

Public speaking session 2,3,4,5 and 6

Some benefits of public speaking:

Increase personal and social abilities: public speaking provides training in a variety of personal and social competencies such as self-awareness, self-confidence and dealing with the fear of communication. These skills are applicable to public speaking but they will also prove valuable in all of your social interactions.

Enhance your academic and career skills: you should learn to do research efficiently, explain complex concepts clearly, support an argument with all available means of persuasion, organize a variety of messages from the most important to the least important, analyze and evaluate the validity of persuasive appeals.

Refine your general communication abilities: by helping you improve skills as developing a more effective communication style, adjusting messages to specific listeners, responding appropriately to criticism, developing logical appeals, communicating your credibility, improving listening skills, and refining your delivery skills.

Speakers are not born, they are made. Through instruction, exposure to different speeches, feedback and individual learning experiences, you can become an effective speaker.

Public speaking and conversation

The best way to introduce public speaking is to compare it to conversation in terms of: purpose, since in both conversation and public speaking you communicate with some purpose in mind for instance when telling a friend about a game you attended your purpose is informative and when you are trying to convince him for instance to donate for a charity your purpose is persuasive; also in public speaking you communicate with a clear purpose in mind.

Audience, in both conversation and public speaking, your listeners will influence what you say and how you say it. Usually in a conversation, you do not think about adjusting your message to your audience. In public speaking

you usually do not know your audience quite so well so you have to make guesses about what they already know so you do not repeat old news, what their attitudes are so you do not waste time persuading them of something they already believe in and so on. In public speaking you need to analyze your audience more thoroughly than in conversation.

Unlike conversation where the audience is one listener, public speaking involves a relatively large audience that ranges from groups of 10 people to hundreds. During a conversation, the role of speaker shifts repeatedly from one person to another while in public speaking the speaker gives a relatively continuous talk.

Feedback, in conversation you get immediate verbal and nonverbal feedback from the person to whom you are talking. Also, as you speak the other person will react non verbally with eye movement, gestures and facial expressions and will frequently interrupt to ask questions or make comments. So the entire act of conversation consists of short messages from one person to the other. In public speaking, the speaker does most of the speaking and the listeners do most of the listening, listeners do send feedback but it is mostly nonverbal except for the question and answer part following the speech.

Organization, you should organize your message so that it follows a logical order, and organization is even more important in public speaking because listeners cannot stop you and ask you to fill in the missing parts. You have to predict what organizational pattern will best help listeners to understand and remember your message.

Language, In public speaking you adjust your language to your audience, the topic and the situation in the same way as in a conversation. And again in public speaking, the listeners cannot interrupt you to ask for example what a particular word means or repeat the last sentence, so your language must be instantly intelligible.

Delivery, in conversation you normally do not think of delivery and you do not concern yourself with how to sit or stand or gesture, while in public speaking you are more self-conscious and self-aware of your body language.

Confidence development

Apprehension is experienced not only by novice or new public speakers but also by the most experienced and seasoned speakers. Most of them do not eliminate apprehension, they just learn to control it.

Some people are so apprehensive that they are unable to function in any communication situation. They suffer greatly in a society oriented towards communication since success often depends on the ability to communicate effectively. Other people are so mildly apprehensive that they appear to experience no fear at all, they actively seek out a wide variety of communication experiences. Most of us fall between these two extremes.

Apprehension in public speaking is normal. Everyone experiences some degree of fear in the relatively formal public speaking situation. In public speaking you are the sole focus of attention and you are being evaluated for your performance. Therefore, experiencing fear or anxiety is not strange or unique.

Possible causes of apprehension and anxiety

Perceived novelty: situations that are new and different contribute to anxiety and increases communication apprehension

Prior history or lack of positive experience: if you have had no exposure to public speaking or have had unpleasant experiences, anxiety about what to expect is only natural, and with no positive experience to fall back on it is hard to put these anxieties in perspective. Some people react by avoiding speechmaking altogether and lose out on the considerable rewards it brings.

Dissimilarity or feeling different: when you feel you have little in common with your listeners (for instance in an intercultural situation that is to say the audience is composed of people of cultures very different from your own therefor you are uncertain about the audience's possible response). Some inexperienced speakers become anxious because they think that being different means being inferior, others become extra-sensitive to their personal idiosyncrasies.

Conspicuousness or being the center of attention: when you feel you are in the spotlight your anxiety might increase. Sometimes, certain audience behavior such as lack of eye contact with the speaker or conversing with a neighbor can be disconcerting and might distract the presenter from the speech itself.

Dealing with speaker apprehension

If you experience some apprehension and would like to acquire more control over it there are few proven strategies to boost your confidence.

Cognitive restructuring or the modification of thoughts and attitudes: because you set unachievable goals for yourself (I have to be thoroughly competent or I have to be the best in everything) you logically fear failure. This fear of failure and the irrational beliefs behind it is at the foundation of your apprehension. Cognitive restructuring advises you to replace your irrational beliefs with more rational ones (I can fail or I do not have to be the best in everything).

So unrealistic beliefs give rise to anxiety because you know you can never achieve those unrealistically high goals, so you then focus on the inevitable failure. This image leads to a loss of confidence and further visions of failure.

Maintain realistic expectations for yourself and your audience. You do not have to be perfect. Compete with yourself. Your second speech does not have to be better than the speech of the previous speaker. It should, however, be better than your own first speech.

Performance visualization: this strategy is designed specifically to reduce the outward manifestations of speaker apprehension and also to reduce negative thinking. The first part of performance visualization is to develop a positive attitude and a positive self-perception. This involves visualizing yourself in the role of being an effective public speaker. Visualize yourself walking in front of the room fully and totally confident and throughout the speech, you are fully in control of the situation. This is a highly effective way to reduce nervousness.

Skill acquisition: the third general approach to dealing with speaker apprehension is to acquire specific skills and techniques for greater control over. Here are some useful techniques:

1 - *Prepare and practice thoroughly*: much of the fear you experience is a fear of failure. Adequate and even extra preparation will lessen the possibility of failure and the accompanying apprehension. Because apprehension is greatest during the beginning of the speech, try memorizing the first few sentences of your speech to eliminate any possibility of saying them incorrectly or forgetting them.

2- *Gain experience*: learning to speak in public is similar to learning to drive a car. With experience, the initial fears and anxieties give way to feelings of control and comfort. This will show you that the feelings of accomplishment in public speaking are rewarding and will outweigh any initial anxiety.

3- *Move about and breathe deeply*: body and hand movements ease and lessen apprehension. Using a visual aid, for example, will temporarily divert attention from you. Also, deep breathing relaxes the body. By breathing deeply a few times before getting up to speak, you will sense your body relax, and if during your speech you find yourself becoming a bit more nervous than you'd hoped, just breathe deeply during a pause.

Listener guidelines

Listeners can do a great deal to assist speakers with their apprehension. Here are some suggestions:

1- *Positively reinforce the speaker*: a nod, a pleasant smile, an attentive appearance throughout the speech will help put the speaker at ease. Resist the temptation to pick up a newspaper or talk with a friend. Try to make the speaking experience as easy as possible for the speaker.

2- *Ask questions in a supportive manner*: if there is a question time after the speech, ask information-seeking questions rather than criticism, instead of saying "it is absurd to think that free speech should have boundaries" say "why do you think that free speech should have boundaries?"

- 3- *Do not focus on errors*: if the speaker fumbles in some way, do not focus on it. Do not put your head down, cover your eyes or otherwise communicate your intense awareness of the fumble. Instead, continue listening to the content of the speech. This will communicate to the speaker that you are concerned with what is being said.

Audience analysis

Public speaking audiences vary greatly. Thousands of people might be at a stadium listening to a politician or a religious leader, 30 students might be in a classroom listening to a lecture and 5 people might be listening to a street orator. All have one thing in common: they are all audiences. The characteristic that seems best to define an audience is common purpose. A public speaking audience is a group of individuals gathered together to listen to a speech.

You deliver a speech to inform or persuade your audience, or perhaps you give a speech to present or accept an award, or to pay tribute to someone. A teacher gives lectures to increase understanding, a minister preaches to influence behaviors and attitudes, a coach give a pep talk to motivate the team. All these people are trying to produce change. If speakers are to be successful, then they must know their audience. This knowledge will help in a variety of ways: in selecting your topic; in phrasing your purpose; in establishing a relationship between yourself and your audience; in choosing examples and illustrations; in stating your thesis, whether directly or indirectly; and in the arguments you use and the motives you appeal to.

Your first step in audience analysis is to construct an audience profile in which you analyze the sociological or demographic characteristics of your audience. These characteristics help you estimate the attitudes and beliefs of your audience.

Attitudes and beliefs

Attitude refers to your tendency to act for or against a person, object or position. For instance, if you have a positive attitude towards death penalty, you are likely to argue or act in favor of instituting the death penalty. If you have a negative attitude towards death penalty, then you are likely to argue or act against it. Attitudes influence how favorably or unfavorably listeners will respond to speakers who support or denounce the death penalty. Attitudes are based on beliefs, the ways in which people perceive reality.

Belief refers to the confidence or conviction you have in the existence or truth of some proposition. For example, you may believe that there is an afterlife, that education is the best way to erase poverty, that democracy is the best form of government or that all people are born equal.

Both attitudes and beliefs are shaped by our values, our most enduring judgements about what is good and what is bad in life as shaped by our culture and our unique experiences. Values are more resistant to change and they usually align with attitudes and beliefs.

People are more interested in topics towards which they have positive attitudes and are in keeping with their values and beliefs. The less we know about something, the more indifferent we tend to be. It is easier to spark interest in an indifferent audience than it is to turn negative attitudes around.

It is therefore essential that you learn about your listeners' attitudes and beliefs before you prepare your speech.

You can seek out audience information using a variety of methods:

Observation: think about and observe your audience, what can you deduce or infer about their economic status from observing their clothing and jewelry? Does their clothing reveal any conservative or liberal leaning? Could the clothing provide clues to attitudes on economics or politics? Are different cultures represented? Does this give you any clue as to what their interests or concerns might be?

Data collection: a useful means to secure information about your audience is to use a questionnaire. Audience questionnaires are even

more useful as background for your persuasive speeches. Let's say you plan to give a speech in favor of allowing single people to adopt children. To develop an effective speech, you need to know your audience's attitudes toward single-parent adoption. Are they in favor? Opposed? Do they have reservations? If so, what are they?

Interview members of your audience: in a classroom situation, interviewing audience members is accomplished easily, but if you are speaking to an audience you have never met prior to your speech, you might interview for instance the person who invited you to speak.

If you do survey your audience with a questionnaire or interview, make sure to mention it in your speech. It will alert your listeners to your thoroughness and your concern for them, and also satisfy their curiosity to know how others responded.

Use intelligent inference and empathy: use your knowledge of human behavior and human motivation and try to adopt the perspective of the audience.

Analyzing audience characteristics

Cultural factors: nationality, race and cultural identity are crucial in audience analysis. Largely because of different training and experiences, the interests, values and goals of various cultural groups will also differ. You should ask yourself: are the differences within culture relevant to your topic? Speakers who fail to demonstrate an understanding of these differences will be distrusted. Speakers, especially those whom are seen as outsiders, who imply for instance that all African Americans are athletic will quickly lose credibility. Avoid any implication that you are stereotyping audience members or the groups to which they belong. Such implications are sure to work against achieving your purpose.

Age: different age groups have different attitudes and beliefs mainly because they have had different experiences in different contexts. Being aware of the audience's age range and generational identity, such as the millennials and the generation Z, allows you to develop points that are relevant to the experience and interests of the widest possible cross section of your listeners. For an instance, in China, there

is a great respect for the aged or the elderly while in the US you is valued more. The speaker should again ask himself if the age-groups differ in the goals, interests and day-to-day concerns that may be related to his topic.

Gender: gender is the most difficult audience variables to analyze. The rapid social changes taking place today make it difficult to pin down the effects of gender.

Gender is our social and psychological sense of ourselves as males and females. Making assumptions about the preferences, abilities and behaviors of your audience members based on their presumed gender can seriously undermine their receptivity to your message. Attitudes toward men or women and even the traits that are considered masculine or feminine vary from one culture to the other. In the US, Australia and Western Europe, women and men are considered equal, while in Asia and the Arab world, for example, women are seen in traditional roles as mothers and housewives.

Educational and intellectual levels: An educated person may not be very intelligent and, conversely, an intelligent person may not be well educated. In most cases, however, the two go together.

The level of education strongly influences people's ideas, perspectives and range of abilities. If the audience generally better educated than you are, your speech may need to be quite sophisticated. When speaking to a less educated audience, you may choose to clarify your points with more examples and illustrations.

In looking at the education and intelligence of your audience, consider asking questions such as: will the concerns and interests of the audience differ on the basis of their educational level? Generally, the educated are more concerned with issues outside their immediate field of operation. They are concerned with international affairs, economic issues, and the broader philosophical and sociological issues confronting the nation and the world. The educated recognize that these issues affect them in many ways. Often the uneducated do not see such connection. Therefore, when speaking to a less educated

audience, you should draw the connection explicitly and relate such topics to their more immediate concerns.

Other criteria include also occupation, income, status and especially religion which permeates all topics and all issues. On a most obvious level, we know that issues as birth control, abortion, and divorce are closely connected to religion. When dealing with any religious beliefs, and especially when disagreeing with them, recognize that you will meet stiff opposition. Proceed slowly and inductively. Present your evidence and argument before expressing your disagreement.

Topic and purpose selection

The topic

Suitability: before explaining how to find and limit topics, we need to distinguish between topics that are suitable and topics that are not.

A suitable speech topic should be 1- worthwhile and deal with matters of substance addressing issues that have significant implications for the audience; 2- appropriate to the speaker, audience and occasion. Cultural considerations or differences will greatly influence appropriateness. Each culture has its own taboo topics, subjects that should be avoided, especially by visitors from abroad.

Even a college classroom can have its own cultural norms in terms of what is or what is not appropriate. Let's take the following examples and see if they could be considered "appropriate" by members of your public speaking class:

- A speech that seeks to convert listeners to a specific religious cult
- A speech supporting neo-Nazi values
- A speech supporting racial segregation
- A speech supporting the legitimacy of killing those who perform abortion

- A speech that teach listeners how to cheat on their income tax.

Finding topics: perhaps the question students in public speaking class most often ask is “what will I talk about?” For classroom speeches, where the objective is to learn the skills of public speaking, there are many topics to talk about and there are 4 ways to generate topics: surveys have a look at some national and regional polls concerning what people think is important and urgent (HCP surveys) concerning unemployment, educational system, health insurance, crime, environment protection.. or you can conduct a survey yourself, check bestsellers or just ask people from your surrounding or family members. Naturally, all audiences are different. Yet such surveys are a useful starting point to give you some insight into what others think is important and worth investigating.

News items as newspapers or magazines where you could find crucial international and domestic issues all conveniently packaged in one place. The editorial page and the letters to the editor are also useful in learning what people are concerned about.

Brainstorming which is a technique that would help you generate topics. You begin with your problem which is in this case “what will I talk about?”. You then record any idea that occurs to you. Allow your mind to free-associate without censoring yourself. Instead, allow your ideas to flow as freely as possible. At the end, you will have generated many ideas and constituted a sizable list of possible presentation topics.

Here are few examples of possible topics: Abortion- freedom of speech- adoption-retirement homes-pollution-depression-amnesty and pardon-death penalty-animal experimentation-street art-corruption-education-deaf culture-eugenics-capitalism-sexism (the me too movement)-immigration-health insurance-euthanasia-crime-extremism-suicide-student debt-divorce-child brides-drugs-entertainment industry-environment-child labor-feminism-gambling-nukes-racism (black lives matter)-minimum wage-strikes-taxes-smoking-in vitro fertilization-organ donation-unemployment-vaccination-prostitution-witchcraft-sex education-street children-social media-online shopping-power abuse-service in the armed forces-...

Limiting topics: to be appropriate for a public speech, or any other type of communication, a topic must be limited in scope; it must be narrowed down to fit the time constraints. Probably the major problem for beginning speakers is that they attempt to cover a huge topic in too short a time. The inevitable result is that nothing specific is covered. Everything is touched on but only superficially. No depth is achieved with a broad topic, so all you can succeed in doing is telling the audience what it already knows. Asking oneself a series of questions about a general topic helps uncover other aspects that you might want to focus on. Let's take the example of homelessness. There are many questions that could enable you come up with more specific ideas for your speech such as: who is the typical homeless person? Who is responsible for the increase in homelessness? What does homeless do to society in general? Why are there so many homeless people and when did homelessness become so prevalent? How can we help the homeless? How can we prevent others from becoming homeless? Why is homelessness such an important social issue?

As you see, once the major topic is dissected in this way, your problem will quickly change from what can I speak about? to which one of these should I speak about?

The purpose

The purpose of your speech is your goal. It is what you hope to achieve during your speech. It identifies the effect you want your speech to have on your audience. In constructing your speech, identify first your general purpose and second your specific purpose.

General purposes: the three major purposes of public speeches are to inform, to persuade or to serve some special occasion function. In the informative speech, you seek to create understanding, to clarify, to enlighten and correct misunderstandings. In this type of speech, you would rely on materials such as illustrations, definitions, testimonies, audiovisual aids...

In the persuasive speech, you try to influence attitudes and behaviors. You seek to strengthen or change existing attitudes or to get the audience to take action like in fundraisers. In this type of speech, you

would rely on materials that offer proof and evidence, argument, and psychological appeals for example. Any persuasive speech is in part an informative speech and as such contains materials that amplify, illustrate and define; however, the persuasive speech must go beyond simply providing information. Logical, motivational and credibility appeals are essential.

The special occasion speech contains elements of information and persuasion. For this type of speech you might, for example, introduce another speaker, present a tribute or seek to entertain your listeners.

Specific purposes: identify more precisely what you aim to accomplish. For instance, if your general purpose is to inform about AIDS, your specific purpose could be to inform the audience about AIDS recent progress or infection tests. If your general purpose is to persuade about AIDS, your specific purposes could be to persuade the audience to contribute to AIDS research or to get tested for HIV infection.

The thesis

The thesis is your main assertion: what you want your audience to absorb from your speech. For instance the thesis of Martin Luther King's speech "I have a dream" is all people are equal. The thesis statement of a speech on animal experimentation is that animal experimentation should be banned. This is what you want your audience to believe when you are done with your speech. Be sure to limit your thesis to one central idea.

In some speeches, you may wish to state your thesis early in your speech, however there are instances when you may not want to state your thesis or you may want to state late in your speech. For example, if the audience is hostile to your thesis, it may be wise to give your evidence and arguments first and gradually move the audience into a more positive frame of mind before stating your thesis.

As for the wording of the thesis, state it as a simple declarative sentence. This concerns mainly informative speeches and will help you focus your thinking, your collection of materials and your organizational pattern. Also, you may decide to state your thesis as a question: why should we ban animal experimentation?

In persuasive speeches in which you may face a hostile or mildly opposed audience, you may wish to state your thesis in a vague and ambiguous terms: is there a problem with our current policy on animal experimentation?

Difference between purpose and thesis: the purpose and the thesis differ in their form of expression. The thesis is phrased as a complete declarative sentence. The purpose is phrased as an infinitive sentence: to inform the audience or to persuade the audience to

The thesis is message-focused and the purpose is audience-focused. The thesis identifies the central idea of your speech; the purpose identifies the change you hope to achieve in your audience.

Search for information

After selecting a topic, you will need to find information related to it, statistics, arguments for or against a proposition, examples, biographical data or research findings. But first of all, you should examine what you know and write it down, for instance books or articles about the topic or persons who might know something about it. This way, you can attack the problem systematically which means from general to specific and not waste effort and time.

Sources for research: books, articles published in journals and magazines, notably indexes to the various newspapers, magazines and professional journals are extremely useful to the public speaker... experts such as a faculty member, local politicians, religious leaders, doctors and lawyers are often suitable sources of information. The librarian plays also a pivotal role as he/she can help you access the appropriate computerized databases to retrieve the information you need. Encyclopedias which give a general overview of the subject and suggestions for additional reading such as the Encyclopedia Britannica or the Encyclopedia Americana. There are also computerized encyclopedias as those available on CD-ROM which have the advantage of helping the researcher locate articles, maps, diagrams and even

definitions of difficult terms through the built-in dictionary, a fact that makes them more efficient than hard copy volumes. Government publications given that each government department issues reports and assorted documents dealing with its various concerns.

Researching on-line: which has numerous advantages as the easiness of printing or downloading references, the accuracy and comprehensiveness of searches, the convenience which means that you can work from anywhere at any time you wish, efficiency in saving time...There are many websites you can visit to secure authoritative and up-to-the-minute information for a variety of speech topics such as the websites of the Associated Press, the United Nations, the CDC, NASA....A source is reliable and credible if it is affiliated with a respected institution or if it has relevant credentials.

Critically evaluating research: collecting research material is only part of the process, the other part is critically evaluating them. The public speaker should ask himself:

- 1- Is the information recent? Generally, the more recent the material is, the more useful it will be. For some topics, for example unemployment statistics or AIDS research, the recency of the information is crucial to its usefulness.
- 2- Is the information fair and unbiased? Bias is not easy to determine this is why you should examine any sources of potential bias. Obvious examples come quickly to mind as cigarette manufacturers' statements on health risks from smoking or weapon manufacturers' arguments against gun control. In some cases, bias is not easily detected so the public speaker should check the credibility of his sources and one way of doing it is to make sure that the sources represent all sides of an issue and that information is secured from a wide range of positions.

In this regard one should differentiate between information: which is data that are understandable and have the potential to become knowledge. Propaganda: is information represented in such a way as to provoke a desired response and instill a particular attitude as military posters. Misinformation: refers to something that is not true. It is false information that is spread regardless of the intent to

mislead. Disinformation is the deliberate falsification of information and manipulated facts.

- 3- Is the information directly relevant to your topic and purpose? An interesting quotation or a startling statistic is useful only if it relates directly to the point you wish to make. Avoid including information solely because of its interest value or because you like. Make sure that all your information is related directly to the issues you wish to discuss.
- 4- Is the information sufficient? Ask yourself if the collected information is sufficient to illustrate your point, to prove that one proposal is better than another or to show why your system will work better than the existing one. For instance if you are talking about tuition increase, you should back up your claim by statistics from three or four private colleges to illustrate the trend in rising tuition costs.

Always ask these questions with your specific audience in mind. Remember that you are collecting, evaluating and communicating this information because you want to achieve some effect on your audience.

Integrating research into your speech: now that you have amassed this wealth of research material, you are faced with the problem of how to integrate it into your speech. There are few suggestions: mention the sources in your speech by citing at least the author, the publication and the date. Provide smooth transition between your words and the words of the author you are citing. Avoid expressions as “I have to quote here” or “I want to quote an example”. Let the audience know that you are quoting by pausing before the quote. Ex: In his book ... X advocates for a new style of leadership. If you feel it is crucial that the audience knows you are quoting, you might put it this way: author X puts this in perspective and I quote: “.....”.

Be sure to credit the sources of information derived from personal interviews or from the internet with as much fidelity as you do with journal articles or books. By integrating and acknowledging your sources of information in the speech, you will give fair credit to those whose ideas and statements you are using and at the same time you

will help establish your own reputation as a responsible researcher. In addition, you will enable the listeners to locate your sources and pursue their own research on the topic.

Plagiarism and how to avoid it: plagiarism happens when you use material from another source without properly crediting it and it could take a number of forms: using the exact words of another person. If you are going to use another person's exact words, then cite them exactly as written or spoken and credit the source. Be sure to use quotation marks for any citation in which you use the person's exact words just as you would in a written essay, and make it clear to the audience that you are using the person's exact words. You can do this by changing your inflection, stepping forward or reading the specific words from your notes. Using the ideas of another person. Even if you are not quoting directly, you still have to acknowledge your source if you are using the ideas, arguments, insights or examples taken from another source. Using the organizational structure of another. Even if you are only following the organizational structure of another source, you need to acknowledge your indebtedness to it. You may say something like: here I am following the pattern or arguments given by professor X in his lecture on

Amplifying materials:

Examples: are useful when you wish to make an abstract concept or idea concrete. Examples make your ideas vivid and easily understood. For instance, it is difficult for the audience to see exactly what you mean by such abstract concepts as persecution or denial of freedom unless you give the example of Muslim Uighurs in China. Your examples encourage listeners to see your mental pictures of these concepts rather than seeing their own. The presenter should make the relationship between his assertion and the example clear and explicit and remember that this relationship might look obvious to you because you have constructed the speech not to the audience who is hearing the speech for the first time.

Narration: narratives are stories and are often useful as supporting materials in a speech. Narratives or storytelling give the audience what it wants: a good story. Narration helps you maintain attention; if the

story is a personal one, it is likely to increase your credibility and show you as a real person.

Testimony: it refers to the opinions of experts or to the accounts of witnesses. Testimony helps to amplify your speech by adding a note of authority to your arguments. When citing a testimony, you might want to stress first the competence of the person to establish his credibility and qualification, whether that person is an expert or a witness. Second, stress the unbiased nature of the testimony; and third, stress the recency of the statement to the audience.

Statistics: they are summary numbers. Statistics help your audience to see at a glance the important characteristics of an otherwise complex set of numbers. Statistics represent quantified evidence and add credibility to speech claims. Statistics in general should be based on a large sample.

Definitions: are helpful when you introduce complex terms or wish to provide a particular perspective.

Repetition: is very helpful in public speeches because of the inevitable lapses in audience attention. When you repeat or restate your ideas, you provide listeners with one more opportunity to grasp what you are saying.

Audiovisual aids: they serve many important functions as gaining attention and maintaining interest, adding clarity, and reinforcing your message by adding a visual component. They include projections, handouts, charts, graphs, maps, slides, videotapes, pictures and illustrations, tapes..

