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### 1.0 Introduction

For effective public speaking and when speaking to unfamiliar group or audience, first choose to connect with your audience will come as they listen to your introduction. Allow it to be commercial that walks them to the mindset and makes them most comfortable in hearing your speech.

You may have an impressive resume and background, yet there is nothing more boring than having a program with your bio while listening to it being read to them. The reading will either be faster or slower than the reader. One should choose the points and facts about your background that say you should be speaking, which expands upon what's written in your bio. This means that you aim to resolve now that your goal is not to reach 100% of your audience, which brings too much pressure.

There are many communication styles for one to instantly appeal to everyone throughout the presentation, that will make you pick up different members of the audience as they connect with your analogies and spirits, regardless of how well your introducer knows it's important to establish the tone of your introduction. It will not sound good for an audience interested in your speech about presentation skills to hear something else.

When speaking to co-workers or familiar groups, its advised that you highlight points that share pride in being associated with them. These points may include years of service, departmental transfers, community involvement and favorite quotes. For the case of youth, while speaking audience consider mentioning your favorite subjects

when you were at their age, hobbies, your children which may attract their interest and attention to listen and do reflection in their life.

Its suggested that you set your speech up using the top half of sheet to allow you maintain eye contact with your audience without losing your place in your speech. You will have plenty of space to add new anecdotes picked up prior to your speech, you will break your speech in to bites and better control your pace, lowering your chin to read down to the bottom of a page, will constrict your vocal chords.

There is need to have a positive mental attitude that can sound easy enough coming from someone else. Meanwhile your mental attitude says “excuse me, am the one who has to stand up before a stadium- full of hostile fans armed with rotten fruit and vegetables ready to stone me at the first slip in a speech that will determine the outcome of man’s fight against cancer and world hunger, but your unpunctuated bobbling going on in your head, is for 15 minutes with a class of 5<sup>th</sup> grader on career day. However, long your presentations are believing that you will be successful is important.

Understand that you will begin with 100% support from audience even people who would rather be somewhere else are hoping that you will do well. If it’s only to compensate for the facts they have to stay, there are some common fears and realities associated with those fears. In fear, you assume standing before a group of potential people and forget everything you wanted to say, while Reality is thinking you have forgotten everything which is, your mind’s way of stressing you out for forgetting something. But if you have prepared and practiced your presentation, your notes will refresh your memory.

Regardless of how prepared you are, having sufficient notes within easy reach and in the event you draw a blank as well refer them to for an idea. No matter how prepared you are, or how well you know the subject, always have written support available to fall back on. Put down two or three Buy Time questions prior to speaking.

If you forget what to say, or where your presentation is going, you can buy some time, buy time questions which should be introspective and take some time for the listeners to answer. However, the answers do not require preparation in terms of your presentation flow.

When doing any presentation, simply keep the audience occupied while you get back into your presentation and should be specific enough to have relevance to your theme and to take some thoughts on part of the audience.

As you present a report on violence against women to the partners, you draw a bank, pause and say let's take a moment to consider the impact on a particular component. Think of 3 instances where these effects your overall work flow when talking to co-implementers, take a moment and identify two instances in the field where these points apply, show strengthen you have that would support the points stated, areas of concern that need other partners to focus on.

Give reflection on how any one might have encountered these critical concerns and how they were handled. This will give better discussion and participation, giving a clear picture of how different people present issues.

The University of Chester press, (2016) takes much on public speaking as one can reasonably as joining the debates in the society. Every opportunity should be taken to get used to speaking in the front of an audience. Recite your speeches to friends of family and get them to tell you what they think you should do differently. For instance, practice in front of the video camera and then watch the playback. You will be very surprise at how much useful self-criticism you are able to perform. Those who now teach the bar professional Training course and the legal practice course make extensive use of this techniques.

The rest of the chapters set out the twelve rules of public speakers which most of them are reflected in what Cicero wrote, although they are more numerous than Cicero's canons and rather more specific. If you can ever speak as well as men and women

whose speeches are considered in this chapter. The future prospects will be significantly improved.

Prepare thoroughly before anything else, preparation is the key to success in public speaking and one should talk slowly and clear such that no one misses a word. There is no substitute for preparation if you are to present argument for legal, you must be knowing and understand it well. It's essential to read before and cite relevant articles and authorities.

## 2.0 Rational for public speaking.

While in public speaking and if you have ever had making a presentation, mind about anxiety that comes in the with speaking in public even experienced speakers can feel flustered, sweaty, anxious and apprehensive and that is perfectly natural reaction to threatening situations. When you know you are being evaluated, you feel more threatened and your perception of a threat causes you to release adrenal fluid, dilate your pupils, tense your muscles and provokes a fight for fight response. You will understand the consequences of not doing well, failing to impress and audience or not coming through for a client when it really matters.

Good public speakers tend to focus on what can go right and concentrate on the positive aspects of their message and how it can benefit their audience. Once they detect a positive response from their listeners, that perception serves to reinforce a sense of self confidence, reassurance and belief that they can do it. That fact is public speaking is learned skill, but not something you are born with or that comes naturally. You are born with the propensity to speak and gesture but given the short range of the human voice, those skills are clearly intended for interpersonal or small group setting.

Speaking to a large audience is a skill that must be learnt, rehearsed and reinforced through repeated opportunities. For instance, very few small children are great public speakers, how do managers get to be good at presenting complex information to an

audience that has little interest or motivation in learning? How do they get the audience to act on the message shared? (Copyright 2019, Anthem press)

People with little natural ability as a child have become exceptional public speakers by the time they reach their twenties and thirties. Great orators, politicians and business leaders develop professional speaking skill by analyzing both their audience and purpose for speaking. They prepare meticulously and seek out opportunities to present, learn what is effective from the audience's feedback. Every speaker who is honest with you will admit to being anxious before a presentation.

Entertainers and comedians like David Letterman and late Johnny Carson, talk at length about the anxiety that accompanies a walk onto the stage to perform. There is a subtle difference between them and most speakers-entraining. Experienced speakers or presenters use a sense of apprehension to their advantage. They review their notes, think about what the audience expects of them, rehearse their opening lines and internalize the essence of their message. Great speakers may seem to perform with an ease that makes it all look effortless but most honest of them will tell you that it did not come easily. It requires dedication, discipline and commitment to improve.

### **3.0 Compare and contrast for public speaking.**

The cumulative evidence indicates that active learning (Bonwell & Eison, 1991), such as the use of small groups problem solving tasks in class rooms produces better learning outcome than simply listening to lecturers alone, Prince 2004, Freeman et al. 2014). Meanwhile by engaging students more deeply active learning techniques can prepare students to learn more from subsequent lectures by rendering concepts more immediately (Schwartz & Bransford, 1998). The growing body of evidence and increasing use of active learning naturally leads to the question of how to design good experience for active learning, differentiated taxonomy of learning activities, (Chi 2009).

Globally, forms of active learning found across many discipline is to give students sample cases and ask them to compare and contrast the different examples. Previous

research indicates that asking people to find similarities and differences across multiple cases can positively influence learning and transfers. Including work, (Gentner et al. 2003), perceptual leaning (Biederman & Shiffrar, 1987), memory (Bransford et al. 1989), procedural learning (Rittle-Johnson and Star 2009), and categories induction (Williams & Lombrozo 2010), meta-analysis by Alfieri et al. 2013) computed that case comparison yields an average gain of 5 sigma compared to lessons that do not include case comparison.

As an example of a simple compare and contrast activity in a subject, considers students first being introduced to the concept of happiness. These students might be asked to explore various objects floating and sinking in different liquids. In a very simplified control of variables strategy, students could explore the question of what makes things float by identifying similarities and differences across different example such as size, mass, shape material and liquid. However simple cataloging the easily identifiable features is insufficient for understanding happiness. This is true for most subjects because the important similarities and differences involves invisible functional relations among multiple features.

Functional relations refer to how variables interact to produce a result as in  $force = mass \times acceleration$  and  $density = \frac{mass}{volume}$ . We present an approach to designing comparison based active learning tasks that help students discern functional relations across multiple cases and briefly describe the underlying theories from cognitive and perceptual psychology that guide the selection of cases. Consider tasks students might receive when given cases, when describing, the typical directive to compare and contrast produces an instructional back fire. It leads students to notice what they already know, even though the point of doing compare and contrast activities is to help students discover what is new to them. In the alternative, if students are asked to invent a single explanation for the similarities and differences across the cases they discover the underlying functional relations, at least when provided with well-designed contrasting cases.

In teaching, compare and contrast is one of the common expository text structure together with sequence, classification explanation, cause-effect and problem solving,



(De La & McCutchen, 2011). Previous research suggest that compare and contrast is relatively difficult than other expository structures, (Englert & Hiebert, 1984). Student try to find it easier to write compare and contrast essays when simply describing typical similarities (Meyer & freedle, 1984) than when organizing these using superordinate categories of attributes (Englert & Hiebert, 1984).

In current study, the participants were taught to identify superordinate and then to compare and contrast within these categories of each paragraph. As the common core standards place greater emphasis on expository writing as well as using writing as a tool to facilitate learning, (Graham & Harris, 2013), compare and contrast- contrast writing is high-leverage genre that helps student better understand content area of information by asking them to highlight key information, generate categories for that information and make comparisons of attributes within the categories (MacArthur & Philippakos, 2010).

Today, only few research studies have included compare and contrast texts as targeted genre in writing instructions, (Englert et al. 1991 & Steven, 2003). The set of strategies incorporated into tis instructional program was referred to by the acronym power representing plan, organize, write edit and revise. The results suggested that the students who received the writing instructions wrote compare and contrast and explanation texts with better organization and overall quality compared to texts written by students in the control group who only received process writing instructions. (MacArthur & Philippakos, 2010).

#### 4.0 Conclusion.

In practice, people may have no control over physical and vocal actions which is one of the most common fears of being asked to speak in public. Many people have a number of different physical habits that they display in their dealing with public on daily basis, where some people put on their ears, while others cross their arms when they are speaking. Some put their tongue between their lips when pausing in speech and others tap their toes. Therefore, everyone has such habits and each of these contribute to your



physical presence when you are speaking before an audience. How you view these habits in yourself and how you choose to deal with them that you would like to minimize can best be dealt with as you prepare to deliver your presentation, but relaxation and awareness are keys because many of the habits we develop manifest themselves out of nervousness.

By understanding how we best relax, and it varies from person to person, we can begin to get a handle on nervous gestures and habits. Awareness of our habits is the best viewed through being able to watch ourselves and through the eyes of others. We can watch ourselves on video, which very effective tool in practicing to deliver a speech presentation.

We can also ask those we invite to watch us practice make note of the physical gestures and habits that we may wish to minimize. The most effective way to begin to tackle these feelings of uncertainty is to relax.

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