



Speaking for General Purposes

BIN203

Handout

**compiled by:
Puji Astuti**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
2011**

The following materials are taken from *Level 48 Academic Listening and Speaking Skills*, Mark Alberding et al, San Francisco State University, 2006.

Oral Presentation

In this course, the purpose of oral presentation is to persuade your audience that your position is the one that is most logical, well-informed, and correct. To do this effectively, you will need to:

- Support it by using factual information and logical reasoning.
- Use a variety of persuasive speaking techniques to convince your audience to agree with your point of view.

Here are some criteria to keep in mind when choosing your topic:

1. The topic needs to be controversial

Here are some qualities that make a topic controversial:

- There is a disagreement between people about the topic.
- There are at least two sides and they have different opinions and different arguments.
- Both sides believe that they are right.
- There is no simple solution.
- Something big is *at stake** in the world outside. A law may change, or a government may make a new policy as a result of the controversy.

*If something that is valuable is at stake, it is in a situation where it might be lost. *Thousands of lives will be at stake if emergency aid does not arrive in the city soon.*

2. The topic needs to be specific, not too general.
The topic of the speech needs to be covered in the short time.
3. The topic needs to be interesting for you and the audience.
The problem should not be a problem that you alone face. Think about the interest of your audience.
4. The topic needs to be researchable.
You need to have sufficient information to convince your audience that you are well informed.

Using a Persuasive Organizational Pattern

We will use a two-sided organizational pattern. Two-sided persuasive speeches are more effective than one-sided speeches in convincing listeners to change attitudes. When you include both sides of the argument, you do not need to concede that the opponents to your opinion are right, but you do need to demonstrate to your listeners that you are informed enough to know what your opponents think.

A two-sided organizational pattern begins with a presentation of your argument, what you believe, and the main reasons behind your argument. Then you answer common opposing arguments or counter-arguments against your opinion. This means that you need to anticipate what an audience might question about your position. Answering opposing arguments is called refutation.

Oral Presentation Outline

The following is a sample of an oral presentation outline.

Introduction

1. General statement of a topic
2. Background information
3. Definitions of important vocabulary
4. Statement of opinion/position

Body

1. Reason/Argument #1
 - state reason
 - explain reason
2. Reason #2
 - state reason
 - explain reason
3. Counter-argument
 - state counter-argument
 - explain counter-argument
4. Refutation
 - state refutation (argument against counter-argument)
 - explain refutation

Conclusion

1. Restate opinion
2. Concluding statement (different options)
 - Summary of reasons 1 and 2
 - Prediction for the future
 - Quotation
 - Thought question
 - Suggested solution

Your arguments must be supported by various kinds of evidence. Use sources throughout this. Types of evidence include:

- facts
- examples
- opinion
- comparisons, contrast
- statistics
- testimony of experts found in your research
- definitions

Qualities of a Good Presentation

Qualities of a good introduction

- 1 The speaker stimulates the listeners' interest. Many people are not good listeners and will listen only if you interest them. Therefore, in the beginning of the speech, it is important to make your listeners interested in what you are going to say.
- 2 The speaker introduces the general topic of the speech. State your topic directly so that your audience will have no doubts in their minds about your topic is.
- 3 The speaker creates a good rapport with the audience. In order to make the speech more interesting, a speaker needs to overcome the barrier between speaker and audience.

Ways to stimulate the listeners' interest:

- 1 Give your listeners a good response to listen to you by showing them that your experience will be helpful to them.
- 2 Ask the audience questions.
- 3 Open your speech with a startling fact.
- 4 Tell a joke.

Ways to create a good rapport with the audience:

- 1 Talk to the audience directly by using words such as *we*, *you*, and *your*. For example, “You probably feel like I do...”
- 2 Identify a common experience. Try to connect your experience to the audience’s. For example, “We have all experience...”
- 3 Ask the audience a question to show that you care about the audience’s opinions and ideas. “Did you ever wonder...?”

Qualities of a Good Body:

- 1 The speaker decides on and orders the main points and discards unrelated points.
- 2 The speaker includes details to support the main points.
- 3 The speaker organizes the ideas in the body so they flow logically.

Qualities of a Good Conclusion

- 1 Good conclusions remind the audience of your main points and help them remember what you have said.
- 2 Good conclusions leave a strong impression of your speech with the audience.

Ways to Conclude:

- 1 Summarize to remind the audience of the main points.
- 2 Help the audience remember the content of your speech by referring back to something mentioned in the introduction.
- 3 Use a quotation.

Transition Words and Phrases in Oral Presentation

Transition words are important because they help the audience know when you are moving from one point to another. They also help them understand the relationship between main points and details. Speakers use transition words to:

Introduce:

“Before I begin, I’d like to tell you/talk about/mention...”

“Let me begin by/telling you...”

/giving you background information about...”

“I would like to start by...”

“Have you ever thought about/considered...”

Add information

“in addition...”

“besides...”

“then”

“and”

“also”

Introduce an argument or main point

“It’s a well-known fact that...”

“Research supports the idea that...”

Transition to a new argument

“First...Secondly...An finally...”

“The next point I would like to/talk about is...”

/make is...

“more important is...”

“most important is...”

Transition to a counter argument

“Others argue that...”

“While some believe X, others believe Y.”

| | | |
|-------------|-----|-------------------|
| although | but | however |
| even though | yet | in contrast |
| instead of | | on the other hand |
| inspite of | | on the contrary |

Indicate results

“It follows that....”

“Therefore...”

“Consequently...”

Conclude

“To conclude I’d like to say...”

“To summarize...”

“Please remember...”

Using Visuals EffectivelyThe purpose of Using Visuals

Visuals:

- Help clarify the topic.
- Often convey more meaning than words by making you more understandable to the audience.
- Attract the listener’s attention to the substance of what you are saying. Can make the presentation more interesting.

When to Use Visuals

You can use visuals to:

- Make sure your topic is clear.
- Define any unusual or difficult vocabulary.
- Make transitions.
- Summarize your main points in a concise form.
- Illustrate your information in another form

What Visuals to Use

Consider using the following:

| | |
|------------------|-------------------------|
| diagrams | charts |
| graphs | posters |
| pictures | overhead transparencies |
| physical objects | pictures |
| the blackboard | handouts |

How to Use Visuals

- Make sure all the audience members can see your visual. Hold the visual up high enough for enough for everyone to see and do not stand in front of it.
- Label important parts of a picture.
- Write on the board before the presentation so you do not bore or distract your listeners as they wait for you to finish.
- Do not talk to the visual.
- Make sure that diagrams, words and numbers are big enough for all to see.
- Make sure that visuals are not so complex that they distract the listeners from what you are saying.

- Edit them carefully so there are no grammar or spelling errors to distract your listeners.
- Practice handling the visual before your in-class presentation.

Oral Presentation Evaluation

Name of Presenter: _____

Topic : _____

Position : _____

Time : _____

Evaluation Scale

1 2 3 4 5

Weak

Strong

Content

1. The introduction had a clearly stated topic and opinion.

1 2 3 4 5

2. The introduction effectively captured the audience's attention.

1 2 3 4 5

3. The main and counter arguments were clear and related to main point.

1 2 3 4 5

4. The supporting evidence was convincing.

1 2 3 4 5

5. The speaker used good transitions.

1 2 3 4 5

6. The speaker ensured that the audience understood key vocabulary.

1 2 3 4 5

7. The speaker accurately cited sources.

1 2 3 4 5

8. The speaker's visual aids were effective.

1 2 3 4 5

9. The conclusion reinforced the speaker's main ideas.

1 2 3 4 5

Comment(s) _____

Presentation Skills

1. The speaker maintained good eye contact.

1 2 3 4 5

2. The speaker's voice volume was appropriate.

1 2 3 4 5

3. The speaker spoke fluently.

1 2 3 4 5

4. The speaker used good gestures and postures.

1 2 3 4 5

5. The speaker's pronunciation was easy to understand.

1 2 3 4 5

6. The speaker was convincing.

1 2 3 4 5

7. The speaker established good rapport with the audience.

1 2 3 4 5

Comment(s) _____

Reflection on Oral Presentation

Answer the following questions after watching the video of your own presentation and filling out the evaluation forms. Write your answers in three paragraphs, in letter-like format.

- Which part (s) of your presentation was successful? Give examples and explanation.
- Which part (s) of your presentation was not successful? Give examples and explanation.
- What are your plans to make you a better presenter, in terms of content and presentation skills?

The following materials are taken from *Let's Communicate in English* Kasihani K.E. Suyanto, Sri Rachmajanti, Banyumedia Publishing, Malang, 2003.

Group Discussion

A discussion is an argument for the sake of arriving at a decision. The following are some procedures or techniques of discussion (Dobson, 1983):

- The class is split into small groups consisting of three to six members each.
- A different discussion topic or the same topic of discussion can be assigned to each group.
- The assigned topic is discussed by each group for about 10 minutes prior to class discussion.
- For the class discussion, a spokesperson of each group is supposed to express or report the group's opinion/viewpoint to the entire class.

Task of Each Role

Group leader should:

- 1 Meet with group members and talk about the functions and operations of the group.
- 2 Help the group define problem clearly.
- 3 Help the group to come to the objective.
- 4 Encourage members' opinions.
- 5 Refer questions back to the group.
- 6 See that facts are made available when necessary.

- 7 Ask questions and make summaries. Try not to intrude personal views.
- 8 See that all aspects of the problem are explored.
- 9 Assist the group to distinguish arguments from prejudice.
- 10 Ask the note taker for progress frequently and ask him/her make summaries.
- 11 Encourage an informal and cooperative group climate.
- 12 Keep the discussion on the subject and keep it progressing toward the objective.
- 13 Make suggestions and it is better not to direct them.
- 14 Maintain a spontaneous exchange of ideas and thinking.

Group members should:

- 1 Prepare before the discussion starts.
- 2 Participate and help the group define the objective.
- 3 Encourage cooperative atmosphere.
- 4 Find facts when needed by the group.
- 5 Not dominate.
- 6 Try to understand what other members say and also what they mean.
- 7 Try to promote a feeling of “we-ness”.
- 8 Accept the group consensus if a democratic process is adopted.
- 9 Confine opinions to two-three minutes (the maximum time for a contribution).

Note taker should:

- 1 Write the main points.
- 2 Record the issues and questions discussed, the decisions made, the proportion of the group in agreement and prominent minority opinions.
- 3 Ask for clarification of decision.
- 4 Help the leader keep the discussion on the subject.
- 5 Help the leader poll the group if an idea is in doubt.
- 6 Assist the leader in reporting the discussion progress when needed.
- 7 Jot down a summary of some disagreements and agreements when the discussion is through.
- 8 Edit a copy of the discussion notes.

Observer should:

- 1 View the group in action and report his/her findings.
- 2 Before it starts, find the function and the operation of each member of the team.
- 3 Examine how the group works rather than what it does with objective view(s).
- 4 Give feedback by supplying insights into the operations of the group process.
- 5 Keep away from participation in the discussion.
- 6 Make an oral report to the group (describing and summarizing how the group is operating) with the permission of the leader.
- 7 Ask the group to evaluate its patterns of operations in order to work toward more efficient operation.

Consultant should:

- 1 Contribute relevant facts, points of views, and experiences to the group if necessary.
- 2 Not state a final thought on the ideas under discussion.
- 3 Help the group at the close of discussion to provide the results and record of their discussions.
- 4 Suggest further steps to the group to take as a follow-up action at the close of the discussion

Various Important Language Functions in Discussion

Some language functions are supposed to be used in the course of discussion. They include such terms as how to introduce oneself and others, how to ask questions, how to start and direct meetings, how to present and support ideas/opinions, how to balance points of view, how to make suggestions, how to present alternatives, and how to summarize and make conclusions.

1. Introducing one-self and others

My name is...

I'm from...

I'm an undergraduate majoring in...

Hi, folks, I want to you to meet...She is...

Dear students, I would like to introduce my adviser, Dr...., to you.

2. Starting and directing meetings

In opening a discussion: Shall we start the discussion?

Let's begin, shall we?

All right then, I suppose we should begin.

Stating the background: The situation is now...

As you know, ...

As some of you probably know...

Expressing the objective: The main objective of our meeting today is...

The purpose of this discussion is...

3. Asking questions

For information : what, where, how, why...?

For clarification : I heard that...Could you confirm this?

I'm not sure if/whether...

People here say that...Is that true?

For an opinion : What do you think of...?

Would you agree that...?

What would you comment on...?

For repetition : Could you repeat that, please?

Would you say that once again, please?

For comprehension checking: Did you...?

I did not catch that.

I didn't hear the last point.

4. Presenting and Supporting Opinions

Asking opinions : What do you think about...?

What's your opinion about...?

Any comment on that matter?

Giving opinions : I'm absolutely sure since/that...

I believe that...
It seems to me that...

Disagreeing and Agree : Exactly
That's true.
Of course, not!
I think it's wrong.

5. Balancing Points of View

| | |
|------------------------------|--------------------------------------------------------------------------------------|
| Advantages and disadvantages | :but..... Although...on the other hand, |
| Pointing consequences | : If.....,will..... |
| Supporting opinions | : Not only....., but also..... Apart from that, And another thing, |

6. Making suggestions

I would like to hear some of your suggestions.
Any suggestion?
How do you see this?

7. Summarizing and concluding

To summarize the main points; and
To bring a meeting to a conclusion,

The following materials are taken from *Discussion Skills for Tutorials & Seminars*, The Learning Center of UNSW, 2008. Available at <http://www.lc.unsw.edu.au>.

Why do we have discussions at University?

- To understand a subject or topic area more deeply.
- To explore ideas and exchange information.
- To expand and clarify your knowledge.
- To improve your ability to think critically.
- To improve your language skills.
- To increase your confidence in speaking.
- A discussion can change your attitudes and ideas.
- A discussion can help a group make a particular decision or come to a conclusion.
- A discussion gives you the chance to hear the thoughts and ideas of other students.

Discussion Etiquette (or minding your manners)

Do

- Respect the contribution of other speakers. Speak pleasantly and with courtesy to all members of the group.
- Listen well to the ideas of other speakers; you will learn something.
- Agree with and acknowledge what you find interesting.
- Remember that a discussion is not a fight. Learn to disagree politely.
- Respect that others have differing views and are not necessarily wrong.
- Think about your contribution before you speak. How best can you answer the question/contribute to the topic?
- Try to stick to the discussion topic. Don't introduce irrelevant information. If the discussion does digress, bring it back on topic by saying something like 'Just a final point about the last topic before we

move on' or 'that's an interesting point, can we come back to that later?

- Be aware of your body language when you are speaking. Keep it open and friendly. Avoid gestures that appear aggressive.
- Try to speak clearly. Don't whisper; even if you're feeling uncertain about your ideas or language.

Don't

- Don't take offence if another speaker disagrees with you. Putting forward differing points of view is an important part of any discussion. Others may disagree with your ideas, and they are entitled to do so.
- Never try to intimidate or insult another speaker or ridicule the contribution of others. Don't use comments like 'that's stupid' or 'you're wrong'?
- Take care to use a moderate tone of voice. If you sound angry or aggressive others will not want to listen to you.
- Be aware of your body language. Gestures like finger-pointing can appear aggressive.
- If you are a confident speaker, try not to dominate the discussion. Pause to allow quieter students a chance to contribute.
- Avoid drawing too much on personal experience or anecdote. Although some tutors encourage students to reflect on their own experience, remember not to generalize too much.
- Don't interrupt or talk over another speaker. Let them finish their point before you start. Listening to others earns you the right to be heard.

Problem-Solving Group Discussion Evaluation

Date of Discussion : _____
 Problem to Discuss : _____
 Name : _____

Evaluation Scale

| | | | | |
|------|---|---|---|--------|
| 1 | 2 | 3 | 4 | 5 |
| Weak | | | | Strong |

I Content

1. I was knowledgeable about the problem/topic.

1 2 3 4 5

2. I could explain that the problem does exist.

1 2 3 4 5

3. I could explain the causes of the problem.

1 2 3 4 5

4. I could explain the future effects if the problem is not solved.

1 2 3 4 5

5. I could propose some possible solutions for the problem.

1 2 3 4 5

Comment(s) _____

II Discussion Skills

1. I used appropriate expressions during the discussion.

1 2 3 4 5

2. I did not have any difficulty in expressing my opinion, idea, thoughts, etc. during the discussion.

1 2 3 4 5

3. I followed the organizational pattern of the discussion.

1 2 3 4 5

4. I played my role as a leader/member/note taker/observer/consultant of the group well.

1 2 3 4 5

5. My contribution to the discussion was evident.

1 2 3 4 5

Comment(s) _____

Reflection on Focus Group Discussion

Answer the following questions after watching the video of your group discussion and filling out the evaluation forms. Write your answers in three paragraphs, in letter-like format.

The reflection is one of your portfolio documents. Keep it personal.

- Were you a good group member/leader/note taker/observer/consultant? Explain.
- What do you think of your skills of group discussion? Explain.
- Do you think you are ready to participate in an international problem-solving group discussion? Explain.

The following materials are taken from *Speech Communication for International Students*, Paulette Dale-James C. Wolf, 1988, Prentice-Hall, Inc, New Jersey.

Speech

Suggestions for Delivering Your Speech

Your speech is more than just the words you use. How you say something is just as important as what you say.

Good delivery involves several important aspects. To develop it, you must practice. Remember to be yourself—just speak the way you do in everyday conversation with your friends. The following basic techniques for delivering a speech will help you to improve your own individual style of public speaking.

1. Stage Fright

First, let's face one problem about speaking in public which concerns most beginning students—nervousness. Most people are nervous about public speaking. Ask your classmates. The good news is that you can learn to control your nervousness rather than let it get you down.

Try to accept nervousness as a natural way of helping you to be alert and to do your best. You will be able to reduce your nervousness and after a few speeches, you will understand and accept it. Remember, it is normal and natural for you to be a little nervous.

How will you be able to reduce this tension? Well, the best tip we can give you is to be really well prepared. If you know that your topic is

interesting, and that your material is well organized, you have already reduced a major worry.

2. Have a Good Posture

Posture is the way you stand before your audience. Do not lean on a lectern. Try to stand naturally erect. If there is no lectern in the room, place yourself in a good visible position in the middle of the room. You should try to look casual—but not sloppy.

3. Facial Expression

If you smile before you start your speech, you give your audience the impression that you are not nervous and are looking forward to speaking. Don't fake a big smile—just a small natural smile will do. During your speech, try to change your facial expressions to convey the emotions that you feel. Throughout your speech you need to use expressive and animated facial expressions.

4. Movement and Gestures

Movement and gestures help your audience to understand the meaning of your speech. They also help you to express emotions connected with these meanings. If you are nervous, take a few steps to your right or left while speaking. This will help you to relax and move naturally. Don't stand "frozen" in one place for your entire speech. Gestures are your hand and arm movements. Gestures help you to relax. Gestures also help you to emphasize important points in your speech.

Always start your speech with your hands hanging naturally at your sides. Keep them down until you feel like emphasizing a point—then use your hands as you would in everyday conversation. The following types of gestures may help you to use your hands naturally.

- a. Make size clear: You could show the width or height of an object by using your hands.
- b. Emphasize an idea: You could pound on the lectern to show your anger about something.
- c. Symbolic action: You could wave your hand in a friendly greeting gesture to show how you felt when you saw a long-lost friend.
- d. Show location: You could indicate locations or directions by pointing your index finger.

5. Eye Contact

Eye contact customs vary from culture to culture. The idea is to give the impression that you are talking to each individual in your audience. If you have a large audience, you cannot actually look at each person's eyes, but you can casually move your eyes from one section of the audience to another throughout your speech. Try to look at the people in the middle of the room, then slowly look to the right side of the room, then to the left side, then back to the center of the room.

You will find that if you look directly at your audience, their nods, gestures, and smiles will let you know that they understand you. This positive feedback will make you feel better and less nervous.

6. Speak with Enthusiasm

Enthusiasm is being lively and showing your own personal concern for you subject and your audience. Act as through you really care about your speech. Your voice should be strong: You should want to communicate. If you are truly interested in your topic, your delivery is certain to be enthusiastic and lively.

7. Vary your Speaking Rate

Your words should not be too fast or too slow. If you speak too slowly, you will bore your audience. If you speak too rapidly, you will be difficult to understand. Adapt your rate to the context of your speech. For example, if you are explaining complex information, slow down. If you are happy or enthusiastic, you should speed up. This “change of pace” is as important to a speaker as it is to a major-league baseball pitcher.

8. Practice

You now know the basic principles of effective delivery and should realize that the actual delivery of your presentation is just as important as having a well organized and developed speech. However, studying this information won't guarantee an effective speech presentation. You must rehearse and practice the speech you have prepared.

For best results, you should begin practicing several days before your actual presentation in class. Here are a few suggestions to help you when rehearsing.

- a. Choose a location that will give you privacy and is free from distractions (an empty classroom or office at school; a bedroom or den at home where you can close the door). Don't practice in your living room while family members are watching TV or listening to music.
- b. Allow yourself enough time to rehearse your speech from *start to finish*. It is not effective to practice just part of your speech during any one rehearsal session.
- c. Practice your speech in front of a full-length mirror. This gives you an opportunity to monitor your eye contact and other aspects of delivery previously discussed.
- d. Tape record yourself while rehearsing. As you play back the recording of your speech, be sure to listen for errors in content and

delivery. Write down any corrections and work on improving them during your next practice session.

- e. Practice your speech in front of a few friends or family members. Pretend that you are actually delivering your speech in front of your classmates. Ask your “audience” to comment on various aspects of your delivery.

Individual Informal Speech

Evaluation Form

Date of Speech : _____

Topic of Speech : _____

Name : _____

Evaluation Scale

| | | | | |
|------|---|---|---|--------|
| 1 | 2 | 3 | 4 | 5 |
| Weak | | | | Strong |

I Presentation Skills/Delivery

1. Did you speak with good pronunciation, stress, and intonation?

1 2 3 4 5

2. Did you maintain eye contact?

1 2 3 4 5

3. Were you enthusiastic about your speech?

1 2 3 4 5

4. Could you handle your nervousness well?

1 2 3 4 5

5. Were your facial expressions appropriate?

1 2 3 4 5

6. Were your gestures appropriate?

1 2 3 4 5

7. Were your movements appropriate?

1 2 3 4 5

8. Did you speak with appropriate speed rate?

1 2 3 4 5

9. Did you practice well before the D-day?

1 2 3 4 5

Comment(s) _____

II Content

10. Did the opening grab the audience's attention?

1 2 3 4 5

11. Did you cover all the points as planned?

1 2 3 4 5

12. Did the closing end the speech nicely?

1 2 3 4 5

13. Did the points reflect what you think and feel?

1 2 3 4 5

14. Was what you said exactly the same as what's written in the script?

1 2 3 4 5

15. Were you satisfied with what you delivered in your speech?

1 2 3 4 5

Comment(s) _____

Reflection on Individual Speech

Answer the following questions after watching the video of your individual speech and filling out the evaluation forms. Write your answers in three paragraphs, in letter-like format.

The reflection is one of your portfolio documents. Keep it personal.

- Do you think your speech is worth attending by the audience? Explain.
- Do you think your speech reflects what you feel and think as an individual? Explain.
- How does this task improve your speaking skills? Explain.

SGP Portfolio Checklist

- End-of-Course Reflection
- SGP syllabus
- VCD of individual presentation
- Evaluation form of individual presentation
- Reflection on individual presentation
- VCD of PSGD
- Evaluation form of PSGD
- Reflection on PSGD
- VCD of individual informal speech
- Evaluation form of individual informal speech
- Reflection on individual informal speech
- 1st reading material
- 1st reading response
- 2nd reading material
- 2nd reading response