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HOW TO DEVELOP ELOQUENCE IN SPEAKING FOR GIFTED STUDENTS

BINH DUONG, 2024

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PART A: INTRODUCTION

1. Rationale:

It is undeniable that English is one of the most common languages in the world. According to Ethnologue (2024), there were approximately 1.5 billion native and second-language English speakers globally in 2024. Hence, English is widely regarded as a “global language” or the *lingua franca* of the modern world despite being an unofficial language in most nations. Given its prevalence, English not only serves as a means of communication across cultural boundaries but also fosters understanding and relationships among people worldwide (Taylor, 2014). That is why the demand for learning English, particularly speaking skills, is skyrocketing on an international scale. People understand that being able to communicate effectively and fluently is key to thriving in today's interconnected society.

As previously stated, in a country where effective English communication skills are more and more important like Vietnam nowadays, developing *eloquence*, a vital aspect of English speaking, is especially essential for high school students, particularly those who are gifted. Though frequently neglected within the teaching community and overshadowed by other aspects such as pronunciation or vocabulary, eloquence still plays a pivotal element in learning to speak in general. Its importance is evident not only in the educational setting but also in the workforce as a whole. According to Dodd & Connors (2019), eloquence serves as a vital component of academic achievement, enabling students to participate actively in dialogue with their teachers and peers, express themselves clearly in class, and make interesting presentations highlighting their knowledge and expertise. Additionally, proficiency in spoken communication is a key skill in an increasingly competitive global market as it gives students the confidence and comfort they need to tackle interviews, negotiations, and public speaking. (Schwartz, 2017).

Despite its undeniable significance, teaching eloquence in speaking poses several challenges for educators. One challenge is the lack of clear instructional methods and resources specifically targeting eloquence development. While speaking skills are often taught in language classes, the focus tends to be on grammar, vocabulary, and pronunciation, with less attention given to the finer nuances of eloquent expression (Kumaravadivelu, 2006). Furthermore, self-consciousness and fear of public speaking can hinder students' willingness to practice and develop eloquence. Many students may feel anxious or intimidated when speaking in front of their peers, making it

challenging for them to experiment with language and refine their speaking skills (MacIntyre & Gardner, 1991).

Furthermore, English-specialized students are required to undertake the National English Competition (NEC), an annual English proficiency exam. Within this assessment, particularly in the Speaking test, candidates must meet various marking criteria, one of which is *presentation and delivery style*, i.e. eloquence in speaking.

However, a number of teachers still struggle to develop this eloquence skill in speaking for their gifted students. In the hope of assisting them to overcome such difficulties and digging more into this subject area, this study entitled “***HOW TO DEVELOP ELOQUENCE IN SPEAKING FOR GIFTED STUDENTS***” is conducted.

2. Aims of the study:

The primary aim of this paper is to assist English teachers who are having difficulty enhancing the eloquence of their students' speaking skills. Ultimately, the goal is to empower high school teachers with the knowledge and resources necessary to facilitate the development of strong oral communication abilities among their gifted students, thereby preparing them for greater success in their academic pursuits and beyond.

3. Scope of the study:

The scope of this study encompasses an in-depth exploration of the techniques for eloquence development in speaking English-specialized students. The study focuses on understanding and analyzing the various techniques that can be employed to enhance the eloquence in speaking of gifted students not only for academic English competitions but also for their different professional realms in the future.

4. Significance of the study

The study on techniques for eloquence development in speaking for gifted students is of significant importance. It contributes to language education by providing insights into effective strategies tailored to gifted students, enhancing their linguistic and intellectual development. The study offers practical guidance to excel in the competitions, elevating the overall standard and competitiveness of participants. Moreover, it has broader implications for the academic and professional growth of gifted students, empowering them to articulate thoughts, engage in critical analysis, and present coherent arguments. Additionally, the research inspires further exploration in gifted education and language learning, fostering a comprehensive understanding of effective

pedagogical approaches. Ultimately, this study enhances the educational experiences and outcomes of gifted students in the competitions, positioning them for success in their academic journey.

5. Design of the study:

There are three main parts in this study:

Part A: Introduction, presents the rationale, aims, scope, significance, and design of the study.

Part B: Development, which is divided into 2 chapters:

- Chapter I: “Literature Review”, sets up a theoretical background that is relevant to the purpose of the study.

- Chapter II: “Strategies to develop eloquence in speaking for gifted students”, shows approaches to get insight into several techniques used to develop eloquence in speaking for gifted students.

Part C: Conclusion, summarizes the key issues in the study and recommends ideas for future study.

PART B: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

I. Definition of eloquence in speaking:

Before going further, it is essential to take into consideration some linguistic terms and concepts first. Collins Dictionary (n.d.), defines *eloquence* as “the practice or art of using language with fluency and aptness”. This definition emphasizes the importance of linguistic proficiency and the skillful use of language in conveying one's ideas and emotions.

Expanding upon this definition, McCroskey and Richmond (1987) indicate that eloquence also involves the ability to organize thoughts coherently and deliver them with clarity and precision. In other words, eloquence combines both linguistic fluency and effective communication skills. Oxford Learner’s Dictionaries (n.d.) also agree with this concept when they define eloquence as “the ability to use language and express your opinions well, especially when you are speaking in public”.

Furthermore, Gardner (2007) suggests that eloquence in speaking goes beyond mere linguistic ability to encompass the power of persuasion and emotional resonance. He argues that truly eloquent speakers can connect with their audience on a deeper level, stirring emotions and responding through their words.

In a similar vein, Nunan (1991) argues that eloquence in speaking involves more than just linguistic proficiency - it also requires an understanding of the audience and the ability to adapt

one's communication style to suit their needs and preferences. He suggests that truly eloquent speakers possess a degree of empathy and insight that allows them to connect with their audience on a personal level.

In conclusion, eloquence in speaking can be defined as the ability to communicate fluently, expressively, and persuasively through verbal expression. This multifaceted concept encompasses linguistic proficiency, clarity of thought, emotional resonance, and audience awareness.

II. Elements of eloquence in speaking:

Scholars have identified various elements that are essential for achieving eloquence in speaking, drawing from disciplines such as linguistics, rhetoric, and communication studies.

Here are the main elements:

- ***Language Proficiency***: Eloquent speakers display mastery of language, including vocabulary, grammar, syntax, and pronunciation, which is essential for eloquence in speaking. Speakers should be able to articulate their thoughts clearly and effectively using appropriate language.
- ***Clarity and Coherence***: Organizing ideas in a logical and structured manner ensures that the message is easy to follow and understand. Eloquent speakers maintain clarity and coherence throughout their speech, guiding listeners through a cohesive sequence of ideas and arguments.
- ***Persuasiveness***: Eloquence involves the ability to persuade or influence others through speech. This requires using rhetorical devices, persuasive techniques, and compelling arguments to convey a message convincingly and inspire action or change.
- ***Emotional Resonance***: Infusing speech with emotion helps to engage and connect with the audience on a deeper level. Eloquent speakers use tone, voice modulation, and nonverbal cues to convey emotion and evoke empathy, inspiration, or motivation in listeners.
- ***Authenticity and Sincerity***: Genuine expression and sincerity are essential for building trust and credibility with the audience. Eloquent speakers convey a sense of authenticity and conviction, speaking from the heart and expressing genuine belief in their message.
- ***Audience Awareness***: Understanding the needs, preferences, and expectations of the audience is crucial for effective communication. Eloquent speakers tailor their

message and delivery style to suit the audience, ensuring that it resonates with them and meets their needs.

- **Adaptability:** Flexibility to adapt the communication style, language, and content to suit different contexts, audiences, and purposes is another important element of eloquence. Speakers should be able to adjust their approach based on the situation and the needs of the audience.

III. Importance of developing eloquence in speaking:

Developing eloquence in speaking is immensely valuable for high school gifted students across various aspects of their lives.

Firstly, eloquence enhances a student's ability to articulate ideas clearly and persuasively, whether in classroom discussions, presentations, or informal interactions. This skill is not just about effective communication; it also facilitates deeper understanding and engagement with academic content. Students who can express themselves clearly are more likely to excel in class presentations, debates, and written assignments. This proficiency not only boosts their academic performance but also prepares them for future educational pursuits and careers where communication skills are paramount.

Moreover, developing eloquence in speaking fosters critical thinking abilities. To communicate effectively, students must organize their thoughts logically, analyze information critically, and construct coherent arguments. This process encourages them to evaluate multiple perspectives, synthesize information, and defend their viewpoints persuasively. These critical thinking skills are crucial for academic success and are transferable to various real-world scenarios where problem-solving and decision-making abilities are highly valued.

In terms of career readiness, eloquence in speaking is a fundamental skill across diverse professions. Whether presenting ideas to colleagues, negotiating with clients, or writing reports, professionals must communicate clearly and convincingly. High school students who develop eloquence in speaking are better equipped to navigate future professional environments with confidence and competence. This preparation is essential for their transition into higher education and the workforce, where effective communication can significantly impact career progression and success.

Furthermore, eloquence in speaking enhances students' confidence and self-assurance. The ability to express oneself eloquently not only enhances academic participation but also empowers students to engage actively in discussions, debates, and leadership roles. This confidence extends

beyond the classroom to personal relationships and social interactions, where clear communication fosters positive connections and mutual understanding.

Lastly, developing eloquence in speaking contributes to students' overall personal development. Beyond academic and career pursuits, eloquence helps students express their emotions, navigate interpersonal relationships, and advocate for themselves effectively. These interpersonal skills are essential for personal growth and well-being, enabling students to communicate their needs and aspirations confidently in various life situations.

In conclusion, fostering eloquence in high school students is essential not only for academic achievement but also for preparing them for future professional success. By honing their communication skills and fostering critical thinking abilities, educators empower students to excel academically, pursue higher education opportunities, and thrive in diverse career paths where effective communication and logical reasoning are indispensable.

IV. Challenges in developing eloquence in speaking:

1. Linguistic Challenges:

Linguistic challenges represent a significant barrier to developing eloquence among high school students in Vietnam. Many students face difficulties with grammar, vocabulary, and pronunciation when learning a second language, such as English. What's more, the interference of a student's first language (Vietnamese), can significantly impact their learning of English.

Grammar poses a challenge as Vietnamese and English have different grammatical structures. Vietnamese grammar differs significantly from English. For example, Vietnamese sentences often use classifiers and particles to indicate relationships between words, whereas English relies more on word order and verb conjugation. This can lead to errors in English sentence structure, such as incorrect placement of adjectives, prepositions, or auxiliary verbs.

Vocabulary presents another significant challenge to speak eloquently. It is obvious the acquisition of a diverse vocabulary is crucial for expressing ideas clearly and precisely. However, limited exposure to English outside the classroom and reliance on translation methods can impede vocabulary development among students. This limitation restricts their ability to convey nuanced meanings and impacts their overall eloquence in spoken communication. In terms of gifted students, they may possess a wide range of passive vocabulary, encompassing words they understand in reading and listening contexts but may struggle to actively use them in speaking eloquently.

Pronunciation is another significant hurdle due to differences in phonetics between Vietnamese and English. Vietnamese students may struggle with producing accurate English

sounds, affecting the clarity and comprehensibility of their speech. For example, pronouncing English consonant clusters or vowels not present in Vietnamese can be particularly challenging. These pronunciation difficulties not only hinder effective communication but also contribute to students' insecurity and reluctance to engage in spoken English activities.

2. Psychological Barriers:

Psychological barriers, such as low self-confidence and fear of public speaking, pose additional challenges to developing eloquence among high school students in Vietnam. Many students experience anxiety and self-doubt when required to speak in front of their peers or teachers. This fear of public speaking can stem from cultural norms that emphasize respect for authority and fear of making mistakes in front of others. For instance, students may fear negative evaluation or embarrassment if they make grammatical errors or struggle to express themselves fluently in English.

Moreover, past experiences of criticism or lack of encouragement in speaking English can undermine students' confidence and motivation to improve. As a result, students may avoid opportunities to practice speaking English outside of the classroom, limiting their exposure to authentic language use and inhibiting their progress in developing eloquence. Overcoming these psychological barriers requires creating a supportive learning environment where students feel safe to take risks, receive constructive feedback, and gradually build confidence in their speaking abilities.

3. Educational Limitations:

Educational limitations also contribute to the challenges in developing eloquence among high school students in Vietnam. Schools often face resource constraints, including outdated textbooks, limited access to language learning materials, and inadequate training for teachers in language instruction techniques. For example, the availability of interactive language labs or multimedia resources that promote listening and speaking skills development may be limited in many schools.

Furthermore, curriculum constraints may prioritize content knowledge over communicative competence, leaving little time for language practice and proficiency development. The emphasis on examinations and academic performance may overshadow the importance of fostering communicative skills such as speaking fluency, interactive communication, and critical thinking in a second language. In many educational settings, there may be a focus on exam-oriented teaching methods that prioritize written exams over oral communication skills. As a result, students may not

receive sufficient opportunities to engage in meaningful language practice or receive individualized support to address their specific language learning needs.

CHAPTER II: Strategies to develop eloquence in speaking for gifted students

I. Improving Language Proficiency:

Developing eloquence, which involves speaking and expressing oneself effectively and persuasively, is closely tied to improving overall language proficiency. Here are strategies specifically aimed at enhancing language proficiency through the development of eloquence.

1. *Focused Vocabulary Expansion*

Engage actively in learning new vocabulary through reading, listening, and studying relevant materials. Focus on thematic vocabulary related to specific topics of interest or professional fields to improve specificity and depth of expression. Also, students should practice using new vocabulary in context through speaking and writing exercises. As mentioned earlier, this paper focuses exclusively on enhancing eloquence in speaking rather than studying vocabulary. Therefore, I will only suggest some useful sources in this regard (see **Appendix**).

Boosting vocabulary through authentic materials like newspapers, magazines, books, fiction, and non-fiction is a proven method. These sources expose readers to diverse vocabulary in context, enhancing comprehension and retention. Newspapers and magazines offer current language usage, while books provide deeper exploration of specialized vocabulary and nuanced expressions. Engaging with these materials not only expands vocabulary but also improves overall language proficiency by exposing readers to different writing styles, genres, and perspectives, fostering continuous learning.

Here are some recommendations:

Newspapers	<ul style="list-style-type: none">• The New York Times: https://www.nytimes.com/
Magazines	<ul style="list-style-type: none">• The Guardian: https://www.theguardian.com/international• The Economist: https://www.economist.com/• The Wall Street Journal: https://www.wsj.com/• National Geographic: https://www.nationalgeographic.com/• New Scientist: https://www.newscientist.com/
Free websites to read books	<ul style="list-style-type: none">• Project Gutenberg: https://www.gutenberg.org/• Internet Archive: https://archive.org/• ManyBooks: https://manybooks.net/• Open Library: https://openlibrary.org/

2. Pronunciation Improvement:

Mastering pronunciation is key to achieving eloquence in speaking for high school students. Clear articulation, precise stress together with intonation and appropriate pace not only enhance understanding but also convey authority and clarity. This section examines practical techniques and exercises designed to refine phonetic accuracy and improve pronunciation fluency, empowering students to communicate more effectively and confidently.

2.1.1. Phonetics:

Phonetics, the study of speech sounds and their production, is fundamental to understanding and improving pronunciation. High school students striving for clear and accurate articulation face the challenge of mastering phonetic nuances that distinguish one sound from another.

- **IPA (International Phonetic Alphabet):** Introduce and use IPA symbols to understand and represent sounds accurately.

ɪː	ɪ	ʊ	uː	ɪə	eɪ	^{BE} IPA	
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

- **Articulation:** Focus on correct tongue placement, airflow, and lip movement for specific sounds.
 - British English:
 - + <https://www.bbc.co.uk/learningenglish/features/pronunciation>
 - + <https://www.youtube.com/watch?v=7mahmMmnSx4&list=PLOZUTLsJbEAjW-Z9Bou0fPvPs8zdF79pJ>
 - American English:
 - https://www.youtube.com/watch?v=PIu5WDIco0I&list=PLYJV5Moz9cfyRIyd3HKzwRGnDM_BSbEuI
 - <https://www.youtube.com/watch?v=LWFwEuXcl0M>

- **Minimal pairs exercises:** Practice distinguishing between similar sounds that differ by one phonetic feature (e.g., /æ/ vs. /ɛ / in 'cat' and 'bet').
 - <https://nguyenanhtan.com/engcom/pairpro>
 - <https://www.englishclub.com/pronunciation/minimal-pairs.php>
 - <https://moonesl.vn/hoc-phat-am-tieng-anh-minimal-pairs-sheep-hay-ship/>
- **Tongue twisters:** Use tongue twisters to improve articulation and fluency in producing specific sounds and combinations (e.g., "She sells seashells by the seashore").
 - <https://byjus.com/english/tongue-twisters/>
 - <https://www.berlitz.com/blog/english-tongue-twisters>
 - <https://preply.com/en/blog/pronunciation-practice-with-english-tongue-twisters/>

2.1.2. Stress:

- **Word stress drills:** Word stress refers to the emphasis placed on certain syllables within words, which can change the meaning or the grammatical function of the word. In English, word stress patterns are not random and often follow specific rules based on syllable structure and word origin.
 - <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/word-stress>
 - <https://www.youtube.com/watch?v=o0l00sZSBBE>
- **Sentence stress exercises:** Sentence stress involves emphasizing certain words or syllables within sentences to convey meaning clearly and effectively. Content words (nouns, main verbs, adjectives, adverbs) typically carry sentence stress, while function words (articles, prepositions, pronouns) are usually unstressed. For example:

"I **didn't** say she stole the money." (Emphasizing denial)

"I didn't **say** she stole the money." (Emphasizing the act of saying)

"I didn't say **she** stole the money." (Emphasizing who didn't say)

"I didn't say she **stole** the money." (Emphasizing what wasn't said)

"I didn't say she stole **the** money." (Emphasizing what wasn't stolen)

- <https://www.bbc.co.uk/china/learningenglish/flatmates/episode61/languagepoint.shtml>
- <https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/articles/english-sentence-stress>
- <https://www.youtube.com/watch?v=QPbNhsCkj7k>
- <https://www.wordstress.info/word-stress-exercises/listening-sentence-stress/>

2.1.3. *Pace and Rhythm:*

- **Chunking and Phrasing Practice:** Provide students with sentences or paragraphs and instruct them to break them into meaningful chunks or phrases. Practice speaking each chunk fluently with appropriate pauses to mark boundaries between phrases and ideas.

STUDENTS PRACTICE TASK

Your turn to read the passage.

Remember to pause and emphasize words so that the meaning is clear. The slash marks and punctuation will help you.

Slide your finger under each word as you read aloud.

Ready. Read.

Passage 1

Jason went on a trip.// Jason was going to the zoo/ and he was excited about the tigers.// He loves tigers!// The trip to the zoo was long,/ but worth the ride!// Jason was happy on the trip home./ Guess which animal he saw?// Yes,/ he saw a tiger.//

Now read the same passage without the slash marks.

Ready. Read.

Passage 2

Jason went on a trip. Jason was going to the zoo and he was excited about the tigers. He loves tigers! The trip to the zoo was long, but worth the ride! Jason was happy on the trip home. Guess which animal he saw? Yes, he saw a tiger.

- **Reading aloud with expression:** Assign passages or dialogues for students to read aloud. Encourage them to focus on maintaining a steady pace, emphasizing key words, and using appropriate intonation.
- **Rhythm Clapping or Tapping:** Play recordings of speeches, poems, or songs with clear rhythms. Have students clap or tap along with the beat to internalize rhythm and pacing.

- **Speech Rate Variation:** Assign tasks where students adjust their speech rate to convey different emotions or tones, such as excitement, seriousness, or humor.

2.1.4. Intonation:

Intonation, the variation in pitch during speech, is vital in public speaking as it conveys meaning, emotion, and emphasis, making the speech more engaging and understandable. Effective intonation can distinguish between a confident speaker and a monotonous one, impacting how the audience perceives the message and the speaker's credibility. Teachers can employ several strategies to help high school students improve their intonation:

- **Intonation pattern recognition:** Let students listen to and imitate different intonation patterns used in statements, questions, commands, etc. One effective method is through listening and mimicking exercises, where students listen to native speakers and try to replicate their intonation patterns. This can be facilitated through the use of audio recordings, videos, or live demonstrations.

Task 1

Listen to the following presentation extract. Notice how the speaker keeps their voice up or level in the middle of statements, and lets it drop at the end:

As a **business** EVOLVES
it goes through **FOUR BASIC STAGES**.
And at every **stage** of the **business LIFE cycle**
your **company's** financial **needs** are going to **CHANGE**.

So, what are those **FOUR STAGES**?

Well, **obviously**, when your **business** is **NEW**
what you **need** most of **ALL**
is **INVESTMENT capital**
and a **detailed BUSINESS plan**.

But **once** your business is **established** and **GROWING**
and you've got a **solid CUSTOMER base**,
then it's time to look into **INVESTMENT**
and the proper **use** of your **RESOURCES**.

Companies that fail to **GROW**
simply **DECLINE**.

So as your **business** **EXPANDS**,
you're almost **certainly** going to **need additional FINANCING**.

And **FINALLY**,
by the **time** the **business** is **MATURE**,
you'll **want** to get an **accurate VALUATION**
so that, **should** you **WANT** to,
you can **sell off** the **company** at a **decent PROFIT**.

Task 2

Present the above extract until you are happy with the way you sound. Compare your version with the one on the cassette.

- **Pitch variation:** this is also essential for improving intonation, as it helps students convey different emotions and grammatical meanings. Emotional Expression: Have students practice saying sentences with varying pitch to reflect different emotions, such as excitement, sadness, anger, and surprise. For example, "I can't believe it!" can be said with rising pitch for excitement or falling pitch for disbelief. Grammatical Structures: Use pitch to indicate questions, statements, and commands. Practice sentences like "You're coming?" with a rising pitch for a question and "You're coming." with a falling pitch for a statement.

II. Voice Modulation and Delivery:

Voice modulation and delivery are critical components of effective speaking. Proper voice modulation involves adjusting pitch, tone, volume, and pace to convey emotions and emphasize key points. Effective delivery ensures that the audience can clearly understand and engage with the

speaker. Two essential techniques to improve voice modulation and delivery are breathing exercises and vocal warm-ups.

1. Breathing Exercises:

Purpose: Breathing exercises help control breath support, which is crucial for maintaining a steady and powerful voice. Proper breath control allows speakers to project their voice, manage speaking pace, and reduce tension, resulting in clearer and more confident speech.

- **Diaphragmatic Breathing:** Also known as belly breathing, this technique involves breathing deeply into the diaphragm rather than shallowly into the chest. This allows for greater breath control and reduces strain on the vocal cords.

+ Sit or lie down in a comfortable position.

+ Place one hand on your chest and the other on your abdomen.

+ Inhale deeply through your nose, allowing your abdomen to rise while keeping your chest relatively still.

+ Exhale slowly through your mouth, feeling your abdomen fall.

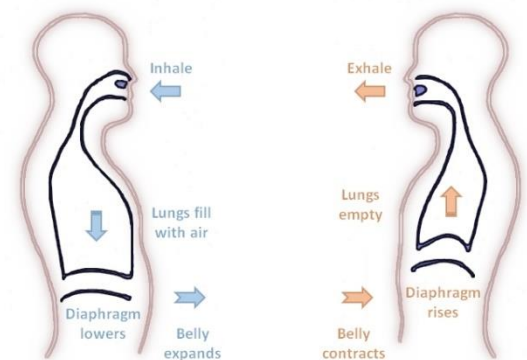
+ Repeat this for 5-10 minutes daily to strengthen your diaphragm.

- **4-7-8 Breathing:** This technique calms the nervous system and enhances breath control.

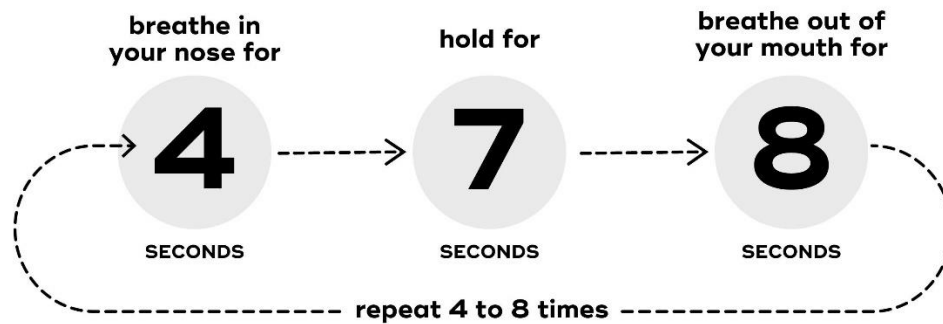
+ Inhale quietly through your nose for a count of 4.

+ Hold your breath for a count of 7.

+ Exhale completely through your mouth for a count of 8.



+ Repeat this cycle three to four times, especially before speaking engagements.



- **Box Breathing:** This technique calms the mind and helps in controlling the breath.

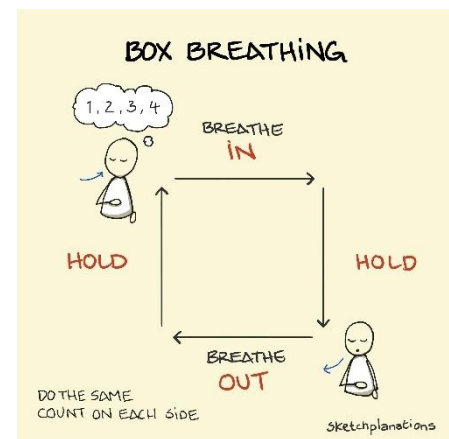
+ Inhale through your nose for 4 counts.

+ Hold your breath for 4 counts.

+ Exhale through your mouth for 4 counts.

+ Hold your breath for another 4 counts.

+ Repeat the cycle for 5 minutes.



2. Vocal Warm-ups:

Purpose: Vocal warm-ups prepare the vocal cords for speaking, helping to prevent strain and improve vocal quality. These exercises enhance vocal flexibility, range, and endurance, which are essential for clear and dynamic speech.

- **Lip Trills:** This exercise helps relax the lips and vocal cords, promoting smooth and controlled sound production.

+ Take a deep breath in through your nose.

+ As you exhale, gently press your lips together and make a "brrr" sound, causing your lips to vibrate.

+ Glide up and down in pitch while maintaining the lip trill.

+ Continue for 2-3 minutes.

- **Sirens:** This exercise helps to stretch the vocal cords and improve vocal range.

+ Start at a comfortable pitch and make a siren sound (like a police siren).

+ Slide your pitch up to the highest note you can reach, then back down to the lowest.

+ Repeat this sliding motion several times.

- **Humming:** Humming warms up the vocal cords and resonators, helping to produce a clear and resonant voice.

+ Take a deep breath in through your nose.

+ Hum a comfortable pitch, feeling the vibration in your chest and face.

+ Slide up and down in pitch while humming.

+ Experiment with different pitches and volumes to fully warm up your voice.

+ Hum for 3-5 minutes.

III. Public Speaking Exercises and Activities:

1. Debates:

***Definition:** A debate is a speaking situation in which opposite points of view are presented and argued. A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote. Debate is data in which people take up positions, pursue arguments and expound on their opinions on a range of matters; with or without some sort of lead figure or chair person.

***Advantages:**

- **Real-world Application:** Debates give students a sense of purpose in their communication activities, ensuring that their interactions have a real objective rather than being purely hypothetical.
- **Fluency in Target Language:** Debates immerse students in environments where using the target language is essential, thus improving their fluency and comfort in speaking it.
- **Enhances Critical Thinking:** Debates require participants to research, analyze, and evaluate different viewpoints, fostering critical thinking skills.
- **Develops Research Skills:** Preparing for debates involves thorough research to support arguments, enhancing students' abilities to find, evaluate, and use information effectively.
- **Encourages Active Learning:** Debates promote active engagement with the subject matter, encouraging students to take responsibility for their learning and participate actively in discussions

***Disadvantages:**

- **Potential for Conflict:** Debates can sometimes escalate into conflicts, especially if participants become too emotionally invested in their positions.
- **Time-consuming Preparation:** Preparing for a debate requires significant time and effort to research and develop arguments, which may be challenging for students with busy schedules.
- **Risk of Reinforcing Biases:** If not carefully moderated, debates can reinforce existing biases, with participants focusing on winning rather than understanding opposing viewpoints.
- **Pressure and Stress:** The competitive nature of debates can create pressure and stress for participants, which may affect their performance and overall learning experience.

***Steps to Conduct a Debate in the Classroom:**

- **Preparation:**

- + Choose a Topic Select a topic that is relevant and engaging for students. Ensure it has clear pro and con positions.

- + Research: Assign students to research both sides of the topic. Provide resources and guidance on how to gather credible information.

- + Assign Roles: Divide the class into two teams (pro and con). Assign roles such as main speakers, researchers, and rebuttal speakers.

- +Set Rules: Establish rules and guidelines for the debate. These may include time limits for speeches, rules for respectful behavior, and criteria for judging the debate.

- **Conducting debates:**

- + Opening Statements: Each team presents an opening statement outlining their main arguments. This usually lasts 2-3 minutes per team.

- + Main Arguments: Each team presents their main arguments. Typically, this is divided among multiple speakers on each team, with each speaker given 2-4 minutes.

- + Rebuttals: Each team responds to the opposing team's arguments. This helps develop critical thinking and the ability to counter opposing viewpoints. Rebuttal speeches are usually 2-3 minutes long.

- + Closing Statements: Each team presents a closing statement summarizing their arguments and reinforcing their key points. Closing statements typically last 2-3 minutes per team.

- + Audience Questions: If time allows, open the floor to questions from the audience (the rest of the class). This engages all students and encourages further critical thinking.

- **Post-Debate Activities**

+ Feedback: Provide constructive feedback to all participants. Highlight strengths and suggest areas for improvement.

+ Reflection: Have students reflect on what they learned during the debate. This can be done through a class discussion or a written assignment.

+ Vote: If applicable, allow the class to vote on which team presented the most convincing argument. This can be done anonymously to ensure fairness.

2. Group presentations:

***Definition:** A group presentation involves multiple participants collaboratively preparing and delivering a presentation on a specific topic. Each member contributes to the research, organization, and presentation of the content, ensuring that the information is cohesive and well-structured. The goal is to effectively communicate the topic to an audience, utilizing the strengths of each group member to enhance the overall presentation.

***Advantages:**

- **Enhances Collaborative Skills:** Group presentations require students to work together, fostering teamwork and collaborative skills. This prepares them for real-world scenarios where collaboration is essential.
- **Diverse Perspectives:** Different group members bring varied viewpoints and ideas, enriching the content of the presentation and broadening the learning experience for all students.
- **Reduces Speaking Anxiety:** Sharing the responsibility of the presentation can alleviate the pressure on individual students, making it less intimidating for those who are anxious about speaking in public.
- **Improves Communication Skills:** Students practice organizing their thoughts, articulating ideas clearly, and responding to questions, all of which enhance their overall communication skills.
- **Interactive Learning:** Group presentations can be more engaging and interactive compared to individual presentations, as they often involve discussions and activities that involve the audience.

***Disadvantages:**

- **Unequal Participation:** There is a risk that some group members may not contribute equally, leading to an imbalance in workload and participation.
- **Inconsistent Delivery:** If not well-rehearsed, group presentations can suffer from inconsistent delivery, with varying levels of preparedness and speaking skills among group members.
- **Dominance Issues:** Some students may dominate the presentation, overshadowing quieter members and limiting their opportunity to practice speaking.
- **Assessment Challenges:** Evaluating individual contributions and performance can be difficult for instructors, potentially leading to unfair assessments.
- **Dependency on Group Members:** The success of the presentation is dependent on all members being prepared and contributing, which can be problematic if some members do not fulfill their responsibilities.

***Steps to Conduct Group Presentations in the classroom:**

- **Topic Selection:** Select or assign a topic that is relevant and interesting for the students. Ensure the topic is broad enough to allow for substantial research but focused enough to be manageable.
 - **Group Formation:** Divide students into groups, ideally with 3-5 members. Consider using random selection or student choice, depending on the class dynamics and objectives.
 - **Role Assignment:** Each group should assign roles such as researcher, presenter, designer (for visual aids), and coordinator. This ensures that all aspects of the presentation are covered and that all group members are actively involved.
 - **Guidance and Resources:** Give students clear guidelines and criteria for the presentation, including time limits, content requirements, and expectations for visual aids. Also, offer resources and tools, such as access to the library, online databases, and presentation software tutorials.
 - **Research and Preparation:**
- + **Conduct Research:** Groups should conduct thorough research on their topic, gathering credible information from various sources.

+ **Develop Content:** Groups should organize their findings into a coherent structure, typically including an introduction, main points, and a conclusion.

+ **Create Visual Aids:** Prepare visual aids (e.g., slides, posters) to support the presentation. Visuals should be clear, relevant, and enhance the understanding of the content.

- **Rehearsal:** Groups should rehearse their presentations multiple times to ensure smooth delivery, clear communication, and adherence to time limits.

- **Receive Feedback:** Conduct peer reviews or practice sessions where groups present to a small audience (e.g., other groups or the teacher) and receive constructive feedback.

- **Presentation Day:**

- + **Set Up:** Ensure all technical equipment (e.g., projectors, computers) is set up and working before the presentations begin.

- + **Moderate the Session:** The teacher or a designated student can moderate the session, introducing each group and ensuring smooth transitions between presentations.

- + **Time Management:** Keep track of time to ensure each group has equal opportunity to present and that the session runs on schedule.

- **Evaluation Assess Presentations:** Evaluate each presentation based on the established criteria, considering content accuracy, presentation skills, visual aids, and group collaboration. Provide Feedback: Offer constructive feedback to each group, highlighting strengths and areas for improvement.

- **Reflection Class Discussion:** Facilitate a class discussion or reflection session where students can share their experiences, what they learned, and how they can improve in future presentations. Self and Peer Assessment: Encourage students to complete self-assessment and peer assessment forms to reflect on their own contributions and those of their group members.

3. Impromptu speaking:

***Definition:** Impromptu speaking is a form of public speaking where individuals deliver a speech without prior preparation or rehearsal. In the classroom, this skill involves students being given a topic and then having a short amount of time to organize their thoughts and deliver a coherent and engaging speech. This type of speaking aims to develop students' ability to think quickly, articulate ideas clearly, and communicate effectively on the spot.

***Advantages:**

- **Enhances Quick Thinking, Creativity and Adaptability:** Students develop the ability to think on their feet and adapt to new topics quickly, which is a valuable skill in many real-life situations. Students are required to generate ideas and examples on the spot, which stimulates creative thinking and a more flexible approach to problem-solving.
- **Builds Confidence:** Regular practice of impromptu speaking reduces anxiety and builds confidence in public speaking, making students more comfortable with unexpected questions and speaking without preparation.
- **Encourages Active Listening:** To respond effectively, students must listen carefully to the topic or previous speakers, thereby enhancing their active listening skills.
- **Promotes Engagement:** Impromptu speaking makes classroom activities more dynamic and engaging, encouraging students to participate actively and interact with their peers.
- **Teaches Time Management:** With limited time to prepare, students learn to manage their time efficiently. This skill is important for handling various tasks under time constraints in academic and professional environments.

***Disadvantages:**

- **High Anxiety for Some Students:** The pressure of speaking without preparation can cause significant anxiety for some students, potentially hindering their performance and participation.
- **Uneven Participation:** More confident students may dominate the activity, while shy or anxious students may participate less, leading to unequal learning opportunities.

- **Lack of Depth:** Without preparation time, students may struggle to provide in-depth, well-researched responses, leading to superficial presentations.
- **Potential for Off-Topic Responses:** Students might go off-topic or struggle to stay focused without sufficient time to organize their thoughts.
- **Stressful Environment:** The unpredictable nature of impromptu speaking can create a stressful classroom environment, which may not be conducive to learning for all students.

***Steps to conduct impromptu speaking in the classroom:**

- **Introduction and Explanation**

+ Explain the Purpose: Start by explaining the importance and benefits of impromptu speaking, including quick thinking, confidence building, and communication skill enhancement.

+ Outline the Process: Provide a clear outline of how the impromptu speaking activity will be conducted, including time limits, topics, and expectations.

- **Preparation**

+ Create a List of Topics: Prepare a list of diverse and engaging topics that are suitable for the students' age and proficiency levels. Topics should be broad enough to allow for multiple perspectives.

+ Set Time Limits: Decide on the amount of preparation time (e.g., 1-2 minutes) and speaking time (e.g., 2-3 minutes) for each student.

- **Group Formation**

+ Form Small Groups: Divide the class into small groups or pairs to create a more supportive environment. This can help reduce anxiety and encourage participation.

+ Individual or Group Speaking: Depending on the class size and objectives, students can either speak individually or in pairs/groups.

- **Topic Selection**

- + Random Topic Assignment: Use a random method (e.g., drawing topics from a hat) to assign topics to students. This ensures fairness and adds an element of surprise.

- + Allow Choice: Alternatively, you can let students choose their topics from a pre-prepared list, giving them a sense of control.

- **Preparation Time:** Give students a short amount of time to organize their thoughts and make brief notes. Emphasize that they should focus on structuring their speech with a clear introduction, body, and conclusion.

- **Presentation:**

- + Start the Speeches: Have students deliver their speeches in front of the class or within their small groups. Ensure a supportive and respectful atmosphere to encourage participation.

- + Encourage Engagement: Remind the audience to listen actively and prepare to ask questions or provide feedback.

- **Feedback and Evaluation:**

- + Provide Constructive Feedback: After each speech, offer constructive feedback highlighting strengths and areas for improvement. Focus on aspects such as clarity, organization, delivery, and engagement.

- + Peer Feedback: Encourage students to give positive and constructive feedback to their peers, fostering a collaborative learning environment.

- **Reflection:**

- + Class Discussion: Facilitate a class discussion on the experience, allowing students to share their thoughts and feelings about the activity.

+ Self-Reflection: Ask students to reflect on their own performance and identify areas for improvement.

- **Practice and Repeat:**

+ Regular Practice: Incorporate impromptu speaking activities regularly into the curriculum to help students build and refine their skills over time.

+ Variety of Topics: Keep the topics varied and interesting to maintain student engagement and challenge them with different types of speeches.

- **Create a Supportive Environment:**

+ Positive Reinforcement: Use positive reinforcement to encourage participation and improvement. Celebrate progress and effort, regardless of the outcome.

+ Safe Space: Ensure the classroom is a safe space where students feel comfortable expressing themselves without fear of judgment or ridicule.

4. Role-playing:

***Definition:** Role-playing in an English class is a teaching method where students act out characters or scenarios to practice language skills in a simulated, interactive context. This activity involves students taking on specific roles and engaging in dialogues or situations that mimic real-life interactions, thereby enhancing their speaking abilities.

***Advantages:**

- **Enhanced Speaking Skills & Increased Fluency:** Role-playing provides a realistic context for students to practice and apply vocabulary, grammar, and conversational strategies, improving their overall speaking proficiency. Regular engagement in role-play scenarios helps students become more fluent and comfortable in speaking English.
- **Boosts Confidence:** By acting out roles in a supportive classroom setting, students can overcome shyness and build confidence in their speaking abilities.

- **Collaboration:** Working in pairs or groups fosters teamwork and collaboration, essential skills both inside and outside the classroom.
- **Encourages Creativity and Critical Thinking:** Role-playing allows students to think creatively and use language in imaginative ways, enhancing their problem-solving skills.
- **Engages Students Actively and Interactively:** Role-playing makes learning more dynamic and engaging, increasing student motivation and participation. The interactive nature of role-playing keeps students involved and attentive, making the learning experience more enjoyable.

***Disadvantages:**

- **Potential for Unequal Participation:** More confident or extroverted students may dominate the activity, while quieter students may participate less.
- **Group Dynamics:** Inequities in participation can arise from group dynamics, where some students may not feel comfortable speaking up.
- **Preparation and Planning:** Role-playing activities require significant preparation and planning to be effective, including creating scenarios and assigning roles.
- **Classroom Management:** Managing the activity and keeping students on task can be challenging, especially with larger classes.
- **Varying Engagement Levels:** Not all students may find the assigned roles or scenarios engaging, leading to varying levels of participation and enthusiasm.
- **Performance Over Substance:** The emphasis on acting and performance might overshadow the linguistic and communicative objectives of the activity.

***Steps to conduct role-playing in the classroom:**

- **Preparation:**

+ Select a Scenario: Choose a scenario relevant to the lesson objectives, such as a job interview, a restaurant conversation, or a doctor-patient interaction.

+ Define Objectives: Clearly outline what you want students to achieve from the role-play, such as practicing specific vocabulary, improving conversational skills, or understanding cultural contexts.

+ Prepare Materials: Create role-play cards or scripts that describe the roles and the context. Ensure all necessary props or visual aids are available to enhance the realism of the scenario.

- **Introduction:**

+ Explain the Activity: Introduce the role-play activity to the class, explaining its purpose and benefits. Emphasize the importance of participation and the skills they will practice.

+ Assign Roles: Assign roles to each student, either randomly or based on their interests and strengths. Ensure that each student understands their character and the scenario.

- **Instruction:**

+ Provide Guidelines: Explain the rules and expectations for the role-play, including time limits, behavior, and the focus on using target language structures and vocabulary.

+ Model the Role-Play: Demonstrate the role-play with a student or another teacher to give students a clear example of what is expected.

- **Activity:**

+ Conduct the Role-Play: Allow students to perform the role-play. Circulate around the room to observe, provide support, and ensure that students stay on task.

+ Encourage Interaction: Encourage students to interact naturally within their roles, asking questions and responding as their characters would.

- **Debriefing:**

- + **Reflect on the Activity:** After the role-play, lead a class discussion to reflect on the activity. Ask students what they learned, what challenges they faced, and how they felt about the experience.

- + **Provide Feedback:** Offer constructive feedback on their performance, focusing on strengths and areas for improvement. Encourage peer feedback to foster a supportive learning environment.

- **Follow-Up:**

- + **Review Key Points:** Summarize the key language points and skills practiced during the role-play. Reinforce any new vocabulary or grammar structures.

- + **Assign Related Tasks:** Assign homework or follow-up activities related to the role-play, such as writing a reflection, creating a dialogue, or practicing additional scenarios.

5. Making audiobooks:

***Definition:** Making an audiobook in a speaking English class involves students recording their oral reading or narration of a text, such as a book, story, or article. This activity aims to improve students' reading fluency, pronunciation, intonation, and expressive speaking skills. By engaging in the production of an audiobook, students practice their speaking abilities in a structured and creative manner.

***Advantages:**

- **Improves Pronunciation and Fluency:** Regularly reading aloud and recording helps students refine their pronunciation and develop more fluent reading habits. They become more conscious of their speech patterns and work towards improving them.

Listening to their own recordings allows students to self-assess and identify areas for improvement.

- **Enhances Expressive Speaking:** Students learn to use intonation, pacing, and emotion effectively, making their reading more engaging and expressive. This is crucial for storytelling and overall communication skills.
- **Engagement:** The process of making an audiobook can be more engaging and enjoyable for students, encouraging them to put more effort into their speaking practice.
- **Integrates Technology:** The use of recording and editing technology makes the learning process more interactive and engaging. Students develop valuable technical skills alongside language skills.

***Disadvantages:**

- **Time-Consuming:** The process of selecting a text, practicing, recording, and editing can be time-consuming, potentially taking away from other instructional activities.
- **Requires Equipment & Technical Skills:** Making audiobooks requires access to recording equipment and software, which may not be readily familiar with all students. Both students and teachers need a basic understanding of how to use the technology, which could require additional training and resources.
- **Assessment Difficulties:** Assessing the quality of audiobooks can be subjective, making it challenging to provide consistent and fair evaluations. There is also a risk of overemphasizing technical skills over language skills, potentially detracting from the primary learning objectives.

***Steps to conduct making audiobooks (at home):**

- **Preparation:**

+ Assign Texts: Choose a variety of texts suitable for the students' proficiency levels and interests. Assign different texts to each group to ensure diversity and coverage of various genres. Provide digital copies of the texts and any necessary vocabulary or pronunciation guides.

+ **Form Groups:** Divide the class into small groups, ideally 3-5 students per group. Ensure the groups are balanced in terms of language proficiency and skills.

+ **Set Objectives and Deadlines:** Clearly define the objectives of the activity, such as improving pronunciation, fluency, and expressive reading skills. Set a clear deadline for each stage of the project (e.g., practice, recording, editing, and submission).

- **Instructions:**

+ **Explain the Process:** Provide detailed instructions on how to create an audiobook, including steps for practicing, recording, and editing. Share examples of good audiobooks to illustrate the expected outcome.

+ **Provide Technical Guidance:** Recommend user-friendly audio recording and editing software (e.g., Audacity, GarageBand, or mobile apps like Voice Recorder). Provide basic tutorials or links to online resources to help students get started.

- **Practice:**

+ **Individual and Group Practice:** Ask each group member to practice reading their assigned part of the text individually. Focus on pronunciation, intonation, and expression. Schedule virtual group meetings where students can practice together and provide feedback to each other.

+ **Rehearsal:** Encourage groups to rehearse their readings multiple times. Provide guidance on how to support each other, such as through constructive feedback and tips for improvement.

- **Recording:**

+ **Set Up Recording Sessions:** Instruct groups to choose quiet environments for recording to minimize background noise. They can use smartphones, tablets, or computers with good-quality microphones. Each group member should record their part of the text individually, ensuring clarity and steady pacing.

+ Collaborative Recording: For parts of the text that require interaction or dialogue, students can use video conferencing tools to record together, ensuring synchronized delivery.

- Editing:

+ Basic Editing Skills: Teach students basic editing skills, such as trimming unwanted sections, adjusting volume levels, and adding simple effects. Provide a step-by-step guide or tutorial links to help them navigate the editing software.

+ Finalize the Audiobook: Instruct groups to compile the individual recordings into a single audiobook file. Ensure they review the entire recording for quality and coherence.

- Submission:

+ Upload and Share: Set up a platform where students can upload their final audiobook files, such as a shared Google Drive folder or a class website. Encourage groups to listen to each other's audiobooks and prepare constructive feedback.

- Feedback and Reflection:

+ Teacher Feedback: Provide individualized feedback on each group's audiobook, focusing on pronunciation, fluency, expression, and overall quality. Highlight strengths and suggest areas for improvement.

+ Peer Feedback Organize a virtual class session where groups present their audiobooks and receive feedback from their peers. Encourage positive and constructive feedback to foster a supportive learning environment.

+ Reflection: Ask students to reflect on the activity, either through a written reflection or a group discussion. Discuss what they learned, challenges they faced, and how the activity helped improve their speaking skills.

***Dos and Don'ts when conducting these speaking activities:**

DOS	DON'TS
Clearly explain the purpose and benefits of the activity	Don't assume students understand the purpose without explanation
Provide clear guidelines and structure for the activity	Don't leave the instructions vague or ambiguous
Create a supportive and positive environment	Don't create a high-pressure or overly competitive atmosphere
Encourage active participation from all students	Don't allow more confident students to dominate the activity
Use a variety of interesting and engaging topics	Don't use overly complex or uninteresting topics
Offer constructive and specific feedback	Don't give overly critical or vague feedback
Practice and rehearse the activity	Don't skip practice or rehearsal sessions
Engage the audience and encourage interaction	Don't ignore the importance of audience engagement
Ensure equal participation and inclusivity	Don't neglect quieter students or those who need more support
Use appropriate tools and resources for recording or presenting	Don't overlook technical issues or insufficient resources
Set realistic and clear deadlines	Don't rush the preparation or recording process
Monitor time effectively during activities	Don't let the activity run over time or become disorganized
Foster creativity and encourage expressive language	Don't limit students' creativity or expressive abilities
Provide opportunities for reflection and self-assessment	Don't skip the reflection or feedback phase
Be adaptable and open to modifying the activity based on student needs	Don't be rigid with the format if it's not working for the class

PART C: CONCLUSION

1. Summary of the study:

The research paper explores strategies to develop eloquence in speaking for high school students, with a focus on English-specialized students in Vietnam. The study identifies three main strategies: enhancing language competence, improving voice modulation, and organizing structured speaking activities. The paper emphasizes the importance of eloquence for academic achievement, career readiness, and personal development. It also highlights the challenges faced in developing eloquence, such as linguistic difficulties, psychological barriers, and educational limitations. The

study offers practical techniques and exercises to overcome these challenges and enhance students' speaking abilities.

2. Recommendations for future study:

This study has been conducted on a small scale over a limited period and is based primarily on the authors' subjective experiences. Therefore, it is recommended that future research include more supplementary activities for each suggestion, along with detailed observations and notes to analyze students' needs, attitudes towards activities, and their effects on English performance.

To build on these findings, future studies should consider exploring psychological factors like anxiety, self-esteem, and motivation can further inform strategies to support students in developing eloquence. Additionally, investigating the role of technology, such as digital tools and online speech analysis software, could offer new perspectives on enhancing speaking skills. Furthermore, examining the effectiveness of various speaking contexts and multimodal approaches could help tailor specific strategies to different types of speaking engagements. By pursuing these recommendations, future research can contribute to a more comprehensive understanding of how to effectively develop eloquence in speaking for high school students, leading to more targeted and impactful educational practices.

APPENDIX RECOMMENDED BOOKS

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