

# Speech and Oral Communication Work Text: A Guide to Improve Speaking Skill of Freshmen Students in the University of Eastern Philippines

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## **ABSTRACT**

This worktext is a guide to improve the speaking skill of freshmen students as they face difficulty in pronunciation, enunciation, articulation, and in producing the different sounds of English. Through this work text, students will be able to enhance their oral competence specially in interpersonal and public communication. Thus, honing them to be better speakers of the English language and having established the necessary self-confidence in public speaking.

**KEYWORDS:** *Speech, Communication, worktext*

## **INTRODUCTION**

This workbook has been written especially for college students, with particular concentration on their specific speech needs and difficulties. Throughout its preparation and presentation, the objective has been foremost: to present, in the most simplified form possible, the fundamental features of speech so that the college students may develop their speaking abilities in their desire to become effective communicators.

For further practice, understanding and improvement, significant passages, reinforcement activities, and exercises are provided for use in order for the students to be better speakers of the English language thereby honing them to be responsible citizen of our country.

### **Speaking Skills Lessons and Exercises**

The following lessons and exercises comprise the learning needs on speaking skills: giving formal oral speeches or presentation, public speaking or delivering information, communicating with other students demonstrations in laboratories, knowledge of vocabulary, communicating with simple ideas and requests, a good command of English can make it easier to find good job after graduation, speaking

English can be a means to communicate with people who do not speak the native language, assignments which require harmonious communication with native speakers in English, saying something in English quickly without committing mistakes, better command of English is related to upward social mobility, speaking English can help understand better what is happening in other parts of the world, and mastery of speaking skills can help people easily accomplish their objectives.

## **THE NEED AND IMPORTANCE OF ORAL COMMUNICATION**

### **Overview:**

Faced with people of different beliefs, values, attitudes, and backgrounds, communication skills becomes necessary. In the real world scenarios, we need to engage in group discussions, make presentations and interact with managers. To be successful academically and in the future career, s/he must be an effective communicator. Time is changing and the demands of the 'real world' are changing, too. Graduates are expected to think and be able to verbalize their ideas in front of an audience with different beliefs, values, attitudes, and backgrounds.

Communication is a basic human activity, an "exchange of information and understanding between a sender and a receiver, and the inference (perception) of meaning between the individuals involved". Analysis of this exchange reveals that communication is a two-way process consisting of consecutively linked elements. It involves the speaker who communicates with a particular listener.

Communication as an art calls for creativity and intelligibility in introducing words which are beautiful and pleasurable to the minds of the listeners and in the hearts of the readers. As an art, there is also accuracy and clearness of the sound produced and the word

itself in a spoken language. In other words, communication is the art of giving and receiving information in both written and spoken words.

- A. creativity and intelligibility
- B. beautiful and pleasurable
- C. new and worthwhile
- D. accuracy and clearness
- E. giving and receiving
- F. written and spoken words
- G. appreciating and discovering ideas

2. Describe (orally) communication as an art using parallel phrases above in A.

A. Listen and repeat after the teacher read the following words aloud.

according	effective	language	receive
basic	factors	meaning	sender
comprehension	function	need	speech
creativity	habit	output	understandable
determine	impairment	particular	worthwhile

B. Listen and repeat after the teacher read the following words aloud.

attitudes	education	feelings	prayer
beautiful	excuse	improve	religious
cannot	expensive	knowledge	space
decision	experience	necessary	weight

C. Sentences. Communicate to your classmates the following ideas with words; then, with no words only gestures.

1. I'm hungry.
2. I love you.
3. I hate you!
4. I am so sorry.
5. Look at me.
6. Tell me please.
7. I am listening.
8. Trust me.
9. I am honest.
10. Any problem?

## B. GIVING FORMAL SPEECHES OR PRESENTATION

### Overview:

Communication is an important gift from God to make others know what we want, what we need, how we feel and how we are. To speak is a basic human process, knowingly or unknowingly when one talks s/he shares his/her ideas, s/he shows his/her attitude and s/he reveals himself.

### Key Concepts/Topics:

Arsenia Tan (1997) tells that **public speaking** is a direct communication with an audience involving a display of oratory and eloquence.

### TYPES OF SPEECHES

Speeches are classified into three big groups: according to purposes, according to preparation and manner of deliver, and according to occasion (Padilla, et. al., 2010).

#### A. According to Purposes

1. Informative Speech
2. Argumentative Speech
3. Persuading Speech
4. Entertaining Speech
5. Inspirational Speech

#### B. According to Preparation and Manner of Delivery

1. Impromptu
2. Extemporaneous Speech
3. The Well-Prepared and Memorized Speech
4. Public Reading

#### C. According to Occasion

1. Introduction Speech
2. Speech of Presentation
3. Opening Remarks
4. Closing Remarks
5. Welcome Speech
6. After Dinner Speech
7. Farewell Speech

### D. KNOWLEDGE OF VOCABULARY

#### Overview:

This topic discusses vocabulary as giving the appropriate meaning to each word and how this word is being used in the sentence.

#### Key Concepts/Overview:

#### USEFUL LANGUAGE TERMS

❖ **Noun** A noun is a person, place, thing or idea.

- Sandra likes to eat sandwiches for lunch.

- Love is a very strong emotion.

❖ **Verb** The word that shows the action of the sentence.

- They speak French.

- My father works at the power plant.

❖ <b>Adjective</b>	A word that describes a noun. - <i>Lexi is a very smart girl.</i>	<b>11</b>	<i>Each Other</i> – refers to two persons	<i>One Another</i> – refers to three or more persons
❖ <b>Adverb</b>	A word that describes a verb or an adjective. - <i>The secretary types quickly.</i>	<b>12</b>	<i>Effective</i> – something or someone that can produce desirable results	<i>Efficient</i> – one that can perform with relatively little effort at low cost
❖ <b>Tense</b>	A verb has tense. Tense shows when the action happened.	<b>13</b>	<i>Empathy</i> – strong words which suggest identification with another person	<i>Sympathy</i> – feeling of sadness or loss being shared with another person
	Simple Present <i>She walks to school everyday.</i>	<b>14</b>	<i>Farther</i> – distance	<i>Further</i> – additional
	Present Progressive <i>She is walking to school now.</i>	<b>15</b>	<i>Free Gift</i> – just day “gift” (It is always free.)	
	Simple Past <i>She walked to school yesterday.</i>	<b>16</b>	<i>Gourmand</i> – a glutton	<i>Gourmet</i> – connoisseur of wine
	Past Progressive <i>She was walking to school when she saw her friend.</i>	<b>17</b>	<i>Hope</i> – aspirations for something probable	<i>Wish</i> – aspirations for something far from reality
	Future <i>She is going to walk to school.</i>	<b>18</b>	<i>Instance</i> – an example	<i>Instant</i> – immediate

**WORDS OFTEN CONFUSED**

<b>1</b>	<i>Among</i> – when more than three (3) persons are involved, but each is considered individually.	<i>Between</i> – when two (2) things or persons are involved.	<b>19</b>	<i>Imply</i> – something suggested	<i>Infer</i> – something deduced
<b>2</b>	<i>Avocation</i> – hobby	<i>Vocation</i> – one’s regular occupation or work	<b>20</b>	<i>In regard to</i> – in regards to (wrong)	– as regards (correct)
<b>3</b>	<i>Allude</i> – to refer to indirectly	<i>Elude</i> – to avoid	<b>21</b>	<i>Later</i> – more late (comparative form of late)	<i>Latter</i> – the second mentioned of two things or persons
<b>4</b>	<i>Advice</i> – a counsel (noun)	<i>Advise</i> – to counsel (verb)	<b>22</b>	<i>Less</i> – refers to quantity	<i>Few</i> – refers to number
<b>5</b>	<i>Accept</i> – to take	<i>Except</i> – to exclude	<b>23</b>	<i>Nauseous</i> – sickening to contemplate	<i>Nauseated</i> – sick to the stomach
<b>6</b>	<i>Adapt</i> – to adjust	<i>Adopt</i> – to take/to assume as one’s own	<b>24</b>	<i>Oral</i> – of the mouth	<i>Aural</i> – of the ear
<b>7</b>	<i>Beside</i> – at the side of	<i>Besides</i> – additionally	<b>25</b>	<i>Paper</i> – material	<i>Papers</i> – documents
<b>8</b>	<i>Bath</i> – washing	<i>Bathe</i> – moisten all over	<b>26</b>	<i>Prophecy</i> – a prediction (noun)	<i>Prophesy</i> – to predict (verb)
<b>9</b>	<i>Childlike</i> – marked by innocence	<i>Childish</i> – immature	<b>27</b>	<i>Stationary</i> – fixed/unmoving	<i>Stationery</i> – a writing paper
<b>10</b>	<i>Disinterested</i> – impartial	<i>Uninterested</i> – not interested	<b>28</b>	<i>That</i> – defining, restricted	<i>Which</i> – not restricted
			<b>29</b>	<i>Their</i> – possessive form of <i>they</i>	<i>There</i> – at that place <i>They’re</i> – contraction for <i>they</i>

are

30 *Irregardless* – should just be regardless

31 *Demure* – modest *Demur* – to hesitate

## A. EFFECTIVE COMMUNICATION ACTIVITIES IN VARIOUS SITUATIONS

### Overview:

This topic presents speaking as a common method of exchanging ideas. It means almost half the messages by the people give on other are spoken. Speaking skills are there very important. You success both in school and on the job depend largely on your ability to speak well.

In this topic you will learn various forms of communication activities.

### Key Concepts/Topics:

**Debate** is a group discussion where the member tells opposing sides.

**Interview** is a dyadic communication involving two parties – the interviewer and the interviewee or subject mainly for the purpose of gathering information.

**Panel discussion** is another group discussion where on fine experts are seated in semi-circle arrangement on a platform.

**Symposium** makes use of interpretation and factual delivery of information.

**Lecture forum** makes use there is only one speaker who discuss in issue on subject matter.

**Interpretative reading** is an art by which a reader communicates the meaning of great literature to an appreciative audience.

**Speaking on radio and television** has become potent force, not only in communication, but also in business and public service.

**Jazz chant** refers to chanting of words, phrases and sentences.

**Role playing** refers to a role being played for a certain character in play.

**Poetry reading** is to be read slowly, carefully, attentively and through the oral interpretation poetry can reach its highest form of artistry.

**Choral interpretation** is a task that will require all interpreters to agree on what emotions, attitudes, or themes to convey, and to undergo numerous rehearsals, under a competent director, on speaking and moving in unison with the structure and meaning of the literary piece.

**Song** is a composition for voice or voices, performed by singing.

**Chamber theatre** stages prose fiction – a short story or a novel.

**Readers' theatre** normally involves the group reading of a play in such a manner as to place the scene not onstage but out to and beyond the audience area.

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