

IDEAS ALONE AREN'T ENOUGH

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1. What's public speaking?

Public speaking is the act of delivering a speech or presentation to a group of people, typically in a formal setting. The purpose of public speaking is to inform, persuade, or entertain the audience on a particular topic or subject. Public speaking can take many forms, including lectures, speeches, debates, panel discussions, and presentations. Effective public speaking involves careful planning, organization, and delivery of a message, as well as an understanding of the audience and their needs. It is a valuable skill that is used in many professional and personal settings, including business, education, politics, and social events.

There are several theories about public speaking. Here are a few examples:

- **The Rhetorical Situation:** This theory, developed by Lloyd Bitzer, argues that every public speaking situation is shaped by three key elements: the speaker, the audience, and the context. The speaker must tailor their message to fit these elements and use language effectively to achieve their goals. According to Bitzer, these elements are interconnected and must be taken into account when crafting a persuasive message. Bitzer argued that the speaker must analyze the context of the situation in order to craft an effective message. The context includes factors such as the occasion, the time and place of the speech, the audience, and the purpose of the speech. Based on this analysis, the speaker can tailor their message to fit the rhetorical situation and achieve their goals. Bitzer also emphasized the importance of language in effective communication. He argued that the speaker must use language effectively to achieve their goals and that the language itself can shape the rhetorical situation. Overall, Bitzer's theory of the rhetorical situation emphasizes the importance of understanding the context of a public speaking situation and using language effectively to achieve communication goals.
- **Social Judgment Theory:** This theory, developed by Carolyn Sherif and others, suggests that people judge messages based on their existing attitudes and beliefs. Speakers must take their audience's existing attitudes into account when crafting their message and use persuasive techniques to change their attitudes if necessary. This means that people have a range of attitudes on any given topic, and when they hear a message, they compare it to their pre-existing attitudes to determine how much they agree or disagree with it. According to the theory, people have three categories of attitudes: latitude of acceptance, latitude of noncommitment, and latitude of rejection. The latitude of acceptance represents the range of attitudes that a person is willing to accept as reasonable, the latitude of noncommitment represents the range of attitudes that a person is indifferent to, and the latitude of rejection represents the range of attitudes that a person considers unreasonable. Social Judgment Theory suggests that if a message falls within a person's latitude of acceptance, they will be more likely to agree with it. If the message falls within the latitude of noncommitment, they may be neutral or indifferent to it. If the message falls within the latitude of rejection, they will be more likely to disagree with it. Therefore, according to Social Judgment Theory, speakers must take their

audience's existing attitudes into account when crafting their message and use persuasive techniques to change their attitudes if necessary. By appealing to their audience's existing attitudes and beliefs, speakers can more effectively persuade them to accept their message.

- **Communication Accommodation Theory:** This theory, developed by Howard Giles, argues that speakers adjust their language, tone, and nonverbal behavior to match their audience's expectations and attitudes. Speakers who successfully accommodate their audience are more likely to achieve their communication goals. The theory suggests that people naturally seek to be understood and accepted by others, and one way they do this is by adapting their communication style to match the person they are speaking with. According to the theory, communication accommodation involves two main strategies: convergence and divergence. Convergence involves adapting one's communication style to match the person they are speaking with, while divergence involves emphasizing differences in communication style to highlight a sense of individuality or separateness. The theory also suggests that people use communication accommodation to express social identity. People may use communication accommodation to highlight their group membership or to distance themselves from a group. For example, a person might adopt a regional accent to highlight their affiliation with a particular geographic region, or they might avoid using slang associated with a particular group to distance themselves from it. Overall, Communication Accommodation Theory suggests that people naturally adjust their communication style to match their audience's expectations and attitudes in order to be better understood and accepted. Speakers who successfully accommodate their audience are more likely to achieve their communication goals.
- **Elaboration Likelihood Model:** This theory, developed by Richard Petty and John Cacioppo, suggests that people process messages through either a central or peripheral route. Speakers must understand their audience's level of involvement in their message and use appropriate persuasion techniques to achieve their goals. The central route involves careful and deliberate processing of a persuasive message, such as evaluating the quality of the argument and considering how it relates to one's existing beliefs and values. This route is more likely to be taken when people have both the motivation and the ability to process a message thoroughly. The peripheral route involves less careful and more superficial processing of a persuasive message, such as being swayed by the speaker's appearance or the use of emotional appeals. This route is more likely to be taken when people are not motivated or do not have the ability to process a message thoroughly. The ELM also suggests that persuasion can occur through either a cognitive or an affective response. A cognitive response involves thinking about the message's content and argument quality, while an affective response involves an emotional reaction to the message. According to the ELM, the success of a persuasive message depends on several factors, including the quality of the argument, the credibility of the source, and the relevance of the message to the audience. Additionally, the ELM suggests that a message's effectiveness depends on whether it is processed through the central or peripheral route and whether it elicits a cognitive or affective response. Overall, the Elaboration Likelihood Model provides a framework for understanding how people process and respond to persuasive messages, highlighting the importance of argument quality, source credibility, and audience characteristics in effective persuasion.

- **Cognitive Dissonance Theory:** This theory, developed by Leon Festinger, argues that people experience discomfort when their beliefs and behaviors are inconsistent. Speakers can use this theory to persuade their audience by creating a sense of cognitive dissonance and offering a solution to resolve it. According to the theory, people have an innate desire for consistency and seek to reduce this dissonance by changing their beliefs, attitudes, or behaviors. For example, if a person holds the belief that smoking is harmful but continues to smoke, they will experience cognitive dissonance. To reduce this discomfort, the person may either quit smoking (changing their behavior) or justify their smoking by finding reasons to believe that it is not harmful (changing their beliefs). Cognitive Dissonance Theory suggests that people are more likely to experience dissonance when their beliefs, attitudes, or behaviors are important to them or when they feel a sense of responsibility for their actions. The theory also suggests that the amount of dissonance experienced depends on the degree of inconsistency between the conflicting beliefs, attitudes, or behaviors. The theory has been used to explain a variety of phenomena, including attitude change, persuasion, and decision-making. It suggests that people are motivated to maintain consistency and will actively seek to reduce dissonance when they experience it. Overall, Cognitive Dissonance Theory provides a framework for understanding how people deal with conflicting beliefs, attitudes, or behaviors and how they strive for consistency and balance in their thoughts and actions.

These are just a few examples of the many theories about public speaking. Understanding these theories can help speakers craft more effective messages and achieve their communication goals.

2. Is academic presentation also public speaking?

Public speaking for academic presentation is a form of public speaking in which a speaker delivers a presentation on an academic topic to an audience of peers, students, or scholars. The purpose of academic presentations is to share research findings, discuss ideas, or present a new perspective on a particular subject. Academic presentations may take many forms, including conference papers, classroom presentations, or poster sessions.

Effective academic presentations require careful planning and organization, as well as an understanding of the audience's needs and expectations. Presenters must have a clear understanding of their research topic and be able to communicate their findings clearly and concisely. They must also be able to field questions from the audience and engage in productive discussions.

Some tips for effective academic presentations include practicing beforehand, using visual aids, maintaining eye contact with the audience, speaking clearly and confidently, and using examples or anecdotes to illustrate key points. Overall, public speaking for academic presentation is an important skill for scholars and researchers, as it allows them to share their work and contribute to their fields.

Here are some strategies for delivering an effective academic presentation:

- **Plan and Prepare:** Plan your presentation in advance, and rehearse it several times to ensure that you are familiar with the content and delivery. Make sure you know the purpose of your presentation and the key messages you want to convey.

- **Use Visual Aids:** Visual aids such as PowerPoint slides, graphs, or charts can help to reinforce your message and make your presentation more engaging. However, be sure not to overload your slides with too much information or text.
- **Speak Clearly and Confidently:** Speak clearly and at an appropriate pace. Be sure to vary your tone and pace to keep your audience engaged. Maintain eye contact with your audience and use body language to convey your message.
- **Engage your Audience:** Encourage your audience to participate in your presentation by asking questions or using interactive activities. This can help to keep their attention and make your presentation more memorable.
- **Summarize Key Points:** At the end of your presentation, summarize the key points you have made. This will help to reinforce your message and leave a lasting impression on your audience.
- **Practice Active Listening:** When taking questions from the audience, practice active listening. Repeat the question back to the audience to ensure you have understood it correctly and answer it succinctly.
- **Manage your Time:** Be mindful of your time and stick to your allotted time. Avoid rushing or going over your time limit, as this can detract from your message and impact your credibility.

By implementing these strategies, you can deliver an effective academic presentation that engages your audience and conveys your message clearly and confidently.

When planning and preparing for academic presentations, presenters should focus on several key aspects:

- **Audience:** Consider who your audience will be and what their level of knowledge and interest is in the topic you will be presenting. Tailor your presentation to meet their needs and expectations.
- **Purpose:** Clarify the purpose of your presentation. Are you presenting research findings, proposing a new theory or idea, or analyzing a topic? Understanding the purpose will help you organize and structure your presentation.

- **Content:** Determine the main points you want to make and ensure that your presentation has a clear structure with a logical flow. Use supporting evidence such as research data, statistics, or examples to reinforce your message.
- **Visual Aids:** Select appropriate visual aids such as graphs, tables, or charts to enhance your presentation. Ensure that they are clear, legible, and effectively communicate the information.
- **Delivery:** Consider how you will deliver your presentation. Practice your delivery, including pacing, tone, and body language. Speak clearly, engage your audience, and maintain eye contact.
- **Time Management:** Ensure that you have allocated sufficient time for your presentation and that you stay within your allotted time. Practice your timing to ensure that you are not rushed or under time constraints.
- **Q&A Preparation:** Prepare for potential questions by anticipating what your audience might ask. Be ready to respond with clarity and confidence, and ensure that your responses are concise and relevant to the question asked.

3. What if my presentation is not live, but recorded like on Youtube

There are several key differences between live academic presentations and recorded ones:

Interactivity: Live presentations offer the opportunity for audience interaction and engagement through Q&A sessions, polls, and discussions. Recorded presentations lack this level of interactivity.

Timing: Live presentations are delivered in real-time and require the presenter to manage timing, pacing, and transitions. Recorded presentations can be edited and timed to the presenter's specifications.

Technical Issues: Live presentations are more susceptible to technical issues such as sound problems, internet connectivity, or equipment malfunctions. Recorded presentations are generally more reliable from a technical standpoint.

Adaptability: Live presentations require the presenter to adapt and respond to changes in the audience's level of engagement or understanding. Recorded presentations are fixed and cannot be changed based on audience feedback.

Delivery Style: Live presentations require the presenter to deliver their message in a more engaging and dynamic manner, using body language, vocal inflection, and eye contact. Recorded presentations may require more emphasis on tone and pace of speech.

Audience Size: Live presentations are typically delivered to a larger audience, whereas recorded presentations can reach a much wider audience and can be accessed at any time.

In summary, live academic presentations offer more interactivity and adaptability, but require careful management of timing and technical issues. Recorded presentations are more reliable from a technical standpoint and can reach a wider audience, but lack the level of interactivity and adaptation of live presentations.

Here are some strategies to deliver recorded academic presentations for optimal audience engagement:

- **Start with a Hook:** Start your recorded presentation with a hook to grab your audience's attention and make them curious about the topic you will be presenting.
- **Keep it Concise:** Keep your presentation concise and to the point. Avoid rambling or adding unnecessary details, as this can cause your audience to lose interest.
- **Use Visual Aids:** Use visual aids, such as slides, graphs, or images, to help illustrate your points and keep your audience engaged. Make sure they are relevant and complement your message.
- **Speak Clearly and Enthusiastically:** Speak clearly and with enthusiasm to convey your message effectively. Vary your tone and pace to keep your audience engaged and interested.
- **Be Conversational:** Use a conversational tone in your recorded presentation to make your audience feel like they are having a conversation with you. This will help to keep them engaged and interested.
- **Add Interactive Elements:** Add interactive elements to your recorded presentation, such as quizzes, polls, or surveys. This will help to keep your audience engaged and involved in the presentation.
- **Use Storytelling:** Use storytelling techniques to illustrate your points and make your presentation more engaging. People are naturally drawn to stories, and they can help to make your presentation more memorable.
- **End with a Call to Action:** End your recorded presentation with a call to action, such as encouraging your audience to visit a website, download a resource, or engage in further discussion. This will help to encourage further engagement with your topic.

By using these strategies, presenters can deliver recorded academic presentations that are engaging, informative, and memorable.

There are several challenges of delivering recorded presentations compared to live ones:

- **Lack of Interactivity:** Recorded presentations lack the ability to interact with the audience in real-time. This means that presenters cannot respond to questions or adjust their presentation based on audience feedback.
- **Limited Audience Feedback:** Recorded presentations lack the immediate feedback that presenters receive during live presentations. This makes it harder for presenters to gauge their audience's understanding and level of engagement.
- **Technical Issues:** Recorded presentations can be affected by technical issues such as poor audio or video quality, internet connectivity problems, or software glitches. These issues can impact the viewer's experience and make it harder for presenters to convey their message effectively.
- **Fixed Timing:** Recorded presentations are fixed in terms of timing, meaning that presenters cannot adjust the pace or duration of their presentation based on the audience's needs or level of engagement.

- **Lack of Energy:** Recorded presentations lack the energy and excitement of live presentations. Presenters may find it harder to convey their message with the same level of enthusiasm and passion as they would during a live presentation.
- **Lack of Personal Connection:** Recorded presentations lack the personal connection that can be established between presenters and the audience during live presentations. This can make it harder for presenters to establish rapport and convey their message effectively.

In summary, recorded presentations lack the interactivity, feedback, energy, and personal connection of live presentations. Presenters must take these challenges into account when preparing and delivering recorded presentations to ensure that they are engaging, informative, and effective.

Here are some strategies to address the challenges of delivering recorded presentations:

- **Interactivity:** Even though recorded presentations lack real-time interactivity, presenters can still incorporate interactive elements into their presentation, such as quizzes or polls. They can also encourage viewers to submit questions or comments via email or a discussion forum.
- **Audience Feedback:** To address the lack of immediate feedback in recorded presentations, presenters can ask for feedback from viewers after the presentation. They can also provide contact information for viewers to ask questions or offer feedback.
- **Technical Issues:** To minimize technical issues, presenters should use reliable equipment and test their presentation thoroughly before recording. They should also have a backup plan in case of technical difficulties.
- **Timing:** To ensure that the presentation is engaging and not too long, presenters can break up their content into shorter segments and provide clear transitions between them. They can also provide viewers with the option to pause or rewind the presentation if needed.
- **Energy:** To convey their message with energy and enthusiasm, presenters can vary their tone, pace, and volume. They can also incorporate personal anecdotes or stories to make their presentation more engaging.
- **Personal Connection:** To establish a personal connection with viewers, presenters can address their audience directly and use conversational language. They can also use video to show their face and make the presentation more personal.

By using these strategies, presenters can address the challenges of delivering recorded presentations and create engaging and effective content for their viewers.

Criteria for Evaluating Public Speaking:

1. Content (30 points)
 - Clarity and relevance of the message
 - Use of supporting evidence and examples to illustrate key points
 - Organization of information
 - Use of appropriate language and vocabulary
 - Ability to engage the audience
2. Delivery (30 points)
 - Eye contact with the audience
 - Posture and body language
 - Volume and pace of speech
 - Use of gestures and facial expressions
 - Ability to maintain audience attention and interest
3. Preparation (20 points)
 - Level of preparation and rehearsal
 - Use of visual aids (if applicable)
 - Timing and pacing of the presentation
 - Ability to adapt to unexpected situations
4. Professionalism (20 points)
 - Dress and appearance
 - Confidence and poise
 - Ability to handle questions and feedback from the audience
 - Overall impression and impact of the presentation

Total: 100 points

Note: This rubric is meant to serve as a guide and can be adjusted to meet the specific needs of your speaking engagement.