

Resource Units in Language Arts for Department  
of English, Baiko Jo Gakuin College  
(Sturges College)

—Speech—

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**OBJECTIVES**

Development of an awareness and an appreciation of speech communication and their relation to written language.

Development of skills to distinguish significant features of the English sound system.

Development of skills to produce all the significant sound features of English accurately, plus purely phonetic (allophonic) features of English.

Development of skills to produce longer utterances fluently and accurately.

Development of the correct syntactical, morphological, systactical habits of the English language.

Development of poise and confidence in facing a variety of speaking situations.

Development of skills in the use of voice, diction and bodily movement.

Development of skills needed for making a speech (using research techniques, organizing material, acquiring an effective style of delivery, developing an effective audience-speaker relationship).

Development of skills needed for participation in group discussion (organizing a group discussion, identifying a problem and issues, gathering relevant data, presenting one's point of view, analyzing proposed solutions critically).

Development of skills needed for effective membership in an organized group (organizing a group, formulating a constitution, conducting a meeting according to the rules of parliamentary procedure, participating actively, subordinating one's own convictions to the will of the group)

Development of skills needed for communicating thought logically and precisely.

Development of skills needed for critical listening (following a sequence of ideas, understanding a speaker's main idea, analyzing the logic of an argument, responding to a speaker critically and appreciatively).

Development of an understanding of the responsibilities of a public speaker in a democracy (using speaking skills ethically, respecting the rights of others in discussion, cooperating in arriving at a group decision).

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## UNIT I. VOCAL FUNDAMENTALS

- I. Physical and mental requisites for effective speech
  - A. Good health, both physical and mental
  - B. Relaxation, both physical and mental
  - C. Good posture
- II. The characteristics of a good speaking voice
  - A. Voice quality: A pleasing tone or quality
  - B. Intelligibility
    1. Adjusting the loudness (intensity) level
    2. Syllable duration (= the duration of sound within the syllables)  
(The rate of speech depends on two elements.)  
Quantity (=The duration of sound within a syllable)  
Pause (=The silent interval between sounds)
    3. Distinctiveness of articulation (=Crisp, clean-cut, precise speech)
    4. Acceptable pronunciation
    5. Vocal stress (Emphasis and contrast often require the shifting of stress for the sake of greater clarity of meaning.)
  - C. Variety (to express the fine shades of attitude and emotion and to make speech lively and colorful)
    1. Rate (=The speed of utterance)  
cf. pause
    2. Force (=Vocal energy force)
    3. Pitch
    4. Emphasis
- III. Four stages of sound production
  - A. Breathing (i.e., controlled or disciplined breathing)
  - B. Phonation (=The production and variation by the speaker of vocal tones)
    1. Pitch (=Highness or lowness of tone)

2. Intensity (=Loudness or volume)
  3. Duration (=Length of time a sound lasts)
  4. Quality (=Individuality of tone)
- C. Resonation (=Amplifying, enriching and giving each sound its exact quality)
- D. Articulation (=Formation of the sounds of speech)
1. Accuracy
  2. Fluency (i.e., Fluent and rhythmical)
  3. Flexibility
- IV. Understanding and using the vocal mechanism

### **Suggested Learning Activities or Experiences**

Exercises for relaxation

Exercises for relaxation of throat

Exercises for good posture

Exercises for breathing

Exercises for developing control of breathing (i.e., control of rhythm and control of force)

Exercises for increasing the flexibility of the tongue

Exercises for increasing the flexibility of the lips

Exercises for the soft palate

Exercises for pitch

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Exercises for volume

Exercise for quality and resonance

Exercises for supporting tone

Exercises for developing a flexible and responsive voice, varying the rate, emphasis, pitch and loudness

Exercises to determine optimum and habitual pitch levels

Exercises to achieve better use of loudness

Choric speaking exercises for developing control of voice

Choric speaking exercises designed to demonstrate how to vary tone support for different levels of loudness

Choric speaking exercises designed to demonstrate how to vary pitch usage and intonation patterns for effect

## UNIT II. PRONUNCIATION

### I. Two aspects of pronunciation

- A. Recognition     Hearing and distinguishing distinctive differences between sounds and distinctive patterns of pitch, stress, and juncture
- B. Production     Accurate and fluent production of those contrastive features which produce distinctive contrasts in meaning

### II. The phonetic alphabet and other marking systems of intonation, stress and juncture

### III. English sounds

- A. Vowels            High front and back, lax  
                          Mid front and central, lax  
                          Low front, central and back, lax
- B. Diphthongs      Glide to high front, tense  
                          Glide to high back, tense  
                          Glide to mid central, retroflex, tense
- C. Consonants      Voiced and voiceless stops  
                          Voiced and voiceless fricatives  
                          Voiced and voiceless affricates  
                          Nasals  
                          Semivowels  
                          Lateral
- D. Syllabic consonants
- E. Consonant clusters
- F. Consonant combinations in word-linking

### IV. Sound changes

- A. Assimilation
  - 1. Anticipatory or regressive assimilation vs. forward or progressive assimilation
  - 2. Full or complete assimilation vs. partial or incomplete

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assimilation

3. Reciprocal assimilation

B. Dissimilation

C. Elision

D. Lengthening and shortening of sounds

E. Sound reduction

1. Partial reduction or obscuration of vowels

2. Total reduction of vowels

3. Partial reduction of consonants

4. Total reduction of consonants

F. Strong or stressed forms vs. weak or unstressed forms

V. Intonation (Pitch)

A. Four pitches or tones

1. Extra high

2. High (Usual stressed tone)

3. Mid (Normal)

4. Low (Final)

B. Two kinds of change in pitch

1. Step

2. Slide

C. General rules of intonation patterns and their uses

1. Falling intonation

2. Rising intonation

3. Rising-falling intonation

4. Other types of intonation pattern

VI. Stress (normally resulting from, or accompanying an increase of loudness, duration and/or rising pitch of the voice)

A. Levels of stress

1. Primary (Greatest)

2. Secondary (or strong)

3. Tertiary (or medium)

4. Weak

B. Stress patterns

1. Word stress

2. Stress in word combinations
  - Adjective-noun lexical units
  - Noun-noun lexical units
  - Compounds
  - Gerund-noun combinations
  - Present participle-noun combinations
  - Noun-or pronoun-adjective lexical units
  - Noun-of-—————combinations
  - and/or—————
  - Verb-adverb lexical units
  - (Two-word verbs)
  - Verb-pronoun-adverb combinations
  - Adverb-adjective combinations
  - Adverb-adjective-noun combinations
  - Adverb-adverb combinations
  - Adverb-adverb-adverb combinations
  - Preposition-noun combinations
  - Preposition-personal pronoun combinations
3. Stress shift
4. Sentence stress
  - a. General rules
    - Content words
    - Function words
  - b. Other rules
    - For contrast
    - For emphasis

## VII. Juncture

- A. Close juncture (=Normal transition between sounds or syllables)
- B. Open or Plus juncture(=Pause or break between two syllables of the same word or of adjacent words)
- C. Terminal junctures
  1. Single bar juncture// (=Sustention of normal pitch and a prolongation of the syllable before the pause, which ends



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phonological phrases)

2. Double bar juncture // // (=Pitch-rise with a comparatively abrupt decrease in volume, which ends sentences)
3. Double cross juncture /# / (=Pitch-fall with decrease in volume, which ends sentences)

### **Suggested Learning Exercises, Activities and Experiences**

Listening to an authentic model for imitation

Aural-discrimination exercises (by use of minimal pairs)

Mimicking and repeating words, phrases and sentences

Mim-mem drills of sentences

Oral production practices of words, phrases, and sentences

Memorizing and reciting formulas (set expressions for parting, thanking, etc.) and dialogues as a pronunciation exercise

Learning by heart (counting or nursery) rhymes and poems

Singing simple songs

Conversation or dialogue practice

Productive reading practice from a well-known script

Dictation of words, phrases, and sentences

Tongue twisters

Speed and rhythm drills

Exercises in marking pauses for rhythm and intonation

Exercises in supression of stress (in slow speech vs. in rapid speech)

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### UNIT III. SPEAKING SKILL: LEARNING THE FUNDAMENTALS AND SPONTANEOUS EXPRESSION

#### I. Structure

##### A. Word Order

1. The present of *be*, *have*, and “regular” verbs in *statements*.
2. Questions with *be*.
3. The place of *not*.
4. The place of the auxiliary *do* in *questions* and *negative statements* with *have* and “regular” verbs.
5. The place of the noun *complement*.
6. The place of the adjective after *be*.
7. The place of the descriptive adjective before a noun.
7. The place of the descriptive adjective before a noun.
8. Question-word questions with *who*, *where*, *when*, *how*, *what*.
9. Expressions of time.
10. Expressions of place.
11. Expressions of place and time.
12. Frequency words.
13. *Some*, *any*, *a lot of*, etc., before countable and uncountable nouns.
14. Comparisons with *more* and *most*.
15. Verbs followed by two complements.
16. Noun-noun combinations.
17. Multiple modifiers before a noun.
18. Prepositional phrases.
19. Included sentences or clauses.
20. Questions with *how long*, referring to both time and measurement; *how much*, etc.
21. Indirect questions and statements.

##### B. Function Words

1. Prepositions

2. Determiners
  3. Conjunctions
  4. Inflections: plurals of nouns.
  5. Pronouns: personal
  6. Modals
  7. "Will" future: negative and interrogative
- C. Verbs and Verb Phrases
1. Simple present
  2. Present with *now*.
  3. The *going to* future.
  4. Commands: simple and polite.
  5. Past tense: affirmative, negative, and interrogative of *have*, and other verbs.
  6. Two-word verbs.
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  7. Requests with "let's" (including the negative: "Let's not.")
  8. Commands in the negative.
  9. The verb *do* as a "substitute" word.
  10. Aspects and time in verb phrases
  11. Sequence of tense after "if".
  12. The "ing" form after verbs like *enjoy*, *prefer*, and expressions such as "Thank you for *helping* me."
  13. The "ing" form after adjectives.
  14. The "marked" infinitive.
  15. Short answers with *be*.
  16. Modals: might, could, have to, ought to.
- D. Inflections
1. Pronouns:
    - a. Direct and indirect object.
    - b. Possessive
    - c. *Whose*
  2. Nouns:
    - Possessive
  3. Countable and uncountable nouns.

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4. Comparison with *er* and *est*.
  5. Adverbs
- E. Responses and Attached Questions
1. Short answers—affirmative and negative with verbs taught.
  2. “Tag” (attached) questions with all the verbs already studied.
- F. *There*
- G. Adverbial Expressions
- H. Miscellaneous Items
1. Intensifiers.
  2. *Too* and *either*.
  3. Exclamations.
  4. Classroom formulas.
  5. Courtesy formulas.

### **Suggested Learning Exercises, Activities and Experiences**

- A. Pattern (or structural) drills of sentences and types of sentences
1. Substitution drills
  2. Conversion drills
  3. Expansion drills
  4. Contraction drills
  5. Combination drills
- B. Transitional exercises for free speech (as adequate preparation for informal conversation and other types of spontaneous oral expression)
1. Mim-mem drills of sentences
  2. Memorizing and reciting fundamental sentences
  3. Dialogue learning (as a means of presenting a grammar structure)
  4. Productive reading of sentences
  5. Use of “classroom English”
  6. Memorization of dialogues

7. Choral repetition of sentences
  8. Reciting verse
  9. Singing songs
  10. Miming and classroom play-acting
  11. Dramatization
  12. Choral speaking (as a suggested culminating activity)
  13. "Directed dialogue" (=a form of transformation drill or controlled conversation)
  14. Chain dialogue
- C. For sustained conversation and spontaneous oral expression
1. Listening to live or recorded conversations
  2. Listening to simple stories and verse
  3. Listening to records or tapes of plays, stories and poems studied in class or read out of class
  4. Listening to English broadcasts, making notes
  5. Listening to the sound track of a film
  6. Reading aloud conversational material (e.g., dialogue from modern novels or plays)
  7. Learning greetings and set expressions
  8. Questions and answers
  9. Asking questions
  10. Show-and-tell, which will elicit questions and remarks
  11. Relating happenings
  12. Carrying on conversation based on text
  13. Taking part in conversation and discussions
    - Taking one's turn to tell things
    - Talking so that all can hear
    - Talking when no one else is talking
    - Listening carefully
    - Performing introductions and welcoming others to a group engaged in conversation
    - Giving and answering invitations
    - Greeting others
  14. Placing and receiving a telephone call, using approved

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conventions

15. Giving informal interviews
16. Inviting and visiting English-speaking people
17. Having an English-speaking party
18. Talking to oneself and thinking in English as often as possible; describing to oneself the things one sees, recounting to oneself what one has done

D. Brief talks and reports

1. Making announcements, including items on a program
2. Giving commentaries on pictures or objects
3. Giving descriptions of persons and objects
4. Giving descriptions, explanations, and definitions
  - a. Deciding what to say
  - b. Saying exactly what one means
  - c. Expressing things in the correct order
  - d. Telling directions in correct order
  - e. Giving all the information needed
  - f. Making a habit of observation
  - g. Describing for identification
  - h. Telling enough so that the description will fit only the person or thing being described
  - i. Making the main parts of an explanation separate and clear
  - j. Distinguishing between a description and a definition
  - k. Classifying what is being defined
  - l. Telling how what is being defined differs from others in its class
  - m. Not telling more than is needed in a definition
  - n. Giving reasons for one's opinion
  - o. Distinguishing between directions, explanations, and reasons
  - p. Telling explanations in correct order
  - q. Evaluating definitions, explanations, and reasons

- r. Evaluating directions
- 5. Giving oral reports (at first, guided by a simple outline)
  - a. Giving informal reports (or "monologues")
  - b. Reporting facts, either from personal experience or from investigation through books, interviews, and other sources
  - c. Summarizing (of findings)
  - d. Locating materials
  - e. Selecting only the pertinent information
  - f. Taking running notes
  - g. Organizing the materials in an interesting manner
  - h. Presenting the ideas correctly
  - i. Combining data gleaned from several sources into well-organized reports
  - j. Giving book reports
  - k. Giving book reviews (with excerpts read)
  - l. Giving a review of a movie.
  - m. Reviewing a radio and television program.
  - n. Evaluating reviews.

E. Oral reading

To translate and project thoughts and ideas contained in written form and to give the audience an interesting meaningful, authentic impressions, sharing with them the information, thoughts, and feelings of an author.

This is an approach which satisfies a variety of purposes and develops many skills and interests as well. The reader must acquire the skills of grouping and emphasis, must be able to interpret with facial and bodily expression, must learn to vary pitch, pause, rate and volume.

1. Reading aloud in unison and individually
2. Reading from a textbook of factual prose and imaginative



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writing (drama, short story, poetry)

3. Reading from a manuscript
4. Reading parts spoken by characters in a play
5. Reproduction of a familiar story in order to practice the skills of building to a climax, or the deliberate effort to add some new words to his speaking vocabulary
6. Reproducing rhymes and stories unfamiliar to the audience, or sharing favorite ones with them
7. Reading a play as a play (Dramatic readings)
8. Oral interpretation of literature—interpretive reading of literature
9. Sharing literary experiences through oral reading, dramatization or choral reading
10. Choral reading (=an ensemble activity using voices in unison or in antiphonal or solo arrangements)
11. Dramatic oral reading
  - a. Pantomiming as a classmate reads
  - b. Pantomiming or dramatizing a part that has been read aloud
  - c. Assuming the part of a character in a story and reading the corresponding dialogue
  - d. Similarly reading the parts in a play
12. Reading creative stories, verse, plays

F. Storytelling

1. Telling stories about one's personal experiences
2. Telling jokes from reading
3. Telling anecdotes from reading
4. Telling favorite literary stories
5. Telling original stories, which may sometimes be suggested by pictures
6. Telling a story from pictures
7. Telling things in the right order
8. Using direct quotations to make the story lively
9. Telling only things related to the point of the story

10. Making each sentence tell something which has not already been told
11. Making the climax give the listener a definite feeling (e.g., amusement, excitement, sorrow, etc.)
12. Solving the main character's problem in a way that leaves the listener feeling satisfied

G. Dramatization and putting on programs

This activity takes on a creative flavor as the students work out original plays and stories based on information and plots derived from their books but modified by interpretation. At times it is appropriate for the students to reproduce stories. Mainly, such reproduction is done as part of a straining lesson for practice on enunciation, sentence structure, or organizational thinking.

1. Putting on a *kamishibai*
2. Performing puppet shows
3. Pantomiming
4. Dramatizing stories, including dialogues
5. Engaging in dramatic play as well as creative dramatics based on plot situations
6. Group performances including reader's theater, chamber theater
7. Putting on a program for the audience
8. Improvisation

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## UNIT IV. LISTENING COMPREHENSION

### I. Development of Critical Listening

#### A. Listening and responsibility of listeners to speaker

#### B. Purposes of listening

1. To get information and ideas
2. To judge or evaluate
3. To enjoy

#### C. Improving ability to comprehend

1. Identifying the speaker's major or leading ideas and concentrating on each as it is expressed
2. Identifying the structure or arrangement of the major ideas
3. Examining critically the detail used to develop and support the major ideas
4. Relating the major ideas to one's own previous knowledge and interests

#### D. Improving ability to analyze critically and evaluate

1. Evaluating the speaker's general and specific purposes
2. Evaluating the speaker's attention-getting devices
3. Evaluating the speaker's clarity
4. Evaluating the speaker's proposal. (idea, belief, policy)
5. Evaluating the connections between the speaker's goals or idea and the audience beliefs, attitudes and needs.
6. Evaluating the speaker's values
7. Evaluating the speaker's attitude towards listeners
8. Evaluating the speaker's credibility
9. Evaluating unstated assumptions
10. Evaluating language usage
11. Evaluating nonverbal elements
12. Evaluating the function of a given speech in some larger campaign of communication or in the activities of a parti-

- cular social movement.
13. Determining the effects or consequences of the speech
- E. Ethical judgment or evaluation
1. The philosophical or ontological perspective
  2. The political perspective
  3. The dialogical perspective
  4. The situational perspective
- F. Improving ability to listen to appreciate
1. Relaxing physically and mentally
  2. Cultivating a receptive attitude
  3. Using imagination and empathy
- G. Improving ability to study the speaker's manner, method, and material as a student of speech
1. Content
  2. Introduction
  3. Organization of body
  4. Logical appeals
  5. Style (Language Usage)
  6. Psychological appeals
  7. Speaker's credibility (Ethos or image)
  8. Conclusion
  9. Delivery
  10. Effect

### **Suggested Learning Exercises, Activities and Experiences**

- I. For identification
- A. Sound and short phrase discrimination
  - B. Listening to dialogues already learned
  - C. Identification of phrases and statements from reading material studied
  - D. Aural discrimination of slight distinctions in sound (e.g., negations, inversions, tense distinctions)

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- II. For identification and selection without retention
- A. Listening to variations of dialogues already learned
  - B. Listening to the retelling with variations of reading material already studied
  - C. Listening to a short account of an amusing incident
  - D. Listening to interesting background facts or news items
  - E. Listening to dramatic readings of stories which contain a great deal of conversation
  - F. Listening to group conversations
  - G. Listening to the complete story already learned
  - H. Listening to simulated telephone conversations
  - I. Listening to records of poems and plays already studied
- III. For identification and selection with short- or long-term retention
- A. True-false questions are supplied on a sheet in front of the student who listens to variations of dialogues or reading material studied.
  - B. Multiple-choice answers to questions given orally. These answers are before the student as he listens.
  - C. Questions are supplied beforehand, the student works out the answers as he listens.
  - D. Similar activities to the above, but the student is expected to answer questions asked orally after he has listened.
  - E. Listening to carefully graded English films
  - F. Completion of sentences or longer sequences given orally. The answers are chosen from a multiple-choice list supplied to the student, or are given orally.
  - G. The student is expected to tell in his own words in English what he has heard. (This leads to oral composition and written composition.)
  - H. Answering in Japanese simple questions on longer sequences.
  - I. Dictation
  - J. Longer passages (anecdotes, short stories, informational material) are read and the student answers questions.
  - K. Listening to ten-minute lecturettes on authors, poets, famous

people, with practice in note-taking.

(The above summary of possible activities has been referred to and adapted from Wilga M. Rivers' *Teaching Foreign-Language Skills*, pp. 151-154.)

II. Conversational listening

III. Appreciative listening to oral reading and storytelling for the cultivation of responsiveness and tastes

IV. Exploring listening

Listen for information with a question in mind

1. to directions
2. to news reports
2. to speeches
4. to reports
5. to explanations
6. to a sound movie
7. for the determination of the main idea
8. for getting at meaning by noting the context in which an unknown word is used
9. for new information on a topic already partially learned
10. to lectures and descriptions
11. for the truly central topic
12. for the topic sentence of a paragraph
13. for the determination of the theme of an entire selection
14. to write summaries
15. to determine the sequence of ideas
16. for noting the sequence of ideas
17. for the determination of the speaker's plan of organization
18. for the prediction of what to follow
19. for details, taking notes during interviews, lectures, etc.
20. for making an outline

V. Critical listening

1. to evaluate the conflicting statements
2. to consider objectively and judiciously the speeches and lectures

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3. for the discrimination between fact and fact or opinion
  4. to check on the authenticity of statements

## UNIT V. FORMAL SPEECH COMPOSITION AND DELIVERY

### I. Techniques in Speech Composition

#### A. Four general purposes of speech

1. To entertain (For interest and enjoyment)
2. To inform (For clear understanding)
3. To persuade (For belief or emotional arouse)
4. To actuate (For definite observable action)

#### B. Four types of preparation and delivery

1. Impromptu
2. Extemporaneous
3. Memorized
4. Reading from manuscript

#### C. The preparation and organization of a speech

Speech should be cultivated.

##### 1. Choosing speech subjects or topics

###### a. Determining factors

Something that the speaker knows about

Something that he is interested in

Something that will interest the audience

Something that is neither above nor below the intellectual capacity of the listeners

Something that can be adequately discussed in the time

###### b. Sources of subjects or topics

The speaker himself

His own knowledge and experience

His beliefs and convictions

The audience

The subject

The occasion

Special problems



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n.b. It is imperative to look for material first in the speaker's own mind, to look at what little he does know, and think about, by looking at the subject with X-ray eyes to find its skeleton. And he should make the ideas incubate.

2. Deciding on the general purpose
3. Wording the specific purpose (or central idea)
  - a. The specific purpose: The exact and specific statement of what the speaker wishes the audience to enjoy, understand, believe, feel, or do.
  - b. Determining factors
    - 1) The personal or ultimate aim of the speaker
    - 2) The authority of the listeners or their capacity to act
    - 3) The existing attitudes of the listeners
    - 4) The nature of the speech occasion
    - 5) The time limits of the speech
4. Wording the title of the speech
  - a. Provocative
  - b. Relevant
  - c. Brief and simple
5. Analyzing the audience and occasion
  - a. General analysis of the speech occasion
    - 1) The nature of and reason for the occasion
    - 2) The prevailing social customs or rules
    - 3) Antecedent and/or ensuing events
    - 4) The physical conditions, the audience-speaker environment
  - b. General analysis of the audience  
Size, age, sex, occupation, education and intellectual level, membership in organized groups, cultural and ethnic background, locale, etc.
  - c. Factors influencing audience attitudes toward speaker and subject
    - 1) Audience's attitude toward the speaker

(Speaker credibility: Dynamism, expertness, trustworthiness)

- 1) Audience's attitude toward speaker's purpose and role
  - 3) Audience's knowledge of the subject
  - 4) Audience's attitude toward the subject
  - d. The role of beliefs, attitudes, and values in the audience's acceptance of the message
6. Gathering speech material (research techniques)
    - a. Sources of information
      - 1) Personal experience, observation and/or personal experimentation
      - 2) Interviews with experts in the field
      - 3) Letters and questionnaires
      - 4) Publications of all kinds
      - 5) Radio and television
    - b. Use of reference materials
    - c. Recording the speech communication material (Note-taking)
    - d. Planned reading program on the topic with notes taken in correct form
    - e. Compilation of bibliography in correct form
- II. Organizing and outlining the body of the speech
- A. Selecting the major ideas for the outline  
(Few in number, of equal scope and importance and covering all aspects of the subject)
  - B. Phrasing the major ideas for the outline
    1. Conciseness
    2. Vividness
    3. Motivational appeal
    4. Parallelism
  - C. Arranging the major ideas: sequential patterns
    1. Time sequence
    2. Space sequence

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3. Cause-effect sequence
  4. Problem-solution sequence
  5. Special topical sequence
- D. Arranging subpoints and supporting material
1. Subordinating the subpoints
    - a. Parts of a whole
    - b. Lists of qualities or functions
    - c. Series of causes or results
    - d. Items of logical points
    - e. Illustrative examples
  2. Arranging coordinate subpoints
  3. Supporting subpoints
- E. Preparing the actual outline
- Unity
  - Proper subordination
  - Proper use of indention
  - Consistent use of symbols
- F. Types of outlines
1. The full-content outline (=the complete factual content of the speech in outline form)
  2. The key-word outline
- G. Steps in preparing an outline
1. Selecting the subject and determining the purposes
  2. Developing the rough draft
  3. Putting the outline into final form
  4. The technical plot (=a statement of the devices used in developing in the speech)
- H. Supporting the major ideas
1. Verbal supporting material: Types and uses
    - a. Explanation
    - b. Analogy or comparison
    - c. Illustration (detailed example)
      - 1) Hypothetical illustration
      - 2) Factual illustration

- d. Specific instances (undeveloped examples)
  - e. Statistics
  - f. Testimony
  - g. Restatement
2. Nonverbal supporting material: Types and uses
- a. The object itself
  - b. Models
  - c. Slides
  - d. Movies
  - e. Maps
  - f. Chalkboard drawings
  - g. Bar/Line/Pie/Pictorial graphs
  - h. Cutaway or three-dimensional diagrams
  - i. Organization charts or tables of organization
3. Guides for using nonverbal supporting materials
- a. Relevancy
  - b. Prefabrication
  - c. Clarity and simplicity
  - d. Visibility
  - e. Proper timing
  - f. Visibility only during use
4. Uses of supporting material
- a. To explain and clarify an idea
  - b. To prove a claim
    - 1) Didactic method
    - 2) Implicative method
- I. Beginning and ending the speech
1. Introduction
- a. Importance
  - b. Purposes: To win attention, to gain good will and respect, and to pave the way for the body of the speech and respect, and to pave the way for the body of the speech
  - c. Methods and materials for beginning the speech

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- 1) Refer to the subject or problem
  - 2) Refer to the occasion
  - 3) Extend a personal greeting or make a personal allusion
  - 4) Ask a rhetorical question
  - 5) Make a startling statement of fact or opinion
  - 6) Use an apt quotation
  - 7) Relate a humorous anecdote relevant to a topical point
  - 8) Cite a real or hypothetical illustration

## 2. Conclusion

- a. Importance
- b. Purposes: To focus the thought and feeling of the hearers on the central theme of the speech, to leave the audience in the proper mood, and to convey a sense of completeness and finality
- c. Methods and materials for ending the speech
  - 1) Issue a challenge or an appeal to listeners
  - 2) Summarize major points or ideas
  - 3) Provide an appropriate quotation
  - 4) Epitomize with a thematic illustration
  - 5) Offer an additional inducement for accepting or acting upon the speaker's proposal
  - 6) Express the speaker's personal intention or endorsement

## J. Skills of Effective Delivery

1. Audience contact
  - a. Eye contact
  - b. Friendly, sharing attitude
  - c. Knowledge of audience background and interests
  - d. Effective use of voice, diction, language, and bodily action
2. Voice
  - a. Review of voice mechanism

- b. Exercises to develop control of projection, of resonance, of pitch, of rate.
  - c. Application of these skills in oras assignments
3. Diction
- a. Review of speech mechanism
  - b. Exercises to develop distinct articulation
  - c. Pronunciation
    - 1) Control of vowels and diphthongs often incorrectly produced
    - 2) Control of consonant sounds often incorrectly produced
    - 3) Voicing and unvoicing
    - 4) Strong forms and weak forms
    - 5) Stress
4. Language
- a. Wider and more flexible vocabulary
  - b. Conventional language forms and correct word usage
  - c. Variety in sentence structure
  - d. Vividness
    - 1) Repetition
    - 2) Concrete language
    - 3) Figures of speech
  - e. Written vs. oral language
  - f. Adaptation of style to the audience
  - g. Critical awareness of the need for accuracy in language use and the ethical implications for the public speaker
    - 1) Relation of experience to meaning
    - 2) Changing meanings of words
    - 3) Denotation and connotation
    - 4) Loaded words
    - 5) Effect of context on meaning

K. Using the voice to communicate

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1. The characteristics of a good speaking voice

- a. Voice quality
- b. Intelligibility
  - 1) Loudness (= Intensity)
  - 2) Duration of sounds
  - 3) Distinctness
  - 4) Acceptable pronunciation
  - 5) Vocal stress
- c. Variety
  - 1) Rate (cf. Pause)
  - 2) Force
  - 3) Pitch
  - 4) Emphasis

L. Using the body to communicate

- 1. Two aspects of delivery
  - a. Bodily behavior
  - b. Voice
- 2. Nonverbal delivery
  - a. Physical appearance
  - b. Physical behavior
  - c. Posture
  - d. Bodily movement
  - e. Gestures
    - 1) Conventional
    - 2) Descriptive  
(Illustrator-gestures)
      - a) Batons
      - b) Ideographs
      - c) Deictic movements
      - d) Spatial movements
      - e) Rhythmic movements
      - f) Kinetographs
      - g) Pictographs

h) Emblematic movements

3. Characteristics of effective gestures
  - a. Relaxation
  - b. Vigor and definiteness
  - c. Proper timing
  - d. Adaptability and versatility

M. Culminating Activity

1. Five to ten minute speech based on research
2. Length, purpose, and type of delivery depend on the caliber of the students and their academic or vocational aims.

N. Application of Techniques in Speeches of Various Types

(The types of speeches and the number and length of speeches vary. The determining factors are the length of the course, the size of the class and the ability and maturity of the students.)

1. Speech to entertain

Typical situations for speeches to entertain

Club meetings

Dinners

Parties

Purpose: To entertain the audience

Characteristics of content and delivery

Optimism

Uncomplicated arrangement

Stories and illustrations

Forms of humor

Exaggeration or overstatement

Puns or plays on words

Poking fun at authority or dignity

Unexpected turns

Burlesque or parody

Unusual or eccentric traits of people

2. Speech to inform



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## Types of informative speech

Oral reports

Oral instructions

Informative lectures

Purpose: To inform and instruct

Manner of speaking informatively

Treatment of content

Organize and relate the material carefully.

Use concrete data—don't be abstract.

Avoid dullness—use humor or vivid imagery.

Connect the unknown with the known.

### 3. Speech to persuade

#### a. Typical situations for persuasive speeches

- 1) Job-seeking interviews
- 2) Business conferences
- 3) Public meetings

#### b. Purpose: To secure belief

#### c. Analysis of claims

- 1) Tests for claims of fact and value
- 2) Tests for claims of policy

#### d. Organization of persuasive speeches

- 1) Claim of fact
- 2) Claim of value
- 3) Claim of policy
- 4) Opposing a proposition of policy

#### e. Manner of speaking in persuasive discourses

#### f. Content of persuasive speeches

- 1) Concrete facts and vivid illustrations
- 2) Sound, logical reasoning
  - a) Reasoning from example
  - b) Reasoning from axiom
  - c) Reasoning from causal relation

#### g. Special techniques of persuasive speeches

- 1) Appeal to the dominant motives of the

audience.

- 2) Identify the proposal with existing beliefs.
- 3) Use the "yes-response" technique
- 4) Use the "this-or-nothing" technique

4. Speech to actuate

a. Typical situations for speeches to actuate

- 1) Deliberative or legislative bodies
- 2) Political rallies
- 3) Evangelistic sermons

b. Purpose: To move listeners to action

c. Manner of speaking in actuative discourses

d. Characteristics of content in actuative speeches

- 1) Evidence and reasoning "infused with powerful motivation and vivid imagery"
- 2) Striking and concrete language

e. Organization of actuative speeches

5. Speeches for special occasions

a. Speeches of courtesy

- 1) The introduction
- 2) The address of welcome
- 3) The response
- 4) The presentation
- 5) The acceptance
- 6) The farewell

b. Speeches of commemoration

- 1) The eulogy
- 2) The anniversary (memorial) speech
- 3) The dedication
- 4) The inauguration
- 5) The nomination
- 6) The commencement address

c. After-dinner speeches and speeches after dinner

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## UNIT VI. GROUP DISCUSSION

- I. Definition of group discussion: The purposive and cooperative group deliberation of problems; in committees, conferences, seminars, panels, symposiums, or other groups
  - A. Comparison with debate and parliamentary procedure
  - B. Group discussion as an integral part of a democratic process
- II. Types of group discussion—their nature, values, and limitations
  - A. Informal group discussion
  - B. Small conference or round-table
  - C. Panel discussion
  - D. The dialogue or interview
  - E. Symposium
  - F. Lecture-forum
  - G. Forum (=an audience question and discussion period following a panel, dialogue, symposium, or speech)
  - H. Committee, conference, staff meeting, or seminar
  - I. Buzz-session or Phillips 66
- III. Criteria for the selection of suitable topics and for phrasing topics
  - A. Suitable topics for group discussion
    1. Discussion questions concern fact, value, policy  
(Problems involving group action, public policy, a mode of conduct)
    2. Those concerned with fact should involve research and interpretation.
  - B. Phrasing of the problem  
State the question precisely and concretely, preferably in the form of a question, limiting the question to one specific problem and stating the question so the answers will not be “yes” on one side “no” on the other.
- IV. The qualifications and duties of participants in a discussion
  - A. Effective participation

1. Acquiring and organizing information on the subject
  2. Familiarity with discussion methods and procedures
  3. Maintaining the discussion attitude
    - To be impartial
    - To suspend judgment
    - To respect for reason
- B. Two essential skills of discussion
1. The human-relations skills of getting along with others and benefiting from their presence
  2. The communications skills
- V. The qualifications and duties of the discussion leader
- A. General qualifications
1. Knowing the rules of the game
  2. Willingness to remain in the background
  3. Respect for the opinion of others
  4. Being courteous, fairminded, and impartial
- B. Duties
1. Conferring in advance with other formal participants
  2. Preparing a discussion outline
  3. Opening the meeting with remarks that are brief and to the point
  4. Keeping the discussion moving
  5. Making occasional summaries
  6. Bringing out all viewpoints on the subject
  7. Closing the meeting by a summary of the whole discussion
- VI. Techniques of outlining for group discussion
- A. Individual outline guide
  - B. General or group outline
- VII. Research techniques in preparation for group discussion
- A. Note-taking
  - B. Use of library
  - C. Use of current publications
- VIII. Steps in reflective thinking as applied to group discussion

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- A. Determination of problem
  - B. Exploration of history and current aspects of problem
  - C. Selection of major issues
  - D. Suggestion of possible solutions
  - E. Development by reasoning of possible outcomes of suggested solutions
  - F. Acceptance or rejection of suggested solution(s)
- IX. Logical thinking
- A. Inductive and deductive reasoning
  - B. Avoidance and detection of fallacies
- X. Criteria for evaluation of a group discussion
- A. Group as a whole
  - B. Individual participants
  - C. Group leader
  - D. Outcomes of discussion

### **Suggested Learning Activities and Experiences**

Group analysis of how to choose a topic appropriate to a particular audience, time, and place.

Development of the duties and obligations of the audience, the participants, and the discussion leader.

Preparation of written outlines for panel discussion.

Student participation in open forum, panel forum, symposium forum, lecture-forum, and round-table.

Audience evaluation of the discussion with recommendations for increasing their effectiveness.

Critical evaluation of current radio and TV "discussion" programs.

## UNIT VII. PARLIAMENTARY PROCEDURE

### Principles of Parliamentary Procedure

- A. The meaning and importance of parliamentary procedure as an efficient and democratic way of conducting business
  1. Objectives: To protect each member of the organization, yet make it possible for the group to act effectively
  2. Principles
    - a. Rule of the majority, with full respect and full protection of minority rights
    - b. Equality of membership
    - c. Free and full discussion
    - d. Consideration and disposition of one matter at a time
    - e. Discussion of topics, not personalities
- B. The organization of a club or groups
  1. The preliminary meeting for laying the groundwork
  2. The first meeting
  3. Drafting the constitution and by-laws
  4. The second meeting
    - a. Adoption of the constitution and by-laws
    - b. Election of officers
  5. The duties of officers (The president or chairman, the vice-president, the secretary, the treasurer, etc.)
  6. Membership in organizations
  7. Committees and their work
  8. Committee reports
  9. Meetings
  10. Minutes
  11. Nominations and elections
- C. The conduct of meetings
  1. The order of business

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2. The making of a motion
  3. Ways of voting
    - a. Voice vote
    - b. Standing vote
    - c. Show of hands vote
    - d. Ballot
    - e. Roll call
  4. Kinds of vote
    - a. Simple majority
    - b. Two-thirds majority
    - c. Plurality
    - d. Unanimous or general consent
  5. Voting by the chairman
  6. Quorum
- D. The nature, purpose, and precedence of parliamentary motions
1. Principal motions
    - a. Main motions
    - b. Reconsider
    - c. Rescind
    - d. Expunge
    - e. Take from the table
  2. Subsidiary (Secondary) motions
    - a. Postpone indefinitely
    - b. Amend
    - c. Refer or commit
    - d. Postpone to a definite time
    - e. Limit debate
    - f. Previous question
    - g. Lay on the table
  3. Incidental motions
    - a. Point (Question) of order
    - b. Appeal
    - c. Division of the assembly
    - d. Division of the question

- e. Leave to withdraw a motion
  - f. Parliamentary inquiry
  - g. Suspension of rules
4. Privileged motions
- a. Call for the order of the day
  - b. Question of privilege
  - c. Take recess
  - d. Adjourn
  - e. Fix time and place

### **Suggested Teaching Procedure**

Organize the class as a club, elect officers, adopt a constitution, conduct business.

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