



# ESU International Public Speaking Competition 2010



## *Speculation on Our Future*



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## The Handbook

The International Public Speaking Competition handbook is for speakers taking part in competitions (both at international and national levels).

It is also for their tutors, the judges and organisers of these competitions.

- The handbook explains the objectives of the international competition and how it is organised. The principles, however, are the same as those for any public speaking competition and the book will be of interest to all students involved in public speaking.
- Any queries about this handbook or on matters concerning the competition should be directed to:

IPSC Competition Convenor  
The English-Speaking Union  
Dartmouth House  
37 Charles Street  
London W1J 5ED

United Kingdom  
Telephone: (+44) 20 7529 1565  
Fax: (+44) 20 7495 6108  
Email: [international@esu.org](mailto:international@esu.org)

## HSBC Global Education Trust

The HSBC Global Education Trustees are delighted to fund the English-Speaking Union's International Public Speaking Competition in 2010. This year, the Trust is supporting the final in London and also the earlier rounds in many of the participating countries.

In a changing world, the Trust aims to promote cultural awareness, tolerance and education. Education equips people with the skills and knowledge to achieve their full potential. It also fosters international understanding, allowing individuals, businesses and nations to develop long-lasting, mutually beneficial relationships.

HSBC Global Education Trust says:

“The promotion of language is central to our aims. Language opens doors, removes barriers and helps people to understand attitudes and behaviour. There are currently 450 million native speakers of English, but perhaps as many as 1 billion learning it as a second language. With its long history and expertise, the ESU is in a unique position to introduce the English language to new speakers around the world. Its International Public Speaking Competition is an exciting event that enables talented young people to meet, demonstrate their command of English and learn more about other cultures.”

## The ESU International Public Speaking Competition 2010

Monday 17 - Friday 21 May

The English-Speaking Union is fully launched in 50 countries. Most of these countries run programmes to encourage the effective use of English as a means of international communication, as well as a variety of current affairs and cultural activities aimed at improving international understanding.

The International Public Speaking Competition is run annually by the English-Speaking Union and is one of the ESU's most successful and far-reaching international programmes. It has three overall objectives:

- To give young people practical experience in the fundamental skills of public speaking.
- To provide a focus for the learning of effective English and communication skills among young people in countries where English is not the first language.
- To give students from a variety of countries and backgrounds a chance to meet, exchange views and form friendships.

The first competition was held in 1981 and included speakers from three countries. Since then the competition has expanded rapidly, especially since the early 1990s; our rapid expansion – especially in South East Asia and in East and Central Europe – is a result of the popularity of the competition as a way of promoting English.

## **Key dates for 2010**

Friday 12 March Deadline for preliminary application forms from competition organisers including homestay applications.

Friday 2 April Deadline for participant entry forms and names of accompanying adults.

Monday 17 – Friday 21 May Final and associated activities based at Dartmouth House in London.

Mid-November The winner of May's International Final will receive their certificate from HRH The Duke of Edinburgh at Buckingham Palace.

## **The programme**

Participants in the international competition will spend five days in London from Monday 17 – Friday 21 May 2010. Competitors will meet and make friends with their fellow competitors from the different countries taking part, as well as experiencing London and practising public speaking and debating. The programme will include:

- a trip to the theatre and the Houses of Parliament
- free time to explore London
- a preliminary public speaking and debate skills workshop with game play and competition
- preliminary heats of the competition
- the Grand Final, to be held at the Headquarters of HSBC, Canary Wharf

In addition, some participants will be able to stay with members of the ESU and their families outside London in order to give them a first-hand experience of life in the UK (see under 'Homestays').

*A detailed programme will be sent to all participants in April 2010.*

## **Accommodation**

Bed and breakfast accommodation at the President Hotel and Imperial Hotel in Central London will be available from 2.00 pm on Monday 17 May. Participants should aim to be in London by 5.00 pm at the latest on 17 May. Please note that these hotels are directly next to each other.

Those participants having homestays must check out on the morning of Saturday 22 May by 11.00 am.

Accommodation for additional nights prior to Monday 17 May and after Friday 21 May is the responsibility of the participant unless a homestay has been requested. Please contact the hotel directly to arrange extra nights:

President Hotel  
Russell Square  
London  
WC1N 1DB  
(+44) 20 7837 8844

Imperial Hotel  
Russell Square  
London  
WC1B 5BB  
(+44) 20 7837 8844

ESU, Dartmouth House, 37 Charles St, London W1J 5ED, UK  
+44 (0) 20 7529 1550 [international@esu.org](mailto:international@esu.org) [www.esu.org](http://www.esu.org)

Participants aged 16-17 will stay in the President Hotel with two ESU staff members; all participants aged 16-17 have a curfew of 22:30 and must sign in with ESU staff in the evening. Participants aged 18-20 and all accompanying adults will stay in the Imperial Hotel; all participants aged 18-20 will have a curfew of 23:00 but are not required to sign in with ESU staff.

## **Homestays**

Please read these notes very carefully if you wish us to arrange a homestay:

- National organisers must agree with the participant on whether or not they require a homestay. It is not sufficient to assume the participant wants one and to organise one on their behalf.
- If participants would like us to arrange a homestay with ESU members outside London for the weekend of Saturday 22 – Monday 24 May 2010, please return the Homestay Form to us by Friday 12 March. After this date we cannot guarantee to find places. Please note we cannot organise homestay accommodation for days prior to the competition and places are limited and therefore will be assigned on a first come, first served basis.
- Having accepted the offer of homestay hospitality, participants must honour their commitments.
- The ESU in London arranges all travel to and from your homestay. It is therefore essential that we have the date and time of your departure from England by Friday 9 April 2010, together with which airport you will be flying to and from.
- The ESU in London covers the cost of your train fare and all costs at the homestay are covered by your host.
- If you wish to take up a homestay you must remain in the UK until Monday 24 May. Since all the homestays are outside London it is not feasible to arrange a homestay for a shorter period of time.

## **Accompanying adults and friends**

- Not all participants are accompanied by an adult or friend. If they are, it is normally by either parents or public speaking tutors.
- The forms for accompanying guests must be submitted by Friday 12 March 2010 and final names by Friday 2 April 2010. Please note that only two guests may accompany a participant.
- Please note that the programme is organised for the participants only, not accompanying adults or friends; homestays cannot be organised for accompanying adults or friends and they may not attend the homestays with the participants.
- Please also note that due to space restrictions only the participants and the guests of finalists may attend the Grand Final.

## **The theme for 2010**

The theme for the 2010 competition is "*Speculation on Our Future*".

- Speakers may interpret the theme in any way they see fit, but they should not use the theme as their title.
- In choosing their title, speakers should not be afraid to be provocative, hard-hitting or humorous, as long as their intention is constructive and the speech is not offensive to other parties present.
- Speakers must avoid speeches that are likely to be perceived as doctrinal or highly political.

## **Entrance and eligibility**

- The closing date for registering entrance to the competition is Friday 12 March 2010. Late entries are at the discretion of the competition organiser.
- The deadline for participant entry forms for the competition is Friday 2 April 2010, unless otherwise arranged with the competition organiser.
- The speakers must all be winners or runners-up of an ESU national public speaking competition or a similar competition in their country. Taking part in this competition is therefore a considerable mark of success and speakers can be proud of their achievement.
- The competition is open to students aged between 16 and 20 in full-time education at the time of the competition (ie. the oldest possible competitor would have their 21st birthday on the day after the competition).
- Each participating country may enter a maximum of two speakers.
- Competitors must be passport holders or deemed nationals of the country which they are representing.
- If, in the opinion of the Competition Convenor, a competitor acts in a manner that would bring themselves, the ESU or ESU staff into disrepute they will not be entitled to participate in the Competition on Friday 21 May 2010 and the competition organiser in their country will be informed.

## **Funding**

- Travel to and from the UK for both participants must be covered by the International ESU or competition organisers.
- The programme fee for one participant from each competing country will be fully funded by Dartmouth House.
- If you wish to send a second participant then the full cost of the programme fee must be covered by the International ESU or competition organisers.
- Accompanying adults or friends must be covered by the International ESU, the competition organisers or the individuals themselves.
- A hardship fund is available which International ESUs and competition organisers can apply to, to assist with the cost of flights or spending money for participants. This will be awarded at the discretion of the international convenor. You cannot apply to the hardship fund for any costs of a second participant.

## Competition structure

Speakers will be divided into heats by the international convenor. Participants are randomly assigned to heats. Where a country is represented by two Speakers, both will be in the same heat.

The number of Speakers from each heat selected for the final by the Judges will be one. Only one Speaker may reach the final from each country; therefore, where there are two Speakers from a country, they are competing against each other as well as the other Speakers for a place in the final.

Finalists should speak on the same theme and argument which they presented in the heats. There will be a different panel of Judges for the final.

There will normally be two Judges for each heat and a minimum of three Judges for the final.

The Judges' decision is final.

### Timing and sequence of speakers

- Each Speaker will be allocated 5 minutes. Judges may penalise Speakers who overrun. Marks will be deducted for speeches which vary more than 45 seconds either side of 5 minutes and at the end of 6 minutes Speakers will be asked to finish their speech immediately.
- A Timekeeper will record the lengths of speeches and give these to the Judges. The Timekeeper will also give an audible signal after 4 minutes 15 seconds, 5 minutes and 5 minutes 45 seconds.
- Each speech will be followed by two minutes of questions from members of the audience and the judging panel.

### Sequence

- The sequence of Speakers within a heat will be selected at random by the convenor prior to the competition.
- The Chair will introduce each Speaker, giving their name, country and the title of the speech.
- After the Speaker has delivered their speech the Chair will invite questions from the Judges and audience. These must be addressed through the Chair.
- The question time will last for only two minutes so questions need to be answered briefly and to the point.
- All Speakers should be asked at least one question. It is the responsibility of the Judges to ask a question if there are no questions from the audience.
- Supporters/compatriots of the Speaker may not ask questions.
- The Speaker will stand at the front of the room.
- The Judges' panel will be at the back of the room, behind the audience.
- The Chair and Timekeeper will sit at a table to the side of the room, next to the Speaker.

- No visual aids or microphones are used by the Chair, Judges or Speaker. This includes props of any kind.
- Speakers in the final will stand on a low stage but may not use a lectern.

## **Prizes**

Three prizes will be awarded:

- First Prize
- Runner Up
- Audience Choice Award

## **Guidelines**

These guidelines are designed to be of use in preparing for any public speech, but especially those in competitions of any format. We advise speakers in the ESU International Public Speaking Competition to read the judging guidelines and mark scheme at the end of this book in addition to this section.

The term public speaking covers many activities. It is an essential part of the jobs of teachers, politicians, broadcasters, lecturers, salesmen, lawyers and religious figures; it is done by community leaders and campaigners. At some point all of us will have to give a speech in public, whether at a public ceremony, special family or community occasion, or in a class, business presentation or job interview.

Each of these activities has a different purpose, but we can still identify three aims of public speaking:

- to inform
- to persuade
- to inspire

That means that some forms of speaking in public aren't public speaking – acting, for example, or cabaret entertainment – but these activities may also share aspects with public speaking, such as the need to be delivered clearly and maintain audience interest.

## **People who inform, persuade and inspire**

How do these purposes fit into our real-world instances of public speaking? Teachers, lecturers and most broadcasters certainly set out to inform us, giving us valuable information on a range of topics. Lawyers are tasked to persuade – that is, to gain the assent of a court, judge or jury of the truth or falsity of a claim. Campaigners intend to inspire their audiences – that is, rouse them into action – whether to protect the environment, demand a change of government, or go on strike.

But to some extent all roles seek to inform, persuade and inspire. A politician wants to inform you of her policies, which you may not be familiar with; to persuade you that they are good policies; and inspire you to vote for them. A salesman wants to inform you about his product, persuade you that it is a good product, and inspire you to buy it. It may not immediately be obvious but all the types of public speech we have mentioned encompass all three different

purposes. A teacher, for example, when setting out to inform you, also has to persuade you that you should believe what she is saying, and pay attention to it. You believe what a teacher says, in the absence of other ways to check its accuracy, because the teacher herself has credibility, a result of her authority. Politicians, religious and community leaders, and lawyers all rely in part on their credibility to ensure that they achieve their other aims.

## **Credibility**

Credibility is what is fundamental to all types of public speaking – it is the willingness of the audience to listen to you, to believe what you are saying, and to approve of you saying it. Having credibility doesn't necessarily imply that the audience is also informed, persuaded or inspired, but it is an essential foundation for any of those things. Most speakers gain credibility from who they are and what they do. So we listen to a politician's policies more carefully and are more open to being persuaded by him because we know that he will be standing for election and may soon govern us. At a very practical level, we listen to his views and those of broadcasters because they are transmitted on the radio and television, just as we listen to lawyers in court because they are the ones suitably qualified to be allowed to address the court. We listen to teachers and lecturers and religious figures, even if we are meeting them for the first time, because of their title or perhaps what they wear – the outward signs of authority.

The ESU International Public Speaking Competition aims to test the general skills that are used by public speakers. It aims to test your ability to inform, persuade or inspire, but in order to demonstrate that you must first establish credibility. This is the hardest part of competitive public speaking, as opposed to the 'real world' speeches made by the figures we have examined; as a competitor you have no automatic credibility from who you are, the role you perform or the job you do. All the audience's willingness to listen to you, believe you and approve of you must come solely from your speech, apart from, and sometimes despite, its context in a competition.

## **About this part of the handbook**

In the next few sections we will look at how we prepare a speech – choosing our topic, researching our subject, organising our content and practising our delivery – with the emphasis all the time on how to use each of these elements to build our credibility. Finally we will look at how to deal with questions, tips to build your confidence, and the judging guidelines and mark scheme.

## **Choosing a topic**

A public speech could be about anything, but in order for it to be a good speech you are going to need to consider the following things:

- Will the audience be interested in my topic?

Your audience does not necessarily need to be interested in your subject before the speech – indeed, most speeches that set out to inform will be on things that people know very little about – but the subject should at least be able to capture people's imaginations. Does it have obvious parallels with something that they do know about? Does it affect their lives, even if they don't realise that? Consider these and other issues to see if you can make a link between the topic and the audience.

- Am I interested in the topic?  
You are going to spend a lot of time working on your speech; it will be more enjoyable for you if you pick something because it interests you, rather than because you think it worthy or appealing to the judges. However, it's also essential for your credibility that you appear to care about your topic when you are speaking, or can explain to the audience the reasons you have chosen to discuss the issue or how you came to know about it.
- Am I able to research my topic effectively?  
You will need to use information in your speech to inform and persuade your audience. Where will you get it from? The internet, a library, interviews with other people, a personal experience? Make sure that you have access to the important facts that you'll use to support your reasoning.
- Can I properly discuss my chosen topic in the limited time I have available?  
Some topics are unfamiliar to audiences and may require considerable amounts of background description simply for you to get to a position to persuade people of something. For example, it is probably impossible to reasonably convince people that "The Meiji Restoration in Japan was unfair on the daimyos" if you have to begin your talk with a description of the state of Japan before the Restoration, then tell us what the Restoration changed, tell us what a daimyo is, and then present analysis of your previous descriptions to show how the daimyos suffered wrongly as a result of the Restoration, all in five minutes.

### **Interpreting the theme**

In the ESU competition you are given a theme for your speech and asked to interpret it. It is important to note first that you are not allowed to use the theme as your title. Second, the theme is quite broad and deliberately does not suggest a specific subject area. This is because audience interest in your subject is also relative to the other speeches in the competition – if everyone gave a speech about modern architecture the audience would soon find the speakers dull however good they were! Stick to the guidelines above about manageable topics that you are interested in. Don't try to second guess what the 'intention' was behind the choice of theme, and do not pick something that you feel you ought to talk about in preference to something you really want to talk about.

### **Inform, persuade or inspire?**

Above we discussed the three purposes of a public speech, and saw how each to some extent involves the others and establishes credibility. In this competition where you have a very limited period of time to deliver your speech, aiming simply to inform the audience will probably not enable you to demonstrate fully your public speaking skills. Though any good speech in this competition will contain plenty of information, the best speeches will aim to use that content, and other factors, to persuade their audience of the truth or falsity of something, or to inspire them to take a certain action.

### **Statement of intent**

At this point we can draw up what will be the core of the speech – the few sentences that explain what the purpose of the speech is, and what the main points in it will be.

Complete the following sentence: "At the end of my speech I want to have persuaded the audience that ...". Do not complete it with "... my topic is great." Give yourself a specific

target. So for example, rather than saying “At the end of my speech I want to have persuaded the audience that climate change is bad”, say “At the end of my speech I want to have persuaded my audience that climate change will have a serious effect on the global economy in the next twenty years, but that they are able to take action to alleviate it”. This is your statement of intent.

You do not necessarily need to deliver the statement of intent in your actual speech, but having one will help you to focus on the message you are giving.

### **Supporting your statement of intent**

Each clause in your statement of intent is a claim that needs to be identified and then supported. Looking at the example on the previous page, we can see there are two claims: “climate change will have a serious effect on the global economy in the next twenty years” and “they [the audience] are able to take action to alleviate it”

You’re going to need evidence to support each of these claims – probably quite a few pieces of evidence – and you’re going to need to explain how your evidence supports what you are saying.

### **Opposing opinions and contrary evidence**

The most interesting speeches often make claims that are controversial. This means that although you will be hoping, in the course of your speech, to reason your way to a firm conclusion there will be much evidence surrounding your topic that does not support your conclusion, and many opinions different from your own. Don’t ignore these. It is apparent to an audience when an issue can be seen from more than one viewpoint, and it will harm your credibility if you seem not to recognise that.

Take time in your speech to acknowledge, explore and recognise other points of view, before comparing them carefully with your own evidence and reasons to come to a balanced conclusion. That is much more effective as a method of persuasion because it creates much more credibility for you.

### **Evidence as illustration**

There are all sorts of pieces of evidence that could support your claim, not just what you might think of as ‘facts’. You may want to use some statistics, examples from history or current affairs, or widely accepted facts from science or geography, but ideas can also be supported with other ideas, such as common sense beliefs, religious tenets, the views of others, analogies and narrative stories.

Think of evidence not just in the sense in which it is meant in a courtroom, but as illustration in the most literal sense – shedding light on the issue, illuminating your ideas and making them more easily understood by the audience. Always remember, though, to show how your evidence is relevant and how it supports what you’re saying – facts are no substitute for reasons!

## Researching your topic

Even if you've chosen a topic that you're very knowledgeable about (as we've recommended) you will probably want to look more widely at the issue, especially at viewpoints different from your own. You may want to see what other people have said about the issue before you (and perhaps you'll want to quote them) or you may want to see if there have been any recent developments that you would want to share with your audience. Direct your research towards recent and frequently updated publications with editorials and analysis (like newspapers), rather than at definitive but less opinionated or up-to-date sources (like encyclopaedias).

A five minute public speech only gives your audience one chance to take in and understand everything you're saying, which may be of considerable complexity. This means you're going to have to think carefully about how you structure your speech.

## Have a speech outline

It helps the audience to follow your speech if you tell them at the start of the speech what your main reasons and pieces of evidence are going to be, and then again at the end, after you have delivered the bulk of material in the speech, remind them of what the key points are that they should take away with them.

- Open with an introduction, which lets the audience know who you are, what you are going to be speaking about and why and what you hope to achieve by the end of the speech.
- Provide a preview of your points, telling the audience what you will be saying that will help you to achieve your aim, and in what order. Think of this as a 'map' for the speech to help the audience follow you.
- Move on to your main points, covering them in a logical order that builds your argument up (starting with the most basic or fundamental of your claims, or any necessary description you have to give in order to help your audience understand, and then moving towards your conclusion). Remember all the time to support your claims with evidence, and then show how that evidence supports the claim.

Let the audience know when you're moving from one part of your speech to the next with transition words or phrases, like "So we've looked at the effect of global warming on poorer countries – now I'd like to examine the effect on richer countries...", for example.

- Summarise the points you have made – so that the audience can feel confident that they have understood everything in your speech, and they are sure what they have to consider.
- Conclude. The conclusion ties together everything you have said and reminds them what you wanted to convince them of, and why they should be persuaded.

## Using notes

Having a clear outline and structure to your speech enables you to make very simple notes. Each person will find a particular notation style that suits them, but remember never to write out any of your speech in full. Having a few large key words written on a card in front of you

will enable you to pick up your speech more easily if you stumble or get lost. It also has advantages for your speaking style, which we will look at in the next section.

### **Giving your structure a theme**

Your speech acquires more of a sense of unity if you can find a single theme that links the names you are using for your different points. This theme may be an analogy to a familiar ‘set’ of words or concepts, a popular story, song or well known person, place or event. For example, you may wish to theme a speech about climate change in following way:

“What I want to talk about today – the effect humans are having on the environment – is of elemental importance. I want to speak about environmental impact today on the four elements known to ancient man – earth, air, water and fire.

First, earth – the erosion of the earth’s soils resulting from deforestation, intensive farming and urbanisation.

Second, air – the emission of heavy metals, acids and greenhouse gases into the atmosphere that are slowly but surely poisoning humans, the ecosystem and suffocating the whole planet.

Third, water – the contamination of our water courses and oceans, traditionally thought of as ‘flushing away’ our waste, until they no longer contain life and we can’t even drink them.

And finally, fire – man’s most elemental source of energy, though we now use many different forms of energy to power our world. I want to examine how we generate power, and show you how new solutions to our energy crisis could help us to solve our other problems.”

The start and end are the most difficult, and in some ways the most important, parts of your speech. You should plan them carefully and know them off by heart.

Your introduction is the very first impression you will make on the audience, so make it a good one. Rather than explaining, in a dry way, what your topic is about, try to grab the audience’s attention first, by making the topic sound relevant to them.

For example, rather than saying this:

“Today I want to talk about global warming caused by carbon emissions. I will show how the rise in global temperatures will lead to inundations of low-lying ground, droughts and food shortages in some areas, disruption to the ecosystem and civil unrest. I will then tell you what we can do to stop these effects from occurring.”

Try this:

“Floods; famines; plagues of locusts; war, death and destruction on a worldwide scale – no, not prophecies from the bible, not the scenes of some Hollywood disaster movie, but predictions for the real world in the next twenty years from top scientists, if we continue pumping carbon dioxide into the atmosphere and altering the global climate. In my speech I want to show you how easy it could be to avoid this doomsday scenario, if we only wake up to the reality that this time it’s fact, not fiction.”

Conclusions are the last thing an audience hears, so should leave them sure of what you have said and thoughtful about their own approach to it. This could be achieved, for example, by a rhetorical question to set the audience as a departing challenge – but remember to be sure that you have already provided the answer to the question beyond doubt – rhetorical questions are meant to be answered by you, not by the audience!

For example this conclusion provides the answer to the question it poses in no uncertain terms:

“So I have shown you the precipice on which we stand, and which, at our current rate of carbon dioxide production, we seem doomed to topple into. I have shown you how easy it would be to turn our heads away, to ignore the signs, to hope that the problem will go away, solve itself, or will only affect our descendants, not us. I have agreed that sometimes it can feel hopeless to think that our small actions can possibly affect a problem so widespread on a planet so huge. But I have also explained today that our actions do make a difference, that we do have reason to hope, and that although our actions will cost us time, effort and money, they must be taken if we are to avoid the greater cost of the end of our way of life. So which will you do, ladies and gentlemen – turn your heads, and hope against hope, even as the wind whistles past your ears, that we won’t fall off that precipice; or wake up, face the problem and do your part to solve it, and feel proud when you are able to show your grandchildren the world you have bequeathed to them, which they so nearly didn’t inherit. Only you can make that decision – what will you choose?”

A public speech is much more than the text of its words and a public speaker does much more than just read out a transcript. The way a speaker uses his voice and body and chooses his words conveys meaning to the audience over and above the simple meaning of the words.

### **The communication model**

The diagram above represents the way you communicate your ideas to an audience – you transmit the idea through the medium of speech, and you receive feedback from the audience to let you know how well your speech is getting across. In the process of communication, some of the meaning that you have in your mind – both simple meaning and the more ambiguous or emotive meaning in your speech – is lost.

Let’s look at three ways that you can minimise this loss, making sure that all your meaning gets across to the audience.

#### **1. Physical**

- **Volume:** make sure you are speaking loudly enough to be heard, but not so loud that people can’t take in your words.
- **Pace and clarity:** make sure that you speak at a rate that can be easily followed, and clearly enunciate your words so that people can understand them.

#### **2. Psychological**

- **Tone and pause:** vary the way you use your voice to break up your sound – people will ‘tune out’ from a monotonous speaker, so change your pitch and speed as you move from section to section.
- **Body language:** much of our communication is nonverbal, so make sure that your body is making ‘open’ gestures, like facing forward and using your arms freely to

gesture (but not over gesture) in support of your words; avoid ‘closed’ gestures like folding your arms, turning away or hanging your head.

- Facial expressions and eye contact: even more important than your body is your face. The audience needs to feel that you’re speaking to them, so make eye contact with as many members of the audience as you can. You need to convince them that you are confident in what you are saying, so smile and you’ll set both yourself and the audience at ease.

### 3. Linguistic

- Vocabulary: make sure that you are using words that everyone in the audience can understand. Although all your audiences will speak English, we each use that language in a different way, and we have to be careful not to slip into colloquialisms and slang that may exclude part or all of the audience.
- Jargon: It can be tempting, if you have spent a long time researching a topic, to use a lot of technical words in your speech, or to refer to things by abbreviations or unfamiliar titles. Remember that your audience will probably not be as knowledgeable as you on your own subject, so always explain these things in ordinary language.
- Word choice: English is full of synonyms – two or more different words that refer to the same idea, object or concept. Different words conjure up different ideas of that same object in people’s heads, depending on the wider associations of the word. For example, if we say:

“Human beings have an innate tendency to exploit the resources of their environment in a non-sustainable fashion, which will lead to a point of such depletion that the use-value of those resources becomes nil.” we are being much less effective in raising the audience’s concerns than if we try to connect the quite academic sounding ideas that we are expressing to images the audience may already have in their minds, like this:

“Everything mankind touches it seems to destroy – felling forests, draining lakes, burning ancient jungles long since fossilised into oil and coal; sooner or later we’re going to realise that there’s nothing left to destroy – those forests, those lakes, and most of all, those fossilised jungles, aren’t coming back.”

Not only have we illustrated the point with imagery of what is actually going on, but we’ve also substituted “destroy” for “exploit in a non-sustainable fashion” – so ‘destroy’ is a word with negative connotations, the audience will feel more indignant towards the phenomenon we are describing. This aspect of word choice can work in reverse too – to play down things that we wish the audience to think about less or take less seriously. For example, rather than saying: “We will have sacrifice a lot of luxuries like foreign holidays and exotic foods if we are going to have any impact on our carbon dioxide emissions.” we might say: “Simply using less of some of our unnecessary extravagances in life could make a huge difference to how much global warming we cause.”

#### **A note on notes**

Earlier we advised you to use a few clear key words as your speaking notes, rather than writing out your whole speech or trying to memorise it in its entirety. One advantage of speaking from notes and constructing each of your individual sentences afresh each time you speak is that the speech retains a sense of novelty and reality – it is all too easy for the audience to get the impression, if you are reciting for the tenth time, perhaps, a speech you know off by heart, that your engagement is with your memory and your words, rather than with them. So be sure what each of your points is going to be, and know your introduction

and conclusion very well, but don't over-rehearse the main body of your speech to such an extent that you lose that vital connection with it or begin to become bored by it.

Remember, it's all about getting and keeping credibility!

### **Top ten tips for confidence**

- Know well what you're going to say, and have clear and easy-to-follow notes in front of you.
- Know your first sentence off by heart.
- Avoid wearing uncomfortable clothes or distracting jewellery – tie your hair back if necessary.
- Have a sip of water before you go up to speak. Keep the glass near at hand.
- Breathe deeply, using your diaphragm, not your chest (your stomach should move out if you're doing it right).
- Start clearly and loudly from the very first word.
- Make eye contact with the audience from the start – if you're still too nervous to do that, look at the middle of their foreheads – they won't be able to tell the difference!
- If you stumble over a sentence, or momentarily forget what you were going to say, don't try to talk your way out of it. Just stop, have a drink of water or simply pause, breathe deeply and start again.
- Smile at the audience – they're not hostile.
- Relax and enjoy yourself – having a whole room of people listen to you is a rare experience and can be exhilarating!

### **Answering questions**

Most real world public speakers will be faced at some point with questions about what they've said. In the ESU competition this element of the activity is represented by a period at the end of each speech when members of the audience are invited to put brief questions to the speaker. These may ask for clarification or expansion on a point or seek to know the speaker's views on a related issue not covered in their speech. Although questions are not meant to be combative, they may sometimes ask the speaker to justify her views.

### **Tips for answering questions well**

- Before your speech think what questions are likely to be asked, and consider how you might answer them.
- However, don't be tempted to answer the question you hoped you'd get – always answer the question that was actually asked.
- Use the time in which the question is being asked to start formulating your answer, and don't be afraid to pause before answering – you don't have to rush into an immediate response.
- Do not feel that you have to say a lot to answer a question. Some of the best answers are very short, and you should not go on too long in answer to any question. Although some questions may ask you to further explain, defend or justify your views, don't become too defensive or start a debate with the questioner. Simply answer the question as well as you can and thank the person asking the questions for giving you the chance to make yourself clearer.

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### **Judging criteria and the mark scheme**

Judges are advised to read the guidance for speakers and trainers above in addition to this section.

#### **Language**

This is a public speaking competition held in English; it is not an English language proficiency test. While it is necessary to deliver your speech in English, and ability in speaking the language obviously helps a speaker to get a message across and establish credibility, speakers will not be penalised for small mistakes of grammar, for different pronunciations, or for the occasional fumble over a difficult word. In a contest between, on the one hand, a speaker having a reasonably good level of English, making a few minor mistakes, but delivering a fascinating, funny and thought-provoking speech; and on the other a speaker absolutely fluent in English who delivers a flawless speech but with less interesting content and less engagement with the audience, the former will always win. However, the ESU recognizes that the competition presents a special challenge to speakers whose native language is not English. The judges therefore award a prize to the best non-native English speaker, to one of the eligible speakers in the final.

#### **The sections of the mark scheme**

##### **Subject, reasoning and evidence: 40 marks**

The speaker should present an interesting topic of general relevance and some significance. The speech should present the speaker's main ideas in a clear, structured way, supported by evidence or scheme illustration. The speaker should consider alternative viewpoints to his own, but should present the audience with a definite conclusion.

Expression and delivery: 30 marks

The speaker should use her voice, body and words to attract and sustain audience interest. Her vocabulary should be clear and understandable, but should also add to the straightforward meaning of their points – imaginative and appropriate word choice should be rewarded. The speaker should be confident and appear in command of their subject.

Establishing credibility: 20 marks

Good performance in the previous two sections will aid the speaker's credibility. In addition the speaker should be able to guide the audience clearly through his topic, from an introduction that makes his aims obvious and the importance of their topic apparent, to a conclusion that leaves the audience with no doubt as to the purpose to the speech. In the main body of the speech the speaker should develop a good relationship with the audience, responding to their reaction, perhaps engaging them with humour, and appearing genuine when conveying emotion about the topic.

Responding to questions: 10 marks

The speaker should answer questions in the way most helpful to the questioner and the audience, rather than trying to avoid them. The speaker should answer as succinctly as possible, and will be rewarded for introducing new and relevant content quickly in her answers, where appropriate. The speaker must not arrange for 'planted' questions to be asked by friends in the audience.

Total: 100 marks

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For more information about the International Public Speaking Competition, please contact [international@esu.org](mailto:international@esu.org).

For more information about public speaking, debating, or using spoken English effectively, contact the ESU Centre for Speech and Debate at [centre@esu.org](mailto:centre@esu.org)

In 2009 41 countries took part in the competition, held on 21 May. After the four heats eight finalists represented the following countries:

- Lithuania
- Malaysia
- Mauritius
- Mongolia
- Netherlands
- New Zealand
- Norway
- Poland

The overall winner was Sebastien Ng Kuet Leong from Mauritius. The runner-up was Roos van Ees from the Netherlands. The best non-native English speaker was Siti Khadija Jaafar from Malaysia and the audience choice award went to Tevivi Daniel Tama from New Zealand.

## The English-Speaking Union's mission

The English-Speaking Union is an international educational charity founded in 1918 to promote "international understanding and friendship through the use of the English language." The ESU was started as an Anglo-American partnership and has now expanded to almost 40 branches in the UK and over 50 International ESUs worldwide.

The ESU's mission to bring people together and share their experiences has never been more relevant; the world needs international understanding and the reach of English provides a way of achieving it.

At the heart of the ESU's response is the role of English in public speaking, discussion and debate which along with literature, the arts and music forms the main basis of the ESUs educational work. International understanding is created by the exchange of ideas and experience, through the medium of a common spoken language and today English serves as the common language of business, technology, commerce and diplomacy.

The ESU achieves its mission through the Centre for Speech and Debate at Dartmouth House, International and National Debating and Public Speaking Competitions involving hundreds of universities and thousands of schools worldwide and through the innovation of internet debating and the vast range of individual scholarships, internships and exchanges organised by Dartmouth House. All this is reinforced by international conferences and current and cultural affairs programmes in London.

### Countries in which the ESU is represented

Albania	Georgia	New Zealand
Argentina	Germany	Nigeria
Armenia	Hong Kong	Norway*
Australia	Hungary	Pakistan
Austria	Iceland‡	Philippines
Bangladesh‡	India	Poland
Belgium‡	Japan	Portugal
Bermuda	Korea	Romania
Bhutan*	Latvia	Russia
Brazil	Lebanon	Scotland
Bulgaria	Lithuania	Serbia
Canada	Madagascar	Sierra Leone
Chile	Malaysia	Sri Lanka
China†	Malta‡	Tajikistan‡
Cyprus	Mauritius	Thailand
Czech Republic	Mexico	Turkey‡
Denmark	Moldova	USA
England & Wales	Monaco‡	Vanuatu
Estonia	Mongolia	Yemen‡
Finland	Morocco‡	
France	Nepal	

\*Honorary representative

†China University English-Speaking Association

‡ Steering Committee