

English for Public Speaking. Ljudmila Sergeevna Chikileva. Moscow: Urite, 2016, 203 pp. ISBN: 978-5-9916-7973-2.

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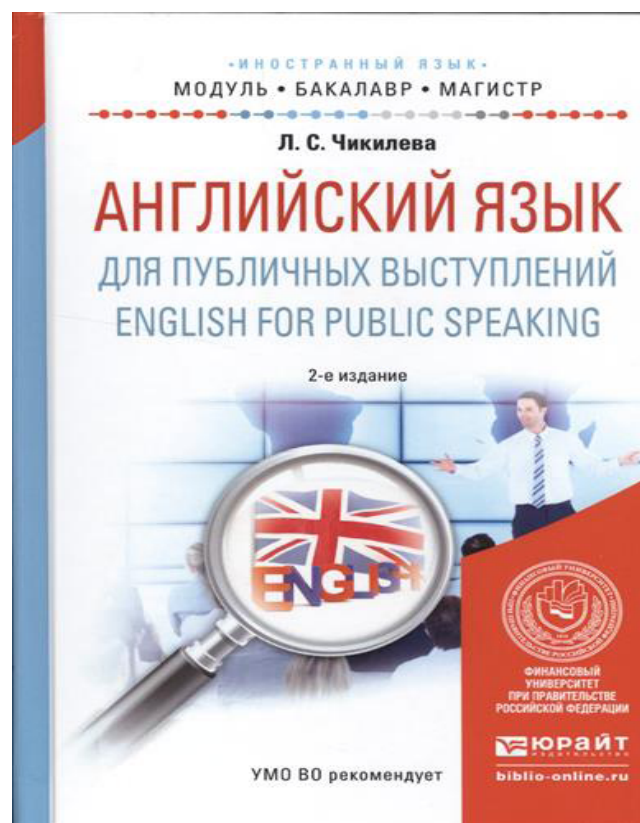
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The second edition of *English for Public Speaking* is written for a University-level public speaking course. It is commonly known that an effective speaker is an ethical speaker. It means that the speaker should be true to his or her values and sense of right and wrong. Audience-centered speakers articulate truthful messages. They give audience free choice in responding to a message while using effective means of ensuring message clarity and credibility. This edition is supposed to be an effective tool to help students develop their public speaking abilities. Expanded discussion in every chapter emphasizes the important task of understanding, appreciating and adapting to listeners.

English for Public Speaking consists of introduction, eight chapters, four supplements and the list of bibliography. It should be noted that the book is well structured. Chapters begin with a quotation that helps readers to anticipate the message. Summary is provided at the end of each chapter and suggested activities are presented. *English for Public Speaking* features a variety of pedagogical devices to help students learn concepts and develop skills most effectively. Activities throughout the book help readers take a closer look at important concepts and improve their communication skills. *English for Public Speaking* includes appendices containing public speaking quotes, glossary of rhetorical terms, speeches and public speaking internet sites.

In the introduction, the author states what goals should be achieved while studying the course, expresses gratitude to reviewers and to all those who have encouraged the author to write this book.

Chapter 1, entitled "Listening", provides an overview of the process of effective listening. It emphasizes the importance of becoming a better listener so its main focus is shifted towards identifying listening goals and improving listening skills. Special attention is given to analyzing and evaluating of speeches. Students



are given self-assessment opportunities. They are encouraged to use speech evaluation form and receiver anxiety scale (pp. 27-30). According to the definition, "listening is a process that involves selecting, attending, understanding and remembering" (p. 25). Barriers keeping people from listening efficiently include outside distractions, information overload, personal concerns and prejudice. Several suggestions for overcoming these barriers and improving listening skills are presented in the summary of Chapter 1.

Chapter 2 is devoted to analyzing audience, therefore special attention is given to various

types of audience analysis, such as demographic, psychological and situational analysis. Expanded discussion in this chapter emphasizes the important task of understanding, appreciating and adapting to listeners. This edition of *English for Public Speaking* continues to emphasize the transactional nature of interpersonal relations. It presents communication not as a collection of techniques we use on others, but as a process in which these techniques are used. As stated in this edition, even the most competent communication does not always seek to create warm relationships, that even less personal interaction usually has the best chance of success when handled in a constructive, respectful manner. This edition continues to integrate the discussion of similarities and differences involving gender and culture. It retains a non-ideological approach to these topics. "Audience analysis is the process of examining information about the listeners whom you expect to hear your speech" (p. 31). The audience-analysis skills and techniques presented in this chapter will help students throughout the public-speaking process. Consciousness of their audience will be important as they select a topic, determine the purpose of the speech, develop its central idea, generate main ideas, gather supporting material, rehearse and deliver the speech. In this chapter, both formal and informal strategies are given for gathering information about the audience (p. 33). There are certain ways of analyzing and adapting to the audience before, during, and after the speech. As stated in this chapter, there are two steps to become an audience-centered speaker. First, it is recommended to analyze the audience to assess who the listeners are; identify their psychological profile, as well as consider the occasion at which the speech will be delivered. Second, the information that has been gathered should be adapted to the audience in an ethical way. Each decision made when designing and delivering the message should consider the needs and backgrounds of the audience.

Chapter 3 is entitled "Introducing and Concluding Your Speech". There is no doubt the introduction and conclusion of a message are vital to achieving the communication goal as they provide audience with important first and final impressions of speaker and speech. The introduction may convince the audience to listen carefully to a credible speaker presenting a well-prepared speech, or it may send the message that the speaker is ill prepared and the message is not worth listening. It is mentioned in this chapter that a good introduction gets the audience's attention, introduces the subject, gives the audience a reason to listen, establishes the speaker's credibility and previews the main ideas (p. 58). The author seems to be right stating that it is important to begin and end the speech in a way that is memorable and that also

provides the repetition audiences need. Introducing your subject and previewing the body of your speech can be accomplished by including your central idea and preview statement in the introduction. The speaker can gain favorable attention and provide a motivation for listening by using one or a combination of the following: illustrations, startling facts or statistics, quotations, humor, questions, references to historical events, references to recent events, personal references, references to the occasion or references to preceding speeches if there are any. Concluding the speech is as important as introducing it, for it is the conclusion that leaves the final impression. Specifically, a conclusion should summarize the speech, reemphasize your central idea in a memorable way, motivate the audience to respond and provide closure. Conclusions may take any one of the forms used for introductions. In addition, the speaker can refer to the introduction, make inspirational appeals or challenges, or make appeals to action. As it has been mentioned in the previous chapters, a credible speaker is one whom the audience judges to be a believable authority and a competent speaker. If the speaker can establish credibility early in a speech, it helps to motivate the audience to listen. A relevant and interesting anecdote introduces your subject and gains your listeners' attention. Humor, handled well, can help to relax the audience and win their goodwill for the rest of the speech. Startling an audience with the extent of a situation or problem catches the members' attention, as well as motivates them to listen further and helps them to remember afterward what you had to say. Rhetorical questions prompt the audience's mental participation in your introduction, "hooking" the listeners by getting them to engage in a mental dialogue with you. Although personal references can take a variety of forms, what they do best, under all circumstances, is to establish a bond between you and your audience. A speech conclusion leaves an important final impression. Long after the speaker finishes speaking, the audience is likely to remember the effect, if not the content, of closing remarks. A speech conclusion is the last chance to repeat the main ideas for listeners. The most obvious purpose of a conclusion is to let the audience know that the speech has ended. An inspirational appeal or challenge in a conclusion can rouse listeners to a high emotional pitch.

Chapters 4 and 5 examine the speechmaking process and provide various ways for supporting the speech. It is common knowledge that public speakers sometimes feel nervous just thinking about giving a speech and nearly every speaker experiences some nervousness. Relaxation techniques suggested in *English for Public Speaking*, such as visualization, deep breathing and focusing thoughts may be useful. The

audience-centered model of public speaking suggests that throughout the speech crafting and delivery process, the choices made about designing and presenting the message should be guided by knowledge of the audience. Based on information about listeners, the speaker selects and narrows the topic, determines the purpose, develops the central idea and generates the main ideas. These speech-preparation steps are followed by gathering and organizing supporting material, including visual aids. In order to support the speech with interesting, convincing supporting material the speaker can choose from various types of supporting material, including illustrations, explanations and descriptions, definitions, analogies, statistics, and opinions. Additional criteria such as magnitude, proximity, concreteness, variety, humor, and suitability can help the speaker to choose the most effective support for the speech.

Continuing the previous discussion, Chapter 6 is a careful study of delivery style. Such methods of delivery as manuscript, memorized, impromptu and extemporaneous are presented in this chapter. Speakers are recommended to select their delivery style to be better connected with the audience as well as to achieve their speaking goal. Special attention is given to characteristics of effective delivery: gestures, postures, movement, facial expression, vocal delivery, personal appearance. Gestures and movements should appear natural and relaxed, definite, consistent with the message, varied and coordinated with what the speaker says. They should also be appropriate to the audience and situation. Eye contact is the single most important delivery variable: looking at the audience helps to control communication, establish the speaker's credibility, maintain audience's interest and provide feedback. The speaker's facial expressions and vocal cues are the primary ways in which feelings and emotions are communicated to the audience. Vocal pitch, rate, and use of pauses help to provide variation to add interest to the speech. The chapter concludes with several final suggestions for rehearsing and delivering the speech. It is helpful to leave several days to focus on speech delivery and on developing speaking notes. It is recommended to create speech environment during rehearsals for the speaker to be more confident when the message is delivered.

Chapter 7 "Understanding Principles of Persuasive Speaking" falls into four parts. The first part is about persuasion. Various theories explain how persuasion works to change or reinforce attitudes, beliefs and values which are the determinants of behavior. "Persuasion is the process of changing or reinforcing attitudes, beliefs, values or behavior" (p. 137). Although knowing your listeners' attitudes, beliefs and values can help you craft any message, these three variables are especially important to consider

when designing and delivering a persuasive message. Attitudes represent our likes and dislikes. An attitude is a learned predisposition to respond favorably or unfavorably toward something. A persuasive speech could also change or reinforce a belief. A belief is what you understand to be true or false. If you believe in something, you are convinced it exists or is true. We have structured our sense of what is real and what is unreal to account for the existence of whatever we believe. A value is a conception of right or wrong. Persuasive messages often attempt to do more than change or reinforce attitudes, beliefs or values - they may attempt to change our behavior. The persuasion process is of great help for motivating listeners to respond to the speaker's message. The audience is more likely to be persuaded if the speaker helps members to solve their problems or meet their needs. They can also be motivated if the speaker is able to convince them good things will happen to them if they follow the speaker's advice, or bad things will occur if they don't. Each of these strategies for motivating listeners is considered in more detail. The second part of this chapter is about motivation of listeners. There are several ways to motivate listeners. These include the concept of cognitive dissonance according to which we all strive for balance or consistency in our thoughts. When a persuasive message invites us to change our attitudes, beliefs, values or behavior, we respond by trying to maintain intellectual balance or cognitive consistency. A second theory explains why we are motivated to respond to persuasion by proposing that we wish to satisfy our needs. Third, positive motivational appeals can help the speaker to develop a persuasive message by encouraging listeners to respond favorably to the message. A fourth theoretical approach that helps to understand how persuasion works is the use of negative motivational appeals, mainly appeals to fear. Fear can motivate listeners to respond favorably to a persuasive suggestion. Preparing and presenting a persuasive speech requires the same approach as preparing any other kind of speech. A key concern is to consider the audience. The next concern is an appropriate topic. Finally, speakers can apply to choose broad principles of persuasion to prepare a persuasive speech. The third part of Chapter 7 is about developing a persuasive speech. In the last part persuasive principles are put into practice.

The final chapter "Special-Occasion Speaking" consists of three parts: public speaking in the workplace, ceremonial speaking and after-dinner speaking. Occasionally most of us can be called on to speak in a business or professional setting, or for some occasion that calls for celebration, commemoration, inspiration or entertainment. These special-occasion speeches are

critical-thinking activities that require the speaker to synthesize and apply his or her speaking skills to unique situations. Public-speaking skills are used frequently in the workplace, from making report presentations to representing your company or profession in front of the public. Each of these two professional speaking challenges has unique requirements. Considerable emphasis is made upon ceremonial speeches that include introductions, toasts, award presentations, nominations, acceptances, keynote addresses, commencement addresses, commemorative addresses and tributes, eulogies. After-dinner speaking is an established tradition. Interestingly, the after-dinner speech is not always after *dinner* (the meal is just as likely to be breakfast or lunch), it is also not always *after* anything. The after-dinner speech may be delivered before the meal or even between courses. After-dinner speeches may present information or persuade, but their primary purpose is to entertain. The theme of the meeting may suggest the speaker's central idea, but he or she will usually avoid such subjects as diseases or social problems. The best after-dinner speech is one that makes a thought-provoking point with humor. For most speakers, humor is the challenge of the after-dinner

speech. Even the speaker who knows how to gather and organize information and deliver it effectively may be at a loss when it comes to techniques and strategies for creating humor. One of the best ways to create humor is to start with what speakers know.

As stated in the preface (p. 8), professional success is often determined by skills to speak in public. Throughout the book the framework of developing such skills has been applied. Within this framework, the author's main focus is on speaker's credibility, on different ways of writing an effective speech and various methods of efficient speech delivery. The book is systematically structured, concise and quite easy to read. All chapters are divided into subsections according to the topic, have both introductions and conclusions; as a result, the text is easy to follow. The appendices are handy and to the point. However, the book could benefit from including a word index.

To conclude, it should be mentioned that *English for Public Speaking* is a useful resource for both academics and students enrolled in the course of public speaking. Though for the most part it requires some background in rhetoric, even beginners in public speaking have much to gain using this edition.