RESEARCH PAPER

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HOW TO DEVELOP ELOQUENCE IN SPEAKING FOR GIFTED STUDENTS

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A. INTRODUCTION

I. RATIONALE

In our increasingly globalized and multicultural world, mastering a new language, particularly English, has become a vital necessity for individuals of all ages. English has established itself as a global lingua franca and plays an increasingly significant role in the daily lives of people worldwide. Among the four language skills, speaking is regarded as one of the most crucial for learners striving for proficiency. It enables individuals to communicate confidently with others, achieve specific goals, and express their opinions, intentions, hopes, and viewpoints effectively.

Speaking can be categorized into monologue and dialogue. Nunan (1989) distinguishes the former as focusing on delivering an eloquence skill, while the latter involves interaction with other speakers. It is evident that eloquence skills in English are indispensable for contemporary academic pursuits and professional success. Consequently, in educational settings, eloquence skills are a frequently utilized classroom activity designed to enhance learners' speaking skills. Students may be asked to present their viewpoints on curriculum-related topics such as environmental protection, technological advancements, human rights, and more.

In recent years, the National English Contest for high school students in Vietnam has incorporated eloquence skills into the computer-based Speaking Test. Candidates are required to speak on a given topic for five minutes, with only five minutes for preparation. This limited preparation time presents challenges for many test-takers, who struggle with brainstorming ideas, outlining their responses, and using appropriate vocabulary. In response to these challenges, this study aims to prepare students for their speaking performance in the test specifically and to improve their overall speaking proficiency more broadly.

II. AIMS OF THE STUDY

The study aims to provide an overview of eloquence skills in the Speaking Test for students taking part in the English National Contest in Vietnam and suggest ways to enhance their overall performance.

III. SCOPE OF THE STUDY

The study primarily aims to offer an overview of eloquence skills, detailing instructional procedures and including exercises along with sample presentations for students to practice expressing their opinions on various topics. The subjects of the study are eleventh and twelfth-grade students who are members of the National English Team.

IV. SIGNIFICANCE OF THE STUDY

The study is conducted with the hope of helping students who are members of the National English Team enhance their eloquence skill skills for the Speaking Test. Insights from this study will be beneficial to English language learners seeking to improve their speaking competence through eloquence skills. Additionally, a collection of practice exercises and samples is included, which teachers and students can use as valuable teaching and learning materials.

B. CONTENTS
I. THEORETICAL BACKGROUND
1. Eloquence skill

Among the activities that language teachers frequently implement in class to help students practice their speaking skills, eloquence skills are one of the most common. An eloquence skill involves delivering an address to a public audience, necessitating adequate planning and preparation to impart knowledge or stimulate discussion (Islam, 2013). It provides "a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to give confident presentations in public" (King, 2002).

Eloquence skills are crucial for employability and academic study as they encourage students to engage in debate and sustained reasoning (Morley, 2001). According to Hutchinson and Waters (1987), students with good eloquence skill skills can fully participate in their learning, demonstrate their communication abilities, and develop competencies relevant to their future workplaces.

Given the importance of eloquence skills, students require instruction and guidance in preparing, organizing, and delivering their presentations effectively.

2. Speaking Test Format of the National English Contest for High school students in Vietnam

In the National English Contest for High school students in Vietnam, Speaking Part is a compulsory component, accounting for 20 % of total marks.

In the Speaking Part, candidates are required to give a 5-minute response to one random question from a list of ten. They also have 5 minutes to prepare notes before giving an actual talk. Their responses are then recorded on the computer.

Following is the question sample of the speaking test in the National English Contest for High school students in Vietnam.

Date of Test taken: December 2020.

Question1: Some people think that tourism does harm to local cultures, and therefore should be banned. Others think otherwise, saying that local cultures are affected by many factors and therefore tourism should not be banned. Discuss both views and give your opinion.

You have 5 minutes to prepare for your talk. Good luck!

Question 2: Some people think that individualism brings may benefits to the community. Others think otherwise, claiming that it does more harm than good. Discuss both views and give your opinion.

You have 5 minutes to prepare for your talk. Good luck!

Question 3: Some people think that in the present context of Vietnam, it is possible to promote economic development while still controlling the spread of the COVID-19 pandemic. Others think otherwise, claiming that we need to prioritize one mission over the other. Discuss both views and give your opinion.

You have 5 minutes to prepare for your talk. Good luck!

…

Date of Test taken: December 2017

Question 1: Concern for the environment is growing rapidly. More and more people are choosing to be “eco-tourists” – travelling in responsible, environmentally friendly ways. As a

result, the eco-tourism industry is expanding. Do you think this is a positive trend? Get ready to talk to an audience on this issue.

Question 2: As compared to the past, teenagers these days spend more of their leisure time indoors with computers, digital gadgets, and TVs and less time outdoors. Describe some of the problems this lack of outdoor leisure time may cause and suggest some possible solutions. Get ready to talk to an audience on this issue.

Question 3: Peer pressure is good for self-development. Do you agree or disagree with the statement? Get ready to talk to an audience on this issue.

…

Date of Test taken: December 2014

Question 1: Vietnam's population has reached 9 billion. What is the significance of this event? Get ready to talk to an audience on this issue.

You have 5 minutes to sketch out what you are going to say. You should prepare notes instead of full sentences and try to SPEAK as naturally as possible.

Your talking time should not exceed 5 minutes. Good luck!

Question 2: "Idleness is the source of all evils." Do you agree or disagree? Get ready to talk to an audience about this issue.

You have 5 minutes to sketch out what you are going to say. You should prepare notes instead of full sentences and try to SPEAK as naturally as possible.

Your talking time should not exceed 5 minutes. Good luck!

Question 3: Many people think that going overseas for university study is an exciting prospect. What is your opinion? Get ready to talk to an audience about the issue.

You have 5 minutes to sketch out what you are going to say. You should prepare notes instead of full sentences and try to SPEAK as naturally as possible.

Your talking time should not exceed 5 minutes. Good luck!

…

From collected speaking questions of the speaking part in the National English Contest for high school students in Vietnam, it can be withdrawn that candidates are asked to give their opinion about a contemporary issue, and to support their opinion with reasons and examples. A point of view or argument is also presented on the question. Some typical question topics include technology, culture, education, family, health, transportation, environment, crime, travel, work, entertainment.

The task on the question often takes the form of a brief, general statement and students have to say to what extent they agree or disagree with it. The task may, however, presents two sides of an argument and ask them to discuss these views before giving their own opinion. Another common type of task presents them with a problem and asks them to describe possible causes and solutions.

Below is the summary of question types of Speaking Test in the Nation English Contest for high school students in Vietnam.

Question Types	Key-word Instructions
Opinion You express your views on a certain topic.	To what extent do you agree or disagree? Do you agree or disagree? What's your opinion on this?
Discussion You are given two different views about a social issue, then have to discuss both	Some people … Others … Discuss both views and give your opinion.

of them before offering your own opinion.	
Enumeration A phenomenon is mentioned and you are asked to discuss problems/causes and solutions to the identified phenomenon, or to point out the causes and effects of the phenomenon, or the advantages and disadvantages of the phenomenon.	What …? How …?

Examiners award a band score for each of three areas with following weighting:
+ Fluency and cohesion: 40% of total marks
+ Ideas and accuracy (lexical and grammatical range): 40% of total marks
+ Presentation style: 20% of total marks

3. Criteria of a good eloquence skill

Eloquence skill, either in testing or non-testing situations, is under the influence of many factors. Yuan and Ellis (2003) proposed pre-task planning and the positive effects it can have on accuracy. With respect to how presentations have been taught, Halliday's genre approach has often been used as the basis for teaching presentation courses (Webster, 2002). This involves teaching genre specific language and other context specific items. As for students, when asked about what constitutes a good presentation, they rated criteria such as clarity of speech, correct language and audience appeal as the main factors (Otoshi and Heffernen, 2008). Meanwhile, in the Speaking Part of the National English Contest for High school students in Vietnam, cohesion, fluency, lexical and grammatical accuracy, presentation style are the main marking criteria.

Thorough understanding about components of a good eloquence skill will help teachers design suitable lessons to develop their students' performance.

4. Features of an eloquence skill

An eloquence skill should always be clear, concise and backed up by arguments. Its purpose is to express speakers' opinions about certain topics. Each subject discipline has certain language conventions and speaking styles concerning genres. However, there are some general features of an eloquence skill that are relevant across all disciplines. An eloquence skill is typical of:

a. ***Increased lexical density****:* A good presentation often requires a higher level of lexical density. Highly-proficient speakers often use a wide range of vocabulary. Depending on speaking themes, they will flexibly choose words suitable for the context.

b. ***Variation in speech rate****:* Speakers frequently make adjustments in their speech rate during their talk. They vary between speaking rapidly and slowly in order to deliver a speech effectively.

c. ***Intonation:*** Speakers are flexible to change their tone of voice depending on what they are saying. The meaning of their words is weighed and expressed through non-verbal communication including voice tonality.

d. ***Pausing:*** Pausing refers to temporary pauses and hesitation. It is an interval of silence or the use of hesitation devices while thinking of ideas to express. The speaker may use pauses to enhance the message delivery.

II. PRACTICES OF TEACHING ELOQUENCE SKILLS

1. Stages of preparing an eloquence skill

Following are stages students should follow during their practicing eloquence skill.

Stage 1: Analyzing the question

Students are required to read the speaking question carefully, underline key words. Then students can figure out the basic requirements of the speaking task: what the main topic is and how the talk will be organized.

Take the following question as an example.

"As compared to the past, teenagers these days spend more of their leisure time indoors with computers, digital gadgets, and TVs and less time outdoors. Describe some of the problems this lack of outdoor leisure time may cause and suggest some possible solutions."

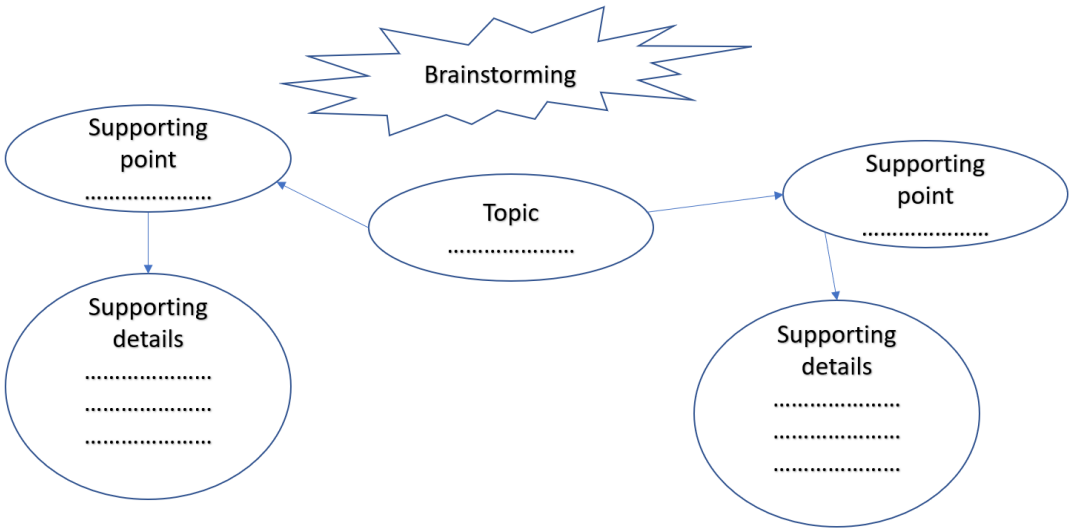
From the underlined words and phrases, students can identify:

- The main topic: more leisure time indoors for technological gadgets but less time outdoors
- Organization: Problems - Solutions

Stage 2: Making an outline

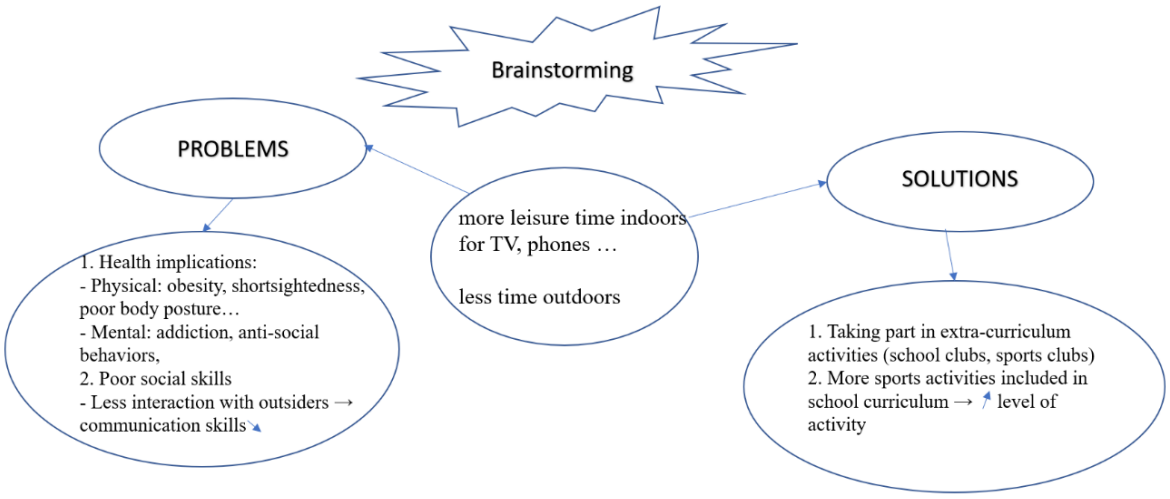
An outline is a list of the information which will be put in the presentation. An outline begins with the main topic and controlled idea of the presentation, shows the organization of the presentation, tells what ideas will be discussed, which ideas will come first, second and so on. Writing an outline before giving a presentation will show students what to speak before actually beginning their speech, help make the speech well-organized and clearly-focused. Also, the outline keeps students from forgetting any important points.

Students can make a list of the key points and group together any points that are similar, using the suggested mind-map template.



They can then discuss with other peers, compare each other's notes to plan a complete outline for the presentation.

Following is the note example for the aforementioned speaking question.



Stage 3: Practice

- Students use the note to practice their speaking. In order to give a good presentation in their speaking test, they need to familiarize with questions types and be quick at brainstorming ideas. Therefore, it is essential for teachers to help them be fast to come up with ideas and build their talk appropriate for specific genres.

2. Giving an eloquence skill

When giving an eloquence skill, students should take following factors into account.

a. Structure of an eloquence skill

➢ **Introduction**

This is the opening of the talk. It introduces the talk and arouses listeners' interest. The introduction is aimed at proving information about the topic, the aspect of the topic being dealt with, the attitude of the speaker towards the topic. Therefore, the introduction acts as a guideline, helping listeners generalize how the talk will be going on.

There are two main statements in the introduction: general statements and thesis statements. General statements give listeners the background information which can be either facts or opinions about the topic of the talk. They should lead listeners gradually from a general idea to a very specific idea. As for thesis statements, they state the main idea of the talk. They are like an answer to the question and provide listeners with a guide to its argument.

To make the introduction impressing for listeners, the speaker can include interesting facts or statistics, a personal story or example, an interesting quotation.

Following are some useful statements for the introduction of the presentation.

There is a public debate that _____.
Recently the problem/ issue has been brought into focus _____.
Nowhere in history has the issue been more visible than _____.
Many nations have been faced with the problem _____.
This issue has aroused heated debates recently.
It's time we explored the myth _____.
Now people are beginning to realize that _____.
It's interesting/ worthwhile to investigate this issue from different aspects.
I'd like to examine/ look into this issue in this presentation.

➢ **Body**

The body is at the heart of the talk and consists of several parts. The purpose of the body is to explain, illustrate, discuss or prove the thesis statement. When developing ideas in the body, the speaker should discuss one aspect of the main topic in each body part. The controlling idea

in the developmental part should support the central idea in the thesis statement. All developmental parts in the body should have coherence and unity.

- **Conclusion**

The conclusion is the last part of the talk. Its purpose is to signal the end of the talk, summarize the main points and leave the listeners with the speaker's thought on the topic. It may emphasize an action that the speaker would like the listeners to take. Remember not to introduce new ideas in the conclusion as this violates the rule of unity. A conclusion only restates or give further commentary on ideas discussed in the talk.

The first sentence in a conclusion usually begins with a conclusion transition signal such as *in brief, in conclusion, in summary, in short, to sum up, etc*.

Following are some useful statements for the conclusion part.

In conclusion, although _____, _____.
From what has been discussed above, we may draw the conclusion that _____.
In summary, it is important _____.
We need to take a second look at/ give a second thought to _____, otherwise, _____.
In short, it's time we put an end to _____.
To sum up, apparently, _____. If we are to_____, it is essential _____.
We may have a long way to go before _____.

Below is the organization of an overall presentation.

ORGANIZATION OF AN ELOQUENCE SKILL

INTRODUCTION (5-6 sentences)
- General statements
- A thesis statement
BODY (2-4 parts)
Part 1:
- A topic sentence which is the main point of the talk
- Supporting sentences (logical inference/examples/ explanation, etc.)
Part 2:
- A topic sentence which is the main point of the talk
- Supporting sentences (logical inference/examples/ explanation, etc.)
Part 3:
- A topic sentence which is the main point of the talk
- Supporting sentences (logical inference/examples/ explanation, etc.)
…
CONCLUSION (2-4 sentences)
- A summary of the main points, or a restatement of the thesis in different words
- Final comments on the topic based on the ideas discussed in the talk

Let's look at the following example of a full eloquence skill.

Question: "Many companies sponsor sports as a way for advertising themselves. Some people think it is good for the world of sports, while others think there are disadvantages to this. Discuss both sides and give your opinion."

A student' response

Introduction

"Imagine being a viewer on the football field. What will you first see? The answer might be … astonishing. It is not the players that you first see but the running ads on the field. Those act

like continuously advertising products of some companies. Ah… It's a common sight in the world sports nowadays as companies and firms continuously sponsor sports to boost the value of sports as well as advertising their products. Some people say it decreases the sportsmanship altogether, many others are more optimistic and say it's a way of sustaining sports. And although I see convictions of both sides, I think that the benefits outweigh demerits."

Body

For a start, I do believe that too much advertising can be degradation of sportsmanship. The commercialization of sports nowadays has made many sports lovers feel fed up or even made them leave it. These people argue that athletes nowadays only compete for monetary funding and they do not care much about traditional values of their own sports anymore. They may say footballers only compete to have high funding and good salaries. They don't really care much about what football is about or values of a true footballer. They also opine that too many advertisements running on the filed or even associated with sports can distract and discourage viewers from focusing on the game. Let's take an example. If you sit on a section on a stadium, keep seeing ads running all the sides, you will be distracted and maybe you can't concentrate on what's happening on the field. That will totally make the experience of viewing the game boring and it's not a very desirable one.

However, I do believe that these are only rare cases. The better side of sports funding would be regarded as a better access. I would say that funding would sustain sports and also attract more athletes and viewers into that same sport. To begin with, I would say that many people need funding so as to continuously competing. There are many sportsmen and athletes who are deprived or destitute in terms of money and therefore, they need sponsorship to continue competing. They would appreciate any monetary support from any donors and that would allow them to continue fighting for their dream. Not only so, more ads or more sponsorship could allow a sport to flourish. Let's say if a very big company continuously strike a deal with an athlete, that person could continue fighting and promoting a product of the company, therefore creating a mutually beneficial relationship. That would help sports grow together. Therefore, not only the donors get benefits from it but also viewers and athletes deliver the experience of a better performance.

Conclusion

To sum up, I would like to say that although there are some bad sides of sports sponsorship, I do agree that this type of funding not only benefits athletes and viewers but also be a bilateral beneficial aspect for these sponsors themselves.

(Transcript of a student' response in the national team)

b. Unity and coherence

Unity in speaking is the connection of all ideas to a single topic. In an eloquence skill, all ideas should be related to the thesis statement and all supporting ideas in the main body part should be relevant to the topic sentence.

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a talk is unified and coherent, the listeners can easily understand the main points. As previously mentioned, creating an outline helps make a well-organized presentation. Therefore, when organizing ideas, students should think about what type of organization is the best for their topic or speaking type. Here are some examples of types of speaking and good ways to organize them.

Type of speaking	Type of organization

Classification Comparison / contrast Argumentation / persuasion Cause / effect	Group ideas and explain them in a logical order Organize in point-by-point or block style Oder from least important to most important

c. Cohesive devices

Cohesive devices are words and phrases that connect sentences and different parts in the talk together, creating smooth flow of ideas. Transitions, pronouns references, and repetition of key ideas are termed as "cohesive devices".

- **Transitions**

Many transition words and phrases in English are used to connect sentences together or relate ideas to one another. Following are some common transitions and their use in the talk.

Use	Transitions
Chronology	first, second next before then while when
Comparison	likewise compared to similarly as … as
Additional information	and also in addition in fact furthermore moreover Another …. is/ was
Examples	for example in general generally for instance specifically in particular
Cause and effect	therefore so thus as a result since because
Concluding ideas	in conclusion in summary finally

	to conclude to summarize

- **Pronoun reference**

Two sentences can be connected by the use of a pronoun. A pronoun (he, she, it, they, etc.) takes the place of a noun (a person, place, thing, or idea).

- **Repetition of key nouns or ideas**

Another way to connect ideas in the talk is by repeating important words and phrases. This will help the listeners remember the main ideas of the talk.

Let's investigate the use of cohesive devices in one student's response about the disadvantages of too much sports advertising.

"For a start, I do believe that too much advertising can be degradation of sportsmanship. The commercialization of sports nowadays has made many sports lovers feel fed up or even made them leave. These people argue that athletes nowadays only compete for monetary funding and they do not care much about traditional values of their own sports anymore. They may say, for example, footballers only compete to have high funding and good salaries. They don't really care much about what football is about or values of a true footballer…"

"For a start" is the transition phrase signaling the opening of the new part in the presentation. Similarly, "for example" is used when an instance is introduced. There is also high frequency of pronoun references (they) and repetition of key words and ideas (compete, sports, footballers, football). Diversification of these types of cohesive devices in the talk helps link the ideas cohesively; therefore, the listeners can catch up with the flow of information and grasp the gist of the talk.

3. Some samples of an eloquence skill outline

Students may find it hard to quickly response to the speaking questions of the National English Contest. The key here is to identify the task at hand; specifically, figuring out what type of the response the question asks for. Basically, they can be divided into three major types: opinion, discussion and enumeration. Following is the general guide in answering each of them.

a. Discussion

Question: Some people … Others …Discuss both views and give your opinion.

Response:

I. Introduction

There is a discussion/debate/ controversy on _____/ _____ is under controversy.

Whether _____ has been a question of controversy.

Although some people advocate/ subscribe to the view that (view 1), others argue/agree that view 2.

In this presentation, I'd like to elaborate on both views/ both sides of the debate before giving my final thoughts on this issue.

II. Body

If you agree with both views

View 1:

On the one hand, there are strong arguments against/ in favor of _____/ There are several reasons for supporting the view.

+ Supporting ideas

View 2:

On the other hand/ there are several reasons why some people are against/ opposed to _____.

+ Supporting ideas

III. Your opinion + conclusion
In conclusion, it seems to me that _____/On balance, I would say that _____ (each view has its own merits/ both are of equal importance/ significance) . Therefore, it is advisable to _____ in order that _____.
If you agree with one view
Body:
View 1: (Against)
On the one hand, those who feel that _____ might argue that _____ ./ there are strong arguments against _____...
View 2 (For)
However, I would argue that/ I am better convinced that _____
III. Conclusion
In conclusion, although (view 2), I still believe that (view 1).

b. Opinion
Question: … To what extent do you agree or disagree?
Response:

(Comparison of A and B)

	Type 1	Type 2
Introduction	**1. Introducing the topic** _____ has attracted a lot of public concern/a lot of attention from those in concern. **2. Stating thesis statement (A>B)** While it is true that (B) is highly essential, I strongly believe that someone be likely to reap more benefits from V-ing/ Noun (A)	**1. Introducing the topic** _____ has attracted a lot of public concern/a lot of attention from those in concern. While some people claim that ____, others argue that ____. **2. Stating thesis statement** I totally argue that (A and B) are of equal importance/ both should be taken into consideration.
Body	**1. Body 1: "weaker view – B"** a. Topic sentence: The role of B cannot be deniable. b. Main idea 1 → Supporting evidence c. Main idea 2 → Supporting evidence **2. Body 2: "stronger view – A"** a. Topic sentence: However, I am convinced that (A) will be much more conducive to someone b. Main idea 1 → Supporting evidence	**1. Body 1: view A** a. Topic sentence: The role of A cannot be deniable. b. Main idea 1 → Supporting evidence c. Main idea 2 → Supporting evidence **2. Body 2: view B** a. Topic sentence: B is also beneficial in the same sense. b. Main idea 1 → Supporting evidence c. Main idea 2 → Supporting evidence

	c. Main idea 2 → Supporting evidence	
Conclusion	In conclusion, although there is no doubt that (B) will be beneficial to _____ in certain ways, from my perspective (A) is likely to make more contributions to _____.	In conclusion, I strongly believe that although A is beneficial to _____, it cannot outweigh the role of B in _____.

- **Language Note: Stating counter-arguments**

Although everyone believes that _____, I doubt/ wonder that the argument bears much analysis.
Some people argue/ claim that _____. But more often than not, the opposite seems to be the case. (Maybe it is just the other way around.)
There is probably some truth/ a certain plausibility in the arguments/ ideas, but they ignore a deeper and more basic/ important fact that _____.
It's a common belief that _____, but one vital fact is being left out of our consideration.
Some people argue that _____. But this argument doesn't work.
Some people may be right/ correct in saying/asserting that _____, but they seem to neglect the fact that _____.
Some people propose/ advocate/ suggest that _____. But what they fail to take into consideration is that _____.
There is absolutely no reason for us to believe/ accept that _____.
Some people object to the idea on the grounds that _____.
It's a common belief that _____. Unfortunately, _____.

c. Enumeration

❖ **Problems – Solutions**

Question: What are problems of … and how can they be overcome?
Response:

I. Introduction:
[General statements]
+ There has been an ever-increasing awareness of ____
+ The rise in _____ in the past decades has fuelled public worries about _____.
+ In these years, the society has seen rapid proliferation of _____. It is followed by a protracted debate over its negative impacts.
+ Of those issues that have concerned the government, academics and the public throughout the world, _____ is one of the most prominent.
[Thesis statement]
In this presentation, I'd like to examine some problems/issues/matters of _____ and offer/ propose some solutions/ effective ways/ to deal with them.

II. Body:

1. Problem 1 + Solution 1 2. Problem 2 + Solution 2 …….	1. Problems Explain what problem is, the result of the problem, give examples. 2. Solutions

	State the solution, explain how it solves the problem, give examples.

Approach 1

1. Problem 1 + Solution 1

One major problem of _____ is _____

One of the most serious problems facing people is _____

This problem could be solved in several ways. / One possible/ feasible/practical measure/ solution/ policy/ approach/ method to combat this issue might be/ would be/ could be/ is _____. (The effect of ____ would be _____)

2. Problem 2 + Solution 2

Secondly, _____/ Another important issue which deserves people's attention is _____.

In order to tackle this matter/ improve the situation, governments/ individuals should _____ _____

One practical solution is/ would be/ for + O + to-in

If the government could + bare-inf, the situation would be less severe.

Approach 2

1. Problems

Some problems can be anticipated when _____. /Undoubtedly, _____ face several issues. One of the most serious issues is _____. Another noticeable matter is _____. The obvious consequence of this phenomenon could be _____.

2. Solutions

Therefore, prompt measures are needed/necessary to redress problems described above. First and foremost, the government should _____. Another feasible measure would be _____.

III. Conclusion

1. In conclusion, various measures can be taken to tackle the problems that are certain to arise as S + V.

2. In conclusion, two major problems of _____ including _____ and _____ are set to bring the whole society in grave trouble. Therefore, immediate actions should be taken to tackle such issues.

❖ **Causes – Solutions**

Question: What are causes of … and what can be done to solve it?

Response:

I. Introduction

[General statements]

+ There has been an ever-increasing awareness of ____

+ The rise in _____ in the past decades has fuelled public worries about _____.

+ In these years, the society has seen rapid proliferation of _____.

+ Of those issues that have concerned the government, academics and the public throughout the world, _____ is one of the most prominent.

[Thesis statement]

In this presentation, I'd like to examine/analyze some causes of _____/ reasons for/ sources of _____ and offer/ propose some solutions/ effective ways to deal with them.

II. Body

1. Cause 1 + Solution 1 2. Cause 2 + Solution 2 …….	1. Causes Explain what causes are, the result, give examples. 2. Solutions State the solution, explain how it solves the problem, give examples.

Approach 1

1. Cause 1 + Solution 1

One major/ primary/chief cause/source of _____ is _____

The main root/ culprit of ____ is ____

One underlying/root cause of _____ is _____ / ____ is known to contribute to _____

This problem could be solved in several ways. / One possible measure to combat this issue would be/is _____. The effect of ____ would be _____

2. Cause 2 + Solution 2

Secondly/ Another important cause which deserves people's attention is _____.

Another key factor contributing to/ leading to/ resulting in/ giving rise to ____ is _____

In order to tackle this matter/ improve the situation, governments/ individual should _____ _____

Approach 2

Causes: A lot/host of factors may account for/ result in ____. One major/ primary/chief cause is _____. [Explanation] Another important cause which deserves people's attention is _____.[Explanation]

Solutions: There are several feasible measures that the council/ individuals could take to solve the problem. One possible measure would be _____

Language Note:

A solution for the government is to + inf

To tackle this problem, people should

The way forward might be to + inf

This problem could be addressed by + V-ing

Dealing with this issue involves + V-ing

III. Conclusion

In conclusion, _____ is mainly caused by _____ / _____ is the obvious result of ____/ _____ is attributed to _____ (Solutions). Therefore, aforementioned measures should be taken to prevent this issue from further deteriorating.

❖ **Causes – Effects**

Question: What are causes of … and its effects?

Response:

I. Introduction

[General statements]

It is generally/widely believed/ accepted that _____

There is an ever-increasing/ ever-growing number of _____

Recently _____ has aroused wide/much public concern.

[Thesis statement]

- In this presentation, I'd like to discuss/analyze some main/ major reasons why this has occurred and examine the consequences of this worrying trend.
- In this presentation, I'd like to examine some major/ primary causes of _____ and point out negative/ severe/ detrimental/serious/harmful /adverse effects/ consequences/ influences/impacts.

II. Body

Body 1: Causes Body 2: Effects	Body 1: Cause 1 - Effect Body 2: Cause 2 - Effect

Causes:

Indeed, a number/host of factors may account for/ lead to/ result in/ give rise to the increased level of overweight. / A wide range of factors affecting ___ can be taken into consideration.

+ One major cause/source of _____ is _____/ One underlying/root cause of _____ is _____ / ____ is known to contribute to _____.
+ One contributing factor is _____ (Explanation)/ _____ lie(s) at the root of obesity. / _____ get blamed for contributing to ____
+ In addition/ Furthermore, _____ is responsible for/ contributes to/ lead to/ result in/ _____

Effects:

Undoubtedly, ____ exert negative/ detrimental/ devastating/ serious/ severe/ influences/ impacts (on sth/sb).

+ First and foremost, _____ exacerbate(s) a large number of health problems.
/ The most obvious effect is that _____ aggravate(s)numerous health problems.
+ Another potential repercussion is _____
+ Last but not least, _____ deserves the great attention.

III. Conclusion

In conclusion, _(problem)_____ is attributed to (cause)_____ and its consequences should not be overlooked/ there are several causes of _____ and a variety of negative effects. Therefore, immediate actions/ measures are needed/ should be taken

+ to prevent _____ from further deteriorating.
+ to tackle/ combat/eradicate/alleviate the issue.

❖ **Advantages – Disadvantages**

Question: What are advantages and disadvantages of _____?/ Do you think advantages of _____ outweigh its drawbacks?

Response:

I. Introduction

[General statements]

_____ has attracted a lot of attention from those in concern.

_____ has been a matter of great concern.
_____ has gained enormous popularity recently.
[Thesis statement] State "stronger view"
E.g. disadvantages > advantages
While followers of this trend maintain/advocate that _____ has provided/offered numerous benefits/ has created substantial gains**,** I am strongly convinced that/ I strongly argue that/ it is my firm belief that it is likely to involve more harmful impacts/ exert more detrimental effects.
E.g. advantages > disadvantages
While it is true that _____ has exerted several adverse effects/ has provided numerous drawbacks/ downsides, it is my firm belief that that/ from my perspective**,** those demerits cannot prevail/ overshadow/ outweigh the potential advantages/benefits.

II. Body

("weaker" side) On the one hand, the merits of _____ cannot be questionable.

- Advantage 1. The most obvious benefit is that/ One of the main advantages is that _____.
- Advantage 2. Another plus point of _____ is _____.

(develop each point of advantages in 2-3 sentences, using supporting ideas and/or examples)

("stronger" side) However, I would argue/ am better convinced that these benefits are outweighed by the drawbacks.

- Disadvantage 1. Firstly, one of the primary/main shortcomings pertains/ relates to + noun
- Disadvantage 2. Another downside which is worth mentioning/ which deserves the great attention is that + clause

(develop disadvantages in 2-3 sentences, using supporting ideas and/or examples)

III. Conclusion

Concluding part: In conclusion, it seems to me/ I am of the opinion that the potential dangers of _____ are more significant than the possible benefits.
Recommendations: It is advisable to _____ so that _____.

4. Dos and Don'ts in giving an eloquence skill

DOS	***DON'TS***
1. Well structure your presentation to avoid being sidetracked.	1. Insert any of your own opinions, interpretations, deductions or comments irrelevant to the topic into the presentation.
1. 2. Focus on key messages. Be sure to present your talk with clear points.	2. Add ideas which are too broad.
1. 3. Begin your presentation with a story or an intriguing question to spark listeners' curiosity and arouse their interest.	3. Repeat the exact words in the speaking question in the introduction of the presentation.

1. 4. Use a conversational tone.	4. Just read the note with the flat tone.
2. 5. Time your speech. Make sure to leave unessential parts out so that you can complete your speech within the timeframe.	5. Forget to make adjustments to the length of the speech in order to fit the timeframe.

5. Giving feedback

Feedback exerts a profound impact on learning process. In eloquence skills, it is an integral part of developing students' disciplinary identity. In fact, it helps demonstrate how well student's argument and justification in their eloquence skill work. Also, constructive comments will help them to recognize errors and make improvements in their presentation skills. Based on the criteria of a good eloquence skill, the following feedback form can provide a frame of reference for accessors who can be either peers or teachers.

ELOQUENCE SKILL FEEDBACK FORM

Speaker: _____ Topic:_____

i. CONTENT (IDEAS – VOCABULARY – GRAMMAR)

Comments on introduction (Capture attention? Clear topic?)

_____
_____
_____
_____

Comments on body/main points (Clear argument? Convincing?)

_____
_____
_____

Comments on conclusion (Reviewed major points? Memorable?)

_____
_____
_____

Comments on organization (Flow? Clear transition? Order? Logic?)

_____
_____
_____

ii. DELIVERY

Comments on speaking (Pronunciation? Tone? Speech rate?)

_____
_____
_____

iii. ADDITIONAL COMMENTS

_____
_____
_____

It is important for teachers to give student speakers immediate oral evaluation and teachable moment become part of the schedule. As oral feedback may be either forgotten or misinterpreted by students in the "let-down" after their performance, it will be helpful

to provide them with a record of response, specifically the suggested feedback form, for each student. Using the same evaluation forms instead of free-form comments facilitates consistency in feedback and application of full criteria for assessing all students' performance.

In addition, peer assessment is welcomed as students become active listeners for the full presentation, learn from each other's presentation skills and each of them has a better idea of how to deliver their speech effectively and reach the audience.

C. CONCLUSION AND RECOMMENDATION

Eloquence skill plays a crucial role in both academic and professional communication. It is the art involving careful planning, delivery of information in the logical and convincing way to catch the attention of listeners. Being able to master this skill, it is essential for students to have thorough understanding about what constitutes a good eloquence skill and make a study plan accordingly. Stages of preparing an eloquence skill includes analyzing the speaking questions to identify the types of response and brainstorming ideas to outline the presentation. A good eloquence skill must meet two criteria: unity and coherence. Also, within the timeframe of presentation, familiarity with the organization and language use of each type of speaking response is of great essence. Importantly, students should be focused on improving their eloquence skill, particularly how to organize presentations, how to organize the content, how to signpost different sections and how to make smooth and natural transitions between their points. By watching best talks and performances from the TED conference via the website https://www.ted.com/talks?language=vi, students can be inspired by how eloquently the speakers are able to present their ideas. Noticing how these experts express their thoughts is a great resource for refining students' presentation skill. Listening to highly-trained professionals speak also provides fantastic examples of how to present information to others in a succinct and articulate way.

It is hoped that this study offers useful suggestions on teaching eloquence skill skills by thorough explanation, demonstration of stages, and some practice samples with guiding questions.

PRACTICE EXERCISES ON MAKING OUTLINES FOR ELOQUENCE SKILLS AND SUGGESTED IDEAS

1. Question: Highschool is the best time in a person's life. Do you agree or disagree? (National English Competition 2015)
→ Suggested outline:

A/ INTRODUCTION
- Highschool can be the most incredible time or a nightmare to some particular individuals.

B/ BODY
I/ AGREEMENT
1. NEW SCHOOLS, NEW FRIENDS
- Enter a different educational environment: meet new people
- The place where you can express yourself and have a close friendship.

2. CLUBS AND ACTIVITIES
- Be more active
- Working with peers and seniors: learn about teamwork skills, find your passion, open horizons, be more confident
- Speak up your viewpoints and listen to other's perspectives
- Make new friends.

3. BEAUTIFUL MEMORIES, DIFFERENT STAGES OF EMOTIONS
- Experience all kinds of things, meet many types of people -> be more thoughtful and mature, make better decisions in life
- First love: an important person, cute memory of the teenage years.

II/ DISAGREEMENT
1. SCHOOL VIOLENCE
- physical injury + mental health problems.

→ Some even committed suicides.

2. STRESS
- Their parents' high expectation about academic achievement.
- Peer pressure: struggle to achieve high marks but somehow cannot keep up with their mates

C/ CONCLUSION
- Depending on each student' experience.
- It can be high school time, but also another period.
- Enjoy every moment we live, rather than rate them so that our life will be a collection of best memories, not only just when we go to high school.

2. Question: "Home is where your heart is". Do you agree or disagree? (National English Competition 2015)
→ Suggested outline:

A/ INTRODUCTION:
- Home plays an important role in everyone's life.
- It is where we belong to no matter what
→**Agree** with the opinion: "Home is where our heart is".
B/ BODY:
1. Definition:
- *"Home is where the heart is":* Where you get affection, care and love
+ You may travel far and wide, but at the end of those journeys, home is where you can lie down and rest
+ Home will give you the positive energy when you need.
- *"Home":* It could be anywhere - as long as you are accepted and loved at that place, it's your home.
2. Reasons:
- Comfort and freedom: no need to wear the polite mask or please people though we don't want to → be yourself.
- Mutual feelings: at 'home', we feel the warmth of love.
- No more constant worries or anxiety: a lovely place for you to come back after a hectic day
C/ CONCLUSION:
- Regardless of the format, home has been and will always be where our heart is.
- Treasure your home.

3. Question: Peer-pressure is good for self-development. Do you agree or disagree? (National English Competition 2017)
→ Suggested outline:

A/ INTRODUCTION
- Peer pressure: direct or indirect influence friends in the same age and others have on us.
- Good or bad?
→ Stay neutral
B/ BODY
I. AGREEMENT: Some peers can be a good model
- Inspire you to be more diligent and determined on achieving your goals
→ catch up with other mates
- Gauge your behaviors, personality traits or contributions to the collective
→ try to improve and become the best version of yourself
- Be willing to put your neck on the line outgrow yourself
II. DISAGREEMENT:
- Do things against your own will or beyond your current capabilities
- Lack the ability to make decisions for themselves
- Doubt your own ability → Become depressed about your failure
- Become envious of others' success and develop negative attitudes towards them.
C/ CONCLUSION
- Peer pressure can be both beneficial and detrimental
- Everyone has their own color → choose what to learn from others instead of just modelling another.

4. Question: Each university should carry out their own entrance examination. What's your opinion? (National English Competition 2015)

→ Suggested outline:

A/ INTRODUCTION

Covid-19 has caused many issues relating to teaching and learning

→ appropriate changes: Universities should have their own entrance. examinations.

B/ BODY

1. Advantages:

- Recruit target students

+ Each university has its own standard

→ universities are more independent in enrolling students.

2. Disadvantages:

- More fraud and unfairness:

+ Examiners get their hands on the questions more easily → help some certain students or make a fast buck.

+ No fair chances for other students.

- Unnecessarily high cost of organizing many exams

+ More tests → more paper used, larger number of staff involved, grading

+ Students have to move to different places for exams → More fuel for travelling.

C/ CONCLUSION

- This issue has its own strengths and limitations.
- There should be some adjustments to accurately assessing students' ability.

5. Question: Some people think that newspapers are the best way to learn news. However, others believe that they can learn news better through other media. What is your opinion?

→ Suggested outline

A/ INTRODUCTION

- It is widely argued that newspapers are the most effective way to receive news.

→ Opinion: Besides printed press, other sources of information should be taken into account.

B/BODY

1. Benefits of reading news on newspapers

- Newspapers' content is guaranteed as it is always heavily censored before being broadcasted.

→ readers protect themselves from misleading information, which is rife on the internet.

- Professional journalists from prestigious publishers satisfy even the most demanding readers with academic writing style.

→ By learning from official sources of printed news, readers broaden their vocabulary and language proficiency.

2. Benefits of updating news from other sources of information

- Television, news sites, and news apps are superior to conventional newspapers in terms of updatability.

→ Rather than waiting for days or weeks, internet users and TV watchers get aware of what is happening around the world in a matter of minutes.

- Diversity is one of the key advantages of social media over traditional newspapers. Spectators of modern means of media are provided with comprehensive analysis from multiple perspectives instead of one-way information.

→ Not only is spectators' critical thinking sharpened but also their freedom of speech is ensured.

C/ CONCLUSION

- I do agree printed newspapers are dominant among certain groups of readers, but other credible sources of information such as TV, online news have gained increasingly popularity.

6. Question: Some people say that economic growth is the only way to end hunger and poverty, while others say that economic growth is damaging the environment so it should be stopped. What is your opinion?

→ Suggested outline

A/ INTRODUCTION

- It is widely argued whether economic prosperity is the only way to eliminate starvation and poverty.

→ OPINION: although they help alleviate poverty and hunger, their negative impacts on the environment should be taken into consideration.

B/ BODY

1. Economic activities (e.g. agriculture, manufacturing and service) - effective tools when it comes to poverty alleviation.

- Providing inhabitants, especially those in lower classes, with employment opportunities → secure people's living standards and put an end to starvation.
- The more advanced an economic system is, the larger the demand for labour is and the further hunger is repelled.

→ improving a country's economic stability and security means enhancing individuals' long-term financial well-being.

2. Human is pushing economic growth at a break-neck pace at any price, even environment destruction.

- To raise output, farms are using more chemicals in fertilizers, pesticides and herbicides while factories are burning more fossil fuels, releasing more emissions into the surroundings.

→ Serious water contamination and choking air pollution, a corollary of unsustainable economic development, are causing more fatal diseases ranging from pneumonia to cancer, pushing more people back to the poverty line.

- Economic achievements are associated with greater consumption and mass production as well as over-exploitation of natural resources.

→ To satisfy the ever-increasing demands, the current generation has been depriving the next of oil, coal, metal, wood and so on, → chronic poverty due to resource depletion.

C/ CONCLUSION
- Although economic development helps reduce poverty and hunger, it leads to environmental deterioration
→ carefully planned economic activities to minimize negative impacts on the environment.

7. Question: Most people try to balance their work and other parts of their lives. Unfortunately, not many achieve this balance. What are problems of this and what can be done to solve this?

→ Suggested outline

A/ INTRODUCTION
- Some people are struggling with work-life balance.
→ Problems and solutions
B/BODY
1. Problems
- Excessive workload*:* cope with the needs and target of the company; work long hours
- Inappropriate work schedule: affects their goals in job and personal plans.

- Managerial problems leads to crisis of finance, inadequate salary and adverse working condition

2. Solutions

- Organizations should take the personal needs of every employees into consideration and to give them wages and bonuses so that they can secure their material life to make ends meet

- Proper support from family: family reunion should be encouraged with the assistance of family members from extended families instead of nuclear ones.

- Job-holders should strike a work-life balance to ensure productive work and healthy physical and mental life

C/ CONCLUSION
- Restate problems and offer aforementioned solutions

8. Question: Nowadays, some employers think that formal academic qualifications are more important than life experience or personal qualities when they look for new employees. Why is it the case? Is it a positive or negative development?
→ Suggested outline

A/ INTRODUCTION
- Some recruiters favor candidates who have formal academic qualifications over those with only life experience or good personality traits
→ Causes of this trend which is totally negative from my perspective.
B/ BODY
1. Causes

- Candidates with an academic qualification are equipped with in-depth knowledge and useful skills which are necessary for their future jobs
→ make greater contributions to their company than those without any formal qualifications.
- A student has to devote a lot of time and effort to his or her study in order to get a university qualification
→ prove that this student is a hard-working and persevering person.

2. A negative trend

- Many people who have various degrees still face difficulties dealing with their clients because of a lack of necessary skills and experience
→ negatively affect their work, cause their company to lose loyal customers.
- Life experience helps people to deal with difficult situations more effectively, which helps improve work productivity.
- Personal qualities - an essential factor
E.g. Negative personalities such as dishonesty in the workplace - pose a serious threat to the development of any companies.

C/ CONCLUSION

- Restate causes why some employers prefer candidates with academic qualifications rather than those with only life experience or personalties.
- It is a negative development.

9. Question: The only way to improve safety of our roads is to give much stricter punishments for driving offences. What extent do you agree or disagree?

→ Suggested outline

A/ INTRODUCTION

- Imposing more severe punishments on those who commit driving offences can somehow help increase road safety.
- Better measures need to be taken into account.

B/ BODY

1. Reasons why giving much severe punishments for driving offences helps improve road safety.

- Around 80% of accidents are caused by driver errors.
→ imposing stricter punishments deters them from committing more driving offences → decrease the number of driving accidents.
- Penalties for dangerous drivers help prevent them committing the same offence.

2. Other better measures need considering.

- It is crucial to increase public awareness about the dangers of aggressive driving and other driving offences.
- When everyone is fully aware of this, they would avoid committing driving offences.
- Better driving habits could be promoted through public education campaigns.
- More surveillance cameras should be installed
- It is important for the government to encourage more people to use public transport instead of their private vehicles.

C/ CONCLUSION

- Stricter punishments are not the only way to minimize driving offenses.
- There are better methods to protect the welfare of road users such as raising people's awareness and promoting the use of public transport systems.

10. Question: Nowadays, international tourism is the biggest industry in the world. Unfortunately, international tourism creates tension rather than understanding between people from different cultures. Do you agree or disagree?

→ Suggested outline

A/ INTRODUCTION

- I agree traveling cross borders help bridge the differences among various cultures.
- I also hold the belief that an enormous number of transnational tourists can become a root of cross- national conflict.

B/ BODY

1. AGREEING: International tourism plays a key role in the enhancement of mutual understanding between nations.

- Visiting a foreign country helps tourists to understand more about the local customs and lifestyles → have more authentic and unique experiences → gain a more profound understanding and be culturally sensitive about difference.

2. DISAGREEING: International traveling also causes adverse impacts on the relationship between the host country and others.

- Transnational influx of tourists is to blame for an increasing rate of crime happening in their nation, e.g. robbers, murders, pickpockets.
- Discourtesy done by the minority of foreign tourist might create prejudice against themselves. E.g. "impolite", "hustle" and "noisy" are considered typical features of Chinese people due to bad manners of some Chinese tourists.

C/ CONCLUSION

- International tourism brings us both benefits and drawbacks.
- It is important that attempts should be made to optimize cultural exchange opportunities while minimizing the tension stemming from transnational travel.

APPENDIX

SAMPLE TRANSCRIPT OF THE ELOQUENCE SKILL OF STUDENTS AND FEEBACK

Question: In some cities people are choosing cars instead of bicycles, while in other cities riding bikes is replacing cars. Why is it the case? Which development do you think is better?

Response:

Imagining having the opportunities to drive on a luxurious and comfortable car, would you opt for this or would you still take a bike anywhere in order to better protect the environment in which you are living? This is a big question which has been divided in the public and created dual trends, one of which is many cities would opt for driving cars instead of bicycles as majority, while in other cities bikes are of great relevance and greatly preferred by citizens. I would argue that the trend of this trend is caused by personal belief and convictions regarding merits of transportation methods and I would argue that the option of choosing bikes over cars is definitely better in multi-faceted ways.

Now let's first investigate the reasons for the pattern of choosing either cars or bikes over other commodities. In countries where cars are chosen over bikes, I believe that they are pleased that their experiences are great improvement in economic situations. These citizens there are having better living standards, therefore, they are more willing to spend money on commodities and one of them, of course, should be transportation methods. Cars, while they are expensive, can be first of all, very personal and so they can travel using the commodity every time they like going to any places that they want. It's also a symbol of wealth, therefore it is used by many people to display certain images to other individuals and the society.

Turning to the next point why do some people prefer bikes over cars. In such areas, people believe that cars no longer bring happiness but rather a nuisance both to their mental health and environment. This is usually seen in superpower nations like the USA, Japan and Western nations and so on. Most people in such countries have already have the capability to purchase cars and they already have it. This is the reason why all mass-scale traffic congestion occurs, creating a lot of stress and strain since people have to wait too long. Not only that, exhaust fumes from such a great volume of cars also take their toll on the environment. And therefore, in recognition of such effects, the government have taken active acts ah..actions in order to encourage the development of bike system. A case in point which is Singapore with a very wonderful public bike server which many people can make use of.

Personally, I would argue that using bikes instead of cars is both better for environment and human's health and this trend should be encouraged in all nations. It is undeniable that countries where the atmosphere is polluted and they have experienced a lot of traffic jams have already experienced with this trend, whereas other countries which economy is on the development are not facing with such problems. It is definitely better to counter such problems before they take their toll on the population. And they will create a smaller need to deal with huge consequences caused by the widespread car use.

To sum up, I'm firmly convinced that riding bikes is definitely better than cars and so it's a policy that should be endorsed nationwide by various countries all over the world and it would definitely make our environment as well as people's mental well-being better.

Feedback

ELOQUENCE SKILL FEEDBACK FORM

Speaker: _____ Topic:_____

i. CONTENT (IDEAS – VOCABULARY – GRAMMAR)

Comments on introduction (Capture attention? Clear topic?)

Good lead-in question, clear thesis statements/ repetition "I would argue"/ wrong word choices (e.g. the trend of this trend is caused by personal belief and convictions regarding merits of transportation methods → the differences in their choice is due to personal preference regarding merits of transportation methods)

Comments on body/main points (Clear argument? Convincing?)

Body 1: Need to elaborate more on the reasons related to financial status. Ambiguous meaning "that their experiences are great improvement in economic situations".

Body 2: Just state "it takes toll on environment" without any example or explanation. Singapore is cited as an example but it is not closely linked to the topic sentence

Comments on conclusion (Reviewed major points? Memorable?)

Well-done

Comments on organization (Flow? Clear transition? Order? Logic?)

Well-structured, coherence among parts of the presentation with obvious signals, but in body 1: unclear transition among reasons → quite hard to follow.

ii. DELIVERY

Comments on speaking (Pronunciation? Tone? Speech rate?)

Good pronunciation. Quite fluent with a few pauses. A conversational tone.

iii. ADDITIONAL COMMENTS

Well-done! Keep up with hard work.

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