the transcript includes clear indications of pauses, emphasis, and intonation patterns used by the speaker.</p>
Initial Viewing and Listening (5 minutes)	<p>Watch the Speech: Play the video of the speech for the class. Instruct students to watch and listen carefully, focusing on how the speaker uses their voice and body language to convey the message.</p>

	<p>First Impressions: After watching, have a brief class discussion about their initial impressions. Ask questions like:</p> <p><i>What is the speech about?</i></p> <p><i>What did you notice about the speaker's style?</i></p> <p><i>How did the speaker use their voice to emphasize certain points?</i></p> <p><i>What non-verbal cues (gestures, facial expressions) stood out to you?</i></p>
<p>Detailed Analysis (10 minutes)</p>	<p>Annotate the Transcript: As a class, go through the transcript and highlight key elements:</p> <ul style="list-style-type: none"> - Articulation and Clarity: Identify words or phrases where the speaker's pronunciation was particularly clear or emphasized. - Pacing and Pausing: Mark places where the speaker paused for effect or changed the pace of their speech. - Emphasis: Note any words or phrases that were stressed for impact. - Discussion: Discuss how these elements contribute to the effectiveness of the speech. Ask guiding questions such as: <i>How does the speaker's pacing affect the delivery of their message?</i> <i>Why do you think the speaker chose to pause at certain points?</i> <i>What effect does the emphasis on particular words or phrases have on the audience?</i>
<p>Shadowing Practice (15 minutes)</p>	<p>Listen and Repeat: Play short segments of the speech, pausing after each segment. Students should listen and then repeat the segment, mimicking the speaker's articulation, pacing, pausing, and emphasis.</p> <p>Group Practice: Divide the class into small groups. Each group practices a different section of the speech. Encourage them to focus on matching the speaker's style as closely as possible.</p>
<p>Feedback: (5 minutes)</p>	<ul style="list-style-type: none"> - Provide feedback to all students, highlighting strengths and areas for improvement.

Suggested further shadowing practice: Shadowing Competition

Announce a competition for the best shadowing performance.

Preparation: Allow students time (several days or one week) to rehearse individually or in pairs.

Judging Criteria: Inform students about the criteria for judging, which might include accuracy, clarity, pacing, use of emphasis, and non-verbal communication.

Performance Day: Have each student or pair perform their shadowing in front of the class.

Judging Panel: Form a panel of judges, which could include teachers, gifted students from other classes. The judges will score each performance based on the criteria.

Awards: Announce winners and provide small rewards or certificates for the best performances.

Suggested links of videos for students to practice shadowing

1. Selena Gomez: Believe in Yourself

<https://www.youtube.com/watch?v=zkcZDkbaE68>

2. Steve jobs: Stanford Speech

<https://www.youtube.com/watch?v=li9kcBHX2Nw>

3. Emma Watson: Gender equality

<https://www.youtube.com/watch?v=nIwU-9ZTTJc>

4. BTS speech at the United Nations

<https://www.youtube.com/watch?v=oTe4f-bBEKg>

5. Jack Ma Alibaba: We Never Give Up

<https://www.youtube.com/watch?v=9fEurt2OZ0I>

6. Beyoncé Commencement Speech

<https://www.youtube.com/watch?v=vLo5XMjIJD8>

7. Shakira: Education Changes the World

<https://www.youtube.com/watch?v=U8iy5zvXhJc>

8. Ivanka Trump: Think Big Again

https://www.youtube.com/watch?v=_nUDuXRh3zM

9. What adults can learn from kids - Adora Svitak

<https://www.youtube.com/watch?v=TN79Qyddsf0>

10. How to expand your baby's potential with education from birth | Zahra Kassam https://www.youtube.com/watch?v=oXYre2T3p_k

11. How to sound smart in your TEDx Talk | Will Stephen

<https://www.youtube.com/watch?v=8S0FDjFBj8o>

Lesson plan 4: Quick Impromptu Speeches

Objective: The objective of the Quick Impromptu Speeches activity is to develop students' spontaneity and quick thinking in speaking. This activity helps students learn to organize their thoughts rapidly, articulate their ideas clearly, and speak confidently without prior preparation. It fosters eloquence by encouraging students to think on their feet and communicate effectively in impromptu situations.

Materials Needed:

- A set of topic cards with a variety of interesting and engaging topics. Topics can range from current events, personal experiences, hypothetical scenarios, fun facts, or controversial issues. Ensure a mix of easy and thought-provoking topics to cater to different student comfort levels. Write each topic on a separate card. Ensure there are enough cards for all students.
- Timer (can be a smartphone or a stopwatch)

Procedure:

Steps	Objective	Activities
Warm-up (5 minutes)	To engage students and prepare them for	Story Starters: Begin with a simple sentence (e.g., "Yesterday, I saw the most amazing thing...").

	speaking spontaneously.	Each student continues the story with one sentence, building on what the previous student said.
Introduction (5 minutes)	To explain the purpose and structure of the activity and its benefits.	<ul style="list-style-type: none"> - Explain the purpose of the activity and its benefits in developing eloquence and quick thinking. - Review the structure of a one-minute speech: introduction, key points, and conclusion.
Group work (10 minutes)	To allow students to brainstorm and receive quick feedback before delivering their speeches.	<ul style="list-style-type: none"> - Divide the class into small groups (3-4 students per group). - Each student shares their topic with their group and discusses briefly how they might approach their speech. - Group members can offer quick feedback and suggestions.
One-Minute Speeches (30 minutes):	To practice impromptu speaking, time management, and receiving peer feedback.	<ul style="list-style-type: none"> - One by one, each student stands up and delivers their one-minute speech on their chosen topic. - Use a timer to ensure each speech is exactly one minute long. Signal students when they have 10 seconds remaining to help them manage their time. - After each speech, the class can give a brief round of applause and one or two positive comments.
Feedback and Discussion (10 minutes):	To reflect on the activity, discuss challenges, and highlight key learning points.	<ul style="list-style-type: none"> - Once all students have delivered their speeches, facilitate a class discussion on what was challenging and what they learned. - Highlight the importance of time management, clear structure, and engaging delivery.
Homework	To reinforce impromptu speaking skills and encourage self-reflection.	<ul style="list-style-type: none"> - Ask students to choose a different topic from the ones used in class and prepare a one-minute speech to be delivered in the next lesson. Focus on clarity, structure, and confident delivery.

Here is a suggested list of topic cards with a mix of everyday subjects and more abstract or challenging topics. By using a diverse set of topics, students can practice thinking on their feet and articulating their thoughts on a wide range of subjects, enhancing their overall eloquence and confidence in speaking.

Personal reflections

- The best meal I ever had
- A memorable family trip
- My favorite book and why I love it
- A pet I would like to have
- The most interesting person I know
- My favorite movie and why it's special

The best birthday celebration I've had
 An important lesson I learned
 A goal I want to achieve in the next five years
 The person who has influenced me the most
 A challenge I overcame
 How I handle stress
 My dream job and why
 A skill I want to learn

Abstract or Challenging Topics

The importance of failure
 If I could change one thing about the world
 The role of technology in education
 The impact of social media on society
 How to stay motivated
 The benefits of teamwork
 The future of artificial intelligence
 The significance of environmental conservation
 The influence of art in society
 The importance of mental health awareness

Current Events and Issues

The effects of climate change
 The importance of voting in elections
 The impact of the COVID-19 pandemic on daily life
 The role of renewable energy in our future
 The challenges of remote learning
 The influence of pop culture on youth
 The significance of space exploration
 The importance of diversity and inclusion
 The role of sports in building character
 The impact of global trade on local economies

Lesson plan 5: Storytelling Relay

Objective:

The Storytelling Circle activity aims to enhance students' narrative fluency and eloquence through collaborative storytelling. By participating, students develop key communication skills and creative thinking abilities in a supportive classroom setting.

Duration: 45 minutes

Materials needed:

- A list of story prompts
- Timer

Procedure:

Steps	Objective	Activities
Warm-up	To stimulate	- Mystery Bag Activity: Prepare a bag with random

(5 minutes)	creativity and set the stage for collaborative storytelling.	objects (e.g., a feather, a toy car, a key, etc.). Each student picks an object without looking and then creates a quick, imaginative backstory for it. They share their stories briefly.
Forming groups (5 minutes)	To promote teamwork and set a clear and engaging starting point for the storytelling activity.	<ul style="list-style-type: none"> - Divide the class into small groups of 4-5 students. - Provide each group with a story prompt (e.g., "Once upon a time, a mysterious box appeared in the middle of the town...") - Set the timer for 1 minute
Story Relay Round 1 (10 minutes)	To enhance students' narrative fluency by having them build on each other's contributions.	<ul style="list-style-type: none"> - The first student in each group starts the story based on the prompt for 1 minute. After 1 minute, the next student continues the story from where the previous student left off. - Continue until all students in the group have contributed to the story.
Switch Prompts (10 minutes)	To challenge students to adapt quickly to new scenarios and maintain narrative coherence in different contexts.	After the first round, provide each group with a new story prompt. Repeat the story relay process.
Group Sharing and Reflection (15 minutes)	To provide an opportunity for students to practice public speaking and share their collaborative work	<p>Each group shares their final story with the class. Discuss the experience and the importance of maintaining fluency and coherence.</p> <p>Ask guiding questions like:</p> <p><i>How did you manage to keep the story coherent?</i></p> <p><i>What strategies did you use to continue the story fluently?</i></p>
Homework	To further practice narrative storytelling skills	Ask each student to write a short story (1-2 pages) based on one of the unused prompts from the class. Encourage them to focus on narrative coherence and creativity.

Suggested story starters for students to practice storytelling

"As I was cleaning the attic, I discovered a dusty old box hidden behind a stack of books."

"One morning, I received a letter with no return address..."

"A new family moved into the house next door, and there was something strange about them...."

"On my way home from school, I met a stray cat that followed me..."

"I've read about a number of stories about princesses but never imagine I could ever be one...."

"I received a text message that simply said, 'Run,' and I didn't recognize the number..."

“One day when I woke up, I saw single red rose left on my doorstep...”

“Once upon a time, a mysterious box appeared in the middle of the town...”

“Once upon a time, a haunting melody played from an abandoned mansion...”

“Once upon a time, a boy discovered he could talk to animals.”

Lesson plan 6: Scripted Drama Performances Activity

Objective: To practice eloquence through rehearsed and polished drama performances.

Script: Excerpts from "Romeo and Juliet" by William Shakespeare

Materials Needed

- Scripts or excerpts from plays
- costumes (optional)
- Evaluation sheets

Duration: 90 minutes

Procedure:

Activity	Objective	Description
Warm-Up Activity Emotion Charades (10 minutes)	Prepare students for expressive and confident performances.	<ul style="list-style-type: none">- Write different emotions (e.g., happiness, sadness, anger, fear) on slips of paper.- Have students draw a slip and act out the emotion without words while the class guesses the emotion.
Introduction to Script and Roles (10 minutes)	Familiarize students with the selected script and assign roles.	<ul style="list-style-type: none">- Briefly introduce "Romeo and Juliet" and its importance in literature.- Discuss the selected excerpts and their context within the play.- Assign roles to students, ensuring that each student has a part to perform.- Hand out copies of the selected excerpts to each student.
First Reading and Role Analysis (15 minutes)	Understand characters and practice initial readings	<ul style="list-style-type: none">- Have students do a cold reading of their lines, focusing on understanding the text.- Discuss the characters' motivations, emotions, and relationships.- Encourage students to annotate their scripts with notes on delivery, emotion, and pauses.
Rehearsal (25 minutes)	Practice the performance.	<ul style="list-style-type: none">- Arrange the classroom to create a stage area.- Planning and practicing the movements and positioning of actors.- Rehearse the scenes with emphasis on movement, expression, and interaction between characters.- Provide feedback and guidance on delivery and staging.
Performance (15 minutes)	Present the rehearsed drama performances to the class.	<ul style="list-style-type: none">- Have students perform their scenes in front of the class.- Encourage the audience to be attentive and respectful.
Feedback and	Provide	<ul style="list-style-type: none">- Ask students to give positive feedback and

Reflection (10 minutes)	constructive feedback and reflect on the experience	suggestions for improvement to their peers. - Reflect on the importance of eloquence, expression, and confidence in drama.
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Evaluation Criteria of the students' drama performance

Category	Criteria	Points (1-5)	Comments
Vocal Delivery	Clarity of speech and proper articulation.		
	Appropriate use of volume and pitch variations.		
	Effective pacing and use of pauses.		
Emotional Expression	Authenticity of emotions portrayed.		
Physical Presence	Effective use of body language and facial expressions.		
	Movement and positioning on stage.		
	Interaction and engagement with other characters.		
Use of Costumes	Appropriateness and creativity in the use of costumes		
Overall Performance	Level of engagement and commitment to the role.		
	Ability to maintain the audience's interest.		

Scoring Guide: 1: Needs Improvement; 2: Fair; 3: Good; 4: Very Good; 5: Excellent

Total Points: _____ / 75

Comments and Feedback:

Areas of Strength:

Areas for Improvement:

Lesson plan 7: Job Interview Role-Play

Objective: To develop students' speaking fluency, confidence, and competence in a job interview scenario. The lesson aims to practice articulating qualifications, skills, and experiences in a concise and persuasive manner. Additionally, it focuses on enhancing clarity and coherence in answering interview questions, and using appropriate body language and non-verbal cues.

Materials Needed:

- Sample job descriptions
- Interview question list

Duration: 60 minutes

Procedure:

Activity	Objective	Description
Warm-up (5 minutes)	To engage students and prepare them for the lesson by practicing quick thinking and articulate responses.	Speed Networking: Arrange students in two lines facing each other. Each pair has 1 minute to share their hobbies, favorite subjects and career goals. After 1 minute, one line shifts, and new pairs are formed. Continue until all students have met.
Introduction (5 minutes)	To explain the purpose of the lesson and highlight the importance of effective communication in job interviews.	Explain the purpose of the lesson, highlighting the importance of effective communication in job interviews. Start with a brief discussion on students' experiences or expectations of job interviews. Ask questions like: <i>Have you ever been to a job interview? What was it like?</i> <i>What do you think is important in a job interview?</i>
Overview of Job Interview (5 minutes)	To provide students with a clear understanding of the structure and key elements of a job interview.	Interview Structure: Explain the typical structure of a job interview (introduction, main interview, closing). Key Elements: Discuss key elements such as presenting oneself, answering questions, asking questions, and concluding the interview.
Preparation (10 minutes)	To prepare students for the role-play activity by providing job descriptions and interview questions, and allowing time for preparation.	Divide the class into pairs. Each pair will take turns being the interviewer and the interviewee. Pairing Up: Job Descriptions: Provide each pair with a sample job description relevant to their interests or field of study. Question List: Give each interviewer a list of questions to ask. Encourage them to add a few personalized questions based on the job description. Interviewee Prep: Allow time for interviewees to review the job description and prepare their answers.
Role-Play Activity (20 minutes)	To practice job interview scenarios in pairs, allowing students to experience	Conducting Interviews: Have pairs conduct their role-play interviews. Each interview should last about 10-15 minutes. Switch Roles: After the first round, have students switch roles and repeat the process with a new job

	both interviewer and interviewee roles and receive feedback.	description if time permits. Recording: If possible, record the interviews for later review and feedback.
Feedback and Reflection (5 minutes)	To provide constructive feedback and reflect on the role-play experience to identify strengths and areas for improvement.	Peer Feedback: After each role-play, have the interviewer provide constructive feedback to the interviewee on their performance. Class Discussion: Bring the class together to discuss their experiences. Ask questions like: What did you find challenging? What strategies worked well for you? How can you improve for next time? The teacher provides general feedback based on observations during the role-plays. Highlight common strengths and areas for improvement.
Homework	To reinforce the skills practiced in class by preparing detailed answers to common interview questions.	- Ask students to choose three common interview questions and record detailed answers. - Encourage them to focus on clarity, coherence, and using specific examples to illustrate their points.

The teacher can consider implementing a Competitive Job Interview Simulation as an advanced variation. In this format, multiple students compete for the same position. A panel of interviewers conducts the interviews, and participants receive detailed feedback on their performance.

Common Interview Questions

- *Tell me about yourself.*
- *Why do you want this job?*
- *What are your strengths and weaknesses?*
- *Describe a challenging situation you've faced at work and how you handled it.*
- *Where do you see yourself in five years?*
- *How do you handle stress and pressure?*
- *How do you prioritize your tasks and manage your time?*
- *Describe a project you're particularly proud of and why.*
- *What do you know about our company and our products/services?*
- *What motivates you to perform well in your job?*

Suggested evaluation criteria of the interviewee's performance

Criteria	Strengths	Areas for Improvement
Introduction & First Impressions		
Greeting and handshake		

Professional appearance		
Confidence		
Communication Skills		
Clarity of speech		
Use of appropriate language		
Ability to articulate thoughts		
Content and Relevance		
Understanding of the job role		
Relevance of answers		
Demonstration of relevant skills		
Body Language and Non-Verbal Communication		
Eye contact		
Posture and gestures		
Facial expressions		
Overall Eloquence and Expressiveness		
Engagement and enthusiasm		
Persuasiveness		
Ability to handle difficult questions		
Closing and Final Impressions		
Summary and closing statements		
Professional departure		

Lesson plan 8: Customer Service Role-play

Objective: The primary objective of this lesson is to develop students' eloquence in handling customer service interactions. This will be achieved by improving their vocabulary and grammar specifically related to customer service contexts. It also focuses on strengthening non-verbal communication skills, such as body language and eye contact.

Duration: 45 minutes - 60 minutes

Materials needed

- Video example of customer service (e.g., Rowan Atkinson's "Gift Wrapping Scene" from Love Actually)
- Vocabulary list
- Recording devices (optional for self-assessment)

Procedure:

Activity	Objective	Description
Warm-Up Activity: Two Truths and a Lie (10 minutes)	To encourage students' engagement, and set the context for customer service scenarios.	<ul style="list-style-type: none"> - Each student shares three statements about themselves related to their experiences with customer service: two true and one false. - The rest of the class guesses which statement is the lie <p>Example:</p> <ul style="list-style-type: none"> - <i>I once received a free meal at a restaurant because my order was delayed.</i> - <i>I received a full refund for a concert ticket because the show was canceled.</i>

		- <i>I was given a free dessert for my birthday at a restaurant.</i>
Introduction to Role-Play (5 minutes)	To introduce and explain the goals of the role-play activity	- Play the video clip "Service & Operational Excellence" from <i>Love Actually</i> (Rowan Atkinson's gift-wrapping scene). - Discuss how it exemplifies both effective and ineffective customer service techniques. - Explain the objectives of the role-play activity and what students should focus on during their performances.
Vocabulary and Phrases Review (5 minutes)	To review advanced vocabulary and useful phrases relevant to customer service interactions.	Show a video or audio clip related to customer service (as previously provided). Have students watch or listen and jot down any customer service vocabulary they recognize or find useful. Follow-Up: Present a list of key vocabulary and phrases (provided below). Discuss their meanings and usages. Encourage students to incorporate these into their role-plays.
Role-Play Preparation (5 minutes)	To allow students time to discuss and prepare their roles using the vocabulary and phrases reviewed.	- Divide the class into pairs. - Distribute role-play scenario cards to each pair. Scenario Example: A customer is unhappy with a product they bought and wants a refund. - Allow students 5 minutes to discuss and prepare their roles, encouraging them to use the vocabulary and phrases discussed.
Role-play performance (20 minutes)	To perform and evaluate role-plays, focusing on vocabulary usage, grammar, delivery, and non-verbal communication.	Each pair performs their role-play in front of the class. - <i>Customer Service Representative: Listen to the customer's complaint, apologize, and offer a solution.</i> - <i>Customer: Explain the issue with the product and express your dissatisfaction.</i> After each performance, provide constructive feedback focusing on: - <i>Use of vocabulary and phrases</i> - <i>Grammar and syntax</i> - <i>Expressive delivery (tone, pace, emphasis)</i> - <i>Non-verbal communication (gestures, eye contact)</i> Encourage peer feedback as well.
Homework	To reflect on the role-play experience	Students write a short reflection on their role-play experience, identifying strengths and areas for improvement.

Here is a list of useful vocabulary and phrases for customer service interactions, organized by category:

Apologies:

- "I apologize for the inconvenience."
- "I'm sorry for the trouble this has caused."
- "Please accept our sincerest apologies."
- "We regret any inconvenience this has caused."
- "I apologize for any confusion or frustration."

Solutions:

- "Let me see how I can help."

- "We can offer a refund or exchange."
- "I'll process a replacement for you right away."
- "We would like to offer you a discount on your next purchase."
- "Here's what we can do to resolve this issue."

Requests:

- "Could you please provide more details?"
- "May I have your order number, please?"
- "Could you describe the issue further?"
- "Please send us a photo of the damaged item."
- "Can you provide a receipt or proof of purchase?"

Empathy:

- "I understand your frustration."
- "I can see why you're upset."
- "I hear what you're saying, and I'm here to help."
- "I'm sorry to hear that you're experiencing this."
- "I understand how you feel, and I want to assist you."

Clarifications and Confirmations:

- "Let me confirm the details of your order."
- "Can you please clarify your request?"
- "I'll check that information for you."
- "Just to confirm, you would like [repeat request]?"
- "Can you verify the address for us?"

Handling Complaints:

- "Thank you for bringing this to our attention."
- "I'm sorry that this issue occurred. Let's work on a solution."
- "We take your feedback seriously and will address this promptly."
- "I appreciate your patience while we resolve this matter."
- "We are committed to providing better service and will review this issue."

Closing Interactions:

- "Is there anything else I can assist you with today?"
- "Thank you for contacting us. Have a great day!"
- "We appreciate your business. If you have further questions, feel free to reach out."
- "Please let us know if there is anything else we can help with."
- "Thank you for your understanding and cooperation."

General Customer Service Phrases:

- "How can I assist you today?"
- "I'm here to help with any questions you have."
- "I will make sure this is taken care of."
- "Let me check on that for you."
- "Your satisfaction is our priority."

Lesson plan 9: Strengthening Persuasive Speaking Skills

Objectives: Understand and apply persuasive techniques (ethos, pathos, logos).

Duration: 1 class period (45-60 minutes)

Materials Needed:

- Selected Speech: Barack Obama's Speech at the 2020 Democratic National Convention
- Handouts summarizing ethos, pathos, and logos

Procedure:

Activity	Objective	Description
<p>Warm-up:</p> <p>Persuasive Pitch Game (10 minutes)</p>	<p>Engage students and stimulate thinking about persuasive techniques in a creative and interactive way.</p>	<ul style="list-style-type: none"> - Divide students into small groups. - Provide each group with a random topic: selling a new gadget, promoting a fictional event, or advocating for a new school policy - Give them 5 minutes to prepare a 2-minute persuasive pitch. - Have each group present their pitch to the class.
<p>Introduction to Persuasive Techniques (10 minutes)</p>	<p>Introduce the key elements of persuasive speaking.</p>	<p>- Brief Overview:</p> <p>Explain the importance of persuasive speaking in influencing opinions and making compelling arguments.</p> <p>Outline the three main persuasive techniques: ethos, pathos, and logos.</p> <p>Definitions:</p> <ul style="list-style-type: none"> - Ethos: Credibility or ethical appeal; convincing the audience of the speaker's credibility. - Pathos: Emotional appeal; connecting with the audience's feelings. - Logos: Logical appeal; using reason and evidence to persuade.
<p>Analyzing Barack Obama's Speech (15 minutes)</p>	<p>Analyze the use of persuasive techniques in Obama's speech technique with examples.</p>	<ul style="list-style-type: none"> - Watch the Speech: Play the video of Barack Obama's speech. - Breakdown of Techniques: Ethos: Discussion Points: How does Obama's role as a former president enhance his credibility? How does he establish trust with the audience Pathos: Discussion Points: Identify emotional appeals in the speech. How does Obama use personal and collective fears or hopes to connect with the audience? Logos: Discussion Points: Analyze the logical arguments Obama presents. How does he use facts and reason to support his message?
<p>Class Discussion (5 minutes)</p>	<p>Reflect on the effectiveness of the speech and apply</p>	<p>Discuss what made Obama's speech compelling and memorable.</p> <p>What techniques were most effective?</p>

	persuasive techniques	
Homework	Reinforce the application of persuasive techniques and practice speech writing and delivery.	Write a Persuasive Speech - Students select a topic they are passionate about - Write a short persuasive speech (3-5 minutes) incorporating ethos, pathos, and logos. Prepare to present the speech in the next class.

Script Excerpt of Barack Obama's Speech

*"*This administration has shown it will tear our democracy down if that's what it takes to win. They have shown they don't believe in the rule of law or the rights of every American. They have shown they won't stop at anything to protect their power and privilege.*

In this election, the stakes could not be higher. Our democracy is at stake. Our future is at stake. And this year, we need to make sure that we do everything we can to ensure that every American can cast their vote and that every vote is counted.

In this critical moment, we have a choice. We have a choice between hope and fear, between the vision of a better future and the politics of division and hate. We have a choice between a president who can bring us together and one who continues to drive us apart.

*We have a choice. And when we cast our votes, when we fight for justice and equality, we are choosing to build a better America for all of us, no matter who we are or where we come from. Let us make that choice with courage and conviction."**

Lesson plan 10: Debate

Topic: "Should college education be free for everyone?"

Objective:

- Develop students' eloquence and persuasive speaking skills through a structured debate.
- Enhance critical thinking and the ability to construct and deconstruct arguments.

Duration: 60 minutes

Procedure:

Activity	Objective	Description
Warm-Up Activity: Four Corners Debate (10 minutes)	Engage students' interest and stimulate thinking about the topic.	- Label the four corners of the room with signs: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." - Present the statement: " College education should be free for everyone. " - Ask students to move to the corner that best represents their initial opinion on the statement. - Once in their corners, give each group 2-3 minutes to discuss why they chose that position and come up with key points.

		<ul style="list-style-type: none"> - Have each group select a spokesperson to share their main points with the class. - Allow students to move to a different corner if they change their minds after hearing other perspectives.
Group Division and Role Assignment (5 minutes)	Organize students into groups and assign roles to ensure participation.	<ul style="list-style-type: none"> - Divide the class into two main groups: Pro (for free college education) and Con (against free college education). - Within each group, assign specific roles such as Opening Speaker, Supporting Speaker, Rebuttal Speaker, and Closing Speaker. Ensure each student has a role. - Assign a few students as judges and timekeepers.
Research and Preparation (20 minutes)	Allow students to gather information and prepare their arguments.	<ul style="list-style-type: none"> - Provide students with internet access to research materials. - Hand out notecards for students to jot down key points and evidence. - Encourage students to collaborate within their groups to build strong arguments and counterarguments.
Debate Structure Overview (5 minutes)	Explain the structure and rules of the debate.	<ul style="list-style-type: none"> - Go over the debate format: Opening Statements (2 minutes each), Supporting Arguments (2 minutes each), Rebuttals (2 minutes each), and Closing Statements (2 minutes each). - Explain the role of judges and timekeepers. - Emphasize the importance of respectful discourse and listening to opposing viewpoints.
Debate Session (30 minutes)	Conduct the debate, allowing students to present and defend their arguments.	<ul style="list-style-type: none"> - Follow the debate structure, starting with opening statements and proceeding through supporting arguments, rebuttals, and closing statements. - Ensure the timekeepers keep track of each segment. - Encourage judges to take notes on the effectiveness and persuasiveness of each argument.
Judges' Feedback (10 minutes)	Provide constructive feedback and declare the winning team.	<ul style="list-style-type: none"> - Allow judges a few minutes to deliberate and come to a consensus on the winning team. - Ask judges to provide constructive feedback on the strengths and weaknesses of each team's arguments and presentation skills. - Announce the winning team based on the judges' decision
Reflection and Discussion (5 minutes)	Reflect on the debate experience and discuss what was learned	<ul style="list-style-type: none"> - Facilitate a class discussion on the debate experience. - Ask students to share what they learned about the topic and the debate process. - Encourage students to reflect on how they can improve their argumentation and public speaking skills in future debates.
Homework Assignment	Reinforce the lesson and encourage further exploration of the topic	Ask students to research a related topic (e.g., the impact of student debt on society) and prepare a brief presentation for the next class.

Debate Evaluation Form for Judges

Category	Category	Points (1-5)	Comments
Opening Statements	Clear introduction and position statement.		
	Relevance and strength of initial arguments.		
	Engagement and confidence.		
Supporting Arguments	Use of evidence and examples to support arguments.		
	Logical coherence and clarity of points.		
	Effective teamwork and coordination.		
Rebuttals	Ability to address and counter opposing arguments.		
	Use of evidence and reasoning in rebuttals.		
	Confidence and persuasiveness in rebuttals.		
Closing Statements	Clear and concise summary of key arguments.		
	Reinforcement of the team's position.		
	Overall impact and persuasiveness of the closing.		
Overall performance	Effective use of public speaking skills (clarity, volume, eye contact).		
	Respectful and professional conduct throughout the debate.		
	Ability to engage and maintain the audience's interest.		

Scoring Guide: 1: Needs Improvement; 2: Fair; 3: Good; 4: Very Good; 5: Excellent

Total Points: _____ / 60

Comments and Feedback:

Judges' Final Decision: (Circle one)

- Pro Team
- Con Team

Suggested debate topics for reference

Here are some debate topics that can help students practice eloquence and develop their speaking skills:

Technology and Society

"Is technology making us more alone?"

"Should social media platforms be held accountable for the spread of misinformation?"

"Will automation lead to a net gain or loss of jobs in the future?"

Education

"Should schools implement a four-day school week?"

"Is the current education system preparing students for the future?"

"Should college education be free for everyone?"

Environment

"Is it more important to focus on individual actions or government policies to combat climate change?"

"Should countries be held responsible for their carbon emissions?"

"Is nuclear energy a viable solution to the energy crisis?"

Health

- "Should vaccinations be mandatory for all citizens?"
- "Is a plant-based diet better for health and the environment?"
- "Should healthcare be considered a human right?"

Social Issues

- "Is the gender pay gap a myth or reality?"
- "Should there be stricter regulations on gun ownership?"
- "Are beauty pageants harmful or empowering to women?"

Economics

- "Is universal basic income a feasible solution to economic inequality?"
- "Should governments regulate the salaries of CEOs?"
- "Is globalization beneficial or harmful to developing countries?"

Science and Ethics

- "Should human cloning be allowed?"
- "Is animal testing justified for medical research?"
- "Should genetic engineering be used to eliminate hereditary diseases?"

Culture and Media

- "Does the media have a responsibility to portray accurate news?"
- "Is censorship ever justified?"
- "Do reality TV shows have a negative impact on society?"

These topics can spark engaging debates, encourage critical thinking, and help students articulate their thoughts clearly and persuasively.

D. CONCLUSION

This paper explores the concept of eloquence in English speaking, focusing on the challenges faced by students, particularly those majoring in English. The primary objective was to identify these challenges and propose strategies to overcome them. By examining elements such as linguistic proficiency, expressive delivery, non-verbal communication, and psychological factors, the paper presents practical strategies designed to enhance students' eloquence. The detailed lesson plans and activities developed are intended to provide teachers with effective tools for fostering eloquent speaking skills.

However, several limitations should be noted. Due to the 30-page limit, the paper could not include as many detailed lesson plans as desired. The effectiveness of these strategies may vary among students due to individual differences in proficiency, learning preferences, and progress. The lesson plans and activities are designed with a general context in mind and may need to be adapted to specific educational settings or cultural backgrounds. Additionally, the brief mention of technological tools and digital resources highlights the need for further exploration into their integration into teaching practices.

Future research could address several key areas to build on this work. Investigating the use of emerging technologies, such as virtual reality and artificial intelligence, could offer new insights into enhancing eloquence and providing immersive speaking practice. Exploring the performance of these strategies across various educational and

cultural contexts could help tailor them to better meet diverse needs. Longitudinal studies examining the long-term impact of these strategies on students' speaking skills would provide valuable information on their effectiveness over time. Comparative studies of different teaching methodologies could reveal more effective approaches for developing eloquence. Additionally, gathering student feedback could refine the strategies, ensuring they more effectively address learners' needs.

Addressing these areas in future research will contribute to a deeper understanding of how to improve eloquence in English speaking and adapt teaching practices to better support students' development.

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