USATÎI LARISA ȘCHIOPU LUCIA

PUBLIC SPEAKING AND EFFECTIVE COMMUNICATION

Guide for In- Service English Language Teachers and Master Degree students

Chişinău, 2024

CZU

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FOREWORD

This methodological guide **PUBLIC SPEAKING AND EFFECTIVE COMMUNICATION** is to help In- Service English teachers, school managers and future teachers and managers to be effective speakers and also effective teachers on the professional ground. This guidebook will help to develop the communicative competences and declarative skills.

The competencies developed through public speaking are:

- enhancing both verbal and nonverbal communication skills: clarity of speech, articulation, tone modulation, and body language;
- building confidence and self-assurance by overcoming the fear of public speaking;
- boosting overall self-esteem and abilities;
- organizing thoughts coherently, analyzing information, and structuring arguments logically promoting critical thinking skills;
- encouraging individuals to develop persuasive techniques and the ability to influence others' opinions, attitudes, and behaviors;
- adapting the message and delivery to different audiences and contexts;
- understanding the audience's perspective and emotions fostering empathy and sensitivity towards others' viewpoints and feelings;
- taking initiative, and inspiring others through effective communication;
- building resilience and the ability to bounce back from setbacks;
- effectively conveying information to the students.

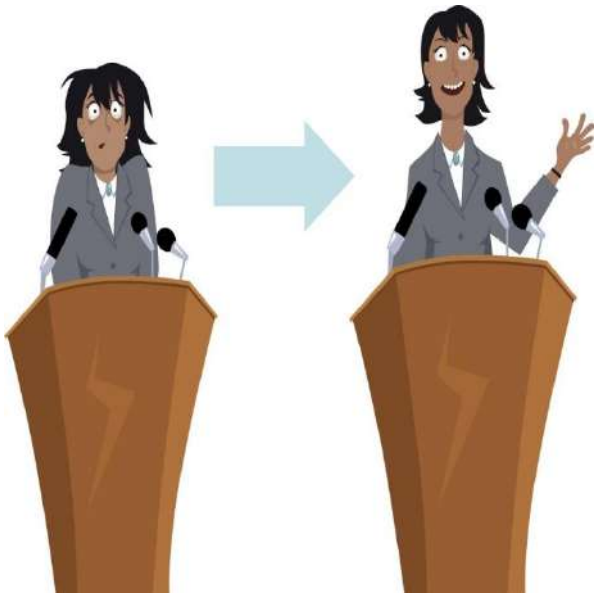
Engaging in public speaking events such as conferences, workshops, or seminars provides teachers with opportunities for professional development. They can learn from other educators, share their own experiences, and stay updated on the latest teaching methodologies and research.

Also, Public Speaking allows teachers to advocate for their students, their schools, and the education profession as a whole. Teachers may need to speak publicly to address issues affecting education, promote policy changes, or garner support for educational initiatives.

Teachers often need to communicate with parents or guardians about their child's progress, behavior, and academic needs. Strong public speaking skills help teachers effectively communicate with parents during parent-teacher conferences, school events, or other interactions. By demonstrating effective public speaking skills, teachers serve as role models for their students. Students can learn from their teachers' communication techniques and apply them in their own lives, whether in academic presentations, extracurricular activities, or future careers.

1. INTRODUCTION TO PUBLIC SPEAKING

1.1. THE IMPORTANCE OF EFFECTIVE PUBLIC SPEAKING



The capacity for codified language use in communication distinguishes humans from other living things. It's arguable whether or not these linguistic quirks make us better than other animals, but there's no denying that throughout the ages, the most prosperous and influential individuals have developed exceptional communication skills. This guide's goal is to acquaint master degree students and in- service teachers with the fundamental ideas behind public speaking and communication. The benefits of learning more about public speaking on a personal, professional, and public level are pivotal for every educator.Also, the essential elements of the communication process are presented in this textbook, along with the transactional model of communication.

A core set of skills is required "both for a globally engaged democracy and for a dynamic innovation fueled economy," according to the Association of American Colleges and Universities (Rhodes, 2010, p. 10). Public speaking is included as one of these fundamental abilities under the heading of "Intellectual and practical skills." Considering how important communication skills are to academic growth, professional paths, and civic involvement, this is hardly shocking. Public speaking is a skill that may be applied to any major occupation, and American businesses view it as essential to a candidate's employability.

Not all presentations are made in the classroom and at work. People are occasionally asked to give presentations in their private lives. It might be for a noteworthy occasion, like a birthday party, wedding toast. People can be requested to deliver a eulogy at a friend's or loved one's funeral. One may have to present or accept an award for service or introduce a guest speaker at an event as part of their volunteer job. The majority of other professions can benefit from having good public speaking skills, or at least require them for jobs like TV broadcasters, teachers, lawyers, and entertainers.

Public speaking is thought to be a need for 70% of positions in today's workforce (Aras, 2012). The current transition in the economy from manufacturing to service industries has made interpersonal communication skills essential.

Gaining knowledge about public speaking will enable master degree students to engage in democracy on a fundamental level. In order to establish and maintain an informed, engaged TEACHER, public speaking is essential. Even if master degree students have no intention of running for teaching, mastering the art of public speaking will improve their ability to pay closer attention to what other people say and to assess it critically. The master degree students' ability to listen and think critically enables them to comprehend societal issues, form opinions about them, and take part in finding solutions.

1.2. MODELS OF COMMUNICATION

DEFINITION: Communication is commonly defined as the transmission of information.

All people speak in front of groups of individuals in various contexts throughout our lives. But in order to really comprehend what is being said in these presentations, there is a need to stop and examine some of the fundamental elements of communication. Let's consider the Linear Model of Communication (Fig. 1.1.) consisting of: sender, channel and receiver.

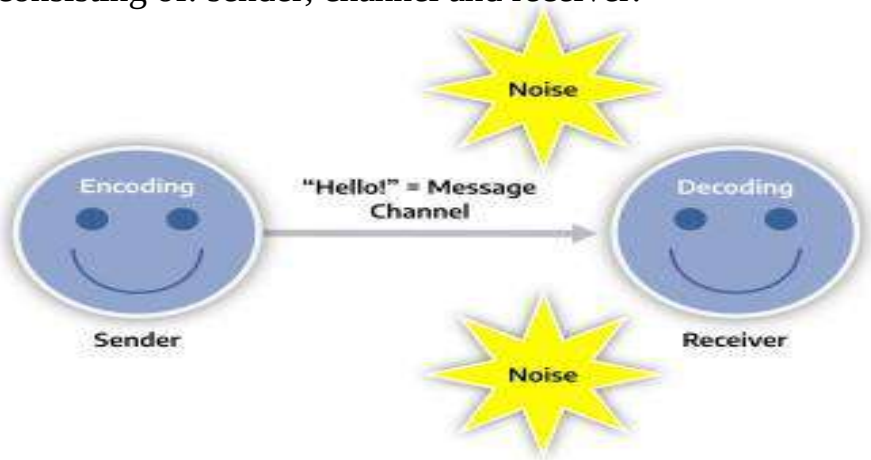


Fig. 1.1. Linear model of communication (Source: https://en.wikipedia.org/wiki/Models_of_communication)

Shannon and Weaver presented Bell Laboratories with the first theoretical model of communication in 1949 (Shannon & Weaver, 1949). The goal of this three-part model was to simulate the transmission process for radio and television.

It is now referred to as the linear model of communication, albeit it was later modified for use in human communication.

The individual speaking is known as the **sender**, and it makes up the first component of the model. The device used to convey the message, such as a phone or television, is called the **channel** and makes up the second half of the model. The individual who receives the message is the **receiver**, who makes up the third component of the model. According to this paradigm, communication is the transmission of a message from one extreme to another which is the receiver.

Communication models have changed dramatically in the sixty years since Shannon and Weaver's seminal conceptual model was first introduced a long time ago. The transactional model of communication developed by Barnlund (2008) is among the best tools for comprehending public speaking.

The transactional model views communication as a continuous, round process. People with whom we communicate have an ongoing impact on us and we on them. The encoding and decoding processes, the communicator, the message, the channel, and noise are some of the interdependent activities and elements that make up the transactional paradigm. While not explicitly discussed in Barnlund's (2008) first transactional model, participants' worldviews and the surrounding environment are crucial to the communication process. Refer to Figure 1.2.

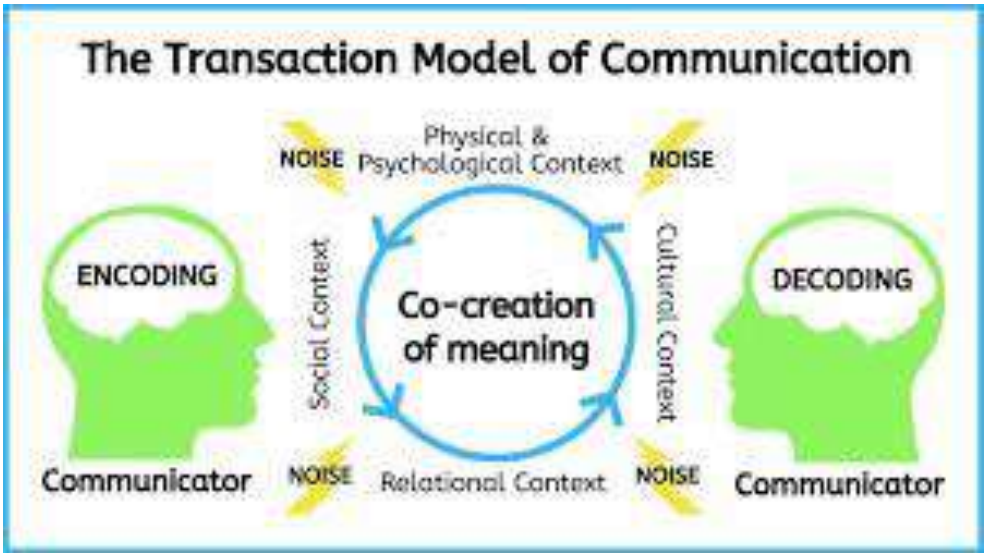


Fig. 1.2. Transactional Model of Public Speaking

Encoding is the process of taking a concept or mental image, giving it a word, and then uttering that word to communicate a message. Therefore, to describe the path to the new park next to the university, one would first visualize

the streets, buildings, and scenery in your head. Then, he would choose the finest terms to use to describe the route so that to locate it. The process of decoding involves listening to words, processing them mentally, and creating mental representations from those words.

Everyone present in the speech or interaction context is referred to as a communicator. It is used in place of sender and receiver because, when we communicate with others, we simultaneously receive messages from them as well as transmit messages to them. When we communicate, we read nonverbal cues from others to determine how they feel and whether they comprehend us. Feedback is the knowledge we acquire from these observations.

The message consists of communicators' actions, both spoken and unspoken, that other people interpret as meaningful. The words we speak are considered the verbal part of the communication; additional nonverbal elements include our tone of voice and other nonvocal characteristics like our posture, eye behavior, body language, use of space, and even our scent.

Simply said, the **channel** is the way by which the message is transmitted. All of our senses are involved in face-to-face communication, thus the channel is everything we see, hear, touch, smell, and possibly even taste. The computer is the channel when we are chatting with someone online; the phone is the channel when we are texting; and the TV is the channel when we are watching a cable movie.



Fig.1.3. Communication Channels (Source: https://www.consultationmanager.com/choosing-communication-channels-for-stakeholder-engagement/)

Noise is the next component in the communication paradigm. Anything that obstructs the transmission or reception of a message—that is, anything that causes your picture to enter the minds of others—is referred to as noise. There are numerous kind of noise. Physiological noise, which is the term for physiological conditions and processes that obstruct a message, is the first category of noise. For example, a speaker suffering from a headache or the flu, or audience members experiencing heat stroke or hunger, can all affect how well their message is conveyed. Psychological noise is the second kind of noise. Emotional or mental states that obstruct the transmission or receipt of messages are referred to as psychological noise.

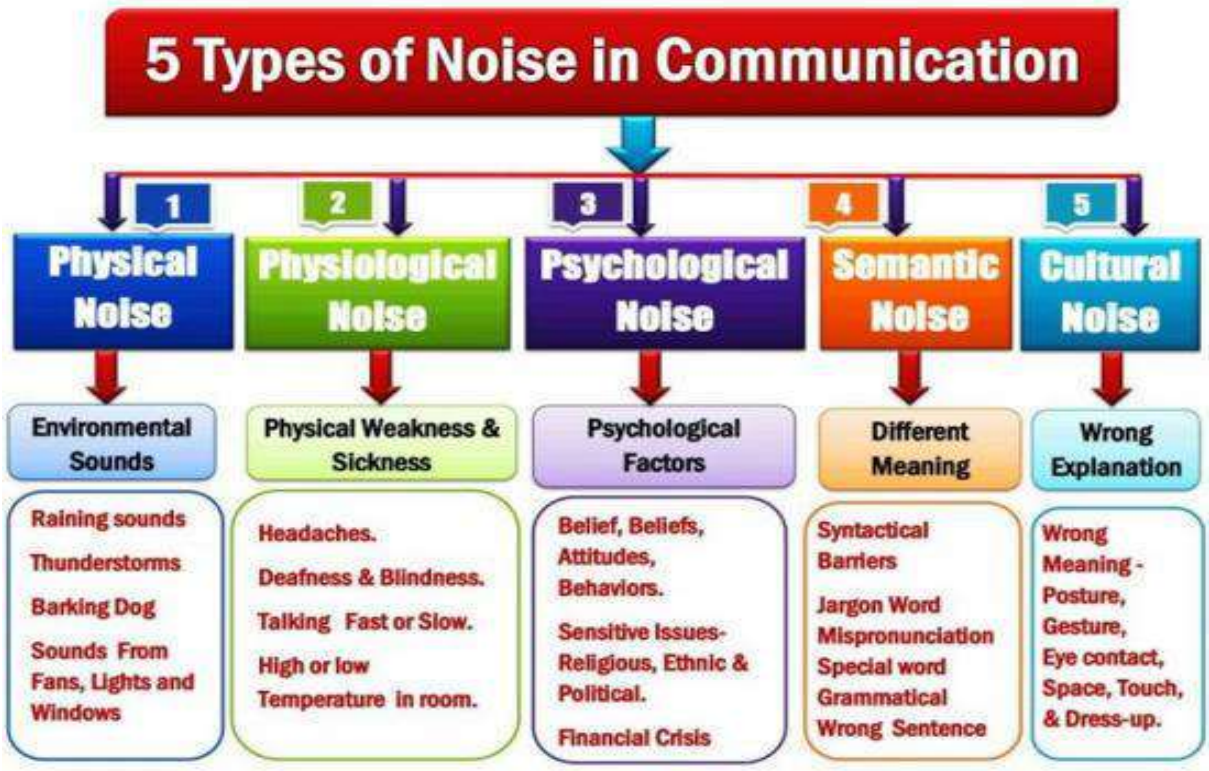


Fig. 1.4. Types of noise in communication (Source: https://www.scoop.it/topic/translation-world/p/4130899982/2022/03/16/communication-noise-5-types-of-noise-in-communication-barriers)

The final component of the public speaking is the **context.** The context of a speech or encounter is known as the communication process. Back in the 1980s, context was defined as the real physical space where

communication took place, such a grocery store, a business, an apartment, or a noisy restaurant. Each of these locations has its own set of unwritten communication standards that influence how people interact with one another.

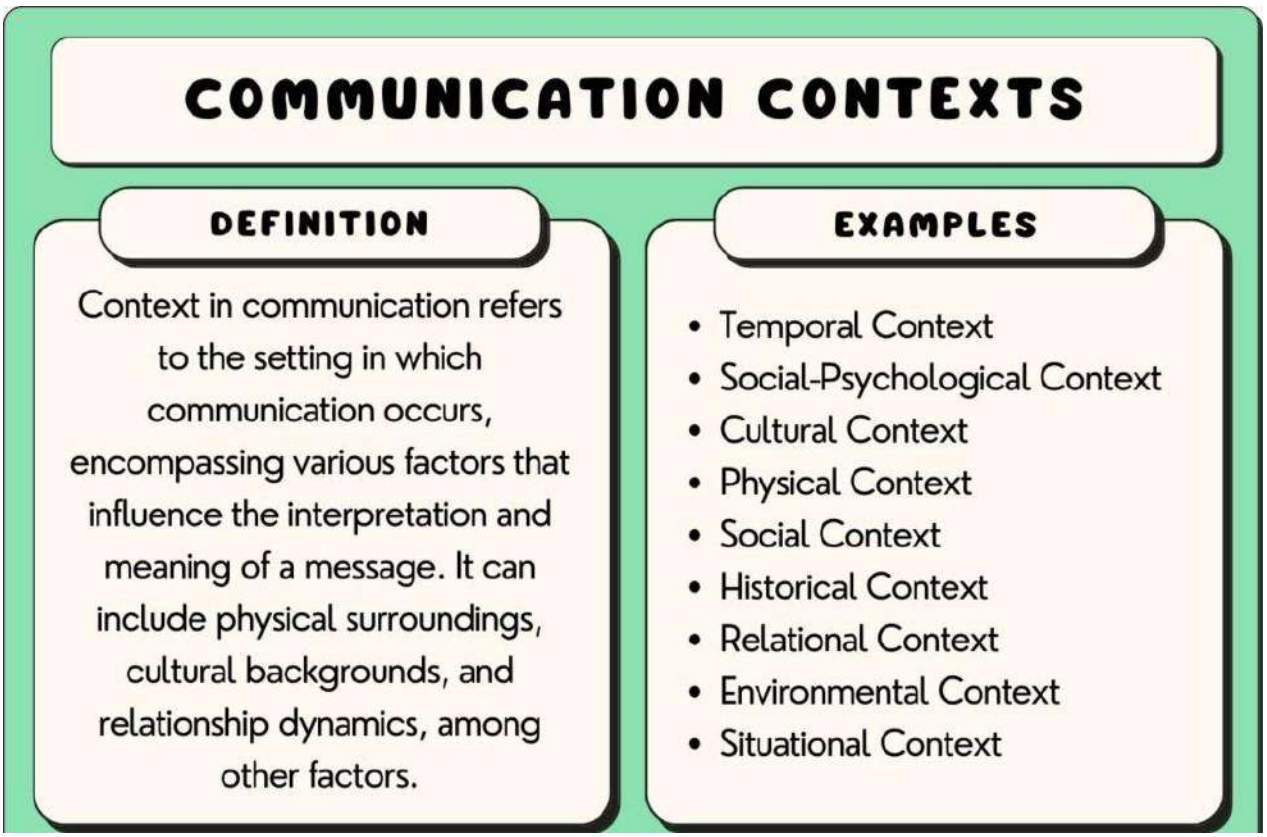


Fig. 1.5. Communication Contexts (Source: https://helpfulprofessor.com/context-in-communication/)

In more recent times, the idea of context has grown to encompass the kinds of connections we have with people and the rules of communication that govern those relationships.

I. REVIEW QUESTIONS

1. What are the advantages of improving your public speaking abilities on a personal, professional, and public level?
2. What distinguishes the transactional model of communication from the linear model?
3. Describe each component of the communication process and provide a unique illustration of it.

4. Which communication process component, in your opinion, has the biggest influence on how a message is understood? Describe.
5. Which three categories of speeches are there? Please provide two instances of appropriate occasions and situations for each of the three speech kinds.
6. Enumerate the eleven abilities for speaking. Describe the distinctions between the advanced speaker and each listed competency.

II. Conduct role play

1. In groups of three to five, make a list of the traits you have observed in ineffective presenters. Make a list of the traits that the successful speakers you have observed have next. Which three attributes do you think are most crucial for a good speaker? Describe.

2. Look it up on YouTube, a speech. While observing the speech, note the speaker's subject and delivery's advantages and disadvantages. Which three areas might the speaker work on strengthening? Which three aspects of the speaker impressed you? How would you approach the speech differently if you were giving it?

3. Assemble a role-playing group and plan an awards ceremony. A speech presentation for a hypothetical prize will be prepared by one partner, and a speech accepting the hypothetical award will be prepared by the other partner. Present the two speeches to the class one after the other.

4. As a class, divide into small groups of three to five people, and come up with a list of well-known individuals, both living and deceased, who could be the topic of a tribute or remembrance speech. Provide a minimum of two attributes that each person on the list should have in the speech.

5. Let's say you are asked to make a toast or pay tribute to someone you don't think deserves it. You can consider a fictional or actual individual. Talk about the preparation and delivery strategy you would use for this speech. Talk about how you would still uphold your personal values and behave in a morally and professionally manner.

6. Assume you will be hosting a guest speaker for your class. Get a speech ready.

1.3. ORIGINS OF PUBLIC SPEAKING

The origins of public speaking can be traced back to ancient civilizations where oral communication played a central role in society. Here are some key origins of public speaking:

Ancient Greece:

Public speaking flourished in Ancient Greece, particularly during the 5th and 4th centuries BCE. This period saw the emergence of democratic governance in city-states such as Athens, where citizens participated in public affairs through debate and oratory.

Prominent figures like Pericles, Demosthenes, and Socrates are known for their eloquent speeches and contributions to the art of rhetoric.



Public speaking was closely tied to the practice of democracy, as citizens would gather in the agora (public square) to discuss political matters, legal cases, and philosophical ideas.

Rhetoric, as defined by Aristotle, is the "faculty of discovering in the particular case all the available means of persuasion" (Kennedy, 1963, p.19).

For the Greeks, rhetoric, or the art of public speaking, was first and foremost a means to persuade. Greek society relied on oral expression, which also included the ability to inform and give speeches of praise, known then as epideictic (to praise or blame someone) speeches. The ability to practice rhetoric in a public forum was a direct result of generations of change in the governing structures of Attica (a peninsula jutting into the Aegean Sea), with the city of Athens located at its center. The citizens of Athens were known as Athenians, and were among the most prosperous of people in the Mediterranean region.

SPEECH IS THE MIRROR OF ACTION

It was in the Homeric Period, also known as "The Age of Homer," between 850 B.C. and 650 B.C., that an evolution in forms of government from monarchy to oligarchy, and tyranny to eventual democracy, began in ancient Greece. Homer

was the major figure of ancient Greek literature and the author of the earliest epic poems, the Iliad and the Odyssey. In the year 630 B.C., the last tyrant of Attica, Ceylon, seized the Acropolis, which was the seat of government in Athens, and established himself as the ruler of all Attica. He didn't rule for long. Ceylon was overthrown within weeks by farmers and heavily armed foot soldiers known as hoplites. Many of Ceylon's followers were killed, and the few that escaped death fled into the mountains. Thus, Athenian democracy was born.

Among the most significant thinkers of the fifth century B.C. were the traveling lecturers known as **sophists.** They were primarily teachers of political excellence who dealt with practical and immediate issues of the day, and whose investigations led in many instances to a philosophical relativism. Unlike Socrates and Plato, the sophists believed that **absolute truth was unknowable** and perhaps nonexistent, especially in the sphere of forensics and political life, where no universal principles could be accepted.

He cited four uses of rhetoric:

(1) by it truth and justice maintain their natural superiority;
(2) it is suited to popular audiences,
(3) since they cannot follow scientific demonstration;
(4) it teaches us to see both sides of an issue, and to refute unfair arguments;
(5) it is a means of self- defence.

Aristotle wrote that rhetoric is the process of developing a persuasive argument, and oratory

Ancient Rome:

Greek rhetoric appeared in republican Rome in the middle of the second century B.C. The teachers of rhetoric were Greek, and they taught in both Greek and Latin. In Ancient Rome, public speaking continued to be a crucial skill, with orators like Cicero gaining fame for their persuasive speeches. Cicero's contributions to the theory of oral discourse included the belief that the orator must have a firm foundation of general knowledge. Cicero believed that the perfect orator should be able to speak wisely and eloquently on any subject with a dignified, restrained delivery.

The perfect orator:
Wise, eloquent speech with dignified, restrained delivery

Oratory played a significant role in Roman politics, law, and education. Public speeches were delivered in the Roman Forum, senate meetings, and courts of law.

QUESTIONS FOR INDIVIDUAL WORK:

1. Which historical events led to the establishment of democracy for the people of Athens?
2. What did Draco accomplish at Athens, and who was he?
3. Who ruled Athens at its height of splendor, and why?
4. Who was Plato and what kind of research was he promoting?
5. What is Aristotle most known for, and who was he?
6. What aspects of Greek culture did the Romans adopt, and how did they refine them?
7. What made Cicero the most renowned orator in Rome?

1.4. CRITICAL THINKING SKILLS AND PUBLIC SPEAKING

DEFINITION: Critical thinking skills are essential for effective public speaking, enabling speakers to analyze information, construct persuasive arguments, address objections, engage in meaningful dialogue, and maintain credibility.

By honing these skills, speakers can enhance the impact and influence of their speeches on their audience. Critical thinking skills are crucial in the context of public speaking for several reasons:

Analyzing Information: Public speakers often encounter a vast amount of information related to their topic. Critical thinking skills enable speakers to evaluate and analyze this information effectively, determining its relevance, credibility, and reliability. This ensures that the content of the speech is well-researched and based on sound evidence.

Crafting Persuasive Arguments: Effective public speaking often involves persuading the audience to accept a particular viewpoint, idea or course of action. Critical thinking skills help speakers identify logical fallacies, inconsistencies, and weaknesses in opposing arguments. By constructing well-reasoned and persuasive arguments, speakers can effectively sway the audience's opinion.

Addressing Counterarguments: Anticipating and addressing counterarguments is essential for maintaining credibility and persuasiveness in public speaking. Critical thinking skills enable speakers to anticipate potential objections and prepare responses that effectively refute opposing viewpoints. This demonstrates intellectual honesty and strengthens the speaker's position.



Engaging in Q&A Sessions: During question-and-answer sessions, speakers must think critically to respond to inquiries from the audience. Critical thinking skills enable speakers to analyze questions carefully, identify underlying assumptions, and formulate articulate responses. This fosters meaningful dialogue and enhances the speaker's credibility.

Adapting to Unexpected Situations: Public speaking often entails unforeseen challenges, such as technical issues, disruptions, or unexpected questions. Critical thinking skills empower speakers to think quickly and adapt to changing circumstances, maintaining composure and coherence in their communication. This ensures that the speech remains effective and impactful, even in challenging situations.

Promoting Intellectual Rigor: Public speaking provides an opportunity for intellectual engagement and exchange of ideas. Critical thinking skills encourage speakers to approach topics with intellectual rigor, questioning assumptions, examining evidence, and considering alternative perspectives. This fosters a deeper understanding of complex issues and encourages audience members to think critically as well.

The distinction between being critical and engaging in critical thinking lies in their approach and purpose:

Building Trust and Credibility: Audience members are more likely to trust and respect speakers who demonstrate critical thinking skills. By presenting well-reasoned arguments supported by evidence, speakers establish credibility and authority on their topic.

This enhances the audience's receptiveness to the speaker's message and increases the likelihood of persuasion.

Being critical typically refers to adopting a skeptical or negative stance towards something without necessarily engaging in a systematic process of analysis or evaluation.

When someone is being critical, they may focus on pointing out flaws, weaknesses, or shortcomings without offering constructive feedback or alternative perspectives.

Being critical can sometimes be associated with judgmental attitudes or a tendency to dismiss ideas or viewpoints without fully understanding them.

Critical thinking, on the other hand, involves a more systematic and analytical approach to evaluating information, ideas, or arguments.

It encompasses skills such as analysis, interpretation, evaluation, inference, and problem-solving, which are used to assess the validity, relevance, and implications of information.

Critical thinking encourages open-mindedness, curiosity, and intellectual humility, as individuals seek to understand different perspectives and weigh evidence objectively.

are all components of critical thinking.

Unlike simply being critical, **critical thinking** *aims to enhance understanding, promote reasoned judgment, and guide decision-making by considering evidence, logical reasoning, and alternative viewpoints.*

Components of critical thinking: *Logical reasoning and thinking, including comparison, classification, sequencing, cause-and-effect, patterning, webbing, analogies, forecasting, planning, hypothesis testing, and critique*.

A taxonomy of learning-related intellectual behavior levels was created by Benjamin Bloom in 1956. This taxonomy categorizes a variety of abilities that can be applied to foster critical thinking into six tiers.

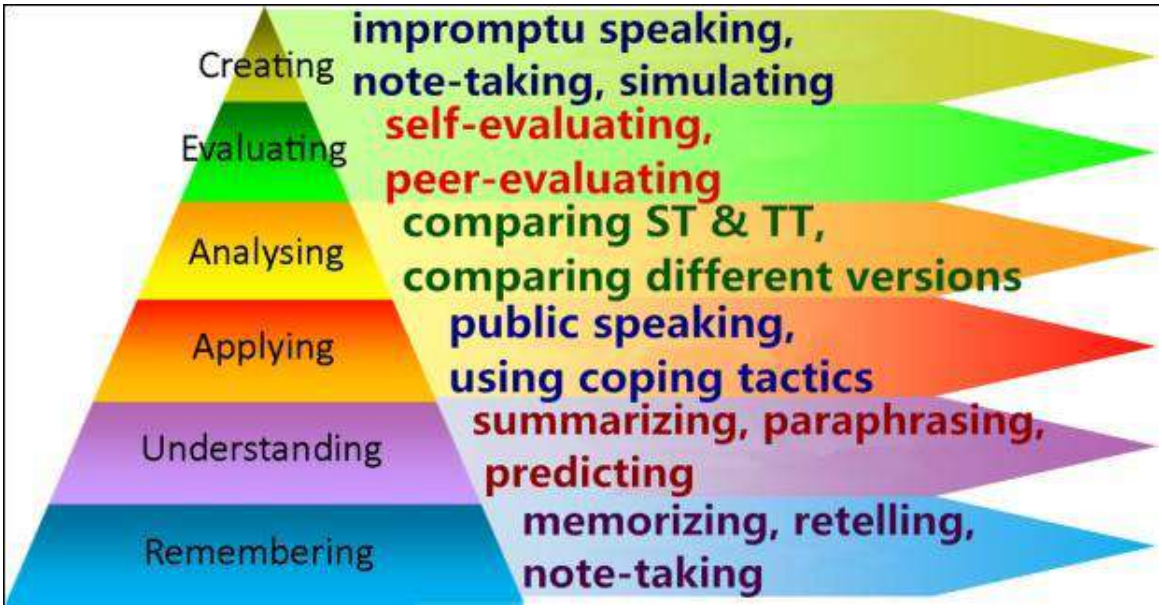


Fig. 1.6. Critical Thinking skills in public speaking (Source: http://gpdmcriticalthinking.weebly.com/critical-thinking--interpreting.html)

The terms for the six levels are defined as:

- ***Remembering****: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.*
- ***Understanding****: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.*
- ***Applying****: Carrying out or using a procedure through executing, or implementing.*
- ***Analyzing****: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.*
- ***Evaluating****: Making judgments based on criteria and standards through checking and critiquing.*

While there can be variations depending on the purpose of the speech and the speaker's style, **A COMMON STRUCTURE OF A SPEECH** includes the following components:

Introduction:

Hook: Start with a compelling opening that grabs the audience's attention. This could be a shocking fact, an interesting quote, a personal anecdote, or a rhetorical question.

Purpose Statement: Clearly state the purpose or main idea of your speech. Let the audience know what you aim to achieve or what you will be discussing.

Preview: Provide a brief overview of the main points or topics you'll cover in your speech.

Body:

Main Points: Organize your speech into two or three main points that support your purpose statement. Each main point should be a separate section of your speech.

Supporting Evidence: Provide evidence, examples, statistics, or anecdotes to support each main point. This helps to reinforce your arguments and make your speech more persuasive.

Transitions: Use transitions between main points to guide your audience smoothly from one idea to the next. Transitions can be words, phrases, or sentences that connect ideas and maintain coherence.

Conclusion:

Summary: Recap the main points you've discussed in your speech. Summarize the key arguments or ideas you presented.

Call to Action or Closing Statement: End with a memorable closing statement that reinforces your message or motivates the audience to take action.

Closure: Provide a sense of closure by bringing your speech to a natural conclusion. You can use a powerful quote, a thought-provoking question, or a call back to your introduction to leave a lasting impression on your audience.

Q&A (Optional):

If appropriate, allow time for questions and answers from the audience. This gives the audience an opportunity to engage with you and clarify any points they may have found confusing or interesting.

Closing:

Thank your audience for their time and attention. Express appreciation for their participation and engagement, if applicable.

End with a memorable closing remark or thought that leaves a lasting impression on your audience.



TAKE THIS QUESTIONNAIRE and find out what listening components do you have predominant!

There are six listening components in HURIER: Hearing, Understanding, Remembering, Interpreting, Evaluating, and Responding.

- The questions below correspond to each of the six listening components in HURIER: Hearing, Understanding, Remembering, Interpreting, Evaluating, and Responding. Before answering the questions, first guess which of the six you will do best at. In which area will you likely score lowest? Now, respond to the following prompts gauging your listening behavior on a five-point scale (1= almost never, 2=infrequently, 3= sometimes, 4= often, 5= almost always).
- ____ 1. I am constantly aware that people and circumstances change over time.
- ____ 2. I take into account the speaker's personal and cultural perspective when listening to him or her. ____ 3. I pay attention to the important things going on around me.
- ____ 4. I accurately hear what is said to me.
- ____ 5. I understand the speaker's vocabulary and recognize that my understanding of a work is likely to be somewhat different from the speaker's.
- ____ 6. I adapt my response according to the needs of the particular situation.
- ____ 7. I weigh all evidence before making a decision.
- ____ 8. I take time to analyze the validity of my partner's reasoning before arriving at my own conclusion.
- ____ 9. I can recall what I have heard, even when in stressful situations.
- ____ 10. I enter communication situations with a positive attitude.
- ____ 11. I ask relevant questions and restate my perceptions to make sure I have understood the speaker correctly.
- ____ 12. I provide clear and direct feedback to others.

- ____ 13. I do not let my emotions interfere with my listening or decision-making.
- ____ 14. I remember how the speaker's facial expressions, body posture, and other nonverbal behaviors relate to the verbal message.
- ____ 15. I overcome distractions such as the conversation of others, background noises, and telephones, when someone is speaking.
- ____ 16. I distinguish between main ideas and supporting evidence when I listen.
- ____ 17. I am sensitive to the speaker's tone in communication situations.
- ____ 18. I listen to and accurately remember what is said, even when I strongly disagree with the speaker's viewpoint.
- Add your scores for 4 + 10 + 15. This is your hearing total.
- Add your scores for 5 + 11 + 16. This is your understanding total.
- Add your scores for 1 + 7 + 8. This is your evaluating total.
- Add your scores for 3 + 9 + 18. This is your remembering total.
- Add your scores for 2 + 14 + 17. This is your interpreting total.
- Add your scores for 6 + 12 + 13. This is your responding total.
- In which skill area do you score highest? Which is your lowest? How would these listening behaviors affect your interactions with peers, parents, instructors, or professional co-workers?

  Source: Adapted from J. Brownell, (1996), Listening: Attitudes, Principles and Skills, pp. 29 – 31, Boston: Allyn & Bacon.

REVEW QUESTIONS:

1. Describe the distinction between being critical and critical thinking. Why is it important that we care?
2. Describe the differences between listening and hearing and the reasons listening is the first step in developing critical thinking skills.
3. Identify and talk about three instances in which we apply reasoning and reasoning in our day-to-day interactions.
4. Am I suggesting or indicating that you haven't eaten enough if I remark, "There is plenty of pasta, so you should have some more"?
5. Describe fallacies and explain the significance of researching them.
6. What kind of fallacy are television ads that employ depressing music and images of starving children to entice you to donate money?
7. Identify, clarify, and provide examples.

1.5. STEPS TO WRITING A SPEECH

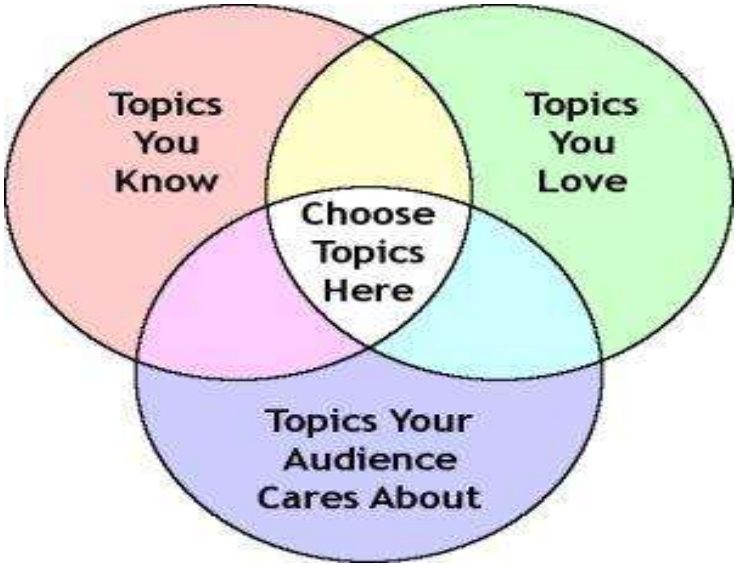
- **Choosing a subject**

Speakers typically concentrate on one or several related subjects — relatively broad notions, theories, or issues that are pertinent to specific audiences. The most popular method used by speakers to choose themes is to just observe what is going on in their community, at school, or in the wider world. This is due to the fact that all speeches are the product of the conditions, or the multitude of activities occurring at any given time in a certain location.

For example, throughout the campaign seasons, presidential contenders prepare brief policy statements that they can use at town hall meetings, interviews, and debates. The specific circumstances alter and the candidate needs to design new kinds of strategies when they understand they won't succeed.

Questions for Selecting a Topic

What important events are occurring locally, nationally and internationally?
What do I care about most?
Is there someone or something I can advocate for?
What makes me angry/happy?
What beliefs/attitudes do I want to share?
Is there some information the audience needs to know?



- **Creating the purpose statements**

Focusing on a narrowly defined subject helps you start crafting your purpose statement!!!

A purpose statement, said simply, outlines your goals in unambiguous terms. Particularly useful for providing direction while you are preparing your speech are purpose statements. You should just ask yourself if the primary ideas, details, and examples you choose to provide are pertinent to the topic you have chosen and further the objective you stated in your purpose statement. A speech's overarching goal can be to educate, motivate, inspire, rejoice, grieve, or amuse the audience.

DEFINITION: A thesis statement is a concise summary of the main point or argument of an essay, research paper, or speech. A thesis statement encapsulates the main points of a speech in just a sentence or two, and it is designed to give audiences a quick preview of what the entire speech will be about.

The thesis statement for a speech, like the thesis of a research based essay, should be easily identifiable and ought to very succinctly sum up the main points you will present. It typically appears in the introductory paragraph and provides the reader with a clear understanding of the writer's position or perspective on the topic. The thesis statement serves as a roadmap for the rest of the content, guiding the reader on what to expect.

A well-crafted thesis statement should:

- Clearly state the writer's position or argument.
- Present the main idea or focus of the paper.
- Be specific and focused, avoiding vague or broad statements.
- Make a claim that can be supported with evidence or reasoning.

Here are some examples of thesis statements across various topics:

Topic: The Importance of Education

Thesis Statement: *"Access to quality education is essential for individual empowerment and societal progress, as it equips individuals with the knowledge, skills, and critical thinking abilities necessary to navigate the complexities of the modern world."*

Topic: Climate Change

Thesis Statement: *"Human activities, particularly the burning of fossil fuels and deforestation, are the primary drivers of climate change, and urgent action is needed to mitigate its devastating effects on the environment, biodiversity, and human communities."*

Topic: Gun Control

Thesis Statement: *"Stricter gun control laws, including universal background checks and restrictions on high-capacity magazines, are necessary to reduce gun violence and protect public safety, while still upholding the Second Amendment rights of responsible gun owners."*

Topic: Gender Inequality

Thesis Statement*: "Gender inequality persists in various spheres of society, including the workplace, education, and politics, due to deep-rooted cultural norms and systemic discrimination. Addressing this issue requires concerted efforts to dismantle barriers and promote gender equity."*

Topic: The Impact of Technology on Society

Thesis Statement*: "While technological advancements have revolutionized communication, commerce, and entertainment, they have also contributed to social isolation, job displacement, and privacy concerns. Balancing the benefits and drawbacks of technology is essential for shaping a more equitable and sustainable future."*

Topic: Mental Health Awareness

Thesis Statement*: "Increasing awareness and destigmatizing mental health issues are critical steps towards promoting early intervention, access to treatment, and community support systems. Addressing mental health concerns effectively requires a multifaceted approach that prioritizes prevention, education, and support services."*

Topic: The Effects of Social Media on Youth

Thesis Statement*: "The pervasive use of social media among youth has led to both positive and negative outcomes, including enhanced connectivity, self-expression, and information sharing, alongside concerns about cyberbullying, social comparison, and addiction. Understanding and mitigating these effects are essential for fostering healthier online behaviors among young people."*

ORGANIZATIONAL STYLES OF A PUBLIC SPEECH

Public speeches can be organized in various styles, each suited to different purposes, audiences, and content. Some common organizational styles include:

Chronological Order:

- Organizes the speech according to the sequence of events or steps in a process.
- Suitable for historical narratives, biographical speeches, and speeches explaining procedures or timelines.
- Provides a clear, logical structure that helps the audience follow the progression of events.

Topical Order:

- Groups related ideas, themes, or topics together, regardless of chronological sequence.
- Useful for speeches with multiple subtopics or themes that can be explored independently.
- Allows speakers to address different aspects of a topic in-depth and may facilitate comparisons or contrasts between different ideas.

Spatial Order:

- Organizes the speech based on physical or spatial relationships.
- Commonly used in descriptive speeches or presentations where the spatial layout of objects, places, or concepts is important.
- Provides a visual framework that helps the audience understand the spatial arrangement or geographic significance

Problem-Solution Order:

- Identifies a problem or issue and then presents potential solutions or responses.
- Effective for persuasive speeches advocating for specific actions or policy changes to address societal challenges or personal dilemmas.
- Highlights the urgency of the problem and offers a clear plan of action or resolution.

Cause-Effect Order:

- Explores the relationship between causes and their resulting effects.
- Helps the audience understand the underlying reasons for certain phenomena or events and their implications.
- Useful for speeches analyzing social, environmental, or scientific phenomena and proposing

Comparative Order:

- Compares and contrasts different ideas, perspectives, or approaches.
- Allows speakers to highlight similarities and differences between two or more subjects, providing insights into their relative strengths, weaknesses, or significance.
- Suitable for persuasive speeches, debates, or presentations that require critical analysis and evaluation of competing viewpoints.

Narrative Order:

- Tells a story or recounts a series of events in a narrative format.
- Engages the audience emotionally and helps them connect with the speaker's message through storytelling.
- Effective for speeches aiming to inspire, entertain, or illustrate key points through memorable anecdotes or personal

OUTLINE FORMATTING GUIDE

Title: Organizing Your Public Speech

Topic: Organizing public speeches

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

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

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

(Transition)

Body

I. ***Main point***

A. Sub-point

B. Sub-point

C. Sub-point

1. Supporting point

2. Supporting point

(Transition)

II. ***Main point***

A. Sub-point

1. Supporting point a. Example b. Example

2. Supporting point B. Sub-point

(Transition)

Conclusion

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

Bibliography

REVIEW QUESTIONS

1. List the three questions you ought to ask yourself before deciding on a subject.
2. What distinguishes a specialized purpose statement from a general one? Write instances of each of these subjects: Climate change, cake baking, and dog training.
3. What distinguishes the particular purpose statement from the thesis statement?
4. Which type of speech organization puts points in chronological order? Which one puts the points in order of direction? Which one uses a five-step method to organize points?
5. Which organizational approaches work best for speeches that aim to persuade?
6. Explain signposting. Which three kinds of signposts are there?
7. How should a speech outline be formatted?

2. INFORMATIVE SPEECH

Speaking in public can be done for three main goals. A speech's overall goal is typically established by the situation in which it will be delivered.

- Informing your audience is the first general goal. An instructive speech uses definitions, descriptions, or explanations to provide knowledge on a certain person, place, object, process, idea, or problem. A teacher presenting information to their class, a report given to coworkers, and a job training session are examples of occasions where an instructive speech might be given.
- Persuasion is the second goal of public speaking. The speaker's goal in a persuasive speech is to either confirm or alter the opinions, attitudes, sentiments, or values of the audience. There are several instances where persuasion is used to include a sales pitch to potential customers, a politician’s campaign speech, or a debate during a public forum.
- The last general purpose is to commemorate or entertain.

Speeches can vary widely in their purpose, style, and content. Here are some common types of speeches:

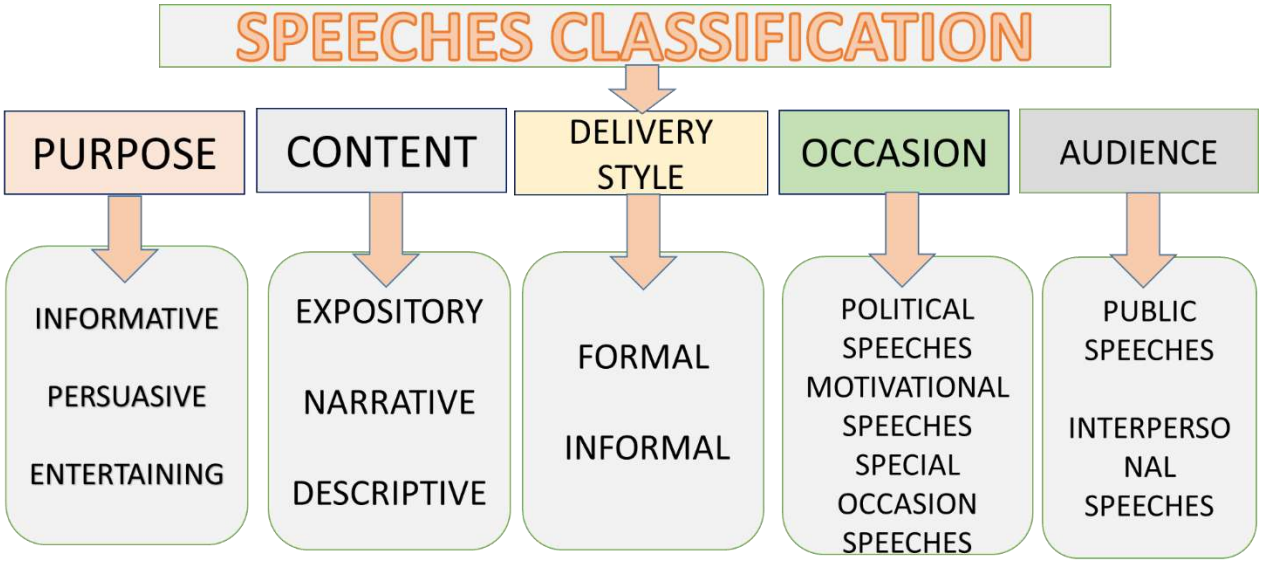


Fig. 1.7. Speeches Classification

INFORMATIVE SPEECH:

DEFINITION: The primary goal is to provide the audience with information, facts, or explanations about a specific topic.

Examples include *lectures, presentations, educational talks,* and *instructional speeches*.An informative speech provides *information about a specific subject to an audience*. The aim of an informative speech is *to help your audience to understand and to remember the information* you are presenting. Students will create a five minute informative speech on a topic of their choice. They must make sure the topic is narrow enough to thoroughly be presented within the five minutes: e.g.dogs would be too broad of a topic to cover in 5 minutes - a particular breed of dog, such as the Labrador retriever, might be covered in 5 minutes)

Students will select a topic and gather information from multiple sources - they can use books, encyclopedias, database articles, or use the Internet as long as they can prove through a web evaluation that the site is a valid source created by an authority on the subject. Students will read over their sources and choose three main points that will be covered in the body of their speech. They will then create notecards (according to specific guidelines included in this packet) that support the chosen points and create a working outline with a general and specific purpose statement, a thesis statement, and the three main points with supporting evidence for each point.

- ✓ *Your general purpose* in an informative speech is to inform.
- ✓ *Your specific purpose* relates to your topic and to the specific information you want to convey.

The *specific purpose* of a speech is its goal, stated in a complete sentence. If the *general purpose* of your speech is *to inform*, then your *specific purpose* will be a *statement of the particular information you will present* to the audience.

EXAMPLE:

- ✓ Dan's general purpose in his speech about place-kicking is to inform.
- ✓ His specific purpose could be stated in a complete sentence. "*I want to explain the steps in soccer-style place-kicking*."

- Express the specific purpose as a declarative sentence.
- State the specific purpose precisely. "I want to explain the four steps in soccer-style place-kicking."
- Make sure the specific purpose contains only one idea.
- Include words in the specific purpose that show your intent:*explain, show, give.*

WRITING A THESIS STATEMENT FOR INFORMATIVE SPEECH

A thesis statement is a complete sentence that expresses the speaker's most important idea, or key point, about a topic. A thesis statement guides the development of a speech.

EXAMPLES:

1. *Specific purpose*: "I want to explain the characteristics of the six major classifications of show dogs."

Thesis statement: "Show dogs are classified according to their characteristics as hounds, terriers, working dogs, toys, sporting dogs, and non sporting dogs.

2. *Specific purpose*: "I want to convince the class that they should read "To Kill a Mockingbird."

Thesis statement: "To Kill a Mockingbird is an excellent book to read because it features interesting characters, thought-provoking issues, and an exciting

If you already know a great deal about your topic, you can write your thesis statement at this stage of your planning. For most speeches, however, you will need to do some research first.

SAMPLE

Subject Area: football

Topic: place-kicking

Limited Topic: soccer-style place-kicking

General Purpose: to inform

Specific Purpose: I want to explain the four steps in soccer-style place-kicking.

Thesis Statement: The four steps in soccer-style place-kicking are to spot the ball, to mark off the steps, to approach the ball,, and to kick the ball.

SUPPORTING YOUR THESIS STATEMENT

You need to find information to support your main idea as expressed in your thesis statement. The types of details commonly used to support a thesis include facts, opinions, examples, illustrations, anecdotes, statistics, comparisons, definitions, descriptions, and quotations.

- FACTS AND OPINIONS:

Statement of fact contains information that can be proved, or verified, by testing, by observing, or by consulting reference materials.

Statement of opinion expresses personal beliefs or attitudes. Such statements contain personal judgments, which include information that cannot be proved. In some situations, you may seek an expert opinion. An expert opinion is a statement of belief about a subject from a person who is recognized as an authority on that subject. For example, a rocket scientist could offer an expert opinion on space travel. Experts can also supply facts. For instance, a high school coach can report on how many college recruiters have visited players on the team.

- *Examples and illustrations*:

An example is a single instance that supports or develops a statement. An illustration is a detailed example.

- *Anecdotes*:

Anecdotes are brief, often amusing stories. The purpose of an anecdote is to give information in a form that an audience will remember. Because anecdotes are often entertaining, they can help make your speech more interesting and enjoyable as well as informative.

- *Statistics:*

Statistics are numerical facts: "Only five out of every 12 registered voters voted in the last school election" or "unemployment recently dropped 3 percent." Citing a few statistics may make your speech more informative, but giving too many statistics can be boring or distracting. Use statistics carefully to add interest or to emphasize a point.

- *Comparisons*:

A comparison is a statement that shows the similarities between people, places, things, events, or ideas. Comparisons help listeners relate new ideas to familiar concepts. A figurative comparison imaginatively shows similarities between things that are essentially not alike. For example, you may say someone is "as slow as molasses in January" to point out that the person moves slowly.

She is as sly as a fox.
She is as cold as ice.
He is as good as gold.

✓ A literal comparison shows the real similarities between things that are essentially alike.

- Example: "Tom runs slower than Jorge."

Occasionally, a comparison is phrased as a contrast, highlighting the differences between two things. For instance, you might say, "Unlike last year's

ecology club, which consisted primarily of seniors, this year's club has mostly sophomores and juniors as members."

- *Definitions:*

A definition explains what a word or a concept means. You should define carefully any words or concepts your audience may not understand.

- *Descriptions:*

A description is a word picture of a person, place, thing, or event. Accurate descriptions help people in your audience form mental pictures that correspond to the actual thing described.

- *Quotations*:

A quotation expresses someone's exact words. Usually, you express your ideas in your own words. However, in some cases you will use a quotation to express the opinion of an authority or to include a particularly well stated idea. When you use quotations, you must give credit to the source from which the words were taken. The more convincingly you can show your listeners that you know about your topic, the more likely they are to pay attention and to remember what you say.

The final step in preparing your material is to organize it. A well-organized speech has three parts: *an introduction, a body, and a conclusion*.

- Introduction: gains the attention and the goodwill of the audience;
- Body: presents the main points in an organized pattern and gives supporting information for the main points;
- Conclusion: emphasizes the key idea or ideas of the speech and leaves the audience with greater interest in the topic.

2.1. PLANNING THE INTRODUCTION

The beginning section of your speech is the *introduction.* An introduction can be as short as a few sentences and should usually be no longer than 10 percent of the speech. Length varies, depending on the topic, the audience's interest level, and the audience's knowledge about the subject.

An introduction serves three very important purposes. It should:

- ✓ get the attention of the audience - (sustained interest) - you need to find a way to focus the audience's attention on the subject matter of your speech, then, when you get into the body of the speech, your audience will continue to listen.
- ✓ gain the goodwill of the audience - (audience's respect or positive feeling for the speaker as a person) - What you say in your opening remarks and the way in which you say it - your tone, your inflection, and other nonverbal signals are important. If your audience likes or trusts you, they will likely be willing to listen to what you have to say and to think about your message.
- ✓ develop the audience's interest in the topic of the speech - (involvement or concern your audience shows about your topic) - Include facts, examples, and other information that will hold your audience's attention. You can use any of the common methods for beginning a speech - a startling statement, a question, a quotation, a story, or a personal reference - in an informative speech.

USING TRANSITIONAL DEVICES

Transitional devices are bridges between ideas. They connect parts of a speech and help to emphasize the points you are making.

Example: Between the opening and the body of your speech about dogs being our best friends, you might say, "First, let's look at ways dogs help people." Between the first and second points you might say, "Now that we have seen examples of how dogs work with people, let's move on to our second point."

Transitional devices also help you emphasize ideas. For example, you might say, "Here is a point I want to stress," or "The key point here is . . .". Statements like these alert your audience to be prepared to hear information that you think is important.

- Audiovisual materials are resources that a speaker uses to help listeners retain information. Sometimes you can find audiovisual materials --such as charts, diagrams, photographs, audio, graphs, or maps - already prepared.
  - ✓ Save time in explanation
  - ✓ Clarify a point
  - ✓ Help an audience remember important material

ORGANIZING THE BODY OF AN INFORMATIVE SPEECH

The body of a speech is the portion in which the main points are developed. To organize the body of a speech, you will need to:

- ✓ determine the main points you want to stress
- ✓ organize the main points in a consistent pattern the audience can follow
- ✓ outline all the material you plan to use in the speech

Because the body of a speech contains the most important ideas that will be presented, many experienced speakers prepare it first. Then, after they know the development of the main ideas, they usually find the introduction and conclusion easier to prepare.

DETERMINING THE MAIN POINTS

The main points of a speech are the major ideas under which the supporting information is organized. If you have composed a well-written specific purpose, then determining the main points of your speech should be fairly easy. The specific purpose or the thesis statement lead to the wording of the main points.



SPECIFIC PURPOSE: *I want to explain the three ways that dogs have shown themselves to be our "best friends."*

THESIS STATEMENT: *Dogs have earned their place as our "best friends" by working with people, by protecting people and their property, and by showing love and devotion to people.*

MAIN POINTS:

Dogs work with people.

Dogs protect people and their property.

Dogs show love and devotion to people.

The main points of your speech may be organized in any of a number of logical patterns. The three most common methods of arrangement are chronological *order, spatial order, and topical order.*

Chronological Order - arranges details or events according to the order in which they occurred in time. Chronological order is often useful for speeches that present a history of something. To make remembering easier Specific purpose: *I want to explain the five stages in the evolution of the bicycle.*

✓ **CHRONOLOGICAL EXAMPLE:**

SPECIFIC PURPOSE: I want to explain the five stages in the evolution of the bicycle.

- The first stage is the origin.
- The second stage is the development of a steering device.
- The third stage is the attachment of pedals to the front wheel.
- The fourth stage is the addition of chain drive.
- The fifth stage is the development of modern safety features.

Topical Order - a topic is broken down into its parts and then arranged in an order determined by the speaker and stated in the specific purpose. This is the most common method for organizing speeches.

✓ **TOPICAL ORDER EXAMPLE**

SPECIFIC PURPOSE: I want to discuss three measures of the strength of the United States as a world power.

- One measure of U.S. strength is its natural resources.
- A second measure of U.S. strength is its military.
- A third measure of U.S. strength is its technology.

Spatial Order - details are arranged according to their position in space. This arrangement is often used for descriptions.

✓ **SPATIAL ORDER EXAMPLE**

SPECIFIC PURPOSE: I want to describe the three levels of the Community Center.

- The basement contains various recreational facilities.
- The main floor contains restaurants and administrative offices.
- The second floor contains an auditorium, smaller meeting rooms, and a banquet room.

- *Climactic Order* - arranges items according to their order of importance, usually starting with the least important item of information and ending with the item of information that is the most important.
- *Cause-and-Effect Order* - information is arranged to show causes or conditions and the effects or results of those causes or conditions.
- *Comparison-and-contrast Order* - items of information are arranged to show the similarities and differences between the items.

DEVELOPING THE MAIN POINTS

Once you have determined the main points of your speech and have made an informal plan of organization, you can arrange your supporting information under appropriate headings.

Remember that the main points provide a basic structure that you fill out with supporting information. As you sort and arrange your supporting material to group related ideas, take care to keep unity in mind. A speech is unified when all its parts fit together to make a whole and all of the information contained in the speech relates to the specific purpose. The best way to plan a unified speech is to prepare an informal outline.

PREPARING YOUR CONCLUSION

The conclusion of an informative speech usually includes a summary of the main points. Many speakers end with a quotation, an anecdote, or a final thought that makes the conclusion more memorable. The conclusion is the final portion of a speech. Although a conclusion is seldom longer than a few sentences, it is very important. The goals of an effective conclusion are:

1) to emphasize the key idea or ideas of the speech
2) to intensify the emotions, or feelings, of the audience.

2.2. FOUR TYPES OF INFORMATIVE SPEECH TOPICS

In addition to the four types of informative speeches (definition, demonstration, explanatory, and descriptive), there are four types of informative speech topics: speeches about objects, speeches about processes, speeches about events, and speeches about concepts.

SPEECHES ABOUT OBJECTS

For the purposes of this type of informative speech, anything that is visible and tangible is considered an object. If you choose to give a speech about an object, it's helpful to ask yourself the following questions:

Speeches about objects need to be sharply focused.

- Do I have good representations of this object to share? Make sure you have either a good physical representation of this object or a series of outstanding images.
- Do I have an important purpose for sharing this object? To create a successful speech, there needs to be a bigger story behind your object—a story well worth telling.
- Will my audience find a speech about this object interesting? What is it about this object that will catch my audience's attention and keep it throughout my speech?

SPEECHES ABOUT PROCESSES

A process is the manner in which something is created, made, done, or works. Therefore, an informative speech about a process describes how something is made, done, or works. Processes include anything from *how the modern Electoral College operates to how an automobile is constructed on a factory line.* There are two kinds of informative speeches about processes.

- One type explains a process so the audience will understand it better.
- The other type explains a process so the audience will be able to perform the process themselves.

✓ Speeches about processes often require visual aids.

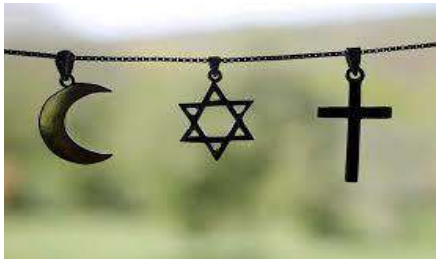
- ✓ Charts are an effective way to outline the steps of a process.
- ✓ In some cases, the speaker will need to demonstrate the steps or techniques of the process.
- ✓ Speeches about processes require careful organization.
- ✓ Speeches that explain a process step by step are arranged in chronological order.

SPEECHES ABOUT EVENTS



A speech about an event describes something that occurred, including the time, date, location, and circumstances of that occurrence. Like all informative speeches, event speeches must also serve a purpose. For example, if you choose to talk about how the Battles of *Podul Înalt* came to be known as the "shot heard 'round the world," your purpose might be to show how the actions of ordinary people can change the course of history.

SPEECHES ABOUT CONCEPTS



Concepts refer to *ideas, beliefs, theories, attitudes, and/or principles*. When speaking about concepts, you may have to provide *concrete examples* in order to make *abstract ideas more relatable and tangible* to your audience. Whether discussing the theory of the origins of the universe or if there's any truth to the phrase "love at first sight," concept speeches translate complex ideas into manageable chunks of information for your audience.

BROAD VS NARROW TOPICS

You might be tempted to choose a broad informative speech topic because you can easily find lots of interesting information to share. For example, a speech *on the state of our oceans* could include information about wastewater issues, garbage disposal and plastic debris, sea level rise, and acidification. You could find enough information to talk for hours and hours! And, that's the problem. Having too much information to share makes your speech difficult to organize and deliver within time constraints. And there's only so much information that your audience can absorb before they experience information overload.

A *narrowly focused speech* topic can make it easier for the audience *to absorb your speech.* A narrowed focus also makes your research more manageable and increases your ability to understand that topic thoroughly before presenting it to others.

TYING TOGETHER THE ELEMENTS OF YOUR SPEECH

After you've selected an appropriately narrow informative speech topic and conducted thorough research about your topic, you'll need to pick out *a small number of key points* that you want the audience to take away from your speech.

- ✓ Use your key points to develop an organizational structure to your speech, which should include an introduction, body, and conclusion, as well as transitions between these elements.
- ✓ Using this familiar structure offers a guide for your audience to follow as you elaborate the key points of information.
- ✓ Having a structure also gives you the opportunity to introduce the key points in the introduction and revisit them in the conclusion, increasing the likelihood that the audience will walk away with the key knowledge about your topic.

FROM CONCEPT TO ACTION

Think about the things you interact with on a daily basis. Do you own something unique that means a lot to you? A souvenir from a special trip, a painting, or a family heirloom? Does your special object have a story worth telling? Can you connect it to an interesting place or a moment of historic significance? If you answer "yes" to these questions, conduct a little pre-research to see if you have the foundation for a compelling informative speech.

Any speech will be more effective if it is delivered well:

- ✓ *Credibility* - A speaker's credibility is the amount of trust and belief the speaker inspires in an audience. You want to establish yourself as a speaker whom the audience can trust to give accurate information. One way to do this is to tell the audience a little about your background or experience to let your audience know what makes you qualified to talk about your topic. Be thoroughly prepared, but if you do not know something or if experts are still debating a point, freely admit this.
- ✓ *Enthusiasm* - Be enthusiastic about your topic. Your audience will probably find it difficult to become excited about the topic you are speaking about if you do not seem to find it important or interesting. The more

enthusiasm you show, the more likely you are to get and to hold the audience's attention.

✓ *Eye contact* - Establish eye contact with your listeners. If you look at the members of your audience, they will look at you. If you fail to establish eye contact, the members of the audience will let their eyes - and their attention - wander.

✓ *Vocal Variety and Emphasis* - Vary your tone, rate, volume, and pitch to emphasize key points and to make your speech more interesting.

✓ *Clear Articulation and Enunciation* - Be careful not to slur your words. When you speak clearly, your audience will find listening to your message easy and enjoyable.

✓ *Good Pronunciation* - Your pronunciation can either help or hurt your credibility. If you mispronounce key words in your speech, your listeners will begin to question whether you have a thorough knowledge of your subject.

ACTIVITIES:

1. TOPICAL ORDER EXAMPLE



Define the specific purpose, central idea, main points.

- **Title: MAGICIANS**
- Specific purpose:
- Central idea:
- Main points:

1.
2.
3.

2. CAUSAL ORDER EXAMPLE



Define the specific purpose, central idea, main points.

- **Title: THE TERRIBLE TSUNAMI IN SOUTHWEST ASIA**
- Specific purpose:
- Central idea:
- Main points:

1.
2.

3.

3. ACTIVITY: GUN CONTROL

✓ Make a list of the arguments both for and against *gun control*.

ARGUMENTS	COUNTERARGUMENTS

✓ Make them informative, not persuasive.

✓ Describe the debate that currently exists without taking a clear position.

……
……
……
……
……
……
……

3. PERSUASIVE SPEECH

Intended to convince the audience to adopt or support a particular viewpoint, belief, or course of action. It often involves the use of persuasive techniques such as logical reasoning, emotional appeals, and credible evidence. Examples include speeches advocating for social or political change, sales pitches, and marketing presentations.

DEFINITION: *PERSUASIVE SPEECH*- A speech that tries to convince someone to think, believe, or act the way the speaker wants them to is a persuasive speech. A persuasive speech is one that:

- *Establishes a fact*
- *Changes a belief*
- *Moves an audience to act on a policy.*

Persuasive speeches deal with three types of questions that can be answered in more than one way.

✓ A question of fact concerns statements that can be seen as either true or false. You offer proof to support a statement of fact, but the audience determines whether you have convincingly proved the statement of fact is true.

✓ A question of belief focuses on what is right or wrong, good or bad, best or worst, moral or immoral. While you cannot prove that a belief is true or false, you can supply convincing information to justify a belief.

✓ A question of policy focuses on a particular action. You try to convince the audience to act on some policy or to agree that some policy should be changed.

A good persuasive topic is one that:

❖ you feel strongly about

❖ other people may have different views on.

USING PERSUASIVE TECHNIQUES

➢ *Applying Logical Reasoning* means building an argument that is based on reasons supported by evidence. To find reasons to support your thesis, you can use three sources:

- yourself
- other people
- reference materials.

➢ *A reason* is a statement that explains or justifies your point. It answers the question ―Why?

➢ *Testimonials* are statements attesting to the worth of someone or something.

➢ *Evidence* is material that establishes the soundness of each reason.

HOW TO EVALUATE REASONS

✓ Is each reason relevant to you point? Does it answer the question ―why concerning your point?

✓ Each reason should be separate from your other reasons (distinct).

✓ Does each reason provide strong support for your point?

✓ Will the audience consider the reason important?

✓ Do you have the right amount of reasons?... too few and the audience may feel you have not answered the question question ―why? Too many and they may be overwhelmed and lose the thread of your argument.

A fact is an item of information or a statement that can be verified, or checked, by testing, by observing, or by consulting reference materials.

An expert opinion is a statement of belief about a subject by a knowledgeable person recognized as an authority on that subject.

Such statements cannot be proved, because they express value judgments. Expert opinion is not always perceived by an audience to be as strong as factual evidence.

HOW TO EVALUATE EVIDENCE

1. Is the evidence relevant to the reason it supports?
2. Is the evidence verifiable and reliable?
3. Is there enough evidence?

- *Developing Emotional Appeals*. An emotional appeal is a statement that arouses strong feelings—pleasure or anger, joy or sadness, pride or shame—in an audience. You can develop emotional appeals for any persuasive speech in three ways:

- ✓ Citing Specifics. When you cite specifics, you mention or refer to details or examples that clearly illustrate a point you want to make. By citing specifics, you may remove any uncertainty your audience may have about your meaning.
- ✓ Using Vivid Language. When you use descriptive language effectively, you enable your listeners to picture situations that you are referring to.
- ✓ Including Personal References. When you refer to the audience directly or when you relate the topic you are discussing to the audience's direct experiences, you make your listeners feel that they have a personal stake in the topic and you increase their interest.
- ✓ Establishing Your Credibility – Credibility is the quality of being believable. A credible person is trustworthy, someone you see as competent, sincere, and dynamic.
- ✓ Competence is the state of being well qualified. It comes from knowledge and preparation. To establish your .competence, you have to know your topic thoroughly and show that you are knowledgeable.
- ✓ Sincerity is the quality of being genuine. It is primarily conveyed by your tone of voice, and it usually can't be faked. To establish your sincerity, you have to genuinely care about both your topic and your audience.
- ✓ Dynamism is the quality of being energetic and enthusiastic. It is expressed by your tone of voice as well as by your nonverbal behavior—

your appearance, eye contact, facial expressions, gestures, and posture. Enthusiasm is contagious. The more dynamic you are, the more receptive to your ideas your audience is likely to be.

- Meeting Ethical Standards- Ethical standards are society's guidelines for right, just, and moral behavior. Violating ethical standards can destroy a speaker's credibility. It is unethical for speakers.

- ✓ To lie or deceive
- ✓ To distort
- ✓ To engage in name-calling
- ✓ To attack a person or an idea without giving evidence
- ✓ To deny the opposition the right to reply.

Your goal is to persuade the people in your audience, not to manipulate them. Persuasion uses logical reasoning and emotional appeals to convince your listeners to agree with you of their own free will. You want them to adopt your view point or to take specific action, but you are not coercing, or forcing, them to do so. By contrast, manipulation is the shrewd or devious management of facts for your own purpose.

It is based on the unethical distortion of information: withholding key information, presenting half-truths, purposely misrepresenting ideas and details. If you try to manipulate your audience or follow any other unethical practices, you will probably fail to achieve your goal. Once your listeners discover that you have deceived them, you lose your credibility and become totally ineffective.

3.1. ADAPTING YOUR PERSUASIVE SPEECH TO YOUR AUDIENCE

With the persuasive speech more than with any other, adapting your speech so that it both reaches and moves your audience is crucial to your success. While individual members of an audience may have different attitudes about a topic there are four main types of audiences.

- ✓ *Favorable audience*—is one in which the majority of listeners agree, from slightly to completely, with your thesis. Listeners with this type of favorable attitude need to have their existing feelings strengthened to such a degree that they will act on their feelings.
- ✓ *Neutral audience*—is one in which the majority of the listeners have not reached a decision about your thesis. Neutral audiences will generally give

all sides an equal hearing. They need information to persuade them to take a stand.

- ✓ *An apathetic audience* – is one in which a majority of the listeners have no interest in your thesis. These listeners need to be shown how your thesis affects them personally.
- ✓ *A hostile audience*—is one in which the majority of the listeners oppose your thesis. These listeners need to be shown that they are being fair in listening to you, that what you have to say matters to them, and that you are worth listening to. A good approach may be to compliment your listeners on their fairness for listening to you and acknowledge the validity of their point of view.

➢ **ORGANIZING PERSUASIVE SPEECH**

Persuasive speeches are organized according to two approaches: *deductive and inductive (* See Fig.1.8.).

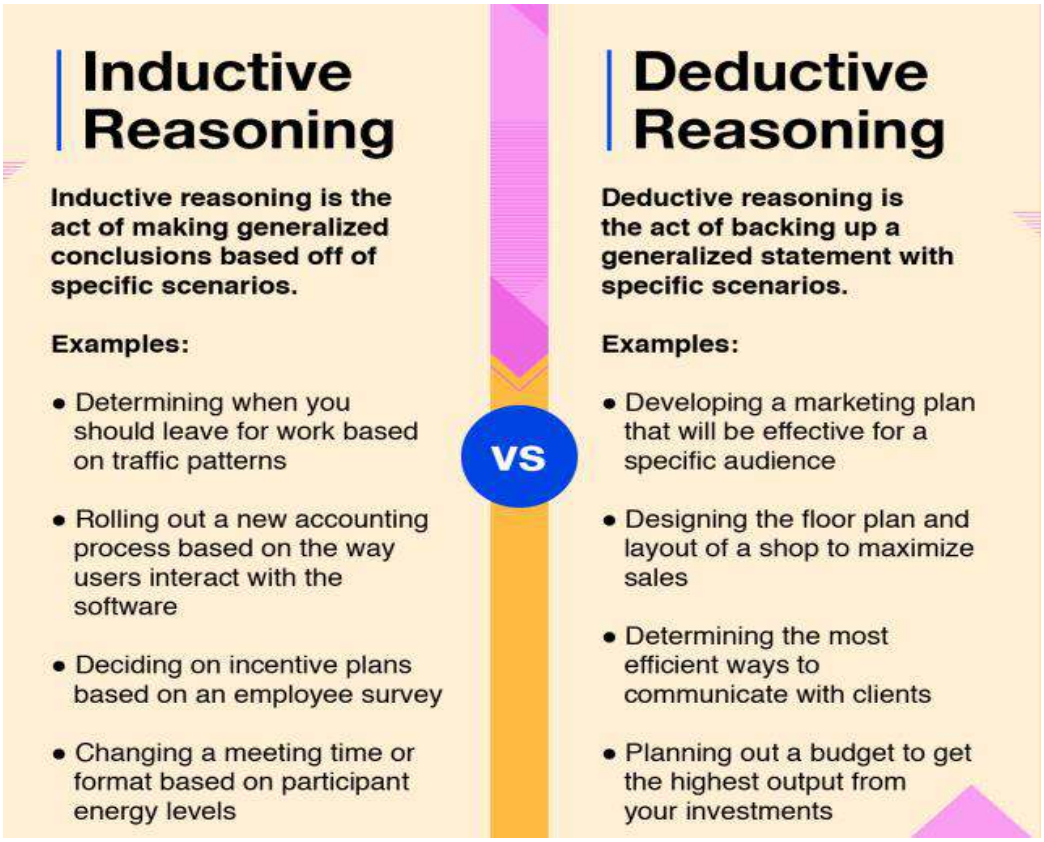


Fig.1.8. Deductive and Inductive Reasoning (Source: https://www.indeed.com/career-advice/career-development/inductive-vs-deductive-reasoning)

✓ *Using a Deductive Approach*. In a deductive approach, you begin with your thesis and then present reasons to support it. When you organize your material deductively, you try to move your audience from the general to the specific. Three types of deductive approaches are:

- The statement – of – reasons method
- The problem—solution method
- The comparative advantage method

✓ Statement – of – Reasons Method. The statement – of – reasons method is the classic deductive approach in which the thesis is stated directly and followed by supporting reasons. This method works well with a favorable audience, since your listeners are not likely to be turned off by a direct approach.

✓ Problem – Solution Method. With the problem-solution method, you first present a problem and then offer at least one possible solution for that problem. You continue with this pattern for each problem you have identified. This method works well with both favorable and neutral audiences. It can also succeed with apathetic audiences if you personalize both the problem and the solution convincingly.

✓ Comparative Advantage Method—The comparative advantage method presents each reason as a benefit to the audience. Sometimes the advantage of each reason is stated directly, using words like more or better; other times it is simply implied, or suggested. This method works well with neutral audiences. By directly presenting the benefits, you might sway a neutral audience to adopt your viewpoint. Using an

✓ Inductive Approach. In an inductive approach, you begin with your reasons and lead up to your thesis. When you organize your speech inductively, you try to move your audience from the specific to the general. The inductive approach is the opposite of the deductive approach. Three types of inductive approaches are:

✓ *The criteria-satisfaction method*

✓ *The negative method*

✓ *The Monroe motivated sequence*

✓ Criteria-Satisfaction Method. The criteria-satisfaction method has the purpose of getting the audience to agree to the soundness of certain criteria, or standards. Then you show how your proposal satisfies those criteria. This method

is especially useful with hostile audience members who need to be shown that what you have to say matters to them and that you are worth listening to.

✓ Negative Method. With the negative method, you show that no option other than the one you propose is acceptable. This method can work well with a hostile audience if you give your listeners enough solid evidence to convince them to agree with every one of your reasons.

✓ Monroe Motivated Sequence. The Monroe motivated sequence, is based on the premise that in order to convince an audience to act, a speaker must:

- *draw attention to the problem*
- *show a need for some action*
- *outline a plan that will satisfy that need*
- *help the audience visualize the benefits of that plan of action*
- *suggest a specific action that puts the plan into practice.*

PRACTICAL ACTIVITIES

✓ Read the excerpts from two famous speeches and answer the question below.

- One way of appealing to emotions is to use specific words and details. Identify the specific words.
- What are two other ways of appealing to emotions?

Winston Churchill also gave a famous persuasive speech during World War II as Britain faced invasion from Nazi Germany:

„Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old".

Martin Luther King, Jr.'s *I Have a Dream* speech is one of the most famous persuasive speeches of all time. Excerpt:

„Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children".

- ✓ **Think of some charity organizations, political issues, or school issues which you feel strongly about. Complete the following sentences in your notebooks.**

I believe _____ is important because _____.
I think more people my age should support _____ because _____.
If I could pick one thing at this school to change, it would be _____.
If I could vote in the upcoming election, I would vote for _____ because _____.

- ✓ **Group Activity:** Take out a piece of paper and a pencil. Brainstorm some topics together. Write down the answer to these questions.

1. What is something that you feel everyone should know?
2. What school policies do you find unfair or need to be changed?
3. The world would be a better place if everyone were required to_____ (Continue this idea) ?
4. Everyone knows that you're supposed to do but not everyone does.
5. What makes you very angry?
6. What laws are unfair in the US/need to be changed?

SUPPORTING POINTS

- ✓ Persuasive speech is used to argue „for" and „against" a specific topic
- *DIRECTIONS:* list your favourite item in the listed category and then give three reasons why you like it and why some one else should like it.

1. *FAVOURITE FOOD:*

   ……
   ……
   ……
   ……
   …

2. *FAVOURITE ANIMAL*

……
……
……

REVIEW QUESTIONS OVER PERSUASIVE SPEECHES

1. One kind of persuasive speech establishes a fact. What do the two other kinds of persuasive speeches do?

2. One way of appealing to emotions is to use specific words and details. What are two other ways of appealing to emotions?

3. To give your speech effectively, you must establish credibility. What are the three elements of speaker credibility?

4. What is the difference between persuading and manipulating an audience?

5. When you use deductive organization, you state your thesis first and then give your reasons. What are three types of deductive organization?

6. When you use inductive organization, you state your reasons first and lead up to your thesis statement. What are three types of inductive organization?

CHECKING KNOWLEDGE

✓ (TRUE OR FALSE)

1. A good topic for a persuasive speech is a document of Abraham Lincoln's life.
2. The purpose of a persuasive speech is to try to get the audience to accept your point of view.
3. An attention getter is best described as something that makes an audience take notice.
4. A good speech would contain an introduction, three main points, and a conclusion.
5. You don't have to feel strongly about your topic to give a good persuasive speech.

GIVE SHORT ANSWER

1. Why is having an attention getter in your speech important?.....
.....

2. For what reasons may a good speaker want to spend careful time on a conclusion?.....
.....

✓ **MULTIPLE CHOICE QUESTIONS**. Please Circle the correct answer.

1. **A good attention getter**

A. Questions the audience
B. Amuses the audience
C. Stimulates the imagination
D. All of the Above

2**. Most speeches have _____ main points**

A. 5
B. 3
C. 7
D. 1

3**. Credible Sources you may use in your speeches include:**

A. Books
B. Periodicals
C. Electronic Sources
D. All of the Above

4. **A Characteristic of a Good Delivery:**

A. Fig leafing
B. Crossing Arms

C. Eye Contact
D. Slapping your body

5. **A relevant Topic for this class would be:**

A. Paying Taxes
B. Open campus lunch policy
C. Social Security Benefits
D. Recall of Baby Toys

3. Give 2 examples of good topics for a persuasive speech……
……..

4. ENTERTAINING SPEECH

DEFINITION: An *entertaining speech* is a speech designed to captivate an audience's attention and regale or amuse them while delivering a message.

Like more traditional informative or persuasive speeches, *entertaining speeches* should communicate *a clear message*, but the manner of speaking used in an entertaining speech is *typically different*.

Entertaining speeches are often delivered on special occasions (e.g., a toast at a wedding, an acceptance speech at an awards banquet, a motivational speech at a conference), which is why they are sometimes referred to as special-occasion speeches. However, they can also be given on more mundane occasions, where their purpose is primarily to amuse audience members or arouse them emotionally in some way. Remember, when we use the word "entertain," we are referring not just to humor but also to drama. The goal of an entertaining speech is to stir an audience's emotions.

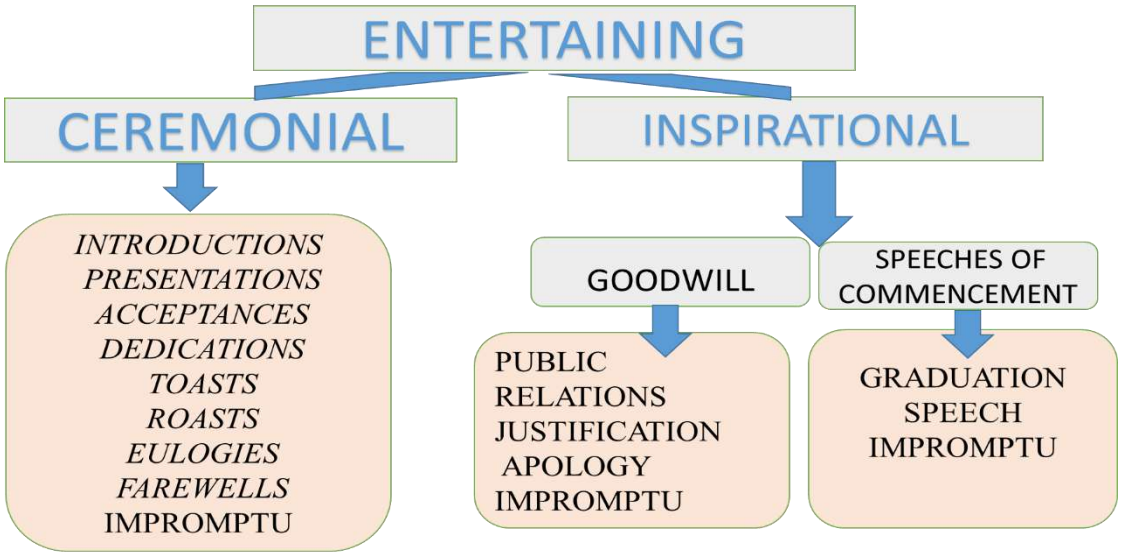


Fig. 1.9. Classification of entertaining speech

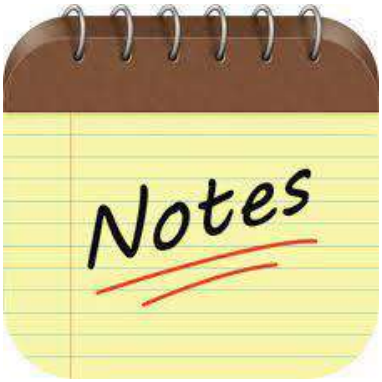
Of all the types of speeches we come in contact with during our lives, the bulk of them will probably fall into the category of entertainment. If you spend just one evening watching a major awards show (e.g., the Grammys, the Tonys, the Oscars), you'll see dozens of acceptance speeches. While some of these acceptance speeches are good and others may be terrible, they all belong to the category of speaking to entertain.

Other speeches that fall into the entertaining category are designed to inspire or motivate an audience to do something. These are, however, different from a traditional persuasive speech. While entertaining speeches are often persuasive, we differentiate the two often based on the rhetorical situation itself. Maybe your school has hired a speaker to talk about his or her life story in an attempt to inspire the audience to try harder in school and reach for the best that life has to offer. You can imagine how this speech would be different from a traditional persuasive speech focusing on, say, the statistics related to scholastic achievement and success later in life.

Entertaining speeches are definitely very common, but that doesn't mean they don't require effort and preparation. A *frequent trap* is that people often think of entertaining speeches as *corny*. As a result, they do not prepare seriously but rather stand up to speak with the idea that they can "wing it" by acting silly and telling a few jokes. Instead of being entertaining, the speech falls flat. To help us think through how to be effective in delivering entertaining speeches, it is important to consider *four key ingredients*:

- ✓ *preparation,*
- ✓ *adaptation to the occasion,*
- ✓ *adaptation to the audience,*
- ✓ *mindfulness about the time*.

Aimed at amusing, entertaining, or engaging the audience. It often includes humor, storytelling, anecdotes, or dramatic elements to captivate the audience's attention. Examples include after-dinner speeches, stand-up comedy routines, and motivational talks with entertaining anecdotes.



TIPS

- **PREPARE**

First and foremost, the biggest mistake you can make when standing to deliver an entertaining speech is to underprepare or simply not prepare at all. We've stressed the need to prepare throughout this text, so just because you're giving a wedding toast or a eulogy doesn't mean you do not think through the speech before you stand up and speak out. If the situation is impromptu, even jotting some basic notes on a napkin is better than not having any plan for what you are going to say. Remember, when you get anxious, as it inevitably happens in front of an audience, your brain does not function as well as when you are having a relaxed conversation with friends. You often forget information. By writing down some simple notes, you will be less likely to deliver a bad speech.

- **ADAPT TO THE OCCASION**

Not all content is appropriate for all occasions. If you are asked to deliver a speech commemorating the first anniversary of a school shooting, then obviously using humor and telling jokes wouldn't be appropriate. But some decisions about adapting to the occasion are less obvious. Consider the following examples:

- ✓ You are the maid of honor giving a toast at your younger sister's wedding.
- ✓ You are a sales representative speaking to your client group after a mistake has been discovered.
- ✓ You are a cancer survivor speaking at a high school student assembly.

Remember that being a *competent speaker* is about being both personally effective and socially appropriate. Different occasions call for different social appropriateness levels. One big mistake that entertaining speakers make is to deliver one generic speech to different groups without adapting the speech to the specific occasion. In fact, professional speakers always make sure that their speeches are tailored for different occasions and get information about the occasion from their hosts in advance.

- **ADAPT TO YOUR AUDIENCE**

Once again, we cannot stress enough how important it is to adapt to your audience. Different audiences respond differently to speech material, so the more you know about your audience, the more likely your speech succeeds. *Needs, Age,*

sex, marital status, race, geographic area, sort of gathering(homogeneous or heterogeneous), training, exchange, movement, and calling. The speaker ought to consistently adjust to the crowd, both in their language and clothing as much as possible.

- **MIND THE TIME**

The last key ingredient to consider for delivering entertaining speeches successfully is to mind your time. Different entertaining speech situations have their own conventions and rules regarding time. Acceptance speeches and toasts, for example, are relatively short—typically under five minutes. An introduction speech is extremely brief—just long enough to tell the audience what they need to know about the person being introduced in a style that prepares them to appreciate that person's remarks. In contrast, commencement speeches and speeches to commemorate events run ten to twenty minutes.



It's also important to recognize that special occasion audiences expect speech lengths to vary. For example, although it's true that graduation commencement speakers generally speak for ten to twenty minutes, the longer the speech, the more fidgety the audience becomes. To hold the audience's attention and to be entertaining, a commencement speaker must make the speech's closing minutes the most engaging and inspiring. If you're not sure about the speech's expected time frame, either ask the person who has invited you to speak or do some quick research to see what the average speech times in the given context tend to be.

Many entertaining speeches fall under the category of special-occasion speeches. All the speeches in this category are given to mark the significance of particular events. Common events include weddings, bar mitzvahs, awards ceremonies, funerals, and political events. In each of these different occasions, speakers are asked to deliver speeches relating to the event. For purposes of simplicity, we've broken special occasion speeches into two groups: *ceremonial speaking and inspirational speaking.*

5. CEREMONIAL SPEECH

DEFINITION: *Ceremonial speeches* are speeches given during a ceremony or a ritual marked by observance of formality or etiquette. These ceremonies tend to be very special for people, so it shouldn't be surprising that they are opportunities for speech making.

There are *eight types of ceremonial speaking*: *introductions, presentations, acceptances, dedications, toasts, roasts, eulogies, and farewells*.

SPEECHES OF INTRODUCTION

The first type of speech is called the speech of introduction, which is a minispeech given by the host of a ceremony that introduces another speaker and his or her speech. Few things are worse than when the introducer or a speaker stands up and says, "This is Joe Smith, he's going to talk about stress." While we did learn the speaker's name and the topic, the introduction falls flat. Audiences won't be the least bit excited about listening to Joe's speech. Just like any other speech, a speech of introduction should be a complete speech and have a clear introduction, body, and conclusion—and you should do it all in under two minutes. This brings up another "few things are worse" scenario: an introductory speaker who rambles on for too long or who talks about himself or herself instead of focusing on the person being introduced. For an introduction, think of a hook that will make your audience interested in the upcoming speaker.

- Did you read a news article related to the speaker's topic?
- Have you been impressed by a presentation you've heard the speaker give in the past?

You need to find something that can grab the audience's attention and make them excited about hearing the main speaker. The body of your introductory speech should be devoted to telling the audience about the speaker's topic, why the speaker is qualified, and why the audience should listen (notice we now have our three body points).

- ✓ First, tell your audience in general terms about the overarching topic of the speech. Most of the time as an introducer, you'll only have a speech title and maybe a paragraph of information to help guide this part of your speech. You don't need to know all the ins and outs of the main speaker's speech; you just need to know enough to whet the audience's appetite.

- ✓ Next, you need to tell the audience why the speaker is a credible speaker on the topic. Has the speaker written books or articles on the subject? Has the speaker had special life events that make him or her qualified?
- ✓ Lastly, you need to briefly explain to the audience why they should care about the upcoming speech. The final part of a good introduction is the conclusion, which is generally designed to welcome the speaker to the lectern.
- ✓ Many introducers will conclude by saying something like, "I am looking forward to hearing how Joe Smith's advice and wisdom can help all of us today, so please join me in welcoming Mr. Joe Smith".

INTRODUCTION SPEECH EXAMPLE

- tation to their notes to "start clapping" and "shake speakers hand" or "give speaker a hug" depending on the circumstances of the speech.

Specific Purpose: To entertain the audience while preparing them for Dr. Ann's speech on rituals.

Introduction: Mention some common rituals people in the United States engage in (Christmas, sporting events, legal proceedings).

Main Points:

- ✓ Explain that the topic was selected because understanding how cultures use ritual is an important part of understanding what it means to be human.
- ✓ Ann is a cultural anthropologist who studies the impact that everyday rituals have on communities.
- ✓ All of us engage in rituals, and we often don't take the time to determine how these rituals were started and how they impact our daily routines.

Conclusion: I had the opportunity to listen to Dr. Ann at the regional conference in Washington D.C last month, and I am excited that I get to share her with all of you tonight. Please join me in welcoming Dr. Ann (start clapping, shake speaker's hand, exit stage).

The second type of common ceremonial speech is the speech of presentation.

DEFINITION: A speech of presentation is a brief speech given to accompany a prize or honor.

Speeches of presentation can be as simple as saying, “This year’s recipient of the Schuman Public Speaking prize is Wilhelmina Jeffers,” or could last up to five minutes as the speaker explains why the honoree was chosen for the award. When preparing a speech of presentation, it’s always important to ask how long the speech should be. Once you know the time limit, then you can set out to create the speech itself.

First, you should explain what the award or honor is and why the presentation is important. Second, you can explain what the recipient has accomplished in order for the award to be bestowed. Did the person win a race? Did the person write an important piece of literature? Did the person mediate conflict? Whatever the recipient has done, you need to clearly highlight his or her work. Lastly, if the race or competition was conducted in a public forum and numerous people didn’t win, you may want to recognize those people for their efforts as well.

While you don’t want to steal the show away from winner (as Kanye West did to Taylor Swift during the 2009 MTV Music Video Awards, for example: http://www.mtv.com/videos/misc/435995/taylor-swift-wins-best-female-video.jhtml#id=1620605), you may want to highlight the work of the other competitors or nominees.

Speeches of Acceptance

DEFINITION: The complement to a speech of presentation is the speech of acceptance. The speech of acceptance is a speech given by the recipient of a prize or honor.

For EXAMPLE, in the above video clip from the 2009 MTV Music Video Awards, Taylor Swift starts by expressing her appreciation, gets interrupted by Kanye West, and ends by saying, “I would like to thank the fans and MTV, thank you.” While obviously not a traditional acceptance speech because of the interruption, she did manage to get in the important parts.

There are three typical components of a speech of acceptance: thank the givers of the award or honor, thank those who helped you achieve your goal, and put the award or honor into perspective.

First, you want to thank the people who have given you the award or honor and possibly those who voted for you. We see this done every year during the Oscars, “First, I’d like to thank the academy and all the academy voters.”

Second, you want to give credit to those who helped you achieve the award or honor. No person accomplishes things in life on his or her own. We all have families and friends and colleagues who support us and help us achieve what we do in life, and a speech of acceptance is a great time to graciously recognize those individuals.

Lastly, put the award in perspective. Tell the people listening to your speech why the award is meaningful to you.

Speeches of Dedication

The fourth ceremonial speech is the speech of dedication.

DEFINITION: A speech of dedication is delivered when a new store opens, a building is named after someone, a plaque is placed on a wall, a new library is completed, and so on.

These speeches are designed to highlight the importance of the project and possibly those to whom the project has been dedicated.

EXAMPLE: Maybe your great-uncle has died and left your college tons of money, so the college has decided to rename one of the dorms after your great-uncle. In this case, you may be asked to speak at the dedication.

When preparing the speech of dedication, start by explaining how you are involved in the dedication. If the person to whom the dedication is being made is a relative, tell the audience that the building is being named after your great-uncle who bestowed a gift to his alma mater.

Second, you want to explain what is being dedicated. If the dedication is a new building or a preexisting building, you want to explain what is being dedicated and the importance of the structure. You should then explain who was involved in the project. If the project is a new structure, talk about the people who built the structure or designed it. If the project is a preexisting structure, talk about the people who put together and decided on the dedication.

Lastly, explain why the structure is important for the community where it's located. If the dedication is for a new store, talk about how the store will bring in new jobs and new shopping opportunities. If the dedication is for a new wing of a hospital, talk about how patients will be served and the advances in medicine the new wing will provide the community.

Toasts

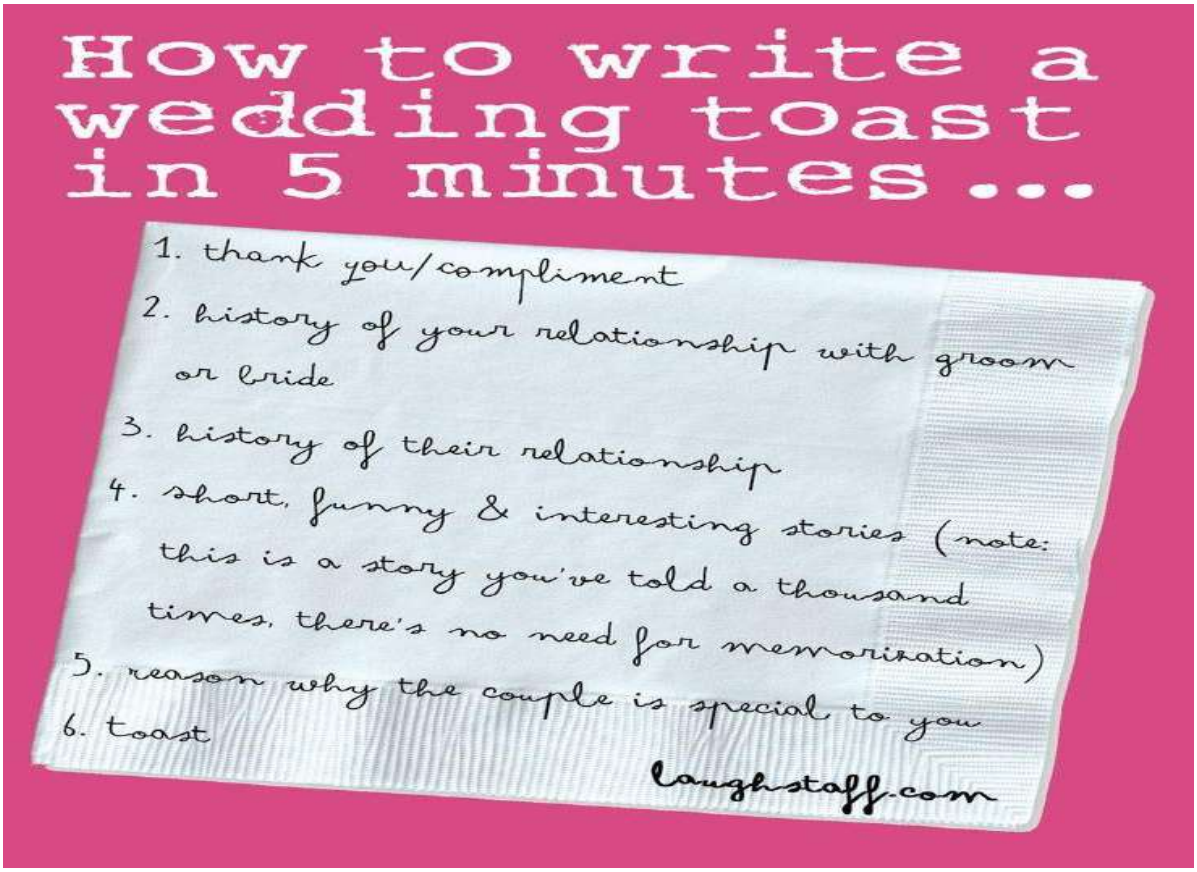
At one time or another, almost everyone is going to be asked to deliver a toast.

DEFINITION: A toast is a speech designed to congratulate, appreciate, or remember.

First, toasts can be delivered for the purpose of congratulating someone for an honor, a new job, or getting married. You can also toast someone to show your appreciation for something they've done.

Lastly, we toast people to remember them and what they have accomplished.

When preparing a toast, the first goal is always to keep your remarks brief. Toasts are generally given during the middle of some kind of festivities (e.g., wedding, retirement party, farewell party), and you don't want your toast to take away from those festivities for too long.



Second, the goal of a toast is to focus attention on the person or persons being toasted—not on the speaker. As such, while you are speaking you need to focus your attention to the people being toasted, both by physically looking at them and by keeping your message about them. You should also avoid any inside jokes

between you and the people being toasted because toasts are public and should be accessible for everyone who hears them.

To conclude a toast, simply say something like, “Please join me in recognizing Joan for her achievement” and lift your glass. When you lift your glass, this will signal to others to do the same and then you can all take a drink, which is the end of your speech.

- **Roasts**

DEFINITION: The roast speech is a very interesting and peculiar speech because it is designed to both praise and good-naturedly insult a person being honored.

Generally, roasts are given at the conclusion of a banquet in honor of someone’s life achievements.



EXAMPLE: The television station Comedy Central has been conducting roasts of various celebrities for a few years. In this clip, watch as Stephen Colbert, television host of The Colbert Report, roasts President George W. Bush.

http://www.youtube.com/watch?v=BSE_saVX_2A

Let's pick this short clip apart. You'll notice that the humor doesn't pull any punches. The goal of the roast is to both praise and insult in a good-natured manner. You'll also see that the roaster, in this case Stephen Colbert, is standing behind a lectern while the roastee, President George W. Bush, is clearly on display for the audience to see, and periodically you'll see the camera pan to President Bush to take in his reactions. Half the fun of a good roast is watching the roastee's reactions during the roast, so it's important to have the roastee clearly visible by the audience.

REFLECTION TIME: *How does one prepare for a roast? First, you want to really think about the person who is being roasted. Do they have any strange habits or amusing stories in their past that you can discuss? When you think through these things you want to make sure that you cross anything off your list that is truly private information or will really hurt the person.*

The goal of a roast is to poke at them, not massacre them!

Second, when selecting which aspects to poke fun at, you need to make sure that the items you choose are widely known by your audience. Roasts work when the majority of people in the audience can relate to the jokes being made. If you have an inside joke with the roastee, bringing it up during roast may be great fun for the two of you, but it will leave your audience unimpressed.

Lastly, end on a positive note. While the jokes are definitely the fun part of a roast, you should leave the roastee knowing that you truly do care about and appreciate the person.

Eulogies

DEFINITION: A eulogy is a speech given in honor of someone who has died. (Don't confuse "eulogy" with "elegy," a poem or song of mourning).

Unless you are a minister, priest, rabbi, imam, or other form of religious leader, you'll probably not deliver too many eulogies in your lifetime. However, when the time comes to deliver a eulogy, it's good to know what you're doing and to adequately prepare your remarks.

EXAMPLE: Watch the following clip of then-Senator Barack Obama delivering a eulogy at the funeral of civil rights activist Rosa Parks in November of 2005. http://www.youtube.com/watch?v=pRsH92sJCr4

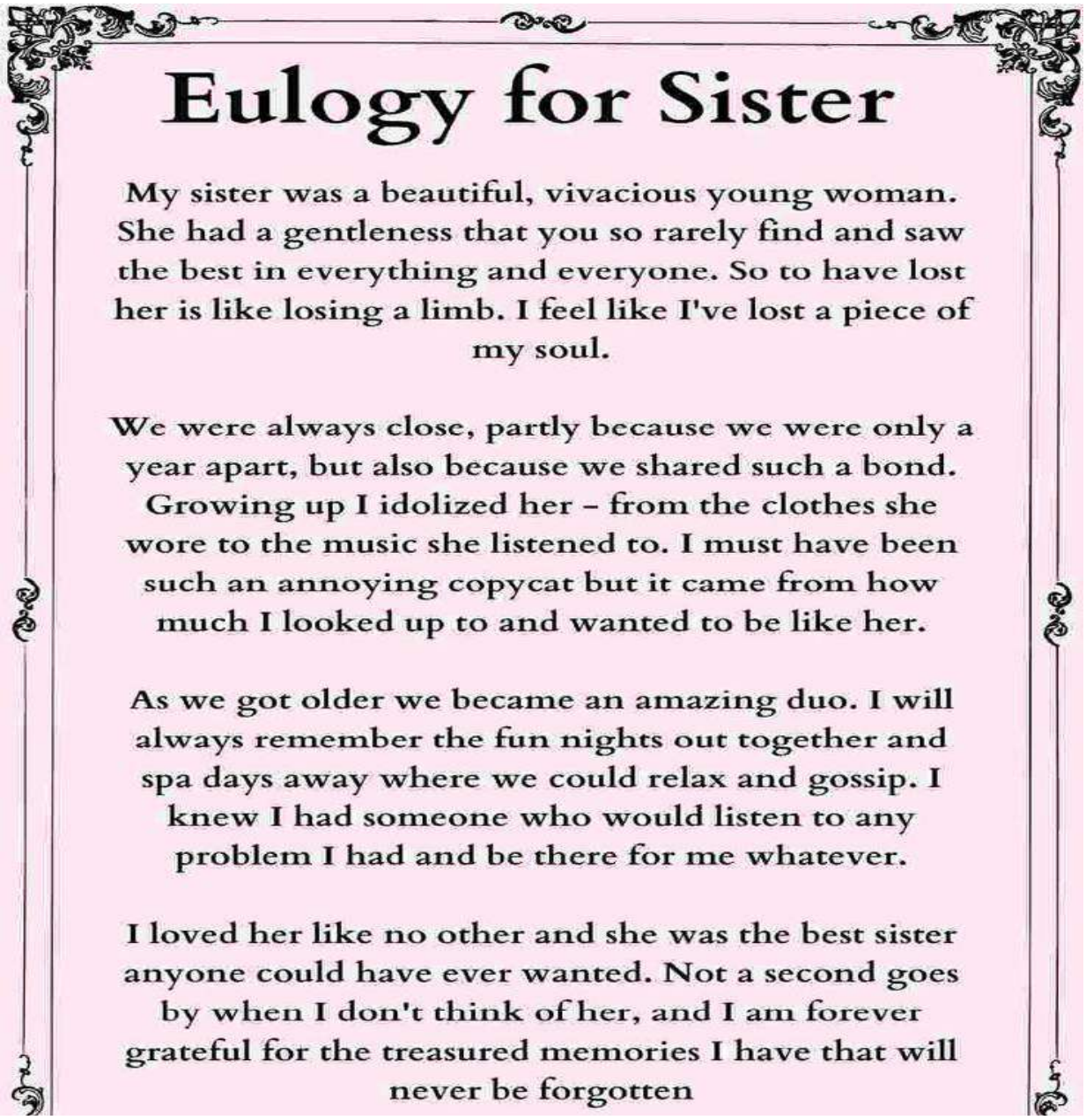
In this eulogy, Senator Obama delivers the eulogy by recalling Rosa Parks importance and her legacy in American history. When preparing a eulogy, first you need to know as much information about the deceased as possible. The more information you have about the person, the more personal you can make the eulogy. While you can rely on your own information if you were close to the deceased, it is always a good idea to ask friends and relatives of the deceased for their memories, as these may add important facets that may not have occurred to you.

Of course, if you were not very close to the deceased, you will need to ask friends and family for information.

Second, although eulogies are delivered on the serious and sad occasion of a funeral or memorial service for the deceased, it is very helpful to look for at least one point to be lighter or humorous. In some cultures, in fact, the friends and family attending the funeral will expect the eulogy to be highly entertaining and amusing. While eulogies are not roasts, one goal of the humor or lighter aspects of a eulogy is to relieve the tension that is created by the serious nature of the occasion.

Lastly, remember to tell the deceased's story. Tell the audience about who this person was and what the person stood for in life. The more personal you can make a eulogy, the more touching it will be for the deceased's friends and families.

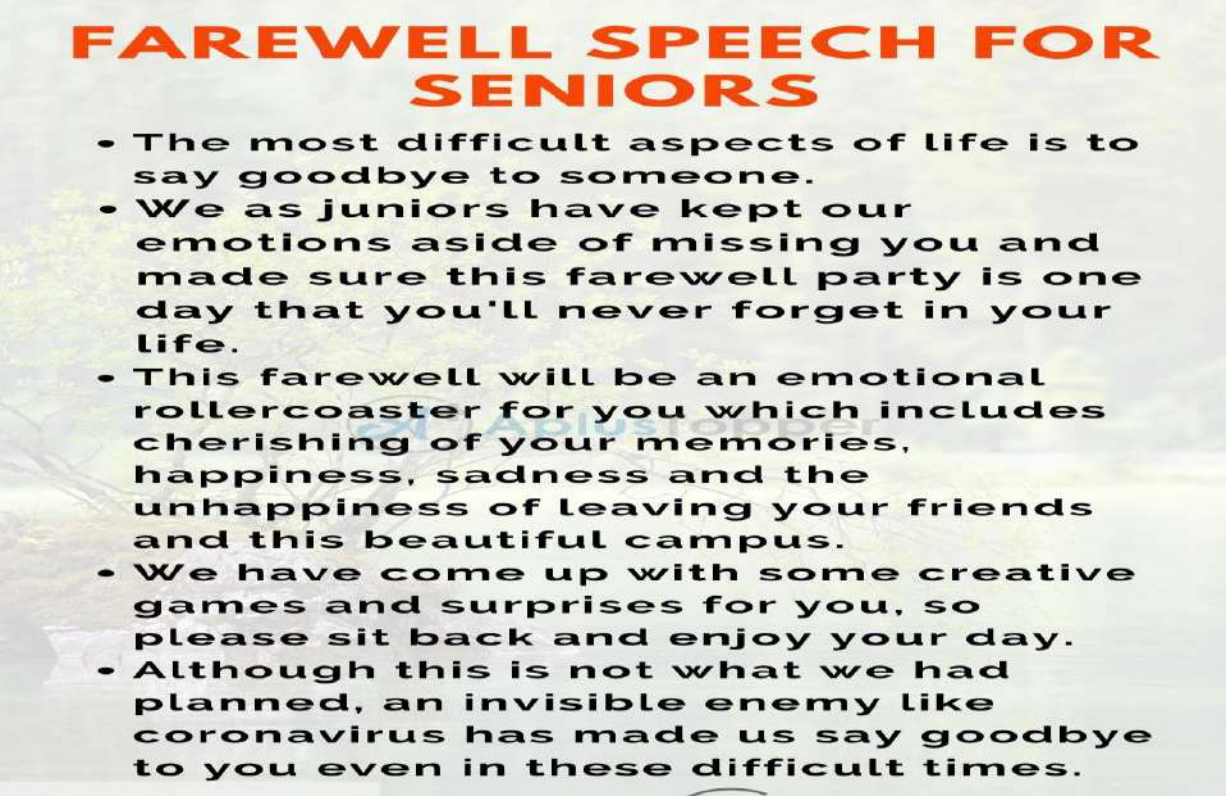
The eulogy should remind the audience to celebrate the person's life as well as mourn their death.



- **SPEECHES OF FAREWELL**

DEFINITION: A speech of farewell allows someone to say good-bye to one part of his or her life as he or she is moving on to the next part of life.

Maybe you've accepted a new job and are leaving your current job, or you're graduating from college and entering the work force. Whatever the case may be, periods of transition are often marked by speeches of farewell.



EXAMPLE: Watch the following clip of Derek Jeter's 2008 speech saying farewell to Yankee Stadium, built in 1923, before the New York Yankees moved to the new stadium that opened in 2009.

http://www.youtube.com/watch?v=HJrlTpQm0to

In this speech, Derek Jeter is not only saying good-bye to Yankee Stadium but also thanking the fans for their continued support.

When preparing a speech of farewell, the goal should be to thank the people in your current position and let them know how much you appreciate them as you make the move to your next position in life.

In Derek Jeter's speech, he starts by talking about the history of the 1923 Yankee Stadium and then thanks the fans for their support.

Second, you want to express to your audience how much the experience has meant to you. A farewell speech is a time to commemorate and think about the good times you've had. As such, you should avoid negativity during this speech. Lastly, you want to make sure that you end on a high note.

Derek Jeter concludes his speech by saying, "On behalf of this entire organization, we just want to take this moment to salute you, the greatest fans in

the world!" at which point Jeter and the other players take off their ball caps and hold them up toward the audience.

6. INSPIRATIONAL SPEECH

DEFINITION: The goal of an inspirational speech is to elicit or arouse an emotional state within an audience.

Although some inspirational speeches are sometimes tied to ceremonial occasions, there are also other speaking contexts that call for inspirational speeches. There are two types of inspirational speeches:

- ✓ Goodwill
- ✓ speeches of commencement

Goodwill is an intangible asset that is made up of the favor or reputation of an individual or organization.

Speeches of goodwill are often given in an attempt to get audience members to view the person or organization more favorably. Although speeches of goodwill are clearly persuasive, they try not to be obvious about the persuasive intent and are often delivered as information-giving speeches that focus on an individual or organization's positives attributes. There are three basic types of speeches of goodwill: *public relations, justification, and apology*.

Speeches for Public Relations

In a public relations speech, the speaker is speaking to enhance one's own image or the image of his or her organization.



You can almost think of these speeches as cheerleading speeches because the ultimate goal is to get people to like the speaker and what he or she represents.

Speeches of Justification

The second common speech of goodwill is the speech of justification, which is given when someone attempts to defend why certain actions were taken or will be taken.

In these speeches, speakers have already enacted (or decided to enact) some kind of behavior, and are now attempting to justify why the behavior is or was appropriate.

Speeches of Apology

The final speech of goodwill is the speech of apology.

These speeches have become *more and more commonplace.* Every time we turn around, a politician, professional athlete, musician, or actor/ actress is doing something reprehensible and getting caught. In fact, the speech of apology has quickly become a fodder for humor as well. When you need to make an apology speech, there are three elements that you need to include:

- ✓ *be honest and take responsibility*. First, a speaker needs to be honest and admit to doing something wrong. The worst apology speeches are those in which the individual tries to sidestep the wrongdoing. Even if you didn't do anything wrong, it is often best to take responsibility from a public perception perspective;
- ✓ *say that you are sorry*. People need to know that you are remorseful for what you have done. One of the problems many experts saw with Tiger Woods's speech is that he does not look remorseful at all. While the words coming out of his mouth are appropriate, he looks like a robot forced to read from a manuscript written by his press agent;
- ✓ *you need to offer restitution*. Restitution can come in the form of fixing something broken or a promise not to engage in such behavior in the future. People in society are very willing to forgive and forget when they are asked.

Speeches for Commencements

The second type of inspirational speech is the speech of commencement, which is designed to recognize and celebrate the achievements of a graduating class or other group of people.

The most typical form of commencement speech happens when someone graduates from school. Nearly all of us have sat through commencement speeches at some point in our lives. And if you're like us, you've heard good ones and bad ones. Numerous celebrities and politicians have been asked to deliver commencement speeches at colleges and universities.

EXAMPLE: One famous and well-thought-out commencement speech was given by famed Harry Potter author J. K. Rowling at Harvard University in 2008 J.

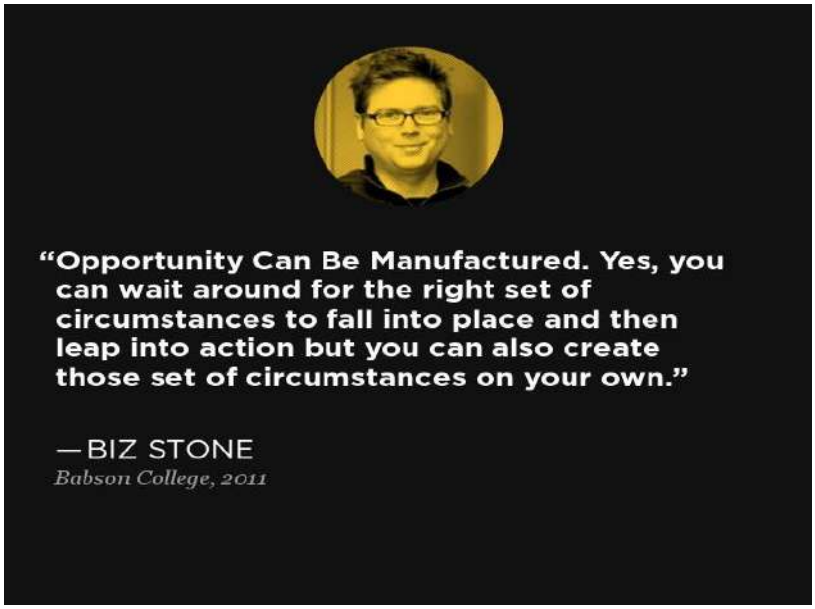
K. Rowling's speech has the perfect balance of humor and inspiration, which are two of the main ingredients of a great commencement speech.

If you're ever asked to deliver a commencement speech, there are some key points to think through when deciding on your speech's content.

- ✓ If there is a specific theme for the graduation, make sure that your commencement speech addresses that theme.
- ✓ If there is no specific theme, come up with one for your speech. Some common commencement speech themes are commitment, competitiveness, competence, confidence, decision making, discipline, ethics, failure (and overcoming failure), faith, generosity, integrity, involvement, leadership, learning, persistence, personal improvement, professionalism, reality, responsibility, and self-respect.
- ✓ Talk about your life and how graduates can learn from your experiences to avoid pitfalls or take advantages of life. How can your life inspire the graduates in their future endeavors?
- ✓ Make the speech humorous. Commencement speeches should be entertaining and make an audience laugh.

Be brief! Nothing is more painful than a commencement speaker who drones on and on. Remember, the graduates are there to get their diplomas; their families are there to watch the graduates walk across the stage.

- ✓ Remember, while you may be the speaker, you've been asked to impart wisdom and advice for the people graduating and moving on with their lives, so keep it focused on them.



- ✓ Place the commencement speech into the broader context of the graduates' lives. Show the graduates how the advice and wisdom you are offering can be utilized to make their own lives better. It

is important to make sure that you have fun when delivering a commencement speech. Remember, it is a huge honor and responsibility to be asked to deliver a commencement speech, so take the time to really think through and prepare your speech.

The last type of *entertaining speech* we will examine is the **keynote speech.**

A keynote speech is delivered to set the underlying tone and summarize the core message of an event. Keynotes are often given at the end of an event; there can also be a number of keynote speeches delivered throughout a longer event that lasts for several days. People who deliver keynote speeches are typically experts in a given area who are invited to speak at a conference, convention, banquet, meeting, or other kind of event for the purpose of setting a specific tone for the occasion. Some keynote speakers will actually work for a speakers bureau, an agency that represents celebrity and professional speakers.

After-Dinner Speaking

After-dinner speaking gets its name from the idea that these speeches historically followed a meal of some kind. After-dinner speakers are generally asked to speak (or hired to speak) because they have the ability both to speak effectively and to make people laugh. First and foremost, after-dinner speeches are speeches and not stand-up comedy routines. All the basic conventions of public speaking previously discussed in this text apply to after-dinner speeches, but the overarching goal of these speeches is to be entertaining and to create an atmosphere of amusement. After-dinner speaking is probably the hardest type of speaking to do well because it is an entertaining speech that depends on the successful delivery of humor. People train for years to develop comic timing, or the verbal and nonverbal delivery used to enhance the comedic value of a message. But *after-dinner speaking is difficult, not impossible*. Here is the method we recommend for developing a successful after-dinner speech.

- ✓ First, use all that you have learned about informative or persuasive speeches to prepare a real informative or persuasive speech roughly two-thirds the length of what the final speech will become. That is, if you're going to be giving a ten-minute speech, then your "real" informative or persuasive speech should be six or seven minutes in length.

- ✓ Next, go back through the speech and look for opportunities to insert humorous remarks.
- ✓ The following are some other tips for using humor from people who have professionally given after-dinner speeches and learned the hard way what to do and what to avoid:
- ✓ Personalize or localize humor when possible. • Be clear about which words need emphasis with verbal humor.
- ✓ Be sure the punch line is at the end. Don't let on where the joke is going.
- ✓ Don't announce, "This is funny." or "I'm not very good at telling jokes, but…"
- ✓ Don't try to use humor that you don't know well.
- ✓ Don't use humor that you personally don't find funny.
- ✓ Don't apologize if others don't laugh.
- ✓ Don't try to explain the humor if it fails—just move on.
- ✓ Don't drag it out! Remember, brevity is the soul of wit.
- ✓ Know when to stop joking and be serious.
- ✓ Be natural and have fun!

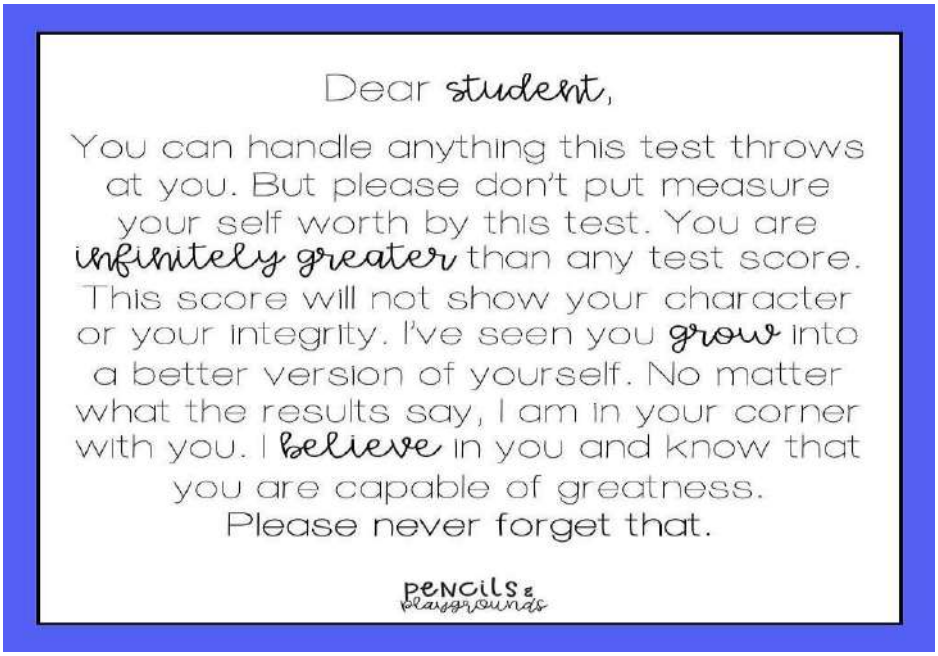
Motivational Speaking

The second common form of keynote speaking is motivational speaking.

A motivational speech is designed not only to make an audience experience emotional arousal (fear, sadness, joy, excitement) but also to motivate the audience to do something with that emotional arousal.

Whereas a traditional persuasive speech may want listeners to purchase product X or agree with ideology Y, a motivational speech helps to inspire people in a broader fashion, often without a clearly articulated end result in mind. As such, motivational speaking is a highly specialized form of persuasive speaking commonly delivered in schools, businesses, religious, and club or group contexts.

- The survivor speech is a speech given by someone who has survived a personal tragedy or who has faced and overcome serious adversity.
- The religious speech is fairly self-explanatory; it is designed to incorporate religious ideals into a motivational package to inspire an audience into thinking about or changing aspects of their religious lives.



- **Debate Speech:**

Part of a structured debate where speakers present arguments either in favor of or against a specific proposition or topic. Requires logical reasoning, evidence, and rebuttals to persuade the audience or judges. Examples include formal debates in academic settings, political debates, and public forums.

- **Impromptu Speech:**

Given without prior preparation or planning. Requires the speaker to think on their feet and respond quickly to a given topic or prompt. Examples include impromptu speaking competitions, spontaneous remarks, and off-the-cuff responses to questions.

PRACTICAL ACTIVITIES

1. Develop a two-minute roast.
2. Develop a speech of commencement for your public speaking class.

REVIEW QUESTIONS:

1. What is the purpose of an entertaining speech?
2. What criteria should we follow to deliver an entertaining speech properly?
3. What makes an entertaining speech interesting and engaging?
4. What are some tips for choosing a suitable topic and tone for an entertaining speech?

APPLICATION EXERCISES

EXERCISE 1: MAKE UP A PERSUASIVE SPEECH ON *CLIMATE CHANGE ACTION*. Follow the guidelines!

Research and Analysis:

Begin by researching various aspects of climate change, including its causes, effects, and potential solutions. Use critical thinking skills to evaluate the credibility and reliability of different sources of information.

Analyze data, scientific studies, and expert opinions to understand the complexities of the issue and identify key arguments for your speech.

Identify Key Arguments:

Based on your research, identify the most persuasive arguments for taking action on climate change. Consider factors such as environmental impact, social justice, economic consequences, and public health.

Use critical thinking to anticipate potential counterarguments, such as skepticism about the severity of climate change or concerns about the economic costs of mitigation efforts.

Organize Your Speech Logically:

Structure your speech in a logical and compelling manner, beginning with a strong introduction that captures the audience's attention and clearly states your purpose.

Use critical thinking to sequence your arguments effectively, building a persuasive case for climate change action. Ensure smooth transitions between different sections of your speech to maintain coherence.

Practice Active Listening:

Before delivering your speech, engage in active listening to understand your audience's attitudes, beliefs, and concerns related to climate change. Use critical thinking to empathize with their perspectives and tailor your message accordingly.

Anticipate potential objections or questions from the audience and prepare thoughtful responses based on evidence and logical reasoning.

Evaluate and Refine:

After delivering your speech, critically evaluate your performance and its impact on the audience. Reflect on aspects such as clarity, persuasiveness, and audience engagement.

Use critical thinking to analyze audience feedback and identify areas for improvement. Consider how you can refine your arguments, delivery techniques, and presentation style to enhance your effectiveness as a public speaker.

Seek Constructive Feedback:

Seek feedback from peers, mentors, or subject matter experts on your persuasive speech. Use critical thinking to evaluate their feedback and identify actionable suggestions for improvement.

Be receptive to constructive criticism and use it as an opportunity to strengthen your public speaking skills and enhance the persuasiveness of your message.

Continue Learning and Growing:

Stay informed about developments in climate science, policy, and activism to deepen your understanding of the issue and refine your arguments over time.

Use critical thinking to engage with diverse perspectives on climate change and consider how you can address different audience concerns and motivations in future speeches.

EXERCISE 2. REFLECT ON THE FOLLOWING EXAMPLES OF ORDERS AND MAKE UP SPEECHES ON THE FOLLOWING TOPICS**:**

Composition of a Newspaper Company (Topical order)

Thesis: The newspaper has four primary departments.

I. The advertising department sells display advertisements to local and national businesses.

II. The editorial department produces the written content of the newspaper, including feature stories.

III. The production department lays out the pages and manages prepress work such as distilling the pages and processing colors.

IV. The business department processes payments from advertisers, employee paperwork, and the biweekly payroll.

University of Georgia (Spatial Order)

Thesis: The University of Georgia is arranged into four distinct sections, which are characterized by architectural and disciplinary differences.

I. In North Campus, one will find the University's oldest building, a sprawling treelined quad, and the famous Arches, all of which are nestled against Athens' downtown district.
II. In West Campus, dozens of dormitories provide housing for the University's large undergraduate population and students can regularly be found lounging outside or at one of the dining halls.
III. In East Campus, students delight in newly constructed, modern buildings and enjoy the benefits of the University's health center, recreational facilities, and science research buildings.
IV. In South Campus, pharmacy, veterinary, and biomedical science students traverse newly constructed parts of campus featuring wellkept landscaping and modern architecture.

Eastern vs. Western Culture (Comparison Oder)

Thesis: There are a variety of differences between Eastern and Western cultures.

I. Eastern cultures tend to be more collectivistic.
II. Western cultures tend to be more individualistic.
III. Eastern cultures tend to treat health issues holistically.
IV. Western cultures tend to treat health issues more acutely.

Presidential Candidate's Speech (Problem-Solution Order)

Thesis: The US energy crisis can be solved by electing me as president since I will devote resources to the production of renewable forms of energy.

I. The United States is facing an energy crisis because we cannot produce enough energy ourselves to sustain the levels of activity needed to run the country. (problem)
II. The current administration has failed to invest enough resources in renewable energy practices. (problem)
III. We can help create a more stable situation if we work to produce renewable forms of energy within the United States. (solution)
IV. If you vote for me, I will ensure that renewable energy creation is a priority. (solution)

Shingles Speech (Cause-Effect Order)

Thesis: The prevalence of the disease shingles led to the invention of a vaccine.

I. Shingles is a disease that causes painful, blistering rashes in up to one million Americans every year. (cause)
II. In 2006, a vaccine for shingles was licensed in the United States and has been shown to reduce the likelihood that people over 60 years old will get shingles. (effect)

EXERCISE 3. PREPARE AND DELIVER A 5-MINUTE PRESENTATION ON A TOPIC OF YOUR CHOICE. Follow the guidelines!

Topic Selection: Choose a topic that you are passionate about or have knowledge of. It could be related to your field of study, a hobby, a social issue, or anything that interests you.

Research and Content Development: Conduct research on your chosen topic to gather relevant information and supporting evidence. Organize your ideas into a clear and coherent structure, including an introduction, main points, and a conclusion.

Audience Analysis: Consider the demographics, interests, and knowledge level of your audience. Tailor your presentation to effectively engage and communicate with them.

Visual Aids: Create visual aids such as slides, charts, or props to enhance your presentation and make key points more memorable.

Practice: Rehearse your presentation multiple times to become familiar with the content and flow. Practice speaking clearly and confidently, and work on maintaining eye contact with your audience.

Feedback: Seek feedback from peers to identify areas for improvement. Consider aspects such as clarity of message, delivery style, and engagement with the audience.

Delivery: Deliver your presentation in front of an audience, whether it's a classroom setting, a workshop, or a virtual platform. Focus on speaking clearly, maintaining good posture and body language, and engaging with your audience.

Reflection: After delivering your presentation, reflect on your performance. Consider what went well and what could be improved for future presentations. Use feedback received to continue refining your public speaking skills.

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