
Effective Speaking Techniques

Unit: Developing Leadership and Communication Skills

Problem Area: Developing Communication Skills

Lesson: Effective Speaking Techniques

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Define oral communication.**
- 2 Identify techniques for effective speaking.**
- 3 Identify four common types of speeches.**
- 4 Describe how to organize and prepare a speech.**
- 5 Describe how to properly present a speech.**

- **List of Resources.** The following resources may be useful in teaching this lesson:

E-unit: *Developing Effective Speaking Techniques*. Danville, IL: CAERT, Inc.
www.mycaert.com

- **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Copies of sample test
- ✓ Visuals from accompanying masters
- ✓ Copies of student lab sheet
- ✓ Video recordings of speeches

■ **Terms.** The following terms are presented in the lesson (shown in bold italics):

- ▶ body
- ▶ chronological order
- ▶ conclusion
- ▶ entertaining speech
- ▶ extemporaneous speech
- ▶ eye contact
- ▶ gesture
- ▶ impromptu speech
- ▶ informative speech
- ▶ introduction
- ▶ monotone
- ▶ motivational speech
- ▶ one-way communication
- ▶ oral communication
- ▶ oral technical report
- ▶ outline
- ▶ persuasive speech
- ▶ prepared speech
- ▶ priority
- ▶ public speaking
- ▶ realia
- ▶ recitation
- ▶ transition
- ▶ two-way communication

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. Two possible approaches are included here.

Approach One: *Show a video recording of speeches at the national FFA convention or news clips of famous leaders giving speeches. Have the students list effective techniques used by the speakers. Discuss why these techniques are effective.*

Approach Two: *Have the students make a list of individuals who they think are effective speakers. Once the list is compiled, ask the students why these individuals are good speakers.*

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define oral communication.

Anticipated Problem: What is oral communication?

- I. **Oral communication** is the process by which people send and receive information verbally. Oral communication creates meaning through speech.
 - A. There are two basic types of oral communication.
 1. **One-way communication** is the simplest and most basic approach to the communication process.
 - a. It includes three components: sender, message, and receiver.
 - b. This model does not involve receiver participation.
 2. **Two-way communication** is communication that involves the receiver's reaction or feedback to the sender's message.
 - B. **Public speaking** is a type of communication that uses oral methods of exchanging information.
 1. Spoken words are enhanced with nonverbal symbols, such as gestures and visuals.
 2. A good speech is focused on the audience (i.e., the listeners).

Start the lesson with an interest approach. Preview the learning objectives and introduce key terms. Use VM-A to demonstrate one-way communication. Use VM-B to explain two-way communication. Use FFA activities, such as the public speaking and parliamentary procedure contests, to reinforce examples of one-way and two-way communication.

Objective 2: Identify techniques for effective speaking.

Anticipated Problem: What are the proper techniques for effective speaking?

- II. Public speaking is an important method of communication.
 - A. Speaking skills can be improved by following a set of guidelines and recommended techniques. The result of using good speaking strategies and techniques is more effective communication. Some guidelines follow.
 1. Be prepared well ahead of time. Arrive early and check out the audiovisual systems.

2. Be organized, with all details well planned and thought out. Never make more than three or four points in a speech
 3. Stay within the allotted time limit.
 4. Use an attention-getting introduction. At the outset, share a riveting story, a funny incident, a startling statement, or perhaps a poem
 5. Present yourself in an enthusiastic manner. Enthusiasm is contagious!
 6. Use facial expressions to influence your speech.
 7. Use notes in outline form. Do not read the presentation.
 8. Maintain **eye contact** by looking into the eyes of your audience. This conveys the message, “I am talking with you, not at you.”
 9. Do not be **monotone**, or use the same tone of voice. Vary your pitch to emphasize points.
 10. Learn good techniques by watching and listening to other speakers.
 11. Spend time reading and becoming knowledgeable on your subject. Rehearse the speech a few times.
 12. Use a flip chart, blackboard, posters, graphs, PowerPoint presentations, or other visual aids to illustrate points.
 13. Before closing, summarize and reiterate the major points and end with an inspiring story and a call to action.
- B. Selecting the message, organizing the message, and presenting the message are three important aspects of effective public speaking.
1. Selecting the message—Decide what you want to say. Match the message to the receiver. Speak on a subject that your audience needs to hear.
 2. Organizing the message—Put the information in a pattern that the receiver will recognize.
 - a. Arranging information in **chronological order** means presenting the information from the beginning and moving through to the end of a situation.
 - b. Arranging by **priority** means discussing issues beginning with the most important and ending with the least important.
 - c. Comparison and contrast and cause and effect are two additional ways to organize a message.
 3. Presenting the message
 - a. Use appropriate phrases to make the pattern clear to the listener.
 - b. Use visuals to clarify and illustrate your message.
 - c. Prepare by thinking through what you want to say.
 - d. Use natural facial expressions, gestures, and appropriate posture.
 - e. Deliver the message with enthusiasm and sincerity.
 - f. Maintain eye contact with the receiver.
 - g. Speak loudly and clearly and slow enough to be understood.
 - h. Avoid slang and fillers, such as “um,” “ya know,” and “like.”

Lead a class discussion on techniques for effective speaking. Use VM–C to explain the guidelines for effective speaking. Show a video recording of speeches at the national FFA convention and have students find examples of speeches demonstrating these techniques. Use LS–A to assist students in developing good speaking skills.

Objective 3: Identify four common types of speeches.

Anticipated Problem: What are four common types of speeches?

- III. Public speeches vary by the purpose of the speech and the type of speech used.
 - A. Public speaking is used to motivate or persuade, inform, or entertain.
 1. A **persuasive speech** is one in which the speaker’s general purpose is to convince or persuade. It is used to arouse or excite the audience.
 - a. Persuasive speakers tailor their messages to change listeners’ attitudes and behaviors.
 - b. In persuasive presentations, the speaker implies that the listener should accept a particular viewpoint and then act accordingly.
 2. An **informative speech** is one in which the speaker assists the audience in learning or understanding something new. It is sometimes called an **oral technical report**. It is intended primarily to provide knowledge or to illuminate a subject.
 - a. Close attention is devoted to the technical accuracy of informative speeches.
 - b. Because informative speeches are often technical in nature, effort should be made to clearly explain concepts to the audience.
 - c. In an informative speech, the listener becomes the learner, with knowledge being the result of teaching.
 3. An **entertaining speech** is one in which the speaker’s general purpose is to provide entertainment. This type of speech is designed for telling jokes, stories, or clever comments.
 - a. Sometimes an entertaining speech is used as an “attention getter” prior to accomplishing some other task.
 - b. Examples of an entertaining speech are an “after-dinner speech” at a meeting or a “humorous tribute” at a banquet.
 - B. Four types of commonly used speeches are prepared speeches, extemporaneous speeches, impromptu speeches, and recitations.
 1. A **prepared speech** is planned in advance to the delivery. Steps in the process of developing a prepared speech are selecting a topic, developing an outline, writing the speech, and rehearsing.
 - a. Informative speeches are a type of prepared speech.

- b. A motivational speech is another type of prepared speech. A **motivational speech** is intended to arouse people and encourage them to take action. Psychology is frequently used to achieve the goals of a motivational speech.
- 2. An **extemporaneous speech** is one that is not prepared in detail in advance to the delivery.
 - a. A person presenting an extemporaneous speech usually has little time to prepare the speech and may use brief notes.
 - b. Extemporaneous speakers are generally knowledgeable of the subject and can organize their thoughts quickly with the aid of a few resources.
- 3. An **impromptu speech** is one that involves no preparation prior to the delivery. People who give impromptu speeches are well informed about the subject, are experienced speakers, and are able to think in front of an audience.
- 4. A **recitation** is a speech given from memory. The material is often prepared by someone other than the person giving the speech. The FFA Creed Speaking Career Development Event is a good example of a recitation speech.

Have the students cite examples of speaking engagements that illustrate the various types of speeches. Have the students practice persuasive, informative, and entertaining speeches in class. Require the students to give prepared, extemporaneous, impromptu, and recitation speeches.

Objective 4: Describe how to organize and prepare a speech.

Anticipated Problem: How should a speech be prepared?

- IV. Effective speakers organize their material so that it develops a specific purpose and stimulates interest in the speech.
 - A. Selecting a topic is the first step in preparing a speech.
 - 1. It is important to select a topic appropriate to the audience.
 - 2. Don't try to cover the entire topic area; instead, take one aspect and expand upon it.
 - 3. Pinpoint the topic using accurate facts and information.
 - B. Once a topic is decided upon, collect information.
 - 1. Use current materials as resources for information.
 - 2. Go to your local library or bookstore to get current books and periodicals.
 - 3. Search databases on CD-ROM or the Internet for information.
 - 4. Obtain pamphlets and research reports from universities or research stations.
 - 5. Use note cards or a computer to record information.

- C. Develop an **outline** as the framework of your speech. Most outlines are organized into three major parts: introduction, body, and conclusion.
1. The **introduction** is the first part of a speech. It should be used to get the audience's attention and to explain the purpose of the speech.
 - a. The introduction sets the stage for the rest of the presentation.
 - b. Seven techniques can be used to create interest: references to a common place or occasion, compliments, dramatic statements, questions, stories, personal experiences, and quotations.
 2. The **body** of a speech provides the main information you want to convey.
 - a. The body is usually limited to two to four main points.
 - b. The points are major topics in the outline. Supporting details (subpoints) are included under each main point.
 - c. Most speeches use chronological order, motivational order, general-to-specific order, special order, or topical order as the format for the order of presentation of the main points.
 - d. The most common errors with the body of the speech are too many major parts, not enough supporting material, rambling, and failure to use proper transitions.
 - (1) A **transition** is a word or phrase that connects two parts of the body of a speech.
 - (2) Transitions are used to help a speech flow well.
 3. The **conclusion** summarizes and reviews the content of a speech.
 - a. The conclusion reminds the audience of the specific purpose of a speech.
 - b. The conclusion should leave the audience in the proper frame of mind and provide closure to a speech.

Lead a discussion on organizing and preparing a speech. Use VM–D to illustrate an example of a note card that could be used for collecting information for a speech. Use VM–E to show an example of an outline for a speech. Have students select a topic and begin to prepare a speech to be given at a later date. Invite a member of the English department to speak to the class about organizing and preparing a speech.

Objective 5: Describe how to properly present a speech.

Anticipated Problem: What are the proper techniques for presenting a speech?

- V. There are many ways to develop and add meaning to a speech.
- A. Avoid nervousness or repetitive mannerisms.
 1. If you are organized and prepared, you will appear confident.
 2. Some nervous energy is normal, but it should be controlled energy.

- B. Maintain good posture when presenting a speech.
 - 1. Do not lean on the podium or sit on any nearby furniture.
 - 2. Stand erect and tall. Give the image of confidence.
- C. Speak distinctly and clearly and with a strong voice.
 - 1. If you arrive ahead of time, become familiar with the environment.
 - 2. Practice pronouncing unfamiliar words with clarity and accuracy.
- D. As you speak, do not forget to maintain eye contact. If you cannot look in the listeners' eyes, focus just above their heads.
- E. If you move around, do it smoothly and in conjunction with significant parts of the speech.
- F. When presenting a speech, use pauses.
 - 1. Pauses will help to emphasize the message.
 - 2. Pauses also allow time for the audience to think about what is being said.
- G. Memorize the speech so you do not have to rely totally on your notes.
- H. Gestures should be used naturally. A **gesture** is a body movement that can emphasize certain points.
- I. Dress and groom appropriately for the speaking occasion. It is better to be overdressed than underdressed.
- J. Be sure to smile and act as if you are enjoying the opportunity to speak. Project an image of confidence and happiness.
- K. Use supporting materials, or realia, to make speeches more effective. **Realia** refers to real things or likenesses of real things.
 - 1. Commonly used supporting materials are models, specimens, audiovisuals, and hands-on activities.
 - 2. Continue to face the audience when using supporting materials.
 - 3. Be sure the audience can see the supporting materials. Care may need to be taken to avoid blocking the view of the audience. Stand to the side of the supporting materials or move frequently.
 - 4. Pointers and laser pointers are effective, but they should be used only for the purposes for which they are intended. Waving a pointer or excessive use of a laser pointer can be distracting.
- L. If appropriate, allow time for questions. Have answers ready for anticipated questions.

Have students review video recordings of speeches given at the national FFA convention and discuss the techniques demonstrated in these speeches. Videotape the students as they give their speeches and later have them critique their performances.

- **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be reviewed or taught from a different angle. The anticipated problems can be used as student review questions.
- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.
- **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test can also be used.

■ **Answers to Sample Test:**

Part One: Matching

1. f
2. d
3. a
4. b
5. g
6. c
7. e
8. i
9. j
10. h

Part Two: Multiple Choice

1. c
2. a
3. c
4. a
5. a

Part Three: Short Answer

Answers should include five of the following guidelines:

- Be prepared.
- Be organized.
- Stay within the allotted time limit.
- Use an attention-getting introduction.
- Present yourself in an enthusiastic manner.
- Use facial expressions to influence your speech.

- Use notes in outline form.
- Maintain eye contact.
- Do not be monotone.
- Learn good techniques by watching and listening to other speakers.
- Know your subject.
- Use visual aids to illustrate points.
- Before closing, summarize and reiterate the major points.

Effective Speaking Techniques

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|--------------------|------------------------|
| a. transition | f. outline |
| b. conclusion | g. monotone |
| c. realia | h. informative speech |
| d. gesture | i. prepared speech |
| e. public speaking | j. entertaining speech |

- ____ 1. The general framework of a speech
- ____ 2. A body movement that can emphasize certain points in a speech
- ____ 3. A word or phrase that connects two parts of the body of a speech
- ____ 4. The ending of a speech
- ____ 5. Speaking in one pitch throughout a speech
- ____ 6. Examples or likenesses of real things
- ____ 7. A type of communication that uses oral methods of exchanging information
- ____ 8. A type of speech planned in advance of the delivery
- ____ 9. A type of speech that seeks to provide amusement
- ____ 10. A type of speech that assists the audience in learning or understanding something new

► Part Two: Multiple Choice

Instructions: Write the letter of the correct answer.

- ____ 1. ____ is a type of communication that uses oral methods of exchanging information.
- Body language
 - Electronic communication
 - Public speaking
 - Written communication

- _____ 2. Which of the following means information is presented from the beginning and moving through to the end of a situation?
- a. Chronological order
 - b. Cause and effect
 - c. Comparison and contrast
 - d. Priority
- _____ 3. Which type of speech seeks to convince the audience to believe or to do something?
- a. Entertaining
 - b. Informative
 - c. Persuasive
 - d. Recitation
- _____ 4. Which type of speech is not prepared in detail before it is delivered?
- a. Extemporaneous
 - b. Impromptu
 - c. Prepared
 - d. Recitation
- _____ 5. Which part of a speech provides the main information you want to convey?
- a. Body
 - b. Conclusion
 - c. Introduction
 - d. Outline

► **Part Three: Short Answer**

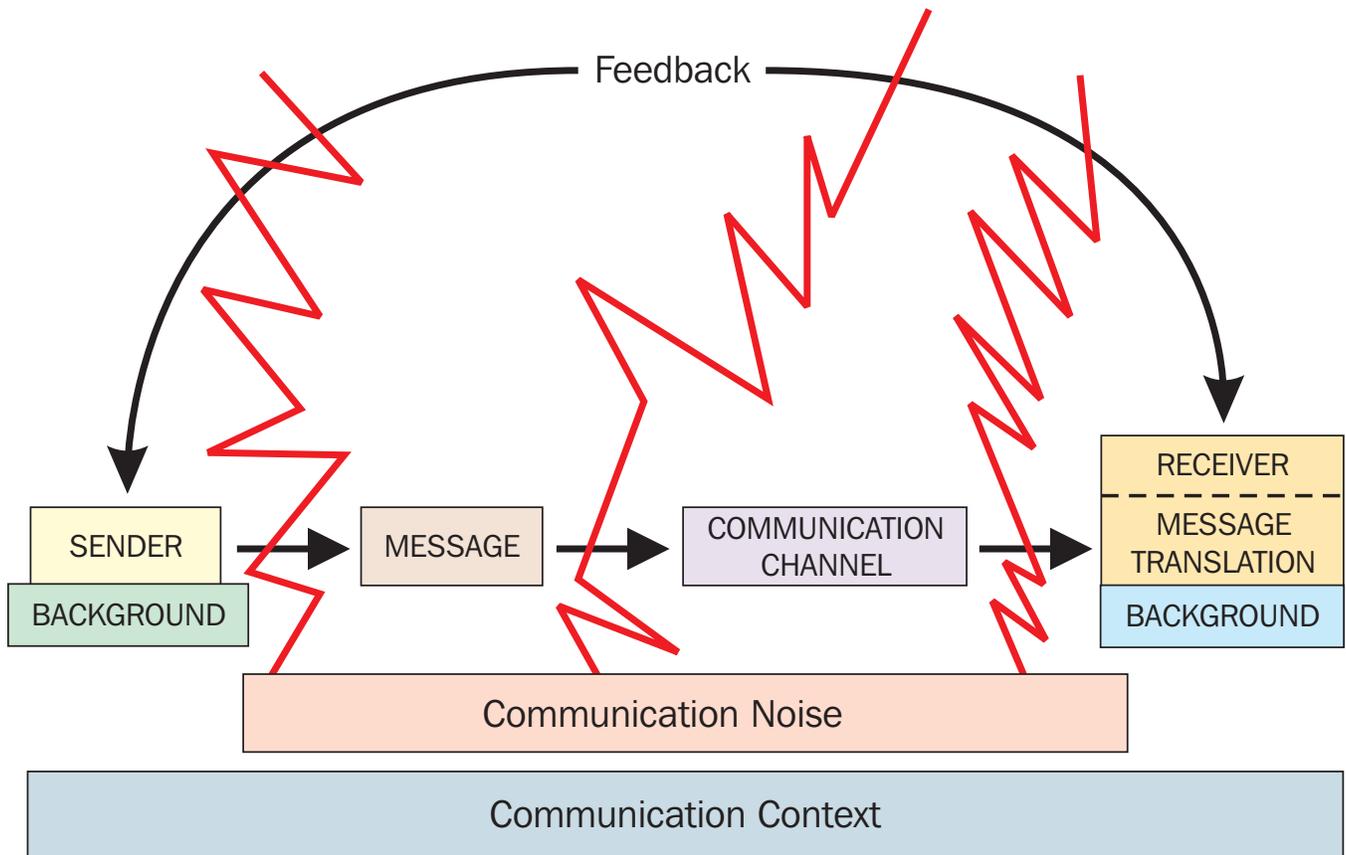
Instructions: Complete the following.

List five guidelines for public speaking.

ONE-WAY (ARISTOTELIAN) COMMUNICATION MODEL



TWO-WAY COMMUNICATION MODEL



GUIDELINES FOR PUBLIC SPEAKING

1. Be prepared.
2. Be organized.
3. Stay within the time limit.
4. Use an attention-getting introduction.
5. Be enthusiastic.
6. Use facial expressions.
7. Use notes.
8. Maintain eye contact.
9. Vary the tone of your voice.
10. Learn from other speakers.
11. Know your subject.
12. Use visual aids.
13. Summarize main points.

EXAMPLE OF A NOTE CARD USED FOR COLLECTING INFORMATION FOR A SPEECH

Resource Title: _____

Author: _____

Copyright: _____

Source/Publisher: _____

Information Summary: _____

EXAMPLE OF A BEGINNING OUTLINE FOR A SPEECH ON RECYCLING

Title: Recycling

Purpose: To convey the importance of recycling and to encourage people to recycle

- I. Introduction (Importance of recycling)
- II. Body
 - A. First Main Point (Everyone can recycle)
 1. Subpoint number one (At home)
 2. Subpoint number two (At business)
 - B. Second Main Point (Items to recycle)
 1. Subpoint number one (When)
 2. Subpoint number two (Where)
 3. Subpoint number three (How)
- III. Conclusion (Recycling needs to be done...)
 - A. Summary of main points
 - B. Action to take

Speaking Activity

Purpose

The purpose of this activity is to enable you to develop good speaking skills.

Objectives

1. Improve speaking skills.
2. Demonstrate the correct pronunciation of various words.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil

Procedure

1. Read and follow the directions in each of the following sections.
2. Work with a partner for Section I only.

Section I

Take turns listening to one another as you read the following lists aloud. Note on a sheet of paper any words pronounced incorrectly.

Be careful not to put any unnecessary sounds in these words.

- | | | | |
|------------|--------------|----------------|------------------|
| 1. credit | 6. resume | 11. accumulate | 16. Washington |
| 2. assets | 7. sad | 12. card | 17. debt |
| 3. across | 8. contrary | 13. facsimile | 18. alphanumeric |
| 4. wash | 9. elm | 14. discount | 19. customer |
| 5. receipt | 10. deferred | 15. country | 20. daughter |

Be careful not to omit any necessary vowel or consonant sounds in these words.

- | | | | |
|---------------|-----------------|-----------------|--------------|
| 1. equation | 7. numeric | 13. cycle | 19. friendly |
| 2. accounting | 8. accrued | 14. products | 20. width |
| 3. didn't | 9. debit | 15. promptly | 21. revenue |
| 4. length | 10. liabilities | 16. calculating | 22. running |
| 5. creditors | 11. recognize | 17. capital | 23. fifths |
| 6. library | 12. quantity | 18. claims | 24. integral |

Section II

Read each of the following sentences aloud twice—first in a monotone voice and then changing pitch to emphasize the words you think deserve emphasis.

1. Would you believe the boss asked me for advice?
2. Only five more minutes until quitting time.
3. Mr. Johnson has insisted that we greet the public with a smile both on and off the telephone.
4. With today's sales we are over our month's goal with three days yet to go.
5. I just can't believe you could forget to run the payroll on payday.

Section III

Check your pronunciation of the simple, everyday words listed below. Practice your problem words daily until you have mastered the correct pronunciation.

Word	Right Rhyme	Wrong Rhyme
again	men	tin
any	penny	tinny
attract	act	tack
because	clause	buzz
beg	keg	vague
bury	berry	hurry
can	ban	bin
catch	latch	ketch
chair	wear	fear
corps	more	corpse
figure	your	err
for	core	her
get	set	sit
guess	less	miss
if	tiff	clef
instead	head	hid
just	must	mist
leg	keg	vague
library	prairie	berry
maybe	baby	webby