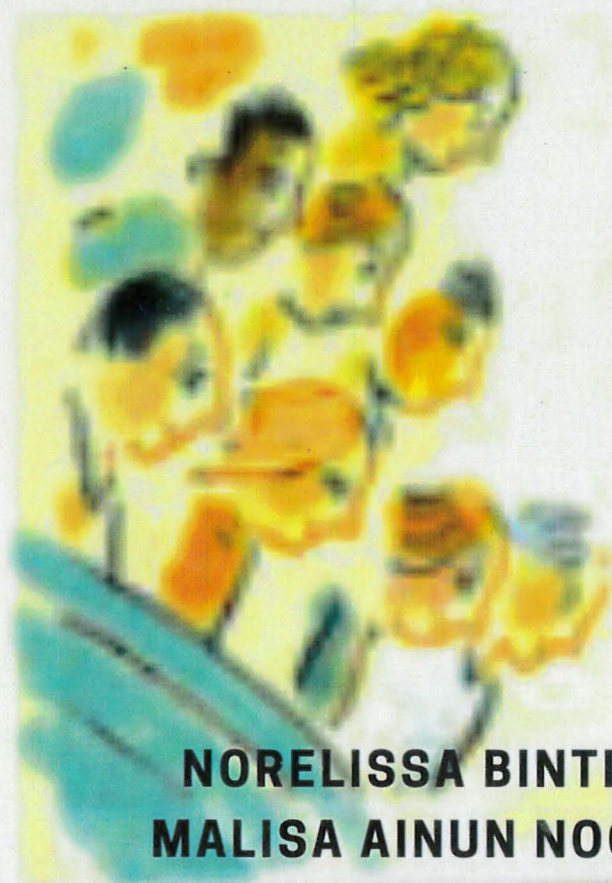


DIPLOMA IN SECRETARIAL SCIENCE

PUBLIC SPEAKING

GUIDE FOR STUDENT

Speak Up!



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Public speaking guide for student / Norelissa binti Mohd Shahir,
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PREFACE

This learning manual is compiled to help the Diploma in Secretarial Science

Politeknik Malaysia to gain better understanding of the Public Speaking

The topics presented are according to the current syllabus requirements

PUBLIC SPEAKING

This manual is also designed to ensure that the teaching and learning process

standardized and maintained. Students are advised to read each part of this manual

carefully before moving to the next topic. At the end of each chapter, review questions

given to test and evaluate each student's understanding of the particular topic.

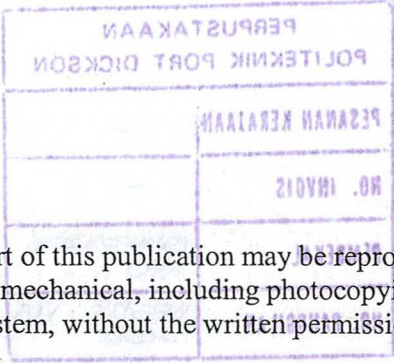
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PREFACE

This learning manual is compiled to help the Diploma in Secretarial Science students' at Politeknik Malaysia to gain better understanding of the Public Speaking (DPK30133) course. The topics presented are according to the current syllabus requirements.

This manual is also designed to ensure that the teaching and learning qualities are standardized and maintained. Students are advised to read each part of this manual very carefully before moving to the next topics. At the end of each chapter, review questions are given to test and evaluated each student's understanding of the particular topic.

It is hoped that the information provided in this manual can help the students in their continuous assessment for this course.

FEBRUARY 2021

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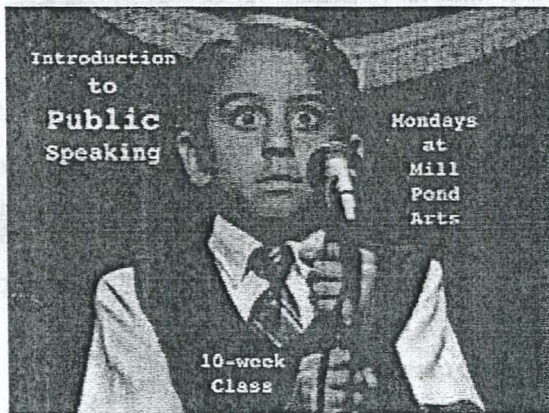
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CHAPTER 1

INTRODUCTION TO PUBLIC SPEAKING



SYNOPSIS

People used public speaking as a vital means of communication. Most people either women or men around the world share their ideas and influence through public speaking. This skill used across the board – for accountants, architects, teachers, technicians, scientists and stockbrokers.

LEARNING OUTCOMES

At the end of this chapter, you should be able to:

- Display the tradition of public speaking
- Display the speech communication process
- Display public speaking in a multicultural world
- Display the guidelines for ethical standard

THE TRADITION OF PUBLIC SPEAKING

Given the importance of public speaking, it's not surprising that it has been taught and studied around the world for thousands of years.

- The oldest known handbook on effective speech was written on papyrus in Egypt – 4500 years ago
- In classical Greece and Rome, public speaking played a central role in education and civic life.
- Aristotle's Rhetoric, composed during the third century, is still considered the most important work on its subject, and many of its principles are followed by speakers (and writer) today.
- The great Roman leader Cicero used his speeches to defend liberty and wrote several works about oratory in general.

Your immediate objective is to apply those methods and strategies in your classroom speeches. What you learn, however, will be applicable long after you leave college. The more you know about those principles, the more effective you will be in your own speeches and the more effective you will be in listening to the speeches of other people.

SIMILARITIES BETWEEN PUBLIC SPEAKING AND CONVERSATION

Average adult spends about 30 percent of their working hours in conversation. These skills include the following:

1. ORGANIZING YOUR THOUGHT LOGICALLY

- To present others in the most persuasive manner.
- To make sure listener systematically understand step by step what are the message to send.

2. TAILORING YOUR MESSAGE

- Show how the issue is important to the people. (e.g. student and school)
- Deliver the message with styles and techniques to the variety of audience perceptions and background.

3. TELLING A STORY FOR MAXIMUM IMPACT

- Careful about your words.
- Plan to build up your story, adjust the tone of your voice to get the best effect.

4. ADAPTING TO LISTENER FEEDBACK

- You are aware of that person's verbal, facial and physical reactions when you talk to others.

DIFFERENCES BETWEEN PUBLIC SPEAKING AND CONVERSATION

Public speaking and everyday conversation are not identical. As the size audience grows, you have to adapt the major differences between conversation and public speaking.

1. PUBLIC SPEAKING IS MORE HIGHLY STRUCTURED

- Imposes strict time limitations of the speaker
- Does not allow listeners to interrupt with Q
- Demands detailed planning and preparation

2. PUBLIC SPEAKING REQUIRES MORE FORMAL LANGUAGE

- Slang, jargon, and bad grammar have little place in PS
- A speech should be "special"

3. PUBLIC SPEAKING REQUIRES A DIFFERENT METHOD OF DELIVERY

- Adjust their voices to be heard clearly throughout the audience
- Assume a more erect posture
- Avoid distracting mannerisms and verbal habits

DEVELOPING CONFIDENCE

One of the major concerns of students in any speech class is **stage fright**. (Stage fright – anxiety over the prospect of giving a speech in front of an audience). Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech.

Nervousness is Normal

- If you feel nervous about giving a speech, you are in very good company
- Most people tend to be anxious before doing something important in public
- It is perfectly normal even desirable to be nervous at the start of a speech
- Your body is responding as it would to any stressful situation by producing extra **adrenaline** – heart race, hand shaking, knees knock skin perspire. (Adrenaline – a hormone released into the bloodstream in response to physical or mental stress).

Dealing with Nervousness

When you are ready to give a speech, you should focus to transforming from a negative force into positive nervousness. You will feel the difference which is you're no longer victimized by stage fright but you're in control of it.

There are six time-tested ways you can turn your nervousness from a negative force into a positive one.

1. Acquire Speaking Experience

- The biggest part of stage fright is fear of the unknown.
- You will learn about the speechmaking and gain speaking experience when you enrolled in a public speaking class.

- The more you learn about public speaking and the speeches you give, the less threatening speechmaking will become.
2. Prepare, Prepare, Prepare
 - Select the topic you truly know and prepare your speeches.
 - Almost one or two hours is a standards rule of time to prepare a speech. Perhaps more, depending on the amount of research needed for each speech.
 3. Think Positively
 - Confidence is mostly the well-known power of positive thinking. If you think you can do it, you usually can.

Negative Thought

I wish i didn't have to give this speech

I'm not a great public speaker

Positive Thought

This speech is a chance for me to share my ideas and gain experience as a speaker

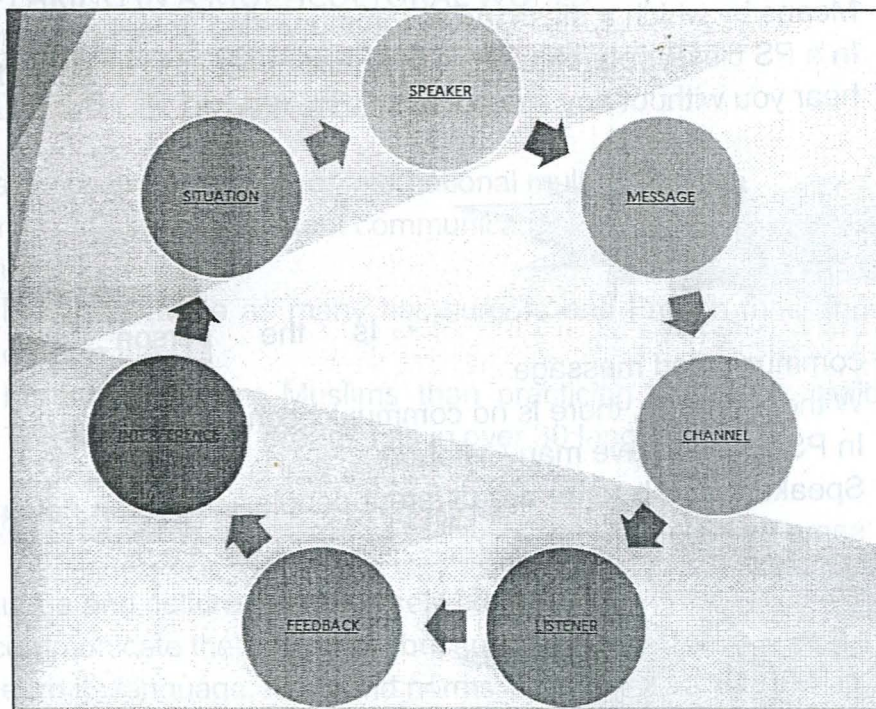
No one's perfect, but I'm getting better with each speech I give

4. Use the Power of Visualization
 - Visualization means creating a vivid mental blueprint in which you see yourself succeeding in your speech.
5. Know That Most Nervousness Is Not Visible
 - Most of nervousness are not appear to the audience.
 - Only a fraction of the turmoil feel inside is visible on the outside. The viewer can see only a few.
6. Don't Expect Perfection
 - There is no such thing as a perfect speech. It is because speaker does not come across exactly as he or she had planned.
 - Make sure prepare thoroughly and do all you can to get your message across to your listeners.
 - Don't panic about being perfect or about what will happen if you make mistake.

OTHER TIPS TO DEAL WITH NERVOUSNESS

- A good night's sleep will serve you better
- Quietly tighten and relax your leg muscles or squeeze your hands together
- Take a deep breath before start to speak
- Work especially hard on your introduction
- Make eye contact with members of your audience
- Concentrate on communicating rather than stage fright
- Use visual aidsto create interest and attention

THE SPEECH COMMUNICATION PROCESS



- The success as a speaker depends on you (credibility, knowledge of the subject, preparation, manner of speaking, sensitivity to the audience)
- Can't expect people to be interested in what you say
- If speaker interested with the topic, make sure the audience get excited along with

MESSAGE

- The goal to have intended message – the message is actually communicated (verbal n nonverbal message)
- Verbal message – requires work and research to get supporting details
- Send message with tone of voice, appearance, gestures, facial expression and eye contact

CHANNEL

- Means by which a message is communicated (telephone, radio, television)
- In a PS class, your channel is the most direct of all. The audience will see and hear you without any electronic intervention

LISTENER

- Is the person who receives the communicated message
- Without listener, there is no communication
- In PS you will have many listeners
- Speakers and listener are different people – they can never have exactly the same frame of reference

FEEDBACK

- Involve a two-way communication
- Listener don't simply absorb your message like human sponge
- They send back messages of their own – called feedback
- To let you know how your message is being received
- Feedback affected by one's frame of reference

INTERFERENCE

- In PS have two kind of interference:

- External = room is stifling hot or freezing cold, traffic outside the building, students conversing in the hall
- Internal = come from within audience. Example the listener has a toothache

SITUATIONAL

- The time and place in which speech communication occurs
- Speakers must alert to the situation (funerals, graduation ceremonies – require certain kind of speeches)

PUBLIC SPEAKING IN A MULTICULTURAL WORLD

CULTURAL DIVERSITY IN THE MODERN WORLD

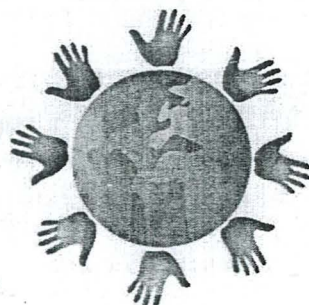
- Globally, we live in an age of international multiculturalism
- The internet allows for instant communication
- Examples:
 - Mc D sell twice as many hamburgers and French fries abroad than it does in the US
 - France has more Muslims than practicing Catholics; radio CHIN in Toronto, Canada, broadcasts in over 30 languages

CULTURAL DIVERSITY AND PUBLIC SPEAKING

- Language and culture are so closely bound
“we communicate the way we do because we are raised in a particular culture and learn its language, rules and norms.”
- The meaning attached to gestures, facial expressions, and other nonverbal signals also vary from culture to culture
- Example : “hello” and “goodbye”

AVOIDING ETHOCENTRISM

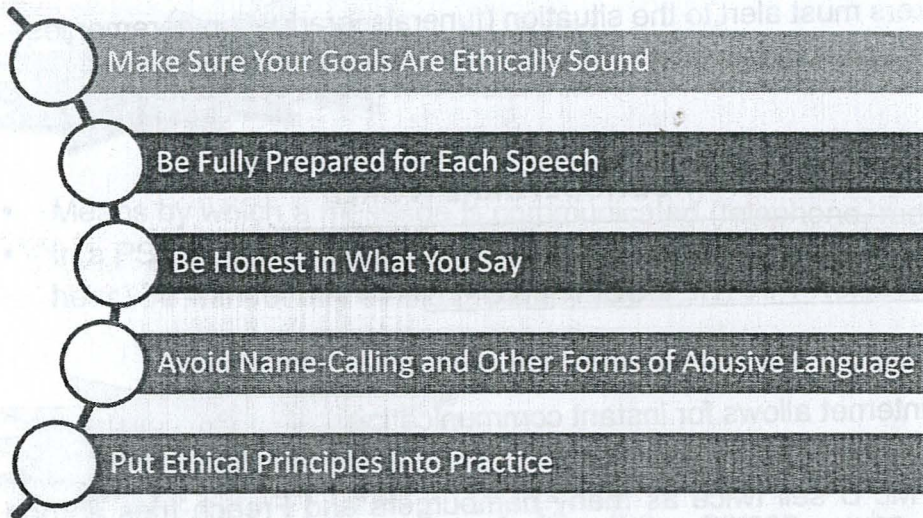
- Is the belief, values and customs that our own group of culture
- Is part of every culture, and it can play a positive role in creating group pride and loyalty.
- Does not mean that you must agree with the values and practices of all groups and cultures
- Show respect for the cultures of the people they address



- Alert to how cultural factors might affect how listeners respond
- Avoid words or phrases that might cause misunderstanding
- Also avoid ethnocentrism when listening to speeches.
- Do not to judge the speaker on the basis of his or her appearance or manner of delivery.

GUIDELINES FOR ETHICAL SPEAKING

There are five basic guidelines for ethical public speaking:



DEFINITION OF PLAGIARISM

- Comes from *plagiarius*, the Latin word for kidnapper
- Present another person's language or ideas as your own
- As an ethical issue in the classroom



There are three types of plagiarism:

1. GLOBAL PLAGIARISM

- Is stealing your speech entirely from another source and passing it off as your own.



2. PATCHWORK PLAGIARISM

- Stealing ideas or language from two or three sources and passing them off as one's own



3. INCREMENTAL PLAGIARISM

- Failing to give credit for particular part of speech that are borrowed from other people

- The most important of these increments are “quotations” and “paraphrases”.

GUIDELINES FOR ETHICAL LISTENING

Speech making is not a one –way street. Listeners also have ethical obligations. There are:

1. Be Courteous and Attentive

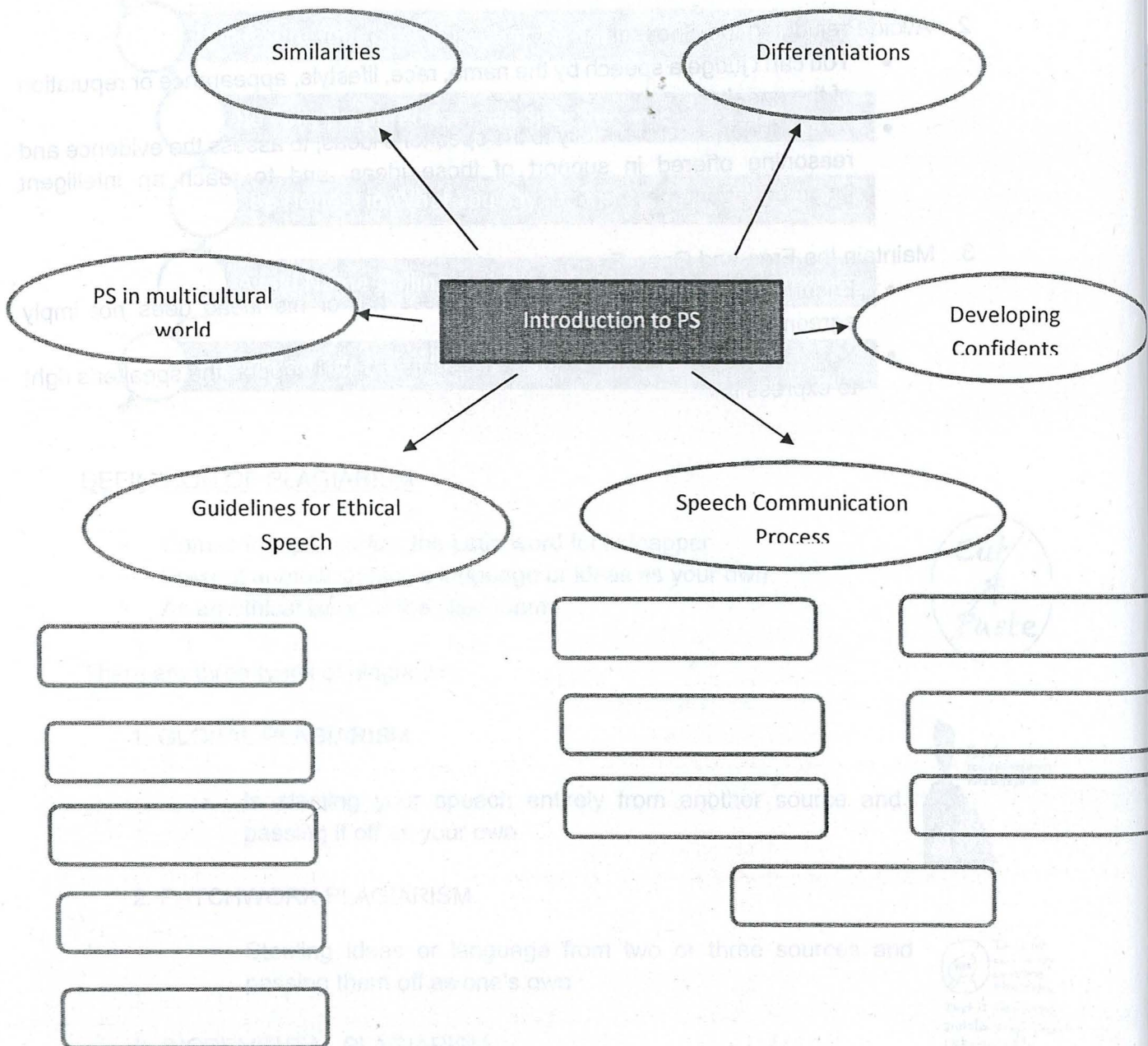
- Listener have a responsibility to be courteous and attentive during the speech
- Be conscious of the feedback you are sending the speaker.
- Sit up in your chair, maintain eye contact with the speaker, show support and encouragement in your facial expressions.

2. Avoid Prejudging the Speaker

- You can't judge a speech by the name, race, lifestyle, appearance or reputation of the speaker.
- As a listener, listen carefully to the speaker's ideas, to assess the evidence and reasoning offered in support of those ideas, and to reach an intelligent judgment about the speech.

3. Maintain the Free and Open Expression of Ideas

- Ensuring a person's freedom to express her or his ideas does not imply agreement with those ideas.
- You can disagree entirely with the message but still support the speaker's right to express it.



REVIEW QUESTIONS

1. List and explain five guidelines for ethical speechmaking?

2. Differentiate between global plagiarism and patchwork plagiarism?

3. List and explain three guidelines for ethical listening discussed in this chapter?

4. How can you control nervousness and make it work for your speech?

5. What are the seven element of the speech communication process?

CHAPTER 2

LISTENING AND SELECTING A TOPIC AND PURPOSE

Are you
LISTENING?



SYNOPSIS

Listening is the ability to accurately receive and interpret messages in the communication process. Not listening doesn't mean we don't hear. Hearing is a physiological process, involving the vibration of sound waves on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of brain. But listening involves paying close attention to, and making sense of, what we hear.

LEARNING OUTCOMES

At the end of this chapter, you should be able to:

- Organize the importance of listening
- Organize the importance of selecting a topic and purpose

THE IMPORTANCE OF LISTENING

- Effective listener holds high position and are promote more than ineffective listeners.
- Shown a strong correlation between listening and success
- The way you get most of your ideas and information – television, radio, conversation, lectures.
- It's an excellent way to improve your own speeches is to listen attentively to the speeches of other people.

Excellent listener

- Successful politicians
- Top-flight business executive
- Brilliant teachers

There are four kinds of listening:

1. Appreciative listening : listening for pleasure or enjoyment – listen to music
2. Emphatic listening : listening to provide emotional support for speaker – psychiatrist listens to a patient
3. Comprehensive listening : listening to understand the message of a speaker – attend a classroom lecture
4. Critical listening : listening to evaluate a message for purpose of accepting or rejecting it – listen to the car salesperson

Although all four kinds of listening are important, this lesson deals primarily with comprehensive listening and critical listening. It is because these two kinds of listening you will use most often when listening to speeches in class, taking notes in other causes, communicate at work etc.

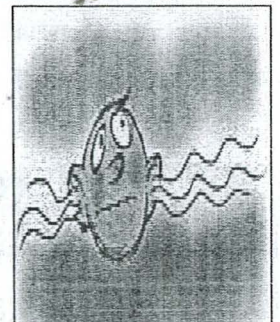
CAUSES OF POOR LISTENING

1. NOT CONCENTRATING

- Listener can process a speaker's words and still have plenty of spare "brain time" – the different between the rate at which most people talk and the rate at which the brain can process language.
- Concentrating is hard work. Misunderstood of message will occur if listener is not paying attention to what they are hear.

2. LISTENING TOO HARD

- Sometimes we listen too hard. We try to remember all the speaker words and it will be miss the speaker's main point. What is worse, we may end up confusing the facts as well.
- Efficient listeners usually concentrate on main points and evidence.



3. JUMPING TO CONCLUSIONS

- Putting words into a speaker's mouth. That why we sometimes communicate so poorly with people we are closet to – we're so sure we know what they mean.
- Prematurely rejecting a speaker's ideas as boring or misguided.

4. FOCUSING ON DELIVERING AND PERSONAL APPEARANCE

- We judge people by the way they look or speak and don't listen to what they say.
- Focusing on a speaker's delivery or personal appearance is one of the major source of interference in the speech communication process.

TIPS TO BECOME A BETTER LISTENER

1. TAKE LISTENING SERIOUSLY

- Good listeners are not born that way. They have to learn how to listen effectively. They also need to practice and have self-discipline.

2. BE AN ACTIVE LISTENER

- Giving undivided attention to a speaker in a genuine effort to understand the speaker's point of view.
- During conversation, they do not interrupt the speaker or finish his or her sentences and will significantly sharpen your powers of concentration and comprehension.

3. RESIST DISTRACTIONS

- If any distractions occur, make a conscious effort to pull your mind back to what the speakers are saying and force it to stay there.
- Try to anticipate what will come next and also try to measure what the speaker says against what you had anticipated.

4. DON'T BE DIVERTED BY APPEARANCE OR DELIVERY

- Willing to set aside preconceived judgments based on a person's looks or manner of speech.
- Try not to be misled if the speaker has an unusually attractive appearance.

5. SUSPEND JUDGMENT

- You should hear people out/ideas before reaching a final judgment. Try to understand their point of view.
- Listen to their ideas, examine their evidence and assess their reasoning. Then make up your mind.

6. FOCUS YOUR LISTENING

- Try to focus on specific things in a speech because speaker will give some idea at the outset of the main points discussed.
- There are three suggestions to help you focus listening
 - Listen for Main Point

- Most speeches contain 2 of 4 main points.
- Speaker will give some ideas at the outset of the main points.
 - Listen for Evidence
 - Careful listener will be concerned about evidence no matter who is speaking.
 - Listen for Technique
 - You should study the methods other people use to speak effectively – analyze the introduction, study the speaker's language, diagnose the speaker's delivery
 - Focus on the speaker's strengths and weaknesses.

7. DEVELOP NOTE-TAKING SKILLS

- Key-word outline briefly notes speaker's main points and supporting evidence in rough outline form.
- When note-taking done properly, it is a surefire way to improve your concentration and keep track of a speaker'

THE IMPORTANCE OF SELECTING A TOPIC AND PURPOSE

STRATEGY TO CHOOSE A TOPIC

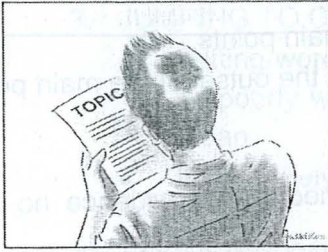
The first step in speechmaking is choosing a topic. Usually the speech topic is determined by the occasion, the audience, and the speaker's qualifications. In a public speaking class, students generally have great leeway in selecting topic. There are two broad categories of potential topics for your classroom speeches.

1. TOPICS YOU KNOW A LOT ABOUT

- Most people speak best about subjects with which they are most familiar.
- When thinking about a topic, draw on your own knowledge and experience.

2. TOPICS YOU WANT TO KNOW MORE ABOUT

- You may choose the subject about which you already have some knowledge or expertise but not enough to prepare a speech without doing additional research
- You may even select a topic that you want to explore for the first time.



Brainstorming for Topics

Brainstorming is a method of generating ideas for speech topics by free association of words and ideas. There are a number of brainstorming procedures you can follow.

1. Personal Inventory

- Make a quick inventory of your experience, interest, hobbies etc.
- Jot down anything that comes to mind no matter how silly or irrelevant it may seem.

2. Clustering

- This technique, several items on your lists will strike you as potential topics -

3. Internet Search

- Most people come up with a topic rather quickly. Internet searching is one of the method that can search topic quickly.
- Whatever the means you use for selecting a topic, start early.

GENERAL PURPOSE IN PS

- The broad goal of a speech
- Usually specified as part of the speech assignment
- When your speech is generally pass on the information clearly, accurately, and interestingly and also aim to enhance the knowledge and understanding to the listener – your general purpose is **TO INFORM**

○ Example:

Topic: Music Therapy

General Purpose: To inform

- When your speech is giving information to espousing a course, want to change or structure the attitudes or actions of your audience or try to convince your listeners – your general purpose is **TO PERSUADE**

○ Example:

Topic: Campus Policies

General Purpose: To persuade

SPECIFIC PURPOSE IN PS

- A single infinitive phrase that state precisely what a speaker hopes or to accomplish in his or her speech.
- Should focus on one aspect of a topic
- State in a single infinitive phrase

- It is to make sure that how clear the specific purpose statement is. The topic must relate to the audience directly. That is, it states not only what the speaker wants to say but also what the speaker wants the audience to know as result of the speech.
- Example-
Topic: Music Therapy
Specific Purpose: To inform my audience about the benefits of music therapy for people with psychological or cognitive disabilities.

Tips for Formulating the Specific Purpose Statement

Formulating a specific purpose is the most important early step in developing a successful speech. Follow the general principles outlined when writing the specific purpose statement'

- Write the purpose statement as a full infinitive phrase, not as a fragment
 Ineffective: Covid-19
 More Effective: To inform my audience about the dangerous of Covid-19
- Express your purpose as a statement, not as a question
 Ineffective: What is Port Dickson?
 More Effective: To inform my audience about the history of Port Dickson
- Avoid figurative language in your purpose statement
 Ineffective: To persuade my audience that the campus policy on student parking really stinks.
 More Effective: To persuade my audience that the campus policy on student parking should be revised to provide more spaces for students before 5 p.m.
- Limit your purpose statement to one distinct idea
 Ineffective: To persuade my audience to become literacy tutors and to donate time to Covid-19 patients.
 More Effective: To persuade my audience to become literacy tutors.
 Or
 More Effective: To persuade my audience to donate time Covid-19 patients.
- Make sure your specific purpose is not too vague or general
 Ineffective: To persuade my audience that something should be done about unsafe school buses.
 More Effective: To persuade my audience that the federal government should impose stronger safety standards for school buses in Malaysia.

Whenever you settle on your specific purpose, ask yourself the following questions about it.

1. Does My Purpose Meet the Assignment?
2. Can I Accomplish My Purpose in the Time Allotted?

To make sure that the purpose of our speech relevant to my audience, ask the following questions about it.

1. Is the purpose Too Trivial for My Audience?
2. Is the purpose Too Technical for My Audience?

PHRASING THE CENTRAL IDEA

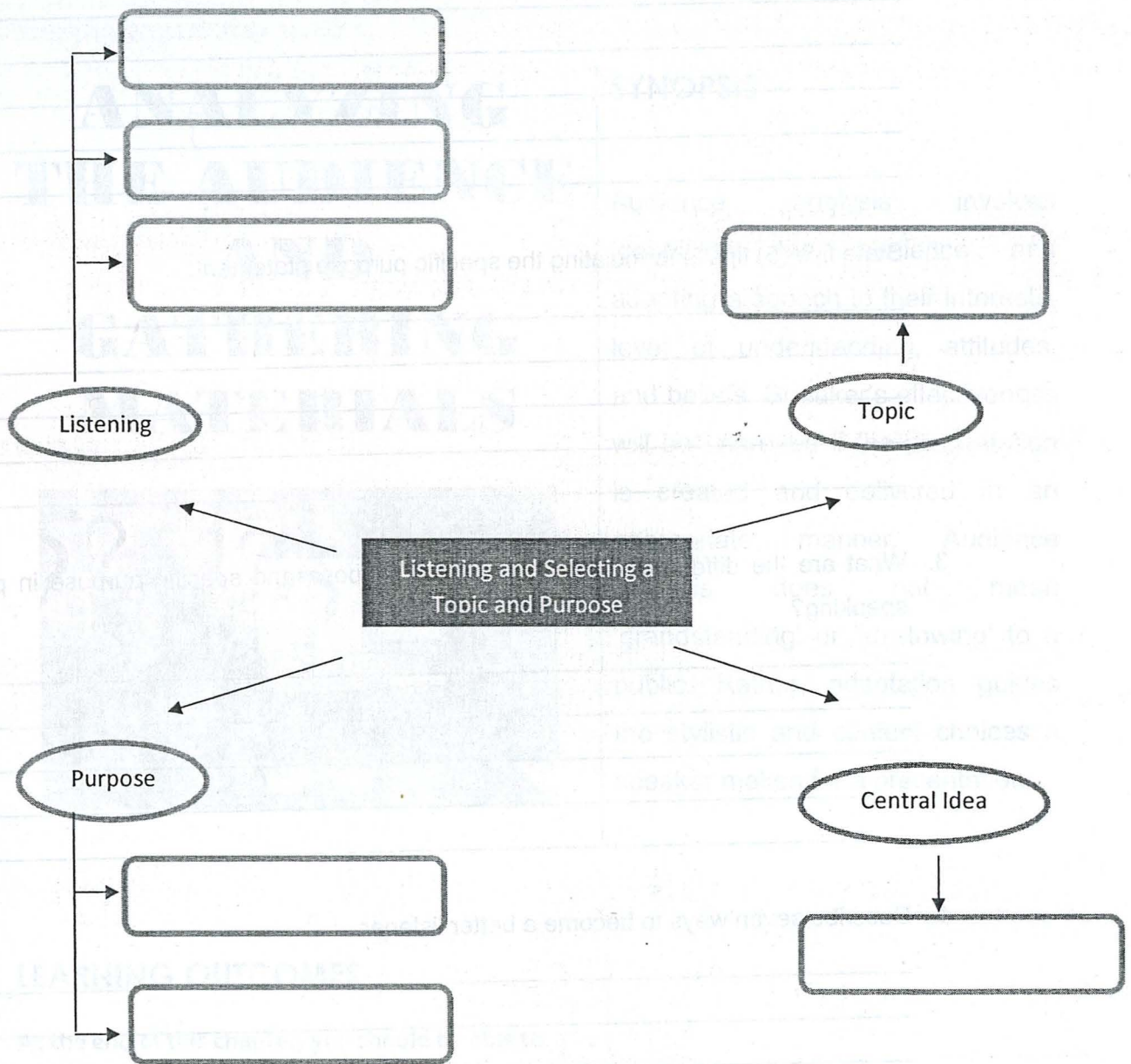
- Central idea is a one-sentence statement that sums up or encapsulates the major ideas or speech.
- Usually expressed as a simple, declarative sentence that refine and sharpens the specific purpose statement.
- More precise than the topic of the speech or the specific purpose statement.
- Another way to think of the central idea is as your *residual message*- what you want your audience to remember after they have forgotten everything else in the speech.
- The central idea (guidelines):
 - Should be expressed in a full sentence
 - Should not be in the form of a question
 - Should avoid figurative language
 - Should not be vague or overly general
- Example:

Topic: Alcoholism

General Purpose: To inform

Specific Purpose: To inform my audience about the four stages of alcoholism.

Central Idea: The four stages of alcoholism are the warning stage, the danger stage, the crucial stage, and the chronic stage.



REVIEW QUESTIONS

1. List and explain four (4) causes of poor listening.

2. State five (5) tips in formulating the specific purpose statement.

3. What are the differences between general purpose and specific purpose in public speaking?

4. Describe seven ways to become a better listener.

CHAPTER 3

ANALYZING THE AUDIENCE AND GATHERING MATERIALS



SYNOPSIS

Audience analysis involves identifying the audience and adapting a speech to their interests, level of understanding, attitudes, and beliefs. Speaker's effectiveness will be improved if the presentation is created and delivered in an appropriate manner. Audience analysis does not mean 'grandstanding' or 'kowtowing' to a public. Rather, adaptation guides the stylistic and content choices a speaker makes for a presentation

LEARNING OUTCOMES

At the end of this chapter, you should be able to:

- Organize audience-centeredness
- Organize the methods of gathering information

AUDIENCE-CENTEREDNESS

- Good public speakers are audience-centered. It means that keeping the audience in mind during preparation and presentation.
- Effective speakers create a bond with the audience by emphasizing common values, goals and experiences (Identification).
- Think in advance about your audiences' background and interest, their level of knowledge about a topic you are speaking on and their attitudes.
- To be audience-centered, you need to keep several questions in mind when you work on your speeches:

To whom am I speaking?

What do I want them to know, believe, or do as a result of my speech?

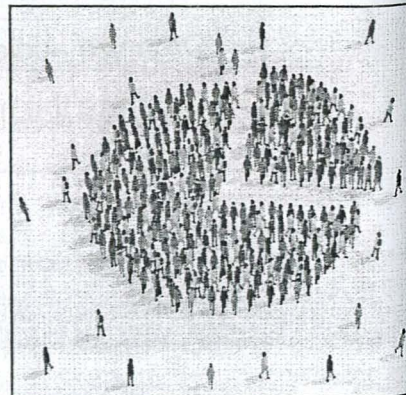
What is the most effective way of composing and presenting my speech to accomplish that aim?

THE PSYCHOLOGY OF AUDIENCE

- When you listen to a speech, sometimes you pay close attention, other times your thoughts wander.
- You can force people to ATTEND a speech, but you cannot force someone to listen.
- What a speaker says is filtered through the listener's frame of reference
- Egocentrism: the tendency of people to be concerned above all with their own values, beliefs and well-being
 - People want to hear things that are meaningful to them.
 - Listeners will hear and judge what you say on the basis of what they already know and believe.
 - You must relate your message to your listener

DEMOGRAPHIC AUDIENCE ANALYSIS

- Analysis that focuses on demographic factors like age, gender, sexual orientation, religion, group membership, racial, ethnic or cultural background etc.
- In demographic audience analysis consists of two steps:
 1. Identifying the general demographic features of your audience.
 2. Gauging the importance of those features to a particular speaking situation.
- When analysing demographic information about your audience, it is essential that you avoid stereotyping – involves creating an oversimplified image of a particular group of people, usually assuming that all members of the group are alike.



SITUATIONAL AUDIENCE ANALYSIS

Usually builds on demographic analysis, focuses on situational factors like size of the audience, the physical setting for the speech, and the disposition of the audience toward the topic, the speaker and the occasion.

1. Size

- The larger the audience, the more formal your presentation must be. Size also affect your language, choice of appeals and use of visual aids.

2. Physical setting

- Size of the room, seating arrangements, A/V technology availability, microphones, hot/cold temperature, time of day, etc.

3. Disposition toward the topics

- Pick a topic that suits audience as well as it suits you.
- Consider in more detail their interest in the topic, knowledge about it, and attitudes towards it.

Interest - is the audience engaged or distracted?

Knowledge - can you use technical language if the audience is experienced in the topic? Do you have to change your level of speech if the material is new to the audience?

Attitude - how would you change your speech if you knew the audience favoured/opposed your topic?

4. Disposition toward the speaker

- Understanding that an audience's response to a message is invariably coloured by their perception of the speaker (credibility)
- Audience will always have some set of attitude toward speaker

5. Disposition toward the occasion

- Is the speech appropriate for the occasion?
 - Example: Using a graduate commencement speech to further a political agenda

GETTING INFORMATION ABOUT THE AUDIENCE

If you are invited to give a speech outside from your classroom, the person who invites you can usually provide a good sketch of audience. You also can find out more about the audience history and mission. For your classroom speech, you can learn a lot about them just by observation and conversation. Some of your lecturer require students to do a formal audience-analysis questionnaire for at least one of their speech.

There are three major types of questions to choose from when developing an audience-analysis questionnaire: fixed-alternative questions, scale questions, and open-ended questions.

1. Fixed-alternative questions – as their name implies, offer a fixed choice between two or more responses. For example:

Did you like this place?

Yes _____

No _____

Not sure _____

By limiting the possible responses, such questions produce clear, unambiguous answer. They also tend to yield superficial answer.

2. Scale questions – allow more leeway in responding. For example:

How often you visit this place?

Very seldom _____ Very often

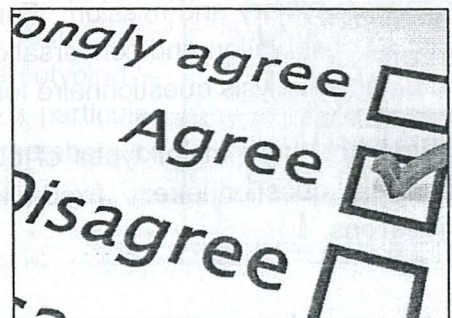
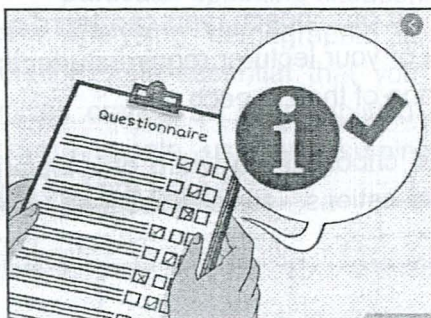
This kind of questions is useful for getting at the strength of a respondent's attitudes.

3. Open-ended questions – give maximum leeway in responding. For example:

What is your opinion about this place?

By using all three types of questions, the speaker did two things – elevated specific information about the audience and probed more deeply into their attitudes toward the speech topic. This questionnaire revealed a great deal about the listeners' knowledge, attitudes, and concerns. In putting together your own questionnaire, keep the following principles in mind:

1. Plan the questionnaire carefully to elicit precisely the information you need.
2. Use all three types of questions.
3. Make sure the questions are clear and unambiguous.
4. Keep the questionnaire relatively brief.



ADAPTING TO THE AUDIENCE

This point deserves special attention because it poses one of the hardest tasks facing novice speakers. Most people can identify the major characteristics of their audience, but many have trouble adapting their ideas to the audience. There are two major stages in the process of audience adaptation.

1. ADAPTATION BEFORE THE SPEECH

- a. You must keep your audience in mind at every stage of speech preparation. This involves more than simply remembering who your listeners will be. It means two things:
 - i. Assessing how your audience is likely to respond to what you say in your speech.
 - ii. Adjusting what you say to make it as clear, appropriate, and convincing as possible.
- b. At every point, you must anticipate how your audience will respond. Put yourself in their place and respond to your speech as they would. This is some of the question to make sure audience respond to your speech.
 - i. *How will the audience react to my introduction and conclusion?*
 - ii. *Do the visual aids actually make my message clearer, or do they distract?*
 - iii. *How will the audience respond to my delivery and choice of words?*

2. ADAPTATION DURING THE SPEECH

- a. Be sure to keep an eye out during your speech for audience feedback.
- b. You also may have to make on-the-fly adjustments to remedy a variety of circumstances: *maybe you have to shorten your speech or fill more time, maybe there will be no computer to use for visual aids, maybe a venue change.*
- c. It's most important to stay flexible and be ready to expect anything. **Control** what you can before the speech and **adjust** what you can during the speech.

METHODS OF GATHERING INFORMATION

Gathering materials for a speech is like gathering information for any project. There are many resources available if you take advantage of them.

USING YOUR OWN KNOWLEDGE AND EXPERIENCE

- When you choose a topic from your own experience, you may be tempted to depersonalize it by relying solely on facts and figures from books and the internet.
- Supplementing your own knowledge or with the personal touch it can really bring your speeches to life.

DOING LIBRARY RESEARCH

- Even though most of the information we can get from the Internet, but some information we will need to get from the library. It contains many resources to help you to find what you need.

1. LIBRARIANS

- Librarians are experts in their own field, trained in library used and research methods. If you have a question, don't hesitate to ask a librarian.

2. THE CATALOGUE

- A listing of all the books, periodicals, and other resources owned by a library. Although there are many different computer systems for library catalogues, most allow you to search for books by author, title, subject, or keyword.

3. REFERENCE WORKS

- Usually kept in a part of the library called the reference section.
- A work that synthesizes a large amount of related information for easy access by researchers. The major kinds of reference works you are likely to use for your speeches are:

a. *Encyclopedias*

- General Encyclopedias
- Special Encyclopedias

b. *Yearbooks*

- Published annually
- Contain an amazing amount of current information that would otherwise be all but impossible to track down.

c. *Quotation Books*

- A **quotation** is the repetition of a sentence, phrase, or passage from speech or text that someone has said or written.
- Quotation books is a collection of a sentence, phrase, or passage from speech.

d. *Biographical Aids*

- Information needed about people.

4. NEWSPAPER AND PERIODICAL DATABASES

- A research aid that catalogues articles from a large number of magazines, journals, and newspapers.
- The exact databases you can use will depend on what is available through library.

Examples:

- a. Time, Atlantic, the New York Times, a Wall Street Journal – **Newspaper**
- b. ProQuest, LexisNexis Academic, World News Digest – **Periodical Databases**

5. ACADEMIC DATABASE

- A database that catalogues articles from scholarly journals. Their work appears in respected, peer-reviewed journals.

Examples:

- a. *Academic OneFile*
- b. *JSTOR*
- c. *Google Scholar*

GATHERING INFORMATION VIA THE INTERNET

- The Internet has been called the world's biggest library. But, some of the information you cannot find the same range and depth as in a good library. That's why experts advise that you use the Internet as supplement, not to replace, library research.

1. SEARCH ENGINES

- Search engines are the key to finding materials on the Internet. There are numerous search engines, but the most widely used is GOOGLE.

2. SPECIALIZED RESEARCH RESOURCES

- The following specialized resources concentrate on sites that are most likely to be helpful as you work on your speech.

a. Virtual Library

A search engine that combines Internet technology with traditional library methods of cataloguing and assessing data.

b. Government Resources

One of the great strengths of the Internet as a research tool is the access it provides to government

c. Wikipedia

Wikipedia is the biggest encyclopedia in human history. The most important to know about Wikipedia is that it can be a good place to start learning about a topic, but it is not a good place to end.

One benefit of Wikipedia is that its major articles are followed by an extensive set of additional resources.

3. EVALUATING INTERNET DOCUMENTS

- Internet research often produces a large number of documents. Some of these documents may not be relevant or reliable. Below are some criteria to consider when reviewing and evaluating Internet documents.

- ✓ Source of the document. Is it reliable? What is its bias? What's the purpose of the website?
- ✓ One quick way to check the source is looking at the web address: .edu (school or university), gov (government body), .com (business or general site), .org (non-profit organization), although this is changing and sometimes the url ending does not mean that's the source. You have to look at the website content carefully.
- ✓ Is the website being maintained?
- ✓ How relevant is the title and what's the context in the document for where your search terms show up? Remember all web browsers like Google, Internet Explorer or Firefox have a find function so you can search for specific words in a page.
- ✓ Who wrote it? What do other people say about it? Who has linked to it?
- ✓ When was it written?
- ✓ Can you find the same information other places?
- ✓ Is there a way to contact the author or webmaster?

a. Authorship

Authorship is an explicit way of assigning responsibility and giving credit for intellectual work. The two are linked. **Authorship** practices should be judged by how honestly they reflect actual contributions to the final product.

b. Sponsorship

In the conduct of a clinical trial, a **sponsor** is an individual, institution, company or organization (for example, a contract **research** organization) that takes the responsibility to initiate, manage or finance the clinical trial,¹ but does not actually conduct the investigation.

c. Recency

The best way to determine the recency of an Internet document is to look for a copyright date, publication date, or date of last revision at the top or bottom of the document. Once you know the date of the document, you can determine whether it is current enough to use in your speech.

DO'S AND DON'TS WHILE HANDLING AN INTERVIEW

- Research interview is another kind of interview. Among journalists, it is a time-honoured way to collect information. It is also an excellent way to gather materials for speeches.
- The principles of effective interviewing fall into three groups – before the interview, during the interview and after the interview.

BEFORE THE INTERVIEW

The outcome of most interviews is decided by how well the interviewer prepares. Here are five steps you should take ahead of time to ensure a successful outcome.

- Define the purpose of the interview
- Decide whom to interview
- Arrange the interview
- Decide whether to record the interview
- Prepare your questions

DURING THE INTERVIEW

Every interview is unique. Because the session will seldom go exactly as you plan, you need to be alert and flexible. Here are several steps you can take to make things proceed smoothly.

- Dress appropriately and be on time
- Repeat the purpose of the interview
- Set up the recorder, if you are using one
- Keep the interview on track
- Listen carefully
- Don't overstay your welcome

AFTER THE INTERVIEW

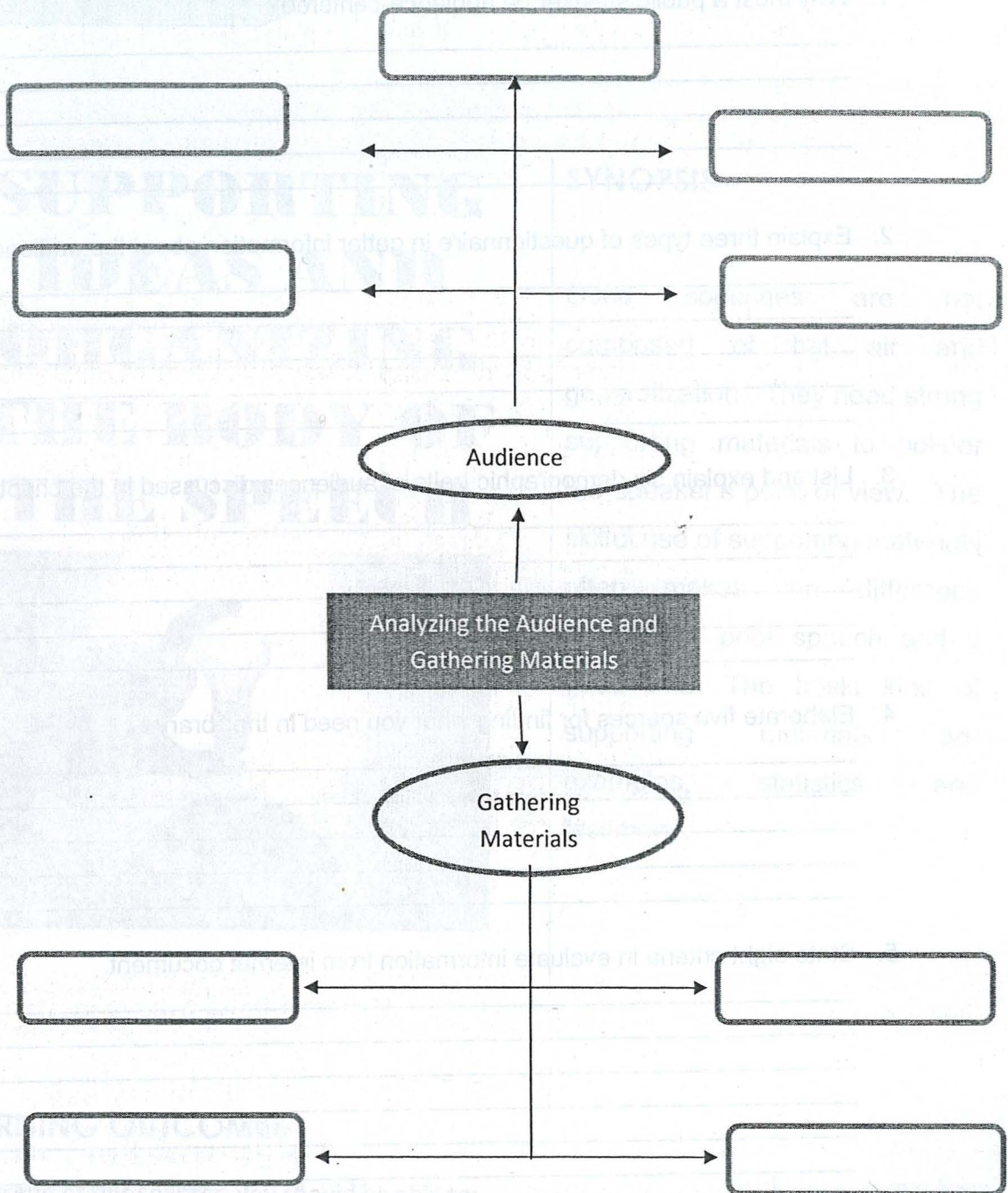
Although the interview is over, the interviewing process is not. You must now review and transcribe your notes.

➤ Review your notes as soon as possible

Try to concentrate on discovering the main points that emerged during the interview and pulling out specific information that might be useful for speech.

➤ Transcribe your notes

Transcribe the materials in the same format as the rest of your research notes.



REVIEW QUESTIONS

1. Why must a public speaker be audience-centered?

2. Explain three types of questionnaire in getting information about the audience.

3. List and explain six demographic traits of audiences discussed in the chapter.

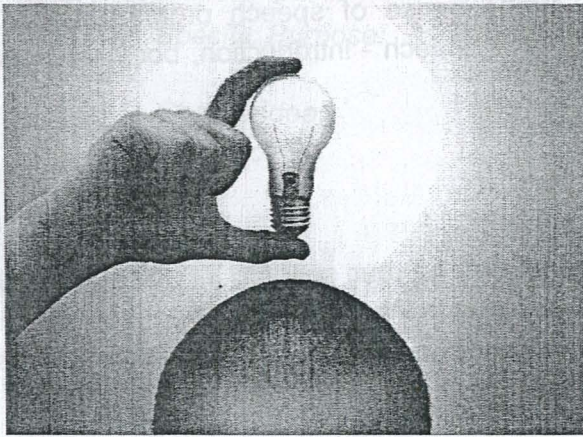
4. Elaborate five sources for finding what you need in the library.

5. State eight criteria in evaluating information from internet document.

6. Explain three stages of interview.

CHAPTER 4

SUPPORTING IDEAS AND ORGANIZING THE BODY OF THE SPEECH



SYNOPSIS

Good speeches are not composed of hat air and generalization. They need strong supporting materials to bolster the speaker's point of view. The skilful use of supporting materials often makes the difference between a poor speech and a good one. The basic kind of supporting materials are examples, statistics and testimony.

LEARNING OUTCOMES

At the end of this chapter, you should be able to:

- Display the importance of organizing the body of the speech
- Organize the supporting materials and ideas

IMPORTANCE OF ORGANIZING THE BODY OF THE SPEECH

- Putting a speech together in a particular way to achieve a particular result with a particular audience.
- Organizing the body of the speech is important for an effective speechmaking. It is because, listeners demand coherence. Unlike readers, they cannot flip back to a previous page if they have trouble grasping a speaker's ideas.
- Speech organization is important for other reasons as well. It is closely connected to critical thinking.
- When you work to organize your speeches, you gain practice in the general skill of establishing clear relationships among your ideas.
- In addition, using a clear, specific method of speech organization can boost your confidence as a speaker and improve your ability to deliver a message fluently.
- The first step in developing a strong sense of speech organization is to gain command of the three basic parts of a speech - introduction, body, and conclusion and the strategic role of each.

MAIN POINTS

- The main points are the central features of your speech. You should select them carefully, phrase them precisely, and arrange them strategically.
- The major points developed in the body of a speech. Most speeches contain from two to five main points.
- Examples to develop main points:
 - How do you choose your main points? Sometimes they will be evident from your specific purpose statement. Suppose your specific purpose is "To inform my audience about the history, technology, and benefits of driverless cars."
 - Obviously, your speech will have three main points. The first will deal with the history of driverless cars, the second with the technology behind driverless cars, and the third with the benefits of driverless cars. Written in outline form, the main points might be:

Specific Purpose: To inform my audience about the history, technology, and benefits of driverless cars.

Central Idea: Once a dream of futurists, driverless cars are now a reality, developed through recent technological advancements and capable of saving lives and reducing road congestion.

Main Points:

- I. *Driverless cars have long been the subject of science fiction writers and popular imagination.*
- II. *Driverless cars today operate through a combination of network connectivity, intelligent computer processing, and sensors that constantly scan the car's surroundings.*
- III. *Driverless cars have the potential to save lives and to reduce congestion on roadways.*

- Another example to develop main points:

- Even if your main points are not stated expressly in your specific purpose, they may be easy to project from it. Let's say your specific purpose is "To inform my audience of the basic steps in making stained-glass windows."
- You know each of your main points will correspond to a step in the window making process. They might look like this in outline form:

Specific Purpose: *To inform my audience of the basic steps in making stained-glass windows.*

Central Idea: *There are four steps in making stained-glass windows.*

- Main Points:*
- I. *The first step is designing the window.*
 - II. *The second step is cutting the glass to fit the design.*
 - III. *The third step is painting the glass.*
 - IV. *The fourth step is assembling the window.*

1. NUMBER OF MAIN POINTS

- You will not have time in your classroom speeches to develop more than four or five main points, and most speeches will contain only two or three.
- Regardless of how long a speech might run, if you have too many main points, the audience will have trouble sorting them out.
- When you list your main points, you find that you have too many, you may be able to condense them into categories.

2. STRATEGIC ORDER OF MAIN POINTS

- Once you establish your main points, you need to decide the order in which you will present them. The most effective order depends on three things—your topic, your purpose, and your audience.
- There **five basic patterns** of strategic order of main points used most often by public speakers.

Chronological Order - A method of speech organization in which the main points follow a time pattern.

- o They may narrate a series of events in the sequence in which they happened.

Specific Purpose: To inform my audience how the Great Wall of China was built.

Central Idea: The Great Wall of China was built in three major stages.

Main Points:

- I. Building of the Great Wall began during the Qin dynasty Vof 221–206 B.C .
- II. New sections of the Great Wall were added during the Han dynasty of 206 B.C. –220 A.D .
- III. The Great Wall was completed during the Ming dynasty of 1368–1644.

- o Chronological order is also used in speeches explaining a process or demonstrating how to do something. For example:

Specific Purpose: To inform my audience of the steps in laser-assisted corrective eye surgery.

Central Idea: There are three main steps in laser-assisted corrective eye surgery.

Main Points:

- I. First, a thin layer is sliced off the surface of the eye to expose the cornea.
- II. Second, an ultraviolet laser is used to reshape the cornea.
- III. Third, the thin layer sliced off at the beginning of the surgery is reattached to the eye.

- o As this outline shows, **chronological order is especially useful for informative speeches.**

Spatial Order - A method of speech organization in which the main points follow a directional pattern.

Specific Purpose: To inform my audience about the structure of a hurricane.

Central Idea: A hurricane is made up of three parts going from inside to outside.

Main Points:

- I. At the center of a hurricane is the calm, cloud-free eye.
- II. Surrounding the eye is the eyewall, a dense ring of clouds that produces the most intense wind and rainfall.
- III. Rotating around the eyewall are large bands of clouds and precipitation called spiral rain bands.

Or:

Specific Purpose: To inform my audience about the three major regions in Italy.

Central Idea: Northern, central, and southern Italy have their own identities and attractions.

Main Points:

- I. Northern Italy is home to Venice and its world-famous canals.
- II. Central Italy is home to Rome and its historical treasures.
- III. Southern Italy is home to Sicily and its culinary traditions.

- o **Spatial order**, like chronological order, is **used most often in informative speeches**.

Causal Order - A method of speech organization in which the main points show a cause-effect relationship.

- o When you put your speech in causal order, you have two main points—one dealing with the causes of an event, the other dealing with its effects.
- o Depending on your topic, you can devote your first main point to the causes and the second to the effects, or you can deal first with the effects and then with the causes. For example:

Specific Purpose: To persuade my audience that a growing shortage of qualified air-traffic controllers is a serious problem for U.S. aviation.

Central Idea: The growing shortage of certified air-traffic controllers threatens the safety of air travel.

Main Points:

- I. The U.S. aviation system faces a growing shortage of qualified air-traffic controllers.
- II. If this shortage continues, it will create serious problems for airline safety.

- o Because of its versatility, **causal order can be used for both persuasive speeches and informative speeches**.

Problem-Solution Order – A method of speech organization in which the first main point deals with the existence of a problem and the second main point presents a solution to the problem. For example:

Specific Purpose: To persuade my audience that action is needed to combat the abuses of puppy mills.

Central Idea: Puppy mills are a serious problem that can be solved by a combination of legislation and individual initiative.

Main Points:

- I. *Puppy mills are a serious problem across the United States.*
- II. *Solving the problem requires legislation and individual initiative.*

- o As these examples indicate, **problem-solution order** is most appropriate for **persuasive speeches**.

Topical Order - A method of speech organization in which the main points divide the topic into logical and consistent subtopics.

Examples speeches by topical order: Discussing Baker's exploits during each decade of her career. So, you could arrange the speech topically—by dividing Baker's accomplishments into categories. Then your central idea and main points might be:

Specific Purpose:

To inform my audience about the achievements of Josephine Baker.

Central Idea:

Josephine Baker was a multitalented figure in the fight for racial justice.

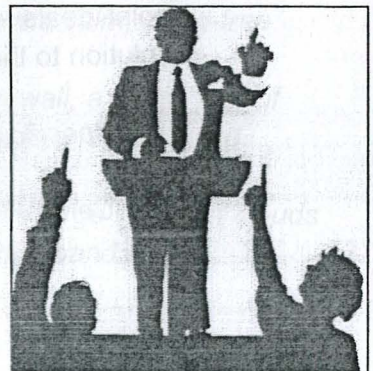
Main Points:

- I. *As an entertainer, Baker captivated audience's in Europe and America.*
- II. *As a spy, Baker gathered information on Nazi activities in France during World War II.*
- III. *As a civil rights activist, Baker worked for racial equality on a variety of fronts.*

- o Because it is applicable to almost any subject and to any kind of speech, topical order is used more often than any other method of speech organization.

3. TIPS FOR PREPARING MAIN POINTS

- Keep Main Points Separate
- Try to Use the Same Pattern of Wording for Main Points
- Balance the Amount of Time Devoted to Main Points



SUPPORTING MATERIALS

- The materials used to support a speaker's ideas. The three major kinds of supporting materials are examples, statistics, and testimony.

CONNECTIVES

- A word or phrase that connects the ideas of a speech and indicates the relationships among them.
- Four types of speech connectives are transitions, internal previews, internal summaries, and signposts.

1. TRANSITIONS

- A word or phrase that indicate when a speaker has finished one thought and is moving on to another.
- Following are examples, the transitional phrases are underlined:

Now that we have a clear understanding of the problem, let me share the solution with you.

I have spoken so far of Cesar Chavez the community organizer, but it was his work as a labor leader that truly etched his name into American history.

2. INTERNAL PREVIEW

- A statement in the body of the speech that lets the audience know what the speaker is going to discuss next. But internal preview is more detailed than transitions.
- An internal preview works just like the preview statement in a speech introduction. Usually as the speaker is starting to discuss a main point.

For example:

*"In discussing how Asian Americans have been stereotyped in the mass media, we'll look **first at** the origins of the problem **and second at** its continuing impact today."*

- Internal previews are often combined with transitions.

For example:

***[Transition]:** Now that we have seen how serious the problem of faulty credit reports is, let's look at some solutions. **[Internal Preview]:** I will focus on three solutions—instituting tighter government regulation of credit bureaus, holding credit bureaus financially responsible for their errors, and giving individuals easier access to their credit reports.*

3. INTERNAL SUMMARIES

- A statement in the body of the speech that summarizes the speaker's preceding point or points. For example:

"In short, palm reading is an ancient art. Developed in China more than five thousand years ago, it was practiced in classical Greece and Rome, flourished during the Middle Ages, survived the Industrial Revolution, and remains popular today in many parts of the world."

- Internal summaries are combined with transitions.

[Internal Summary]: Let's pause for a moment to summarize what we have found so far. First, we have seen that keeping killer whales in captivity stunts their mental and physical development. Second, we have seen that keeping killer whales in captivity endangers other animals and human trainers. **[Transition]:** We are now in a position to see what can be done to keep killer whales out of captivity.

4. SIGNPOSTS

- A very brief statement that indicates where a speaker is in the speech or that focuses attention on key ideas.

Examples:

The first cause of this problem is inefficient agricultural production.

The second cause is recurrent drought in the affected countries.

The final cause is mismanagement of available food resources by local leaders.

SUPPORTING MATERIAL AND IDEAS

EXAMPLES

- A specific case used to illustrate or represent a group of people, ideas, conditions, experiences or the like.
- Without examples, ideas often seem vague, impersonal, and lifeless. With examples, ideas become specific, personal and lively.

1. BRIEF EXAMPLES

- A specific case referred to in passing to illustrate a point.
- Also called specific instances
- Another way to use brief examples is to pile them one upon the other until you create the desired impression.

2. EXTENDED EXAMPLES

- A story, narrative, or anecdote developed at some length to illustrate a point.
- By telling a story vividly and dramatically, they pull listeners into the speech.

3. HYPOTHETICAL EXAMPLES

- An example that describes an imaginary or fictitious situation.
- This example is especially effective. The speaker creates a realistic scenario, relates it directly to her listeners, and gets them involved in the speech.

4. TIPS FOR USING EXAMPLES

1. Use Examples to Clarify Your Ideas

- You probably use clarifying examples all the time in everyday conversation.
- Examples are an excellent way to clarify unfamiliar or complex ideas. They put abstract ideas into concrete terms that listeners can easily understand.

Example:

- If your audience were made up of people familiar with structural systems, they might be able to visualize what a suspension bridge looks like.

2. Use Examples to Reinforce Your Ideas

- This example was very effective because it put the facts and figures about the topic of the speech.
- When you use such an example, make sure it is representative—that it does not deal with rare or exceptional cases. Your listeners are likely to feel

betrayed if they suspect that you have chosen an atypical example to prove a general point.

3. Use Examples to Personalize Your Ideas

- People are interested in people. Whenever you talk to a general audience, you can include examples that will add human interest to your speech.

4. Make Your Examples Vivid and Richly Textured

- The richly textured example supplies everyday details that bring the example to life. The speaker provided us with many details about the topics in their speeches.
- The more vivid your example, the more impact they are likely to have on your audience.

5. Practice Delivery to Enhance Your Extended Examples

- Is the speech appropriate for the occasion?

Example:

- Using a graduate commencement speech to further a political agenda

STATISTICS

- We live in an age of statistics. Day in and day out we are bombarded with a staggering array of numbers.
- According to Lord Kelvin, the 19th-century physicist, "When you can measure what you are speaking about, and express it in numbers, you know something about it. But when you cannot measure it, when you cannot express it in numbers, your knowledge is . . . meager and unsatisfactory."
- Statistics are often cited in passing to clarify or strengthen a speaker's points.
- Statistics can also be used in combination to show the magnitude or seriousness of an issue.

1. UNDERSTANDING STATISTICS

- The point is that there is usually more to statistics than meets the eye.⁷ when you track down statistics for your speeches, be sure to evaluate them in light of the following questions.
 - a. Are the Statistics Representative?
 - b. Are Statistical Measures Used Correctly?
 - i. Mean
 - ii. Median
 - iii. Mode
 - c. Are the Statistics from a Reliable Source?

2. TIPS FOR USING STATISTICS

a. Use Statistics to Quantify Your Ideas

- The main value of statistics is to give your ideas numerical precision. This can be especially important when you are trying to document the existence of a problem.
- Sometimes the listener wants to know about the data about the topic. To make the speech become more alive and dramatize, you should turn to statistic.

b. Use Statistics Sparingly

- Insert statistics only when they are needed, and then make sure they are easy to grasp. Even the most attentive listener would have trouble sorting out this barrage of figures

c. Identify the Sources of Your Statistics

- As we have seen, figures are easy to manipulate. This is why careful listeners keep an ear out for the sources of a speaker's statistics.
- Make sure the sources of your statistics must be mentioned in a speech.

d. Explain Your Statistics

- Statistics don't speak for themselves. They need to be interpreted and related to your listeners.
- Whenever you use statistics in your speeches, think of how you can make them meaningful to your audience.

e. Round Off Complicated Statistics

- If the information (statistics) are too complicated, as a good speaker, you have to summarize the data effectively to make sure the listener understands.

f. Use Visual Aids to Clarify Statistical Trends

- Visual aids can save you a lot of time, as well as make your statistics easier to comprehend.
- Statistics in visual aids are more interesting to the audience to listen. You could also build a good speech around them.

TESTIMONY

- Quotations or paraphrases used to support a point.
- We are often influenced by the testimony of other people.
- Audiences tend to respect the opinions of people who have special knowledge or experience on the topic at hand. By quoting or paraphrasing such people, you can give your ideas greater strength and impact.
- The two major kinds of testimony are expert testimony and peer testimony.

1. EXPERT TESTIMONY

- In most speeches, you will probably rely on expert testimony—testimony from people who are acknowledged authorities in their fields. Citing the views of people who are experts is a good way to lend credibility to your speeches.
- It shows that you are not just mouthing your own opinions, but that your position is supported by people who are knowledgeable about the topic.

2. PEER TESTIMONY

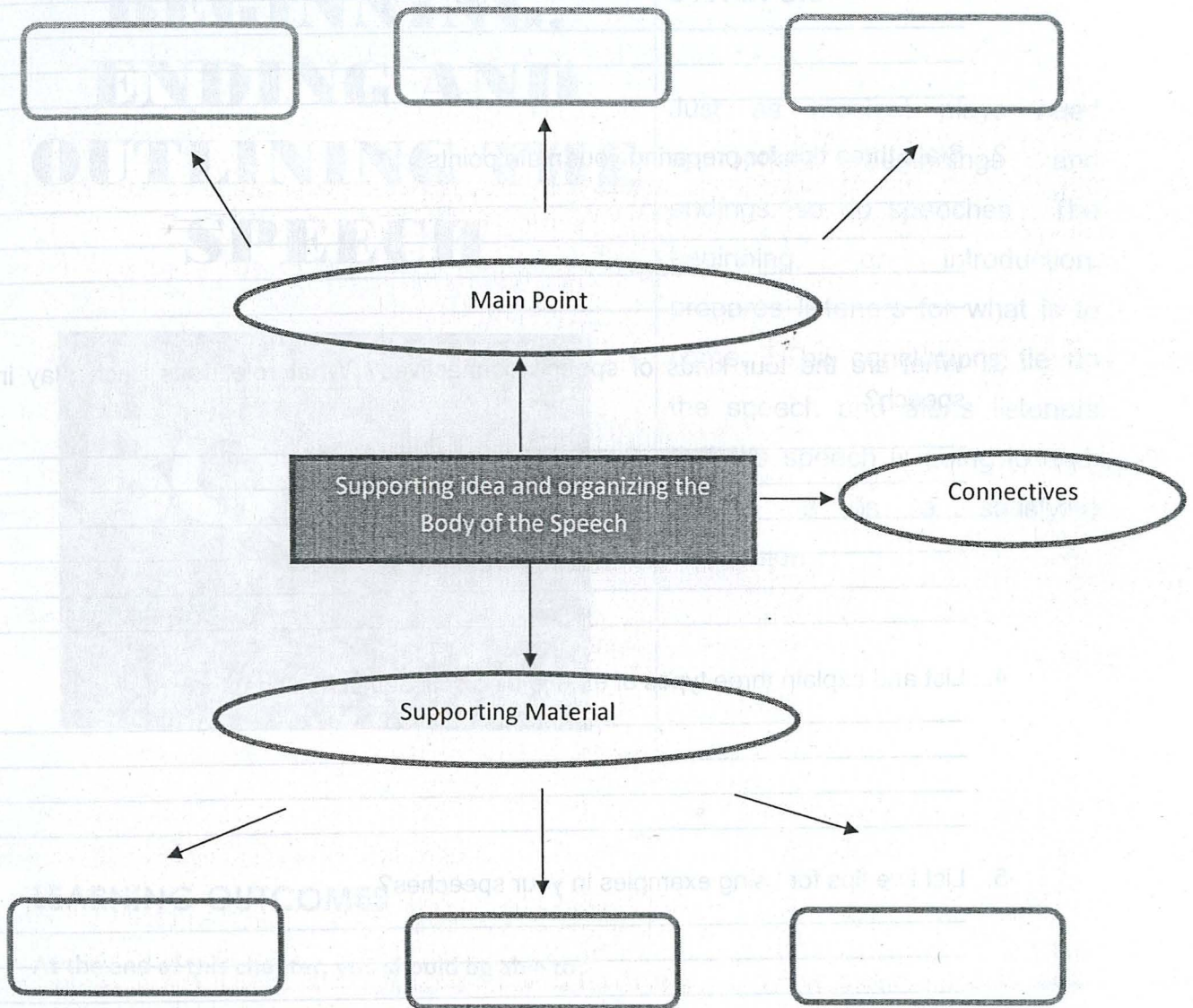
- Testimony from ordinary people with first-hand experience or insight on a topic.
- This kind of testimony is especially valuable because it gives a more personal viewpoint on issues than can be gained from expert testimony.

3. QUOTING VERSUS PARAPHRASING

- Direct quotation - Testimony that is presented word for word.
- Paraphrase - To restate or summarize a source's ideas in one's own words.
- Direct quotation standard rule is that quotations are most effective when they are brief, convey your meaning better than you can, and particularly eloquent, witty, or compelling.
- Paraphrasing is better than direct quotation in two situations:
 1. When the wording of a quotation is obscure or cumbersome;
 2. When a quotation is longer than two or three sentences.

4. TIPS FOR USING TESTIMONY

- Quote or Paraphrase Accurately
- Use Testimony from Qualified Sources
- Use Testimony from Unbiased Sources
- Identify the People You Quote or Paraphrase



REVIEW QUESTIONS

1. How many main points will your speeches usually contain? Why is it important to limit the number of main points in your speeches?

2. State three tips for preparing your main points

3. What are the four kinds of speech connectives? What role does each play in a speech?

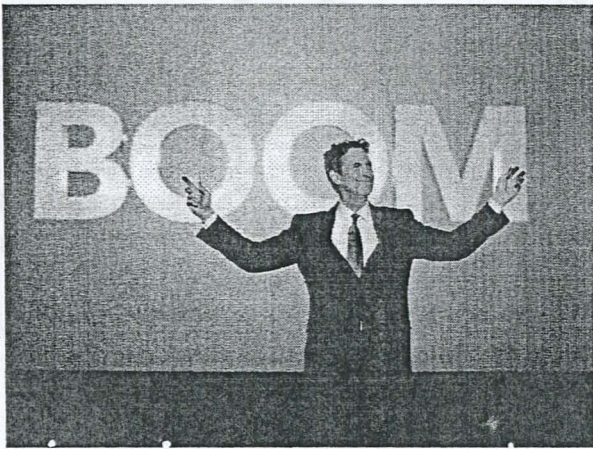
4. List and explain three types of examples discussed in this chapter?

5. List five tips for using examples in your speeches?

6. Differentiate between expert testimony and peer testimony.

CHAPTER 5

BEGINNING, ENDING AND OUTLINING THE SPEECH



SYNOPSIS

Just as musical plays need appropriate beginnings and endings, so do speeches. The beginning, or introduction, prepares listeners for what is to come. The conclusions tie up the speech and alerts listeners that the speech is going to end. Ideally, it is a satisfying conclusion.

LEARNING OUTCOMES

At the end of this chapter, you should be able to:

- Organize the guideline of speech introduction and conclusion
- Organize the preparation outline

SPEECH INTRODUCTION AND CONCLUSION

GUIDELINES OF SPEECH INTRODUCTION

- First impressions are important. A poor beginning may so distract or alienate listeners that the speaker can never fully recover.
- Moreover, getting off on the right foot is vital to a speaker's self-confidence.
- A good introduction, you will find, is an excellent confidence booster. In most speech situations, the introduction has four objectives:
 - Get the attentions and interest of your audience.
 - Reveal the topic of your speech.
 - Establish your credibility and goodwill.
 - Preview the body of the speech.

1. GET ATTENTION AND INTEREST

- Getting the initial attention of your audience is usually easy—even before you utter a single word. After you are introduced and step to the lectern, your audience will normally give you their attention.
- Look directly at the audience without saying a word. In a few moments all talking and physical commotion will stop. Your listeners will be attentive. You will be ready to start speaking.
- Keeping the attention of your audience once you start talking is more difficult. Here are the methods used most often:

- **Relate the Topic to the Audience**

People pay attention to things that affect them directly. If you can relate the topic to your listeners, they are much more likely to be interested in it.

- **State the Importance of Your Topic**

Presumably, you think your speech is important. Tell your audience why they should think so too.

Whenever you discuss a topic whose importance may not be clear to the audience, you should think about ways to demonstrate its significance in the introduction.

- **Startle the Audience**

One surefire way to arouse interest quickly is to startle your listeners with an arresting or intriguing statement. Everyone in the audience paid close attention after this speaker's introduction.

This technique is highly effective and easy to use. Just be sure the startling introduction relates directly to the subject of your speech.

- **Arouse the Curiosity of the Audience**

People are curious. One way to draw them into your speech is with a series of statements that progressively whet their curiosity about the subject of the speech.

- **Question the Audience**

Asking a rhetorical question is another way to get your listeners thinking about your speech. Sometimes a single question will do:

How would you respond if a loved one was the victim of terrorism?

- **Begin with a Quotation**

Another way to arouse the interest of your audience is to start with an attention getting quotation. You might choose your quotation from Shakespeare or Confucius, from the *Quran* or Talmud, from a poem, song, or film.

- **Tell a Story**

We all enjoy stories—especially if they are provocative, dramatic, or suspenseful. Consider the story one student told to open his speech about the growing epidemic of heroin abuse

2. REVEAL THE TOPIC

- In the process of gaining attention, be sure to state clearly the topic of your speech. If you do not, your listeners will be confused.
- Once they are confused, your chances of getting them absorbed in the speech are almost nil.

3. ESTABLISH CREDIBILITY AND GOODWILL

- Besides getting attention and revealing the topic, there is a third objective you may need to accomplish in your introduction—establishing your credibility and goodwill.
- **Credibility** is mostly a matter of being qualified to speak on a given topic—and of being perceived as qualified by your listeners.
- Your **credibility** need not be based on first-hand knowledge and experience. It also can come from reading, from classes, from interviews, and from friends
- Whatever the source of your expertise, be sure to let the audience know. Establishing your **goodwill** is a slightly different challenge. The audience's perception of whether the speaker has the best interests of the audience in mind.

4. PREVIEW THE BODY OF THE SPEECH

- A statement in the introduction of a speech that identifies the main points to be discussed in the body.

- One way to help your listeners get the speaker ideas is to tell them in the introduction what they should listen for in the rest of the speech.
- In some types of persuasive speeches, you may not want to reveal your central idea until later in the speech. But even in such a situation you must be sure your audience is not left guessing about the main points they should listen for as the speech unfolds.

TIPS FOR PREPARING THE INTRODUCTION

1. Keep the introduction relatively brief. Under normal circumstances it should not constitute more than 10 to 20 percent of your speech.
2. Be on the lookout for possible introductory materials as you do your research. File them with your notes so they will be handy when you are ready for them.
3. Be creative in devising your introduction. Experiment with two or three different openings and choose the one that seems most likely to get the audience interested in your speech.
4. Don't worry about the exact wording of your introduction until you have finished preparing the body of the speech. After you have determined your main points, it will be much easier to make final decisions about how to begin the speech.
5. Work out your introduction in detail. Some teachers recommend that you write it out word for word; others prefer that you outline it. Whichever method you use, practice the introduction over and over until you can deliver it smoothly from a minimum of notes and with strong eye contact.
6. When you present the speech, don't start talking too soon. Make sure the audience has quieted down and is focused on you before you begin. Establish eye contact with the audience, smile, and then launch into your opening words. Give yourself every chance to make sure your introduction has the desired impact.

GUIDELINES OF SPEECH CONCLUSION

- Your final impression will probably linger in your listeners' minds. Thus you need to craft your conclusion with as much care as your introduction.
- No matter what kind of speech you are giving, the conclusion has two major functions:
 - To let the audience know you are ending the speech.
 - To reinforce the audience's understanding of, or commitment to, the central idea.

1. SIGNAL THE END OF THE SPEECH

- How do you let an audience know your speech is ending? One way is through what you say. "In conclusion," "My purpose has been," "Let me end by saying"—these are all brief cues that you are getting ready to stop.

- You can also let your audience know the end is in sight by your manner of delivery. By use of the voice—its tone, pacing, intonation, and rhythm—a speaker can build the momentum of a speech so there is no doubt when it is over.
- One method of doing this has been likened to a musical crescendo – **crescendo ending** - A conclusion in which the speech builds to a zenith of power and intensity.
- Another effective method is **dissolve ending** - A conclusion that generates emotional appeal by fading step by step to a dramatic final statement.
- The combination of two methods endings are rarely occurs. But that, it doesn't mean you can't use both ending effectively. Practice until you get the words and the timing just right.

2. REINFORCE THE CENTRAL IDEA

- The second major function of a conclusion is to reinforce the audience 'understanding of, or commitment to, the central idea. There are many ways to do this. Here are the ones you are most likely to use.
 - **Summarize Your Speech**
 - Restating the main points during closing the speech
 - **End with a Quotation**
 - A quotation is one of the most common and effective devices to conclude a speech.
 - The closing quotation is particularly good because its urgency is exactly suited to the speech.
 - **Make a Dramatic Statement**
 - Dramatic statement will make the audience stunned and imagine they are part of the speech.
 - **Refer to the Introduction**
 - An excellent way to give your speech unity is to conclude by referring to ideas in the introduction. It is to make sure the audience will not forget the main points.

TIPS FOR PREPARING THE CONCLUSION

1. As with the introduction, keep an eye out for possible concluding materials as you research and develop the speech.
2. Conclude with a bang, not a whimper. Be creative in devising a conclusion that hits the hearts and minds of your audience. Work on several possible endings, and select the one that seems likely to have the greatest impact.
3. Don't be long-winded. The conclusion will normally make up no more than 5 to 10 percent of your speech.

4. Don't leave anything in your conclusion to chance. Work it out in detail, and give yourself plenty of time to practice delivering it. Many students like to write out the conclusion word for word to guarantee it is just right.

PREPARATION OUTLINE

- A detailed outline developed during the process of speech preparation that includes the title, specific purpose, central idea, introduction, main points, subpoints, connectives, conclusion, and bibliography of a speech.
- Writing a preparation outline means putting your speech together—deciding what you will say in the introduction, how you will organize the main points and supporting materials in the body, and what you will say in the conclusion.

GUIDELINES FOR THE PREPARATION OUTLINE

1. STATE THE SPECIFIC PURPOSE OF YOUR SPEECH

- The specific purpose statement should be a separate unit that comes before the outline itself.

2. IDENTIFY THE CENTRAL IDEA

- Central idea must be given immediately after the purpose statement.

3. LABEL THE INTRODUCTION, BODY AND CONCLUSION

- With labelling, speakers will be sure that the speech have an introduction and conclusion and have accomplished the essential objectives of each.
- Usually the names of the speech parts are placed in the middle of the page or in the far left margin.

4. USE A CONSISTENT PATTERN OF SYMBOLIZATION AND INDENTATION

- In the most common system of outlining, main points are identified by Roman numerals and are indented equally so as to be aligned down the page.
- Subpoints (components of the main points) are identified by capital letters and are also indented equally so as to be aligned with each other.
- Beyond this, there may be sub-subpoints and even sub-sub-subpoints.

For example:

<i>I. Main point</i> <i>A. Subpoint</i> <i>B. Subpoint</i> 1. Sub-subpoint 2. Sub-subpoint a. Sub-sub-subpoint b. Sub-sub-subpoint	<i>II. Main point</i> <i>A. Subpoint</i> 1. Sub-subpoint 2. Sub-subpoint <i>B. Subpoint</i> 1. Sub-subpoint 2. Sub-subpoint
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5. STATE MAIN POINTS AND SUBPOINTS IN FULL SENTENCES

- A skimpy preparation outline is of little value. Stating your main points and subpoints in full sentences will ensure that you develop your ideas fully.

6. LABEL TRANSITIONS, INTERNAL SUMMARIES, AND INTERNAL PREVIEWS

- One way to make sure you have strong transitions, internal summaries, and internal previews is to include them in the preparation outline.

7. ATTACH A BIBLIOGRAPHY

- A list of all the sources used in preparing a speech.
- You should include with the outline a bibliography that shows all the books, magazines, newspapers, and Internet sources you consulted, as well as any interviews or field research you conducted.
- The two major bibliographic formats are those developed by the Modern Language Association (MLA) and the American Psychological Association (APA).

8. GIVE YOUR SPEECH A TITLE, IF ONE IS DESIRED

- Whatever the reason, if you do decide to use a title, it should:
 - be brief
 - attract the attention of your audience, and
 - encapsulate the main thrust of your speech.

Outline Formatting Guide

Title: Organizing Your Public Speech

Topic: Organizing public speeches

Specific Purpose Statement: To inform listeners about the various ways in which they can organize their public speeches.

Thesis Statement: A variety of organizational styles can be used to organize public speeches.

Introduction: Paragraph that gets the attention of the audience, establishes goodwill with the audience, states the purpose of the speech, and previews the speech and its structure.

(Transition)

Body. Main point

A. Sub-point

B. Sub-point

C. Sub-point

1. Supporting point

2. Supporting point

(Transition)

Conclusion

Paragraph that prepares the audience for the end of the speech, presents any final appeals, and summarizes and wraps up the speech.

Bibliography

**SIMPLE OUTLINE
GUIDE
(EXAMPLE)**

SAMPLE PREPARATION OUTLINE WITH COMMENTARY

COMMENTARY	OUTLINE
Stating your specific purpose and central idea as separate units before the text of the outline makes it easier to judge how well you have constructed the outline to achieve your purpose and to communicate your central idea. Labelling the introduction marks it as a distinct section that plays a special role in the speech. The opening story gets attention and, as it progresses, reveals the topic of the speech. Here the speaker establishes her credibility and previews the main points to be discussed in the body of the speech. Including transitions ensures that the speaker has worked out how to connect one idea to the next. Notice that the transition is not included in the system of symbolization and indentation used for the rest of the speech. Labelling the body marks it as a distinct part of the speech. Main point I is phrased as full sentence. As the outline progresses, notice that the main points are arranged in topical order. The two subpoints of main point I are shown by the capital letters A and B and are written out in full sentences to ensure that the speaker has thought them out fully. Points below the level of subpoint are indicated by Arabic numerals and lowercase letters. Sometimes they are not written as full sentences. Check to see what your teacher prefers. The transition shows how the speaker will move from main point I to main point II. Like main point I, main point II is phrased as a full sentence. The progressive indentation shows visually the relationships among main points, sub-points, and sub-subpoints.	<i>Specific Purpose:</i> To inform my audience about the nature, extent and symptoms of panic attacks. <i>Central Idea:</i> Panic attacks are serious medical conditions whose fearful symptoms affect millions of people. Introduction I. I can't breathe, my arms are tingling, I'm really dizzy, and it feels as if my heart is about to fly out of my chest. II. When this happened to me three years ago at an outdoor concert, I was really frightened. A. At the time, I had no idea what was going on. B. My doctor told me later that I had experienced a panic attack. III. I have learned a lot about my condition during the past three years, and I did additional research for this speech. IV. Today I would like to inform you about the nature of panic attacks, the people affected most often by them, and the options for treatment. (Transition: Let's start with the nature of panic attacks.) Body I. Panic attacks are a severe medical condition with a number of physical and mental symptoms. A. As defined by the National Institute of Mental Health, panic attacks involve "unexpected and repeated episodes of intense fear accompanied by physical symptoms." 1. The attacks usually come out of nowhere and strike when least expected. 2. Their length can vary from a few minutes to several hours. B. There are a number of symptoms common to most panic attacks. 1. Physical symptoms include a pounding heart, shortness of breath, light-headedness, and numbness or tingling sensations in the arms and legs. 2. Mental symptoms include acute fear, a sense of disaster or helplessness, and a feeling of being detached from one's own body. (Transition: Now that you know something about the nature of panic attacks, let's look at how widespread they are.) II. Panic attacks affect millions of people. A. According to the American Psychiatric Association, 2.5 million Americans suffer from panic attacks. B. Some groups have a higher incidence of panic attacks than do other groups. 1. The National Institute of Mental Health reports that panic attacks strike women which as often as men. 2. Half the people who suffer from panic attacks develop symptoms before the age of 24.

The transition indicates that the speaker is moving to her next main point.

This main point, like the first two, is stated in a full sentence.

Notice the pattern of subordination in this section. Subpoint B notes that cognitive-behavioral therapy is one of the options for treating panic attacks. Sub-subpoint I identifies the kinds of techniques involved in this therapy. Because items a and b expand upon the techniques point, they are subordinate to it.

Labeling the conclusion marks it as a distinct part of the speech.

Summarizing the main points is usually standard procedure in an informative speech.

Referring back to the speaker's personal experience mentioned in the introduction gives the speech a sense of unity and provides an effective ending.

This is the final bibliography. It lists the sources actually used in writing the speech and is shorter than the preliminary bibliography compiled in the early stages of research.

(Transition: Given the severity of panic attacks, I'm sure you are wondering how they can be treated.)

III. There are two major options for treating panic attacks.

A. One option is medication.

1. Antidepressants are the most frequently prescribed medication for panic attacks.
2. They rearrange the brain's chemical levels so as to get rid of unwanted fear responses.

B. Another option is cognitive-behavioral therapy.

1. This therapy involves techniques that help people with panic attacks gain control of their symptoms and feelings.
 - a. Some techniques involve breathing exercises.
 - b. Other techniques target thought patterns that can trigger panic attacks.
2. According to Dr. David Carbonell, author of the *Panic Attacks Workbook*, cognitive-behavioral therapy can be highly effective.

Conclusion

- I. As we have seen, panic attacks affect millions of people.
- II. Fortunately, there are treatment options to help prevent panic attacks and to deal with them when they occur.
- III. In my case, the combination of medication and cognitive-behavioral therapy has been extremely helpful.
- IV. I don't know if I will ever be completely free of panic attacks, but at least I understand now what they are and what I can do about them.

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- National Institute of Mental Health. "Panic Disorder." 2 Feb. 2005. 26 Sept. 2005 www.nimh.nih.gov/HealthInformation/panicmenu.cfm.

SPEAKING OUTLINE

- A brief outline used to jog a speaker's memory during the presentation of a speech.
- The aim of a speaking outline is to help you remember what you want to say. In some ways, it is a condensed version of your preparation outline.
- Most speakers develop their own variations on the speaking outline. As you acquire more experience, you, too, should feel free to experiment.

GUIDELINES FOR THE SPEAKING OUTLINE

1. FOLLOW THE VISUAL FRAMEWORK USED IN THE PREPARATION OUTLINE

- Speaking outline should use the same visual framework—the same symbols and the same pattern of indentation—as your preparation outline.
- More important, it will allow you to see instantly where you are in the speech at any given moment while you are speaking. You will find this a great advantage.
- The different when using same visual framework and not using the same visual framework.

Ineffective	More Effective
I. 1840–1860 A. World Anti-Slavery Convention B. Seneca Falls convention 1. Lucretia Mott 2. Elizabeth Cady Stanton 3. Declaration of Sentiments II. 1900–1920 A. National American Woman Suffrage Association 1. Founding 2. Objectives B. Nineteenth Amendment 1. Campaign 2. Ratification	I. 1840–1860 A. World Anti-Slavery Convention B. Seneca Falls convention 1. Lucretia Mott 2. Elizabeth Cady Stanton 3. Declaration of Sentiments II. 1900–1920 A. National American Woman Suffrage Association 1. Founding 2. Objectives B. Nineteenth Amendment 1. Campaign 2. Ratification

2. MAKE SURE THE OUTLINE LEGIBLE

- Your speaking outline worthless unless it is instantly readable at a distance.
- When you make your outline, use large lettering, leave extra space between lines, provide ample margins, and write or type on only one side of the paper.
- Some speakers put their notes on index cards. Most find the 3x3x5 size too cramped and prefer the 4x3x6 or 5x3x8 size instead. Other people write their speaking outlines on regular paper.

3. KEEP THE OUTLINE AS BRIEF AS POSSIBLE

- Keep your speaking outline as brief as possible. It should contain key words or phrases to help you remember major points, subpoints, and connectives.
- A detailed outline, make you difficult to maintaining your eye contact with your audience. A detailed outline also will tempt you to look at it far too often.

4. GIVE YOURSELF CUES FOR DELIVERING THE SPEECH

- A good speaking outline reminds you not only of what you want to say but also of how you want to say it.
- **Delivery cues** - is the directions in a speaking outline to help a speaker remember how she or he wants to deliver key parts of the speech.

SAMPLE SPEAKING OUTLINE WITH COMMENTARY

COMMENTARY	OUTLINE
These comments remind the speaker to establish eye contact and not to race through the speech. Including the main points of the introduction helps keep the speaker n track at the start of the speech. It's usually a good idea to pause briefly before launching into the first main point. This is another way of signalling that you are moving from the introduction to the body. Most speakers label the body of the speech in the speaking outline as well as in the preparation outline. Throughout the outline, key words are ued to jog the speaker's memory. Because the final wording of an extemporaneous speeh is chosen at the moment of delivery, it will not be exactly the same as that in the preparation outline. Inserting transitions make sure the speaker doesn't forget them.	Eye Contact!! Slow Down I. Can't breathe, arm tingling, dizzy, heart flying. --Pause-- II. Happened three years ago – told later I had a panic attack. III. Learned about condition and research for speech. IV. Today – nature of panic attacks, people affected, treatment options. (Let's start with the nature of panic attacks.) --Pause-- Body I. Servere condition with physical and mental symptoms. A. Defined by NIMS: "unexpected and repeated episodes of intense fear accompanied by physical symptoms." 1. Come out of nowhere. 2. Few minutes to several hours. B. Common symptoms. 1. Physical – heart, breath, dizziness, numbness or tingling. 2. Mental – fear, disaster or helplessness, detached from one's own body. (Now you know nature ... look at people affected.)

Underlining reminds the speaker to stress key words or ideas.

Quotations are usually written in full in speaking outline

Source of statistics or testimony should be included in the speaking outline to make sure the speaker identifies them in the speech.

Notice how the body of the speech follows the same visual format as the preparation outline. This makes the outline easy to read at a glance.

It's usually a good idea to pause before entering the conclusion.

Including key ideas and phrases from the conclusion jogs the speaker's memory and ensures that the speech will end as planned.

- II. Affect millions of people.
 - A. American Psychiatric Assn – 6 million.
 - B. Groups with higher incidence.
 1. NIMH: Women twice as often as men.
 2. Most people develop symptoms before age 24.

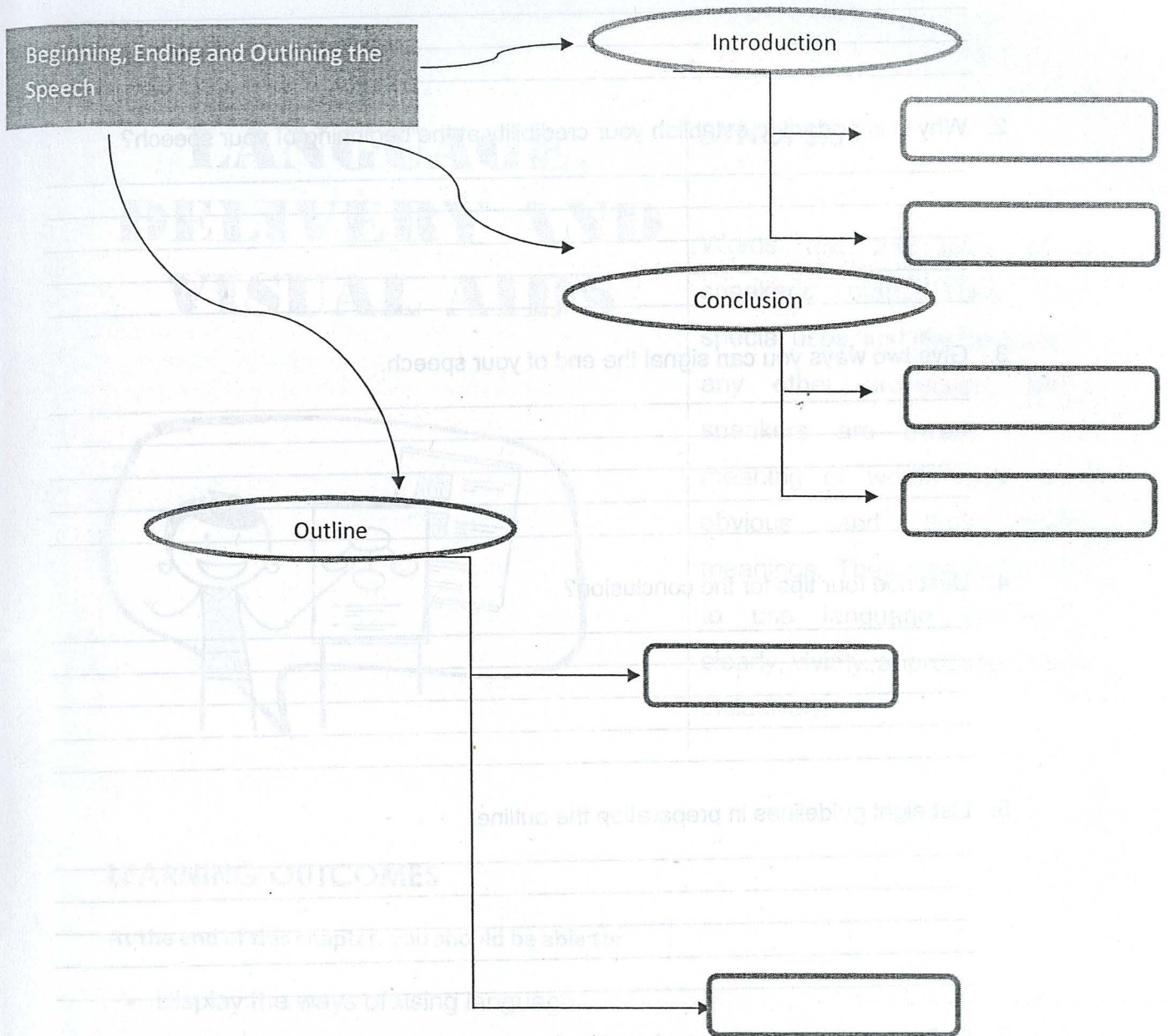
(Given severity ... wonder how treated.)

- III. Two major options for treatment.
 - A. Medication.
 1. Antidepressants most prescribed.
 2. Rearrange brain's chemical levels.
 - B. Cognitive-behavioral therapy.
 1. Techniques to control symptoms and feelings.
 - a. Breathing.
 - b. Thought patterns.
 2. Effective says *Clinical Handbook of Psychological Disorders*.

--Pause--

Conclusion

- I. As we have seen, panic attacks affect millions of people.
- II. Fortunately, there are treatment options for preventing and dealing with attacks.
- III. In my case, both medication and cognitive-behavioral therapy have helped.
- IV. May never be free of attacks, but now I know what they are and what I can do about them.



REVIEW QUESTIONS

1. List and explain four objectives of a speech introduction.

2. Why is important to establish your credibility at the beginning of your speech?

3. Give two ways you can signal the end of your speech.

4. Describe four tips for the conclusion?

5. List eight guidelines in preparation the outline.

6. Define speaking outlines and explain four guidelines in preparing speaking outlines.

CHAPTER 6

LANGUAGE, DELIVERY AND VISUAL AIDS



SYNOPSIS

Words are the tools of a speaker's craft. They have special uses, just like the tools of any other profession. Good speakers are aware of the meaning of words—both their obvious and their subtle meanings. They also know how to use language accurately, clearly, vividly, appropriately, and inclusively.

LEARNING OUTCOMES

At the end of this chapter, you should be able to:

- Display the ways of using language
- Organize a good delivery of the speech
- Organize effective visual aids

WAYS OF USING LANGUAGE

- Words have two kinds of meanings—denotative and connotative.

Denotative	Connotative
Denotative meaning is precise, literal, and objective.	Connotative meaning is more variable, figurative, and subjective.
Describes the object, person, place, idea, or event to which the word refers.	The connotative meaning of a word is what the word suggests or implies.
One way to think of a word's denotative meaning is as its dictionary definition.	Connotative meaning of the word "school" includes all the feelings, associations, and emotions that the word touches off in different people.
For example, denotatively, the noun "school" means "a place, institution, or building where instruction is given."	For some people, "school" might connote personal growth, childhood friends, and a special teacher. For others, it might connote frustration, discipline, and boring homework assignments.

USING LANGUAGE ACCURATELY

- Using language accurately is as vital to a speaker. Thesaurus- a **book synonyms** is method use to make sure that the language is accurate. It is because, every word has shades of meaning that distinguish it from every other word.
- Sometimes, misuse of the correct words can give us trouble in our speeches. Every words in your speech, you must be familiar and know the meaning of those words.

USING LANGUAGE APPROPRIATELY

1. APPROPRIATENESS TO THE OCCASION

- Language is appropriate for some occasions may not be appropriate for others.
- For example, a coach might address the football team as "you guys" (or worse!), whereas the speaker in a more formal situation would begin with "distinguished guests."

2. APPROPRIATENESS TO THE AUDIENCE

- As a speaker, you should careful and always avoid using language that might offend the audience.
- Speakers are expected to elevate and polish their language when addressing an audience.

3. APPROPRIATENESS TO THE TOPIC

- Language should also be appropriate to the topic.
- For example, you would not use metaphor, antithesis, and alliteration when explaining how to change a car battery.

4. APPROPRIATENESS TO THE SPEAKER

- No matter what the occasion, audience, or topic, language should also be appropriate to the speaker. Every public speaker develops his or her own language style.
- Accomplished speakers have developed their speaking styles over many years of trial, error, and practice. They have worked at using language effectively.

A NOTE ON INCLUSIVE LANGUAGE

Inclusive language - Language that does not stereotype, demean, or patronize people on the basis of gender, race, religion, disability, sexual orientation, or other factors.

	<u>Ineffective</u>	<u>More effective</u>
Avoid the Generic "He"	Each time a surgeon walks into the operating room, <i>he</i> risks being sued for malpractice.	Each time a surgeon walks into the operating room, <i>he or she</i> risks being sued for malpractice.
Avoid the Use of "Man" When Referring to Both Men and Women	If a large comet struck the Earth, it could destroy all of <i>mankind</i> .	If a large comet struck the Earth, it could destroy all of <i>human</i> life.
Avoid Stereotyping Jobs and Social Roles by Gender	Being a small <i>businessman</i> in the current economic climate is not easy.	Being a small <i>businessperson</i> in the current economic climate is not easy
Use Names That Groups Use to identify Themselves	The Paralympics show what <i>handicapped</i> people can accomplish in the athletic arena.	The Paralympics show what people with <i>disabilities</i> can accomplish in the athletic arena.

USING LANGUAGE CLEARLY

- A speaker's meaning must be immediately comprehensible; it must be so clear that there is no chance of misunderstanding. You cannot assume that what is clear to you is clear to your audience.

1. USE FAMILIAR WORDS

- One of the biggest barriers to clear speech is using big, bloated words where short, sharp ones will do the job better.
- This is especially true when it comes to technical language that may be familiar to the speaker but not to the audience.
- Yet, if you work at it, you will almost always be able to translate even the most specialized topic into clear, familiar language.

2. CHOOSE CONCRETE WORDS

- Concrete words refer to tangible objects—people, places, and things. For example, “Carrot,” “pencil,” “nose,” and “door”.
- Abstract words, which refer to general concepts, qualities, or attributes. For example, “Humility,” “science,” “progress,” and “philosophy”.

3. ELIMINATE CLUTTER

- Clutter means discourse that takes many more words than are necessary to express an idea.
- When you make a speech, keep your language lean and lively. Beware of using several words where one or two will do.
- Avoid flabby phrases. Let your ideas emerge sharply and firmly.
- Be aware of redundant adjectives and adverbs.

USING LANGUAGE VIVIDLY

1. IMAGERY

- The use of vivid language to create mental images of objects, actions, or ideas.
- For example, a novelist is creating word pictures that let you “see” the haunted house, or “hear” the birds chirping on a warm spring morning, or “taste” the hot enchiladas at a Mexican restaurant.
- Three ways to generate imagery are by using concrete words, simile, and metaphor.

2. RHYTHM

Concrete Words	Simile	Metaphor
Choosing concrete words over abstract words is one way to enhance the clarity of your speeches. Concrete words are also the key to effective imagery.	An explicit comparison, introduced with the word “like” or “as,” between things that are essentially different yet have something in common.	An implicit comparison, not introduced with the word “like” or “as,” between two things that are essentially different yet have something in common.

- The patterns of sound in a speech created by the choice and arrangement of words.

<u>Parallelism</u>	<u>Repetition</u>
• The similar arrangement of a pair or series of related words, phrases, or sentences. Example: <i>Rich and poor, intelligent and ignorant, wise and foolish, virtuous and vicious, man and woman—it is ever the same, each soul must depend wholly on itself. (Elizabeth Cady Stanton)</i>	• Reiteration of the same word or set of words at the beginning or end of successive clauses or sentences. Example: <i>If not now, when? If not us, who? If not together, how? (Gordon Brown)</i>
<u>Alliteration</u>	<u>Antithesis</u>
• Repetition of the initial consonant sound of close or adjoining words. Example: <i>Peace is essential for progress, but progress is no less essential for peace. (Liaquat Ali Khan)</i> <i>She sells sea-shells on the sea-shore.</i>	• The juxtaposition of contrasting ideas, usually in parallel structure. Example: <i>Ask not what your country can do for you; ask what you can do for your country. (John F. Kennedy)</i> <i>Biasakan yang betul, betulkan yang biasa.</i> <i>Makan untuk hidup atau hidup untuk dimakan.</i>

DELIVERY OF THE SPEECH

- Speech delivery is a matter of nonverbal communication. It is based on how you use your voice and body to convey the message expressed by your words.
- Research showing that the impact of a speaker's words is powerfully influenced by his or her nonverbal communication.
- Good delivery does not call attention to itself. It conveys the speaker's ideas clearly, interestingly, and without distracting the audience.
- Most audiences prefer delivery that combines a certain degree of formality with the best attributes of good conversation—directness, spontaneity, animation, vocal and facial expressiveness, and a lively sense of communication.
- When you plan your first speech (or your second or third), you should concentrate on such basics as speaking intelligibly, avoiding distracting mannerisms, and establishing eye contact with your listeners.
- You may find yourself able to control the timing, rhythm, and momentum of a speech as skilfully as a conductor controls an orchestra.

METHODS OF DELIVERY

- There are four basic methods of delivering a speech: (1) reading verbatim from a manuscript, (2) reciting a memorized text, (3) speaking impromptu, and (4) speaking extemporaneously.

1. READING FROM A MANUSCRIPT

- A speech that is written out word for word and read to the audience.
- Certain speeches must be delivered word for word, according to a meticulously prepared manuscript.
- Delivering a speech from manuscript requires great skill. Some people do it well. Their words “come alive as if coined on the spot.” Others ruin it every time.
- They falter over words, pause in the wrong places, read too quickly or too slowly, speak in a monotone, and march through the speech without even glancing at their audience.
- If you are in a situation where you must speak from a manuscript, practice aloud to make sure the speech sounds natural. Work on establishing eye contact with your listeners.

2. RECITING FROM MEMORY

- Nowadays it is no longer customary to memorize any but the shortest of speeches—toasts, congratulatory remarks, acceptance speeches, introductions, and the like.
- Be sure to memorize it so thoroughly that you will be able to concentrate on communicating with the audience, not on trying to remember the words.

3. SPEAKING IMPROMPTU

- A speech delivered with little or no immediate preparation.
- You might be called on suddenly to “say a few words” or, in the course of a class discussion, business meeting, or committee report, want to respond to a previous speaker.
- When such situations arise, don’t panic. try to present your speech in four simple steps:
 - First, state the point you are answering.
 - Second, state the point you wish to make.
 - Third, support your point with appropriate statistics, examples, or testimony.
 - Fourth, summarize your point.

4. SPEAKING EXTEMPORANCEOUSLY

- A carefully prepared and rehearsed speech that is presented from a brief set of notes.
- In presenting the speech, the extemporaneous speaker uses only a brief set of notes or a speaking outline to jog the memory.

THE SPEAKER'S VOICE

- Whatever the characteristics of your voice, you can be sure it is unique. Because no two people are exactly the same physically, no two people have identical voices.
- A golden voice is certainly an asset for a public speaker, but some of the most famous speakers in history have had undistinguished voices.
- The aspects of voice you should work to control are volume, pitch, rate, pauses, vocal variety, pronunciation, articulation, and dialect.

ASPECTS OF VOICE	DEFINITION															
1. Volume	The loudness or softness of the speaker's voice.															
2. Pitch	The highness or lowness of the speaker's voice. - Inflections - Changes in the pitch or tone of a speaker's voice. - Monotone - A constant pitch or tone of voice.															
3. Rate	A constant pitch or tone of voice.															
4. Pauses	A momentary break in the vocal delivery of a speech. - Vocalized Pauses -A pause that occurs when a speaker fills the silence between words with vocalizations such as "uh," "er," and "um." (give negative impact to speaker)															
5. Vocal Variety	Changes in a speaker's rate, pitch, and volume that give the voice variety and expressiveness.															
6. Pronunciation	The accepted standard of sound and rhythm for words in a given language. <table><tr><td>Example: <i>genuine</i></td><td><i>gen-u-wine</i> (mistake)</td><td><i>gen-u-win</i> (correct)</td></tr><tr><td><i>nuclear</i></td><td><i>nu-cu-lar</i> (mistake)</td><td><i>nu-cle-ar</i> (correct)</td></tr></table>	Example: <i>genuine</i>	<i>gen-u-wine</i> (mistake)	<i>gen-u-win</i> (correct)	<i>nuclear</i>	<i>nu-cu-lar</i> (mistake)	<i>nu-cle-ar</i> (correct)									
Example: <i>genuine</i>	<i>gen-u-wine</i> (mistake)	<i>gen-u-win</i> (correct)														
<i>nuclear</i>	<i>nu-cu-lar</i> (mistake)	<i>nu-cle-ar</i> (correct)														
7. Articulation	The physical production of particular speech sounds. <table><tr><td>Example:</td><td>Word</td><td>Misarticulation</td></tr><tr><td></td><td><i>don't know</i></td><td><i>dunno</i></td></tr><tr><td></td><td><i>have to</i></td><td><i>hafta</i></td></tr><tr><td></td><td><i>want to</i></td><td><i>wanna</i></td></tr><tr><td></td><td><i>will you</i></td><td><i>wilya</i></td></tr></table>	Example:	Word	Misarticulation		<i>don't know</i>	<i>dunno</i>		<i>have to</i>	<i>hafta</i>		<i>want to</i>	<i>wanna</i>		<i>will you</i>	<i>wilya</i>
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	<i>want to</i>	<i>wanna</i>														
	<i>will you</i>	<i>wilya</i>														
8. Dialect	A variety of a language distinguished by variations of accent, grammar, or vocabulary.															

THE SPEAKER'S BODY

- Posture, facial expression, gestures, eye contact—all affect the way listeners respond to a speaker.
- Kinesics is the study of body motions as a systematic mode of communication.
- According to Greek historian, “People trust their ears less than their eyes.” When a speaker’s body language is inconsistent with his or her words, listeners may well believe the body language rather than the words.

1. PERSONAL APPEARANCE

- Speaker’s appearance should be appropriate to their audience – according to the occasion.
- Personal appearance plays an important role in speechmaking. Listeners always see you before they hear you. Also try to evoke a favourable first impression.

2. MOVEMENT

- Important as how you act during the speech is what you do just before you begin and after you finish.
- As you rise to speak, try to appear calm, poised, and confident, despite the butterflies in your stomach.
- Give yourself time to get set. Arrange your notes and stand quietly as you wait to make sure the audience is paying attention while establish eye contact with your listeners.

3. GESTURES

- Motions of a speaker’s hands or arms during a speech.
- Whatever gestures you make should not distract from your message. They should appear natural and spontaneous, help clarify or reinforce your ideas, and be suited to the audience and occasion.

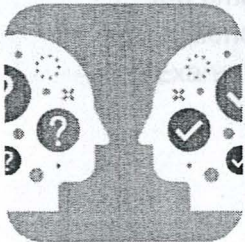
4. EYE CONTACT

- Direct visual contact with the eyes of another person.
- For small audience such as your class, you can usually look briefly from one person to another.
- For a larger group, you can scan the audience rather than try to engage the eyes of each person individually.
- No matter what the size of your audience, you want your eyes to convey confidence, sincerity, and conviction.

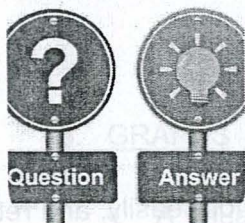
PRACTICING DELIVERY

Practice makes perfect

1. Go through your preparation outline aloud to check how what you have written translates into spoken discourse.
2. Prepare your speaking outline. Make sure the speaking outline is easy to read at a glance. Give yourself cues on the outline for delivering the speech.
3. Practice the speech aloud several times using only the speaking outline. If your speech includes visual aids, use them as you practice.
4. Polish and refine your delivery. Practice the speech in front of a mirror to check for eye contact and distracting mannerisms.
5. Finally, give your speech a dress rehearsal under conditions as close as possible to those you will face in class.

ANSWERING AUDIENCE QUESTIONS**PREPARING FOR THE QUESTION-AND-ANSWER SESSION****Formulate Answers to Possible Questions**

- Thinking about possible questions even as you are writing your speech
- If you are giving a persuasive speech, be sure to work out answers to objections the audience may have to your proposal
- If you are speaking on a topic with technical aspects, be ready to answer specialized inquiries about them, as well as questions that seek clarification in nontechnical terms

**Practice the Delivery of Your Answer**

- One possibility is to have a friend or colleague listen to your presentation, ask questions, and critique your answers.
- As you rehearse, work on making your answers brief and to the point.

MANAGING THE QUESTION-AND-ANSWER SESSION

APPROACH QUESTIONS WITH A POSITIVE ATTITUDE	LISTEN CAREFULLY	DIRECT ANSWERS TO THE ENTIRE AUDIENCE	BE HONEST AND STRAIGHTFORWARD	STAY ON TRACK
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PRESENTING YOUR SPEECH ONLINE

- A speech that has been created specifically for an audience that will view it online and in real time. It often using software designed for that purpose.
- The following eight points, will help get started in the right direction when presenting speech online.
 - Understand the Special Nature of the Online Environment
 - Know Your Technology
 - Control the Visual Environment
 - Adapt Your Nonverbal Communication
 - Adjust Your Pacing for the Online Environment
 - Manage Q&A for the Online Environment
 - Rehearse for the Online Environment
 - Have a Backup Plan

VISUAL AIDS

ADVANTAGES OF USING VISUAL AIDS

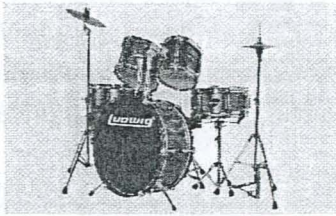
- People find a speaker's message more interesting, grasp it more easily, and retain it longer when it is presented visually as well as verbally.
- Visual aids can enhance almost every aspect of a speech.
- Visual aids can even help you combat stage fright.
- Speaker who uses visual aids will come across as better prepared, more credible, and more professional than a dynamic speaker who does not use visual aids.

TYPES OF VISUAL AIDS

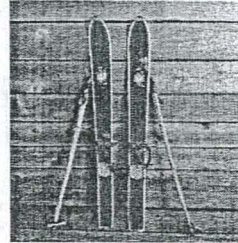
1. OBJECTS AND MODELS

- Bringing the object of your speech to class can be an excellent way to clarify your ideas and give them dramatic impact.
- Some objects, however, cannot be used effectively in classroom speeches – too big or too small.
- If the object you want to discuss is too large, too small, or unavailable, you may be able to work with a model.

Example:



Sets of drums



Sets of ski

2. PHOTOGRAPHS AND DRAWINGS

- In the absence of an object or a model, you may be able to use photographs or drawings.
- The drawing must large enough for the audience to see. Normal-size photos are too small to be seen clearly without being passed around—which only diverts the audience from what you are saying.

Examples:

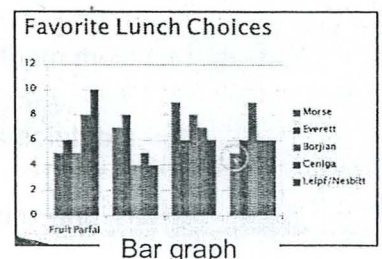
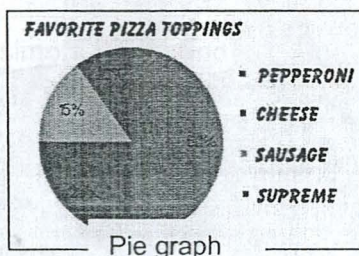
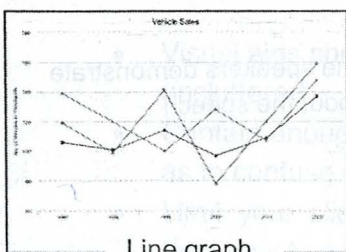


Historical place
at Melaka

3. GRAPHS

- A visual aid used to show statistical trends and patterns.
- Common types of graphs are: Line graph, pie graph and bar graph.

Examples:



4. CHARTS

- Charts are particularly useful for summarizing large blocks of information, usually in list form.
- The biggest mistake made by beginning speakers when using a chart is to include too much information.
- Lists on a chart should rarely exceed seven or eight items, with generous spacing between items.

Example:

COVID-19 cases per capita

COUNTRY	POPULATION	# CASES	# CASES PER MILLION PEOPLE
Switzerland	8,637,642	11,575	1,340
Spain	46,749,991	56,188	1,200
Italy	62,402,659	74,305	1,190
Austria	8,992,659	6,398	710
Belgium	11,576,314	6,235	540
Germany	83,713,432	40,585	480
Netherlands	17,124,915	7,459	440
France	66,235,576	25,604	390
Iran	83,704,030	29,406	350
US	329,410,596	69,246	210
South Korea	51,835,190	9,241	180
UK	65,761,317	9,452	140
China	1,437,858,810	81,782	60

Note: Data as of March 16, 2020 at 19:00:00.
Source: Johns Hopkins

Charts

5. VIDEO

- First, make sure the clip is not too long – 30 second video can illustrate your ideas in a memorable way.
- Second, make sure the video is cued to start exactly where you want it.
- Third, if necessary, edit the video to the precise length you need so it will blend smoothly into your speech.
- Fourth, beware of low-resolution video that may look fine on a computer but is blurry and distorted when projected on a screen or monitor.

6. THE SPEAKER

- Sometimes you can use your own body as a visual aid—by illustrating how a conductor directs an orchestra, by revealing the secrets behind magic tricks, by showing how to perform sign language, and so forth.
- Some of demonstration helps keep the audience involved. It also can reduce a speaker's nervousness by providing an outlet for extra adrenaline.
- Demonstration requires special practice to coordinate your actions with your words and to control the timing of your speech.

Example:



The speakers demonstrate about the speech

PRESENTATION TECHNOLOGY

- Presentation technology allows you to integrate a variety of visual aids— including charts, graphs, photographs, and video.
- The most widely used presentation program is PowerPoint, but in recent years it has been joined by a host of competitors, including Keynote, Prezi, Google Docs, and Zoho Show.
- For additional, presentation using Microsoft Teams, Google Meets or Zoom are widely use. In business settings, where presentation technology is used every day.

1. PLUSES AND MINUSES OF PRESENTATION TECHNOLOGY

- When the presentation technology is fully use, the communication become more effective. But, some not always used well. If anything happened about the technical part, some of the message will be losing and flurry of sounds and image.

2. PLANNING TO USE PRESENTATION TECHNOLOGY

- If you are going to employ presentation technology effectively, you need a clear idea of exactly why, how, and when to use it. You need to choose which aspects of your speech to illustrate.
- These guidelines will help you in planning to use the presentation technology;
 - The first step is deciding where you can use PowerPoint, Keynote, or some other program to greatest advantage.
 - After you have finished developing the speech, think about where well-chosen slides will clarify or strengthen your ideas.
 - Rather than using slides to illustrate every thought, look for spots where they will genuinely enhance your message.

GUIDELINES FOR PREPARING VISUAL AIDS

1. PREPARE VISUAL AIDS WELL IN ADVANCE

- There are two advantages when you are preparing the visual aids in advance:
 - First, you will have the time and resources to devise creative, attractive aids.
 - Second, with the well prepared visual aids, you can practice your speech.
- Visual aids are effective only when they are integrated smoothly with the rest of the speech.

2. KEEP VISUAL AIDS SIMPLE

- Visual aids should be simple, clear, and to the point. All of them must be clear and uncluttered.
- Contain enough information to communicate the speaker's point, but not so much as to confuse or distract the audience.
- Limit your slides to a manageable amount of information, and beware of the tendency to go overboard.

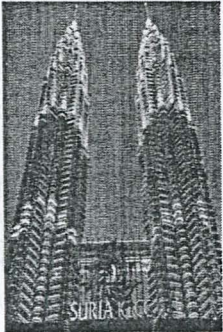
3. MAKE SURE VISUAL AIDS ARE LARGE ENOUGH

- Size of the room in which you will be speaking and make sure your aid is big enough to be seen easily by everyone.
- If you are using a presentation program such as PowerPoint, make sure your text and images are easy for everyone in your audience to see.
- Reserve ALL CAPS for titles or for individual words that require special emphasis.

4. USE A LIMITED AMOUNT OF TEXT

- Briefer is better. phrases containing only essential key words will help listeners grasp your basic point and process the information as you're speaking.
- A general rule for slides that contain only text is to include no more than a half-dozen lines of type.
- Example:

**KUALA LUMPUR
CITY CENTER**



- From 1998
- Tallest buildings in the world from 1 January 1998 to 31 December 2004
- 88-storey towers

5. USE FONTS EFFECTIVELY

- Using fonts effectively can make a huge difference in your slides. In general, keep the following guidelines in mind when selecting fonts:
 - Choose fonts that are clear and easy to read.
 - Avoid using ALL CAPS because they are difficult to read.
 - Don't use more than two fonts on a single slide—one for the title or major heading and another for subtitles or other text.
 - Use the same fonts on all your slides. Put titles and major headings in at least 36- to 44-point type; make subheads and other text at least 24- to 30-point.

*Lucida Calligraphy***ALGERIAN***Brush Script MT*

Chiller

Harlow Solid Italic

Arial

Times New Roman

Verdana

Cambria

Gill Sans

6. USE COLOR EFFECTIVELY

- You can use either dark print on a light background or light print on a dark background.
- Avoid such colours as yellow on a white background or purple on a red background.
- Also, stick to a limited number of colours and use them consistently. Use one colour for background, one colour for titles, and one colour for other text.

7. USE IMAGE STRATEGICALLY

- In addition to keeping your slides free of extraneous images, keep these guidelines in mind:
 - Make sure images are large enough to be seen clearly.
 - Choose high-resolution images that will project without blurring.
 - Keep graphs and charts clear and simple.
 - In most cases, include a title above charts and graphs so the audience knows what they are viewing.
 - Edit video so it is integrated seamlessly into your slides.

GUIDELINES FOR PRESENTING VISUAL AIDS

1. DISPLAY VISUAL AIDS WHERE LISTENERS CAN SEE THEM

- Check the speech room ahead of time to decide exactly where you will display your visual aids.
- If you are displaying an object or a model, be sure to place it where it can be seen easily by everyone in the room.
- If necessary, hold up the object or model while you are discussing it.
- Don't undo all your preparation by standing where you block the audience's view of the aid.
- Using a pen, a ruler, or some other pointer will allow you to stand farther away from the visual aid.

2. AVOID PASSING VISUAL AIDS AMONG THE AUDIENCE

- Prepare a handout for every member of the audience.

3. DISPLAY VISUAL AIDS ONLY WHILE DISCUSSING THEM

- Display the visual aids throughout a speech. If you are using an object or a model, keep it out of sight until you are ready to discuss it.

4. EXPLAIN VISUAL AIDS CLEARLY AND CONCISELY

- Visual aids don't explain themselves. Like statistics, they need to be translated and related to the audience.
- A visual aid can be of large benefit—but only if the viewer knows what to look for and why.
- Don't just say "As you can see . . ." and then pass quickly over the aid. Tell listeners what the aid means. Describe its major features. Spell out the meaning of charts and graphs. Interpret statistics and percentages.

5. TALK TO YOUR AUDIENCE, NOT TO YOUR VISUAL AID

- If you keep your eyes fixed on the visual aid, you will lose your audience. By keeping eye contact with your listeners, you can also pick up feedback about how the visual aid and your explanation of it are coming across.

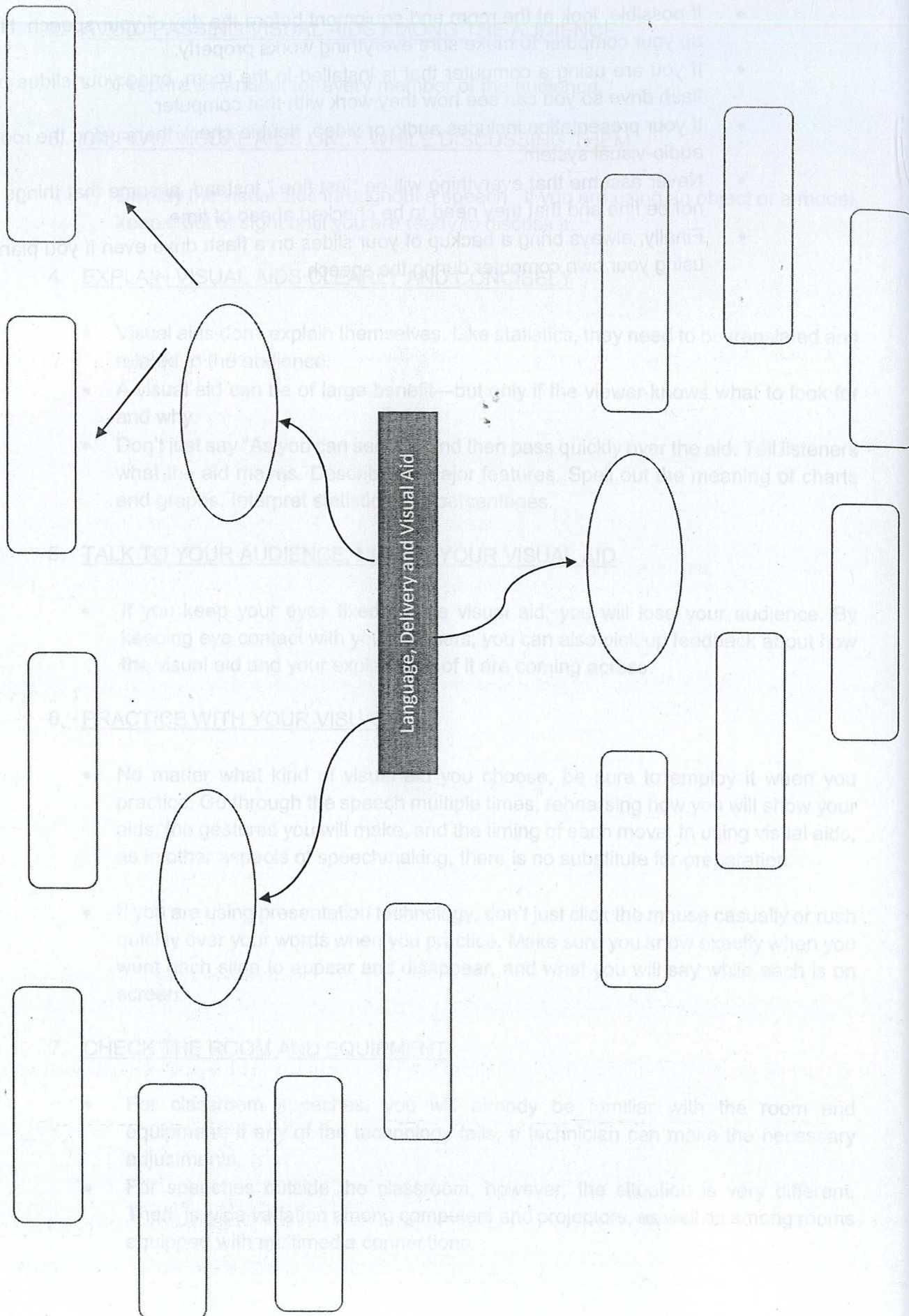
6. PRACTICE WITH YOUR VISUAL AIDS

- No matter what kind of visual aid you choose, be sure to employ it when you practice. Go through the speech multiple times, rehearsing how you will show your aids, the gestures you will make, and the timing of each move. In using visual aids, as in other aspects of speechmaking, there is no substitute for preparation.
- If you are using presentation technology, don't just click the mouse casually or rush quickly over your words when you practice. Make sure you know exactly when you want each slide to appear and disappear, and what you will say while each is on screen.

7. CHECK THE ROOM AND EQUIPMENT

- For classroom speeches, you will already be familiar with the room and equipment. If any of the technology fails, a technician can make the necessary adjustments.
- For speeches outside the classroom, however, the situation is very different. There is wide variation among computers and projectors, as well as among rooms equipped with multimedia connections.

- If possible, look at the room and equipment before the day of your speech. Hook up your computer to make sure everything works properly.
- If you are using a computer that is installed in the room, bring your slides on a flash drive so you can see how they work with that computer.
- If your presentation includes audio or video, double-check them using the room's audio-visual system.
- Never assume that everything will be "just fine." Instead, assume that things will not be fine and that they need to be checked ahead of time.
- Finally, always bring a backup of your slides on a flash drive even if you plan on using your own computer during the speech.



REVIEW QUESTIONS

1. Describes three conditions where you should use language appropriately in your speech.

2. What are three things speaker should do to use language clearly?

3. State four (4) methods of speech delivery.

4. List and explain five (5) steps you should follow when practicing your speech delivery.

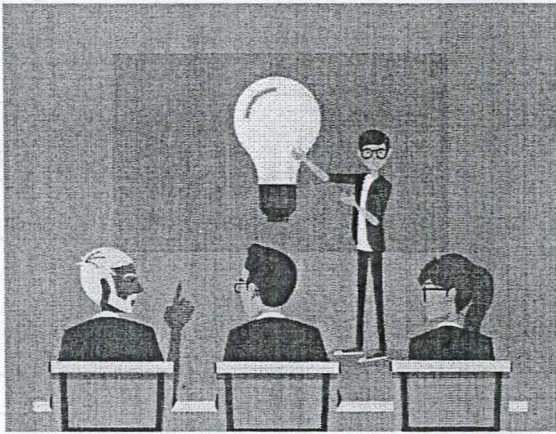
5. What are the advantages of using visual aids in your speech?

6. List and explain two (2) factors when planning to use presentation technology in a speech.

7. List seven (7) guidelines for preparing visual aids.

CHAPTER 7

SPEAKING TO INFORM



SYNOPSIS

The Speech to Inform is to make the information relevant to your listeners, relate it to what they already know, and involve them in some manner. Keep the information organized and present it in an interesting manner. Remember to repeat the points you want listeners to remember and use visual aids to aid in retention.

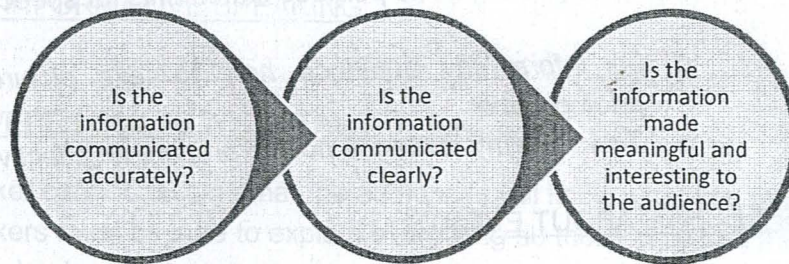
LEARNING OUTCOMES

At the end of this chapter, you should be able to:

- Display effective informative speeches

INFORMATIVE SPEECH

- A speech designed to convey knowledge and understanding.
- It occurs in a wide range of everyday situations. For example: the business manager explains next year's budget, the department leader informs members about Key Performance Indicator achievements, or the architect reviews plans for a new building.
- Informative speech are endless situations. It is because, people need to inform others.
- When to make informative speech, your aim will be to convey knowledge and understanding not to advocate a cause. Your speech will be judge in light of three general criteria:



TYPES OF INFORMATIVE SPEECHES

- There are many ways to classify informative speeches. Here we focus on the kinds you are most likely to give in your speech class:
 - speeches about objects
 - speeches about processes
 - speeches about events
 - speeches about concepts

1. SPEECHES ABOUT OBJECTS

- Anything that is visible, tangible, and stable in form.
- Objects may have moving parts or be alive; they may include places, structures, animals, even people.
- Here are examples of subjects for speeches about objects:

Places	Kuala Lumpur, Pulau Langkawi, Melaka
Structures	Kuala Lumpur City Centre, A' Famosa - Melaka
Animals	Cats, Buffalos
People	Tuanku Abdul Rahman, Tan Sri Muhyiddin Yassin

- The following are the examples of good specific purpose statements or informative speeches about objects:
 - *To inform my audience about the major achievements of Tuanku Abdul Rahman as Father of Independence.*
 - *To inform my audience about the three major features of Kuala Lumpur City Centre.*

2. SPEECHES ABOUT PROCESSES

- Systematic series of actions that leads to a specific result or product.
- Speeches about processes explain how something is made, how something is done, or how something works.
- Examples of good specific purpose statements for speeches about processes:
 - *To inform my audience how to take pictures like a professional photographer.*
 - *To inform my audience how to prepare an effective job resume.*

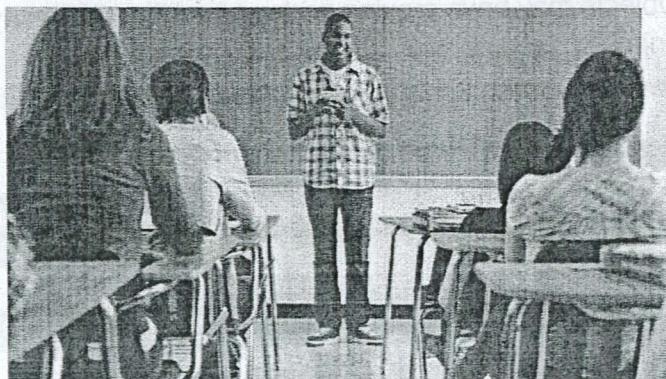
3. SPEECHES ABOUT EVENTS

- Anything that happens or is regarded as happening.
- Examples of suitable topics for informative speeches about events:

Independence Day Of Malaysia
Malaysia Day

Teachers Day In School
Pesta Menuai Or Hari Gawai

- Examples of good specific purpose statements for informative speeches about events:
 - *To inform my audience about three aspects of Pesta Menuai celebration.*
 - *To inform my audience about the history of Malaysia Independence Day.*



4. SPEECHES ABOUT CONCEPTS

- Concepts include beliefs, theories, ideas, principles, and the like. They are more abstract than objects, processes, or events.
- When selecting a concept, focus on providing unbiased information and refrain from making arguments. Examples of topics for concepts speeches includes: Democracy, the philosophy of non-violent protest, business, religion, Government or the Big Bang Theory.
- Here are some specific purpose statements for speeches about concepts:
 - *To inform my audience about the basic principles of Islam.*
 - *To inform my audience about the basic principles of Afrocentrism*

GUIDELINES OF INFORMATIVE SPEAKING

1. DON'T OVERESTIMATE WHAT THE AUDIENCE KNOWS

- Speaker cannot assume that the audiences will know what you mean.
- Speakers must be sure to explain everything so thoroughly that they cannot help but understand.
- Always consider whether it will be clear to someone who is hearing about the topic for the first time.

2. RELATE THE SUBJECT DIRECTLY TO THE AUDIENCE

- Informative speakers have one big hurdle to overcome. They must recognize that what is fascinating to them may not be fascinating to everybody.
- Research shows that using personal terms such as “you” and “your” in an informative speech significantly increases audience understanding of the speaker’s ideas.

3. DON'T BE TOO TECHNICAL

- The important thing for a speaker to know is what can be explained to an ordinary audience and what cannot.
- If you are talking to a group of specialists, you can use technical words and be understood. Avoid technical words when informing a general audience such as your speech class.

4. AVOID ABSTRACTIONS

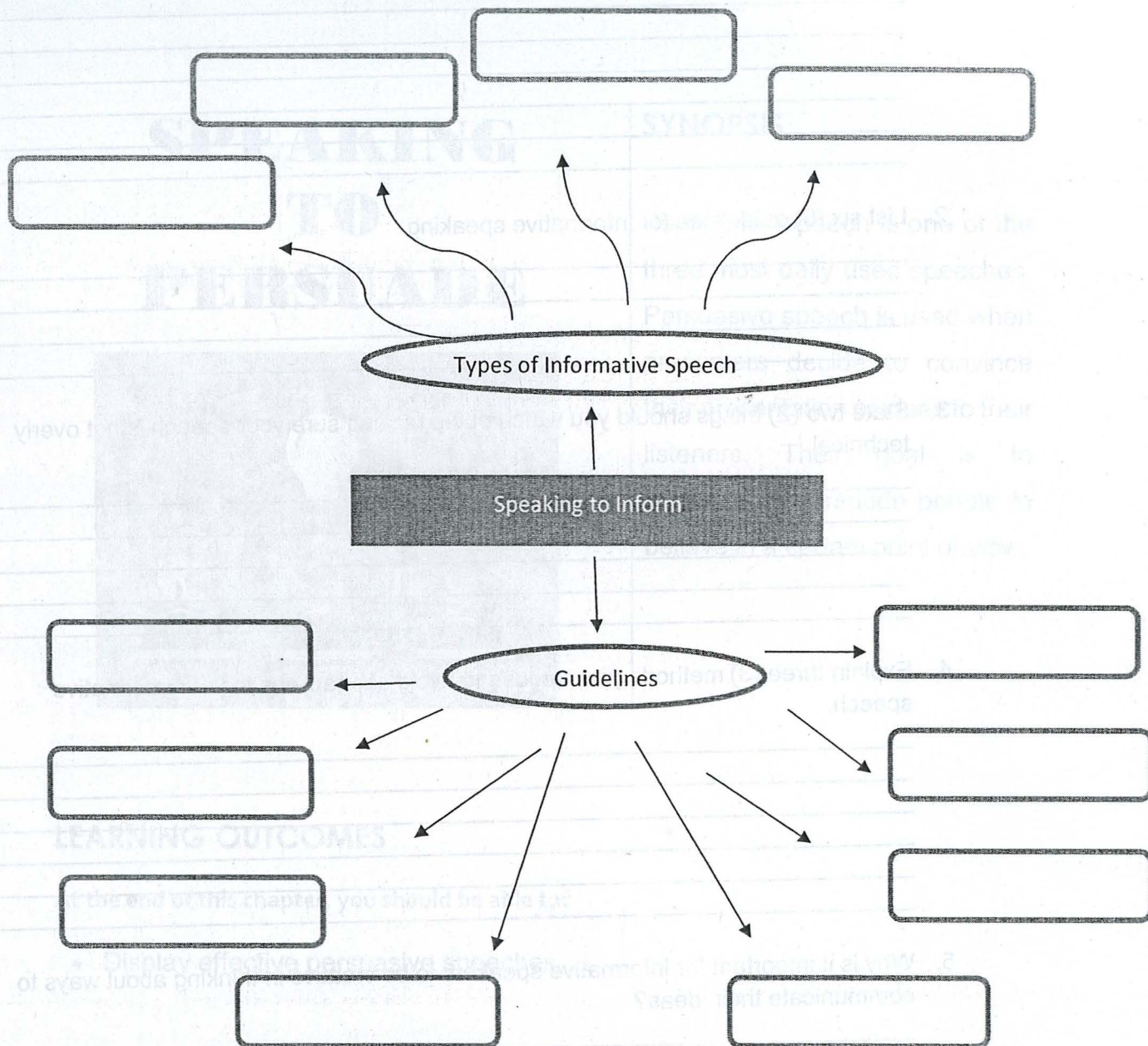
- One way to avoid abstractions is through description. It used to communicate internal feelings.
- Another way to escape abstractions is with comparisons that put your subject in concrete, familiar terms.
- Like comparison, contrast can put an idea into concrete terms.

5. PERSONALIZE YOUR IDEAS

- Nothing enlivens a speech more than personal illustrations. Whenever possible, as a speaker, you should try to personalize your ideas and dramatize them in human terms.
- Personalize is to present one's ideas in human terms that relate in some fashion to the experience of the audience.

6. BE CREATIVE

- Creativity is often a matter of using language imaginatively and resourceful.
- Creativity involves any aspect of an informative speech, including visual aids.



5. PERSONALIZE YOUR INFOREVIEW QUESTIONS

1. Briefly explain four (4) types of informative speech discussed in the chapter.

2. List six (6) guidelines for informative speaking.

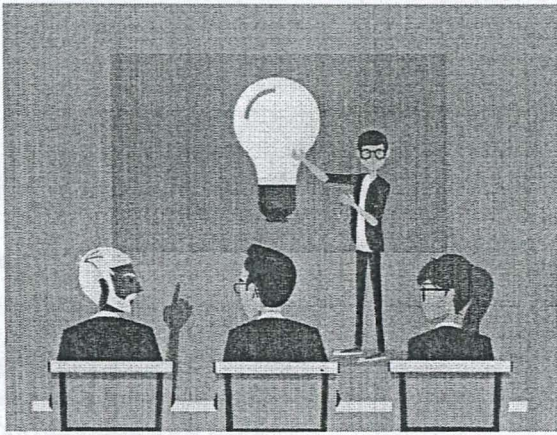
3. State two (2) things should you watch out in making sure your speech is not overly technical.

4. Explain three (3) methods you can use to avoid abstractions in your informative speech.

5. Why is it important for informative speakers to be creative in thinking about ways to communicate their ideas?

CHAPTER 8

SPEAKING TO PERSUADE



SYNOPSIS

Persuasive speech is one of the three most daily used speeches. Persuasive speech is used when presenters decide to convince their presentation or ideas to their listeners. Their goal is to convince or persuade people to believe in a certain point of view.

LEARNING OUTCOMES

At the end of this chapter, you should be able to:

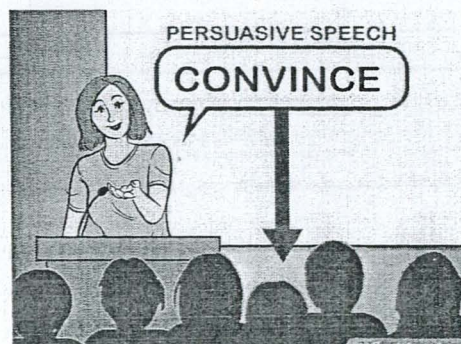
- Display effective persuasive speeches

THE IMPORTANCE OF PERSUASION

- Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions.
- The ability to speak and write persuasively will benefit you in every part of your life, from personal relations to community activities to career aspirations.
- Understanding the principles of persuasion is also vital to being an informed citizen and consumer. (E.g the Politicians and advertisers, salespeople and interest groups, fund-raisers and community activists.)
- When you speak to persuade, you act as an advocate. Your job is to get listeners to agree with you and, perhaps, to act on that belief.
- Persuasive speakers must communicate information clearly and concisely, you will need all the skills you used in speaking to inform. But you will also need new skills that take you from giving information to affecting your listeners' attitudes, beliefs, or actions.

IMPORTANCE AND ETHICS OF PERSUASION

- What ever your speaking situation, you need to make sure your goals are ethically sound and that you use ethical methods to communicate your ideas.
- There is no shortcut for speakers and other persuaders to achieve their objectives when delivery their persuasive speech. Maintaining the bond of trust with listeners is also vital to a speaker's credibility.
- As in other kinds of public speaking, the ideal of effective persuasion is the good person speaking well:
 - Make sure your goals are ethically sound and that you can defend them if they are questioned or challenged.
 - Study the topic thoroughly so you won't mislead your audience through shoddy research or muddled thinking.
 - Learn about all sides of an issue, seek out competing viewpoints, and get your facts right.
 - Knowing the facts is not enough. You also need to be honest in what you say.
 - Take care to present statistics, testimony, and other kinds of evidence fairly and accurately.
 - Show respect for the rights of free speech and expression, and stay away from name-calling and other forms of abusive language.
 - Make sure that any emotional appeal you use is appropriate to the topic and that you build your speech on a firm base of facts and logic before appealing to your audience's emotions.
 - Aim at the highest standards and construct your speech so it will be both convincing and ethically sound.



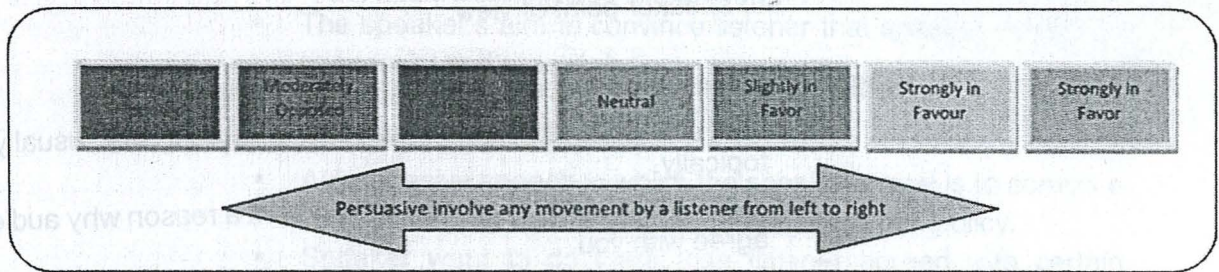
No matter what the situation, a persuasive speaker needs to adapt to the target audience.

THE PSYCHOLOGY OF PERSUASION

- Persuasion is a psychological process. It occurs in a situation where two or more points of view exist.
- The objective is more ambitious than in speaking to inform, and audience analysis and adaptation become much more demanding.

1. THE CHALLENGE OF PERSUASIVE SPEAKING

- Persuasive is the most complex and the most challenging.
- You will deal with controversial topics that touch the listener's basic attitudes, values and beliefs.
- You will face responses from some listeners who are strongly in favour of your position, neutral and adamantly opposed.
- The range of persuasive responses can be visualized in the degree of persuasion scale below (any movement by a listener from left to right, no matter where listener begins and no matter how great or small the movement)



- The successful of your persuasive speech is depend on how well you tailor your message to the values, attitudes, and belief of your audience.

2. HOW LISTENERS PROCESS PERSUASIVE MESSAGES

- Persuasive speech is something a speaker does **with** an audience, **not** speaker does to an audience.
- Audience engage in a mental give-and-take with the speakers – assess the speaker credibility, delivery, supporting material, language use, reasons and emotion appeals.
- Audience may respond positively at one point and negative in certain point given by speaker.
- Much the same kind of interaction might occur during persuasive speech except if listener would respond internally rather than out loud.

3. THE TARGET AUDIENCE

- Target audience is the portion of the whole audience that the speaker most wants to persuade.
- For persuasive speech, we can also use audience analysis questionnaire in Chapter 3 to know where your audience stand on the topic.

TYPES OF PERSUASIVE SPEECHES

1. PERSUASIVE SPEECH ON QUESTIONS OF FACT

- What Are Questions of Fact
 - A question about the truth or falsity of an assertion
 - Usually topic that no one knows the final answers but that does not stop them from speculating about it or from trying to convince others that they have the best possible answers.
- Analyzing Questions of Fact
 - The situation for a persuasive speech on a question of fact is partisan – speaker acts as an advocate
 - The aim is not to be impartial, but to present one view of the facts as persuasively as possible – speaker mention competing view of facts but only to refute them.
 - Draw the conclusion from the known facts and try to convert listeners to speaker point of view.
- Organizing Speech on Questions of Fact
 - Persuasive speeches on questions of fact are usually organized topically.
 - Each main points in speech will present a reason why audience should agree with you.

2. PERSUASIVE SPEECH ON QUESTION OF VALUE

- What Are Questions of Value
 - A question about the worth, rightness, morality, and so forth of an idea or action.
 - Speech on Questions of Value may have strong implications for our action and do not argue directly for or against particular courses of action
- Analyzing Questions of Value
 - Contrary to what many people think, questions of values are not simply matters of personal opinion or whim.
 - You are making a statement about your personal taste
 - Whenever you give a speech on a questions of value, be sure to give special though to the standards for your value judgment.
- Organizing Speech on Questions Of Value
 - Persuasive speeches on questions on value are almost always organized topically.
 - The common approach is to devote your first main point to establishing the standards for your value judgement and your second main point to applying those standards to the subject of your speech.

3. PERSUASIVE SPEECH ON QUESTION OF POLICY

- What Are Questions of Policy
 - Questions of Policy arise daily in almost everything we do (eg.: debate what to do during holiday or which laptop should we buy)
 - Questions of Policy inevitably involve questions of fact and may also involve questions of value.
 - However, it always go beyond questions of fact or value to decide whether something should or should not be done or taken.
- Types of Speech on Questions of Policy
 - Speech to Gain Passive Agreement
 - A persuasive speech in which the speaker's goal is to convince the audience that a given policy is desirable without encouraging the audience to take action in support of the policy
 - Speaker try to get audience or listener to agree with on the certain policy desirable, but not to make listener to do anything on it or do some action about the policy.
 - The speaker's aim to convince listener that speaker's policy is necessary and practical.
 - Speech to Gain Immediate Action
 - A persuasive speech in which the speaker's goal is to convince the audience to take action in support of a given policy.
 - Speaker want to do more than listener agreed with certain policy.
 - When speaker for action in a persuasive speech, it should make recommendations as specific as possible and tell listener exactly what to do and how to do it.
- Analyzing Questions of Policy
 - Three basic issue whenever discuss a questions of policy
 - **Need**
 - The first basic issue in analyzing a questions of policy: *Is there a serious problem or need that requires a change from current policy?*
 - Speakers should convince listeners that there is a serious problem with the policy
 - The burden of proof (the obligation facing a persuasive speaker to prove that a change from current policy is necessary) always rests with the speaker who advocates change.
 - **Plan**
 - The second basic issue in analyzing a questions of policy: *If there is a problem with current policy, does the speaker have a plan to solve the problem?*
 - Speak have to show that problem exist with the current policy and have plan for solving the problem.

▪ Practicality

- The third basic issue in analyzing a questions of policy: *Will the speaker's plan solve the problem? Will it create new and more serious problems?*
- Speaker must show that the solution of problem will work.
- One way to provide this assurance is to show that a plan similar with speaker has been successfully implement elsewhere.
- However, the major argument will be that the change is impractical- that will create more problems than it can solve.

- Even, three issue should be cater- it must also depends on the topic and target audience.

• Organizing Speeches of Questions of Policy

- Four special pattern are especially valuable for policy speeches

▪ Problem-Solution Order

- A method of organizing persuasive speeches in which the first main point deals with the existence of a problem and the second main point presents a solution to the problem.
- Speakers demonstrate the need for new policy in the first main point and explain plan for solving the problem and show its practically in second main points.
- Speaker can also use problem-solution just as easily to organize a speech opposing a change in policy – the first main point argument not need to for change policy, second point might show that even if there were serious problem, the suggested new policy would not solve it and would create serious problems of its own.

▪ Problem-Cause-Solution Order

- A method of organizing persuasive speeches in which the first main points identifies a problem, the second point analyze the causes of the problem, and the third main point presents a solution to the problem.
- Some teacher prefer this method of organization because it requires a speaker to identify the causes of the problem.
- This in turn makes it easier to check whether the proposed solution will get at the causes of the problem.

▪ Comparative Advantages Order

- A method of organizing persuasive speeches in which each main point explains why a speaker's solution to a problem is preferable to other proposed solutions.

- Speaker can devote speech advantages of the solutions and disadvantages of other solution.

▪ Monroe's Motivated Sequence

- A method of organizing persuasive speeches that seek immediate action.
- The five steps of motivated sequence are attention, need, satisfaction, visualization, and action.

i. Attention: Gain the attention of your audience by using one or more of the methods relating to the audience, showing the importance of the topic, making a startling statement, arousing curiosity or suspense, posing a question, telling a dramatic story or using visual aid

ii. Need: Make the audience feel a need for change. Show there is a serious problem with the existing situation. It is important to state the need clearly and to illustrate it with strong supporting materials. By the end of this step, listeners should be so concerned about the problem that they are psychologically primed to hear your solution.

iii. Satisfaction: Having aroused a sense of need, you satisfy it by providing a solution to the problem. You present your plan and show how it will work. Be sure to offer enough details about the plan to give listeners a clear understanding of it.

iv. Visualization: Having given your plan, you intensify desire for it by visualizing its benefits. They to this step is using vivid imagery to show your listener how they will profit from your policy. Make them see how much better conditions will be once your plan is adopted.

v. Action: Once the audience is convinced that your policy is beneficial, you are ready to call for action. Say exactly what you want the audience to do – and how to do it. Then conclude with a final stirring appeal that reinforce their commitment to act.

Sample of Persuasive Speech Using Monroe's Motivated Sequence

Specific Purpose: To persuade my audience to use their cell phones in a way that will protect their health.

Central Idea: You can avoid the long-term health risks of cell phone use by making some simple changes.

Introduction

- Attention:**
- I. Your cell phone is your constant companion. You use it everywhere you go, day and night
 - II. But what if your constant companion is potentially hazardous to your health?
 - III. After doing extensive research, I hope to persuade each of you to use your cell phone in a manner that will protect your health.

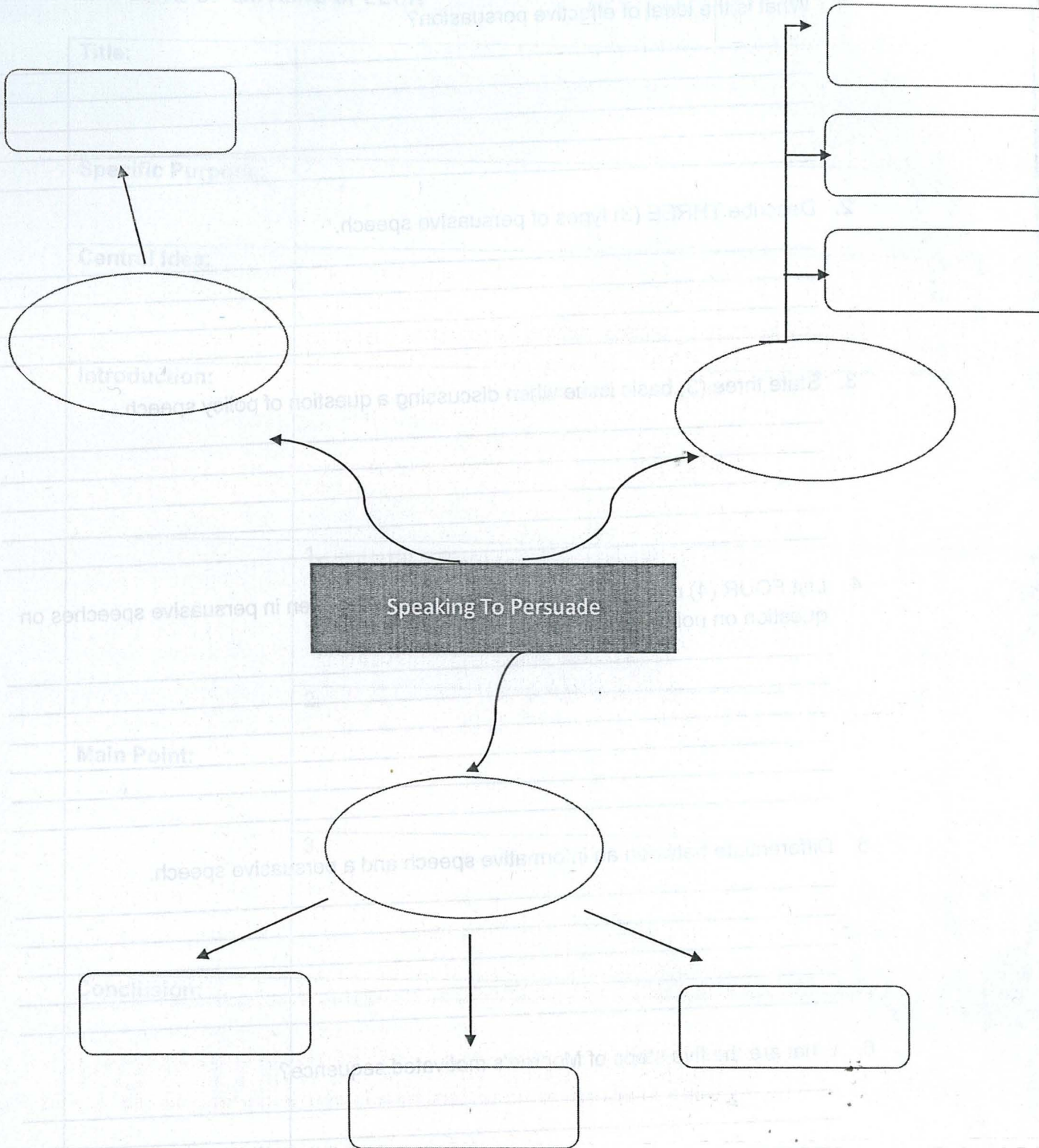
Body

- Need:**
- I. Although cell phones are safe in the short run, they may pose long-term health risks.
 - a. Using a cell phone exposes you to radiation that builds up over time.
 - b. Even cell phone manufacturer caution against keeping phone too close to the body
- Satisfaction:**
- II. You can guard against these risks by making simple changes in the way you use your cell phone.
 - a. Do not press you cell phone against your head while talking
 - b. Get in the habit of using ear buds or your phone's internal speaker.
- Visualization:**
- III. These changes will help protect your health.
 - a. They are easy changes to make.
 - b. They will help you use your cell phone without long-term health risks.

Conclusion

- Action:**
- I. So I encourage each of you to make these changes starting today.
 - II. Make sure your constant companion is not endangering your health

5 step of
Monroe's
Motivated
Sequences



REVIEW QUESTIONS

1. What is the ideal of effective persuasion?

2. Describe THREE (3) types of persuasive speech.

3. State three (3) basic issue when discussing a question of policy speech.

4. List FOUR (4) methods of organization used most often in persuasive speeches on question on policy.

5. Differentiate between an informative speech and a persuasive speech.

6. What are the five steps of Monroe's motivated sequence?

TEMPLATE OF OUTLINE SPEECH

Title:	
Specific Purpose:	
Central Idea:	
Introduction:	
Main Point:	1.
	2.
	3.
Conclusion:	
Bibliography:	

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