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Chapter 14

Delivering the Speech

How we deliver a speech is just as important, if not more so, than the basic message we are trying to convey to an audience. But if you have worked hard on preparing the verbal part of your speech, you may feel that delivery is just an “extra” that should not require much time or effort. After all, your speech is carefully planned, researched, and polished. It is committed safely to paper and hard drive. It’s a carefully constructed, logically crafted, ethical message. The words alone should engage your audience’s attention and interest—right?



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After all the work of building such a message, you might wish that you could simply read it to the audience.

However, this is the case in only a few kinds of circumstances: when the message is highly technical, complex, and extremely important (as in a new medical discovery); when international protocols and etiquette are crucially important and the world is listening; or when the speaker is representing a high-ranking person, such as a president or a king, who is unable to be present. For the purposes of your public speaking class, you will not be encouraged to read your speech. Instead, you will be asked to give an extemporaneous presentation. We will examine what that means.

The nonverbal part of your speech is a presentation of yourself as well as your message. Through the use of eye contact, vocal expression, body posture, gestures, and facial display, you enhance your message and invite your audience to give their serious attention to it, and to you. Your credibility, your sincerity, and your knowledge of your speech become apparent through your nonverbal behaviors.

The interplay between the verbal and nonverbal components of your speech can either bring the message vividly to life or confuse or bore the audience. Therefore, it is best that you neither overdramatize your speech delivery behaviors nor downplay them. This is a balance achieved through rehearsal, trial and error, and experience.

In this chapter, we are going to examine effective strategies for delivering a speech. To help you enhance your delivery, we will begin by exploring the four basic methods of speech delivery. Second, we will discuss how to prepare your delivery for different environments. Third, we will talk about how to effectively use notes to enhance your delivery. Finally, we will examine characteristics of good delivery and give some strategies for practicing effectively for the day when you will deliver your speech.

14.1 Four Methods of Delivery

LEARNING OBJECTIVES

1. Differentiate among the four methods of speech delivery.
2. Understand when to use each of the four methods of speech delivery.

The easiest approach to speech delivery is not always the best. Substantial work goes into the careful preparation of an interesting and ethical message, so it is understandable that students may have the impulse to avoid “messaging it up” by simply reading it word for word. But students who do this miss out on one of the major reasons for studying public speaking: to learn ways to “connect” with one’s audience and to increase one’s confidence in doing so. You already know how to read, and you already know how to talk. But public speaking is neither reading nor talking.



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Speaking in public has more formality than talking. During a speech, you should present yourself professionally. This doesn’t mean you must wear a suit or “dress up” (unless your instructor asks you to), but it does mean making yourself presentable by being well groomed and wearing clean, appropriate clothes. It also means being prepared to use language correctly and appropriately for the audience and the topic, to make eye contact with your audience, and to look like you know your topic very well.

While speaking has more formality than talking, it has less formality than reading. Speaking allows for meaningful pauses, eye contact, small changes in word order, and vocal emphasis. Reading is a more or less exact replication of words on paper without the use of any nonverbal interpretation. Speaking, as you will realize if you think about excellent speakers you have seen and heard, provides a more animated message.

The next sections introduce four methods of delivery that can help you balance between too much and too little formality when giving a public speech.

Impromptu Speaking

Impromptu speaking¹ is the presentation of a short message without advance preparation. Impromptu speeches often occur when someone is asked to “say a few words” or give a toast on a special occasion. You have probably done impromptu speaking many times in informal, conversational settings. Self-introductions in group settings are examples of impromptu speaking: “Hi, my name is Steve, and I’m a volunteer with the Homes for the Brave program.” Another example of impromptu speaking occurs when you answer a question such as, “What did you think of the documentary?”

The advantage of this kind of speaking is that it’s spontaneous and responsive in an animated group context. The disadvantage is that the speaker is given little or no time to contemplate the central theme of his or her message. As a result, the message may be disorganized and difficult for listeners to follow.

Here is a step-by-step guide that may be useful if you are called upon to give an impromptu speech in public.

- Take a moment to collect your thoughts and plan the main point you want to make.
- Thank the person for inviting you to speak.
- Deliver your message, making your main point as briefly as you can while still covering it adequately and at a pace your listeners can follow.
- Thank the person again for the opportunity to speak.
- Stop talking.

As you can see, impromptu speeches are generally most successful when they are brief and focus on a single point.

Extemporaneous Speaking

Extemporaneous speaking² is the presentation of a carefully planned and rehearsed speech, spoken in a conversational manner using brief notes. By using notes rather than a full manuscript, the extemporaneous speaker can establish and maintain eye contact with the audience and assess how well they are understanding the speech as it progresses. The opportunity to assess is also an opportunity to restate more clearly any idea or concept that the audience seems to have trouble grasping.

1. The presentation of a short message without advance preparation.

2. The presentation of a carefully planned and rehearsed speech using brief notes, spoken in a conversational manner.

For instance, suppose you are speaking about workplace safety and you use the term “sleep deprivation.” If you notice your audience’s eyes glazing over, this might not be a result of their own sleep deprivation, but rather an indication of their uncertainty about what you mean. If this happens, you can add a short explanation; for example, “sleep deprivation is sleep loss serious enough to threaten one’s cognition, hand-to-eye coordination, judgment, and emotional health.” You might also (or instead) provide a concrete example to illustrate the idea. Then you can resume your message, having clarified an important concept.

Speaking extemporaneously has some advantages. It promotes the likelihood that you, the speaker, will be perceived as knowledgeable and credible. In addition, your audience is likely to pay better attention to the message because it is engaging both verbally and nonverbally. The disadvantage of extemporaneous speaking is that it requires a great deal of preparation for both the verbal and the nonverbal components of the speech. Adequate preparation cannot be achieved the day before you’re scheduled to speak.

Because extemporaneous speaking is the style used in the great majority of public speaking situations, most of the information in this chapter is targeted to this kind of speaking.

Speaking from a Manuscript

Manuscript speaking³ is the word-for-word iteration of a written message. In a manuscript speech, the speaker maintains his or her attention on the printed page except when using visual aids.

The advantage to reading from a manuscript is the exact repetition of original words. As we mentioned at the beginning of this chapter, in some circumstances this can be extremely important. For example, reading a statement about your organization’s legal responsibilities to customers may require that the original words be exact. In reading one word at a time, in order, the only errors would typically be mispronunciation of a word or stumbling over complex sentence structure.

However, there are costs involved in manuscript speaking. First, it’s typically an uninteresting way to present. Unless the speaker has rehearsed the reading as a complete performance animated with vocal expression and gestures (as poets do in a poetry slam and actors do in a reader’s theater), the presentation tends to be dull. Keeping one’s eyes glued to the script precludes eye contact with the audience. For this kind of “straight” manuscript speech to hold audience attention, the audience must be already interested in the message before the delivery begins.

3. The word-for-word iteration of a written message.

It is worth noting that professional speakers, actors, news reporters, and politicians often read from an autocue device, such as a TelePrompter, especially when appearing on television, where eye contact with the camera is crucial. With practice, a speaker can achieve a conversational tone and give the impression of speaking extemporaneously while using an autocue device. However, success in this medium depends on two factors: (1) the speaker is already an accomplished public speaker who has learned to use a conversational tone while delivering a prepared script, and (2) the speech is written in a style that sounds conversational.

Speaking from Memory

Memorized speaking⁴ is the rote recitation of a written message that the speaker has committed to memory. Actors, of course, recite from memory whenever they perform from a script in a stage play, television program, or movie scene. When it comes to speeches, memorization can be useful when the message needs to be exact and the speaker doesn't want to be confined by notes.

The advantage to memorization is that it enables the speaker to maintain eye contact with the audience throughout the speech. Being free of notes means that you can move freely around the stage and use your hands to make gestures. If your speech uses visual aids, this freedom is even more of an advantage. However, there are some real and potential costs. First, unless you also plan and memorize every **vocal cue**⁵ (the subtle but meaningful variations in speech delivery, which can include the use of pitch, tone, volume, and pace), gesture, and facial expression, your presentation will be flat and uninteresting, and even the most fascinating topic will suffer. You might end up speaking in a monotone or a sing-song repetitive delivery pattern. You might also present your speech in a rapid “machine-gun” style that fails to emphasize the most important points. Second, if you lose your place and start trying to ad lib, the contrast in your style of delivery will alert your audience that something is wrong. More frighteningly, if you go completely blank during the presentation, it will be extremely difficult to find your place and keep going.

4. The rote recitation of a memorized written message.

5. The subtle but meaningful variations in speech delivery, which can include the use of pitch, tone, volume, and pace.

KEY TAKEAWAYS

- There are four main kinds of speech delivery: impromptu, extemporaneous, manuscript, and memorized.
- Impromptu speaking involves delivering a message on the spur of the moment, as when someone is asked to “say a few words.”
- Extemporaneous speaking consists of delivering a speech in a conversational fashion using notes. This is the style most speeches call for.
- Manuscript speaking consists of reading a fully scripted speech. It is useful when a message needs to be delivered in precise words.
- Memorized speaking consists of reciting a scripted speech from memory. Memorization allows the speaker to be free of notes.

EXERCISES

1. Find a short newspaper story. Read it out loud to a classroom partner. Then, using only one notecard, tell the classroom partner in your own words what the story said. Listen to your partner’s observations about the differences in your delivery.
2. In a group of four or five students, ask each student to give a one-minute impromptu speech answering the question, “What is the most important personal quality for academic success?”
3. Watch the evening news. Observe the differences between news anchors using a TelePrompter and interviewees who are using no notes of any kind. What differences do you observe?

14.2 Speaking Contexts That Affect Delivery

LEARNING OBJECTIVES

1. Understand how the physical setting of a speech is an element that calls for preparation.
2. Examine some tips and strategies for common speaking situations.

The Reverend Dr. Martin Luther King Jr. gave his famous “I Have a Dream” speech on the steps of the Lincoln Memorial at a gigantic civil rights rally on an August afternoon in 1963. His lectern was bristling with microphones placed there for news coverage and for recording the historic event. His audience, estimated to number a quarter of a million people, extended as far as the eye could see. He was the last speaker of the day, delivering his speech after more than a dozen civil rights leaders and world-famous performers such as Joan Baez, Mahalia Jackson, and Charlton Heston had occupied the stage. Ross, S. (2007). Civil rights march on Washington. *Infoplease*. Retrieved from <http://www.infoplease.com/spot/marchonwashington.html> King gave us his speech in the assertive ringing tones of inspired vision. Nothing less would have worked that day.



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Most of us will never speak to so many people at once. Even an appearance on television will probably command a much smaller audience than the crowd that heard King’s speech. Even though you don’t expect an audience of such size or a setting of such symbolic importance, you should still be prepared to adapt to the setting in which you will speak.

Our audiences, circumstances, and physical contexts for public speaking will vary. At some point in your life you may run for public office or rise to a leadership role in a business or volunteer organization. Or you may be responsible for informing coworkers about a new policy, regulation, or opportunity. You may be asked to deliver remarks in the context of a worship service, wedding, or funeral. You may be asked to introduce a keynote speaker or simply to make an important announcement in some context. Sometimes you will speak in a familiar environment, while at other times you may be faced with an unfamiliar location

and very little time to get used to speaking with a microphone. These are contexts and situations we address in the following subsections.

Using Lecterns

A **lectern**⁶ is a small raised surface, usually with a slanted top, where a speaker can place notes during a speech. While a lectern adds a measure of formality to the speaking situation, it allows speakers the freedom to do two things: to come out from behind the lectern to establish more immediate contact with the audience and to use both hands for gestures.

However, for new speakers who feel anxious, it is all too tempting to grip the edges of the lectern with both hands for security. You might even wish you could hide behind it. Be aware of these temptations so you can manage them effectively and present yourself to your audience in a manner they will perceive as confident. One way to achieve this is by limiting your use of the lectern to simply a place to rest your notes. Try stepping to the side or front of the lectern when speaking with free hands, only occasionally standing at the lectern to consult your notes. This will enhance your eye contact as well as free up your hands for gesturing.

Speaking in a Small or Large Physical Space

If you are accustomed to being in a classroom of a certain size, you will need to make adjustments when speaking in a smaller or larger space than what you are used to.

A large auditorium can be intimidating, especially for speakers who feel shy and “exposed” when facing an audience. However, the maxim that “proper preparation prevents poor performance” is just as true here as anywhere. If you have prepared and practiced well, you can approach a large-venue speaking engagement with confidence. In terms of practical adjustments, be aware that your voice is likely to echo, so you will want to speak more slowly than usual and make use of pauses to mark the ends of phrases and sentences. Similarly, your facial expressions and gestures should be larger so that they are visible from farther away. If you are using visual aids, they need to be large enough to be visible from the back of the auditorium.

Limited space is not as disconcerting for most speakers as enormous space, but it has the advantage of minimizing the tendency to pace back and forth while you speak. We have all seen dramatic soliloquies in the movies and plays where an actor makes use of the space on the stage, but this is generally not a good strategy for a speech. A small space also calls for more careful management of notecards and

6. A small raised surface, usually with a slanted top, where a speaker can place his or her notes during a speech.

visual aids, as your audience will be able to see up close what you are doing with your hands. Do your best to minimize fumbling, including setting up in advance or arriving early to decide how to organize your materials in the physical space. We will discuss visual aids further in [Chapter 15 "Presentation Aids: Design and Usage"](#).

Speaking Outdoors

Outdoor settings can be charming, but they are prone to distractions. If you're giving a speech in a setting that is picturesquely beautiful, it may be difficult to maintain the audience's attention. If you know this ahead of time, you might plan your speech to focus more on mood than information and perhaps to make reference to the lovely view.

More typically, outdoor speech venues can pose challenges with weather, sun glare, and uninvited guests, such as ants and pigeons. If the venue is located near a busy highway, it might be difficult to make yourself heard over the ambient noise. You might lack the usual accommodations, such as a lectern or table. Whatever the situation, you will need to use your best efforts to project your voice clearly without sounding like you're yelling.

Using a Microphone

Most people today are familiar with microphones that are built into video recorders and other electronic devices, but they may be new at using a microphone to deliver a speech. One overall principle to remember is that a microphone only amplifies, it does not clarify. If you are not enunciating clearly, the microphone will merely enable your audience to hear amplified mumbling.

Microphones come in a wide range of styles and sizes. Generally, the easiest microphone to use is the clip-on style worn on the front of your shirt. If you look closely at many television personalities and news anchors, you will notice these tiny microphones clipped to their clothing. They require very little adaptation. You simply have to avoid looking down—at your notes, for instance—because your voice will be amplified when you do so.

Lectern and handheld microphones require more adaptation. If they're too close to your mouth, they can screech. If they're too far away, they might not pick up your voice. Some microphones are directional, meaning that they are only effective when you speak directly into them. If there is any opportunity to do so, ask for tips about how to use a particular microphone and practice with it for a few minutes while you have someone listen from a middle row in the audience and signal

whether you can be heard well. The best plan, of course, would be to have access to the microphone for practice ahead of the speaking date.

Often a microphone is provided when it isn't necessary. If the room is small or the audience is close to you, do not feel obligated to use the microphone. Sometimes an amplified voice can feel less natural and less compelling than a direct voice. However, if you forgo the microphone, make sure to speak loudly enough for all audience members to hear you—not just those in front.

Audience Size

A small audience is an opportunity for a more intimate, minimally formal tone. If your audience has only eight to twelve people, you can generate greater audience contact. Make use of all the preparation you have done. You do not have to revamp your speech just because the audience is small. When the presentation is over, there will most likely be opportunities to answer questions and have individual contact with your listeners.

Your classroom audience may be as many as twenty to thirty students. The format for an audience of this size is still formal but conversational. Depending on how your instructor structures the class, you may or may not be asked to leave time after your speech for questions and answers.

Some audiences are much larger. If you have an audience that fills an auditorium, or if you have an auditorium with only a few people in it, you still have a clearly formal task, and you should be guided as much as possible by your preparation.

KEY TAKEAWAYS

- Not every speaking setting happens in a classroom. As such, different environments call for speakers to think through their basic speaking strategies.
- Speakers need to be prepared to deal with five common challenges in speaking contexts: using a lectern, large or small space, speaking in the outdoors, using a microphone, and audience size.

EXERCISES

1. Get permission from your instructor and announce a campus event to the class. Make sure your details are complete and accurate. How does your physical space affect the way you present the information?
2. Watch a speech that takes place indoors or outside. How do you think this speech would be different if the speech occurred in the other location? What changes would you recommend for the speaker?
3. If you were suddenly asked to give your next classroom speech in front of two hundred of your peers, how would adjust your speech? Why?

14.3 Using Notes Effectively

LEARNING OBJECTIVES

1. Know how to use notecards to free you from your manuscript.
2. Know how to use notecards to stay organized while you make audience contact.
3. Understand how to develop effective notecards for a speech.

It's a great deal of work to prepare a good speech, and you want to present it effectively so that your audience will benefit as much as possible. We've already said that extemporaneous speaking provides the best opportunity for speaker-audience contact and that speaking extemporaneously means you do not have your full manuscript or outline with you. Instead, you will use notecards. The cards should have notes, not the full text of your speech. This can also be done with an autocue device—the TelePrompTer does not have to provide a full word-for-word script.



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We have developed a system for creating highly effective notecards. Our system has been used effectively both in public speaking courses and in freshman composition courses. Surprisingly, the system consists of only five cards. For many people, this does not sound like nearly enough cards. We would make the case that you can do a good job with five cards, and we have seen many students do just that.

The Purpose of Speaker Notes

Using notes adds to your credibility as a speaker. If you depend on a full manuscript to get through your delivery, your listeners might believe you don't know the content of your speech. Second, the temptation to read the entire speech directly from a manuscript, even if you're only carrying it as a safety net, is nearly overwhelming. Third, well-prepared cards are more gracefully handled than sheets of paper, and they don't rattle if your hands tremble from nervousness. Finally, cards look better than sheets of paper. Five carefully prepared cards, together with practice, will help you more than you might think.

Key Tips for Using Notes

Plan on using just five cards, written on one side only. Get 4 × 6 cards. Use one card for the introduction, one card for each of your three main points, and one card for the conclusion.

Include Only Key Words

Your cards should include key words and phrases, not full sentences. The words and phrases should be arranged in order so that you can stay organized and avoid forgetting important points.

One exception to the key word guideline would be an extended or highly technical quotation from an authoritative source. If it is critically important to present an exact quotation, you may add one additional card that will contain the quotation together with its citation. If you plan to use such a quotation, make sure it has central importance in your speech.

Hold Your Notes Naturally

Notes are a normal part of giving a presentation. You do not need to conceal them from the audience; in fact, trying to hide and use your notes at the same time tends to be very awkward and distracting. Some instructors recommend that you avoid gesturing with your notes on the grounds that nervous shaking is more noticeable if you are holding your notes in your hand. If this is the case for you, practice gesturing with your free hand, or put your cards down if you need to use both hands. Other instructors recommend treating notecards as a natural extension of your hand, as they believe it is distracting to put your notes down and pick them up again. Whichever “rule” you follow, remember that the goal is for your use of notecards to contribute to your overall appearance of confidence and credibility.

Prepare Notecards to Trigger Recall

The “trick” to selecting the words to write on your cards is to identify the keywords that will trigger a recall sequence. For instance, if the word “Fukushima” brings to mind the nuclear power plant meltdown that followed the earthquake and tsunami that hit Japan in 2011, then that one word on your notecard should propel you through a sizable sequence of points and details. Once you have delivered that material, perhaps you’ll glance at your card again to remind yourself of the key word or phrase that comes next.

You must discover what works for you and then select those words that tend to jog your recall. Having identified what works, make a preliminary set of five cards, written on one side only. Number the cards, and practice with them. Revise and refine them the way you would an outline. If you must, rewrite an entire card to make it work better, and test it the next time you practice.

Always practice with your notecards—and with any visual aids you plan to use. Practicing is also the best way to find out what kinds of things might go wrong with your notes in the presented speech and what steps you should take to make things go smoothly.

Write in Large Letters

You should be able to read something on your card by glancing, not peering at it. A few key words and phrases, written in large, bold print with plenty of white space between them, will help you. If the lighting in your speech location is likely to have glare, be sure to write your notes in ink, as pencil can be hard to read in poor lighting.

Using Notecards Effectively

If you use as much care in developing your five notecards as you do your speech, they should serve you well. If you lose your place or go blank during the speech, you will only need a few seconds to find where you were and get going again. For instance, if you know that you presented the introduction and the first main point, which centers on the Emancipation Proclamation, you can readily go to your second card and remind yourself that your next main point is about the Thirteenth Amendment to the US Constitution.

In addition, the use of your notecards allows you to depart from the exact prepared wordings in your manuscript. In your recovery from losing your place, you can transpose a word or phrase to make your recovery graceful. It allows you to avoid feeling pressured to say every single word in your manuscript.

Under no circumstances should you ever attempt to put your entire speech on cards in little tiny writing. You will end up reading words to your audience instead of telling them your meaning, and the visual aspect of your speech will be spoiled by your need to squint to read your cards.

KEY TAKEAWAYS

- Good notecards keep you from reading to your audience.
- Good notecards are carefully based on key words and phrases to promote recall.
- Good notecards should enhance your relationship with listeners.

EXERCISES

1. Using the introduction to your speech, create a 4 × 6 notecard that includes the grabber, the thesis statement, and the preview. Test it by standing as you would during a speech and using it to guide you.
2. Answer these questions: Is it absolutely crucial to utter every word on your outline? Are there some words or phrases that are crucially important? How can you use your notecards to focus on the most important ideas?
3. Select key terms from your speech that you believe will trigger your recall of the sequence of main ideas in your speech. Use them as the basis of your next four notecards. Test the cards by practicing with them to see whether your selected terms are the ones you should use.

14.4 Practicing for Successful Speech Delivery

LEARNING OBJECTIVES

1. Explain why having a strong conversational quality is important for effective public speaking.
2. Explain the importance of eye contact in public speaking.
3. Define vocalics and differentiate among the different factors of vocalics.
4. Explain effective physical manipulation during a speech.
5. Understand how to practice effectively for good speech delivery.

There is no foolproof recipe for good delivery. Each of us is unique, and we each embody different experiences and interests. This means each person has an approach, or a style, that is effective for her or him. This further means that anxiety can accompany even the most carefully researched and interesting message. Even when we know our messages are strong and well-articulated on paper, it is difficult to know for sure that our presentation will also be good.



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We are still obligated to do our best out of respect for the audience and their needs. Fortunately, there are some tools that can be helpful to you even the very first time you present a speech. You will continue developing your skills each time you put them to use and can experiment to find out which combination of delivery elements is most effective for you.

What Is Good Delivery?

The more you care about your topic, the greater your motivation to present it well. Good delivery is a process of presenting a clear, coherent message in an interesting way. Communication scholar Stephen E. Lucas tells us:

Good delivery...conveys the speaker's ideas clearly, interestingly, and without distracting the audience. Most audiences prefer delivery that combines a certain degree of formality with the best attributes of good conversation—directness, spontaneity, animation, vocal and facial expressiveness, and a lively sense of communication. Lucas, S. E. (2009). *The art of public speaking* (9th ed.). Boston, MA: McGraw-Hill, p. 244.

Many writers on the nonverbal aspects of delivery have cited the findings of psychologist Albert Mehrabian, asserting that the bulk of an audience's understanding of your message is based on nonverbal communication. Specifically, Mehrabian is often credited with finding that when audiences decoded a speaker's meaning, the speaker's face conveyed 55 percent of the information, the vocalics conveyed 38 percent, and the words conveyed just 7 percent. Mehrabian, A. (1972). *Nonverbal communication*. Chicago, IL: Aldine-Atherton. Although numerous scholars, including Mehrabian himself, have stated that his findings are often misinterpreted, Mitchell, O. (n.d.). Mehrabian and nonverbal communication [Web log post]. Retrieved from <http://www.speakingaboutpresenting.com/presentation-myths/mehrabian-nonverbal-communication-research> scholars and speech instructors do agree that nonverbal communication and speech delivery are extremely important to effective public speaking.

In this section of the chapter, we will explain six elements of good delivery: conversational style, conversational quality, eye contact, vocalics, physical manipulation, and variety. And since delivery is only as good as the practice that goes into it, we conclude with some tips for effective use of your practice time.

Conversational Style

Conversational style⁷ is a speaker's ability to sound expressive and to be perceived by the audience as natural. It's a style that approaches the way you normally express yourself in a much smaller group than your classroom audience. This means that you want to avoid having your presentation come across as didactic or overly exaggerated. You might not feel natural while you're using a conversational style, but for the sake of audience preference and receptiveness, you should do your best to appear natural. It might be helpful to remember that the two most important elements of the speech are the message and the audience. You are the conduit with the important role of putting the two together in an effective way. Your audience should be thinking about the message, not the delivery.

Stephen E. Lucas defines **conversational quality**⁸ as the idea that "no matter how many times a speech has been rehearsed, it still *sounds* spontaneous" [emphasis in original]. Lucas, S. E. (2009). *The art of public speaking* (9th ed.). Boston, MA: McGraw-Hill, p. 247. No one wants to hear a speech that is so well rehearsed that it sounds fake or robotic. One of the hardest parts of public speaking is rehearsing to the point where it can appear to your audience that the thoughts are magically coming to you while you're speaking, but in reality you've spent a great deal of time thinking through each idea. When you can sound conversational, people pay attention.

7. A speaker's ability to sound expressive and be perceived by the audience as natural.

8. A speaker's ability to prepare a speech and rehearse a speech but still sound spontaneous when delivering the speech.

Eye Contact

Eye contact⁹ is a speaker's ability to have visual contact with everyone in the audience. Your audience should feel that you're speaking to them, not simply uttering main and supporting points. If you are new to public speaking, you may find it intimidating to look audience members in the eye, but if you think about speakers you have seen who did not maintain eye contact, you'll realize why this aspect of speech delivery is important. Without eye contact, the audience begins to feel invisible and unimportant, as if the speaker is just speaking to hear her or his own voice. Eye contact lets your audience feel that your attention is on them, not solely on the cards in front of you.

Sustained eye contact with your audience is one of the most important tools toward effective delivery. O'Hair, Stewart, and Rubenstein note that eye contact is mandatory for speakers to establish a good relationship with an audience. O'Hair, D., Stewart, R., & Rubenstein, H. (2001). *A speaker's guidebook: Text and reference*. Boston, MA: Bedford/St. Martin's. Whether a speaker is speaking before a group of five or five hundred, the appearance of eye contact is an important way to bring an audience into your speech.

Eye contact can be a powerful tool. It is not simply a sign of sincerity, a sign of being well prepared and knowledgeable, or a sign of confidence; it also has the power to convey meanings. Arthur Koch tells us that all facial expressions "can communicate a wide range of emotions, including sadness, compassion, concern, anger, annoyance, fear, joy, and happiness." Koch, A. (2010). *Speaking with a purpose* (8th ed.). Boston, MA: Allyn & Bacon, p. 233.

If you find the gaze of your audience too intimidating, you might feel tempted to resort to "faking" eye contact with them by looking at the wall just above their heads or by sweeping your gaze around the room instead of making actual eye contact with individuals in your audience until it becomes easier to provide real contact. The problem with fake eye contact is that it tends to look mechanical. Another problem with fake attention is that you lose the opportunity to assess the audience's understanding of your message. Still, fake eye contact is somewhat better than gripping your cards and staring at them and only occasionally glancing quickly and shallowly at the audience.

This is not to say that you may never look at your notecards. On the contrary, one of the skills in extemporaneous speaking is the ability to alternate one's gaze between the audience and one's notes. Rehearsing your presentation in front of a few friends should help you develop the ability to maintain eye contact with your audience while referring to your notes. When you are giving a speech that is well

9. A speaker's ability to have visual contact with everyone in his or her audience.

prepared and well rehearsed, you will only need to look at your notes occasionally. This is an ability that will develop even further with practice. Your public speaking course is your best chance to get that practice.

Effective Use of Vocalics

Vocalics¹⁰, also known as paralanguage, is the subfield of nonverbal communication that examines how we use our voices to communicate orally. This means that you speak loudly enough for all audience members (even those in the back of the room) to hear you clearly, and that you enunciate clearly enough to be understood by all audience members (even those who may have a hearing impairment or who may be English-language learners). If you tend to be soft-spoken, you will need to practice using a louder volume level that may feel unnatural to you at first. For all speakers, good vocalic technique is best achieved by facing the audience with your chin up and your eyes away from your notecards and by setting your voice at a moderate speed. Effective use of vocalics also means that you make use of appropriate pitch, pauses, vocal variety, and correct pronunciation.

If you are an English-language learner and feel apprehensive about giving a speech in English, there are two things to remember: first, you can meet with a reference librarian to learn the correct pronunciations of any English words you are unsure of; and second, the fact that you have an accent means you speak more languages than most Americans, which is an accomplishment to be proud of.

If you are one of the many people with a stutter or other speech challenge, you undoubtedly already know that there are numerous techniques for reducing stuttering and improving speech fluency and that there is no one agreed-upon “cure.” The Academy Award–winning movie *The King’s Speech* did much to increase public awareness of what a person with a stutter goes through when it comes to public speaking. It also prompted some well-known individuals who stutter, such as television news reporter John Stossel, to go public about their stuttering. Stossel, J. (2011, March 2). An Academy Award–winning movie, stuttering and me [Web log post]. Retrieved from <http://www.humanevents.com/article.php?id=42081> If you have decided to study public speaking in spite of a speech challenge, we commend you for your efforts and encourage you to work with your speech instructor to make whatever adaptations work best for you.

10. Subfield of nonverbal communication that examines how we use our voices to communicate orally; also known as paralanguage.

11. The loudness or softness of a speaker’s voice.

Volume

Volume¹¹ refers to the loudness or softness of a speaker’s voice. As mentioned, public speakers need to speak loudly enough to be heard by everyone in the audience. In addition, volume is often needed to overcome ambient noise, such as

the hum of an air conditioner or the dull roar of traffic passing by. In addition, you can use volume strategically to emphasize the most important points in your speech. Select these points carefully; if you emphasize everything, nothing will seem important. You also want to be sure to adjust your volume to the physical setting of the presentation. If you are in a large auditorium and your audience is several yards away, you will need to speak louder. If you are in a smaller space, with the audience a few feet away, you want to avoid overwhelming your audience with shouting or speaking too loudly.

Rate

Rate¹² is the speed at which a person speaks. To keep your speech delivery interesting, your rate should vary. If you are speaking extemporaneously, your rate will naturally fluctuate. If you're reading, your delivery is less likely to vary. Because rate is an important tool in enhancing the meanings in your speech, you do not want to give a monotone drone or a rapid "machine-gun" style delivery. Your rate should be appropriate for your topic and your points. A rapid, lively rate can communicate such meanings as enthusiasm, urgency, or humor. A slower, moderated rate can convey respect, seriousness, or careful reasoning. By varying rapid and slower rates within a single speech, you can emphasize your main points and keep your audience interested.

Pitch

Pitch¹³ refers to the highness or lowness of a speaker's voice. Some speakers have deep voices and others have high voices. As with one's singing voice range, the pitch of one's speaking voice is determined to a large extent by physiology (specifically, the length of one's vocal folds, or cords, and the size of one's vocal tract). We all have a normal speaking pitch where our voice is naturally settled, the pitch where we are most comfortable speaking, and most teachers advise speaking at the pitch that feels natural to you.

While our voices may be generally comfortable at a specific pitch level, we all have the ability to modulate, or move, our pitch up or down. In fact, we do this all the time. When we change the pitch of our voices, we are using **inflections**¹⁴. Just as you can use volume strategically, you can also use pitch inflections to make your delivery more interesting and emphatic. If you ordinarily speak with a soprano voice, you may want to drop your voice to a slightly lower range to call attention to a particular point. How we use inflections can even change the entire meaning of what we are saying. For example, try saying the sentence "I love public speaking" with a higher pitch on one of the words—first raise the pitch on "I," then say it again with the pitch raised on "love," and so on. "I love public speaking" conveys a different meaning from "I love *public* speaking," doesn't it?

12. The fastness or slowness of a person's speech delivery.

13. The highness or lowness of a speaker's voice.

14. Changes in the pitch of a speaker's voice.

There are some speakers who don't change their pitch at all while speaking, which is called **monotone**¹⁵. While very few people are completely monotone, some speakers slip into monotone patterns because of nerves. One way to ascertain whether you sound monotone is to record your voice and see how you sound. If you notice that your voice doesn't fluctuate very much, you will need to be intentional in altering your pitch to ensure that the emphasis of your speech isn't completely lost on your audience.

Finally, resist the habit of pitching your voice "up" at the ends of sentences. It makes them sound like questions instead of statements. This habit can be disorienting and distracting, interfering with the audience's ability to focus entirely on the message. The speaker sounds uncertain or sounds as though he or she is seeking the understanding or approval of the listener. It hurts the speaker's credibility and it needs to be avoided.

The effective use of pitch is one of the keys to an interesting delivery that will hold your audience's attention.

Pauses

Pauses¹⁶ are brief breaks in a speaker's delivery that can show emphasis and enhance the clarity of a message. In terms of timing, the effective use of pauses is one of the most important skills to develop. Some speakers become uncomfortable very quickly with the "dead air" that the pause causes. And if the speaker is uncomfortable, the discomfort can transmit itself to the audience. That doesn't mean you should avoid using pauses; your ability to use them confidently will increase with practice. Some of the best comedians use the well-timed pause to powerful and hilarious effect. Although your speech will not be a comedy routine, pauses are still useful for emphasis, especially when combined with a lowered pitch and rate to emphasize the important point you do not want your audience to miss.

Vocal Variety

Vocal variety¹⁷ has to do with changes in the vocalics we have just discussed: volume, pitch, rate, and pauses. No one wants to hear the same volume, pitch, rate, or use of pauses over and over again in a speech. Your audience should never be able to detect that you're about to slow down or your voice is going to get deeper because you're making an important point. When you think about how you sound in a normal conversation, your use of volume, pitch, rate, and pauses are all done spontaneously. If you try to overrehearse your vocalics, your speech will end up sounding artificial. Vocal variety should flow naturally from your wish to speak

15. The vocal quality of staying at a constant pitch level without inflections.
16. Brief breaks in a speaker's deliver designed to show emphasis.
17. Changes in volume, pitch, rate, and pauses.

with expression. In that way, it will animate your speech and invite your listeners to understand your topic the way you do.

Pronunciation

The last major category related to vocalics is **pronunciation**¹⁸, or the conventional patterns of speech used to form a word. Word pronunciation is important for two reasons: first, mispronouncing a word your audience is familiar with will harm your credibility as a speaker; and second, mispronouncing a word they are unfamiliar with can confuse and even misinform them. If there is any possibility at all that you don't know the correct pronunciation of a word, find out. Many online dictionaries, such as the Wiktionary (<http://wiktionary.org>), provide free sound files illustrating the pronunciation of words.

Many have commented on the mispronunciation of words such as “nuclear” and “cavalry” by highly educated public speakers, including US presidents. There have been classroom examples as well. For instance, a student giving a speech on the Greek philosopher Socrates mispronounced his name at least eight times during her speech. This mispronunciation created a situation of great awkwardness and anxiety for the audience. Everyone felt embarrassed and the teacher, opting not to humiliate the student in front of the class, could not say anything out loud, instead providing a private written comment at the end of class.

18. The conventional patterns of speech used to form a word.
19. The ability to clearly pronounce each of a succession of syllables used to make up a word.
20. Common articulation problem in which a speaker replaces one consonant or vowel with another consonant.
21. Common articulation problem in which a speaker drops a consonant or vowel within a word.
22. Common articulation problem in which a speaker articulates a word in a different or unusual manner usually caused by nasal sounds or slurring of words.
23. Common articulation problem in which a speaker adds consonants or vowels to words.

One important aspect of pronunciation is **articulation**¹⁹, or the ability to clearly pronounce each of a succession of syllables used to make up a word. Some people have difficulty articulating because of physiological problems that can be treated by trained speech therapists, but other people have articulation problems because they come from a cultural milieu where a dialect other than standard American English is the norm. Speech therapists, who generally guide their clients toward standard American English, use the acronym SODA when helping people learn how to more effectively articulate: **substitutions**²⁰, **omissions**²¹, **distortions**²², and **additions**²³.

- **Substitutions** occur when a speaker replaces one consonant or vowel with another consonant (*water* becomes *wudda*; *ask* becomes *ax*; *mouth* becomes *mouf*).
- **Omissions** occur when a speaker drops a consonant or vowel within a word (*Internet* becomes *Innet*; *mesmerized* becomes *memerized*; *probably* becomes *proolly*).
- **Distortions** occur when a speaker articulates a word with nasal or slurring sounds (*pencil* sounds like *mencil*; *precipitation* sounds like *persination*; *second* sounds like *slecond*).

- **Additions** occur when a speaker adds consonants or vowels to words that are not there (*anyway* becomes *anyways*; *athletic* becomes *athaletic*; *black* becomes *buhlack*; *interpret* becomes *interpretate*).

Another aspect of pronunciation in public speaking is avoiding the use of **verbal surrogates**²⁴ or “filler” words used as placeholders for actual words (like *er*, *um*, *uh*, etc.). You might be able to get away with saying “um” as many as two or three times in your speech before it becomes distracting, but the same cannot be said of “like.” We know of a student who trained herself to avoid saying “like.” As soon as the first speech was assigned, she began wearing a rubber band on her left wrist. Each time she caught herself saying “like,” she snapped herself with the rubber band. It hurt. Very quickly, she found that she could stop inflicting the snap on herself, and she had successfully confronted an unprofessional verbal habit.

Effective Physical Manipulation

In addition to using our voices effectively, a key to effective public speaking is **physical manipulation**²⁵, or the use of the body to emphasize meanings or convey meanings during a speech. While we will not attempt to give an entire discourse on nonverbal communication, we will discuss a few basic aspects of physical manipulation: posture, body movement, facial expressions, and dress. These aspects add up to the overall physical dimension of your speech, which we call self-presentation.

Posture

“Stand up tall!” I’m sure we’ve all heard this statement from a parent or a teacher at some point in our lives. The fact is, posture is actually quite important. When you stand up straight, you communicate to your audience, without saying a word, that you hold a position of power and take your position seriously. If however, you are slouching, hunched over, or leaning on something, you could be perceived as ill prepared, anxious, lacking in credibility, or not serious about your responsibilities as a speaker. While speakers often assume more casual posture as a presentation continues (especially if it is a long one, such as a ninety-minute class lecture), it is always wise to start by standing up straight and putting your best foot forward. Remember, you only get one shot at making a first impression, and your body’s orientation is one of the first pieces of information audiences use to make that impression.

24. “Filler” words used as placeholders for actual words (like, *er*, *um*, *uh*, etc.).

25. The use of the body to emphasize meanings or convey meanings during a speech.

Body Movement

Unless you are stuck behind a podium because of the need to use a nonmovable microphone, you should never stand in one place during a speech. However, movement during a speech should also not resemble pacing. One of our authors once saw a speaker who would walk around a small table where her speaking notes were located. She would walk around the table once, toss her chalk twice, and then repeat the process. Instead of listening to what the speaker was saying, everyone became transfixed by her walk-and-chalk-toss pattern. As speakers, we must be mindful of how we go about moving while speaking. One common method for easily integrating some movement into your speech is to take a few steps any time you transition from one idea to the next. By only moving at transition points, not only do you help focus your audience's attention on the transition from one idea to the next, but you also are able to increase your nonverbal immediacy by getting closer to different segments of your audience.

Body movement also includes gestures. These should be neither overdramatic nor subdued. At one extreme, arm-waving and fist-pounding will distract from your message and reduce your credibility. At the other extreme, refraining from the use of gestures is the waste of an opportunity to suggest emphasis, enthusiasm, or other personal connection with your topic.

There are many ways to use gestures. The most obvious are hand gestures, which should be used in moderation at carefully selected times in the speech. If you overuse gestures, they lose meaning. Many late-night comedy parodies of political leaders include patterned, overused gestures or other delivery habits associated with a particular speaker. However, the well-placed use of simple, natural gestures to indicate emphasis, direction, size is usually effective. Normally, a gesture with one hand is enough. Rather than trying to have a gesture for every sentence, use just a few well-planned gestures. It is often more effective to make a gesture and hold it for a few moments than to begin waving your hands and arms around in a series of gestures.

Finally, just as you should avoid pacing, you will also want to avoid other distracting movements when you are speaking. Many speakers have unconscious mannerisms such as twirling their hair, putting their hands in and out of their pockets, jingling their keys, licking their lips, or clicking a pen while speaking. As with other aspects of speech delivery, practicing in front of others will help you become conscious of such distractions and plan ways to avoid doing them.

Facial Expressions

Faces are amazing things and convey so much information. As speakers, we must be acutely aware of what our face looks like while speaking. While many of us do not look forward to seeing ourselves on videotape, often the only way you can critically evaluate what your face is doing while you are speaking is to watch a recording of your speech. If video is not available, you can practice speaking in front of a mirror.

There are two extremes you want to avoid: no facial expression and overanimated facial expressions. First, you do not want to have a completely blank face while speaking. Some people just do not show much emotion with their faces naturally, but this blankness is often increased when the speaker is nervous. Audiences will react negatively to the message of such a speaker because they will sense that something is amiss. If a speaker is talking about the joys of Disney World and his face doesn't show any excitement, the audience is going to be turned off to the speaker and his message. On the other extreme end is the speaker whose face looks like that of an exaggerated cartoon character. Instead, your goal is to show a variety of appropriate facial expressions while speaking.

Like vocalics and gestures, facial expression can be used strategically to enhance meaning. A smile or pleasant facial expression is generally appropriate at the beginning of a speech to indicate your wish for a good transaction with your audience. However, you should not smile throughout a speech on drug addiction, poverty, or the oil spill in the Gulf of Mexico. An inappropriate smile creates confusion about your meaning and may make your audience feel uncomfortable. On the other hand, a serious scowl might look hostile or threatening to audience members and become a distraction from the message. If you keep the meaning of your speech foremost in your mind, you will more readily find the balance in facial expression.

Another common problem some new speakers have is showing only one expression. One of our coauthors competed in speech in college. After one of his speeches (about how people die on amusement park rides), one of his judges pulled him aside and informed him that his speech was "creepy." Apparently, while speaking about death, our coauthor smiled the entire time. The incongruity between the speech on death and dying and the coauthor's smile just left the judge a little creeped out. If you are excited in a part of your speech, you should show excitement on your face. On the other hand, if you are at a serious part of your speech, your facial expressions should be serious.

Dress

While there are no clear-cut guidelines for how you should dress for every speech you'll give, dress is still a very important part of how others will perceive you (again, it's all about the first impression). If you want to be taken seriously, you must present yourself seriously. While we do not advocate dressing up in a suit every time you give a speech, there are definitely times when wearing a suit is appropriate.

One general rule you can use for determining dress is the “step-above rule,” which states that you should dress one step above your audience. If your audience is going to be dressed casually in shorts and jeans, then wear nice casual clothing such as a pair of neatly pressed slacks and a collared shirt or blouse. If, however, your audience is going to be wearing “business casual” attire, then you should probably wear a sport coat, a dress, or a suit. The goal of the step-above rule is to establish yourself as someone to be taken seriously. On the other hand, if you dress two steps above your audience, you may put too much distance between yourself and your audience, coming across as overly formal or even arrogant.

Another general rule for dressing is to avoid distractions in your appearance. Overly tight or revealing garments, over-the-top hairstyles or makeup, jangling jewelry, or a display of tattoos and piercings can serve to draw your audience's attention away from your speech. Remembering that your message is the most important aspect of your speech, keep that message in mind when you choose your clothing and accessories.

Self-Presentation

When you present your speech, you are also presenting yourself. Self-presentation, sometimes also referred to as poise or stage presence, is determined by how you look, how you stand, how you walk to the lectern, and how you use your voice and gestures. Your self-presentation can either enhance your message or detract from it. Worse, a poor self-presentation can turn a good, well-prepared speech into a forgettable waste of time. You want your self-presentation to support your credibility and improve the likelihood that the audience will listen with interest.

Your personal appearance should reflect the careful preparation of your speech. Your personal appearance is the first thing your audience will see, and from it, they will make inferences about the speech you're about to present.

Variety

One of the biggest mistakes novice public speakers make is to use the same gesture over and over again during a speech. While you don't want your gestures to look fake, you should be careful to include a variety of different nonverbal components while speaking. You should make sure that your face, body, and words are all working in conjunction with each other to support your message.

Practice Effectively

You might get away with presenting a hastily practiced speech, but the speech will not be as good as it could be. In order to develop your best speech delivery, you need to practice—and use your practice time effectively. Practicing does not mean reading over your notes, mentally running through your speech, or even speaking your speech aloud over and over. Instead, you need to practice with the goal of identifying the weaknesses in your delivery, improving upon them, and building good speech delivery habits.

When you practice your speech, place both your feet in full, firm contact with the floor to keep your body from swaying side to side. Some new public speakers find that they don't know what to do with their hands during the speech. Your practice sessions should help you get comfortable. When you're not gesturing, you can rest your free hand lightly on a lectern or simply allow it to hang at your side. Since this is not a familiar posture for most people, it might feel awkward, but in your practice sessions, you can begin getting used to it.

Seek Input from Others

Because we can't see ourselves as others see us, one of the best ways to improve your delivery is to seek constructive criticism from others. This, of course, is an aspect of your public speaking course, as you will receive evaluations from your instructor and possibly from your fellow students. However, by practicing in front of others before it is time to present your speech, you can anticipate and correct problems so that you can receive a better evaluation when you give the speech “for real.”

Ask your practice observers to be honest about the aspects of your delivery that could be better. Sometimes students create study groups just for this purpose. When you create a study group of classroom peers, everyone has an understanding of the entire creative process, and their feedback will thus be more useful to you than the feedback you might get from someone who has never taken the course or given a speech.

If your practice observers seem reluctant to offer useful criticisms, ask questions. How was your eye contact? Could they hear you? Was your voice well modulated? Did you mispronounce any words? How was your posture? Were your gestures effective? Did you have any mannerisms that you should learn to avoid? Because peers are sometimes reluctant to say things that could sound critical, direct questions are often a useful way to help them speak up.

If you learn from these practice sessions that your voice tends to drop at the ends of sentences, make a conscious effort to support your voice as you conclude each main point. If you learn that you have a habit of clicking a pen, make sure you don't have a pen with you when you speak or that you keep it in your pocket. If your practice observers mention that you tend to hide your hands in the sleeves of your shirt or jacket, next time wear short sleeves or roll your sleeves up before beginning your speech. If you learn through practice that you tend to sway or rock while you speak, you can consciously practice and build the habit of *not* swaying.

When it is your turn to give feedback to others in your group, assume that they are as interested in doing well as you are. Give feedback in the spirit of helping their speeches be as good as possible.

Use Audio and/or Video to Record Yourself

Technology has made it easier than ever to record yourself and others using the proliferation of electronic devices people are likely to own. Video, of course, allows you the advantage of being able to see yourself as others see you, while audio allows you to concentrate on the audible aspects of your delivery. As we mentioned earlier in the chapter, if neither video nor audio is available, you can always observe yourself by practicing your delivery in front of a mirror.

After you have recorded yourself, it may seem obvious that you should watch and listen to the recording. This can be intimidating, as you may fear that your performance anxiety will be so obvious that everyone will notice it in the recording. But students are often pleasantly surprised when they watch and listen to their recordings, as even students with very high anxiety may find out that they “come across” in a speech much better than they expected.

A recording can also be a very effective diagnostic device. Sometimes students believe they are making strong contact with their audiences, but their cards contain so many notes that they succumb to the temptation of reading. By finding out from the video that you misjudged your eye contact, you can be motivated to rewrite your notecards in a way that doesn't provide the opportunity to do so much reading.

It is most likely that in viewing your recording, you will benefit from discovering your strengths and finding weak areas you can strengthen.

Good Delivery Is a Habit

Luckily, public speaking is an activity that, when done conscientiously, strengthens with practice. As you become aware of the areas where your delivery has room for improvement, you will begin developing a keen sense of what “works” and what audiences respond to.

It is advisable to practice out loud in front of other people several times, spreading your rehearsals out over several days. To do this kind of practice, of course, you need to have your speech be finalized well ahead of the date when you are going to give it. During these practice sessions, you can time your speech to make sure it lasts the appropriate length of time. A friend of ours was the second student on the program in an event where each student’s presentation was to last thirty to forty-five minutes. After the first student had been speaking for seventy-five minutes, the professor in charge asked, “Can we speed this up?” The student said yes, and proceeded to continue speaking for another seventy-five minutes before finally concluding his portion of the program. Although we might fault the professor for not “pulling the plug,” clearly the student had not timed his speech in advance.

Your practice sessions will also enable you to make adjustments to your notecards to make them more effective in supporting your contact with your audience. This kind of practice is not just a strategy for beginners; it is practiced by many highly placed public figures with extensive experience in public speaking.

Your public speaking course is one of the best opportunities you will have to manage your performance anxiety, build your confidence in speaking extemporaneously, develop your vocal skills, and become adept at self-presentation. The habits you can develop through targeted practice are to build continuously on your strengths and to challenge yourself to find new areas for improving your delivery. By taking advantage of these opportunities, you will gain the ability to present a speech effectively whenever you may be called upon to speak publicly.

KEY TAKEAWAYS

- Conversational style is a speaker's ability to sound expressive while being perceived by the audience as natural. Conversational quality is a speaker's ability to prepare a speech and rehearse a speech but still sound spontaneous when delivering it.
- Eye contact helps capture and maintain an audience's interest while contributing to the speaker's credibility.
- Vocalics are the nonverbal components of the verbal message. There are six important vocalic components for a speaker to be aware of: volume (loudness or softness), pitch (highness or lowness), rate (fastness or slowness), pauses (use of breaks to add emphasis), vocal variety (use of a range of vocalic strategies), and pronunciation (using conventional patterns of speech formation).
- Physical manipulation is the use of one's body to add meaning and emphasis to a speech. As such, excessive or nonexistent physical manipulation can detract from a speaker's speech.
- Good delivery is a habit that is built through effective practice.

EXERCISES

1. Find a speech online and examine the speaker's overall presentation. How good was the speaker's delivery? Make a list of the aspects of delivery in this chapter and evaluate the speaker according to the list. In what areas might the speaker improve?
2. Record a practice session of your speech. Write a self-critique, answering the following questions: What surprised you the most? What is an area of strength upon which you can build? What is *one* area for improvement?

14.5 Chapter Exercises

SPEAKING ETHICALLY

Sam wanted to present a speech on medical errors. He has procrastinated. Two days before the speech, he realized that no matter how hard he worked, his speech would be weak, and he could not do it justice. Instead of choosing a less technical topic or narrowing to one specific kind of medical mistake, he decided to push through it. He could make up for the scant and superficial content by wearing hospital scrubs, borrowed from his brother-in-law, and by sliding his glasses down his nose to make it easier to see his notecards and to match the stereotype of a health care provider.

1. Did Sam treat the audience with respect?
2. Name several things Sam should have done differently.
3. What would you do if you were Sam's instructor?

END-OF-CHAPTER ASSESSMENT

1. According to Albert Mehrabian, which is the correct breakdown for how humans interpret a speaker's message?
 - a. 55 percent face, 38 percent vocalics, and 7 percent words
 - b. 93 percent face, 7 percent vocalics, and 0 percent words
 - c. 40 percent face, 40 percent vocalics, and 20 percent words
 - d. 7 percent face, 55 percent vocalics, and 38 percent words
 - e. 38 percent face, 7 percent vocalics, and 55 percent words
2. Darlene is preparing a speech for her public speaking class. She goes to the library and does her research. She then prepares a basic outline and creates five notecards with basic ideas to use during her speech. What type of delivery is Darlene using?
 - a. impromptu
 - b. extemporaneous
 - c. manuscript
 - d. memorized
 - e. elocutionist
3. Which form of vocalics is concerned with the highness or lowness of someone's speech?
 - a. pitch
 - b. rate
 - c. volume
 - d. pauses
 - e. pronunciation
4. In his speech on landscape architecture, Jimmy uses the word "yaad" instead of the word "yard." What type of articulation problem does Jimmy exhibit?
 - a. substitution
 - b. omission
 - c. distortion
 - d. addition
 - e. surrogate

5. Which of the following is a recommendation for creating and using notes during a speech?
 - a. Include only key words to trigger your memory.
 - b. Read from your notes as much as possible.
 - c. Never show your notes to your audience.
 - d. Write in small letters on your notes so that your audience can't see them.
 - e. Do not rehearse with your notes or your delivery will become "stale."

6. Effective speech delivery can be summed up in which term?
 - a. vocalics
 - b. physical manipulation
 - c. self-presentation
 - d. conversational quality
 - e. paralanguage

ANSWER KEY

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