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**GIÁO TRÌNH
NÓI TRƯỚC CÔNG CHÚNG
(PUBLIC SPEAKING)**



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LỜI GIỚI THIỆU

Nhằm góp phần làm phong phú nguồn tư liệu phục vụ nghiên cứu, học tập cho bạn đọc, sinh viên, học viên và nghiên cứu sinh ngành Ngoại ngữ, Nhà xuất bản Đại học Cần Thơ ấn hành và giới thiệu cùng bạn đọc giáo trình “Nói trước công chúng (Public Speaking)” do TS. Phương Hoàng Yến, TS. Thái Công Dân và ThS. Huỳnh Văn Hiến biên soạn.

Thuyết trình hiện nay luôn là vấn đề được nhiều người quan tâm là làm sao để có một cách nói hay và thuyết phục mọi người. Qua giáo trình này các bạn sẽ được học được rất nhiều điều bổ ích nhất là được rèn luyện kỹ năng giao tiếp bằng Tiếng Anh. Giáo trình gồm 03 phần, nội dung chủ yếu giới thiệu các vấn đề cơ bản trong việc nói trước công chúng và cách thiết kế làm sao để có một bài thuyết trình đầy ấn tượng. Thêm vào đó, cuối mỗi chương còn có nhiều bài tập ôn tập hữu ích cho bạn đọc. Giáo trình là tài liệu học tập có giá trị liên quan đến nói trước công chúng.

Nhà xuất bản Đại học Cần Thơ chân thành cảm ơn các tác giả và sự đóng góp ý kiến của quý thầy cô trong Hội đồng thẩm định trường Đại học Cần Thơ để giáo trình “Nói trước công chúng (Public Speaking)” được ra mắt bạn đọc.

Nhà xuất bản Đại học Cần Thơ trân trọng giới thiệu đến sinh viên, giảng viên và bạn đọc giáo trình này.

NHÀ XUẤT BẢN ĐẠI HỌC CẦN THƠ

PREFACE

Public speaking has long been ranked as one of human top fears. People get nervous when they have to present something in front of audience, especially the unfamiliar ones. However, it is quite difficult for people to avoid public speaking in today's world when they have to make presentations at schools, meetings and workplace. For students of English-related majors, public speaking skill is even more challenging when they have to make their oral presentations in a language other than their mother tongue. This book on Public Speaking is thus compiled to raise students' awareness of issues relating to public speaking, guide them to design and present a successful oral presentation as well as provide them with necessary English vocabulary and structures they can use in their real public speaking situations.

The book can be used as a textbook for the Public Speaking course at School of Foreign Languages, Can Tho University or a reference book for those who wish to enhance their public speaking skills. With three above mentioned objectives, the book has been divided into three main parts namely *Fundamental issues of public speaking*, *Designing and presenting a successful oral presentation*, and *Improving spoken language*.

This book is designed to help learners produce effective oral presentations and public speaking sessions in the future.

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PART 1

**FUNDAMENTAL ISSUES OF PUBLIC
SPEAKING**

UNIT 1

WHY PUBLIC SPEAKING MATTERS TODAY?

Guiding questions:

1. What is public speaking?
2. Why is public speaking important in today's world?
3. What can involve in the process of public speaking?

Public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech. We'll begin by discussing the ways in which public speaking is relevant to you and can benefit you in your career, education, and personal life.

In a world where people are bombarded with messages through television, social media, and the Internet, one of the first questions you may ask is, "Do people still give speeches?" Well, type the words "public speaking" into search engines, and you will find more than two thousand books with the

words “public speaking” in the title. Most of these and other books related to public speaking are not college textbooks. In fact, many books written about public speaking are intended for very specific audiences such as engineers, health professionals, scientists, etc. There is so much information available about public speaking because it continues to be relevant even with the growth of technological means of communication. People continue to spend millions of dollars every year to listen to professional speakers. For example, attendees of the 2010 TED (Technology, Entertainment, Design) conference, which invites speakers from around the world to share their ideas in short, eighteen-minute presentations, paid six thousand dollars per person to listen to fifty speeches over a four-day period. Technology can also help public speakers reach audiences that were not possible to reach in the past. In reality, all of us will find ourselves in situations where we will be asked to give a speech, make a presentation, or just deliver a few words.

1.1 Why Is Public Speaking Important?

In today’s world, we constantly receive messages both good and bad. No matter where you live, where you work or go to school, or what kinds of media you use, you are probably exposed to hundreds, if not thousands, of advertising messages every day. It is estimated that by 2020, the amount of knowledge in the world will double every seventy three days. Because we live in a world where we are overwhelmed with content, communicating information in a way that is accessible to others is more important today than ever before.

Every single day people around the world stand up in front of some kind of audience and speak. Although public speeches are of various types, they can generally be grouped into three categories based on their intended purpose: informative, persuasive, and entertaining.

1.2 The Process of Public Speaking

As noted earlier, all of us encounter thousands of messages in our everyday environments, so getting your idea heard above all the other ones is a constant battle. Some speakers will try gimmicks, but we strongly believe that getting your message heard depends on three fundamental components: message, skill, and passion. The first part of getting your message across is the message itself. When what you are saying is clear and coherent, people are more likely to pay attention to it. On the other hand, when a message is ambiguous, people will often stop paying attention. Our discussions in the first part of this book involve how to have clear and coherent content.

The second part of getting your message heard is having effective communication skills. You may have the best ideas in the world, but if you do not possess basic public speaking skills, you're going to have a problem getting anyone to listen. In this book, we will address the skills you must possess to effectively communicate your ideas to others.

Lastly, if you want your message to be heard, you must communicate passion for your message. One mistake that novice public speakers make is picking topics in which they have no emotional investment. If an audience can tell that you don't really care about your topic, they will just tune you out. Passion is the extra spark that draws people's attention and makes them want to listen to your message.

1.3 Models of Public Speaking

A basic model of human communication is one of the first topics that most communication teachers start with in any class. For our focus on public speaking, we will introduce two widely discussed models in communication: interactional and transactional.

1.3.1 Interactional model of public speaking

The interactional model of communication is developed by Wilbur Schramm (1954). First, Schramm identified two basic processes of communication: encoding and decoding. Encoding is what a source does when “creating a message, adapting it to the receiver, and transmitting it across some source-selected channel” (p.17). When you are at home preparing your speech or standing in front of your classroom talking to your peers, you are participating in the encoding process.

The second major process is the decoding process, or “sensing (for example, hearing or seeing) a source’s message, interpreting the source’s message, evaluating the source’s message, and responding to the source’s message” (p.17). Decoding is relevant in the public speaking context when, as an audience member, you listen to the words of the speech, pay attention to nonverbal behaviors of the speaker, and attend to any presentation aids that the speaker uses. You must then interpret what the speaker is saying.

Although interpreting a speaker’s message may sound easy in theory, in practice many problems can arise. A speaker’s verbal message, nonverbal communication, and mediated presentation aids can all make a message either clearer or harder to understand. For example, unfamiliar vocabulary, speaking too fast or too softly, or small print on presentation aids may make it difficult for you to figure out what the speaker means. Conversely, by providing definitions of complex terms, using well-timed gestures, or displaying graphs of quantitative information, the speaker can help you interpret his or her meaning.

Once you have interpreted what the speaker is communicating, you then evaluate the message. Was it good? Do you agree or disagree with the

speaker? Is a speaker's argument logical? These are all questions that you may ask yourself when evaluating a speech.

The last part of decoding is "responding to a source's message," when the receiver encodes a message to send to the source. When a receiver sends a message back to a source, we call this process feedback. Schramm talks about three types of feedback: direct, moderately direct, and indirect. The first type, direct feedback, occurs when the receiver directly talks to the source. For example, if a speech ends with a question-and-answer period, listeners will openly agree or disagree with the speaker. The second type of feedback, moderately direct, focuses on nonverbal messages sent while a source is speaking, such as audience members smiling and nodding their heads in agreement or looking at their watches or surreptitiously sending text messages during the speech. The final type of feedback, indirect, often involves a greater time gap between the actual message and the receiver's feedback. For example, suppose you run for student body president and give speeches to a variety of groups all over campus, only to lose on student election day. Your audiences (the different groups you spoke to) have offered you indirect feedback on your message through their votes. One of the challenges you'll face as a public speaker is how to respond effectively to audience feedback, particularly the direct and moderately direct forms of feedback you receive during your presentation.

1.3.2 Transactional Model of Public Speaking

One of the biggest concerns that some people have with the interactional model of communication is that it tends to place people into the category of either source or receiver with no overlap. Even with Schramm's (1954) model, encoding and decoding are perceived as distinct for sources and receivers. Furthermore, the interactional model cannot handle situations

where multiple sources are interacting at the same time. To address these weaknesses, Barnlund (2008) proposed a *transactional model* of communication. The basic premise of the transactional model is that individuals are sending and receiving messages at the same time. Whereas the interactional model has individuals engaging in the role of either source or receiver and the meaning of a message is sent from the source to the receiver, the transactional model assumes that meaning is co-created by both people interacting together. The idea that meanings are co-created between people is based on a concept called the “field of experience.” According to West and Turner (2010), a field of experience involves “how a person’s culture, experiences, and heredity influence his or her ability to communicate with another” (p.13). Our education, race, gender, ethnicity, religion, personality, beliefs, actions, attitudes, languages, social status, past experiences, and customs are all aspects of our field of experience, which we bring to every interaction. For meaning to occur, we must have some shared experiences with our audience; this makes it challenging to speak effectively to audiences with very different experiences from our own. Our goal as public speakers is to build upon shared fields of experience so that we can help audience members interpret our message.

1.4 Dialogic Theory of Public Speaking

Most people think of public speaking as engaging in a monologue where the speaker stands and delivers information and the audience passively listens. Based on the work of numerous philosophers, however, Ronald Arnett and Pat Arneson (1999) proposed that all communication, even public speaking, could be viewed as a dialogue. The dialogic theory is based on three overarching principles: