HOW TO DEVELOP ELOQUENCE IN SPEAKING

FOR GIFTED STUDENTS

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LIST OF ABBREVIATIONS

Ss: Student

T: Teacher

SS1: Season 1

A, B, C, D, E: School names have been anonymized

ABSTRACT

Developing eloquence in speaking, particularly for gifted students, is akin to adding a powerful tool to an already well-equipped arsenal. Eloquence, the ability to speak or write fluently, persuasively, and effortlessly, becomes a critical skill in academia, professional settings, and personal interactions. Gifted students, characterized by their exceptional intelligence, creativity, and capacity for complex thought, stand at an advantageous starting point. Their innate abilities provide a solid foundation upon which eloquence can be built, honed, and refined.

Gifted education programs, recognizing the importance of eloquence, often incorporate comprehensive communication-oriented curriculums. These programs are not merely about mastering grammar or expanding vocabulary, though these are essential components. More importantly, they are about nurturing the ability to articulate thoughts in a manner that is engaging, persuasive, and impactful. Through debate clubs, public speaking competitions, and rigorous writing assignments, gifted students are encouraged to express their ideas with clarity and conviction, enhancing their rhetorical skills. This focus on communication equips them with the ability to navigate diverse situations, from delivering compelling presentations to engaging in meaningful dialogues on complex topics.

The significance of developing eloquence in English, especially for gifted students, extends far beyond the classroom. It is a vital skill that can profoundly impact their academic success, career advancement, and personal relationships. In an increasingly globalized world, the ability to communicate effectively in English, which remains a dominant language in international discourse, is invaluable. As these students transition into adulthood, their eloquence in speaking will serve as a key differentiator, enabling them to lead, influence, and inspire in whatever paths they pursue. Thus, investing in the eloquence among gifted students is not just an enhancement of their educational experience; it is an investment in their future potential to effect positive change.

Keywords: Developing eloquence in speaking, gifted students, the ability to communicate effectively in English.

INTRODUCTION

1. Rationale

Effective communication is a superpower in the linked world of today, not just a soft skill. But just putting words together won't cut it. In 2024, the secret to achieving professional success will be developing advanced communication abilities, or the ability to express sophisticated ideas with impact, clarity, and precision. Students who invest in advanced communication skills are constructing a bridge to success rather than just honing their professional toolset. Additionally, students develop into collaborative leaders who uplift and encourage others, self-assured communicators, and compelling presenters. Eloquent people are in high demand in the workplace of 2024, when knowledge is wealth and teamwork is paramount. These explain why students ought to learn more about eloquent skills. Communicating a message in a way that others will genuinely listen to can make a huge impact in both personal and professional life. Eloquence is not only being able to give a message but also making people consider it. Eloquence might turn out to be a useful skill in the future. It might be a factor in the speaker receiving a promotion or his team accepting his ideas. It will help the speaker get attention from others, project confidence throughout, and become a better public speaker.

Enhancing eloquence is especially advantageous for talented pupils, providing numerous benefits that surpass academic performance. First, these students can express their intricate ideas better and novel concepts because of their increased eloquence. Gifted students frequently think at higher levels and have ideas that can make a big contribution to conversations, whether they take place in classrooms or larger social contexts. They can convey their ideas more effectively and convincingly by honing their eloquence, which guarantees their opinions are heard and appreciated.

Additionally, enhancing eloquence contributes to the growth of leadership abilities. Gifted students frequently find themselves in roles where they are expected to lead or mentor others. Speaking with talent of eloquence increases confidence in the speaker and the audience's faith in the speaker's skills. This self-assurance is essential for leadership since it facilitates effective negotiation, dispute resolution, and inspiring and motivating others. Essentially, eloquence can enable gifted students to grow more powerful advocates and contributors for change and their communities.

Finally, eloquence improves connections in both personal and professional relationships. Effective communication improves interpersonal relationships by facilitating the establishment and maintenance of connections. Being articulate can help gifted students build stronger relationships with their peers, teachers, and potential coworkers. Because of their exceptional viewpoints and intellectual prowess, gifted students occasionally suffer from feeling misunderstood or alone. Eloquence is also a highly sought-after skill in the professional sphere, where it can lead to several employment options due to its critical role in networking, teamwork, and concept presentation to stakeholders.

In summary, improving eloquence offers gifted students the ability to more effectively convey their ideas, lead and inspire others, and foster meaningful relationships, which are essential for personal growth and success in various aspects of life. Therefore, in recent years, educators teaching EFL have focused on helping students develop eloquent speaking skills through practice. It can be argued that English has spread globally to unite people via the same language use and make the learning process more accessible. Consequently, acquiring spoken English—and honing rhetorical skills in particular—requires the capacity to persuade and utilize the language fluently. This article will provide some technical measures to help students build the best rhetoric abilities to satisfy the needs of today's pupils.

2. Objectives of the study

This study aims to provide gifted students with strategies for honing their expressive skills. The study also defines eloquence and highlights the advantages of having eloquent abilities for readers. This knowledge will aid the researcher's recommendations for helping gifted high school students and instructors build their eloquent skills.

3. Subjects of the study

In the mountainous region where the researcher works, a gifted high school will be the site of the investigation. The research participants were gifted high school students, ages 15 to 18, with seven years of English language experience.

4. Scope of the study

In a mountainous region, the researcher teaches English in a gifted high school. This study article focuses on strategies to help talented students become eloquent speakers.

5. Structure of the study

The thesis consists of four parts: Introduction, Literature Review, Application and Conclusion.

Introduction: Provides readers with general ideas about the current research study, including rationale for the study, objectives of the study, subjects of the study, scope of the study, and structure of the study.

Chapter 1 (Literature Review): Provides theoretical foundation for eloquence, including theory-based language learning procedures. Furthermore, this chapter mentioned the importance of eloquent skills and some necessary skills to achieve gold. Besides, this chapter pointed out many strategies for developing eloquence for gifted students

Chapter 2 (Application): This chapter covers contests that support talented students in honing their eloquence. There are 4 mentioned activities and contests: Project- base teaching activities, the Inter- school English competitions, Open Mic and Speak to Lead. Students can confidently express their thoughts through activities and competitions where they can put the skills and strategies they have learned to use. They also stand to gain various benefits beyond knowledge and skills related to the development of rhetorical abilities.

Conclusion: The author summarizes the main ideas of the research, gives some insightful recommendations aimed at refining eloquent skills instruction and enhancing the learning experience within the educational institution where the study was conducted. The author also hopes that this research will become a useful reference for English teachers.

CHAPTER 1: LITERATURE REVIEW

1. The definition of eloquence

Eloquence is the ability to speak fluently and convincingly about a given subject in front of a group of people. This skill has appeared since ancient times but still plays an important role and is used today. Eloquence might seem like one of those characteristics that someone is either born with or not. It takes time and effort to become a more eloquent speaker. Most importantly, everyone can learn and get better at it. "Speaking eloquently" is more than just being coherent, or speaking well. The Cambridge Dictionary describes it as "the quality of delivering a clear, strong message". It's conveying not only the message but the importance of that message. The finest part is that everyone may improve their speaking eloquence. Everyone can get better at public speaking, even though some naturally gifted individuals find it an easier time with it. It all comes down to how much time and effort you put into it. Another definition of eloquence is the Art of Persuasive Communication. Eloquence encompasses the ability to deliver a speech that is articulate, graceful, and compelling. An eloquent speaker effectively persuades their audience through their use of language and their mastery of the subject matter. Eloquence is not merely a spontaneous outpouring of speech. Effective speakers prepare meticulously, studying their subject, anticipating potential objections, and shaping their arguments strategically.

2. The importance of eloquent skill.

Speaking with the talent of eloquence in public speaking is a potent technique that allows presenters to establish a close connection with their listeners and go beyond simple language to arouse feelings, spark ideas, and motivate action. The capacity to captivate audiences by bringing them into the tale being told and maintaining their interest through a combination of storytelling skills, captivating language, and an authoritative yet approachable personality is fundamental to eloquence. This captivating presence not only keeps the audience interested but also helps them to be open to the speaker's viewpoints and ideas, which promotes a lively discussion.

Eloquence also enables speakers to communicate complex ideas in an interesting and approachable way. Even complex subjects may be intelligible to an audience by eloquent presenters who can break complex concepts into manageable chunks. To effectively communicate ideas and make sure that the audience hears and understands the

message, communication clarity is essential. Speakers can demystify complex information by using vivid examples, analogies, and properly chosen terminology, which makes learning engaging and enjoyable.

Most importantly, perhaps, eloquence can overcome differences in viewpoints by influencing opinions, fostering understanding, and serving as a bridge between divergent perspectives. Being able to articulate points of view clearly and sympathetically can help to promote consensus, and lessen conflict, and discussion in a world where contrasting opinions are common. Speaking with the talent of eloquence can spur people to action or help bring change, propelling advancements and fostering progress. Eloquence may be the driving force behind change, inspiring people to take up new activities, uniting communities around a cause, or influencing legislative choices. It is proof that words, when used with passion and ability, really can make a difference in the world.

For students in general and gifted school students in particular, Eloquence is a skill that helps students achieve comprehensive development. Students can develop this skill not only in Vietnamese but also in English or other languages. When students possess this skill, they will become more confident in expressing their thoughts and convincing listeners to listen and agree with their point of view.

It's a common misconception that eloquence is a gift given to a chosen few. But a fairer description would be a high developed ability acquired from diligent study and practice in several fields. Linguistic competency is the foundation of persuasive speaking. This includes having a thorough awareness of the language's complexities and its immense power to convey difficult concepts and feelings. Language proficiency is fundamental to effective communication because it enables a speaker to express ideas clearly and convincingly. Beyond the mastery of language itself, content expertise plays a crucial role in the making of an eloquent speaker. This specialized knowledge in a particular subject area not only adds credibility to the speaker's discourse but also enables them to speak with authority and conviction. Whether it's science, the arts, or politics, an in-depth understanding of the topic at hand allows the speaker to engage their audience with confidence and provide insightful perspectives that captivate and educate.

Moreover, eloquence is enriched by philosophical insight and logical reasoning. A grasp of philosophical principles underpins a speaker's ability to weave compelling narratives that resonate on a high level, offering audiences a framework through which

complex ideas can be understood and appreciated. Coupled with the ability to employ logical reasoning, eloquent speakers construct persuasive arguments that are coherent, evidence-based, and thoroughly analyzed. This intellectual rigor ensures that their messages are not only heard but also respected and considered. Additionally, the art of eloquence is significantly enhanced by the strategic use of rhetorical techniques. Mastery of persuasive language strategies, such as the adept use of metaphors, analogies, and emotional appeals, enables speakers to connect with their audience on a more personal and emotional level. These techniques, when used judiciously, can transform speeches from mere presentations of facts into powerful and memorable experiences that inspire, motivate, and persuade.

In conclusion, eloquence is far from being a mere natural talent. It is an intricate blend of linguistic dexterity, specialized knowledge, philosophical depth, logical clarity, and rhetorical finesse. Each component contributes to the speaker's ability to communicate effectively, making eloquence a highly desirable yet attainable skill for those willing to dedicate themselves to its pursuit. To give a powerful speech in public, presenters must equip themselves with the following skills.

Critical thinking skills are an active and skillful process such as defining concepts, applying, analyzing, synthesizing, and evaluating certain information. This information is collected and built through each person's own observation skills, experience, reasoning, and communication. It is a sequential thinking process with objective, logical, evidence-based, and unbiased arguments. This skill makes everything speakers say more logical and convincing.

Skills to convey emotions and inspiration is the second skill. Clear information alone is not enough, and it is also necessary to combine arguments and emotions. Emotions motivate, vibrate, and impact the listener's mind. The more you understand about your audience (level, education, culture, profession, reason for attending, etc.), the easier it is for you to know how to choose illustrative examples that evoke emotions in them and make them move dynamically.

The final is skill in presenting information concisely. A long speech is not necessarily a good product if the speaker's rambling will make the listener confused and unable to remember all the information, and the speaker's speech will be much less

effective. Therefore, the ability to present information concisely is crucial. The speaker should concentrate on key points that will draw in listeners As soon as possible.

To possess effective eloquent skills, in addition to fostering practical skills, teachers need to orient and guide students on how to self-train and how to practice to achieve expected results.

3. Strategies for developing eloquence.

Developing eloquent skills is fundamental for pupils aiming to excel in both academic and personal spheres. Eloquent individuals can express their ideas clearly, persuasively, and confidently, making this skill set invaluable. Here are strategies designed to refine these abilities:

First of all, students need to expand their vocabulary and expression. Vocabulary plays an important role, especially in communication. It will be challenging to draw listeners if the expression is tedious and lacks richness and flexibility, even if the substance is novel and revolutionary. Students need to build up the vocabulary and expression in their speech to practice the necessary skills. Students can do that by reading books, newspapers, and stories regularly. These activities help enrich vocabulary, expressions, and asking questions. In addition, it also provides them with knowledge about social issues that they can use as evidence, an association, or an example to increase the persuasiveness of your speech.

Secondly, practice logical reasoning skills when giving speeches. The speakers are sure that the listeners understand the essential points, and the information must be delivered logically and coherently. The content to be conveyed needs to be presented scientifically, including the parts: problem statement, main content, and conclusion. When presenting information in a logical order, listeners will grasp the connections between ideas and understand the topic of the speech. Without a vibrant sequence, listeners may feel confused and have difficulty following the content. In addition, avoid making abrupt changes from one piece of content to another; instead, display each part of content in its entirety. Because of a sudden transition, those listening can be distracting and make it harder to understand the main message. Therefore, students must expertly combine intellect and emotion into their demonstration, so their listeners empathize with them and gain a deeper understanding of what they are trying to say. Emotions express the ability to inspire, energize, and effortlessly influence the listener's thoughts. It should be remembered, nevertheless, that

every individual will have distinct desires and vibrations in response to various situations. The more students understand their audience, including level, education, culture, profession, the reason for attending, etc., the easier it will be for them to know how to use appropriate illustrations appropriate, to evoke emotions and make them vibrate. A well-modulated voice, combined with gestures and natural gestures that show politeness, respect, and sincerity, will help emphasize the central content, attract attention, and effectively attract the listeners.

Thirdly, practice the skills of conveying emotions and inspiration to listeners. The speaker needs to know the Power of emotions because Emotions are the factors that motivate, move, and profoundly impact the listener's mind. Emotional and rational thinking should combine in addition to clearly conveying information. When students impart convey information with zeal, inspiration, and passion, they can evoke empathy and compassion in their audience. Additionally, students should learn to identify their audience because each person they speak to will have varying desires and vibrations toward various things and events based on their background knowledge, education, culture, career, or unique perspectives on life. In this way, students can choose suitable illustrations that evoke emotions and convince listeners. Adjusting voice and gestures is the next factor that students need to consider. Related to voice, the speaker should pronounce clearly and accurately words and sentences, combined with adjusting voice tone, emphasizing the stress of words and sentences, using voice nuances to emphasize important points, and attracting attention listener's opinion. About Gestures: students should use natural, polite, respectful, and sincere gestures and gestures to create a connection with the listener. Gestures convey the speaker's professionalism and confidence but also highlight the point of discussion.

Fourth, teachers orient students to present speech skills that must be concise but still convincing. Whether the student's eloquence process is long or short, or the speaking time is slow or fast, this does not have a powerful impact on the results obtained. More important is whether students can communicate the information they want to convey to their audience. To convince the audience, in addition to content, students need to build their credibility. If the audience trusts the speaker, it will be easier for them to lead the audience to believe what they say. The speaker's ability to convey information must guarantee focus, steering clear of discursive material that could mislead the audience.

Besides, to grab the listener's attention, students must be taught how to deliver ideas in highlighted ways with the most crucial and relevant content.

Regular practice is the sixth strategy. The presenter will succeed with continued practice regularly. Gaining proficiency in a particular ability requires extensive practice. Before taking the stage officially, pupils can acquire the confidence they need by practicing. Students can choose a few topics to practice at home, then stand in front of the mirror, talk, and observe themselves. In addition, students can record and videotape the practice process to view their speeches. Students can build on their strengths and overcome their weaknesses by following ways to improve their following tasks. If students Regularly honing persuasive talents, they will speed up their success.

The final strategy is to verify, assert yourself, and apply what you have learned. This step helps students consolidate their knowledge, practice their skills, and affirm their confidence. Engaging in debates, delivering presentations, or contributing to class discussions can dramatically improve verbal fluency and confidence. These activities compel students to organize their thoughts swiftly and express them in a manner that is both engaging and persuasive. Encouraging a supportive environment where pupils feel safe to express their opinions and take risks in their use of language is essential for fostering growth in eloquence. Therefore, participating in debate competitions is the best way for students to interact, learn, and practice the necessary skills in speaking. In these competitions, students not only test and confirm their accumulated knowledge but also have the opportunity to practice argumentation, presentation, criticism, and public communication. Students will receive objective feedback and fair evaluation by experienced judges, who will provide objective comments to help them identify their strengths and weaknesses. Besides, participating in speech competitions also allows students to learn from other participants. They will learn different perspectives, listen to excellent oratory, and exchange experiences with like-minded people.

In summary, becoming an eloquent person is a multifaceted process and involves many strategies to support learners. By implementing these strategies, students can significantly enhance their ability to communicate effectively, an essential skill for success in virtually every domain of life.

CHAPTER 2: APPLICATION

Integrating theory and practice in language teaching is fundamental to the learning process. It bridges the gap between understanding language concepts and applying them in real-world scenarios. This hands-on approach not only solidifies the student's grasp of the language but also enhances their confidence and proficiency. Participating in contests is an excellent way for students to apply their knowledge and skills in a practical, engaging, and dynamic environment. Therefore, gifted students often find themselves in various speech competitions, thanks to the unwavering support and encouragement from teachers of English. These educators play a crucial role in nurturing the students' eloquent skills, providing opportunities for them to shine on both small and large stages. These competitions and the dedication of English teachers contribute significantly to developing gifted students' rhetorical skills and confidence. By providing these platforms, teachers ensure that their students are well-equipped to articulate their thoughts eloquently and persuasively, preparing them for future academic and professional success. Moreover, this also allow students to hone their persuasive abilities and gain invaluable experience in public speaking. Below are some activities and contests that exemplify this approach, recommended for students by foreign language teachers group in the researcher's school to enrich their learning experience.

These activities and contests offer students a practical framework to apply their language skills, pushing beyond the confines of traditional classroom learning. They represent the essence of combining theory with practice, where knowledge meets application, and learning becomes an active, enjoyable, and enriching process. Encouraging participation in such contests not only aids in language acquisition but also prepares students for real-life communication, fostering a deeper, more comprehensive understanding of the language and its cultural nuances.

1. Project- base teaching activities

One contemporary educational strategy to give students a strong foundation of knowledge, the capacity for logical thought, the ability to be independent in assigned tasks, and the confidence to deliver goods is to conduct project-based teaching and learning that is closely aligned with the content of the new general education program 2018. In addition to assisting students in fully and thoroughly absorbing the material, this approach helps them build critical soft skills that are essential for success in the future.

Under the project-based learning approach, students will work on projects closely linked to the subject matter being taught. This allows pupils to put what they've learned into practice, which enhances their capacity for logical thought and problem-solving. Students learn independence, accountability for given tasks, and cooperation skills via working on projects in groups. For students to grow personally and thrive in future school and job situations, they are critical life skills.

Students are also encouraged to confidently show their work to the class or the community when taking part in this activity. Through this process, students develop their communication and presentation skills and their oratory skills, which are particularly important for academically gifted students. They will learn how to articulate ideas clearly, confidently, and eloquently, which provide them with a solid platform for their future academic and professional activities. Projects that integrate theoretical and practical knowledge will enhance students' overall understanding and skill development and have a comprehensive educational impact.

1.1. Content:

Topic-based project teaching mixed with lessons in the English 10 and 11 textbooks: The generation gap (Unit 2 - English 11, Global Success), ASEAN and Viet Nam (Unit 4 - English 11, Global Success), Becoming independent (Unit 8 - English 11, Global Success), Humans and the environment (English 10 - Global success), Cultural diversity (English 10, Global success)…

1.2. Procedure

Stage 1: Preparation stage - Teacher

+ The teacher identified the classes taking part in the exercise, including 11B3 (Chemistry class), 11B4 (Biology class), 11B5 (Literature class),11B7 (History class), 11B7 (Geography class) in gifted school.

+ For students to utilize and orient the product in the proper direction, the teacher assists students in identifying the topic and suggests elements of it. Teachers divide the class into three groups and create a list of groups with students at varying levels to guarantee impartiality and fairness, which helps students finish their assignments while completing their tasks. The product is perfected, excellent and good students can work together to encourage the weaker students. Students can develop a stronger sense of accountability, help and learn from one another, and advance together.

+ Teachers establish communication channels with students using social networking sites like Message, Gmail, or Zalo.

+ Locate and email students instructional videos and product samples so they can grasp the tasks. To help students understand what it takes to create high-quality products, prepare lectures, photocopies of instructional materials, and the content of product scoring criteria.

+ Create templates for group minutes, scoring guidelines, and tables.

Stage 2: Stage of equipping background knowledge: Teachers and students

+ Using prior lessons, the instructor imparts topic-related vocabulary and grammar based on the textbook's lesson units: Acquiring language, reading, writing, speaking, and listening skills. In addition to showing pupils films relevant to the lesson's subject, the teacher also offers them many cultural facets to take advantage of, like traditional food, holidays, folk games, music, and education. Start creating ideas by learning to watch videos.

Stage 3: Stage of performing the learning tasks: Student

+ Groups choose subjects to work on and generate preliminary product concepts. Groups provide members with assignments to produce goods that fit the theme. Groups hold in-person or virtual talks among group members to find solutions for challenging issues. Students might seek assistance if they can come up with a workable solution. Assistance from the teacher.

+ This step is completed concurrently with the background knowledge preparation stage since students can gain a great deal of new information and skills to better prepare themselves while completing learning assignments.

To complete the learning task, the following specific steps are recommended:

+ Step 1: After confirming the feature of the topic to be investigated, students begin creating interview questions about the chosen cultural issue to gather information.

+ Step 2: Before the official interview, students practice asking practice questions to ensure the questions are accurate, relevant, and reliable. They also discuss with their group members how to modify the question content.

+ Step 3: The students want to locate and contact the interviewee. In addition to the increasing amount of technology, A Gifted High School sits in a historical place that attracts many indigenous tourists from many nations. An advantage for students is to be able to contribute effectively to the process of gathering data.

+ Step 4: Students interview foreign speakers. Students who want to interview might do this process online or in person. Students can assist with the audio and video recording by using application tools such as Zoom, Google Meet, Facetime, Zalo, and Facebook. At least three foreigners and a Vietnamese are interviewed by students. This assignment is designed to help students identify the cultural similarities and contrasts between their friends and their countries. Students can then capitalize on their strengths, minimize weaknesses, and acquire advanced accomplishments from other nations.

+ Step 5: Students compile and evaluate information gleaned from interviews. Students look for information on social networking, collect data, evaluate it, and make tables showing how different cultures differ from other teams.

+ Step 6: Students report and present the final presentation to the whole class, answer questions from the other group, and use their knowledge and reasoning to support their personal beliefs against the questions from the others.

Stage 4: Reporting phase: students and teachers

+ The teacher compiles a list of the groups that will each provide a one-by-one presentation of their items.

+ Student groups designate representatives to present and respond to questions from the teacher and other students in the class.

+ Teachers provide model tables, scoring guidelines for presentation products, and model group minutes. Together, teachers and students comment on and talk about the presenting materials from each group.

Teachers must have a thorough and well-defined lesson plan to carry out the aforementioned procedures and include this learning task in the Communication and Culture lesson. It is possible to modify the lesson plan to meet the demands of the students, and learning materials, together with the suggested instructional goals.

1.3. Results

Following a step-by-step implementation of the instructions to assist students in creating and refining the final output, the author achieved the following outcomes:

*Students can first practice speaking English with native speakers.*

The approach creates an environment where students can organically practice their English by using interview data from native English speakers under the condition that there are at least three foreign participants. Students learn how to pronounce words correctly and communicate coherently while still holding the attention of the listener by taking advantage

of the chance to interview and converse with foreigners. In my opinion, this is the best and most efficient method for pupils to develop and enhance their speaking and communication abilities. However, as information technology has advanced in the industrial period, students can now conduct direct interviews and use chat groups to conduct interviews with native citizens of their nation. Students can use social media apps to create acquaintances to facilitate online interviews. These methods allow people to practice their English with native speakers outside of Vietnam within the country. At this point, all that is required to overcome obstacles is for them to continue to have a strong interest in the subject and a desire to utilize the language daily.

Picture 1: Gifted students in a face-to-face interview.
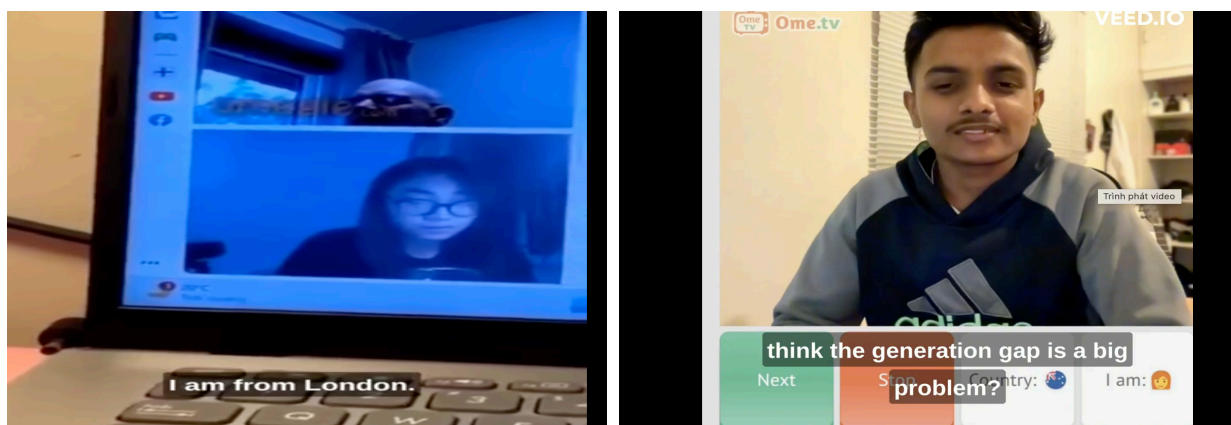
Picture 2: Gifted students in an online interview about *"Generation Gap" topic.*

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Students also have an English-language presentation output.

Throughout each presentation, teachers and students from the other groups provided detailed feedback on what each student had done well and what required improvement, but the content that needed to be added or enhanced was always done so positively and helpfully. The speeches of each group are more thorough, and they are also immediately inspired and encouraged by the addition of periodical assessment points or the provision of in-kind prizes to the group that receives the highest vote during a presentation.

As long as they have the chance to show them, students can take the initiative to make their posters and slides and document the project activities of their groups using pictures, videos, and other media or resent in English the concepts, strategies, and outcomes the group has developed.

Picture 3: Gifted students discuss the subject they worked on and respond to the questions.

Particularly for teaching English, project-based learning is becoming more and more common in gifted schools. Using this approach gives pupils a strong foundation in information while also boosting their curiosity. By engaging in actual projects, students gain a deeper understanding of the language and its various applications, as opposed to only memorizing theory. This supports pupils in learning grammar and vocabulary and how to use them in daily situations.

Project-based learning also contributes to a stronger sense of confidence when speaking English. Students frequently have to work in groups, give presentations, and present their work in English when doing projects. Students can now practice speaking, listening, and language reflection in a natural setting thanks to this. Students eventually overcome psychological obstacles and gain confidence when speaking in English.

Project-based learning not only enhances language proficiency but also develops students' critical thinking and reflexivity. Students must respond to questions from the teacher or their team during presentations or debates. They must act rationally, evaluate, and think fast to accomplish this. These are fundamental skills that students need to acquire to improve their eloquent abilities, which will help them become successful and self-assured adults.

2. Inter-school English competition.

2.1. Objectives of contest.

Creating environments and opportunities where students can learn, practice, and develop their communication in English is vital for their language proficiency and overall confidence. By providing these chances, students can immerse themselves in real-life situations that necessitate the use of English, thereby enhancing their speaking and listening skills. This process can help students become more proficient in the language and makes them more comfortable and confident in using English. Moreover, through these activities, students can practice essential life skills such as self-confidence, teamwork, time management, and organization, which are invaluable for their personal and academic growth.

Building a meaningful playground for high school students to share and exchange their English language learning is the second purpose. Such a playground can be a dynamic platform where students interact, collaborate, and support each other in their language-learning journey. It can include activities like English clubs, eloquences, debates, and

language exchange programs, where students can practice English in a funny and engaging way. In this way, educators can motivate them to learn, but also fosters a sense of community and encourages peer learning, which can be incredibly effective in language acquisition.

Finally, offering a learning environment that is both modern and integrated while respecting Vietnamese culture and customs is essential for a holistic education. Additionally, practicing foreign languages in a manner that aligns with the school's requirements and respects local traditions ensures that students receive a balanced education. This approach helps students appreciate and understand their culture while becoming global citizens having proficient in English and other foreign languages. Combining modern educational practices with cultural sensitivity creates a more enriching and valuable learning experience for students.

2.2 Participants

Principal participants: Students from A Gifted High School, B High School, and C High School.

Observers: English teachers come from D Secondary School, E High School, and Provincial Ethnic Boarding High School.

2.3. Contents

The inter-school English competition was a vibrant and engaging event that brought together student representatives from three prominent institutions: A Gifted High School, B High School, and C High School. This language proficiency contest is structured as a competition consisting of four rigorous rounds designed to test different aspects of the student's English skills. The event aimed to foster a spirit of healthy competition and camaraderie among the participants and provide a platform for them to showcase their linguistic talents.

All the competition rounds were conducted in English, ensuring the students dipped in the language. This format tested their command of English but also encouraged them to think critically and communicate effectively under pressure. From debates and extemporaneous speaking to creative writing and comprehension exercises, the rounds were diverse and challenging, catering to various aspects of language learning. The event's bilingual introduction provided a welcoming touch, making the participants and audience feel included and informed regardless of their primary language.

The event was more than just a competition; it was a linguistic diversity and educational excellence. It highlighted the importance of mastering a global language and the role of such skills in today's interconnected world. By bringing together students from different schools, the event also promoted mutual respect and understanding among the future leaders in the community. The inter-school English competition was a resounding success, leaving participants with cherished memories and valuable experiences to aid their academic and personal growth.

Round	Content	Time	Note
Round 1	Greeting part	Maximum 5 minutes for each team's introduction	
Round 2	Test to learn general knowledge	Ring the bell or raise the flag to gain the right to answer.	Answer 15 multiple choice questions, Q and A, true/false questions...
Round 3	Eloquent Competition	Maximum 5 minutes for each team's eloquence.	2 representatives from each team participate in the eloquent section
Round 4	Talented round	Maximum 3 minutes for each Talented section.	- Each team registers for a maximum of 3 parts of competitions. - This round uses English.
Game for the audience			Each school prepares 01 game.

2. 4. Procedures

2.4.1. Forming a Competition Team

Each participating school selects a team of six students to compete in four rounds. These students are chosen based on their diverse skills and abilities to represent their school effectively. In the final round, known as the talent competition, the team may expand to include additional participants, allowing for a broader showcase. This flexibility ensures that schools can present their best talents in various disciplines.

2.4.2. Content of competition.

The competition is designed to test various skills through rounds, each focusing on specific abilities.

- Round 1: Greetings

In the first round, each team is given five minutes to introduce themselves. This is an opportunity to make a strong first impression and set the tone for the rest of the competition.

Teams are encouraged to be creative and engaging in their introductions to captivate the audience and judges.

- Round 2: General Knowledge Test

The second round involves answering 15-20 questions about general knowledge in English. These questions cover a variety of fields, with a focus on the high school curriculum, grade 9, and relevant social and cultural understanding. Three teams compete simultaneously, putting their breadth of knowledge and quick thinking to the test.

- Round 3: Eloquence Contest

In the third round, each team nominates two representatives to participate in an eloquent challenge. Representatives draw lots to select topics from a pre-determined set provided to the schools in advance. Each participant has up to five minutes to deliver their speech, demonstrating their persuasive speaking abilities and depth of understanding on the given topic.

- Round 4: Talented round

The final round allows modern students to showcase their unique talents. Whether singing, storytelling, acting, or participating in a themed fashion show, students express themselves freely and their identity. This highlights the creativity and individuality of the students, making it a vibrant conclusion to the competition.

- Audience Participation

In addition to the main rounds, each school organizes one game in English for the audience. These games are designed to be engaging and involve many students, giving participants several opportunities to apply their English skills in a fun and interactive way. Games can be repeated 2-3 times depending on the available time, ensuring maximum participation and enjoyment.

Overall, this competition structure fosters a comprehensive development of students' skills, from general knowledge and public speaking to creative expression and teamwork. It provides a valuable platform for students to shine and learn in a supportive and dynamic environment.

2.4.3. Jury Members

Ms. Jennifer Cheesman: superior American teacher working at A Gifted High School.

Ms. Nguyen Hanh Tuyet: the head of the English teacher group at A Gifted High School.

Ms. Nguyen Thi Thu Cuc: the head of the English teacher group at B High School.

Teacher Vu Huy Binh: the head of the English teacher group at C High School.

Secretariat Team: Ms. Nguyen Vu Quynh Trang and Ms. Nguyen Thi Nhung - Teacher at A Gifted High School.

Picture 4: The principal jury members, secretaries and observers in the Inter- school English Competition

2.5. Results

The Inter-School English competition is a significant and enriching event for high school students in the city. This competition provides a platform for students to showcase their English language prowess while also serving as a conduit for exchanging knowledge and experiences with peers. Students participating in this competition are encouraged to develop their language skills comprehensively. The competition features a variety of engaging and beneficial activities designed to enhance English proficiency through practical exercises.

Picture 5: Students from three schools in the Inter- school English Competition.

Students can engage in several activities like speech contests, presentations, group projects, and dramatic performances. These activities are designed to expand vocabulary,

improve grammar, and enhance communication skills. Additionally, the competition promotes the development of logical thinking and teamwork abilities. Participating in English speech contests empowers students to gain confidence in public speaking, refine their persuasive skills, and learn to present their viewpoints effectively.

Picture 6: Gifted students participate in the Inter- school English Competition.

Beyond the academic benefits, the English Competition fosters a sense of camaraderie and solidarity among students from various schools. It is a unique opportunity

for students to forge new friendships and learn from one another in a dynamic and friendly environment. This competition not only aids in developing foreign language skills but also equips students with essential life skills. By broadening their perspectives and preparing them for future challenges, the Inter-School English competition becomes a cornerstone in the holistic development of high school students.

Picture 7: Gifted students participate in the talented round make friends with other schools.

A Gifted High School produced the winning team and champions at the end of the English Competition. The runner-up position was claimed by C High School, while the

third prize was awarded to B High school. This vibrant and colorful event saw enthusiastic participation from students and teachers across multiple schools, making it a memorable and enriching experience for everyone involved.

Picture 8: The winner and other prizes.

In the competition, the teams navigated through exciting and challenging rounds, including multiple-choice English knowledge tests, presentations, and communication

skills practice tests. A Gifted High School team's outstanding performance in every category made them stand out. Their presentation on *"The Importance of Learning English in the Era of Globalization"* was impressive, showcasing their confidence, creativity, and excellent language skills. Their outstanding performance captivated the judges and the audience, earning them the top spot. In addition to giving students a great opportunity to improve their English, this competition promoted communication, education, and friendship among participants. The participants' excellent performances are commendable, and it is hoped that they will continue to build on the knowledge and skills gained from this competition.

3. SPEAK TO LEAD contest.

One of the speech contests that the author and members of the foreign language team at A Gifted High School encouraged students to participate in is the SPEAK TO LEAD contest. SPEAK TO LEAD is a meaningful contest organized by the US Embassy in collaboration with Galaxy Education Joint Stock Company and Hanoi University. The competition took place in October 2022 to promote English learning in particular, improve language skills, communication, and collaboration skills, contribute to training high-quality human resources in the future, and bring Vietnam closer to the goal of globalization. In addition, the Organizing Committee believes that, through this contest, the contest's talents will contribute to promoting increasingly better diplomatic relations between Vietnam and the United States, opening the door for exchanges in culture and knowledge between the two countries. During the competition, students demonstrate their English knowledge and public speaking skills through presentations such as Human Capital Development (2021) and preparing the future workforce to address climate change and environmental challenges (2022). The contest is a stepping stone for young people to have more motivation to be involved and gain enormous achievements. The SPEAK TO LEAD contest includes three official rounds:

Round 1: Preliminary round at school level

A single theme is delivered for the 39 participating schools. Each school sends a video introducing itself, the school, the purpose of participation, the point of view on learning English, and the content related to the topic.

Round 2: Semi-final round

There are six different sub-themes according to the main theme of the contest. The teams are divided into six groups and only speak about the specific assigned topic. Each team has five minutes to present the topic in English, then answer three questions from the judges and other teams (2 minutes thinking, 3 minutes answering each question). Six winning teams from six groups advance to the final. The semi-finals take place online.

Round 3: Final round

A single topic is delivered to six teams, two weeks before the round. Each team has five minutes to present, then answer three questions from the judges and other teams (2 minutes thinking, 3 minutes answering each question). The jury scores the presentation and selects the First, Second, and Third prizes. The final round takes place in Hanoi.

The school where the author is working is located in a mountainous province in the Northwest of Vietnam, so the economic conditions of the people have a lot of difficulties, and there are not many learning opportunities for students, especially accessing English learning methods directly with native speakers. However, that does not mean our students do not make efforts to learn foreign languages. In the "Speak to Lead" competition, our school's student team passed the preliminary round and advanced to the semi-finals. Even though they only stopped at the semi-finals, this result is also a great encouragement to their learning spirit. They showed off their English eloquence very well. Below are some illustrations and links to two rounds of the Speak to Lead contest that my students participated in.

Picture 9: Gifted students participate in round 1 of the SPEAK TO LEAD contest.
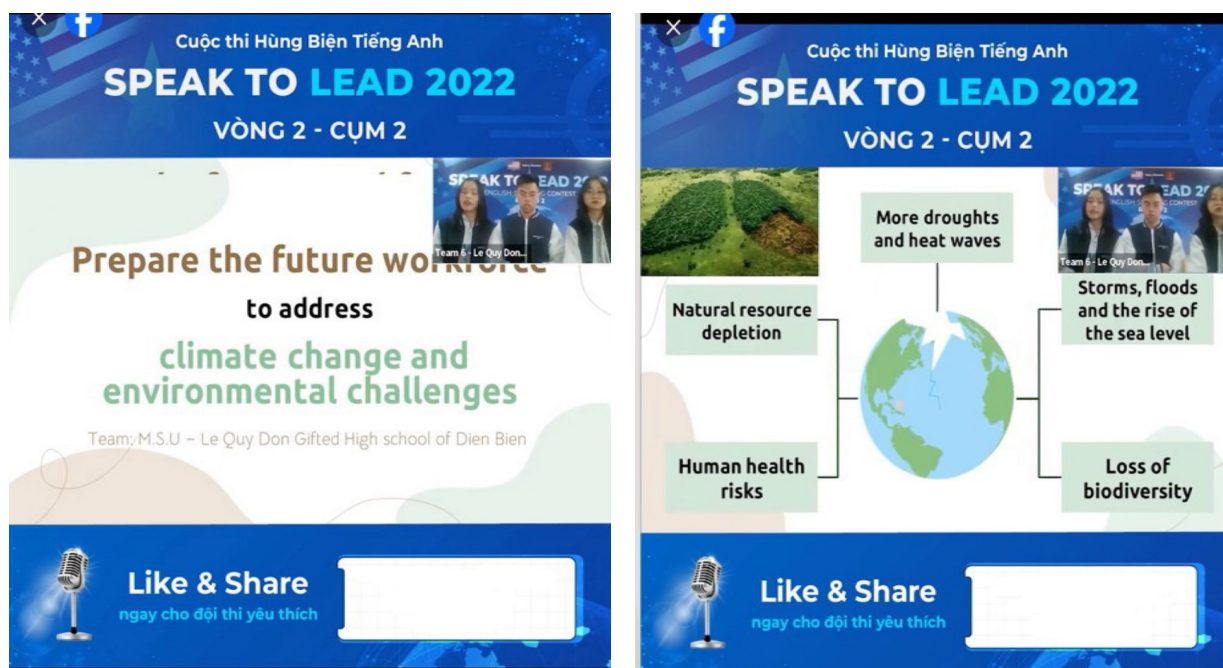
Picture 10: Gifted students participate in round 2 of the SPEAK TO LEAD contest.

And here are two QR code of the two rounds that students completed:

SCAN FOR VIDEO

Preliminary QR code for video round 1:

SCAN FOR PRESENTATION

QR code for presentation round 2, cluster 2:

Understanding the difficulties that our students face on the journey to conquering foreign languages, all the English teachers in my school - always proactively look for suitable competitions for our students to participate in to create opportunities for them. In this way, students will interact, learn, and confidently assert themselves.

4. OPEN MIC contest– Lumos

4.1. OPEN MIC contest– Lumos and its benefits.

In the 2023–2024 academic year, the school effectively arranged speech and debate contests named "OPEN MIC – LUMOS" for all students, combining the continuous support of the English club and the English teachers. The competition was meticulously and precisely arranged for every phase, yielding positive results. In addition to being a

helpful playground for students to practice using the English language, this place offers them the chance to grow in terms of their intelligence, confidence, and capacity for flexible adaptation in front of a group of peers. Students who were interested in and passionate about English participated in large numbers in the competitive event. The official page of the school's English club: Engdom – English Club of A Gifted High School has all the contest details, including registration procedures, entry requirements, and reward details for the winner. Furthermore, all pertinent details about the contest, including the timing, participants, content, scoring system, prizes, etc., are clearly and thoroughly announced on the page.

The English speech contest has become an anticipated event in the school, attracting strong interest not only from students but also from parents. This interest reflects a growing awareness of the importance of mastering English in today's globalized world. This is not only an opportunity for students to demonstrate their language skills, but also to practice critical thinking skills, confidence, and public speaking abilities.

The English club's communications department played a role in promoting the competition, not only on the club's official page but also through articles on the school's official page. Thanks to these media platforms, information about the contest has reached a large audience, not only limited to students in gifted schools but also spreading to the community, attracting the attention and participation of students from other schools. This approach not only contributes to enhancing the reputation and status of the club and school in the community but also encourages cooperation and exchange between schools.

This model of organizing an English speech contest has become one that many other schools want to learn and apply. The contest's success comes not only from widespread promotion through media channels but also from professional organizations, a healthy competitive environment, and comprehensive development opportunities for students. The competition serves as a reminder of the value of learning English and the ability to apply it in practice, contributing to preparing the young generation to better integrate into the global world. Below are some pictures posted on the club's official page, QR code for Fanpage:

SCAN FOR FANPAGE
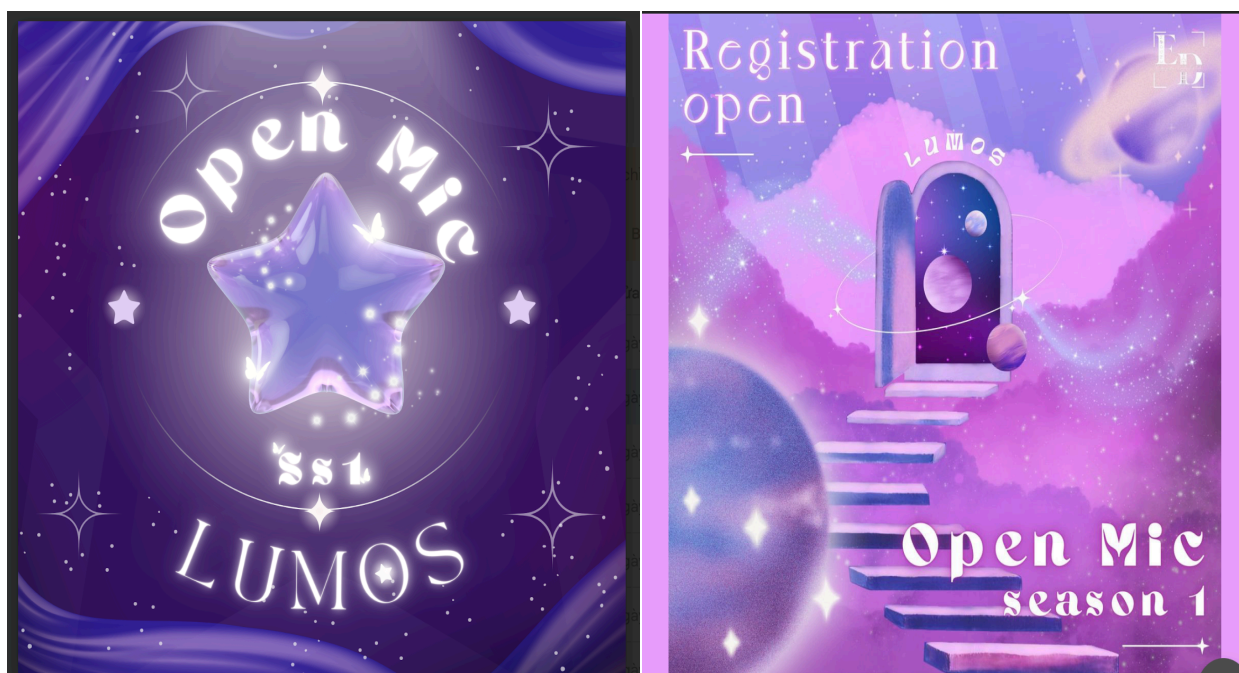
Picture 11: Logo of the OPEN MIC contest.
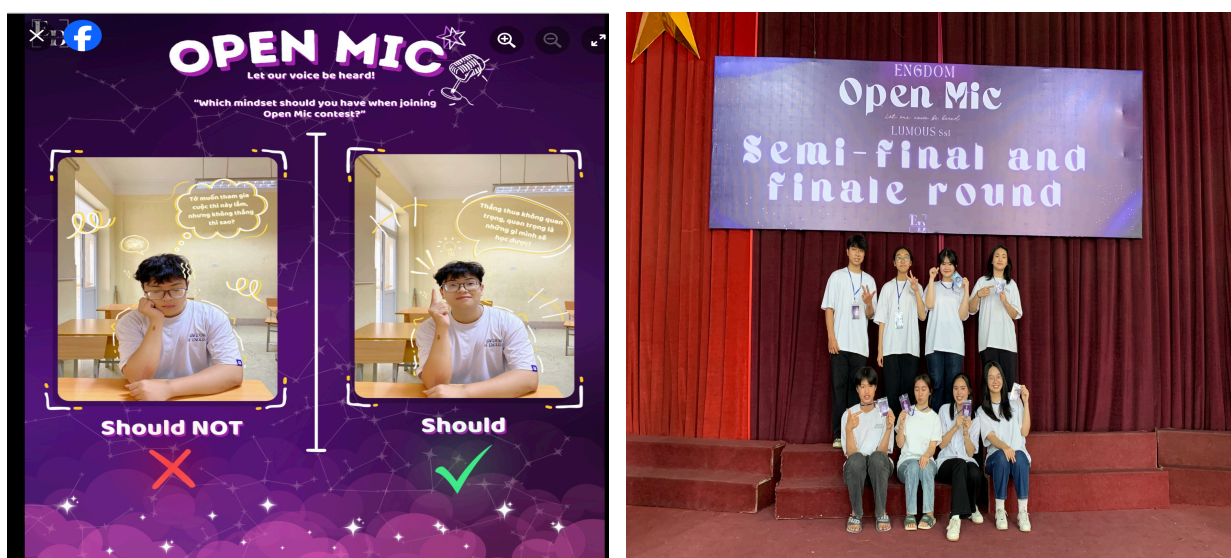
Picture 12: Official promotional images of the OPEN MIC contest and Engdom club organizers.

Participating in an English speech contest brings many great benefits to participants. First, this is a great opportunity to improve and enhance English skills, not only in terms of language but also in pronunciation, intonation, and how to use words appropriately and impressively. Thereby, participants can confidently communicate and present their opinions coherently and clearly in an international environment.

In addition, through the preparation and participation process, participants will have to research, synthesize information and build arguments in a logical and convincing manner. This not only helps develop critical thinking but also trains teamwork skills, time

and pressure management skills. Knowing how to give opinions, criticize and persuade others are important skills that are useful in both academia and career.

Finally, participating in an English speech contest is also an opportunity to expand your network of relationships, meet, and learn from new friends from many different cultures. This is an opportunity to learn more about the world around you, develop life skills and increase confidence in international communication. Thereby, participants can form and develop a global vision, opening up many opportunities in the future, whether academic or professional.

Picture 13: Benefits gifted students receive from the competition

Picture 14: Benefits gifted students receive from the competition

Picture 15: Benefits gifted students receive from the competition

4.2. Open mic I contest– Lumos and its rules.

4.2.1. Procedure

a. First round: VIDEO

- Participants film a video (no more than two minutes) presenting themselves, their motivations for competing, and the outcomes they hope to attain.

- The ten competitors with the most outstanding presentations of this turn will be chosen by the jury to move on to the next round.

b. Semi-final round: ELOQUENCE

- Two teams are formed from the top ten competitors from the preliminary round.

- Contestants will be paired according to topic and order of entry.

- Conditions: discourse on a societal issue (AI, school violence, the environment, etc.) and use engaging and visually striking presentation tools (such as Canva or Microsoft PowerPoint); the maximum competition time for each team is five minutes.

- The remaining teams have the opportunity to ask questions following each team's competition; the questioner may only ask questions; they may not make arguments.

- Members of the winning team get to ask a question, and the team that rings the bell the quickest among the other teams will have the opportunity to do so. Well-written inquiries will receive points.

- The judges will choose the top four candidates from this round to move on to the final round.

c. Final round: DEBATE

- Four finalists are chosen from the semi-final round and divided into groups based on their agreement or disagreement with the contest theme. Ten minutes are given to candidates to prepare their points of contention and supporting documentation.

- The group decides to allot time for preparation and argumentation.

- The other team will have time to present their counterargument when the team decides to finish the response.

- Each team has two members, and there are three presentations, along with the following questions and responses for each side:

TURN	SPEAKER	ROLE	CONTENT	TIME
Turn 1	A1	Present the topic	Provide the supporters group's whole explanation.	5 minutes
	N1 and A1	Q&A	N1 asks - A1 answer	3 minutes
Turn 2	N2	Present the topic	Provide the opponent group's whole explanation.	5 minutes
	A2 and N2	Q&A	N2 asks – A2 answer	3 minutes
Turn 3	A1 and A2	Consolidate the debate's primary idea.	Respond to the opposing team and strengthen their arguments	5 minutes
	N1 and N2	Consolidate the debate's primary idea.	Respond to the supporting team and strengthen your argument	5 minutes

4.2.2. Examination criteria

- Participants mustn't bring or utilize any unrelated technology or electronic equipment in the competition.

- During the contest, contestants don't have to use derogatory language or make remarks against morality or good manners.

- During the exam, candidates are not permitted to act aggressively.

- Participants mustn't accept assistance from organizations or individuals unrelated to the contest.

- Participants must use English during the whole contest.

(Note: If participants violate the above rules, they may lose their turn or the right to compete)

The scoring sheet for the assessment round is below, including the scoring criteria.

1ST ROUND SCORING SHEET

JUDGE'S NAME: _____

PARTICIPANT'S NAME: _____

Content (50 points)	Presentation (30 points)	Impression (20 points)
- Organization (15 points): ___/15 - Use of Evidence (15 points): ___/15 - Understanding of topic, Grammar, and Vocabulary (10 points): ___/10 - Message (10 points): ___/10	- Technical production and editing: audio and sound, visuals and graphics: ___/15 - Delivery and narration (15 points): ___/15	- Impact (10 points): ___/10 - Professionalism (10 points): ___/10

Topics of the first round:

Mental health: Is it healthy for individuals to express their emotions openly, or should they keep their feelings private?

Technology on education: In what ways has technology transformed the educational landscape, and what are the implications for teaching and learning?

School: To what extent do extracurricular activities contribute to students' social and personal growth, as well as their overall development?

Criteria:

1, Content (50 points):

Organization (15 points): The video should have a clear beginning, middle, and end that features an introduction, methods, results, and conclusion and is easy to follow. (i.e. clear introduction, logical development, and effective conclusion).___/15

Use of Evidence (15 points): The quality and relevance of evidence used to support arguments. ___/15

Understanding of topic, Grammar, and Vocabulary: (10 points): How well the contestant grasps the key concepts, issues, and nuances related to the assigned topic. English is grammatically correct. Scientific terms or acronyms are clearly defined or replaced with more familiar terms. __/10

Message (10 points): How well the intended message is effectively conveyed. ___/10

2, Presentation (30 points):

Technical ability (15 points):

a. Technical production and editing: The storyline is effectively expressed through video footage, sound, and special effects and is overall appealing. Scenes flow smoothly from one to the other without empty space. __/ 5

b. Audio and Sound: Video footage and effects are improved through consistently high-quality sound and audio, and together complement the storyline. __/ 5

c. Visuals and graphics: Graphics, animation, and other visuals are effectively used to express the purpose and findings of the study and complement the audio.__/ 5

Delivery and narration (15 points): Narration is clear, relaxed, comprehensible, has a good pace, and is consistent in style throughout. The speech is expressive and has a pace that encourages listening. ___/5

3, Impression (20 points):

Impact (10 points): The lasting impression the video leaves on the audience. ___/10

Professionalism (10 points): The demeanor and conduct of the contestant throughout the presentation (i.e. adherence to rules). ___/10

Total Points: ___/100

Comments (Optional):

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The scoring sheet for the second round - Eloquence is below, including the scoring criteria.

2ND ROUND SCORING SHEET

JUDGE'S NAME: _____

PARTICIPANT'S NAME: _____

Content (50 points)	Delivery and Style (20 points)	Overall Impression (20 points)	Q&A (10 points)
- Organization (25 points): - Use of Evidence (20 points): - Understanding of Topic (5 points):	- Presentation: (5 points) - Fluency: (5 points) - Creativity & Personal Voice: (10 points)	- Visual presentation (10 points): - Professionalism (5 points): - Impact (5 points):	- Judges: (5 points) - Other contestants: (5 points)

Topics of the second round:

Body Image and Media Influence: How does media portrayal of beauty standards affect the body image and self-esteem of Vietnam's high school students, and what can be done to promote healthier perceptions of beauty and self-worth?

Population: With Vietnam's rapidly aging population and limited access to quality elderly care services, what strategies can be devised to ensure comprehensive care for the elderly?

Climate change: In light of the increasing vulnerability of Vietnam's coastal regions to climate change impacts like sea-level rise and extreme weather events, what measures should the government and local communities take to bolster coastal resilience and protect livelihoods?

Criteria:

1, Content (50 points):

Organization (25 points): How clearly the main points are presented and supported (i.e. clear introduction, logical development, and effective conclusion). ___/25

Use of Evidence (20 points): The quality and relevance of evidence used to support arguments. ___/20

Understanding of Topic (5 points): How well the contestant grasps the key concepts, issues, and nuances related to the assigned topic. ___/5

2, Delivery and Style (20 points):

Presentation: The speaker uses appropriate tone, volume, and gestures to convey his/her messages effectively. __/5

Fluency: The speaker speaks fluently, with no or negligible filler words, hesitations, or distractions that cause fluency problems. ___/5

Creativity & Personal Voice: The speaker uses appropriate rhetorical devices, such as humour, analogy, repetition, etc. to enhance their arguments and appeal to the audience's emotions and values. ___/10

3, Overall Impression (20 points):

Visual presentation (10 points):

Sequencing of information: Present key information. Information should be organized clearly and logically. __/ 2,5

Organization: Use an adequate volume of text/slides. All parts of the presentation should be completed fully and support the theme/content of the presentation. __/ 2,5

Use of graphics: The presentation demonstrates scientific and appropriate use of graphics (i.e.: appropriate use of color, or fonts and font sizes are easy to follow). __/ 2,5

Originality: Contents and ideas are presented in a unique and interesting way. __/ 2,5

Professionalism (5 points): The demeanor and conduct of the contestant throughout the presentation (i.e. adherence to rules). ___/5

Impact (5 points): The lasting impression the speech/debate leaves on the audience. ___/5

4, Q&A (10 points):

Q&A (10 points): How well the speaker can respond to questions by the judges and other contestants.

Using similar criteria as part 1 and 2 ___/10

Points from the judges ___/5

Points from other contestants ___/5

Total Points: ___/100

Comments (Optional):

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The scoring sheet for the third round - Debate is below, including the scoring criteria.

3RD ROUND SCORING SHEET

JUDGE'S NAME: _____

PARTICIPANT'S NAME: _____

Content *(50 points)*	*Delivery and Style* *(20 points)*	**Rebuttal/Refutation (20 points)**	**Overall Impression (10 points)**
- Organization (25 pts): - Use of Evidence (20 pts): - Understanding of Topic (5 points):	- Presentation (5 points): - Fluency (5 points): - Creativity & Personal Voice (10 points):	- Clarity of Rebuttal (10 points): - Effectiveness of Counterarguments (10 points):	- Professionalism (5 points): - Impact (5 points):

Topic of the final round: Does an individual shine the brightest when they live true to themselves or when they live up to social expectations?

Criteria:

1. Content (50 points):

Organization (25 points): How clearly the main points are presented and supported (i.e. clear introduction, logical development, and effective conclusion). ___/25

Use of Evidence (20 points): The quality and relevance of evidence used to support arguments. ___/20

Understanding of Topic (5 points): How well the contestant grasps the key concepts, issues, and nuances related to the assigned topic. ___/5

2. Delivery and Style (20 points):

Presentation (5 points): The speaker uses appropriate tone, volume, and gestures to convey his/her messages effectively. __/5

Fluency (5 points): The speaker speaks fluently, with no or negligible filler words, hesitations, or distractions that cause fluency problems. ___/5

Creativity & Personal Voice (10 points): The speaker uses appropriate rhetorical devices, such as humour, analogy, repetition, etc. to enhance their arguments and appeal to the audience's emotions and values. ___/10

3, Rebuttal/Refutation (20 points):

Clarity of Rebuttal (10 points): The clarity and coherence of the counterarguments presented in response to the opponent's points. ___/10

Effectiveness of Counterarguments (10 points): The persuasiveness and strength of the counterarguments presented (i.e. logical reasoning and evidence where applicable). ___/10

4, Overall Impression (10 points):

Professionalism (5 points): The demeanor and conduct of the contestant throughout the presentation (i.e. adherence to rules). ___/5

Impact (5 points): The lasting impression the speech/debate leaves on the audience. ___/5

Total Points: ___/100

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4.3. OPEN MIC contest– Lumos and its judges.

The jury is a crucial component of any speaking competition. They are chosen with great care, taking into account both their professional background and real-world rhetorical experience. This helps to highlight the genuine importance of the arts of argument and presentation by ensuring that each portion is evaluated equally and appropriately.

The jury typically includes people with many years of experience working and studying rhetoric; these people could be respected speakers, researchers, or educators. In addition to their breadth of knowledge, they are adept at identifying and assessing the crucial components of a powerful speech, including its presentation, content, persuasiveness, and creativity.

The first judge is teacher Pham Van Nguyen a distinguished figure in local education, particularly in English language teaching. With a rich experience spanning over a decade, he has dedicated his career to not only imparting the nuances of the English language but also to nurturing the minds of young learners. His tenure of over ten years in teaching English has been marked by a relentless pursuit of excellence, a testament to his passion for the language and his commitment to his students' success. In addition to his extensive experience in teaching English, Mr. Nguyen has played a pivotal role in shaping the futures of national-level excellent students at a gifted high school for more than five years. This role underscores his exceptional ability to recognize and cultivate talent, preparing his students not just for academic success but for global challenges. His work with gifted students highlights his adaptability and skill in creating a stimulating learning environment that pushes the boundaries of conventional teaching methods. Mr. Nguyen's teaching philosophy is rooted in enthusiasm and hard work. He believes in inspiring his students to achieve their highest potential, fostering a love for learning that extends beyond the classroom. His approach is characterized by a dynamic and interactive style, making learning accessible and engaging. As a teacher, Pham Van Nguyen embodies the qualities of a mentor and guide, demonstrating an unwavering dedication to his profession and to the intellectual and personal growth of his students. His contribution to the field of education, especially in teaching English to both mainstream and gifted students, is truly commendable.

Le Quynh Mai, a remarkable student from English class - 12C6, has distinguished herself through a series of impressive academic achievements that highlight her dedication,

talent, and hard work. As a member of the national excellent student team, Mai has demonstrated her academic prowess and commitment to excellence. Her achievements are a testament to her skills and determination, setting her apart as an outstanding individual in her educational journey. Moreover, Mai's participation in the Summer Hung Vuong Camp contest not only showcased her abilities but also earned her a prestigious bronze medal, adding another achievement to her learning process. This achievement, coupled with securing first place in the provincial excellent student competition, underscores her exceptional knowledge and competencies. These accolades are significant milestones that reflect Mai's relentless pursuit of academic excellence. In addition to her commendable accomplishments in various competitions, Mai has also excelled in the English language, as evidenced by her impressive IELTS score of 8.0. This score shows her proficiency in English, which is no small feat and speaks volumes about her linguistic capabilities. Furthermore, receiving a consolation prize in the gifted student contest for the Coastal region further demonstrates her versatile talents and adaptability. Le Quynh Mai's journey is a source of inspiration, showcasing what dedication and hard work can achieve.

Vu Trung Kien, a distinguished student from the English class -11B6, stands out as an exemplary figure in academic competitions, showcasing an impressive track record that speaks volumes of his dedication, intellect, and mastery of the English language. His journey through various competitions highlights his exceptional capabilities and the recognition he has garnered at different levels. Placing first in the provincial excellent student competition for grades 10 and 11 is no small feat; it underscores his profound understanding and command of English, setting a high benchmark for his peers. His achievement of winning a bronze medal in the gifted student contest for the Coastal region further cements his status as a formidable contender in English language competitions. This accolade not only showcases his exceptional skills but also her ability to excel under competitive pressure, distinguishing his among his peers across a significant geographical area. It's a testament to his hard work, preparation, and natural aptitude for the English language. Moreover, receiving a consolation prize in the national excellent student contest for the 2023–2024 school year adds another layer to his impressive portfolio. Competing on a national level and earning recognition is a clear indicator of Vu Trung Kien's capabilities and potential. It speaks to his resilience and determination to compete against the best of the best across the nation, further proving his mettle and dedication to excellence in the English language. Vu Trung Kien's achievements not only highlight his talents and

achievements but also serve as an inspiration for his peers and future competitors, demonstrating what is possible with hard work and dedication.

Tran Huong Tra exemplifies the spirit of academic excellence and active participation in co-curricular activities, making her a role model for her peers. Her journey from taking the gifted high school entrance exam to becoming a significant figure in the English contests showcases her dedication and talent in the English language. Being the valedictorian of her batch speaks volumes about her academic prowess and her role as the vice organizer of the Knowledge Warrior contest season 2 highlights her leadership qualities and her ability to inspire and manage her peers effectively. Huong Tra's involvement in competitions such as the Speak To Lead in 2022 and her commendable performance in the English Eloquence contest, focusing on pertinent issues like natural disaster prevention and climate change adaptation, underline her commitment to using her skills for raising awareness on critical global issues. Winning the bronze medal at the Hung Vuong Summer Camp in 2023 further demonstrates her competitive spirit and her ability to excel in diverse environments. Her selection as a member of the National Excellent Student English team is a testament to her exceptional proficiency in English, marking her as a distinguished student who has consistently proven her mettle in national and local arenas. Her multifaceted achievements not only contribute to her personal growth but also set a high standard of excellence and inspiration for her peers. Tran Huong Tra's journey is a beacon of inspiration, showcasing the impact of hard work, passion, and the pursuit of dreams.

The support from the English teacher foreign language department apart from the primary judges of the contest, not only enriches the competition but also fosters a nurturing environment that encourages students to thrive. The judges' responsibilities extend beyond evaluating and scoring. They are also in charge of giving candidates comments and feedback so candidates can improve their abilities and learn from experiences. Candidates benefit from the advice of seasoned experienced people, which advances their abilities and advances the rhetoric community as a whole. Thus, a crucial element in guaranteeing impartiality and correctness in the assessment procedure and raising the caliber of the competition is the jury's meticulous selection and specialization.

Picture 16: The principal jury members for the OPEN MIC competition.

4.4. OPEN MIC contest– Lumos and its results.

Open Mic Season 1 (SS1) has ended, but it also marks a major turning point that sets the stage for many seasons. Setting a high standard, our first season has brought together a vibrant community of English lovers passionate about expression and innovation. The contacts formed, the experiences gained, and the lessons acquired during this season are priceless and provide a solid base for the seasons to come. It is evident that the conclusion of Open Mic Season 1 serves as a significant stepping stone for the upcoming competition as we look to the future. It has given participants a special stage to display their abilities and encouraged a sense of friendly rivalry and unity among competitors. This has improved the contest's caliber and increased anticipation and enthusiasm for what's to come. The feedback and insights gathered from this season will play a role in advancing participant engagement, fine-tuning the structure, and guaranteeing a more meaningful and rewarding experience in the following seasons.

Furthermore, Open Mic SS1's impact goes beyond the actual competition. It has enhanced the larger cultural scene by encouraging audience members and participants to recognize and interact with the eloquence on a deeper level. An atmosphere of hope and excitement permeates our thoughts as we look forward to the upcoming seasons. Open Mic SS1 set the groundwork for the competition's future evolution, showcasing fresh talent and enhancing the understanding and abilities of academically brilliant pupils. This season's conclusion is only the start of an exciting adventure that will undoubtedly feature many more exceptional participants and memorable eloquence and debate shows on stage.

The season has been remarkable, showcasing an array of outcomes across various fields that have captured public attention. With so many outstanding videos displayed by the competing candidates, the first round of the Open Mic competition created a lasting impression. In the upcoming season, these videos will serve as a useful reference for the following candidates and a teaching tool for teachers to utilize when teaching speaking lessons to their students. This video allows students to learn and build on their strengths and overcome the weaknesses of the previous person. The video QR code for the competitors' presentation involved in round one is shown below:

 SCAN FOR VIDEO

The atmosphere in the room was charged with anticipation and excitement as the eloquence and debate round commenced. These round, crucial phase in the competition, was reserved for those bright candidates who had demonstrated exceptional prowess in the earlier stages, securing outstanding scores that set them apart. It's a testament to their expression, not just to the art of public speaking, but to the meticulous research and critical thinking that underpin persuasive oratory. This stage of the competition is particularly intense, challenging contestants to not only articulate their ideas with clarity and conviction but also to respond to the unpredictable dynamics of debate with agility and insight.

Gifted students took to the podium with a blend of nerves and confidence, each one eager to showcase the depth of their understanding and the breadth of their rhetorical skills. The round provided an excellent platform for these young orators to express themselves, drawing upon a rich reservoir of learned knowledge. They were tasked with defending their points of view on complex issues, requiring a delicate balance of logic, emotion, and ethical

considerations. The ability to construct a compelling argument, to anticipate and counter the opposition's points, and to engage the audience, was crucial. Their performances were not just a display of intellectual prowess but a demonstration of how effectively they could apply what they had learned in real-world scenarios.

The enthusiasm with which each candidate participated added to the vibrant atmosphere of the competition. As they navigated the challenges of the debate, articulating their thoughts and rebutting counterarguments, it was clear that this was more than just a contest; it was an opportunity for growth. Through the exchange of ideas and the rigor of competition, these students honed their skills in research, critical thinking, and public speaking. The eloquence and debate round, therefore, stood as a pivotal moment in their development as articulate, informed, and persuasive individuals, capable of contributing thoughtfully to discussions on a wide range of topics.

Picture 17: Gifted students in the Eloquent round.

Picture 18: Gifted students in the Debate round.

Picture 19: The judges in two rounds.

The winner of this competition is Luu Thao My, an excellent figure on the podium. Acquiring accolades such as trophies, cash prizes, and certificates not only validates Thao My's hard work, enthusiasm, and skill, but it also serves as a powerful motivational tool, inspiring Thao My to keep going after her goal. This honor is the product of Thao My's efforts and the encouragement and faith of her family, friends, and teachers who have always supported and mentored her. Although Thao My faced numerous obstacles on her path to recognition she conquered them all with tenacity, resolve, and the capacity to adjust in a cutthroat setting to accomplish her objectives and accomplishment. As a result, Thao My gained not only the community's appreciation for her skill but also served as an inspiration to many other young people at the school where she is enrolled. This award is a solid stepping stone for Thao My to continue pursuing her passion, opening up many new opportunities and affirming her position in the field that Thao My has chosen.

Picture 20: The winner and other participants in the OPEN MIC contest

Picture 21: Participants in the OPEN MIC contest

The Open Mic SS1- LUMOS competition was held as an anticipated event for gifted high school students, where they have the opportunity to express themselves and develop their skills. This event is the cooperation between the English club, teachers in the foreign language group, and the school union, creating a useful and meaningful playground. The competition is not only a place for students to show off their talent and confidence but also an opportunity to interact and learn from friends and people around them.

One of the important goals of this contest is to help students practice and develop their rhetoric skills. In a healthy and positive competitive environment, students will challenge themselves, improving their ability to express ideas clearly, coherently, and convincingly. This is an important skill not only in school but also in later life, helping you be more confident in communication and presentation.

OPEN MIC SS1 - LUMOS is not only a speech contest, but also an opportunity for each student to discover and develop themselves. Thereby, they can learn more deeply about social, cultural, and educational issues through the topics discussed in the competition. This is also an important stepping stone, preparing students to participate in larger rhetoric exams, and opening up many opportunities in the future. The OPEN MIC SS1 - LUMOS contest promises to bring valuable experiences, contributing to perfecting skills and knowledge for specialized high school students.

CHAPTER 3: CONCLUSION

The key point of research on enhancing eloquence in speaking among gifted students is presented in all chapters, encapsulating significant findings and practical methodologies. This study, undertaken in a gifted school located in a northern mountainous province, aimed firstly to delineate the concept of eloquence and explore the specific skills required to foster this attribute in talented learners. A secondary objective was to outline actionable strategies that the researcher employed to nurture these eloquent speaking skills effectively. Through a comprehensive analysis, the study sheds light on the intricate process of developing eloquence in speaking, emphasizing its pivotal role in the educational advancement of gifted students.

In response to the findings, the researcher puts forth several insightful recommendations aimed at refining eloquent skills instruction and enhancing the learning experience within the educational institution where the study was conducted. These recommendations include encouraging students to embrace active learning to cultivate efficient eloquent speaking skills, implementing personalized eloquent skills orientation for each student, and integrating eloquent skills training into the existing curriculum for language teaching. These strategies are designed to not only bolster the eloquent speaking capabilities of gifted students but also to foster an environment that values and prioritizes eloquence in communication.

The study concludes with the hope that its contributions will significantly impact the field of education for gifted learners, particularly in the realm of eloquent speaking. It aspires to serve as a valuable resource for English teachers, guiding them in emphasizing the importance of eloquence in speaking contests to their students. Furthermore, the researcher envisions this work as a foundational reference for future scholars in the domain, aiming to inspire ongoing research and innovation in developing eloquence among gifted students. Ultimately, this research underscores the critical need for targeted educational strategies that nurture the verbal expression capabilities of gifted individuals, thereby enhancing their overall communicative competence and academic success.

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