

ACADEMIC SPEAKING FOR GRADUATE STUDENTS

Speaking

Academic Skills

MASTER'S PROGRAM IN ENGLISH EDUCATION OF MUHAMMADIYAH UNIVERSITY

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SYLLABUS

ACADEMIC SPEAKING FOR GRADUATE STUDENTS

Course objective: Students are able to give different kinds of presentations in an academic setting.

Meeting	Lesson Objectives	Topics	Tasks	Assessment
Week 1	Students are able to give a short presentation about introducing themselves.	1. Introduction to an academic speaking course 2. Self-introduction	1. Talking about personal information. 2. Asking and answering questions.	Presenting personal information.
Week 2	Students understand what impromptu speech is. (Theory)	Impromptu speaking	1. Giving a very brief impromptu speech without leaving students' seats (2 minutes) as a practice before giving a longer impromptu speech. 2. Asking and answering questions.	Giving a very short impromptu talk.
Week 3	Students are able to give an impromptu speech. (Practice)	Impromptu speaking	1. Giving an impromptu speech (6 minutes). 2. Commenting on one's speech.	Giving an impromptu speaking.
Week 4	Students understand what 'speaking to inform' is, as a part of varieties of public speaking. (Theory)	1. Varieties of public speaking. 2. Speaking to inform	1. Outlining the speech. 2. Asking and answering questions.	Talking about the speech organization.
Week 5	Students are able to speak to inform. (Practice)	Speaking to inform	Giving a presentation to inform objects/	Giving a 'speaking-to-inform'

			processes/ events / concepts	presentation.
Week 6	Students understand what 'speaking to persuade' is, as a part of varieties of public speaking. (Theory)	Speaking to persuade	1. Outlining the speech. 2. Asking and answering questions.	Talking about the speech organization.
Week 7	Students are able to speak to persuade. (Practice)	Speaking to persuade	Giving a presentation to persuade.	Giving a 'speaking-to-persuade' presentation.
Week 8	U T S		Students give a presentation to inform concepts.	
Week 9	Students understand speech organization: beginning, body, ending; and speech presentation: language, delivery, visual aids. (Theory)	1. Speech organization 2. Speech presentation	1. Organizing the speech. 2. Asking and answering questions.	Organizing the speech.
Week 10	Students are able to present the content of a chapter in the TESOL book. (Practice) - group 1	A book chapter	1. Presenting a TESOL book chapter. 2. Asking and answering questions.	Giving a presentation on the content from a book chapter in TESOL.
Week 11	Students are able to present the content of a chapter in the TESOL book. (Practice) - group 2	A book chapter	1. Presenting a TESOL book chapter. 2. Asking and answering questions.	Giving a presentation on the content from a book chapter in TESOL.
Week 12	Students are able to present the content of a journal article in TESOL. (Practice) - group 1.	A journal article	1. Presenting a journal article in TESOL. 2. Asking and answering questions.	Giving a presentation on the content of an article in TESOL.
Week 13	Students are able to present the content of a	A journal article	1. Presenting a journal article in	Giving a presentation on

	journal article in TESOL. (Practice) - group 2.		TESOL. 2. Asking and answering questions.	the content of an article in TESOL.
Week 14	Students are able to present a topic in TESOL. (Practice) - group 1	A topic in TESOL	1. Presenting a topic in TESOL. 2. Asking and answering questions.	Giving a presentation on a topic in the field of TESOL.
Week 15	Students are able to present a topic in TESOL. (Practice) - group 2	A topic in TESOL	1. Presenting a topic in TESOL. 2. Asking and answering questions.	Giving a presentation on a topic in the field of TESOL.
Week 16			Giving a presentation on students' argumentative research article from the 'Academic Writing' course.	

References

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- Grice, G. L., & Skinner, J. F. (2007). Speaking to inform. In *MASTERING PUBLIC SPEAKING* (pp. 295–315). Retrieved from
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<https://www.slideshare.net/kimdesilva/chapter-15-speaking-to-persuade> seaking to persude
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Foreword

The author wrote this module as a guideline for students on what to learn from this course. The theories were given and discussed together in the classroom. Subsequently, the students performed their presentation following what had been discussed before. At each meeting, students presented the selected topic, at least once.

Currently, all learning and teaching activities are held online because of the Coronavirus pandemic. During this pandemic, students present their chosen topic through zoom meeting. When doing the midterm test, the lecturer contacted each student to do their presentation via video call.

After the midterm test, the students will perform some presentations with various issues. However, this time students will present the topic longer within the stipulated time frame and they have to choose materials from the National or International Accredited Journals or book sections. Students have to be able to organize their time well. Students should select the issues related to Teaching and Learning, Teaching Methods, and Teaching English Skills such as Listening, Reading, Writing, and Speaking.

Hopefully, after practicing their presentation extensively, students can overcome their problems such as, nervousness, anxiety, and in confidence. Giving a presentation is not an easy activity as it needs practice, English knowledge, experience, and motivation.

Table of content

- I. Impromptu speech..... (3 meetings)***
- II. Speaking to Inform.....(2 meetings)***
- III. Speaking to Persuade.....(2 meetings)***
- IV. Organizing the speech.....(1 meeting)***
- V. Practicing(5 meetings)***
- VI. Quiz, Midterm test, and final test (3 meetings)***

IMPROMPTU SPEAKING

Speaking without Preparation/ Little Preparation

1st, 2nd, and 3rd Meetings

Taken from <http://mrwaddell.net/4n6/docs/ie/ImpromptuSpeakingHints.pdf>

What are the benefits of effective impromptu speaking skills?

- Improve oral expression of thought
- Develop confidence in public speaking
- Think quickly on your feet
- Develop leadership and communication skills

Techniques to Delivering a Better Impromptu Speech

The following techniques can help to give you more confidence in giving impromptu speeches and that will in

turn reduce any nerves or butterflies you might have at the time.

• Give yourself time to prepare

Take deep breaths

Rise slowly from your chair and walk slowly to the lectern (or stand behind and away from your chair)

Use this time to collect your thoughts and decide on the purpose and plan of your speech

Think about the opening sentence

Remember: You don't have to start the speech immediately

• Feel confident

Look around at audience and smile. Stand tall.

Don't slump, don't fidget, don't grasp the lectern, don't put hands in your pockets

Speak and act in a confident manner

• Slow delivery

Gives you time to think ahead

The audience has time to absorb and react to what you are saying

Helps you reduce umms and ahhs

• Focus

Keep the focus on the subject while talking

Don't think of any negatives (eg being unprepared)

Talk directly to the audience and adapt to their feedback

Maintain good eye contact with the audience

Be brief and to the point

Don't ramble or say too much on the subject

Speak at the audience's level

Speech Structure - Opening, Body and Conclusion

An impromptu speech is simply a mini-speech and therefore it has an Opening, a Body and a Conclusion.

Opening

- Open by addressing the Chairman or Master of Ceremonies eg Mister/Madam Chairman
- Brief introduction/opening sentence – attention getting

Body

- Cover the main points (Try to find 1 or 2 central themes)
- Use clearly worded simple sentences and try to link the themes

Conclusion

- Be brief and look for an elegant closing that links back to the opening
- End by acknowledging the Chairman or Master of Ceremonies

Sources of Content

• Personalize

This is the subject you know most about

Audience can relate more easily to personal topics - they probably have similar experiences

• Your opinion

• Humour

Breaks the ice with the audience and relaxes you

• Other

Current events, something you have read or seen (newspaper, book, TV), knowledge of pertinent facts

Methods to Determine Content

The following methods are for guidance only. You don't have to use them however they may help you to

think quickly on your feet. You may develop other techniques that suit your style of speaking better.

• PREP Method

When asked to express an opinion - to inform, persuade or inspire

- **Point** Make your point (Opening)
- **Reason** State your reason for making the point (Body)
- **Example** Give an example to justify your previous remarks (Body)
- **Point** Drive home the point again. Links the conclusion back to the opening.

• **Past, Present, Future Method (Body)**

When asked for your comment on a particular topic

- **Point** Make your point (Opening). Be brief.
- **Past** What happened in the past. Reflect on a past issue. (Body)
- **Present** What is happening today (Body)
- **Future** What will/could happen in the future (Body)
- **Point** Drive home your opening point. Reminds audience what the point of your speech was all about. (Conclusion) Be brief

• **Who, What, How, When, Where (Body)**

When asked to role play or to use your imagination

• **Other Methods (Body)**

- Cause, Effect, Remedy
- Before, The Event, The Result
- Local, State, Federal
- Good, Bad, Indifferent

Be Prepared

There is a good chance that you will be unexpectedly called upon to give an impromptu speech at a Toastmasters (Table Topics) or other (business, club or P&F etc) meeting. Try and pre-empt possible topics

that may arise, such as those from current events or contentious issues. Have an emergency speech available.

Speech Time

In Toastmasters: Club level (Table Topics) 90 secs

Competition level 2 minutes

Speechcraft 60 secs

Elsewhere 3 to 5 mins (whatever seems appropriate to occasion)

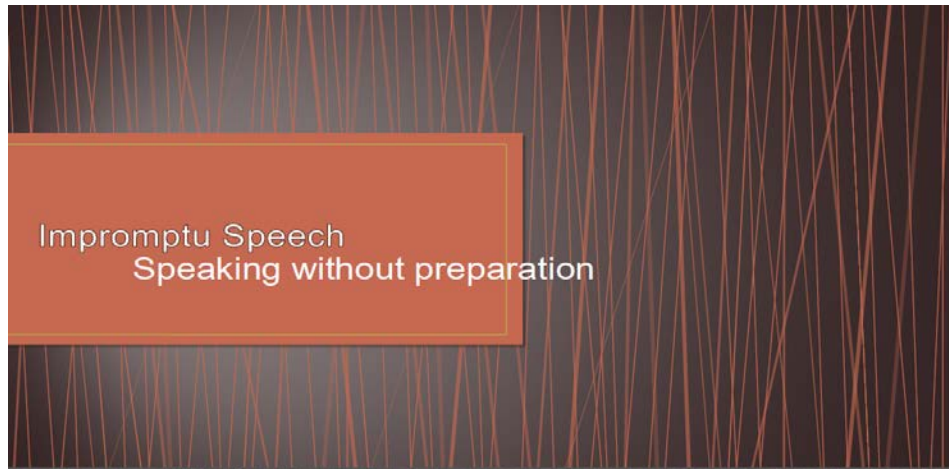
Summary

- Deliberately rise from your chair very slowly and pause for a moment. Use this time to decide on the

purpose and plan of your speech

- Keep the focus on the subject while talking, and don't think about any negatives such as being unprepared or that you will look or sound foolish. Rather, think about the subject. Look for opportunities to bring in humour.
- Talk directly to the audience and adapt to audience feedback.
- Be brief and to the point. Guard against rambling and the temptation to say too much about the subject.
- Remember, this is a mini speech so try to have an opening, a body and a conclusion. The conclusion should reflect back to the comments in the opening.
- Always try to speak and act in a confident manner.
- Don't rush
- Address the Chairman before and after the speech

PRESENTATION



The benefits of impromptu speaking skills

- Improve oral expression of thought
- Develop confidence in public speaking
- Think quickly on your feet
- Develop leadership and communication skills

Techniques to delivering a better impromptu speech

- Give yourself time to prepare
- Feel confident
- Slow delivery
- Focus

Give yourself time to prepare

- Take deep breaths.
- Rise slowly from your chair.
- Use this time to collect your thoughts and decide on the purpose and plan of your speech.
- Think about the opening sentence.
- **Remember:** You don't have to start the speech immediately.

Feel confident

- Look around at audience and smile. Stand tall.
- Don't slump, don't fidget, don't grasp the lectern, don't put hands in your pockets.
- Speak and act in a confident manner.

Slow delivery

- Gives you time to think ahead.
- The audience has time to absorb and react to what you are saying.
- Helps you reduce umms and ahhs.

Focus

- Keep the focus on the subject while talking.
- Don't think of any negatives (e.g being unprepared).
- Talk directly to the audience and adapt to their feedback.
- Maintain good eye contact with the audience.
- Be brief and to the point.
- Don't ramble or say too much on the subject.
- Speak at the audience's level.

I. LET'S PRACTICE

The First Meeting (short impromptu speech 2-3 minutes)

Some examples of impromptu speech topics

- A trip to remember.
- Why books are important.
- An important lesson I've learned.

- What is the biggest effect of the internet?
- Discuss the most memorable event in your life.
- Is knowledge more important than wisdom?

II. LET'S PRACTICE

The second meeting longer Impromptu speech (3-6) minutes

1. Junk food's popularity relies on marketing.
2. Having goals is good for you.
3. Intelligence is not enough to be successful
4. A sense of humor is essential.
5. Children should not watch television.
6. Art is essential to life.
7. ...
8.

QUIZ (3RD MEETING)

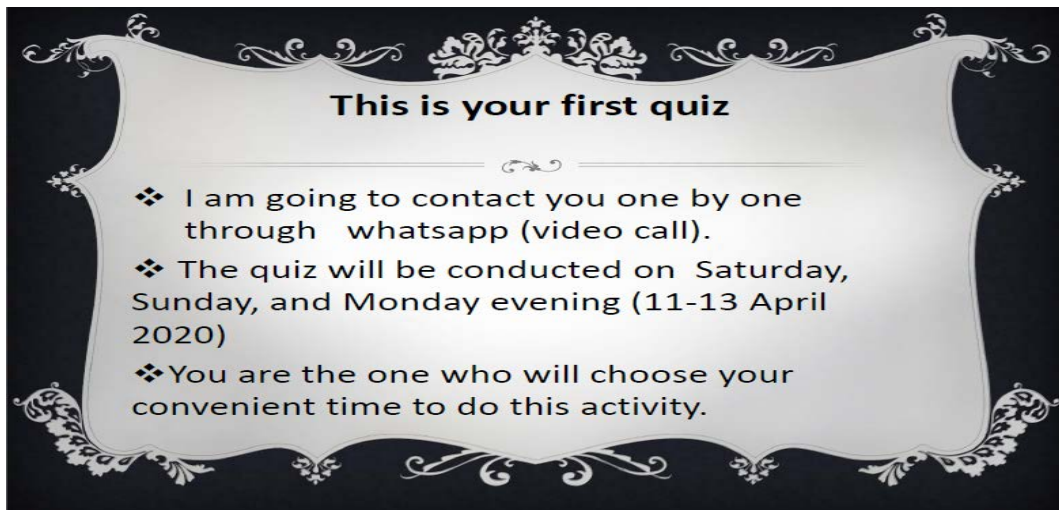
6-10 minutes

The topics are written on small pieces of papers which are folded, and the students will pick out one of the papers. All of the topics are general ; therefore, they have to narrow down the topic before presenting it.

1. SPORTS
2. FASHION
3. TRANSPORTATION
4. PETS
5. HUMOR

1. HOME SCHOOLING
2. VACATION
3. TECHNOLOGY
4. MY DREAM(S)
5. LIFE STYLE

1. SOCIAL MEDIA
2. BUSINESS
3. MOTIVATION
4. MONEY MANAGEMENT
5. BEING ON TIME



Here are the steps to do the quiz:

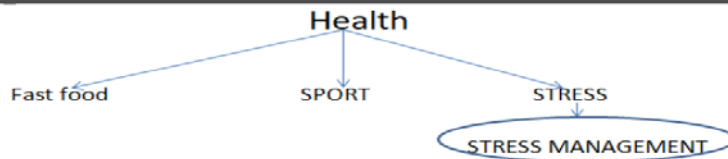
1. I will contact you personally as scheduled
2. I will show you several topics (5 topics each session)
3. All of the topics are very general

THEREFORE , NARROW DOWN YOUR TOPIC

For example:

- ❖ Topic 1 : health
- ❖ Topic 2: life style
- ❖ Topic 3: sophisticated gadget
- ❖ Topic 4: books
- ❖ Topic 5: food

- ❖ Take your time to choose one of the topics above . You should choose the topic that interests you
- ❖ Now, you decide to select topic 1 which is about health. Narrow it down (you do it in your mind- YOU DO MENTAL PLANNING) as it is impossible to talk about health in general.



Now you want to talk about stress management

Introduction:

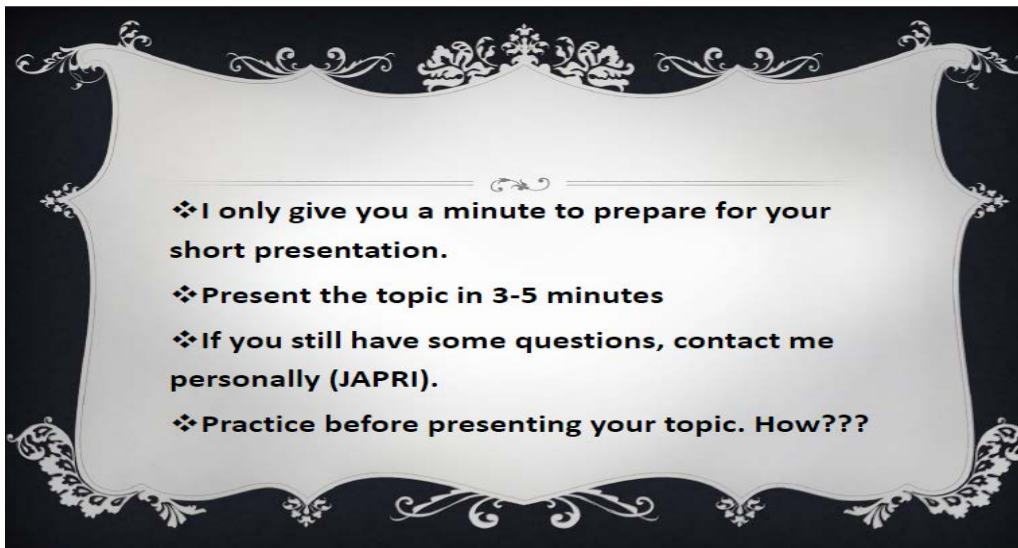
If you're living with high levels of stress, you're putting your whole well-being at risk. Stress causes destruction on your emotional stability, as well as your physical health. It reduces your ability to think clearly, function effectively, and enjoy life. It may seem like there's nothing you can do about stress. Effective stress management helps you break the hold stress has on your life, so you can be happier, healthier, and more productive. There are **some** stress management tips that can help you

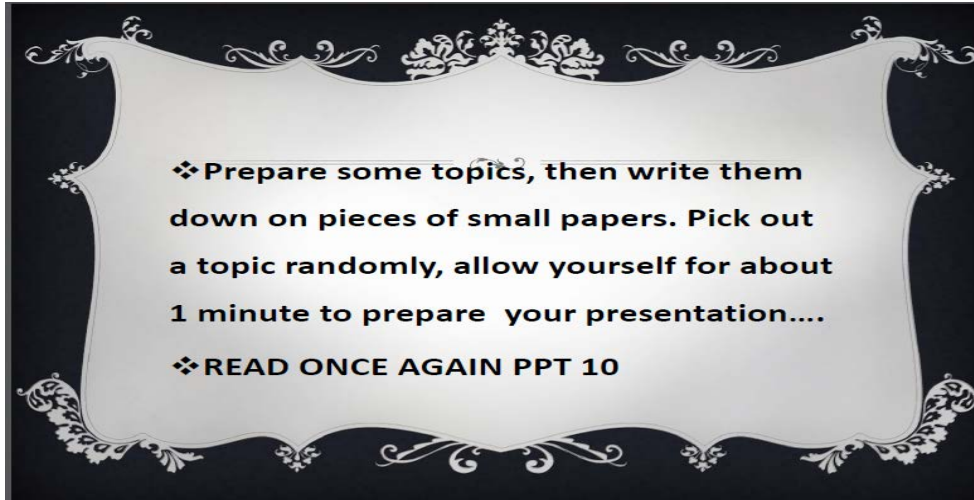
Body:

First tip.....

Second tip.....

Conclusion:





Speaking to Inform or Informative Speech(Grice & Skinner, 2007)
(4th and 5th meetings)

Students were asked to read the book before the 4th meeting

<https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205467350.pdf>

PRESENTATION

4TH MEETING

The student and the lecturer discuss how to give an informative speech

5TH MEETING

Students perform their presentation 5-8 minutes. They chose their own topic based on the guidelines in the ppt

**SPEAKING TO INFORM
OR
INFORMATIVE SPEECH**

Definition

Informative speech is a speech designed to convey knowledge and understanding.

Types of informative speeches

1. Speeches about objects
2. Speeches about processes
3. Speeches about events
4. Speeches about concepts

Speeches about objects

- ◉ Objects include anything that is visible, tangible, and stable in form.
- ◉ Objects may have moving parts or be alive; they may include places, structures, animals, even people.
- ◉ Some examples of objects: Lake Toba, Trans Jakarta, Joko Widodo, Samsung smart phone, Ancol Dreamland.

Here are specific purpose statements for informative speeches about objects

- ◉ To inform my audience about Lake Toba.
- ◉ To inform my audience about the reasons why people should take Trans Jakarta.
- ◉ To inform my audience about the career paths of President Jokowi.
- ◉ To inform my audience about the winning features of Samsung Galaxy S6.
- ◉ To inform my audience about the rides at Fantasy world in Ancol Dreamland.

If your specific purpose is to explain the history or evolution of your subject, you will put your speech in *chronological* order, for example:

Specific Purpose : To inform my audience about the major achievement of President Jokowi.

Central Idea : Although born in a simple family, Jokowi became the president of a big country in Asia.

Main Points :

- I. After graduating from SMA, Jokowi studied at UGM.
- II. He became a businessman, exporting furniture products to Europe, America and Middle East.
- III. He became the Mayor of Solo from 2005-2011.
- IV. He was elected as the Governor of Jakarta.
- V. He won the election to be the president of Indonesia.

If your specific purpose is to describe the main feature of your subject, you may organize your speech in *spatial* order:

Specific Purpose : To inform my audience about the location of rides at Fantasy world.

Central Idea : There are five major rides at Fantasy world, Ancol.

- Main Points* :
- I. When entering the Fantasy world from the main gate in the south, you will find a big merry-go-round.
 - II. In the west area, there is a big wheel.
 - III. When you walk to the east, you will find 'Hysteria'.
 - IV. In the north, there is a Power Surge or Kicir-Kicir in Indonesian.
 - V. Moving to the southeast, you can see 'Tornado'.

In general, you will find that speeches about objects fall into *topical* order. Here is the example:

Specific Purpose : To inform my audience about the features of Samsung Galaxy S6.

Central Idea : There are prominent features of Samsung Galaxy S6.

Main Points :

- I. It has a 5.1-inch monitor with its resolution being 2560 x 1440 pixel.
- II. It uses new android version, lollipop v5.0.
- III. Handset uses the latest technology.
- IV. The monitor is flexible.
- V. Games are more complete with high graphic details.

Speeches about processes

- ◎ Process in a systematic series of actions that leads to a specific result or product.
- ◎ Speeches about processes explain how something is made, how something is done, or how something works.

Here are examples of good specific purpose statements for speeches about processes:

- ◎ To inform my audience how to write an effective curriculum vitae.
- ◎ To inform my audience how to cook delicious rendering.
- ◎ To inform my audience how thunder and lightning happen.
- ◎ To inform my audience how to create their own Web pages.

When informing about a process, you will usually arrange your speech in *chronological* order, explaining the process step by step from beginning to end. For example:

Specific Purpose : To inform my audience how to create their own Web pages.

Central Idea : There are four major steps in creating one's own Web pages.

Main Points :

- I. The first step is deciding on the content of your Web page.
- II. The second step is designing your Web page.
- III. The third step is saving your Web page as an HTML. file.
- IV. The fourth step is uploading your Web page onto internet.

Speeches about events

- ⦿ Event is anything that happens or is regarded happening. The example of suitable subjects for informative speeches about events: disability right movement, Muhammadiyah congress in Makasar, job interview, mountain climbing, Jakarta book fair.

Here are examples of good specific purpose statements for informative speeches about events:

- ⦿ To inform my audience about the history of the disability rights movement.
- ⦿ To inform my audience about what happened at Muhammadiyah congress in Makasar.
- ⦿ To inform my audience about preparation one should do before having a job interview.
- ⦿ To inform my audience about the equipment used in mountain climbing.

If your specific purpose is to recount the history of event, you will organize your speech in *chronological* order, relating the incidents one after another in the order they occurred. For example:

Specific Purpose : To inform my audience about the history of the disability rights movement.

Central Idea : The disability rights movement has made major strides during the past 30 years.

Main Points :

- I. The disability rights movement began in Berkeley, California, during the mid-1960s.
- II. The movement achieved its major victory in 1973 with passage of the federal Rehabilitation Act.
- III. The movement reached another milestone in 1990 when Congress approved the American with Disability Act.
- IV. Today the movement is spreading to countries beyond the US.

Let's say your specific purpose is "To inform my audience why so many lives were lost when *Titanic* sank. Working from cause to effect, your outline might look like this:

Specific Purpose : To inform my audience why so many lives were lost when the "unsinkable" ocean liner *Titanic* sank.

Central Idea : Inability to remove the passengers and crew from the doomed *Titanic* caused the death of more than two-thirds of those on board.

Main Points :

- I. There were 2 major causes for the great loss of life when the ship went down.
 - A. It carried insufficient lifeboats.
 - B. The nearby radio operator had shut down the radio and gone to sleep.
- II. The effect of these 2 situations was disastrous.
 - A. When all usable lifeboats had been filled, more than 1,500 people remained on board.
 - B. The operator was not unaware of the signal while the ship went down.

Speeches about concepts

- ◎ Concept includes beliefs, theories, ideas, principles, and the like. They are more abstract than objects, processes, or event. The following are some examples of subjects for speeches about concepts: Islam, Confucianism, film theory, philosophy of education, TESOL/ ELT / EFL / L2

Here are some good specific purpose statements for speeches about concepts:

- ◎ To inform my audience about the basic principle of Islam.
- ◎ To inform my audience the major principle of film theory.
- ◎ To inform my audience about the concept of TEYL.
- ◎ To inform my audience about the theory of reading in a foreign language.
- ◎ To inform my audience about the principles of developing teaching materials.

Speeches about concepts are usually organized in topical order. For example:

Specific Purpose : To inform my audience the basic principles of Islam.

Central Idea : The beliefs of Islam can be traced to the prophet Muhammad, are written in the Koran, and have produced a number of sects.

Main Points :

- I. Islam was founded by the prophet Muhammad in early 600s.
- II. The teachings of Islam are written in the Koran, the holy book of Islam.
- III. Today Islam is divided into a number of sect, the largest of which are Sunni and Shia's

Guideline for informative speaking

1. Don't overestimate what the audience knows:

lead your listeners step by step, without any shortcuts. Don't assume they will know what you mean. Rather, you must be sure to explain everything so thoroughly that they understand. As you work on your speech, always consider whether it will be clear to someone who is hearing about the topic for the first time.

Guideline for informative speaking

2. Relate the subject directly to the audience:

Once you have chosen a topic that could possibly be interesting to your listeners, you should take special steps to relate it to them. You should tie it in with their interests and concerns. Start in the introduction; instead of saying ‘*I want to talk with you about stress,*’ you could say:

‘Do you get butterflies in your stomach when you have to give a speech? Can you feel your blood pressure rising when you have an argument with your spouse or your friend? Are you worried sick about finishing your assignment you’ve been putting off all week? If so, you have experienced the symptoms of stress.’

Guideline for informative speaking

3. Don't be too technical:

What does it mean to say that an informative speech is too technical?

It may mean the subject matter is too specialized for the audience. Any subject can be popularized – but only up to the point. The important thing for a speaker to know is what can be explained to an ordinary audience and what cannot.

Guideline for informative speaking

4. Personalize your ideas:

People are interested in people. They react to stories, not statistics. Whenever possible, you should try to personalize your ideas and dramatize them in human terms.

Speaking to Persuade

(6th and 7th meetings)

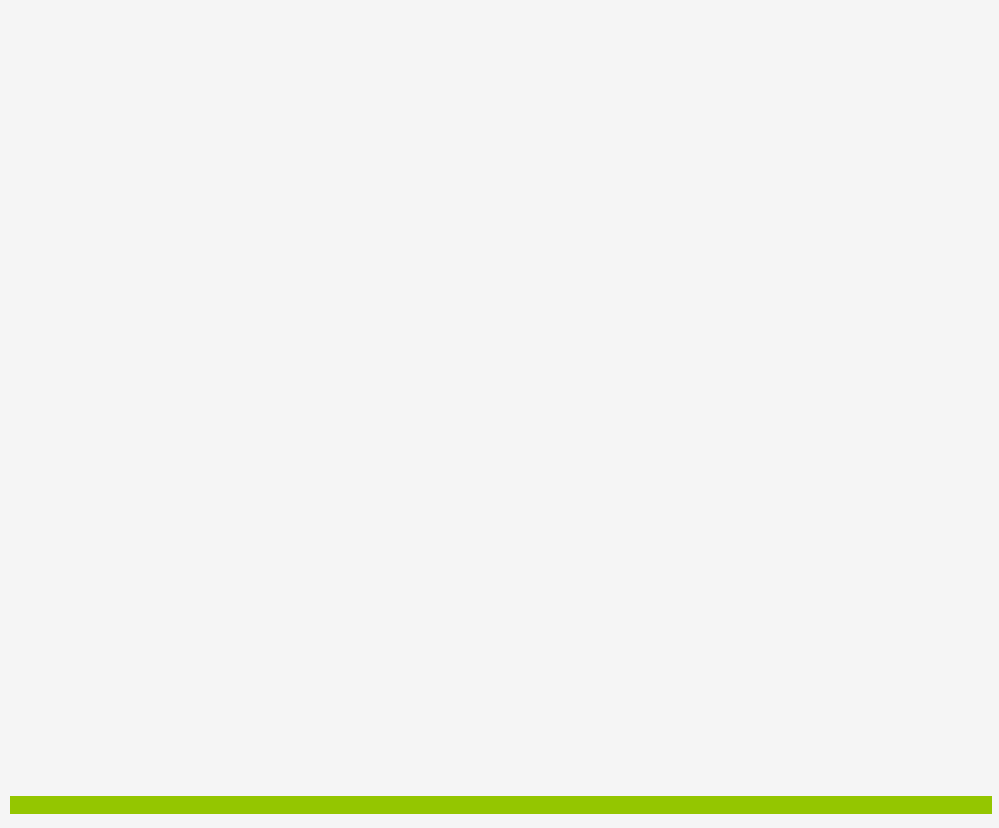
In the sixth meeting:

1. Presenting the theories
2. Having a discussion about speaking to persuade.
3. 2 students voluntarily giving presentations on speaking to persuade
4. Discussing the next activities
5. Student are to prepare the topic on persuasive speech.
6. At that time, they had been assigned from Academic Writing lecturer to write a persuasive paper .
7. They had to present their persuasive writing assignment in the following week.

In the seventh meeting

Students presented their topic (±10 minutes)

Speaking to Persuade
or
Persuasive *Speeches*



Persuasive speech

- It is a speech designed to change or reinforce the audience's beliefs or actions.
- The ability to speak (or write) persuasively will benefit you in every part of your life from personal relations to community activities to career aspirations.
- The goal of persuasive speech may be to defend an idea, to refute an opponent, to sell a program, or to inspire people to action.
- Because persuasive speakers must communicate information clearly and concisely, you will need all the skills you use in informative speech. But you will also need new skills – skills that take you from giving information to affecting your listeners' beliefs or actions.

The challenges of persuasive speech

- It is not easy to influence people.
- It is more demanding than informative speech.
- Your task will be much more difficult if it touches controversial topics.
- Be realistic with what you can accomplish.
- No matter how skilfully you prepare the speech, no matter how captivating your delivery – some listeners will not agree with you.

Three major kinds of persuasive speeches

1. Persuasive speeches on questions of fact
2. Persuasive speeches on questions of value
3. Persuasive speeches on questions of policy

Persuasive speeches on questions of fact

1. Question of fact is a question about the truth or falsity of an assertion.
2. Many questions of fact cannot be answered absolutely. There is a true answer, but we don't have enough information to know what it is.
3. Examples of questions of fact:

Are daily megadoses of vitamins beneficial to human health?

Did Soeharto really kill thousands of people during his leadership?

Is fast food really unhealthy?

Do adults need to sleep eight hours a day?

Is men and women's skin different?

Have humans landed on the moon?

Is LG G3 stylus a good smart phone?

Analysing questions of fact

- In some ways, a persuasive speech on a question of fact is similar to an informative speech. The difference is in their situations and purposes.
- The situation for an informative speech is nonpartisan, while persuasive speech is partisan, presenting one view of the facts as persuasively as possible. The speaker may mention competing views of the facts, but only to refute them.

Organising speeches on questions of fact

Persuasive speeches on questions of fact are usually organised *topically*.

e.g.

Specific purpose: To persuade my audience that genetically engineered crops pose serious dangers to the environment and to human health.

Central idea: Genetically engineered crops have the potential to create major environmental and health hazards.

Main points:

- I. Genetically engineered crops will create environmental havoc by harming beneficial insects.
- II. Genetically engineered crops will create health problems by introducing harmful toxin and allergens into foods.

Organising speeches on questions of fact

Specific purpose: To persuade my audience that no human really walks on the

moon.

Central idea: Human has never walked on the moon.

- Main points:*
- I. There is no air in the moon, but why American flag keeps fluttering.
 - II. Outer space is covered by deadly radiation from solar flares. Why did astronauts survive by only wearing their space suit, while according to Mauldin, a physicist working for NASA, shielding should be at least 2 meters thick.
 - III. Why is there no more human being sent to the moon up to now?

Persuasive speeches on questions of value

- Question of value is a question about the worth, rightness, morality, and so forth of an idea or action.
- In persuasive speaking, you must justify your claim.
- Whenever you give a speech on a question of value, be sure to give special thought to the standards for your value judgement.
- Examples of questions of value:
 - Is the cloning of human beings morally justifiable?
 - Is euthanasia morally justifiable?
 - Is capital punishment morally and legally right?

Organizing speeches on questions of value

Specific purpose: To persuade my audience that bicycle riding is the ideal form of land transportation.

Central idea: Bicycle riding is the ideal form of land transportation.

- Main points:
- I. Ideal form of land transportation should meet 4 major standards: faster than walking, not exploit animal, non-polluting, beneficial for people.
 - II. Bicycle riding meets all standards: it is faster than walking, it doesn't exploit animal, it doesn't pollute the air and land, it can make people healthy.

Persuasive speeches on questions of policy

- Question of policy is a question about whether a specific course of action should or should not be taken.
- Examples of speeches on questions of policy:
 - To persuade my audience to give blood through the Red Cross.
 - To persuade my audience to vote in the next presidential election.
 - To persuade my audience to give alms to the needy.
 - To persuade my audience to boycott food products without Halal certificate.
 - To persuade my audience to build clothing bank for the poor.

Analysing questions of policy

- You will face three basic issues whenever you discuss a question of policy: need, plan, and practicality.
- Need: There is no point in arguing for a policy unless you can show a need for it.
e.g. Is there a need to close all 'unhealthy' universities in Indonesia?
- Plan: Once you have shown that a problem exists, you must explain your plan for solving it.
- Practicality: Once you have presented a plan, you must show that it will work.

Organizing speeches on questions of policy

1. Problem-solution order:

In the first main point you demonstrate the seriousness of a problem, followed by a solution to the problem.

2. Problem-cause-solution order:

Identifying a problem, analysing the causes of the problems, presenting a solution to the problem.

3. Comparative advantages order:

Compare two solutions to a problem and present why one solution is better than the other.

Methods of persuasion

Listeners will be persuaded by a speaker for one or more of four reasons:

1. Because they perceive the speaker as having high *credibility*.
2. Because they are won over by the speaker's *evidence*.
3. Because they are convinced by the speaker's *reasoning*.
4. Because their *emotions* are touched by the speaker's ideas or language.

Credibility

- Credibility is the audience's perception of whether a speaker is qualified to speak on a given topic.
- A speaker's credibility is affected by two factors:
 - Competence – how an audience regards a speaker's intelligence, expertise, and knowledge of the subject.
 - Character – how an audience regards a speakers' sincerity, trustworthiness, and concern for the well-being of the audience.

Types of credibility

Not only can a speaker's credibility vary from audience to audience and topic to topic, but it can also change during the course of a speech – so much so that we can identify three types of credibility:

1. Initial credibility → the credibility of the speaker before she or he starts to speak.
2. Derived credibility → the credibility of the speaker produced by everything she or he says and does during the speech itself.
3. Terminal credibility → the credibility of the speaker at the end of the speech.

Enhancing your credibility

- Explain your competence: One way to enhance your credibility is to advertise your expertise on the speech topic. Did you investigate the topic thoroughly? Then say so. Do you have experience that gives you special knowledge or insight? Again, say so.
- Establish common ground with your audience: Show respect for your listeners and show that you share their values, attitudes, and experiences.
- Deliver your speeches fluently, expressively, and with conviction.

Using evidence

- Use specific evidence: no matter what kind of evidence you employ – statistics, examples, or testimony – it will be more persuasive if you state it in specific rather than general term.
- Use novel evidence: evidence is more likely to be persuasive if it is new to the audience.
- Use evidence from credible sources: credible sources are more persuasive than less qualified sources.
- Make clear the point of your evidence: when using evidence, be sure listeners understand the point you are trying to make.

Reasoning from specific instances

When you reason from specific instances, you progress from a number of particular facts to a general conclusion. For example:

Fact 1: My physical education course last term was easy.

Fact 2: My friend's physical education course was easy.

Fact 3: My brother's physical education course was easy.

Conclusion: Physical education courses are easy.

Reasoning from principle

Reasoning from principle is the opposite of reasoning from specific instances. It moves from general to specific. For example:

1. All people are mortal.
 2. John is a person.
 3. Therefore, John is mortal.
1. Excessive consumption of salt is unhealthy.
 2. Fast food, canned goods, and frozen foods contain excessive amounts of salt.
 3. Therefore, excessive consumption of fast food, canned goods, and frozen foods is unhealthy.

Academic Speaking Mid-Term Test

- You are to prepare a 5 minute individual presentation on a topic of your choosing.
- Choose an academically challenging topic.
- All topics must be approved by your lecturer
- Include the sources of your topics (References)
- The presentation should be creative, and interesting; you may include materials such as visual aids, video clips or role playing to keep audience attention. Those activities may not exceed 3 minutes of the presentation

- Formulating your specific purpose statement and central idea.
- Reading your speech will result in a low grade.
- You are permitted to use index cards with notes during your presentation. Do not rely too heavily on your notes
- Delivering your presentation to the class on the assigned date.

- **Participation is a must! This presentation is interactive. You learn not only from** lectures but also from your presentations.
- The presenter should be well-prepared to reply to questions and concerns from the audience.
- Please respect the presenter during his/her presentation by keeping the noise level in the audience to a minimum; you will appreciate this when it's your turn.

- E-mail your ppt and your journal(s) as your source(s) a day before your mid-term test (on Friday--- the sooner, the better.....
- Prepare yourself....

- **GOOD LUCK**

The 8th meeting --- 14th meeting

The 8th meeting:

Discussing how the organization of their ppt and what should they do in each part: beginning, body, ending; and speech presentation: language, delivery, visual aids. (Theory)

The 9th -14th meeting

Students will:

1. Giving a presentation on the content from a book chapter in TESOL.
2. Giving a presentation on the content of an article in TESOL
3. Giving a presentation on the content of an article in TESOL.
4. Giving a presentation on a topic in the field of TESOL.

Presenting the Speech

Presenting the speech

1. Language

2. Delivery

3. Using visual aids

Using language: Language is important

Good speakers respect language and how it works. As a speaker, once you get the right idea, you must decide how best to communicate it to listeners. To do this, you need to be especially conscious of what language can do. Unless you use language accurately and clearly, no one will understand your ideas.

Using language: Meanings of words

Words have two kinds of meanings—denotative and connotative. Denotative meaning is precise, literal, and objective. It simply describes the object, person, place, idea, or event to which the word refers.

Connotative meaning is more variable, figurative, and subjective. Connotative meaning gives words their intensity and emotional power. It arouses in listeners feelings of anger, pity, love, fear, friendship, nostalgia, greed, guilt, and the like. Speakers, like poets, often use connotation to enrich their meaning.

Using language accurately

Using language accurately is as vital to a speaker as using numbers accurately is to an accountant. As you prepare your speeches, ask yourself constantly, “What do I *really* want to say? What do I *really* mean?” Choose words that are precise, exact, and accurate. When in doubt, consult the dictionary or thesaurus to make sure you have the best words to express your ideas.

Using language clearly

Remember, people are different. What makes perfect sense to some may be gobbledygook (difficult) to others. You cannot assume that what is clear to you is clear to your audience. A speaker's meaning must be immediately comprehensible; it must be so clear that there is virtually no chance of misunderstanding.

Using language: Use familiar words

Don't bombard listeners with complicated words. When speaking about technical subjects, you may not be able to avoid unfamiliar words. If this happens, keep the technical terms to a minimum and define clearly those that your audience may not understand. If you work at it, you will almost always be able to translate even the most specialised topic into clear, familiar language.

Using language appropriately

- Appropriateness to the occasion: Language that is appropriate for some occasions may not be appropriate for others.
- Appropriateness to the audience: You should be especially careful to avoid language that might offend your audience.
- Appropriateness to the topic: Don't use metaphor (implicit comparison between things that are essentially different yet have something in common) when explaining how to change a bicycle tire.
- Appropriateness to the speaker: Every public speaker develops her or his own language style.

Delivery: Methods of delivery

- Reading from a manuscript: Certain speeches must be delivered word by word, according to a meticulously prepared manuscript, for example, a president's speech in front of member of parliament.
- Speaking impromptu: It is a speech which is delivered with little or no immediate preparation.
- Speaking extemporaneously: An extemporaneous speech is carefully prepared and practice in advance. The speaker uses only a set of brief notes or a speaking outline to jog the memory.

Delivery: The speaker's voice-1

- Volume: Adjust your volume so that everybody can hear your voice.
- Pitch: Pitch is the highness or lowness of the speaker's voice. Changes in pitch are known as inflections. Without inflections, one is said to speak in a monotone.
- Rate: It refers to the speed at which a person speaks. Two obvious faults to avoid are speaking so slowly or so quickly.
- Pauses: Learning how and when to pause is a major challenge for most beginning speakers. When you do pause, make sure you pause at the end of thought units and not in the middle.

Delivery: The speaker's voice-2

- **Vocal variety:** A flat, listless, unchanging voice is just as deadly to speechmaking as a flat, listless, unchanging routine is to daily life.
- **Pronunciation:** The accepted standard of sound and rhythm for words in a given language.
- **Articulation:** Articulation and pronunciation are not so identical. For example, “don’t know” is often misarticulated “dunno.” Good articulation can make your speech more intelligible.
- **Dialect:** It is a variety of a language distinguished by variations of accent, grammar, or vocabulary. Heavy use of any dialect can be troublesome for a speaker when the audience doesn’t share that dialect.

Nonverbal communication-1

- Personal appearance: A number of studies have confirmed that personal appearance plays an important role in speechmaking. Listeners always see you before they hear you, so you should dress and groom appropriately.
- Bodily action: As you rise to speak, try to appear calm, poised, and confident, despite the butterflies in your stomach. When you reach the lectern, don't lean on it, and don't rush into your speech. Give yourself time to get set. Arrange your notes just the way you want them. Establish eye contact with your listeners.

Nonverbal communication-2

- Gestures: Gestures are motions of a speaker's hands or arms during a speech. Gesturing tends to work itself out as you acquire experiences and confidence. In the meantime, avoid cracking your knuckles, or toying with your rings.
- Eye contact: When it comes, there appears to be fairly wide agreement across cultures on the importance of some degree of eye contact. In most circumstances, one of the quickest ways to establish a communicative bond with your listeners is to look at them personally and pleasantly.

Managing the question-and-answer session-1

- Clarify the format: Clarify when you will entertain questions. You can do this very simply by saying something like, “Feel free to ask questions throughout my speech,” or “I am happy to answer questions at the end of my talk.”
- Approach questions with a positive attitude: Try to view questions from the audience as signs of genuine interest and a desire to learn more about your subject. Even if you are asked hostile question, keep your cool.
- Listen carefully: It’s hard to answer a question well if you don’t listen carefully to it. Give the questioner your full attention. Look directly at her or him rather than glancing around the room, at the floor, or at the ceiling.

Managing the question-and-answer session-2

- Unclear questions: When faced with an unclear or unwieldy question, try to rephrase it by saying something like, “If I understand your question, it seems to me that you asking...” or simply ask the audience member to repeat the question.
- Direct answers to the entire audience: When you are being asked a question, look at the questioner. Direct your answer, however, to the entire audience. Make occasional eye contact with the questioner as you answer, but speak primarily to the audience as a whole. This will help you keep everyone’s attention.

Managing the question-and-answer session-3

- Be honest and straightforward: The world won't end if you can't answer every possible question. If you don't know the answer, say so. Don't apologise, don't evade, and most important, don't try to bluff.
- Stay on track: Allow one follow-up question from each person, and don't let yourself be dragged into a personal debate with any questioner. If someone attempts to ask more than 2 questions, respond graciously yet firmly by saying , "This is an interesting line of questioning, but we need to give other people a chance to ask questions."

Using visual aids: Advantages

- **Clarity:** If you are discussing an object, you can make your message clearer by showing the object or some representation of it.
- **Interest:** Visual images can make your speech more interesting.
- **Retention:** Visual images often stay with us longer than verbal ones.

Kinds of visual aids - 1

- Objects: If you talk about the different kinds of batik, you can bring one to class to show your listeners.
- Models: If the item you want to discuss is too large, too small, or unavailable, you may be able to work with a model.
- Photographs: In the absence of an object or a model, you may be able to use photographs.
- Drawings: Diagrams, sketches, and other kinds of drawings are superb alternatives to photographs.
- Graphs: Graphs are a good way to simplify and clarify statistics.

Kinds of visual aids - 2

- Chart: A visual aid that summarises a large block of information, usually in list form.
- Slides and videotapes: They can be extremely effective as visual aids. If you are talking about the major sites in London or Bali, what could be better than showing slides of them?
- Multimedia presentations: Microsoft PowerPoint, Corel Presentation etc.

Guidelines for preparing visual aids

- Prepare visual aids in advance
- Keeps visual aids simple
- Make sure visual aids are large enough
- Use fonts that are easy to read
- Use a limited number of fonts
- Use colour effectively

Tips for presenting visual aids

- Display visual aids where listeners can see them
- Avoid passing visual aids among audience
- Display visual aids only while discussing them
- Talk to your audience, not to your visual aid
- Explain visual aids clearly and concisely



Beginning and Ending the
Speech

Beginning and ending the speech



Introduction:

- Get the attention and interest of your audience.
- Reveal the topic of your speech.
- Establish your credibility and goodwill.
- Preview the body of the speech.

Get the attention and interest of your audience-1

1. Relate the topic to the audience: If you can relate the topic to your listeners, they are much more likely to be interested.

e.g.

Teaching speaking skills to junior and senior secondary school students in Indonesia could be frustrating sometimes. However, the strategies I'll present can reduce, if not omit, your frustration in teaching our kids speaking skills.

Get the attention and interest of your audience-2

2. State the importance of your topic: You may think your speech topic is important; then tell your audience why they should think so, too.

e.g.

It is sometimes very frustrating to teach speaking skills to junior and senior secondary school students in Indonesia, but the strategies I'll present taken from a study by John can reduce, if not omit, our frustration in teaching our kids speaking skills.

Get the attention and interest of your audience-3

3. Startle the audience: One surefire way to arouse interest quickly is to startle your listeners with an arresting and intriguing statement.

e.g.

Take a moment and think that even though university students have already learned English for more than six years, their speaking skills are still unsatisfactory. The strategies in teaching speaking at junior and senior secondary school may be revolutionised.

Get the attention and interest of your audience-4

4. Question the audience: Asking a rhetorical question is another way to get your listeners thinking about your speech.

e.g.

Have you ever thought about strategies that could improve students' speaking skills and encourage them to become independent learners?

Get the attention and interest of your audience-5

5. Tell a story: Stories could be the most effective way to begin a speech.

e.g.

Many teachers have expressed their frustration in teaching speaking skills to junior and senior secondary school students. Last year, I found an article talking about new strategies in teaching speaking. I have applied the strategies for the past few months, and based on my observation, students become brave to talk, and their speaking skills seem to improve.

Reveal the topic of your speech



In the process of gaining attention, be sure to state clearly the topic of your speech. If you don't, your listeners will be confused. And once they are confused, your chances of getting them absorbed in the speech are almost nil.

Establish your credibility and goodwill

- ❧ Credibility: The audience's perception of whether a speaker is qualified to speak on a given topic.
- ❧ Goodwill: The audience's perception of whether the speaker has the best interests of the audience in mind.

Preview the body of the speech



Most people are poor listeners. Even good listeners need all the help they can get in sorting out a speaker's ideas. One way to help your listeners is to tell them in the introduction what they should listen for in the rest of the speech.

Sample introduction-1

1. Good morning/afternoon/ Assalamualaikum wrwb

2. Get attention by telling a story.

Many teachers have expressed their frustration in teaching speaking skills to junior and senior secondary school students. Last year, I found an article talking about new strategies in teaching speaking. I have applied the strategies for the past few months, and based on my observation, students become brave to talk, and their speaking skills seem to improve.

3. Reveal the topic.

Today I'd like to share with you the teaching strategies that I believe can boost students' confidence to speak and eventually improve their speaking skills.

Sample introduction-2

4. Establish your credibility and goodwill.

My name is Budi Waluyo. I have been teaching English for more than 10 years, and my passion is teaching speaking skills to junior and senior secondary school students. I have read lots of books and research articles on teaching speaking. I became interested in this aspect since I saw many students struggled to speak, and many English teachers expressed their frustration in improving students' speaking skills.

5. Preview the body of the speech.

My presentation will be divided into three parts. First, I'd like to talk about factors inhibiting students to speak. After that I'd like to present some teaching strategies and why those strategies do not work well in the Indonesian context. Finally, I'd like to propose strategies which prove to be successful based on some studies and my own experience as an English teacher.

Conclusion



- ❧ Signal the end of the speech
- ❧ Reinforce the central idea

Signal the end of the speech



One way of ending your speech is by saying such expressions as “In conclusion,” “One last thought,” “In closing,” “My purpose has been,” or “Let me end by saying.”

Reinforce the central idea

- ❧ Summarise your speech: Restating the main points is the easiest way to end a speech.
- ❧ End with a quotation: A quotation is one of the most common and effective devices to conclude a speech.
- ❧ Make a dramatic statement: Rather than using a quotation to give conclusion force and vitality, you may want to devise your own dramatic statement.
- ❧ Refer to the introduction: An excellent way to give your speech psychological unity is to conclude by referring to ideas in the introduction.

UJIAN AKHIR SEMESTER

Course : Academic Speaking
Day/Date : Saturday, August 20, 2019
Semester/Class : I/1A
Lecturer : Dr. Syaadiyah Arifin M.Pd

You are asked to give an informative speech about a concept. The concept should be related to the field of English language teaching and learning. The maximum number of slides is 8 (eight). Your speech should last for about 8-12 minutes, and it will be evaluated based on **clarity of your message, language use, delivery, and speech organization.**