How to develop eloquence in speaking for gifted students:

Teaching chunking skill to develop eloquence in speaking for gifted students

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Introduction

For gifted students aiming to develop eloquence in speaking, learning linguistic chunks—fixed, memorized sequences of words or phrases—offers a strategic advantage because chunks offer an efficient tool to enhance their verbal fluency and expressive capabilities. Speaking in chunks, students can streamline their speech production with complex language structures and idiomatic expressions more easily. This approach not only accelerates their ability to communicate effectively but also cultivates a natural, native-like flow in their speech, contributing to overall linguistic sophistication and communicative competency. Thus, incorporating chunks into their language development fosters a pathway towards eloquence by optimizing their linguistic resources and enhancing their communicative agility.

This article explores the concept of eloquence, its components, and its impact on English speaking skills, drawing from various academic sources and theories. Afterwards, the approaches to teaching chunks in speaking will be introduced.

I. Eloquence in English Speaking Skills

Eloquence in English speaking skill is a significant area of study in applied linguistics, communication, and education, which encompasses the ability to express oneself clearly, persuasively, and effectively in spoken English.

Definition of eloquence

Eloquence is often associated with the art of persuasive and effective communication. According to the Oxford Advanced Learner's Dictionary, eloquence is the ability to use language and express your opinions well, especially when you are speaking in public. Aristotle's Rhetoric provides a classical perspective, where eloquence is divided into ethos (credibility), pathos (emotional appeal), and logos (logical argument) (Aristotle, 2007). In modern contexts, eloquence is seen as a blend of fluency, coherence, and rhetorical skills (Booth, 1988).

Components of eloquence

a. Fluency and Pronunciation

Fluency is a fundamental aspect of eloquence. According to Skehan (1998), fluency refers to the ability to produce spoken language smoothly and without hesitation. Pronunciation plays a critical role in fluency. Munro and Derwing (1995) emphasize that accurate pronunciation contributes to comprehensibility and, consequently, to perceived eloquence. Effective speakers must also manage their pace, intonation, and stress to maintain listener engagement (Brown, 2007).

b. Coherence and Organization

Eloquence requires the ability to organize ideas logically and coherently. According to Swales and Feak (2004), coherence involves structuring discourse in a way that makes it easy for listeners to follow the speaker's argument or narrative. This includes using appropriate discourse markers, organizing information logically, and providing clear transitions between ideas.

c. Rhetorical Strategies

Rhetorical strategies are essential for eloquence. Aristotle's concept of rhetoric includes ethos, pathos, and logos (Aristotle, 2007). Modern scholars, such as Perelman and Olbrechts-Tyteca (1969), expand on these ideas, highlighting the importance of argumentation techniques, emotional appeals, and credibility in persuasive speaking.

d. Non-Verbal Communication

Non-verbal communication also contributes to eloquence. Mehrabian's (1971) work indicates that non-verbal cues, such as gestures, facial expressions, and eye contact, can significantly affect how a message is received. Effective speakers use non-verbal communication to reinforce their verbal messages and enhance their overall eloquence.

The Importance of Eloquence in English speaking Skills

a. Academic Success

Eloquence is an essential proxy in most advanced examinations for gifted students, often accounting for around 25% of the score in the marking criteria. It is also linked to academic

performance. According to Hinkel (2004), eloquent speakers often achieve better outcomes in presentations and oral examinations due to their ability to communicate ideas clearly and persuasively. This is supported by research showing that students with high speaking proficiency perform better in academic settings (Kieffer & Lesaux, 2007).

b. Professional Advancement

Eloquence is a key factor in professional success. In the workplace, effective communication is crucial for career advancement (Miller, 2001). Eloquence facilitates leadership, negotiations, and presentations, which are essential skills for professional development (McCroskey, 2006).

c. Social Influence and Persuasion

Eloquence enhances a speaker's ability to influence others. Cialdini (2007) explores how persuasive communication can shape opinions and behaviors, demonstrating that eloquent speakers are more successful in influencing and persuading their audience.

Teaching Eloquence in English Speaking Skills

a. Instructional Approaches

Various methods are employed to teach eloquence. For instance, communicative language teaching emphasizes interactive speaking activities to build fluency and coherence (Littlewood, 1981). Task-based language teaching also focuses on real-world tasks to develop speaking skills (Ellis, 2003).

b. Technology and Media

Technology and media are increasingly used to enhance eloquence. Tools such as speech analysis software and language learning apps provide learners with feedback on their pronunciation and fluency (Godwin-Jones, 2014). Additionally, exposure to media examples of effective speaking can serve as models for learners (Bowers, 2013).

Challenges in teaching eloquence in speaking English

a. Assessing eloquence in speaking

Assessing eloquence poses numerous challenges. Traditional assessment methods may not fully capture the nuances of eloquence, such as the impact of non-verbal communication (Goh, 2008).

b. Insufficiency in materials to teach eloquence

There is also a lack of detailed instructions and practicing exercises which aid teachers in teaching and evaluating students' eloquence in speaking. The most relevant materials are related to public speaking and presentation skills, which may be exceedingly advanced and complicated to high school students.

Conclusion

Eloquence in English speaking skills is a multifaceted concept involving fluency, coherence, rhetorical strategies, and non-verbal communication. It plays a crucial role in academic success, professional advancement, and social influence. While various methods and technologies are available for teaching eloquence, challenges remain in assessing it and compiling materials to teach it . Future research could expand on these areas to enhance our understanding and teaching of eloquence in English speaking.

II. Definition of chunking

There is a multiplicity of definitions for chunking with Wray (2002) delineating over 50 terms. In general, an umbrella term for chunking is formulaic language, embracing different types of multi-word units (MWUs), or what most non-academic texts for teachers refer to simply as (lexical) chunks. These, in turn, can be categorized into some common lexical items, namely collocations, lexical phrases, phrasal verbs, functional expressions and idioms. The criteria for the items are:

- consist of more than one word
- conventionalized
- show varying degrees of fixedness
- show varying degrees of idiomaticity
- learned and processed as single items

Word combinations can be conventionalized when they occur together more frequently than expected by chance. Corpus linguistics has significantly improved our understanding of which combinations of words are notably frequent. In terms of their psycholinguistic status—how they are stored and accessed mentally—there is increasing evidence from studies like Ellis et al. (2008) using eye-tracking and read-aloud methods that chunks are processed holistically rather than as individual words. This holistic processing is attributed to frequency effects: the more often a sequence of morphemes or words is encountered, the more likely it is stored and retrieved as a single unit (Siyanova-Chanturia & Martinez, 2014).

However, it would be imprudent to assume that recurring sequences identified in corpora necessarily reflect how these sequences are mentally organized. Schmitt et al. (2004: 147), using dictation and delayed recall tasks, found that both native and non-native speakers did not consistently retrieve chunks as whole units, leading them to caution against assuming that corpus frequency alone indicates mental storage as formulaic sequences.

Nevertheless, regardless of how chunks are defined, their prevalence is significant: it is widely estimated that nearly 60% of spoken language (slightly less in written form) consists of formulaic expressions to some extent. Several studies have attempted to quantify the frequency of chunks compared to single words and have shown that many chunks are as frequent as, or even more frequent than, the most common individual words.

Other researchers have examined not only the frequency but also the distribution of lexical chunks in different registers of both spoken and written texts. For example, Biber et al. (2004) conclude that these patterns of use are not random but rather serve as the foundational elements of discourse, often associated with specific textual functions such as conveying the speaker's or writer's stance or highlighting new information. Thus, lexical chunks are important indicators of a text's register and also reflect the speaker's or writer's mastery of that register.

III. The role of chunking in eloquence

Fluency

According to Pawley & Syder (1983:214), memorized sentence stems and other fixed strings are the primary components of fluent, connected speech. In simpler terms, having a stored repertoire of "chunks" allows for faster processing, aiding both speaking and comprehension, as it is easier to retrieve from long-term memory than to compute (Ellis et al., 2008: 376). Another scholar succinctly summarized this by stating that speakers rely on memory as much as they do on constructing language (Bolinger, 1976: 2). Subsequent research supports these observations. For instance, Towell et al. (1996) observed the spoken fluency of advanced French speakers before and after an extended stay in France, finding that those who were more fluent spoke faster and with fewer pauses, attributed to their effective use of chunks. Boers et al. (2006) conducted a study where two groups of learners received identical instruction, with one group additionally exposed to lexical-phrase oriented pedagogy. When assessed on a speaking task, the experimental group generally demonstrated greater fluency, with their fluency levels correlating with their use of chunks. The researchers also noted that the confident use of chunks contributed significantly to the perception of fluency (Boers & Lindstromberg, 2009: 36).

Idiomaticity

Having a repository of formulaic language addresses another challenge of achieving native-like proficiency, as discussed by Pawley and Syder (1983): that of idiomatic selection or idiomaticity, which refers to a language user's ability to distinguish between normal or unmarked usages and those that are unnatural or highly marked (Pawley & Syder, 1983: 194). In addition, Wray (2000) distinguishes between chunks that facilitate fluent production (speaker-oriented) and those that serve social and interactional purposes or express group identity (hearer-oriented). For language learners aiming for native-like fluency, understanding how things are typically expressed in the target language is advantageous. According to Boers and Lindstromberg (2009: 37), "The use of chunks can enhance students' perceived idiomatic language proficiency, displaying a relatively

impressive lexical richness and syntactic complexity." Phrasal verbs, often emphasized in many English Language Teaching (ELT) courses, are regarded as significant indicators of idiomaticity. Evidence suggests that memorized chunks indeed contribute to idiomatic proficiency; for instance, a study by Ding (2007) involving three exceptional Chinese learners of English revealed that their ability to extract idiomatic phrases stemmed from extensive memorization of texts during their schooling.

IV. Selections of chunks in developing eloquence

Course books have increasingly focused on incorporating formulaic language. However, Hunston (2002) notes that phrases are often considered peripheral to the main descriptive frameworks of English, which emphasize grammar and vocabulary. Similarly, Granger & Meunier (2008) argue that vocabulary teaching remains predominantly word-based. When chunks like collocations are included in course materials, their selection appears subjective, relying heavily on the writers' discretion and intuition (Koprowski, 2005). To address these concerns, several researchers have proposed specific criteria for choosing lexical chunks to be integrated into language teaching curricula. The selection of lexical chunks for language teaching is guided by several principles:

Utility

Initially, influenced by functional-notional syllabuses of the 1970s, there was a focus on including formulaic expressions tied to different speech acts like asking for directions or making requests (Nattinger, 1980). Although functional language is no longer the primary organizing feature in mainstream courses, modern course designers use tools like language phrase bank to identify frequent expressions for teaching purposes.

Frequency

Willis (2003: 166) suggests that many phrases are derived from patterns that use the most frequently occurring words in the language. Willis continues by advocating that learners should early on be exposed to recognizing the general usage of words like "about" and "for," which lays the groundwork for understanding and internalizing language patterns

later on. Therefore, one approach to structuring a syllabus of phrases could be to link it closely with the most commonly used words. This principle was foundational in one of the earliest course books to adopt a lexical syllabus informed by corpus data, The Collins COBUILD English Course (Willis & Willis, 1988). This approach persists in modern course materials that focus on "key words" such as "take," "get," or "way," and analyze their typical collocations.

Fixedness and idiomaticity

Boers & Lindstromberg (2009: 14) highlight that relying solely on frequency as a criterion for selecting lexical chunks poses challenges. They explain that beyond a small group of highly frequent chunks, the frequency distribution quickly becomes less clear, presenting learners, teachers, and course book authors with numerous chunks of medium frequency. To navigate this complexity, they propose considering criteria such as fixedness and idiomaticity. They argue that chunks which are relatively fixed in their form, like "first and foremost" or "by leaps and bounds," are easier to use fluently once learned, thereby enhancing productive fluency. Conversely, idiomatic expressions that are semantically opaque, such as "every so often" and "by and large," can pose comprehension difficulties and should thus be prioritized over more transparent chunks.

Similarly, Martinez (2013) advocates for a selection approach that goes beyond frequency to include transparency. For instance, expressions like "take time," though frequent and transparent, may not require extensive teaching attention. On the other hand, expressions like "take place" (meaning 'occur'), while frequent, are less transparent and likely to hinder comprehension and usage, warranting instructional focus.

Teachability

Boers and Lindstromberg (2009) argue that while "teachability" can be a challenging criterion to define precisely, idiomatic expressions can become more memorable and easier to teach once their mnemonic potential is unlocked through teacher elaboration. For example, learners are more likely to remember idiomatic expressions like "jump the gun,"

"neck and neck," or "on the ball" when they understand the sporting references embedded within them. Similarly, highlighting the phonological repetition in expressions such as "make-or-break," "short and sweet," "fair and square," and "time will tell" can enhance their memorability. Boers and Lindstromberg emphasize that although these chunks have significant mnemonic potential, learners often need guidance or prompting to fully unlock it.

Therefore, it is prudent to select chunks that are not only relatively frequent but also teachable, meaning their mnemonic potential can be effectively realized with instructional support. Other suggested criteria for selecting lexical chunks include "prototypicality" (Lewis, 1997) and "generalisability." The rationale behind these criteria is that memorized chunks serve as foundational material for developing second language grammar, making it beneficial to teach chunks that exemplify typical patterns of the target language.

Conversely, there is an argument against teaching idiomatic expressions that are considered "non-canonical," meaning they do not reflect current usage, such as "come what may," "long time no see," or "once upon a time" (Nattinger & DeCarrico, 1992: 117). This perspective suggests focusing on teaching lexical phrases that contain several flexible slots rather than those that are relatively fixed in structure.

In conclusion, the effective selection and sequencing of lexical chunks require careful consideration of these criteria.

V. Pedagogical approaches to teach chunks

The Phrasebook Approach

Phrasebooks for travelers have long recognized the value of memorizing fixed phrases tailored to specific situations, whether with or without blanks to fill. A similar approach in language learning assumes that chunks must be easily and accurately retrievable from long-term memory to facilitate fluent speech. Therefore, deliberate memorization, akin to vocabulary learning for production, is crucial. Nattinger also suggested that techniques like pattern practice drills, once associated with audiolingualism, could rehabilitate lexical

phrases into memory and demonstrate their potential for variation. For instance, basic phrases could be fluently practiced first, followed by controlled substitution drills to show learners that these chunks are adaptable patterns rather than rigid routines (Nattinger & DeCarrico, 1992: 116–17). More modern techniques like 'shadowing,' where learners listen to authentic speech while silently repeating it, are also beneficial for learners.

The Awareness-Raising Approach:

In developing the Lexical Approach, Lewis diverged from prevailing teaching methodologies like PPP (present-practice-produce) in favor of OHE (observe-hypothesize-experiment), an inductive approach aimed at raising learners' awareness. This method relies on learners noticing common word sequences in input to enhance their grasp of chunks. Lewis terms this process 'pedagogical chunking' (1997: 54). Practical applications include extensive reading and listening tasks using authentic materials, chunking texts to identify common sequences confirmed by collocation dictionaries or online corpora (e.g., COCA: Davies, 2008), listening to authentic speech to identify likely chunks, maintaining records, frequent reviews, and reusing chunks in learners' own texts.

The Analytic Approach

Boers and Lindstromberg, in agreement with Lewis, advocate for classroom time dedicated to heightening awareness of chunks. However, they doubt learners' ability to independently identify chunks. Their research supports directing learners' attention to the compositional features of chunks, such as metaphorical origins or phonological repetitions, to enhance their memorability. Their analytic approach involves teaching chunks directly rather than relying solely on learners' incidental uptake through awareness-raising. They emphasize selecting chunks based not only on frequency but also on evidence of collocational strength and teachability. Activities include targeted teaching of metaphorically derived chunks (e.g., nautical terms like 'give someone a wide berth'), recognizing patterns of sound repetition (e.g., 'short and sweet'), employing mnemonic techniques, and regular recycling and review.

The Communicative Approach

Rooted in communicative language teaching, Gatbonton & Segalowitz propose an approach to promote fluency and accuracy while integrating formulaic expressions into communicative tasks. This method involves initially presenting and practicing short chunks of functional language, followed by interactive tasks requiring repeated use of these chunks to achieve communicative goals. Activities like 'Find someone who…' surveys, where learners use lexical phrases with open slots, exemplify this approach. Gatbonton & Segalowitz underscore the importance of automating essential speech segments within genuine communicative contexts to enhance language proficiency. Similarly, Wray & Fitzpatrick explore a scenario-based approach where learners anticipate and script conversations, incorporating formulaic language in collaboration with native speakers.

In summary, each approach—phrasebook, awareness-raising, analytic, and communicative—offers distinct methods for teaching and integrating lexical chunks into language learning, with a view to enhancing learners' fluency, accuracy, and comprehension.

VI. Application of chunks in developing speaking skill for gifted students

Teachers can deliver or ask students to build a phrase banks and template which encompass the functional phrases that serve as cohesive devices in speaking. These phrases will be the cues for students to develop and expand their ideas and help students make agile transitions between sentences. Teachers can use the abovementioned approaches to teach these chunks in speaking lessons for gifted students. These are the most useful phrases and template, categorized by functions, which can be taught and put into practice:

(1) Being cautious

Speakers should steer clear of claiming absolute certainty when there may be some uncertainty and to avoid making broad generalizations that might have exceptions. This approach often leads to the epistemological strength of statements or claims being

moderated. In linguistics, such techniques for reducing the assertiveness of a claim are referred to as hedging devices.

- **Devices that distance the author from a proposition**

It is thought that …

It is believed that …

It has been reported that …

It is a widely held view that …

It has commonly been assumed that …

According to recent reports, …

According to many in the field …

Many scholars hold the view that …

Recent research has suggested that …

There is some evidence to suggest that …

I know some/they will argue that….

Some believe/feel that…

Although some think…

It is said that…

I admit/agree/accept/realize that…

While it may be true that…

Many people assume

I accept the fact that…

Admittedly…

Even though…/Despite

Proponents/ Opponents of this statement may argue that

- **Being cautious when giving explanations**

This…..may be/could be/might be/is almost certainly   due to ….

It may be/It is likely/It could be/It is possible/It is probable/It is almost certain   the ….is a result of …..

A likely explanation/A probable explanation/A possible explanation   is that…are a result of

- **Being cautious when explaining results**

This problem may be due to …

This discrepancy could be attributed to …

A possible explanation for this might be that …

It seems possible that these results are due to …

The observed increase in X could be attributed to …

There are several possible explanations for this result.

There are two likely causes for this issue …

A possible explanation for these results may be the lack of adequate …

- Devices for avoiding over-generalisation

often/generally/frequently/sometimes/most

almost all/some types of/many types of/the majority of/certain types of

(2) Giving examples

Speakers may give specific examples as evidence to support their general claims or arguments. Examples can also be used to help the reader or listener understand unfamiliar or difficult concepts, and they tend to be easier to remember. Finally, students may be required to give examples to demonstrate that they have understood a complex problem or concept. It is important to note that when statements are supported with examples, the explicit language signalling this may not always be used.

- Examples as the main information in a sentence

A well-known example of this is …

Another example of what is meant by X is …

This is exemplified in the work undertaken by …

This distinction is further exemplified in …

An example of this is the study carried out by …. in which …

The effectiveness of this solution has been exemplified in …

A classic/A useful/A notable/A prominent/An important   example of X is …..

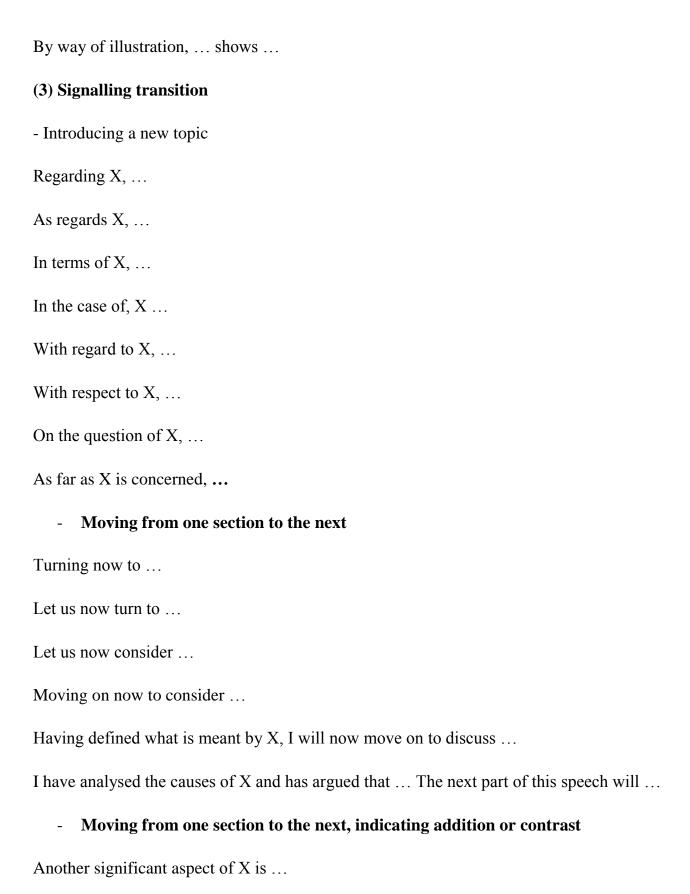This is evident in the case of …

This is certainly true in the case of …

The evidence of X can be clearly seen in the case of …

This can be seen in the case of …. which …

X is a good illustration of …

X illustrates this point clearly.

This can be illustrated briefly by …

By way of illustration, … shows …

(3) Signalling transition

- Introducing a new topic

Regarding X, …

As regards X, …

In terms of X, …

In the case of, X …

With regard to X, …

With respect to X, …

On the question of X, …

As far as X is concerned, **…**

- **Moving from one section to the next**

Turning now to …

Let us now turn to …

Let us now consider …

Moving on now to consider …

Having defined what is meant by X, I will now move on to discuss …

I have analysed the causes of X and has argued that … The next part of this speech will …

- **Moving from one section to the next, indicating addition or contrast**

Another significant aspect of X is …

In addition, it is important to ask …

Despite this, little progress has been made in the …

However, this trend also has a number of serious drawbacks.

- Transitions for Rebuttals

On the other hand…

Besides the fact that…

Instead of …

It can be argued that…

I still maintain that…

The real point to consider is…

I want to suggest…

The problem with that ….

Templates for common question types

(1) Advantages - disadvantages

1. Introduction

- General statement about the topic

- Thesis statement

While there are a few benefits of something, the drawbacks are greater/ more significant.

Although there are some downsides to something, they are outweighed by the benefits.

While something (topic) is advantageous in some aspects/ ways, the drawbacks are more significant.

2. Body

Template 1

Body 1: There are some advantages to (the topic)

Body 2: However, the disadvantages are serious, far outweighing the advantages.

Template 2

Body 1: On the one hand, there are some reasons to believe (the topic) is unbeneficial.

Body 2: On the other hand, there are significant benefits to (the topic)

Template 3

Body 1: There are several drawbacks to (the topic).

Body 2: Despite the negatives mentioned above, (the topic) is a positive development for various reasons.

3. Conclusion

Although something is beneficial in a few aspects such as A, I firmly believe that the shortcomings/ drawbacks, including B, are more significant - A and B are the key ideas of the : It is recommended/ suggested/ predicted that S+V.

(2) Causes – Problems/ Solutions

1. Introduction

- General statement (Write a sentence about the background of the topic)

- Thesis statement

+ Causes - Solutions

Template 1   Some explanations for this problem will be put forward, before a few possible solutions are proposed.

Template 2   Some causes for/ of the problem/trend/ situation/ practice/ problem/ issue will be identified/ discovered/ revealed/ examined/ investigated before some viable solutions will be proposed/ suggested in the following essay.

+ Problems - Solutions

Template 1   This problem poses many threats to society and must be addressed by a number of solutions.

Template 2   This situation exerts several impacts on society and must be addressed/ controlled by some measures.

2. Body

Problems - Solutions

Body 1. Something may produce some adverse effects on something.

Something may pose some major problems to something.

Body 2. A number of solutions could be adopted/ actions could be taken to tackle something.

Causes - Solutions

Template 1

Body 1: There are two significant causes why something happens.

Body 2: Some measures could be implemented to do something.

Template 2

Body 1:There are two significant causes of something.

Body 2: Several solutions could be adopted to tackle the problem.

- Causes:

Adjectives (Causes): real, root, true, underlying, the root cause of the problem, deeper, biggest, chief, clear, fundamental, important, leading, main, major, number-one, primary, prime, principal, significant, common, likely, possible, probable

Verbs (Causes): determine, discover, find, identify, pinpoint, reveal, examine, investigate, study

- Collocation with Reasons:

Adjectives (Reasons): cogent, good, sound, strong, compelling, convincing, plausible, big, chief, key, main, major, primary, principal

Verbs (Reasons): cite, give (somebody/something), outline, provide, set out, state

3. Conclusion

Causes - Solutions: In conclusion, (the problem) can be ascribed/ attributed to a few factors, including A. To address/ tackle this problem, there are some effective measures such as B.

Problems - Solutions: In conclusion, (the topic) has exerted a number of adverse impacts on society including A. Strong measures, such as B, must be adopted to handle/ control/ ameliorate/ address this situation.

(3) Discuss both views and give your opinion

1. Introduction

- General statement: People have different views about.../Opinions differ as to why...

-Thesis statement (mention both views and your own opinion): Although there are good arguments in favour of..., I personally believe that...

2. Body

Body 1: Discuss the first view: There are several reasons why some believe that/ hold the view that S+V

The idea that S+V is attractive for several reasons.

The belief that S+V is reasonable for several reasons.

Body 2: Discuss the second view (make it clear that you agree with this view)   On   the other hand, I believe that (S+V) (e.g it is more beneficial/ advantageous for somebody to do something).

However, I am firmly convinced that S+V.

3. Conclusion (Summarise both views and your own opinion)

Template: While some hold the view that S+V, I strongly believe/ argue that S+V. It is recommended that/ suggested that/ predicted that S+V.

(4) Agree or disagree

1. Strong Opinion with 2 supporting points

1.1. Introduction

General statement (Paraphrase the question topic)

Thesis statement: I strongly/ firmly/ completely agree with this opinion/ policy/ action/ solution because ….

1.3. Body

Template 1

Body 1: The primary reason why I believe S+V is that...

Body 2: Another reason for my belief is that...

Template 2

Body 1: From the X perspective, I think that …

Body 2: From the Y perspective, I believe that …

X and Y would be adjectives. The most common perspectives (personal, economic, social, environmental)

1.4. Conclusion

Restate your opinion: I strongly agree/ disagree with this opinion -> I firmly believe/ strongly argue that.

Summarise the key points: Because hint 1 and hint 2 -> Because of -> Since/ As

2. Almost balanced opinion, but favoring one side

2.1. Introduction

-General Statement

-Paraphrase the question topic

Write a general sentence of your own words about the topic

Thesis statement: Mention two opposing ideas, the weak opinion is mentioned first, followed by the stronger one.

While I agree that S1+V1 in a few aspects, I would argue that S2+V2.

While I accept that S1+V1, I would contend that S2+V2.

2.2. Body

Template 1:

Topic sentence 1: There are a few/ several reasons why I believe that S1+V1.

Topic sentence 2: However, I am firmly convinced that S2+V2.

Template 2:

Topic sentence 1: On the one hand, there are some reasons why S1+V1.

Topic sentence 2: On the other hand, I firmly believe that S2+V2.

2.3. Conclusion

-Paraphrase the thesis statement

-Summarize the key ideas

In conclusion/ To conclude, although I agree / accept that S1 + V1 because of a few reasons such as A, I am strongly convinced that S2+V2 since/ because + clause.

It is recommended/ suggested/ predicted that S+V

<div align="center">THE END</div>

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