

1ST EDITION

TALK LIKE A PRO!

FOR DPK30133 PUBLIC SPEAKING

NUR ANISAH BINTI EZUDDIN
AHMAD NABIL BIN MOHAMAD

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FIRST EDITION 2024

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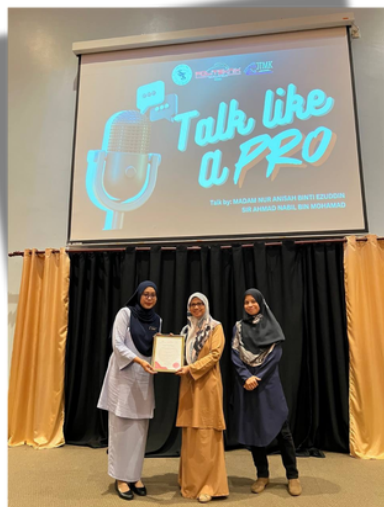
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INTRODUCTION

Dedication

This note is dedicated to everyone who are reading this book:

To all those who dare to stand before an audience, with courage in their hearts and words on their lips. This book is dedicated to the passionate seekers of eloquence, the fearless speakers who strive to inspire, inform, and ignite change. May this book be a guiding light on your journey to mastery, empowering you to unleash the power of your voice upon the world. This is for you.



This note is dedicated to everyone who encouraged us to in creating book:

Our family for always by side through ups and downs.

Our colleagues of Commerce Department especially for Program Diploma in Secretarial Science (DSK) for their support and chance given to us.

Our students who are the source of enthusiasm.

Anisah & Nabil



CHAPTER 1

Introduction to Public Speaking



At the end of this topic, student will be able to:

- 1.1 Display the tradition of public speaking
- 1.2 Display the speech communication process
- 1.3 Display public speaking in a multicultural world
- 1.4 Display the guidelines for ethical speaking

1.1 THE TRADITION OF PUBLIC SPEAKING

Public speaking has been a vital means of personal empowerment and civic engagement throughout history. The need for effective public speaking will almost certainly touch you sometime in your life. Your speech class will give you training in researching topics, organizing your ideas, and presenting yourself skilfully. This training is invaluable for every type of communication.

1.1.1 Similarities and differences between public speaking and conversation

Similarities between public speaking and conversation

a) Organizing thoughts logically

- Organize your message and present your ideas in the most persuasive manner.
- You would take your listener systematically, step by step and make sure they understand the message.
- It ensures that your message flows smoothly, making it easier for others to grasp and appreciate your ideas.

b) Tailoring the message to the audience

- Refers to the practice of customizing or adjusting the content, tone, and delivery of your communication to suit the specific characteristics, preferences, and needs of your intended audience.
- It recognizes that different individuals or groups have unique backgrounds, interests, levels of knowledge, and communication styles.
- Adapting your message to resonate with your audience increases the likelihood of effectively conveying your ideas, capturing their attention, and achieving your communication goals.

c) Telling a story for maximum impact

- The idea is to present information or ideas within a narrative framework, making the content more relatable, memorable, and influential.
- Carefully build up your story, adjusting your words and tone of voice to get the best effect.
- When done effectively, storytelling can enhance understanding, create a connection with the audience, and leave a lasting impression.

d) Adapting to listener feedback

- Whenever you talk with someone, you are aware of that person's verbal, facial, and physical reactions.
- It is like having a conversation where you listen to how people are responding, and if they seem confused or interested, you might change the way you explain things.
- It's about being flexible and making adjusts to your talk based on the cues you get from the listeners, so you can better connect with them and make sure they understand and engage with your message.

Differences between public speaking and conversation

a) Public speaking is more highly structured

- Public speaking demands much more detailed planning and preparation than ordinary conversation.
- In public speaking, there is often a clear structure or framework to the message. Speakers may have an introduction, main points, and a conclusion, ensuring that their ideas flow logically and are presented in a way that the audience can easily understand.
- In a regular chat, we might go with the flow and talk informally.

b) Public speaking requires more formal language

- In public speaking, there is often an emphasis on using proper grammar, avoiding slang, and employing a more professional tone. Slang, jargon, and bad grammar have little place in public speeches.
- Listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience.
- This formality helps convey the speaker's message in a clear, respectful, and authoritative manner, ensuring that the audience takes the content seriously and that it is appropriate for the context in which it is presented.

c) Public speaking requires a different method of delivery

- When conversing informally, most people talk quietly, interject stock phrases such as "like" and "you know," adopt a casual posture, and use what are called vocalized pauses ("uh," "er," "um").
- However, excellent public speakers modify their voices to ensure that everyone in the audience can hear them properly. They take on a more straight up position. They avoid from using distracting language and body language.

1.1.2 The way to develop confidence

Some of the greatest public speakers in history have suffered from stage fright, including Abraham Lincoln. Stage fright is an anxiety over the prospect of giving a speech in front of an audience. It is perfectly normal even desirable to be nervous at the start of the speech. Your body is responding as it would to any stressful situation by producing extra adrenalin. Adrenalin is a hormone that is released into the bloodstream in response to physical or mental stress.

There are **SIX (6)** ways you can turn your nervousness from a negative force into a positive one:

a) Acquire speaking experience

- Learn about speechmaking and gain speaking experience.
- The more you learn about public speaking and the more speeches you give, the less threatening speechmaking will become.

b) Prepare, Prepare, Prepare

- Select speech topics that you are truly passionate about, and prepare your presentations thoroughly so that success is guaranteed.
- A standard rule of thumb is that each minute of speaking time requires one to two hours preparation time – perhaps more, depending on the amount of research needed of the speech.

c) Think positively

- Confidence is mostly the well-known power of positive thinking. If you think you can do it, you usually can.

d) Use the power of visualization

- Visualization is a mental imaging in which a speaker vividly pictures himself or herself giving a successful presentation.

e) Know that most nervousness is not visible

- The insanity you experience internally is barely noticeable from the outside.

f) Do not expect perfection

- There is no such thing as a perfect speech.
- Don't panic about being perfect or about what will happen if you make a mistake.

1.2 THE SPEECH COMMUNICATION PROCESS

1.2.1 Speech communication process

The speech communication process includes **SEVEN (7)** elements:

a) Speaker

- The person who is presenting an oral message to a listener.

b) Message

- Whatever a speaker communicates to someone else.

c) Channel

- The means by which a message is communicated.

d) Listener

- The person who receives the speaker's message.

e) Feedback

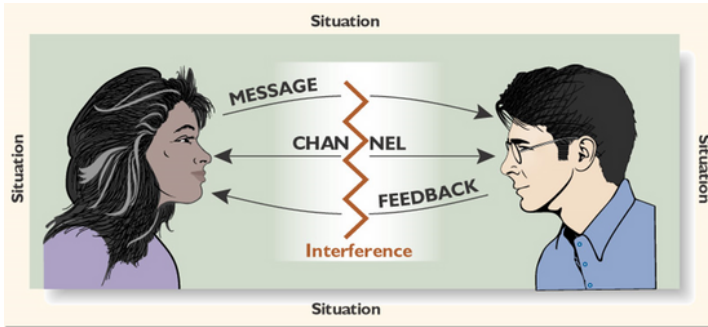
- The messages, usually nonverbal, sent from a listener to a speaker.

f) Interference

- Anything that impedes the communication of a message. Interference can be external or internal.
- Example of external interference: traffic outside the building, audience conversing in the hall, etc.
- Example of internal interference: one of the listeners has a toothache and distracted by the pain, a listener worrying about a test in the next class period, etc.

g) Situation

- The time and place in which speech communication occurs.

**1.3 PUBLIC SPEAKING IN A MULTICULTURAL WORLD****1.3.1 Cultural diversity in the modern world**

Globally, we live in an age of international multiculturalism. The Internet allows for instant communication. CNN is broadcast to more than 2 billion people around the world. Social media connect people across ancient boundaries. Despite political, social, and religious differences, all nations are part of a vast global network. For example:

- There are 60,000 transnational corporations around the world, and they account for half of all international trade.
- China has 1,000 more KFC restaurants than the United States; Apple sells close to 70 percent of its iPhones abroad.
- There are more languages spoken in the borough of Queens in New York City than anywhere else on the planet.

1.3.2 Cultural diversity and public speaking

Speechmaking becomes more complex as cultural diversity increases. Part of the complexity stems from the differences in language from culture to culture. Nothing separates one culture from another more than language. Language and culture are so closely bound that "we communicate the way we do because we are raised in a particular culture and learn its language, rules, and norms."

The meanings attached to gestures, facial expressions, and other nonverbal signals also vary from culture to culture. Even the gestures for such basic messages as "Hello" and "goodbye" are culturally based.

- The North American "goodbye" wave is interpreted in many parts of Europe and South America as the motion for "no."
- While the Italian and Greek gesture for "goodbye" is the same as the U.S. signal for "come here."

1.3.3 Ways to avoid ethnocentrism

Ethnocentrism is the belief that one's own group or culture is superior to all other groups or cultures. Avoiding ethnocentrism does not mean that you must agree with the values and practices of all groups and cultures.

Here are a few ways to avoid ethnocentrism in public speaking:

- Show respect for the cultures of the people you address. You need to adapt the messages to the values and expectations of your listener.
- Be alert to how cultural factors might affect how listeners respond. Try to put yourself in their place and to hear your message through their ears.
- If there is a language difference, avoid words or phrases that might cause misunderstanding.
- Be alert to feedback that might indicate the audience is having trouble grasping your ideas.
- Listeners also have to avoid ethnocentrism. No matter what the cultural background of the speaker, you should listen to her or him as attentively as you would want your audience to listen to you.

1.4 THE GUIDELINES FOR ETHICAL SPEAKING

There are **FOUR (4)** basic guidelines for ethical public speaking:

1) Make sure your goals are ethically sound

- Refers to the importance of aligning your speech objectives with ethical principles and values. When preparing and delivering a speech, it's essential to consider the moral implications of your message and the potential impact it may have on your audience and society as a whole.
- Example of unethical speaking: The speaker could choose to exaggerate their achievements, make false claims about easy shortcuts to success, and encourage students to engage in dishonest practices like cheating to get ahead in their studies. This approach would be ethically unsound, as it promotes dishonesty and can harm the students in the long run.

2) Be fully prepared for each speech

- The better you prepare, the better your speech will be.
- Being prepared for a speech involves everything from analyzing your audience to creating visual aids, from organizing your ideas to rehearsing your delivery. Most crucial from an ethical standpoint, though, is being fully informed about your subject.
- No matter what the topic, no matter who the audience, you need to explore your speech topic as thoroughly as possible. Investigate the whole story; learn about all sides of an issue; seek out competing viewpoints; get the facts right. Not only will you give a better speech, you will also fulfill one of your major ethical obligations.

3) Be honest in what you say

- When you giving speech to people, always tell the truth. Do not make up stories or say things that are not true. Being honest helps build trust with your audience, and it is an important part of speaking in a way that is fair and reliable.
- While on the subject of honesty in speechmaking, we should also note that ethically responsible speakers do not present other people's words as their own.

4) Avoid name-calling and other forms of abusive language

- Name-calling is the use of language to defame, demean, or degrade individuals or groups.
- When applied to various groups in America, it includes such epithets as "redskin," "fag," "Kike," "nigger," "honkey," "wop," "jap," "chink," and "spic" that have been used to label people because of their sexual orientation, religious beliefs, or ethnic background. Such terms are ethically suspect because they stereotype and devalue the people in question.
- Name-calling is also a destructive social force. When used repeatedly and systematically over time, it helps reinforce attitudes that encourage prejudice, hate crimes, and civil rights violations. The issue is not one of political correctness, but of respecting the dignity of diverse groups in contemporary society.

5) Put ethical principles into practice

- Being ethical means behaving ethically all the time—not only when it's convenient.
- As you work on your speeches, you will ask yourself such questions as "Is my choice of topic suitable for the audience?" "Are my supporting materials clear and convincing?" "How can I phrase my ideas to give them more punch?" These are strategic questions. As you answer them, you will try to make your speech as informative, as persuasive, or as entertaining as possible.
- Keep in mind the guidelines for ethical speechmaking we have discussed and do your best to follow them through thick and thin.

1.4.1 Differentiation of the plagiarism definition

Plagiarism is presenting another person's language or ideas as one's own. There are **THREE (3)** types of plagiarism:

1) Global Plagiarism

- Global plagiarism is stealing your speech entirely from another source and passing it off as your own.
- Global plagiarism in a college classroom usually occurs because a student puts off the assignment until the last minute. Then, in an act of desperation, the student downloads a speech from the Internet or gets one written by a friend and delivers it as his or her own.
- The best way to avoid this, of course, is not to leave your speech until the last minute. By starting early, you will give yourself plenty of time to prepare a first-rate speech—a speech of your own.

2) Patchwork Plagiarism

- Patchwork plagiarism is stealing idea or language from two or three sources and passing them off as one's own
- In the context of writing or speaking, it means using sentences or ideas from various sources without proper citation, which is considered dishonest and can lead to issues of academic or professional integrity.

3) Incremental Plagiarism

- Failing to give credit for particular parts of a speech that are borrowed from other people.
- The most important of these increments are quotations and paraphrases.
- **Quotations:** A quotation is when you use someone else's exact words and put them in your writing or speech. It's like directly copying a sentence or phrase from a book, article, or someone else's work and putting it in quotation marks to show that these words belong to someone else.

Example:

Original: "The sun sets in the west every evening."

Quotation: The author said, "The sun sets in the west every evening."

- **Paraphrase:** A paraphrase is when you express someone else's idea in your own words. Instead of copying the exact words, you rewrite the information using your own language while keeping the original meaning. It's like explaining something in a different way.

Example:

Original: "The sun sets in the west every evening."

Quotation: Every night, the sun goes down in the western part of the sky.

1.4.2 The definition guidelines for ethical listening

Listeners also have ethical obligations. There are **THREE (3)** guidelines for ethical listening:

1) Be courteous and attentive

- Prepared to listen and to learn from the speaker. Be conscious on the feedback you are sending to the speaker.

2) Avoid prejudging the speaker

- Listeners cannot judge the speaker by the name, race, lifestyle, appearance or reputation of the speaker.
- Your aim is to 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

- It is important to keep in mind that ensuring a person's freedom to express her or his ideas does not imply agreement of those ideas. You can disagree entirely with the message but still support the speaker's right to express it.

CHAPTER 1

ACTIVITY

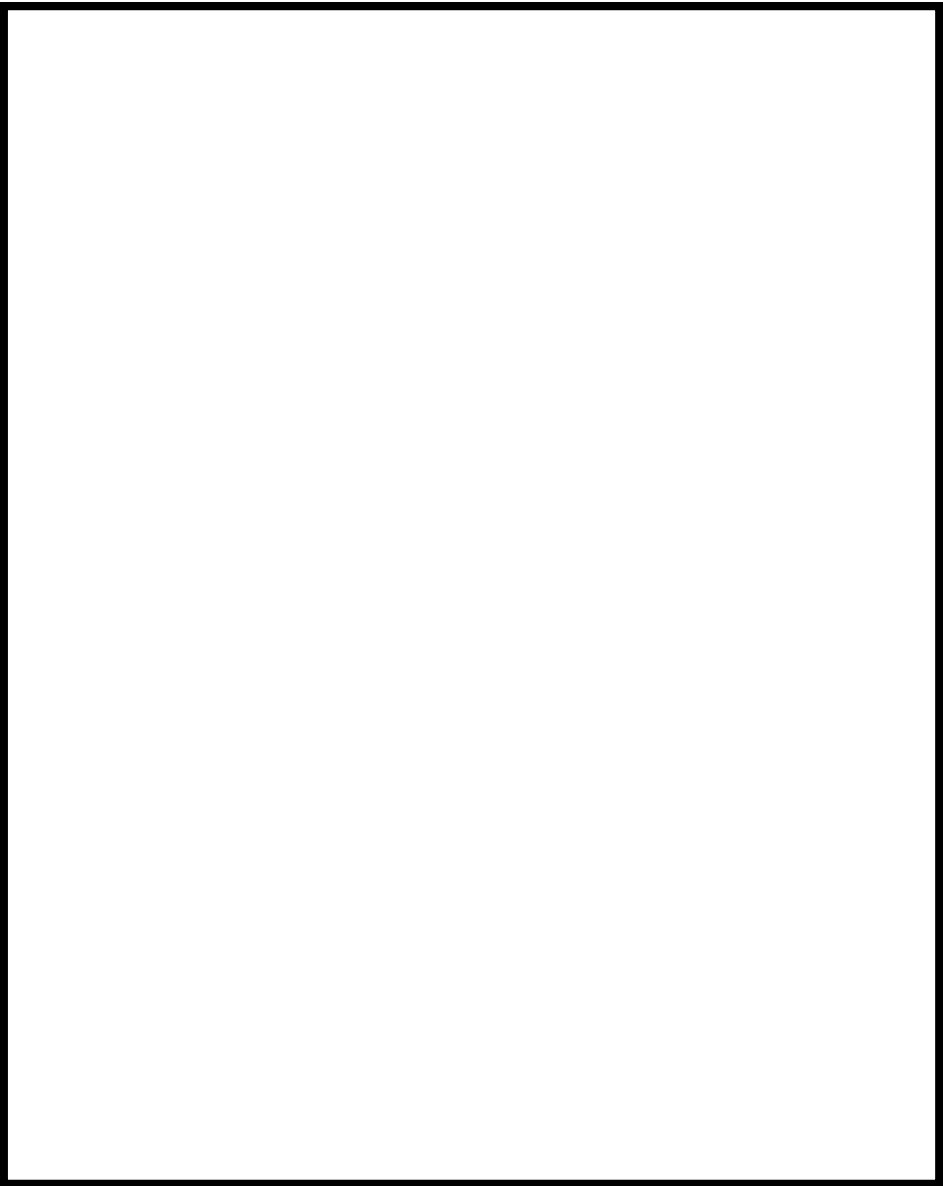
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CHAPTER 1

ACTIVITY



CHAPTER 2

Listening and Selecting a Topic and Purpose



At the end of this topic, student will be able to:

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

2.1 ORGANIZE THE IMPORTANCE OF LISTENING

Listening is important to you as a speaker. It is probably the way you get most of your ideas and information

2.1.1 Identify the causes of poor listening

CAUSES OF POOR LISTENING

1) Not concentrating

- We can process a speaker's words and still have plenty of spare "brain time", we are tempted to interrupt our listening by thinking about other things.
- Not paying attention to what we hear is the highest reason why we cannot get the message delivered by the speaker.

2) Listening too hard

- We may end up confusing the facts if we try to remember all what we hear.
- Efficient listeners usually concentrate on main ideas and evidence.

3) Jumping to conclusions

- Every speech has something to offer you whether it be information, point of view or technique.
- You are cheating yourself if you prejudge and choose not to listen

4) Focusing delivery and personal appearance

- Focusing on a speaker's delivery or personal appearance is one of the major sources of interference in the speech communication process, and it is something we always need to guard against.



2.1.2 Identify tips to become a better listener

TIPS TO BECOME A BETTER LISTENER

1) Take listening seriously

- Good listening comes from practice and self-discipline

2) Be an active listener

- Active listeners give their undivided attention to the speaker in a genuine effort to understand his or her point of view.

3) Resist distraction

- When there is any distraction, make a conscious effort to pull your mind back to what the speaker is saying. The force it to stay there.

4) Don't be diverted by appearance or delivery

- You must be willing to set aside preconceived judgements based on a person's looks or manner of speech.

5) Suspend judgement

- You should hear people out before reaching a final judgement. Try to understand their point of view.
- Set aside one's own prejudices, frames of reference and desires so as to experience as far as possible the speaker's world from the inside

6) Focus your listening

- Focus on specific things in a speech.
- Three suggestions to help you focus your listening
 - a) Listen for main points – A sharp listener would have been prepared for a speech with three main points.
 - b) Listen for evidence – A careful listener will be concerned about evidence no matter who is speaking.
 - c) Listen for technique – An effective speaker should study the methods other people use to speak effectively

7) Develop note-taking skills

- When done properly, note taking is an excellent way to improve your concentration and to keep track of a speaker's ideas.



2.2 ORGANIZE THE IMPORTANCE OF SELECTING A TOPIC AND PURPOSE

2.2.1 Identify the strategy to choose a topic

The first step in speechmaking is choosing a topic. Topic is the subject of a speech which usually determine by the occasion. the audience, and the speaker's qualification. There are two broad categories of potential

TOPICS YOU KNOW A LOT ABOUT	TOPIC YOU WANT TO KNOW MORE ABOUT
When thinking about the topic, draw on your own knowledge and experience.	Select a topic that you want to explore for the first time.
Think for a moment about unusual experiences you may have had or special expertise you may have acquired.	This would be a perfect opportunity to research subject and turn it into a fascinating speech.

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 get started.

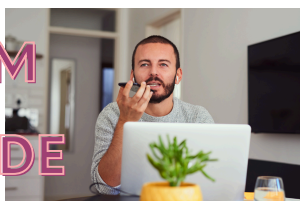
- a) **Personal Inventory** : Make a quick inventory of your experience, interests, skills, beliefs and so forth. Jot down anything that comes to mind no matter how silly or irrelevant.
- b) **Clustering** : Take a sheet of paper and divide it into nine columns (People, Places, Things, Events, Processes, Concepts, Natural Phenomena, Problems, and Plans and Policies. Then list each column the first five items that come to mind..
- c) **Reference search** : Browse through an encyclopaedia, a periodical database, or some other reference work until you come across what might be a good speech topic.
- d) **Internet search** : One of the advantage of using the internet is that you can make your search more and more specific until you find just the right subject.



2.2.2 Mend the general purpose

- The general purpose is the broad goal of a speech which usually will fall into one of two overlapping categories, **to inform and to persuade**.
- When your general purpose is to inform, your goal is to convey information clearly, accurately and interestingly.
- When your general purpose is to persuade, the goal is to win listeners over your point of view.

INFORM
OR
PERSUADE



2.2.3 Mend the specific purpose

The specific purpose is a single phrase that states precisely what a speaker hopes to accomplish in his/her speech. It should focus on one aspect of a topic.

a) be a full infinitive phrase.

Ineffective : 3D technology.

More effective : To Inform my audience about the three major kinds of current 3D technology.

b) be worded as a statement, not a question

Ineffective : What is AFamosa?

More effective : To inform my audience about the history of AFamosa

c) avoid figurative language.

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 5.00pm.

d) Concentrate on one distinct idea

Ineffective : To persuade my audience to become literacy tutors and to donate time to the Special Olympics.

More effective : To persuade my audience to become literacy tutors OR to persuade my audience to donate time to the Special Olympics.

e) not be 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.

2.2.3 Mend the specific purpose – cont..

Keep several questions in mind as you formulate your specific purpose statement.

- Does my purpose meet the assignment?
- Can I accomplish my purpose in the time allotted?
- Is the purpose relevant to my audience?
- Is the purpose too trivial or too technical for my audience?

2.2.4 Follow the guidelines to phrase the central idea

The central idea refines and sharpens your specific purpose. It is concise statement of what you will say in your speech, and it usually crystallizes in your thinking after you have done your research and have decided on the main point of your speech. The central idea usually encapsulates the main points to be developed in the body of your speech.



The central idea :

- a) Should be expressed in full sentence
 - b) Should not be in the form of question.
- Should avoid figurative language.
Should not be vague or overly general

EXAMPLE

TOPIC : DRUG USAGE

GENERAL PURPOSE : TO INFORM

SPECIFIC PURPOSE : TO INFORM MY AUDIENCE OF THE THREE EFFECTS OF DRUG USAGE

CENTRAL IDEA : THE THREE EFFECTS OF DRUG USAGE ARE MEMORY PROBLEMS, REDUCE YOUR FERTILITY, AND CHANGES IN BEHAVIOUR.

CHAPTER 2

ACTIVITY

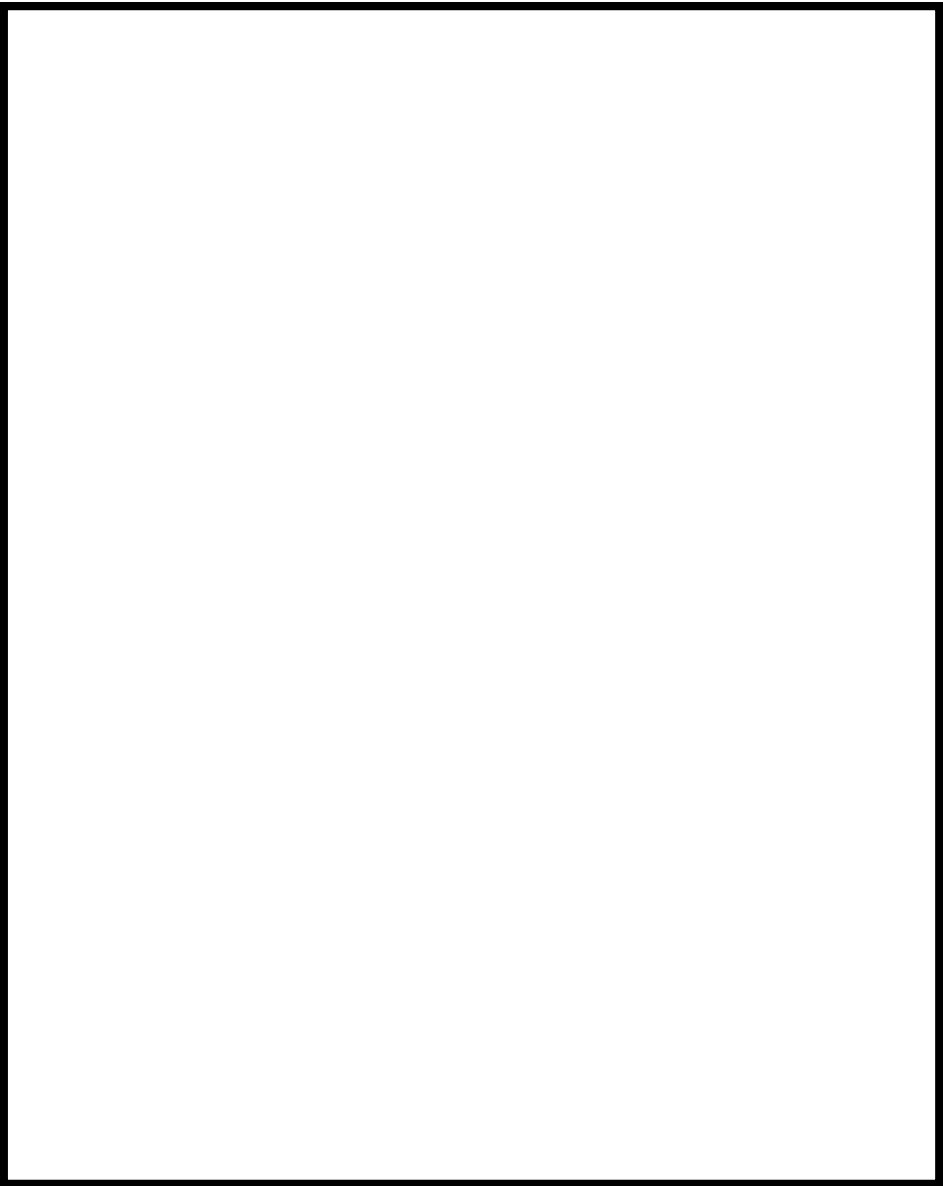
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CHAPTER 2

ACTIVITY



CHAPTER 3

Analyzing the Audience and Gathering Materials



At the end of this topic, student will be able to:

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

3.1 ORGANIZE AUDIENCE-CENTEREDNESS

Audience-centeredness is keeping the audience foremost in mind at every step of speech preparation and presentation. 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?

Effective speakers seek to create a bond with their listeners by emphasizing common values, goals, and experiences. Think in advance about your listeners' background and interest, about their level of knowledge regarding the speech topic, and about their attitudes regarding your stance on the topic.

3.1.1 Identify the demographic audience analysis

Demographic audience analysis is analysis that focuses on demographic factors such as age, gender, religion, sexual orientation, group membership, and racial, ethnic, or cultural background. It 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

3.1.2 Identify the situational audience analysis

Situational audience analysis is audience analysis that focuses on situational factors such as the size of the audience, the physical setting for the speech, and the disposition of the audience toward the topic, the speaker, and the occasion.



3.1.3 Explain the guideline to get information about the audience

For speeches outside the classroom, you can best get information about the audience by asking the person who invites you to speak. For classroom speeches, you can learn about your audience by observation and conversation. You also can circulate an audience-analysis questionnaire.

There are 3 major types of questions to choose :

- **FIXED ALTERNATIVE QUESTIONS** – Questions that offers a fixed choice between two or more alternatives.

WHAT IS YOUR FAVOURITE COLOUR?
A) RED
B) GREEN
C) BLUE

- **SCALE QUESTIONS** – Question that require responses at fixed intervals, along a scale of answer.



- **OPEN-ENDED QUESTION** – Questions that allow respondents to answer however they want

Please tell us the reason why you gave this score:

Amazing product but the customer service team is not responsive at all.

3.1.4 Identify audience adaptation before and during the speech

Adapting your audience is one of the most important keys to successful public speaking. The two major stages in the process of audience adaptation are as follow :

1. AUDIENCE ADAPTATION BEFORE THE SPEECH

- Must keep your audience in mind at every stage of speech preparation
- Assessing how your audience is likely to respond to what you say in your speech and adjusting what you say to make it as clear, appropriate, and convincing as possible.

2. AUDIENCE ADAPTATION DURING THE SPEECH

- Keep an eye out for audience feedback and adjust your remarks in response



KEYWORDS :
**BEFORE &
DURING!**



3.2 ORGANIZE THE METHODS OF GATHERING INFORMATION

There are many resources you can use when gathering information such as doing library research, searching the internet and interviewing people with specialized information.

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 by facts and figures from books. Such outside information is almost always necessary. But supplementing it with the personal touch can really bring your speeches to life.

3.2.1 Explain the guideline to do library research

Finding what you need in the library is largely a matter of knowing how to search for information.

- **LIBRARIANS**

- Librarians are expert in their own field, trained in library use and research methods.

- **THE CATALOGUE**

- A listing of all the books, periodicals, and other resources owned by a library. The key to find the book on the shelves is the call number.

- **PERIODICAL DATABASES**

- A research aid that catalogues articles from a large number of journals or magazines. Abstract is a summary of a magazine or journal article, written by someone other than original author.

- **NEWSPAPER**

- Newspapers are invaluable for research on many topics, historical as well as contemporary.

- **REFERENCE WORK**

- A work that synthesizes a large amount of related information for easy access by researchers.

- 1) Encyclopedias

General encyclopedias – a comprehensive reference work that provides information about all branches of human knowledge

Special encyclopedias – a comprehensive reference work devoted to a specific subject such as religion, art, law, science, music, etc.

- 2) Yearbooks – A reference work published annually that contains information about the previous year.

- 3) Quotation books – The best known collection of quotations is Barlett's Familiar Quotations

- 4) Biographical aids – A reference work that provides information about people

3.2.2 Identify techniques of gathering information via the internet

When looking for information online, you need a search strategy that will help you find exactly what you need.

- **SEARCH ENGINE**

- Search engines are the key to finding materials on the internet.

- **SPECIALIZED RESEARCHED RESOURCES**

- The internet is so fast, it is helpful to have a list of premium websites that you can turn to with confidence.

1) Virtual libraries – A search engine that combines internet technology with traditional library methods of cataloguing and accessing data. 2 of the best, librarians' internet index (www.iii.org) and internet public library (www.ipl.org)

2) Government resources – One of the strengths of the internet as a research tools is the access it provides to government documents and publications

3) Multicultural resources – The internet is a global phenomenon and it mirrors the internationalism and diversity of our time.

- **EVALUATING INTERNET DOCUMENTS**

- The most trusted resources on the web are those derived from printed works. But most web documents exist only in electronic form. Never has the adage been more true than when applied to the internet.

1) Authorship – Learn about an author by typing her / his name in the Google search box

2) Sponsorship – Sponsoring organization is an organization that in the absence of a clearly identified author, is responsible for the content of a document on the internet.

3) Recency – The best way to determine the recency if 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.

3.2.3 Explain about things to do's and don'ts while handling an interview

Research interview is an interview conducted to gather information for a speech

SBFORE THE INTERVIEW

The outcome of most interviews is decided by how well the interviewer prepares. Here are 5 steps you should take ahead of time to help 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 5 steps you should take ahead of time 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 :

- 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 in your speech.
- Transcribe your note – Transcribe the important ideas and information in the same format as the rest of your research note.



CHAPTER 3

ACTIVITY

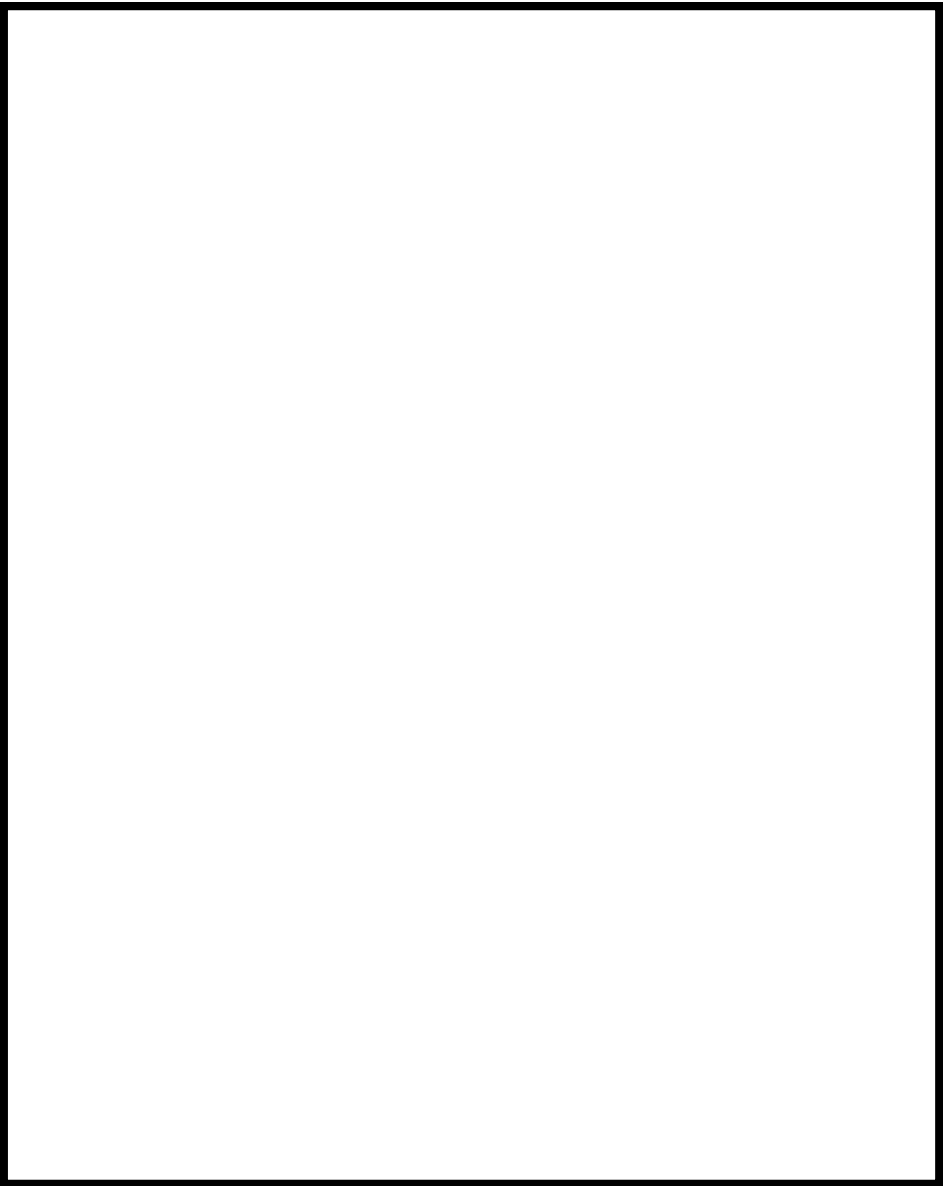
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CHAPTER 3

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CHAPTER 4

Supporting Ideas and Organizing the Body of the Speech



At the end of this topic, student will be able to:

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

4.1 SUPPORTING MATERIALS AND IDEAS

The skillful use of supporting materials often makes the difference between a poor speech and a good one. It is also closely related to critical thinking. You can decide which ideas need to be supported given your audience, topic, and specific purpose. Supporting materials is the materials used to support a speaker's ideas. The three major kinds of supporting materials are examples, statistics and testimony.

4.1.1 Types of Examples and Tips for Using Examples

Example is a specific case used illustrates or to represent a group of people, ideas, conditions, experiences, or the like. Research has shown that a vivid and concrete examples have strong impact on listener's beliefs and actions.

Types of Examples

There are **THREE (3)** types of Examples:

a) Brief Example

- A specific case referred to in passing to illustrate a point. Brief examples also called specific instances where is given specifically and directly.

b) Extended Example

- A story, narrative, or anecdote developed at some length to illustrate a point. By telling a story vividly and dramatically, the speaker will be able to attract the listener's attention.

c) Hypothetical Examples

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

Tips for Using Examples

There are **FIVE (5)** tips of using Examples:

- a) Use examples to clarify your ideas.
- b) Use examples to reinforce your ideas.
- c) Use examples to personalize your ideas.
- d) Make your examples vivid and richly textured.
- e) Practice delivery to enhance your extended examples.

4.1.2 Statistics and Tips for Using Statistics

Statistics is a numerical data or information. Statistics are often cited in passing to clarify or strengthen a speaker's points. Statistics can also be used in combination – stacked up to show the magnitude or seriousness of an issue.

Understanding Statistics

a) Are the statistics representative?

- Make sure the statistic that being used is representative or generalizable which it can speak for entire population it represents.

b) Are statistical measures used correctly?

- There are three basic statistical measures :
Mean – The average value of a group of number.
Median – The middle figure in a group from the highest to the lowest.
Mode – The number that occurs most frequently in a group of numbers.

c) Are the statistics from a reliable source?

- You must be aware of possible bias in the use of numbers. Since statistics can be interpreted so many ways and put to so many uses, you should seek the figures gathered by objective, unbiased sources.

Tips for Using Statistics

There are **SIX (6)** tips of using Statistics:

- a) Use statistics to quantify your ideas.
- b) Use statistics sparingly.
- c) Identify the sources of your statistics.
- d) Explain your statistics.
- e) Round off complicated statistics.
- f) Use visual aids to clarify statistical trends.

4.1.3 Types of Testimony and Tips for Using Testimony

Testimony is a quotations or paraphrases used to support a point. By quoting or paraphrasing such people, you can give your ideas greater strength and impact.

Types of Testimony.

There are **TWO (2)** types of Testimony:

a) Expert Testimony

- Testimony from people who are recognized experts in their fields. Expert Testimony is especially helpful for student speakers because students are seldom recognized as experts on their speech topics. Citing the views of people who are experts is a good way to lend credibility to your speech.
- Example: "According to Dr. Jane Smith, a leading climatologist with over two decades of research experience, the rising global temperatures we are witnessing today can be unequivocally linked to human activities such as the burning of fossil fuels."

b) Peer Testimony

- Testimony from ordinary people with firsthand experience or insight on a topic. This testimony gives more personal viewpoint on issues that can be gained from expert testimony. It conveys the feeling, the knowledge, and the insight of people who speak with the voice of real experience.
- Example: "In a recent survey conducted among college students, 80% of respondents admitted to facing academic stress, and my friend Jessica, a fellow student, shared her own struggles managing the pressure. Her story is reflective of the challenges many of us face in the pursuit of education."

Quoting versus Paraphrasing

- **Direct quotation** – Testimony is presented word for word. Quotations are most effective they are brief, when they convey your meaning better that you can, and when they are particularly eloquent, witty, or compelling.
Example: "Covid-19 can spread by airborne particle", says Dr. Shamsiah Ali.
- **Paraphrase** – To summarize a source's ideas in one's own words. Paraphrasing is better than direct quotation in two situations: (1) When the wording of a quotation is obscure or cumbersome, as is often the case with government documents. (2) When a quotation is longer than two or three sentences.
Example: Based on my research from Dr. Shamsiah Ali, she said that the covid-19 virus can be transferred from the particles in the air.

Tips for Using Testimony

There are **FOUR (4)** tips of using Testimony:

- a) Quote or paraphrase accurately.
- b) Use testimony from qualified sources.
- c) Use testimony from unbiased sources.
- d) Identify the people you quote or paraphrase.

4.2 THE IMPORTANCE OF ORGANIZING THE BODY OF THE SPEECH

The first step in developing a strong of speech organization is to gain command of the three basic parts of a speech which are introduction, body and conclusion. The body is the longest and most important part. It is easier to create an effective introduction after you know exactly what will you say in the body. The process of organizing the body of the speech begins when you determined the main points.

4.2.1 The body of the Speech: Main Points, Supporting Materials, and Connectives

A) Main Points

The major points developed in the body of a speech. Most speeches contains from two or five main points. Mains points are the central feature of your speech. Please select them carefully, phrase them precisely, and arrange them strategically.

Number of Main Points

Normally, you will not have time in classroom to develop more than four or five main points, most speeches will contain only two or three. The more main points you have the harder the audience to sort out the main points.

Strategic Order of Main Points

Strategic organization means putting a speech together in a particular way to achieve a particular result with a particular audience. There are **FIVE (5)** strategic orders of main points:

a) Chronological Order

- A method of speech organization the main points follow a time pattern.
- They may narrate a series of events in the sequence in which they happened.
- They also used in speeches explaining a process or demonstrating how to do something.

- Example 1 of Chronological Order–

Specific Purpose : To inform my audience about the journey of the rise of eSports.

Main Points : I. eSports began in the 1980s as friendly competitions among friends.
 II. eSports became a global phenomenon during the 1990s.
 III. eSports flourished through official tournaments in the 2000s.
 IV. eSports today draws more viewers than many traditional sports leagues.

- Example 2 of Chronological Order–

Specific Purpose : To inform my audience of the three steps in making a chocolate cake.

Main Points : I. First, gather all the necessary ingredients.
 II. Second, combine the dry and wet ingredients in a large mixing bowl.
 III. Third, bake in the preheated oven for the recommended time.

b) Spatial Order

- A method of speech organization in which the main points follow a directional pattern.
- The main points proceed from top to bottom, left to right, front to back, inside to outside, east to west, or some other route.
- Example of Spatial Order–

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

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.

c) Causal Order

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

Specific Purpose : To inform my audience that the uses of tobacco in cigarettes may lead to oral cancer.

Main Points : I. Researchers have stated that the most dangerous ingredient in cigarettes is tobacco. (CAUSES)
 II. About 90% of people with oral cancer are effected by the tobacco usage in cigarettes. (EFFECT)

d) Problem Solution Order

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

Specific Purpose : To persuade my audience that legislation is needed to control the abuses.

Main Points : I. Abuses has become a widespread national problem. (EXISTANCE)
 II. The problem can be solved by a combination of government initiative and awareness. (SOLUTION)

e) Topical Order

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

Specific Purpose : To inform my audience about the three benefits of reading book.

Main Points : I. First, may make you acquire knowledge on various subjects.
 II. Second, good in maintaining mental sharpness as you age.
 III. Third, can improve your sleep quality by creating a calming routine.

Tips for Preparing Main Points

There are **THREE (3)** tips for preparing main points:

a) Keep main points separate

- Each main point in a speech should be clearly independent of the others. For example:

Ineffective	More Effective
Main Points : I. First, gather all the necessary ingredients. II. Second, combine the dry and wet ingredients in a large mixing bowl. III. Third, bake in the preheated oven for the recommended time and then cooling and frosting the cake before add additional decorations.	Main Points : I. First, gather all the necessary ingredients. II. Second, combine the dry and wet ingredients in a large mixing bowl. III. Third, bake in the preheated oven for the recommended time. IV. Lastly, cooling and frosting the cake before add additional decorations.

b) Try to use the same pattern of wording for main points

- The same pattern of wording for main points make it easier to understand and easier to remember. For example:

Ineffective	More Effective
Main Points : I. Karate gives you better mental discipline. II. You will become physically stronger through karate. III. Taking karate lessons will teach you self-defense.	Main Points : I. Karate improves your mental discipline. II. Karate increases your physical strength. III. Karate teaches you self-defense.

c) Balance the amount of time devoted to main points

- The amount of time spent on each main point depends on the amount and complexity of supporting materials for each point.

B) Supporting Materials

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

C) Connectives

Connectives is a word phrase that connects the ideas of a speech and indicates the relationship between them. There are **FOUR (4)** types of speech connectives:

a) Transitions

- A word of phrase that indicates when a speaker has finished one thought and is moving on to another.
- Examples:

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

Now that we have seen how drinking too much is a serious problem for students and their communities, let us look at some causes.

b) Internal Preview

- A statement in the body of the speech that lets the audience know what the speaker is going to discuss next.
- Examples:

*"In discussing the advantages of women in military, **we will look first** at the prevents discrimination against women in career advancement, **second**, strengthens the physical and **last but not least**, the mental strength in women and increases the knowledge of martial arts among women."*

*"In discussing how cyberbullying become more worse globally, **we'll look first** at the causes of the problem and **second** at its continuing effect today."*

c) Internal Summaries

- A statement in the body of the speech that summarizes the speaker's preceding points. Internal summaries remind listeners of what they have just heard, and it is an excellent way to clarify and reinforce ideas.
- Examples:

In short/Briefly, it is proved that women who have been involve in military have the same ability with men. People cannot easily assume that women do not have capable to doing the same job as well as men and automatically it will prevent discrimination against women in career advancement.

d) Signposts

- A very brief statement that indicates where a speaker is in the speech of that focuses attention on key ideas. Frequently they are just numbers, and sometimes by questions.
- Examples by number:
 - i. **The first** cause of the problem is inefficient agricultural production.
 - ii. **The second** cause is recurrent drought in the affected countries.
 - iii. **The final** cause is mismanagement of available food resources by local leaders.
- Examples by question:
 - I. How serious is the problem of accident that occur by the drunk drivers?
 - II. So how can we solve this problem?

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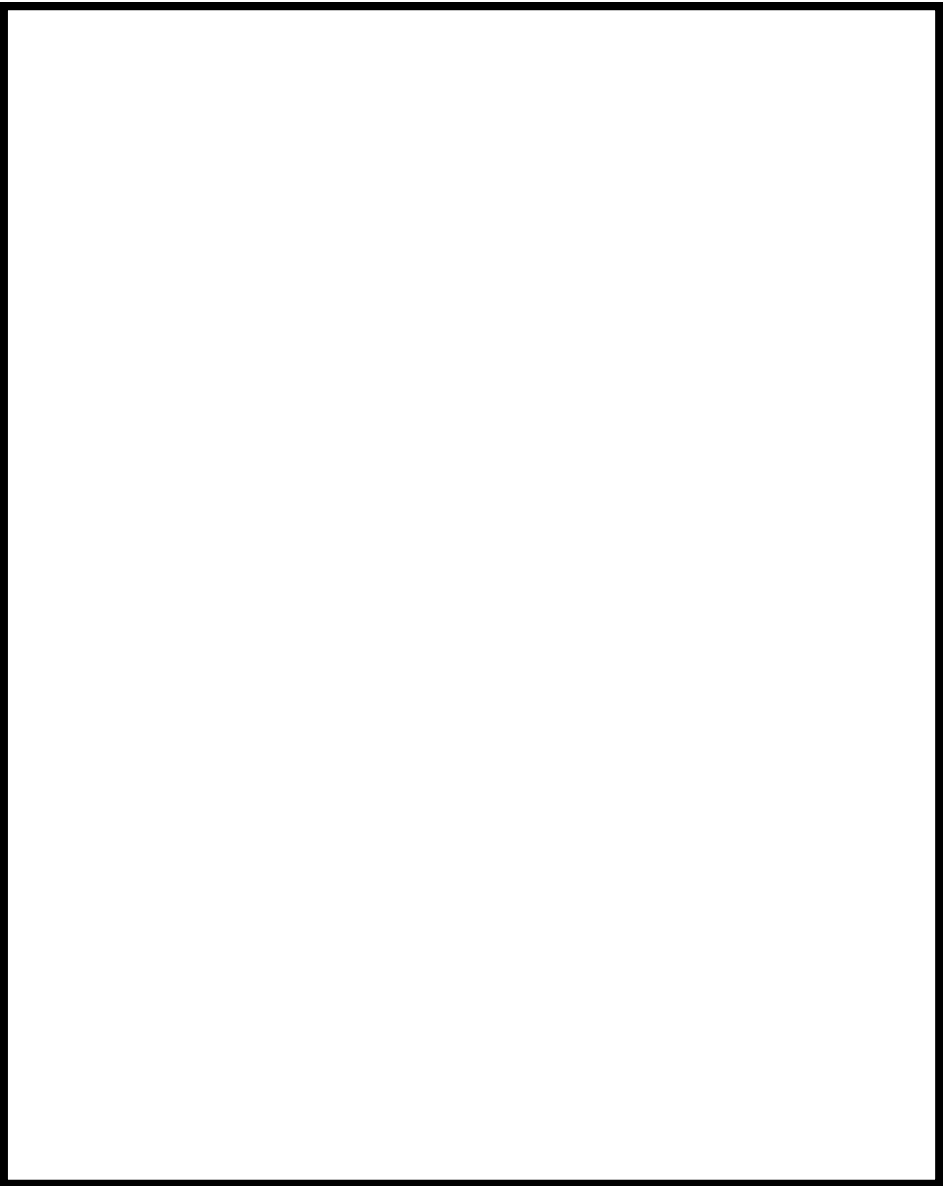
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CHAPTER 4

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CHAPTER 5

Beginning, Ending and Outlining the Speech



At the end of this topic, student will be able to:

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

5.1 GUIDELINE OF SPEECH INTRODUCTION AND CONCLUSION

By organizing your introduction and conclusion effectively, you create a structure that enhances the overall flow and impact of your speech. A well-crafted introduction draws in your audience, while a strong conclusion leaves them with a lasting impression and enhancing overall understanding.

5.1.1 Guidelines of Speech Introduction

The beginning of a speech matters because a bad start can distract or distance the audience, making it hard for the speaker to regain their attention. A strong start is crucial for the speaker's confidence, as seeing the audience show interest and pleasure boosts self-assurance. In short, a good introduction is a great confidence builder for a speaker.

Objectives of Introduction

There are **EIGHT (8)** objectives of introduction:

a) Get the attention and interest of your audience

- A speaker can quickly lose an audience if she or he doesn't use the introduction to get their attention and quicken their interest. Getting the initial attention of your audience is usually easy—even before you utter a single word. Keeping the attention of your audience once you start talking is more difficult. Here are the methods used most often. Employed individually or in combination, they will help get the audience caught up in your speech:

i) Relate the topic to the audience

- The audience pay attention to things that affect them directly. Relate the topic to them, they much more to be interested in it.
- Example: *"Hello everyone! Picture this: it's Monday morning, and you're sitting in traffic, already mentally planning your day ahead. Suddenly, your favorite song comes on the radio, and for a brief moment, the stress seems to melt away. Music has a magical way of influencing our mood and emotions, and today, we're going to explore that enchanting connection. Whether you're a dedicated music enthusiast or someone who simply enjoys a good tune, join me as we uncover the powerful impact of music on our lives."*

ii) State the importance of your topic

- Tell the audience how important your topic is so they need to pay attention by using statistics, social and political issues which close to them.
- Example: *"World Health Organization (WHO) reveals that more than 7 million people die each year, as a result of smoking or inhaling cigarette smoke. This statistic underscores the urgent need for comprehensive public health measures to address the widespread impact of tobacco use and promote healthier lifestyles."*

iii) Startle the audience

- Everyone in the audience pay close attention to something arresting and intriguing statement.
- Example: *"Ladies and gentlemen, have you ever considered the fact that right at this very moment, there are more mobile phones on Earth than there are people?. According to GSMA real-time intelligence data, there are now over 12.105 Billion mobile connections worldwide, which surpasses the current world population of 8.082 Billion implied by UN digital analyst estimates. It's a startling reality that highlights the incredible pace of technological advancement in our lives."*

iv) Arouse the curiosity of the audience

- By building suspense and sense of shock facts about the subject, speakers can draw the attention of the audience due to their curiosity.
- Example: *"This past month, more than 1 billion people around the world skipped lunch every day. They ate no food of any kind and drank no liquid of any kind from sunup to sunset. They did this every day during the month, and they do the same thing every year. I myself did it. Why? Last month was a time for tending to the mind, the body, and the spirit. Last month was the Muslim holy month of Ramadan."*

v) Question the audience

- Asking rhetorical question is another way to get your listeners thinking about the speech. Rhetorical question is a question that the audience answers mentally rather than aloud.
- When using this technique, be sure to pause for just a moment after each question to give time for the audience to answer the questions mentally.
- Example: *"Hello everyone! Let me ask you this: How often do you find yourself experiencing unexplained fatigue, increased thirst, or a constant need to use the restroom? Have you ever wondered if these could be signals from your body trying to tell you something important? Well, today, we're going to unravel the mystery behind these signs and delve into a topic that concerns millions worldwide – the symptoms of diabetes."*

vi) Begin with a quotation

- You can choose your quotation from Shakespeare of anyone to arouse the interest of your audience.
- Example: *"Hello everyone! Allow me to open our discussion today with a quote that resonates deeply with the power of books. Albert Einstein once said, 'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' These words beautifully encapsulate the transformative power of reading. So today, I will present to you the three importance of reading books."*

vii) Tell a story

- Everybody will enjoy and pay attention to great stories especially if they are provocative, dramatic or suspenseful. Stories are not only about well-known events or public figures, but they also can be based on the speaker's personal experience.
- Example: *"Hello everyone! Today, I want to share the inspiring story of a world No. 1 ranking women's squash athlete, a tale of grit, passion, and the relentless pursuit of excellence. She was born on August 26, 1983, in Penang, Malaysia. She managed to dominated women's squash for many years and held the world No. 1 ranking for a record-breaking 108 consecutive months, from 2006 to 2015. Throughout her illustrious career, she won numerous titles, including eight World Championships and multiple Commonwealth Games gold medals. She played a crucial role in popularizing and elevating the sport of squash, especially in Malaysia. She is Nicol Ann David."*

viii) Use visual aids

- Visual aids are most often found in the body of a speech, but they can also be used in the introduction. They are most effective when they provide images that enhance the impact of the speaker's words.
- Example: *A speech on the subject of phony pharmaceuticals, drugs that look like legitimate prescription drugs but that have been illegally manufactured with counterfeit ingredients that can cause serious harm—perhaps even death—to a person who ingests them. Here is how one speaker opened her remarks on this topic:*

"Take a look at these two pills. Do you notice a difference between them?"

"How about these two? Do you see a difference here? How about these?"

b) Reveal the topic of your speech

- State clearly the topic of your speech so that the audience get to understand your topic as soon as possible. Hence, they will not get confused.
- Example: *"Today, I would like to give a speech about Women in Military."*

c) Establish your credibility and goodwill

- Credibility is the audience's perception of whether a speaker is qualified to speak on a given topic.
- Goodwill is the audience's perception of whether the speaker has the best interests of the audience in mind.
- Credibility is the mostly matter of being qualified so speak on a given topic and being perceived as qualified by listeners. Your credibility does not need to be firsthand knowledge and experience, it can come from reading, from classes, interviews and so on.
- Establishing goodwill is slightly different. It is crucial outside the classroom, where the speaker have well established reputations and may be identifies with causes that arouse hostility among listeners. In such a situation, the speaker must try to defuse that hostility right at the start of the speech.
- Example: *"I am very sure there are a lot of advantages involving women in military. I have studied and based on my research, I have found many figures of women in military that can be followed and inspired other people."*

d) Preview the body of the speech

- A preview statement in the introduction of a speech that identifies the main points to be discussed in the body of the speech.
- Preview statements serve another purpose as well. Because they usually come at the very end of the introduction, they provide a smooth lead-in to the body of the speech. They signal that the body of the speech is about to begin.
- Example: *"The three advantages of women in military are prevents discrimination against women in career advancement, strengthens the physical and mental strength in women, and increases the knowledge of martial arts among women."*

Sample of Introduction

I. **Attention Getter:** Think that an army career is only for men? Think again.

II. **Reveal the Topic:** Today, I would like to give a speech about Women in Military.

III. **Establish credibility:** I am very sure there are a lot of advantages involving women in military. I have studied and based on my research, I have found many figures of women in military that can be followed and inspired other people.

IV. **Preview of Main Point:** The three advantages of women in military are prevents discrimination against women in career advancement, strengthens the physical and mental strength in women, and increases the knowledge of martial arts among women.

5.1.2 Tips for Preparing the Introduction

There are **SIX (6)** tips for preparing the introduction:

- **Keep the introduction relatively brief.** Under normal circumstances it should not constitute more than 10 to 20 percent of your speech.
- **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.
- **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.
- **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.
- **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.
- **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.

5.1.3 Guidelines of Speech Conclusion

A well-crafted conclusion not only provides closure to the speech but also leaves the audience with a clear takeaway, making it more likely that they will remember and reflect upon the key messages. Additionally, an effective conclusion can inspire action or evoke emotion, leaving a lasting and positive impression on the listeners, thus contributing to the overall success and memorability of the speech.

Functions of Conclusion

There are **TWO (2)** major functions of conclusion:

a) Signal the end of the speech

- Giving signals and cues to the audience that you are going to end the speech.
- Crescendo ending – a conclusion in which the speech builds to a zenith of power and intensity.
- Dissolve ending – a conclusion that generates emotional appeal by fading step by step to a dramatic final statement.

b) Reinforce the central idea

- A conclusion's purpose is to reinforce the audience's understanding of, and commitment to the central idea. There are **FOUR (4)** ways to do this:

i) Summarize your speech

- Restating the main points during closing the speech.

ii) End with a quotation

- Most common and effective devices to conclude a speech.

iii) Make a dramatic statement

- Create a statement that can make the audience stunned and imagine that they are part of the speech.

iv) Refer to the introduction

- Refer back to the main problem or main issues being covered so that audience will not forget your points.

Sample of Conclusion

Summary of the main point:

Briefly, the advantages of women in military are prevents discrimination against women in career advancement, strengthens the physical and mental strength in women and increases the knowledge of martial arts among women.

Memorable close (Crescendo ending):

Serve for nation not only a men's job, it is very insulting to be so underestimated. Women have worked in the military since 1900 until now and history has stated that 14000 women in the navy and 60000 Army women were in the war against the Japanese.

5.1.4 Tips for Preparing the Conclusion

There are **FOUR (4)** tips for preparing the conclusion:

- As with the introduction, keep an eye out for possible concluding materials as you research and develop the speech.
- 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.
- Be brief. The conclusion will normally make up no more than 5 to 10 percent of your speech.
- Don't leave anything in your conclusion to chance. Work it out in detail, and give yourself plenty of time to practice delivering it.

5.2 PREPARATION OUTLINE

Preparation outline is a detailed outline developed during the process of speech preparation. Preparation outline includes the title, specific purpose, central idea, introduction, main points, subpoints, connectives, conclusion and bibliography of a speech.

5.2.1 Guidelines for the Preparation Outline

There are **EIGHT (8)** guidelines for the preparation outline:

i) State the specific purpose of your speech

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

ii) Identify the central idea

- The central idea should be given immediately after the purpose statement

iii) Label the Introduction, Body and Conclusion

- The names of the speech sections or label are usually displayed in the center of the page or in the far left margin. They are basically technical labels and are not part of the symbolization system used to identify primary points and supporting information.

iv) 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. For example:

- I. Main point
 - A. Sub point
 - 1. Sub-sub point
 - 2. Sub-sub point
 - B. Sub point

v) State main points and sub points in full sentences

- Stating main points and sub points in full sentences will ensure that you develop your ideas fully.

vi) Label Transitions, Internal Summaries, and Internal Previews

- Usually they are not incorporated into the system of symbolization and indentation but are labeled separately and inserted in the outline where they will appear in the speech.

vii) Attach a bibliography

- Bibliography is a list of all the sources used in preparing a speech.
- Include the outline with a bibliography that shows all the books, magazines, newspapers and internet sources.

viii) Give your speech a title, if one is desired

- If you do decide to use a title, it should (1) be brief, (2) attract the attention of your audience, and (3) encapsulate the main thrust of your speech.

5.2.1 Read the Preparation Outline

QR Code below is the sample of Preparation Outline. Please scan to view.



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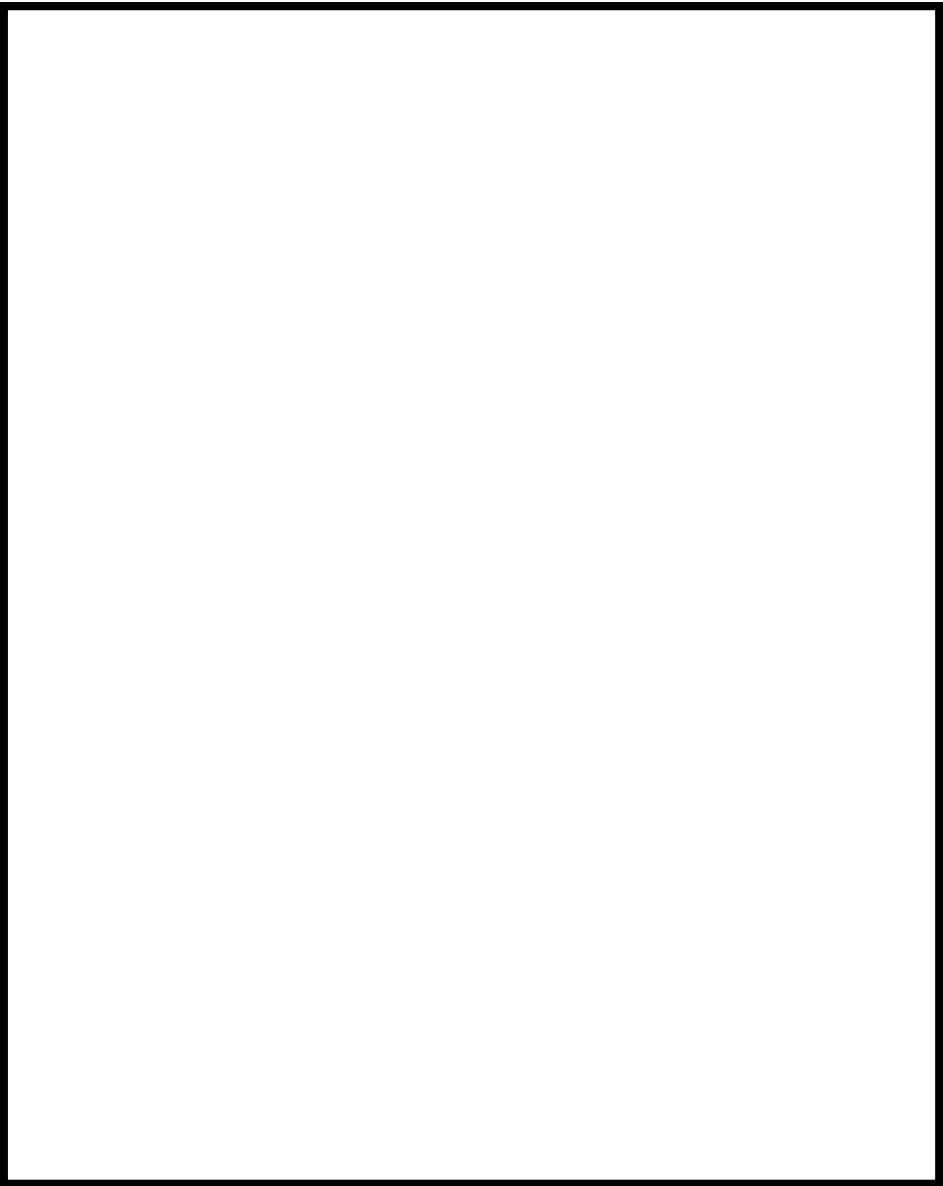
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CHAPTER 5

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CHAPTER 6

Language, Delivery, and Visual Aids



At the end of this topic, student will be able to:

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

6.1 THE WAYS OF USING LANGUAGE

Good speakers should aware of the meanings of words either obvious or subtle meanings. They also should know how to use language accurately, appropriately, clearly, and vividly.

6.1.1 Choose word for the language used accurately and appropriately

Using Language Accurately.

- Thesaurus is a book of synonyms. Thesaurus will provide synonyms about a word. Each of words means something a little different from the others, and each word says something to the listeners.
- It is important to a speaker to use language accurately. Sometimes, misuse of the correct words can give us trouble in our speeches. You must use familiar words and you must know the meaning of those words.

Using Language Appropriately.

Language needs to be appropriate to the occasion, to the topic, to the audience, and to the speaker.

a) Appropriate to the occasion

- Language that is appropriate for some occasion may not be appropriate for others. It is only common sense to adjust your language to different occasions.
- Example: A coach of football team might address his team as “you guys”, whereas the speaker in a more formal situation would begin with “ladies and gentleman”.

b) Appropriateness to the audience

- Be careful to avoid language that might offend the audience. Speakers are expected to elevate and polish their language when addressing an audience.

c) Appropriateness to the topic

- Language should also be appropriate to the topic. You would not use metaphor, antithesis, and alliteration for the topics that need for straightforward description and explanation. But for topics that need for special language skills to evoke emotion, admiration, and appreciation may use those types of language.

d) Appropriate to the speaker

- Every public speaker develops his or her own language style. To become a good speaker, learn from other speakers, blend what you learn into your own language style, and seek to become the best possible you.

6.1.2 Select the language used clearly and vividly

Using Language Clearly.

- You cannot assume that what is clear to you is clear to your audience.
- Listeners, unlike readers, cannot turn to a dictionary or reread an author's words to discover their meaning. A speaker's meaning must be immediately comprehensible: it must be so clear that there is no chance of misunderstanding.
- You can ensure this by using familiar words, by choosing concrete words over abstract words, and by eliminating verbal clutter.

a) 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.

b) Choose Concrete Words

- Concrete words refer to tangible objects such as people, places and things. Examples: "carrot", "pencil", "nose", "door", etc.
- Abstract words refer to general concepts, qualities, or attributes. Examples: "Intelligent", "science", "progress", "philosophy", etc.

c) Eliminate Clutter

- Clutter means discourse that takes many more words that are necessary to express an idea.
- Keep your language lean and lively.
- Avoid flabby phrases. Let your ideas emerge sharply and firmly. Example of flabby phrases as below:

Flabby Phrases	Concise Phrases
"In order to"	"To"
"Due to the fact that"	"Because"
"In spite of the fact that"	"Although"

- Avoid using redundant adjectives and adverbs. For example:
 Redundant: "The bright, shining sun rose slowly in the early morning sky."
 Concise : "The shining sun rose slowly in the early morning sky."

Using Language Vividly

- If you want to move people with your speeches, use vivid, animated language. Two of the most important ways to do this are imagery and rhythm.

a) Imagery

- The use of vivid language to create mental images or objects, actions or ideas
- We can use imagery to make our ideas come alive. Three ways to generate imagery are by using:

Type of Words	Explanation	Examples
Concrete Words	Refer to tangible objects	"carrot", "pencil", "nose", "door", etc.
Simile	An explicit comparison, introduced with the word "like" or "as", between things that are essentially different yet have something in common	"She had a smile that was as bright as the morning sun."
Metaphor	An implicit comparison, not introduced with the word "like" or "as", between things that are essentially different yet have something in common	"Her smile was a radiant sunrise, illuminating the world with warmth and joy."

b) Rhythm

- Rhythm is the pattern of sound in a speech created by the choice and arrangement of words.
- Language has a rhythm created by the choice and arrangement of words, speakers, like poets, sometimes seek to exploit the rhythm of language to enhance the impact of their words.
- Four types of rhythm's pattern:

Type of Pattern	Explanation	Examples
Parallelism	The similar arrangement of a pair or series of related words, phrases, or sentences	"rich and poor, intelligent and ignorant, wise and foolish, man and woman, it is ever the same, each soul must depend wholly on itself"
Repetition	Reiterating of the same word or set of words at the beginning or end of successive clauses or sentences	"My community is <i>rich</i> with spirit, <i>rich</i> with energy, <i>rich</i> with compassion"
Alliteration	Repetition of the initial consonant sound of close or adjoining words	"Nothing great is accomplished without co operation, co mpromise, and co mmon cause"
Antithesis	The comparison of contrasting ideas, usually in parallel structure	"Ask not what your country can do for you, ask what you can do for your country"

6.2 A GOOD DELIVERY OF SPEECH

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.

6.2.1 The Methods of Delivery

There are **FOUR (4)** methods of delivery:

a) Reading from a manuscript

- A speech that is written out word for word and read to the audience

b) Reciting from memory

- Memorizing the speech and give speech based on the memory

c) Speaking impromptu

- A speech delivered with little or no immediate preparation

d) Speaking Extemporaneously

- A carefully prepared and rehearsed speech that is presented from a brief set of notes

6.2.2 The Speaker's Voice

There are **EIGHT (8)** aspects of voice that should be control:

NO.	ASPECTS OF VOICE	DESCRIPTION
1	Volume	Loudness or softness of the speaker's voice
2	Pitch	Highness or lowness of the speaker's voice
3	Rate	Speed at which a person speaks
4	Pauses	Momentary break in the vocal delivery of speech. Vocalized pauses that occurs when a speaker fills the silence between words with vocalizations such as "uh, er, and um"
5	Vocal Variety	Change in a speaker's rate, pitch and volume that give the voice variety and expressiveness
6	Pronunciation	Accepted standard of sound and rhythm for words in a given language
7	Articulation	The physical production of particular speech sounds
8	Dialect	A variety of language distinguished by variations of accent, grammar, or vocabulary

6.2.3 The Speaker's Body Gesture

There are **FOUR (4)** major aspects of physical action that will affect the outcome of your speeches:

NO.	ASPECTS OF VOICE	DESCRIPTION
1	Personal Appearance	Personal appearance is very important in speechmaking. Listeners will see speaker before they hear them. Speaker must try to evoke the favorable first impression.
2	Movement	You must control your body while speaking in front of audience. Remember that effective body movement should feel natural and authentic. It's important to practice and refine your gestures and movements to ensure they enhance, rather than detract from, your overall message.
3	Gestures	It is a motion of a speaker's hands or arms during a speech. Gestures can help convey emotions, emphasize points, and make the speaker appear more animated and confident. However, excessive or inappropriate gestures can be distracting, so moderation is key.
4	Eye Contact	Direct visual contact with the eyes of another person. We look to them to help gauge a speaker's truthfulness, intelligence, attitudes, and feelings.

6.2.4 Guidelines of Answering Audience Questions

There are **TWO (2)** main guidelines of answering audience questions:

a) Preparing for a Question and Answer Session

The two major steps in preparing are working out answer to possible questions and practicing the delivery of those answer.

i) Formulate answers to possible questions

- If you practice your speech in front of friends, family, or coworkers, ask them to jot down questions. Keep track of all the questions and formulate answers. Write your answers in full to make sure you have thought them through completely.

ii) 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. Another possibility is to record your answers to anticipated questions, play them back, and revise them until they are just right.

b) Managing a Question and Answer Session

Below are few steps on managing a question and answer session:

i) Approach questions with a positive attitude

- A positive attitude will help you answer questions graciously and respectfully. Try to view questions from the audience as signs of genuine interest and a desire to learn more about your subject.

ii) Listen carefully

- Give the questioner your full attention. When faced with an unclear or unwieldy question, try to rephrase it by saying something like, "If I understand your question, it seems to me that you are asking.. " Another option is simply to ask the audience member to repeat the question. Most people will restate it more concisely and clearly.

iii) Direct answers to the entire audience

- Make occasional eye contact with the questioner as you answer, but speak primarily to the audience as a whole. If you speak just to the questioner, the rest of your audience may drift off.
- When speaking to a large audience, repeat or paraphrase each question after it is asked. This involves the entire audience and ensures that they know the question.
- In addition, repeating or paraphrasing the question gives you a moment to frame an answer before you respond.

iv) Be honest and straightforward

- If you don't know the answer to a question, say so. Don't apologize, don't evade, and most important, don't try to bluff. However, let the questioner know that you take the question seriously. Offer to check into the answer as soon as possible after the speech. If a more knowledgeable person is at hand, ask if she or he knows the answer.

v) Stay on track

- Allow one follow-up question from each person, and don't let yourself be dragged into a personal debate with any questioner. If someone attempts to ask more than two questions, respond graciously yet firmly by saying, "This is an interesting line of questioning, but we need to give other people a chance to ask questions."

6.3 EFFECTIVE VISUAL AIDS

Visual aids are a great value in speeches. Visual aids in public speaking refer to the use of visual elements to enhance and support a speaker's message. These aids are designed to make the presentation more engaging, memorable, and easier for the audience to understand.



6.3.1 The Advantages of Visual Aids

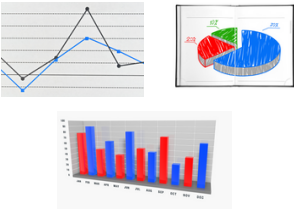


There are **THREE (3)** advantages of using visual aids in speech:

- 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. In fact, when used properly, visual aids can enhance almost every aspect of a speech.
- Become a better prepared, more credible, and more professional speaker.
- Visual aids can even help speaker to combat stage fright. They heighten audience interest, shift attention away from the speaker, and give the speaker greater confidence in the presentation as a whole.

6.3.2 Types of Visual Aids

There are **SIX(6)** types of visual aids that can be use in public speaking:

NO	TYPE OF VISUAL AIDS	DESCRIPTION AND	EXAMPLE
1	Objects and Model	Model is an object, usually built to scale, that represents another object in detail. An excellent way to clarify your ideas and give them dramatic impact, bring the object of your talk to class. If the object you want to discuss is too large, too small, or unavailable, you may be able to work with the model.	
2	Photographs and Drawings	In the absence of an object or a model, you may be able to use photographs. Diagrams, sketches and other kinds of drawings are excellent alternatives to photographs.	

NO	TYPE OF VISUAL AIDS	DESCRIPTION AND	EXAMPLE																								
3	Graphs	A visual aids used to show statistical trends and patterns. There are three types of graphs: line graphs, pie graph, and bar graph.																									
4	Charts	Used for summarizing large blocks of information, usually in list form.	<table><tr><th colspan="4">Households Served in the ABC Program</th></tr><tr><th>County</th><th>County 1</th><th>County 2</th><th>Total</th></tr><tr><td>September</td><td>107</td><td>182</td><td>289</td></tr><tr><td>October</td><td>109</td><td>173</td><td>282</td></tr><tr><td>November</td><td>135</td><td>156</td><td>291</td></tr><tr><td>December</td><td>148</td><td>153</td><td>301</td></tr></table>	Households Served in the ABC Program				County	County 1	County 2	Total	September	107	182	289	October	109	173	282	November	135	156	291	December	148	153	301
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County	County 1	County 2	Total																								
September	107	182	289																								
October	109	173	282																								
November	135	156	291																								
December	148	153	301																								
5	Video	Showing a video is the most effective ways to show an action. However, you must done it carefully and expertly: <ul style="list-style-type: none">• Not too long• Cued to start exactly where you want it.• Edit the video to the precise length you need.• Beware of low-resolution video																									
6	The Speaker	Sometimes you can use your own body as a visual aid. It helps to clarify a speaker's ideas. By doing some kind of demonstration, it helps keep the audience involved.																									

6.3.3 The Guidelines for Preparing Visual Aids

There are **SEVEN (7)** guidelines of preparing visual aids:

a) Prepare visual aids in advance

- Visual aids are effective only when they are integrated smoothly with the rest of the speech. If you lose your place, drop your aids, or otherwise stumble around when presenting them, you will distract your audience and shatter your concentration.

b) Keep visual aids simple

- Visual aids should be simple, clear, and to the point. They contain enough information to communicate the speaker's point, but not so much as to confuse or distract the audience.

c) Make sure visual aids are large enough

- Keep in mind the size of the room in which you will be speaking and make sure your aid is big enough to be seen easily by everyone. As you prepare the aid, check its visibility by moving to a point as far away from it as your most distant listener will be sitting.

d) Use a limited amount of text

- Briefer is better. Concise, phrases containing only essential key words will help listeners grasp your basic point and process the information as you're speaking.

e) Use font effectively

- keep the following guidelines in mind when selecting fonts:
 - i) Choose fonts that are clear and easy to read.
 - ii) Make sure lettering is large enough to be read easily by all members of the audience.
 - iii) Avoid using ALL CAPS because they are difficult to read.
 - iv) 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.
 - v) Use the same fonts on all your slides.

f) Use color effectively

- Color can dramatically increase the impact of a visual aid. Use suitable color and stick to a limited number of colors and use them consistently.

g) Use images strategically

- You should never add images of any sort to a slide unless they are truly needed. There is a great deal of research showing that extraneous images distract listeners and reduce comprehension of the speaker's point.
- In addition to keeping your slides free of extraneous images, keep these guidelines in mind:
 1. Make sure images are large enough to be seen clearly.
 2. Choose high-resolution images that will project without blurring.
 3. Keep graphs and charts clear and simple.
 4. In most cases, include a title above charts and graphs so the audience knows what they are viewing.
 5. Edit video so it is integrated seamlessly into your slides.

6.3.4 The Tips for Presenting Visual Aids

There are **SEVEN (7)** tips for presenting visual aids:

a) 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.

b) Avoid passing visual aids among the audience

- Every once in a while, of course, you will want listeners to have copies of some material to take home. When such a situation arises, keep the visual aids until after you've finished talking and distribute them at the end. Keeping control of your visual aids is essential to keeping control of your speech.

c) Display visual aids only while discussing them

- If you are using an object or a model, keep it out of sight until you are ready to discuss it. When you finish your discussion, place the object or model back out of sight.
- The same principle applies to presentation slides. They should be visible only while you are discussing them. You can accomplish this by adding blank slides as needed, so the audience's attention will not be diverted by the previous slide.

d) Explain visual aids clearly and concisely

- Tell listeners what the aid means. Describe its major features. Spell out the meaning of charts and graphs. Interpret statistics and percent, ages. Remember, a visual aid is only as useful as the explanation that goes with it.

e) Talk to your audience, not to your visual aids

- When explaining a visual aid, it is easy to break eye contact with your audience and speak to the aid. Of course, your listeners are looking primarily at the aid, and you may need to glance at it periodically as you talk. But 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.

f) 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.

g) Check the room and equipment

- If possible, look at the room and equipment before the day of your speech. Sometimes, of course, it is not possible to visit the room before the day of your speech. In that case, plan to arrive an hour early to familiarize yourself with the equipment and to make sure it's working properly. 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.

CHAPTER 6

ACTIVITY

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CHAPTER 6

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A large, empty rectangular box with a thick black border, occupying the central portion of the page. It is intended for a public speaking activity.

CHAPTER 7

Speaking to Inform



At the end of this topic, student will be able to:

7.1 Display effective informative speeches

7.1 DISPLAY EFFECTIVE INFORMATIVE SPEECHES

A speech designed to convey knowledge and understanding. The objective is to convey knowledge and understanding—not to advocate a cause. Your speech will be judge by 3 general criteria :

- Is the information communicated accurately
- Is the information communicated clearly
- Is the information made meaningful and interesting to the audience

7.1.1 Identify the types of informative speeches

1) Speeches about objects

- Objects is anything that is visible, tangible and stable in form.
- Objects may have moving parts or be alive; they may include places, structures, animal, even people.
- Eg : To inform my audience about 3 major kinds of cat's service.

2) Speeches about processes

- Process is a systematic series of actions that leads to a specific results or period.
- Explain about how things are made, how something is done, or how something works.
- Eg : To inform my audience of the common methods used by stage magicians to perform their tricks.

3) Speeches about events

- Events is anything that happens or is regarded as happening.
- Eg : To inform my audience about the events at Pesta Orang Kampung Mukah

4) Speeches about concepts

- Concepts is a belief, theory , idea , notion, principle or the like.
- They are more abstract than objects, processes or events.
- Eg : To inform my audience about different philosophies in Asia and the United States



7.1.2 Explain the guidelines for informative speaking

1) Don't overestimate what the audience knows.

- Be sure to explain everything thoroughly. 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

- Speakers 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 speaker's ideas.

3) Don't be too technical

- Important for speakers to know what can be explained to an ordinary audience and what cannot.
- Talking to a group of specialists allowing you to use technical words, but not to your classmates, they will not understand a speech presented in too many technical words.

4) Avoid abstractions

- One way to avoid abstraction is through description. It is 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 takes the edge off an informative speech more than an unbroken string of facts and figures.
- Nothing enlivens a speech more than personal illustrations. Wherever possible, personalize your ideas and dramatize them in human terms.

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.



CHAPTER 7

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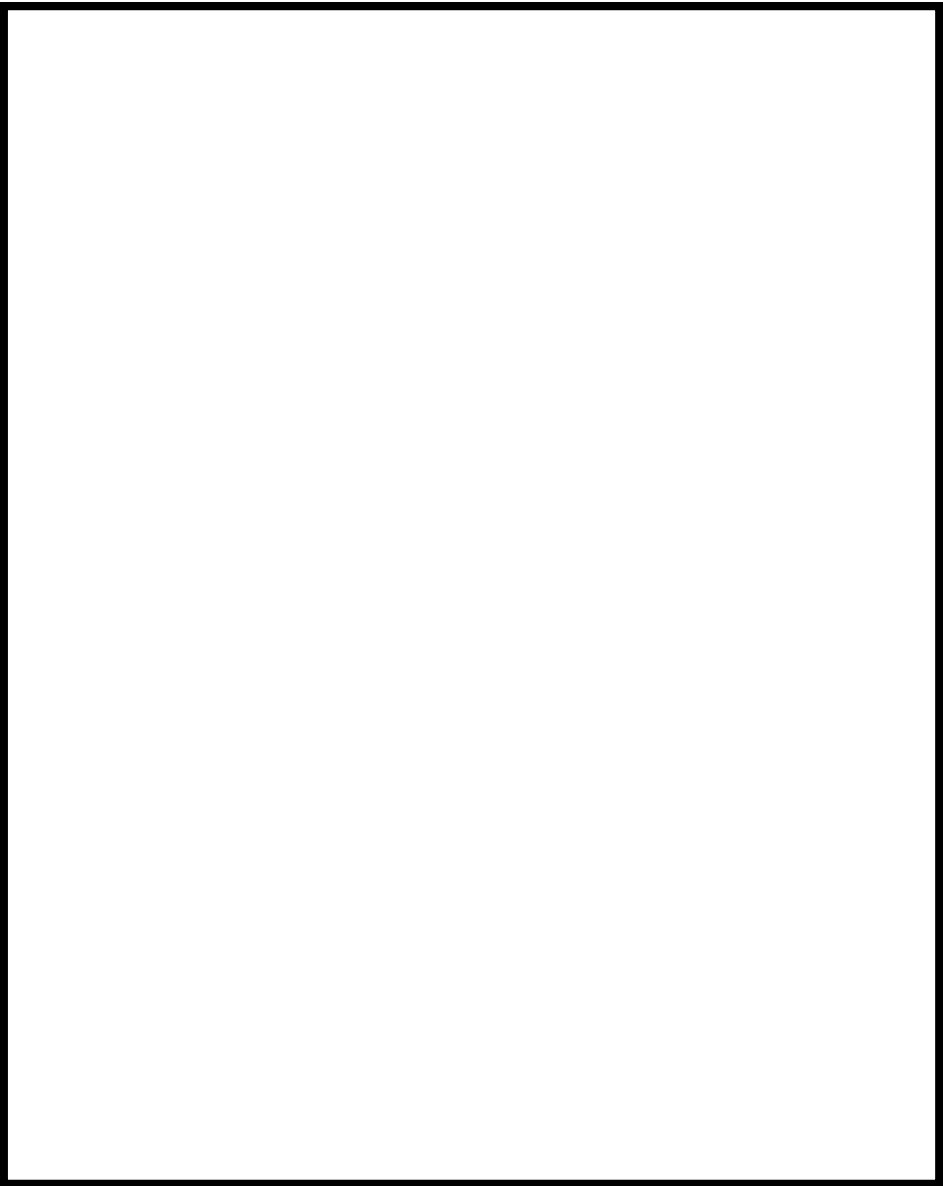
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CHAPTER 7

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CHAPTER 8

Speaking to Persuade



At the end of this topic, student will be able to:

8.1 Display effective persuasive speeches

8.1 DISPLAY EFFECTIVE PERSUASIVE SPEECHES

Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions.' When you speak to persuade, your job is to get listeners to agree with you and, perhaps, to act on that belief. Your goal may be to defend an idea, to refute an opponent, to sell a program, or to inspire people to action. Because 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.

8.1.1 The Importance and Ethics of Persuasion

Importance of Persuasion

- 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.
- The more you know about persuasion, the more effective you can be in using your powers of critical thinking to assess the barrage of persuasive messages you are exposed to every day.

Ethics and Persuasion

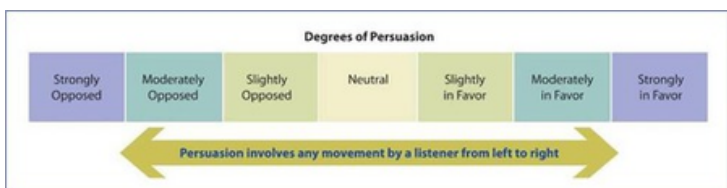
Make sure your goals are ethically sound and that you can defend them if they are questioned or challenged. Study the topic thoroughly so you won't mislead your audience through shoddy research or muddled thinking. Learn about all sides of an issue, seek out competing viewpoints, and get your facts right. You can ensure your speech is ethically sound by:

- 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.

8.1.2 The Psychology of Persuasion

A. The challenge of persuasive speaking

- When thinking about the range of persuasive responses, you may find it helpful to visualize listeners on a scale such as below:



- Persuasion involves any movement by a listener from left to right on the scale, no matter where the listener begins and no matter how great or small the movement.
- How successful you are in any particular persuasive speech will depend above all on how well you tailor your message to the values, attitudes, and beliefs of your audience.

B. Process of Persuasive Message

- Persuasion is something a speaker does with an audience. Audience engage in a mental give and take with the speaker. They also may respond positively at one point, negatively at another.

C. The Target Audience

- Target audience is the portion of the whole audience that the speaker most wants to persuade.

8.1.3 Types of Persuasive Speeches on Questions of Fact

1) Persuasive Speeches on Question of Fact

- A question about the truth or falsity of an assertion
- This type of speech are usually organized topically
- *Example: To persuade my audience that an earthquake of 9.0 or above on the Richter scale will hit California in the next ten years.*

2) Persuasive Speeches on Question of Value

- A question about the worth, lightness, morality and so forth of an idea or action.
- 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.
- *Example: To persuade my audience that the capital punishment is morally and legally wrong.*

3) Persuasive Speeches on Question of Policy

- A question about whether a specific course of action should or should not be taken.
- Type of speeches:

i) Speeches 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.
- *Example: To persuade my audience that there should be stricter safety standard on amusement-park rides.*

ii) Speeches 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.
- *Example: To persuade my audience to donate time to become literacy tutors.*

- Three basic issues whenever you discuss a questions of policy:

i) Need

- Is there a serious problem or need that requires a change from current policy?

ii) Plan

- If there is a problem with current policy, does the speaker have a plan to solve the problem?

iii) Practicality

- Will the speaker's plan solve the problem? Will it create new and more serious problems?

- Four special patterns valuable for policy speeches:

i) 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.
- *Example: To persuade my audience that the (use of antibacterial chemicals in household products is creating health and environmental problems.*

ii) Problem-cause-solution order

- A method of organizing persuasive speeches in which the first main point identifies a problem the second main point analyses the causes of the problem and the third main point present a solution to the problem.
- *Example: To persuade my audience that the age for full motor-vehicle driving privileges should be raised to 18.*

iii) Comparative advantages order

- A method or organizing persuasive speeches in which each main point explain why a speaker's solution to a problem is preferable to other proposed solutions.
- *Example: To persuade my audience that people should consume brown rice than white rice.*

iv) Monroe's motivated sequence

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

CHAPTER 8

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REFERENCE

Lucas S. E. (2020). The Art of Public Speaking (13th ed.). Amazon.com Services LLC

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