

# ADVANCED SPEAKING

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BY

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## **ACKNOWLEDGEMENT**

In a wide community, English has become an International language. Most of the countries in the world use English as an International language to communicate with other countries. Thus, English is important to be taught and learned by the students. As the form of our government's response toward this case, English language has been put in the educational system in our country, and it is taught from elementary school until university and becomes a compulsory subject as in Indonesia it is a foreign language. This book aims to presents the theory and practice of English speaking skill. After exploring and completing speaking ability practices in this book, it is expected that students will be able to speak English well.

This book covers on several topics, such as; process of speaking, technique of speaking, how to capture the audience, application of speaking, Powerful English Speaking and the success key of speaking. The topics discuss about the common practical problems faced by the people in speak English.

Many of the ideas for writing this book have grown out of conversations and interactions with my colleagues, fellow English lectures, and English Education Department students at Tarbiyah Faculty, State Islamic University of North Sumatra. They have encouraged helped me by offering comments and suggestions to this book. Finally, I hope that this book will be useful for students of English Education Department to enhance their understanding of Advanced Speaking theories and practice.

Dr. Hj. Farida Repelita Waty Kembaren, M.Hum.

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## CHAPTER I

### ADVANCE SPEAKING

#### A. Definition of Speaking Skill

Skill is a form of mental or physical activity or both that is organized and coordinated relates to the appearance of information about an object and involves the process of receiving and giving. Skills in this case are gradually formed through repetitive practice. Skills can be in the form of perception, movement, handicraft, intellectual, social, and others in accordance with the aspect and context of the skill.<sup>1</sup> Watson and Tharp interpret skills as an ability to do things well. In this sense, skills are built through knowledge and training. For a particular training, someone is said to be gifted if he is able to learn it easily. So, skills describe behavior tailored to a particular event or situation. People are said to be skilled about something when action is adapted to events. Skills can be interpreted as a skill, a quality that can make learning easier, or dexterity gained or built through training or experience.<sup>2</sup>

In the other hand, speaking as an interactive process in constructing meaning involves producing, receiving, and processing information. in this case, when it s peaks of constructed forms and meanings depending on the context in which the conversation takes place including participants involved in speaking, experience, the physical environment and the purpose of speaking. a person is said to be able to speak if he is able to anticipate and produce patterns expected by a particular discourse situation.<sup>3</sup> From the definition above, the writer defines that speaking skill as meaningful utterance which to express ideas, deliver speech, make social contact, and describe things or people.

#### B. The Theories of Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.<sup>4</sup> According to Richards and Willy a. Renandya that speaking is one of the elements of communication.<sup>5</sup> Where communication is the output modality and learning is the input modality of language acquisition.<sup>6</sup> As

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<sup>1</sup> Didik Santoso. 2017. Keterampilan Berbicara Bahasa Inggris, Medan: Duta Azhar, P.10

<sup>2</sup> Didik Santoso. 2017. Keterampilan Berbicara Bahasa Inggris, Medan: Duta Azhar, P.14

<sup>3</sup> Didik Santoso. 2017. Keterampilan Berbicara Bahasa Inggris, Medan: Duta Azhar, P.18

<sup>4</sup> Kang Shumin In Jack Richards C. and Willy A. Renandya, Methodology In Language Teaching, (USA: Cambrige University Press. 2002) p. 204

<sup>5</sup> Ibid.,p.210

<sup>6</sup> H. Brown Douglas. 1980. Principle of Language Learning And Teaching. New York : Prentice Hall.p.210

a human being, we always need communication to express our idea to do everything, what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea.<sup>7</sup> "Communication in the classroom is embedded in focused meaning activity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication".

Therefore<sup>8</sup>, in formal environment between teachers and students have to always interact to make communication. Because in fact, most of our daily communication remain interactional. It can interact in language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction. In other view, speaking is fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

So, speaking is an act of making vocal sounds. We can say that speaking means to convers, or expressing ones' thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

### **C. The Process Of Speaking**

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

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<sup>7</sup> Kang Shumin In Jack Richards C. and Willy A. Renandya. 2002. Methodology In Language Teaching. USA: Cambridge University Press p.208

<sup>8</sup> Herbert H. Clark And Eve H. Clark. 1997. Psychology And Language. USA : Harcourt Brace Javanovich inc. p.223

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and or assess the process.

### **1. Pre-speaking: Planning and Organizing**

Just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

### **2. Speaking: Going Public**

Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

### **3. Post-speaking: A Time for Reflection and Setting Goals**

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought.

### **4. Teaching the Normal Speaking Process**

It is important that clients understand the normal process of speaking. Clinicians should devote about 15 minutes explaining the process and identifying significant features of the physical act of speaking. This will form a basis for understanding and continued communication about speaking.

Respiration. We speak on the air we exhale. When we exhale for speaking, we breathe air out at a measured rate that is slower than for respiration alone. We inhale rather rapidly and then begin to

exhale slowly. Have your client place one hand on their chest and one hand on their belly to feel the movement during their respiration; have them note the difference between breathing and saying the sound "ah" for an extended period.

Phonation. Our voice is created as the vocal folds come together and narrow the opening through which air can flow between them. This restriction causes the vocal folds to vibrate and make noise that is our voice. Have the client feel the vibrations of the vocal folds by placing their fingers on the angle of the cricoid while phonating. Show them that some phonemes are voiced while others are voiceless. Demonstrate what happens when the vocal folds are brought together with too much effort.... Have the client hold onto the sides of their chair and pull up while saying 'ah'. Draw their attention to the effort and the similarity to the type of stuttering known as laryngeal blocking. Note that with excessive tension, there is less control and range in using the voice. Gradually release the tension allowing the voice and air flow to begin again.

Articulation. Discuss the process of making sounds by moving and contacting the lips, tongue, teeth and palate. Show some examples of how different types of sounds are articulated (the manner and place of articulation). Describe speaking as movement from one place of contact to another.

Speaking then is the process in inhaling, then bringing the vocal cords together while air is being exhaled to produce sounds that are modified by movement of the articulators. Speaking fluently is a smooth, effortless, forward-moving process. Breathing is relaxed and regular; the vocal folds are slightly tensed, and the muscles of articulation are relaxed enough to move freely from one contact to another.

## **5. The Audience-Centered Speaking Process**

As every successful speech writer knows, the only reason to give a speech is to change the world! Otherwise, why bother? Having established that, how can you ensure that your speech can accomplish such a lofty goal, especially when the opportunities for failure are many, and for success correspondingly few?

Recent studies suggest that most executives would rather die than deliver a public speech. Perhaps this explains why most executives often put off the task of preparing speeches to the last minute, or hand the task off to someone else. Before you do this, you should know that public speaking can be a powerful tool for communicating your most important messages. And, when it happens, it's powerful. When it's missing, everyone feels it, including the ill-fated speaker.



Can you find that connection with your audience that truly creates sparks? And, once you make the leap and deliver a successful speech, could it be that it is something you actually enjoy? Yes, and yes! The place to start is with the content of your speech or presentation, for that will make or break you with your audience.

## **6. Structure Your Content Like a Conversation**

Your content should be structured and delivered in a way that recognizes the audience's need to absorb information through an aural genre with limited opportunities for feedback of the kind conversation provides. This is not to say that there is no feedback in public speaking; there's actually plenty. But because most public speaking is more or less scripted, the speaker is limited in the amount of attention he can give to feedback, and limited in the ways in which he or she can respond.

Perhaps it is best to think of your presentation as a journey. Once on the journey, you may not get to stop often, for you will miss something. Considering this, your content needs to proceed logically, in complete thoughts, with stops along the way for the audience to check its comprehension.

You will need to remember that active listening is exhausting work and people don't retain much of what they hear. So, with this in mind, make sure you structure your content so that it is organized and delivered the way the audience needs to hear it. Second, it's a matter of unabashed focus. Think in terms of getting your messages and your ideas across to your audience. For instance, if you get only a single message across to your audience, what will it be? When structuring your speech's content, pit your focus here. Third, consider your emotional content. You want to give as much thought to preparing an emotional story line as an intellectual one.

## **7. Take Your Audience on the Journey With You**

Your audience will start the journey wanting a few key questions answered: "Why am I here," "Why is this topic important to me," and "Why should I pay attention to this speaker for the next hour or so?" Herein lies the difference between conversation and public speaking. People engage in conversation for mutual pleasure, to exchange information, or perhaps storytelling, or even a mix of the three. Public speaking differs greatly from conversation in that you need to orient the audience and prepare the way, or the journey, for where you will take them. To accomplish this, you must set them at ease early on and establish right off the bat what the context of your presentation is and why it is important and worth their time (and yours). Once you've answered the "why?", the real journey begins. Now your goal is to move your audience from "why?" to "how?".

## **8. Don't Tell All You Know**

Your audience already assumes you are an authority on the subject discussed. By being there, they are bestowing a mantle of trust and credibility upon you at the beginning of the speech. It's up to you to wear it successfully. To do this, stick to the point and make it possible (and enjoyable) for the audience to follow you by delivering strong, focused, clear and concise messages.

## **9. Connect with Your Audience with Stories**

Studies show that we make sense of the world by piecing together stories. Take advantage of this to ensure your audience gets your message. Think of the journey you are taking your audience on as a kind of story. Your audience will understand it better if it has all the parts, or the various makings, of a good story – a strong protagonist, a clear dilemma for him or her to work on, and a happy ending.

### **D. The Function of Speaking Skill**

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. "...three part version of Brown and Yule's framework: talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.<sup>9</sup>

#### **1. Talk as interaction**

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

#### **2. Talk as performance**

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

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<sup>9</sup> Jack C. Richards. 2008. Teaching Listening and Speaking; From Theory to Practice. New York: Cambridge University Press. p.21

### **3. Speaking as transaction.**

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.<sup>10</sup> So, Speaking English can be interpreted as a skill to express ideas, ideas, thoughts and feelings through oral speech by paying attention to the functions of english which includes mastery of pronunciation, vocabulary, grammar, fluency, and understanding.<sup>11</sup>

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<sup>10</sup> Jack C. Richards. 2006. *Communicative Language Teaching Today*, Cambridge: Cambridge University Press, p. 19-23

<sup>11</sup> Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, P.28

## CHAPTER II

### TECHNIQUE OF SPEAKING

#### A. Technique of Teaching Speaking Skill

Harmer writes that when teaching speaking or producing skill, we can apply three major stage, those are<sup>12</sup>:

1. Introducing new language
2. Practice
3. Communicative activities.\

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Being a leader means motivating other people and generating enthusiasm in order to achieve goals. Become a leader, it is important to learn the art of communication, as it is a significant element of relationship-building. Believe it or not, the percentage of people who suffer from speech anxiety is 74%. Obviously, some leaders have a fear of public speech, but they do their best to overcome it. True leaders need to not only speak in public, but how to grab their audience's attention as well. If being a true leader is right for you, you need to learn these five speaking techniques that all leaders should know and use:

#### 1. Appeal to Your Audience

If you are a true leader, you know your audience's needs and put them first. This means that you do your best to create an interesting and informative speech and don't forget about an individual approach. For example, one of the best ways to succeed is to use people's names when you interact with them. Dale Carnegie once said, "Remember that a person's name is to that person the sweetest and most important sound in any language." As you may already be aware, sociologists and psychologists claim that an individual approach is the best way to grab your audience's attention, so don't hesitate to appeal to the audience.

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<sup>12</sup>Tarigan, H. Guntur. 2008. *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.P.13

## **2. Nonverbal Communication**

If your speech is logical, savvy, and well-organized, that's great. However, it is not enough to keep your audience focused. Communication consists of two parts, verbal and nonverbal elements. Obviously, your words matter, but nonverbal communication is important, too. Elements of nonverbal communication

- Appearance
- Gestures
- Emotions
- Body positions
- Eye contact

## **3. Add Actionable Examples**

When it comes to an important topic, people crave actionable examples. It is always better to have multiple examples to prove your point of view. No matter what types of examples you have, whether personal stories, images, or best practices, you need to use the most relevant and actionable ones. If you want to deliver a good speech, add examples about which your audience feels confident.

## **4. Emphasize Key Moments**

No matter how good a speaker you are, most people can't stay focused for a whole speech. Thus, there are several ways to attract your audience's attention and emphasize an important point:

- Take a pause:

If you want to help your audience understand you, take a pause and keep silent for several seconds.

- Call it out:

You can emphasize the importance of a particular point by using phrases such as 'now, listen', 'listen closely', 'it is important', etc.

- Change the volume:

Speak louder or start whispering to attract their attention.

- Establish eye contact:

While talking about something important, stay in front of your audience, looking into their eyes.

## **5. Hook Your Audience**

If you want to impact your audience, you need to provoke them to discuss your material even after your speech. Thus, you need to hook them in one of the following ways:

- Add a call to action:

Ask people to react and give their feedback. Don't forget to listen to every person who wants to tell you something.

- Intrigue people with your plans:

Tell something interesting about your future plans that might be important to your audience.

- Organize a closed meeting:

Invite people to discuss all aspects of your speech.

Leaders should have strong communication skills to persuade people and keep them interested. Of course, if you know your speaking techniques, that's great. However, it is not enough to become a true leader.

## **B. Principle for designing speaking techniques**

There are seven principles for designing speaking techniques.<sup>13</sup> It explains as follows:

- 1. As the techniques that cover spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.**

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<sup>13</sup> H. Douglas Brown. 2001. Principle of Language Learning And Teaching New York : Prentice Hall. p.274

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based interactive activities that don't capitalize on grammatical pointers or pronunciation tips.

## **2. Provide intrinsically motivation technique**

Try at all times to appeal the students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Even in those techniques that don't send student into ecstasy, help them to see activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

## **3. Encourage the use of authentic language in meaningful context**

This theme has been played time, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction.

## **4. Provide appropriate feedback and correction**

In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for moment.

## **5. Capitalize on the natural link between speaking and listening**

Many interaction techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goal may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

## **6. Give students opportunities to initiated oral communication**

A good typical classroom interaction is characterized by teacher initiation of language. We ask question, give direction, and provide information, and students have been conditioned only to "speak when spoken to".

## **7. Encourage the development of speaking strategies**

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as follows:

- a. Asking for clarification (what?)
- b. Asking someone to repeat something (excuse me?)
- c. Using fillers (I mean, well) in order to gain time to process
- d. Using conversation maintenance cues (right, yeah, okay)

- e. Getting someone attention (hey, say, so)

### **C. Assessing Speaking Skill**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students.<sup>14</sup>

Brown states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

#### **1. Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

#### **2. Intensive**

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

#### **3. Responsive**

Responsive assessment tasks included interaction and test comprehension but at the some what limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

### **D. The Problem Of Speaking**

There are some characteristics can make speaking difficult. As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:<sup>15</sup>

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<sup>14</sup> Brown, H. Douglas. 2001. *Language Assessment Principle and Classroom Practice*. New York: Longman.

<sup>15</sup> *Ibid.*,. pp.270-271



### **1. Clustering**

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

### **2. Redundancy**

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

### **3. Reduce forms**

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

### **4. Performance variables**

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

### **5. Colloquial language**

Make sure your students reasonable well acquainted with the words dioms and phrases of colloquial language and those they get practice in producing these forms.

### **6. Rate of delivery**

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

### **7. Stress, Rhythm, and Intonation**

The most important characteristic of English pronunciation, as well be explained below. The stress times rhythm of spoken English and its intonation patterns convey important messages.

### **8. Interaction**

Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

## **E. Teaching Strategies**

Talking about teaching strategies, there are many teaching strategies can be used by teacher in classroom when teaching strategies process, which are suitable for large groups, small groups, and for individual of course. As a teacher can use most of these strategies in all three situations. According to Reece teaching strategies is important that you familiar with each and know where they might be used<sup>16</sup>. We can see the table shown teaching strategies related to group size as follows:

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<sup>16</sup> Jan Reece and Stephen Walker. 1997. Teaching, Training, and Learning, British Library: Bussiness Education. p 136

Group Size	Appropriate Strategy
Large Group (N = > 20)	Lecture Demonstration Team Teaching Discussion Debate Question and Answer Video
Small Group (N = 5 – 20)	Seminar Laboratory / workshop Gaming / quiz Brainstorming Buzz Group Field Trip Role Play Ice Breaker Simulation Case Study
Individual (N = < 5)	Project / Assignment Tutorial Open / Distance Learning

### 1. Strategies Appropriate to Large Groups

The strategies that are appropriate to large groups (Groups of greater than 20 students) are lecture, demonstration, discussion / debate. Question and answer video. Large group teaching strategies then are suitable when:

- a. The basic purpose is to disseminate information
- b. The material is not available else where
- c. The material must be presented and organized in a particular way for a specific group.
- d. It necessary to arise interest in the subject

- e. The material need only be remembered for short time
- f. It is necessary to provide an introduction to an area or direction for learning tasks to be pursued through some other teaching strategy.

The writer explain each strategies appropriate to large groups as below:

### **1. Lecture**

A lecture involves the teacher talking to the students about the subject. There is little, if any chance of any two-way communication. In other words, the lecture has an introduction to the content, the detail is then presented, and lecture comes from the Latin word “letcare” meaning to read aloud. When is it used?

Either in the classroom or workshop to pass information to the class in cost-effective manners (to a group of the students in a short time by one person). Thus, it is used to pass knowledge only if understanding is required a subsequent different strategy will be used.

Advantages of lecture are:

- A teacher can reach a large number of students
- Convey a large amount of material in short time
- Teacher has complete control.

Disadvantages of lecture are:

- Little opportunity to question teacher (often one way communication)
- Little or even no feed back regarding the effectiveness of the learning
- Need for a large, comfortable, perhaps purpose built room
- Need to be communication be expert
- Large group could be of putting to teacher
- Student are often passive
- Little use of teaching skills.

### **2. Demonstration**

Demonstration is the technique is usually associated with demonstrating a practical skill. It often introduces the skill; its point and importance. The skill is demonstrated after which the students practice the skill. When is it used?.

In the practical situation to introduce a new skill to a group of students to rectify faults with individual.

Advantages of demonstration is :

- When performed well, the demonstration can be highly motivating better than a verbal description.
- Theory and practice can be linked
- Pace of demonstration can be varied : slowly, at normal speed, and in stage.
- Students usually enjoy actively doing things.
- Expert demonstrations may be available via the video
- Key points can be stressed and repeated
- May allow students to ask question.

Disadvantages of demonstration are :

- A poor demonstration can be frustrating for the students
- Can be too fast or too slow for the learners
- No permanent record
- May be difficult to see
- May be too long leading to loss of concentration
- Students may learn bad habits / techniques
- Can be expensive in terms of material costs
- Teacher needs to rehearse
- Students can be passive.

### **3. Discussion**

Discussion is the students are actively involved in talking to each other about an issue of mutual concern. Your job is to manage the situation so that learning takes place. When it is used? Discussion is often used to help solved problems, or to explore issues and take decisions. It is a useful way of exploring attitudes and to help change unhelpful or antisocial attitudes.

Advantages of discussion they are :

- Can be used following a video or lecture in order to reinforce the learning.
- Very useful for changing attitudes.
- Involves the students and quiet members of the group can emerge as leaders.
- Can be very creative.
- Needs a summary.
- Can encourage students to become more articulate.
- Students can critics each other's views and not the person.
- Broadens views

- Does not feel like hard work.
- Provides interesting feedback on students knowledge of the topic and their social skills.
- Encourage deep learning.

Disadvantages of discussion they are :

- Students and teachers need to develop discussion skills
- Can be risky
- May take a relatively long time
- You must not dominate
- Have something else prepared in case discussion is ineffective
- May be difficult to keep to the point
- May be noisy
- Can degenerate into an informal chat.

#### **4. Debate**

Debate is very familiar to a discussion but tends to have more rules regarding procedure. When is it used?. Where there is no right answer and where both sides of the argument would benefit from exploration to enhance formal communication skills in the presentation of an argument. For example, the use of nuclear power to generate electricity: bring back corporal punishment; the National Lottery.

Advantages of debate are:

- Has a clear structure and an element of completion
- All students can participate
- Students can take the leading roles
- Good for contentious issues
- Students can enhance their presentation skills
- Increase teamwork
- Both sides of the argument are exposed
- Students can enjoy the process

Disadvantages of debate they are:

- Students may find the rules and procedures difficult to understand
- A minority of the students may do most of the work
- Students must prepare thoroughly which may take some time

#### **5. Question and answer**

Question and answer is posing a series of question to students in order to promote thinking and understanding. When is it used?. It is an informal assessment technique which is used with groups of

up to 30 students. It is a way of ascertaining the existing level of learning or entry behavior in the introduction to a lesson and/or, assessing the learning that has taken place at the end of a lesson (or during it).

Advantages of strategies question and answer are:

- Students are involved and feel they are contributing to learning
- Misconception may be identified an early stage can build from simple to complex
- Key question can be pre planned
- Feed back on quality of learning is gained
- Maintains concentration
- Can stimulating students
- Gives feedback on quality of teaching

Disadvantages of strategies question answer are:

- You need to be able to respond quickly to the students answer
- Careful planning may be needed
- A minority of students may participate.

## **6. Video**

Video is a method bringing realism into the classroom or workshop. When is it used? Can be linked to a range of other teaching strategies as a means of providing variety and realism. Advantages of this strategies are:

- Can bring a well known expert into the classroom
- Students can see dangerous on one off situation
- A permanent record
- Can be taken home by (some) students
- Help the students to visualize
- Can choose to view small extracts

Disadvantages of question and answer are:

- May disrupt class
- Class handed over to another
- Can be seen as an easy option for the teacher
- Technical problems
- Availability of resources
- Video from an 'authoritative' source may be biased and bias the students.

## **7. Team Teaching**

Two or more teachers co-operating in the planning, presentation, assessment, and evaluation of a course, but mainly in the presentation. When is it used, where there are large groups of the students and the teachers can take responsibility for parts of the course or where special expertise is needed.

Advantages of these strategies are:

- Reduces preparation time for each teacher
- Teachers work to their strengths
- Teamwork produces a better course
- Curriculum development enhanced

Disadvantages of these strategies are:

- Communication breakdown
- Talking to large number of the students can be daunting
- Large teaching room(s) needed
- Can be seen by the students as disjointed
- Variation in teaching quality

## **2. Strategies Appropriate to Small Groups**

Faced with the increasing need to produce students who command communicative skill as well as grammatical competence, and the realization that classroom activities tend to be rather monotonous. Many teachers and course writers have been looking for language teaching activities for small group in the classroom. Many are also convinced that beyond the specific advantages for language teaching there are more general education benefits, such as social learning and learning how to negotiate.

Strategies appropriate to small group is important to known by the teachers because students are likely to work in small groups in commerce; in consequence, we have a moral obligation to use such approaches in our controlled environments.<sup>17</sup> There are many strategies appropriate to small group and the writer can give explain in this thesis they are:

### **a. Seminar**

Seminar is a strategies appropriate where a students researches a topic, presents the findings to other students and leads the ensuing discussion. When is it used? Widely used with mature students to explore specified topics.

Advantages of these strategies are:

- Students involved in the preparation

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<sup>17</sup> Ibid., P.155

- Students know what is to be discussed and that they will have the opportunity to participate
- Seminars are student led
- Ideal for very specialized topics
- Responsibility given to students

Disadvantages of these strategies are:

- Students may be reluctant to participate at first
- Need to summarize the main issues at the end of the seminar
- Students may not respect their peers
- May be difficult to assess
- Can be dull

#### **b. Gaming/quiz**

Gaming/quiz is a learning situation with an element of competition and/or cooperation. When is it used? Can stimulate and involve learners when they interact with other students and/or the game.

Advantages of these strategies are:

- Can be fun
- Compete against a machine or situation rather than another student
- Immediate feedback
- Teacher has time to observe students

Disadvantages of these strategies are:

- May have to make your own game
- Game may not work
- Immediate feedback
- May not be taken seriously

#### **c. Role Play**

Students acting a part or a role in events before a situation, during the situation and after the situation. When is it used? Helping the students to feel the influences and pressures in their role. It is suggested that role is particularly effective with attitudinal issues.

Advantages of strategies Role Play are:

- A good way to address attitudinal issues
- High degree of student participation
- Brings learning to life
- Realistic
- Emotions can be felt



- Students can teach their peers about their feeling in their role rather than the teacher telling them.

Disadvantages of Role Play are:

- Can be threatening especially for the shy participant
- Need careful managing
- Essential to debrief the students
- Can take some time
- May be difficult to manage
- Some students hate Role Play

Many of Role Play exercise referred to above are designed for, or can be adapted for, small group work, with groups performing the roles worked out to the whole class at the end, for comparison or evaluation.

#### **d. Workshop**

Workshop is an opportunity to develop practical skills a simulated situation and link the theory with practice. When is it used? In the development of skill.

The advantages of these strategies are:

- Can take place before or after theoretical aspects
- Can be good basis for problem solving
- Teacher can talk with the learners on a one-to-one basis
- Reinforces learning in realistic and meaningful way
- Students work at own pace
- Students can work using a variety of skills;
- Students can work in group;

Disadvantages of these strategies are:

- can be seen as tedious or boring
- expensive in terms of time, equipment and rooms
- implications for health and safety
- Teachers may lose control of learning.

## CHAPTER III

### ORGANIZE YOUR SPEAKING

Why organize a speech? After an average speech, most listeners remember very little of what they heard! your speech often will include three main ideas or three examples. Having three points helps the human brain remember better than only one or two main points. If your speech is well organized, the listener can use that organization as a framework to aid in remembering your message. There are three things to aim at in public speaking: first, to get your subject, then to get your subject into yourself, and lastly, to get your subject into the heart of your audience.<sup>18</sup>

#### A. The Ways Of Seeing

When you want to deliver your speech focus on this way, so your audience will give their full attention in your speech.

- a. Performance Focus:
  - Worried about failing
  - Only wants to finish
  - Focused on technical details
  - Thinks the audience is judging
  - No heart in the speech
- b. Communication Focus:
  - Focused on the key message
  - All energy in speaking
  - Loves the audience
  - Happy to fail

#### B. The basic Speech Outline

Good speaker should think how to make a good speech to the audience. There are some steps to prepare your speech:

Beginning: Get attention, introduce your topic, say your thesis.

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<sup>18</sup> Davis, Joshua. 2008. Speech Made Simple. New York: Harcourt, Brace & World

Middle: Provide evidence to support your opinion

End: conclude your speech with energy and purpose.

### **C. How to Get An A in Your Speech**

There are some way to get A+ in your speech:

- Listen
- Reflect
- Asses
- Particupate
- Practice

So, to organize your speech there are some reason that you should understand:

- Well organized speeches are more pleasing.
- Well organized speeches are easier to understand.
- Well organized speeches are easier to remember.
- Well organized speeches are more credible.

### **D. Creating Speech Body**

Organizing your speech is one of the important thing to be a good speaker, there are some tips to create your speech<sup>19</sup>:

- Start with specific purpose and central idea
  1. Ask yourself what main(s) idea you want left in minds of audience.
  2. Ask yourself how you can get your audience to understand and/or accept your central idea.
  3. Ask yourself how you can support your main idea.
- our speech should have three levels.
  1. Central Idea
  2. Main Points (Two or Three Points)
  3. Support Material (Examples, Statistics, Narrative, Testimony, etc.)

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<sup>19</sup> Acton, William. 1979. Second Language Learning and the perception of difference in attitude. Unpublished doctoral dissertation, University of Michigan.

## **Cluster your Notes around central idea.**

### **Statistics**

In 1980 only one country, the Soviet Union, had been named by the U.S. for violating the 1972 Biological Weapons Convention banning the development and possession of biological weapons. Since then, however, the number has ballooned. In 1989 at least ten countries were violating it. Last year the number had grown to at least 26.

Countries such as Iraq, Libya, Syria, and North Korea are special threats in view of their histories of militant behavior. Iraq, for example, has acknowledged that during the Persian Gulf War it possessed Scud missiles tipped with biological warheads.

### **Testimony**

Kathleen Bailey, a former assistant director of the U.S. Arms Control and Disarmament Agency, says that she is absolutely convinced that a major biological arsenal could be built with \$10,000 worth of equipment in a room 15 by 15 feet.

### **Causes**

Biological weapons are the poor man's or country's weapon of mass destruction.

### **Solutions**

The most effective safeguard against biological warfare is prevention. We need more advanced intelligence so that we can stop terrorists before they strike. We need regulation of commercial orders of pathogens so that the nuts out there can't get their hands on them. Finally, we need to improve our ability to identify and control emerging diseases so that new uncontrollable pathogens do not develop.

- Create Main Points.
- 1. Limit number to two or three for short speech, not more than five for long speech.

See my article on Television & Public Speaking

- 2. Each main point should be an assertion, not a topic heading.

Example: Poor: Grim reality

Better: The grim reality is that at least five of the nineteen countries, including Iraq, guilty of developing biological weapons have histories of militant behavior.

- Support Main Points.
- Discard Irrelevant Material.
- Customize points for audience.
- Use parallel language when possible.

### **1. Methods of Organization**

- **Chronological**

Chronological arrangement follows a time pattern.

1. Jazz began in the red light district of New Orleans around 1900.
2. Jazz moved to Chicago and Kansas City during Prohibition.
3. Bebop developed on 52nd Street in New York during the 40's and 50's.
4. Nowadays jazz is a part of the curriculum of many major universities.

- **Spatial**

Spatially organized speeches follow a directional pattern. Oregon is a land of contrasts.

2. The rugged coast is a mountainous rain forest that provides high quality fir and cedar.
3. The Willamette Valley lying between the Coast Range and the Cascades is a fertile plain noted for its vineyards and vegetable crops.
4. The high Cascades separate Western from Eastern Oregon.
5. The high plain east of the Cascades is a semi-arid desert noted for wheat and rattlesnakes.

- **Causal**

Causally organized speeches show cause-effect relationship.

1. Cause first, effect second
2. Effect first, cause second

- **Problem-Solution**

Problem-Solution speeches are divided into two main parts:

1. First, describe the problem and its seriousness.

2. Second, provide the solution to the problem.

- **Topical**

Topical speeches divide the main topic into subtopics.

- **Transitions**

Transitions are bridges. They are words, phrases, or sentences that logically move us from one idea to another.

**Addition:** and, also, furthermore, moreover, in addition

**Time:** soon, then, later, afterward, meanwhile

**Contrast:** however, but, yet, nevertheless, instead, instead of, meanwhile, although

**Examples:** for example, to illustrate, for instance

**Conclusions:** in summary, therefore, consequently, finally, as a result

**Concession:** although it is true that, of course, granted, true, admitted.

## **E. Finding your Voice**

Good speaker is the speaker who has a good voice when they deliver speech to the audience. There are 5 P's to finding your voice.<sup>20</sup>

- a. Pace is how fast you speak. Like music, some parts we speak quickly, and some slowly. We usually slow down for important points.
- b. Pausing is when we stop speaking. We use pause to give the audience time to think, and to create a dramatic effect.
- c. Power is the energy and emphasis in our speech. We give more emphasis to important points.
- d. Pitch is the musicality to our voice. The pitch reveals our emotions. We can say a word with a sad pitch or a happy pitch.
- e. Pronunciation is how clearly we say each word. We pronounce important words clearly, and other words we clip and smooch together.

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<sup>20</sup> Davies, Alan. 1975. Two tests of speaking. In R. L. Jones & B. Spolsky (Eds.), *Testing Language Proficiency*. Washington, DC: Center for Applied Linguistics.

## 1. Organize your Presentation

The most precious things in speech are the pauses. Public speaking is challenging for most people. There are a few out there who are totally comfortable getting up in front of a group of people to give a speech or presentation, but they're the exception to the rule. Unfortunately, there are going to be times where you're required to stand up and give an important presentation – maybe one that will help you to advance in your career or aid your company in making a big breakthrough.

While it's difficult to wipe out nerves completely, there are plenty of tactics to reduce them and make speaking in front of a crowd easier. The most important of these tactics happens way before the presentation ever does: preparation. An organized, well-prepared presentation makes standing up and talking about any subject easier. Affirm your authority when you stand up to speak by organizing your thoughts and knowledge in a way that is cohesive and easy to present. To organize your presentation please focused on this one<sup>21</sup>:

1. Introduce your subject – The tone of your presentation will depend on to whom you're presenting and where you are, but if you can open with an alarming or interesting fact, statistic, or question to grab the audience's attention, you'll start building your credibility from the beginning. Mention the points that you'll touch on throughout the presentation so that your audience will know what to expect. This will help you stick to your points, and give them a feel for where you're going and how you plan to get there.
2. Cover your points thoroughly – You won't always cover points in exactly the same way. It all depends on what your presentation is about. There are a few different, logical ways to approach your main points, including chronologically, comparatively, spatially, or presenting a problem and its solution. Take the time to assess your topic and decide which way makes the most sense for ease of understanding, as well as ease of delivery. Try to give your talking points fair and equal time based on importance.
3. Wrap it up – In your conclusion, you want to quickly remind everyone of the most important points that you've made and give them something by which they'll remember your presentation. Another strong fact, statistic, or an important conclusion that you've drawn from the information presented is a good way to tie everything up. Keep your conclusion short, sweet; and succinct.
4. The glue – Bet you weren't expecting anything after the conclusion! Transitions are an important part of your presentation. They're what holds everything together and makes the

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<sup>21</sup> Goleman, Daniel. 1995. Emotional Intelligence. New York: Bantam Books

presentation feel seamless. Try to find links between your points to help segue from one to the other naturally. For example, you might say, “Now that we’ve discussed how to organize a presentation, let’s move on to why it’s so important to have an organizational strategy.” A link like this lets your audience know that you’re moving on, but still feels natural.

A strategy I have developed for my clients is to remember TIES. Check out our newest video to learn how you can be organized and concise whether it is for a quick update or a longer presentation. There are five Tips for Organizing Your Speech<sup>22</sup>:

1. One of the most common ways to organize a speech is chronologically, according to time. Explain what happened first, then second then third. Take your time with each section, then pause at the end of each section to signal a transition. This is the same method of organization of any story, which always has a beginning, a middle, and an end.
2. A similar approach is the "Past, Present, Future" approach. While the chronological approach can be used to describe a situation that is completely in the past, or completely in the future, the "Past, Present, Future" way of organizing takes a longer-term view. In your speech, you could describe the situation as it has been in the past. In other words, you can give some history. Then you could describe the current situation as it is right now. Finally, you can ask the audience to think of the future and how the situation could improve for the better.
3. Another good way to order your message by logic. One way to do this is to use the "cause and effect" approach. Explain the cause first, giving enough detail for the audience to understand, then describe the result. Another common way is to use the "problem and solution" approach. Describe the problem, especially from the point of view of your audience, followed by your suggested solution.
4. An easy method of organizing your presentation is by using the comparison approach. Describe Situation A (or Problem A or Example A, or whatever) then show how Situation B (or Problem B or Example B) is different. You could describe all of Situation A first, in great detail, before comparing it to Situation B. Another option is to jump back and forth between A and B - explain one point about A and compare it to B, then take a second point about A, etc.
5. For almost any topic, it is possible to use the PGP approach: particular - general - back to particular. You could start with a very specific story to introduce your topic. After that, you can explain, in general terms, what your message is. When you are done, conclude by

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<sup>22</sup> Davis, Joshua. 2008. *Speech Made Simple*. New York: Harcourt, Brace & World



reminding the audience of your specific example (or a similar example) to burn your message into their brains.S

Do not make your organization too complex. Keep it simple so that everyone in the audience can follow your speech and remember your message. Whichever way you choose, it will be helpful to have a clear structure to your speech. To further aid in memory, you can let the audience know about your organization in your introduction, then remind them about the conclusion.

## CHAPTER IV

### HOW TO CAPTURE THE AUDIENCE

When giving a presentation, keeping listeners focused on what you are saying is a kind of competition. All kinds of distractions are competing to lure your audience away, from smartphone screens to their neighbors to their own thoughts. It's important to grab their attention from the start and maintain a connection throughout your speech. There are 7 ways to keep your audience engaged<sup>23</sup>

#### 1. Plan to Succeed

Great speakers have an outline and know their material backward and forwards, but when it comes to standing up in front of an audience, you must be able to speak from the heart. Presenting information in a natural, conversational manner is the result of thorough drafting, editing and multiple rounds of rehearsing. Although public speaking can be a nerve-wracking pursuit, your comfort level will increase as you prepare. Plan on putting in the prep time necessary to deliver an "effortless" speech. Mark Twain once stated, "It usually takes me more than three weeks to prepare a good impromptu speech."

#### 2. Give Them What They Want

Your goal should be to give people the best value for their time. Set the expectations by starting your presentation with a quick summary of how the speech will go. "For the next 45 minutes, I will talk to you about a variety of awkward moments. You will walk away with a better understanding of how to handle any situation with confidence and grace." This intro lets them know what they will learn during the time they share with you.

#### 3. Get Personal

Telling a story is a powerful way to capture an audience from the start. Humans are wired for stories; people may forget facts or figures, but hearing of someone's experience stays with them, especially when it shows the speaker to be as human as they are. The most moving speakers relate their material to something in their own lives. Use anecdotes from your own experience to communicate your message and make it relatable. Sharing an embarrassing moment, a painful lesson

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<sup>23</sup> Davis, Joshua. 2008. *Speech Made Simple*. New York: Harcourt, Brace & World

or an epiphany that relates to your topic will help your audience bond with you while putting them at ease and increasing their interest in you.

#### 4. Your Body Speaks

The message your body language sends is just as important as your verbal message. Your volume, tone of voice, eye contact, facial expression and stance will all work together to enhance your presentation. Watch for distracting nervous habits, such as shifting from one foot to the other, touching your face, playing with your hair or fidgeting. Maintain an open stance that subtly invites the audience to the conversation. Don't limit yourself to a podium; consider using all the space available to you on the stage. Periodically walking across the stage and to face different sections of the room as you speak will give the audience another reason to stay engaged while positioning you as a confident leader worth paying attention to.

#### 5. Customize

If you are talking about physics to a fifth-grade class, you will adjust your speech to their age level. In the same way, tailor your presentation so it matches the knowledge level of your audience. Don't assume your audience knows what you are talking about. Even those within your industry have varying levels of knowledge so it's important to avoid jargon, confusing acronyms or insider lingo.

#### 6. Use Humor Carefully

Light humor, when used appropriately, will relax your audience, make your presentation more fun and help people remember your topic. A bad joke, however, will make your speech fall flat. Avoid humor on polarizing subjects; no matter how well you think you know your crowd. Never assume everyone in the room is the same ideology or belief system. A genuine story that everyone can relate to is your best chance at getting an authentic chuckle. Run it by a few friends to gauge their reaction before attempting to roll it out in front of ten... or two hundred strangers.

#### 7. Pace Yourself

Adrenaline often makes speakers rush through their words, making it hard to understand or take in what they're saying. Make a deliberate effort to slow down and incorporate a sense of timing. A well-timed pause serves several purposes: it allows your audience to absorb what you just said and provide space for audience reaction. Don't feel you have to fill every moment with the sound of your

voice. Talking slowly and inserting the occasional pause will convey a sense of command that lets audiences know they are in capable hands.

The best speech is one where people leave with something new to utilize in their professional, or day to day life. Giving them something new and interesting to ponder takes careful contemplation, focus, research and rehearsal. In my mind, there are two kinds of attention: neck down, and neck up. Neck-up attention is when the listener has to make an effort to pay attention. Neck-down attention is when the listener is riveted to the speaker.

Please note that, in our language of English, attention is *paid* because attention is a valuable currency. When listeners *pay* attention, they are rewarding you with arguably the most valuable currency in the world. Here are 10 techniques that are guaranteed to earn you more attention without losing any of your professional credibility<sup>24</sup>.

1. Start with the unexpected.

Start with a bang, not a whimper. Smokers like matches that light with the first strike, and listeners like presentations that ignite interest with the first sentence. For instance:

"We stand today at a place of battle, one that 40 years ago saw and felt the worst of war."--  
President Ronald Reagan

"I stand before you today, the representative of a family in grief, in a country in mourning, before a world in shock."--The Earl Spencer, brother of Lady Diana.

"I wish you could have been there..."--Patricia Fripp, CSP, Former President of the National Speakers Association.

Each of these opening lines makes us lean in, lend an ear, and wonder where the speaker will take us. They jump right into the subject and create suspense, intrigue, curiosity. They capture *neck-down* attention.

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<sup>24</sup> Weir, Cyril J.1990. Communicative Language Testing. London: Prentice Hall International

## 2. Make it about them.

Now that you've gotten listeners' attention with your magnetic opening, make the story about them. Increase your You-to-Me-Ratio. Talk about *their* goals, *their* aspirations, *their* anxieties. Cicero, a Roman statesman and orator, and one of the greatest speakers in the history of the world, said, "Tickling and soothing anxieties is the test of a speaker's impact and technique." He meant that you can capture attention if you remind an audience of a felt need, a pain point, or a threat to their well-being.

"Ring around the collar," was a 1968 ad in which a housewife protected her husband from loss of social status and career disaster by using Whisk on his shirts. And many consultants I know use something called FUD to sell their projects: Fear, Uncertainty, and Doubt. A smattering of FUD gets our attention. When I feel it, I feel it in my chest.

## 3. Keep it concrete at the start.

Show a prop. Use language that appeals to the senses. Don't tax the audience right away with abstract reasoning or academic concepts. Better to hide your smarts than to wear them on your sleeve. Storytelling is a powerful way to get into a topic because we are hard-wired to absorb information through storytelling. Tell a good story and you'll get neck-down attention.

I once heard Robert Kennedy, Jr. speak about conservation on a boat on the Hudson River. He began by pointing south. "If you look in that direction," he said, "You will see the channel that for millions of years has been the largest spawning ground for sturgeon in the world."

Of course, when I looked where he was pointing, I saw nothing but gray polluted water, not a sturgeon in sight, but I had the image of millions of large fish teeming so densely on the surface of the river that I could have walked across their backs to New Jersey. Only then did he dive into the data about the poor, languishing Hudson.

## 4. Keep it moving.

Not just in terms of pace, but in terms of development. Make sure that every new bit of information you provide builds on what came before. We lose interest in movies when nothing is happening, or novels that stop while the author describes a bucolic setting for two pages. Our brains are saying, "I want action! Drama. Suspense." The same holds true for your listeners. They are time-pressed, content-driven, and results oriented.

Think of the difference between a river and a canal. A canal is plodding while a river is dynamic and constantly changing. To please your listeners' insatiable desire for *variety*, make your presentations like rivers, not canals. Make sure there's always something happening, most especially when delivering webinars, where your audience is likely to be highly distracted.

#### 5. Get to the point.

One of the great pleasures the audience has is quickly grasping what you're getting at. They resent you when you rob them of this pleasure.

I once saw an ad for a Seth Godin speech on why marketing technical products was too important to leave to marketing. When I saw the video, the first words out of his mouth were, "Marketing technical products is too important to leave to marketing." It was a no-nonsense speech that moved like a bullet train, straight down the track of that single point. Give them only one point, make it early and often, and they'll carry you out on their shoulders.

#### 6. Arouse emotion

Humor is inherently persuasive. It gives the speaker an unfair advantage because it literally changes the chemistry in the room, and in the brain of everyone present. But don't try to tell jokes if you're not a comedian. Simply allow your natural sense of humor to be present in the moment, and when something comes to mind, allow your humor to reveal itself.

Confessing something personal about yourself can also make the audience feel connected with you. I had a client recently--a senior person in her company--who confessed to her colleagues at a major company meeting that she had been a bar tender, a taxi driver, and short-order cook in order to pay her college tuition. The audience was amazed and thrilled as she drove home her point that we can all do more than we realize if we have the will to do whatever it takes. One definition of courage, she said, is acting out of character.

#### 7. Keep it interactive.

Social scientists have demonstrated that an interactive audience is more easily persuaded than a passive one. In many circumstances, the give and take between speaker and audience breaks through the reticence and reserve of listeners, encouraging them to engage with the speaker and play a part in the proceedings.

We see this in certain churches using the call and response tradition of worship. We see it in schools and universities, where an effective teacher, by asking questions, can get monosyllabic students to open up and participate.

And of course the world also witnessed the power of audience interaction in the massive rallies of Nazi Germany when Hitler would cry, "Sieg," and the soldiers replied, "Heil," raising their arms in the Nazi salute. I include this negative example because it is a powerful reminder that what makes a speaker a dangerous demagogue is not his technique, but his moral purpose.

#### 8. Write clear headlines.

Write headlines for your slides that express a point of view. The audience will get the big idea and look at the body of the slide for evidence that supports your point.

For instance, "We Can Dominate the Market" is a better headline than, "Market Share." It's better because it implies *action*, it's brimming with intellectual and emotional *content*, and it captures the physicality of neck-down attention much more than the inert phrase "Market Share."

#### 9. Keep it short.

Stop talking before they stop listening. The mind cannot absorb what the behind cannot endure.

#### 10. Let there be you.

The presence of a human being alone on a stage of any kind, whether it's the floor of a small meeting room or the elevated platform of a vast ballroom, is profound. It immediately creates neck-down attention. Ralph Waldo Emerson said, "What you are speaks so loudly that [nobody] can hear what you're saying."

Listeners interpret everything a speaker does: they read your face, your inner rhythm, your posture, voice, and stance. In fact, the human mind ascribes moral intention to physical cues having the slightest hint of emotional expression.

The problem is the mind does this in a matter of seconds, and you have to speak longer than that. Plus you may be nervous, not at your scintillating best, so your technical skill at capturing and holding attention could be the difference between success and failure.

Every business presentation will have plenty of moments when the audience will have to work hard and pay attention to grasp the material. I am suggesting that your results, and your reputation, will improve when your audience finds you and your content fascinating.

There are 5 types of persuasive topics you can choose as your topics

1. Personal- topics about you and your life.  
Example: relationships, haircuts, dieting, studying.
2. Local- topics about your school community, local neighborhood or even city.  
Example: tuition, city traffic, bad weather, local restaurant.
3. National-topics of importance to people of your country  
Example: the presidents/prime minister, cost inflation, sports teams.
4. Regional-topic about your region of the world (Asia, Europe, etc)  
Example: territory disputes, regional trade, students exchanges.
5. Global-topics of worldwide importance  
Example: travel, war, global warming, the Olympics



## CHAPTER V

### YOUR BODY LANGUAGE

Body language means action, expression and posture with something meaningful. In classroom teaching, the teachers' body language can help to increase the effect of sound language. It is an important method for teachers to learn about the students by noticing the students' body language. Teachers can get feedback information by watching the students' expressions in their eyes, on their faces and noticing their actions, as to adjust and organize the teaching in class timely and effectively. Nowadays nonverbal communication has been used in many fields. With the continual reform of language teaching and learning methods, teachers have great challenge in organize the classes in English and create English-learning circumstances. However, with students' limitation, teachers have to simplify their teaching language with the help of facial expression and body movements.<sup>25</sup>

In English teaching, with the constant reform of teaching methods, body language as a kind of nonverbal language plays a very significant role in the interaction between teachers and students. It not only can express the speakers' intention more accurately and effectively, simplify the teaching instruction, stimulate the students' interest, optimize the purpose of English teaching and enhance teaching effectiveness, but also can help improve the students' ability of listening, speaking, reading and so on. Through literature review, by inducing and summarizing, this paper did a survey on several kinds of body languages and their some aspects, such as their features, importance, etc. This paper aims at helping English teachers understand the application of body language in teaching, and encouraging them to try using body language in classes in order to assist their teaching. The English teachers in new times should use body language properly in their class teaching and bring its function in language teaching into full play to achieve the best teaching effects.

Now China's English education is undertaking reforms. Traditional education plays too much attention to instilling the knowledge into the students. Such cramming method of teaching brings up the students who have good marks but low ability. Today's English education requires students to communicate in English. Teachers are also required to teach English nearly without Chinese expression all the class time. However, because of the limitation of students' vocabulary, teachers should take some other effective ways to support English teaching. Body language can help to explain what the teachers mean. Teachers also can deepen students' understanding and memories with the aid

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<sup>25</sup> All, E. D. & Valette, R. M. 1977. Classroom Techniques: Language and English as a Second Language. New York: Harcourt Brace Jovanovich.

of body language.<sup>26</sup> When the communication between teachers and students becomes more and more important with the developing of English education, the use of body language can support teaching and help teachers get better teaching results.

As is known to all, classroom teaching is one kind of communicative activity between teachers and students. Some students are absent-minded, which may lead to the failure of communication in classroom. Apart from the students' subjective reasons, the teachers also have responsibility for this phenomenon. Teachers need to work hard to capture and sustain the attention of students in order to engage them to focus on the lessons. Actually, in some cases, nonverbal communication is more important than the verbal one in the communication between teachers and students. Such as known to all, volume, speed and tone of voice will stimulate the students' response directly. Human body language, as a nonverbal communication, including gestures and facial expressions, is actually often used to communicate in countless subtle and complex ways. In class, most of students are often more attentive to what teachers do than what they say. To arouse students' interest in learning English and to help them learn better, teachers have to try their best to think of as many ways as possible to motivate students' enthusiasm, and body language is one of them. In order to improve students' English mentalities, teachers should use Chinese sparingly, especially in the background of nowadays' quality-oriented education. And body language has become the necessary media. Body language of both teachers and students plays an active role in teaching English class. Teachers accompanied by gestures and facial expressions could create visual effects. It helps teachers express their own ideas and viewpoints more accurately and vividly to draw the attention of students. When teachers add body language to English teaching, students will be interested in learning English. What's more, students can learn to maintain long-term memory. This is a wonderful magic that body language has.

As we can see, in school education, body language plays a positive role not only in class teaching, but in shaping students' characters. Students often respect their teachers; even imitate teachers' words and actions, sometimes subconsciously. Therefore, teachers should understand the body language correctly, and master the methods and principles of body language stably. As an English teacher in the new times, we should help students grasp the foreign language with new teaching technique, and body language can take this role.

In one word, body language is helpful for English teaching.

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<sup>26</sup> Cooper & Pamela. 1988. *Speech Communication for the Classroom Teaching*. New York: Gorsuch Scarisbrick Publishers.

## **A. Definition of Body Language**

Body language is an important medium in people's communication. It includes gestures and facial expressions. As we know, language is important in communication, but nonverbal communication also can't be neglected. American psychologist Albert said, people get 55% information from expressions.<sup>27</sup> In classroom teaching, nonverbal communication is more important than verbal one. When teaching, teachers will try their best to arouse the student's interest of learning English. Body language as a secondary means of teaching English is vivid, it can warm up the class atmosphere, help students to understand the point, shorten the distance between teacher and students, stir interest of learning English, improving the quality of education.

Body language is a term for different forms of communication using body movements or gestures instead of, sounds, verbal language, or other ways of communication. Body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words (Hornby, 2006). Although we may not realize it when we talk with others and send messages to the people around us, we make ourselves understood not only by words, but also by facial expressions and body movements. We call it body language, which studies the meaning of all parts of body. It includes many nonverbal behaviors, e.g. eye contact, gestures, postures, facial gestures, touch, and so on. It can deliver different information, making a set of system which is the same as language signal. For example: A smile and handshake indicate welcome, waving one's hand means "goodbye", nodding the head is a way to show agreement while shaking it means disagreement. Body language is a kind of nonverbal communication and it forms parts of category of paralanguage, which describe all forms of human communication that are not verbal language.

So, in teaching, teachers should learn and work hard to master the means of communication in the application of classroom, servicing teaching.

## **B. Features of Body Language**

### **1. Intuitional feature**

Teachers use their facial expressions to afford information or give some commands in the classes. Using body language in English teaching can help teachers to deepen students' understanding and impression. Visual body language can arouse students' interests in English studying. For example, when the teacher teaches the word "cry", he or she can show a crying face. Teachers can get a more intuitional teaching result if they use body language properly.

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<sup>27</sup> Chen, S. & Watts, D. (1992). *Intercultural Communication*. Washington: Anchor Books.

## **2. Communicative feature**

We cannot forget the importance of body language when teachers communicate with students. Students need to learn the communicative English, so they should be more active in the classroom teaching. Because traditional teaching method cannot arouse student's interests, we can create a comfortable and interesting atmosphere by the means of body language and put students in the central position in English learning. If teachers use their body language comfortably, they can assist the communication between with their students.

## **3. Suggestive feature**

Actually sometimes students understand the English knowledge by guessing from teachers' body language. The students have rich imagination and they can get much information from teachers' body language. For example, when teachers design a communicative scene, they can take advantage of the vivid body language to help them imagine, which can give them a good context. In this way, can the students understand the text easily.

In a word, body language has proper features for English teaching. A qualified teacher should learn to use body language in English teaching. Body language can become a perceptible tool in the future education.

## **C. Inecessities And Importance Of Body Language In English Teaching**

### **1. The Important of Body Language**

English teaching is a very important part of the school education, and body language plays a positive role in cultivating the students' characters in school education.<sup>28</sup> Body language is a significant means through which people get to know each other and communicate with each other. To be brief, body language is a kind of language through gestures, manners and countenances, which include eye contact, facial expression, and gestures and so on. As mentioned above, our nonverbal communication occupies almost 50 percent of our daily communication while words themselves take up only 7 percent. Our bodies put forward messages so often that sometimes we communicate a lot more than we realize (Chen & Watts, 1992). The foreign language teachers are expected to perform actively in class, for example to dance joyfully, make vivid gesture as an actor. They are no longer expected to be kind and cultivated or just stand stubbornly on the platform (Guo Xuehua, 1999). In the current situation, there are three main aspects which is the need of body language in English teaching.<sup>29</sup>

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<sup>28</sup> Dubin, F. & Olshtain, E. 2002. *Course Design*. Shanghai: Shanghai Foreign Language Education Press.

<sup>29</sup> Guo Xuehua. 1999. My Understanding of Effective English Reading Class Teaching. *Gian Teachers' College Journal*.4, 56 – 61

### **1. Limitation of Students in English Vocabulary and Expressive Ability**

The English vocabulary is so abundant that the student cannot remember all of them. And students just can only grasp the words which are used frequently. According to the students' present level and practical situation, body language is required. Body language is one of rich expressive languages in the teaching language, especially in English teaching. Using body language suitably not only can avoid using Chinese to explain English, but also can promote teachers and students to communicate. In this way the teaching effectiveness will be enhanced. For instance, when a teacher wants his or her students to look at the blackboard, he or she just have to point at the blackboard, then the students will understand the order without difficulty despite the fact that they do not catch the key word "blackboard" clearly. Another example, when explaining the form "have done" such as "Have you found a job yet?" The teacher can use a normal speed when reading "we ought to use the form „have done", and read slowly when giving examples. Then a more effective way is to use hand gestures to emphasize when the teacher says "have done". He or she can reach out his or her index finger, pauses in the air while giving out the example. This action often makes a deep impression on students about the English language points.

### **2. Less Interest of Students in English Class**

For a non-native learner, English learning is very boring. As the proverb goes "interest is the first teacher." No matter in any fields, a person to be successful, first of all, he must spend a lot of time and energy. Second, he must be interested in it. The strong study interest is the prime motive power of leaning activity. It can stimulate and raise students' study interest. Therefore, before each class, teachers should make good preparation to make sure that the students can have strong interest through a series of body language. For example, to teach: "What are you doing?" teachers can design the following body language for the context: let the students make the action of waiting, or dancing together with you. Students imitate the body language with teacher, listen and do warm up in the activities to enter the study condition, which can stimulate students' enthusiastic of learning greatly. In the classroom, teachers' behavior will influence students' leaning concentration. Sometimes teachers in their teaching with the use of body language can stimulate the students' interest.

### **3. Depressing Atmosphere in English Teaching**

English is a foreign language to students and it is difficult to study well so that students cannot hold the interest in it for a long time. And when they cannot understand what teachers teach, they will not listen to the teachers. Then the atmosphere in English class is depressing.

Meanwhile, if the sounds only stay in a horizontal line, students will soon lose their interest. And the rise meter can also affect students' mood. Teaching in order to arouse the attention of each student, teachers should glance around at the students. Teachers' body language attracts the attention of students, help students understand knowledge, and increase their enthusiasm. In this way, can teachers achieve the purpose of improving the teaching results.

In English classes, body language should be frequently used to improve the teaching effectiveness and develop the students' ability. Body language is a silent and true language, which can express a person's inner world, it always catch one's eye mostly in non-communicative. As a non-communicative, body language is the support and supplement of teaching, and occupies an important position in teaching. A qualified teacher needs not only profound knowledge and good eloquence, but also dignified and harmonized body language. Just like the educationist Makarenko (1998) said: "If a teacher is no expressions and not good at express to people, it's not a qualified teacher."<sup>30</sup>

If a teacher can be just right of using body language in classroom teaching, it's every look, every smiles, every action will have a strong psychological effect on students. At this time, silence is the best words. Therefore, the body language takes an important place that oral language can't replace.

**a. To enhance the educational influence**

Teaching by example is better than word. Teaching by example of teacher is reflected in many ways, and body language is a part of teaching by example. (Brown, 2002, P.367)On the communication between teachers and students, all of the attitudes, feelings and self-cultivation are displayed through the instrument, facial expression, gestures, glances and even clothing, hairstyle have far-reaching implications on students.

The appearance is the first impression of teachers to students and students' preferences of a subject always begin with the goodwill, admiration of teachers. It will give students a good impression and add the charm of education, if teachers are well groomed, smartly dressed, generous and conversely, if teachers have fluffy and messy hair, wear slovenly and untidy clothes, or indulge in dress up, fancy dress, it will give students an irresponsible, hot-tempered, half-hearted impression, and may lead the students in private discussions, divert the students' attention, affect classroom teaching. The teachers' appearance should be neither dressed up, not old fashioned. It not only maintains modesty, but also follows time fashioned and personal style. The appearance should be just with the demeanor and temperament of teachers, set a

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<sup>30</sup> Hornby, A. S. 2006. Oxford Advanced Learner's English-Chinese Dictionary. Oxford: Oxford University Press.

good educational style to students. This is a more conducive atmosphere for study, which will make students more relaxed, enjoyable to learning.

**b. To improve the effects of sound language**

In English teaching, teachers transmit information mainly rely on oral language, but using body language to attract students' attention is more lively, exact and effective. Body language is also indispensable when communicating. On the one hand, body language can transmit information directly. In classroom, teachers can convey the sure or unsure information with eyesight and expression. Sometimes, an encouraging eyes, a meaning smile, or a scornful expression, will influence students. And when the oral language is not the same as the body language, students always believe what they see. On the other hand, it's the most delicate interpret of oral language and students can find teachers' feeling attitude and illocutionary from body language. On teaching, teachers' change of expression has important influence on students' mood of learning, students don't like the teachers, who are straight, clod and serious. So, teacher should use body language to coordinate with oral language reasonable when teaching.

**c. To strengthen the role of information**

As one knows, the communication of people is through language and nonverbal language to express. And nonverbal language (body language) as an information carrier, takes an important role that other carrier can't be replaced. American phycologist Meilalissi (1999) thinks: The effect of acceptance of information is the sum of 7% words, 38% tone and 55% facial expression. So we can see that the body language is important on teaching.

**2. The Necessity of Body Language**

In China, teacher impacts student not only on teaching content, but also on the thinking style. If a teacher is preciseness, the students will feel the class boring, and have no passion to learn. On the other hand, the teacher with passion, the students will be full of vigor, and the teaching will become interesting and proceed smoothly.<sup>31</sup>

**a. To arouse the atmosphere of classroom**

It'll make a comfortable and loose class atmosphere to students, if a teacher has good appearance; generous gesture; and reasonable eyes. This also can be a good foundation of a lesson. For example, when I teach the sentence "what's this / what are these?" I can take one pen and three books to ask them. Using body language I can convey information more directly.

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<sup>31</sup> Mehrabian, A. 1972. Nonverbal Communication. University of Michigan: Aldine Transaction.

And through the practice, students can understand how to use the sentence and distinguish singular from plural form. Using this method, practicing again and again, all of the students' attention can be attracted, and most of the students can grasp the knowledge.

On teaching, whether we always use body language flexible and skillfully depend on the needs of students. At this time, students' attention is obviously focused, the consciousness of practice in classroom activities is enhanced, the interest, feeling and will of students are stimulated, then the effect of teaching can be improved.

**b. To inspire students' imagination**

Body language has strong defining and performance, it can make the language visualize and materialize. Teachers' body language can create a imagine space to student when it shows vivid and interest. When I practice in Xin Yu NO.3 Middle school, my instructor always uses body language to inspire students. She always does some action, and let students guess. And then ask students to use their imagination to make a dialogue of what she did. This method can not only make students grasp the knowledge, but also improve their imagination.

After students answer the questions, we usually use eyes, expression to repeat students. A kind of look, a courage word, a sure gesture can stir students' positive feeling, produce interest and responsibility of study. On the contrary, it'll take despair, depress, or even terrified feeling to students. So, in classroom, we should use body language appropriately, and use positively, encouragement methods to arouse the learning interest of the students.

**c. To grasp the students' mood**

The famous educator Johann Helnrich Pestalozzi (2000) said "Any good-education is required to be like parents' eyes, which can very accurately see a child's psychological state and various change from his eyes, small mouth and cheeks every day, even every moment."

In classroom, the exchange feeling between teachers and students can narrow the gap of them and make the relation more harmonious. It'll help to create a good learning environment, and improve the learning effect. The use of body language is a good way to improve the relationship of teachers and students.

It is said that people feeling and emotions are often manifested from the external organs, teachers should catch the information on time. We can push the teaching to climax, when students have natural appearance absorbed in class. If students wear a woebegone look, we should adjust teaching, find the reason, and resolve it. Teachers also can check the teaching effect, adjust the method and pace, relying on the students' focus eyes, avid attention, and



unpredictable look. Teachers and students are influenced and attracted each other with body language.

In teaching, we should make the body language yield well, and arouse the curiosity of students, in order to create a good and harmonious classroom atmosphere, grasp the knowledge efficiently and qualitatively, improve the teaching quality effectively.<sup>32</sup>

## **D. Specific Use Of Body Language In English Teaching**

### **1. Art of Using Facial Expressions**

Facial expression is a “universal language” in human being’s society. Humans can show their feelings and emotions through facial expressions, such as happiness, sorrow, and fear. Therefore, teachers should know how to utilize different facial expressions to deal with different situations that appear in the classroom. If a teacher could use his facial expressions well, he would create good studying atmosphere and enhance his teaching effect.<sup>33</sup>

For instance, when a student gives a wrong answer, will the teacher criticize him with an angry face or just encourage him with a smile? The answer is self-evident. English studying is comparatively difficulty for most students. Thus, teachers need to keep students optimistic and perky in English learning. To keep smiling has this magical function.

Some pedagogic professors proposed once, “Teachers should use smile with love to conquer a student’s mind.” A good English teacher should take the warm smile into classroom teaching. A warm smile could give students comfy studying surroundings. How does the teacher do this? Teachers can tell students some humorous stories in English or let them give some short role-plays. Teachers and students can keep their relationships under a happy and comfy atmosphere. A philosopher once said: “Education is important but it does not mean that teachers should keep a long face in the classroom.” When students cannot focus their attention on the text, teachers can use some grandiloquent facial expressions to draw their attentions.

To sum up, if a teacher can use his facial expression diplomatically, he can receive a perfect classroom teaching result.

### **2. Art of Using Gestures**

Teachers use appropriate gestures to transmit their minds and show their feelings. It adds persuasion and appeal to the class too. In the classroom teaching, teacher can do some gestures for expressing what they want students to do. For instance, when a teacher gives the

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<sup>32</sup> Yu Aihong. 2002. *Language Transfer and Foreign Language Teaching*. Shandong Education and Reach Press. 2, 23-41

<sup>33</sup> Yuanyuan Tai was born in Heze, China in 1982. She received her MA degree in English language and literature from Qufu University, China in 2012

explanation for the sentence “He is fat”, he may splay his hands around his haunch. If the sentence is “She is slim”, teacher can give a curvaceous model as the letter S. Vivid gestures help students deepen their understanding of English.

Some other simple gestures act the role of conveying teachers’ message. For instance, “Come here” (teacher stretches out one hand which points to himself with palm, then beckons), “It’s OK” (with thumb upward) and so on. Overall, gesture has most expressions in body language. Therefore, it has abundant expressions. However, teachers cannot use too fussy gestures to distract students’ attentions.

### **3. Art of Using Eye Contact**

Everyone knows that eye is the “window” to the soul. From one’s eye, we can know his inner question and his attitudes. So, eye contact expresses exquisite emotion. The teacher uses his eye contact artistically to improve his teaching effects. Firstly, eye communication is between teachers and students. The teacher may catch students’ regenerative information from their eye contacts. For instance, a student watches the ceiling with dull eyes every now and then, which means he gets side tracked. And if there is a doubt or sparkle in students’ eyes, the teacher can know whether or not they have understood the content. That is to say, students’ eyes can give some messages to teachers. The teacher should keep in good touch with students through their eye contacts.

However, how does the teacher use eye contact to help English teaching? The teacher may look around the whole class, which can let students feel the teacher’s pertinence. If some students do not listen earnestly, the teacher also can prompt their attentions in the way. Teacher focuses partly on some students for helping them build up their self-confidence to study English and be more active in learning English. If a teacher has expressive eyes, he can control the class better.

### **4. Art of Using Body Distance**

The distance between people still has informative meaning. Body distance is one kind of body language too. In the English classroom teaching, teachers stand in different positions which give students different feelings. Students indicate that when teachers stand near students two to three point five meters, that distance can produce one kind of control. If some students do not concentrate in the class time, the teacher only needs to go nearby place that would change the students’ absent-minded condition.

Teachers usually lead students to read in middle school. When the teacher is reading, he can go to students' "space zone". If he does like this, he will control the disciplines and correct their wrong pronunciation properly. Moreover, if the teacher does the dictation with walking properly in the classroom, he can draw students' attentions. If a teacher stands on the platform which is from students four to five meters, it's hard to draw their attentions. Some teachers often complain that they cannot get satisfactory teaching effects when they are teaching in multimedia classrooms.

## **E. Concrete Application Of Body Language In Different Aspects In English Teaching**

### **1. Application of Using Body Language in Listening**

As we all know, listening constitutes a significant part in our daily communication. To understand others and be understood is a basic purpose in English learning. In this process of training students' listening ability, if teachers use the body language properly, they can achieve better effect. For instance, a teacher can extend his or her arms slowly when he or she says "She lives in a very large house" and open his or her eyes widely with mouth opened when he or she says "She is such a beautiful lady". As a result, the students will have deep impressions that the room is very big and the lady is beautiful.<sup>34</sup>

### **2. Application of Using Body Language in Speaking**

The spoken language is one of the important ways to communicate with others. Chinese students are very shy. They usually can write and read English very well but cannot speak English, so we should try to develop the students' ability of speaking. How can teachers help students overcome their passive attitudes? Body language can arouse and sustain the students' interests of using and learning English. In fact, they are helped to reach the aim in a certain degree by their teacher's body language. In the English classes, the teachers should not only use body languages themselves, but also ask the students to use them according to different situations. For example, a text about when the new students meet for the first time, and they don't know each other. So teachers can introduce themselves first. During the introduction process, the teachers should use the new words and sentences together with a vivid expression and proper gestures as possible as they can. They smile when they say hello to the class, they shake hands with some students saying "Glad to meet you". When they express their interests, they imitate the actions of dribbling and shooting at the basketball, turning pages to indicate reading. After the teachers' introductions, they can create an environment for the students to

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<sup>34</sup>Arends, R. Makarenko. 1998. *Learning to Teach (The Fourth Edition)*. New York: The McGraw-Hill companies, Inc.

practice. Indeed, the application of body language in different situations will help to create an interesting and successful lesson.

### **3. Application of Using Body Language in Reading**

Body language is helpful in improving students' reading ability. Here we mainly discuss the usefulness of reading aloud. It can help students to achieve good pronunciation and intonation of English. What's more, it can help them to fully and deeply understand the beauty of the language. As a famous saying goes, a poem is not a poem until it is read. Teachers should tell students to use proper body language while reading loudly. For example, pay attention to where to raise or lower our tone, when to speak softly. To achieve better result, we can adapt the strong or soft parts that are used in music teaching. For instance, we use falling tones in declarative sentences, use rising tones and then falling tones in the selective question sentences. At first the students might feel confused as they are not accustomed to it yet. However, with the help of body language, they can master it more easily. For example, when they read a selective question sentence, they put up their hands in rising tone and put down hands in falling tones. After training for some times, whenever they read the sentences, they will use this body language unconsciously. In a word, fluent English with vivid gestures helps to create a good learning environment, which will surely motivate students' reading ability.

### **F. The Use Of Body Language In English Teaching**

The use of body language is the need of English teaching goal. The use of body language can arouse students' interest of learning, and keep the curiosity. Body language can help students do some things or actions in accordance with teachers' commands. The use of body language can enhance the learning effect.<sup>35</sup>

#### **1. The Skill of Use Body Language in English Teaching**

The use of body language is not only to embody the new curriculum, but also the need of the goal of English teaching. Teachers' body language can explore students' intellects, develop the potential of right brain. It has alternative function, accessibility function, feedback function. In classroom, teacher's body language mainly includes: eyes, physical, appearance, gesture, body language, and distance. Different classroom needs different body language.

##### **a. The use of eyes**

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<sup>35</sup> Brown, H.D. 2002). Principles of Language Learning and Teaching. Beijing Foreign Language Teaching and Researching Press

Eyes are an important part on our faces. There is an old saying, “eyes are windows of the soul.” Eye contact plays an important role in the communication between teachers and students. A good teacher always knows how to use eye contact. Teachers often have a face to face communication with students, so eye contract can be described in the following kinds: survey, focus.

Survey is to look around students regularly. In teaching, teacher can remind students to listen to the teacher careful relying on survey. After asking the question, the survey of teacher can find the student who wants to answer, and remind the students who don’t think about.

Focus is to use eyes staring at a student for a long time. Focus includes serious one. Instruction watch can make a congenial learning atmosphere. And the close watch is the most important focus. When students feel nervous, teacher’s smiling eyes will let students relax.

## **2. The use of smile**

A smile gives positive feedback and impacts the affective domain by communicating pleasure, trust, friendliness, interest, excitement, or surprise. A frown communicates displeasure, disapproval, and anger, a deadpan expression communicates distrust, low energy, and disinterest.

Smile is the most frequent using in teaching, “teacher’s smile can conquest students’ mind.” Smile can not only build the interaction between teacher and student, create a harmonious classroom atmosphere, but also convey the feeling what can’t express by word, let students feel the teacher’s love. In school English teaching, the use of smile is particularly important. As most of pupils, study is difficult and boring, and their English knowledge of is limited. So they usually feel anxious, nervous. Teacher’s natural smile in the classroom can ease the students’ pressure on learning English, and help students to create hopeful and optimistic mind.

## **3. The use of gesture**

Gesture is a very complex kind of body language, which is the most useful tool for communication before people create and use spoken language. Usually, people use hand contact or hand movements to interpret each other’s mental activity or state of mind, and express our intent by hand. In English classroom, we usually use English to teach, but pupils’ knowledge and teachers’ oral English limit the teachers’ expression. In classroom, teacher can use gesture to express the meaning of words, concisely and comprehensively, and visually. For

example, when we teach pronoun: I, you, he, she, we, teacher can point to himself says I, point to a girl says she ... students can understand easily. Through gesture, students feel interesting, and the teaching effect will good.

### **G. The Interaction of Body Language between Teachers and Students**

The performance of body language is to help to release of the student's emotion. Using body language can help them reduce the anxiety and pressure of expressing in English, and gain confidence and achievement. Body language is an effective teaching method to help students to perceive key points, participate in classroom and cooperate with other students when study. Students' participation is just what the New Curriculum advocated. Body language can also play the role of evaluation in learning, it's a formative evaluation. The attention of teacher will encourage students to think, and answer the question leisurely. If the teacher gives a smile to the students after he finishes the question, the dullest students can understand the commendations and rewards. Students' learning motivation and self-confidence will grow unconsciously. In short, the interpretation of body language can be a good basic idea of English language course.<sup>36</sup>

#### **1. The sound development of body language**

Good interaction between teachers and students can build a good relationship. When teacher find there're crack in the teacher-student relationship, they'll try their best to communicate with students, under the specific circumstances of each students, using different helps. At the same time, they reflect on their own teaching process and teaching effectiveness, continue to enhance and improve their teaching skills.

Body language is the bridge of teacher-student communication. It's not only important method of teacher's feedback, but also the way of students to know teacher. Teachers being aware of using body language to transmit information indirectly, can help them have the initiative of teaching, in order to achieve the effect not only by oral language.

#### **2. The improper use of body language**

Body language can promote the sound development of teacher-student interaction. But, body language is also a double- edged sword. If teachers use body language improperly, body language will give a negative impact on students. On the one hand, it can range from destruction of classroom atmosphere. And transferring knowledge can not be correctly. On the other hand, it will damage the professional image of teachers and mislead the behavior of students. To be worse, it will result in harm to students in Psychology and personality. Those

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<sup>36</sup> Aypar Meilalissi. 1999. Thomas M Steinfatt. Intercultural Communication. New York: Waveland Press

are adverse consequences. Moreover, violent body language will greatly stimulate students' psychology to revolt and lead to more serious consequences.

## **H. The Principle of Teachers' Body Language**

Because body language is very important, we advocate teacher, especially, teachers use body language to regulate the classroom atmosphere, improve the teacher-student relationship, and raise teaching effect. But we should pay attention to the principle when use body language.

### **1. To be appropriate.**

Although, body language can replace the words, our students are not deaf ones. In English class, we should use English to teach as possible as we can, and encourage students to say, use body language to help communicate at proper time.

### **2. To be natural**

Students always imitate teachers' every movement. If teacher's body language is unnatural, it'll impact on the teacher's image, make students difficult to be friend with her/ him. In teaching, we not only need the natural body language, but also need the natural opportunity. We should use body language when we can't express with words. At this time, the natural use of body language plays the effect of silence or silent speaking. So, teacher's body language should be natural and harmonious.

### **3. To be clear**

What the teachers say and do will have a profound impact on the lives of your students, so the use of body language should be clear. Teacher should also pay attention to the consistency when using body language. Otherwise, the communication between teacher's and students will confuse, and it's difficult for students to learn.

We can see that body language is of helpfulness for English teaching. And if we want to deepen the quality education proceeds, we should clear off the traditional boredom and monotone. English classroom will become a stage for teachers and students. For the purpose that teachers should teach their students in comfortable context. They can change the little classroom into a shop, a hotel, a park, even a hospital. Body language can be a good tool for improving the imaginations of the students and helping teacher express their ideas and language points more vividly. And by the body language, they can express some connotation of language that is difficult to express by mouth.

Teaching quality and effect is the core of education, and the use of body language can improve the teaching quality of English class. As a matter of fact, most students enjoy an active atmosphere of English learning instead of a boring and serious one. Since enthusiastic participation is the foremost

factor in language learning an active and relaxed learning environment is even more important than teaching itself. In an active and lively class, the students are more willing to cooperate with teacher and attend class conscientiously. And most students consider that body language can help them memorize teaching contents to a certain degree.

In classroom, the teachers frequently make use of various kinds of body language combined with words to organize their teaching activities. The use of body language will help teachers express their ideas and thoughts accurately and lively. The purpose is to ensure that students can understand them clearly. Consequently, teaching activities can be carried out accordingly without any misunderstandings or confusion. In addition, the use of body language can improve teachers' enthusiasm, thus reducing students' lassitude in classes, especially in the afternoon classes. And as a result, the English class teaching can be facilitated.

In the future teaching program, the teachers should have visible and audible teaching material like cards and tapes. People can communicate with each other not only through verbal means, but also nonverbal communication. Moreover, the latter plays an important role. Body language is an important part of nonverbal communication. A great attention is paid to the function and effect of the teachers' body language in English class in recent years. Researchers tell us that the effective use of proper body language can greatly improve the relationship between the teachers and the students. What's more, it can enhance students' learning efficiency and cognitive ability. A successful English teacher knows how to make full use of the body languages such as expression, gesture, eye contact and so on in order to get the best teaching effect. Using body language in English class can not only make the teachers and the students know each other well, but create a relaxing studying environment, and activate students' learning interest and deepen their impression and imagination. The use of body language is completely meet the standards of audio-visual teaching principle, and teachers should try to teach in English from the beginning to the end, together with the corresponding body language. In this way, will the students' ability of English be certainly and greatly improved.

Body language as a supplementary method of teaching English is vivid. It can help students to understand, enliven the classroom atmosphere, and improve the students' interest of learning English and the quality of classroom teaching. In teaching, if teacher can use the body language correctly, properly and naturally, it'll help to exploit the complex thinking of students. Furthermore, body language teaching can help students to know the background of learning English, make students know the atmosphere of English, and understand English will have different meanings when we use different gestures and expressions. The body language can also help teachers to get students ready for



class, make the emotion of students active, enliven the classroom atmosphere, and strengthen teaching effects.<sup>37</sup>

In a word, in English teaching, Non-communication tools cannot be ignored. Teachers should pay attention to the using of body language in classroom teaching. We should stand out the importance of body language, use body language to help teach. As to increase the feeling of teaching points, improve the teaching effect, use body language to service English teaching.

We should advocate using body language in English teaching, but teachers should pay attention to the use rule and using skills. The usage of body language should be right, natural and clear.

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<sup>37</sup> Jack C, Richards, Johann Helnrch Pestalozzi. 2000. Second Language Teacher Education. Beijing: Foreign Language Teaching and Researching Pres

## **CHAPTER VI**

### **Powerful English Speaking**

What is English fluency? What does it mean to speak English easily and automatically? My definition is simple-- you speak English automatically when your speech is effortless. You speak fluent English when the words come out of your mouth—without translation and without hesitation. Sometimes this is called “thinking in English”, but truly automatic speech is even faster than that-- there is no thinking. You don’t think about the language at all- you just speak as easily and effortlessly as you do with your native language.

Why is automatic fluent speech important? It’s important because automatic English speaking is the key to getting results with English. Automatic speaking makes it easy to connect with native speakers. As an automatic English speaker, it’s easy for you to make friends, participate in business meetings, talk to customers, understand movies, and get better jobs. To get real results with English, you need to speak easily and automatically.

Over one million adult students worldwide have used the system to improve their English speaking. By using all parts of the system, you will improve your English speaking 2-5 times faster compared to other traditional English classes. It is very important that you use the system exactly. Each part is important and each part works with the other parts of the system to create a powerful learning experience for you.

When you follow the entire system every day for 6 months, your speaking becomes much faster and much easier. Your spoken grammar improves powerfully- yet you will never study grammar rules in this system. Your pronunciation improves powerfully- yet you will not focus on pronunciation.

#### **A. The Effortless English System**

##### **1. Overview**

The Effortless English system is very simple and consists of three primary areas of mastery: Body, Mind, & Method. By mastering specific techniques in each area, you will powerfully improve your English speaking ability. Your speech will become faster and you will begin to speak English automatically. Each of these three areas is important and each contributes to the power of the Effortless English Teaching System.

When we talk about “Body” in Effortless English, we are mostly talking about emotion. Emotion is energy. Emotion is what gives us the energy and the motivation to study

every day. Emotion gives us the confidence to speak. Positive emotion helps us to learn faster, while negative emotions slow our learning. To learn very quickly, we must learn to master our emotions-- and that requires mastery of our body.

In the Effortless English System, “Mind” means beliefs and focus. Our beliefs about learning, education, and our own abilities strongly influences our learning ability. Powerful beliefs lead to powerful learning, while weak beliefs lead to slow learning. Unfortunately, in school most of us learned very weak beliefs. Therefore, most English students lack confidence. They feel nervous about English. They think they are “not good at English”. They believe that English speaking is very difficult. None of these beliefs are true.

Finally, to improve English speaking quickly students must master the Effortless English “Method”. “Method” refers to the specific teaching and learning techniques that we use in the system. In the method section, you learn exactly how to study and exactly what kinds of lessons to use. Method is very important, but students absolutely must first master Body & Mind in order to speak English easily. Remember, each part of the Effortless English System is vital-- you must master all three areas in order to master English speaking.

The first step to English speaking mastery is to master your body & emotions. This seems like a strange statement. Why do you need to use your body to learn English? The reason is simple, by using your body and emotions you can learn English 4-5 times faster! Dr. James Asher, a language teaching expert, researched the role of the body in language learning. He found something quite amazing-- students who physically moved their bodies in class learned 4-5 times faster than students who sat still during class.

Dr. Asher developed an entire teaching program using movement called “Total Physical Response”. In this program, students always move their body while learning English. Specifically, students make strong gestures or movements related to the language they hear.

For example, when the teacher says “walk”, the students move their feet and “walk”. If the teacher says “hungry” the students might rub their stomach. In the beginning, students do movements for almost every sentence they hear. Later, when they reach intermediate and advanced levels, they focus on only new or difficult sentences. By combining physical movement with English listening, you push the English deep into your brain. You remember vocabulary faster and you never forget it. You remember correct grammar too- even though you never study grammar rules. Physical movement and gestures are the key to fast learning and a long memory.

So when you listen to English lessons, identify the difficult sentences. Create a movement or gesture that reminds you of the meaning. Then, every time you hear that sentence, do the movement or gesture. When you do the movement, do it powerfully. Use all of your body and use a lot of energy.

Posture is another important part of body and emotional mastery. Here is an interesting fact-- you learn faster and remember more when you have good posture. In other words, you learn faster when you hold your head high, your shoulders are back, your chest is up, and your body is strong and balanced.

On the other hand, when you put your head down your energy decreases-- and you learn more slowly. When you let your shoulders drop forward you lose energy-- and you learn more slowly. So always keep your chest up, your shoulders back, and your head up while you listen to English lessons. This is simple, but very important. Finally, there is one super-simple secret to increasing your emotional energy while learning: SMILE. Did you know that your learning ability increases when you smile and decreases when you frown! Smiling changes your body and your emotion. Your energy increases. You become more alert. Your brain becomes more open.

I know it seems very simple- and it is. Yet this one small change can powerfully improve your English learning: Every time you listen to an English lesson, smile. Smile big! You might feel strange, but every time you listen to a lesson put a huge smile on your face. Keep that big smile on your face during the entire lesson and never stop smiling until the lesson is finished. The body is a powerful energy source. By using each of these simple techniques, you increase your energy while learning. Because you have more energy, you learn faster and you remember more. So use physical movement, always have a strong posture, and smile, smile, smile while learning.

## **2. Mind**

Our beliefs strongly influence our results. Oftentimes, we succeed when we believe we will succeed-- and we fail when we think we will fail. In other words, our Mind influences our learning ability. To learn faster and better, we must master our mind. Specifically, we must master our beliefs and our ideas. As a successful adult, you are highly intelligent. Yet, you probably have a lot of negative beliefs about your English learning ability. Some common negative beliefs include:

- English speaking is difficult
- I'm not good at English
- I'm nervous when I speak English
- I must speak English perfectly every time

- I can't make mistakes
- There is only one right answer
- I must memorize and follow all grammar rules
- People from my country can't speak English well
- It's impossible to speak English easily and quickly

Where did these beliefs come from? For most people, these beliefs were created in school. Very few children believe these things. When I taught small children it was very easy, because they were fearless. They believed that English was fun (and I encouraged them to believe that). The children also believed that speaking English was easy. They never worried about mistakes. They weren't nervous. The children in my class gradually learned to speak with nearly perfect grammar, yet they never studied grammar rules.

Unfortunately, in Middle School, High School, and University, most students learn new negative beliefs. Their teachers force the students to memorize grammar rules and take tests. Students learn to believe that there is only one right answer for every question. They learn to fear mistakes. In school, students are embarrassed to make mistakes-- and thus they fear speaking. By the time they are adults, most English speakers have many negative beliefs about speaking English. These beliefs destroy their confidence. These beliefs, therefore, destroy their motivation. Most adult English learners feel stressed and nervous.

To speak English easily, you must DESTROY these negative beliefs! Tell yourself every day: These beliefs are wrong! These beliefs are bullshit!

Then replace your negative beliefs with positive ones. Each morning, say out loud "English speaking is easy!", "I'm a great English speaker!", and "Perfection equals death!". Say these beliefs with a very strong voice. Yell them every morning. Then visualize yourself speaking English to a native speaker. See yourself speaking quickly and easily. See yourself smiling and standing strong as you speak. Imagine that situation every day and see it clearly.

This small action will eventually change your beliefs completely. You will grow more confident. Learning will feel easier. In fact, research shows that people with optimistic beliefs succeed 45% more than people with negative beliefs.

In other words, your beliefs influence your results. Positive beliefs create positive results. Negative beliefs create failure. Choose your positive beliefs, practice them every day, and make them stronger.

Finally, there is one simple belief you can choose that will totally change your English learning. That is the belief in CANI. CANI is Constant And Never-Ending

Improvement. Japanese call this idea “kaizen”. The belief of CANI means that you will speak English very easily by focusing on small improvements every day. That’s right-- SMALL improvements. With CANI, your goal is to make a very tiny improvement each day.

For example, maybe you will learn one new phrase or sentence each day. Maybe you will listen to one Effortless English Lesson each day. The point is- you focus on making just a tiny improvement-- but you must do it every day. This simple belief is powerful because it creates motivation. You feel more relaxed because it’s easy to make tiny improvements. However, these tiny improvements add up. When you focus on CANI, you improve slowly at first... but your energy quickly grows and soon you are learning very fast.

CANI (Constant And Never-Ending Improvement) feels easy and effortless. There is no stress. Yet each day your English speaking grows, and in 6 months you are speaking English easily and quickly. It seems to happen automatically. That is the power of CANI. So that’s it! Destroy your negative beliefs, choose and practice positive beliefs, and use the belief of CANI every day.

### **3. Method**

The most important technique in the Effortless English Teaching System is that students learn with their ears (not with their eyes). To speak excellent English, you must learn with your ears.

Too many students attempt to learn English with their eyes. Students often read textbooks, study vocabulary books, and study grammar books. They also do exercises in workbooks and test preparation books. However, none of these activities will improve your speaking. You will not improve your speaking by learning with your eyes.

Therefore, the Effortless English Teaching System primarily uses audio lessons. With our system, you learn with your ears. You learn vocabulary by listening. You learn grammar by listening. You learn pronunciation by listening. You improve your English speaking-- by listening. This is the number one technique of our system and the most important for you to remember: focus most of your study time on listening to English.

Mini-Story Lessons are another very powerful technique. In these lessons, I ask a short story. Notice that I did not say “tell” a story. I don’t tell the story, I “ask” it. In other words, I create a story by asking a large number of questions-- which you answer quickly. Most questions require only a one or two word answer. You don’t need to answer using a full sentence-- you just shout a word or two.

In the Mini-Story lesson, I'm constantly asking you questions. Because of this, you must always concentrate. You don't get bored because this is a very active way to learn. Another benefit of the questions is that you get a lot of repetition. You hear the important sentences and grammar many times. The questions and the repetition cause you to learn much faster and to remember forever. Research shows that students who use mini-story lessons learn faster and remember more than students using normal lessons. The mini-story lessons are the key to the Effortless English System--use them every day.

Our system uses another kind of powerful lesson to teach grammar: the Point of View (POV) lesson. In the Point of View (POV) lesson, I tell a story several times. Each time I tell the story, I change the grammar. For example, I might tell a story first using the present. Then I tell the same story again, using the past. Then I tell it again, using the present perfect tense.... and then again using the future.

Here's why this is so powerful: You learn the grammar subconsciously and never need to think about grammar rules. I never talk about grammar rules. Instead, I teach you grammar in this simple yet powerful way. These lessons are the key to improving your SPOKEN grammar. When speaking, you don't have time to think about rules. You must use the grammar automatically. The Point of View lessons teach you how. Those are three of our most powerful techniques in the Effortless English Teaching Method: learn with your ears, listen to Mini-Story lessons, and listen to Point of View grammar lessons.

#### **4. Next Step**

You now understand the basic Effortless English System. What is your next step? How can you use this system now to speak English automatically? Starting with a belief in constant small improvement (CANI), you will follow a learning plan similar to the one below. By following your learning plan every day, you will have incredible success. In the beginning, your progress may feel slow. However, after 6 months of using the system every day- you will speak English much faster and much better. Here is a sample learning plan to use every day and every week. You can change it to fit your own schedule by adding or deleting:

##### **Early Morning:**

1. Listen to some energetic happy music. Stand tall. Lift your chest. Smile. Dance a little. (5 minutes)
2. Say (Yell) your positive beliefs: "I'm a great English speaker!" "English is easy!". Use all of your body as you yell! (2 minutes)

3. Visualize yourself speaking English to a native speaker. See yourself speaking quickly and easily. See yourself smiling and looking confident. (3 minutes)
4. Listen To a Vocabulary Lesson and a Mini-Story Lesson (same Lesson topic). As you listen, move/gesture to remember difficult sentences. Smile and create a strong posture always. Shout your answers to questions. (20-30 minutes)

### **Going To Work (or Late Morning):**

1. Listen to same Mini-Story lesson several times. If you are in a car or at home, shout your answers! Use gestures and movements for difficult words. (20 minutes)
2. Listen to Point of View lesson several times (same lesson topic). Smile. Strong posture. (10 minutes)

### **Lunch Time**

1. Listen to (and read) a Main Article lesson (same topic) several times. Smile. Strong Posture. Gesture when you hear your difficult words/phrases. (10-30 minutes)

### **Going Home (or Early Evening)**

1. Listen to the same Mini-Story lesson several times. Shout your answers. Gesture and move for difficult words. Smile. Strong posture. (20 minutes)
2. Listen to the same Point of View lesson several times. Smile. Gesture for difficult words. Strong posture. (10 minutes)

### **Before Sleep**

1. Listen to (and read) the same Main Article lesson several times. Gesture and move for difficult words. Smile. Strong posture. (10 minutes).

### **Do's and Don'ts**

#### **Don't:**

- Sit still when listening to English
- Study textbooks, grammar books, or vocabulary books
- Stand or Sit with bad posture while learning
- Keep negative beliefs about English or yourself
- Do workbook exercises
- Memorize grammar rules
- Go to traditional English schools



**Do:**

- Move your body while listening to English
- Use gestures and movements to remember difficult words/phrases
- Learn with your ears
- Develop and practice positive beliefs about English and yourself
- Smile every time you listen to English
- Use Mini-Stories to learn deeply
- Visualize yourself speaking English easily
- Focus on constant tiny improvements every day
- Learn grammar with Point of View lessons
- Relax and enjoy learning

## CHAPTER VII

### THE KEY OF SUCCESSFUL IN SPEAKING

Communications in its multiple forms pervades today's business environment. With numerous job interviews, conference calls, meetings, product presentations, workshops, and public events, more and more leaders realize the importance of developing good interpersonal communication skills within their company. Yet the majority of executives and employees continue to neglect and overlook the use of public speaking, leaving the advancements and better career opportunities for those who take proactive steps to master the art of speaking in public.<sup>38</sup>

The truth is that you might have the best products or services, years of experience or an outstanding business idea, but if you do not communicate this to your target audiences, you are limiting your effectiveness. All too often, the very best and inspiring stories in organizations and companies go untold because of people's reluctance to or fear of taking the stage. Whether your goal is to enhance your professional growth, take your business to the next level, or inspire, persuade and motivate other people to follow your lead, you will have to learn how to convey your ideas in front of a group of people in a clear, structured and captivating manner. However, becoming an effective public speaker does not have to turn into one of the necessary, yet unpleasant goals on your professional advancement list.

The art of public speaking holds many practical benefits that go far beyond delivering a project presentation or holding a successful meeting. Developing your communication skills and learning to speak in public<sup>39</sup>:

- Opens up new opportunities for career advancement
- Positions you as an authority
- Sets you apart from your competition
- Attracts the right customers to your business
- Presents technical or business information effectively
- Produces a faster sales cycle
- Allows you to effectively market your business or promote your products to larger audiences
- Improves internal communication

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<sup>38</sup> <http://www.denniscummins.com/communication/benefits-of-public-speaking-for-small-business-owners/>

<sup>39</sup> [http://en.wikipedia.org/wiki/Public\\_speaking](http://en.wikipedia.org/wiki/Public_speaking)

- Helps you to easily assume leadership and train others
- Increases employees' productivity
- Prepares you for spontaneous speaking challenges (e.g. delivering a speech at short notice)
- Establishes greater credibility and helps your clients' loyalty
- Motivates and persuades other people to reach and attain professional goals
- Makes you a desirable guest on local, regional and national conferences, seminars and public speaking events

### **A. Personal and Social Benefits of Public Speaking**

A series of psychological studies conducted at Tufts University in Medford, Massachusetts, show that it takes people on average three to five seconds to form an impression about someone they meet for the first time. Improving your ability to speak in front of others and learning to talk about who you are and what you do with natural grace and authenticity can go a long way in expanding your social circle, building strong relationships with successful, like-minded people and making new friends. Other personal benefits of public speaking include<sup>40</sup>:

- Increased self-confidence
- Improved communication skills
- Increased organizational skills
- Greater social influence
- Enhanced ability to listen
- Greater possibility of meeting new people
- Lesser anxiety and fear when speaking in front of others
- Improved memory
- Enhanced persuasion ability
- Greater control over emotions and body language

### **B. Evolution Of Public Speaking**

#### **1. What is public speaking?**

Public speaking is a process, an act and an art of making a speech before an audience. Absolutely everyone from the age of 10 to 90 has found themselves in situations where they have had to speak publically. However, telling an anecdote at a corporate party, introducing yourself in class or delivering a paper at a conference does not necessarily make you a public speaker. It is not enough to

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<sup>40</sup> [rhetoric.byu.edu/canons/Canons.htm](http://rhetoric.byu.edu/canons/Canons.htm)

talk in front of a group of people to be a brilliant public speaker. Your goal should not be limited with informing your audience or expressing your thoughts publically, but to changing emotions, actions, and attitudes, and to leaving your listeners moved by the words and touched by their meaning. “How to do it?” – has been a question many brilliant speakers have asked themselves.

Many tips, techniques and rules have been elaborated on to find the best way to influence, motivate, entertain and persuade people. Some of these rules go back thousands of years, yet they have not lost their actuality and have been widely used by such world-known speakers as Abraham Lincoln, Winston Churchill, John F. Kennedy, Martin Luther King, Nelson Mandela, Barack Obama, Jim Rohn and Anthony Robbins. But what are the main components and ‘golden rules’ of a great speech? How have they changed throughout history?

#### **a. Three Parts of Persuasion by Aristotle**

The art of speaking in public is not new. Its long tradition can be traced back to Classical Greece (approximately 490-322 BC). Any young men leaving at that time were expected to acquire and develop public speaking skills as part of their duties as citizens. The first rules of a public speech were elaborated on over 2000 years ago by the Greek philosopher and teacher of Alexander the Great – Aristotle. We know them as the Three Basic Parts of Persuasion:

1. Ethos (credibility or the speaker)
2. Logos (logic behind any conclusions drawn by a speaker)
3. Pathos (emotional appeal or ability to create connection between the speaker and his audience)

First, in order to be asked to share their thoughts, observations and ideas publically a speaker should possess a certain level of authority and knowledge about the chosen topic (ethos). To make sure that the message is received and understood correctly by the audience, it has to be conveyed in a clear, informative and logical manner (logos). And to capture and hold the audience’s attention the speaker must first establish an emotional connection with the listeners. (pathos).

#### **b. Cicero’s Five Canons of Rhetoric**

After the ascension of Rome, public speaking techniques developed in Greece were copied and modified by the Romans. Here, oratory lost its dominance in the political arena, but gained wide popularity as a form of entertainment, allowing famous orators to gain political power and wealth by using their public speaking skills. Amongst such people was Marcus Tullius Cicero – a lawyer, politician, philosopher, who gained fame as Rome’s greatest orator. Around 50 B.C. Cicero wrote his treatise called “De Oratore” where he explained his “Five Canons of Rhetoric” that are widely used by

many public speakers up to this day. Cicero believed that the process of eloquent speech preparation consists of five main steps:

1. Invention - development and refinement of the argument (finding ways to persuade)
2. Arrangement - creation of the structure of a coherent argument
3. Style - the process of determining how to present an argument, using rhetorical techniques and choosing the words that have the greatest impact on the audience
4. Memory - the process of learning and memorizing the speech while making it sound natural
5. Delivery - the process of making effective use of voice and body language

### **C. Modern Elements of Public Speaking**

The widespread accessibility of mass media and especially, the Internet, has made it easy for us to reach a vast audience and let our voice be heard. Public speaking has evolved from a skill reserved by a selected few to one of the most powerful marketing, educational and brand promotion tools in any business<sup>41</sup>. It is safe to say that in the modern business world just about every well-paid position requires some form of public speaking, be it giving a group sales presentation, presenting your ideas to the board of directors, speaking to a committee or telling a group of potential clients about your company during a corporate event. Most public speeches can be broken down into five basic elements, usually expressed as “Who is saying What to Whom using what Medium with what Effects?”

#### **a. Three Styles of Speech**

The three most common styles of speeches that you encounter in today’s business and social world are - impromptu, manuscript and extemporaneous. To become a great public speaker you will have to learn and ace each one of them, as it will allow you to speak confidently and effectively in front of any number of listeners and in any given situation.

### **1. Impromptu Speech**

Impromptu speech is prompted by the occasion rather than being planned in advance. While famous public speakers often joke that best impromptu speeches should be prepared weeks in advance, usually in real life we have very little or no time to prepare before we speak in front of the audience. Some examples of impromptu speech could be your boss asking you to bring the rest of your team up to date, or a group of friends urging you to say a few words at a non-profit event.

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<sup>41</sup> <http://www.speech-topics-help.com/fear-of-public-speaking-statistics.html>

## 2. Manuscript speech

This type of speech is written like a manuscript and is meant to be delivered word for word. Manuscript speeches are used on many political and social occasions, when every word carries a lot of weight and should not be misquoted. One of the most common examples of a manuscript speech is a political figure delivering a speech that has been written by another person.

## 3. Extemporaneous speech

Extemporaneous speech is the most commonly used type of speech that helps to establish emotional connection with the audience. It is built around key points, but the material can be presented freely, allowing the speaker to make changes in their speech based on the listeners' reaction.

### D. Overcoming Fear of Public Speaking

An opportunity to speak in front of an audience, whether it is three or three hundred people, is the chance to sell your business or service to potential customers or clients. However, one of the biggest obstacles that many business men and women face is the fear of public speaking. According to national surveys and research results, fear of public speaking (or 'glossophobia') ranks among the top dreads, surpassing the fear of heights, fear of spiders and even fear of death itself. As Jerry Seinfeld put it – "at a funeral, the average person would rather be in the casket than giving the eulogy."<sup>42</sup> So what is it that makes the fear of public speaking so strong and so debilitating?

Why does 75% of population suffer from speech anxiety every time they are asked to talk in front of other people? How can we overcome the fear of speaking in public and polish our communication skills? What can we do to transform the fear of public speaking into enthusiasm and positive energy?

#### a. The Hidden Psychology behind the Fear of Public Speaking

Psychologists know that the very fact of being in the spotlight often triggers the whole range of physical reactions that we would experience in the face of real life-threatening danger as:

- Pounding heart
- Dry mouth
- Shaky hands
- Quivering voice

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<sup>42</sup> <http://www.cbsnews.com/stories/2003/10/09/health/main577348.shtml>

- Cold sweaty palms
- Stomach cramps

Recent research conducted at UCLA (University of California at Los Angeles) might finally shed some light on this issue. MRI scans of the brain showed that the shock and distress of rejection activate the same part of the brain, called the anterior cingulate cortex, that also responds to physical pain.

Another study conducted by Edward E. Smith, director of cognitive neuroscience at Columbia University demonstrated that the feeling of rejection is one of the most painful emotions that can be sustained even longer than fear. How can these findings explain the fear of public speaking? If it is painful enough to be rejected by just one person, imagine the pain we could experience when being rejected by a large group of people. Of course, our emotions range from being absolutely terrified to feeling very uncomfortable!

Our anxiety and fright before the speech, however, may be caused not by fear of public speaking per se' but by the audience's reaction to our performance. Or put simply, we are afraid that our nervousness will interfere with our ability to perform and we will end up embarrassing ourselves. Accepting our fear helps us to take proactive steps in addressing stage fright and letting the adrenaline rush work for you, not against you.

### **b. Two Biggest Myths about the Fear of Public Speaking**

When it comes to public speaking there are two common misconceptions that many business owners and leaders fall prey to:

Myth #1:

Great public speaking skills are an inborn talent. Of course, some people find it easier to speak in public than the other, but the majority of successful speakers have trained themselves to perform through persistence, preparation and practice. The bottom line is that if you can speak in front of two friends, you can deliver a presentation before an audience.

Myth #2:

Fear of public speaking is negative and undesirable. This is another common misconception that holds many new speakers back. They believe that stage fright is a sign of their inadequacy and lack of public speaking skills. This could not be further away from truth. No one escapes the rush of adrenaline that accompanies a presentation in front of an audience. The difference between successful speakers and 'rookies', is that they have learned to transform and use fear to their

advantage.

Fear is not only a normal reaction to a public speaking event, but actually boosts our performance. Psychologists agree that some amount of fear heightens your awareness, improves your concentration, sharpens your thinking and gives you an energy boost. It is fear that allows most speakers to perform better during the actual presentation than during practice.

## **E. Ways to Transform the Public Speaking Fear into Excitement**

The fear of public speaking should not turn into an obstacle to your professional and personal growth. It is much easier to build a business or to advance in your career when you are able to speak with confidence and authenticity to any size group. If you are worried that fear may worsen instead of improve your presentation, here are 5 Practical Ways to transform it into unshakable confidence and excitement<sup>43</sup>:

### **1. Deep breathing**

Such strong emotions as anxiety and fear trigger in your body very specific “fight or flight” response: your muscles tighten, your heart rate increases, your blood pressure goes up and your breathing becomes shallow. While this physical reaction may be helpful in escaping danger it is hardly helpful during the presentation (as you can neither run away from your audience, nor fight with it). However, since your breathing rate is directly connected to your emotional reaction, the fastest and easiest way to take your emotions under control and regain confidence is through deep breathing. Whether you are to talk to potential clients or make a presentation to your team, make sure that you remember to breathe deeply and evenly before and during your speech.

### **2. Shifting focus outwards**

Paul L. Witt, PhD, assistant professor of communication studies at Texas Christian University, believes that many people perform worse than they could because they focus too much on their physical symptoms (i.e. butterflies, shaky hands, sweaty palms) and on their embarrassment instead of concentrating on their breathing and their speech. This problem could be easily avoided by shifting focus from how we feel or look to the message we want to share with our audience.

### **3. Visualizing**

Visualization or mental rehearsal has been routinely used by many top athletes as a part of the training for a competition. In addition to athletics, research has shown that visualization helps to improve performance in such areas as communication, public speaking and education. To ensure that

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<sup>43</sup> <http://www.webmd.com/anxiety-panic/guide/20061101/fear-public-speaking>



your presentation goes smoothly, aside from actual preparation and the rehearsal of your speech, take 10- 15 minutes a day to relax, close your eyes and visualize the room you are speaking in, the people in the auditorium and yourself confidently delivering your speech, smiling, and moving across the stage.

#### **4. Focusing on facts, not fears**

Instead of focusing on irrational fears (e.g. mind going blank, audience getting bored) concentrate your thoughts on positive facts such as: “I have practiced my speech many times”, “I am an expert on this topic”, “I have notes with major bullet points to keep the structure of my talk”. Focusing on positive facts and on what you can offer takes your thoughts away from irrational scenarios about what can go wrong.

#### **5. Building your speech on clarity, not complexity**

While it is often tempting to include as much useful information in your speech as possible, practice shows that this might not be a good idea. Organizing the speech or presentation around two three main points, allows you to relax and not worry so much about running out of time or forgetting to mention something important to the listeners.

#### **F. Components Of A Successful Speech**

“The success of your presentation will be judged not by the knowledge you send but by what the listener receives.”-Lilly Walters

Given the choice many of us would prefer to submit a written report rather than get up and convey the same information orally. And it is not only fear of public speaking that holds us back. The written language holds many advantages. Written words can be chosen with greater deliberation and care. Written arguments can be expressed in a sophisticated, complex and lengthy manner and the readers have the option of taking in the text at a pace that is comfortable for them and even re-reading it if they choose to do so.

This degree of precision is hard to achieve when delivering a speech. The presenter does not have the same amount of time to choose the words that would best explain their opinion or idea. While the listeners have to rely only on their cognitive skills to recall and analyze the message. On the other hand, verbal communication can be significantly more effective in expressing the meaning of the message to the audience. The speaker has an opportunity to use other means of communication that

written language does not allow. Let us take a look at the other means of communication available to speaker besides the power of the spoken word. These include<sup>44</sup>:

- Storytelling
- Body language
- Tone of voice
- Pauses
- Visual cues

**a. Storytelling**

**-The Importance of Storytelling in a Public Speech**

Everyone loves to listen to stories. A well told story has an almost hypnotic effect on the listeners. People might forget what you wore during a presentation or some of the charts, graphs and statistical data shown to them, but they will never forget the stories that you told them. Many leaders and managers avoid storytelling in their presentations, believing that they have to keep their speech formal and business-like. This is one of the main reasons they often fail to grab their audience's attention and establish an atmosphere of trust and respect with their listener. In the business world whether you are speaking in front of two hundred people or making a presentation to your client, do not be afraid to include a few personal stories in your speech.

Professional public speakers use storytelling in their presentations for a variety of purposes which includes to: Make statistical data, graphics and facts more vivid and interesting. Make important points of the presentation memorable.<sup>45</sup>

- Establish a connection with the particular audience
- Emphasize the message
- Introduce controversial issues
- Encourage thinking
- Shape people's beliefs

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<sup>44</sup> <http://www.webmd.com/anxiety-panic/guide/20061101/fear-public-speaking>

<sup>45</sup> <http://www.public-speaking.org/public-speaking-articles.htm>

- Raise the energy level of the group
- Motivate people to act

### **-Definition of Story telling**

Storytelling can be defined as a structured narrative account of real or imagined events that is widely used in public speaking as a medium for sharing, interpreting and offering the content of the story to the listeners. The best stories to use in your public speech may involve true facts from your life; self-effacing humorous facts about your past mistakes, and challenges; success stories from famous people's biographies; and stories that explore the history of your business.

Body language is the process of non-verbal communication when our physical, mental and emotional states are manifested through conscious and unconscious body movements and gestures. Numerous psychological findings show that non-verbal communication and especially body language accounts for as much as 55% of the message received by the audience. While words for the most part are perceived and interpreted by our rational mind, our physical gestures and facial expressions reach and are interpreted on a much deeper subconscious level. You have probably noticed it yourself many times – a person can say all the right words to convince you to do something, yet a part of you still resists listening to that person. Main reason behind this resistance is contradictive body language. While we can choose our words carefully, our body language often portrays our real thoughts, feelings and beliefs. It means that in many professional and personal situations what you say may have a lesser impact on your listeners than how you say it. Still the majority of business speakers spend very little or no time at all thinking about their body language as they prepare a speech. This often proves to be a big mistake, as appropriate use of body language signals your confidence and conviction in your material and ideas, helps you to say more in less time and increases understanding and retention of what has been said. Therefore, learning to use effective body language during your presentations as well as 'reading' the gestures and facial expressions of your listeners goes a long way to improving your communication skills and becoming a better public speaker.

#### **b. Posture**

Slouching shoulders and tensed muscles and abrupt, anxious movements might not be so obvious to the speaker, but this nervousness, tension and lack of conviction are quickly transmitted to the audience. If you want your listeners to feel comfortable and interested by your speech, make sure that you keep a relaxed and upright posture. Do not lean or grip the lectern as if your life depends on it and avoid shifting your weight from one foot to another as it can become distracting.

### **c. Body Placement**

Often, new speakers trap themselves behind a podium, using it as a ‘psychological’ barricade between themselves and their audience. Needless to say, doing this does not help to establish a connection with the audience or keep them interested in the message. Even if you usually speak from behind a lectern it is a good idea to step away occasionally. Movement in the direction of your listeners is a sign of trust and openness. Movement is also a great way to make a clear transition from one point to another, allowing a speaker to quickly regain the listeners’ attention.

### **d. Arms**

While on stage, be careful of using hand gestures that reveal anxiety such as clenching your hands together, clutching notes, fiddling with your clothing, or hiding your hands in your pockets. Even if you feel nervous, practice speaking with your arms relaxed at your sides as it helps to convey your calm attitude, sincerity and openness.

### **e. Facial expression**

When it comes to establishing a connection with your audience and winning their admiration there is nothing more effective than a genuine smile. As a speaker, you should be the first one to demonstrate your sympathy and interest in your audience and the best way to do it is by smiling and looking at your listeners as you talk.

### **f. Tone of voice**

A speaker’s confidence, emotional state and attitude is often revealed in the tone of voice. In the area of public speaking your voice becomes a powerful instrument that allows you to engage, charm and encourage your audience to listen. It may mean that people are more influenced by the sound and quality of an individual’s voice than by its content. Of course, these findings do not imply that the weight of the spoken words should be ignored or that it diminishes. They, however, demonstrate that the effect of vocal cues on your listeners have to be taken into consideration when preparing your speech and delivering it in public. In order to better grasp the impact that your voice has on an audience try to recall a public speaker or an old University professor who talked in a monotone voice. How difficult was it to keep your focus on what was being said?

Speakers who talk in a tone with no variations, which usually happens when a public speaker is reading the speech or recalling it verbatim, quickly lose their audience’s attention and even put some of their listeners to sleep. To avoid people dozing off or daydreaming during your presentation you have to learn to control your tone of voice and use it to make your speech more expressive and hypnotizing.

## **g. Paralanguage**

The study dedicated to the vocal part of non-verbal communication is called paralinguistics, while the term “paralanguage” refers to the non-verbal elements of communication as:

- pace (speed)
- pitch (highness or lowness of voice)
- volume (loudness)
- and, in some cases, enunciation of vocal speech.

Let us take a look at how these elements apply and affect public speaking

### **1. Speech Pace**

Pace of the speech is the speed at which we say our thoughts out loud. Often when people feel nervous or excited, they tend to rush through their delivery, hoping to get the presentation over as quickly as possible. As you can probably guess, talking at a fast pace makes it challenging for the listeners to mentally keep up with the speaker and follow the speaker’s train of thought. While some of the message might get through, most will not, as people will quickly lose interest in the presentation.

On the other hand, speaking at a slow pace leaves your audience too much time to process your message and their thoughts will soon start to wander off to other topics. Experienced public speakers often vary their pace during a presentation to hold their audience’s attention over a long period of time and add spice to their speech. However, the biggest part of a presentation should be delivered at rate that allows your listeners to grasp your message and let it sink in.

It is worth mentioning that psychological experiments conducted by Smith and Shaffer in 1991 suggest that when messages are counter-attitudinal, faster speakers were more persuasive than slower speakers. This might be the one of the factors that has contributed to Anthony Robbins’ success as a motivational speaker, as his quick speech rate allows him to effectively persuade his listeners to change their dysfunctional habits and act on their goals. However, Smith and Shaffer also demonstrated that when an audience inherently agrees with the message slower speech rate tends to be more persuasive than a quick one.

If people sometimes tell you “Could you repeat that please?” or “I’m sorry, I did not get that”, the chances are that you are talking too fast. This means that during your presentation or public speaking event you will speak even faster, making it really hard for your listeners to follow your ideas or thoughts. There are a few ways you can bring you speech to an appropriate pace and win your audience’s attention.

a. Steady your breathing

As mentioned in a previous chapter, fear and nervousness that many people experience during a presentation is accompanied by physical reactions of the body such as increased heart rate, muscle tension and shallow breathing. Part of the reason why people talk faster during public events is because they run out of air and try to finish the phrase as quickly as possible. Doing this only increases the agitation and makes the voice sound squeezed and strained because they are talking from the top of their lungs with a tight throat, jaw and face.

One of the simplest ways to slow down and regain your balance during a presentation is to get your breathing under control. When you feel overly agitated or are racing through the words during your speech, pause and take a few deep breaths before continuing.

b. Focus on the enunciation

When we focus on pronouncing words clearly we unwillingly slow down, stop slurring and eliding syllables as we speak, which makes it much easier for our listeners to understand and process our message.

c. Reflect about punctuation in the speech

Oral speech, just as a written one, should include and make use of punctuation. It has to be clear to the audience where one phrase ends and the other one starts. Yet, often fast-speakers tend to ignore phrasing, not pausing for commas, hyphens, question marks and jamming the phrases together. A good way to slow down is to think of how you would express this idea in a written form and to use your speech rate to emphasize the importance of the message or create anticipation for what you are about to say.

If you feel that you might be a fast speaker, the rule of thumb is to speak at a pace that is slightly slower than what you are comfortable with. How to pace your speech correctly?

Many people who are just starting to master the art of public speaking have a common doubt – How much information to include in the talk in order to communicate the message and fit it in the time frame allowed for each speaker?

On average the appropriate pace for a speech is around 1,000 words per seven minutes (around 140-150 words per minute). If you are writing your speech down you can quickly multiply the number of minutes that you have at your disposal by the number of words you say per minute. For example, if you have 20 minutes to deliver a presentation, it means that your speech would involve 2,800–3,000 words.

## **2. Pitch**

Pitch is a placement of voice on the musical scale ranging from high to low. Usually men speak in a lower pitch (about 120 Hz) than women (220 Hz). Research shows that low-pitch speaking voices, both for men and women are preferable to the listeners as they are associated with authority, credibility, strength and self-confidence. A great example of a low-pitch speaking voice is that of American actor James Earl Jones. Many remember him as the voice of Darth Vader in Star Wars and Simba's dad in The Lion King.

High-pitched voices, on the contrary, are less pleasant to the ears of the audience as they are perceived as less persuasive, weaker, less truthful and more nervous. Partly, this unconscious assumption holds true, as the nervousness of a speaker is often reflected in a high-pitched, "thin" or nasal sounding voice or in the habit of raising the pitch at the beginning or end of the phrase. While there are no "golden" voice standard to fit all, voice coaches usually suggest public speakers talk at the lower end of their speaking voice to make it sound more rich and expressive.

### **a. Variation of voice pitch during the presentation**

We have already mentioned that speaking in a monotone voice makes the message sound bland, unemotional and even boring. Varying your voice in pitch during a presentation is the easiest way to:

- Avoid monotony and hold the audience's interest
- Add color and excitement to the speech
- Make certain words and ideas stand out
- Appear relaxed and confident to the listeners

When preparing your speech, it is important to identify and note the exact words or phrases that you would like to emphasize and help your listeners to remember. For example, you may use a higher pitch voice for excitement and a lower pitch to add weight and seriousness to the message.

## **3. Volume**

Volume refers to the power or loudness of your voice. It is one of the simplest areas of modulation to master by public speakers, as it often depends on the size of the audience and the settings the speech is delivered in. Clearly, the volume of the voice should not be too high so that it

looks as if you are shouting or too low, where your listeners have difficulty hearing you. However, varying the loudness of your voice during presentation can be very effective in stressing an important or dramatic point, express strong emotions or to build suspense and make people lean forward to hear what is being said.

a. The Power of Pause

As strange as it may seem to many executives and business leaders, who are accustomed to persuading and managing other people - public speaking is not just about talking in public. In most cases there is no need to fill the silence with meaningless words such as “uhm”, “like”, and “you know”. Doing this only distracts the audience from what is being said and gives the impression of nervousness and lack of clarity. Accomplished speakers are aware of this and often use the power of pause to:

- raise the impact of a remark
- bridge ideas
- underline the last thing that was said
- create anticipation for the next remark
- give time for the listeners to absorb the information
- leave the room for reflection after questions

Most pauses used during public speaking can be divided in four main categories:

b. Short pause

Short pauses that last from half-a-second to two seconds are mainly used for separating thoughts, emphasizing the last word that was said or building anticipation for what is coming.

c. Spontaneity pause

A spontaneity pause is used when the speaker is searching for the right word or pretending to reflect on something. Spontaneity pauses, are not necessarily “unplanned”, but they make the speech look more natural, more polished and less rehearsed.

d. Long pause

Long pauses can last anywhere from three seconds to a couple of minutes and they are very powerful. They command the audience’s attention by literally creating tension in the auditorium. Long pauses should be used only by experienced public speakers who feel comfortable talking in front of large groups of people. Otherwise, they may become unnerving both for the presenter and for the listeners.



e. Pseudo pause

The main purpose of a pseudo pause, just like a regular pause, is to bring people's attention back to what is being said and underline the last sentence. However, instead of holding the pause the speaker repeats and stresses their last remark. Mindful repetition gives an additional moment for the listeners to really absorb and memorize the information.

While there are many tips, tricks and techniques that can be used to improve business and interpersonal communication skills, slowing down and using pauses correctly is one of the simplest ways to create an impression of professionalism and intelligence.

If you are new to public speaking it might be helpful to write your speeches fully in order to identify and effectively place the power words that should be underlined by pauses. However, with practice you will learn to instinctively speak this way which will noticeably increase the impact of your presentations.

#### **4. Visual aids**

They often say that a picture is worth a thousand words. Adding a visual dimension to your presentation can make it look more vivid, graphic and professional-looking. Although, not every business presentation or public speaking event should forcedly be accompanied by slide shows, graphs and pictures. Lincoln's Gettysburg Address is a mere 269 words long, but it would take over 2000 pictures to transmit the same message to the audience. When planning your public speech or your presentation you should always keep your main objective in mind.

- What is the purpose of your speech?
- What is it that you want to achieve with your performance?
- What do you want your listeners to take from your presentation?

Is your goal to motivate, empower or persuade your audience to take action? In this case you might not need to use visual aids, as your listeners already know what they should be doing. Slides of explanations, charts, graphs and pictures will not add any value to the presentation. On the contract doing too may actually interfere with the momentum and weaken the emotional connection established by the speaker with the audience. On the other hand, if your goal is to help your listeners understand and remember some key points of your presentation, there is no doubt that you can benefit enormously from including some visual elements and data in your presentation.

## **G. The Three P's of a Successful Speech**

The positive outcome of a speech does not depend solely on the oratory skills of the speaker. It is influenced by many factors such as the topic of presentation, the attitude of the audience, the quality of the material, the length of the speech and so on. Some of factors are out of the speaker's control. However, the remaining 98% of the success will depend on how well the presenter follows the Three P's<sup>46</sup>:

- Preparation
- Practice
- Performance

At each of these stages public speakers should watch out for pitfalls that can trip them up.

### **1. Preparation**

“Only the prepared speaker deserves to be confident.” - Dale Carnegie

Here is why the most experienced public speakers never go to talk in front of an audience unprepared - they know that speech preparation is their credibility. If you have not done your homework well, it will show on the day of the speech.

Just like hours of material research, preparation and planning will help you to reduce nervousness and appear more confident and more knowledgeable to your listeners. As you walk onto the podium feeling the eyes of your audience on you, you will be grateful for every bit of effort you have invested into your speech preparation.

#### **a. A Vital Step before the Speech Preparation**

In order to make your speech both interesting and memorable for the listeners, it is important to consider three key elements:

- The audience – WHO is the speech written for?
- The purpose – WHAT is the main objective of the speech?
- The direction of the speech – HOW will the speech be presented?

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<sup>46</sup> <http://www.mendeley.com/research/how-selfleadership-affects-the-goalsetting-process/>

WHO: You can spend weeks researching your subject and preparing elaborate visual aids, but if you do not understand the people who will be listening to you, you will not be able to reach them. Knowing your audience – their number, age, gender, professional background and interests will give you a few valuable ideas on what to talk about and how to find the right angle for the speech that is both original and easy for your listeners to understand. Find out beforehand if the head of the company will be present? If all participants are experts in the topic? If there are people from different technological and cultural backgrounds?

WHAT: The purpose of the presentation does not end with simply delivering the information. Why are you speaking? What do you want the audience members to know, think, believe, or do as a result of your presentation? Is your goal to inspire? To entertain? To Persuade? To educate? To sell? Or to challenge old beliefs and dogmas? Identifying the main objective of the speech helps to choose the best presentation style. For example, a speech that has as its main goal to “sell” an idea to potential investors will sound differently from a speech that is designed to educate a group of employees on a new marketing strategy

HOW: Professional speakers plan on HOW they are going to present the material before even thinking about WHAT it is that they want to say. Preparing a speech is similar to directing a movie. As a public speaker you become a director of your presentation, not just a mere actor repeating the words. There are some organizational details of the speech that need to be decided upon and brought together.

For example, you should know if you have to prepare any handouts to give at the end of your presentation? If you want to invite another guest to talk about your product or your company? Whether or not your speech includes showing any videos or slide shows? If you want to leave time for Q&A session at the end of your speech? All these seemingly insignificant details make a huge difference in your presentation and can not be left until the last possible minute.

#### b. Finding time to Prepare Your Speech

When you are developing a new presentation set about an hour of time for each minute that you spend speaking on the stage. In other words, if your presentation lasts 20 minutes you should block off at least 20 hours for material research, presentation development, outlining of the speech and for its rehearsal. 20 hours may seem like a lot of time at first, but at the end it is the hours of preparation and continuous effort that makes the speech look effortless and spontaneous to the audience.

### c. SMART Speech Preparation

After you have learned as much as you can about your audience, their needs and speech settings, the next step is to create an amazing presentation. Easier said than done? What ideas do you want to share with your audience? How do you make your presentation memorable? What do you start with? All these questions in combination with a blank sheet of paper or an empty Word file can intimidate and overwhelm even the most creative and knowledgeable people.

## 2. Practice alone

Before practicing your speech it might be a good idea to prepare “cue” cards or your cheat sheets that you will use during the presentation. The cue cards may contain the high-level speech elements mentioned in your outline, as well as transition phrases, key words, statistic data or punch lines that you want to share with your audience.

After you have your cue cards – you can start practicing your speech. Find a place where you will not be distracted by anything or anyone, close the door, turn your cell phone off and concentrate solely on your speech. As you practice, pay particular attention to the transition between sections and slides so that your presentation flows smoothly. An audience struggles to follow a speech, when a speaker loses their train of thought or jumps from one idea to another.

Many public speaking books advise new speakers practice in front of a mirror. Research suggests that this may not be as helpful as people often become distracted by how they look and lose their ability to stay focused on the content of the speech and the listeners. The only case when practicing your speech in front of the mirror could be beneficial is when you want to ‘polish’ your body language and gestures for the presentation.

### a. Practice in front of other people

Speaking in front of a small and supportive group of friends and family members can be the next step to overcoming stage fright and to train your mind to associate speaking in public with a positive experience, rather than a frightening one. Always seek feedback from your audience at the end of a presentation. Ask for their opinion on topics such as:

- How convincing and intelligible your speaking was
- How interesting, useful and clear different parts of your presentation were
- How well you answered questions at the end of your speech
- What was their overall impression of your performance

Listen objectively to the feedback. Do not take any suggestions or observations as personal criticism. Instead seek ways to enhance your presentation and improve your performance.

b. Do the final dress rehearsal

The environment you are to speak in can have a huge part to play in shaping the final presentation of your speech. If it is possible try practicing at least once in the actual auditorium where the presentation will take place. Walk on the stage, consider where you will be in relation to the audience, test the required audio-visual components, note if your presentation is visible from all parts of the room. Then go all the way through your presentation without stopping.

Being familiar with your environment and having all the technological aids ready and tested will mean one less problem to worry about on the day of your public speaking event. Some of the points to consider when rehearsing your presentation:

- Will your audience be able to see your presentation easily?
- Will you have to use a microphone or not?
- Is there a place to put your notes?
- What electronic devices are provided (e.g. LCD projector, screen, microphone) and what do you have to bring with you?

c. Other Opportunities to Practice

There is no need to wait for an occasion to speak publically in order to hone your public speaking skills. Clubs such as Toastmasters International, Association of Speakers Clubs (ASC), Rostrum, International Training in Communication (ITC), Speaking Circles, or POWER talk International offer their members an opportunity to learn the art of public speaking by observation, practice, and through completing a number of effective exercises.

### **3. Performance**

“If something can go wrong it will.” - Murphy’s law

When getting ready for your speech, become a long-term optimist and a short-term pessimist. Believe in your heart that your presentation will go wonderfully and that the audience will love it, but prepare yourself for little slips, unexpected technical troubles, and other problems that may arise on the day of your performance.

Leave the house early, to avoid traffic. Check your computer and LCD projector ahead of time. Think of unexpected and challenging questions that you could be asked during your presentation. Avoid eating a heavy meal or drinking coffee before the presentation, as doing so affects your vocal cords and your energy level. Here are some tips that will allow you to improve your performance even more:

- Relax before you get up to talk. Remember to stop and take a few deep breaths to slow down your heart rate and reduce muscle tension. Feel your feet on the floor. Gently roll your shoulders back. This opens your chest, drops your shoulders, opens your throat, releasing tension and making you look more confident.
- Greet your audience with a smile. Even if the topic of your business presentation is a serious one, you can still greet your listeners with a genuine, welcoming smile to win their favor and regain your confidence.
- Do not rush through your presentation. Give your listeners time to absorb your concepts and key ideas.
- Make yourself be heard. Speak to the person sitting farthest away from you so that your speech can be easily heard by everyone in the room.
- Face your audience at all times. In presentations where visuals are used avoid turning your back to the listeners and looking at the slides too much. The audience is the focal point of your speech. Visuals are merely a tool to convey a message. Besides, speaking towards the screen or the wall makes it hard for your listeners to hear you.
- Talk to people, not at them. Find a few people that you know in the audience and imagine yourself talk directly to them. Shift your gaze through your audience and as you feel more confident, establish eye contact with other listeners as well.
- Claim attention. The attention span of an average person lasts about 5-10 minutes. It is the task of the speaker to keep the listeners focused on the presentation by bringing their attention back through fluctuation of the voice, storytelling, questions, and body language.
- Do not stick your hands in your pockets, hook your thumbs under your belt, or engage in other creative diversions as you speak.
- Do not introduce a topic with “Just real quick,” “Briefly,” or similar words. The subconscious message that your audience receives is “this isn’t really important or relevant, but I’m going to inflict it on you anyway.”

- Answer any questions as succinctly and briefly as possible. Not everyone may be interested in this specific question.
- Do not diminish or underestimate your audience. Even if you are a world-known expert in your area of expertise, it is still not a good idea to use phrases like “this is probably new to you” or “you probably don’t know what this means”, unless you are sharing ground breaking news that nobody has heard of.
- Wrap up your talk on time. People rarely want to listen to someone, who talks longer than was expected. Therefore, assign to a person that you know the task of giving you time cues, indicating when you have ten minutes left, five minutes, two minutes and when you should stop talking.
- Never apologize for anything: be it your presentation, your accent or your lack of knowledge in certain areas or your mistakes. You will quickly lose your credibility.
- Be flexible. Organize your business presentation and know it well enough to have the flexibility to skip certain parts or expand on others depending on the circumstances and non-verbal cues that you receive from your audience.
- Be your best self. Too often, people giving business presentations believe that to look professionally they need to act or speak in a certain way, a stiff way. There is a huge difference between being professional and being downright boring. People came to listen to YOU, so let your personality shine through. Share something real about yourself, either in words or delivery, which connects you to your listeners.
- Have fun. If a speaker is relaxed and enjoying every moment of their speech, it will make the speech much more enjoyable for the audience as well.
- Connect with people after the presentation. At the end of the speech, instead of recoiling backstage and doing a vicious deconstruction of every little mistake made during the presentation, continue to be fully present with your listeners. Talk to people, answer questions, accept invitations, exchange business cards, network and so on.

Analyze your performance the day after your presentation. Approach your business presentation with calm clarity and some take time to reflect:

- How effectively did you handle nervous tension during your presentation?
- What technique(s) has helped you the most?
- When did your listeners appear more engaged with your talk?
- What ideas, images, and stories did they compliment on after the presentation?
- When were you most engaged with your listeners?
- How might you deliver the same presentation again based on what you now know?

Becoming a great public speaker, feeling at ease with the audience, controlling your body language and delivering killer business presentations takes some time. Of course, it would be much easier to just speak with one person at a time. However, in every business area, there comes a time to promote, influence, inspire, persuade or make a good impression on a much larger scale than the safety of a coffee nook. As you have learned from this book, speaking in public does not have to be something we should avoid at all costs. With some creativity, intelligent planning and consistent practice absolutely ANYONE can become a brilliant public speaker<sup>47</sup>.

### **1. Authenticity**

Authenticity begins with personal clarity about your own values, as well as about your goals and needs. In this era, we demand more of one another - more authenticity, more emotion, and yes, even more self-disclosure. You get to choose what you reveal and we don't want too much but we need something to know that you're real.

### **2. Clarity**

It's a commonplace that the pace of life and work just keeps on increasing, and that means we often lose track of the big picture, or that we simply don't know what we don't know. That hugely increases the need for someone to keep us straight to give us a few simple rules to keep our heads in the game, above water, and screwed on tight.

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<sup>47</sup> Apple, W., Streeter, L. A. & Krauss, R. M. (1979). Effects of pitch and speech rate on personal attributions. *Journal of Personality and Social Psychology*, 37, 715-727



### **3. Consistency**

Today, in our rush to get it done, we use mental shortcuts for things that we used to take time to do. For example, we tend to use consistency as an imperfect test for establishing trust. We accept that we ourselves can change our minds and suffer bad moods -- but we're much less likely to accept this kind of natural inconsistency from others. For better or for worse, this desire for consistency makes it much more essential to keep your messages straight and your story unitary.

### **4. Transparency**

We demand greater and greater transparency from our leaders. This demand has huge implications not only for internal speakers – such as team leaders and managers, who must work much harder to show their teams how their work contributes to the broader mission – but also for external keynoters, who must be prepared to work more openly than ever before.

### **5. Empathy**

Aside from Donald Trump, the rest of us are expected to show greater understanding of and greater sensitivity to more and more perspectives than ever before. Being caught out with a lack of empathy for someone or some group can completely derail a speech – and a career.

### **6. Engagement**

It's not enough any longer to simply stand and deliver your information to an audience. You have to engage them with your stories – and show that you're at least willing to hear their stories in return. A real conversation is table stakes for speakers today. That demands far more attention and attention to detail than speaking required in the past.

### **7. Connectivity**

Audiences expect more than just a speech from their keynoters. Whether it's working the room before the talk, or hanging out with the audience after – for the rest of the conference – audiences expect to be able to connect with their speakers today in ways that go way beyond merely dropping a business card in a box to get an email of the slides as a follow

up. You may find yourself essentially providing free consulting long after an event depending on the level of engagement and the expectations of your audience.

Ignore these new rules of successful speaker at your peril. The speaking world has changed and keynoters need to change with it. As the good general said, if you hate change, you're going to like irrelevancy even less.

## **H. The Five Keys to Public Speaking Success**

The life of a public speaker is a difficult one – not as difficult as coal mining, perhaps, but difficult nonetheless in its own way – and certain characteristics are important if you're not going to be miserable in the life you lead.<sup>48</sup> Five in particular seem to me to be most important in the successful speakers that has been observed over the years as a coach. What's your experience? What has stood you in good stead – or the contrary, has gotten in the way for you?

- 1. Emotional resilience.** I think the most important characteristic is perhaps emotional toughness, or resilience. Not every audience is going to love you, and not every speech is going to be a success. But if you can't bounce back from the difficult occasions, and take the successes in stride without becoming overly confident, you're going to have a rocky ride indeed.
- 2. Determination.** Closely related to resilience is the ability to stick to it without giving up, even if things don't go your way at first. It takes considerable effort and time to develop a successful public speaking career, and anyone who expects quick results and easy wins is almost certainly bound for disappointment. Hanging in there – without being delusional – is one of the emotional success factors.
- 3. Conscientiousness.** Speakers need to sweat the details, from the arcana of their area of specialty to the little moments of technical and performance felicity that make the difference between OK and great. And caring for all the people who help you along the way is important too. Successful public speaking is all about the little stuff and the big stuff, both.
- 4. Control.** Great speakers learn to control the moment, to rise to the occasion, and to seize the opportunity for an effective ad lib when it arises. It's all about

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<sup>48</sup> Beebe, S. A., & Beebe, S. J. 2006. Public speaking: An audience-centered approach (6th ed.). New York: Pearson

understanding the ebb and flow of human emotion and engagement, and knowing when to control that flow and when to ride it.

- 5. Optimism.** Of course speakers must be optimists. There are so many ways that a life on the road, a life of endless auditions in front of new audiences every night, a life of the ups and downs of venues and technical issues and unexpected delays and problems – all of it can chip away at the most durable of human psyches. Optimism is a must.

My own allotment of these qualities varies –even on good days – so I talk about these qualities not because I believe I’ve mastered them, but because I’ve seen their mix in the speakers I’ve coached over the years, and seen what can hold a speaker back from success – or propel them to opportunity after opportunity. When someone asks me if I think they have what it takes to become a successful speaker, we usually start the discussion because the talent and insight are there. What separates the winners from the rest in the end is these qualities, plus one more: a willingness to work harder than the rest, for longer than everyone else.

Success is everybody’s dream. But what is the key to success? How can you be successful? In my post about defining successful people, I wrote that we should measure success based on how much we give rather than how much we receive. Fortunately, it also works nicely the other way around since those who give more almost always will also receive more.

Based on that, you can see that *the more value you give to others, the more successful you will be*. So how do you pave your way to success? How do you become more successful? The answer is amazingly simple. Here it is: *The key to success is making yourself as useful as possible to others*. That’s it. *Making yourself as useful as possible to others*.

If you focus on applying this, others will realize the value they get from you and they will attract more people to come to you. These new people will also realize the value they get from you and they will attract even more people to come to you. The virtuous cycle begins

and you are now on your way to success. With this principle in mind, you should aim at increasing your usefulness to others. How do you do that? Here are some ideas<sup>49</sup>:

**1. Be observant of needs.**

To be useful to others, you should always be aware of even the slightest clues of needs. The more sensitive you are to the needs of others, the more appreciative people will eventually become. The best scenario is being able to anticipate a need before the other people are even aware of it.

**2. Find solutions to the needs.** Now that you are aware of needs, the next step is finding

solutions to them. The solutions you offer should be as useful as possible. To be able to do so, there is no other way but to continuously build your own value. It is from the value you have that you could give value to others.

**3. Be proactive to help**

Do not wait for the other person to ask for your help. Be proactive. Give your help even before they ask.

**4. Be sincere**

What matters is not only the solution you offer, but also the way you deliver it. Being sincere means being glad to help others without expecting anything in return. Make it your joy to give something to others. People can somehow distinguish whether or not you are sincere.

**5. Go the extra mile**

Doing the above four steps is good, but add this one if you can: *give more than expected*. First, give what is expected, and then add a little more. If you do the above four steps people will be appreciative, but if you add this one step they will be *impressed*.

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<sup>49</sup> Fraleigh, D. M., & Tuman, J. S. 2009. Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins

## CHAPTER VIII

### ENDING YOUR SPEAKING

#### A. Counter-Arguments

In order to completely convince the audience you are an expert, you need to imagine why some of the audience might reject your ideas and how to overcome this resistance. If you can do this you have finished satisfying them that you are correct. If you skip this they will question your solution's strength. There are three simple steps to this:

1. Write the exact opposites of your thesis. If I say up, you say down. If I say should, you say shouldn't. Careful: you are not proposing an alternate counter-solution-you are proposing a negation of your own solution.
2. Think of a few songs that support this counter-thesis.
3. Refute the counter-reasons using good evidence.

#### B. Refuting Counter

Before we defeat a counter-argument with evidence we must decide what is wrong reasons:

1. Not true: while logically possible, there is no good reason to propose a false counter reason.
2. Not always true: this answer acknowledges that yes, the counter reasons is sometimes true, but not in every situation.
3. Not important: this is the most common refutation. In it you are acknowledging that while the counter reason- may have some truth to it, your reason is still much stronger. Why?
  - Not relevant- with this you say "yes, your reason is true, but it has no connection to my original thesis.
  - Not significant- with this you say, "yes you may be technically right, but the difference between our evidence is too small to be important."
  - Easy to solve- with this you say. "yes, your reason is true, but the problem you suggest can easily be solved, and that will allow my solution to continue.

After you say what wrong with the counter reason then provide an example piece of evidence that supports your refutation.

### C. Example Counters

My thesis: Cats are the best pets for university students in cities.

1. Counter-argument & reason: cats are not the best pets for university students because some students are allergic to cats. Notice- the counter-argument is directly opposed- it is not an alternative solution like “dogs are the best pet”.

Refute & Evidence: while it’s true some are allergic to cats, it is an easily solved problem because there are breeds of cat that have no hair and therefore do not disturb allergies.

2. Counter-Argument & Reason: Cats are not the best pets for university students because they take up too much time each day.

Refute & Evidence: while it is true that cats do take some time, overall it is not significant. Unlike dogs, which require daily walks, cats are able to largely care for themselves and are happy playing alone.

3. Counter-argument & Reason: cats are not the best for university students because they bite and scratch people.

Refute & Evidence: while it is true some cats have been known to bite, this is not always true and is largely caused by choosing cats with bad demeanors. Many cats are sweet and gentle.

4. Counter-argument & Reason: cats are not the best pets for university students because I personally dislike cats.

Refute & Evidence: while you may dislike cats, this issue is not relevant, as you do not represent all university students.

As you can see above, the general steps are:

- a. Acknowledge to counter points’ validity
- b. Explain why it doesn’t apply
- c. Provide evidence

## **D. Full Circle**

By the time you get to the conclusion with your audience you have hopefully:

- Gotten their attention
- Connected a need to them
- Proposed a specific solution
- Used logic and emotion to convince them of your solution
- Refuted any objections

Now it is time to come full circle, to go back and remind them where you started.

The goals of your conclusion, before you make a prediction and call to action are:

1. Summarize and remind of your main idea
2. Create a sense of closure and understanding to these ideas to reinforce the audience's connection to the topic.

### **Closure and understanding:**

To avoid just repeating it is good to come back to our original hook story, the one we first used to establish our connection to the topic, and show how the solution and reasons have changed our understanding. We should not be introducing new evidence, but using new understanding to again demonstrate why they audience should care and act on our solution. But how?

Here is an example return to the hook story:

My first date may have been a disaster, but I learned from my mistakes. At the end of the evening I asked her if we could try again. Thankfully, she said "yes". The next time we met at Delhi's Indian restaurant. Cumin and curry rushed into our noses and woke up our brains. Our minds opened with our senses. It was as though we were two different people than those who met on the first date. Who knew a little spice could make such a difference? As I grabbed pieces of chicken with the hot garlic Naan bread I knew I would never again settle for a common meal when trying to get to know someone, and have them get to know me.

Analysis: I return to my reasons and main idea along with my first date story. This leads into my prediction for the audience.

## **E. Tips To End A Speech With A Bang**

A good talk or public speech is like a good play, movie, or song. It opens by arresting the listener's attention, develops point by point, and then ends strongly. The truth is, if you don't know how to end a speech your key points may get lost. The words you say at the beginning, and especially at the end of your talk, will be remembered longer than almost any other part of your speech. Some of the great speeches in history have ended with powerful, stirring words that live on in memory. How do you end a speech and get the standing ovation that you deserve? Here are 9 tips and examples for concluding a speech.

### **1. Plan Your Closing Remarks Word For Word**

To ensure that your conclusion is as powerful as it can be, you must plan it word for word. Ask yourself, "*What is the purpose of this talk?*" Your answer should involve the actions that you want your listeners to take after hearing you speak on this subject. When you are clear about the end result you desire, it becomes much easier to design a conclusion that asks your listeners to take that action. The best strategy for ending with a BANG is to plan your close before you plan the rest of your speech. You then go back and design your opening so that it sets the stage for your conclusion. The body of your talk is where you present your ideas and make your case for what you want the audience to think, remember, and do after hearing you speak.

### **2. Always End A Speech With A Call To Action**

It is especially important to tell the audience what you want it to do as a result of hearing you speak. A call to action is the best way to wrap up your talk with strength and power. Listen to how Tony Robbins ends this TED talk with a call to action. He begins his close at 18:00 minutes. He also tells a great story at the end of his speech, which we'll discuss more in a moment...

### **Here Is A Speech Conclusion Call To Action Example**

*"We have great challenges and great opportunities, and with your help, we will meet them and make this next year the best year in our history!"*



Whatever you say, imagine an exclamation point at the end. As you approach the conclusion, pick up your energy and tempo. Speak with strength and emphasis. Drive the final point home. Regardless of whether the audience participants agree with you or are willing to do what you ask, it should be perfectly clear to them what you are requesting.

### 3. End A Speech With A Summary

There is a simple formula for any talk:

- Tell them what you are going to tell them.
- Tell them.
- Then, tell them what you told them.

As you approach the end of your talk, say something like, “*Let me briefly restate these main points...*” You then list your key points, one by one, and repeat them to the audience, showing how each of them links to the other points. Audiences appreciate a linear repetition of what they have just heard. This makes it clear that you are coming to the end of your talk.

### 4. Close With A Story

As you reach the end of your talk, you can say, “*Let me tell you a story that illustrates what I have been talking about...*” You then tell a brief story with a moral, and then tell the audience what the moral is. Don’t leave it to them to figure out for themselves. Often you can close with a story that illustrates your key points and then clearly links to the key message that you are making with your speech.

### 5. Make Them Laugh

You can close with humor. You can tell a joke that loops back into your subject and repeats the lesson or main point you are making with a story that makes everyone laugh. During my talks on planning and persistence, I discuss the biggest enemy that we have, which is the tendency to follow the path of least resistance. I then tell this story.

*Ole and Sven are out hunting in Minnesota and they shoot a deer. They begin dragging the deer back to the truck by the tail, but they keep slipping and losing both their grip and their balance. A farmer comes along and asks them, "What are you boys doing?" They reply, "We're dragging the deer back to the truck." The farmer tells them, "You are not supposed to drag a deer by the tail. You're supposed to drag the deer by the handles. They're called antlers. You're supposed to drag a deer by the antlers."*

*Ole and Sven say, "Thank you very much for the idea." They begin pulling the deer by the antlers. After about five minutes, they are making rapid progress. Ole says to Sven, "Sven, the farmer was right. It goes a lot easier by the antlers." Sven replies, "Yeah, but we're getting farther and farther from the truck."*

After the laughter dies down, I say...

***"The majority of people in life are pulling the easy way, but they are getting further and further from the 'truck' or their real goals and objectives."***

That's just one example of closing using humor.

## 6. Make It Rhyme

You can close with a poem. There are many fine poems that contain messages that summarize the key points you want to make. You can select a poem that is moving, dramatic, or emotional.

## 7. Close With Inspiration

You can end a speech with something inspirational as well. If you have given an uplifting talk, remember that hope is, and has always been, the main religion of mankind. People love to be motivated and inspired to be or do something different and better in the future. Remember, everyone in your audience is dealing with problems, difficulties, challenges, disappointments, setbacks, and temporary failures. For this reason, everyone appreciates a poem, quote or story of encouragement that gives them strength and courage. Here are 7 Tips to Tell an Inspiring Poem or Story to End Your Speech:

- You have to slow down and add emotion and drama to your words.
- Raise your voice on a key line of the poem, and then drop it when you're saying something that is intimate and emotional.
- Pick up the tempo occasionally as you go through the story or poem, but then slow down on the most memorable parts.
- Especially, double the number of pauses you normally use in a conversation.
- Use dramatic pauses at the end of a line to allow the audience to digest the words and catch up with you.
- Smile if the line is funny, and be serious if the line is more thought provoking or emotional.
- When you come to the end of your talk, be sure to bring your voice up on the last line, rather than letting it drop. Remember the "*exclamation point*" at the end.

#### 8. Make It Clear That You're Done

When you say your final words, it should be clear to everyone that you have ended. There should be no ambiguity or confusion in the mind of your audience. The audience members should know that this is the end. Many speakers just allow their talks to wind down. They say something like,

*"Well, that just about covers it. Thank you."*

This isn't a good idea...

It's not powerful...

It's not an authoritative ending and thus detracts from your credibility and influence. When you have concluded, discipline yourself to stand perfectly still. Select a friendly face in the audience and look straight at that person. If it is appropriate, smile warmly at that person to signal that your speech has come to an end. Resist the temptation to:

- Shuffle papers.
- Fidget with your clothes or microphone.

- Move forward, backward, or sideways.
- Do anything else except stand solidly, like a tree.

Take a look at this video of how I ended a speech when I received an award from the National Speakers Association. I ended this speech exactly how I described here

## 9. Let Them Applaud

When you have finished your talk, the audience members will want to applaud... What they need from you is a clear signal that now is the time to begin clapping.

### *How do you signal this?*

Some people will recognize sooner than others that you have concluded your remarks. In many cases, when you make your concluding comments and stop talking, the audience members will be completely silent. They may be unsure whether you are finished. They may be processing your final remarks and thinking them over. They may not know what to do until someone else does something. In a few seconds, which will often feel like several minutes, people will applaud.

First one...

Then another...

Then the entire audience will begin clapping.

When someone begins to applaud, look directly at that person, smile, and mouth the words *thank you*. As more and more people applaud, sweep slowly from person to person, nodding, smiling and saying, "Thank You." Eventually the whole room will be clapping. There's no better reward for overcoming your fear of public speaking than enjoying a round of applause.

## **F. How To Handle A Standing Ovation**

If you have given a moving talk and really connected with your audience, someone will stand up and applaud. When this happens, encourage others by looking directly at the clapper and saying, “*Thank you.*” This will often prompt other members of the audience to stand. As people see others standing, they will stand as well, applauding the whole time. It is not uncommon for a speaker to conclude his or her remarks, stand silently, and have the entire audience sit silently in response.

## **G. Secrets To Success For English Speaker**

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What does it take to learn English successfully? There some common qualities s<sup>50</sup>uch as diligence and a positive attitude that will help you learn any subject, however when learning a language, there are some more specific tips that will help you reach your goals. Here are our ten secrets to success to help you reach your goals in<sup>51</sup>.

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- Break it down then build it up.

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To speak English well, you need to be able to do several things at the same time: know (and choose) suitable vocabulary, use the right grammar and sentence patterns, and produce the correct sounds, stress patterns, rhythm and intonation. Work on these individual elements separately then practise putting them together to make your speech more accurate and fluent.

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<sup>51</sup><https://englishlive.ef.com/blog/career-english/10-secrets-success-english-speakers>

- Learn to interact

A conversation is an interaction with another person, and involves listening as well as talking. Check that the other person is following, by using conversation strategies like emphasizing key words, rephrasing, or using expressions like ‘You know what I mean?’ or ‘Don’t you agree?’ Give the other person a chance to speak and use their answers and to help you think about what to say next.

- Use your body

Non-verbal communication is very important for effective speaking, even for native English speakers. Use gestures, body language and facial expressions for explanation or emphasis, and try to read what the other person’s body language is saying. Think about your posture, too – the way you stand or sit can make the difference between seeming bored or interested in what your conversation partner is saying.

- Sing a song!

Music is a great way to improve your speaking skills, practice the rhythm of the language and learn some useful expressions. Look up the lyrics (song words) to your favorite songs on the Internet, and then practicing singing aloud. If you’re shy, sing at home alone. If you’re more outgoing, get together with some friends and do a bit of English karaoke.

- Be brave

You need the right attitude to improve your English. Look for every opportunity to practice speaking, like talking to people at parties, approaching a foreigner who looks lost, or just putting up your hand when your teacher asks a question. Remember, every mistake is an opportunity to learn, so don’t be afraid of making some slips from time to time.

- Think in English

This is a great way to improve your spoken English, and you can do it anywhere, anytime. At home, you can talk to yourself while doing everyday tasks like preparing a meal. If you are on the train or bus, then describe the people around you (in your head, not aloud!), and when you go to sleep, go over the day’s events in English.

- Record yourself speaking

Even though you might not like hearing your own voice, this is a very useful way to find out what's wrong with your spoken English. Record yourself speaking and then listen to the tape, or ask a native speaker for some advice. Look for positive things, too. Make a note of all the things you do well when you speak English. If you are ever feeling unmotivated, look at the things you do well to feel great about speaking English again.

- Keep a speaking journal

Record your thoughts in English before you go to sleep at night. You can play the tape at the end of the year to look back on important events, as well as monitor your English progress. If you can't keep a speaking journal, write it instead. Make a note of all the conversations you had in English along with aspects you did well and things you could improve on. Use this to track your progress throughout the year and set yourself new goals.

- Take extra classes

If you feel you need extra practice and want to interact with other English learners, why not join a language class? There are plenty of language schools around, or even online courses. Don't think you can learn to speak on the Internet? In EF English Live's teacher-led classes, all you need is a headset and microphone to talk to the world!

- Find English-speaking friends

If you are really serious about becoming a good English speaker, you need to meet people you can speak to in English. This does NOT only mean native-speakers, though. English is spoken by many more people as a second language than as a native language, and being able to understand different accents is very important. Start an English coffee club with your friends where you meet and have a chat in English. You can help each other and have fun practising together.

## GLOSSARY

1. **Dexterity** : the ability to perform a difficult action quickly and skilfully with the hands, or the ability to think quickly and effectively
2. **Clinicians** : a health professional whose practice is based on direct observation and treatment of a patient, as distinguished from other types of health workers, such as laboratory technicians and those employed in research.
3. **Respiration** : the action or process of inhaling and exhaling breathing. Also called ventilation.
4. **Phonation** : the production of voice through the vibration of the vocal folds of the larynx coupled with airflow directed upward from the lungs.
5. **Articulation** : the formation of clear and distinct sounds in speech.
6. **Appearance** : an act of performing or participating in a public event
7. **Gestures** : a movement of part of the body, especially a hand or the head, to express an idea or meaning
8. **Emotions** : a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.
9. **Eye contact** : the act of looking directly into one another's eyes
10. **Planning** : the process of making plans for something
11. **Presentation** : the proffering or giving of something to someone, especially as part of a formal ceremony.
12. **Assessment** : the evaluation or estimation of the nature, quality, or ability of someone or something.



13. Evaluation : the making of a judgment about the amount, number, or value of something, assessment.
14. Neglect : to give a little attention or respect.
15. Overlook : a place from where a person can look at something, especially at an area of natural beauty.
16. Hook : used to grab the audience for the speech. hook is generally used during the introduction phase of the speech.
17. Pace : a single step taken when walking or running
18. pitch : the quality of a sound governed by the rate of vibrations producing it, the degree of highness or lowness of a tone.
19. Volume : to provide a lot of information about something

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