

# Introduction to Speech Communication

CLA103



*University of Ibadan Distance Learning Centre  
Open and Distance Learning Course Series Development  
Version 1.0 v1*



**Distance Learning Centre, University of Ibadan, Ibadan.**

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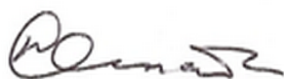
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## Vice-Chancellor's Message

A handwritten signature in black ink, appearing to read 'Kare', with a horizontal line above it.

Prof. Isaac Adewole  
Vice-Chancellor

**Forward**

A handwritten signature in black ink, appearing to read 'Olanrewaju', with a horizontal line above it.

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# About this course manual

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Introduction to Speech Communication CLA103 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

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## How this course manual is structured

### The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

---

We strongly recommend that you read the overview *carefully* before starting your study.

---

### The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

### Your comments

After completing Introduction to Speech Communication we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

# Course Overview

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## Welcome to Introduction to Speech Communication CLA103

...

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## Course outcomes

Upon completion of Introduction to Speech Communication CLA103, you will be able to:



Outcomes















- *fully describe* and
-

# Getting around this course manual

## Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

|   |   |   |   |
|---|---|---|---|
|    |    |    |    |
| Activity  | Assessment  | Assignment  | Case study  |
|  |  |  |  |
| Discussion  | Group Activity  | Help  | Outcomes  |
|  |  |   |  |
| Note  | Reflection  | Reading   | Study skills  |
|  |  |  |  |
| Summary   | Terminology   | Time  | Tip   |



# Study Session 1

## Speech Communication

### Introduction

In this study session, we will examine the importance of speech communication. First, we shall consider the importance of speech in general. We will then go on to examine, in brief its importance at home and at work.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to:

- 1.1 *explain* speech communication
- 1.2 *define* public speaking

### Terminology

|                      |  |
|----------------------|--|
| <b>Speech</b>        | the communication or expression of thoughts in spoken words.   |
| <b>Communication</b> | the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings |

## 1.1 What is Speech Communication?

Speech communication is the study of how and why people communicate. It includes both spoken language and nonverbal messages. Communication in this sense is both an independent profession and an important part of many other professions.

### 1.1.1 The Importance of Speech Communication

Imagine what it would be like to have committed a crime and be punished with solitary confinement in which you are barred from talking with any other person, sharing your thoughts and feeling with others, or expressing your needs. You will most likely agree with me that in such a situation, your sanity may be in danger. Thus, for our mental and psychological health, we need to speak with other people. However, because we engage in speech communication almost every moment of our lives, and speak without such effort, we seem to ignore the importance of speech in our

daily living as individuals, as groups, and as members of the larger society. Speech is a basic human activity; it dominates our lives from the time we wake up in the morning until we go to bed at night. We speak to exchange greetings or information or give instruction to place orders go for goods or services and to buy or sell. We also speak to entertain others, to show our wit, our humour as well as our intelligence or the lack of it and ourselves. Whenever human beings live together, they develop a system of speaking to each other. This is true even of the so called primitive societies. We engage in speech communication because we need to interact with other human beings. Human civilization is made possible by man's ability to share experiences, exchange ideas and transmit knowledge from one person to another and from one generation to another.

**Note**

Speech is an essential tool for daily living. It is also the most convenient form of human communication. All human societies rely heavily on the free and effortless exchange of ideas and information. These are made possible through speech communication.

At home, speech is the means by which we assign roles, that is, duties or chores. It is also the means by which such roles are coordinated. Speech communication is one of the most important ways in which we can show our love and affection for other members of the family. Also through speech, we can show our disagreements, our concern; we can talk things over, look into complaints and resolve disputes. Effective use of speech communication can help us to establish warm family relationships. Lack of effective speech communication can lead to crisis within the family.

At work, in business, industry, organizations and various professions, we use speech communication to interact with other people, to establish relationships as well as extend and maintain such relationships as we talk to introduce people to their jobs and their organizations to train or re-train them, to handle controversies and solve problems. It is a means by which we can achieve quick results. Through speech communication, we can prevent mere complaints from degenerating into deep-seated grievances. If, on the other hand, we fail to take advantage of speech communication, we should expect hot exchanges of words, occasional resort to physical combat, industrial crises, lockouts, sit-ins, and other forms of irregularities in the society.

**ITQ****Question**

State one major importance of speech communication.

**Feedback**

We communicate to stay healthy mentally and psychologically.

## 1.2 Overview of Public Speaking

The uniqueness of man is demonstrated in his capability to use speech to negotiate his daily survival. Hence, the use of speech by man is not just only to communicate with his fellow men, but also as an expression of his potentials. Public speaking has been described as the process of sharing information with a large audience such as in school, the workplace and even in our personal lives. The “benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skills.” Against this background, speechmaking is very crucial to your personal and career development that you should not shy away from acquiring the skill. As important as this skill is, many people are sceptical about acquiring due to their perception of it. It is for this reason that we shall be discussing some misconceptions about public speaking. You may want to pause for some moment and ask yourself, that is if this is your first contact with public speaking as a course, what misconceptions have hindered you from acquiring public speaking skills? Now let us discuss some of them.

### ITQ

#### Question

What are the benefits of knowing how to communicate to an audience?

#### Feedback

You are correct if you have noted any of the following:

1. It sharpens critical thinking
2. It sharpens verbal/non-verbal communication skills.

### 1.2.1 Some Misconceptions about Public Speaking

In the previous part of this session, we emphasized the importance of speech communication in our everyday life and activities. However, in spite of the invaluable benefits of acquiring the public speaking skills, there are certain misconceptions that some people have about the acquisition of the skill. Here, we shall attempt to discuss some of them.

1. **Public Speaking is innate (natural ability):** some people erroneously believe that public speaking cannot be taught or learnt. Therefore, it is not a subject that should be considered for study. This implies that the art of public speaking is innate, a natural ability or a knack. To hold unto this position indicate that “you either have it or you don't; and if you don't, there's nothing you can do about it.” But “abundant evidence shows that the study of public speaking can make poor speakers good and good speakers better. Given a reasonable portion of brains, however, almost anyone can learn to be an acceptable public speaker.”
2. **Being Articulate or Eloquent is a Vice:** it is quite unfortunate that people have mistakenly placed value on inarticulateness. It has often been wrongly assumed that people who are very articulate are also

cunny or crafty and such should not be trusted. Hence, "it is believed that only the evil or false can be pleasant to behold; that the greater the truth and the sounder the teaching, the more unpleasant must be their expression!" As a result of this misconception, "more of the intelligent, able, and honest people do not take the trouble to equip themselves to be critical members of audiences and better speakers to their fellows." Francis Bacon expresses it more clearly when he says that "the business of rhetoric is to make pictures of virtue and goodness, so that they may be seen."

3. **Public Speaking requires "special" manner and vocabulary:** Another misconception that people harbour about public speaking is that it requires the speaker speak in a "special" way and to use high sounding words. In other words, some people are of the opinion that public speakers "must adopt a studied, somewhat "affected" delivery, insincere sentiment, and elegant, inflated language." On the contrary, effective public speaking does not necessarily require a "special" manner and vocabulary which set it apart and make it different from ordinary talk. It is ineffective and useless so far as it seems to be engaged in for itself. Hence, public speaking is communication that should be audience-centre, "and it must not be out of harmony with the ideas and feelings the speaker is trying to communicate."
4. **Public speaking is more about Eloquence than it is about the message:** There is also the assumption that it is possible to learn to "make speeches" quite apart from learning to say something worth listening to. It is worth stressing that there "is no such thing as a speech in and for itself. There is only a speech on a specific subject, for a specific purpose, delivered by a specific person, before a specific audience, at a specific time and place." The import of this assertion is that a public speaker or a student of public speaking must have something of consequence to say. Bryant and Wallace (1947:12) emphasises this point in the following words:

*This means that the man who knows most about most things and most people--he who has thought most, has read most, has experienced most, has observed most, has become most familiar with the minds and hearts and manners of his fellow-men, and has retained most completely the knowledge and insight thus gained--this man, if he has also learned the principles of public speaking and has cultivated the will to communicate, will be the best speaker.*

5. **Public speaking is an avenue for addressing personality frailties:** I am sure you may have come across some speakers who say "do as I say, and not as I do." The implication of this is that being a public speaker imposes a burden of living true acceptable moral standards. For instance, "some people believe that learning to speak is a miraculous treatment for the cure of *all* the deficiencies of personality." Thus, it is not true that training in public speaking will improve a person's personality deficiencies, nor assume that if a person improves his/her personality in some respects, other persons will improve similarly. However, it is possible to "observe that as you improve your speaking, you become more confident, more alive both mentally and vocally, more facile in expression, and more clear-headed than you used to be."

6. **Public speaking is required only by some professions:** some people have deprived themselves the privilege of acquiring the public speaking skills because they have been so constrained to think that it is only required by some select professions. Consequently, it is assumed that professionals such as clergies, lecturers, politicians, salesmen, and politicians ought to be good public speakers. To this points of view, Bryant and Wallace (1947) hold a contrary position when they argued plausibly that "...men and women in most other occupations and walks of life...situations in which you and I are somewhat more likely to find ourselves...also depend for real success on an ability to speak well." Bryant and Wallace are right as, indeed, was Richard Eromosele, who made the same point when he says that "Every man and woman that has anything to do with the business of life, should try and practice the art of eloquence."
7. **Good Public Speakers do not experience nervousness/anxiety/fright:** so far we have discussed six misconceptions people have about public speaking. Now, we shall be discussing the last one which has to do with an impatient feeling that people have when they have to face a crowd or an audience. This feeling is referred to variously as nervousness, stage fright, and anxiety. The same way that some people erroneously believe that some are born speakers, in like manner, some also are of the opinion that good speakers do not experience any form of nervousness, fright and anxiety. This is far from the truth. Even the most experienced speakers that you know, experience some form of speech anxiety. The difference between an experienced speaker and a learner is that the former, has mastered the art of managing them. Studies of established that people suffer some temporary form of speech fright of varying intensity in different communication context (interpersonal, group and public speaking). It is important that as a learner in public speaking, you should note this: "You should not try to banish all your fear and nervousness. You need a certain amount of fear to give a good speech."

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## Study Session Summary



### Summary

In this Study Session, we discussed speech communication. We started by explaining what speech communication is. We also looked at its diverse importance. We then took an overview of what public speaking entails. In doing this, we pointed out some misconceptions about public speaking.

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## Assessment



### Assessment

#### **SAQ 1.1 (tests Learning Outcome 1.1)**

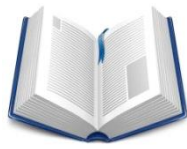
Explain speech communication

#### **SAQ 1.2 (tests Learning Outcome 1.2)**

Describe public speaking.

---

## Bibliography



### Reading

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## Study Session 2

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# Values of Public Speaking

## Introduction

In the last study session, we discussed some of the misconceptions that people have about public speaking. We were able to establish that because of these, some people have held back from the acquisition of the public speaking skill. In this study session, we will be looking at the benefits that individuals could derive from learning to speak. Perhaps, when we place side by side those reasons that you think could hinder you from acquiring the skill and its attendant benefits, you would realize that the values inherent in the acquisition of public speaking skills far outweighs whatever perceived constraints you might have.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

2.1 *establish* the potential benefits in acquiring the public speaking skills

## Terminology

|                        |   |
|------------------------|---|
| <b>Public speaking</b> | process or act of performing or making a speech to a live audience. |
|------------------------|---|

## 2.1 Values of Public Speaking

It is instructive that you know that the values that will be discussed cut across different fields of human endeavour, and it reveals the limitless opportunities that learning to speak effectively could offer. We shall now proceed to discuss some benefits of acquiring the public speaking skill. However, note that the values discussed here, are by no means, exhaustive.

**ITQ****Question**

Why is it important for you to acquire public speaking skill?

**Feedback**

There are several benefits, so your answer could be any of the following:

- It improves communication skill
  - To be accepted by any audience
  - To be successful in any business
  - To entertain and educate people.
1. Public speaking builds confidence and ability to communicate effectively in public, which is a valuable asset in both personal and professional life. This fact is further buttressed by the saying that “An articulate and eloquent speaker commands more respect than one who appears to be stuck.” (Anonymous) Knowing that one has the skills to deliver a speech in public is a boost for personal confidence.
  2. The ability to be a dynamic public speaker can make all the difference in just how successful you are in your business life and even your personal life as well. Again, Richard Eromosele underscores this point when he notes “Every man and woman that has anything to do with the business of life, should try and practice the art of eloquence.”
  3. Speaking in public is a wonderful means of networking. It introduces you to new people who get to hear about you and/or your business without having to say it individually to each person in the room.
  4. You will gain more knowledge and experience from the actual practice of public speaking. This is because a good public speaker ought to know something about everything.
  5. Public speaking is very valuable in giving presentations and earning money for your company/self.
  6. A good public speaker can compensate for lacking in efficiency, if they can win clients over.
  7. In the face of some self-consciousness and perhaps a touch of fright, a speaker goes ahead, and by gaining experience in the speaking situation, becomes accustomed to it. That is, he *learns* to think and-talk on the platform as the occasion and circumstances demand.
  8. Perhaps there is no greater personal satisfaction in public speaking than the feeling that the audience are responding to his/her ideas.
  9. Learning to speak means building a new habit (learned behaviour). Public speaking presents a new situation to which you have not learned to respond habitually. A public speakers efforts, consequently, will be devoted to the acquisition a new habit.
  10. Public speaking provided the force which ever set in motion the great historical avalanches of religious and political movements such as the French Revolution, Russian Revolution, and World War II by Hitler). Rhetoric had been responsible for more bloodshed than all the guns and explosives ever invented)



11. Public speaking may be used to inform, to persuade, or to entertain. In other words, it is used to impart information or to instruct on a subject or topic.
12. Public speaking is an avenue to influence the attitudes, beliefs, convictions, or behaviours of other.
13. To amuse or to divert to a lighter, pleasant topic/subject.
14. Public speaking helps to overcome tyranny, defy despair, or to articulate the hopes and dreams of people and change the world (Winston Churchill). i.e., through public speaking, we articulate dreams, offer hope, stir hearts and minds, and offer the audience visions of a better world (MLK and Obama).

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## Study Session Summary



### Summary

In this Study Session, we explained that acquiring public speaking skill comes with many benefits. When you compare the fears you have about speaking in public and the gains of speaking, you would agree with me that the values far outweigh whatever misgivings you about it. Among the values of public speaking that we discussed are; it builds confidence, it makes a difference between success and failure in individuals, it enhances networking opportunities, you gain more knowledge and experience, a good means of making money, etc.

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## Assessment



### Assessment

#### SAQ 2.1 (tests Learning Outcome 2.1)

What do you consider as the value of public speaking

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## Study Session 3

# The Speech Communication Process

## Introduction

In this study session, we will be discussing the speech communication process. We will begin by looking at the different processes involved in speech communication. Thereafter, we will highlight some of the elements of speech communication process.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

3.1 *explain* the public speaking process

3.2 *identify* the various elements of the speech communication process.

## 3.1 Process of Speech Communication

In study session one, you would notice that the word “process” was implied in all the definitions of communication which we considered. For example, we referred to communication as: “the process of sending and receiving” “any means of transferring”; “the giving and receiving”; “the conveying and acting on”. All these are pointers to the fact that communication is a process, involves action, reaction and interaction. Let us see what is involved in each of these terms in the communication process.

### ITQ

#### Question

How is communication a process?

#### Feedback

Sure, you are correct if your answer states that it is a process because it involves action, reaction and interaction

### 3.1.1 Action

The communication process must be triggered off by someone (a source or sender) who has a message or messages, information, ideas, thoughts, attitudes or feelings which he is willing to share with someone else. Action is, therefore, the initiative taken by the source to communicate with a receiver or receivers. The action may, take the form of speaking, writing, gesturing or drawing.

### 3.1.2 Reaction

Reaction is the receiver's response to the communication process initiated by the sources. In other words, the receiver reacts or responds to the action or process begun by the source or sender. How the receiver responds to the sender's message, that is, the type of interpretation he gives to the sender's message will determine whether or not he understands the message and he is willing to participate in the communication exchange.

### 3.1.3 Interaction

You will recall that in our first lecture, we stated that the communication process is not a one-way affair; that the relationship between the sender (and source) and the receiver is one of give-and-take. Therefore, interaction is concerned with the exchange of messages, information, ideas, thoughts, attitudes and feelings between the sender and the receiver. The interaction process can be explained thus:

The source encodes his message and sends it to the receiver. The receiver receives the sender's message, decodes it, and encodes his own response to the message and sends it back to the sender. As the communication process continues, roles are exchanged. In other words, the sender and the receiver exchange roles, the original sender becomes the receiver while the original receiver becomes the sender' they swap or exchange roles. Therefore, there is neither 'permanent sender' nor 'permanent receiver' in the communication process. The sender remains a sender only up to the point at which his message reaches the receiver. Immediately the receiver receives the sender's message, interprets it and sends his reaction back, to the sender, he stops or ceases to be the receiver and becomes the sender. This explains why communication is often described as a 'see-saw' or 'give and take' affair. Thus, the sender is a sender sometimes and a receiver at other times. In the same way, the receiver is a receiver sometimes and a sender at other times in the communication process.

## 3.2 Elements of the Speech Communication Process

It is very important for you as a learner in public speaking to fully understand the dynamics of how this activity takes place. This inevitably would help you to come into the full appreciation of “what goes on when one person talks to another.” Irrespective of the public speaking context, there are seven elements or components—stimulus, speaker, message, channel, listener (audience), feedback interference (noise), and situation. The reason for this discussion is so that we can see “how these elements interact when a public speaker addresses an audience.”

Let us briefly consider each of these elements (components)

### 3.2.1 The Stimulus

For speech occasion to take place something has to trigger it off. The stimulus stage is the stage at which an idea is born or a need arises to initiate the speech. This initial stage helps the speaker to clarify his

thoughts in the most profound and articulate manner in order to determine the goal(s) of his speech.

### 3.2.2 Speaker

This is the person who initiates the speech communication process; he begins the encounter or sets the process in motion. The success of a speaker depends on his personal credibility, manner of speaking, sensitivity to the audience and the occasion. Besides these technical skills, a speaker needs to be enthusiastic about his subject. “You can’t expect people to be interested in what you say unless you are interested yourself. If you are truly excited about your subject, your audience is almost sure to get excited along with you.”

### 3.2.3 Message

This is the core element of the communication process. It is “whatever a speaker communicates to someone else. The goal of every speaker should be to have his “*intended*” message be the message that is *actually* communicated. Achieving this depends both on what you say (the verbal message) and how you say it (the nonverbal message).” Thus, if you must succeed as a speaker, you should endeavour to do the following:

1. Plan properly what we want to say or write
2. Select appropriate symbols to encode the message
3. Present the message clearly
4. Choose the most appropriate time to send the message.

### 3.2.4 Channel

The channel is the means by which a message is communicated. The public speaker has a variety of channels to choose from to get his message across to his audience. He “may use one or more of several channels each of which will affect the message received by the audience.” Examples of channels that a public speaker can use include face-to-face, radio, television, the Internet, etc. each of these channels has its peculiarities, and it is instructive for speakers to acquaint themselves with them in order for their effective use.

### 3.2.5 Listener (Audience)

The listener is the recipient of the communicated message. The “true test of communication is not whether a message is delivered by the speaker, but whether it is accurately received by the listener.” It is important to note that whatever a speaker utters is filtered through the listener’s *frame of reference*—the totality of his knowledge, experience, goals, values, and attitudes. However, it is rarely the case that both the speaker and his audience share the same frame of reference, hence, the likelihood of mismatch communication. It is against this backdrop that David W. Richardson says that a “speech takes place in the minds of the audience.” This implies that “no matter how eloquent the speaker; no matter how dynamic the speaker’s delivery, if the listeners don’t receive and interpret the message correctly, the desired communication has failed to take place.” Therefore, an effective speaker should be audience-centered. In other words, “you must do everything in your speech with your audience

in mind.” Their point of view must be understood in the course of preparing the speech and “you must work to get them involved.”

### 3.2.6 Feedback

This is the “response that the listeners give the speaker.” Feedback can both be verbal and nonverbal. Verbal feedbacks are expressed through questions and comments while listeners give nonverbal feedback when they smile and nod their heads or frown and sit with their arms folded. If members of the audience yawn and look “at you with a glazed expression, they are probably bored or weary.” A yawn, according to G. K. Chesterton, “is a silent shout.” As a speaker, “you must understand feedback to be able to deal with it.” For example, if you receive negative feedback, try to help your audience by providing additional information to buttress the point being expressed or further clarification in order to facilitate understanding. It is important to note that not all negative feedbacks are caused by the speaker-factor. For example, “if a couple of listeners are dozing, it does not necessarily mean that the speech is boring. It could mean that the room is stuffy or that these listeners stayed up late the night before and are drowsy.”

#### ITQ

##### Question

What do you think is the most important element of speech communication process?

##### Feedback

Critically considering each element, no doubt your answer will be feedback. Feedback indicates whether the members of audience understand the message or not.



#### Note

Feedback is an important part of the communication process. Through it we can know whether or not:

1. communication has taken place
2. the receiver has understood the message
3. the receiver is willing to participate in the communication encounter
4. the sender's message was properly put together.

### 3.2.7 Interference (Noise)

Interference is “anything that impedes the communication of a message.” In public speaking, there are three types of interference—external, internal, and speaker-generated. It is important to state that these kinds of interference have the potential to undermine the effectiveness of speech communication. We shall now attempt to discuss each of these interference:

1. **External Interference:** These are noise that emanate from the environment where the speech is taking place. This includes loud or

humming sounds from radio or television sets, sounds from heavy equipment, factories, loud or discordant notes in music, people talking loudly in the hall, a room that is stifling hot or freezing cold, etc. “Any of these can distract your listeners from what you are saying.”

2. **Internal Interference:** This interference occurs in the listeners as a result of psychological discomfort. It is not uncommon to find some members of the audience who “might be daydreaming or worrying about a personal problem. Some might be too tired to expend mental energy on listening.” It could also be poor mental attitude, fatigue, depression and other mental or physical disabilities. Regardless of any of this interference, as a speaker, you owe your audience the duty “to try to hold your listeners’ attention.” You can make help your audience overcome internal distractions by presenting lively and interesting speech that your audience will be unconditionally compelled to listen to.
3. **Speaker-Generated Interference:** This “interference occurs when a speaker uses words that are unfamiliar to the audience, or that are interpreted in a way that the speaker did not intend.” Others are the use of faulty sentence structures, abuse or misapplication of the rules of the language of communication, lack of, or misuse of punctuation marks, poor pronunciation such as “ferry” instead of “very”, “not” instead of “north”, bizarre clothing that could serve as distraction to the audience; such that rather than listen to the speech, “some listeners might scrutinize the attire instead of concentrating on the speech.”
4. As a speaker, you should try by every means possible to “try to hold your listeners’” attention despite these various kinds of interference.”

### 3.2.8 Situation

The situation can be described as the “context—the time and place—in which communication occurs.” It is important that public speakers are very much “alert to the situation” that demands the speech. It is pertinent for speakers to know that “different situations call for different behaviours by both speaker and listener: A speaker who delivers a eulogy in the stately hush of a cathedral would not crack jokes, but in an entertaining after-dinner speech at a convention, jokes would be appropriate.” Consequently, when you are preparing to give a speech, “find out as much as possible about the situation: Where will the speech be given, indoors or outdoors? What is the nature of the occasion? How many people are likely to be present? If you are able to answer these questions as a speaker, then, you are on the right track to adapting “your speech to make it appropriate for the situation.”

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## Study Session Summary



In this Study Session, we discussed that speech communication process explains the dynamics of the interrelatedness of the elements involved in speechmaking. The process involves action, reaction and interaction. We

### Summary

further noted that it is a two-way process; therefore, both the sender and the receiver continually exchange roles. In other words, they both transmit and receive messages. In the same vein, we pointed out that there are eight elements of the speech communication process, namely; the stimulus, speaker, message, channel, listener, feedback and interference.

## Assessment



### Assessment

#### SAQ 3.1 (tests Learning Outcome 3.1)

Describe the speech communication process

#### SAQ 3.2 (tests Learning Outcome 3.2)

State the various elements of the speech communication process.

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## Study Session 4

# The Nature of Speech Communication

## Introduction

In this study session, we will be looking at the nature of speech communication. We will examine its advantages and disadvantages. Moving on, we will distinguish basic feature of speech and look at primacy of speech.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to:

- 4.1 *explain* the nature of speech communication
- 4.2 *identify* the distinguishing characteristics of speech
- 4.3 *state* the reasons why speech is primary

## 4.1 Overview of Speech Communication

You will recall that in the lecture, we have a number of definitions of communication. In one of these definitions, we recognized the fact that communication is not limited to human beings alone but extended, to other animals. Our inclusion of that definition was, therefore, intentional. It was to emphasize, right from the outset, the fact that the lesser creatures (animals) also communicate. Webb, a communication scholar, observed that the simplest level of communication, that is reflex actions and are noticeable among social insects such as ants and bees. Similarly, animals are capable of employing simple gestures to communicate. For instance, when a dog is happy, it wags its tail in and tucks the same tail in-between its legs when it is frightened. You will probably have seen the chimpanzee too. It can communicate a lot through the use of gestures. Human beings also make use of a complex variety of gestures to express a broad range of ideas, thoughts, attitudes, feelings and emotions. This, they do when they shrug their shoulders, hug or kiss friends, clench their fists or give a slap. From the simple gesture, we move to the use of sounds as a means of communication. You will no doubt have noticed that the parrot is a good imitator of human speech, though it is incapable of speech in the technical sense. Sounds such as a meow, a bark, a scream, communicate a lot. Thus, many animals are capable of producing various sounds to communicate their needs.

So far, we have tried to establish the fact that man is not the only creature that can communicate. We have recognized that some birds have been taught to approximate (come near to) human speech. Similarly, the

chimpanzee has been taught the sign language. However, our comparison of the capability of man and animals to communicate should, perhaps, end here. This is because the next realm (or level) of communication is exclusive to human beings only. No animal, other than Homo-sapiens (that is, human beings) uses a systematically structured combination of sounds (oral language) to communicate. It is man's ability to evolve, develop and use a system of symbols (oral language) which permits a combination of sounds, to stand, for ideas, thoughts, objects, and feelings that separates him from and lifts him, above all other creatures.

### ITQ

#### Question

What makes human beings unique above other living things?

#### Feedback

Did you just say that only human beings use oral language to communicate ideas, feelings and thoughts? You are correct! Other creatures do not make use of oral language.

### 4.1.1 Advantages of Speech Communication

Speech has the following advantages over writing and gesture:

1. **Immediacy of Feedback:** Speech has immediacy of transmission and feedback. Immediately we speak, anybody within earshot can hear us, and if he wishes, he may respond to our speech immediately.
2. **Authenticity:** Speech is authentic. It is considered a more accurate reflection of the thoughts and attitudes of the speaker.
3. **Reinforcement:** In face-to-face communication, the source may use gestures, facial expressions and other non-verbal forms communication to reinforce (that is, strengthen) his message. This is an additional advantage because the receiver is not only able to hear the message but he can also see the feelings contained in the words.
4. **Message Clarification:** A fact-to-face communication situation allows the receiver to ask the sender to explain or clarify his point. Similarly, the sender has the opportunity of explaining and clarifying his point on the spot.
5. **Interpersonal Relationship:** Speech helps us to forge warm interpersonal relationships; it helps us to make and 'cement' relationships. In offices, in homes and other sensitive situations, we reduce tension and avert crises by "talking things over".

### 4.1.2 Disadvantages (limitations) of Speech Communication

Through we emphasized the primacy of speech in the section above, that is, the fact that speech is the most important and most fundamental form of communication from which all other forms of communication take their root, it is important to realize that speech has its own disadvantages. Among these disadvantages are:

1. *Speech has no permanence.* Thus, what we say in oral communication may fade away instantly. Though it is now possible to use tape recorders and dictaphones to record or store speech, it is not always possible to do so. Even when recording is done, a play back may show a distortion of the message.
2. *Speaking requires an audience.* Therefore, if the audience is not available or if they are available but their attention or interest wanes the effectiveness of the speech diminishes. In addition facial expressions and other kinds of body language (that is, gestures) which contribute to meaning are lost in a non-face-to face speech communication situation such as radio or telephone.
3. In speech communication situations the source or sender tends to be inaccurate with his message. In other words, oral communication situations do not provide us with enough opportunity to remove all errors before we speak.
4. *When a large audience is involved a speaker would require amplification devices* (microphones and loud speakers) without which he is likely to be inaudible.
5. A face-to-face, communication situation does not provide a cover for a shy or nervous speaker. Both shyness and nervousness negatively affect the effectiveness of a speech.
6. Both the appearance and the behaviour of the speaker will have some effect on his speech. Thus, a shoddy appearance, hands in the pocket, exaggerated movement, or lack of movement may negatively affect a speaker's speech communication efforts.

## 4.2 The Distinguishing Features of Speech

Speech has a number of features which separate it from other forms of communication. We shall examine some of these features under the following:

### 4.2.1 Physiological

First, speech is *physiological*. In other words, the mechanism (speech organs) for producing and receiving speech are part of man. Thus, it is possible for one person to speak while the other listens; one can also speak or listen while doing some other things.

### 4.2.2 Transmissible

Second, speech is *transmissible*. This means that the speaker's voice can be heard by people who are close enough to hear his voice.

### 4.2.3 Displacement

A third characteristic of speech is *displacement*. Only men of all creatures can talk about things far away from him or things he has never experienced before. He can discuss an event such as the landing on the moon a disastrous shipwreck or the fiercest war man has ever fought. He can guess what other people are thinking or are likely to do.

### 4.2.4 Interchangeable

The fourth characteristic of speech is that it is *interchangeable*. In other words as stated in the last lesson the receiver can repeat what he has heard and thus become a sender. We do not need to experience something directly to be able to talk about it. We as human beings are specially equipped (we have a capacity) to learn a language. Once we have learnt and understood the language, we can use it to transmit ideas, thoughts, messages, attitudes, feelings; we have experienced or received from another speaker provided we speak the same language with the receiver of our speech communication.

### 4.2.5 Arbitrary

A fifth characteristic of speech is that it is *arbitrary*. In other words, the way a word sounds has no resemblance to the thing the word represents or the meaning given to it by the speaker or listener. The word giant for example is a short word. But imagine what it represents be it a man an animal or a building. And, as Webb has noted, there is nothing "nice" about the way the word nice is pronounced.

### 4.2.6 Discreteness

*Discreteness* (being distinct: from others) is another characteristic of speech. In other words, every language has a limited number of distinct sounds from which all words is formed. It is this distinct quality that makes it possible for us, as speakers and listeners, to differentiate between words like pot and lot; marry and merry,' pull and till,' walk and talk etc. The context in which a word appears also often helps to distinguish words, and consequently, their meanings.

### 4.2.7 Productive

Lastly, speech is *productive*. The distinct sounds in a given language can be structured (patterned) to make words. These words can be arranged and re-arranged to express our ideas, thoughts, attitudes and feelings.

From the above, we can attempt to evolve our definition of speech communication and say that:

*Speech communication is the transmitting, receiving, processing of, and responding to, a system of sounds with mutually agreed upon meanings between the speaker and the listener.*

**ITQ****Question**

Which form of communication is the most important among all the forms of communication?

**Feedback**

Your answer should suggest speech communication because of its unique features which we discussed in this section (SS4.2).

In the next section, we will establish the primary form (being first in order, rank, importance) of speech communication.

## 4.3 Primacy of Speech in Communication

In this section, we shall underscore (emphasize) the fact that speech is the primary form of communication. In other words, it is the original form of communication from which other forms evolved. It is also the most fundamental and most important form of communication. In the earlier lectures of this course, we stated that human communication is often classified into two broad categories: verbal and non-verbal. We also sorted that verbal communication is either written. Of the three systems of communication, that is speech writing or gesture (non-verbal), speech is considered the most important. The reason is obvious Speech is considered the primary form of human communication for the following reasons:

### 4.3.1 Many Languages

*There are many languages which exist in spoken form only.* Indeed, many languages may never be reduced to writing. Many human societies have developed and flourished without evolving a system of reading and writing. However, there is no known civilization where speech was not available. It has always come first.

### 4.3.2 Later Development

*Writing is a later development.* It evolved (is derived) from speech. The marks, signs and symbols we make on paper or any other writing material merely represent the sounds of speech.

### 4.3.3 Natural

*Speech is naturally and effortlessly acquired within the first two years of a normal baby's life.* The fact that we are human beings endows (that is, equips us from birth) with the ability to speak.

## ITQ

### Question

Which of the two comes first: speech or writing?

### Feedback

Good! You are right. Speech comes before writing. In other words you must know how to speak a language, before you can learn its written form.

### Other types of Human Communication

As stated above, speech is the primary form of human communication. However, we need to realize that speech is not the only means of human communication. Among the Yoruba ethnic group, southwest, Nigeria, aroko (symbols) are used as channels of communication. Drums, particularly the talking drums, are also used for the same purpose. Also; among rural dwellers in Africa in general, and Nigerians in particular, the crier's gong, is a familiar sound through which messages are communicated to the people.

Other types of human communication include the use of smoke signals by the earlier inhabitants of North America, Africa and South-east Asia. In addition, sign language is used not only by and for the deaf but also in situations where talking is not permitted or cannot be heard - a radio/TV production studio or a noisy factory. Also, the Braille technique is designed and used for the blind. Finally, we communicate through body language (gestures).

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## Study Session Summary



### Summary

In this Study Session, we explained that both man and animals can and do communicate. You also pointed out that only human beings are equipped with the ability to speak. We noted that speech has a number of distinguishing features; speech is physiological, transmissible and interchangeable. Other features of speech that we discussed include displacement, arbitrariness and discreteness. Lastly, we looked at the primacy of speech in communication.

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## Assessment



### SAQ 4.1 (tests Learning Outcome 4.1)

List three advantages and disadvantages of speech communication

### SAQ 4.2 (tests Learning Outcome 4.2)

Itemize the features that distinguish speech from other forms of

**Assessment**

communication.

**SAQ 4.3 (tests Learning Outcome 4.3)**

Why do you think speech is primary to other forms of communication.

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## Study Session 5

# Motivation for Speech

## Introduction

So far, in this course, we have been looking at the nature of communication, its components and processes. We have also examined the types and uses of communication. In the previous study session, we considered speech communication; its characteristics, definition, and importance, compared with other forms of human communication. In this study session, we will examine man's motives for engaging in speech (or oral) communication.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

5.1 *identify* human motivations for speech

## 5.1 What Motivates Speech?

Just as we need water and food, we need oral communication to survive in our day-to-day interactions with our fellow human beings. We talk (speak) to exchange information, to entertain others as well as ourselves, to advertise, buy or sell, to identify and solve problems, and to satisfy our needs, wants or desires. Speech is motivated by:

1. The need for self-expression
2. The desire to communicate
3. The need for social control

Let us examine each of these motives in turn.

### 5.1.1 Speech as a Means of Self Expression

As a means of self-expression, speech provides us with the opportunity of verbalizing the inner workings of the mind. In other words, speech helps us to transform (change) our intrapersonal communication (speaking within and to self) into interpersonal communication (verbal) exchange of information between two people. You will recall that in study session 2, we emphasized the process and nature of communication. In other words, it is an interactive process; it is a give-and-take relationship. Both the sender and the receiver are equal participants in the communication exchange process. Among all creatures, man is the only being who is conscious of himself, of being created in the image of God. He alone has

a 'personality'; he is distinct from all other 'creatures. He is set above all other creatures and placed in authority over them. Man is conscious that he has a "self" to be expressed. He is also aware that he is not only different from all other creatures but also different from all other men.

Self-expression may be viewed from three levels:

1. On the lowest level, speech is used as a means of satisfying the desire to attract attention. This is commonly seen among children as well as in "overgrown babies", that is, immature adults.
2. On a higher plane, speech is used as a therapeutic (curative) effect. People who show signs of mental illness are occasionally asked to talk to unoccupied rooms. This way, they purge and relieve themselves of their mental stress. Similarly, people who are just trying to regain fitness after an illness often seek relief by discussing their problems, concerns, anxieties with one another. Thus, speech, as self-expression, is indispensable to our mental and emotional health.
3. The desire to give vent (express) an intense conviction: Speech provides an outlet for our creative impulses. Artists, poets, novelists, dramatists, usually 'speak' their lines for this purpose.

## ITQ

### Question

If you want to consider speech as self expression, at how many levels will you consider it?

### Feedback

Your progress is impressive; the following are the three levels at which we consider speech as self expression:

1. Speech is used as a therapeutic (curative) effect.
2. Speech is used as a means of satisfying the desire to attract attention.
3. The desire to give vent (express) an intense conviction

## 5.1.2 Speech as Communication

Speech helps us to interact and establish relationships. It may operate at the level of exchange of pleasantries (exchange of greetings). For a great part, human civilization was made possible by man's ability to talk and share experiences, exchange ideas and pass down knowledge from one generation to another through speech. Through its constant use as a means of expressing our daily activities, speech has developed into highly efficient system capable of transmitting even the most complex messages, ideas and information. It is a useful tool for describing situations, explaining processes to other people or for having them explained to us. When we appreciate and use speech effectively, we can prevent problems from developing and solve them when they develop. Many people have argued that misunderstandings at home, at work, in business, and in government, often result from lack of effective oral communication.

### 5.1.3 Speech as a Means of Social Control

You will no doubt realize that there was a time when man had not developed his speech capability. This period in man's history is often referred to as pre-speech times. During this period, he might do what is right. In other words, the strong dominated the weak by buying his way through. However, as speech developed, the weak came to learn and understand the will of the strong often expressed through command and threats. Speech soon made it possible for questions to be asked and misunderstandings ironed out. As speech developed, therefore, the need for people to resort to the use of physical force reduced considerably. People learnt to talk things over. Speech soon became a strong weapon by which human behaviour could be regulated or controlled. In normal life situations, we usually get others to share our points of view and do our wish through arguments, suggestion and persuasion. As Benjamin Disraeli has noted, leadership depends upon speech for social control. You will, no doubt, have noticed that in moments of crises - student demonstrations, religious riots, nationwide strikes, political violence, heads of state and governors usually speak to the people through radio or television. In this way, such situations are often brought under control.

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## Study Session Summary



### Summary

In this Study Session, we explained that human beings are motivated for speaking: they talk to inform, instruct, entertain themselves and others, advertise products or services, buy or sell, identify problems and offer solutions.

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## Assessment



### Assessment

#### SAQ 5.1 (tests Learning Outcome 5.1)

Point out the things that could motivate humans for speech

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## Study Session 6

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# Preparation for Speech Communication

## Introduction

You will recall that in our discussion of the nature of speech communication, we mentioned purposes of communication. In this study session, we will examine in detail, the purposes of public speaking.

### Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

6.1 *identify* the specific and general purposes of public speaking

## 6.1 Purposes of Public Speaking

Every speech must have a purpose. In other words, there must be a specific purpose or purposes, motive or motives for a speech. The speaker's purpose may be to inform, to instruct, to persuade or to entertain. Whatever may be his purpose a speaker must compose and deliver his speech in such a way that his' purpose, aim or objective is achieved in the end. A public speaker will probably have several aims, objectives or purposes in a particular speech. However, 'there must be one particular purpose Which h dominates all other purposes. How much he can identify his specific purpose and tailor his speech towards achieving this purpose will determine how successful his speech efforts will be. There are four general purposes for public speaking. When we speak, we must take care so as not to confuse these general purposes of individual speakers. We must also realize that there is a great overlap among the four general purposes of public speaking. In other words, it is not possible to speak purely to inform, instruct, persuade or entertain. This is because while we are entertaining, we may also be informing the audience. Similarly, when we speak to persuade, we may at the same time instruct the audience into the process.

### 6.1.1 Speaking to Inform

This is the type of speech in which the speaker tells the audience what they did not know or tells them more about what they had known before. In other words, a speaker may speak on an entirely new topic or provide

detailed information on what is already known. A speech designed to inform may consist essentially of facts, figures, dates, quotations, and illustrations. However, we need to realize that a speech that consists of these only will be dull and monotonous. It needs also be interesting or entertaining while being informative. Thus a classroom lecture, a seminar, a lecture by an expert, instruction to a group of new employees is informative in nature. All these can and should be presented as interestingly as possible.

### **6.1.2 Speaking to Entertain**

As we stated above, all speeches must be presented in a way that arouses the interests of the audience in the subject or topic of the speech. However, there are speeches specifically designed to entertain the audience. You have, no doubt, attended parties and ceremonies where people engaged in riddles and jokes, and told humorous short stories. Masters of Ceremonies (MCs) are often people who are known to be good at cracking jokes and making people roar with laughter. After-dinner speeches are usually relation speeches with a good measure of humour. A speaker whose specific speech purpose is to entertain his audience must learn to deliver interesting speeches. He must learn to entertain his audience.

### **6.1.3 Speaking to Stimulate or Inspire**

You would, no doubt, have been at political, workers or students rallies. Politicians, at political campaigns, workers and students at their electioneering' campaigns or in moments of crisis speak with the specific purpose of stimulating or inspiring members. Speeches at send-off parties, sermons, funeral ceremonies or award speeches are often inspirational. These types of speeches are intended to move the audience to greater heights or greater achievement. Speeches intended to stimulate or inspire the audience are often challenging to the speaker. The speaker whose specific purpose is to inspire or stimulate must at the same time interest and inform his audience. In addition, he must know enough about the audience, their feelings on and level of commitment to the issue or topic of his speech. In other words, a speaker can only stimulate or inspire his audience if he knows them and understands their feelings on the subject (topic) of his speech.

### **6.1.4 Speaking to Persuade**

When we speak to persuade, we speak with a view to effecting attitudinal change in the audience. A family planning worker who wants his audience to change to modern family planning techniques is trying to persuade them to change their attitude. A speaker who wants to persuade his audience must, in doing so, also interest and inform them. In addition, he must motivate them to their change in a specific way. To be able to do this he must appeal to their reason, logic, emotions, values, norms and standards. Through personal example or demonstration, he can persuade and convince his audience that to vote or adopt a new practice is desirable, necessary and rewarding.

### ITQ

#### Question

Speaking to inform, instruct, persuade or entertain are specific purposes of public speaking. True or false.

#### Feedback

Great! It is obvious you have picked false because the above mentioned purposes are general purposes of public speaking.

## 6.2 The Importance of Studying Public Speaking

Before you took a final decision to study such communication, I am sure you must have been bothered by questions such as: Why study speech? Why is speech worth studying? What is there to study? In this section, we will provide answers to these questions and more. Speech or public speaking is worth studying for the following:

1. Speech provides a useful insight into human nature, his history and his civilization.
2. For the communications engineer, speech enables him to have a better understanding of speech mechanisms. This understanding enables him to exploit its built-in features in developing more sophisticated and more efficient communication systems.
3. In the classroom, at board or committee meetings, at seminars, symposia in the House of Assembly as well as in similar settings, public speaking is the acceptable mode of communication.
4. Those who aspire to lead others, to be lawyers, teachers, preachers, broadcasters, politicians, business executives must learn the art of public speaking.

### ITQ

#### Question

Why is it important for you to study public speaking

#### Feedback

It is important for you to study public speaking because of the reasons mentioned below:

- It provides a useful insight into human nature, his history and his civilization.
- It enables us to have a better understanding of speech mechanisms.
- It is the acceptable mode of communication.
- It is good for public office holders to exlearn the art of public speaking.

## 6.3 Ethics of Public Speaking

The opportunity to mount a rostrum (platform) and speak is an opportunity to inform or misinform, lead or mislead the audience. This is because, once we have mastered the art of public speaking, we have a lot of influence on our audience. Such an influence comes from the authority enjoyed by anyone who can speak well in public. There are series of examples of situations in which trade union leaders, politicians, and advertisers have exaggerated, underplayed, distorted or deliberately misinformed members of the public. This is made possible by their position, power and influence, which make them readily believable. However, speaking in public requires one to show a high sense of responsibility towards the audience. While we must aim at making our speeches as skilled and as interesting as possible, we must, at the same time have respect for the truth.

### 6.3.1 Audience Expectations

There is little doubt in my mind that you have attended many public speaking occasions. On each of these occasions, you went with a purpose. In other words, you had your expectations. You, no doubt, expected the speaker to handle his topic very well. Obviously, you never wanted to be bored, confused or sent to sleep. You, like other members of the audience, have a right to expect a certain level of performance. At speech occasions, audience expects:

1. *Useful and Interesting Ideas:* The audience expects information that is not only relevant to their day-to-day life activities but also ideas that are useful to them. In addition, such ideas and information are expected to be presented in a logical, simple, and intelligent manner. Abstract words, jokes, short, illustrative stories and quotations must be used with care.
2. *Lively Delivery:* Since the audience's attention span is limited, the speaker must present his material in such a way that:
  - assures the audience that he has something worthwhile to say;
  - arouses and retains their interest to the end; and
  - makes it easy for the audience to follow the speech.
3. *Compliance with Time Limits:* Time is an essential commodity in our day-to-day activities. Therefore, the audience of a public speech expects the speaker to adhere to the time limit set for his speech. A brief speech should, by all means, be brief. No matter how beautiful the speaker's ideas are; no matter how interestingly these ideas are presented; no matter how enthusiastic the audience may be, a good speaker must conclude his speech within his time limit.



## ITQ

### Question

You have found yourself in a gathering of people waiting to be addressed by a public speaker. What would be your expectations?

### Feedback

Your response suggests that you would expect :

- to hear useful and interesting ideas.
- to listen to a lively delivery.
- the speaker to be compliant to time limits.

## Study Session Summary



### Summary

In this Study Session, we explained that public speaking has both general and specific purposes. We also pointed out that we speak to inform, entertain, instruct, inspire, and persuade. These general purposes of speaking usually overlap; that is, one purpose shades into another.

## Assessment



### Assessment

#### SAQ 6.1 (tests Learning Outcome 6.1)

Discuss the purposes of public speaking

#### SAQ 6.2 (tests Learning Outcome 6.2)

Why do you think it is important to study public speaking

#### SAQ 6.3 (tests Learning Outcome 6.3)

State the ethics of public speaking.

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## Study Session 7

# Preparation for Speech Communication II

## Introduction

In this study session, we will be discussing how to prepare for speech communication. Our focus will be on audience analysis. In doing this, we will point out the three types of audience analysis that exists; neutral, hostile and favourable analysis.

### Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

7.1 *discuss* audience analysis

## 7.1 Audience Analysis

As stated earlier in this course, the task of a speaker becomes much easier when he knows his audience, their experiences, their language, and chooses the codes and symbols that the audience can understand. What is meant by this is that there is need to study, analyze and know our audiences to be able to communicate effectively with them. There are three principal types of audiences: the neutral, the hostile and the favourable. We shall now examine each audience type in greater detail.

### ITQ

#### Question

You have been invited to come and address a particular audience, as a speaker what are the things you need to consider while preparing for your speech.

#### Feedback

You are absolutely correct for mentioning that you need to know the type of audience (whether it is neutral hostile or favourable), study, and analyze them to be able to communicate effectively with them.

### 7.1.1 Neutral Audiences

A neutral audience constitutes people who are disinterested in the speech event. There are many reasons why an audience may be neutral. One, of such reasons may be because the topic of a speech is irrelevant to them. For example, an audience which is made up of wealthy and comfortable people with a chain of personal, and possibly, official cars may be indifferent to a topic on mass transport system in the cities. Similarly, an audience, of town people who have no rural roots may show indifference to a topic on rural mobilization.

1. *Lack of information may also cause audience neutrality.* If an audience is ignorant about the topic of a speech, it might develop a neutral attitude towards it. For example, an audience which consists mainly of rural farmers may be indifferent to a topic on the need to check pornographic (nude) pictures in the various media of communication. Lack of necessary background information may make an audience develop a neutral attitude to a topic to which it would otherwise have been sympathetic.
2. *Indecision* is the third factor that may be responsible for audience's neutrality. This situation may arise if an audience acknowledges all the sides to an argument. Similarly, if an audience feels that the points in an argument cancel each other out; that there are no stronger points on either sides of an argument, it might be neutral on the topic.

#### Coping with a Neutral Audience

There are several ways in which we, speakers may cope with a neutral audience.

One, we need to identify and emphasize the relevance of the speech to the audience's lives.

Two, the speech must be presented in a lively and interesting manner. This can be done through the use of proverbs, wise sayings, short stories, humour.

Three, when an audience is uninformed, (that is, ignorant) about the issue at stake, the speaker will need to educate the audience by presenting it with facts, illustrations, instances and data on the subject.

Four, when an audience is undecided on a particular issue, the speaker should present more information on the side of the argument towards which he wants his audience to lean. He should present stronger arguments in support of the particular side he favours.

### 7.1.2 Hostile Audiences

Hostile audiences are not only disinterested in the speech occasion, they also harbour deep-seated animosity either against the speaker and/or the occasion. There is little doubt that a speaker who has to speak to a hostile audience faces a number of problems:

1. He may be booed out, jeered at, or even physically attacked.

2. He may be ignored completely because the audience does not agree with his proposition or with him as a speaker.
3. He may have limited attention which is occasionally punctuated by negative reactions - hissing, whispering etc.

### **Facing a Hostile Audience**

A speaker who is faced with a hostile audience should:

1. First understand the cause of the hostility. This is important so that he can know how to approach his topic as well as his audience.
2. Avoid raising the point of disagreement or controversy until most of his major points have been made.
3. Set realistic goals. A one-hour speech may not be able to sway an audience which is strongly opposed to capital punishment (death sentence). The speaker may, therefore, attempt to achieve success in bits. In other words, he might aim at reducing or narrowing areas of disagreement on the issue.
4. Identify areas of agreement. The speaker should identify areas in which his view-points and those of his audience agree and emphasize such areas. If a hostile audience realizes that it shares some ideas with the speaker, the audience is likely to listen to him and give some thought to his speech.
5. Present facts, data, statistics and apt quotations rather than, engage in making general statements.
6. Establish credibility (that is he should be believable). This he can do by giving some attention to his dress, his poise, manner and tone of voice. In addition, he should be sincere, reasonable and broad-minded.

### **7.1.3 Favourable Audience**

Favourable audiences are those that have camaraderie with a speaker based on his accomplishments, credibility, popularity, generosity, etc. A speaker who faces a favourable audience is lucky in certain respects.

1. Both the speaker and the audience are in agreement about the issue(s) to be raised.
2. The fact that both the speaker and his audience are favourably disposed to each other means that both the speaker and his speech are most likely to be acceptable to the audience.
3. Even when a speaker has his own personal weaknesses or makes mistakes, a favourable audience is likely to overlook such shortcomings.

However; a favourable audience is not a problem-free audience for the speaker. Indeed, the fact that both the speaker and his audience agree on many issues poses a challenge to the speaker. This is because the audience may be passive. Therefore, whenever you need to address a favourable audience, make sure that:

- you appeal to the audience's, emotions.
- you adopt an 'aggressive' posture; challenge the audience into activity.

- make concrete, specific suggestions about what the audience must do concerning the topic.

### Common Knowledge About the Audience

In our discussion of audience types, you would have realized the need, to know and understand the audience. Members of an audience usually have a number of things in common:

1. they meet at a particular place and time to listen to a speech;
2. they interact among themselves and react to the speech either as individuals or as a group; and
3. they have expectations, and their response will determine to what extent the speaker has succeeded. It may also help ' the speaker to modify the content of his speech or his manner of presentation.

## ITQ

### Question

What are the things you need to do to meet the needs of the favourable audience?

### Feedback

- Appeal to the audience's, emotions.
- Adopt an 'aggressive' posture.
- Challenge the audience into activity.
- Make concrete, specific suggestions about what the audience must do concerning the topic.

### Other Things to Know about the Audience

So far, we have tried to emphasize the fact that the more you know about your audience the better communicator you are likely to be. We may know more about our audience through their:

1. *Demographic Profile*: It is always useful to know the age group, sex, education, occupation, religion and the social-economic status of our audience. This classification will enable us to make some fairly accurate predictions about how they are likely to react to a number of issues.
2. *Purpose*: A speaker must endeavour to find out the aim of the audience in attending a speech occasion. Once he knows the audience's expectations or purpose, he must work towards satisfying these expectations. Among the specific things that the speaker may want to know about his audience's purpose are:
  - What the audience knows or wants to know about the topic.
  - What the audience's attitude to the topic is
  - The point of view the speaker is expected to adopt
  - The audience's feelings or attitude to the speaker
  - The specific information expected from the speaker

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## Study Session Summary



### Summary

In this Study Session, we continued our discussion on preparation for speech communication. Our focus here was on audience analysis. Under this, we looked at neutral hostile and favourable audience.

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## Assessment



### Assessment

#### SAQ 7.1 (tests Learning Outcome 7.1)

Define a neutral audience.

List the problems, a speaker face from a hostile audience.

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## Study Session 8

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# Selecting a Speech Topic

## Introduction

In this study session, we will discuss how to select a speech topic. We will focus on knowing your audience, examining your discipline and examining your experience. Lastly, we will look at how to read, listen and look.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

8.1 *discuss* how to select a speech topic

## 8.1 How to Select a Speech Topic

As a beginner and learner in the art of public speaking, you will sooner than later face the problem of selecting a topic for your speech. You will probably think that your speech lecturer is asking you to squeeze water out of a stone. You are likely to wonder what to speak on. Let me assure you that there are thousands of possible speech topics at your fingertips if only you will open your mind, your ears and your eyes as you go about in your daily activities. Your immediate environment and the world around you provide you with ample speech topics from which you can make your selections. Therefore, picking a topic for your speech need not scare you; it should be an interesting exercise.

The following points should guide you in the selection of your speech topics:

### 8.1.1 Know Your Audience

In the last study session, we emphasized the fact that the audience is central in the speaker's speech planning processes. The speaker needs to know his audience. When a speaker understands his audience, he will know what they require of him as a speaker. He is also likely to be able to anticipate what their reactions would be to a given topic. From this, he can determine how best to approach his topic. A speech on 'Mass Transit' or 'Mass Transportation System' may emphasize different aspects of the topic, depending on the composition of the audience. If the audience is made up of members of the Nigerian Union of Road Transport Workers (NURTW), it is likely they will be interested in such issues as availability

of spare parts at reasonable prices, good road conditions, affordable fuel, removal of police checkpoints, harassments by officials of Federal Road Safety Commission (FRSC), etc. An audience of members of Transport Owners Association will be interested in the removal or reduction in import duties on transport vehicles as well as the availability of those vehicles and their spare parts. If, on the other hand the audience is made up of government officials who are responsible for the Mass Transit System, its interest should be on how best to harness available government resources to ensure the success of the scheme. Whatever the topic you finally choose, your emphasis must relate your audience-to their interests, preferences, and expectations.

### **8.1.2 Examine Your Discipline, Occupation or Profession**

Most often, beginning speakers do not realize that their course of study, their occupation or profession offer them numerous speech topics. But consider the various lecture topics you have treated in your many years at school or college. Take another look at the various issues and problems that come your way daily in your occupation or profession. Each of these occasions will most likely provide you with at least a topic for your two minute or five minute speech topic.

### **8.1.3 Examine Your Experiences**

Speakers, whether they are beginners or experienced, are often advised to 'talk about what they know best'. It is safer and more comfortable to speak about one's experiences, particularly when those experiences are not only personal but can also be of interest to the audience. All speakers, whatever their age, status, or experience, have a reservoir or experiences from which they can draw speech topics. Whether you get on to the podium to tell your audience about your experiences, you have an advantage. This is because your personal experience is .whatever you say it is. In other words, no one can, dispute the facts of your experience unless he is part of that experience. This gives you the authority and confidence to address your audience. Of course, this should be done with sincerity of purpose so as to increase your credibility that is, to make your speech believable.

### **8.1.4 Read, Listen and Look (Observe)**

*Read:* Reading helps you as a speaker, to build up a fountain of knowledge and information. For speech topics, there are no specific materials; rather you should learn to read nearly almost anything that you can lay your hands on. More than books, newspapers, magazines, pamphlets and journals are likely to contain articles than can provide you with speech topics.' When reading various materials outside your immediate study area, you will not only be able to easily find speech topics but you will also easily find facts, statistics, data illustrations with which to build up the topic you have picked to speak on. A speaker must develop the habit of extensive reading.

*Listen:* If you will listen constructively, you will soon realize that speech topics abound everywhere. As you move about at school and in your work places, you will no doubt, be amazed by the richness and variety of what people talk about. People in lecture halls, in the markets, bus stops, inside buses and trains and under tree shades talk about virtually everything: cost of living, increase in transport fares, increases in salaries, lack of essential facilities, family planning policies, corruption in high places, etc. In doing this, people do not merely express their own views but also of the general public on issues so discussed. Listening, therefore, enables you to find your speech topics and also gives you ideas about what the public is thinking on the topic.

*Looking (Observing):* One problem with most people, including students, is that they go about with their eyes 'closed'. In other words, even though their two eyes are wide open, they hardly see anything, they do not observe the things going-on around them. If we are prepared to observe, we will soon discover that a one-kilometre walk in a village or urban setting provides us with sights or scenes that can form our speech topics. Observing people at work, at play, in the clubs, in the markets, at motor parks, on the streets will yield interesting topics for our speeches.

Once we finally settle for a speech topic, we will need to give a specific location for the topic. Speech topics which have their locations in dream lands are likely to be less credible (less believable) than those set with the immediate environment of the audience.

## ITQ

### Question

What are the things you need to consider when choosing a speech topic?

### Feedback

You are a bright learner for you to have mentioned the following:

- Know the audience.
- Examine my discipline, occupation or profession
- Examine my experiences.
- Read, Listen and Look (Observe).

### A Speaker's Resources

In the preceding study session, we emphasized the need to read, listen and look (observe) in your attempt to find a topic for your speech. These sources can also provide you with materials with which to develop your speech. In addition, you may want to visit the library near you to read up the topic. For instance, if you have chosen to speak on a political hero like the late Chief Obafemi Awolowo, you will need to first see some of what he wrote in his life time, what others wrote on him when he was alive and what they have written on him since he died. Newspapers and magazines are your best sources on what was said of him before his death and since his death. Remember that whatever sources you may consult; your speech must have a touch of originality. In other words, the

audience must learn something they never knew before they went into the hall to listen to your speech. Only if this happens will they be convinced that they have made a rewarding use of their time.

## Study Session Summary



### Summary

In this Study Session, we discussed how to select a speech topic. We looked at the process of doing so. We pointed out knowing your audience, examine your discipline and examine your experience.

## Assessment



### Assessment

#### SAQ 8.1 (tests Learning Outcome 8.1)

Explain extensively how to select a speech topic.

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## Study Session 9

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# Writing your Speech: Style One

## Introduction

In previous study session, we discussed a speaker's possible sources of speech topic. We stated that a speaker might find suitable speech topics by examining his discipline, occupation or profession, his experiences as well as by reading, listening and observing. In this study session, we will focus our attention on the selection of appropriate language for speech development.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 9.1 *discuss* speech style

## 9.1 Speech Style

Speeches are made up primarily of words. And though we can communicate non-verbally that is through the use of facial expressions gestures and posture. it must be appreciated that speech is first and foremost made up of words. The speaker's style refers to the words, he selects for use and the use of such words. The quality of his style will. Therefore, depend on the quality of the words chosen and how well these words are arranged and made to function in connected speech. As individuals, words or continuous prose, a speaker's words, must serve the purpose of his speech. In other words, they should help his audience:

1. to understand his message
2. believe his message
3. remember his message
4. to want to give his message and recommendation some consideration and possible acceptance.

In order to achieve these goals, a speaker's style must be:

1. clear and unambiguous
2. appropriate to the topic, audience and occasion
3. attractive
4. impressive
- 5.

## ITQ

### Question

Why is it important for you to carefully select your style of speech?

### Feedback

You have given a brilliant answer by stating that it is very important so as to enable the audience to understand, believe and remember the message.

Talking about a clear, attractive and impressive style, Webb, a renowned speech communication scholar, quotes a short piece from one of Martin Luther King Jr's most memorable speeches: *I have a Dream*

*I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood.*

*I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice. Sweltering with the heat of oppression will be transformed into an oasis of freedom and justice.*

*I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but the content of their character*

*I have dream today*

As Webb Jr. has observed, if Dr. King had said, "I hope someday that discrimination against blacks in the South can be ended and that people over the nation will be judged by their character rather than their skin colour", his speech would not have been extraordinary. It would, perhaps, have been quietly forgotten as most of the speeches of the time.

Let us quickly look at some of the factors contributing to good speech style:

### 9.1.1 Use Clear Language

A clear language is one that the audience understands immediately it is spoken. Speech is transient: In other words, a word passes away immediately it is spoken unless it is recorded, played back and listened to again. But this is not always practicable. A speaker must, therefore, select and use words that will be understood by his audience.

### 9.1.2 Use Familiar Words

Words in everyday usage carry more lively meaning than the so-called 'elegant' words. Avoid "terminological in exactitude" but prefer, "inappropriate terms" instead. Similarly, say "bad example" instead of

"pernicious precedent". In the same way, do not say "conflagration is consuming my domicile "but say "my house is on fire". Most informed audiences appreciate the use of simple words; words whose meaning they will understand on first hearing. When a speaker uses long, jaw-breaking words, his audience are likely to think 'that he is just being proud. However, when a long word or technical term is essential, you should go ahead and use it.

### **9.1.3 Limit Use of Technical Words**

As stated above, a technical term may be essential in a particular situation. As we have suggested, when this happens, the speaker should go ahead and use it. However, specialized and technical terms or jargons peculiar to a particular discipline often pose problems to the audience who are not familiar with such technical terms. A speaker must avoid the temptation to think that since he understands his terms, his audience should also understand them. The point is that only a few people understand 'or have vague impressions of the special language peculiar to certain occupations or professions to which they do not belong. Such economic terms as "Gross Domestic Product (GDP)" or "Per Capital Income", "balance of payment, deficit" may sound ordinary to an - economist but a lay audience may find it difficult to know exactly what they mean. When terms like these, have to be used as necessity, they must be briefly explained in such a 'way that makes them understandable to the audience.

### **9.1.4 Use Concrete and Specific Words**

Concrete and specific words - are preferable in speech situations because they carry clear, definite meanings. Such words represent real objects and events. Because they can be related to real objects and events, concrete and specific words are better than abstract or general words. However, if you need to use abstract words and cannot avoid doing so, you will need to clearly define the words. Thus, while "socialism" is abstract, the "Union of Soviet Socialist Republic" is concrete. Similarly, "a populous country in West Africa" is vague, but "Nigeria" is specific and should be preferred. Also, "a test of skill" is vague but "wrestling" is specific. However, this is not to suggest that ambiguous words should be avoided - altogether. No. As you progress in your speech courses, you will learn to know when to use ambiguous words to achieve, specific purposes. In public controversy or political campaigns, for example, you may want to deliberately prefer the use of ambiguous words to play safe and avoid being rejected by the audience right from the start. When, as speakers, we resort to the use of ambiguous wonk we should not see this as an alternative to the use of concrete and specific words.

### **9.1.5 Use Action Words**

A speaker should use action words to conjure up action pictures in the mind of his audience. To strike a match is more action-packed than to light a match; "to take part" is more action conjuring than "to participate". A speaker should also prefer the use of active to passive voice. For instance, "We hit the target" is better than "the target was hit"; we



"crushed the enemy" is better than the "enemy was crushed", "to strike a deal" is better than "the deal was struck". Thus, the active voice creates a picture of movement, of action; the passive voice stops that movement, that action.

---

## Study Session Summary



### Summary

In this Study Session, we discussed the need for a careful choice and judicious use of language has been stressed. We have emphasized that careful choice and use of words are essential because they help the audience to understand our messages, remember them and give some consideration to the acceptance of or recommendations for action.

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## Assessment



### Assessment

#### SAQ 9.1 (tests Learning Outcome 9.1)

State the factors contributing to good speech style.

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## Study Session 10

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# Writing your Speech: Style Two

## Introduction

So far, in our discussion of the role of style in speech writing, we have concentrated on the need to make a careful choice of the individual words that will make up the speech. In this study session on style, we will consider the language acceptable in public speaking.

### Learning Outcomes



Outcomes

When you have studied this session, you should be able to

10.1 *determine* the most appropriate language for your speech

## 10.1 Language Acceptability in Public Speaking

In this section, we will be looking at some of the acceptable languages in public speaking.

### 10.1.1 Avoid Casual Language

Public speaking requires a language of careful conversation. It must avoid the 'ordinary, unrefined language which may be acceptable in casual conversation situations. Public speaking calls for a refined, dignified gentlemen's language. Therefore, a language which may appear too formal in ordinary, casual conversation is the acceptable standard in public speaking situations.

### 10.1.2 Use the Language of the Educated Person

By the language of the educated person, we mean one in which the speaker's words are carefully chosen, carefully used and correctly pronounced. It must have respect for the grammar of the language in other words, the speaker's grammar must be correct. Bad grammar and poor pronunciation are contrary to what an audience expects of an educated speaker. Therefore, when a speaker's grammar and pronunciation are faulty, they distract the audience's attention and give the impression that the speaker is not well educated. A speaker should therefore avoid such errors as "should in case", "Like I said", "Still yet", "once more again", etc.

### **10.1.3 Avoid Slang and Jargon**

Speakers who are just beginning to learn the art of public speaking are often tempted to use slangs and jargons. This is because slang is usually sharp, clear and current. Because 'Slang is often familiar and easily recognized, 'it often creates the impression of familiarity between the speaker and his audience. However, slang is slippery and often becomes obsolete quickly. Therefore, a speaker must make sure that his slangs are those of his audience; that they can be understood by members of the audience. In addition, slang is not usually acceptable on occasions, and must therefore, be avoided.

### **10.1.4 Use Oral Style**

A speech style is an oral style. It is style which allows a generous use of direct, oral prose. This style allows more use of personal pronouns such as you, our, we, us, they, then-is normally allowed in written prose. The use of the first and second-person pronouns not only enables the speaker to identify with his audience; it also allows the speaker and the audience to establish relationships, to relate to each other.

### **10.1.5 Use Informal Structures**

Speaking extemporaneously, that is, from notes, gives the speaker some license to use informal sentence structures. Extemporaneous speech is neither refined nor rigid. It is, therefore, not tightly structured and inflexible. When a speech is written formally for speech reading rather than speaking, the eye often focuses on correct spelling, correct punctuation, capitalization and correct sentence structures,. However, the ear can rely on rich resources of the voice and body language (gestures, facial expressions) to set the sentences right. As Bryant and Wallace, two renowned speech scholars, have observed, a dangling modifier may dangle to the eye but not to the ear. Also, short sentences which maybe offensive to the: eye may not offend the ear. Long, complicated sentences that look clumsy to the eye may sound meaningful when spoken with a firm sense of meaning.

### **10.1.6 Avoid Extravagance**

As a speaker, you must avoid extravagant or showy language. Most times you hear advertisers use 'superactive'. Ultra-modern' in describing their products. Though this may be acceptable in advertising, it should not be allowed to find its way into your speech. Public speaking is a serious affair. Our success will, therefore depend on the planning, care and seriousness we bring to bear on our speeches. When we talk about our common day-to-day experiences, we need to learn to use words from our day-to-day experiences. Inflated or extravagant words make us look ridiculous, when we use them, we lose the confidence and respect/of our audiences. An expression such as "extraordinary giant" sounds absurd.

### **10.1.7 Arouse Curiosity**

If you have read a number of novels or plays, you would have noticed that the novelist or the playwright usually tries to hold the reader in

suspense so as to arouse his interest and hold his attention. Some essay writers also adopt this approach. A speech writer must learn to write and present his speech in such a way that holds the audience in suspense and makes them want to listen for more. This can be done in a number of ways:

1. A short, relevant, and well-told story may arouse and hold the audience's interest.
2. A startling statement directed at the audience and the speaker himself may also be used to arouse and hold the audience's interest. For instance, a speaker addressing speech course-mates may begin his speech with a startling statement such as: "We students of speech usually think we are potential best speakers. However, I wish to draw your attention to the fact that there abound great speakers among rural, illiterate and unsophisticated people" or he may begin a speech on ' , World Peace" by saying that" The best way to preserve world peace is to be prepared for war".
3. Questions may also be used to stimulate curiosity. For instance, a question and answer such as: "Do you know the greatest enemies of this country? Its leaders!" is likely to arouse the audience's attention. A formula which has been suggested for effective use of question is to ask pointed or sharp questions where the audience would ask such a question if he had the opportunity to do so.

### 10.1.8 Write and Re-Write

Though this is not a writing course, we must nevertheless, appreciate the need to plan and write our speeches very well. This we can do only when we are prepared to write and re-write if need be. As beginning speech students, we are not likely to write our best speeches at one trial. We must be prepared to write and re-write until we are satisfied with the quality of our final copy. Such an effort usually turns out to be a rewarding exercise.

#### ITQ

##### Question

What are the factors you need to consider for your language to be acceptable?

##### Feedback

Mentioning the factors below shows you are a smart learner:

- Avoid casual language.
- Use the language of the educated person
- Avoid slang or jargon.
- Use oral style.
- Use informal structures.
- Avoid extravagance.
- Arouse curiosity
- Write and rewrite

---

## Study Session Summary



### Summary

In this Study Session, we examined types of language acceptable in public speaking situations. We emphasized on table language because public speaking is an extension of private conversation. We also explained that language of private conversation might not be acceptable in public speaking occasions. Public speaking occasions call for refined, dignified common man's language.

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## Assessment



### Assessment

#### SAQ 10.1 (tests Learning Outcome 10.1)

Explain in details the acceptable language of speech.

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## Study Session 11

# Speech Perception and Listening

## Introduction

At the beginning of this course, we stressed the fact that while communication is not limited to human beings, speech communication is unique to man. Man is the only creature which communicates through speech. However, speech, as we have seen, is not the only means of human communication. Man also communicates through non-verbal means. The means of communication in verbal and non-verbal - are central to how we receive and understand other people's messages, as well as how others receive and understand our messages. In this study session, we will take a look at speech perception and listening. Speech perception and listening deals with how messages are received, interpreted and understood.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 11.1 *highlight* the principles of perception;
- 11.2 *appreciate* the role and functions of the senses and the brain in speech perception;

## 11.1 What is Perception?

By Perception we mean the ability to be aware of or know something through the senses: sight, hearing, touch, taste and smell. It means the capacity to understand or comprehend.

### 11.1.2 Principles of Perception

As stated earlier, we receive information about the world around us through the senses. This is how it happens: the eyes react to light waves, the ears pick up sound waves; the body responds to temperature and pressure through the sense of touch and the nose picks up smell while the tongue reacts to taste. However, the light and sound waves, the temperature, the aroma of sweet soup and the taste of bitter-leaf or the sweetness of honey which the senses pick up and send to the brain have no meaning of their own. They acquire meaning only when they have been processed in the brain. The brain thus plays an important role in human communication. Although we use our sense organs' to pick up various stimuli, it is the interpretation, which the brain gives to these stimuli that determines the 'meaning' that we receive.

Many factors play a role in what we perceive and how we perceive it. Such factors sometimes lead to inaccurate interpretations. At other times, however, they lead us to the most appropriate interpretations. In other words, when we receive a given number of stimuli and interpret them, we are engaging in selective perception. This bias in our interpretation and perception is a product of our motivation, our experiences and our expectations. Let us look at each of these three in turn.

*Motivation:* It has been suggested that our needs, and desires greatly influence how and what we see, around us. For instance, scholars have observed that people who are hungry tend to see everything around them in terms of food value.

*Expectations:* Human beings tend to perceive what they expect to see. Thus, if we are asked to expect an image and are then shown a series of images with some resemblance to the one we are told to expect, we quickly take what is offered as the actual image we are told to expect.

*Personal Experiences:* Our cultural background and personal experiences can significantly affect our perceptions. Webb Jr. for example, noted that in the Western world, people are accustomed to using the square and the rectangle as common shapes. This is because most of the objects within their immediate localities are rectangular in shape: the walls of their buildings, their furniture are rectangular in shape. Their streets are parallel or at right - angles. In other cultures however, the rectangles may not be all that dominant. In Nigeria, for example, people in the rural areas of the north are likely to be more used to curricular walls and circular or conical roof, whereas people in the rural south are used to rectangular shaped buildings, winding foot paths and have roads which obviously do not meet at right angles.

*Listening* Good speech perception is made easy by good listening. Experts have calculated that fort)" five per cent of the time we spend in communication activities is spent in listening; only thirty per cent in talking, sixteen per cent in reading and nine per cent in writing. Just as speech itself is taken for granted, we often think that listening comes naturally and effortlessly, good listening must be developed through careful and selective listening.

### ITQ

#### Question

State principles of perception.

#### Feedback

You are absolutely right by mentioning motivation, expectations and personal expectation.

## 11.2 Factors Contributing to Speech Perception

In our discussion in this lecture, we have identified some of the factors affecting perception. These are: experience, learning, selective perception, desires, needs, and expectations. Basically, the information



that enables us to reconstruct a partially unintelligible speech signal comes from our past experiences or learning, from the social and linguistic context in which the unintelligible message was uttered, as well as from our expectations of which is going to be said.

### 11.2.1 Experience

*Experience* has been observed to play an important part in speech perception. Thus, if a group of people are presented with a list of one syllable nonsense 'words' that are similar but not identical to particular words in a particular language, and are asked to write each word they read out, almost all will record the correct word that approximates the nonsense word. For instance, if such a group of people are given nonsense words, such as 'siken', 'tesha', 'rorry' listeners are likely to write 'teacher' and 'lorry' in place of the nonsense words. Perceptual distortion may assume an extreme dimension if the nonsense words are put in the appropriate contexts such as:

*They were served with fried  
rice and roast 'siken'  
The 'tesha' threatened the student with  
corporal punishment  
His personal belongings were conveyed  
in a big 'rorry'*

In most of these cases; people are likely to distort their perceptions of the nonsense words by learning only the correct English words. This is because the people have a longer context in which to interpret the nonsense words. In addition, the English alternatives make sense in the various contexts; the nonsense words do not.

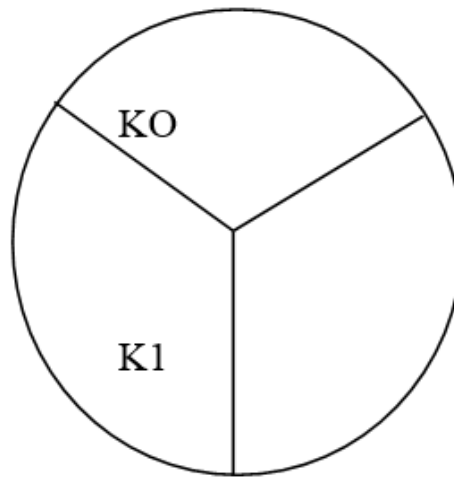
### 11.2.2 Expectation

Our expectations, as was stated earlier, can affect our perception. For example, if an audience is asked to expect architectural words (words relating to building), and is then presented with nonsense words like 'loaf mindow', 'kitten' and then asked to write the words, it is likely to write 'roof', 'window', and 'kitchen' in place of the nonsense words. In the same way, an audience who is told to expect vocabulary related to speech communication, and then presented with such nonsense words as 'speech', 'conversion' 'non-verbal', is likely to write 'speech', 'conversation' 'non-verbal' in place of the nonsense words.

### 11.2.3 The Concept of Self

What we say, how and why we say it, even our decision to say anything at all, depends on who we are, what we are, and what we think we are. For successful speech communication, we, as speakers, need to understand ourselves as well as understand others. The self is the sum total of what a man calls his entire being that is, his body, his attributes (characteristics) his abilities, his worldly possessions, his job, his family, friends, relations, his enemies, etc. It is all we have inherited, all we have

acquired through the grace of God and the help of other fellow human beings, all we have done and are capable of doing.



Through perception, we form a concept of self. A man's concept of himself is not static; rather, it varies from one situation to another. Thus, if we are presented with a list of our attributes we might easily categorize ourselves as male, female, student, worker, tall, short. Other attributes such as cheerful, withdrawn, suave, naughty, responsible, wayward, nervous, confident, fast, slow, industrious, lazy, etc, might pose some problems for us. We might not be able to say categorically where we belong. We may find ourselves saying, "it depends..."

In the same way, others perception of us will differ from one person to the other depending upon the situation in which they have interacted with us. The way we perceive others has a great influence on how we relate or interact with them. We perceive others from three main types of responses: the attributive the expectancy and the affective. 'In forming our opinion of other people, we attribute certain characteristics to them. Our judgment may be based on what the people do, where they work, the people with whom they relate, the type of work they do, etc. From our judgment, we learn to have certain expectations about how they are likely to behave or react in certain situations. We may also respond emotionally to other people. In all, our perception of other people is important in that it determines how we will relate to them. If we have a reason to distrust someone, our communications with him will reveal the distrust

### ITQ

#### Question

What are the factors contributing to speech perception?

#### Feedback

Very good! You now have a full grasp of the factors contributing to speech perception which are:

- Experience

- Expectation
- The concept of self

---

## Session Summary



### Summary

In this Study Session, we discussed the role of the senses and training in speech perception. The brain, we are told, plays a dominant role in speech perception. This is because the stimuli we receive through the senses have no meaning of their own; they acquire meaning when they are processed in the brain.

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## Assessment



### Assessment

#### **SAQ 11.1 (tests Learning Outcome 11.1)**

Explain the principle of perception

#### **SAQ 11.2 (tests Learning Outcome 11.2)**

Enumerate the factors contributing to speech perception?

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## Study Session 12

# Organizing the Speech

## Introduction

So far, in this course you have looked at the tools to use to achieve success in your speech. You now know about communication in general and speech communication in particular. You have discussed how to study and understand your audience as well as how to go about gathering your speech material. Therefore, how to make intelligent use of your speech material is the focus of this study session."

## Learning Outcomes



When you have studied this session, you should be able to:

- 12.1 *organize* a public speech
- 12.2 *discuss* the relationship between the central idea and speech control

## 12.1 How to Organize Speech

Whenever anybody asks you to organize your speech. You are likely to ask him or yourself: Why organize? Why do I have to bother my head about what to say first next and last? What is wrong with knowing all the points I want to make, having a specific purpose for my speech and then going on to give my talk? The answer to all these questions is that you may succeed though your chances of success are severally limited if you fail to recognize and appreciate the importance of organization. This is because how you organize your speech will significantly influence the audience feelings toward you. Your subject will also affect audiences' attention to, as well as their comprehension and retention of your message. Therefore, you cannot do without organizing your speech.'

The Topic, the Specific Purpose and the Central Idea

### 12.1.1 The Topic

In study session eight, we examined the possible sources of your speech topics. There are times when your speech lecturer will allow you to choose whatever topic you may want to speak on. Class speech situations may, however, force a speech topic on you. In other words, your speech lecturer might choose to ask you to speak on a given topic. This restriction may also occur in real life situations, where situations dictate what to speak on.

### 12.1.2 The Specific Purpose

Every speech you make must have a specific purpose. By speech purpose is meant, the response you expect from the audience. If you are viewing for the presidency of the Students' Union- for example, your specific purpose will be to get your audiences- that is, the electorate to vote for you. If your speech is designed to entertain, your specific purpose will be to make your audience giggle with laughter. There are times, however, when the purpose may not be specified. This may sound contradictory. But the point we are taking here is that in some informative speaking, the speaker may be interested in telling his audience an interesting thing that they did not know before. However, efforts should be made to state the specific purpose as explicitly as possible.

### 12.1.3 The Central Idea

The Central idea is the controlling idea of a speech. Other names for the central idea include theme, thesis or purpose statement. It is the dominant impression or idea that the speaker wants to leave in the mind of the audience. Some examples of specific purposes and central ideas are:

|                          |   |
|--------------------------|---|
| <i>Specific Purpose:</i> | To let the audience know the three principal ways by which AIDS spreads.  |
| <i>Central Idea:</i>     | Only by making people aware of the various ways in which the AIDS virus is transmitted can people know how best to avoid contacting the disease |

#### ITQ

##### Question

How would you arrange your speech?

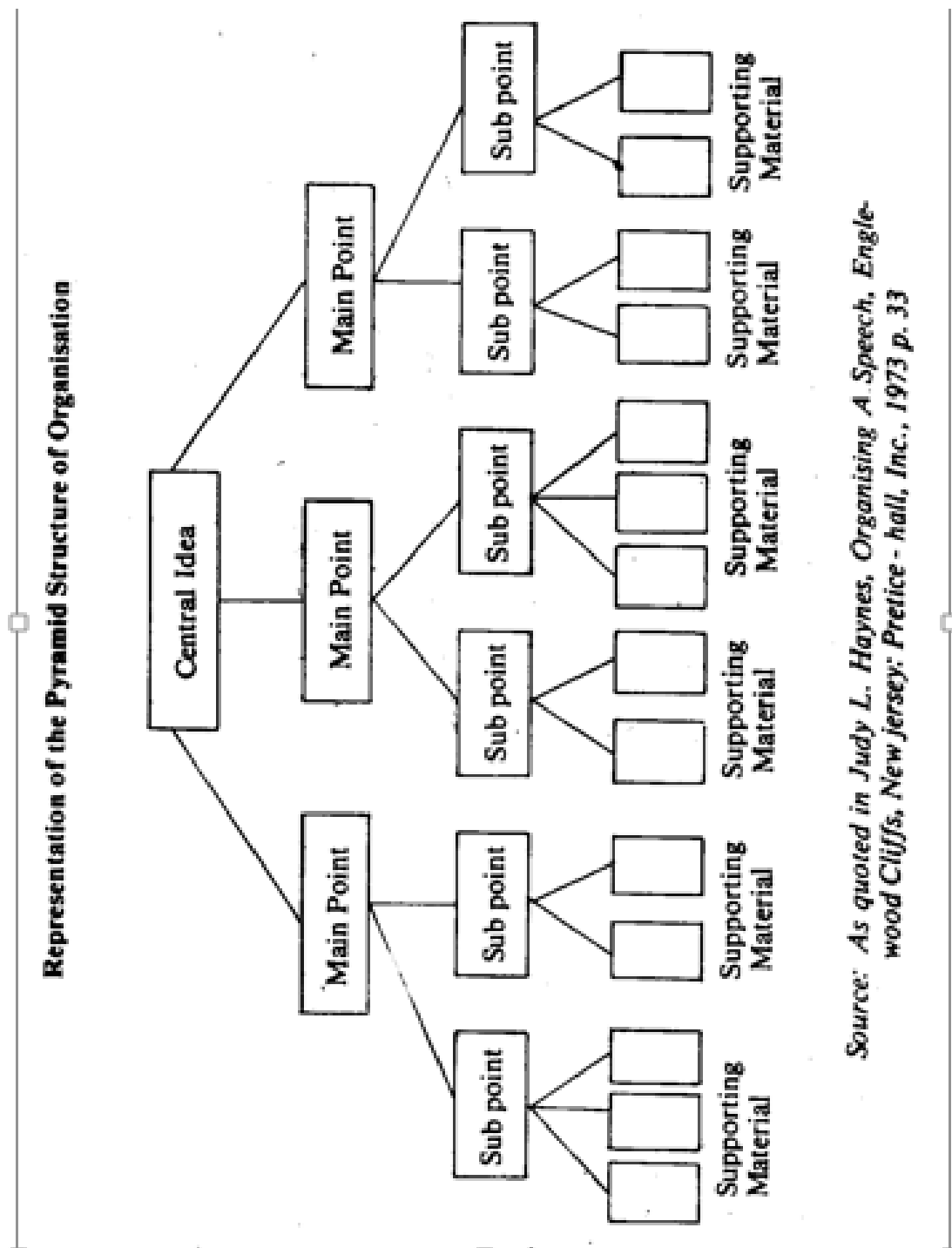
##### Feedback

The Topic, the Specific Purpose and the Central Idea. Perfect arrangement. You are a brilliant learner. Keep it up!

## 12.2 Relationship between the Central Idea and Speech Control

Haynes, a speech communication scholar, has identified a relationship between the central idea and speech content. According to him, since the central idea is the controlling idea of the speech, building a speech should be like building a pyramid; everything in the speech (the base of the pyramid) points toward the central idea (the top) as in the diagram below:

Figure 12.1



As shown in the diagram, the supporting material made up of examples, details, statistics, quotations, etc. are used to strengthen the sub-points. In turn, the sub-points back up each main point while the main points develop the central idea.

### ITQ

#### Question

What do you think is the relationship between speech control and central

idea?

### Feedback

That's correct! The speech content of a particular subject matter must revolve around the central idea.

Let us see how this works out in the speech plan reproduced below:

## 12.2.1 Identifying Possible Diabetics

*Central Idea:* If you know the factors which lead to diabetes and its symptoms, you can decide if you need be tested for diabetes.

Although the actual cause of diabetes is not known, scientists have sound certain factors which are related to diabetes.

1. People over forty (women especially)
2. Overweight people
3. People related to diabetics
4. Women who have shown carbohydrate intolerance during pregnancy

Knowing the symptoms of diabetes can help you decide if you have the disease.

1. Frequent urination
2. Abnormal thirst
3. Rapid weight loss
4. Extreme hunger
5. Drowsiness (may be the only symptom)
6. General weakness
7. Visual disturbance
8. Skin infections
9. Mental disturbance

Example of a woman who had some of the symptoms.

Doctors have several tests by which they can diagnose even mild cases.

1. Types of tests
  - A. Urine test
  - B. Blood test.
  - C. Glucose-tolerance test.
2. Frequency of testing
  - A. At least once a year

### Notes

In the above speech plan, both the specific purpose and the central idea are stated at the beginning of the plan. This is followed by I, II, III, representing main Points. Next come A, B, C, D, E, for sub-points, and 1,2,3,4,5,6,7, for supporting material. Thus, as we stated earlier, a speech plan is made up of the specific purpose, the central idea, the main points, the sub-points, and finally, the supporting material.

### 12.2.2 The Main Points

Though there should be one central idea to one speech, this central idea usually consists of a number of main points. The main points identify the major divisions of the body of the speech. If a speech is persuasive, the main point will be the major support or reasons the speaker wishes to offer to make his audience believe or accept the central idea. A number of essential rules have been formulated to guide your selection of the main points. These are:

1. The main points must be limited - a minimum of two and a maximum of five
2. They should stand out prominently
3. They should be adequate to support the central idea.
4. They should be arranged in the order that will produce the greatest effect on the audience
5. Each main point should be a complete sentence
6. Each main point should contain only one idea
7. All main points must be of equal status i.e. equal importance.

### 12.2.3 Sub-points and Supporting Material

As speech is not made up of only the central idea and main points. In addition, there must be sub-points and supporting materials to reinforce (that is, to strengthen) the central idea. Sub-points are like the main points in that they are statements, which need to be explained or proved, in this case, through the use of supporting material.

**Supporting Material** consists of the "evidence" of the speech - the definitions, pleas, examples, facts and descriptions. These used to elaborate or substantiate or prove the sub-points and the main points

## Study Session Summary



### Summary

In this Study Session, we discussed how to organize speech. We talked about the topic, the specific purpose and the central idea. Thereafter, we discussed the relationship between the central idea and speech control.

## Assessment



### Assessment

#### SAQ 12.1 (tests Learning Outcome 12.1)

Differentiate between speech purpose and the central idea.

#### SAQ 12.2 (tests Learning Outcome 12.2)

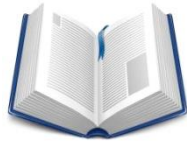
Discuss with the aid of diagram the relationship between speech control



and central idea.

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## Study Session 13

# Organizing: Outlining

## Introduction

In the last study session, we examined the topic, the specific purpose, and the central idea, and their role in speech development. We also looked at the relationship between the supporting material and the sub-point. Finally, we observed the relationship between the supporting material, the sub-point, on the one hand, and the Central idea, on the other. In this study session, we shall concern ourselves with how the material you have spent so much time, energy, and even money to gather should be put together for an interesting and effective speech."

## Learning Outcomes



When you have studied this session, you should be able to:

- 13.1 *identify* the various types of outlines
- 13.2 *analyze* the relationships of points within an outline
- 13.3 *outline* your speeches

## 13.1 Outlining of a Speech

In the process of gathering his speech material and after, a speaker must decide the specific purpose of his speech (see lesson 12). He must, know the specific purpose he wants his speech to serve. The specific purpose of the speech will guide the speaker in what ideas to select as well as in the supporting material to be included; it also helps him on how to organize the material. The specific purpose of a speech must be revealed to the audience early in the speech, whether implicitly (that is, not clearly stated) or explicitly (that is, clearly stated). An otherwise good speech may fail either because the speaker did not have a specific purpose to guide him in his speech preparation and/or did not clearly reveal his specific purpose to his audience early in the speech delivery process. Once the specific purpose of speech has been established, the main points the speaker will use to prove or sustain his central idea must be stated prominently and interestingly. What to include or not include will be determined by the extent to which a point contributes or 'fails to contribute to the central idea of the speech. As soon as the above are settled the speaker should then concern himself with how to outline his material.

Outlining is a tool for representing and evaluating thought. It is a technique used to show relationships between and among our thoughts.

Outlines are necessary because our thoughts are of varying degrees of importance. In addition, our thoughts are often related to one another and outlining helps us to see this relationship. You will no doubt have realized the importance of outlining in the various essays you have had to write. Outlining, in essay or speech situations is necessary because ideas, thoughts and information do not occur to us in an organized manner. Instead, they come at random, that is, indiscriminately. If they are presented as they occur to us they may not make any sense to whoever reads our essays or listens to our speeches. Some order, therefore, has to be imposed on the material. In other words, the material has to be organized, and outlined for a systematic presentation. We need to outline our material only to provoke interest but also to achieve attention and comprehension on the part of the audience; outlining helps the audience to retain the substance of our speech.

### ITQ

#### Question

Why is it important for you to outline your material?

#### Feedback

It shows that you have a full grasp of this content for you to have mentioned any of the following points:

- in order to have a systematic presentation
- to provoke the interest of the audience
- to attract the attention of the audience
- for audience's comprehension of the subject matter and
- to help the audience to retain the substance of the speech.

## 13.2 Kinds of Outlines

There are three types of outlines. These are the word, phrase or sentence outlines. The difference between these types' of outlines is the degree of completeness with which thoughts are expressed. For example, a word outline as one should expect provides the least information. The full sentence outline, on the other hand provides the most complete information. Outlines must be prepared at the initial stages of preparation, for the speech. This is necessary so that the speaker can check; whether the development of his central idea is adequate enough. We will expect the speaker to begin with a combination of phrase and word outlines which will later be shaped into sentences. The speaker's purpose in preparing the outline will 'determine the type of outline he finally prepares. If, for example he alone will use the outline he may do (feel satisfied) with a combination of phrases and one word outlines. If on other hand, his outline will be read by others. it is advisable that he prepares full sentence outlines: If all you are interested in is preparing notes, you need only what is enough to prompt your memory. Therefore, a brief combination of phrases and words will do. Another feature (characteristic) of outlines is that they may be either formal or informal.

The differences between the two can be seen in the rules that govern the construction of each type of outline.

### 13.1.1 Formal Outlines

In formal outlines:

1. Every outline entry begins with a capital letter and ends with a full stop.
2. Every entry point is a complete sentence.
3. Every entry is followed by one or more points of equal importance

Therefore, if there is an I, there must be a II; if there is an A, there must be a B. etc.

### 13.1.2 Informal Outlines

In informal outlines:

1. Both main points and sub-points are written in complete sentences
2. Words and phrases may be used to indicate supporting material
3. When there is only one example under a listed point, the single example may be listed in the outline. In other words, there can be a 1 without a 2. However, this exception applies only to supporting material, not to sub-points and main points.
4. When introductions, transitions and conclusions are included, they must neither be assigned a symbol nor indented as part of the outline. Instead, they should be entered and labelled Introduction, Transition and Conclusion.

We can express the relationship between and among the various components of our speech by using two common devices:

1. Verbal listing of number can be used to indicate a series of related thoughts or ideas, as in:
2. Look, Tai, there are a lot of reasons why you should take advantage of the Federal Government Self Employment Scheme. First, it provides you with a bulk sum with which to make a start in your chosen area of interest. Second, ..... Third, ..... etc. A variation of this listing includes, One, ..... Two, ..... Another reason, etc.

Visual indentation can also be used to identify sub-categories as in:

#### **Accidents on Nigerian Roads**

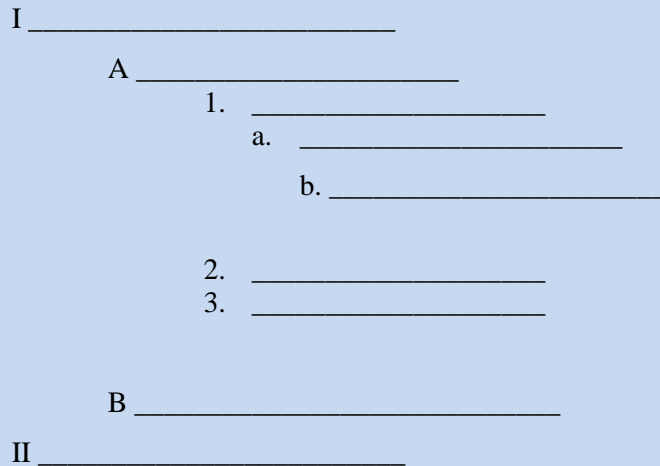
##### **Human Factors**

- A. Psychological factors
  1. Distraction
  2. Lack of concentration
  3. Carelessness
- B. Over speeding
  1. Crave for money by-commercial drivers
  2. Impatience by private car owners
- C. Bad roads
  1. Roads full of potholes

2. Roads full of bends
3. Dilapidated, or narrow bridges.

Whatever the kind of outline we may decide to use, the form is essentially the same:

#### Outline form



**Source: Haynes, 1973**

The diagram overleaf represents an outline structure. Note the relationship between and among the thoughts and ideas. Thus, in writing your speech outline, first state the specific purpose of the speech. Next comes the central idea of the speech. Both of these do not carry any symbols. In other words, do not attach any number or letter to these two. After these two, however, use a descending set of symbols in which both numbers and symbols alternate, as in (I, A, 1, at etc.) Note also that all symbols of the same rank (I, II, III, or A, B, C, etc.) are placed directly under each other in parallel column's. (see our example on the passage on alphabetic. In other words, I, II, III, IV, represents ideas and thoughts of the same rank, status or level of importance, A, B, C, D, represent ideas and thoughts on, another level of importance. So also are symbols 1, 2, 3, 4. In your speech outline) therefore, I, II, III, IV will indicate entry for main points; A, B, C, D, for sub-points; 1, 2, 3, 4 for supporting material. Note also that some of these sub-divisions may also be further sub-divided as you find in a. b.

**ITQ****Question**

Which of the following is not a type of an outline?

- A. Formal
- B. Semi-formal
- C. Informal

**Feedback**

Oops! Formal and informal are the two types of outline. Therefore the correct answer is semi-formal.

## Study Session Summary

**Summary**

In this Study Session, we talked about how to outline a speech. We pointed out two types of outlining; formal and informal outlining.

## Assessment

**Assessment****SAQ 13.1 (tests Learning Outcome 13.1)**

Define outlining.

**SAQ 13.2 (tests Learning Outcome 13.2)**

Discuss the two types of outline with example of each.

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## Study Session 14

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# Speech Presentation

## Introduction

In this study session, we will be discussing speech presentation. We will start by looking at the introductions to all speech presentations. We will also look at developments and conclusions of speech presentations.

### Learning Outcomes



#### Outcomes

When you have studied this session, you should be able to:

- 14.1 *effectively* introduce your speeches
- 14.2 *adequately* develop your speeches
- 14.3 effectively conclude your speeches

## 14.1 Introductions

Once you have decided the specific purpose of your speech, the central idea with which you want to build it up, and your outline of the speech, your next concern should be how to introduce your speech to your audience. First, you must recognize and appreciate the functions of introduction. Most speech introductions serve either or both functions.

- to provoke the interest and attention of the audience
- to prepare the audience for the speaker's purpose and what to expect in the speech.

We shall now examine each of these in turn.

### 14.1.1 Interest and Attention

When you face an audience of your speech course-mates, you, no doubt, have an advantage. This advantage derives from the fact that our audience is likely to be sympathetic toward you since they are in the same shoes with you; they either have delivered their own speeches or are waiting to do so. Therefore, you should seize this opportunity by repaying your audience's interest. This, you should do, by making it apparent in your opening sentences that you have a genuine interest, a commitment to do something for your audience. Show them from the start why you think they will be interested in your speech. Let them know what your speech has to offer them; show how it affects them.



### **14.1.2 Reference to the Occasion or Place**

Look for a possible relationship between, your subject and the date, place or occasion of the speech. For example, if you are to speak on Nigeria's independence and you happen to be doing so on Nigeria's Independence Day Anniversary, and at a place, a hall where the first motion for Nigeria's independence was made, you can localize your speech topic and make it situation and area specific. You can, for instances, give the date of the first motion of the country's independence, indicate that your talk is being given in the same room in which the motion was made. In addition, if you are using the same spot and possibly the same table, you should state this at the beginning of your speech as it will help you to arouse the interest and attention of your audience.

### **14.1.3 Reference to the Audience's Special Interests**

See whether there is any link between the subject of your speech and your audience's social, economic, political, academic or professional interest. If you notice such a link, highlight it. Make a reference to such a connection.

### **14.1.4 Reference to a Recent Event or Use of a Familiar Quotation**

You could start your speech by making reference to a local or national event that is of relevance to your speech topic. If, for example, you were giving a talk on Drug Trafficking at a time when three young men were publicly executed for the crime, it would be appropriate to refer to the incident to paint a picture of the seriousness of the crime. Similarly, a recent accident claiming several lives might be used as a starting reference point for your speech on how to curb road accidents.

### **14.1.5 Curiosity**

Members of the audience at a speech are usually interested in what the speaker intends to accomplish in the course of his speech delivery. A golden rule for introducing your speech, therefore, is to make clear precisely what you expect them to get from the speech. One of the few exceptions to the rule- is if you are facing a hostile audience, in which case you may wish to conceal some vital points until a most appropriate time. In other words, if you are facing a hostile audience, you may wish to conceal your full purpose until you feel the time is ripe to air it.

### **14.1.6 Stating the Source**

You may build up the audience's confidence in you and ensure your acceptance if you start your speech by showing your audience the authority you have for the statements you are about to make. This can be done by citing the books, authors, articles, journals or magazines you consulted in preparing your speech.

Other methods of capturing and holding the audience's attention include:

1. Making what you want to say appear important to your audience

2. Using a challenge, a question or a starting statement, such as: "we university students have a lot of half-baked ideas. I am going to talk to you about one of the worst of them".
3. The use of humour, a joke or an anecdote (a short story).
4. The use of personal qualifications for speaking on the topic. Your personal qualifications will be your credentials - your academic or professional qualifications, extensive travel and working experience.

### ITQ

#### Question

Why is it important for you to write an introduction in a speech?

#### Feedback

No doubt you now know what it entails to write a speech with the following points you have mentioned

- to provoke the interest and attention of the audience
- to prepare the audience for the speaker's purpose and what to expect in the speech.

## 14.2 Development

Once you have selected a speech topic, satisfied yourself that it will interest your audience, your specific purpose and the central idea; once you have conducted your research on the topic and have settled for the structure or organization of the speech, it is time to "flash-out" or develop the skeleton which your outline is. Here, you must select supporting materials which will help you to establish the validity of your arguments. Your supporting material will make your points clear to your audience and help you to make effective transitions from one point in the outline to another.

### 14.2.1 Use Definition and or Explanation

In most of your speeches, you will need either or both of definition and explanation in providing supporting detail. Definition and explanation become necessary when you use technical language which may not be easily understood by your audience. Thus, a technical term has to be defined, explained and simplified. Similarly, you will need to define any common word which admits of different interpretations. Some of such words are beauty, smartness, honesty, democracy, and so on. These you will need to define or explain within the context of your speech so that they are given precise meanings in your speech. In addition, you need to clarify and explain basic ideas and concepts in your speeches. This is necessary even when there are no technical words or terms to define and explain.

### 14.2.2 Use Numbers or Statistics

Numbers and statistics are facts, which help to prove the points of an argument or help to support a proposition. You must, however, guard

against the temptation to overuse them because they may be difficult to understand and remember by your audience. When carefully used however, they help you to be specific in your claims.

### 14.2.3 Use illustrations and Examples

As stated earlier, anecdotes (that is, short stories), illustrations and examples may be very effective in making your points clearer to your audience. In addition, they help to arouse the audience's interest and attention and aid them in remembering most if not all the essential points you have raised.

### 14.2.4 Use Quotations where and when appropriate

When you use quotations wisely, they help to give your speech a stamp of authority and believability. Such quotations must, however, not be overused. In addition, they must be directly related to the subject of your speech; they must be appropriate to the subject, place or occasion and must come from recognized and respected sources. When they are so carefully selected and used, they help to strengthen your subject as well as the central idea of the subject.

### 14.2.5 Use Comparison and Contrast

Both comparison and contrast are useful tools in providing supporting details for your speech. Comparison is used to show similarities so as to clarify an idea. Contrast, on the other hand, points out the differences in ideas, situations, people or conditions so as to establish the speaker's central idea.

#### ITQ

##### Question

What are the things you need to include in your write up when developing your speech?

##### Feedback

Number, illustrations, comparison and contrast, quotations and definitions. The following points you have mentioned is an indication of the fact that you are learning fast. Keep it up!

## 14.3 The Conclusion

Basically, the objectives of your conclusion is to bring the various threads of the speech together in a way that creates and leaves a sense of finality in your audience's minds. The substance of your speech must be threaded together and rounded off so that the audience has a feeling of completeness. Signal words, and phrases for rounding off includes, "From the foregoing .....", "Finally .....", "In conducting this speech ...." or any other explicit manner. It is important for the speaker to clearly indicate that he is about to conclude his speech. This is because most members of the audience who may not have been

completely attentive often sit up and pay attention to the speaker's conclusion. They pay attention at this concluding stage because they hope that through it they will be able to get the substance of the speech and the chief points that have been made by the speaker.

The conclusion offers the speaker another golden opportunity of achieving his purpose if he has not succeeded in doing so in the body of the speech. In other words, a speaker can redeem his speech and make a lasting impression on his audience through a carefully planned, articulate and emphatic conclusion.

### ITQ

#### Question

Why do you think conclusion is very important?

#### Feedback

You are now aware that conclusion is very important because it gives the speaker an opportunity to hit his points and create a lasting impression on his audience.

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## Study Session Summary



### Summary

In this Study Session, we discussed speech presentation. We looked at the introductions, developments and conclusions.

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## Assessment



### Assessment

#### SAQ 14.1 (tests Learning Outcome 14.1)

State the features of a good introduction.

#### SAQ 14.2 (tests Learning Outcome 14.2)

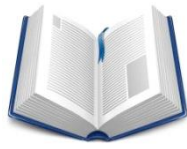
Discuss what development entails

#### SAQ 14.3 (tests Learning Outcome 14.3)

What are the objectives of a good conclusion

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## Study Session 15

# Principles of Delivery

## Introduction

Finally, we come to a stage where we have to face the audience and put into practice all we have discussed in the preceding study sessions. This is neither a difficult nor an easy task. Your success in your speech delivery efforts will depend on how well you have grasped the essentials of our studies and how determined you are in making a success of your delivery. Speech delivery should be an exciting and rewarding activity; it should be an occasion the speaker should look forward to with excitement. In this study session, we provided you with hints that will help to make your speech sound organized. First, we will discuss, methods of delivery, and later examine some other cues for successful speech delivery.

## Learning Outcomes



### Outcomes

When you have studied this session, you should be able to:

- 15.1 *effectively* deliver your speeches.
- 15.2 *prepare* a good preview, transition and summary
- 15.3 *discuss* the relationship between the speaker and the speech platform

## 15.1 Methods of Speech Delivery

Throughout the process of your speech preparation, you must bear in mind your method of delivery. There are four essential methods of delivery. These are: impromptu, from memory, speaking from notes and reading from a manuscript. We shall now examine each of these in some detail.

### 15.1.1 Impromptu Speech Delivery

By impromptu speech delivery we mean a speech delivery which is made on the spur of the moment, without any advance notice and with little opportunity for preparation. This method of speaking is not uncommon. You would have noticed that most of our everyday speech communication is impromptu. For example, we talk with friends, co-workers, members of our family, at committee meetings and on the telephone without prior preparation. Thus, in emergency situations when we are called upon to make an impromptu public speech we should realize that there is nothing unusual in this. In most cases, people are

usually called upon to make impromptu speeches only when they are known to possess some special knowledge or expertise, training and experience. In addition, no speaker voluntarily chooses this method of delivery until he has acquired a good deal of experience in the art of public speaking. If you are called upon to make an impromptu speech, you should not consider yourself completely unprepared because you have your background, training and experience to fall back on.

### ITQ

#### Question

Impromptu speech delivery requires just little experience. True or false.

#### Feedback

Did you just say true? You are wrong! Impromptu speech requires experience, training and expertise.



#### Note

Impromptu speaking is often considered superior to prepared speaking because of the warmth and freshness that often characterize it. The speaker, however, needs to be calm and make his remarks as briefly as possible.

## 15.1.2 Speaking from Memory

Speaking from memory involves writing the speech in advance, committing it into memory and delivering it. Actors/actresses and clergymen usually memorize most of whatever they need to say and deliver this almost effortlessly. However, for people who are not used to this way of delivery, speaking from memory may not be convenient for the speaker. This is because speaking from memory may be too formal too impersonal and uninspiring. Worse still, the speaker may forget his lines and so “fade out”. Because of the rigidity of memorized speeches, it usually leaves little room for the speaker to adapt his speech to his audience, the location well as the occasion. This is not to suggest that speaking from memory is completely undesirable. It may be used effectively by a practiced and experienced speaker.

## 15.1.3 Using the Manuscript

"Speaking" from a manuscript may be about the only desirable method when the subject is technical (that is, specialized), complicated or demands precision in terms of wording and delivery time limits. Most radio and television broadcasts take this form. However, we must appreciate the fact that a speech is first and foremost, intended to be 'spoken' rather than 'read out'. Therefore, unless the speech is written in a conversational manner, it will lack freshness and spontaneity. This is because a written speech is usually too formal and rigidly structured to make for easy flow of the spoken word. Reading from a manuscript also denies the speaker the greatest advantages of speech: that of establishing"

and maintaining eye contact with the audience and consequently receiving immediate feedback in the process.

If, however, you must unavoidably make your speech by reading from a manuscript, then take note of the following hints:

1. See that your speech is clear and legible;
2. Type your speech double spacing and in capital letters;
3. Underline key words and make notes in the margin; and
4. Do not bury your head in the manuscript; maintain eye contact.

### 15.1.4 Speaking Extemporaneously or From Notes

Speaking extemporaneously demands that the speaker put together a well-prepared outline, which he intends to use during the delivery. Your outline for delivery purposes will consist of key words and phrases that will remind you of the important points or issues you want to raise during the speech. Note cards or small sheets of paper cut to size “4” by “6” can be used as “memory cards”. On each of these cards you should write whatever, key words or phrases that will remind you of the essential points you want to make. You should then arrange these note cards or sheets in the order in which you want to deliver your speech or present your points. Some of these cards or sheets may be used for definitions of key concepts or ideas, quotations from recognized authorities, statistics and any other supporting material you cannot afford to forget during the speech.

Note cards can be used without unnecessarily distracting the audience's attention.' Other hints on using notes for delivery include:

1. The speaker must be thoroughly familiar with his speech material. In other words, he must know what to say, why and how he wants to say it.
2. He should painstakingly practice (rehearse) his speech to have the order of his presentation firmly registered in his mind.

#### ITQ

##### Question

What are the four methods of delivery?

##### Feedback

They include: impromptu, from memory, speaking from notes and reading from a manuscript. Mentioning the above is highly commendable.

## 15.2 Previews, Transitions and summaries

We have, at different stages in this course, emphasized the need to organize our speech and we have offered guidelines on how to organize' your speech material. Audiences however, seem to see organization a little differently. To the audience, organization implies that the speaker should announce what he proposes to discuss in the speech at the start of



the speech and clearly indicate when he changes from one main idea to another as well as give some sort of summary at the end. This calls for the use of such language devices as previews, transitions and summaries. When you read, you have some visual signals or markers to show you that the author is moving from one idea to another. This may come by way of paragraph indentation, headings or subheadings or numbering of ideas or points. As a speaker, you do not enjoy this luxury and have to rely on two cues: one is to vary or modify your voice your body gesture or posture.

### 15.2.1 Previews

A preview provides the audience with an idea of what to expect in the speech. It is usually given at the beginning of the speech. However, when a speech is long, previews may be used in introducing each main point. A preview may be a 'hint' on what to expect while the speaker holds on the most essential issues or solutions to the problems raised in the preview until he feels that time is appropriate to reveal them. This he should do to retain the audience's interest and attention.

### 15.2.2 Transitions

Transitions are devices used to link phrases, sentences, paragraphs, examples, sub-points and main points. They signal to the reader that what is about to follow is a new idea, an addition to the on-going one, an illustration, example or the like. Such transitions help the speaker to forge a hint and show that his speech is organized. Some of these transitional phrases and expressions include: however, furthermore, on the one hand, thus, on the contrary, first, second, next and so on.

### 15.2.3 Summaries

Summaries are brief reviews of what the speaker has said. A summary may be a list of what was said or a restatement (repetition) using other words. Though a summary is usually considered as part of the conclusion, a speaker will do well to make a wise use of internal summaries, which briefly review what has been said before going on to the next point.

#### ITQ

##### Question

Summaries are devices used to link phrases, sentences, paragraphs, examples, sub-points and main points. True or false.

##### Feedback

False. You are right. The correct answer is transitions.

## 15.3 The Speaker and the Speech Platform

Finally, in this course, we come to speaker component (that is behaviour) on the speech platform. By the time a speaker mounts the platform to deliver his speech, we expect him to radiate confidence, to be relaxed, knowledgeable, truthful, practical, be himself and humane. Earlier in this course, we examined the verbal and the non-verbal kind of communication. Here, we briefly review the non-verbal cues that should help the speaker to achieve success in his delivery efforts.

### 15.3.1 Posture

The speaker is expected to stand firm resting his body on both hips and adjust himself to ensure a comfortable posture. He must avoid the temptation of sitting or leaning on the table or lectern for support.

### 15.3.2 Movement

Lack of movement during speech delivery results in a dull and uninspiring presentation. Therefore, we expect the speaker to move about purposefully. Movement is a form of action and a potent way of commanding attention. However, a speaker must avoid exaggerated movement as this will distract the audiences' attention from the substance of the speech. A common type of body movement is gesturing.

### 15.3.3 Gestures

A speaker must be prepared to communicate with his whole being. Therefore, he should freely use his shoulders, head, hands and even legs to reinforce (that is, strengthen his speech). Such gestures must, however, be appropriate to the point, the occasion and the purpose of the speech.

### 15.3.4 Facial Expression

The Yoruba tribe of Nigeria has a saying about the communicative capability of the face. Thus, they say, “*oju ni oro wa*” (meaning that the message really is in the eye). The face not only helps the speaker to express his ideas, it also shows his feelings or concern for his audience. Thus, you can smile to show your goodwill and maintain eye contact with your audience as a show of your sincerity.

#### ITQ

##### Question

What are the non-verbal cues a speaker must take note of on the speech platform?

##### Feedback

Good! You are now aware that a good speaker needs to be mindful of the following on the speech platform:

- Posture

- Movement
- Gestures
- Facial expressions

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## Study Session Summary



### Summary

In this Study Session, we discussed the principles of speech delivery. We started by looking at the delivery methods. We then talked about transitions, previews and summaries. Lastly, we looked at the relationship between the speaker and the speech platform.

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## Assessment



### Assessment

#### **SAQ 15.1 (tests Learning Outcome 15.1)**

Discuss extensively different methods of speech delivery.

#### **SAQ 15.2 (tests Learning Outcome 15.2)**

Explain the following terms: previews, transitions and summaries

#### **SAQ 15.3 (tests Learning Outcome 15.3)**

What are the things expected from a good speaker on the speech platform?

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## Notes on Self-Assessment Questions

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### SAQ 1.1

Speech communication is the study of how and why people communicate. It includes both spoken language and nonverbal messages.

### SAQ 1.2

Public speaking has been described as the process of sharing information with a large audience such as in school, the workplace and even in our personal lives.

### SAQ 2.1

The benefits of acquiring the public speaking skill include:

- a. Public speaking builds confidence and ability to communicate effectively in public, which is a valuable asset in both personal and professional life.
- b. The ability to be a dynamic public speaker can make all the difference in just how successful you are in your business life and even your personal life as well.
- c. Speaking in public is a wonderful means of networking.
- d. You will gain more knowledge and experience from the actual practice of public speaking.
- e. Public speaking is very valuable in giving presentations and earning money for your company/self.
- f. A good public speaker can compensate for lacking in efficiency, if they can win clients over.
- g. Through the experience of public speaking, the speaker learns to think and talk on the platform as the occasion and circumstances demand.
- h. Perhaps there is no greater personal satisfaction in public speaking than the feeling that the audience are responding to his/her ideas.
- i. Learning to speak means building a new habit.
- j. Public speaking provided the force, which set in motion the great historical avalanches of religious and political movements.
- k. Public speaking may be used to inform, to persuade, or to entertain.
- l. Public speaking is an avenue to influence the attitudes, beliefs, convictions, or behaviours of other.
- m. Public speaking helps to amuse or to divert to a lighter, pleasant topic/subject.
- n. Public speaking helps to overcome tyranny, defy despair, or to articulate the hopes and dreams of people and change the world.

### SAQ 3.1

Speech communication process is the process of sending and receiving or any means of transferring and it involves action, reaction and interaction.

The communication process must be triggered off by someone (a source or sender) who has a message or messages, information, ideas, thoughts, attitudes or feelings which he is willing to share with someone else. Action is, therefore, the initiative taken by the source to communicate with a receiver or receivers. The action may, take the form of speaking, writing, gesturing or drawing.

Reaction is the receiver's response to the communication process initiated by the sources. In other words, the receiver reacts or responds to the action or process begun by the source or sender.

Interaction is concerned with the exchange of messages, information, ideas, thoughts, attitudes and feelings between the sender and the receiver.

### SAQ 3.2

The various elements of the speech communication process include:

- a. The Stimulus
- b. Speaker
- c. Message
- d. Channel
- e. Listener
- f. Feedback
- g. Interference
- h. Situation

### SAQ 4.1

Speech has the following advantages over writing and gesture:

- a. Immediacy of Feedback: Speech has immediacy of transmission and feedback.
- b. Authenticity: Speech is authentic. It is considered a more accurate reflection of the thoughts and attitudes of the speaker.
- c. Reinforcement: In face-to-face communication, the source may use gestures, facial expressions and other non-verbal forms communication to reinforce (that is, strengthen) his message. This is an additional advantage because the receiver is not only able to hear the message but he can also see the feelings contained in the words.
- d. Message Clarification: A fact-to-face communication situation allows the receiver to ask the sender to explain or clarify his point. Similarly, the sender has the opportunity of explaining and clarifying his point on the spot.
- e. Interpersonal Relationship: Speech helps us to forge warm interpersonal relationships; it helps us to make and 'cement' relationships.

### Disadvantages of Speech Communication

It is important to realize that speech has its own disadvantages. Among these disadvantages are:

- a. Speech has no permanence. Thus, what we say in oral communication may fade away instantly.
- b. Speaking requires an audience. Therefore, if the audience is not available or if they are available but their attention or interest wanes the effectiveness of the speech diminishes.
- c. In speech communication situations, the source or sender tends to be inaccurate with his message. In other words, oral communication situations do not provide us with enough opportunity to remove all errors before we speak.
- d. When a large audience is involved a speaker would require amplification devices (microphones and loud speakers) without which he is likely to be inaudible.
- e. A face-to-face, communication situation does not provide a cover for a shy or nervous speaker. Both shyness and nervousness negatively affect the effectiveness of a speech.
- f. Both the appearance and the behaviour of the speaker will have some effect on his speech.

### SAQ 4.2

Speech has a number of features which separate it from other forms of communication. These features include:

- a. Speech is physiological. In other words, the mechanism (speech organs) for producing and receiving speech are part of man. Thus, it is possible for one person to speak while the other listens; one can also speak or listen while doing some other things.
- b. Speech is transmissible. This means that the speaker's voice can be heard by people who are close enough to hear his voice.
- c. A third characteristic of speech is displacement. Only men of all creatures can talk about things far away from him or things he has never experienced before.
- d. Speech is interchangeable. In other words, the receiver can repeat what he has heard and thus become a sender.
- e. Speech is arbitrary. In other words, the way a word sounds has no resemblance to the thing the word represents or the meaning given to it by the speaker or listener.
- f. Discreteness (being distinct from others) is another characteristic of speech. In other words, every language has a limited number of distinct sounds from which all words are formed.
- g. Lastly, speech is productive. The distinct sounds in a given language can be structured (patterned) to make words. These words can be arranged and re-arranged to express our ideas, thoughts, attitudes and feelings.

### SAQ 4.3

Speech is the primary form of communication. It is the original form of communication from which other forms evolved. It is also the most fundamental and most important form of communication. Speech is considered the primary form of human communication for the following reasons:

- a. Many Languages: There are many languages which exist in spoken form only. Indeed, many languages may never be reduced to writing. Many human societies have developed and flourished without evolving a system of reading and writing. However, there is no known civilization where speech was not available. It has always come first.
- b. Writing is a later development. It evolved (is derived) from speech. The marks, signs and symbols we make on paper or any other writing material merely represent the sounds of speech.
- c. Speech is naturally and effortlessly acquired within the first two years of a normal baby's life. The fact that we are human beings endows (that is, equips us from birth) with the ability to speak.

#### SAQ 5.1

Speech is motivated by:

- a. The need for self-expression
- b. The desire to communicate
- c. The need for social control

#### SAQ 6.1

Every speech must have a purpose. In other words, there must be a specific purpose or purposes, motive or motives for a speech. These purposes include:

- a. Speaking to Inform
- b. Speaking to Entertain
- c. Speaking to Stimulate or Inspire
- d. Speaking to Persuade

#### SAQ 6.2

The study of public speaking is important because:

- a. It provides a useful insight into human nature, his history and his civilization.
- b. It enables us to have a better understanding of speech mechanisms.
- c. It is the acceptable mode of communication.
- d. It is good for public office holders to learn the art of public speaking.

#### SAQ 6.3

Speaking in the public requires one to show a high sense of responsibility towards the audience. While we must aim at making our speeches as

skilled and as interesting as possible, we must, at the same time have respect for the truth.

#### SAQ 7.1

A neutral audience constitutes people who are disinterested in the speech event.

A speaker who has to speak to a hostile audience faces a number of problems:

- a. He may be booed out, jeered at, or even physically attacked.
- b. He may be ignored completely because the audience does not agree with his proposition or with him as a speaker.
- c. He may have limited attention which is occasionally punctuated by negative reactions - hissing, whispering etc.

#### SAQ 8.1

The following points should guide you in the selection of your speech topics:

- a. Know your audience: The speaker needs to know his audience. When a speaker understands his audience, he will know what they require of him as a speaker. He is also likely to be able to anticipate what their reactions would be to a given topic.
- b. Examine Your Discipline, Occupation or Profession: In choosing a topic, consider the various lecture topics you have treated in your many years at school or college. Take another look at the various issues and problems that come your way daily in your occupation or profession. Each of these occasions will most likely provide you with at least a topic for your two minute or five minute speech topic.
- c. Examine Your Experiences: It is safer and more comfortable to speak about one's experiences, particularly when those experiences are not only personal but can also be of interest to the audience. All speakers, whatever their age, status, or experience, have a reservoir of experiences from which they can draw speech topics.
- d. Read, Listen and Look (Observe): Reading helps you as a speaker, to build up a fountain of knowledge and information for speech purposes while Listening enables you to find your speech topics and also gives you, ideas about what the public is thinking on the topic. Observing people at work, at play, in the clubs, in the markets, at motor parks, on the streets will yield interesting topics for our speeches.

#### SAQ 9.1

The factors contributing to good speech style include:

- a. Use clear language.
- b. Use familiar words.



- c. Limit the use of technical words.
- d. Use concrete and specific words.
- e. Use action words

#### SAQ 10.1

For a language to be acceptable in public speaking, the following factors are to be considered:

- a. Avoid casual language.
- b. Use the language of the educated person
- c. Avoid slang or jargon.
- d. Use oral style.
- e. Use informal structures.
- f. Avoid extravagance.
- g. Arouse curiosity
- h. Write and rewrite

#### SAQ 11.1

Perception is the ability to be aware of or know something through the senses: sight, hearing, touch, taste and smell. It means the capacity to understand or comprehend. Our perception is a product of our motivation, our experiences and our expectations.

#### SAQ 11.2

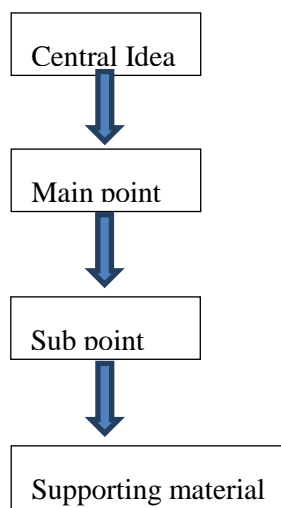
Some of the factors affecting speech perception include:

- a. Experience
- b. Expectations
- c. The concept of self.

#### SAQ 12.1

Speech purpose is meant, the response you expect from the audience. If your speech is designed to entertain, your specific purpose will be to make your audience giggle with laughter. The Central idea on the other hand, is the controlling idea of a speech. It is the dominant impression or idea that the speaker wants to leave in the mind of the audience.

#### SAQ 12.2



**SAQ 13.1**

Outlining is a tool for representing and evaluating thought. It is a technique used to show relationships between and among our thoughts. Outlines are necessary because our thoughts are of varying degrees of importance.

**SAQ 13.2**

The following are types of outline:

- a. Formal
- b. Semi-formal

**SAQ 14.1**

Features of a good introduction:

- a. It must provoke the interest and attention of the audience
- b. It should make references to the occasion or place
- c. It should make references to the audience's special interests
- d. It should allow for use of familiar quotations and reference to recent event.
- e. It should arouse curiosity.

**SAQ 14.2**

The development of a speech presentation involves:

- a. The definition or an explanation
- b. The use of numbers and statistics
- c. The use of illustrations and examples.
- d. The use of comparisons and contrasts.
- e. The use of quotations.

**SAQ 14.3**

The objectives of the conclusion is to bring the various threads of the speech together in a way that creates and leaves a sense of finality in your audience's minds.

**SAQ 15.1**

There are four essential methods of delivery. These are:

- a. Impromptu: Impromptu speech delivery mean a speech delivery which is made on the spur of the moment, without any advance notice and with little opportunity for preparation. This method of speaking is not uncommon. For example, we talk with friends, co-workers, members of our family, at committee meetings and on the telephone without prior preparation.
- b. From memory: Speaking from memory involves writing the speech in advance, committing it into memory and delivering it.

- Actors/actresses and clergymen usually memorize most of whatever they need to say and deliver this almost effortlessly.
- c. Speaking from notes: These demands that the speaker put together a well-prepared outline, which he intends to use during the delivery. The outline for delivery purposes will consist of key words and phrases that will remind the speaker of the important points or issues, he/she wants to raise during the speech. Note cards or small sheets of paper cut to size “4” by “6” can be used as “memory cards”. Each of these cards carry key words or phrases that will remind the speaker of the essential points he/she wants to make.
  - d. Reading from a manuscript: “Speaking” from a manuscript may be about the only desirable method when the subject is technical (that is, specialized), complicated or demands precision in terms of wording and delivery time limits. Most radio and television broadcasts take this form.

#### SAQ 15.2

A preview provides the audience with an idea of what to expect in the speech. It is usually given at the beginning of the speech.

Transitions are devices used to link phrases, sentences, paragraphs, examples, sub-points and main points. They signal to the reader that what is about to follow is a new idea, an addition to the on-going one, an illustration, example or the like.

Summaries are brief reviews of what the speaker has said. A summary may be a list of what was said or a restatement (repetition) using other words.

#### SAQ 15.3

By the time a speaker mounts the platform to deliver his speech, we expect him to radiate confidence, to be relaxed, knowledgeable, truthful, practical, be himself and humane.

