

## **MODULE 4: LISTENING AND THE ART OF PUBLIC SPEAKING**

### **UNIT 1: LISTENING AND THE TYPES OF LISTENING**

### **UNIT 2: GUIDELINES FOR EFFECTIVE LISTENING**

### **UNIT 3: COMPONENTS OF PUBLIC SPEAKING**

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### **UNIT 1: LISTENING AND THE TYPES OF LISTENING**

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#### **1.0 INTRODUCTION**

This Unit introduces you to the concept of listening and why we listen. Listening is very essential in our day to day activities and it involves more than simply hearing. All over the world people listen to obtain information: It is an active process involving the construction, retention, and reaction to meanings we assign to information. You also listen to obtain information on actions to take at each point in time. In the class you listen to lecturers, in the Church or Mosque you listen to sermons, in political rallies you listen to speeches from politicians and in our homes we listen to our parents, husbands, wives, children and others members of the family. Therefore, we are all listeners as such listening is very important language skill that you all need in order to be successful in life.

#### **2.0 OBJECTIVES**

At the end of the unit, you should be able to:

- Define listening
- Define effective listening
- State the types of listening
- State the importance of listening

#### **3.0 MAIN CONTENT**

3.1 Listening is an effort that pays off. Listening occurs when your ears pick up sound waves being transmitted by a speaker. It involves making sense of what is being transmitted. Listening is a process involving the construction, retention and reaction to meanings we assign to information. Listening unlike hearing requires sustained attention and focus.

#### **SELF-ASSESSMENT EXERCISE 1**

- What is listening?
- Define a listener

3.2 Active or effective listening is an activity, not a passive state of being. To be an active listener, you must concentrate on hearing and understanding the message, analysing and remembering it. Another type of listening is critical listening which requires you to think deeply as you listen. In critical listening you evaluate what you hear. For example, when you

hear political speeches, you know that you are hearing a mix of fact and opinion. To evaluate the candidates, you need to evaluate their speeches by first separating their opinions from facts. Then you might evaluate the facts by asking yourself if the facts can be interpreted in more than one way. Similarly, when you hear a commercial, you know that much of what you hear is not factual. In fact, advertisers often count on product sales that are based on the emotional appeal of the advertisement rather than on the merit of the product. The third possible type of listening is listening with your eyes. Watching speakers can provide clues to their opinions and feelings. Facial expressions are a clue to a speaker's feelings but you should watch what the speaker does with the rest of his or her body. Similarly, if a speaker leans forward it could be an indication of enthusiasm while hand-wringing and fidgeting may signal anxiety. As you listen to a speaker, also be aware of how you are reacting to his or her physical appearance. Though, this may have nothing to do with the quality of the message.

### **SELF ASSESSMENT EXERCISE 2**

1. What is the difference between listening and hearing?
2. Explain the three types of listening mentioned in the passage.

### **3.3 Importance of listening**

You as a listener must listen because listening is a day to day activity. You listen to your friends talking, may be in your language or English. You listen to directions when you are lost or new to a place. You listen to lectures, which are delivered by specialists in a field. You listen at home, at work, in the office, to a telephone conversation and so on.

Listening activities can therefore be divided into two major parts, namely- listening in general, social setting and listening for specific purposes. It is only through listening that you can have idea of what goes on in life as well as what come out from the mind of others. Listening also enables you to respond or react to situations at the appropriate time. Listening is therefore important not only to what someone says but also to reading and writing activities.

The kind of listening we are interested in here is listening for specific purposes. That is, listening to gather information, for directions, listening to academic lectures, to process involved in doing something, or listening to critically evaluate what a speaker is saying. Your concern in this study is also listening in English. Indeed, English is the medium of instruction.

### **SELF-ASSESSMENT EXERCISE 3**

Which of the following is NOT the purpose of listening to gather information? Indicate with a tick (□).

- i. Day to day activity
- ii. Telephone conversation
- iii. Eating a delicious food
- iv. Working in the office
- v. Critical evaluation of what people are saying
- vi. Absorbing academic lectures.
- vii. Conference attendance
- viii. Playing games
- ix. Transacting business
- x. Praying

## 4.0 CONCLUSION

This unit has taken you through the importance of listening, which is very essential in your day to day activities. You need to listen wherever you are to ensure your safety and that of your properties. As students of this programme, you need to listen attentively to your facilitators and your colleagues during group discussions. This will make it easy for you to achieve success in your examination and other academic pursuits.

## 5.0 SUMMARY

The unit has exposed you to the main reasons why you must listen. For instance, it is important that you listen to your lecturers, parents, spouses, children, neighbours, colleagues and many other people you may need to listen when the situation demand.

## 6.0 TUTOR- MARKED ASSIGNMENT

- Explain with examples, the main reasons why you listen?
- What is meant by listening for specific purpose?
- Explain with examples the assumption that listening is a day-to-day activity.

## 7.0 REFERENCES/ FURTHER READING

- Adkins, A. & Mckean, J. (1983). *Text to Note*. London: Edward Arnold. Anderson, A. & Lynch, T. (1988). *Listening*. Oxford: University Press.
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## UNIT 2: GUIDELINES FOR EFFECTIVE LISTENING

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#### 1.0 INTRODUCTION

#### 2.0 OBJECTIVES

#### 3.0 MAIN CONTENTS

##### 3.1 Guidelines for effective listening

###### 3.1.1 Listening with rapt attention

###### 3.1.2 Putting forth energy for listening

###### 3.1.3 Preparation for the act of listening

###### 3.1.4 Resisting distractions

###### 3.1.5 Taking notes

###### 3.1.6 Giving each speaker a fair chance

###### 3.1.7 Controlling of emotions

#### 4.0 CONCLUSION

#### 5.0 SUMMARY

#### 6.0 TUTOR- MARKED ASSIGNMENT

#### 7.0 REFERENCES/ FURTHER READING

#### 1.0 INTRODUCTION

In the previous unit, you have been introduced to the concept of listening, the difference between listening and hearing as well as the types of listening. In this Unit, you will be shown the guidelines for effective listening. This is because apart from having functioning ears, you must also practice building your accuracy. For instance, if you can, get video typed documentaries with written transcriptions, listen and watch a portion of the programme, then write what you think you heard-details and main ideas. Play the tape again, listening for the points you wrote. Correct what you wrote and then read the transcript to check your accuracy.

#### 2.0 OBJECTIVES

At the end of the unit, you should be able to:

- Define an effective listening.
- State the guidelines for effective listening.
- Identify main ideas from the details in a listening exercise

#### 3.0 MAIN CONTENT

3.1.1 Listen with full concentration; you do not pretend to be listening when your mind and body are involved in other activities you have to listen with rapt attention.

3.1.2 You should be willing to put forth energy listening is hard work, especially if the material is new or difficult you must therefore have a strong desire to listen actively and intelligently.

3.1.3 Prepare yourself for the act of listening. That is you should do background reading or research that is necessary for grasping

maximum understanding of the speech. The background reading will among others your vocabulary headed of the material

3.1.4 Listen analytically by focusing on main ideas and evaluating support materials

3.3.5 Try to jot down some point as you listen so as to keep a record of the information or to your mind from wandering.

3.1.6 Try as much as possible to resist both internal and external distractions and be discipline enough to keep your mind on the speaker's remarks

3.1.7 Control your emotions so as to avoid mental argument with a speaker and to keep you on track of what he or she is saying.

## **SELF ASSISSEMENT EXERCISE 2**

1. What do you understand by effective listening?
2. Write and explain five guidelines for effective listening.

## **4.0 CONCLUSION**

This unit has taken you through the guidelines for effective listening. As a listener, You must concentrate on three things: (1) determine the speaker's purpose so that you can frame what you hear in a larger context.(2) pick out the main ideas, which should follow a logical pattern.(3)listen for transition words that show direction, such as, next, secondly, on the other hand, as a result, however etc.

## **5.0 SUMMARY**

This unit has exposed you to guidelines for effective listening which include functioning ears, listening with full concentration, and controlling your emotions when you listen among others.

## **6.0 TUTOR- MARKED ASSESSMENT**

- What clues in a speaker's speech enable you to understand his line of thought?
- Write short notes on the guidelines for effective listening
- Listen to any radio programme of your choice and identify the main sentence and the supporting sentences. Write out your answers and compare them with your colleagues.

## **7.0 REFERENCES/ FURTHER READING**

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### **UNIT 3: COMPONENTS OF PUBLIC SPEAKING**

#### **1.0 INTRODUCTION**

#### **2.0 OBJECTIVES**

#### **3.0 MAIN CONTENTS**

##### **3.1 COMPONENTS OF PUBLIC SPEAKING**

3.1.1 The speaker

3.1.2 The message

3.1.3 The receiver

3.1.4 The medium

3.1.5 The feedback

#### **4.0 CONCLUSION**

#### **5.0 SUMMARY**

#### **6.0 TUTOR- MARKED ASSIGNMENT**

#### **7.0 REFERENCES/ FURTHER READING**

### **1.0 INTRODUCTION**

In the previous unit, we looked at the guidelines for effective listening. In this unit, we shall look at public speaking and its components. Public speaking as the name applies means speaking to a group of people called audience or listeners. For instance, a lecturer giving lecture to his or her students, a politician presenting his speech at a rally or a health personnel addressing the public on the outbreak of a disease, can be classified as public speaking. Public speeches have different functions based on why they are given. They also have some components which will be discussed in the following sections.

### **2.0 OBJECTIVES**

At the end of the unit, you be able to:

- Define public speech
- Give examples of public speech
- List and explain the components of public speech

- Explain the importance of listening in public speech.

### 3.0 Main Content

#### 3.1 Components of public speaking

**3.1.1 The Speaker:** This is the person who prepares and delivers speech to the public. For instance in a classroom situation, the speaker is the teacher or lecturer. When you are a speaker, you are the source, or originator of a message that is transmitted to a listener. The speaker may be speaking to a small group of about ten people or a group of as large as five hundred people. The major concern of a speaker is to make the communication a success. You should try to get through your listeners so as to engage their minds and full attention.

#### SELF-ASSESSMENT EXERCISE 1

- What is public speaking?
- What is the role of a speaker in a communication process?
- What is the major concern of the speaker?

**3.1.2 The Message:** The message is the subject- matter or content to be delivered to the public. In the classroom, the message is the lesson. The message is sent in the form of symbols-verbal or non-verbal. Verbal symbols are words used to represent things and ideas the speaker is talking about while non-verbal symbols are what the speaker conveys with his tone of voice, eyes, facial expression, gestures, posture and appearance.

#### SELF-ASSESSMENT EXERCISE 2

- What is the role of the message in a communication process?
- What is the nature of the message the speaker presents?

**3.1.3 The Receiver:** the receiver is the target audience who listens to the speaker. In classroom situation, the students are the receivers of the information. You are also receiver in this class and as the receiver you must pay attention to the speaker so as to benefit from the information being conveyed. You have to listen with an open mind; do not let your mind to wander out of what goes on in class.

#### SELF-ASSESSMENT EXERCISE 3

- In what other name can you identify the receiver?
- What is the role of the receiver in the communication process?

**3.1.4 The Channel:** the channel is the medium used to communicate the message. A speech can reach the audience by means of a variety of channels: such as radio, television, the internet, public address system or face-to face. In the class, the channel of communication is the teacher's voice through face-to-face medium of communication. The teacher's voice may be accompanied by visual channel such as gestures, facial expressions, visual aids among others. For speeches outside the classroom, you may need to have a public address system



which enables you to speak in an easy and conversational style without over tasking your voice.

#### **SELF-ASSESSMENT EXERCISE 4**

- Explain the function of the channel during communication
- List five types of channels of communication
- What type of channel does your facilitator use in facilitating this programme and why?

**3.1.5 FEEDBACK:** this is the response given by the listeners. The response may be verbal or non-verbal. Verbal response involves asking questions or making contributions during lectures. In some public speeches, listeners give feedback at the end of the speech during question- and-answer session. Listeners could also give non-verbal responses such as smiling, nodding of head, clapping of hands, frowning, yawning sleeping, etc. While frowning and sitting with folded arms by listeners signify negative feedback, smiling, clapping of hands, nodding of heads by listeners may connote positive feedback. Moreover, if the listeners yawn or look at you with gazed expression, it may be a sign of boredom or fatigue. It therefore rests on you as the speaker to adjust your presentation so as to achieve the desired success.

#### **SELF ASSESSMENT EXERCISE 5**

- What do you understand by the term feedback?
- State two types of feedback
- What is the role of feedback in speech communication?
- Can there be a communication without feedback?

#### **4.0 CONCLUSION**

This unit has looked at the components of public speech communication. These components are very vital in both verbal and non-verbal communication. They are also referred to as elements of communication because without them there can be no communication. You should know that everyone, including yourself is either a speaker or listener, because you talk and write for to others to listen or read and also others do the same for your sake. It is therefore necessary that you read hard and plan very well anytime you intend to give a speech or write for others to read.

#### **5.0 SUMMARY**

This unit has exposed you to the definition and the components or elements of public speech. These components are: the speaker or encoder, the message or subject- matter, the receiver or decoder, the channel or medium and the feedback or response. Each of these elements is very useful to the entire communication process.

#### **6.0 TUTOR-MARKED ASSESSMENT**

- Write short notes on the five components of speech communication.



- If you are invited to give a speech to a three hundred people audience, what things do you consider to ensure success in the assignment?

## 7.0 REFERENCES/ FURTHER READING

### UNIT 4: OCCASIONS FOR PUBLIC SPEAKING

#### 1.0 INTRODUCTION

#### 2.0 OBJECTIVES

#### 3.0 MAIN CONTENTS

#### 3.1 OCCASIONS FOR PUBLIC SPEAKING

3.1.1 Policy forming

3.1.2 Profession

3.1.3 Social occasions

3.1.4 Ceremonial

#### 4.0 CONCLUSION

#### 5.0 SUMMARY

#### 6.0 TUTOR- MARKED ASSIGNMENT

#### 7.0 REFERENCES/ FURTHER READING

#### 1.0 INTRODUCTION

The occasions for public speaking can be referred to as the motive behind giving the speech. In Public speech, many people are involved in listening to the speaker, and this implies that there must be a cogent reason behind giving the speech. The motive behind public speaking can therefore be divided into four general categories. They are: Policy- forming, Professional, Social and Ceremonial.

### OBJECTIVES

At the end of the unit, you should be able to:

- List the occasions for public speech
- Explain each of the occasions
- Give examples for each of the occasions.

### 3.0 MAIN CONTENT

**3.1.1 Policy - forming occasion** is also known as deliberative which involves speeches on political issues as in democratic system of government practised in Nigeria and several other countries. In this situation, the speaker gives a speech in form of keynote address, campaign, inaugural address, legislative speech, all geared toward supporting a policy, highlighting the fitness of a candidate, seeking votes in an election, or advocating the passage of a bill in a legislative assembly. In each of these speeches, the speaker supports his/her point of view through facts, figures and opinion, to gain the support of the audience.

### SELF-ASSESSMENT EXERCISE 1

- Explain the subject matter of policy-forming communication
- Have you ever attended a policy-forming occasion? If yes, what was your experience?

**3.1.2 Professional occasion:** this speech varies from the bureaucratic occasions of the ministry to the commercial efforts of the salesman. In this occasion, the speaker gives speech on his profession or field of study to his associates. The speaker may be a lawyer, journalist,

diplomat, or a lecturer. A speaker may also give a speech in a semi-profession capacity to a variety of non-professional groups.

## **SELF-ASSESSMENT EXERCISE 2**

Have you ever attended a professional occasion? What things did you observe and what experience did you gain?

**3.1.3 Social occasions:** This involves speeches which enable the audience to relax and to enjoy the speaker's experiences. Examples are speeches at thanks giving, Book launch, etc.

**3.1.4 Ceremonial occasions:** These are speeches given at ceremonies such as naming, wedding, funeral services, presenting a gift, eulogizing a founder, celebrating an anniversary, etc. This occasion calls for a speech to impress the audience.

## **SELF-ASSESSMENT 3**

- What is the main purpose of social speech?
- List five activities you are expected to find in social and ceremonial occasions.
- What is the role of both the speaker and listener in social and ceremonial speeches?

## **4.0 CONCLUSION**

The primary aim of speech is to communicate. In order to convey our thoughts or ideas effectively, the speaker must understand the meaning of what he wants to communicate and the appropriate situation or occasion in which to do it. He/she must be able to evaluate the effects of his speech on his audience and must also know the principles underlying all speech situations and occasions so as to achieve the desired purpose.

## **5.0 SUMMARY**

This unit has exposed you the different occasions or types of public speech. The four main types of public speech discussed in this unit are policy-forming or political speech, professional occasion, social and ceremonial occasion. This unit is very important to you as it prepares you to pay attention to the principles underlying these occasions any time you find yourself in any of them.

## **7.0 TUTOR-MARKED ASSESSMENT**

- Name and explain the four main situations of giving public speech
- Cite other areas where public speech can be delivered apart from those mentioned in the passage

## **8.0 REFERENCES/FURTHER READING**

### **UNIT 5: METHODS OF SPEECH DELIVERY**

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#### **2.0 OBJECTIVES**

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- 3.1 Impromptu delivery
- 3.2 Extemporaneous delivery
- 3.3 Manuscript delivery
- 3.4 Memorization

### **4.0 Conclusion**

### **5.0 Summary**

### **6.0 TUTOR-MARKED ASSESSMENT**

### **7.0 REFERENCES/ FURTHER READING**

## **1.0 INTRODUCTION**

The previous units have introduced you to public speaking including the components and the occasions that call for it. This unit shall expose you to the different methods of delivering public speech. The purpose of the speech as well as the speaker may play a vital role in determining what method of speech deliver to adopt. The following sections of the unit would introduce you to the different methods by which public speech can be delivered.

## **2.0 OBJECTIVES**

At the end of the unit, you should be able to:

- List the four methods of speech delivery
- Identify the merits and demerits of the methods of delivery
- Adopt the best method of delivery for future use

## **3.0 MAIN CONTENT**

### **3.1 Impromptu delivery**

In an impromptu deliver you are called upon to speak without prior notification. You are called to speak in a public gathering on the spur of the moment with no opportunity for extensive preparation. For example, you are called to give a talk to fellow students about the efforts being made by the present administration to solve the problem of insecurity and corruption in Nigeria. If you find yourself in this situation, how would you go about it?

Here are some guidelines to help you out.

- a. Do not bring in points that you lack the time or knowledge to handle
- b. Explain or prove your points by using specific details, examples, anecdotes, and other supporting materials.
- c. Be brief
- d Conclude by a restatement of your points.

### **SELF-ASSESSMENT EXERCISE 1**

- What are the merits and demerits of impromptu speech delivery?

- If called upon to give an impromptu speech, what measures would you adopt?

### **3.2 Extemporaneous delivery**

In extemporaneous delivery, you speak from notes, but these notes do not contain your speech written out word for word. The notes contain only your basic ideas, expressed in a few words. When you speak, therefore, you make up exact words as you go along. You only glance at the notes occasionally to remind you of your next point, but most of the time you look at the listeners and speak in a natural, conversational tone of voice. The merit of this method is that its conversational tone is valued in a speech because it is easier for the audience to listen to, understand and remember. However, though the method is popular if it not properly handled it can make you stumble if the outlined is not well-organized and rehearsed. Therefore in order to achieve success through this method, you need to spend a lot of time on preparation and rehearsal.

#### **SELF-ASSESSMENT EXERCISE 2**

- What are advantages and disadvantages of extemporaneous speech delivery?
- Why is this method of speech delivery popular among speakers?

### **3.3 Manuscript delivery**

In manuscript delivery, you put the entire speech on a manuscript word-for-word. This can be done in two ways. The first is that you simply read the manuscript line by line, in most cases very fast, without looking at the audience or speak with adequate expression. This approach destroys spontaneity and enthusiasm. The second way is to use the manuscript as a reference, but not actually reading it. In this way, the speaker underlines the salient points in the speech, read it over several times and during the delivering, he talks to the manuscript and glances at the key words to refresh his memory. I think the second method is more conversational if you take time to prepare the speech very well.

#### **SELF-ASSESSMENT EXERCISE 3**

- Explain the disadvantage of manuscript method of speech delivery
- How would you make this method of speech delivery lively?

### **3.4 Memorization**

Some speakers memorize the entire speech and then deliver them without any notes or scripts. The disadvantages of this method are obvious. One of them is that you spend a lot of time committing an entire speech into memory. Secondly, during delivery you may forget what comes next; and this may embarrass you before your audience and you may find it difficult to get back on track. Moreover, even if you are able to remember the entire speech, you may sound unnatural, lifeless and boring.

#### **SELF-ASSESSMENT EXERCISE 4**

- What do you think is problem of memorization as a method of speech delivery?

- How would you remedy the situation?

#### **4.0 CONCLUSION**

This unit has taken you through the different methods of delivering public speech. The most important thing about any speech delivery is adequate preparation. You need to be well prepared to avoid embarrassment. You also need to make your speech very interesting by taking your audience along.

#### **5.0 SUMMARY**

This unit exposed to you to four main methods of delivering public speech. These methods are impromptu, which is referred to as an unplanned for speech; extemporaneous delivery where you speak from notes or outline of the speech; manuscript which involves reading from a manuscript and memorization which involves committing the entire speech into memory.

#### **6.0 TUTOR-MARK ASSESSMENT**

- Write short notes on the four methods of speech delivery
- Which of the four methods of speech delivery do you recommend?
- Give reasons for your choice.

#### **7.0 REFERENCE/ FURTHER READING**