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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПУБЛИЧНЫХ ВЫСТУПЛЕНИЙ ENGLISH FOR PUBLIC SPEAKING

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Учебное пособие содержит объяснения риторических понятий, правил и приемов. Рассматриваются характерные особенности составления публичной речи и ее произнесения с учетом аудитории. Особое внимание уделяется способам повышения эффективности публичного выступления.

Соответствует актуальным требованиям Федерального государственного стандарта высшего образования.

Для студентов высших учебных заведений, обучающихся по экономическим направлениям и специальностям.

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Предисловие

Данное учебное пособие адресовано всем, кто владеет английским языком и хочет научиться искусству публичной речи. От умения говорить публично и критично воспринимать сказанное во многом зависит профессиональный успех. В жизни каждого бывают такие моменты, когда приходится выступать публично. В эпоху глобализации все чаще возникает необходимость выступать публично на английском языке, который становится языком международного общения. В англоязычных странах существуют многовековые традиции обучения публичной речи. В нашей стране во многих средних и высших учебных заведениях проводятся конкурсы ораторского мастерства на английском языке; появляются клубы, целью которых является развитие у их членов навыков общения, публичных выступлений и лидерства.

Учебное пособие «Английский язык для публичных выступлений. English for Public Speaking» ориентировано на практическое овладение искусством публичной речи. Оно предназначено для студентов магистерских программ и бакалавриата, обучающихся по экономическим и гуманитарным направлениям и специальностям.

Пособие состоит из восьми глав, библиографии, нескольких приложений и списка интернет-сайтов. Каждая глава начинается с вопросов, которые могут служить в качестве плана и помогут сосредоточиться на основных положениях. Рекомендуется отвечать на эти вопросы после прочтения главы. Вопросы предполагают проверку усвоения материала. В конце каждой главы есть выводы (Summary). Материал, представленный в главах пособия, разделен на небольшие разделы с целью облегчения его изучения и повторения, а также для обеспечения возможности многократного повторного обращения к тем или иным разделам. Практическая часть каждой темы содержит задания для закрепления материала, а также тестовые задания, с помощью которых можно определить уровень волнения оратора во время публичного выступления, оценить уровень умений и навыков выступать публично и некоторые другие. В пособии имеются адреса сайтов, на кото-

рых представлено большое количество разнообразного дополнительного материала, в том числе видео- и аудиоресурсы, полезные для самостоятельной работы.

Пособие начинается с главы «**Listening**». В этой главе даются рекомендации по оценке достоверности и полезности речи. Известно, что процессы говорения и слушания тесно связаны между собой. Оратору необходимо знать, как сделать процесс восприятия речи слушателями более эффективным. Представляется уместным заранее посетить место предполагаемого выступления, чтобы удостовериться в том, что слушателей ничего не будет отвлекать от восприятия речи. Перед тем, как начать подготовку к выступлению, нужно выяснить, для кого предназначено выступление. Представляется полезным провести демографический, психологический и ситуационный анализ предполагаемой аудитории. Во время самого выступления нужно поддерживать с аудиторией обратную связь. Оратор должен суметь расположить к себе аудиторию, внимательно следить за всеми вербальными и невербальными знаками со стороны слушателей. В связи с этим совершенно неслучайно, что вторая глава «**Analyzing Your Audience**» посвящена анализу аудитории. В данную главу включен также материал о национальной специфике аудитории.

Успех выступления во многом определяется тем, как оратор начинает и заканчивает свою речь. Этому посвящается третья глава «**Introducing and Concluding Your Speech**». Очень часто возникают трудности на этапе составления речи и ее произнесения, поэтому в четвертой главе «**Overview of the Speechmaking Process**», пятой главе «**Supporting Your Speech**», шестой главе «**Delivering Your Speech**» дается анализ процесса написания речи и ее произнесения. В этих главах представлены языковые средства, которыми располагает риторика. Они систематизированы в соответствии со стратегией риторики: ориентацией на ясность речи и на использование изобразительно-выразительных средств.

Известно, что в процессе произнесения речи оратор во многих случаях должен убедить аудиторию, оказать на нее определенное воздействие. В связи с этим седьмая глава «**Understanding Principles of Persuasive Speaking**» посвящена убеждающей речи. Необходимо комбинировать разнообразные средства речевого воз-

действия и критически их анализировать с точки зрения убедительности.

В последней восьмой главе «*Special-Occasion Speaking*» рассматриваются различные виды публичной речи, приводится иллюстративный материал.

В приложении приводятся стилистические термины, иллюстрированные примерами; имеются тексты выступлений общественно-политических деятелей, которые можно использовать при анализе для иллюстрации теоретических положений; дается список цитат. Используя интернет-ссылки, можно найти много интересного дополнительного материала к каждой главе пособия.

Особое влияние на формирование риторической концепции автора оказали работы А. К. Михальской, И. А. Стернина, Е. Л. Фрейдиной, П. Сопера, Д. Карнеги, Х. Леммермана и некоторых других отечественных и зарубежных авторов.

Учитывая учебный характер издания, подробные ссылки в большинстве случаев не даются. Все использованные работы и рекомендуемые источники приведены в списке литературы.

Надеемся, что данное пособие будет полезно каждому, кто хочет научиться выступать публично.

Данное учебное пособие может быть использовано на практических занятиях по английскому языку, а также при изучении спецкурсов и дисциплин по выбору, связанных с риторикой и культурой речи. Материалы пособия могут быть использованы в процессе применения теоретических положений на практике, например, при выборе речевого поведения, функционального стиля, в применении элементов композиционного и стилистического анализа и т.д. Пособие имеет своей *целью*:

- сформировать риторические навыки и умения;
- сформировать целостное представление о культуре речи на английском языке;
- выработать потребность и готовность совершенствовать риторическое мастерство.

При использовании данного пособия решаются следующие *задачи*:

- познакомить с современной риторикой как лингвокультурологической и лингвопрагматической дисциплиной;
- осуществить практическую риторическую подготовку, сформировать основы мастерства публичных выступлений;

- научить критически воспринимать публичные выступления, анализировать их содержание и манеру презентации.

Материалы, представленные в данном учебном пособии, направлены на то, чтобы развить творческое мышление и критический подход к изучаемым явлениям, научить извлекать из научной литературы необходимую информацию, самостоятельно делать обобщения и выводы как из положений, имеющих в специальной литературе, так и из собственных наблюдений над фактическим языковым материалом.

Интегрированным результатом работы с пособием является формирование и развитие базовых компетенций (языковой, речевой, компенсаторной, познавательной, социокультурной, лингвокультурологической, предметной, информационной и самообразовательной), составляющих иноязычную профессиональную компетентность.

В результате работы с пособием обучающийся должен:

знать

- основные характеристики публичной речи;
- виды публичной речи;
- общие принципы риторического анализа;
- основы фоностилистической дифференциации публичной речи;

уметь

- осуществлять анализ научной литературы;
- применять алгоритмы анализа и оценки публичных выступлений;
- составлять тексты собственных публичных выступлений;
- выступать с публичной речью;
- принимать участие в конкурсах ораторского мастерства;

владеть

- специальной терминологией;
- методами композиционного и стилистического анализа языкового материала;
- навыками сопоставления риторических явлений на материале английского и родного языка;
- навыками использования знаний в области риторики на практике.

Работа с пособием основана на принципах личностно-ориентированного подхода к обучению мастерству публичной речи. Рекомендуется использовать следующие виды работы: изучение теоретического материала, просмотр и анализ видеотрекментов публичных выступлений, анализ текстов выступлений выдающихся английских и американских общественно-политических деятелей, составление собственных выступлений, проведение конкурса ораторского мастерства и осуществление видеозаписи конкурса, оценка выступлений ораторов, анализ результатов конкурса.

Автор выражает глубокую признательность заведующему кафедрой грамматики английского языка МПГУ доктору филологических наук профессору М. Я. Блоху и заведующему кафедрой фонетики и лексики английского языка МПГУ доктору филологических наук профессору Е. А. Никулиной. Их моральная поддержка была очень полезна при создании данного пособия. Хочется также выразить искреннюю благодарность рецензентам профессору кафедры фонетики и лексики английского языка МПГУ доктору филологических наук Е. Л. Фрейдиной и профессору Департамента иностранных языков НИУ ВШЭ доктору филологических наук Е. В. Великой за их ценные замечания и профессиональную поддержку. Большое значение для получения дополнительной информации по интересующим автора вопросам имела поездка в США для работы в библиотеке по гранту, полученному в фонде президента Дж. Форда (Gerald R. Ford Foundation). Автор выражает искреннюю благодарность сотрудникам фонда Дж. Гундерсону (G. Gunderson), Х. Раске (H. Raaska) за оказанную помощь и содействие в сборе иллюстративного материала. Выражаю самую сердечную благодарность своим зарубежным друзьям Vivienne Saunders, Tammy Rahman, Janis Hall, Dana Prenatt, Rick Prenatt за поддержку и помощь, оказанную в работе. Хочется также сказать слова благодарности заведующему кафедрой «Иностранные языки-3» Финансового университета при Правительстве Российской Федерации доктору экономических наук профессору М. В. Мельничук за поддержку и понимание. Выражаю искреннюю признательность своей семье, родным и близким за энтузиазм, оптимизм и желание вдохновить и поддержать автора в процессе создания данного учебного пособия.

There are three things to aim at in public speaking: first, to get into your subject, then to get your subject into yourself, and lastly to get your subject into the heart of your audience.

Alexander Gregg

Chapter 1. Listening

Make sure you have finished speaking before your audience finished listening.

Dorothy Sarnoff

TASKS

1. Identify the stages in the listening process.
2. List and describe barriers to effective listening.
3. Discuss strategies to become a better listener.
4. Identify strategies for improving your note-taking skills.
5. Discuss the relationship between listening and critical thinking.
6. Use criteria for evaluating speeches.

Are you a good listener? Considerable evidence suggests that your listening skills could be improved. Within twenty-four hours after listening to a lecture or speech, you will recall only about 50 percent of the message. Forty-eight hours later, you are above average if you remember more than 25 percent of the message. Improving your listening skills will strengthen your ability to think critically and evaluate what you hear.

1.1. Barriers to Effective Listening

Listening barriers are created when we fail to select, attend to, understand a message or remember what was said. A listener has many competing messages to sort through, including personal thoughts. Your job as a public speaker is to develop a message that motivates your listeners for focus on *your* message.

One of your key challenges as a public speaker is to capture and hold the attention of your audience. Your choice of supporting material is often the key to gaining and maintaining attention.

As a speaker, your job is to facilitate listener understanding by making sure you clearly explain your ideas in terms and images to which your listeners can relate. Again, the challenge of being understood comes back to a focus on the audience.

The final stage in the listening process is remembering. Most listening experts believe that the main way to determine if listening has occurred is to determine what listeners remember.

Your goal as a public speaker is to develop and deliver a speech that audience members will listen and respond to. The more you know about potential obstacles that keep your listeners from listening, the better able you will be to develop messages that hold their interest. Let's look at specific barriers that keep listeners from selecting, attending to, understanding and remembering a message; we'll also suggest ways in which you, as both speaker and audience member, can overcome these barriers.

We all spend a large part of each day listening. That's good news and bad news. The good news is that because we listen a lot, we have the potential to become very effective listeners. The bad news is that instead of getting better at it, we often get tired of listening because we hear so much information that we "tune out."

As a public speaker, you can keep your audience from tuning out by delivering a message that is clear and easy to understand. Using interesting and vivid supporting material is another key to keeping your listeners listening. Finally, you must build redundancy into your message so that if listeners miss an idea the first time you present it, perhaps they will catch it during your concluding remarks. Remember that listening is hard work. Decide what is important in a speech and focus on that.

Your own thoughts are among the biggest competitors for your attention when you are a member of an audience. Most of us would rather listen to our own inner speech than to the message of a public speaker. Food, worries and daydreams are major distractions for the majority of listeners.

To counteract this problem, as a speaker, you can focus on maintaining your audience's attention, using occasional "wake-up" messages such as "Now listen carefully, because this will affect your future." As a listener, you can learn to recognize when your own agenda is keeping you from listening, then force yourself to focus on the speaker's message.

Outside Distractions

When you are the speaker, try to control the physical arrangements of the speaking situation before you begin your speech. Do the best you can to reduce or eliminate distractions (close windows and window shades to limit sight and sound in the room in which you are speaking; turn off blinking fluorescent lights if you can; try to discourage whispering in the audience). Try to empathize with your listeners. Check out the room ahead of time, sit where your audience will be seated and look for possible distractions.

As a listener, you also need to do your best to control the listening situation. If you must, move to another seat. If the speaker has failed to monitor the listening environment, you may need to close the blinds, turn up the heat, turn off the lights, close the door or do whatever is necessary to minimize distractions.

Prejudice

When you prejudge a message, your ability to understand it decreases. Another way to prejudge a speech is to decide that the topic has little value for you before you even hear the message. Most of us at one time or another have not given our full attention to a speech because we decided beforehand that it was going to bore us. Sometimes we make snap judgments about a speaker based on his or her appearance and then fail to listen because we dismissed his or her ideas in advance as inconsequential or irrelevant. Female speakers often complain

that males in the audience do not listen as attentively as they would to another male. Some people too readily accept what someone says just because they like the way the person looks, sounds or dresses. Such positive prejudices can also inhibit your ability to listen accurately to a message.

What can you do as a public speaker to counteract this sort of prejudice? The most effective strategy is to use your opening statements to grab the audience's attention. Focus on your particular listeners' interests, needs, hopes, and wishes. When addressing an audience that may be critical or hostile toward your message, use arguments and evidence that your listeners will find credible. If you think audience members are likely to disagree with you, strong emotional appeals will be less successful than careful language, sound reasoning and convincing evidence. As a listener, you need to guard against becoming so critical of a message that you don't listen to it or so impressed that you decide too quickly that the speaker is trustworthy.

Speech Rate and Thought Rate Differences

Ralph Nichols, a pioneer in listening research and training, has identified a listening problem that centers on the way you process the words you hear. Most people talk at a rate of 125 words a minute. But you have the ability to listen to up to 700 words a minute. Some studies suggest that you may be able to listen to 1,200 words a minute. Regardless of the exact numbers, you have the ability to process words much faster than you generally need to. The problem is that the difference gives you time to ignore a speaker periodically. Eventually, you stop listening. Your "extra" time allows you to daydream and drift from the message.

Nichols suggests that the different rates of speech and thought need not be a listening liability. Instead of drifting away from the speech, you can enhance your listening effectiveness by mentally summarizing what the speaker is saying from time to time.

As a speaker, you need to be aware of your listeners' tendency to stop paying attention. If they can process your message much faster than you can say it, you need to build in message redundancy, be well organized, and make your major ideas clear. Just talking faster won't do

much good. Even if you could speak as fast as 200 words a minute, your listeners would still want to go about four times faster than that.

You already know about speaker apprehension or the fear of speaking to others, but did you know that some people may be fearful of listening to information? Researchers have discovered a listening barrier called receiver apprehension. Receiver apprehension is fear of misunderstanding or misinterpreting, or not being able to adjust psychologically to, messages spoken by others. Some people are just uncomfortable or nervous about hearing new information; their major worry is that they won't be able to understand the message. In some cases, their worry about not being able to understand a message is the primary barrier that keeps them from comprehending accurately. If you are one of those people who are nervous about being in a listening situation, you may have difficulty understanding all you hear. Your anxiety about listening creates "noise" that may interfere with how much information you comprehend. Taking accurate notes can be an active strategy that helps you feel more comfortable about being a listener.

As a speaker, be mindful that some listeners may be anxious about understanding your message. You can help people with receiver apprehension by being more redundant. Offer clear preview statements that give an overview of your main ideas. Include appropriate internal summaries while you're making a transition from one point to the next. Summarize major ideas at the end of your talk. Using presentation aids to summarize key ideas such as listing major ideas on an overhead transparency, Power Point slide, chalkboard can also help increase comprehension and decrease receiver apprehension.

1.2. Becoming a Better Listener

Good listeners focus on a speaker's message, not on his or her delivery style. Rather than mentally criticizing an unpolished speaker, you may need to be sympathetic and try harder to concentrate on the message. Good listeners focus on the message, not the messenger.

Pay attention to a speaker's body language. Nonverbal clues play a major role in communicating a message. Emotion is primarily

communicated by unspoken messages. For example, facial expressions help identify the emotions being communicated; a speaker's posture and gestures can reinforce the intensity of the emotion. If you have trouble understanding a speaker, get close enough so that you can see the speaker's mouth. A good view can increase your level of attention and improve your understanding.

Don't jump to conclusions prematurely. Give a speaker time to develop and support his or her main point before you decide whether you agree or disagree or think the message has any value. As we've already noted, if you mentally criticize a speaker's style or message, your listening efficiency will decline. Find ways to benefit from the information you are listening to, and try to connect it with your own experiences.

Identifying Your Listening Goal

If you are a typical student, you spend over 80 percent of your day involved in communication-related activities. You spend about 9 percent of your communication time writing, 16 percent reading, 30 percent speaking, and at least 45 percent listening. You listen a lot. Your challenge is to stay on course and keep your listening focused.

One way to stay focused is to determine your listening purpose. There are at least four major listening goals: listening for pleasure, empathy, evaluation and information. Being conscious of your listening goal can help you listen more effectively. If, for example, your listening goal is simply to enjoy what you hear, you need not listen at the same intensity as when you are trying to remember what you are hearing.

LISTENING FOR PLEASURE You listen to some things just for the fun of it. You might watch TV, listen to music, go to a movie or chat with a friend. When listening for pleasure, just enjoy what you hear. You can, however, observe how effective speakers or entertainers gain and maintain attention to keep you interested in their messages.

LISTENING TO EMPATHIZE To have empathy means you attempt to feel what the speaker is feeling. Usually, empathic listening occurs in one-on-one listening situations with a good friend. Sometimes,

in your job, you may need to listen empathically to a client, customer or co-worker. Listening to empathize requires these essential skills:

1. **Stop.** Stop what you are doing and give your complete attention to the speaker.
2. **Look.** Have eye contact and pay attention to nonverbal cues that reveal emotions.
3. **Listen.** Pay attention to both the details of the message and the major ideas.
4. **Imagine.** Visualize how you would feel if you had experienced what your listening partner had experienced.
5. **Check.** Check your understanding of the message by asking questions to clarify what you heard and by summarizing what you think you heard.

LISTENING TO EVALUATE When you evaluate a message, you are making a judgment about its content. You are interested in whether the information is reliable, true or useful. When evaluating what you hear, the challenge is not to become so critical of the message that you miss a key point the speaker is making.

LISTENING FOR INFORMATION You have been in many listening situations in which someone wanted you to learn something. Keys to listening for information are to listen for the details of a message and to make certain you link the details to major ideas. Poor listeners either listen only for facts and pieces of a message, or they are only interested in the bottom line. By concentrating on both facts and major ideas, while also mentally summarizing the information you hear, you can increase your ability to remember messages. Also, remember to compare unfamiliar information to ideas and concepts with which you are familiar.

Knowing your listening goal can help you develop an appropriate listening strategy. Be conscious of what you are seeking from a message.

As a speaker, it is also important for you to know your audience's objectives. If you planned to deliver an educational lecture, but it turns

out your listeners are there only for pleasure, you will have to make some quick adjustments to meet your audience's needs. Audience-centered speakers consider the listening goals of their audiences.

1.3. Improving Your Note-Taking Skills

Try the following suggestions to improve your note-taking skills. Come prepared to take notes, even if you're not sure you need to.

DETERMINE WHETHER YOU NEED TO TAKE NOTES After the presentation has started, decide whether you need to take notes. If you receive a handout that summarizes the content of the message, it may be best to pay attention, concentrate on the message, and take very few notes.

MAKE A DECISION ABOUT THE TYPE OF NOTES YOU NEED TO TAKE If notes seem necessary, decide whether you need to outline the speech, identify facts, write down key words or just record major ideas. Noting key words may be enough to help you recall what was said if you are going to prepare a report for someone else to read. Or you may want to write down just major ideas. The type of notes you take will depend on how you intend to use the information you get from the speech.

MAKE YOUR NOTES MEANINGFUL Beware of taking too many notes. Instead write down only what will be meaningful to you later.

Leave a blank area in your notes to use as a recall column. A recall column is a blank margin about 2 or 3 centimeters wide that you leave on either the right- or left-hand side of your notes. Don't fill this column in while you are taking notes. Use it when reviewing your notes to sift through the ideas you have written down and pull out the key material you want to remember. After you have heard the entire message, you may have a better idea of the most significant content you want to recall later.

SUMMARY

- Prepare.
- Determine whether you need to take notes.
- Make a decision about the type of notes you need to take.
- Make your notes meaningful.

1.4. Listening and Critical Thinking

Effective listening also requires the ability to listen critically. To listen as well as to think critically involves a variety of skills. Critical listening is the process of listening to evaluate the quality, appropriateness, value or importance of the information you hear. A skill related to being a critical listener is being a critical thinker. The goal of a critical listener or critical thinker is to evaluate information to make a choice.

Effective critical listeners use not just one skill but also a set of skills that helps them evaluate messages. In your public-speaking class you may listen to many speeches during your term. Rather than merely listen to your classmates' speeches as just something you're supposed to do, make an effort to practice being a critical listener. We should emphasize that being a critical listener does not mean you're only looking for what the speaker says that is wrong. Listen to identify what the speaker does that is effective.

1.5. Analyzing and Evaluating Speeches

Our critical thinking and listening skills will help you to evaluate not only the speeches of others but also your own speeches. When you evaluate something, you judge its value and appropriateness. To make a judgment about the value of something, it's important to use criteria for what is and is not effective or appropriate. Rhetorical criticism is the process of using a method or standards to evaluate the effectiveness and appropriateness of messages. A critic not only evaluates a message but also helps to illuminate it. To illuminate is to metaphorically shine a light on the message to help others better interpret it.

We'll suggest criteria for evaluating messages and then offer specific strategies for sharing your evaluations with others.

1.6. The Message Should Achieve Its Intended Purpose

Another way to evaluate a message is to assess whether it achieved its intended goal. When you communicate intentionally with someone, it is for a specific purpose: to achieve a goal or accomplish something. Typical general goals of public speaking are to inform, to persuade and to entertain. The challenge in using this criterion in evaluating speeches of others is that you may not always know what the true intent of the speaker was.

In speeches you develop, it's important to carefully consider your speech goal. If you don't know what the purpose of your message is, it's unlikely your listeners will know the goal. Your organization of your message, the examples and illustrations you use and the words you use, as well as your delivery, are key methods you can employ to gain and maintain attention as well as sometimes motivate listeners to take action.

1.7. The Message Should Be Ethical

A good speaker is an ethical speaker. Ethics are the beliefs, values, and moral principles by which people determine what is right or wrong. An ethical public speaker tells the truth, gives credit for ideas and words where credit is due. If a speaker's message is clearly understood by the audience and also gets the reaction the speaker desired, but uses unethical means to achieve the goal, it may be an *effective* message, but not an *appropriate* message. An ethical public speaker focuses not only on achieving the goal of the message but on doing so while being sensitive and responsive to listeners.

1.8. Giving Feedback to Others

With these three criteria in mind that a message should be understood, achieve its intended purpose and be ethical we turn now to the issues of evaluating speeches, providing feedback to others, and

responding to others' feedback to improve your own speeches. The Speech Evaluation Form (see supplement) reflects audience-centered model of the speechmaking process. You can fill it in while you listen to a speech or immediately afterward. Focusing on the criteria listed in the form will help you listen critically and effectively.

When you're invited to critique your classmates, your feedback will be more effective if you keep some general principles in mind. The word *criticism* comes from a Greek word meaning "to judge or discuss." Therefore, as noted earlier, to criticize a speech is to discuss the speech - identifying both strengths and aspects that could be improved. Effective criticism stems from developing a genuine interest in the speaker rather than from seeking to find fault. When given the opportunity to critique your classmates, supplement the evaluations you provide on the form with the following kinds of feedback.

1. BE DESCRIPTIVE In a neutral way, describe what you saw the speaker doing. Act as a mirror for the speaker to help him or her become aware of gestures and other nonverbal signals of which he or she may not be aware. (If you are watching a videotape of the speech together, you can help to point out behaviors.) Avoid providing a list of only your likes and dislikes; provide descriptive information instead.

2. BE SPECIFIC When you describe what you see a speaker is doing, make sure your descriptions are precise enough to give the speaker a clear image of your perceptions. Saying that the speaker had "poor delivery" doesn't give him or her much information - it's only a general evaluative comment. Be as specific and thoughtful as you can.

3. BE POSITIVE Begin and end your feedback with positive comments. First, tell the speaker something he or she did well. This will let the speaker know you're not an enemy who's trying to shoot holes in his or her performance. Then share a suggestion or two