

DEPARTMENT OF EDUCATION & TRAINING



How to develop eloquence in speaking for gifted students

School-year 2024-2025

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PART I: INTRODUCTION

1. Rationale

Developing eloquence in English speaking is essential for EFL (English as a Foreign Language) students, as it significantly enhances their ability to communicate effectively, both academically and professionally. Eloquent speaking enables students to articulate their thoughts and ideas clearly and persuasively, which is crucial for success in a globalized world where English is a dominant language.

For EFL students, eloquence in English opens up opportunities for higher education and career advancement. It allows them to participate confidently in discussions, presentations, and debates, thereby improving their academic performance and professional prospects. Eloquent speakers are often perceived as more competent and credible, which can lead to better job opportunities and career growth.

Moreover, developing eloquence helps EFL students integrate better into English-speaking environments. It improves their social interactions, enabling them to build and maintain relationships through clear and empathetic communication. This is particularly important in multicultural settings, where effective communication is key to understanding and collaboration.

Furthermore, eloquence boosts self-confidence and self-esteem. EFL students who can express themselves eloquently feel more empowered and capable, reducing anxiety and increasing their willingness to engage in conversations.

Overall, developing eloquence in English speaking for EFL students is a valuable investment that enhances their communication skills, boosts confidence, and opens doors to numerous academic, professional, and personal opportunities.

2. Aim of the study

The aim of the study is to explore effective methods for enhancing eloquence in English speaking skills, focusing on vocabulary expansion, pronunciation

improvement, and confidence-building through practical exercises, immersive practices, and feedback mechanisms to achieve fluency and articulate expression.

3. Scope of the study

The scope of the study targets 11th-grade English gifted students, examining tailored strategies for developing eloquence. It includes advanced vocabulary enhancement, complex sentence structuring, public speaking practices, peer feedback, and engagement with diverse literary sources to refine their expressive abilities and communication proficiency.

PART II: LITERATURE REVIEW

1. Definition of eloquence

Eloquence refers to the persuasive and articulate use of language, characterized by fluency, grace, and effectiveness in communication. It involves the ability to express ideas clearly and powerfully, often captivating or moving an audience through the skillful arrangement of words and the artful delivery of speech or writing. Eloquence is not just about conveying information but also about evoking emotions, inspiring action, or influencing opinions through the mastery of language.

2. Why eloquence in speaking in EFL classroom

Eloquence in speaking plays a crucial role in the EFL classroom, facilitating effective communication and language acquisition among students. Linguistic authors have extensively studied the benefits of eloquence, highlighting several key points. Firstly, eloquence enhances clarity and comprehension. According to Steven Pinker, a prominent linguist, clear and articulate speech helps learners understand and process language more effectively (Pinker, 1994). This is especially pertinent in an EFL context where students are grappling with unfamiliar vocabulary and grammatical structures. Secondly, eloquence fosters confidence and engagement. Studies by Neil Mercer emphasize the importance of expressive language in promoting student participation and motivation (Mercer, 2000). When students are able to articulate their thoughts fluently, they are more likely to engage actively in

classroom discussions and activities. Moreover, eloquence cultivates critical thinking skills. As noted by Herbert Clark, coherent expression encourages students to organize their ideas logically and persuasively (Clark, 1996). This skill is invaluable not only in language learning but also in academic and professional settings. In conclusion, integrating eloquence into the EFL classroom enhances learning outcomes by promoting clarity, confidence, and critical thinking among students. By drawing on insights from linguistic research, teachers can effectively nurture these skills, thereby enriching the language learning experience. For such reasons, I decided to apply Project-based learning into my classroom to develop eloquence skill for the gifted students of English.

3. Project-based learning

Project-based learning (PBL) in the EFL classroom offers numerous benefits by engaging students in meaningful, real-world tasks that require language use and problem-solving skills. This approach moves beyond traditional teaching methods by promoting active learning and collaboration.

In PBL, students typically work on projects that involve research, analysis, and presentation of findings in English. For instance, they might create multimedia presentations, conduct interviews, or write reports on topics of interest. This not only enhances their language proficiency but also develops critical thinking, communication, and teamwork abilities.

Research indicates that PBL can significantly improve language acquisition and retention. According to studies by Thomas and Mergendoller (2000), PBL fosters deeper understanding of language structures and functions because students apply language in authentic contexts. Furthermore, PBL motivates learners by allowing them to explore their interests and take ownership of their learning process.

Shortly, project-based learning in the EFL classroom is a powerful method to cultivate language skills while promoting creativity, collaboration, and critical thinking. By integrating PBL into their teaching practices, teachers can create

dynamic learning environments that better prepare students for academic and professional success in English.

PART III. HOW TO DEVELOP ELOQUENCE IN SPEAKING

1. Project-based learning to develop eloquence in speaking.

Project-based learning is particularly effective in developing speaking skills for EFL students by providing authentic contexts where they can actively use the language. Among many benefits it brings to EFL learners, PBL clearly fosters:

- *Authentic Communication:* Students can communicate with peers, present findings, and discuss project details. This real-world interaction helps them practice speaking in meaningful contexts, similar to how they would use English outside the classroom.
- *Increased Motivation:* When engaging in projects that align with their interests and goals, students are motivated to communicate effectively and participate actively in discussions, negotiations, and presentations, thereby enhancing their speaking skills.
- *Language Use in Context:* This teaching method encourages students to use English naturally while working on tasks such as debates, interviews, or collaborative presentations. This contextual use of language aids in understanding nuances of pronunciation, intonation, and vocabulary usage.
- *Feedback and Reflection:* Throughout the project process, students receive feedback from peers and teachers. Reflecting on their own and others' speaking performances helps them identify areas for improvement and refine their speaking abilities over time.
- *Integration of Skills:* PBL integrates speaking with other language skills such as listening, reading, and writing. This holistic approach ensures that students develop a well-rounded proficiency in English, capable of both understanding and expressing themselves verbally.

It is, therefore, project-based learning provides EFL students with ample opportunities to practice speaking English in authentic, meaningful ways. By engaging in collaborative tasks and real-world projects, learners not only improve their speaking proficiency but also develop confidence and fluency in using English in various contexts.

2. Implementation of steps of Project-based learning to develop eloquence in speaking.

Implementing project-based learning in EFL classrooms requires careful planning and execution to ensure effectiveness and engagement. Following are steps that I have done with my target students.

Step 1: Select Relevant Topic based on student interest: Topics should be aligned with curriculum objectives. Topics need to be suitable for the language proficiency level of the students, and provide them opportunities for meaningful language use.

Step 2: Define Learning Objectives: Clearly outline what students are expected to learn and achieve through the project.

Step 3: Plan the Project Structure: Design the project with clear phases such as brainstorming, research, planning, implementation, and presentation. Determine how groups or individuals will collaborate and contribute to the project.

Step 4: Provide Resources and Support: Gather relevant materials, resources, and tools that students will need to complete the project. Offer guidance and support throughout the process, including scaffolding activities to help students build necessary skills.

Step 5: Introduce the Project: Explain the project goals, timeline, and expectations to students clearly. Encourage questions and clarify any doubts to ensure understanding.

Step 6. Facilitate Research and Exploration: Guide students in conducting research, exploring the topic, and gathering information in English. Encourage critical thinking and creativity as they delve into the project tasks.

Step 7. Encourage Collaboration and Communication: Foster teamwork and communication skills by organizing collaborative activities. Encourage students to discuss ideas, share responsibilities, and resolve conflicts constructively.

Step 8. Monitor Progress and Provide Feedback: Regularly assess student progress and provide timely feedback on both content and language use. Encourage reflection on their learning process and adjustments as needed.

Step 9. Prepare for Presentations: Help students prepare for presenting their projects to peers, teachers, or even a broader audience. Provide guidelines on effective presentation skills in English. This step becomes the most important factor regarding developing eloquence skill in English for the target students.

Step 10. Evaluate and Reflect: Evaluate the overall success of the project in meeting learning objectives. Reflect on what worked well and areas for improvement in future implementations of this kind.

Below is a typical project to develop eloquence in speaking class that I have done with the students of my English-majored class.

A PROJECT WORK TO DEVELOP ELOQUENCE IN SPEAKING

TOPIC: MENTAL HEALTH – THE UNSEEN CRISIS

Handout (H0) 01: Project work assignment for each individual

BẢNG PHÂN CÔNG CÔNG VIỆC - NHÓM 3

Thành viên	Nhiệm vụ trong dự án	Thời hạn hoàn thành	Mức độ hoàn thành công việc
Nguyễn Minh Tâm	<ol style="list-style-type: none">Viết kịch bảnChuẩn bị nội dung cho handout từ vựngQuay videoBiên tập videoLên ý tưởng cho mini games	<ol style="list-style-type: none">28/122/22/229/225/2	Hoàn thành tốt, đúng thời hạn
Phạm Hải Nam	<ol style="list-style-type: none">Viết kịch bảnQuay videoLên ý tưởng cho mini gamesViết luật chơi cho mini games	<ol style="list-style-type: none">28/12/225/227/2	Hoàn thành tốt, đúng thời hạn
Trần Yến Nhi	<ol style="list-style-type: none">Viết kịch bảnChuẩn bị nội dung cho posterQuay videoLên ý tưởng cho mini games	<ol style="list-style-type: none">28/125/22/225/2	Hoàn thành tốt, đúng thời hạn
Trịnh Văn Lâm	<ol style="list-style-type: none">Quay videoThiết kế posterThiết kế handout từ vựngThiết kế handout nội dungThiết kế phần trình chiếu (sơ bộ)	<ol style="list-style-type: none">2/226/227/229/228/2	Hoàn thành tốt, đúng thời hạn
Hà Ngọc Bảo	<ol style="list-style-type: none">Viết kịch bảnQuay videoLên ý tưởng cho mini gamesRà soát lỗi trong các sản phẩm	<ol style="list-style-type: none">28/12/225/229/2	Hoàn thành tốt, đúng thời hạn
Nguyễn Tấn Trường	<ol style="list-style-type: none">Viết kịch bảnChuẩn bị nội dung cho handout nội dungQuay videoLên ý tưởng cho mini games	<ol style="list-style-type: none">28/125/22/225/2	Hoàn thành tốt, đúng thời hạn

Handout 02: Target Vocabulary

Zodiac Signs

-Vocabulary-

Astrology (n) /ə'strɔ:l.ə.dʒi/
Chiêm tinh học
The link between astronomy and astrology could no longer be taken for granted.

Assertiveness (n) /ə'sɜ:..tɪv.nəs/
sự chần chẫn
Her voice was sharp with urban assertiveness.

Astronomy (n) /ə'strɔ:n.nə.mi/
Thiên văn học
He writes on astronomy and astrology without knowing either.

Wit (n) /wɪt/
Trí thông minh
Holmes was gregarious, a great wit, a man of wide interests.


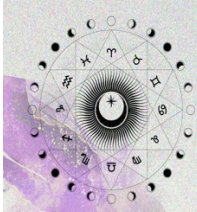
Loathe (v) /loʊð/
không ưa nhau
They loathed each other on sight.

Spontaneity (n) /spɔ:n.tən'ei.ə.ti/
Không gò bó, không khuôn khổ
He is attempting to hold on to the humour and spontaneity of his youth.

Tranquility (n) /træŋ'kwɪl.ə.ti/
Sự bình yên, thanh thản
This is the place to find real peace and tranquillity.

Thrifty (adj) /θrɪf.ti/
Tiết kiệm
His top thrifty tips include buying seasonal food in abundance when it is at its cheapest.

Remorse (n) /rɪ'mɔ:rs/
Sự ăn năn, hối lỗi
She felt no remorse at leaving them without notice.



Zodiac Signs

-Vocabulary-

Wearing sth in their sleeve (idioms)
Khoe, trưng ra
I can tell Jenny is upset; she wears her heart on her sleeve.

Temperamental (adj) /temprə'mentl/
Thất thường
Be careful how you approach her - she's very temperamental.




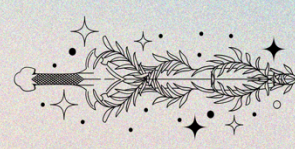

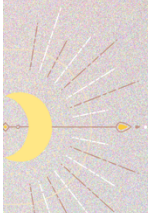
Pragmatic (adj) /præɡ'mæt.ɪk/
Thực dụng
Washington is also showing a more pragmatic approach.

Nomadic (adj) /nɒ'mæd.ɪk/
du mục (nghĩa đen); vô định, không phương hướng (nghĩa bóng)
Partly because so much of my life has been a nomadic existence.

Single sth/sb out (phr v)
chọn ra
Jamie was thrilled when the teacher singled out his poem and asked him to read it aloud.

Idiosyncratic (adj) /ɪ.d.i.ə.sɪŋ'kræt.ɪk/
Mang tính riêng biệt
The film, three hours long, is directed in his usual idiosyncratic style.

Constrain (v) /kən'streɪn/
Giảm cầm, áp đặt
The country's progress was constrained by a leader who refused to look forward.



Mental Health: The Unseen Crisis

1. Definition & Recognition

Mental health issues: Conditions that mess with how someone thinks, feels and acts, which impact daily functioning, relationships, the ability to cope with the challenges of life.



2. Mental issues that different generations deal with

- Baby Boomers : Depression, mainly due to postwar influences, or suffering catastrophic injuries in an accident.
- Generation X : Growing up in global transition time causes them to suffer from numerous mental illnesses
- Generation Y : As the result of peer pressure and the booming of the internet, many have faced stigma associated with mental health.



3. The shift in perception about mental health and mental issues

Mental health issues in the past were more stigmatized
More understanding about many mental health conditions nowadays
Psychology, psychiatry, and neuroscience have developed.
Advancements in technology also help mental health in numerous ways.

4. Interaction: Symptoms of some common mental issues

Schizophrenia: Hallucinations, delusions, thought disorder
Depression: persistent feeling of sadness and loss of interest.
OCD (Obsessive-compulsive Disorder): unwanted thoughts or sensations, doing things repetitively, the need to control everything possible.



5. Solutions to some mental issues and how to maintain the balance in mental health

Medications.
Psychological therapies.
Vocational rehabilitation
Deep brain stimulation (DBS)

-How can we achieve good mental health?-

Engaging in activities you enjoy and practicing relaxation techniques

Building and maintaining supportive relationships
Practicing mindfulness techniques

Handout 04: Student's Presentation Note-taking

THE DEMO -- BIG PROJECT NO. 3

MENTAL NEWS

NAME:

DATE:

FEATURING:

TODAY'S TOP PICKS

	1. DEFINITION AND RECOGNITION <ul style="list-style-type: none">- MENTAL HEALTH ISSUES: CONDITIONS THAT INTERCEDE HOW SOMEONE THINKS, FEELS, ACTS, IMPACT DAILY FUNCTIONING, RELATIONSHIPS, AND THE ABILITY TO COPE WITH THE CHALLENGES OF LIFE.- RECOGNITION: SOMEONE ACTS IN A MORE EMOTIONAL WAY THAN USUAL
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2. MENTAL ISSUES THAT DIFFERENT GENERATIONS DEAL WITH

BABY BOOMERS:	GEN X:	GEN Y:
DEPRESSION	ANXIETY DISORDERS, DEPRESSION, SUBSTANCE ABUSE ISSUES	PEER PRESSURE

3. THE SHIFT IN PERCEPTION ABOUT MENTAL HEALTH AND MENTAL ISSUES <p>MENTAL HEALTH ISSUES WERE OFTEN STIGMATIZED, MISUNDERSTOOD, OR TREATED HARSHLY BACK IN THE DAYS.</p> <p>AT PRESENT:</p> <ul style="list-style-type: none">- MORE DISCOVERIES HAVE BEEN MADE ABOUT MENTAL HEALTH, AS THE FIELDS OF PSYCHOLOGY, PSYCHIATRY, AND NEUROSCIENCE HAVE DEVELOPED.- MENTAL HEALTH AWARENESS AND ADVOCACY HAS INCREASED.- MENTAL HEALTH IS RECOGNIZED AS AN IMPORTANT ASPECT OF HUMAN WELL-BEING.- ADVANCEMENTS IN TECHNOLOGY ARE IMPROVING MENTAL HEALTHCARE IN A NUMBER OF WAYS.	
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THE DEMO -- BIG PROJECT

Handout 05: Presentation Work

1. Presentation slides

Mental Health
The unseen crisis
Big Project No. 3

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- 01** Definition and Recognition
- 02** Mental issues that different generations deal with
- 03** The shift in perception about mental health and mental issues
- 04** Interaction: Symptoms of some common mental issues
- 05** Solutions to some mental issues and how to maintain the balance in mental health
- 06** Jupiter is the biggest planet of them all

01. Definition & Recognition
You can describe the topic of the section here

Mental health issues
They are the conditions that mess with how someone thinks, feels and acts.

Mental health issues
These conditions can impact daily functioning, relationships, and the ability to cope with the challenges of life.

They're suddenly way more emotional than usual.

You might notice...

- 01** Changes in their sleep or eating habits.
- 02** trouble focusing or making decisions.
- 03** headaches or mysterious aches

02
Mental issues that different generations deal with

Baby Boomers are a generational cohort of individuals born between 1946 and 1964.

of depression recognize the symptoms people feel can making baby boomers currently over 33% of



2. The Content of the presentation

MENTAL HEALTH – THE UNSEEN CRISIS

1. Definition & recognition

Alright, so when we talk about mental health issues, we're referring to a whole bunch of conditions that mess with how someone thinks, feels and acts. It's like a wide spectrum of things that can throw a curveball into your daily life - stuff like depression, anxiety, bipolar disorder, eating disorder and more. These conditions can impact daily functioning, relationships, and the ability to cope with the challenges of life.

Now, spotting mental health stuff in others can be a bit tricky, but there are some signs to keep an eye out for. Imagine your friend starts acting a bit off – like they're not quite themselves. It could be they're becoming a bit of a hermit, or maybe they're suddenly way more emotional than usual.

If someone you know is going through it, you might notice changes in their sleep or eating habits. They could be having trouble focusing or making decisions. Physical stuff like headaches or mysterious aches might pop up too. And, of course, there's the possibility they start relying on substances to cope.

Here's a big one: if someone starts talking about feeling hopeless or mentions anything about hurting themselves, take that super seriously. Encouraging them to get help from a pro – like a counselor or therapist – is key.

Just remember, these signs don't automatically mean someone has a mental health disorder, but they could be clues that they're struggling. Being there for them, offering support, and nudging them towards professional help can make a world of difference in their journey to mental well-being.

2. Mental issues that different generations deal with

As you may be aware, Baby Boomers are a generational cohort of individuals born between 1946 and 1964. In the United States, it is estimated that 20% of people aged 55 and older have a mental health problem, and the number of older adults with depression is projected to double between 2010 and 2030. Currently, over 32% of working Baby Boomers believe they can recognize the symptoms of depression. Historical events have had a significant psychological impact on Baby Boomers because they were born

and raised during the era of warfares. To Boomers, mental illness referred mainly to the most extreme examples of what psychiatrists now refer to as big-T trauma, which is often associated with a life-threatening incident or condition, such as seeing battle in a war zone, surviving an assault, or suffering catastrophic injuries in an accident. In general, Baby Boomers are suspicious of mental health and its treatment. Many Boomers place a high value on self-reliance. As a result, getting therapy for mental illness is sometimes perceived as a personal or moral failure rather than a medical issue. People suffering from such horrors would be admitted to a mental institution or asylum for professional treatment.

As a generation that spans from 1965 to 1980, Generation X experienced a wide range of societal and economic developments. They were the first generation to grow up at a period of global transition; nonetheless, it is easy to see how these developments have resulted in severe mental health difficulties. Much of Gen X's stress stems from increased caregiving responsibilities. 48% of Xers expect to provide primary physical and financial support to their aging parents. Generation X is struggling with personal and professional responsibilities and is at high risk for anxiety disorders, depression, and substance abuse issues. Individuals in Generation X, comparable to Baby Boomers, are generally independent, resistant, and self-sufficient. They value privacy and are more likely to cope with mental health concerns independently.

Generation Y is described as an "anxious generation" of people born between 1981 and 1996. They were reared in an era where the internet is readily available, and they are always comparing their lives to those of others, or, more often, peer pressure. According to recent research, 92% of Gen Yers believe their mental health has deteriorated since the COVID-19 crisis, in part because they expected their circumstances to improve by now. The emergence of demanding parents contributes to young people's growing worry. Older members of this generation have faced stigma associated with mental health, and while this has become less common, the issue remains substantial. Many people still endure condemnation from their peers when seeking treatment. For example, over half of participants in that same research stated that they had difficulty deciding to schedule counseling with mental health specialists in the previous year.

3. The shift in perception about mental health and mental issues

It is interesting to note that mental health issues in the past were much more stigmatized than they are now. This attitude is mainly due to people's fear of the unknown and with the lack of knowledge about mental health in the past, this led to extreme discrimination and mistreatment of people afflicted with these conditions. However, In today's world we have far more understanding about many mental health conditions and how they can affect people in different ways which has, in turn, led to better care and support.

Historically, mental health issues were often stigmatized, misunderstood, or treated harshly. People with mental health problems were sometimes seen as possessed, sinful, or dangerous, and subjected to various forms of abuse or neglect.

However, over time, more and more discoveries were made about mental health, as the fields of psychology, psychiatry, and neuroscience developed. Mental health awareness and advocacy also increased, challenging the stereotypes and prejudices that surrounded mental illness. Today, mental health is recognized as an important aspect of human well-being, with abundant resources to help raise awareness and combat mental health issues.

Advancements in technology are improving mental healthcare in a number of ways. Through platforms such as smartphone apps or online forums, users with mental health issues can access information and services in a more cost-efficient and convenient way. For instance, the online platform Big White Wall allows its users living with mental health problems such as anxiety or depression to manage their symptoms from the comfort of their home with educational resources, online conversations and virtual classes on the issue of mental health. Technology, especially social media sites such as Facebook or Twitter, has also facilitated the spread of professional advice to a wider audience.

4. Interaction: Symptoms of some common mental issues

a) SCHIZOPHRENIA

- A significant mental illness that alters a person's thoughts, feelings, and behavior is schizophrenia. Schizophrenia patients may appear to have lost all sense of reality, which can be upsetting to both them and their loved ones. It may be challenging to engage in routine, daily activities due to the symptoms of schizophrenia.
- Signs:
 - Hallucinations: When someone experiences hallucinations, they perceive sounds, tastes, smells, or sensations that are not real. It is common for people with schizophrenia to hear voices. Before friends or relatives realize something is wrong, a person who hears voices may continue to do so for some time.
 - Delusions: When a person has steadfast, unfounded beliefs that make them appear illogical to others. People who are delusional, for instance, could think that people they see or hear on television and radio are conveying specific messages that need to be answered, or they might think they are in danger or that someone is out to get them.
 - Thought disorder: A person with unconventional or illogical methods of thinking is said to have a thought disorder. It can be difficult for someone with a thinking disorder to organize their voice and thoughts. Occasionally, someone will interrupt you in the middle of a sentence, switch topics abruptly, or invent meaningless terms.
- Consequences: If not treated spontaneously, the patients will have to face numerous challenges: Suicide, depression, social alienation, violent behaviour.

b) DEPRESSION

- Definition: Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depressive disorder or clinical depression, it affects how you feel, think and behave and can lead to a variety of emotional and physical problems. You may have trouble doing normal day-to-day activities, and sometimes you may feel as if life isn't worth living.
- Signs:
 - Persistent sad, anxious, or “empty” mood
 - Feelings of hopelessness or pessimism
 - Feelings of irritability, frustration, or restlessness
 - Feelings of guilt, worthlessness, or helplessness
 - Loss of interest or pleasure in hobbies and activities
 - Decreased energy, fatigue, or feeling slowed down
 - Difficulty in concentrating, remembering, or making decisions
 - Difficulty in sleeping, waking up early in the morning, or oversleeping
- Not everyone who is depressed experiences every one of these symptoms. Some people experience only a few symptoms, while others experience many symptoms. Symptoms associated with depression interfere with day-to-day functioning and cause significant distress for the person experiencing them.
- Risk factors of depression: Genetics, environment, brain structure.

- Consequences: Distraction, lack of communication, the rise in social evils, self-harm, serious physical illnesses.
- c) **OCD (Obsessive-compulsive Disorder)**
 - Definition: A disorder in which people have recurring, unwanted thoughts, ideas or sensations (obsessions). To get rid of the thoughts, they feel driven to do something repetitively (compulsions).
 - Signs:
 - Washing hands too often: The sufferers always have a consistent fear that their hands are full of bacteria. Therefore, washing hands too often can prevent them from feeling infectious diseases.
 - Want to inspect everything: They are insecure about everything around them, which makes them examine carefully to make sure that everything is good.
 - Excellent organizing ability: Although obsessive-compulsive disorder is a disease, there is no denying that the group of people suffering from this disease is capable of organizing everything extremely well, even perfectly. However, this ability also causes some problems for the patient as well as those around him such as not being able to rest until the work is completed, causing discomfort for people because of excessive detail, or slowing down the work schedule because of too much focus on details.
 - Consequences:
 - Appearance complexes: Appearance complexes are characterized by the persistent thought that a person's body is perfect or ugly. These negative thoughts can cause severe emotional distress and problems in daily functioning. The disorder is also often characterized by a number of repetitive behaviors similar to obsessive-compulsive disorder, including skin scratching, excessive grooming, and excessive exercise.
 - Hoarding disorder: This is where an individual is incapable or has persistent difficulty in disposing of property. This disorder is characterized by anxiety related to possession. Individuals may not want to get rid of their possessions, but they may also be ashamed of them. As hoarding becomes more severe, impairment of daily life may occur. These include loss of physical space, social problems and even health hazards due to unsafe sanitary conditions.
 - Relationship problems: The concomitance of obsessive-compulsive disorder and social anxiety can also affect an individual's relationships, including dating and marriage. The so-called "obsessive-compulsive relationship disorder" is characterized by persistent suspicious thoughts about a person's partner. These may relate to the level of attraction and questions about how worthy it is to be with a certain individual.

Short video introducing some common mental issues.

Interact with the audience while naming some symptoms of those mental issues.

5. Solutions to some mental issues and how to maintain the balance in mental health

- Proposing solutions to some mental issues mentioned above.

Fortunately, there are some solutions that can control and treat common mental illnesses that have been mentioned before.

In terms of **Schizophrenia**, the first treatment option is medication. Antipsychotic medications are the first-line treatment for schizophrenia. They work by blocking the action of dopamine in the brain, which can help reduce symptoms of psychosis such as hallucinations and delusions. There are two types

of antipsychotic medications: typical and atypical. Typical antipsychotics are older medications that have more side effects, while atypical antipsychotics are newer medications that are generally better tolerated. The choice of medication is determined based on the individual's symptoms, medical history, and side effect profile. Another highly-recommended solution is psychological therapies. Psychosocial therapies such as cognitive-behavioral therapy (CBT) and family therapy can help individuals with schizophrenia manage their symptoms, improve their social and communication skills, and enhance their quality of life. CBT can help individuals identify and change negative thought patterns, while family therapy can help improve family communication and reduce family stress related to the illness. Group therapy and vocational rehabilitation may also be helpful in improving social functioning and employment opportunities.

Regarding **Depression**, it is vital for patients to change their lifestyles. Making certain lifestyle changes can also be an important part of treating depression. This can include regular exercise, healthy eating, getting enough sleep, avoiding alcohol and drugs, and engaging in enjoyable activities. Engaging in social activities and spending time with friends and family can also be helpful in reducing feelings of isolation and loneliness. The next measure is Psychotherapy. Psychotherapy, also known as talk therapy, is a type of treatment where the patient and a licensed mental health professional work together to identify and change negative thought patterns and behaviors. Examples of psychotherapy used to treat depression include cognitive-behavioral therapy (CBT), interpersonal therapy (IPT), and psychodynamic therapy. Psychotherapy can also help individuals cope with life stressors, develop coping skills, and improve relationships.

Almost every mental illness requires medication, and **OCD** is not an exception. Antidepressant medications called selective serotonin reuptake inhibitors (SSRIs) are often used to treat OCD. These medications work by increasing the levels of serotonin in the brain, helping to reduce the symptoms of OCD. Other medications, such as antipsychotics, may be used in more severe cases or for individuals who do not respond well to SSRIs. In some cases, when OCD shows more severe signs, deep brain stimulation (DBS) may be used to treat OCD. This is a procedure where small electrodes are implanted in the brain and connected to a pacemaker-like device that sends electrical impulses to specific areas of the brain. DBS helps to regulate abnormal brain signals that contribute to OCD symptoms.

- The importance of maintaining balance in mental health & How we can achieve it.

Maintaining good mental health is crucial for our overall well-being and quality of life. It can help us cope with stress, manage our emotions, and make better choices in our daily lives. So, how can we achieve good mental health? Here are some strategies: First is Self-Care: Taking care of your physical health through regular exercise, a balanced diet, and adequate sleep can help improve your mental health. Additionally, engaging in activities you enjoy and practicing relaxation techniques (such as meditation or yoga) can help reduce stress and improve your mood. Secondly, Building and maintaining supportive relationships with family, friends, and colleagues can provide a sense of connection and belonging, which can improve mental health. Finally, practicing mindfulness techniques (such as breathing exercises or mindfulness meditation) can help individuals become more focused, self-aware, and better able to manage negative thoughts and emotions.

In conclusion, maintaining good mental health is essential for a happy and fulfilling life. Through various strategies, individuals can improve their mental health and lead happy, healthy lives.

PART IV: CONCLUSION

Developing eloquence in EFL classrooms is essential for effective communication and language mastery. To achieve this, we, teachers, should create a supportive and engaging environment where students feel comfortable practicing their speaking skills. Incorporating interactive activities such as debates, role-plays, and discussions can significantly enhance students' confidence and fluency. Emphasizing vocabulary enrichment, proper pronunciation, and fluidity through targeted exercises is vital. Providing regular, constructive feedback and fostering a culture of self-assessment and peer evaluation encourage continuous improvement. Utilizing multimedia resources and real-life contexts can make learning more relevant and practical, helping students apply their skills in everyday situations. By combining these methods, teachers can cultivate a dynamic learning atmosphere that promotes eloquence, empowering students to express themselves clearly and confidently in English. This holistic approach not only improves linguistic competence but also prepares students for real-world communication challenges.

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